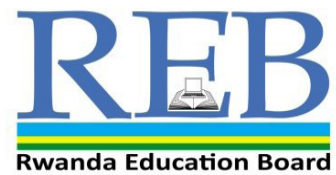**REPUBLIC OF RWANDA**

**MINISTRY OF EDUCATION**

**SUBJECT BASED TEACHER TRAINING MANUAL ON COMPETENCE BASED CURRICULUM**

**SOCIAL AND RELIGIOUS STUDIES (SSTs)**

**TRAINER'S MANUAL**

**OCTOBER, 2019**

# WELCOME NOTE

**Dear Teacher,**

The Rwandan Education philosophy for quality Education is to ensure that learners fully acquire and integrate knowledge, skills, values and attitudes at all levels of their Education. They are encouraged to bring their own real experiences and knowledge into the learning processes for an improved learning outcome.

This manual attempts to help teachers understand how to teach SSTs in the context of Competence Based Curriculum (CBC) for consistency and coherence in teaching and learning process. Learners acquire appropriate skills and are able to apply them in real life; make a difference not only into their own lives but also to the nation and the globe. During the national baseline survey on the implementation of CBC, it was revealed that teachers still need support in:

- Understanding of taught subjects in competence-based approach;
- Addressing cross-cutting issues in taught subjects;
- Developing and integrating generic competences in taught subjects;
- Understanding effective use of appropriate assessment techniques as they ask adequate questions during lesson delivery as they provide positive feedback to students;
- Building on student recorded progress build student portfolio.

We hope, it will help you to develop required knowledge, skills, values and attitudes to confidently adapt each activity, situation or scenario for improved learning outcomes.

My sincere appreciation goes to all people who contributed towards the development of this manual, particularly UR-CE lectures, TTC tutors, primary subject teachers, Development partners, the British Council and REB staff from different departments.

**Dr. NDAYAMBAJE Irénée**

**Director General of REB**

# ACKNOWLEDGEMENT

I would like to extend my sincere appreciation to all the people who contributed to the development of this manual.

Special acknowledgement goes to the British Council who supported the successful implementation of CBC via "Connecting Classroom" programme, by co-funding, providing the content and expertise in customization, design and layout of this manual.

I owe gratitude to UR-CE for availing lecturers to set manual structures during the initial work and quality assurance relevance of the content at the validation stage. This work wouldn't have been successful without the invaluable contribution of Secondary and Primary schools by allowing their teachers to work with REB in the development of this manual. Also, my sincere gratitude is extended to all other individuals whose efforts in one way or another contributed to the success of the development of this manual.

To conclude, my word of gratitude goes to the Rwanda Education Board staff particularly those from Teacher Development & Management and Career Guidance & Counseling Department (TDM&CGC), Curriculum, Teaching and Learning Resources Department (CTLR), Examinations, Selection and Assessment Department (ESAD), ICT in Education Department (ICTE) who participated tirelessly in the entire process.

**James NGOGA,**

**Head of Teacher Development & Management and Career Guidance & Counseling Department (TDM&CGC)**

# Contents

# BACKGROUND

The Curriculum for Rwandan schools at primary and secondary levels has been changed from knowledge and content-based to competence-based. Competence-Based Curriculum (CBC) is of great importance in aligning Rwanda's education to the social and economic demands of society. The CBC also presents answers to concerns about the capability and employability of school graduates.

The Competence-Based Curriculum (CBC) was launched in April 2015. Since then, teachers and school leaders underwent different induction trainings so far on 3 modules:

- Module 1: Role out of the Competence Based Curriculum
- Module 2: Implementation of Competence Based Curriculum in school
- Module 3: Reflection on teaching practices and focus on assessment

However, teachers are still struggling to embed/integrate generic competences in teaching and learning activities in different subjects. This has been observed in the gap analysis survey conducted by REB in collaboration with British Council and other development partners, whereby teachers still have development areas on:

- – Understanding their respective subject in competence based approach
- – How to address Cross-cutting issues in their taught subjects
- – How to develop and integrate generic competences in taught subjects
- – Understanding effective use of appropriate assessment techniques as they ask adequate questions during lesson delivery as they provide positive feedback to students
- – Building on student recorded progress build student portfolio.

To respond to these identified gaps, it was necessary to develop training manual that shows on how competence-based approach (generic competence, integration of cross cutting issues, assessment, etc…) can be embedded in different subjects including primary school examinable subjects namely Mathematics, English, Social and Religious Studies, Science and Elementary Technology and Kinyarwanda.

# INTRODUCTION:

The introduction of a competence-based curriculum in schools calls for comprehensive change and new thinking with regard to instructional approaches in teaching, learning and assessment processes. The teacher is the most important player in improving education quality and a key factor in determining learners' success.

Teachers need to be fully equipped with knowledge, understanding and practical abilities to embed/integrate the competence-based approach in classroom and outside the classroom.

It is therefore necessary to provide teacher training to equip teachers in different subjects with competences that will enable them to effectively handle challenges associated with the implementation of a competence-based approach in taught subjects.

The purpose of this manual is to help the teacher to actively integrate principles and features of Competence Bases approach in subject taught.

# LEARNING OBJECTIVES:

By the end of this training, teachers will be able to:

- Explain the rationale of teaching SSTs subject in Competence Based Curriculum (CBC)
- Address and integrate cross-cutting issues in SSTs subject
- Apply different teaching methodologies that help in developing and embedding/integrating generic competences in SSTs subject
- Understanding effective use of appropriate assessment techniques as the teacher asks adequate questions during SSTs lesson delivery and provides positive feedback to learners

- Building on learners recorded progress to build their portfolio.

# ABOUT THIS MANUAL

As shown by different surveys, most of teachers who teach SSTs face challenges of integrating cross-cutting issues and generic competences in real learning situations. Some other challenges that have been realized alongside the above mentioned are big size classes.

So, the goal of this manual is to assist teachers to incorporate transferable skills and cross cutting issues in order to improve students' learning. There is a need for teachers to apply active methodologies to support the development of the core skills. Teachers will develop these through subject based activities with support from the SSTs teacher training manual.

In order to provide quality education, SSTs teachers are expected to engage in professional development activities throughout their career. This allows them to deepen their knowledge, develop their skills and keep themselves updated with major changes affecting their profession.

This manual contains:

- Background ,
- Introduction,
- Units with their sessions
    - Unit one has  one session
    - Unit two has five  sessions
    - Unit three has six sessions
    - Unit four has three sessions
    - Unit five has three sessions

Each session is developed into activities and has the following main parts

a. Session title

b. Objectives

c. Materials

d. Time

e. Steps

f. Sequences

g. Synthesis /summary

h. Conclusion

- References
- Annex containing a Model lesson plans.

# EXPECTED OUTCOMES

By the end of this training, SSTs teachers will be able to:

- Integrate cross-cutting issues and generic competences in teaching and learning.
- Explain the structure of SSTs syllabus and linkage between topic area, units and number of periods.

- Formulate accurate instructional objectives
- Integrate assessment techniques throughout the lesson delivery and provide positive/constructive feedback.

# LIST OF ABBREVIATIONS USED

**ESAD**:  Examinations, Selection and Assessment Department

***7YGP** : 7 Years' Government Programme*

**A4**:  a standard paper size

**AIDS**: Acquired Immunodeficiency Syndrome

**CBA**: Competence Based Approach

**CBC**: Competence Based Curriculum

**CCIs**: Cross-cutting Issues

**CoP**: community of Practice

**CPD**: continuous Professional development

**CTLR**: Teaching and Learning Resources department

***EDPRS2**: Economic Development and Poverty reduction Strategies 2*

**ESSP**: Education sector strategic Plan

**GCs**: Generic Competences

**HIV**: Human Immunodeficiency Virus

**HoD**:  Head of department

**ICT**: Information and Communication Technology

**K.L.W:** I Knew, I learnt, I want to learn

**KBC**: Knowledge Based Curriculum

**MINEDUC**: Ministry of Education

**P**: primary

**REB**: Rwanda Education Board

**SSTs**: Social and Religious studies

**TDM&CGC**:Teacher Development & Management and Career Guidance & Counseling

**TTC**: Teacher Training College

**UR-CE:** University of Rwanda College of Education

INTRODUCTION TO THE WORKSHOP

## Welcome and introductions

The facilitator greets participants, introduces him or herself and welcomes them in the training.

On a circle, the facilitator invites participants to pair up and introduce one another. Participants will share names, school, hobbies and teaching experience. Then each of the participants introduces their partner.

The facilitator invites participants to join their seats and write their expectations of the training on a post note/piece of paper and asks participants to read. One of the participants will take note on a flip chart to read them later.

The facilitator invites participants to suggest common ground rules for the training, Ground rules are suggested and recorded on a flip chart.

## Examples of ground rules:

- *Phones in silence*
- *Respecting each other's ideas*
- *Active participation*
- *Avoiding unnecessary in and out movements*
- *Time management*
- *Staying focussed.*

## Rationale of subject based training.

The facilitator call participants to brainstorm on CBC training they attended (benefits, challenges)

## Conclusion (20 minutes)

The facilitator helps participants to read and understand objectives of the training.

## Key message:

i. **Importance of creating a good rapport in the classroom setting**

*It is important for teachers to introduce themselves when they enter class for the first time and at the start of every lesson. Setting ground rules helps teachers to hold students accountable of their teaching and learning activity especially discipline in the classroom. As the teachers collect learners' expectations at the beginning of the lesson they are able to understand and respond to their curiosity.*

### ii. Why subject based training.

*Since the launch of Competence-Based Curriculum (CBC) teachers underwent different trainings at different levels and times. However, teachers are still struggling to embed generic competences, cross cutting issues and assessment throughout teaching and learning activities in taught subjects. This has been observed in the gap analysis survey conducted by REB in collaboration with British Council and other development partners on implementation of CBC after three years. To remediate on the identified gap, teacher training on primary examinable subjects was initiated as response. It suggests active methodologies to be applied while teaching successful lessons. It proposes room for sharing experiences and suggests the ways forward. It guides the teachers on teaching best practices and integration of CCIs and competences as far as CBC is concerned".*

| Session 1 | **Challenges faced by teachers in teaching Social and Religious studies at primary level.** |

**Session objective:**

- By the end of the session, participants will be able to discuss about the challenges faced by Social and Religious studies teachers and suggest possible solution.

**Materials/resources:** projector**,** computer**,** flipchart, pens, markers, notebooks, scotch and papers.

### Introduction (5 minutes)

The facilitator building from previous activity invites participants to form groups and share the session objectives (depending on the situation the facilitator can use warm up)

### Session development (40 minutes)

**Activity 1**

Identification of challenges and proposed solutions

With an already prepared flip chart, the facilitator invites participants to write down the challenges related to the:

Subject

      a.   Learner

      b.  Teacher

faced in teaching/learning Social and Religious studies and how they can be solved.

The facilitator invites participants to present their findings.

| Challenges | Overcoming challenges |
|---|---|
| Challenges related to the teacher | |
| Teachers have low competence in English and this makes some teachers teach Social and Religious studies upper primary in Kinyarwanda. | Ongoing support to teachers on English proficiency according to their levels. |
| Teachers of Social and Religious studies have challenged in integrating ICT, Generic competences and Cross-cutting issues in teaching and learning. | Ongoing training provided to teachers through CPDs, COPs; modelling lessons that embed ICT, GCs and CCIs for teachers to learn best practices. |
| Some head teachers undermine Social and Religious studies and they give it to teachers who have not specialised in it. | Encourage and persuade head teachers to distribute subject to teachers taking into account their specialisation. |
| Social and Religious studies teachers have little capacity to adapt the content in the context of their location. | Training teachers and equip them with skills on how to customize the curriculum content to the school location. |
| Teachers are not skilled enough to use the local available environment in teaching Social and Religious studies. | Train teachers on how to improvise on local available resources while teaching Social and Religious studies and encourage CPD and consultation cultures among teachers at school level. |
| **Challenges related to the learner** | |
| Irregularity of some learners delays Social and Religious studies' teachers because it takes them time to help absentees catch up with others. | Parental and community leaders' mobilization and sensitization meetings on the importance of children punctuality and regularity at school. |
| Absenteeism of the learners | Working closely with local authorities |
| Learners with insufficient learning materials | Involving parents |
| Big size classes | Hiring more teachers and building more classrooms. |
| Family conflicts | Involving parents |
| **Challenges related to the subjects** | |
| Large content compared to the number of periods | Proposing on reviewing syllabi to match it with student and teacher's book |

| Filed work studies/ visits are not conducted in Social and Religious studies due to: | Train teachers on how to conduct field visit focusing on zero cost. |
|---|---|
| Teachers limited skills in conducting field studies, | If the visit requires funding, help the teacher understand on how to plan it and share with stakeholders on time. Mobilise the school heads and parents on the importance of the visits and attract them to solicit funds. |
| school insufficient funds, | |
| mindset of some teachers school leaders and parents. | |

## Conclusion (5minutes)

The facilitator addresses participants by putting emphasis on the fact that this training was prepared in response to teachers challenges in implementing CBC.

