

**SOCIAL
&
RELIGIOUS STUDIES**

P1

Teacher's Guide

Primary School

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FOREWORD

Dear teacher,

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

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

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

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

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

- Plan your lessons and prepare appropriate teaching materials.

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

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

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

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

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

Dr. NDAYAMBAJE Irénée

Director General of REB

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GENERAL INTRODUCTION

PART I: GENERAL INTRODUCTION

1.0. About the teacher's guide

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

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

1.1 The structure of the guide

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

Overall structure

The whole guide has three main parts as follows:

- **Part I: General Introduction.**

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

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

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

- **Part III: Unit development**

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

Structure of a unit

Each unit is made of the following sections:

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

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

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

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

- **Guidance on the introductory activity:**

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

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

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

- **End of each unit**

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

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

Structure of each sub heading

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

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

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

- **Teaching resources**

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

- **Learning activities**

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

- **Exercises/application activities**

This provides questions and answers for exercises/ application activities.

1.2 Methodological guidance

1.2.1 Developing competences

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

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

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

Generic competence	Examples of activities that develop generic competences
Critical thinking	<p>Basing on your Christian and personal life show how the communicable attributes of God help you to live in relationship with God by:</p> <ul style="list-style-type: none"> - Drawing a lesson from your personal experience of who God is to you, then; - Relate your experience to the biblical message of God's attributes. - Analysing a case studies - Describing the gender issue relating it to the Christian life and the gender issue in Rwanda.
Research and Problem solving	<ul style="list-style-type: none"> - Research using internet or books from the library - Propose a solution to the presented case studies
Innovation and creativity	<ul style="list-style-type: none"> - Discussing how to overcome the causes of sins - Proposing a solution to the problems that affect families today. - Choosing alternative behaviour in case of a moral problem - Discussing how Dawat change people's lives?
Cooperation, Personal and Interpersonal management and life skills	<ul style="list-style-type: none"> - Work in small groups - Work in Medium groups - Work in Large group
Communication	<ul style="list-style-type: none"> - Learners present their findings/arguments/reports either in written or verbal form - Reading and listening to the Sacred Scriptures - Select and use appropriate formats and presentations.
Lifelong learning	<ul style="list-style-type: none"> - Exploit all opportunities available to improve on knowledge and skills. Daily reading the word of God.

1.2.2 Addressing cross cutting issues

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

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

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

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

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

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

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

1.2.3 Attention to special educational needs

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

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

Teachers need to:

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

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

Strategies to help children with developmental disabilities:

- Be patient! If you find that the child takes longer than others to learn or to do an activity, allow more time.

- Do activities together with the child.
- Gradually give the child less help.
- Value much the learner's emotional life and be patient with their attitudes in the learning process.
- Let the child do the activity with other children and encourage them to help each other.
- Divide the activity into small achievable steps.
- Appreciate every step done.
- Remember to praise and say 'Well done' when the child learns something new or makes a strong effort.

Strategies to help children with physical disabilities or mobility difficulties:

- Adapt activities so that children who use wheelchairs or other mobility aids, or other children, who have difficulty of moving, can participate.
- Ask parents/caregivers to assist with adapting furniture. E.g. the height of a table may need to be changed to make it easier for a child to reach it or fit their legs or wheelchair under.
- Encourage peer support; friends can help friends.
- Involve them in the reading the Word of God.
- Get advice from parents or a health professional about assistive devices.

Strategies to help children with hearing disabilities or communication difficulties:

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

Strategies to help children with visual disabilities:

- Help children to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.

- Use tactile objects to help explain a concept.
- If the child has some sight, ask them what they can see. Get information from parents/caregivers on how the child manages their remaining sight at home.
- Make sure the child has a group of friends who are helpful and who allow the child to be as independent as possible.
- Plan activities so that children work in pairs or groups whenever possible.

Adaptation of assessment strategies

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

1.2.4 Guidance on assessment

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

Continuous/ formative assessment

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

Summative assessment

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

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

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

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

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

a) **Active and reflective learners**

Active learners tend to retain and understand information best by doing something active with it; discussing or applying it or explaining it to others.

Reflective learners prefer to think about it quietly first.

b) **Sensing and intuitive learners**

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

c) **Visual and verbal learners**

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

d) **Sequential and global learners**

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

1.2.6 Teaching methods and techniques that promote the active learning

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

What is Active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners

are encouraged to bring their own experience and knowledge into the learning process.

The role of the teacher in active learning

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

The role of learners in active learning

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

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation).
- Actively participates and takes responsibility for their own learning.
- Develops knowledge and skills in active ways.
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings.
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking.
- Draws conclusions based on the findings from the learning activities.

Main steps for a Religious studies lesson

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

1. Preamble/Introduction

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

2. Dialogue/ development of the new lesson

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

▪ **Discovery activity**

Step 1

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

Step 2

- The teacher let the students work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge.
- **Presentation of learners' productions**
 - In this episode, the teacher invites representatives of groups to presents the students' productions/findings.
 - After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.
- **Exploitation of learner's productions**
 - The teacher asks the students to evaluate the productions: which ones are correct, incomplete or false.
 - Then the teacher judges the logic of the students' products, corrects those which are false, completes those which are incomplete and confirms those which correct.
- **Institutionalization (summary/conclusion/ and examples)**
 - The teacher summarises the learned knowledge and gives examples which

illustrate the learned content.

▪ **Exercises/Application activities/Response**

- Exercises of applying processes and products/objects related to learned unit/sub-unit,
- Exercises in real life contexts,
- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of a teacher is to monitor if the fixation of process and product/object being learned is well connected/linked to the main content.

3. Assessment

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

Specific approach in teaching Religious studies subject

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

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

Life approach in teaching Religion

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

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

Stages in the use of the Life Approach

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

a) Human Experience

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

b) The Biblical Experience

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

c) Explanation

The teacher explains the main points by use of various teaching aids to make

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

d) Application and Response

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

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

CBC.

a) Conclusion

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

1.2.7 Teaching and learning in the second language

A Rwandan child enters school with the accumulated experience of his/her pre-school years (ECD Centers and Nursery school) in the Kinyarwanda language which is also used at home. The child has already absorbed and processed few amounts of information about the Kinyarwanda language and customs of his/

her society and the variety of objects and experiences that his/her environment offers: objects, houses, animals, trees, etc. Other experiences can be gotten “from outside” through the radios or TV and they are equally part of his everyday life.

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

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

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

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

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

Presentation:

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

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

Communication:

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

Feedback and conclusion:

It is sometimes necessary not to interrupt students during activities, even when their language may not be completely accurate. This may break the flow of the activity and may even cause pupils to lose their confidence. Rather, take notes and

try to recap each activity by giving pupils language-and content-related feedback. To let them benefit all the pupils, try to give feedback to the entire class rather than to pupils individually.

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

Religious studies learning strategies in CLIL

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

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

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

1. Cognitive strategies

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

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

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

2. Meta-cognitive strategies

- **Problem identification:** for example in a word problem, help the learner to explicitly identify the central points which need resolution in a task, you can use pictures or highlight key words in the problem.
- **Self-management:** Understanding and arranging for the conditions that

help accomplish the task successfully. This requires that after identifying the requested, one organizes data, and thinks of the way of solving towards the solution.

- **Self-monitoring:** Checking, verifying or correcting one's comprehension or performance in the course of problem solving. This requires to verify if the answer you find can justify the Religious studies sentence given.

3. Social strategies

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

SAMPLE OF THE LESSON PLANS

RELIGIOUS STUDIES LESSON

The following is a sample lesson plan in Religious studies

School Name: Teacher's name:

Term	Date	Subject	Class	Unit No	Lesson No	duration	Class size
2	16/5/2019	Religious studies	P1	1	2/8	40 minutes	35
Types of special needs to be catered for in this lesson and numbers of learners in each category.			Learner with low/short visual (1): to sit on the front desk to facilitate the sight on the chalkboard and follow up the teacher. Physical challenged (1): to sit on the front desk on the walls for safe support and be in integrated in the groups.				
Unit title		Creation and fall of Man					
Key unit competence		The pupils will be able to respect God the creator, other creatures and avoid sin					
Lesson title		Human beings were created in the image of God					
Instructional objective		With biblical text, pictures and games, pupils will be able to differentiate human beings from others creatures by identifying abilities that human beings have other animals do not have					
Knowledge and understanding		Identify human qualities that other animals do not have					
Skills		Differentiate human beings from other creatures					
Attitudes and values		Respect his fellow pupils and others as special creatures because they were created in the image of God					
Plan for this class		In the classroom					
Learning materials		Bible, pictures, songs					
References		Holy Bible, pupil's textbooks.					
Description of teaching and learning activity: Through performing some activities in the classroom, listening to the word of God, the pupil will realize that human beings have various abilities that other animals do not have and that they were created in the image of God							

Timing for each step	Teacher's activities	Learners' activities	Generic competences and crosscutting issues to be addressed
Introduction 5 min	<p>PREAMBLE:</p> <p>Welcome the pupil ensure them</p> <p>Introduce learners by asking questions what God has created in various says. This will be done in form of a game</p>	<p>Feel comfortable and respond to the greetings.</p> <p>Respond to the questions about what God created such as plants, animals in their variety, heaven, earth, water, sun, moon, stars, human beings,...</p>	<p>Listening skills</p> <p>Communication skills and co-operation as learners pairing and expressing ideas.</p>

<p>Development</p> <p>25 Min</p>	<p>PREPARATION:</p> <p>Ask pupils if human beings are different from animals and plants and let them come up with some similarities and differences</p>	<p>Identify common characteristics and differences between animals, plants and human beings Read the Bible (Acts2:1-13)</p>	
	<p>PRESENTATION:</p> <p>Reads biblical reference about creation of Adam and Eve in the Image</p> <p>EXPLANATION:</p> <p>Guide the analysis of biblical passage and the game they have played which shows the abilities of human beings which other creatures do not have. The teacher helps the pupil to understand the new words</p>	<p>Analyze the biblical text and the games they have played which show the abilities of human beings as special creatures, created in the image of God, and come up to the conclusion</p>	<p>Peace and Values education especially value of respect of God as the creator, of fellow human beings and of other creatures. The competence of cooperation and collaboration will be developed</p>

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

PART

1

SOCIAL STUDIES

Introduction

The rationale for reviewing this curriculum

The present curriculum on social studies aims at being taught at primary education level in Rwanda, from one to primary three. It was conceived in a wide context on basis of logic, understanding and needs of the population. It is a foundation of all humanities which shows key values of each Rwandan. This curriculum is also motivated by the idea of combining all curricula of primary education in Rwanda with those of other East African Countries.

Importance of social studies

The importance of social studies for the Rwandan community

Social studies consist of lessons on “Ndi Umunyarwanda” (I am a Rwandan), National Itorero Commission, education on sexuality, protection of environment, saving, gender issues, HIV/AIDS, hygiene, culture of peace and development, education for all, technology, unity and harmonious relationship.

The importance of social studies for a student

Social studies help a student to develop curiosity of knowledge about people, human behaviors and environment. This new curriculum will stimulate a student to have a sense of observation, searching, skills, values and capacity so that he/she becomes able to demonstrate his/her acquired skills rather than theoretical knowledge that were emphasized in the former curriculum.

Competences

These social studies will help students understanding deeper their lessons and be able to apply their acquired knowledge. Students learn attitudes and skills that are needed at job market so that they can contribute to the development of their country.

The following include the attitudes and skills that students will learn:

Basic competences

- Careful observation (the role of a woman in national development...)
- Research and problem solving (while gathering information relate to history, beliefs, ...)
- Innovation activities (designing own income generating project, fabrication of materials that are usable at school and home, ...)
- Socializing with others (to debate, to create a story, ...)

- Capacity to learn new things throughout his/his daily life and work

General objectives of social studies

The objectives of this curriculum at level one:

- To help a pupil understanding why it is important to be a good citizen who demonstrates good practices that are based on Rwandan values and positive traditions.
- To help a pupil understanding that there should not be any conflict between human beings and environment and the impact this on human life.
- To help a pupil understanding the importance of agriculture, factories and tourism in increasing assets for the family, community and country.
- To help a pupil developing a culture of love for work, doing it efficiently and working with others.
- To inculcate into pupils a culture of observation and analysis
- To provide a pupil with basic knowledge about economic management
- To teach a pupil how, at his/her age, he/she can deal with current problems that the country faces including HIV/AIDS, environmental degradation, high speed of population growth, gender equality, respect of human and child rights.
- To help a pupil understanding the relationship between Rwanda and other countries whether regionally or politically, and its development position.

Lesson plan for teaching social studies

Very often, it is the context of a planned lesson that determines the methodology of teaching its related topics. This is the particularity of teaching social studies.

Given the fact that this course consists of knowledge about human behaviours and environment, the teacher must help the pupil discovering the new lesson's topic through imagination, discussing and debating with peers so that he/she can take big participatory part in his/her learning process.

The role of the pupil

A pupil learns better through participation in his/her learning process not by cramming but by practicing what is being taught. A pupil should develop the ability to analyse, observe, to socialize, to work individually or in peer groups.

The role of the teacher

The changes that will result from this reviewed curriculum, basing on competence, will emphasize the change in the role of the teacher during the teaching process. The teacher will avoid the classic teaching methodology of being at the center of

the class, but play the role of facilitator who guides the pupil and put him/her at the core center of the learning process.

The teacher chooses an appropriate way of organizing his/her class, the seating arrangement of pupils, put them into groups in a way that helps each pupil to participate actively in lesson being taught.

The teacher will guide pupils into good utilization of learning materials: books, maps, pictures, ... in doing research at their level, debating, capturing and writing down major ideas from the practices and how to share knowledge with their classmates.

The teacher encourages, guides and follows up on learning practices of pupils.

The teacher assists students who demonstrate special needs in their learning process (slow learners, slow writing, memory problems, faster learners, and those with physical disability) by giving them exercises adapted to their particular ability, and taking into account case by case while preparing homework activities that assure quality learning and teaching.

Assessment criteria

Assessment consists of follow up on the learning process of a pupil, by collecting learning performance indicators of each student and drawing conclusion on pupil's achievements in comparison with the initial assessment standards. The assessment part is very important in any learning and teaching process. In this curriculum that is based on competence, the assessment also should base on competence whereby a pupil is able to apply the acquired knowledge from learning in response to his/her daily life needs. Types of planned learning assessments: there is an assessment carried in class and assessments conducted at school or district levels. There are also assessments that intend to track learning performance at school levels in Rwanda and through national examinations.

Types of assessments

Continuous assessments of teaching-learning process

During the process of teaching-learning assessment, there is a use of both implicit and explicit methods that are usually applied in school assessment in order to check the status of learning outcome. When the teacher is preparing his/her lesson, he/she should set criteria for assessing the competence level (knowledge, skills and attitudes) that pupils should attain. At the end of each unit, the teacher has to appraise whether all pupils were able to attain the expected level of competence in reference to the objectives predetermined at the start of

the unit. The teacher will assess the extent to which pupils can demonstrate their knowledge acquired from learning as well as gained competences. This will help the teacher getting a general picture of the learning performance of pupils.

In the course of assessment, the teacher will utilize one or combination of the following methods: a) observation, b) written questions and answers, c) oral questions and answers.

Combined assessment

When the assessment takes place at the end of a term, year or cycle and for taking a decision about continuity, it is known as combined assessment. This type of assessment aims at appraising the level attained by a pupil, which displays the picture of the performance level that a pupil has reached in particular determined period. The initial objective of the combined assessment consists of appraising the intended objectives were achieved. The outcome from the combined assessment serves for decision making about continuation to the next level of the pupil's learning like being promoted to the next level or awarded with a certificate. The assessment should combine the lessons covered by the pupil and assess the extent to which he/she can demonstrate the expected competences.

This assessment can be conducted at the levels of school, district or countrywide as in case of national examinations. At school level, the assessment is conducted quarterly and annually. The average of scores from the combined assessment by subject will be added to the results for national examinations, which means that a certain percentage of scores will be allocated to the national examinations. Such a percentage will keep growing depending on the extent to which teachers will get experienced in assessment methods at a level whereby in three years the average can increase to 10% of scores at school level. Districts will be empowered so that they are able to take the lead in conducting combined assessments throughout all schools in order to monitor the level of teaching and learning and the status of pupils' performance per school. National exams will take place at the following levels: primary, ordinary and advanced levels of secondary school.

Keeping records from assessment report

This consists of collecting all of the assessment results as a proof that the assignment was carried out and valued in accordance with the set assessment standards. Whichever the methodology that may have been used in assessment, it must provide results that are measurable in scores or by using other related measurement standards of which results should be well kept and must show the

performance development steps. This contributes to the preparation of activities and particular strategies for making the lessons more understandable, The records from assessment will also help the teacher while giving advice to both the pupils and parents.

This method serves also keeping together (by physical documentation or electronically) all assessment records of a pupil and even shows the areas his/her weakness or strength in performance. Keeping only one document showing records of all assessments per pupils does not mean keeping all physical performance reports (papers and homeworks), but also records of other daily exercise activities related to the pupil's learning process.

Preparation of assessment questionnaire on pupil's performance status

Before writing the assessment questionnaire, it is important to draw a table showing the listing of expected results, units and topics to be considered during the assessment, the number of questions based on each of categories of teaching and learning objectives as recommended by Bloom Taxonomies, and scoring by question.

In regard to the competence based curriculum, questions are at the upper steps of Bloom's objectives which should be given more consideration than the questions from the lower steps dealing with knowledge and comprehension.

Before writing the questionnaire, the teacher has to make sure that the assessment or examination questions are competence-based and check the following considerations:

- To choose a topic according to curriculum orientation
- To prepare a summary of the assessment content
- To foresee specific objectives of the assessment
- To design a table showing assessment guidelines
- To verify if the words used in writing the questions are clear and allow pupils to answer the questions without repeating a word by word typically as written in their handouts, but in response to the assessment requirements of competence-based curriculum.

The structure of assessment content on teaching social studies

The assessment on teaching social studies during the national examination at the end primary school level, will cover a number of topics selected from the entire curriculum and all steps and methods of assessment must be respected.

The pupil will be requested answer questions on his/her practices, which

demonstrates the extent to which he/she can apply the learned skills in his daily life. This assessment will count for 80% of the total score.

Teaching aids:

People:

The fact that social studies consist of learning about human life style and relationships and their residential place, the most important teaching aids should start with people themselves and materials that are available in their surrounds.

Environment:

Both the teacher and pupils refer to the environment (people and materials) from their residential areas. Those include experienced people, markets, houses, crops, plants, lakes, small and big rivers, mountains, valleys, churches, wild and domestic animals, libraries, administrative centers, health facilities, hospitals, health centers, museums, administrative offices, parks (Akagera, Nyungwe, Ibirunga), factories, modern pudocks, meteorological sites, natural forests, memorial sites and touristic attraction places,

Other teaching aids include:

Subject books, other usable books, pictures, photos, mapps, arts and crafts, drawings, films, videos, radios, televisions, telephone, computers and internet.

Requirements of being a teacher of social studies

A teacher of social studies should be update: always seek for new methods of update teaching with related aid materials and have the following skills:

- Academic qualification for teaching social studies
- Able to organize his/her class where pupils can have a conducive learning environment
- Able to motivate pupils for everyone to participate actively in his/her learning beyond challenges and burriers, (those with physical disabilities, slower learners, too fast learners, ...)
- To encourage pupils to study with peace of mind and respect for opinions from peers.
- To motivate pupils for studying with assiduity, love for work without rivalry (negative competition) or laiziness, but have always the enthusiasm to do quality work.
- Able to inculcate into pupils the aspect of having good behaviours with dignity

- To train pupils on habit of asking questions, searching for answers and ask for clarification when necessary.
- To help pupils having various disabilities to study easily through appropriate methodology.
- To utilize teaching aids and lesson plans in a suitable way.

TOPICS BY UNIT:

	UNIT 1: My family	UNIT 2: National symbols	UNIT 3: School leaders and school symbols
Number of periods	15	5	3
Introduction	<p>Explain the structure of the family and its life styles.</p> <p>Name types of houses that are owned in the nuclear family basing on their building materials and how these are used.</p> <p>Pupils will be guided into learning about their responsibilities in family.</p>	<p>To sing properly the Rwanda National Anthem (RWANDA NZIZA) and distinguish Rwanda national flag from other flags.</p>	<p>To name school leadership levels and roles of school leaders</p> <p>To understand schools symbols: (school anthem and praises, school emblem and uniform)</p>
Classroom structure	To lead the pupils into small groups of discussion within the classroom.	The classroom, groups of discussion and individual work.	Classroom and small groups

Activities	<p>To provide a feedback on everyone's participation level.</p> <p>Individually observe the family house and neighboring houses and tell other pupils their structure and building materials</p>	<p>Discuss in groups the important words used in Rwanda National Anthem.</p> <p>Group leaders will practice singing Rwanda National Anthem and other pupils appreciate how it has been sung.</p> <p>They can hear whether the national anthem is sung well</p>	<p>Discuss in groups about the structure of the school leadership and school symbols.</p> <p>This is followed by questions and answers.</p>
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To apply knowledge	To put the materials together. To work together To think logically To express a problem. To tell what you have seen.	Working in team Creativity. Discussing about everyone's personality. Sharing with others. Thinking properly.	Working together. Researching. Holding discussions.
Skills	Gathering ideas. Writing down the lesson	Expressing ideas. Discovering. Activity. Working.	Analysing. Gathering ideas for further discussions To write the lesson.
Revising	Repeating the activities	Revision of lesson	Repeating the activities
Assessment	Assessment after pupils have finished their observation. Assesment of individual competence in explaining his/her family structure and life styles.	Supervision of group activities Awarding scores according to individual capacity to sing the national anthem To ask questions that pupils will answer through groups discussions	Assessment of behaviours General understanding of pupil about school leadership Questions on what they already know and about people neighboring the school. To observe how to do clean things
The importance of the lesson	To distinguish the types of houses found in their respective families. To take care of houses and home equipments. To love and care for family members	To love their country and respect the national anthem To demonstrate an attitude of respect for the national symbols	To accept warnings from the school leaders To demonstrate respect towards the school leaders, To seek assistance from school leaders in solving problems

	UNIT 4: Personal hygiene	UNIT 5: Hygiene at home and school	UNIT 6: Infectious and non-infectious diseases
Number of periods	10	7	3
Introduction	<p>A general way of keeping individual hygiene (body and clothes)</p> <p>Pupils need to hear about how to keep individual hygiene</p> <p>Pupils need to hear about how to keep individual hygiene</p>	<p>How to maintain hygiene at home and school</p> <p>This is explained by a demonstration of how carry out the activities of hygiene at home and school and tell its importance.</p>	<p>To hear about communicable and non-communicable diseases and how to avoid them.</p>
Classroom activities	<p>Groups</p> <p>All pupils together.</p>	<p>Activities in classroom, groups and individual work.</p>	<p>Groups work supervision and presentation to the whole class</p>

Teaching aids	<p>Pictures showing images on hygiene (water, soap, bucket, towel)</p> <p>A picture demonstrating how to keep body hygiene for the mouth, ears, fingers and feet.</p>	<p>Pictures: A drawing that demonstrates how to keep cleanliness</p>	<p>Pictures of sick people</p> <p>A picture of a sick person</p> <p>To conduct an online research on how people deal with diseases</p> <p>A video/film showing the spread of communicable and non-communicable diseases</p>
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<p>Activities</p>	<p>Group discussions on benefit of hygiene for the mouth (teeth and tongue). The next step is to demonstrate it in the classroom.</p> <p>Each pupil will demonstrate how to clean the face and ears</p> <p>Group discussions on importance of keeping oneself clean and making it a habit.</p> <p>Pupils should discuss also on their observation about cleanliness in classroom.</p>	<p>Pupils practice hygiene by sweeping/mopping houses at home, arranging books and wrapping clothes.</p> <p>They will get time to share with others about this experience of hygiene at home.</p> <p>. It is also an opportunity for questions and answers.</p> <p>Pupils will get involved into school cleaning activities to include removing rubbishes, cleaning the school equipments and mopping the classroom.</p> <p>These are followed by questions and answers.</p>	<p>In group discussions, pupils observe pictures that show types of communicable and non-communicable diseases</p> <p>In these groups, they discuss on how to avoid diseases.</p> <p>The teacher will guide pupils towards a better understanding of the communicable and non communicable diseases that they will be watching in a related film.</p>
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<p>Skills</p>	<p>Getting ready. Team working. Critical thinking. Understanding the problem. Presentation of findings.</p>	<p>Team working Creativity/innovation. Discussing individual personality. Sharing with others. Critical thinking.</p>	<p>Team working Researching. Discussing on communicable and non-communicable diseases Putting into practices</p>
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<p>Skills</p>	<p>Gathering ideas Observation. Discussions. Understanding and writing the lesson. Listening</p>	<p>Giving ideas. Discovering. Steps. Practicing.</p>	<p>Analysing. Gathering the topics to be discussed Writing the lessons content</p>
<p>Revision</p>	<p>Revising the activities</p>	<p>Revising the activities.</p>	<p>Revising the activities</p>

Assessment	<p>Assessment during the teaching how to maintain hygiene everytime and everywhere</p> <p>To assess the level of individual hygiene (body and clothes).</p>	<p>Supervising groups discussions fo pupils,</p> <p>The teacher will assess the ability of pupils in demonstrating how hygiene is kept at home and school</p> <p>Awarding pupils with scores according to their quality of contribution to the topic being discussed</p> <p>Giving to the pupils a number of questions to be answered through group discussions</p>	<p>Assess how individual pupils answers questions during groups discussions</p> <p>The questions shouls assess their knowledge and ability to differentiate communicable from non-communicable diseases</p> <p>Though watching a film, to show pupils the contamination process of communicable and non-communicable diseases</p>
Learning outcome	<p>To become a clean person</p> <p>To always demonstrate cleanliness.</p> <p>Able to explain well different ways of keeping hygiene through cleaning the body and warshing clothes</p>	<p>Demonstrating how hygiene is kept at home.</p> <p>Demostrate hygiene everywhere.</p> <p>Sweeping our houses, classroom and the related importance</p>	<p>Living a safe life and adopt practices of avoiding diseases</p>

	UNIT 7: Living in harmony and good behavior	UNIT 8: Politeness	UNIT 9: Family property
Number of periods	3	5	4

Introduction	<p>Pupils give examples of how they they live with others in harmony</p> <p>Knowledge on onsequences of living in discord:</p> <p>the pupils will state examples and benefits of sharing with others.</p> <p>It is important to learn about defilement</p>	<p>It is very important for pupils to have and demonstrate the attitude of politeness at home and school.</p> <p>Pupils should understand that politeness consists of demonstrating self-respect and good relationship with others.</p>	<p>Provide basic understanding of family property and how it is managed.</p> <p>To understand the source of money, its management and saving.</p> <p>How family assets are managed.</p>
Classroom activities	<p>Pupils work into groups, then all together in the classroom</p>	<p>Pupils work into groups, individually, then all together in the classroom</p>	<p>Pupils work all together in the classroom, then into groups</p>
Teaching aids	<p>Pictures of people proud living in harmony with workmates, family members and neighbours.</p> <p>Pictures from newspapers, which show activities promoting the culture of peace.</p> <p>Radio talk on peace, and gender based violence</p>	<p>To use a radio or film, where applicable, on how people express politeness towards their neighbours</p> <p>Pictures of children showing different behaviours</p>	<p>pictures showing basic needs including clothes, shelter and foods.</p> <p>Drawings showing different saving means for money, and the family assets.</p> <p>Film or internet showing examples of family assets</p>

<p>Activities</p>	<p>Role play games in classroom and groups, on how people relate to each other at home and school</p> <p>Group discussions, with a newspaper (if possible) or radio talk in order to facilitate pupils discussing the role and importance, sharing with others and helping those in need.</p> <p>Pupils will discuss on the danger of being too dependent. Pupils will get into activities showing the reasons of sharing with others no matter their number.</p> <p>Pupils need to share what they have and express their testimony at school. The teacher assist pupils when they are watching a video on cases of defilement, and how avoid it.</p>	<p>Group discussions on pictures showing different behaviours</p> <p>Pupils discuss the cases of politeness, both those seen and unseen on pictures. Thereafter, they proceed with questions and answers.</p> <p>Demonstration of how they behave towards a visitor, an elder person or elsewhere.</p> <p>Open discussions in classroom on their observation,</p> <p>Afterwards, they proceed with questions and answers</p>	<p>Role play of different games showing how basic necessities are got.</p> <p>Ask their parents how they get and use money and share with it their classmates.</p> <p>Role play using coins while demonstrating the saving scheme. This is followed by questions and answers.</p> <p>Discuss in groups the component of the family property in reference of what they have watched in the film.</p>
<p>Skills in practice</p>	<p>Gathering information.</p> <p>Teamwork.</p> <p>Thinking critically.</p>	<p>Teamwork</p> <p>Creativity.</p> <p>Discussing about individual personality</p>	<p>Teamwork.</p> <p>Research.</p> <p>Discussions.</p>
	<p>Identify the problem</p>		
	<p>Showing the achievements.</p>	<p>Sharing with others</p> <p>Critical thinking.</p>	
<p>Showing findings.</p>			

Skills	<p>Gathering ideas and discussing them.</p> <p>Writing the lesson.</p> <p>Observation.</p> <p>Listening.</p>	<p>Giving ideas.</p> <p>Discovering.</p> <p>Steps.</p> <p>Practicing.</p>	<p>Analysing</p> <p>Gathering topics to be discussed.</p> <p>Writing the lesson</p>
Revision	<p>Revising the activity</p> <p>Project activity.</p>	<p>Revising the activity</p>	<p>Revising the activity</p>
Skills	<p>Assessment during the teaching as pupils tell what they know in politeness of what they learnt from the film.</p> <p>Assess individuals on competence of identifying positive attitudes among people</p>	<p>Monitoring of group discussions</p> <p>Awarding of marks.</p> <p>Questions and answers on the understanding about politeness</p>	<p>Assessing the understanding of pupils on basic necessities in the family and good management of the family assets.</p> <p>Oral questions</p> <p>Looking at saving scheme activities that were discussed in groups.</p>
Importance of the lesson	<p>Having love for oneself and others.</p> <p>Living in harmony with others at home and school.</p> <p>Demonstrating a culture of helping others and sharing.</p> <p>Loving each other and being generous/kind</p> <p>Avoiding defilement and the related one's risks</p>	<p>Demonstrating politeness while speaking or in acts and behaviors everywhere.</p>	<p>Management.</p> <p>Avoiding misuse</p> <p>Proper ways of saving and use of money</p> <p>Proper management of family assets</p>

	UNIT 10: Environment	UNIT 11: Transport and communication	UNIT 12: The background of my family
Number of periods	19	4	4
Introduction	Understanding of the topic and protect the environment on the way, at school and home.	Pupils must understand different types of roads and road users, and also have idea of communication. Using roads and means of communication	Understanding and explaining the relationship between members of the family and its background
Physical structure of the classroom	Group discussions, then all pupils together	All pupils together, Group discussions, then individuals	Exercise for all pupils in classroom
Teaching aids	Examples of different types of environment Pictures of rivers, mountains, valleys, lakes and forests	Diagrams of signposts and road users Showing different ways of communication including telephone, envelop, and papers	Pictuers of local items made in Rwanda

<p>Activities</p>	<p>Role play different games showing directions</p> <p>This is followed by having many children in class.</p> <p>Indicate the playground, the head teacher's office, and toilets.</p> <p>Carry out an action of managing the home surroundings and share what he/she did and its importance,</p> <p>Work in groups different activities for managing the school surroundings and share what they have done and their importance.</p> <p>Carry out an activating of counting family members, and share the number in family with other pupils.</p>	<p>Pupils observe how signposts are made and used.</p> <p>Observe road users and how it is used. Thereafter, they share on how they should use the road and its importance.</p> <p>This is followed by questions and answers.</p> <p>Role play games in groups demonstrating different ways of using communication, then they can choose a proper way of communication.</p>	<p>Carry out a research on one's family historical events and compare with what occurred in other families.</p>
<p>Competences</p>	<ul style="list-style-type: none"> ▪ Gathering signs and stories ▪ Methods. ▪ Group work <p>Thinking</p> <ul style="list-style-type: none"> ▪ Showing the problem. ▪ Exhibit the outcome 	<p>Group work</p> <p>Creativity.</p> <p>Discussing on individual personality</p> <p>Critical thinking</p> <p>Umukoro</p>	<ul style="list-style-type: none"> ▪ Group Research ▪ Putting into practice

Skills	Gathering and demonstrating ideas <ul style="list-style-type: none"> ▪ Watching ▪ Discussion ▪ Writing 	<ul style="list-style-type: none"> ▪ Giving ideas ▪ Searching ▪ Project assignment ▪ Practicing 	<ul style="list-style-type: none"> ▪ Analysing ▪ Govering andcommunicating ideas ▪ Writing
Revision	▪ Revision	▪ Revision	▪ Revision
Assessment	<p>Learning from assessment, communiting its outcome, study tour outside the classroom, at home in the surroundings</p> <p>Individual assessment on the knowledge acquired from home surroundings, indicating direction and protection of environment.</p>	<ul style="list-style-type: none"> ▪ Observation and group discussions ▪ Assessing the understanding of pupils about roads and their use. <p>Teacher's question for the pupils to answer about communication</p>	<p>Assessment of answers resulting from group discussions.</p> <p>Assessment questions on family members and their background.</p> <p>Oral questions and answers</p>

Importance of the lesson	<p>Knowledge, self-guidance and guiding others on roads</p> <p>Ability to demonstrate good conduct on roads</p> <p>Avoiding accidents on way to and from school</p> <ul style="list-style-type: none"> ▪ Ability to explain to others the physical structure of the school 	<ul style="list-style-type: none"> ▪ Respect of signposts when walking on roads ▪ Good use of communication equipments. ▪ Taking advantage of communication means
	▪Environment protection at home and school	
	▪To be proud/happy of the family belonging	

Lesson: Nuclear family**UNIT 1****My family****Number of periods: 15****Key unit competence**

To explain his/her the structure of his/her family and its life styles

Objectives:**1. Activity**

- To differentiate types of home buildings
- To identify members of the nuclear family
- To identify members of his/her own nuclear family.
- To clarify responsibilities of each family member

Knowledge

1. To identify the types of home buildings
2. To identify members of both the extended family and nuclear family
3. To clarify responsibilities of each family member

Skills

Do differentiate the types of home buildings according to the used types of construction materials

- To explain the structure of hs/her respective home
- To identify members of his/her family and how they relate to each other.
- To differentiate responsibilities of the family members

- To explain, at his/her level of understanding, the importance of the nuclear family.