# UNIT 2 — GENERALITIES ON COMPETENCE BASED CURRICULUM

## Session 1 — Overview of the CBC

### Session objective(s)

By the end of the session, participants will be able to:

- Explain the concept of the CBC.
- Recognise purpose, principles and values of the CBC

**Materials/resources:** projector, computer, flipchart, pens, markers, notebooks, scotch, SSTs syllabi and papers, flash cards.

### Introduction (5 minutes)

The facilitator invites the participants through a warm up below:

**Warm up:**

**Chorus: Oh come and see the use of education (x2)**

**One participant:** I am a teacher

**All participants:** because of education

**One participant:** I can teach

**All participants:** because of education

(I am a doctor, I can ....; I am a farmer, I can....; I am an Engineer, I can....etc)

**N**ote**:** Depending on the subject, the facilitator can change the warm up to what to what suits them.

The facilitator displays/presents the chart with session objectives and invites one of the participants to read aloud.

### Session development (50 minutes)

#### Activity 1

**Defining the term curriculum, competence and CBC.** (*Curriculum Framework pre-primary to upper secondary 2015 preliminary page: x*)

The facilitator asks participants to work in pairs and discuss what they understand by the terms: **curriculum, competence and CBC.** S/he invites any three pairs to share in plenary.

The facilitator thanks all participants for their responses and share expected answers.

**Key message:**

***Curriculum:*** *The learning provided throughout the education system consisting of learning areas, subjects including knowledge and competences, cross cutting issues, basic and generic competences, skills and attitudes.*

***Competence:*** *is the ability to confidently use an appropriate combination of knowledge, skills, attitudes, and values for a successful accomplishment of a task.*

***A competence-based curriculum (CBC)*** *is a curriculum that takes learning to higher levels by providing challenging and engaging learning experiences which require deep thinking. This means going beyond the recall of information to a level of sufficient understanding for learners to be able to apply their learning in different situations.*

**Activity 2**

Recognize the purpose, principles and values of the CBC

The facilitator invites participants into three groups, give them a flip paper, markers, SSTs syllabi and ask them to discuss and write:

- Group 1:  The reasons behind shifting from Knowledge Based Curriculum (KBC) to Competence Based Curriculum(CBC)
- Group 2:  Principles underlying CBC
- Group 3: CBC values

Once all groups are done, the facilitator invites them to put up their work in different corners of the room.  S/he invites all members to do gallery walk, once they are in one corner, ask one member from that group to explain to them what they have done, ask them questions and also supplement (where applicable).

**Key message:**

After plenary discussion, the facilitator shares with participants flash cards with below text:

> **i.   Reasons behind shifting from KBC to CBC: (Curriculum Framework pre-primary to upper secondary 2015 pages: 8-9)**

*According to Vision 2020, EDPRS2, ESSP (2013-2018), 7YGP - the Rwandan  Curriculum requires a renovation;*

- To meet the demands of the country's vision and the dynamic global skills market demands.
- To allow the free movement of workers in the region and in the world.

*These involve turning Rwanda into a knowledge-based society whilst the aspiration is that the reformed curriculum should reflect the best of curricula in the developing world and embody best practices.*

*Therefore, CBC has been developed to ensure that the curriculum is responsive to the needs of the learner, society and labour market. This necessitates shifting from objective and knowledge based learning to competence-based learning. The emphasis has been to build more on knowledge, skills and attitudes, and values with best practices.*

### ii. CBC basic values (Curriculum Framework pre-primary to upper secondary 2015 pages: 17)

- *Dignity and integrity*
- *Self-reliance*
- *National and cultural identity*
- *Peace and tolerance*
- *Justice*
- *Respect for others and human rights*
- *Solidarity and for human rights*
- *Hard work, commitment and resilience*
- *Patriotism*

### iii. Principles and approaches underlying CBC (Curriculum Framework pre-primary to upper secondary 2015 pages: 19-21)

*Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. Each learner is an individual with their own needs, pace of learning, experiences and abilities. Teaching strategies must therefore be varied but flexible within a well-structured sequence of lessons. Learner-centred education does not mean that the teacher no longer has the responsibility of facilitating and guiding so that learning takes place. Below are principles that will contribute to the successful implementation of CBC:*

- *Learner centeredness*
- *Competence based approach*
- *Inclusiveness*
- *Transparency and accountability*
- *Integration of ICT as a tool*
- *Interconnection with cross-cutting issues*
- *Competence-based assessment*

**Conclusion (5 minutes)**

The facilitator uses the concentration game to recap the session (see appendices: warm ups)

The facilitator thanks participants for their responses and emphasises the meaning of competence Based curriculum and the reason behind it.

## Session 2    Developing competences

### Session objective(s)

By the end of the session, participants will be able to:

- Distinguish basic from generic competences.
- Describe the subject competences.

**Materials/resources: projector, computer,** flipchart, pens, markers, laptop, projector, textbooks, etc.

## Introduction (5 minutes)

The facilitator guides participants in reviewing the concept competence.

***Competence:*** *is the ability to confidently use an appropriate combination of knowledge, skills, attitudes, and values for a successful accomplishment of a task.*

The facilitator complements on participants responses and links them with the current session and shares the session objectives.

## Session development (50 minutes)

### Activity 1

**Differentiate basic competences from generic competences.**

The facilitator invites participants to pair up with the person on their right to read and discuss the text in the **Curriculum Framework pre-primary to upper secondary 2015 pages:** 26 – 31. The facilitator invites any three pairs to share their findings.

## Key message:

The facilitator sums up using below content

## Categories of Competences in Rwandan curriculum

*The priority competences for the national curriculum as identified in various policy documents (Vision 2020, EDPRS 2, ESSP, 7YGP) include* **basic and generic competences.**

***Basic competences are*** *priority competences for all learners that are developed into subject content as well as developed across subject.*

*List of basic competences:*

- *Numeracy; literacy*
- *Communication in official languages*
- *Science and technology*
- *ICT and digital competency*
- *Citizenship and national identity*
- *Entrepreneurship and business development.*

***Generic competences*** *are competences which lead learners to develop higher order thinking and can be developed in all subjects.*

*List of generic competences:*

- *Critical thinking*
- *Research and problem solving*
- *Creativity and innovation*
- *Communication*
- *Co-operation/Personal and interpersonal management; life skills*
- *Lifelong learning*

The facilitator asks participants to count up to five and then asks ones to go together up to fives. Each group is given a set of cut outs of competences mixed with their descriptors. Participants are required to sort them out and match each competence category with their descriptors.

## Expected answer

| Basic competences and their descriptors. | |
|---|---|
| **Basic competences** | **Descriptors : what learners are able to demonstrate during the learning process** |
| *Literacy* | – Reading a variety of texts accurately and fast.<br>– Expressing ideas, messages and events through writing legible texts in good hand-writing with correctly spelt words.<br>– Communicating ideas effectively through speaking using correct phonetics of words.<br>– Listening carefully for understanding and seeking clarification when necessary. |
| *Numeracy* | – Computing accurately using the four mathematical operations.<br>– Manipulating numbers, mathematical symbols, quantities, shapes and figures to accomplish a task involving calculations, measurements and estimations.<br>– Use numerical patterns and relations to solve problems related to everyday activities like commercial context and financial management.<br>– Interpreting basic statistical data using tables, diagrams, charts and graphs. |
| *ICT and digital competences* | – Locating, extracting, recording and interpreting information from various sources.<br>– Assessing, retrieving and exchanging information via internet or cell phones.<br>– Using cell phones and internet for leisure and for money transactions.<br>– Using computer keyboard and mouse to write and store information.<br>– Using information and communication technologies to enhance learning |

| | |
|---|---|
| *Citizenship and national identity* | – Relating the impact of historical events on past and present national and cultural identity. |
| | – Understanding the historical and cultural roots of Rwandan society and how the local super structure functions in relation to the global environment. |
| | – Demonstrating respect for cultural identities and expressing the role of the national language in social and cultural context. |
| | – Advocating for the historical, cultural and geographical heritage of the nation within the global dimensions. |
| | – Showing national awareness, a strong sense of belonging and patriotism. |
| | – Advocating for a harmonious and cohesive society and working with people from diverse cultural backgrounds. |
| *Entrepreneurship and business development* | – Applying entrepreneurial attitudes and approaches to challenges and opportunities in school and in life. |
| | – Understanding obligations of parties involved in employment. |
| | – Planning and managing micro projects and small and medium enterprises. |
| | – Creation of employment and keeping proper books of accounts. |
| | – Taking risks in business ventures and in other initiatives. |
| | – Evaluating resources needed for a business. |
| *Science and technology* | – Applying science and technology skills to solve practical problems encountered in everyday life including efficient and effective performance of a given task. |
| | – Develop a sense of curiosity, inquisitiveness and research to explain theories, hypotheses and natural phenomena. |
| | – Reasoning deductively and inductively in a logical manner. |
| | – Using and experimenting with a range of objects and tools of science and technology and drawing appropriate conclusions. |

**Generic Competences and their descriptors**

| *Generic Competences* | *Competence Descriptors: what learners are able to demonstrate during the learning process* |
|---|---|
| *Critical thinking* | – Think reflectively, broadly and logically about challenges encountered in all situations. |
| | – Weigh up evidence and make appropriate decisions based on experience and relevant learning. |
| | – Think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. |
| | – Explore and evaluate alternative explanations to those presented by others. |

| | |
|---|---|
| *Creativity and innovation* | – Responding creatively to different challenges encountered in life.<br><br>– Use imagination beyond knowledge provided to generate new ideas to enrich learning.<br><br>– Take initiative to explore challenges and ideas in order to construct new concepts.<br><br>– Generate original ideas and apply them in learning situations.<br><br>– Demonstrate resilience when faced with learning challenges. |
| *Research and problem solving* | – Be resourceful in finding answers to questions and solutions to problems.<br><br>– Produce new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions.<br><br>– Explain phenomena based on findings from information gathered or provided. |
| *Communication* | – Communicating and conveying confidently and effectively information and ideas, through speaking and writing and other forms of communication, using correct language structures and relevant vocabulary in a range of social and cultural contexts.<br><br>– Comprehending language through listening and reading.<br><br>– Using oral and written language to discuss, argue and debate a variety of themes in a logical and appealing manner.<br><br>– Communicate clearly and confidently using a range of linguistic, symbolic, representational and physical expression.<br><br>– Developing and communicating formal messages and speech appropriate to the target recipient or audience. |
| *Cooperation, interpersonal management, life skills* | – Co-operating with others as a team in whatever task assigned.<br><br>– Adapting to different situations including the world of work.<br><br>– Demonstrating a sense of personal and social responsibility and making ethical decisions and judgments.<br><br>– Respect others' rights, views and feelings.<br><br>– Having positive ethical and moral attitudes with socially acceptable behaviour.<br><br>– Perform practical activities related to environmental conservation and protection.<br><br>– Advocating for personal, family and community health, hygiene and nutrition.<br><br>– Developing motor skills to perform a variety of physical activities for fitness, health, leisure and social interaction. |

| Lifelong learning | – Taking initiative to update knowledge and skills with minimum external support. |
|---|---|
| | – Coping with the evolution of knowledge and technology advances for personal fulfilment |
| | – Seeking out acquaintances more knowledgeable in areas that need personal improvement and development. |
| | – Exploiting all opportunities available to improve on knowledge and skills. |

**Activity 2**

**Linkage of subject competences**

The facilitator invites participants to form small groups and asks them to read through the Social and Religious studies syllabus and show the relationship among **competences developed within Social and Religious studies syllabus.**

**Key message (***School-Based Continuous Professional Development Manual Phase 1:2017 page143***)**

***Broad Competences*** *are competences (knowledge, skills, attitudes and values) to be shown by learners at the end of learning cycle. Namely at the end of the conclusion of elaborated at the end of academic year*

***Key Competences*** *are competences (knowledge, skills, attitudes and values) to be shown by learners at the end of learning cycle. Namely at the end of the conclusion of elaborated for the end of learning cycle, namely at the conclusion of each years.*

***Key Unit Competence*** *are competences (knowledge, skills, attitudes and values) to be shown by the learner at the end of the unit.*

***Learning Objectives*** *are specific knowledge, skills, attitudes and values that the learner acquires and develops within lessons in a unit.*

***Instruction objective:*** Is a precise statement of what learner will be able to do at the end of a lesson (single or double periods)

**The chart below shows the** linkage between competences.

BROAD SUBJECT COMPETENCES

KEY COMPETENCE

KEY UNIT COMPETENCE

LEARNING OBJECTIVE
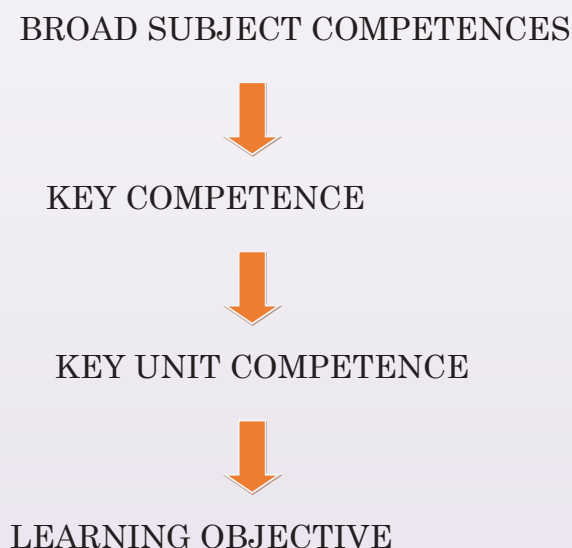
INSTRUCTION OBJECTIVE

**e.g:**

Develop a responsible behaviour in addressing social challenges such as HIV/AIDS protection of the environment family planning, population growth, gender equity and human and children's right-( *End of P6 bullet 5 Social and Religious studies syllabus upper primary P4-P6 2015 page:8*)

Demonstrate awareness towards national issues such as gender, culture of saving, health and wellbeing, living in harmony with others. **(*End of P4 Social and Religious studies syllabus upper primary P4-P6 2015 page: 22*)**

Recognise basic human and children's rights and fight for them (*End of Unit in P4- Unit 2, (Social and Religious studies syllabus upper primary P4-P6 2015 page: 25*)

Respect principles of human and children's right (*One of the objectives under skills bullet 1 Unit2, P4 Social and Religious studies syllabus upper primary P4-P6 2015 page: 25*)

Given pictures in Social studies **pupil's book 4 page 21-23**, the learner will be able to acurately define child abuse and discuss forms of child abuse.

## Conclusion (5 minutes)

The facilitator asks participants to share what they have learnt new from the session. S/he harmonises and reminds them the difference between basic and generic competences and how subject competences are linked to each other.

| Session 3 | Difference between knowledge based Curriculum (KBC) and competence based Curriculum (CBC) |
|---|---|

## Session objective(s)

By the end of the session, participants will be able to:

- Differentiate knowledge based curriculum (KBC) from competence based Curriculum (CBC).
- Identify the role of competence-based curriculum and apply competence based approach throughout teaching and learning activities.

**Materials/resources:** Flipchart, pens, markers, laptop, projector, notebooks, masking tape,

## Introduction (5 minutes)

The facilitator invites participants to brainstorm on different approaches that can be used in teaching and learning activities.

## Expected answer:

- Question in corners
- outdoor activities/
- field visit,

- project work,
- group work,
- role play,
- case study etc

*The facilitator will give constructive comments on the given answers and then shares the session objectives.*

## Session development (50 minutes)

### Activity 1

**Differentiating Knowledge Based Curriculum from Competence Based Curriculum.**

Using think – pair – share, the facilitator invites participants to discuss the difference between knowledge based curriculum (KBC) and competence based curriculum (CBC) and present their findings

## Key message (Teacher training Manual on the Roll out of the competence Based-Curriculum 2015 page3-4)

***Definition of Knowledge Based Curriculum:*** *it uses the approach that puts the teacher in the centre of learning. This approach focuses on the content that is taught in the classroom and does not give room to learners to link learning and its relevancy in daily life. It assesses against the content covered than focusing on acquired skills.*

***Definition of Competence-based Curriculum****: In this curriculum the approach of teaching and learning is often used in learning concrete skills than abstract learning. In the Teaching / Learning process, this approach allows students to acquire sustainable skills that can help them in their education and in their daily lives.*

## Difference between Knowledge-based and Competence-based Curriculum

| Knowledge based curriculum | Competence based curriculum |
|---|---|
| *Focuses on subject content and what learners can know and memorize rather than what they can do.* | *Focuses on what learners can do and apply in different situations by developing skills, attitudes and values in addition to knowledge and understanding.* |
| *The learning process is teacher cantered with minimum involvement of the learners.* | *The learning process is learner focused where a learner is engaged in active and participatory learning activities.* |
| *The teacher provides the subject content concepts, through writing or dictating notes and practical demonstration where experiments are required.* | *The learner builds new knowledge from prior knowledge through discovery and problem solving based learning (constructivist theory).* |

| | |
|---|---|
| *The teacher decides what to teach and how to deliver the content without considering the needs and interests of the learners.* | *The learner helps to decide what to learn and at what place and the learning is through one competence at a time by units or modules of learning.* |
| *The assessment is after a period of time through tests or exams of pen and paper.* | *The assessment is an integral part of the learning process and takes place all the time either informal or formal methods.* |
| *The assessment is norm referenced for the purpose of ranking or selection mainly.* | *The assessment is mainly criterion referenced for the purpose of evaluating and measuring what learners are able to demonstrate.* |
| *Assessment is based on assessing knowledge (focusing on what learners have memorized)* | *A learner is given a complex situation related to their everyday life and asked to try to overcome the situation by applying what they have learned.* |
| *Records show only naked scores or grades without indicating what the learners have demonstrated.* | *Records show clear statements about competence achievement are necessary for feedback* |

### Activity 2

**The role and application of competence based curriculum in teaching and learning**

Using think, write, pair and share, the facilitator asks participants to discuss the role of competence based curriculum in teaching and learning and how they apply it in their daily teaching and learning activities.

The facilitator invites paired participants to share their partner's experience while others comment and complement.

### Key message:

### The role and application of Competence Based Curriculum in teaching and learning

- CBC Is designed to help learners to acquire academic knowledge, develop and apply skills for lifelong learning that are needed to be fully prepared for college, career and life.
- *CBC helps to recognize the individual differences and enable the facilitator to help learners according to their pace.*
- *CBC considers learners needs and interest*
- *CBC helps learners to think imagine, innovate and creative*

- *CBC Promotes the development of the higher order thinking skills.*
- *CBC focuses on what student learns and not on the time spent in the classroom.*
- *CBC increases student engagement because they have ownership over their learning.*
- *CBC enables students demonstrate practical skills and tangible outcomes to determine competence and not just the possession of theoretical knowledge.*

## How to apply Competence based curriculum in teaching and learning.(TTC orientation manual 2019 page20)

*Competences are acquired over time through the cumulative effect of a competence approach to learning. It should be noted that competences are rarely developed in isolation. They are interconnected and developed simultaneously.*

*Students need to be engaged in practical, contextualized and complex learning situations through which application of learning is constantly developed. The teachers should strive to have active teaching and learning techniques when planning activities within a lesson and the activities should challenge students to think critically, carry out research, solve problems, be creative and innovative, communicate and co-operate. Applying competences requires teachers to adopt approaches that encourage and enable students to develop knowledge, skills and values as well as generic competences by engaging in active learning.*

## Conclusion (5 minutes)

The facilitator summarises the session by putting emphasis on the importance of using active methodologies because they enable learners to gain knowledge and acquire required skills and values a universal citizen.

## Session 4 — Addressing cross-cutting issues.

### Session objective(s)

By the end of this session, participants will be able to:
- Describe the eight cross cutting issues
- Explain the importance of addressing cross-cutting issues in teaching and learning activities.

**Materials/resources**: teacher training manual, flipchart, pens, markers, laptop, projector, notebooks, hand outs

### Introduction (5 minutes):

The facilitator uses the warm up related to the session to start. (Optional)

The facilitator displays/presents the chart with session objectives and invites one of the participants to read aloud.

## Session development (50 minutes):

### Description of cross cutting issues

    a. The facilitator asks participants what they understand by "Cross-cutting issues." s/he gives chance to some participants to share in plenary and harmonises.

    a.  The facilitator hands out to participants pieces of papers, some having cross-cutting issues names and others having their descriptors statements and match them.

## Key message: (Curriculum Framework pre-primary to upper secondary 2015 pages 21–24)

**Cross-cutting issues** *are important for learners to learn about and must be integrated across learning areas appropriately since they are not confined to one subject. The issues are embedded within all subjects across the years rather than having a dedicated timetable slot of their own. Integrating CCIs will provide an opportunity for learners to acquire knowledge; skills and values which will enable them address salient issues in their lives and in the community. The issues include but not limited to the following;*

*Genocide studies, Environment and Sustainability, Peace and Values Education, Gender, Comprehensive Sexuality Education, Financial Education, Standardization Culture and Inclusive Education*

## Describing the eight CCIs:

| CCI | Descriptor |
|---|---|
| *Comprehensive Sexuality Education* | *Equips children, adolescents, and young people with knowledge, skills and values in an age appropriate and culturally gender sensitive manner so as to enable them to make responsible choices about their sexual and social relationships, explain and clarify feelings, values and attitudes, and promote and sustain risk reducing behaviour.* |
| *Environment and sustainability* | *Its integration in the curriculum focuses on and advocates for the need to balance economic growth, society well-being and ecological systems. Learners need basic knowledge from the natural sciences, social sciences, and humanities to understand to interpret principles of sustainability.* |
| *Genocide studies* | *The Rwandan children should know about the Genocide perpratrated against Tutsi in 1994 and other Genocides which took place across the globe. They should know what caused the genocide in Rwanda, its planning and execution, how it was stopped and what the consequences have been. Rwandan children should take part in fighting genocide ideology and genocide denial.* |

| | |
|---|---|
| **Peace and Values Education** | *It is defined as education that promotes social cohesion, positive values, including pluralism and*<br><br>*personal responsibility, empathy, critical thinking and action in order to build a more peaceful society.* |
| **Financial Education** | *Its integration aimed at a comprehensive*<br><br>*Financial Education as a precondition for achieving financial inclusion targets and improving the financial capability of Rwandans so that they can make appropriate financial decisions that best fit the circumstances of one's life.* |
| **Gender** | *It will be understood in school beginning with family complementarity, gender roles, responsibilities, the need for gender equity and equality, gender sensitivity, gender mainstreaming and other related issues.* |
| **Standardisation Culture** | *Rwanda, it will be promoted through formal education and plays a vital role in terms of health improvement, economic growth, industrialization, trade and general welfare of the people* |
| **Inclusive Education** | *It is based on the right of all learners to a quality and equitable education that meets their basic learning needs, and understands the diversity of backgrounds and abilities as a learning opportunity* |

### Activity 2

**Explain the importance of addressing cross cutting issues**

The facilitator guides participants through think-write-pair and share about the importance of addressing cross cutting issues. S/he chooses some pairs to share with the whole group and after she/he summarises the main ideas. Thank participants and share expected answers.

### Key message:

*Cross-Cutting issues must be integrated in teaching and learning because it is important for learners to not only have academic knowledge, but also to know how that knowledge affects their lives and the world at large. Connecting school to social and professional lives, help learners to be fully prepared as good citizens, who strive to build a better Rwanda and the Globe.*

### Conclusion (5 minutes)

The facilitator asks participants to share what they have learnt from the session.

The facilitator emphasises on the fact that CCIs are issues that learners should be aware of, which are not confined to a single subject.

## Session objective(s)

By the end of the session, participants will be able to:

- Discuss learner centred and competence based approaches in CBC
- Apply leaner-centred methodology in developing learners' competences

**Materials/resources:** projector, computer, flipchart, pens, markers, notebooks, scotch and papers.

## Introduction (5 minutes)

The facilitator introduces the session by using a warm up activity.

S/he facilitator shares session objectives and help participants to understand them.

## Session development (50 minutes)

**Activity 1**

**Learner centred approach versus Competence based approach (Curriculum Framework pre-primary to upper secondary 2015 page 19-20)**

a. In plenary discussion, the facilitator asks participants to share their daily teaching practices and identify the difference between learner-centred and teacher centred methodology.

## Expected answers:

| Teacher centred methodology | Learner centred methodology |
|---|---|
| Lessons are based on memorisation or rote learning | Learners are engaged in activities that help understand what they are learning |
| The teacher takes much time than learners | Learners' talk time is more than the teacher's |
| The learners silently copy notes from the chalkboard and do not ask questions | Learners feel free to ask questions if they don't understand. |
| The teacher does not know the learners | The teacher knows the names of the learners |
| The teacher lectures the class for most of the lesson. | Lessons are enjoyable and fun. |
| | The classroom has many visual aids and learners interact with them. |
| The teacher does not check that the learners really understand. | Learners feel happy and confident, they are not shy. They try to answer and learn from their mistakes. |
| Learners are afraid of the teacher. The teacher has a stick. | |
| The learners always sit in rows facing the teacher. | The teacher organises the desks in the classroom in different ways depending on the activity. |

b. The facilitator invites participants to pair up and discuss learner centred approach compared to competence based approach in competence based curriculum. S/he samples some pairs to share with the whole group then harmonises their answers.

## Expected answer:

### *Learner-centered approach.*

*It is an approach where teaching and learning must address learners' individual needs, interests, abilities and backgrounds, creating an environment where learning activities are organized in a way that encourages learners to construct the knowledge either individually or in groups in an active manner.*

### *Competence-based approach*

*This is an approach where teaching and learning is based on discrete skills rather than dwelling on only knowledge or cognitive domain of learning. Learners work on competences through units with specific learning outcomes broken down into knowledge, skills and attitude. The student is evaluated against a set of standards to achieve before moving on. The learning activities should be learner-centred rather than the traditional didactic approach.*

### Activity 2

**Techniques to apply learner centred methodology in developing learner's competences.**

The facilitator invites participants to form groups and requests each group to identify and discuss learner centred teaching and learning techniques/strategies that can help develop learner's competences.