Attitude

- To demonstrate the pride of our home and its composition
- To maintain our home building and materials
- To demonstrate respect and love towards family members
- To strive for supporting family members in fulfilling their responsibilities

Crosscutting issues

Preservation of environment

Pupils should be aware that the environment must be protected and maintained because people need it for getting construction materials.

Knowledge on gender equity

In regard to gender equity and owning a house, pupils have to know that building or buying a house involves shared responsibilities of both the husband and wife.

Example of a lesson plan

Date	Class	School	Lesson	Duration	Number of pupils		
					Boys	Girls	Total
.../.../...	..... 1	.....	.....	.....	.....	.....	.....

Topic area: The family structure

Unit 1: My family

Lesson: The importance of our house

Key unit competence

To explain the structure of his/her family and its life styles.

Specific objective of the lesson

At the end of this lesson, the pupils will be able to explain the structures and life styles of their respective families. My expected outcome is that all pupils will and

answer correctly the exercise questions planned for 10 minutes.

Teaching aids

Pictures of the main house and annexes

Home equipment

Sources

People's book,

Teacher's book,

Lesson plan

Duration	Steps of the lesson	Teacher's activities	Pupil's activities
5 minutes	I Introduction	<ul style="list-style-type: none"> . To ask pupils how they call the sleeping place. . To ask pupils to tell the number of houses at their their respective homes and the related types of construction materials used. 	<ul style="list-style-type: none"> . To tell the name describing the place where they reside. . To state the number of houses owned by their families and the types of construction materials used.
25 minutes	II Lesson delivery	<ul style="list-style-type: none"> To write on the blackboard the answers being given by pupils. To ask pupils to discuss to discuss the importance of home house To gather pupils into groups for brainstorming To guide pupils in finding out the importance of their respective home houses. 	<ul style="list-style-type: none"> ▪ To listen to answers being given by peer pupils. ▪ To state the importance of a house. <p>To tell the importance of their home buildings</p>

<p>10 minutes III</p>	<p>Assessment</p>	<ul style="list-style-type: none"> ▪ To display a listing of benefits owning a home house. ▪ Control the answers being given by pupils and assist those having difficulties in answering. ▪ Use pupil's book where necessary ▪ Mark and give marks 	<p>To answer individually the questions asked by the teacher</p>
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<p>Self-assessment:</p>	<hr/> <hr/>
<p>Competences:</p>	<hr/> <hr/>
<p>Place:</p>	<hr/> <hr/>
<p>Steps followed:</p>	<hr/> <hr/>

Topic: 1.Our home

Building materials.

Home equipment composition.

Lesson 1,2and 3

Refer to the People's book,

Expected competences

At the end of this lesson, pupils will be able differentiate the types of buildings and construction materials used.

Lesson preparation

Drawings and photos showing buildings and describing the construction materials that were used.

Put together the following materials:

- Soil
- Small sticks
- Grasses

Teaching aids

Pictures showing houses and water

The use of computer is necessary in helping pupils to draw a house

The teacher will present a picture demonstrating different construction materials

Pupils bring photos or newspapers that show houses

Teaching and learning methods

The teacher supervises the discussions carried out by pupils over houses.

Pupils go out of classroom and observe the houses around the school.

They state the list of construction materials that they have seen.

The teacher supervises the presentation of questions and answers from group discussions.

To demonstrate and discuss construction materials used in building the houses.

The teacher explains deeper the materials use in building different houses.

Notice:

The teacher must explain deeper and describe those houses because even though the pupils like the modern houses not all them live in such houses.

Notice:

The teacher must explain deeper and describe those houses because even though the pupils like the modern houses not all them live in such houses.

Steps in teaching and learning

The teacher starts the lesson with pictures showing classic and modern types of

houses.

To show the pictures just after starting the lesson

Pupils state the list of what they see on the pictures.

The teacher helps pupils to state the construction materials and answer questions.

To guide students into observation of houses surrounding their school,

The teacher demonstrate to pupils how to make symbolical house using a paper

Notice

The use of a computer would help in drawing home and houses.

The required competences of the teacher

(a) Traditional house

It was small and not lasting.

(b) Modern house

It is big, strong and long lasting.

It is built with bricks, stones, thatched iron sheets or tiles and is quite airy.

To help pupils understanding how to take care of home building and equipment

Pupils are able to describe the traditional houses

With assistance by the teacher, pupils are able to build a small house.

(In activity I.1 the teacher is supposed to supervise this activity)

Once they have understood the activity, pupils can start drawing various home materials of home equipment and then shade their drawings.

The teacher has the responsibility of supervising these activities and exercises.

2. Activities

Activity 1.1

To avail mud, small sticks and grasses.

To help pupils build a small ordinary house. Construction materials include manila

papers and glue.

Activity 1.2

To observe their drawings and the materials utilized. .

Assessment

To guide the discussions being carried out into small groups and assess the extent to which they take care of both school and home equipment. Check on their improvement.

The teacher conducts the assessment through questioning as the pupils state the benefits of owning a home house, and the list of construction materials that make their home houses.

The teacher assists pupils in building a traditional house using mud, sticks and grasses. Activity 1.2 : Drawing a house using available materials.

Exercises

Exercise 1& 2

The teacher will consider answers from pupils.

Topic 4: The importance of our home house (Equipment and its importance)

Refer to the People's book,

Lesson: 4 & 5

Expected competences

At the end of this lesson, pupils must be able to distinguish construction materials and the components of home equipment.

Lesson preparation

The teacher prepares some drawings and pictures.

To show the inside part of a house.

Teaching aids

Photos of a house and its annexes.

Home equipment.

Teaching and learning methods

To discuss with pupils about different parts that make a house.

To discuss and observe the parts of both the traditional and modern houses.

To put pupils into groups discussing about home life.

Steps of teaching and learning

To ask pupils to list different parts of house for example the seating room for visitors, kitchen, dining room, sleeping room, bath room, toilets, store room (traditional houses do not have particular parts),

To assist pupils in cutting photos of houses that appear on newspapers and ask them to state the parts that they see on photos.

Help them list the equipment that we see at our homes, for example tables, mattresses, mats, cooking pots, calabashes, mud, chairs, plates, television, radio, water use materials, beds, hanging watches, cookers, etc.

To help pupils list the benefits of home houses, for example:

- Sleeping place.
- Storing place.
- Protection against harmful things, for example: rain, sun, cold, winds, etc.
- Protection against wild animals, for example: snakes, lions, leopard, and insects.
- Protection against dangerous people including thieves.

To help pupils identifying materials that make the house equipment and their importance , for example:

Table: used for eating, writing on it, drinking on it (juice, tea, coffee, etc

Bed mats and seating mats: used for seating, sleeping, kneeling for prayers, etc

Big and small baskets,

Used for carrying agricultural products, crops and fruits.

Others:

Used for keeping water, sorghum beer and other drinks

Cooking pot: used for food cooking

Small pots: used for vegetable cooking

Chair: we seat on it

Plates: we eat on it

Saucepan: used for cooking and fetching water

Television: used for watching news, games, entertainment

Radio: used for listening to the entertainments, news and learning

Bed: used for sleeping and resting

Capboard: for keeping kitchen utensils, television, DVD and radio, etc.

Cooking gaz: used for cooking food, tea, coffee, etc.

Bookshelf: used for keeping books, exercise books, newspapers, etc.

3. Activities

Activity 1.3

Write down names of each material and state its importance

Exercise 2

Observe these pictures and then make sentences using the suggested words.

Topic 5. Family members

Refer to the pupil's book.

Lesson: 6-15

Expected competences

At the end of this lesson, the student will be able to explain the structure of his/her family and tell the number of family members.

Lesson preparation

The teacher brings a drawing or pictures showing a family.

Teaching aids

Pictures of family buildings.

Pictures of family members arranged age

Teaching and learning methods

Through groups, role playing of the parents' responsibilities

Group discussions on family members difference by age.

Pupils will be able to sing songs that praise the role of children in family

Teaching and learning steps

Help pupils to know the family members and how they relate to each other. For example, a family made of a man, a woman and children, the teacher will help pupils to understand their relationships when a man has more than one wife or woman having more than one husband.

Let the pupils read a short story about Mr Innocent Misago

Give them an opportunity to identify the relationships according to the story, and if they do not understand it well, the teacher gives more explanations.

Help them to list other family members and their relationship.

The teacher assists them in distinguishing responsibilities of family members, for example:

(i) Responsibilities of parents

To be honest towards their children, to serve as their role model and advisors,

To meet the basic needs of children (food, shelter and clothing)

To pay school fees for children

To love their children

To protect their children and help them feeling secure

To protect the family properties

(ii) Responsibilities of children

- To respect their parents
- To perform well at school
- To contribute to the management of family assets
- To assist parents in doing housework activities
- To live in harmony with family members and neighbours

Nuclear family

The family structure

Refer to the pupil's book.

Family benefits

Help pupils list the family benefits including:

To help when necessary

To teach children on how to behave where they reside.

To educate children on respect, justice, patience, in order to spread love among people.

Family members should have mutual understanding and respect

To have values which contribute to the strengthening of Rwandan community.

The teacher's role

To guide pupils in their group discussions on how they must behave towards their family members in terms of respecting others, patience, kindness, etc.

Put them into groups and ask them to discuss on how they respect their responsibilities like:

- Family members must respect each other,
- Family members must help each other

Benefits of fulfilling one's responsibilities

- The family becomes strong
- The family is characterized by lasting peace
- The family becomes more achieving

Help pupils discussing of consequences for not fulfilling one's responsibilities:

- The family leadership becomes very challenging
- People no longer live in harmony
- People become poor and jobless
- It causes wars
- It causes corruption
- It causes theft and discords

Assessment

To monitor the pupils brainstorming within the classroom or into small groups and assess their improvement in understanding of how to take care of household equipment, and show examples.

The teacher carry out the assessment at the time when pupils are explaining why it is important to own a house and its equipment.

Assess the way pupils express themselves through making sentences and then asses their level of understanding the lesson.

Extra-knowledge required of a teacher

To assist the slow learners in reading and writing sentences

To assist the slow learners in constructing a house using a manila paper. The fast learners can also assist their colleagues./fellow pupils

To use a loudspeaker as a way of helping pupils to follow each of the steps of constructing a house by use of a manila paper.

Use of simple questions for inciting their curiosity so that they may keep following the lesson.

The assignment of constructing a small house using manila papers; is likely to help pupils understanding how the activity should be carried out.

Pupils having hearing impairment would be given examples of pictures showing different houses. This is also the alternative method to be used for the slow learners as strategy of stimulating their motivation.

Answers

Exercise 3

Elder, sister, brother.

To fight – peace.

Exercise 4

Each pupil will state the names of his/her father and mother

Notice

The teacher must take into account the principle of gender equity when pupils are brainstorming and answering questions, by making sure that all pupils have

equal opportunities.

The list of words

The teacher will guide pupils in formulating sentences using the words hereafter.
Let pupils do an exercise of reading loudly these words.

Words:

(a) Nuclear family.

(c) Parents

UNIT 2**UNIT 2: National symbols****Number of periods: 5****Key unit competence**

To sing properly the National Anthem and distinguish the flag of the Republic of Rwanda from flags of other countries.

Objective**Activity**

- To state the words that compose the national anthem.
- To name the colors that make the national flag of Rwanda.

Skills

To demonstrate the proper way of singing the national anthem by pronouncing clearly its composition words.

To practice the singing of the national anthem.

To draw the colors that make the flag the Republic of Rwanda

Attitude

To have a culture of patriotism and respect the national anthem

To be proud of being a Rwandan,

To exhibit a culture of respecting the national symbols

Crosscutting issues

Peace and good education

The teacher assists pupils in understanding about how to exhibit love for one's country and respect the national anthem. This culture helps to emphasize the values that are expressed into the national anthem and the importance of peace in our country.

Example of a lesson plan

Date	Class	School	Lesson	Duration	Number of pupils		
					Boys	Girls	Total
.../.../....	..... 1	.....	.....	.....	.....	.....	.....

Topic area: Social Studies

Unit 2: National Symbols

Lesson: National Anthem

Refer to the pupil's book.

Specific objective of lesson

At the end of this lesson, the pupils will be able to sing properly the first stanza of the national anthem of our country. This will be verified through a 10 minutes exercise for assessing the extent to which they can succeed in singing the first stanza.

Skills

At the end of this lesson each pupil should be able sing properly the first stanza of the national anthem.

Teaching aids

CD of the national anthem

Teaching and learning methods

Singing

Lesson delivery

Duration	Steps	Teacher's activities	Pupils' activities
5 minutes	Introduction	<ul style="list-style-type: none"> ▪ Ask pupils the name of our country ▪ Ask pupils to name the national symbols of our country 	<ul style="list-style-type: none"> ▪ To tell the name of our country "RWANDA". ▪ To state the national symbols of our country
25 minutes	The lesson	<ul style="list-style-type: none"> ▪ Ask pupils the appellation of the national anthem of our country ▪ To ask new words ▪ Ask pupils to sing. ▪ Ask pupils to listen to the CD how the original version is sung. ▪ To sing 	<ul style="list-style-type: none"> ▪ Pupils will state the appellation of the national anthem of our country "RWANDA NZIZA". ▪ To explain the new words ▪ To listen to the CD. ▪ To sing

10 minutes	III evaluation	<ul style="list-style-type: none"> ▪ Display a paper with a text of the national anthem ▪ Ask pupils, one by one to repeat the song ▪ Correct them where necessary 	<ul style="list-style-type: none"> ▪ Look at this paper and tell the number of stanzas that make our national anthem ▪ Sing it loudly
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Self-assessment:	
Competences:	
Place:	
Steps followed:	

Topic 1: National Anthem

Lesson 1 & 2

Refer to the pupil's book.

Expected competences

At the end of this lesson, each pupil must be able to sing properly the national anthem.

Lesson preparation

The teacher must make sure that the lesson is well prepared while writing and revising the key sentences that will facilitate the lesson delivery.

The teacher must help pupils to put together what is necessary to for the lesson delivery.

Teaching aids

CD of the national anthem.

A computer would be helpful for pupils to read the text of the national anthem.

Lesson delivery

The teacher helps pupils to sing properly the national anthem.

Group discussions on the difficult words used in the national anthem.

Steps in teaching and learning

The teacher will sing loudly the national anthem and pupils will join in singing as well. At the same time will be practicing how to pronounce the words of that compose the national anthem. Pupils will listen to the CD of the national anthem using a computer. In groups, pupils will practice the same song, which they will sing together in classroom. The teacher will let pupils correct their peer in improving their singing.

Assessment

Pupils are divided into small groups where they will discuss the definitions of difficult words used in the national anthem. Some volunteers will come in front of their colleagues for sharing their ideas, they will sing as groups, and this will serve as opportunity for the teacher to evaluate how well they sing and exhibit the values of social studies and the attitude of patriotism.

Answers

Activity 2.1

Help pupils to listen to the CD of the national anthem.

Topic 2: The national flag of Rwanda

Lesson 3-5

Refer to the pupil's book,

Expected competences

At the end of this lesson, pupils must be able to distinguish the national flag of Rwanda from flags of other countries.

Lesson preparation

The teacher brings photos of national flags of different countries like Kenya, Rwanda, Uganda, United Nations of America, etc. Alternatively, the teacher can use the photos that are available in the pupil's book.

The teacher asks pupils to distinguish the national flag of Rwanda from the others and he/she will assist them in this activity.

Teaching aids

Photos of the national flag of Rwanda

The national flag of Rwanda

Teaching and learning methods

Pupils give comments on different national flags in comparison with the one of Rwanda.

Steps in teaching learning

The teacher helps pupils to observe the exhibited national flags (cfr. Activity 2.2)

Pupils draw and discuss the meanings symbolized by colors of our national flag

This is followed by questions and answers

Help pupils understanding the culture of respect when hosting the national flag (example: using appropriate terminology about flag)

Assessment

Facilitate and supervise the group discussions being held by pupils.

Award and give marks to the most performing pupils in explaining about flags and exhibiting the respect for the national flag.

The teacher asks oral questions and pupils give oral answers

Make an assessment asking pupils to state and use in sentences the words from the text of the national anthem.

Extra-knowledge required of a teacher

The use of a CD of recorded national anthem will serve to stimulate the slow learners in enjoying the lesson, thus catching up with the learning rhythm of their colleagues in discussions and understating. Fast learners also can assist their

peers in drawing, shading and describing our national flag.

Help pupils in choosing a volunteer who goes in front for singing the national anthem for others to listen.

Change the activity. Let the pupils read, revise and repeat different words that seem more difficult as they listen to the CD. Let the pupils with low vision occupy the front seats so that they can see clearer different national flags that were exhibited.

Answers

Activity 2.4

1. The teacher will guide pupils into drawing the national flag of Rwanda.
shading and exhibiting the flag.

Colors of the Rwandan Flag:

Blue

Yellow

Green

Notice:

Keep in mind the respect of gender equity for groups of boys and girls.

Remember that everyone should be always given equal opportunity for participation in all learning activities.

National emblem.

National motto

Unity

Work

Patriotism

Words:

National anthem.

National flag

The teacher guides students into formulating sentences with the above words. The teacher reads for pupils and then they repeat loudly after him/her

UNIT 3

UNIT3:School leaders and symbols

Number of periods: 3

Key unit competences

To distinguish their school symbols from those of other schools and differentiate the leaders of their own school.

Objectives

Competence

To differentiate the leaders of their school.

To identify the leadership levels of their school.

Skills

To enumerate the responsibilities of their school leaders.

Attitudes:

To respect their school leaders.

To seek assistance from different school authorities whenever necessary (asking

for permission, request for materials like books, chalks, request for information about marks or to be assisted for any problem encountered).

Crosscutting issues

Gender equity

To emphasize that gender balance is respected among school authorities. This is aimed at strengthening the quality education by helping both boys and girls to develop their intelligence, competences and potentials without any discrimination or mistrust among school authorities.

Example of a lesson plan

Date	Class	School	Lesson	Duration	Number of pupils		
					Boys	Girls	Total
.../.../...	..... 1	.....	.....	.....	.....	.....	.....

Topic area: Social Studies

Unit 3: School leaders and symbols

Topic 2: School leaders and their responsibilities

Specific objective of the lesson

Number of students

By the end of this lesson, pupils will be able to:

Differentiate their school symbols from those of other schools

Distinguish their school leaders and state their titles

This objective will be verified by assuring that all pupils have answered correctly all of the questions of the 10 minutes assement towards the end of the lesson.

Skills

To explain about the responsibilities of school leaders

Teaching aids

A picture that shows the school authorities.

Photos of the school buildings.

Related materials.

Teaching and learning methods

Discussions.

Demonstration.

Observation.

Critical thinking.

Source

Pupil's book.

Lesson delivery

Duration	Steps	Content	Activities
5 minutes	Introduction	Introduction Story telling <ul style="list-style-type: none">▪ Ask stimulative questions	<ul style="list-style-type: none">▪ Tell pupils to listen to the story▪ All pupils have to underline the words that they do not understand
25 minutes	Lesson delivering	<ul style="list-style-type: none">▪ Make groups.▪ To monitor the teachers' performance▪ To state the responsibilities of school leaders▪ To collect ideas from group discussions	<ul style="list-style-type: none">▪ To answer questions▪ To brainstorm into groups▪ To share with colleagues the ideas from groups

10 minutes	Conclusions	<p>To revise the lesson and give a summary of the lesson content</p> <p>To ask questions</p>	<ul style="list-style-type: none"> ▪ To visit the office of the headteacher in order to help pupils understand the functioning of school leadership and why they should respect the school authorities. ▪ To answer questions
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<p>Self-assessment:</p> <p>Competences:</p> <p>Place:</p> <p>Steps followed:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Topic 1: School leaders and their responsibilities

Lesson 1 & 2

Refer to the pupil's book.

Specific objective

At the end of this lesson, each student should be able to distinguish the responsibilities of their school leaders.

Lesson preparation

The teacher must assure a good preparation of the lesson through reading and writing down the teaching notes.

The teacher is supposed to help students in gathering appropriate learning materials.

The teacher can also use pictures from the pupil's book

Teaching aids

1. The pictures that exhibit the school leaders

Teaching and learning methods

Discussions that focus on school authorities.

To describe the role of each leader in the life of students.

Role play on the role of each school leader

Steps in teaching and learning

(a) To indicate to the pupils all school offices and ask them to tell the names of leaders and their titles by office.

The teacher will guide pupils in distinguishing the school leaders starting with the headteacher, deputy headteacher, school bursar, the head of discipline and the secretary.

Notice

Make it clear to pupils that the headteacher must not be always a man and that the school secretary must not be always a woman or a girl.

Explain to all pupils that not all schools have the same leadership structure.

Brainstorm with pupils on the role of school authorities in tackling daily problems related for example to school materials including books and exercise books, etc.

Assist pupils during the role playing that demonstrated how school leaders operate, how they are accessible for pupils and how they facilitate the learning.

Assessment

Supervise pupils in groups during their role play about the role of school leaders.

Answers

Example of a lesson plan;

Date	Class	School	Lesson	Duration	Number of pupils		
					Boys	Girls	Total
.../.../...	..... 1	.....	.....	.....	.....	.....	.....

Topic area: Social Studies

Unit 3: School leaders and symbols

Topic: School symbols

Specific objective

Total no. of pupils i

By the end of this lesson, pupils will be able to differentiate the symbols of their school from those of other schools.

The achievement of this objective will be confirmed by the ability of pupils to succeed the 10 minutes ending lesson assessment.

Skills

To distinguish their school leaders.

Teaching aids

A board with a text of the school motto and song.

Example of a school uniform that exhibits the school emblem.

Teaching and learning methods

To sing

To brainstorm

Source

Pupil's book.

Lesson delivery

Duration	Steps	Teacher's activities	Pupils' activities
5 minutes	I Introduction	<ul style="list-style-type: none"> To ask the school name. 	<ul style="list-style-type: none"> To answer questions To state the name of their teacher
25 minutes	II Lesson delivering	<ul style="list-style-type: none"> To ask pupils to state names other schools that they may know To write their answers on black board. Tell pupils that every school has its own symbols as others also have . Demonstrate the symbols of their school Give them an exercise to do in groups To put together the feedbacks from groups 	<ul style="list-style-type: none"> To list names of other schools around there. To write into exercise book the symbols of their school To give personal views through groups To share the feedbacks from different groups

10 minutes	III Assessment	<ul style="list-style-type: none"> To exhibit poster of the symbols of their school To listen how pupils state the school symbols To correct and awards marks to pupils Ask questions on one the symbols of their school 	<ul style="list-style-type: none"> To observe the poster of symbols of their school To state and repeat several times the names of school symbols To memorize the school symbols To give individual answers.
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Self-assessment:	
Competences:	
Place:	
Steps followed:	

Topic 2: School symbols

Lesson 3

Refer to the pupil's book.

Specific objective

By the end of this lesson, pupils will be able to describe the symbols of their school.

Lesson preparation

The teacher must avail a CD with recording of the school anthem.

The teacher must demonstrate how to collect the needed learning materials

The teacher should have at least three examples of symbols of other schools,

The teacher can also use pictures from the pupil's book

Teaching aids

A board with a text of the school praise and anthem

Example of school uniform with a badge of the School emblem.

Teaching and learning methods

To sing loudly in classroom the school anthem.

Class discussions.

Brainstorm on the example of school praise.

Steps of teaching and learning

The teacher helps pupils in naming the school symbols

The teacher guides pupils into singing the school anthem and understanding the meaning of both the anthem and praise's content.

The teacher supervises pupils into groups discussions over the uniforms, praise and motto of their school. He/she provides them with clarifications using the school uniform and praise.

This will be followed by questions and answers.

Give an exercise to pupils for testing their skills.

Assessment

Supervise discussions being carried out by pupils into groups

Award and give marks to pupils on the basis of how well they described the school praise, anthem and motto.

Ask oral questions that pupils will answer spontaneously through groups.

Assess how well pupils are able have assimilated lesson.

Extra-knowledge required of the teacher

Get assisted by the fast learners in supervising their peers in groups. This is a strategy of using their contribution in helping their peers who are slow learners and stimulating the rest to become the group supervisors in future.

Motivate the slow learners for becoming more active in their learning.

Give opportunity to the pupils with impairment to participate into discussions. Use appropriate means of assisting them.

Answers

Activity 3.1

Listen carefully on how they pronounce the words in the song.

Exercise

(a) Head teacher Teacher

(b) Check if they know your name

Check if they can identify their school uniform.

Check on their skills to sing their school anthem

Listen to how they read.

Check if they can identify their school emblem.

Notice

Take into account gender equity during the pupils' group discussions.

Always, encourage pupils cooperation in the classroom.

A list of key words

Words:

(a) The head teacher

(b) The deputy head teacher

(c) The secretary

(d) The school motto

(e) The school uniform

The teacher will guide the pupils in making sentences with the words mentioned above.

Let the pupils do the exercise by reading loudly.

Lesson Hygiene**UNIT 4****UNIT 4: INDIVIDUAL HYGIENE****Key unit competence**

To exhibit hygiene of the body and cleanliness of the clothes.

Objective**Knowledge**

To explain different ways of keeping the body clean.

To explain the importance of maintaining hygiene of the main parts of the body.

Skills

To explain how to wash the whole body and the importance of this practice

To identify different hygienic materials

How to wash hands and feet.

How to clean the mouth and brush teeth. To clean eyes and ears.

Attitudes

To be a clean person.

To the body clean wherever you are.

Topic : 1. Appropriate ways of washing all over the body

2. Cleaning the hands and feet.

Lesson 1 & 2

Refer to the pupil's book

Objective

By the end of this lesson, each pupil should be able to explain and demonstrate how to keep the body clean.

Lesson preparation

The teacher must prepare well the lesson by reading and writing what to tell the pupils

The teacher must avail a basin and soap

The teacher will lead pupils into gathering the learning materials

The teacher can also utilize pictures from the pupil's book.

Teaching aids

Photos

Drawings

Teaching and learning methods

Brainstorming

Group work

Demonstration of how we wash our body, feet and hands.

Analysis

Demonstration

Steps in teaching and learning

To help pupil's differentiating the clean materials from the dirty ones.

Explain for the pupils all about individual hygiene

Group discussions on individual hygiene, washing their feet and hands then share the outcome their peers in classroom.

Assist and supervise the pupils demonstrating how to wash all over the body.

Assessment

To supervise and guide groups discussions

To award and give marks upon skills competence

Give orall questions that pupils will answer through group discussions

Give an assessment based on group discussions over individual hygiene

Give an individual assessment about keeping the body and clothes clean

Answers

Exercise

1. Water, soap, bath towel

2. a) Hygiene b) Soap c) Body d) Basin

Activity 4.1

Assess the level of pupils' understanding by asking them to demonstrate the hand washing.

Topic : 3 Face and ears cleaning.

Mouth cleaning.

Importance of individual hygiene

Lesson 3-5

Refer to the pupil's book, pages...

Objective

By the end of this lesson, each pupil will be able to explain and demonstrate how to keep hygiene of the face, ears and mouth and the importance of that.

Lesson preparation

The teacher must ensure a proper lesson preparation by writing down and revising the content of what he/she will tell the pupils.

The teacher must bring a basin, soap, warm water, toothbrush with a toothpaste tube.

The teacher helps the pupils in gathering the learning materials.

The teacher may also utilize pictures from the pupil's book.

Teaching aids

Pictures

Drawings.

Pieces of cotton

Warm water

Bath towel

Toothpaste

Toothbrush

Teaching and learning methods

Brainstorming.

Working into groups

Demonstrating how to wash all over the body, feet and hands

Steps in teaching and learning

Guide the pupils into practice on how to wash the face, ears and mouth

Group discussions on appropriate ways of cleaning the face, ears and mouth, and then proceed with discussions in the classroom.

Follow up on how the pupils are washing their faces, ears and mouths. Use a piece of cotton and warm water for cleaning into ears. Advise the pupils to avoid using any other tool for cleaning into ears.

Together with the pupils, sing a song on the story of Mrs Buroso about warshing the teeth.

Discuss with pupils on the importance of hygiene.

Assessment

To supervise closely the pupils'group discussions.

To award and give marks during groups discussions

Give oral questions to be answered by pupils into groups.

To assess the level of knowledge acquired by pupils about individual hygiene.

To assess individual pupils on acquired knowledge about the body and clothes cleaning.

Activity 4.3

Gather the pupils into groups and ask them to discuss on how these hygienic materials are used.

Assess the feedback from pupils

Activity 4.4

The teacher will guide pupils into a practice of teethbrushing.

Topic: 6.

Cleanliness for usual clothes and school uniforms.

Cleanliness for the underclothes.

The importance of keeping the clothes clean.

Lesson 5-10

Refer to the pupil's book, pages

Objective

By the end of this lesson, each pupil should be able to demonstrate skills of how to wash both the usual clothes and school uniforms.

Lesson preparation

The teacher must avail a basin and water

The teacher will guide pupils into gathering the learning materials

The teacher may also use pictures from the pupil's book.

Teaching aids

Various types of clothes (school uniforms, underwears and other usual clothes)

Teaching and learning methods

Brainstorming on importance of washing the clothes.

Demonstrating how to wash the school uniform, underwears, and the importance of this practice.

Steps in teaching and learning

Ask the pupils general questions on how to wash usual clothes and the school uniforms.

Such questions include:

Who washes the clothes for you?

Do you wash your handkerchiefs by yourselves or someone else does it for you?

Demonstrate for them how to wash clothes.

Create groups for discussions on the proper way of washing various clothes.

This phase is followed by a plenary discussion before getting into practices.

To supervise how they practice the washing of clothes.

To brainstorm with pupils on the importance of washing the clothes.

Assessment

Close follow up on group discussions.

To award and give marks during group discussions.

Oral questions to be answered in plenary discussions

To assess the individual hygiene, for both the body and clothes.

Extra-knowledge required of a teacher

Slow learners can use photos or drawings in a bid to understand enough how to wash clothes.

Encourage fast learners to demonstrate to their peers how to wash clothes.

The pupils with hearing impairment could be provided with documents with detailed demonstration and explanation of how to wash clothes.

Help the slow learners to lead others in exhibiting the acquired skills and singing short song knowne as “Madamu Buroso Menyo” (Mrs Brush Teeth) that is written

in their books.

Answers

Revision 4.1

- (a) Teeth
- (b) To wash other parts of the body
- (c) To wash other parts of the body
- (d) To cleanse, to dry the body

2. (a) True (c) True
(c) True (d) False

To demonstrate for pupils how to wash clothes. Let the pupils show how they utilise clean water when washing clothes.

List of words

The teacher will guide the pupils in making sentences with the following words:

Let the pupils do an exercise of reading loudly the following words:

- (a) Arms (c) Feet (e) Ears
- (b) Body (d) Eyes (f) Mouth
- (g) Teeth

Entertainment

Guide the pupils into games playing with the above words.

UNIT 5

Unit 5: Hygiene at home and school

Number of periods: 7

Key unit competences

To exhibit cleanliness at home and school.

Objective

By the end of this lesson, each pupil will be able to state various ways of keeping hygiene at home and school, and its importance.

Practice

To perform hygienic activities at home

To practice hygienic activities in the classroom and at school.

Attitudes

To exhibit cleanliness at home.

To exhibit cleanliness wherever you are.

Topics

1. Home hygiene

2. Importance of keeping home hygiene

Lesson 1-4

Refer to the pupil's book, pages

Objective

By the end of this lesson, each pupil will be able demonstrate how to perform hygienic activities at home and school.

Lesson preparation

The teacher must prepare well the lesson through writing and reading what he/she will tell the pupils.

The teacher will avail a sample of school materials

The teacher will guide the pupils into gathering learning materials.

The teacher may also use the pictures from the pupil's book.

Teaching aids

Photos of people who are sweeping the house.

Teaching and learning methods

To help pupils getting divided into small groups.

To demonstrate how to sweep the house, clean materials, arrange books and arrange clothes.

Through group's discussion, pupils brainstorm on home hygiene and activities that promote hygiene.

Steps in teaching and learning

Pupils divided into groups of two by two will use photos from their books to distinguish a clean house from an unclean house.

Ask a question to all pupils to tell about cleanliness at their respective homes. Ask them whether they perform home hygienic activities like washing, cleaning, sweeping, arranging clothes, arranging books, etc.

Put pupils into groups to discuss about the importance of home cleanliness.

Help pupils demonstrating how they practice cleanliness at home. How they flush dirt out, by sweeping, wiping shoes, washing dishes, dirt picking-up and burning, working in the kitchen, cutting the grasses and sweeping the compound.

Instruct pupils to plant a tree and water it.

Assessment

To follow up closely whether pupils are working into groups.

To ask oral questions that will be answered through plenary discussions.

Make the discussion more enjoyable so that they all participate in the activity.

Topic: Hygiene at school

Lesson 5-7

Refer to the pupil's book, pages...

Objective

By the end of this lesson, each pupil will be able to demonstrate how hygiene is practiced at home and school.

Lesson preparation

The teacher must bring a basin and water

The teacher will show pupils how to arrange the learning materials

The teacher may also utilize pictures from the pupil's book.

Teaching aids

Photos of people performing hygienic activities.

Sweeping materials.

Teaching and learning methods

Brainstorming on the importance of keeping the school clean.

To name the measures taken for keeping the school clean.

Steps in teaching and learning

Start your lesson by asking pupils why the school is important.

Let the pupils express their views on ways and importance of performing

cleanliness in the classrooms and ask them if they carry out the cleaning activities in their own classroom and at school in general.

Indicate to the pupils the places that require cleanliness: sweeping, washing, dirt pick-up, and then let the pupils get into groups for discussing more about these activities.

In groups discussion they will focus on the importance of the school hygiene.

Assessment

To supervise groups's discussion.

Oral questions that will be answered through plenary discussions.

Make the discussion more enjoyable so that they all participate in the activity.

Extra-knowledge required of the teacher

Check whether all groups of pupils are gender-balanced and if pupils with different physical impairments were considered.

Those pupils with visual impairment should be given opportunity to get out before other move massively to making groups.

The project of planting and watering trees and flowers is very good. This activity will help the fast learners applying easily the acquired skills from the lesson. Stimulate the slow learners to represent their groups by standing in front of the classroom and share with others the outcome of their groups' discussions.

Use a sample or pictures of learning materials for the sake of facilitating the pupils with intellectual disabilities.

For example: mopping stick, towel, basket, teethbrush, glass of water, soap, etc...
Make sure that the chosen learning materials appear with clear colors.

Answers

Exercise

1. To wipe
2. To wash
3. Compost ditch
4. te

Activity 5.2

- Bucket, water, mopping stick

Soap

basin

The water is clean, not yet used.

Make a demonstration of how to clean the floor.

List of words

The teacher will guide pupils into making sentences using the words provided hereafter. Let the pupils practice a loud reading.

Suggested words:

Home hygiene

School hygiene

Entertainment

Guide the pupils into games playing with the above words.

Key unit competence

To understand and avoid communicable and non-communicable diseases

Objective

To differentiate communicable diseases from non-communicable diseases.

Skills

UNIT 6**Topic: Diseases****Unit 6: communicable and non-communicable diseases****Number of periods: 3**

To explain the ways of avoiding infectious and non-infectious diseases.

Attitudes

To have a healthy life and adopt a custom of avoiding diseases.

Crosscutting issues**A culture of togetherness**

The teacher will advise pupils that they should take only orthodox scientific medicine that is prescribed by a medical doctor. Pupils should avoid taking non-standard medicine.

Non communicable diseases**Lesson 1-3**

Refer to the pupil's book, pages...

Objective

By the end of this lesson, each pupil will be able to know and understand the ways of avoiding both communicable and non-communicable diseases.

Lesson preparation

The teacher must well prepare the lesson through writing and reading what he/she will tell the pupils.

The teacher may contact a neighboring medical doctor or a nurse and ask for information about the causes of communicable and non-communicable diseases, their symptoms and how to avoid them.

Teaching aids

Spot board that exhibit communicable and non-communicable diseases.

Photos of different sick persons.

1. A photo of an individual sick person.
2. Internet for demonstrating the situation of sick people.
3. Where applicable, to show a film on how communicable and non-communicable diseases are spread and how to avoid them.

Teaching and learning:

To discuss with a medical doctor about diseases.

Oral questions on the spread of communicable and non-communicable diseases, their causes, symptoms and avoidance.

To make groups for discussing about diseases.

Steps in teaching and learning

Observe carefully these photos.

Explain to the pupils the meaning of diseases. Use photos or pictures, boards, and any other related learning material.

Through groups, the pupils will observe the pictures that exhibit cases of different diseases.

In small groups, the pupils will discuss about how to avoid these diseases.

Show a video/film for the pupils to understand better through watching some cases of diseases. You may invite a medical doctor or a nurse for explaining more about diseases.

To explain how to teach pupils with disabilities

The pupils having disabilities must be given more attention and enough time to participate and learn at their pace.

Assessment

Assess how pupils behave into their groups of discussions.

Give them oral questions for assessing their level of understanding about infectious and non-infectious diseases.

From watching the film/video they will understand more about communicable and non-communicable diseases. This will facilitate their learning and get accustomed to seeking a healthy living and welfare.

Extra-knowledge required of the teacher, about other communicable and non-communicable diseases

Cancer

Cancer is disease that is got by numerous people.

There are many types of cancer including the following:

Skin cancer.

Breast cancer.

Blood cancer, know as "*leukemia*".

Stomach cancer.

A cancer can result from an unhealthy food, lack of physical exercises and environmental causes.

Trachoma

Trachoma is an inflammatory disease of the eye, which may cause blindness.

The white part of the eyes (the sclera) becomes reddish.

Ways of avoiding trachoma

This disease can be avoided by:

Cleaning eyes carefully and everyday.

Keeping clean the residential area.

To keep enough air into the house.

Extra-knowledge required of the teacher

It is important that teacher explains deeply about epidemic diseases.

Use real photos to demonstrate the causes of epidemic diseases and make understood the distinction between communicable and non-communicable diseases.

Avoid investing or using names of the pupils when you give examples of sick persons or who have contracted the epidemic diseases in the past.

To invite a person in charge of health in area or medical doctor for providing detailed explanations that stimulate most the lesson assimilation by the slow learners at the same level of the fast learners.

Search for additional information on each epidemic disease.

Answers

Activity 6.1

Help the pupils identifying the first symptoms of flu.

Show a photo of sick people.

The teacher will guide the pupils discovering the message on the depicted by the photo.

Activity 6.2

The teachers will analyse the answers provided by the pupils.

Activity 6.3

1. Causes include lack of hygiene
2. Listen carefully to the answers from the pupils.

Activity 6.4

1. Give credit to the answers from the pupils.

It is B or C

2. Observe how they are coloring.

The list of words

The teacher will guide the pupils into making sentence using the following words:

(a) Flu

(b) Tuberculosis

(c) Atshma

(d) Depression

Topic area

Social welfare

UNIT 7

Unit 7 : Socialization, Good behaviors

Number of periods: 3

Key unit competence

To exhibit integrity and good judgement in one's living.

Objectives

To describe how people relate to each other in the family and at school.

To differentiate various ways in which a pupil can help others at home and school.

To demonstrate the ways of sharing and caring for each other.

Practices

Giving examples of how people live together in harmony.

Explaining the consequences of living in disharmony.

Explaining the benefits of mutual support.

Giving example of ways in which a pupil can help others.

Explaining the consequences of being selfish or too dependent.

Explaining the importance of sharing with each other and the consequences of not being selfish.

Attitudes

To exhibit an attitude of love, self-esteem and respect towards others.

To be proud of one's family.

Living in harmony with family members and colleagues at school.

To be supportive towards others.

To be in solidarity with family members and colleagues at school.

To exhibit an attitude of sharing with others.

To be generous but not prodigal.

Crosscutting issues

Gender equity and peace

Combine your teaching on gender-based violence with sexual harassment or coercion, equity and balance. Allow the pupils understand the gender-based violence which can be caused by lack of peace (for example during genocide).

Topic: Living in harmony at home

Lesson 1

Refer to the pupil's book.

Objective

By the end of this lesson, each pupil will be able to explain the importance living peacefully and in harmony with others at home and school.

Lesson preparation

The teacher must prepare carefully the lesson by writing and reading what he/she will teach the pupils.

The teacher may also use photos or pictures that depict examples of people who live in harmony and happiness.

Teaching aids:

Photos that show an example of people living in harmony.

Newspapers with photos showing activities that were possible because of peace.

A video and pictures showing the values of people who are needed for helping those who vulnerable or in danger.

Teaching and learning methods

To discuss with pupils on different ways of living in harmony at home and school.

To listen and then compare different ways of how others live in harmony at home and school.

Pupils will get divided into groups, they will imitate or roleplay various cases of people who live in harmony.

They will also sing some songs that promote peace.

Steps in teaching and learning

Ask the pupils how they relate to each other at their respective homes and school. They will give their experience at homes and with surroundings. Let them imitate or play games expressing their experience about how people relate to each other. To share views on the importance of mutual respect, loving each other, security, helping each other and living in harmony. Two by two, pupils use a newspapers on which they indicate activities that were achieved because there is peace and security.

Help the pupils to understand deeper the key values about love, self-respect, and happiness.

Discuss with pupils over the consequences living in disharmony with others at home and school. Let the pupils sing any song they know about living in harmony with each other.

Notice:

The pupils may form a group and identify from colleagues those who need support or a particular assistance and come out with an appropriate resolution that they will put into practice.

Teaching pupils with disability

The teacher must be patient enough with the pupils with disabilities. He/she follows up on the level of participation of pupils whose status requires more attention than others.

Assessment:

Assessment about demonstration of attitudes that exhibit love, respect towards others and self-respect. Show them a video (where applicable) or photos showing cases of caring for the needy people. Observe and write down their attitudes

and reactions about images that they are watching. Ask them oral questions to assess the positive impact of the images on their level sensitivity towards vulnerable people.

Notice:

Make an emphasis on gender equity held pupils understanding how they can avoid gender based violence.

Example of a lesson plan

Date	Class	School	Lesson	Duration	Number of pupils		
					Boys	Girls	Total
.../.../...	..... 1	.....	.....	.....	.....	.....	.....

Key topic area: Social welfare

Unit 7: Relationship, good behaviours,

Topic: Mutual help.

Specific objective:

By the end of this lesson, each pupil will be able to explain and exhibit the attitudes that characterize integrity and good judgment when helping each other in daily life. This will be verified if all pupils are able to succeed the planned practical exercises for the last 10 minutes assessment of the lesson.

Skills

A pupil should be able to state different ways and importance helping others at home and school.

Teaching aids

Photos that show examples of people who are helping each others.

A video (where applicable) or pictures about love.

Teaching and learning methods

Discussions

Demonstration

Observation

Explanation

Source:

Pupil's book

Lesson delivery

Duration	Steps	Teacher's activities	Student's activities
5 minutes	I. Introduction	<ul style="list-style-type: none">▪ To ask pupils the number of their family members	<ul style="list-style-type: none">▪ To tell the number of their family members
25 minutes	II. Lesson delivering	<ul style="list-style-type: none">▪ Ask pupils if they do some activities at home.▪ To ask pupils if there are some activities that they fail to perform.▪ To divide them into groups for discussing the benefits of mutual support at their homes. Putting together the▪ ideas from groups' discussion.▪ Explain to them the benefits of helping each other.	<ul style="list-style-type: none">▪ To state some activities that they do at home.▪ To state the activities that they find too difficult for them to do▪ To give ideas on benefits of supporting each other at home.

<p>Iminota 10</p>	<p>III Assessment</p>	<p>. Ask the pupils possible strategies that can help promoting a culture of mutual help</p> <p>. Write on black board the summary of findings from the plenary presentation</p> <p>To give pupils and exercise of playing a game that reflects conclusion of this lesson and guide them on how to do it.</p> <p>▪</p>	<p>To give ideas about strategies to promote a culture of mutual help.</p> <p>. To play a short game showing how their family members help each other at home.</p>
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Self-assessment:

Used competences:Place:

Methods used:

Topic 2: Helping each other

Lesson 2

Refer to the pupil's book

Objective

By the end of this lesson, a pupil will be able to state ways and benefits of helping each other at their homes and school.

Lesson preparation

The teacher must prepare well the lesson reading and writing down what he/she will teach the pupils.

The teacher must prepare the teaching materials that include pictures showing people who are helping each other.

Teaching aids

Photos of people who are helping each other.

A video (where applicable/necessary) or photos showing people who like doing community works.

Teaching and learning methods

To discuss about how people help each other at home and school.

Exchanging experiences of how they help each other at home and school.

Ask questions over the shared experiences.

To sing some songs which promote community service.

Steps in teaching and learning

Ask the pupils to tell different ways of helping each other at home and school. Pupils will refer to what they know at school and in its surroundings.

To give ideas on the importance of mutual help at home and school.

To explain the benefits of helping each other, give examples about what they watched in the video about mutual help.

Ask the pupils to sing a song about community service.

Teaching pupils with disabilities

The teacher has to be very patient teaching pupils with disabilities.

Assessment

To assess if individual pupils have values of helping others at home and school.

To assess how each pupil understands good behaviours among people.

Through watching a video about examples of mutual help, compare the message with the feedback from the pupils experiences.

Topic 3:

To share with one another

Sexual harassment/abuse

Lesson 3

Refer to the pupil's book

Objective

By the end of this lesson, pupils will be able to tell importance of sharing with one another. They should also be able to make difference between the risks and and practices of sexual harassments.

Lesson preparation

The teacher should prepare well his/her lesson by writing and reading what he/she is going to teach the pupils.

The teacher should have photos or pictures of people who help one another.

Teaching aids

Photos that show examples of people who help one another.

A video (where applicable) or pictures showing examples of people who are sharing with one another.

A radio talk about peace and fighting against force/threat and other forms of sexual harassment.

Spots with messages about fighting against gender based violence.

Teaching and learning methods

To exchange views on how sexual based violence takes place.

Groups' discussion on different ways sharing by one another.

Through plenary session, to ask questions about views reported by groups.

Steps in teaching and learning

Start you lesson by chatting with pupils over the good way of sharing with others.

Through groups, the pupils will discuss about the importance of sharing by one another.

Use the example of "Girinka n'ubudehe" programmes as examples of good sharing with one another. Pupils will imitate or play a game of sharing among classmates something to eat, for example oranges or any other edible item that is available.

Ask them to comment on that sharing experience and give their appreciation about this practice whether good or bad.

Let them express the reason of their appreciation, being happy or unhappy.

Let them discuss on consequences of not sharing with others.

The teacher helps them to understand different types of gender-based violence.

Emphasize that it is bad to be too dependent.

What the teacher should avoid.

The teacher should avoid photos that show cases of force by those showing how to avoid sexual harassment.

Try all means of using spot boards for sensitization and teaching how to fight against gender based violence, adultery, and early marriage for both boys and girls.

Assessment:

To assess if a pupil is accustomed to sharing with others at home and school.

To assess if each pupil is aware of bad behaviors that cause gender base violence.

To observe pupils and give them advice according to their attitudes that they exhibit while watching a video, spot boards and photos about strategies of fighting gender based violence.

Extra-knowledge required of a teacher

Use games in order to boost more motivation for the pupils with disabilities.

Use a projector or large prints for facilitating the pupils with visual impairment.

Answers

Activity 7.1

Let the pupils get into groups and discuss on good behaviours that they notice at school including mutual help, sharing with each other, avoidance of stealing, serenity, respect, love and credibility. Still in groups, guide them into demonstrating how they mutual help is observed at their respective homes.

Activity 7.2

The pupils may discuss on consequences/results of lacking peace at a home, for example fighting, deprivation of primary necessities, love and peace of mind.

Make an emphasize on gender equity and how to avoid being victim of gender

based violence.

Activity 7.3

In their groups, explain to them the importance of promoting peace at school.

Exercise 1

YES

(i) you progress

I Being happy

Exercise 2

We perform well bad

Exercise 3

Examine the answers from pupils

To protect oneself at all means.

Activity 7.4

In groups, the pupils will exhibit the way they share equally what they have.

Notice for the teacher:

In this lesson it is recommendable to use names of pupils in different examples.

Benefits of living in harmony

To progress through cooperation.

To share whatever they have no matter the quantity.

It promotes the sense of patriotism.

It helps avoiding divisionism and injustice.

It build mutual trust among citizens.

Consequences of refusing to assist others when it is requested:

It causes mistrust

It brings about corruption

It causes suspicion

People loose trust in your group.

Citizens loose motivation of participating into national development programs.

Citizens loose self-confidence and fail in implementing the projects leading to their own development.

List of words

The teacher will guide pupils into making sentences using the following words:

- (a) Peace
- (b) Helping each other
- (c) Fair sharing
- (d) Harrassment

UNIT 8

Unit 8: Politeness

Number of periods: 8

Key unit competence

To have and exhibit good behaviors at home.

Objective

By the end of this lesson, pupils will be able to give the meaning of politeness.

Skills

To give the meaning of good behaviours through examples of diverse persons and from diverse places.

Attitudes

To exhibit attitudes of politeness (through behaviour, practices and at home) wherever you are.

Topic: 1

Politeness towards people you live together

Politeness towards visitors

Politeness at table

Politeness in speech

Lesson 1-4

Refer to the pupil's book, pages....

Objective

By the end of this lesson, pupils should be able to demonstrate how they can show good behaviours towards family members and visitors, at table, at school, and when speaking.

Lesson preparation

The teacher must prepare well his/her lesson through reading and writing what to teach the pupils.

He/she will prepare pictures that show different ways of exhibiting good behaviours.

Teaching aids

Pictures that display cases of good behaviours.

Teaching and learning methods

To discuss on the custom of politeness.

To show how family members behave at home in general.

To ask questions how people behave at table, when welcoming the visitors at home and when speaking.

To roleplay or imitate people who exhibit good or bad behaviours.

Steps in teaching and learning

Ask the pupils to share their experiences about politeness at home. They may express it through games or role playing. Show some photos of people who exhibit politeness or impoliteness at table.

Show them examples of good behaviours:

Respect.

Thanking.

Sharing and avoiding selfishness.

Explain the reason why it is important to behave politely when there is a visitor at

home. Tell the pupils to get into groups for discussion the following values:

- To greet visitors respectfully.
- To welcome visitors with humility.
- To say “sorry/forgive me” when you have made a mistake.
- To thank someone after giving you something.

Pupils may imitate or playrole these values in the form of addressing to the school assemble. This can be organized into group. Help them choosing the subject to talk about. The part will be followed by questions for assessing the best performers.

Teaching pupils with disabilities

The teacher must be patient of the pupils with disabilities .

The teacher must be cautious about this:

To motivate shy pupils for integration and active participation into groups.

To take into account gender equity with consideration of vulnerable or slow learners.

Assessment

An assessment about politeness should be done carefully. Examine how the lesson is impacting positively on pupils’ attitudes and behaviors. In groups, oral questions will be asked and answers given about their level of understanding, changes in attitudes and politeness.

Answers

Activity 8.1

Checking out the examples provided by the pupils.

Topic: 5 : Politeness towards people you meet at streets

Politeness at gathering assemblies

Lesson 5-8

Refer to the pupil's book, pages....

Objective

By the end of this lesson, each pupil will be able identify good behaviours from

different people, at street, at various gatherings and meetings.

Lesson preparation

The teacher must prepare carefully the lesson by reading and writing what he/she will tell the pupils.

To prepare a picture that shows the ordinary spots.

The teacher may invite a traffic police.

Teaching aids

Ordinary posters showing roads and people who are walking.

- Teaching and learning methods.
- To discuss with pupils about politeness.
- How to respect traffic laws and road signs.
- **To ask questions to a traffic police.**
- **To imitate or roleplay by demonstrating the required behaviours on roads.**

Steps in teaching and learning

Call the pupils for brainstorming about the pedestrians' behaviors on roads.

Observe how they imitate the crossing of roads and to give in the seat for the elders.

Invite a traffic police for explaining to pupils about traffic behaviours and possible traffic risks. This will be followed by questions and answers.

To show politeness by greeting the elders. Discuss on behavioral values including respect or politeness towards others, and make an emphasis that those values help avoiding the vagrancy related misconducts.

Let the pupils discuss on the importance of exhibiting politeness many people and others in general.

Teaching the children with disability

Vulnerable children.

Assessment

The assessment of behavior change about politeness should be done seriously. This consists of assessing the extent to which pupils have understood how to change behavior positively, their readiness for that change and how it will impact to their future life. Do the assessment step by step. Oral questions and answers

on their understanding and behaviours related to politeness be given through groups.

Extra-knowledge required of the teacher.

Help the pupils understand pace by pace in their understanding of the topic and keep the same pace even for those outgoing pupils who could tend to rush in contributing to explanation and examples on politeness at table, welcoming visitors and speaking in public.

Allocate a time for some practical learning activities like taking the pupils to visiting a traffic police so that he/she provides them with more knowledge about road signs and how they should behave when walking along or crossing roads.

Of course, the pupils will be excited about this visit and will want to run, which means that in this case the teacher should control such a speed by persuading them walk slowly as a practice of behaving well on roads.

The pupils with physical disabilities should be given an opportunity for self-expression of their views or questions about the lesson.

After their participation, the rest of the class should clap for them in recognition of their contribution as peer learners.

Notice

In absence of a traffic police, the teacher may bring use of road signs. He/she can also search on internet other appropriate teaching aids that are relevant to the level of the pupils.

Activity 8.3

Demonstrating politeness through imitations. Example:

For the people whom you live together in the same house – a pupil can imitate the following:

- Helping.
- Saying “sorry”
- Thanking someone after giving you something.
- Requesting something and sharing with others.
- Respecting others’ properties, for example books and clothes.

Visitors

- To exhibit politeness:
- Greeting the visitors.

- To welcome visitors humbly.
- To say “sorry” in case of a mistake
- To thank a visitor when he/she gives you a gift.

Politeness at school:

- When you are in a group, just wait for your turn for intervention.
- Speak clearly and politely.
- Say “thanks” whenever you are given something.
- Never speak bad things or lies about your colleagues or your teachers because such a behavior ends up leading into conflicts/understandings.
- Ask for forgiveness when you have mistaken.
- Greet your teacher before you ask for any assistance or greeting him/her morning and evening.
- To share rather than keeping anything for oneself alone.
- Respecting others’ properties, for example books and clothes.

List of words

The teacher will guide pupils into making sentences by using the following words:

- (a) Politeness towards people living with you.
- (b) Politeness at table
- (c) Politeness at home
- (d) Politeness towards those you encounter on your way.

Entertainment

Guide pupils into entertainment games about politeness.

UNIT 9**UNIT 9: The family assets****Number of periods: 4****Key unit competences**

Understanding the basic needs for the family and a good management of the family assets.

Objective

By the end of this lesson pupils will be able to:

- State the family basic needs.
- Tell the importance of money.

List the components of their own properties and of the the family assets

Skills

To name elementary family assets and state proper way of their management.

To state different financial sources of the family and how better to manage the money.

To describe both his/her personal and the family properties.

Attitudes

- Good management of family assets.
- Avoiding the waste of money.

- Savings.
- Good use of money.
- Good management of personal and family properties.

Cross-cutting issues

Financial management

The pupils should learn about family assets when they are still very young. The teachers ought to insist on patterns that include saving, good management of assets and decision making about financial resources and reasonable expenditure in purchasing elementary properties.

Topic: 1. Basic family needs

2. Money

Lesson 1-2

Refer to the pupil's book, pages....

Objective

By the end of this lesson, the pupils will be able to understand and name the components of the basic family assets and the value for money.

Lesson preparation

The teacher should have a basin and a piece of soap.

The teacher should have a poster of pictures showing basic need

Teaching aid

Money.

Photoes or a poster on basic needs.

A picture/ poster showing images of people who are receiving money and others for family assets.

A video (where applicable), a poster or an internet browse showing examples of family assets.

Teaching and learning methods

Discussions on ways by which a family can acquire its basic assets.

For more understanding, the pupils observe the pictures in the pupil's book. know
The teacher looks into how pupils can interpret the images on money use.