The facilitator invites participants for plenary presentation.

## Expected answer:

*Designed activities should reflect active teaching and learning methods like Think-Pair and Share, group discussions, role play, questions in corners, speed dating, hot seat, debate, gallery walk, carousel and field visit.*

*Note: for more details on the above methodology definitions, please refer to "Teacher training Manual on the Roll out of the competence Based-Curriculum 2015 pages: 37-41"*

## Conclusion (5 minutes)

The facilitator invites participants to share examples of teaching strategies that they think are Learners centred and can help learners develop competences.

The facilitator shares with participants' good examples of active teaching and learning methodologies/strategies that teachers can use to develop learners' competences.

# UNDERSTANDING SOCIAL AND RELIGIOUS STUDIES IN COMPETENCE BASED CURRICULUM (CBC)

## Session 1 — Rationale of Social and Religious studies Syllabus in CBC

### Session objective(s)

By the end of the session, participants will be able to:

- Explain the rationale of teaching and learning Social and Religious studies
- Draw the connections between Social and Religious studies and the society,

**Materials/resources:** teacher training manual, Social and Religious studies syllabi, flipchart, pens, markers, laptop, projector, notebooks, masking tape, etc..

### Introduction (5 minutes)

By using cabbage game the facilitator asks participants to answer the questions in the cabbage (questions should be related to previous units and easy to answer)

### Session development (30 minutes)

#### Activity 1

*Explaining the rationale of learning Social and Religious studies (Curriculum Framework pre-primary to upper secondary 2015 pages: 51-52)*

The facilitator hands out printed copies of lower primary and upper primary social and religious studies.

The facilitator guides participants in forming groups depending on their size.

In groups, participants discuss the importance of teaching and learning Social and Religious studies. Each group shares their ideas as instructed by the facilitator.

The facilitator harmonises the presentation.

### Expected answer:

### Key message:

**Social and Religious studies help learners to:**

- Practise appropriate civic, personal, moral and religious norms and values;
- Demonstrate respect for the cultural identity, heritage and values of themselves and others;
- Prepare themselves as productive, responsible citizens and confident lifelong learners;

- Appreciate values of good citizenship; the interdependence among people, the physical environment, and how it affects people's lives;
- Participate in the main activities that generate wealth in Rwanda;
- Develop responsible behaviours in addressing social challenges such as HIV and AIDS, protection of the environment, reproductive health, family planning, population growth, gender equity, human and children's rights.

### Activity 2

**Explaining the link between Social and Religious studies and the society**

The facilitator invites participants to form small groups and discuss about:

- The link between Social and religious studies and society
- The role of learning Social and Religious Studies for learners

Groups hang their findings on the wall as other groups members do gallery walk and complement where necessary. The facilitator brings the team together and harmonizes the work done.

## Key message:

**The link between Social studies and society** *(Social and Religious studies syllabus upper primary P4-P6 2015 page 6; For lower primaryP1-P3 page: 1)*

- *Social and Religious studies like other disciplines aims at improving human life particularly as an individual and as a part of society at large. It handles national cross cutting issues (reproductive health and family planning, environment conservation, financial education, peace education and genocide, information and communication and technology, Ndi umunyarwanda, Itorero ry'igihugu and nutrition) that affect human kind now and then, across years and cycles. Therefore, Social and Religious studies explore them and give learners survival skills and ways to challenge those issues to be able to become future successful citizens.*
- *It develops acceptable behaviours, values and attitudes towards self, others and God;*
- *It provides opportunities for social interaction for the development of social identity, self-confidence and self-esteem,*
- *It provides opportunities for exposure as key tools opening doors to the world and variety of learning.*

**The role of Social studies to the learner** *(Social and Religious studies syllabus upper primary P4-P6 2015 page 6; For lower primaryP1-P3 page: 1)*

- *Competence based Social studies syllabus aims at developing the learner's curiosity about the understanding of people and their social and physical environment. It differs from the old curriculum, which was more focused on what the learner should know.*
- *It focuses on offering learners knowledge, skills, values and attitudes that will empower them to participate harmoniously and productively in developing themselves and their society. In this regard, the learner should learn to critically analyse, argue, work autonomously and co-operate with others.*

**The link between Religious education and the society** *(Social and Religious studies syllabus upper primary P4-P6 2015 pages: 85-86; For lower primaryP1-P3 page:79)*
*Religious education contributes to the well-being of the society by promoting mutual respect and tolerance.*

- *It promotes values such as faithfulness, generosity, honesty, peace, dignity, goodness, respect, responsibility, self-control, self-esteem and accountability that will help learners to make to good decisions and sound judgment and to permeate the rule of law.*

- *It helps citizens to be accountable and responsible for their actions reminding them of the existence of a transcendent being. It helps people to live in harmony and peace with values based on the fact they were all created by God and created equally.*

**The role of Religious education to the learner** *(Social and Religious studies syllabus upper primary P4-P6 2015 page: 86;* **For lower primaryP1-P3 page: 80)**

- *Religious education offers grounds for finding a meaningful life and the true path to righteousness.*
- *It helps learners to acquire knowledge, skills, attitudes, values and social competences, necessary for the development of Rwandan society.*
- *The Religious Education subject syllabus will contribute to the moral and spiritual development of young people by instilling necessary values such as faithfulness, generosity, honesty, goodness, respect, responsibility, self-control, self-esteem and accountability that will help them to make to good decisions and sound judgment about moral and life issues while developing life skills.*
- *It also provides the learner with the opportunity to understand with depth and nuance many religious beliefs and rituals.*
- *Religious education provokes discussions and questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. Hence, it helps learners to develop intellectual and moral integrity.*
- *Religious education helps learners to understand, question, criticize, investigate, appreciate, challenge and evaluate religious and social phenomena in order to be able to make good decisions in the society.*
- *Teachers will want all their pupils to learn and grow in an environment that is free from any kind of bullying and discrimination. They will take proactive steps to create an environment where all pupils are treated with respect and can be themselves. They will encourage pupils to explore their own ideas and views*

### Conclusion (5 minutes)

The facilitator invite participants to reflect on what they have learnt and s/he summarises telling them that Social and religious studies are subjects that shape the human being in both nature and spirit. S/he insists that both teachers and learners should value it to promote the practice of appropriate civic, personal values, moral and religious norms, and d*emonstrate respect for the cultural identity and heritage.*

### Session 2   Structure of Social and Religious studies syllabus

### Session objectives:

By the end of the session, participants will be able to:

- Describe the components of Social and Religious studies syllabus.
- Understand the structure and linkage among topics, subtopics, units and related number of periods in Social and Religious studies syllabus.

**Materials/resources:** teacher training manual, core and Social and Religious studies syllabus, flipchart, pens, markers, laptop, projector, notebooks, etc

## Introduction (5 minutes)

The facilitator shares the objectives of the session with participants.

## Session development (60 minutes)

### Activity 1

**Description of Social and Religious studies syllabus components.**

The facilitator groups participants and distributes the Social and Religious studies syllabi (**for upper and lower primary**) among groups. S/he instructs participants to read and describe components of Social and Religious studies syllabus. Each group will share their findings.

### Expected answers:

Social and Religious studies syllabus is composed of seven main elements:

*Introduction:* Is composed of the background to the syllabus review, the rationale behind teaching and learning a given subject.

*Pedagogical approaches:* Highlight guidelines on active learning (interactive and participatory methods) aimed at developing competences in the students.

*Assessment approaches:* Demonstrate competence-based assessment guidelines, whereby a learner is given complex real life situations and tries to overcome problems by applying what he/she learnt.

*Resources:* Indicate various infrastructure, equipment and human resources for successful implementation of the CBC.

*Syllabus units:* Indicate the unit structure: Topic area, subtopic area, key unit competence, learning objectives, content, learning activities, the link to other subjects, assessment criteria and materials to be used in teaching and learning a given unit.

*References:* Indicate a list of all resources used throughout the development of the syllabus.

*Appendix:* Shows the subject overview and weekly time allocation for each subject

### Activity 2

**Linkage among topics and units that are taught in Social and Religious studies**

The facilitator splits participants in four groups, s/he tasks:

- **Group 1:** to use Social and Religious studies syllabus and draw the linkage among topic areas, sub-topic areas, units and number of periods in **Social studies** lower primary
- **Group 2:** to use Social and Religious studies syllabus and draw the linkage among topic areas, sub-topic areas, units and number of periods in **Social studies** upper primary
- **Group 3:** to use Social and Religious studies syllabus and draw the linkage among topic areas, sub-topic areas, units and number of periods in **Religious studies** lower primary
- **Group 4:** to use Social and Religious studies syllabus and draw the linkage among topic areas, sub-topic areas, units and number of periods in **Religious studies** upper primary

The facilitator invites participants to share their findings.

**Possible answers:**

*Every lesson that a teacher handles in Social and Religious studies contributes a lot to the individual learners' learning achievement at all levels of primary. The moment a learner continues learning with a certain gap, this will hinder him or her from realising his/her dreams. What we teach is a foundation of what will be taught in the upcoming levels.*

VERTICAL LINKAGE AMONG TOPIC AREA, SUBTOPIC AREAS, UNITS AND NUMBERS OF PERIODS IN UPPER PRIMARY SOCIAL STUDIES

| Topic | Sub-topic | Year | Unit number. | Nbr of periods |
|---|---|---|---|---|
| COMMUNITY | Our district | P4 | Unit1: Social economic activities in our district. | 6 |
| | Our province | P5 | Unit1: Our Province and its location in Rwanda. | 4 |
| | Our country | P6 | Unit1: Our country. | 4 |
| PEACE EDUCATION AND HUMAN RIGHT | - | P4 | Unity2: basic human and children's right. | 10 |
| | - | P5 | Unity2: Complementarily and social cohesion in the society | 10 |
| HEALTH AND WELL BEING | - | P4 | Unity3: Hygiene. | 5 |
| | - | P5 | Unity3: Hygiene and sanitation. | 10 |
| | - | P6 | Unity3: Hygiene. | 5 |
| WEALTH | - | P4 | Unity 4: Economy | 5 |
| | - | P5 | Unity 5: Economy | 6 |
| | | | Unity6: Social rervices and important places. | 6 |
| | - | P6 | Unity 4: Public places and asserts in our Country. | 3 |
| | Money | | Unity 5: Budget. | 4 |
| CIVIC EDUCATION | - | P4 | Unity5: Civics and governance. | 7 |
| | - | P5 | Unity 4: Civics and governance. | 8 |
| | - | P6 | Unity2: Civics and governance. | 16 |

| | | | | |
|---|---|---|---|---|
| GEOGRAPHY | Direction and location | P4 | Unity 6: Important places and public asserts in our district. | 6 |
| | Environmental geography | | Unity 7: Weather, flora and fauna. | 14 |
| | Demography and Population | | Unity 8 : Population census. | 6 |
| | Economic Geography | | Unity 9: Infrastructure | 6 |
| | | P6 | Unity 7: Economic activities. | 3 |
| | Environment | P5 | Unity 7: Environment and climate in our province. | 10 |
| | - | | Unity 8: Population. | 5 |
| | - | | Unity 9: Infrastructure. | 10 |
| | Physical Geography | P6 | Unity 6: Direction and location. | 4 |
| | - | | Unity 8: Natural resources. | 4 |
| | Human Geography | | Unity 9: The People of East Africa. | 2 |
| | Infrastructure | | Unity 10: Transport and communication. | 4 |
| HISTORY | Main elements for History of Rwanda and the region. | P4 | Unity 10: Traditional Rwanda. | 6 |
| | History of Rwanda | P5 | Unity 10: Colonial Rwanda. | 13 |
| | History of Rwanda and the region. | P6 | Unity 11: Post independent Rwanda. | 6 |
| | | | Unity 12: Genocide against the Tutsi. | 5 |
| | | | Unity 13: Effects of foreigners in East Africa. | 5 |