The pupils imitate or roleplay what they see on pictures.

Steps in teaching and learning

Ask the pupils in which ways the the basic assests are acquired.

Ask them to play a game showing the process of acquiring family basics assets.

Let them brainstorm on family decisions making when choosing priority needs.

Give them an opportunity to roleplay about their findings.

The pupils tell what they know about saving and use of money in family.

They may also know how to use the money well provided by their teacher for use as learning material during the group exercise on exercise about good management of money.

Tell the pupils that they should be honest enough so that they can be credible for accessing and saving money.

Under supervision by the teacher, the pupils will make a money saving box.

Notice

The imitation part should be very short because it is just intended to emphasize some key understanding and knowledge of the lesson.

The pupils start into groups by determining a saving method to be followed at home for given period and identifying some colleagues who will monitor this activity. They may use the money provided by their parents, elder brothers/sisters or other people but never the stolen money.

Assessment

To assess the extent to which pupils were able to practice saving of the money t given by parents. They would give a feedback about their leaders in the group, how proceeded with the saving and what they plan to use the money for, after a given saving period.

Answers

Activity 9.1

The teacher should assist the pupils when playing a short game about how to

acquires the basic assets.

Activity 9.2

The teacher will clarify for the pupils how to use money cautiously.

Topic 3: Proper management of pupil's personal and family assets

Lesson 3-4

Refer to the pupil's book

Objective

By the end of this lesson, each pupil will be able to explain how to manage personal and family assets.

Lesson preparation

The teacher will prepare all necessary teaching and learning materials required in this lesson.

Teaching aids

Photos/pictures and posters that show the learning materials required of a pupil and those include books, pens, school bag, etc.

Teaching and learning methods

Discussion.

Observation.

Group working.

Teaching and learning steps

Ask one pupil to describe the composition of his/her personal assets.

Ask all pupils to describe the assets owned by Mugisha and Kariza (cfr. Pupil's book).

They have to describe the assets of their family according to the pictures shown by the teacher.

Provide the pupils with a detailed explanation on how ensure good management of personal assets.

Questions and answers.

Assessment

The assessment will consist of examining the level of their acquired understanding about good management of assets and saving.

Extra-knowledge required of a teacher

To use saving activity as the best way for the pupils learn how to plan for a long term, which will stimulate lazy pupils to practice the same and continuously.

The pupils with visual impairment should be provided with appropriate learning materials including large printed photos so that they can follow and understand about saving and management of personal assets.

Verify if the pupils with mental impairment were able to get out without any problem and make sure that they are assisted in getting out the first, towards the end of the lesson.

Activities like shading the drawings; this attracts the interest of pupils especially for the slow learners and those with disabilities.

Answers

Activity 9.3

Tell the pupils to draw the following colors into their exercise books .

- a) Blue
- b) Red
- c) Green
- d) Yellow

The pupils may choose their own colors.

Activity 9.4

Request the pupils to tell you how they would care for the family assests.

List of words

Ask the pupils to make a sentence using the following words:

- Money
- Dressing
- Personal assets
- Accommodation
- Food

UNIT 10

Unit 10: Environment

Number of periods: 19

Key unit competences

Self-guidance, guiding others into environmental protection.

Objective

By the end of this lesson, pupils will be able to:

To distinguish directions.

Describe things that they meet on way to and from school

Describe the physical structure of their school.

Describe the surroundings of their home.

Explain the surroundings of their school.

Have awareness that human being also make part of the environment.

Skills

To indicate directions from where you are standing.

To distinguish among things that they meet on the way to and from school.

To locate their school.

To distinguish the environmental components around their respective homes and the importance of those each component.

To distinguish the environmental components around their school and explain their importance.

To tell the exact number of their family members.

Attitudes

Ability of self-directing and directing others.

To exhibit good polite attitudes all along the way to and from school.

To avoid risks of accidents on the way to school.

To state the challenges that they encountered/meet on the way to school.

To be ready for describing to others the physical structure of the school.

To indicate to others the location of something and its description.

To preserve the surrounding environment of their homes.

To preserve the school environment.

To show pride of family belonging.

Cross-cutting issues

Preservation of the environment

The pupils must be informed about the importance of planting trees as a way of preserving the environment. When conducting a tour visit for observation of the environment during the community services, it is important that the pupils participate in those activities because they learn better by doing and it will be an opportunity to learn much about environmental changes.

Topic: Directions used in locating something and places

Lesson 1-5

Refer to the pupil's book.

Objective:

By the end of this lesson, the pupils should be able to distinguish among directions of places.

Lesson preparation

The teacher must prepare cautiously his/her lesson by reading and writing down what he/she will tell the pupils.

The teacher will prepare photos or a poster with the lesson related images.

Teaching aids

Pictures/poster indicating a location of some places.

Teaching and learning methods

To talk about a direction of different things located at their school.

To observe the biggest buildings of their school.

To state the benefits of playing.

Questions and answers.

Steps in teaching and learning

Ask the pupils to talk about whatever they see at their school.

Write down their answers.

Start your lesson with a poster. Pupils will play a game about directions.

For example, locating the soccer playground, office of the headteacher, toilets, etc.

Show them a poster on directions and how to use it. Guide them into using it for indicating the location of their school.

The teacher will take the pupils out of the classroom for doing an exercise related to the activity 10.2.

Assessment

To assess each one's understanding to the planned programme of helping others.

Activity 10.1

1. Use small sticks
2. and a rope

Lesson 5-10

Refer to the pupil's book.

Objective

By the end of this lesson, each pupil should be able to describe/explain the whole structure of his/her including buildings and people.

Lesson preparation

The teacher must prepare cautiously/well his/her lesson by reading and writing down what he/she will tell the pupils.

The teacher will prepare a poster showing both pleasing and unpleasing experiences the one can go through on the way to school.

Teaching aids

Photos showing an example of items that a pupil can own: books, pens, school bags, etc.

Photos showing the school buildings.

Teaching and learning methods

Take a time and discuss about the things and happenings that you know on the way to school.

Watching.

Groups.

Tour visits.

Steps in teaching and learning

Request to the pupils to use a photo of their school location and tell what they see on their way to and from school.

They will show good and bad things that they see of way and how they can prevent bad things.

The pupils will draw two of the things that they see on their way back home.

Let them discuss certain things that are available around the school.

Assessment

As you you guide them into an environmental tour visit at a community service site think of any risk that can await them on the way.

Award them with marks according to their participation in answering correctly about what he observed and learned from the community services.

Extra-knowledge required of the teacher

The practice exercise 10.1 should be reserved for the most performing pupils. Assist the pupils with physical impairment as well as the slow learners in understanding the exercise and participating in the activity of making a compus from small sticks and pieces of papers.

The pupils with slow level of understanding will be provided with an exercise of filling in a table or using different colored cards and papers.

Answers

Exercise 1

The teacher will supervise a drawing activity and give a guidance.

The teacher will examine if they have shaded their drawings.

Practice

Call upon two volunteering pupils and ask them to tell a story that the head from people or about an animal that they saw on their way to school.

Topic: Home surroundings

Lesson 10-15

Refer to the pupil's book.

Objectives

By the end of this lesson, the pupils should be able to state what makes the surrounding area of their respective homes and how to preserve that environment.

Also, each pupil should be able to tell the exact number his/her family members.

Lesson preparation

The teacher must prepare cautiously his/her lesson by reading and writing down what he/she will tell the pupils.

The teacher will prepare a poster showing a family and its members.

Teaching aids

Photos and drawings that display the environment that surrounds our homes.

Teaching and learning methods

Discuss with pupils about the environmental things surrounding their homes:

Watching/observation

Groups

Songs

Questions and answers

Steps in teaching and learning

Call for pupils to state important things located in the surrounding of their homes.

They will tell the house that can be environmentally preserved.

They will look around their school and identify the neighbouring households.

Guide them into stating the members of their families.

The pupils will look at a family photo and tell the number of its members.

Assessment

Ask the pupils to describe the environment around the home in general.

Topic: 1. The school surroundings 2. The population

Lesson 15-19

Refer to the pupil's book.

Objective:

By the end of this lesson, the pupils should be able to identify and locate different objects that are available at school.

Lesson preparation

The teacher must prepare cautiously his/her lesson by reading and writing down what he/she will tell the pupils.

Teaching aids

Photos or a poster showing the school's buildings and its surroundings. Use a computer (where applicable necessary) for showing more examples.

Teaching and learning methods

Discussing with pupils over objects that are found on the way to school.

Watching/observation.

Groups

Steps in teaching and learning

Call for the pupils to identify all buildings of their school.

Let them tell why those buildings are important to the school.

The teacher will take an example of Rwamagana Primary School of which picture is the pupil's book and ask them to describe its buildings.

The pupils will tell the parts of the buildings that they see.

Practice 10.3,10.4, 10.5 na 10.6

Exercises

Use answers for guiding the pupils.

The teacher will guide the pupils into making sentences by using the words below.

Let the pupils practice first a loud reading of these words.

(a) Directions.

(b) The things that we see on the way to school.

UNIT 11

Unit : 11 Transport and communication

Number of periods: 4

Good use of roads and communication means

Objective

By the end of this lesson, the pupils will be able to:

To distinguish the examples of roads and their users.

To make a difference between various easy ways of communication.

Skills

To state the importance of roads and the appropriate ways of using them.

To name different communication means and their importance.

Attitudes

To exhibit appropriate behaviours when walking on roads.

To exhibit appropriate behaviours when using communication means.

Good use of communication.

Topic: The road

Lesson 1-2

Refer to the pupil's book, pages....

Objective

By the end of this lesson, each pupil should be able to distinguish different examples of roads.

Lesson preparation

The teacher must prepare cautiously his/her lesson by reading and writing down what he/she will tell the pupils.

The teacher will prepare photos/poster showing different examples of roads.

Teaching aids

A poster showing different examples of roads.

Pictures of some road sign posts.

Teaching and learning methods

Brainstorming about different ways of using a road.

To observe the sample of road signs.

Questions and answers on the examples of roads.

Steps in teaching and learning

The teacher will ask the pupils to name different examples of roads that they already know.

They will use photos that are printed into their books in order to learn different roads and their importance.

The pupils will state the examples of road users.

The teacher would invite a traffic police (where feasible) to explain to the pupils

about how roads are used.

Assessment

To supervise the pupils as they brainstorm through groups' discussions.

Assess the level of their knowledge assimilation about the use of roads.

Exercises 1

(a) paved roads (b) Tarmac road (c) gravel/stone road

Topic: Communication

Lesson 3-4

Refer to the pupil's book. 121 – 124.

Objectives

By the end of this lesson, the pupils will be able to distinguish among the means of communication and state their uses.

Lesson preparation

The teacher must prepare cautiously his/her lesson by reading and writing down what he/she will tell the pupils.

The teacher will prepare a poster showing different means of communication.

Teaching aids

- | | | |
|-------------------------------|-------------|--------------------------------|
| 1. Computer (where feasible). | 3. Radio | 5. Newspapers |
| 2. Mobile phone. | 4. Envelops | 6. Television (where feasible) |

Teaching and learning methods

To discuss about equipments and ways of communication.

To discuss about different means of communication

Questions and answers into groups.

Steps in teaching and learnings

The teacher will bring teaching aids and show them to the pupils.

He/she will ask them to tell the means of communication they use at home, and they will state the most used mean at their homes.

The pupils will into groups discuss about the importance of communication and its equipment/means.

The pupils will undergo/practise different exercises on the topic.

Assessment

The teacher will supervise groups' discussions.

He/she wil ask guiding questions where necessary.

To assess the level of assimilation about communication equipments.

Practica exercise 11.1

Let the pupils make puzzle cards that will help in completing the answers with the missing letters.

Practical exercise 11.2

In the course of the exercise, pupils will be calling upon the teacher alternatively for verifying if they are on the righ path/truck.

Practical exercise 11.3

The pupils will demonstate an imagination of roads, then imitate the moving cars and walking people, make an imaginary representation of people crossing the road and roleplay the car driving.

The teacher will guide them as to make it more enjoyable.

Extra-knowledge required of a teacher

Use vible/tangible materials like a laptop, radio device, mobile phone, television set, etc...for teaching about technological communication.

Allow the pupils to touch on these materials and even show how they are used. Encourage the slow learners to participate into a game of questions-answers among all pupils.

The pupils with disabilities may be guided by their colleagues.

The teacher may invite a traffic police officer from the nearest station (where

possible) to help guiding the pupils during a tour visit to a road for learning desirable behaviors in walking and crossing the road.

Activity 11.4

Check the answers being given by pupils. Supervise their exercise activity.

Activity 11.5

The teacher will help the pupils in understanding the use and benefits of a phone device.

The teacher will help the pupils understanding the assessment questions, supervise them into groups work and assist in putting together the ideas from different groups.

Exercise 1

List of words

The teacher will guide the pupils into making sentences by using the words below. The pupils will practice first loudly reading of these words.

- | | | | |
|--------------|--------------|------------------|-------------------|
| (a) A road | (b) A phone | (c) A radio | (d) Communication |
| (e) A letter | (f) A laptop | (g) A television | (h) Transport |

UNIT 12**Unit 12: Key information about the family background****Number of periods: 4****Key unit competences**

To explain the relationship among members of the same family and its background.

Objective

By the end of this lesson, each pupil should be able to recall/tell key events that marked his/her family background.

Skills:

Ability to recall/remember key events that have marked the history of his/her family background up to both the grandfather and grandmother.

Attitudes

To respect the family members, to appreciate them and live with them in harmony .

To exhibit/show pride for one's family background.

To imitate or take a role model the heroes o his/her family.

Example of a lesson plan

Date	Class	School	Lesson	Duration	Number of pupils		
					Boys	Girls	Total
.../.../...	..... 1	.....	.....	.....	.....	.....	.....

Topic area: Geography

Unit 12: Key information about family background

Topic: The family history

Key unit competence

To tell and describe/explain the key events that marked his/her family background

Specific objective

By the end of this lesson, each pupil should be able to state and describe/explain the key events of his/her family background.

Teaching aids

A poster showing example of a family leanage.

Teaching and learning methods

Discussions

Searching and problems solving

What have you observed on the poster about your family history./

Source:

The pupil's book

Lesson delivery

Duration	Steps	Teacher's activities	Student's activities
5 minutes	Introduction	<ul style="list-style-type: none"> Asking questions on nuclear family relationships. 	<ul style="list-style-type: none"> Answering.
25 minutes	Lesson title	<ul style="list-style-type: none"> Asking questions on the family history back to the grand father and grand mother, to be answered into groups. Putting together and correcting answers from groups 	<ul style="list-style-type: none"> Answering questions into groups Submitting in their group answers
10 minutes	Assessment	<ul style="list-style-type: none"> Asking the pupils questions on acquired knowledge from the ending lesson 	<ul style="list-style-type: none"> Answering the questions asked by the teacher.

Self-assessment:	
Competences:	
Place:	
Methodology:	

Lesson 1- 4

Refer to the pupil's book.

Objective

By the end of this lesson, each pupil should be able to tell the history of his/her family background about the grandfathers and grandmothers

Lesson preparation

The teacher must prepare cautiously/well his/her lesson by reading and writing down what he/she will tell the pupils.

Learning aids/Teaching aids.

Poster, pictures/photos, video.

Teaching and learning methods

Groups or plenary discussions

Researching/finding on the individual family history/background.

What is observed from the poster or information of the family history, film/video?.

Steps in teaching and learning

The pupils will research/find about their individual family background.

The teacher will ask each pupil to tell others about his/her family background.

The next step will consist of questions and answers.

To discuss/explain about their family background in reference to the first presenter.

The teacher will invite a neighbouring old man to narrate/tell to them some family stories of the past.

Assessment

The teacher will supervise discussions taking place into groups.

Assessment of the acquired knowledge about the use of roads.

Assessment of the individual knowledge about his/her own family.

Activity 12.1

The teacher will verify/check carefully the answers provided by the pupils.

The teacher will verify/check if all pupils have performed/done the exercise correctly.

PART

2

RELIGIOUS STUDIES

CHRISTIAN RELIGIOUS STUDIES

UNIT 1

UNIT 1: CREATION AND FALL OF MAN

Key Unit competence: The pupil will be able to respect God the creator, respect other creatures and to avoid sin.

Other related lessons

Creation of heaven and earth

Creation of the earth and all that exist

Human being was created in God's Image

The difference between man and other creatures

Caring and conserving God's creation

God's instructions to Adam in the Garden of Eden

Origin of sin

Consequences of sin

1.1. Lesson 1: Creation of heaven and earth and all that is in it

Lesson objectives

Knowledge

List all God's creatures and when they were created.

Practical Knowledge

To explain to others how God created all that exists.

Values/Attitudes

The pupil will be able to love God and respect all the creatures.

Self-respect and respect for others.

Practical Ability

Ability to speak and write English fluently

Ability to personally imagine and draw all God's creation

Lesson application to real life experience

Be able to perceive /recognize how God created all creatures

Teaching Resources (Bible, Pupil's book, Pictures of plants and animals, Some pictures of sea creatures and birds, Sound system and recorded audios)

Learning and teaching methodology (Discussions, Role plays, Observation)

Lesson preparation

Reading the bible (Genesis 1:1-3) before the lesson.

Identify a suitable place to visit.

Identify and gather all possible teaching resources beforehand.

Use audio sound system and some other resources to facilitate learning for the pupils with learning difficulties.

Learning activity

Approach/Methodology

Start the lesson by asking pupils questions about the creation of the earth.

Activity

What is the origin of the earth and all that exist? How was the earth in the beginning?

Why do you think God created light before other things?

Why do you think God created man on the last day?

Answers to the questions

Earth and all that exist were created by God. In the beginning there was nothing on earth.

God created light first in order to separate night and day so that other creatures could be observed.

God created man on the last day because He wanted him to take care of and manage other creatures. God created man in His own image.

Lesson Delivery

Brainstorming

Take pupils out of the class. Guide them to observe all the surroundings. Tell them to observe different things. Ask them different questions and be mindful to their answers. Identify some teaching aids that can help pupils with learning disabilities depending on that disability. Guide pupils to discuss in their groups about God's creation.

Message from the Bible

Help the pupils to understand different creatures.

Tell them, all that they observed outside was created by God. Remember that some of what they saw outside is man-made.

Ask them to mention some of the names of God's creatures they saw outside. This exercise of mentioning names should be repeated.

Read for the pupils (Genesis: 1:1-31). Ask them to mention things which God created on the sixth day.

Starting with the text from (Genesis: 1:1-31), help the pupils understand how God created everything. God created the earth and all that exist in six days. God rested on the seventh day.

Answers

The activity is done in groups of average number of pupils. Guide the pupils to discuss and mention the names of things that God created in six days. Be attentive while listening to their answers.

Guidance to assessment

- Prepare learning aids to support pupils with learning disability.
- Prepare for/give to the fast learners extended activities.
- Give the slow learners remedial exercises and activities.

Relationship with other subjects

Social studies, History and Islam.

Additional knowledge for the teacher

The book of Genesis focuses on creation story.

It is the first book in the Bible.

We should value and respect God's creation.

In Rwanda, respecting others is a must, because we were created in God's image.

1.2. Lesson 2: The creation of the world and all that exists

Lesson objectives

Knowledge

To list all God's creatures and when they were created.

Practical Knowledge

To explain others how God created all that exists.

Attitudes/Values

Pupils will be able to love God and respect all the creation. Self-respect and respect for others.

Practical ability

Be able to speak and write English language fluently

Be able to work in groups

Ability to personally imagine and draw all God's creation

Lesson application to real life experience

Be able to perceive /recognize how God created all creatures

To list the names and drawing God's creation on earth

To understand that God created all the creatures

Teaching resources (Bible, Pupil's book, Pictures of plants and animals, Some pictures of sea creatures and birds, Sound system and recorded audios)

Teaching and learning Methodology (Observation, Storytelling, Role play)

Lesson preparation

Prepare the teaching and learning aids that are needed in the lesson.

Use the audio sound system and other teaching aids that can support learners with learning disability.

Learning activity

Methodology/Approach

Start the lesson by asking pupils questions about the previous lesson which was about creation of heaven and other God's creatures.

Lesson Delivery

Brainstorming

Ask pupils to observe pictures /photos in their book on page 130-132.

Ask them questions.

Massage from the Bible

Put pupils into groups and discuss about the importance of animals to people. Help them understand the differences between wild and domestic animals.

Let them discuss the reason why God created man on the last day.

Teach by involving pupils, so that they can have a big role in the lesson.

Guide learners with disabilities and encourage them to participate in the lesson attentively.

Questions

Take pupils outside the class and let them observe what they see on earth and is found in the school compound or in the school neighborhood. Let them talk about the names of what they saw. Let each pupil draw what he/she saw outside.

Guidance to assessment

- Prepare / plan learning aids for pupils with learning disabilities. .
- Give fast learners extra exercises.
- Give slow learners simple exercises.
- Be care full and observe whether their answers refer to God's creation only.

Relationship with other subjects

Social studies, History and Islam.

1.3. Lesson 3: Man was created in the image of God (Genesis: 1:26-31)

Lesson objectives

Knowledge

Explain the reason why man is different from other creatures.

Explain to others how man was created in God's image.

Attitudes /Values

Love God and respect His creation

Self-respect and respect for others

Practical Ability

Speak and write English language fluently

Explain why man is different from other God's creatures

Lesson application to real life experience

Understand why a human being is different from other creatures

Understand why God created man

Develop the culture of reading

Teaching Resources (Man's photo, Different pictures of God's creatures, Bible, Pupil's book, Special learning aids meant for pupils with learning disabilities).

Learning and teaching Methodology

Read from the bible (Genesis: 1:26-31) before starting the lesson.

Gather to gather all the necessary teaching and learning aids.

Prepare all resources that will be needed by pupils who require special help in their learning.

Learning activity

Approach/Methodology

Start the lesson by asking pupils simple questions from the previous lesson. Ask them what they remember from the previous lesson. The previous lesson was about creation of heaven and earth and some other things that were created by God.

Lesson Delivery

Brainstorming

Ask one pupil to go in front of others. Help the pupil by giving him/her some activities like singing, preaching, praying, while others follow silently.

Ask other pupils whether other creatures like animals, can do what their colleague has been doing.

Ask the pupils what could have been the lesson why man was created differently from other creatures.

Message from the Bible

Tell the pupils to read Genesis 1:26-31. Let one boy and a girl talk about that reading. Tell them that God created man in His own image. Give a chance to the pupils to think on their own which things they can perform that cannot be performed by animals. Guide them to observe and let them explain how the activity went on. Discuss with them the difference between man and other creatures. Support the pupils with learning disabilities by giving to them objects that are meant to support them and observe whether they are attentive in the lesson like the rest.

Application activity

In groups, help the pupils to talk about the differences of a human being and other creatures.

Give a chance to everyone to say something about how man was created in the image of God.

Help and ask the pupils with learning disability to repeat some verses from the Bible.

Help pupils to discuss in groups the differences between man and other creatures.

Answers to learning activity (pupils' book on page 133)

Put pupils in groups to recite prayers found in their book, page 145-148.

Guidance to assessment

- Plan/prepare learning aids for pupils with learning disabilities.
- Give to fast learner's extra exercises.
- Give to slow learner's simple exercises.

Relationship with other subjects

Social studies, History and Islam.

Additional knowledge for the teacher

God created man in His own image. This implies that God's Spirit dwells in man; man has the ability to think, to love and to help.

Though people have different appearances / looks, they were all created in the image of God.

1.4. Lesson 4: The differences between man and other creatures

Lesson objectives

Knowledge

Know that God created man in His own image

Knowledge Ability

Differentiate between Human being from other creatures

Attitudes/Values

Preserve God's creation

Practical Ability

- Be able to speak and write English language fluently.
- Understand that man was created in God's image.

Teaching Resources (A person's illustration, Pictures of people during different activities, Bible, Some materials meant for pupils with learning disability)

Lesson preparation

Approach/Methodology

Begin the lesson by asking simple questions about the previous lesson. The previous lesson was about how man was created in God's image.

Lesson Delivery

Brainstorming

Tell pupils to observe pictures found in their books on pages 133-136.

Ask them some questions from the above pages.

Ask them to give some thoughts concerning photos 1, 2, 3 and 4. Share different ideas with them and ensure that all of them are attentive.

Message from the Bible

From the discussions with pupils, explain how a person is different from other creatures.

Through discussions, pupils share how people are different from other creatures.

Using the text from the book of (Genesis: 1:26-31) and from the notes found in pupils' book on page (133-136), discuss in your own words how man is different from other God's creatures.

Support pupils with learning disabilities by encouraging them to participate in the lesson.

Application activity

Put pupils in their groups to discuss about what differentiates a person from other creatures.

Let pupils conclude the lesson by discussing how a person is a unique creature that surpasses other creatures

Guidance to assessment

- Plan/prepare learning aids for pupils with learning disabilities.
- Give to fast learners extra exercises.
- Give to slow learners simple exercises.

Relationship with other subjects

- Social studies, History and Islam.

1.5. Lesson 5: Taking care and preserving God's creation

Lesson objectives

Knowledge

List God's creatures and their time of creation

Knowledge ability

Explaining to others how God created His creatures

Attitude/Values

Love God and His creation

Self-respect and respect for others

Practical Ability

Speak and write English fluently

Work in group activities

Lesson application to real life experience

- Understand the importance of caring and conserving God's creation
- Understand how God created His creatures
- Understand why God created all that exists

Teaching Resources (Pictures of God's creation, Bible, Pupil's book, Resources meant for pupils with learning disabilities)

Teaching and learning methodology (Hands on activities, Imitation, Games, Observation)

Lesson preparation

Gather all the required teaching resources. Prepare all the teaching and learning resources for pupils who need special attention.

Learning activity

Approach/Methodology

Start the lesson by reminding each other what was seen in the previous lesson. The previous lesson was about the differences between man and other creatures.

Lesson Delivery

Brainstorming

Tell the pupils to observe a picture on page 136.

Ask pupils some questions.

Message from the Bible

Value the answers from pupils concerning how a human being was given importance and leadership over other creatures. Focus on the learning of pupils with learning disabilities.

Application activity

Put the pupils in groups to discuss about the ways of caring for the environment

Give to pupils End of unit assessment to care of the flowers in the school compound

Answers for learning activities

1. To feed them
2. To construct bridges
3. To wash them
4. To give them water
5. To take good care
6. To avoid torturing them through work

Guidance to assessment

- Plan/prepare learning aids for pupils with learning disabilities.
- Give fast learners extra exercises
- Give slow learners simple exercises

Relationship with other subjects

Social studies, History and Islam.

1.6. Lesson 6: Instructions which God gave to man in the Garden of Eden

Lesson objectives

Knowledge

Understand that man was created in the image of God.

Knowledge ability

Differentiate man from other creatures

Attitude /Values

Taking care and conserving the environment.

Practical Ability

Speak and write English language fluently.

Pronounce well the alphabetical letters that make up some English language words.

Group activities with projects are aimed at taking care of the environment.

Lesson application to real life experience

Understand the importance of instructions given to them.

Implement the projects of conserving the environment.

Teaching and learning resources. (Pictures of Adam and Eve, Photos showing the Garden of Eden, Bible, Pupils' book, Audio -visual sound systems showing the creation story

Teaching and Learning Methodology (Observation, Discussions /Conversation, Analysis, Public opinion)

Lesson preparation

Read a text from the bible before the lesson begins, and write something about it. Gather all the teaching and learning aids that will be used during the lesson. Bring resources which help to support pupils with disabilities.

Learning activity

Approach/Methodology

Begin your lesson by asking the pupils about the story of Mukantagara found in the pupils' book.

Questions for pupils

Think about what would have happened to the pupils if they had not respected instructions from Mukantagara.

Which instructions did God give Adam and Eve in the garden of Eden?

Responses to the questions

Mukantagara would have been angry and punished them

God commanded Adam and Eve to take care and cultivate the garden of Eden

Lesson Delivery

Brainstorming

Narrate to the pupils the story of Mukantagara written in the pupils' book. Let the pupils read the story on their own and answer questions that follow.

Which kind of instructions did Mukantagara give to the pupils? What really shows that pupils obeyed her instructions?

Message from the Bible

Relate the story of Mukantagara to that of Adam and Eve.

Let the pupils read Genesis 2:15-17, tell them to list the instructions which God gave to Adam and Eve.

Tell the pupils to observe pictures on page 137. Let them say what they saw on the pictures.

Tell the pupils that God wanted Adam and Eve to obey His instructions.

Help the pupils with learning disabilities to do the same exercises.

Application activity

Let the pupils in their groups discuss why it is important to follow instructions given to them by their parents or their teachers.

Prepare a practical project exercise for the class. Let the pupils plant flowers in their class garden and give them instructions of how to take care of them.

Support pupils with learning disabilities to also participate in the exercise.

Guidance to assessment

- Plan/prepare learning aids for pupils with learning disabilities.
- Give fast learners extra exercises.
- Give slow learners simple exercises.

Relationship with other subjects

- Social studies, History and Islam.

Additional knowledge for the teacher

God gave instructions to Adam and Eve to take care of the garden of Eden, to guide all His creatures, and to survive on the fruits from that garden.

In Rwanda, when we take care of our environment like water springs, rivers, lakes, forests, animals, we are following God's instructions to man.

1.7. Lesson 7: The origin of sin and its consequences

Lesson objectives

Knowledge

Show the origin of sin and its consequences.

Practical knowledge

Say the origin of sin and its consequences.

Attitudes/Values

Behave well and avoid sin

Practical Ability

Speak and write English language fluently

Work in groups and role plays.

Lesson application to real life experience

Understand the origin of sin

Understand what is good about instructions and rules.

Teaching resources (Pictures of Adam and Eve with the snake, A picture showing the garden of Eden, Bible Prayer book, Audio sound systems)

Teaching and Learning Methodology (Observation, Analysis, Discussions, Exercises)

Lesson Preparation

Read a text from the bible, before the lesson. Use vocabulary that is familiar to the pupils which they can easily understand

Gather all the teaching learning resources which will be used during the lesson

Take into account pupils' responses during the exercises and other research that

they did

Learning activity

Approach/Methodology

Begin the lesson by asking the pupils some questions from the previous lesson which was about Mukantagara.

Questions for pupils

Think about what would have happened to the pupils if they had not respected instructions from Mukantagara

Which instructions did God give to Adam and Eve in the Garden of Eden?

Responses to the questions

Mukantagara would have been angry and punished them

God commanded Adam and Eve to take care and cultivate the garden of Eden

Lesson Delivery

Brainstorming

Narrate to the pupils the story of Mukantagara which they read during the previous lesson.

Imagine what would have happened to the pupils if they had not listened to Mukantagara's instructions?

Ask the pupils what they think would happen to them if they do not fulfill what their parents or teachers ask from them?

Let the pupils list on their own what kind of punishment they would have been given.

Message from the Bible

Relate Mukantagara's story to that of Adam and Eve's disobedience to God.

Let the pupils find out how we sin when we do not respect God's instructions.

Pupils read a related text found in Genesis 3:1-13.

Application activity

Group pupils and guide them to roleplay a scene the consequences of Adam and

Eve's disobedience.

Mentally repeat this lesson in brief.

Guidance to assessment

- Plan/prepare learning aids for pupils with learning disabilities.
- Give to fast learners extra exercises.
- Give to slow learners simple exercises.

Relationship with other subjects

Social studies, History and Islam.

1.8. Lesson 8: Consequences of sin

Lesson objectives

Knowledge

Show the consequences of sin

Explain the consequences of sin

Knowledge Ability

To behave well and avoid sin

Attitude/Values

Speak and write English language fluently

Work in groups and do role plays.

Lesson application to real life experience

To understand the consequences of sin

To understand the importance of following instructions and rules

To develop the reading skill

Teaching resources (Pictures of Adam and Eve in the garden of Eden, Bible, Teaching and learning aids to support pupils with learning disability)

Teaching and Learning Methodology (Research, Observation, Exploration)

Lesson preparation

Read the bible from the book of Genesis 3:14-20 before starting the lesson.

Gather all teaching and learning resources to be used in the lesson.

Prepare audio sound systems to be used during the lesson.

Learning activity

Approach/Methodology

Start the lesson by asking pupils some questions from the previous lesson. Tell them to listen to the story in their books on page 139.

Questions for pupils

Find out why Ngeze and Mugesera's mother got annoyed with them and punished them?

1. Which punishment did Ngeze and Mugesera get from their mother?

Answers to the questions

1. They disobeyed their mother by refusing to sweep at home.
2. She did not give them food.

Lesson Delivery

Brain storming

Ask pupils questions from the story of Ngeze and Mugesera's mother. What happened to Mugesera and Ngeze when they disobeyed their mother?

Ask the pupils what they think would happen to them if they do not fulfill what their parents or teachers ask from them?

Let the pupils list on their own what kind of punishment they would have been given.

Massage from the Bible

Relate Ngeze and Mugesera's story of how Adam and Eve disobeyed God.

Using the text from Genesis 3:14-20, talk about the consequences that befell Adam and Eve after disobeying God.

Read to the pupils Genesis 3:14-20, and ask them to refer to their books. Let the pupils say out how we sin when we do not follow God's commandments.

Application activity

Group pupils and guide them to roleplay a scene the consequences of Adam and

Eve's disobedience.

Give to the pupils exercises written in their book on page 139.

Guidance to assessment

- Plan/prepare learning aids for pupils with learning disabilities.
- Give to fast learners extended exercises.
- Give to slow learners remedial activities

Relationship with other subjects

Social studies, History and Islam.

Answers to End the unit assessment from the Pupil's book on page 140

1.

- **First day:** Light and darkness
- **Second day:** Heaven
- **Day three:** Land and Sea
- **Day four:** Sun, moon and stars
- **Day five:** Fish and all that fly
- **Day six:** Animals and a human being.

2. Because:

- They had been created in the image of God
- They have God's spirit and can be able to communicate to Him

3.

Human beings	Other creatures
They can think and discern	These cannot think and discern
They can communicate to and pray to God	They cannot pray to God

4. God

5. (i) Cow (ii) Goat

6. (Fish) (ii) crocodile

7. (i) To feed them

(ii) To clean them

8. God commanded Adam and Eve to take care of and to cultivate the garden of Eden

9. The forbidden fruit

10. (i) Adam

(ii) Eva

11. Eating the forbidden fruit

12. (i) The snake will crawl on its belly and eat dust

(ii) The woman will struggle to find food and have trouble in pregnancy

(iii) The man will have to work hard all his life to make the land produce enough food for him.

UNIT 2

UNIT 2: BASIC PRAYERS

Key Unit competence: A pupil will be able to pray to God using basic prayers and other prayers from their own heart.

Other related lessons

1. Prayer

- a) How to behave during prayers
- b) The parable of the Pharisee and the tax collector

2. Basic prayers

- a) Our Father/Lord's prayer
- b) Evening prayers
- c) Prayers before meals
- d) Thanks giving prayer
- e) Praising
- f) Prayers before work

3. Time for prayers and personal prayers

4. Personal prayers

2.1. Lesson 1: Prayer and how to behave during prayers

Lesson objectives

Knowledge

Understand the meaning of praying.

How to pray and its importance.

Knowledge Ability

Understand prayer and its importance.

Attitudes /Values

Being humble and respecting God during prayer

Practical Ability

Knowing how to pray and doing it wisely

Working in groups and praying together

Courage in composing prayers

Lesson application to real life experience

Understanding what praying means

Using wisdom during prayer

Practice how to pray

Teaching Resources (A photo of a person praying, Pictures showing people who are praying, Bible, Prayer book, Learning aids appropriate for pupils with learning disability, Audio sound systems to aid pupils with hearing impairment)

Learning and teaching Methodology (Storytelling, Imitation, Conversations, Observation)

Lesson preparation

Read from the bible in Isaiah 30:18-19 before the lesson commences.

Gather all the teaching and learning resources before the lesson.

Prepare some mental questions for the pupils.

Gather resources meant for pupils with learning disabilities.

Learning activity

Approach/Methodology

Begin the lesson by asking the pupils some questions

Questions for pupils

1. Have you ever requested for something from your parents or guardians? What is that thing?
2. Which phrase /word do you use when you want to request for something?

Responses

1. Clothes, exercise books, Shoes....

2. Can you, do you mind

Lesson Delivery

Brainstorming

Repeatedly guide the pupils in your class, how to request for different things from their parents

Ask the pupils simple questions to keep them attentive in the lesson

Help the pupils to understand the meaning of prayer

Let the pupils understand that they are God's children and it is Him who gives them all that they need.

Help the pupils understand that they should obey God.

Massage from the Bible

Relate the story to what the bible teaches us in the book of prophet Isaiah 30:18-19.

Let the pupils read from Isaiah 30:18-19, and ask them whether God listens to our prayers.

Put pupils in groups and ask one of them to pray for the rest.

Affirm that prayer is a conversation with God like a child converses with his parent, that is why we should pray requesting from God all that we need.

Use teaching and learning resources so that pupils with learning disabilities are able to understand the lesson.

Help pupils with learning disabilities by availing them learning resources to support them plus listening gadgets.

Application activity

Ask pupils some mental questions that affirm and insist on what this lesson teaches us.

Put the pupils into groups and ask one of them to pray for the rest

End the lesson by singing praise and worship song.

Guidance to assessment

- Prepare learning materials to help the pupils with learning disabilities.

Give extra exercises to fast learners. Give simple questions to slow learners.

Relationship with other subjects

Social studies

Additional knowledge for the teacher

Prayer is communicating to God. We communicate to God so that He can help us in our daily lives. God can answer our prayers instantly or later. We have to believe in God. We should not lose hope in praying to God. We should pray for others

2.1. Lesson 2: How to behave during prayer

Lesson Objectives

Knowledge

Showing good examples of how to behave while praying

Knowledge Ability

Showing humbleness during prayer

Attitude/Values

Humbling oneself and respecting time for prayer

Practical Ability

Speak English language fluently

Courage in composing prayers

Praying in groups.

Lesson application to real life experience

Understand how to handle your self during prayers

Behave well during prayers

Teaching resources (Bible, Prayer Book, Different pictures of people praying, Learning aids to support pupils with learning disabilities, Audio sound system for pupils with hearing impairment)

Teaching and Learning Methodology (Imitation, Conversation/Discussion Observation, Research)

Lesson preparation

Gather all teaching and learning resources needed for the lesson before starting to teach. Read the Bible text before the lesson. Gather together learning aids for pupils with learning disabilities

Learning activity

Approach/Methodology

Start the lesson by asking mental questions to the pupils

Questions for the pupils

1. Why should we humble ourselves when requesting for something from other people?
2. Why should we humble ourselves during prayer?

Responses

1. So that they can understand and give us what we request from them
2. So that God can hear and answer our prayers

Lesson Delivery

Brainstorming

Guide pupils and show to them some of the polite words.

Ask pupils to give examples of polite words which they use when they want to borrow something from their friends or parents. Let the pupils role play a game of borrowing books from each other. Insist on the use of words that show politeness. These words are found in the pupils' book. Insist that we should not be proud and impolite while praying or requesting for something.

Massage from the Bible

Read the bible (Luke 18:10-14) for the pupils, help them understand the Parable of the Pharisee and the tax collector.

Guide the pupils to roleplay the Parable of the Pharisee and the Tax Collector. Together with the pupils, go through the polite ways and be careful with the words used during prayer.

Help the pupils with learning disabilities by availing them with relevant learning aids that can help them to understand the lesson.

Let the pupils read from John: 15:17. When we stay with God and follow the teaching from the bible, He hears our prayers and answers to them.

Let the pupils observe the picture of the proud Pharisee and the humble tax collector.

Application activity

Guide a discussion concerning how we should humble ourselves during prayer time.

Insist that being humble shows politeness and respect for God.

Insist that God did not answer the prayers of the Pharisee because he did not humble himself nor did he respect God.

Guidance to assessment

- Prepare learning aids for the pupils with learning disability
- Give fast learners extra exercises
- Give slow learners simple exercises

Relationship with other subjects

Social Studies

2.2. Lesson 3: Basic Prayers-The Lord's Prayer/Our Father in Heaven

Lesson Objectives

Knowledge

Know the Lord's Prayer and understand that God is our Father.

Knowledge Ability

Recite the Lord's Prayer individually and in groups and show the importance of this prayer.

Attitude/Values

Give the importance of the Lord's Prayer which Jesus taught us.

Practical Ability

- Speak English fluently
- Courage in composing prayers

- Improve on the language ability

Lesson application to real life experience

Understand the importance of Our Lord's Prayer

Pray using the Lord's Prayer

Teaching Resources (Bible, Prayer book, Different pictures of people praying, Pictures written on different prayers, learning aids to support pupils with learning disabilities).

Learning and Teaching Methodology (Discussions, Imitation, Analysis, Real life experience)

Lesson Preparation

Read the Bible before the lesson

Gather relevant learning aids meant for pupils with learning disabilities.

Learning activity

Approach/Methodology

Begin the lesson by asking pupils some mentally prepared questions.

Questions for the pupils

1. Who is the head of the family?
2. Why should we respect and obey the head of the family?

Responses

1. Our parents are the heads of the families
2. Because our parents care for us by giving us the basic needs (food, shelter, clothes) and paying for our education

Lesson Delivery

Brainstorming

With a pupil, recall the different times when people are for prayer gatherings at our homes, and recall how they behave.

Does a conversation with pupils concerning important things about our home and community prayers?

Take examples like the church, weddings, and burial ceremonies plus community

gatherings. Ask pupils why some people pray from their homes?

Support pupils with learning disabilities to understand the lesson.

Massage from the bible

Compare our life style to the bible teaching found in the gospel according to Mathew 6:6-13 and Luke 22:29-44. Read for the pupils.

Let the pupils repeat the Lord's Prayer in their groups. Insist that the Lord's Prayer is a complete prayer for Christians. It is used to thank God through praise and asking for forgiveness from their sins and all the evil spirits. It is also used to ask for food and other human needs. Tell the pupils that they should forgive others as God forgives us. Tell the pupils that we praise God because He is good and is all powerful. Use sign language to help pupils with hearing impairment to follow the whole lesson.

Questions

In your previous groups, prepare the pupils to recite the Lord's Prayer

Answers to activities in the pupils book on page 147

1.

- To thank and Praise God
- To respect and thank God
- To ask for forgiveness from our sins

2. Form a reasonable group of pupils and let them repeat the Lord's Prayer. After, the entire class will also recite together the prayer

Guidance to Assessment

- Prepare learning aids for the pupils with learning disability.
- Give the fast learners extra exercises.
- Give slow learners simple exercises.

Relationship with other subjects

Social studies and Islamic Religious Studies.

Additional knowledge for the teacher

Jesus taught his apostles/disciples the Lord's Prayer. It has all the elements of a complete prayer.

It covers praising God, asking for our needs, repenting our sins, protecting us from all evil. All this shows that, the Lord's Prayer is a complete prayer.

2.4. Lesson 4: The prayer before sleeping

Lesson Objectives

Knowledge

Understand that it is important to pray before sleeping

Knowledge Ability

Explain the importance of praying before sleeping and a good example of short prayer before sleeping

Attitude/Values

Respect and showing the good culture of praying

Practical Ability

- Pray several times
- Pray together in groups
- Have more effort in composing prayers and praying.

Lesson application to real life experience

Understand different prayers

Praying using basic prayers

To recite basic prayers

Teaching Resources (Bible, Prayer book, Pictures in the pupils' book, Audio sound system).

Teaching and Learning Methodology (Imitation, Storytelling, Conversations Role plays)

Lesson preparation

Gather all relevant teaching aids meant for pupils with learning disabilities.

Read the bible text (Psalm 1:2) before the lesson.

Write some notes to be given to pupils before the lesson.

Learning activity

Methodology

Activities for the pupils

How do you pray before sleeping?

Responses

We pray together like a family before we sleep, after everyone prays alone in the room

Lesson delivery

Brainstorming

In their groups, let the pupils talk about different ways they use when praying in their families before going to sleep.

Lead a discussion about what could happen to us while sleeping.

Let one pupil read for the class a short prayer from pupils 'book on page 148.

Massage from the Bible

Let the pupils observe the pictures and find out that it is a family praying together before going to sleep.

Guide the pupils to read Psalm 1:2.

Ask the pupils the main importance of praying before sleeping? Do you pray before sleeping? Do you pray on your own? Or, do you pray as a family before you go to sleep?

Ask the pupils whether there could be some of their family members who were involved in a fight during the 1994 genocide?

Insist that a good /an upright person pray to God day and night.

Tell the pupils to pray for God's protection before going to sleep.

Application activity

Ask one pupil from each group to pray for his colleagues evening prayer

Let the pupils one by one recite short prayers separately

Let the pupils understand the real importance of praying before going to sleep

Guidance to assessment

Prepare some learning resources for the pupils with learning disability

Give extra exercises to fast learners

Give simple exercises to slow learners

Relationship with other subjects

History

2.5. Lesson 5: Prayer before meals

Lesson Objectives

Knowledge

Understand the importance of praying before eating

Practical Knowledge

Explain the importance of praying before eating and an example of a short prayer before meals

Attitude/Values

Respect and show the good thing about praying

Practical Knowledge

- Praying several times
- Praying together in groups
- Effort in composing prayers and praying

Lesson application in real life experience

Understand different prayers

Praying using basic prayers

Recite the basic prayers.

Teaching and Learning resources (Bible, Prayer book, A video showing different people praying, Learning aids to support pupils with learning disabilities)

Lesson Preparation

Gather learning aids meant for pupils with learning disabilities

Read the bible text before starting the lesson.

Learning activity

Approach/Methodology

Start the lesson by reminding each other what was studied in the previous lesson. Ask pupils some questions from that lesson.

Different exercise for pupils

1. What is your favorite food?
2. Who prepares food at your home/in your family?

Responses

1. Let the pupils say which food they like
2. Mother, paternal aunt, father, care taker, house helper, elder sibling(accept all the answers from the pupils)

Lesson Delivery

Brainstorming

In their groups, ask pupils to talk about the food they eat most

Allow pupils to talk about the food that is delicious/enjoyable to them

Ask the pupils why it is good to pray before eating?

Ask the pupils if they pray before going to sleep? Who leads the prayers before meals?

Relate the opinions from pupils with today's lesson.

Massage from the Bible

The teacher will read Mathew 26:26-27

The teacher will read Psalm 81:10.Help the pupils to understand that God gave food to Israelites.

In groups, guide the pupils to talk about the importance of praying before eating

Help pupils to repeat one example of a prayer from their book on page 149

Help pupils to observe and understand pictures in their books.

Application activity

Let the pupils repeat one example of a prayer from their book, in groups and all of them together.

Let individual pupils go in front, and recite a short prayer before meals

Answers to activities from pupils' book on page 150

1. Accept the answers from every one, let one pupil prayer for the rest
2. A person who serves the food is the one who prays before eating. My parents pray before the meals. Accept all the answers.
3. Accept the answers: My parents, my teacher, my Sunday school teacher, my sister or my young brother
4. Anyone can pray for the food so that God may bless it before we eat it.

Assessment Methodology

Prepare learning aids for the pupils with learning disability

Give extra exercises to fast learners

Give simple exercises to slow learners

Relationship with other subjects

Social Studies and Islam

Additional knowledge for the teacher

Prayer is very important in our lives. We should pray before we eat to thank God the provider and ask Him to bless the food.

In traditional Africa, it was common for people to offer sacrifices from their harvest as a sign of appreciating God.

2.6. Lesson 6: Thanks Giving Prayer

Knowledge

To understand that it is important to thank God through prayer

Knowledge Ability

Express God's love who created us the way we are through a personal shot prayer

Attitude/Values

Have a culture of thanks giving

Develop a culture of appreciating God and fellow man

Practical Ability

Understand the different thanksgiving prayers

Pray using thanks giving prayers

Value thanks giving prayer

Lesson appreciation to real live experience

To understand different thanks giving prayer

Praying prayers of thanks giving

Value thanks giving prayer

Teaching resources (Bible, Pupils' book, Pictures of different people praying, Learning aids for pupils with learning disabilities)

Learning Methodology

Imitation

Discussions /Conversations

Roleplays

Lesson preparation

Gather learning aids meant for pupils with learning disabilities

Read the bible text before the lesson starts

Learning activity

Approach/Methodology

Start the lesson by asking pupils some mental questions

Different activities for the pupils

1. How can you appreciate /thank other people?
2. Why should you thank other people?

Responses to the mental work activity

1. We can thank them when they have given us some help or when they give us what we did not have. We do it by showing them good heart and respect.

2. When they help us or when they give us what we have asked from them

Lesson Delivery

Brainstorming

Ask the pupils which different times they can thank other people

Form groups of pupils and ask them to talk about what makes them recite thanks giving prayers in their families

Let the pupils share some different experiences that made them say thanks giving prayers

Let the pupils share good things that happened to them, and what exactly happened and how they managed their excitement/enjoyment.

In groups, guide the pupils to say /recite some thanks giving prayers from their books.

Massage from the Bible

The teacher will read from 1 Thessalonians: 5:18 and encourage pupils to use this text to thank God all the time.

Let the pupils read Exodus 15:21 and help them understand how God through Moses rescued/saved Israelites from slavery in Egypt and used a stick to disperse the Red Sea waters to let them cross.

Help the pupils understand how Miriam led the Israelites into prayer and thanksgiving to God after crossing the Red Sea.

Focus on the Bible message from Psalm 118:1, the verse reminds us to thank God because of His goodness, mercy and love.

Guide the pupils to understand and converse about what they see in the photos in their books on page 151.

Help the pupils with learning disabilities to follow and participate fully in the lesson.

Application activity

Ask few pupils to stand in front of others and say thanksgiving prayers. Observe whether other pupils are attentive and following the lesson.

Answers to activities in the pupils book on page 152

In my family, people prepare thanks giving prayers when there is a ceremony like a wedding, graduation and naming a child

Guidance to the assessment

Prepare learning aids for the pupils with learning disability

Give extra exercises to fast learners

Give simple exercises to slow learners

Relationship with other subjects

Social Studies and History

Additional knowledge for the teacher

Appreciation shows that we are happy.

Appreciating makes the donor happy and ready to help again. We should always thank God as the bible reminds us even when He has answered to our wishes.

2.7. Lesson 7: A prayer for other people

Lesson Objectives

Knowledge

Understand the meaning and importance of praying for others.

Practical Knowledge

Explain the prayer for other people and praying it.

Attitude and Values

Have a good culture of praying for others and putting before God our needs.

Practical Ability

Praying many times

Praying for others in groups

Effort in composing prayers and praying

Lesson application to real life experience

Understand the importance of praying for others

Do the work of praying for others

Persist /continue the good culture of caring and loving others.

Teaching Resources

Bible

A photo of a Pastor praying for people

Audio sound system to be used by the pupils

Prayer book

Leaning and teaching methodology

- Conversations
- Imitation
- Roleplays

Lesson preparation

- Gather learning aids intended for pupils with learning disabilities.
- Read the bible text before the lesson starts.

Learning activity

Approach/Methodology

Start the lesson by reminding each other about the previous lesson. Ask pupils different questions to recall what they studied in the previous lesson.

Different activities for the pupils

1. What is the duty of church leaders?
2. What do you see on the photos in your books from page 152-153

Responses

1. To pray for other people. To console people. To restore peace to those who go to them
2. A church leader is praying for a sick person

Lesson Delivery

Brainstorming

Guide a discussion and allow pupils to give examples of what they need in their families.

Relate their examples with the lesson.

Tell the pupils that during the 1994 genocide against the Tutsi, many children

became orphans, wives lost their husbands (women become widows) and husbands lost their wives (husbands became widowers).

Insist that it is good to pray for others and for our country Rwanda to have peace.

Message from the Bible

Read for the pupils a text from the Romans: 8:26. Let the pupils understand that the Holy Spirit mediates for Christians to God.

Let the pupils read from Colossians 4:2 and Romans: 15:30 and insist that Christians must pray for each other as a sign of love and unity.

Let the pupils observe a photo found in their book on page 153 and say what was happening on the photo.

Starting from their groups to the whole class, let the pupils together give an example of a prayer to pray for others in their books on page 153.

Questions

1. In small groups, tell a pupil to pray for others
2. Choose few pupils to pray on behalf of the class
3. Observe whether other pupils are quite and attentive
4. Help the pupils with learning disabilities to use their learning aids so that they follow the lesson.

Guidance to assessment

Prepare learning aids for the pupils with learning disability

Give extra exercises to fast learners

Give simple exercises to slow learners

Relationship with other subjects

Social Studies

Additional knowledge for the teacher

A prayer for others increases love and unity among people.

When Jesus was going to heaven (Ascension), He promised his Apostles a helper, who is the Holy Spirit. The Holy Spirit appeared to them on the Pentecost day. This helper is the one who mediates for Christians to God. He makes them strong.

2.8. Lesson 8: Prayer before work

Lesson Objectives

Knowledge

Understand and value prayer before work.

Knowledge Ability

Understand the importance of prayer before work and to try to pray for work.

Attitude/Values

Have a good culture of praying before work.

Have the habit of remembering to pray before any given work.

Practical Ability

Pray several times

Pray for others in groups

Effort to compose prayers and praying

Lesson application to real life experience

Know the importance of praying for work.

Develop a culture of praying before starting to work.

Teaching resources (Bible, Prayer book, Pictures of people who are doing different activities, Physical objects).

Learning and Teaching Methodology (Discussions, Exercises, Moving around, Imitation)

Lesson Preparation

Put together learning aids for pupils with learning disability.

Read the bible text before the lesson begins.

Prepare learning aids for pupils with learning disability.

Learning activity

Approach /Methodology

Start the lesson by asking pupils questions that are related to the previous lesson.

Different questions for the pupils

What do you think will be your profession after graduation?

Answers

A teacher, farmer, nurse, driver, police officer, artist.

Lesson delivery

Brainstorming

Ask the pupils to list different examples of jobs that people do.

Ask them to list the jobs they like.

Let the pupils list down examples of people they know in their neighborhood and what they do.

In groups, ask pupils to discuss why we should pray for work.

Massage from the Bible

Help pupils to read from Philippines 4:13, and believe that God gives us strength to perform different jobs.

Teacher reads for pupils from Luke: 1:37, and believe that when we pray to God, all things become possible and better.

Application activity

First group the pupils, ask them to recite prayers before work found in their books.

Let different pupils try to recite a prayer before work.

Encourage pupils with learning disabilities to be active in the lesson.

Answers to the learning activity in the pupils' book page 157.

1. When we pray for work, God helps and protects us. He blesses our work and makes it good for us.
2. Help the pupils recite a prayer like people preparing to go for a certain work.

Guidance to assessment

- Prepare learning aids for the pupils with learning disability.
- Give extra exercises to fast learners.

- Give simple exercises to slow learners.

Relationship with other subjects

Social Studies, English Language

2.9. Lesson 9: Time to Pray

Lesson Objectives

Knowledge

Plan for the best time to pray, and the benefits of perseverance during prayer.

Knowledge Ability

Explain the best time to pray, and to recite a personal prayer

Practical Ability

Working and praying together in groups.

Praying and using proper words in the prayer.

Express the ability to pray by everyone.

Lesson application to real life experience

Understand the proper time to pray

Pray several times

Develop a good culture of praying

Teaching resources (Pictures of different people praying, Bible, Prayer book, Learning aids meant for pupils with learning disabilities, Audio sound systems for pupils)

Learning and teaching methodology (Discussions, Observation, Debate, Role plays).

Lesson preparation

Prepare all the necessary teaching aids before the lesson

Learning activity

Start your lesson by asking different questions about time.

Activity for the pupils

1. When do we wake up in the morning?
2. When do we arrive at school in the morning?
3. When do we eat lunch?

Answers

1. We wake up at 6;00 in the morning
2. Before the lessons begin
3. We eat lunch at 12;00 PM.

Lesson delivery

In their groups, let the pupils talk about the time for praying. Help the pupils understand that they should request for something from their parents or guardians when they really need it.

Observe whether, pupils with learning disabilities are following the lesson.

Message from the Bible

Read for the pupils Ephesians 6:18; 1Thesolonians 5:17; Luke18:1-5 1Timothy 2:8.

Encourage them to always pray.

Narrate to them the Bible story about the widow and the judge. Let them try to understand the story. The widow's prayers were answered because of her courage and perseverance.

Let the pupils know that some prayers are not answered to.

Application activity

Choose pupils to pray in groups asking God for perseverance when their prayers are not answered.

Guidance to assessment

Prepare learning aids for the pupils with learning disability.

Give extra exercises to fast learners

Give simple exercises to slow learners

Relationship with other subjects

Social Studies, Mathematics.

2.10. Lesson 10: The appropriate prayers

Lesson objectives

Knowledge

Understand that personal prayers are very important.

Knowledge Ability

Explain what personal prayers mean.

Attitude/Values

Practice many times to say personal prayers in daily life.

Practical Ability

Gain speaking skills

Develop more effort in composing and reciting personal prayers

Praying together in groups

Lesson application to real life experience

Understand the meaning of personal composed prayers.

Pray daily

Develop the good culture of praying.

Teaching resources (Prayer book, Pictures of people in different activities, Audio sound systems for pupils, Bible)

Learning and teaching methodology (Discussions, Analysis, Role plays, Imitation)

Lesson preparation

Prepare all the teaching resources before the lesson starts.

Learning activity

Start the lesson asking pupils questions about the previous lesson.

Activity for the pupils

1. Why do you pray to God?
2. What are good prayers?

Answers to pupils' activity

1. We pray to God:
 - To thank Him, ask Him to forgive our sins, ask for our needs, and pray for others.
2. Good prayers are when we are asking from God for good things for ourselves and others. We should never pray for evil towards others.

Lesson delivery

Brainstorming

In groups, let the pupils discuss about a appropriate prayer. Insist that God answers our prayers. Lead a discussion on this lesson. Encourage pupils with learning difficulties to follow the lesson.

Message for the Bible

Pupils read 1John 5:14 and insist that God answers our prayers towards Him. God wants good things to happen to us.

Jesus promised to answer the prayers of those all who will pray through His name and follow Him.

Ask the pupils which prayers that God cannot answer?

Tell the pupils to observe the photo in their book and say what the people praying are asking for.

Insist that we should pray without ceasing and pray for others and wishing them good things.

Application activity

Choose pupils to compose and say good and short prayers while the rest are listening.

Let the pupils sing a praise song to thank God.

Answers about learning activities from pupils' book.

We should pray all the time.

When we pray with humility, God answers us. Example is the tax collector whose prayer was answered because he prayed with humility.

Guidance to assessment

- Prepare learning aids for the pupils with learning disability
- Give extra exercises to fast learners
- Give simple exercises to slow learners

Relationship with other subjects

Islamic studies

Answers to the End of unit assessment from pupils' book, page 159.

1. Creator, Everlasting God, All powerful...
2. Prayer room
3. Prayer
4. Apostles
5. Jesus had the last supper with his Apostles in Jerusalem
6. To sing a song praising God
7. We should pray all the time
8. Thank you
9. We should help them
10.
 - a) Thank you God
 - b) I praise you God
11. We should continue praying until God answers our prayers
12.
 - a) So that God can help us to make our work fruitful
 - b) So that God can protect us and guard us against problems at work.

UNIT 3

UNIT 3: EXAMPLES OF HEROES OF FAITH

Basic competences required:

The pupil will be able to explain the good ways of those who are faithful to God in the bible.

List of lessons

- Obeying God by Abel
- Rewarding of Enoch
- Noah's reward
- Jesus' acts of love and compassion
- The miracle at the wedding feast in Cana
- Jesus feeds the Five Thousand
- Jesus heals the sick
- Jesus heals Simon's mother in law
- Jesus heals the leper
- Jesus heals the boy with an evil spirit

3.1. Lesson 1: Obeying God by Abel the righteous

Lesson objectives

Knowledge

Give some examples of people who obeyed God found in the Bible.

Show the good results of obeying God, and the consequences of disobeying Him.

Attitude/Values

Obey our parents and doing what they ask us to do

Practical Ability

Write and read fluently

Do roleplays in groups

Participate actively in different role plays

Lesson application to real life experience

Understand the importance of respecting

Respect

Develop the good culture of praying before working

Learning activity

Approach /Methodology

Start the lesson by asking questions to pupils about the story of Habimana and Kaliza.