## VERTICAL LINKAGE AMONG TOPIC AREA, SUBTOPIC AREAS, UNITS AND NUMBERS OF PERIODS IN UPPER PRIMARY CHRISTIAN RELIGIOUS STUDIES

| Topic area | Subtopic area | Year | Unit | Nbr of periods |
|---|---|---|---|---|
| HOLY SCRIPTURES AND BELIEFS | Creation and God's revelation | P4 | Unit 1: respect of God's Revelation. | 8 |
| | Salvation and Humanity. | | Unit 2: Vocation of Israelite People. | 12 |
| | Revelation of God and Biblical studies. | P5 | Unit 1: Notion of the Bible. | 10 |
| | Salvation of human kind. | | Unit 2: the first Christian communities. | 6 |
| | Creation and God's revelation | P6 | Unit 1: God's revelation in History. | 9 |
| | Salvation and Humanity. | | Unit2: The Holy Trinity as communion of God's love. | 12 |
| CHRISTIAN VALUES | Worship | P4 | Unit 3: God's commandments. | 8 |
| FAIRTH AND PRAYER. | Christian Worship | P4 | Unit4: The blessed virgin Mary. | 8 |
| SPIRITUAL AND MORAL VALUES | Spiritual Growth | P5 | Unit 3: Acts of Charity and faith. | 8 |
| | | P6 | Unit 3: Relationship and Friendship | 15 |
| FAIRTH AND PRAYER. (SPECIFIC CATHOLIC) | Christian Worship | P5 | Unit4: the importance of the sacraments. | 4 |
| FAIRTH AND PRAYER. (SPECIFIC PROTESTANT) | | | Unit5: the importance of the sacraments. | 5 |

| Topic area | Subtopic area | Year | Unit | Nbr of periods |
|---|---|---|---|---|
| HOLY SCRIPTURES AND BELIEFS | Islamic Monotheism and Oneness of God (Tawhiid) | P4 | Unit 1: Islamic Faith(Al-Iman) | 8 |
| | Qur'an | | Unit 2: Islamic Faith and Qur'an (Al-Iman) | 8 |
| | Islamic law (Fiq'hi) | | Unit 3: Islamic **Worship: Fasting Ramadan.** | 9 |
| | History of Islam(Concept of Hadiths) | | Unit 4: Hadith in Islamic Faith. | 5 |
| | Concept and meaning of Islam. | P5 | Unit 1: Submissiveness to Allah. | 9 |
| | Qur'an teaching about morality. | | Unit 2: The Grave Sins and the Qur'an. | 8 |
| | **Islamic Worship laws** | | Unit 3: Islamic pillars. | 8 |
| | History of Islam | | Unit 4: Expansion of Islam. | 6 |
| | Oneness of God (Tawhiid) | P6 | Unit 1: The attributes of Allah. | 5 |
| | Qur'an teachings to observe chastity. | | Unit2:. Qur'an teaching about sexual morality. | 8 |
| | **Islamic Worship laws** | | Unit3: Hygienic practices. | 7 |
| | **History of Islam** | | Unit 4:Life of Muhammed and expension of Islam | 9 |
| SPIRITUAL AND MORAL VALUES | **Morality** | P4 | Unit 4:Virtues according to Islamic faith | 6 |
| | | P5 | Unit 5:Halaal and Haraam | 5 |
| | | P6 | Unit 5:Conflict resolution | 7 |

**VERTICAL LINKAGE AMONG TOPIC AREA, SUBTOPIC AREAS, UNITS AND NUMBERS OF PERIODS IN UPPER PRIMARY ISLAMIC RELIGIOUS STUDIES**

| IMBUMBANYIGISHO | INYIGISHO | UMWAKA | UMUTWE | Umubare w'amasomo |
|---|---|---|---|---|
| IMITERERE Y'UMURYANGO | UMURYANGO MUTO | WA 1 | 1.Umuryango wanjye. | 15 |
| | - | WA 2 | 1. Umuryango mugari | 4 |
| | | WA 3 | 1. Umuryango mugari | 7 |
| UBURERE MBONERAGIHUGU | AMASOMO MBONEZAMUBANO | WA 1 | 2. Ibirango by'igihugu.<br>3. Abayobozi n'ibirango by'ishuri. | 5<br><br>3 |
| | - | WA 2 | 2. Ishuri,Umudugudu n'Akagari | 16 |
| | | WA 3 | 2. Umurenge wacu | 15 |
| IMIBEREHO MYIZA | ISUKU | WA 1 | 4. Isuku y'umubiri n'imyambaro.<br>5. Isuku yo mu rugo no ku ishuri | 10<br>7 |
| | - | WA 2 | 3. Isuku | 8 |
| | - | WA 3 | 3 . Isuku | 4 |
| | INDWARA | WA1 | 6. indwara zandura n'izitandura | 3 |
| | - | WA2 | 4. Indwara | 5 |
| IMYITWARIRE IBONEYE | | WA 1 | 7. Imibanire ,imyitwarire iboneye<br>8. Ikinyabupfura | 3<br><br>8 |
| | - | WA 2 | 5. Imibanire ,imyitwarire iboneye | 11 |
| | - | WA 3 | 4. Imibanire n'imyitwarire iboneye | 4 |
| UBUKUNGU | - | WA 1 | 9. Umutungo w'umuryango | 4 |
| | - | WA 2 | 6. Ubukungu | 11 |
| | - | WA 3 | 5 . Ubukungu | 6 |

ISANO IRI HAGATI Y'IMBUMBANYIGISHO, INYIGISHO IMITWE N'UMUBARE W'AMASOMO MU NTEGANAYANYIGISHO Y' AMASOMO MBONEZAMUBANO IKICIRO CYA MBERA CY' AMASHURI ABANZA

| | | | | |
|---|---|---|---|---|
| UBUMENYI BW'ISI | - | WA 1 | 10. Ibidukikije | 19 |
| | | | 11. Ubwikorezi n'itumanaho | 4 |
| | - | WA 2 | 7. Ibidukikije | 11` |
| | | | 8. Ubwikorezi n'itumanaho | 5 |
| | IMIYOBORERE MYIZA | WA 3 | 6. Ubuyobozi bw'Akagari n'ubw'Umurenge | 3 |
| | - | | 7. Ibidukikije mu murenge | 5 |
| | - | | 8. Ubwikorezi n'itumanaho | 5 |
| AMATEKA | AMATEKA Y'UMURYANGO | WA 1 | 12. Amateka y'ingenzi yaranze umuryango | 4 |
| | - | WA 2 | 9. ibintu by'ingenzi byaranze amateka y'aho atuye n'ay'ishuri rye | 4 |
| | AMATEKA Y'UMURENGE WACU | WA 3 | 9 . Ibintu by'ingenzi byaranze amateka y'Umurenge wacu. | 5 |

SANO IRI HAGATI Y'IMBUMBANYIGISHO, INYIGISHO IMITWE N'UMUBARE W'AMASOMO MU NTEGANAYANYIGISHO Y' UBUMENYI BE'IYOBOKAMANA RYA GIKIRISITU IKICIRO CYA MBERA CY' AMASHURI ABANZA.

| IMBUMBANYIGISHO | INYIGISHO | UMWAKA | UMUTWE | Umubare w'amasomo |
|---|---|---|---|---|
| BIBILIYA N'IMYEMERE | | WA 1 | 1. Iremwa no gucumura kwa muntu. | 8 |
| | | WA 2 | 1. Muntu yaremwe mu ishusho y'Imana | 6 |
| | | WA 3 | 1. Imana imaze kuremamuntu,imuha ubutumwa imbabazi | ? |
| INDANGAGACIRO ZA GIKRISITU | | WA 1 | 2. Amasengesho y'ibanze. | 10 |
| | | WA 2 | 2. Imizi y'icyaha | 8 |
| BIBILIYA N'IMYEMERERE | | WA 1 | 3. Ingero/Intwari z'abizeye Imana | 10 |
| | | WA 2 | 3. Umugambi w'Imana mu gucungura umuntu | 10 |
| | | WA 3 | 3. Yezu umucunguzi w'abantu. | 6 |

| INDANGAGACIRO ZA GIKIRISITU | | WA 1 | 4. Kwimakaza amahoro. | 8 |
| | | WA 2 | 4. Isano iri hagati y'ubutumwa bw'Imana n' n'amahoro. | 8 |
| | | WA 3 | 4. Ubutabera n'Amahoro. | 8 |
| IMYEMERERE NO GUSENGA( Umwihariko w'abakirisitu GATOLIKA) | - | WA 1 | - | - |
| | Kwigaragaza kw'Imana | WA 2 | 1. Indangakwemera Gatolika n'Amasakramentu y'ibanze. | ? |
| | | WA 3 | 1. Misa Ntagatifu | 5 |
| IMYEMERERE NO GUSENGA( umwihariko w'ABAPOROTESITANTI N'ABADIVANTISITE ) | Kwigaragaza kw'Imana | WA 1 | - | - |
| | Icyaha | WA 2 | - | - |
| | Gusenga | WA 3 | 1.Ibikorwa by'Ubuyobokamana | ? |
| | Icyaha | | | |
| | Icungurwa rya muntu | | | |
| | Kubana mu Mahoro | | | |

ISANO IRI HAGATI Y'IMBUMBANYIGISHO, INYIGISHO IMITWE N'UMUBARE W'AMASOMO MU NTEGANAYANYIGISHO Y' UBUMENYI BE'IYOBOKAMANA RYA KIYISILAMU IKICIRO CYA MBERA CY' AMASHURI ABANZA.

| IMBUMBANYIGISHO | INYIGISHO | UMWAKA | UMUTWE | Umubare w'amasomo |
| --- | --- | --- | --- | --- |
| | | | | |

| IBYANDITSWE BITAGATIFU N'IMYEMERERE | Tawhiid | WA 1 | 1. Amahame shingiro y'ukwemera muri Islam. | 8 |
| --- | --- | --- | --- | --- |
| | | WA 2 | 1.Amahame shingiro y'ukwemera muri Islam,igice cya  kabiri | 7 |
| | | WA 3 | 1.Amazina aranga ubushobozi bw'Imana | 6 |
| | Qur'an | WA 1 | 2.  Kwiga gusoma Qur'an. | 8 |
| | | WA 2 | 2.Gusoma Qur'an | 10 |
| | | WA 3 | 2.Gufata mu mutwe amasura no kuyasobanura | 8 |
| | Ubumenyi bw'amategeko | WA 1 | 3. Amategeko ngengabikorwa ngaragiramana y'ibanze. | 7 |
| | y''idini: Fiq'hi | WA 2 | 3. Iswalat. | 8 |
| | | WA 3 | 3.Imigenzo y'intumwa mu gukora Iswalat. | 6 |
| IMYEMERERE N'AMATEKA Y'IDINI | Amateka ya Islam (Tarekh) | WA 1 | 4.  Ubuzima bw'intumwa y'Imana Muhammad (Imana imuhe Amahoro n'imigisha) | 5 |
| | | WA 2 | 4. Amateka y'ibanze ya Islam | 5 |
| | | WA 3 | 4. Imigenzo myiza y'Intumwa zabanjirije Muhamadi. | 8 |
| IMYEMERERE N'IMIGENZO MBONEZABUPFURA | Ubupfura (Adabu) | WA 1 | 5.  Ubupfura n'imibanire myiza n'abandi. | 8 |
| | | WA 2 | 5. Imibanire y'umuyislamu n'abandi(Adabu) | 6 |
| | | WA 3 | -. | - |
| ISLAM N'INDANGAGACIRO ZAYO . | Imyitwarire ikwiye mu bandi (Adabu) | WA 1 | - | - |
| | | WA 2 | - | - |
| | | WA 3 | 5.  Kwiyubaha no kubanira abandi neza | 8 |

## Conclusion (5 minutes)

Using **"K.L.W: I Knew, I learnt, I want to learn"**
- I knew: the participant writes what she/he knew before the session
- I learnt: the participant writes what she/he learnt from the session
- I want to learn: participant writes what she/he still needs to learn about the session.

## Session objective(s)

By the end of the session, participants will be able to:

- Explain how cross-cutting issues are integrated in teaching and learning Social and Religious studies
- Design teaching and learning activities that integrate cross-cutting issues in Social and Religious studies.

**Materials/resources:** teacher training manual, subsidiary mathematics syllabi, flipchart, pens, markers, laptop, projector, notebooks, handouts etc.

## Introduction (5 minutes)

The facilitator asks participants to list all cross cutting issues highlighted in CBC.

## Expected answer

- *Environment and sustainability*
- *Gender*
- *Comprehensive Sexuality Education*
- *Peace and Values Education*
- *Genocide Studies*
- *Financial education*
- *Inclusive education*
- *Standardization culture*

The facilitator shares the objectives of the session.

## Session development (50 minutes)

### Activity 1

**Integration of cross cutting issues in teaching and learning Social and Religious studies.**

The facilitator invites participants to form small groups. S/he asks them to comment on the learning situation portrayed and answer the related questions.

**Integration of cross cutting issues in teaching and learning Social and Religious studies.**

The facilitator invites participants to form small groups. S/he asks them to comment on the learning situation portrayed and answer the related questions.

*Grade: Primary 5*

*Unit: Environment and climate in our province*

*KUC: recognize environment components and climate in our province and their importance*

*Reference: Primary learners' Social Studies for Rwandan school, 2019 pages:80-81*

*Leaning situation:*

*Teacher Innocent is using think-pair and share asks P 5 learners to observe below pictures and respond to questions related. In selecting learners who presented findings he made sure that boys and girls are equally represented. And Aline the learner with low visual impairment was given magnified pictures and she was seated in front.*

| Picture (a) | Picture (b) |
|---|---|
|  |  |
| Picture © | Picture (d) |
|  |  |

Questions related to the learning situation.

1. Identify different activities which appear on the pictures above.
2. Explain any 2 importance of the activities on pictures (a) and (b).
3. Identify cross-cutting issues that could be addressed in the pictures above in the learning situation above.

## Expected answer :

1. **Deforestation, planting trees, terraces on mountain slope.**
   – Help to fight soil erosion
   – Trees give us fresh air
2. **Cross cutting issues**
   – **Environment and sustainability**: *discussing activities shown on the pictures.( deforestation, afforestation, planting trees and terracing.*
   – **Gender:** *boys and girls are working together and are given equal chance in classroom activity, in the T/L aids girl and boys are both planting trees.*
   – **Peace and values Education:** *working together, mutual respect, respecting one another's ideas.*
   – **Inclusive education**: *learners with visual impairment are provided with magnified pictures.*

Design activities that embed cross-cutting issues and explaining how they are addressed.

The facilitator asks participants to use social and religious studies syllabi, teacher's guide and pupils' book; choose a lesson in any unit of their choice to design a learning situation and activities that their think can address cross-cutting issues then explain how they are addressed.

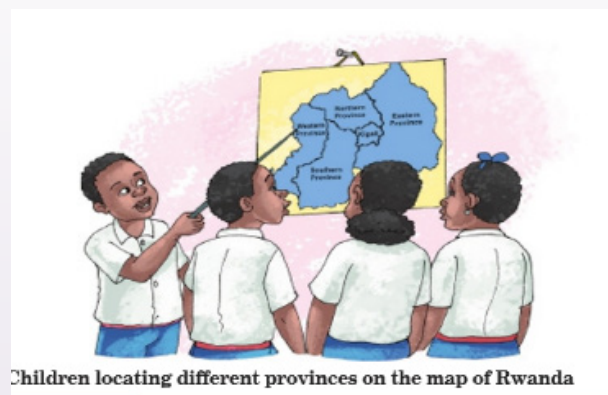## Expected answer

**Grade:** Primary 5

**Unit 1:** Our Province and its location in Rwanda

**KUC:** Describe his/her province

**Reference:** *Primary learners' social studies for Rwandan school, 2019 pages: 8-9*

## Learning situation

*The teacher invites leaners in groups of fours each having boys and girls. S/he provides them with a map of Rwanda showing five provinces and asks them to discuss the questions related and write their responses. After the discussion she called two girls and three boys representing groups to share in plenary. The boy with visual impairment was given scratch map and is one of the boys to present in plenary.*



The map below shows the administrative provinces of Rwanda.

Map of Rwanda showing its five provinces



Children locating different provinces on the map of Rwanda

## Questions:

1. Name the provinces that neighbour Kigali City.
2. Which province of Rwanda is not a neighbour of Kigali City?
3. Using the map of Rwanda, draw the map of your province.
4. What are the neighbouring provinces of your province?
5. Explain the cross-cutting issues addressed in the learning situation

**Note:** responses will depend on the location of the school in their province.

**Examples of CCIs in the above situation and how they are addressed:**

**Gender: grouping catering boys and girls and both contribute during group**

**discussion, teacher asks both boys and girls**

**Inclusive Education:** learners with visual impairments are also provided with necessary, materials and ask to respond to teachers' questions

## Conclusion (5 minutes)

The facilitator invites participants to answer the following questions:

1. What have you learnt from this session?
2. How does Integration of cross-cutting issues into Social and Religious studies help the learners at your school?

## Key message:

- *Cross-cutting issues can be addressed in different lessons when we are teaching Social and Religious studies.*
- *Some may be addressed depending on the topic content being handled, others are addressed through teaching and learning activities set by the teacher.*
- *It is not a must that a teacher addresses all cross-cutting issues in one lesson.*

| Session 4 | **Analysing key unit competences in Social and Religious studies.** |
|---|---|

## Session objective(s):

By the end of the session, participants will be able to:

- Discuss key competences that are specific in lower and upper primary.
- Explain the importance of a key unit competence within a unit.
- Design activities of a unit and suggest approaches that can help learners achieve the key unit competence.

**Materials/resources:** teacher training manual, syllabi, flipchart, pens, markers, XO laptop, projector, notebooks, handouts.

## Introduction (5 minutes)

The facilitator starts the session by giving a warm up depending on the class situation. The facilitator shares session objectives with participants.

## Session Development (60 minutes)

**Discuss key unit competences that are specific in Social and religious studies for each level.**

The facilitator leads participants to make four groups, two for lower primary and two for upper primary and hands them Social and religious studies syllabi, teacher's guide, (online www.reb.rw ) S/he tasks each group to discuss the flow chart of key unit competences as per below levels:

- Group 1 to identify and discuss key unit competences in lower primary Social
- Group 2 to identify and discuss key unit competences in lower primary religious (Islam and Christianity)
- Group 3 to identify and discuss key unit competences in upper primary social
- Group 4 to identify and discuss key unit competences in upper primary religious (Islam and Christianity) Groups present their findings in plenary

## Expected answers

| Umwaka | Ubushobozi bw' ingenzi bugamijwe |
|---|---|
| Umwaka wa 1 | **SOCIAL STUDIES**<br><br>• Gusobanura imiterere y'umuryango n'imibereho yawo<br>• Kuririmba neza indirimbo yubahiriza igihugu no gutandukanya ibendera ry'igihugu cy'u Rwanda n' andi mabendera<br>• Gutandukanya ibirango by' ishuri ryabo n' iby'andi mashuri no gutandukanya abayobozi b' ishuri ryabo<br>• Kurangwa n' isuku ku mubiri no ku myambaro<br>• Kurangwa n'isuku mu rug no ku ishuri<br>• Gusobanukirwa no kwirinda indwara zandura n'izitandura<br>• Kurangwa n' ubupfura n' ubushishozi mu mibereho ye<br>• Kugira no kugaragaza imyitwarire iboneye mu rugo<br>• Gusobanukirwa ibyangoombwa by' ibanze by' umuryango no gucunga neza umutungo<br>• Kwiyobora kuyobora abanda no gufata neza ibidukikije<br>• Gukoresha neza umuhanda n' ibikoresho by' itumanaho<br>• Gusobanura amasano y' abagize umuryango we n' amateka y'ingenzi yawuranze |
| Umwaka wa 2 | **SOCIAL STUDIES**<br><br>• Gusobanukirwa abagize umuryango mugari kugeza kuri sekuruza<br>• Gusobanukirwa n' inhingano z' umunyeshuri, ibiranga umudugudu bn' akagari<br>• Gutanga ibisobanuro by' ibigize ibendera ry' u Rwanda<br>• Kurangwa n' umuco wo gusukura ibiribwa n' ibinyobwa<br>• Kwirinda indwara ziterwa no kudasukura ibiribwa n' ibinyobwa<br>• Kwirinda indwara zitandura<br>• Kurangwa n' ubupfura ubushishozi no kudasesagura mu mibereho ye<br>• Kurangwa no kudasesagura mu mibereho<br>• Kwiyobora kuyobora abanda no gufata neza ibidukikije<br>• Gutandukanya amoko y' ubbwikorezin' itumanaho n' akamaro kabyo<br>• Gushakashaka no kuzirikana amateka y' aho atuye nay'ishuri rye |

| Umwaka wa 3 | SOCIAL STUDIES |
| --- | --- |
| | • Kugaragaza akamaro ko kubahiriza inshingano mu muryango n' ingaruka zo kutazubahiriza<br>• Kubaha no kwiyambaza ubuyobozi bw' umurenge no kubungabunga ibikorwa by' ingenzi biri mu murenge<br>• Kurangwa n' isuku kuiri we aho yiga n' aho aba<br>• Kwiyubaha no kubaha ikiremwa muntu<br>• Kugira umuco wo kwizigamira no kudasesagura n' ingaruka zo kutizigamira<br>• Kugaragaza abayobozi b' akagari n' ab' umurenge n' inshingano zabo<br>• Kugaragaza no kuranga ibidukikije biri mu murenge akoresheje ikarita y' umurenge.<br>• Ubwikorezi n' itumanaho<br>• Gusobanura amateka yaranze umurenge we no kuyashyira ku murongo ndagagihe. |

| Level | Key unit competences |
| --- | --- |
| P4 | SOCIAL STUDIES |
| | • Compare social economic activities of his or her district with those of the neighbouring districts and recognize their importance in the development of the district<br>• Recognize basic human and children's rights and fight for them<br>• Demonstrate proper hygiene practices and environment cleanliness<br>• Develop culture of making priorities and savings<br>• Describe the Rwandan coat of arms, acceptable behaviours and district leadership<br>• Recognize the importance of public places and assets in the district and how to preserve them.<br>• Recognize the importance of weather, fauna and flora in the district and how to preserve them<br>• Discuss the population census and its importance<br>• Recognise the importance of types and means of transport and communication and how to preserve them<br>• Explain political economic and social organization in pre-colonial Rwanda |

| P5 | **SOCIAL STUDIES** |
|----|--------------------|
|    | • Describe his/ her province<br>• Explain complementarity and social cohesion in the society and their importance<br>• Recognise the importance of living in a healthy environment and<br>• Explain how to manage peer pressure<br>• Explain the meaning of national symbols and relate leadership to development<br>• Make a simple family budget and develop culture of resource management<br>• Explain the importance of social services and important places in our province and ways of preserving them<br>• Recognise environment component and climate in our province and their importance<br>• Analyse consequences of over-population and ways to control population growth<br>• Justify the importance of transport and communication in our province<br>• Analyse important events in colonial Rwanda |
| P6 | **SOCIAL STUDIES** |
|    | • Draw and interpret Rwanda administrative map, East Africa and Africa maps and interpret them<br>• Demonstrate patriotism and good citizenship<br>• Adopt proper hygiene during puberty<br>• Recognise the importance of public places and assets in the development of the country<br>• Analyse the importance of family and national budget<br>• Explain factors that promote development<br>• Locate different places using longitude and latitude on a map and determine time differences<br>• Analyse influence of physical futures and human activities to climate change and effect<br>• Justify the linkage between economic activities and sustainable development<br>• Explain the importance of natural resources and ways of preserving them<br>• Differentiate major ethnic groups in East Africa<br>• Interpret cause and effect of migration in East Africa<br>• Analyse communication services and transport networks in East Africa region<br>• Demonstrate historical elements of post independent Rwanda<br>• Analyse the factors that lead to the 1994 Genocide against the Tutsi and its consequences<br>• Analyse effect of foreigners in East Africa. |

## Religious studies lower primary key unit competences

| Umwaka | Ubuhobozi bw'ingenzi bugamijwe |
|---|---|
| Umwaka wa 1 | **IYOBOKAMANA RYA GIKIRISITU**<br><br>• Umunyeshuri azashobora kubaha Imana nk'umuremyi , kubaha ibiremwa byayo no kwirinda icyaha<br>• Umunyeshuri ashobora gusenga Imana akoresheje amasengesho y'ibanze n'amasengesho yitekerereje ubwe.<br>• Umunyeshuri azaba ashobora gusobanura neza imigenzereze myiza y'abizeye (abemeye) Imana baboneka muri Bibiliya.<br>• Umunyeshuri azaba ashobora kuririmba no gukina imikino itandukanye igamije kubaka amahoro y'umutima |
| | **IYOBOKAMANA RYA KISILAMU**<br><br>• umunyeshuri azaba ashobora kuvuga adasoma amahame atatu ya mbere y'ukwemera, kuyakurikiza no gukurikiza Intumwa mu kubanira abandi neza<br>• Umunyeshuri azaba ashobora gusoma inyajwi n'ingombajwi z'icyarabu nk'ururimi Qur'an<br>• Umunyeshuri azaba ashobora kwisukura yubahiriza amategeko y'isuku yo gusari n'amategeko y'ibanze agenga Iswalat<br>• Umunyeshuri azaba arangwa n'imico myiza n'urukundo muri bagenzi be nkuko byaranze intumwa y'Imana Muhamadi<br>• Umunyeshuri azaba ashobora gukora ibikorwa by'urukundo muri bagenzi be no kwita ku bidukikije bigaragaza urukundo akunda Imana |
| Umwaka wa 2 | **IYOBOKAMANA RYA GIKIRISITU**<br><br>• Umunyeshuri azaba ashobora gusobanura itandukaniro riri hagati ya Muntu n'ibindi biremwa.<br>• Umunyeshuri azaba ashobora gusobanura icyaha n' imizi yacyo, kucyirinda no gufasha abandi kutakigwamo<br>• Umunyeshuri azaba ashobora gusobanura uko Imana yujuje umugambi wabo wo gucungura abantu itora umuryango wa Israheli.<br>• Umunyeshuri azaba ashobora gusobanura isano iri hagati y'ubutumwa bw'Imana n'amahoro, no kwitabira ibikorwa by'amahoro.<br>• Umunyeshuri azaba ashobora kuvuga adategwa isengesho ry'indangakwemera no gusobanura akamaro k'amasakaramentu y'ibanze. (umwihariko w' abagaturika) |