Different questions the for pupils

1. Do you think Habimana and Kalisa respected their parents?
2. What shows that Habimana and Kaliza respected their parents?
3. Who are the two sons of Adam and Eve?

Answers to the questions

1. They respected their parents because they told everything to them and did all the tasks given to them
2. They helped their parents with the work at home like cleaning the house, feeding domestic animals and cleaning at home
3. The two sons of Adam and Eve are Cain and Abel.

Teaching Resources (Pictures of Cain and Abel, Pictures of Cain and Abel offering their sacrifices, Learning resources meant for pupils with learning disability, Bible, Videos showing the life of the faithful people found in the bible)

Learning and teaching methodology (Debate, Research, Movement, Story telling)

Lesson preparation

Gather all teaching and learning resources before the lesson.

Read the bible text before the lesson.

Lesson delivery

Brainstorming

Tell pupils to read the story of Habimana and Kaliza from their book. Ask the pupils whether Habimana and Kalisa were respectful? Ask the pupils to explain the meaning of respect and give examples in their lives.

Massage from the bible

Relate this story of Adam and Eve to previous lessons.

Help the pupils read Genesis 4:1-16, then ask the pupils to mention the names of the sons of Adam and Eve.

Help the pupils understand that Cain was a farmer of crops while Abel was a shepherd.

Help pupils to give examples of why God accepted Abel's sacrifice and rejected Cain's. Encourage them to understand well the good things of obeying God and our neighbors staying with our family members.

Tell the pupils that if Rwandese were obedient to God, they would not have killed each other during the 1994 genocide against the Tutsi.

Involve all the pupils with learning disabilities and encourage them to participate in the whole lesson.

Let the pupils observe the pictures of Cain and Abel and show them to each other.

Application activity

Let the pupils sing a song with a message of respect to conclude the lesson.

Guidance to assessment

- Prepare learning aids for the pupils with learning disability
- Give extra exercises to fast learners
- Give simple exercises to slow learners

Relationship with other subjects

Social studies and History

Special knowledge of the teacher

Cain: He was the first born of Adam and Eve; he used to do crop farming

when he was young.

Abel: He was the last born of Adam and Eve; a young brother to Cain.

He was a shepherd. God accepted his sacrifice but rejected that of **Cain**. This made Cain become jealous of Abel and killed him. This was first sin of killing in the human history.

3.2. Lesson 2: Enoch's Reward

Lesson Objectives

Knowledge

Give different examples of people in the Bible who believed in God

Practical Knowledge

Show the goodness of respecting God and the consequences of disobeying God

Attitude/Values

Respect parents and fulfilling what they tell us.

Practical Ability

Write and speak fluently

Carry out role plays in groups

Courage in doing different role plays

Lesson application to real life experience

Understand the importance of respect

Respect others

Have an effort of developing a good culture of praying before work.

Teaching resources (Pictures of Cain and Abel, Pictures showing Cain and Abel offering sacrifices, Learning aids for pupils with learning disabilities, Bible, Video showing how the life righteous people found in the bible, Pupil's book).

Teaching and learning methodology (Storytelling, Research, Role plays, Imitation)

Lesson preparation

Gather together all the relevant teaching and learning aids before the lesson. Read the bible text before the lesson and prepare some part for pupils to read.

Learning activity

Start the lesson by asking the pupils about the story of Habimana, Kaliza and their friends.

Different activities for the pupils

1. Why do you think that Ufitamahoro was rewarded by his teacher?
2. Which gift was given to Mahoro?

Answers

1. Ufitamahaoro was rewarded by his teacher because, he stopped and helped a blind person to cross the road
2. The gift given to Mahoro by her teacher was a bible.

Lesson delivery

Brainstorming

Read for the pupils a story. Ask them some questions about the story.

Let the pupils observe the pictures in their books on page 130 and share how they see the man in the picture.

Massage from the bible

Help the pupils to read from Genesis 5:-24, and help them understand the story of Enoch and how he was a great friend of God.

In groups, ask them to state what makes them friends of God.

Support the pupils with learning disabilities to follow and understand the lesson.

Let the pupils observe the picture of Enoch and state the rewards that God gave to him.

Application activity

In groups, pupils should discuss exercises from their books, and later, each group shares with other groups their answers.

Prepare a role play for the pupils about the story of Maharo and the blind person.

Answers about learning activities in pupils' book, page 164.

1. Respect, faithfulness, obedience, trust worthiness.
2. Things that spoil friendship are hatred, stealing, unkindness, dishonesty.
3. Chose a pupil to summarize what is written in Genesis 5:21-24.
4. Teacher should consider answers from pupils.

Guidance to assessment

- Prepare learning aids for the pupils with learning disability
- Give extra exercises to fast learners
- Give simple exercises to slow learners

Relationship with other subjects

History and topics about patriotism.

3.3. Lesson 3: Noah's reward

Lesson objectives

Knowledge

Give different examples of people in the Bible who believed in God

Practical Knowledge

Show the goodness of respecting God and the consequences of disobeying God

Attitude/Values

Respect parents and fulfilling what they tell us.

Practical Ability

Write and speak fluently

Carry out role plays in groups

Courage in doing different role plays

Lesson application to real life experience

Understand the importance of respect

Respect all people

Have an effort of developing a good culture of praying before work.

Teaching resources (Pictures of Noah building the ark, Pictures showing animals entering the ark, Learning aids for pupils with learning disabilities, Bible, Video showing how the life righteous people found in the bible)

Teaching and learning methodology (Storytelling, Research, Role plays, Imitation)

Lesson preparation

Gather together all the relevant teaching and learning aids before the lesson.

Read the bible text before the lesson and prepare some part for pupils to read.

Choose a pupil to role play the lesson. Later involve pupils with learning disabilities.

Learning activity

Approach

Start your lesson by recalling the previous lesson. Ask the pupils some questions related to the new topic.

Different activities for the pupils

1. What do you see in the book?
2. Which bad acts do people do that annoy God?
3. Why do you think God chose Noah?

Answers

1. Noah and his ark
2. Murder (the 1994 genocide against the Tutsi)
3. God chose Noah because he was respectful to God.

Lesson delivery

Brainstorming

Talk about how people in our neighborhood suffer. Examples of suffering that people go through are; poverty, sickness, people affected by wars, floods. Talk about how these people can be helped out of these problems.

Massage from the bible

Let the pupils observe a photo in their books on page 164; ask them what they

have seen. Guide the pupils in reading Genesis 6:9-22.

The teacher will read for the pupils. Converse with pupils how God punishes people who disobey Him by sending to them temptations.

Application activity

In groups, ask the pupils to talk about the good behavior that pleases God.

Tell the pupils to repeat the story of Noah, how his family and animals entered the ark.

Answers to learning activities in the Pupil's book on page 165.

1. Honesty ,humility, respect
2. Teacher should consider answers from the pupils
3. Respect ,honesty, trustworthiness ,integrity, obeying the rules

Guidance to assessment

- Prepare learning aids for the pupils with learning disability
- Give extra exercises to fast learners
- Give simple exercises to slow learners

Relationship with other subjects

Social Studies, History and patriotism.

Special knowledge of the teacher

We must do the God's will.

It is important to do well and to love our colleagues because God will reward us.

3.4. Lesson 4: Acts of Mercy and Love of Jesus- The Miracle at the Wedding in Cana

Lesson objectives

Knowledge

Show some examples of Jesus' acts of love.

Knowledge Ability

Explain the meaning of acts of love.

Attitude/Values

Have good behavior, respect and help others.

Show the good culture of respecting and helping others.

Practical Ability

Write and speak fluently

Carry out role plays in groups

Courage in doing different role plays

Lesson application to real life experience

Understand the Jesus' acts of love and mercy.

Be merciful and loving.

Learning and teaching methodology (Observation, Storytelling, Role plays Teaching and learning aids)

Lesson preparation

Gather all necessary teaching and learning aids required before the lesson.

Read the bible text before the lesson and prepare some notes for the pupils to write in their exercise books.

Draw some pictures related to the topic/lesson.

Learning activity

Approach

Start the lesson by recalling the previous lesson. The previous lesson was about Noah's reward.

Lesson delivery

Brainstorming

Tell the pupils to observe pictures in their books and ask them what happened in those pictures.

Ask the pupils to give their personal examples of the poor people they helped. Allow them to share how they help the poor.

Message from the bible

After the pupils have shared their personal experiences, relate that to the miracle at the wedding in Cana.

Give to the pupils time to talk about their thoughts about the miracle at the wedding in Cana.

Pupils should read John 2:1-10. What happened to the people who were serving alcohol at the wedding in Cana when what they were serving got finished?

Discuss with the people how Jesus really turned water into wine.

Guide the pupils to support their colleagues with learning disabilities so that they can also feel included in the lesson.

Tell the pupils to open their books on page 166 and observe the pictures found there. Ask them what they think happened in those photos.

Application activity

Tell the pupils to form groups and do exercises found on page 167.

Responses about learning activities in Pupil's book, on page 167

Giving to them accommodation

Giving them clothes

Paying for them school fees.

Guidance to assessment

- Prepare learning aids for the pupils with learning disability
- Give extra exercises to fast learners
- Give simple exercises to slow learners

Special knowledge of the teacher

In John's gospel 2:1-10, Jesus, His Mother and the disciples had been invited to the wedding in Cana of Galilee. Wine got finished in the middle of the wedding. Jesus got water and turned it into good wine better than the one that had been served before. The wedding went on very well.

This miracle shows that Jesus is the source of happiness.

3.5. Lesson 5: Jesus feeds five thousand people

Lesson objectives

Knowledge

Give different examples of acts of love that Jesus did.

Explain any act of love.

Attitude/Values

Have good behavior, respect and help others.

Show the good culture of respecting and helping others.

Practical Ability

Write and speak fluently

Carry out role plays in groups

Courage in doing different role plays

Lesson application to real life experience

Understand Jesus' acts of love and mercy.

Be merciful and loving.

Learning activity

A roleplay about Jesus feeding many people, Discussions about how Jesus feed many people, Reading the bible, Writing some notes by pupils, Draw pictures of people helping others)

Teaching and Learning Resources (Pictures of Jesus satisfying many people, Pictures of Jesus among many people, Learning aids used by pupils with learning disabilities).

Learning and teaching methodology (Storytelling, Analysis, Observation)

Lesson preparation

Gather all necessary teaching and learning aids required before the lesson.

Read the bible text before the lesson and prepare some notes for the pupils to write in their exercise books.

Draw some pictures related to the topic/lesson.

Learning activity

Approach

Start your lesson by recalling the previous lesson.

Learning activity

1. What happens to a person who does not eat for a long time?
2. How do you feel when you do not eat for the whole day?

Answers

1. The person loses weight and eventually dies.
2. I feel hungry and sad.

Lesson delivery

Brainstorming

Ask the pupils whether they have not failed to get food at their homes. Let them give their answers and also say how they felt.

Help the pupils understand that there is scarcity/shortage of food in some parts of the world and this can lead to death.

Let the pupils observe pictures in their books on page 168 and ask them what they think happened to those photos.

Message from the bible

Relate the bible message with the lesson

Chose a pupil to read John 6:1-15,

Concerning what they have read in the bible, help the pupils understand well how Jesus did a miracle of multiplying five loaves and fish to feed more than five thousand people.

Help pupils to share a lesson they have got from this miracle.

Prepare for the pupils some learning aids of pupils with learning disabilities.

Application activity

Ask some pupils who have helped the poor to share their experience in helping the poor people.

Put the pupils into groups to role play the miracle of feeding more than five thousand people.

Guidance to assessment

- Prepare learning aids for the pupils with learning disability.
- Give extra exercises to fast learners.
- Give simple exercises to slow learners.

Relationship with other subjects

Social Studies, History and Islam.

3.6. Lesson 6&7: Jesus healing the sick- the mother-in law of Simon Peter

Lesson objectives

Knowledge

Give some examples of Jesus' acts of love.

Practical knowledge

Explain the meaning of act of love.

Attitude/Values

Have good behavior, respect and helping others.

Show a good culture of respecting and helping others.

Practical Ability

Write and speak fluently

Carry out role plays in groups

Courage in doing different role plays.

Lesson application to real life experience

Understand Jesus' acts of love and mercy.

Be merciful and loving.

Teaching resources (Pictures of Jesus healing the mother in law of Simon Peter, Pictures of people helping others, Audio sound system used by pupils with learning disabilities, Bible).

Learning and teaching methodology (Storytelling, Observation, Discussions, Imitation)

Lesson preparation

Gather all necessary teaching and learning aids required before the lesson.

Read the bible text before the lesson and prepare some notes for the pupils to write in their exercise books.

Select some pupils including those with learning disability to do some role play.

Learning activity

Approach /Methodology

Start the lesson by recalling what was covered in the previous lesson. The previous lesson was about the miracle when Jesus fed five thousand people.

Lesson Delivery

Brainstorming

Let pupils talk about people they know who have certain problems.

Ask them to also discuss their own experience when they had a patient at a hospital.

Let them share how a sick person felt pain.

Massage from the bible

The teacher will relate all that happened to the pupils to the situation of Peter's mother in law.

Read for the pupils Mathew 8:14-17. Help the pupils understand how Jesus healed Simon's mother in law.

Choose few pupils to roleplay the miracle of Jesus healing Simon's mother in law

Show them a photo in their books on page 169, asks them to observe it carefully. How did the people in that photo show love and compassion to the sick person?

Help the pupils with learning disability to equally follow the lesson with their

colleagues with no learning disabilities.

Application activity

Put pupils in groups and ask them to discuss different ways how they can care for the sick people.

Answers to learning activities in the Pupil's book

Giving food to the sick, praying for them, fetching water for them, sweeping at their homes.

Guidance to assessment

Prepare learning aids for the pupils with learning disability.

Give extra exercises to fast learners.

Give simple exercises to slow learners.

Relationship with other subjects

Social Studies, History and Islam.

3.7. Lesson 8&9: Jesus heals the Leper (Luke 5:16-20)

Lesson Objectives

Knowledge

Give different examples of love that Jesus did.

Knowledge Ability

Explain what an act is.

Attitude/Values

Have good behavior, respect and helping others.

Show a good culture of respecting and helping others.

Practical Ability

Write and speak fluently

Carry out role plays in groups

Courage /Effort in doing different role plays

Lesson application to real life experience

Understand Jesus' acts of love and mercy.

Be merciful and loving.

Teaching and learning resources (Pictures of Jesus healing the leper, Pictures of people helping others, Learning resources used by pupils with learning disabilities, Bible).

Learning and teaching methodology (Storytelling, Observation, Discussions, Imitation)

Lesson preparation

Gather all necessary teaching and learning aids required before the lesson.

Read the bible text before the lesson and prepare some notes for the pupils to write in their exercise books.

Select some pupils including those with learning disability to do some role play.

Approach /Methodology

Lesson delivery

Start the lesson by recalling the previous one.

Brainstorming

Tell the pupils to give examples of people whom they saw in problems caused by disasters whose causes cannot be easily explained.

Let pupils discuss on their own what they think caused those disasters.

Allow them to talk about what they saw about the disasters.

Relate what they saw with the new lesson of the day from the known to the unknown.

Massage from the bible

Help the pupils in Luke 5:16-20. Explain the main message from this bible text so that pupils are able to understand it. Tell the pupils to observe pictures in their books. Ask them the problems the person in the picture has. Why is it a bad disaster? Encourage the pupils to care about all the people in problems.

Ask the pupils how Jesus healed the leper. Find a brilliant pupil who is willing, to

narrate the story of the miracle of healing others.

Application activity

Put the pupils in groups and ask them to roleplay the miracle of Jesus healing the leper.

In their groups, let them discuss how they can help the poor people in their neighborhood.

Guidance to assessment

- Prepare learning aids for the pupils with learning disabilities.
- Give extra exercises to fast learners.
- Give simple exercises to slow learners.

Relationship with other subjects

Social Studies, History and Islam.

3.8. Lesson 10: Jesus heals a boy with an evil spirit

Lesson Objectives

Knowledge

Give some examples of Jesus' acts of love.

Knowledge Ability

Explain what an act of love is.

Attitude/Values

Have good behavior, respect and helping others.

Show a good culture of respecting and helping others.

Practical Ability

Write and speak fluently

Carry out role plays in groups

Courage /Effort in doing different role plays.

Lesson application to real life experience

Understand Jesus' acts of love and mercy.

Be merciful and loving.

Teaching and learning resources (Pictures of Jesus healing a boy with an evil spirit, Pictures of people helping others, learning resources used by pupils with learning disabilities, Bible)

Learning and teaching methodology (Storytelling, Observation, Discussions, Imitation)

Lesson preparation

Gather all necessary teaching and learning aids required before the lesson.

Read the bible text before the lesson and prepare some notes for the pupils to write in their exercise books.

Select some pupils who can help to explain for their colleagues with learning disabilities to do some role play.

Learning activity

Approach /Methodology

Start the lesson by recalling the previous one.

Activity for pupils

How does a person possessed by evil spirits look like?

Responses

A person possessed by evil spirits shows some unfamiliar behavior unintentionally.

Lesson delivery

Brainstorming

Ask the pupils whether they have ever seen a person possessed by evil spirits. How does the person look like? What kind of words does the person speak?

Give pupils time to discuss about what they saw about a person possessed by evil spirits.

Relate their story to the lesson of the day.

Massage from the bible

Read for the pupils Mark 9:14-29. How did the evil spirit attack that boy and made

him suffer to that level?

Help the pupils talk about how Jesus saved the boy with evil spirit.

Tell the pupils to observe the photo in their book on page 170. Ask them what made Jesus heal the boy possessed by an evil spirit?

In groups, ask the pupils to talk about the importance of helping and caring for the suffering.

Help the pupils with learning disabilities so that they can follow the lesson like their colleagues without learning disabilities.

Application activity

Prepare pupils to do a roleplay showing how Jesus healed a boy possessed by evil spirits.

Ask the pupils to sing a song of their own to comfort the suffering.

Let the pupils do exercises in their book.

Guidance to assessment

Prepare learning aids for the pupils with learning disability.

Give extra exercises to fast learners.

Give simple exercises to slow learners.

Relationship with other subjects

Social Studies, History and Islam.

Additional knowledge of the teacher

Jesus is a good model to everybody who shows love and compassion to the suffering.

When Jesus was still on earth, he healed the sick, fed the hungry, cared for the sinners and healed those possessed with evil spirits,

All those are good examples which can make a human being change and live a better life. Jesus asks us to emulate his goodness.

Answers to the End of unit assessment in Pupil's book on, page 172

1. Cain and Abel

2. Cain used to cultivate crops
3. Abel was a shepherd
4. He did not respect God .His heart was full of sins.[cain]
5. He used to respect God and would offer a pleasing sacrifice[Abel].
6. (i) Respect (ii) integrity
7. Cain
8. Enoch
9. He did not die. He was taken to heaven without dying.
10. Noah
11. Floods
12. Cana in Galilee
13. Two fish and five loaves of bread
14. (i) to feed five thousand people with bread
(ii) to heal the sickness of the mother in law of Simon
15. (i) give them food

UNIT 4

(ii) Care for them when sick

16. To follow rules, be obedient.....

UNIT 4: PROMOTING PEACE

Key Unit competence

A pupil will be able to sing and role play different songs that bring about peace of mind.

Other related lessons:

1. The meaning of peace :
 - a) The importance of peace
 - b) How one can show peace in the country
2. What takes away peace?
3. Song of peace
4. Roleplays showing peace
5. Roleplays of peace and unity

4.1. Lesson 1: Definition of Peace

Lesson objectives

Knowledge

Talk about things concerning a person with peace of mind.

Knowledge Ability

Explain to others things that bring about peace of mind.

Attitude/Values

Live with other people in peace and avoid anything that can take away their happiness.

Practical Ability

Write and speak English language fluently.

Do discussions in groups.

Effort in singing.

Lesson application to real life experience

Understand Jesus' acts of love and kindness.

Live life characterized by good acts of peace.

Live in peace

Teaching and learning resources (Learning resources to help pupils with hearing impairment, Drums, Pictures of people doing different acts that promote peace, Bible)

Learning and Teaching Methodology (Debate, Role plays, Imitation)

Lesson Preparation

Gather all necessary teaching and learning aids required before the lesson.

Read the bible text before the lesson and prepare some work for the pupils to repeat. Help the pupils with speech impairment.

Learning activity

Approach

Start your lesson by asking questions to pupils.

Activity for the pupils

1. What can confirm to you that you have peace with your friends?
2. What do you do when you find your two friends fighting?

Answers

1. To forgive each other and avoid hurting them.
2. To separate them and advise them to never fight again, advise them to forgive and love each other.

Lesson delivery

Brainstorming

Ask the pupils whether they have seen two or a group of people fighting?

What can they do to each other during the fight?

Insist that, there is peace when everyone is calm without fear of evil that can happen.

Ask them whether they have peace in their homes?

Guide the pupils to understand that Police keeps law and order in a country.

Help the pupils to sing the National Anthem.

Help the pupils with learning disabilities to follow the lesson.

Massage from the Bible

Prepare the pupils to read from the Romans: 12:8-11. We can do all that is possible and we live in peace with others.

The teacher will read Mathew 5:9 and insist that God loves peace .That is why all who work for peace are called children of God.

Ask the pupils what they can do to bring peace to their friends? Are you a child of God? Ask one pupil to read Hebrews 12:14.

Application activity

Put the pupils in groups and let them discuss about what peace is and how to maintain it. Help the pupils understand the texts from the bible that talk about peace.

Answers to learning activities from the Pupil's book.

1. Peace is when everyone is comfortable and without fear of any harm.

Guidance to assessment

Prepare learning aids for the pupils with learning disability.

Give extra exercises to fast learners.

Give simple exercises to slow learners.

Relationship with other subjects

Social Studies, History and Islam.

Additional knowledge of the teacher

Real peace is the peace of mind and which we give to others.

Peace is important for people so that they can do work everyday work without any hindrance.

In Romans 12:18 and in the gospel of Mathew 5:9, the bible teaches us to live in peace with others and that those who bring about peace are God's children.

4.2. Lesson 2: The importance of peace

Lesson objectives

Knowledge

Show and understand the importance of peace in our families.

Knowledge Ability

Explain the importance of peace.

Attitude/Values

Love peace and value in our families.

Practical Ability

Write and speak English language fluently.

Do discussions in groups.

Effort in singing

Lesson application to real life experience

Understand the meaning of peace

Live a life that is characterized by peace.

Living in peace

Teaching resources (Pictures of people working together, Learning aids to support pupils with hearing impairment, Visual sound system that show peace in families, Bible)

Learning and Teaching Methodology (Discussion, Debate, Role plays)

Lesson preparation

Gather all necessary teaching and learning aids required before the lesson.

Read the bible text before the lesson and prepare some work for the pupils to repeat. Help the pupils with speech impairment.

Learning activity

Approach

Start the lesson by asking the pupils questions about the previous lesson and other lessons that they have covered.

Activity for pupils

1. Think about how our families would be like if there was no peace?
2. What shows you that a person has peace of mind/inner peace?
3. Think how peace is important in our community.

Responses

1. People would not work or fail to perform them properly .We would fear to come to school. We would fear to go outside at night.
2. When someone smiles, talks to us without bitterness, and is happy to help others.
3. Peace is important because people work without interference.

Lesson Delivery

Brainstorming

Ask the pupils, whether they have lacked peace?

What shows you that people have no peace?

Help the pupils understand that peace is important in communities/ families.

Let the pupils understand that we do our work well because our country is peaceful.

Bible Message

Read to the pupils the bible parts which have been read to them which show that

peace is important.

Insist that peace brings about unity among people.

Let the pupils read from the bible about people who talk about peace.

Help the pupils with learning disabilities to follow the lesson.

Application activity

Put the pupils in groups to discuss about the importance of peace in Rwandan community.

Give a chance to every pupil to explain to others why peace is important both at home and at school.

Guidance to assessment

- Prepare special learning aids for the pupils with learning disabilities.
- Give extra exercises to fast learners.
- Give simple exercises to slow learners.

Relationship with other subjects

Social Studies, History and Islam.

Additional knowledge of the teacher

We need peace in our daily lives so that we can accomplish our work with interference. Peace makes people live in happiness and love. We need to live in harmony with our neighbors.

In 1994, there was no peace in Rwanda. Many Tutsis were killed by their neighbors who even were Christians. We must try to make peace where we live.

4.2. Lesson 3: Showing peace in the country and our Hearts

Lesson Objectives

Attitudes/Values

Show that when a country has peace, its citizens have peace of mind/inner peace.

Knowledge

Explain things which show that there is peace in the country and in the hearts of its citizens.

Knowledge Ability

Like to have inner peace /peace of mind and in the country.

Practical Ability

Write and speak fluently English language

Have effort in singing.

Lesson application to real life experience

Understand the meaning of peace

Show good behavior that represents acts of peace.

Live in peace

Teaching resources (Bible, Pictures showing acts of peace like working together, Learning resources to support pupils with learning disabilities, Sound systems)

Learning and teaching Methodology (Role plays, Research, Story telling)

Lesson preparation

Gather all necessary teaching and learning aids required before the lesson.

Read the bible text before the lesson and prepare some work for the pupils to repeat.

Help the pupils with speech impairment.

Learning activity

Approach

Start the lesson by asking pupils questions about the previous lesson.

Activity for the pupils

1. What lessons do we get from the National Anthem?
2. What did Jesus say to his Apostles after His Resurrection?

Responses

1. Rwanda is a good country, a country of peace.
2. Peace be with you.

Lesson delivery

Brainstorming

Start the lesson by recalling the previous use of different questions and relate it with current ones.

Help the pupils understand what makes people different like faith, skin, sex, generation, married or not married.

Ask them if we should give value to that makes us different from each other?

Bible message

Read for the pupils Psalm 34:4 and insist that those who believe and trust in God will not fear anything and will live in peace.

Read also Isaiah: 9:6 and let the pupils understand that Jesus is the king and giver of peace.

Read Philippians 4:7 and insist that God's peace makes our hearts and thoughts stable.

Read for the pupils James 3:17 so that they can understand how we get peace in our hearts when we put our thoughts in God.

Application activity

In groups let the pupils discuss about what they converse about when their hearts have peace.

Ask everybody to share what they discussed in their groups.

Answers to learning activities from Pupil's book on page 178

1. Signs that show there is peace at home or school
2. When people are always happy
3. When people converse without a problem
4. When people greet each with a smile
5. When people help each other all the time
6. When people look healthy and smart
7. When people go to bed and sleep in peace
8. When people converse calmly

9. When people obey school rules
10. When they respect national rules.

Guidance to assessment

- Prepare special learning aids for the pupils with learning disabilities.
- Give extra exercises to fast learners.
- Give simple exercises to slow learners.

Relationship with other subjects

Social Studies, History and Islam.

4.4. Lesson 4: What makes people lack peace

Lesson objectives

Knowledge

Show things that make people lack peace.

Knowledge Ability

List and explain the causes and signs of lack of peace in peoples' hearts.

Attitude/Values

Avoid what makes us lack peace.

Avoid what makes others lack peace

Practical Ability

Write and speak fluently English language.

Avoid things that can take a way peace.

Have effort in singing

Lesson application to real life experience

Understand what makes people lack peace

Avoid things that make people lack peace

Give peace to others.

Teaching and learning resources (Bible, Pictures showing people fighting in Pupil's book, Learning resources to support pupils with learning disabilities, Pupil's book)

Learning and teaching Methodology (Role plays, Research, Storytelling, Imitation)

Lesson preparation

Gather all necessary teaching and learning aids required before the lesson.

Read the bible text before the lesson and prepare some work for the pupils to repeat. Help the pupils with learning disabilities to understand the lesson.

Learning activity

Have you ever been lied to by some one? What did you do?

What do you do when you are annoyed?

Answers

Allow different responses from the pupils

Allow different responses from the pupils

Lesson delivery

Brainstorming

Ask a pupil whether he/she has ever been angry?

What had made you angry?

Ask the pupils which things can make a person to lack peace?

Ask the pupils what they think when they meet people who are angry?

Note: The teacher should give basic information about the 1994 genocide against the Tutsi.

Message from the Bible

Choose pupils to read Exodus 23:1-2, and tell them never to lie for another.

Let the pupils to observe pictures in their books on pages 179-180 and discuss about what the people in the photo are doing.

After the lesson ask one pupil to pray for the rest.

Application activity

In groups, let the pupils discuss about things that deny other people peace at their

school, their homes or in the whole country.

Help the pupils with learning disabilities in their groups to follow the lesson.

Guidance to assessment

Prepare special learning aids for the pupils with learning disabilities.

Give extra exercises to fast learners.

Give simple exercises to slow learners.

Relationship with other subjects

Social Studies, History and Islam.

4.5. Lesson 5&6: Songs of Peace

Lesson objectives

Knowledge

Know by heart one song of peace.

Knowledge Ability

Sing a song with a message of inner peace

Attitude/Values

Show happiness that comes from peace.

Gain the culture of singing about songs of peace

Practical Ability

Write and speak fluently the language

Carry out discussions in groups

Have effort in singing

Lesson application to real life experience

Sing songs of peace

Understand the importance of songs of peace

Teaching and learning resources (Drums, Bible, Pictures showing people who are singing, Learning resources to support pupils with learning disabilities, Pupil's book)

Learning and teaching Methodology (Role plays, Observation, Exercises)

Lesson preparation

Gather all necessary teaching and learning aids before the lesson.

Read the bible text before the lesson and prepare some work for the pupils to do.

Help the pupils with learning disabilities to understand the lesson.

Learning activity

Approach

Start the lesson by asking pupils questions about the previous lessons.

Guide the pupils to sing a general song about God's peace.

Allow the pupils to use drums and other available musical instruments so that the song becomes interesting.

Activity for the pupils

1. When do we sing songs of peace?

Answers

1. All the time when we are happy like in weddings, during the mass, while praying with our friends, during national celebrations.

Lesson delivery

Brainstorming

Do you know any song about peace?

Which song is sung during the national day celebrations?

Ask pupils if they have ever attended any celebrations? Or, whether they have ever gone to mass service? Which songs are sung in these celebrations?

Explain to pupils that songs of peace are sung during festival seasons so that they can give people peace and unity.

Give a chance to everyone to sing a song about peace for his/her colleagues.