| | |
|---|---|
| | **IYOBOKAMANA RYA KISILAMU**<br>• Umunyeshuri azaba ashobora kugaragaza ko Imana ari yo yonyine ikwiye gusengwa, kwakira ubutumwa bwayo no gukorera Ijuru akirinda ibihano by'umuriro.<br>• umunyeshuri azaba ashobora gusoma no gufata mu mutwe amasura magufi ya Qur'an<br>• Umunyeshuri azaba ashobora gusari no gutunganira Imana n'abantu<br>• Umunyeshuri azaba ashobora kugaragaza ubupfura n'ubutwari nk'ibyaranze abasangirangendo b'intumwa, abe intangarugero mu mico myiza<br>• Umunyeshuri azaba ashobora kubaha buri wese nta vangura no kudakorera abandi icyo atifuza gukorerwa |
| **Umwaka wa 3** | **IYOBOKAMANA RYA GIKIRISITU**<br>• Umunyeshuri azaba shobora kuvuga ubutumwa Imana yahaye Muntu nyuma yo kumurema, gukunda umurimo no kubaha abamukuriye<br>• umunyeshuri azaba ashobora gukora icyiza, gusaba imbabazi z'ikibi yakoze no gukurikiza imigenzo mbonezabupfura aho ari hose<br>• Umunyeshuri azaba ashobora gusobanura imibereho ya Yezu nk'Umukiza n'Umucunguzi<br>• Umunyeshuri azaba ashobora kugaragaza ibikorwa by'urukundo n'ubworoherane mu kubaka amahoro y'umutima.<br>• Umunyeshuri azaba ashobora gutandukanya no gusobanura neza ibice bya Misa (umwihariko w'abagatorika)<br>• umunyeshuri azaba ashobora kugaragaza akamaro n'imirimo yakorerwaga mu buturo bwera.(umwihariko w' abaporotesitanti n'abadivantisiti) |
| | **IYOBOKAMANA RYA KISILAMU**<br>• Umunyeshuri azaba ashobora kubaha , gusenga no gusingiza Imana imwe uko bikwiye<br>• Umunyeshuri azaba ashobora kuvuga amasura cumi n'atandatu atayasoma, kuyasobanura, kwiringira ubutabazi bw'Imana no kumvira impanuro zayo<br>• Umunyeshuri azaba ashobora kubera abandi urugero no kubahamagarira kwitegura neza mbere yo gusari<br>• Umunyeshuri azaba ashobora gukurikiza imigenzo myiza yaranze intumwa zabanjirije Muhamadi.<br>• Umunyeshuri arashobora guha buri wese icyubahiro cye;kurangwa n'ikinyabupfura gisabwa mu bihe bitandukanye by'ubuzima bwa buri munsi, gusabana n'abantu ku nzego zose no guha umusigiti icyubahiro cyiwukwiye |
| **Grade** | **key unit competences** |

| P4 | **CHRISTIANITY** |
|---|---|
| | • A learner will be able to differentiate and protect God's creatures and environment. |
| | • A learner will be able to describe different God's calls of the people of Israel in regard to annunciation of the coming saviour. |
| | • A learner will be able to differentiate the commandments of God. |
| | • The learner will be able to explain the teachings about the Virgin Mary and her role in Christian life.(specific for catholic) |
| | **ISLAM** |
| | • Be able to live with faith according to two of the six pillars of Islamic faith. |
| | • To perform works of submissiveness to Allah among people. |
| | • Be able to only pray to Allah, to respect other beliefs, to trust in Allah in all situations and to keep him/her away from heavy punishments from Allah to the disobedient persons. |
| | • To be able to approach firmly Allah, take care of persons in needs and live humility at Ramadan. |
| | • The learner will be able to respect the Qur'an and imitate Muhammad and his disciples' virtues. |
| | • The learners demonstrate kindness to others, be humble in society and to perform good actions always. |
| P5 | **CHRISTIANITY** |
| | • To be able to manifest positive practical values in the society based on biblical truth. |
| | • A learner will be able to explain major events in the history of the primitive church. |
| | • A learner will be able to show the relationship between the acts of charity and faith. |
| | • A learner will be able to illustrate the importance of sacraments in the church and in the Christian life (specific for catholic) |
| | • To be able to describe the celebration and the graces of the sacrament of Baptism and Eucharist in the church.(specific for protestant) |
| | **ISLAM** |
| | • The learner will be able to be a close friend of God, a friend of persons, an integral faithful and honest in his/her environment. |
| | • The learner will be able to be vigilant in all aspect of life, to be truthful, to be aware from all kinds of deviations against the will of Allah. |
| | • The learner will be able to be to perform Swalat, to help the poor, to praise Allah and ask peace and blessings for Muhammad. |
| | • The learner will be able to manage and solve conflict. Drawing from the past to develop the present and future of Islamic life. |
| | • The learner will be able to live integral development (development of Soul and body), to obey Allah and neighbors. |

| P6 | **CHRISTIANITY** |
| :--- | :--- |
| |    • A learner will be able to interpret the means that God used to reveal himself to humanity<br>   • Learners will be able to discuss the attributes and the names of God as found in the Holy scriptures<br>   • A learner will be able describe true friendship |
| | **ISLAM** |
| |    • The learner will be able to respect, to obey Allah and to work for heaven, keeping away from bad deeds that lead to hellfire.<br>   • the learner will be able to live self-control, to live his/her chastity and by the light of Qur'an, to prevent problems related to sexuality..<br>   • The learner will be able to practice hygiene of body before worshiping that symbolizes hygiene of heart.<br>   • The learner will be able to love Allah's prophet, imitate him, and realize his recommendations in line with spreading Islam.<br>   • the learner will be able to prevent conflict, manage it; be tolerant; strive for the reconciliation of one another then, for reconciliation with Allah |

**Activity 2**

**Explain the importance of key unit competence within a unit.**

The facilitator asks paired participants to explain the importance of key unit competence within a unit.

In pairs, participants discuss and share ideas about the importance of key unit competence.

**Expected answer**

Key unit competence (KUC):

- *It helps the teacher to set objectives when planning a lesson*
- *It helps the teacher to set up assessment*
- *It helps the teacher to organise activities that are in line with the content under that unit.*

**Activity 3**

**Design activities of a unit and suggest appropriate approaches that can help learners to achieve the key unit competence.**

The facilitator asks participants to choose one unit in the syllabus and design their own activities and suggest appropriate approaches that can help learners achieve the key unit competence.

**Sample activity 1(upper primary)**

*Reference: Social and Religious studies syllabus upper primary P4-P6 2015 page 37*

*Grade: P4*

**Unit 8: Population census**

**Key unit competence**: Discuss the population census and its importance.

**Number of lessons:** 8 (periods)

| Lesson titles | Content to cover | Nbr of periods 8 |
|---|---|---|
| Population census, | Explain the meaning of population. Explain the concept of population census. Ask the learners what they think the purpose of a population census is. Add to their answers by describing the information a census gives us. Let the learners do the exercise on page 84 in the Pupil's Book | 1 |
| Population census is important | Ask the learners why they think we have a population census every few years. Add to their answers by explaining why a census is important. Let the learners do the exercise in the Pupil's Book on page 85. | 1 |
| Population census is important | Get learners to revise the meaning of 'population' and 'census'. Check their answers on why a population census is important. Let the learners do Activity on page 85 in the Pupil's Book | 1 |
| Population control. | Explain population control. Explain the difference between under and over-population. Ask the learners when each of these happens. For homework, ask the learners to observe whether they think there is under- or over-population in their community. | 1 |

| Effects of under and over population | Go over the effects of over- and under-population.  Ask the learners to suggest other effects.  Let the learners do Questions 1 and 2 of Activity 8.2 on page 87 in the Pupil's Book. | 1 |
|---|---|---|
| The effects of over-population | Explain how to control population growth.  Let the learners do Questions 3 and 4 of Activity 8.2 on page 87 in the Pupil's Book. | 1 |
| Assessment | End of unit assessment | 2 |

## Activity in lesson 6: The effects of over-population (New primary Social and Religious studies for Rwanda P4 pupil's book page: 88

*In groups discuss the effects of overpopulation and suggest measures of controlling it then choose one measure and act out how you would conduct it. Make sure you choose one member to present to the whole class.over population*

## Approach used and how it leads to Key unit competence:

*Through group discussion and acting out on measures to control over population, they will acquire the competence of population census and will appreciate its importance.*

**Sample activity 2: (lower primary)**

**Reference:** *Integanyanyigisho y'amasomo mbonezamubano n'ubumenyi bw'iyobokamana P1-P3* *urupapuro rwa 60*

*Umwaka wa 3*

**Umutwe wa 3:** Isuku

**Ubushobozi bw'ingenzi bugamijwe :** kurangwa n' isuku kuri we, aho yiga n'aho aba

Umubare w'amasomo: 4

Imbonerahamwe y'ibyigwa biri muri uyu mutwe wa gatatu

| Inomero | Urutonde rw'ibyigwa | Ibikubiye muri buri kigwa | Umubare w'amasomo:10 |
|---|---|---|---|
| 1 | Isuku y'ishuri n'aho aba | Isuku y'ishuri no ku ishuri  Akamaro k'isuku y'ishuri no ku ishuri  Isuku y'aho atuye  Akamaro k'isuku y'aho atuye  Ingaruka zo kugira isuku nke | 3 |

| 2 | Indwara zandura | Amoko y'indwara zandura: (Ubuheri, ibihushi, ise, amaso, Inkorora , igituntu, amashamba, iseru, ibihara, Malariya, SIDA, Ebola,… | 3 |
| | | Inzira abantu banduriramo indwara zandura | |
| | | Uburyo bwo kwirinda indwara z andura | |
| 3 | Isuku y'imyanya ndangagitsina | Isuku y'imyanya ndagagitsina | 3 |
| | | Ingaruka zo kutagirira isuku imyanya ndangagitsina | |
| 4 | 4 Isuzuma risoza umutwe | | 1 |

**Igikorwa mu isomo rya 1(*Amasomo mbonezamubano igitabo cy'umunyeshuri uwaka wa 3 w'amashuri abanza ku rupapuro rwa 55and 57*)**

*Mu matsinda mwitegereze aya mashusho maze musubize ibibazo bikurikira.*
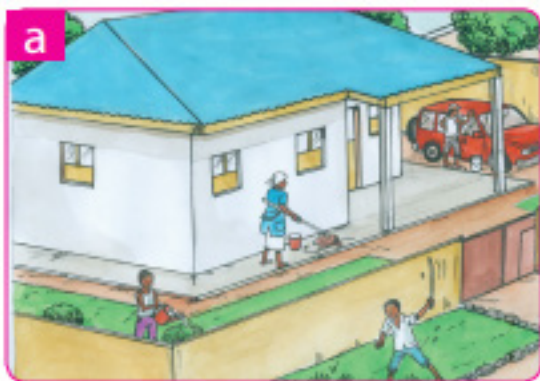
1. *Ni ibihe bikorwa bigaragara kuri aya mashusho?*
2. *Ni bihe bokrwa by'isuku ukora iyo uri mu rugo cyangwa ku ishuri? Kina ugaragaza uko ubikora.*
3. *Vuga impamvu ukora ibyo bikorwa.*

***Uburyo bwakoreshejwe:***

- *Ibiganiro mu matsinda*
- *Kwitegereza amashusho*
- *Imikino yigana*

***Aho bihuriye n'ubushobosi bw' ingenzi bugamijwe:***

*Mu gikorwa abanyeshuri baragereranya ibikorwa by'isuku biri ku ifoto n'ibyo bakora mu rugo no ku ishuri, bakine uko babikora banagaragaze akamaro ko kugira isuku. Ibi bihuye neza no kurangwa n'isuku mu rugo no ku ishuri nk'uko bivugwa mu bushobozi bw'ingenzi bugamijwe mu mutwe wa 3.*

## Conclusion (5min)

The facilitator sums up the session by asking participants what they have learnt from the session and how they are going to apply them in helping learners develop competences

## Key message:

*The facilitator emphasises on the fact that every activity that teachers carry out in the lesson should connect to instructional objective, learning objective and must link up with competences that learners are supposed to acquire at the end of the unit.*

| Session 5 | Integrating Generic Competences in teaching and learning Social and Religious studies |
|---|---|

## Session objectives:

By the end of the session, participants will be able to:
- Explain the generic competences.
- Design activities that integrate generic competences in Social and Religious studies and identify approaches used.

**Materials/resources:** teacher training manual, Social and Religious studies syllabus, flipchart, pens, markers, laptop, projector, notebooks, etc.

## Introduction (5 minutes)

The facilitator gives a warm up.

The facilitator Shares the objectives of the session to the participants.

## Session development (50 minutes)

### Activity 1

**Understand Generic Competences in social and religious studies.**

Through brainstorming, participants reflect on generic competences learnt earlier on.

The facilitator puts participants in pairs, tells them to read the classroom activity to discuss the generic competences embedded in it and identify the approaches used to develop the discussed competences.