Insist that:

1. We must sing songs that bring peace.
2. Bad songs can cause conflict among people.

3. During the 1994 genocide, there some musicians who were singing songs that incited people to fight. Many Tutsis were killed. Those musicians were later arrested and prosecuted for their crimes.
4. Allow the pupils to observe a picture in their book and discuss what it shows.

Bible message

Read to the pupils Revelation: 21:4.

Read again John: 14:27 and insist that Jesus promised to give His Apostles inner peace before His Ascension to Heaven.

Read to the pupils Luke 24:36 and help them understand that Jesus said to His disciples “Peace be with you”. He repeated it to them after his resurrection.

Application activity

Help all the pupils sing a song of peace. Let the pupils sing and encourage them to practice what they say.

Guidance to assessment

- Prepare special learning aids for the pupils with learning disabilities.
- Give extra exercises to fast learners.
- Give simple exercises to slow learners.

Relationship with other subjects

Social Studies, History and Islam.

4.7. Lesson 7&8: Games about Peace

Lesson Objectives

Knowledge

Know by head songs of peace and its importance.

Knowledge Ability

Play games about unity and peace.

Attitude/Values

Love games about peace and unity.

Practical Ability

Speak and write English language fluently.

Carry out discussions in groups

Effort in playing games

Self-introduction with ease.

Lesson application to real life experience

Understand the games about peace and unity

Give peace to others all the time

Strive for good behavior of peace

Teaching and learning resources (Pictures of pupils playing games about peace, Radio recorded message about peace in our neighborhood, Learning aids to help pupils with learning disabilities, Bible, Pupil's book)

Learning and teaching methodology (Games/role plays, Imitation, Observation)

Lesson preparation (Gather all the relevant teaching and learning aids, Read the bible text before the lesson and prepare what pupils will repeat, Read and understand before the lesson the games found in the pupils' book).

Learning activity

Start by helping pupils to sing a song which they sang during the previous lesson.

Ask pupils some questions related to the previous lesson.

Activity for pupils

1. Why do you love games about peace?

Response

1. Because games about peace help us to be strong, happy and brings peace among us and our friends.

Lesson delivery

Brainstorming

Take pupils outside the class.

Ask them which games they love most, and which are bad games?

Tell them that there are bad games that can harm them.

Ask them whether they play with their friends at home? Which games do you play?

Bible message

Tell the pupils to read Philippines: 2:2 and insist that we should share peace and happiness with our friends when we are praying.

Read for the pupils Romans: 12:4 and insist that we should desire for constructive things.

Read for the pupils John: 15:12 and insist that the greatest commandment that Jesus taught us is love.

Guidance to assessment

Prepare special learning aids for the pupils with learning disabilities.

Give extra exercises to fast learners.

Give simple exercises to slow learners.

Relationship with other subjects

Social Studies, History and Islam.

End of unit assessment (Pupil's book, page 185)

1. During national celebrations.
2. Whenever we are happy.
3. Love for one another, unity and happiness among people.
4. Genocide against the Tutsis.
5. Wars, segregation based on tribe, hatred.
6. Unity.
7. Love
8. Ark
9. Separate and reconcile them.
10. Love.

ISLAMIC RELIGIUS STUDIES

UNITY 1

UNITY: 1 PILLARS OF ISLAMIC FAITH UNITY

Key unit competence: The pupil will be able to memorize and list the six pillars of Islamic faith, to act according to them and imitate the Prophet of Allah by living in peace with others.

Introduction to the unity 1

This lesson is concerned with things related to the Islamic faith. Faith in this regard means to believe that God is only one. So the pupil is expected to improve the understanding of monotheism and the love for Allah, pupil is also expected to learn the consequences of idolatry. This lesson will also improve the attitude of pupil towards the creatures of Allah such as jinn. Pupils will also deepen their understanding about the purpose of jinn and people's creation. The other part of this lesson will be concerned with helping the pupil to learn about prophets of Allah and their deeds.

Related teachings

Believe in Allah the almighty

Allah is only one

Allah is the creator

Prophets of Allah

Characteristics of Allah's prophets

Importance of worshipping Allah

Other things that people worship

1.1. Lesson 1: Allah is only one

Lesson objectives

Knowledge

Prove that Allah is only one

Show that Allah created people and jinn

Competences

Pupil will learn the testimony of oneness of Allah.

Pupil will be able to explain the testimony of oneness of Allah.

Pupil will have love for Allah and respect His creatures.

Skill

Explain the concept monotheism (belief in one God)

Show the nature of Allah out of his creature.

Lesson outcomes

Pupils will be able to know that Allah is one,

Know that the highness of Allah surpasses everything that exists

Know the definition of term shahada.

What to prepare

Reading the Qur'an chapter 112 verse 1-3

Teaching aids

The touchable objects

The Holy Qur'an

Audio visual aids for some creatures of Allah

Teaching methods

Story telling

Imitation

Role-play

Public speeches

Methodology

Start your lesson by asking pupils some few and simple questions

Ask pupils to explain what they know about Allah

Ask different pupils about Allah and his creatures

Lesson development

Learning activity

Guide the learners in conversation about testimony of oneness of Allah

Ask pupils whether they know the fundamental pillars of Islam

Simple questions for pupils

1. How many gods do Muslims believe in?
2. How do Muslims call God?

Answers about the above simple questions

1. Only on God
2. Allah

Activity

Write few things on the board, ask pupils to copy them down in their exercise books, move around in the classroom as you crosscheck whether pupils are copying the work given to them.

Allah is only one

There is only one God (Allah)

Allah is powerful

He is the creator of the universe

We have to believe in only one God (Allah)

Guidance to the assessment

- Prepare learning aids to support pupils with learning disabilities
- Prepare /give the fast learners extra exercises
- Give the slow learners simple exercises.

Link to other subjects

Social studies

1.2. Lesson 2: Allah is the creator of heaven and earth and all that exist

Lesson objectives

Knowledge

APupil will be able to:

Mention the reasons why Allah created people and jinn

Love other creatures of Allah

Competences

Pupils will be able to explain the reasons why Allah created jinn and people

Explain why Allah created things.

Values and attitude

Show the love for Allah and respect to his creatures

Skills

Pupils will be able to know the meaning of creation.

List some names of Allah's creatures such as sun, mountains, rivers and humans.

Lesson outcomes

Pupils will learn the reasons why Allah created jinn and people

Learn some creatures of Allah

Learn that Allah is the only creator of everything in existence

Respect and obey Allah with his creatures

Teaching aids

The Holy Qur'an

Environment objects: pupils take a look at the moon, sky, mountains, sun, seas and write them down

Audio visual aids for some creatures of Allah

Teaching methods

Story telling

Imitation

Role-play

Public speeches

What to prepare

Read the Holy Qur'an chapters that talk about creation

Prepare pupils to form up groups

Lesson exercises

Methodology

Start your lesson by asking your learners some questions about the previous lesson

Lesson development

Learning activity

Develop your lesson asking your learners to mention some names of the things created by Allah

Simple questions for pupils

1. Who created all things?
2. Name any three things created by Allah

Answers for the above simple questions

1. Allah
2. Sun, mountains and people

Activity

Help learners to read in Qur'an the chapter that talks about creation

Help learners to share ideas about Allah' creatures in their respective groups

Help pupils to take a look at Allah's creatures (things created by Allah include

stars, sky, moon, sun, animals and human beings)

Guidance to the assessment

- Give slow learners enough time to copy the notes down in their books
- Give much consideration to the learners in need of special help
- Give more exercises to quick learners

Link to other subjects

Social studies

1.2. Lesson 3: The life of Allah's prophets

Lesson objectives

Knowledge

Cite and Explain some names of Allah's prophets.

Competences

Pupils will be able to list some names of prophets

Explain the reasons why Allah created things

Follow the teachings of the prophets of Allah.

Values and attitude

Pupils will be able to:

Follow the teachings of Prophet Muhammad peace and blessings be upon him

Skills

Pupils will be able to:

List some names of Allah's prophets

Explain the message of all prophets

Follow the teachings of prophets

Briefly mention what they know about the prophets

Lesson outcomes

Pupils will learn some of the prophets and be able to explain their deeds

Follow the teachings of prophets

Teaching aids

The Holy Qur'an

Videos showing the life of prophets

Teaching methods

Story telling

Exploration

Role-play

Imitation

Public speech

What to prepare?

Read the Holy Qur'an chapters that talk about the prophets of Allah

Lesson exercises

Methodology

Start your lesson by asking your learners some questions about the previous lesson

Ask your learners questions related to the prophets.

Lesson development

Learning activity

Try to explain to learners that prophets of Allah can be compared to today's preachers of Allah's message

Simple questions for pupils

1. Have you ever seen Allah's prophet?
2. Do you think the prophets were humans?
3. Who is the last Prophet of Allah?

Answers for the above simple questions

1. No they lived before we were born
2. Yes
3. Muhammad

Guidance to the assessment

- **Give to slow learners exercise according to their ability**
- **Give much consideration to the learners in need of special help**
- **Give additional exercises to fast learners**
- **Help pupils to revise**

Link to other subjects

History

1.4. Lesson 4: Characteristics of prophets

Lesson objectives

Knowledge

Pupils will be able to list characteristics of prophets

Competences

Pupil will be able to differentiate between prophets and messengers

Values and attitude

Pupils will be able to follow the teachings of Allah's prophets

Mention the work of prophets.

Skills

Pupils will be able to list the characteristics of prophets of Allah.

Lesson outcomes

Pupils will learn the characteristics of Allah's prophets

Teaching aids

The Holy Qur'an

Flip charts

Teaching methods

Story telling

Public speeches

What to prepare

Read the Holy Qur'an chapters that talk about prophets

Lesson exercises

Methodology

Start your lesson by asking your learners some questions about the previous lesson.

Ask pupils questions about prophets of Allah

Ask pupils to list the characteristics of prophets that also normal people have

Lesson development

Learning activity

Share with pupils the conversation about characteristics of prophets

The answer

Ask learners to write important points in their books

Answers for the exercise found in Pupil's book

1. The characteristics of Allah's prophets are the following
2. All were men
3. They were totally free from sins
4. They never disobeyed Allah
5. They had the best manners with good hearts
6. They observed patience throughout their lives
they were clever and knowledgeable
7. They respected all

Guidance to the assessment

- Give slow learners enough time to copy the notes down in their books
- Give much consideration to the learners in need of special help

- Give more exercises to quick learners

Link to other subjects

Social studies

1.5.Lesson 5: Worshipping only Allah and avoiding idolatry

Lesson objectives

Knowledge

Pupils will learn that Allah is the only one

Competences

Pupils will be able to explain the importance of worshipping Allah only.

Values and attitude

Pupils will be able to love and respect Allah

Skills

Pupil will be able to explain the importance of worshipping Allah

List the different ways of worshipping.

Lesson outcomes

Pupils will learn the importance of worshipping Allah

Learn different ways of worshipping.

Teaching aids

The Holy Qur'an

Flip charts

Videos where possible

Teaching methods

Story telling

Imitation

Role-play

What to prepare

Read the Holy Qur'an chapters that talk about worshipping Allah.

Lesson exercises

Methodology

Learning activity

Start your lesson by asking your learners some questions about the previous lesson

Simple questions for pupils

Do you worship Allah?

Who deserves to be worshiped?

How many gods do Muslims believe in?

Answers about the above simple questions

Receive responses from different pupils

Allah

Only one God

Activity

Guide learners in activity of sharing ideas about worshipping Allah

Guide learners in activity of sharing ideas about what happens when u get involved in idolatry activities

Answers about the exercise found in Pupil's book page No 193

1. The importance of worshipping Allah:
2. Allah loves us
3. Allah grants us paradise
4. Allah saves us from hellfire
5. Allah rewards us
6. Allah have mercy on us
7. Allah blesses us

Guidance to the assessment

- Give slow learners enough time to copy the notes down in their books
- Give much consideration to the learners in need of special help
- Give more exercises to quick learners

Link to other subjects

Social studies

1.6. Lesson 6: Other things that people worship

Lesson objectives

Knowledge

Explain what happens to the person that worships other gods

Explain why it is only Allah who deserves to be worshipped

Competences

List other gods that people worship

Values and attitude

Avoid idolatry activities

Skills

Explain the concept of worshipping one God only.

Discuss other things that people worship.

Lesson outcomes

Pupils will know other things that people worship

Pupils will learn the consequences of idolatry.

Teaching aids

The Holy Qur'an

Charts showing people in prayers

Status and idols

Teaching methods

Story telling

Observation

Analysis

Dialogues

What to prepare

Have enough observation on status and idols

Lesson exercises

Methodology

Start your lesson by asking your learners some questions about the previous lesson which was about importance of worshiping only Allah, show to the pupils pictures of other things people worship in their books on page 193-194.

Lesson development

Learning activity

Ask pupils some questions about themselves

Simple questions for pupils

1. Do you think it is good to worship idols?
2. Is it good to worship animals?
3. To whom all people must pray?

Answers about the above simple questions

1. No it is not good
2. No we should not worship animals
3. Allah

Activity

Help pupils to share ideas about other things people worship

Answers about the exercise found in Pupil's book

1. Only one
2. Idris, Adam, Musa
3. Allah
4. prophet

5. Prayer

Guidance to the assessment

- Give slow learners enough time to copy the notes down in their books
- Give much consideration to the learners in need of special help
- Give more exercises to quick learners

Link to other subjects

Social studies

UNITY 2

UNIT 2: READING THE HOLY QUR'AN

Key unit competence: Pupils will be able to read Arabic alphabets as the language of Qur'an

Related teachings

1. listening to the way of reading Qur'an
2. Arabic alphabets
3. Consonant with vowel fat-ha
4. Consonant with vowel Kasrah
5. Consonant with vowel dwammat
6. Example of words (fat-ha)
7. Example of words (Kasrah)
8. Example of words dwammat

The Concern of lesson

This topic was designed to provide the learner with the basic knowledge about reading and writing Arabic alphabets to enable him or her read the Holy Qur'an

This topic will tackle all possible basic information that will help pupil to learn Arabic language in future such that he or she will be able to memorize some Qur'anic chapters to use during performing prayers.

Lesson out comes

Pupils will be able to identify the rules of reading Arabic alphabets which is the language of the Qur'an.

Read and differentiate the Arabic alphabets

Write correctly the Arabic alphabets.

2.1.Lesson 1: Vowels and consonants of Arabic language

Lesson objectives

Knowledge

Pupils will be able to identify and differentiate between Arabic consonants and vowels.

Read Arabic consonants paired with vowels.

Competences

Pupils will be able to differentiate the Arabic letters

Differentiate the Arabic alphabets with English alphabets

Values and attitude

Pupils will be able to adopt the culture of reading the Holy Qur'an.

Skills

Pupils will be able to read the Arabic alphabets

Write the Arabic alphabets

Lesson outcomes

Pupils will learn to read and write Arabic language

Teaching aids

Yasarnal, Qur'an, pens, charts showing Arabic vowels and consonants

Teaching methods

Imitation

Observation

Analysis

What to prepare ?

Charts or pictures for pinning on walls.

Lesson exercises

Methodology

Lesson development

Start your lesson by telling your learners the importance of reading Arabic alphabets

Learning activity

Start by conversing with learners about Arabic alphabets

Help learners to:

1. Learn Arabic letters
2. Read Arabic letters
3. Write Arabic letters

Activity

Help pupils to write Arabic vowels and consonants

Follow up how they read what they have written

Answers for the assessment found in Pupil's book page 195

Explain why we should learn Arabic language

1. It helps us to read Qur'an
2. It helps us to understand Qur'an
3. It helps us to pray to Allah

Guidance to the assessment

- Tell learners to frequently read the Arabic vowels and consonants
- Give much consideration to the slow learners and learners in need of special help

Link to other subjects

Arabic language

2.2. Lesson 2: Arabic vowels

Lesson objectives

Knowledge

Read loudly the Arabic vowels

Competences

Learn the vowels

Values and attitude

Pupils will adopt the culture of reading the Holy Qur'an

Skills

Pupils will be able to:

To read loudly the Arabic vowels

Write the Arabic vowels correctly

Improve the courage of reading Qur'an

Lesson outcomes

Pupils will learn the Arabic vowels

Pupils will learn how to read and pronounce the Arabic vowels.

Teaching aids

Yasarnal Qur'an

Charts showing Arabic vowels

Teaching methods

Imitation

Observation

Analysis

What to prepare?

Charts or pictures for pinning on walls

Lesson exercises

Methodology

Start your lesson by reviewing the previous lesson about reading Qur'an

Ask one pupil to read loudly the vowels.

Lesson development

Use the CD, charts and others aids then guide learners in groups how to read the vowels

Learning activity

Start by conversing with learners about importance of learning how to read and write Arabic language.

Activity

Help pupils to value Arabic language as the language that helps as to talk with Allah

Help learners to write the vowels

Answers for the assessment found in Pupil's book page No 196



Guidance to the assessment

- Give learners enough time to write down in their books the vowel
- Give much consideration to the slow learners and learners in need of special help
- Bring the teaching aids closer to learners

Link to other subjects

Arabic language

2.3. The vowel fat'ha

Lesson objectives

Knowledge

Pupils will be able to read loudly the Arabic vowel Fatha

Write the vowel Fatha

Competences

A pupil will learn the vowel Fatha

Values and attitude

Respect the language of Qur'an

Skills

Read loudly the Arabic vowel Fatha

Mention the impact of Fatha on consonant

Lesson outcomes

Learn how to read Fatha when it is with consonant

Teaching aids

Yasarnal Qur'an

Charts showing Arabic vowels

Pencils with papers

CDs with Fatha

Teaching methods

Imitation

Observation

Analysis

What to prepare ?

Guide learners to care about the importance of learning Arabic alphabets

Lesson exercises

Methodology

Start your lesson by reviewing the previous lesson about Arabic vowels

Lesson development

Show the learners how to correctly write the Arabic vowel Fatha with consonant

Ask learners to observe the letters written on charts and in Pupil's book.

Learning activity

Start by conversing with learners about how to use consonants constructing a word

Activity

Help pupils to listen correctly how to read the vowel Fatha

Answers for the assessment found in Pupil's book page No 196

Consonants with vowel Fatha



Guidance to the assessment

- Give learners enough time to write down in their books the vowel Fatha
- Give much consideration to the slow learners and learners in need of special help
- Give extra activities to fast learners

Link to other subjects

Arabic language

2.3. Lesson 4: the vowels Kasrah

Lesson objectives

Knowledge

Read loudly the Arabic consonants with vowel Kasrah

Competences

Pupils will be able to read loudly the Arabic vowel Kasrah

Write the consonants with vowel f Kasrah.

Values and attitude

Value the language of Qur'an

Skills

Read loudly the Arabic vowel Kasrah

Mention the impact of vowel Kasrah on consonant.

Lesson outcomes

Read loudly the Arabic vowel Kasrah when it is with consonant

Teaching aids

Yasarnal Qur'an

Charts showing Arabic vowels

Pencils with papers

Teaching methods

Imitation

Observation

Analysis

What to prepare ?

Guide learners to care about the importance of learning vowel Kasrah

Lesson exercises

Methodology

Start your lesson by reviewing the previous lesson

Lesson development

Ask learner to read loudly the vowel Kasrah

Ask learners to read loudly the vowel Kasrah with consonant

Learning activity

Start by conversing with learners about how to write the vowel Kasrah correctly

Activity

Help pupils to write the vowel Kasrah

Answers for the assessment found in Pupil's book page No 196

Consonants with vowel Kasrah



Guidance to the assessment

- Give learners enough time to write down in their books the vowel Kasrah
- Give much consideration to slow learners and learners in need of special help

Link to other subjects

Arabic language

2.5. Lesson 5: The Vowels Dwammah

Lesson objectives

Knowledge

Read loudly the Arabic consonants with vowel Dwammah

Competences

Pupils will be able to read loudly the Arabic vowel Dwammah

Write the consonants with vowel Dwammah.

Values and attitude

Pupils will revise the Arabic vowels, the language of Qur'an.

Skills

Pupils will be able to read loudly the Arabic vowel Dwammah

Mention the impact of vowel Dwammah on consonant.

Lesson outcomes

Pupils will learn how to read loudly the Arabic vowel Dwammah when it is with consonant.

Teaching aids

Yasarnal Qur'an

Charts showing Arabic vowels

CDs with Dwammah content

Teaching methods

Imitation

Observation

Analysis

What to prepare?

Charts and CDs

Guide learners to care about the importance of learning vowel Kasrah

Lesson exercises

Methodology

Start your lesson by reviewing the previous lesson

Lesson development

Ask learners to read loudly the vowel Dwammah

Ask learners to write Dwammah

Learning activity

Start by conversing with learners about how to write the vowel Dwammah correctly

Activity

Help pupils to write the vowel Dwammah

Answers for the assessment found in Pupil's book

Consonants with vowel Dwammah

لُ ضُ شُ

Guidance to the assessment

- Give learners writing activities
- Give much consideration to the slow learners and learners in need of special help

Link to other subjects

Arabic language

2.6. Lesson 5: The examples of vowels Fatha in words

Lesson objectives

Knowledge

Read loudly the Arabic words with vowel Fatha

Competences

Pupils will be able to construct words with vowel Fatha

Write the consonants with vowel Fatha

Values and attitude

Pupils will revise the Arabic alphabets, the language of Qur'an

Skills

Pupils will be able to use vowel Fatha in writing Arabic short words

Read correctly Arabic words using vowel Fatha

Lesson outcomes

Use vowel Fatha in writing Arabic short words

Learn how to read correctly Arabic words using vowel Fatha

Teaching aids

Yasarnal Qur'an

Charts showing Arabic vowels

CDs with words of Fatha content

Teaching methods

Imitation

Observation

Analysis

What to prepare?

Charts and CDs

Lesson exercises

Methodology

Start your lesson by reviewing the previous lesson about Dwammah

Lesson development

Ask learners to construct words using Fatha

Guide the learners on how to construct words using Fatha

Learning activity

Start by conversing with learners about importance of learning how to construct words using Fatha

Help learners to construct words using Fatha

Activity

Follow up about how the read vowels one by one

Give to pupils enough explanation on how to construct words using Fatha

Answers for the assessment found in Pupil's book page No 197

Words with vowel Fatha

ث

Guidance to the assessment

Give learners writing activities

Give much consideration to the slow learners and learners in need of special help

Link to other subjects

Arabic language

2.6. Lesson 6: The examples of vowels Kasrah in words

Lesson objectives

Knowledge

Read loudly the Arabic words with vowel Kasrah

Competences

Pupils will be able to construct words with vowel Kasrah

Write the consonants with vowel Kasrah

Values and attitude

Pupils will revise the Arabic alphabets, the language of Qur'an

Skills

Pupils will be able to use vowel Kasrah in writing Arabic short words

Read correctly Arabic words using vowel Kasrah

Pupil will learn how to use vowel paired with consonants.

Lesson outcomes

Vowel Kasrah in writing Arabic short words

Pupils will learn how to read correctly Arabic words using vowel Kasrah.

Teaching aids

Yasarnal Qur'an

Charts showing Arabic vowels

CDs with words of Kasrah content

Teaching methods

Imitation

Observation

Analysis

What to prepare ?

Charts and CDs

Lesson exercises

Methodology

Start your lesson by reviewing the previous lesson

Lesson development

Ask learners to construct words using Kasrah

Guide the learners about how to construct words using Kasrah

Learning activity

Start by conversing with learners about importance of learning how to construct words using Kasrah

Activity

Follow up on how the read vowels one by one

Answers about the assessment found in Pupil's book page No 197

Construction words with vowel Kasrah

بِ

Guidance to the assessment

- Give learners writing activities
- Give much consideration to the slow learners and learners in need of special help

Link to other subjects

Arabic language

2.7. Lesson 7: The examples of vowels Dwammah in words

Lesson objectives

Knowledge

Read loudly the Arabic words with vowel Dwammah

Competences

Pupils will be able to construct words with vowel Dwammah

Write the consonants with vowel Dwammah

Values and attitude

Pupils will revise the Arabic alphabets, the language of Qur'an

Skills

Pupils will be able to use vowel Dwammah in writing Arabic short words

Read correctly Arabic words using vowel Dwammah.

Lesson outcomes

Pupils will be able to use vowel Kasrah in writing Arabic short words.

Pupils will learn how to read correctly Arabic words using vowel Dwammah.

Teaching aids

Yasarnal Qur'an

Charts showing Arabic vowels

CDs with words of Dwammah content

Teaching methods

Imitation

Observation

Analysis

What to prepare?

Charts and CDs

Lesson exercises

Methodology

Start your lesson by reviewing the previous lesson

Lesson development

Ask pupils to construct words using Dwammah

Guide the learners how to construct words using Dwammah.

Learning activity

Start by conversing with learners about importance of learning how to construct words using Dwammah.

Activity

Follow of how to read vowels one by one

Answers for the assessment found in Pupil's book page No 198

Construction words with vowel Dwammah

Guidance to the assessment

- Give learners writing activities
- Give much consideration to the slow learners and learners in need of special help

Link to other subjects

Arabic language

Answers about the assessment found in Pupil's book page No 197

1. Three vowels
2. Fatha, Kasrah, Dwammah
- 3.

بَ بِ

هَ هِ

هَ هِ

4. Jim, bee, qaaf
5. Arabic

UNITY 3

UNIT3: Basic Rules of Worship in Islam

Key unity competence

Pupils will be able to clean him or herself properly basing on Islamic rules of cleanliness and basic rules of prayers.

Related teachings

1. Cleanliness before prayers
2. The way self-cleanliness
3. Ablution (udhu)
4. Five daily prayers
5. Optional prayers
6. The way of performing prayer and its supplications
7. Supplications after prayers

Lesson outcomes

Pupils will be able to value the prayer

Perform five daily prayers

Perform ablution correctly

Lesson objectives

Knowledge

Pupils will able to demonstrate how to do ablution before prayers

Explain the steps of doing prayers

Differentiate between obligation and optional prayers

Values and attitude

Pupil will be able to respect the rules to follow while performing ablution before

prayers

Perform prayers regularly

Improve on his or her faith in Allah

3.1. Lesson 1: Cleanliness before prayer

Knowledge

Pupils will be able to define ablution

Mention the rules of ablution before prayer

Competence

Pupils will be able to know the steps of performing ablution

Know the importance of cleanliness before prayers

Know give the meaning of cleanliness

Values and attitude

Respect the rules to be followed while performing ablution before prayers.

Skills

Explain the concept cleanliness

Explain the importance of cleanliness

Explain how he or she carryout self-cleanliness

Lesson outcomes

Pupils will properly clean him or herself

Teaching aids

The Holy Qur'an

Charts showing people doing cleanliness

Related videos

Water and water containers

Teaching methods

Role-play

Observation

Imitation

Tasks

What to prepare?

Read the Holy Qur'an as the source of cleanliness

Lesson exercises

Methodology

Start your lesson by asking your learners some simple questions

Simple questions for pupils

1. What do you do before prayer?
2. What do you use to clean yourself before prayer?

Answers for the above simple questions

1. Self-cleanliness
2. Water

Lesson development

Learning activity

Teacher helps learners to discuss about the importance of cleanliness and learners:

Explain the meaning of ablution (udhu)

Mention the importance of ablution

Activity

Discuss the importance of cleanliness

Answers for the questions found in Pupil's book page number 199

The importance of cleanliness

- It gives us good appearance
- It gives us confidence
- It makes us have good smell

- It pleases Allah

Guidance to the assessment

In groups learners will perform ablution

Teacher will guide them

Give much consideration to the learners in need of special help

Link to other subjects

Social studies

3.2.Lesson 2: Self- Cleanliness in the toilet (ref: Pupil's book page: 199)

Objective of the lesson

Knowledge

A pupil will be able to demonstrate the rules followed during the self-cleanliness in the toilet

Competence

A pupil demonstrates how to carry out self-cleanliness

Values /Attitudes

A pupil will be able to self-clean in the toilet properly

Skills

A pupil will be able to carry out self-cleanliness

A pupil will know how to use a toilet

Lesson outcomes

A pupil will go to the toilet and do self-cleanliness following how the Prophet of Allah told us.

Teaching and Learning Resources

Qur'an

Charts showing people easing themselves

Methods of learning and teaching

Conversations

Analysis

Exercises

Hands on activities

Teaching Aids

Prepare the charts

Lesson Exercises

Methodology

Begin the lesson by recalling the previous one which was about ablution “udhu”

Lesson development

Learning activity

Ask some questions which pupils can answer without difficulties

Some easy questions for the pupils

1. How do Muslims go to the toilet?
2. We are not supposed to take-----to the toilet.
3. It is not allowed in Islam to face ----- while easing oneself.

Answers to the above questions

1. Enter the toilet using the left leg
2. Qur’an
3. Qiblah

Activity

Help pupils to write in their exercise books concerning faradh

Move around the classroom observing how pupils are writing in their exercise books and check out how they differ.

Note: Prayer time can change depending on the weather

Guidance on assessment

- In groups, pupils will talk about the five obligatory daily prayers

- In a particular way, explain to pupils who need special help
- Check how those prayers are done in class.

Relationship with other subjects

History, social studies

3.3. Lesson 3: Ablution (udhu) Pupil's book page.

Lesson objectives

Knowledge

Pupils will be able to mention the regulations of using a toilet.

Competence

Pupils will be able to define ablution

Differentiate the optional and obligational body parts to be cleaned in ablution.

Values and attitude

Pupils will be able to perform ablution properly

Skills

Pupils will be able to define ablution

Differentiate the optional and obligational body parts to be cleaned in ablution

Pupils will be able to perform ablution properly

Lesson outcomes

Pupils will properly perform the ablution

Differentiate the optional and obligational body parts to be cleaned in ablution

Teaching aids

The Holy Qur'an

Charts showing people doing cleanliness

Related videos

Water and water containers

Teaching methods

Role-play

Observation

Imitation

Tasks

What to prepare?

Prepare the videos and charts

Lesson exercises

Methodology

Start your lesson by asking your learners some simple questions

Lesson development

Learning activity

Ask learners simple questions

Simple questions for pupils

1. What is udhu in English?
2. What do Muslims do before praying?

Answers about the above simple questions

1. Ablution
2. Ablution

Activity

1. Ask and follow up how pupils are coping notes about ablution in their books
2. Discuss with pupil about ablution
3. Discuss the prophetic manners of performing ablution
4. Show the learners the videos about ablution
5. Arrange the optional and obligational parts of body to be cleaned in ablution
6. Give learners opportunity to share their ideas about ablution

Answers for the questions found in Pupil's book page number 203

Steps of performing ablution

- Washing hands
- Cleaning mouth and nose
- Washing face
- Washing arms
- Rubbing head with wet hands
- Washing ears
- Washing feet

Guidance to the assessment

- In groups learners will perform ablution
- Teacher will guide them
- Give much consideration to the learners in need of special help.

Link to other subjects

Social studies

3.4. Lesson 4: Compulsory Prayers (Faradha)

Lesson Objective

Knowledge

A pupil will be able to pray the same way like Allah's Prophet Muhammad (peace be upon him) did

Competence

A pupil will demonstrate how *salat* is done

Will recite *dua* recited in every chapter of *salat*

Values and attitude

A pupil will be able to perform prayers as planned

Skills

A pupil will demonstrate how a prayer is performed

Will recite supplications to be recited in the units of *salat*

Lesson outcomes

A pupil will do salat in a right way

Will recite dua in every unit of salat

Teaching Aids

A praying mat

Qur'an

Cards showing salat

Sound system

Films showing how salat is done

Learning and teaching methodology

Analysis

Discussion

Exercise

What to prepare

Prepare earlier teaching aids like cards and mats

Lesson exercise

Methodology

Start the lesson by asking some simple questions from the previous lesson

Ask the pupils how the do *salat*

Lesson Delivery

Learning activity

Ask questions that pupils can answer without difficulties

Simple questions for the pupils

1. How do Muslims call a prayer?

Answers about the questions

1. Swalat

Answers about exercises in the pupils' book on page 204

Time indicated for daily prayer

1. *Subh* (morning -the dawn)
2. *Dhuhr* (mid –day to 13h00)
3. *Asr* (afternoon prayer)
4. *Maghrib* (time between18h00-19h00)
5. *Isha* (night time daily prayer)

Help the pupils to watch the video about salat

Activities

With the help of the teacher, pupils demonstrate how salat is done.

Help the pupils to recite supplications

Insist on following up pupils who need special help. Put near them audio-visual sound system to help them.

Relationship to other subjects

Social studies

3.5. Lesson 5: Optional prayers (Sunnat)

(Pupils' book page 204)

Lesson Objective

Knowledge

A pupil will be able to pray the optional prayers about their specific occasions

Competence

A pupil explain the meaning of optional prayer

Will be able to mention the importance of prayers

Values and attitude

A pupil will feel happy to perform optional prayers

Skills

A pupil will perform optional prayers

Will be able to mention the importance of prayers

Lesson outcomes

A pupil will learn optional prayers

Will be able to perform optional prayers

Teaching Aids

A praying mat

Qur'an

Cards showing salat

Sound system

Films showing how salat is done

Learning and teaching methodology

Analysis

Discussion

Exercise

What to prepare

Prepare the questions to ask pupils

Prepare earlier teaching aids like cards and mats

Lesson exercise

Methodology

Start the lesson by asking some simple questions from the previous lesson

Ask the pupils how they do *salat*

Lesson Delivery

Learning activity

Ask questions that pupils can answer without difficulties

Simple questions for the pupils

1. What is the meaning of sunat prayer?

2. How is the optional prayer done before the obligatory prayer called?

Answers to the questions

3. Optional prayer

4. Qabliyat

Activities

With the help of the teacher, pupils demonstrate how salat is done.

Help the pupils to recite supplications

Insist on following up pupils who need special help. Put near them audio-visual sound system to help them.

Link to other subjects

Social studies

3.6. Lesson 6: Supplications (Adh'kar) used to praise Allah during and after prayers

Lesson objective

Knowledge

Pupils will be able to recite supplication (dua) used to praise Allah during and after prayer (salat).

Competence

A pupil is able to explain what all is about supplications (adh'kar).

Value and attitude

A pupil is able to recite supplications (adh'kar) after prayers (salat)

Skills

Pupils will be able to explain supplications (adh'kar)

Will recite supplications (adh'kar) after prayers (salat)

Lesson outcomes

Pupils will know the meaning of supplications (adh'kar)

Will recite supplications after prayers (salat)

Teaching Aid

Cards containing supplications (adh'kar)

Teaching and learning methodology

Discussion

Observing

Lesson preparation

Tell pupils to read some of the supplications (adh'kar) before the lesson.

Lesson exercises

Methodology

Start the lesson by asking questions about the last lesson

Lesson Delivery

Learning activity

Ask pupils questions that they can answer on their own with ease

Simple questions for the pupil

1. What is the meaning of *Astaghfirullah*.....?
2. When is *Adh'kar* used.....?

Responses to the questions

1. I am seeking Allah's forgiveness
2. During and after prayer

Activities

1. Help pupils to talk about different SUPPLICATIONS which is recited after
2. Show the written work by pupils in their exercise books

Responses to the practical exercises found in Pupil's book, page 207

1. Subh,Dhuhr,Asr,Maghrib,Isha
2. Washing feet , face washing
3. *Aswir*

4. Allah is great

5. The opening takbirat in prayer

UNIT 4

UNIT 4: LIFE OF ALLAH'S PROPHET MUHAMMAD

Basic competences required: The pupils will be able to show good characters, and love to his colleagues by following in the footsteps of Allah's Prophet Muhammad

Other related lessons:

1. Ancestors of Allah's Prophet Muhammad (peace be upon him)
2. History of Allah's Prophet Muhammad (peace be upon him)
3. The birth of Allah's Prophet (peace be upon him)
4. The parent who took over took care of Muhammad (peace be upon him)

About this unity

This is a very important lesson in Islam because it shows the history and life of Allah's prophet. It is known that the origin of Islam starts with Prophet Muhammad (peace be upon him) so every Muslim should know who Muhammad is. This part of the lesson will concern the life of Prophet Muhammad (peace be upon him) and the tradition that he left with us.

Importance of the lesson

A pupil will able to:

Summarize the life history of Prophet Muhammad (peace be upon him)

Describe good things that characterized Prophet Muhammad (peace be upon him)

Separate qualities of Allah's Prophet Muhammad (peace be upon him) from ordinary people

Lesson Objective

Knowledge

Explain the way of life of Allah's Prophet Muhammad (peace be upon him)

Separate qualities of Allah's Prophet Muhammad (peace be upon him) from ordinary people.

Different thoughts

To take a decision

Attitude/Values

Obey and follow good behavior that characterized Allah's Prophet Muhammad (peace be upon him)

Obey and follow the teachings of Allah's Prophet (peace be upon him)

Love Allah's Prophet Muhammad (peace be upon him)

Faith

Love

To be modest/meek

4.1. Lesson 1: The ancestry of Allah's Prophet Muhammad

Objective of the lesson

Knowledge

A pupil will be able to summarize the life history of Allah's prophet

Practical knowledge

Pupils will be able to summarize the birth of Allah's prophet

State the names of the ancestors of Allah's prophet

Values/Attitudes

A pupil will be able to manifest love towards Allah's Prophet and follow His teachings

Practical Ability

Pupils will be able to offer great things done by Allah's prophet

Will be able to explain in summary how Allah's Prophet was born

Lesson application to real life experience

Pupils will know the family tree of Allah's prophet

Will know how Allah's Prophet was born

Teaching Aids

A manila paper written on the family tree of Allah's Prophet

Content from the book of Seerah of Allah's prophet.

Lesson preparation

Before the lesson, read the information about the ancestors of Allah's Prophet Muhammad (peace be upon him).

Lesson exercises

Methodology

Begin the lesson by asking pupils what they know about Allah's Prophet Muhammad.

Lesson Delivery

Learning activity

Ask pupils some questions that they can answer about their own with ease

Simple questions for the pupil

1. Let us go back to at least three prophets we studied about in unit one
2. Which city was Allah's Prophet Muhammad born in?
3. Which day was Allah's Prophet Muhammad born on?

Responses to the simple questions

4. Adamu, Ysuf and Suleima
5. Mecca (Makkah)
6. On Monday

Allah's Message

Help the pupils to know the ancestry of Allah's Prophet Muhammad

Discuss about the importance of genealogy of Allah's Prophet to Muslims

Activity

Show to the pupils the ancestry of Allah's Prophet Muhammad in their groups.

Give to pupils some few things to write in their exercise books and find out whether they written them indeed.

Responses to the exercises are in pupils' book page 209

The ancestry of the prophet:

7. Grandfather Abdul- Mutalib
8. Father -Abdulilah
9. Mother –Amina

Guidance to the assessment

In their groups, pupils discuss the family tree about the prophets

Teacher will pay attention to quick and slow learners and offer them support accordingly.

Relationship with other subjects

Social studies, history of other religions

5Lesson 2: The brief history of the life of Muhammad

Objective of the lesson

Knowledge

A pupil will be able to say the history of *Abdul-Mutalib* and his son

Knowledge ability

A pupil will be able to talk about the wedding of Allah's Prophet *Khadihaj*

Values/Attitudes

A pupil will have faith in love which Allah loves his Prophet Muhammad.

Practical ability

Pupils will be able to say the history of Abdul-Mutalib and his son

Will be able to talk about the wedding of Adhullahi and Amina

Will be able to say the story of Abdul-Mutalib and his son.

Teaching aids

Pictures showing the ancestry of Muhammad

The book of Siirah.

Learning and teaching methodology

Story telling

Discussion

Imitation

Lesson preparation

Read the writings that are related to those in the book of Seerah.

Lesson Exercises

Methodology

Start your lesson by asking questions from head on the last lesson and talk to pupils about Prophet Siirah

Lesson Delivery

Learning activity

Ask pupils questions that they can respond too with ease

Simple question for the pupils

1. Say the names of your ancestors
2. What was the name of Abdullahi's wife?

Responses to the questions

1. Encourage the pupils to say the names of their ancestors
2. Amina

Activity

Tell pupils to discuss about history and prophets in groups

Command the pupils to write in their exercise books the main point in the history of Prophet Seerah.

Answers to exercises in the Pupil's book on page 209

Teacher should consider answers from pupils' groups.

Criteria for Assessment

Insist on supporting pupils who need particular help. Put audio-visual sound system near them.

Relationship with other subjects

Social studies, history of other religions

4.3. Lesson 3: Life of Halima, the lady who looked after Muhammad

Objective of the lesson

Knowledge

A pupil will be able to talk about the life of Muhammad and Halima

Competence

A pupil will be able to talk about the life of Halima the lady who took care of Muhammad

Attitudes/Values

A pupil will be able to value Allah's blessings on His Prophet Muhammad

Practical ability

Pupils will be able to state the reason why Halima took care of Muhammad (peace be upon him).

Will be able to talk about the blessing Halima got by taking care of Muhammad (peace be upon him).

Lesson outcomes

Pupils will know why Halima took care of Muhammad (peace be upon him)

Will be able to talk about the blessings Halima got by taking care of Muhammad

Teaching aids

A picture showing the life of Halima's domestic animals compared to those of her neighbors

Learning and teaching methodology

Story telling

Conversations

Exercises

Lesson preparation

Prepare beforehand teaching aids like cards

Lesson exercises

Methodology

Start the lesson by asking questions about previous lesson

Lesson delivery

Learning activity

Ask questions which pupils can be able to answer with ease.

Give the correct answers to questions which pupils failed.

Simple questions for pupils

1. For how long did Muhammad stay with Halima?
2. Who was the first wife of Muhammad?

Responses to the questions

1. Four years
2. Khadidja

Activity

Help pupils to write about the life of Muhammad and Halima.

Move around the class observing pupils' work.

Discuss about the role of Halima in Muhammad's life.

Responses to exercises in pupils' book on page 210

Teacher receives and corrects pupils' responses in their groups

Guidance to the assessment

Request pupils in their groups to talk about Muhammad and Halima, later concentrate about pupils who need particular support.

Relationship with other subjects

History of Islamic faith

4.4. Lesson 4: Meeting of Muhammad and angel Jibril

Objective of the lesson

Knowledge

A pupil will be able to talk about the meeting of angel Jibril and Prophet Muhammad

Competence

A pupil will be able to talk about the meeting of the Prophet and angel Jibril in the cave of Hira

Attitude /Values

A pupil will be able to show the work of angel Jibril in increasing wisdom of Allah's Prophet Muhammad.

Practical Ability

Pupils will be able to say the time, where and how Allah's Prophet Muhammad met with angel Jibril.

Will be able to explain how Prophet Muhammad's first encounter with angel Jibril was.

Lesson outcomes

A Pupil will know how the first vision of Muhammad happened.

Teaching and learning resources

A manila paper drawn on the Hirah cave.

Learning and teaching methodology

Story telling

Conversations

Role plays

Lesson preparation

Use Seerah's book and consider more important units

Learning activity

Methodology

Start the lesson by asking questions about the previous lesson

Help the pupils to talk about the birth of Allah's Prophet Muhammad

Lesson Delivery

Learning activity

Ask a question which pupils can answer with ease

Simple questions for the learners

1. Who is the angel talked about in the Qur'an who visited Prophet Muhammad?
2. In which cave did angel Jibril appear to Muhammad?

Answers to the questions

1. Angel Jibril
2. Hirah

Activity

Tell pupils to write in their exercise books about the first appearance

Help pupils to discuss in groups about the first appearance.

Responses to exercises in pupils' book page 211

The meeting between angel Jibril and Prophet Muhammad.

Pupils will talk about:

- What had taken Muhammad to the cave?
- The reason why Jibril came
- What Jibril talked about with Muhammad?
- Why Muhammad did know how to read
- What Muhammad did after meeting with angel Jibril

Guidance to the assessment

- Ask pupils in their groups, to talk about angel Jibril's first appearance to

- Prophet Muhammad. Insist on helping pupils who need particular support
- Help pupils talk without fear

Relationship with other subjects

Social studies and history of other religions

4.5. Lesson 5: Traditions and values that characterized Prophet Muhammad

Lesson objective

Knowledge

A pupil will be able to summarize qualities of Prophet Muhammad

Knowledge ability

A pupil will be able to talk about the qualities of Prophet Muhammad

Attitude/Values

A pupil will be able:

To show the work of angel Jibril in increasing Prophet Muhammad's wisdom

Practical ability

Pupil will be able to know the qualities and values of Prophet Muhammad

Will try to imitate values of Prophet Muhammad

Lesson application to real life experience

Pupils will learn the behaviors of Prophet Muhammad

Will try to behave like Prophet Muhammad

Teaching aids

Manilla paper written on the values of Prophet Muhammad

Learning and teaching method

Story telling

Imitation

Exercises

Lesson preparation

Help pupils to read from the book of Seerah

Activity

Methodology

Start the lesson by asking questions about the previous lesson

Lesson Delivery

Learning activity

Help the pupils to read about the qualities of Prophet Muhammad

Show the pupils short video showing the history of Prophet Muhammad

Activity

Give pupils what to write in their exercise books

Move around the class to check if they are writing

Responses to exercises in pupils' book page 211

Qualities of Prophet Muhammad:

- Honest
- Respectful and caring
- Wise
- Trustworthy

Guidance to the assessment

In groups, pupils talk about the behavior of Prophet Muhammad

The teacher will adequately work with pupils who need particular help and the slow learners.

Give fast learners extra exercises

Prepare audio-visual sound system for learners with disabilities.

Relationship with other subjects

Social studies, history of other religions

Pupils' book page 212

Responses to practical exercises

1. Seven
2. Wise, integrity, was kind
3. Muhammad Bin Abdullah Ibn Abdul Mutalib
4. Monday, Rablul-Awual.12,570 AD

UNIT 5

UNIT 5: MORALS AND GOOD RELATIONS WITH OTHERS

Key competences: A pupil will be able to carry out acts of love to colleagues and care about environment which portrays the love towards Allah

Other related lessons

1. Love
2. Eating and drinking manners
3. Sleeping and waking up
4. Toilet manners
5. Dressing code and movement
6. Caring about environment
7. Greeting styles
8. Caring about creatures

About the lesson

Part one of this lesson shows the meaning of morals (akhlaq). People should love God first and show it by praying to Him and obeying His Commandments.

Another part shows in summary some Islamic behavior about eating, drinking, and toilet manners

Part three will be about conserving environment. That is why it is important to care about the environment because when we abuse it, we destroy life.

Learning out comes

Show acts of love to colleagues

Care about environment

Show all possible love towards God

Health issues

Differentiate our love towards God and to others

Explain the importance of conserving the environment

Values

Love and respect our colleagues without discrimination

Avoiding to destroy environment

5.1. Lesson 1 & 2: Love God and others as you love yourself

Lesson objective

Knowledge

Demonstrate acts of love to people

Knowledge ability

Talk about the goodness of loving God and for colleagues

Attitude and Values

Pupils will be able to state the purpose of loving God and our colleagues

Practical ability

Pupils will be able to explain the acts of loving God and their colleagues

Will state the importance of loving God and colleagues

Lesson application to real life experience

Pupils will demonstrate love towards God and to colleagues

Will know the importance of loving God and colleagues

Teaching aids

The book of *Hadith*

A p showing acts of God's love and colleagues

Learning and teaching methodology

Discussions

Imitation

Observation

Lesson preparation

Read about Hadith's prophecy about love

Prepare photos/pictures and other teaching and learning resources earlier

Lesson exercises

Start the lesson by asking questions about the previous lesson

Lesson Delivery

Learning activity

Ask questions to pupils which they can answer with ease.

Simple questions for pupils

1. We should love others as -----?
2. We obey God by-----?

Answers about the questions

1. As we love our selves
2. By praising Him

Show to learners pictures showing acts of love

God's message

Talk to pupils about the importance of loving God and our colleagues

Help pupils to talk about loving God and their colleagues

Activity

Help pupils to write in their exercise books about loving God and their colleagues

Move around and observe pupils' work

Responses to exercises in pupils' book page 214

- Praying
- Giving Zakat

- Helping the poor
- Reading the Qur'an
- Helping orphans

Guidance to the assessment

- In their groups ab, pupils discuss about acts of love
- Help slow learners and others who need particular help
- Observe properly and value pupils' responses

Relationship with other subjects

Social studies: Good manners and fostering culture

5.2. Lesson 3: How to eat and drink

Lesson objective

Knowledge

A pupil will be able to know how to eat and drink

Knowledge Ability

A pupil will be able to state the right way of eating and drinking

Attitude and values

A pupil will be able to practice the proper way of eating and drinking

Practical Ability

Pupils will be able to state proper ways of eating and drinking

Will be able to talk about the importance of following sunnat of God's Prophet about eating and drinking.

Lesson application to real life experience

Pupils will know how to eat and drink

Will eat and drink like Prophet Muhammad

Learning aids

A picture showing how to eat and drink

The book of Hadith

Learning and teaching methodology

Discussions

Games

Imitation

Exercises

Lesson preparation

Prepare the prophecy of Hadith about eating and drinking

Activity

Methodology

Begin the lesson by asking questions about the previous lesson

Lesson delivery

Learning activity

Ask the pupils questions about how they usually eat and drink

Discuss about the importance of following sunnat of God's prophet

Discuss about the proper way of eating and drinking

By the help of the teacher, pupils will write few things in their exercise books

Teachers move around the class checking on how pupils are writing

Responses to the exercises in pupil's

How to eat:

1. Start by saying Bismillahi
2. 6. After say Alhamdullah
3. Eat what is in front of you
4. Keep quite while eating
5. 2. Eat with right hand
6. 4. Do not eat with both hands

Guidance to the assessment

- In groups, pupils discuss about the proper way of eating and drinking
- Help those with disability in the same way like slow learners

Relationship with other subjects

Social studies; good manners and fostering culture.

5.4. Lesson 4: How to sleep and wake up

Lesson objective

Knowledge

A pupil will be able to show the proper way of sleeping and waking up

Knowledge ability

A pupil will be able to state the proper way of sleeping and waking up.

Attitudes/Values

A pupil will be able rightly carry out the action of sleeping and waking up

Practical Ability

Pupils will be able to properly state prophet's Sunnat about sleeping and waking up

Talk about Prophet's teachings about sleeping and waking up.

Lesson application to real life experience

Pupils will know the proper way to sleep and wake up

Will know the hadith of God's Prophet about proper way of sleeping and waking up.

Learning guide

A picture showing the proper way of sleeping and waking up

The book of Hadith

Methodology o Learning and Teaching

- Discussions
- Games
- Imitation

- Exercises.

Lesson preparation

Prepare teaching aids like cards before the lesson starts

Lesson exercises

Methodology

Start the lesson by asking questions from the previous lesson

Ask pupils about the proper way of sleeping and waking up

Lesson delivery

Learning activity

Ask pupils questions which make them share their experience about sleeping and how they recite dua after waking up.

Simple questions to ask the pupils

1. We must say -----before sleeping
2. God's Prophet used to do-----before going to bed
3. What do you do immediately after waking up?

Responses to the answers

1. Dua
2. Udhu
3. Recite dua for waking up

God's message

Discuss with pupils about the proper way of sleeping and waking up.

Discuss with pupils about prophet's hadith about the proper way of sleeping and waking up.

Discuss about the dua of sleeping and waking up.

Activity

Help pupils write in their exercise books about sleeping and waking up

Walk around the class and observe how pupils are writing

Responses to exercises in pupils' book page

How to sleep?

1. Recite dua before sleeping
2. Start sleeping by the right side rib
3. Perform ablution before sleeping
4. Do not sleep before eating

Guidance to the assessment

- In their groups, pupils demonstrate how to sleep
- Chose knowledgeable pupils talk about to sleep and wake up
- Teacher takes care of all pupils

Relationship with other subjects

Social studies: good manners and fostering culture

5.5. Lesson 5: How to go the toilet?

Lesson objective

Knowledge

A pupil will be able to show how Muslims properly use toilet

Knowledge ability

A pupil will be able to state how to use the toilet

Attitudes/Values

A pupil will be able to appreciate prophet's hadith about how to use the toilet

Practical Ability

Pupils will be able to state the right way to use the toilet

Will state the teachings of the Prophet about how to use the toilet

Lesson application to real life experience

Pupils will know how to use the toilet

Will believe in the prophet's teachings about how to use the toilet

Learning aid

Warm water

A picture showing how to use the toilet

The book of hadith.

Learning and teaching methodology

Discussions

Role-plays

Imitation

Exercises

Lesson preparation

Prepare learning aid before the lesson.

Learning activity

Methodology

Start the lesson by asking questions from the previous lesson

Ask the pupils what they do when they go to use the toilet

Lesson Delivery

Learning activity

Ask pupils questions to share ideas about how they sleep and recite dua after waking up

Simple questions for the pupil

1. Which leg do Muslims use when entering in the toilet-----?
2. It is not proper to use the toilet while.....?

Show them pictures of how to use the toilet

Responses to the questions

1. Left leg
2. Standing

Responses about exercises in Pupil's book

How to use the toilet?

- Use the left leg to enter
- Recite the payer for entering the toilet
- Do not ease yourself while standing
- Do not enter the toilet with the Qur'an
- Use the right leg to exit the toilet

Guidance to the assessment

In their groups, pupils show each other how to use the toilet

Chose pupils with competence t talk about how to sleep and wake up

Take care of all the pupils

Relationship with other subjects

Social studies: good manners and fostering good culture

5.6. Lesson 6: The manners of wearing clothes

Objective of the lesson

Attitudes/Values

A pupil will be able know the dress code for Muslims and how they walk as stipulated in Islamic faith

Knowledge

A pupil will state Muslims' dress code and how they walk

Practical Knowledge

A pupil will be able to appreciate hadith for God's Prophet about dress code and way of walking

Practical Ability

Pupils will know the dress code/dressing manners

Will discuss about how to walk

Will appreciate the teachings of God's Prophet about dressing manners and walking

Practical Ability

Pupils will state the dress code/dressing manners

Will talk about how to walk

Will appreciate the teachings of God's Prophet about the dressing code and walking

Lesson application to real life experience

Pupils will know the Islamic dress code and how they walk

Will appreciate the teachings of God's Prophet about dressing code and walking.

Learning aids

A picture showing dressing code and walking

The book of hadith

Learning and teaching methodology

Roleplays

Exercises

Discussions

Imitation

Lesson preparation

Prepare learning aids before the lesson begins

Learning activity

Methodology

Start the lesson by asking questions about the previous lesson

Lesson delivery

Learning activity

Tell the pupils to share ideas about dressing code or how they walk

Simple questions for the pupils

1. Clothes are meant for-----.
2. It is forbidden for man to wear-----plus-----

3. Which day does God's Prophet chose to travel?
4. Which day is suitable for you to travel? Why?

Responses to the questions

1. To hide their nakedness
2. Gold and copper
3. On Thursday
4. The answers vary

God's message

Help pupils to discuss about dressing code and walking

Activity

Help pupils write some things about dressing code and the way of walking

Check what pupils are doing out, find them in their seats

Relationship with other subjects

Social studies: good manners and fostering culture

5.7. Lesson 7: How to greet each other ?

Lesson objective

Knowledge

A pupil will know how to greet another person like it is required to be done by Muslims

Knowledge ability

A pupil will be able to state how Muslims greet each other

Attitudes/Values

A pupil will be able to appreciate teachings about greetings

Practical ability

Pupils will talk about the way of greeting

Will be able to greet like it is in God's hadith.

Lesson application to real life experience

Pupils will know how Muslims greet each

Will greet others like Hadith of God's prophet.

Learning aids

Drawings that show Muslims greet each

Pictures of people showing greetings

The book of Hadith.

Lesson preparation

Prepare pictures showing people greeting each other

Prepare drawings

Learning activity

Methodology

Start your lesson by asking questions about the previous lesson

Lesson delivery

Learning activity

Ask pupils to say how they greet people

Ask pupils questions that they can answer with ease

Simple questions to ask pupils

1. What do Muslims say when they greet each other-----,
2. A young person is the one supposed to greet-----.
3. It is not proper for men to touch in the palm of-----,

Responses to the questions

1. Asalaam aleykum
2. An elder
3. A lady who is not his wife

God's Message

Help pupils talk about how greetings are done

Activity

Advise pupils to be greeting each other

Help pupils write something in their exercise books

Check what the pupils are doing by finding them in their seats.

Responses to exercises in Pupil's book

Methods of greeting

- They say complete greeting
- A child greets an elder person
- A person standing greets the one seated
- Men should not wear clothes made from gold or silver

Guidance to the assessment

Group the pupils, after tell them to discuss about ways of greeting each other

Guide the pupils to greet each other in the right way.

Relevancy to other subjects

Social studies: good manners and fostering culture

5.7.1. Lesson 7: Caring about God's creation (The Almighty)

Lesson objective

Knowledge

A pupil will be able to strive and manifest values of living in a good place

Practical Knowledge

Pupils will be able to take care of the environment

Will be able to discuss about different ways of caring about creatures.

Attitudes/Values

A pupil will be able to avoid destroying environment

Practical Ability

Pupils will state the importance of caring about God's creation

Will always care about God's creation.

Learning aid

Drawings showing people taking care of different creatures

The book of Hadith

Pictures of people conserving different creatures.

Learning and teaching methodology

Hand work/Manual labor

Normal life experience

Exercises

Lesson preparation

Prepare pictures showing different creatures

Prepare pictures showing people caring about domestic animals

Activity

Methodology

Begin the lesson by asking questions about the previous lesson

Lesson delivery

Learning activity

Ask pupils simple questions that they can answer with ease.

Simple questions for pupils

State at least two names of God's creatures.

State two domestic animals that are eaten by man

Responses to the questions

Sheep, goat

Cows, hen

Tell pupils to say how they care about God's creatures

God's message

Guide pupils discuss about how they can take care of other God's creatures

Discuss with pupils about the importance of conserving environment.

Activity

Guide pupils write something in their exercise books

Check what the pupils are doing by finding them in their seats

Responses to exercises from Pupil's book on

Ways of conserving God's creation

- Giving them food and water
- Treating them when sick
- Caring about them all the time
- Slaughtering them in an appropriate way fit for the creature

Guidance to the assessment

Take pupil's to school's farm and take care of the domestic animals found there

Guide pupils to greet each other in a proper way

Lesson application to real life experience

Social studies: good manners and fostering culture

Lesson 8: Conserving the environment

Lesson objective

Knowledge

Pupils will be able to state basic things in conserving environment

Practical knowledge

Pupils will be able to state the meaning of environment

Will be able to discuss different ways of conserving environment

Attitudes/Values

A pupil will be able to avoid destroying environment

Practical ability

Pupils will explain the meaning of environment

Will talk about the advantages of conserving environment.

Lesson application to real life experience

Pupils will understand the real meaning of environment

Will state different ways of conserving environment

Will be happy to live in a clean place

Learning aids

Drawings showing people conserving environment

The book of hadith.

Learning and teaching methodology

Activity

Hand work/Manual labor

Normal life experience.

Lesson preparation

Prepare drawings and other learning / teaching resources earlier

Learning activity.

Methodology

Start the lesson by asking pupils questions about the previous lesson

Pupils will talk about what they do to conserve environment.

Lesson Delivery

Learning activity

Ask pupils about what they say when they were outside the class

Let the pupils give different responses.

Activity

Help pupils write something in the book

Observe what the pupils are doing by visiting them in their seats.

Responses to exercises found in Pupil's book

- Cutting the bushes
- Planting trees
- Not to cut trees from the roots
- To clear stagnant water
- To sweep at home

Guidance to the assessment

Take pupils outside and let them to do different activities of conserving environment on their own.

Relationship with other subjects

Social studies: good manners and fostering good culture.

Responses to end unit assessment,

1. Love ourselves
2. To make others happy
3. Alhamdulillah
4. Three times
5. To talk

Responses to assessment, Pupil's book

1. One
2. God(The Almighty)
3. Muhammad (peace be upon him).Adam(may God be pleased with him).Isa(God be pleased with him),Ibrahim(God be pleased with him),and (God be pleased with him)
4.
 - Wisdom
 - A person of integrity

- Innocent

5. Arabic

6.

a) Kaaf

b) Zee




c) Shiin

7.

a) KalaHu

h) Katabu

8.

(a)	(b)	(c)
		

1. Water

2. Subh

3. Maghrib-3

4. Dhuhr-4

5. Subh-2

6. Amina

7. 25 years

8. Al-Ameen

9. 12 years

10. God(the Almighty)

11. Left leg

12. Milk and meat