<u>Sample classroom activity</u>

**Umwaka wa 2**

**Umutwe wa 5:** Imibanire n'imyitwarire iboneye

**Inyigisho:** Imyitwarire iboneye ku ishuri

**Reference:** *Amasomo mbonezamubano, igitabo cy'umunyeshuri umwaka wa 2 w' amashuri abanza:urupapuro rwa 50*

### Igikorwa:

Umwarimu ashyira abanyeshuri mu matsinda ya babiribabiri akabasaba gukora igikorwa gikurikira



a. **Kubana mu mahoro mu mikino no mu myigire.**

**Igikorwa cya 7**

Mwitegereze amashusho akurikira muyaganireho muvuge ibyo muyabonaho.
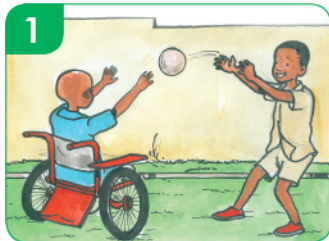
1.   Ni iyijhe myitwarire iboneye tugomba kugaragaza ku ishuri?

### Expected answers:

***Critical thinking*** *(ubushishozi):kuganira babiribabiri  bakavuga ibyo babona ku mafoto ndetse n' imyitwarire iboneye bakwiye kugira iyo bari ku ishuri.*

***Communication*** *( ubusabane mu ndimi): ibiganiro mu matsinda, kumva ibyo bagenzi babo bavuga, no gusangiza abandi ibitekerezo mu ruhame.*

*Problem solving* (*gushakira ibibazo ibisubizo*):*gushaka ibisubizo by'ibibazo umwarimu yababajije no kuvuga uko bakwiye kwitwara ku ishuri.*).

***Cooperation /collaboration and Interpersonal relations*** (*ubufatanye n'imibanire myiza n'abandi*): *gukorera hamwe mu matsinda, kuganira ku biri mu mafoto (gukinira mu ikipe bagahuza, kwemera inama za mwarimu, kubahana mu bitekerezo no guhererekanya umupira, gusobanurirana mu masomo no gukundana bafashanya*)

### Approaches used in the above activity

- *observation*
- *Pair and group discussion*
- *Question answer*

*These generic competences help learners deepen their understanding of subjects and apply acquired knowledge in a range of situations. They therefore contribute to the development of subject competence.*

*As learners develop these generic competences, they also acquire a set of skills that employers look for at labour market, thus the competences help prepare learners for the global market.*

*The generic competences are also vital for enabling learners to become life-long learners who can adapt to our fast-changing world and the uncertain future.* (**Curriculum Framework pre-primary to upper secondary 2015 pages:** *27*)

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**Activity 2**

**Designing activities that integrate generic competences in Social and Religious studies and identify approaches used.**

The facilitator forms small groups and gives each group S*ocial and Religious studies syllabi, teacher's guide and pupils' book*. S/he asks them choose a lesson within a unit of your choice and design appropriate activities that can help learners develop generic competences then explain different approaches that can be used.

**Expected answers:**

| *Approaches/how to develop* | *Some examples of activities* | *Generic competence* |
|---|---|---|
| Any task that challenges a learner and requires him/her to think deeply before answering.  All questions that fall under higher order of thinking (refer to bloom taxonomy). | Mu Karere kamwe, imvura yari imaze guhita. Mwarimu Muhorakeye yasohoye abanyeshuli be bo mu mwaka wa 3 w'amashuri abanza abajyana aho imvura yatwaye ubutaka. Maze ababaza ibibazo bikurikira:<br><br>Murabona ari iki cyabaye aha hantu?<br><br>Nizihe nama mwaha abaturage batuye aha hantu?<br><br>Ni ubuhe butumwa mwaha abanyarwanda kuri ibi mubonye?<br><br>Learners of P4 work in groups to explain different ways of saving, importance of saving and make a presentation followed by questions and answers.<br><br>The teacher assigns learners to work in pairs to discuss about**" the importance of children's rights**".<br><br>He/she calls upon learners to work in harmony by sharing their results. | *Critical thinking*<br><br>*For example: from activity 1*<br><br>Ubu bushobozi bugaragara aho abana batekerezaga icyakorwa ngo ibyabaye mu karere kabo<br><br>bitazongera. |

| | | |
|---|---|---|
| Introduce the lesson by telling the learners to search for the application of the topic in real life situation and discuss how best they can improve products that are already on the marks or to create the new ones<br><br>Mind map | | Creativity and innovation<br><br>*For example: from activity 1*<br><br>Ubu bushobozi bugaragara aho abana batekereza, ku nzira nyinshi zitandukanye nyuma y'izo bize/babonye mu ishuri. |
| Setting a task that requires learners to make a research in order to find a solution to a problem in existence<br><br>Case study<br><br>Project work<br><br>Research work | | Research and problem solving<br><br>For example in activity1.<br><br>Ubu bushobozi bugaragara aho abana babona ikibazo, bagashaka ibisubizo byacyo ku baturage bako karere. |
| Discussion in groups<br><br>Presenting the finding from a given task to the plenary, etc.<br><br>Round table<br><br>Debate<br><br>Games | | Communication<br><br>*For example in activity2.*<br><br>This competence is developed through discussion, presentation, questions and answers. |
| *TWPS:* Think, Write, Pair and Share.<br><br>A teacher gives a task and give time for learners to think about the answer. He/she instructs learners to write down their answers. Then he/she instructs learners to turn to their partners and<br><br>Share their findings | | Communication, Interpersonal relations and life skills<br><br>*For example: from activity 3*<br><br>This competence is developed when learners work in harmony by sharing their results. |

| Outdoor activities | | Lifelong learning |
|---|---|---|
| Fields visits | | *For example: from activity 1* |
| Project work | | Ubu bushobozi bugaragara aho abana babona ikibazo, bagashaka ibisubizo byacyo ku baturage bako karere, bagatanga ubutumwa/ ubwirinzi ku banyarwanda muri rusange. |
| Case study | | |

## Conclusion (5 minutes)

The facilitator emphasises on the fact that that generic competences are developed through teaching and learning activities that the teacher uses in delivering the lesson. One or more generic competences can be developed through one activity or several activities can develop one generic competence.

**Session 6** — **Create and use local teaching and learning materials in Social and Religious Studies.**

Session objectives:

By the end of the session, participants will be able to:

- Explain the importance of using teaching and learning materials
- Select and discuss how to use local teaching and learning materials
- Create teaching and learning materials using local resources.

**Materials/resources:** teacher training manual, core and Social and Religious studies syllabus, flipchart, pens, markers, laptop, projector, notebooks, audio- visual, rice sacks, scissors, pencils, scotches, match box, manila papers and the environment around the training centre.

## Introduction (5 minutes)

The facilitator starts the session with a worm up and then shares the session objectives with participants.

## Session development (50 minutes)

**Activity 1**

**Explain the importance of using teaching and learning materials in Social and Religious studies**

Through think, write, Pair, Share, the facilitator guides participants to explain the importance of using local teaching and learning materials.

## Expected answers:

*Definition of teaching and learning material: it is a general term used to describe the resources teachers use to deliver the instruction.*

***The importance of teaching and learning materials* (*Teacher training Manual on the Roll out of the competence Based-Curriculum 2015 page 75*):**

- The use of teaching and learning materials helps learners to understand the lesson by relating to real life.
- The use of teaching and learning resources is crucial in guiding learners to develop ideas.
- Teachers should use real or concrete materials to help learners gain experience, construct abstract ideas, make inventions and build self-confidence.
- Teaching and learning materials used, motivate learners and make good clarification of Social and religious studies lessons.
- By the use teaching and learning materials, the teacher saves time in his/her facilitation.
- Teaching and learning resources help the teacher to achieve the objectives of the lesson.

## Activity 2

**Select and discuss how to use local teaching and learning materials**

The facilitator invites participants to form groups and asks them to find possible local available materials needed in teaching Social and Religious studies and how they can be used. The facilitator allows two groups to present and the rest will complete what has not been mentioned.

## Expected answers:

*Soil, stones, sticks, bottle tops, straws, animal wastes, boxes, ropes, plants, feathers, mats, sorghum stems, reeds, flowers, sand, water, seeds, used up clothes, banana fibers, grass, egg shells, tree, bark clothes, barks, rice sacks, plastic bottles, papers, pens, fruits, vegetables, animal wastes, domestic objects, sugarcane, tea, nails, glue, pair of scissors, masking tapes, markers, eggs, food stuff, salt, torches, lamps, candles, polythene bags, envelopes, readers, textbooks, newspapers, magazines, radios, resource persons, locally made toys.*

*Teaching aids from the environment may include the following: resource persons, animals, plants, crops, homes, churches, hospitals and dispensaries, markets, rivers, lakes, hills, factories, administrative headquarters and weather stations.*

***Sample of teaching and learning materials and how to use them***

| Teaching and learning materials | How they are used |
|---|---|
| *Bark clothes, food staff, candles, torches, lamps toys, old telephones, magazines etc* | *Can be used to role play: responsibilities of family members, leaders....* |
| *Sand, bricks and stones* | *To build public assets* |
| *Rivers. mountains, slopes* | *Observe them when learning about environment* |
| *Resource people* | *Can be visited and interviewed* |

## Activity 3

**Create teaching and learning materials using local available resources**

The facilitator asks participants to sit in triads. S/he requests each triad to select any topic of their choice from Social and religious studies syllabus. They then discuss and create teaching and learning materials using local available resources to be used in teaching that topic.

The facilitator monitors group activities by asking questions and giving support where possible. S/he asks each group to display their materials and invites others to suggest how best the materials can be improved.

The material created should have some of these qualities.

- *Zero and low cost materials*
- *Numbers of materials in relation to the number of learners*
- *Durability of the materials*
- *Relevancy / appropriate to the content*
- *Multipurpose: can be used to teach different lessons*
- *Learners' user friendly*
- *Catering for learners with learning difficulties.*
- *Legible letters*
- *Labelled if it is a drawing*
- *Attractive*

*The facilitator asks participants to share their appreciation on the session:*

- *What's new?*
- *What surprised them*

## Conclusion (5 minutes)

The facilitator guides participants to conclude on the session putting emphasis on the necessity of using teaching and learning materials in their daily lessons. S/he reminds them not to limit themselves on the materials suggested in teachers guides rather improvise on locally available resources to make teaching and learning more effective and enjoyable.

# ASSESSMENT IN COMPETENCE BASED CURRICULUM

## Session 1 — Different forms of assessment in CBC

### Session Objective (s):

By the end of the session, participants should be able to:

- Differentiate  formative from  summative assessment
- Explain why, what and when we assess.
- Assess knowledge, skills, attitude and values (Competences)

**Materials/Resources:** Leading Questions, Scenario, Bloom's Taxonomy Handout, projector and laptop

### Introduction (5 min)

The facilitator asks participants a question that leads to the session objectives.

E g: *what factors do you consider when you are choosing a school where to send your children?*

The facilitator tells participants that the judgement they do to choose a  school is a part of assessment and shares with them session objectives.

### Session development of the (40 min)

#### Activity 1

**Differentiate formative from summative assessment**

The facilitator divides participants into small groups and asks each of the groups to define the term assessment and differentiate summative from formative assessment.

### Expected answers:

*Assessment: is the process of gathering/collecting/ recording and interpreting information about the learner's learning progress against defined standards.* **Curriculum Framework pre-primary to upper secondary 2015 page: 33**

*Formative assessment is a daily monitoring of learning to provide ongoing feedback that teachers can use to improve their teaching, and learners can use to improve their acquisition of competences.*

*Formative or Continuous assessment is among other things, intended to help teachers to assess curriculum learning objectives at short intervals of time, and provide effective remedial instruction for struggling learners, or enrichment activities for high achievers.*

*Summative assessment* is any method of evaluation performed at the end of a defined time that allows a teacher to measure a learner's understanding, typically against standardized criteria.

**Summative assessments** *are used to evaluate learner's learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period, such as the end of a project, unit, course, term, school year and cycle.* **(Curriculum Framework pre-primary to upper secondary 2015 pages** *34-35)*

### Activity 2

***Why, what and when do we assess? (Teacher training Manual on the Roll out of the competence Based-Curriculum 2015 page 53)***

Participants in their respective groups discuss the following:

Group 1: Why do we need to assess in teaching and learning?

Group 2: What do we assess in teaching and learning?

Group 3: When do we assess in teaching and learning?

The facilitator gives room for gallery walk and participants visit other groups to see what they have done. S/he also encourages participants to ask questions and give comments.

## Expected answers

1.  ***In teaching and learning, we assess***

a. *To identify particular learning needs of learners*

b. *To create differentiated teaching strategies and learning opportunities for helping individual learners to move forward in their learning*

c. *For providing immediate feedback and direction to learners*

d. *To enhance learners' motivation and commitment to learning.*

e. *Connect the topic being taught to topics from prior or future academic years.*

f. *To monitor the progress and provide feedback for career guidance.*

1.  What do we assess?

   *We assess competences (knowledge, Skills, attitudes and values)*
2.  When do we assess?

   a. *Before learning (diagnostic)*

   b. *During teaching and learning (formative/continuous)*

   c. *After teaching and learning (summative). Summative assessment is also done at School, District and National level*

**Assessing knowledge, skills, attitudes and values**

The facilitator asks participants in their triads to read and discuss about the below task given to P5 learners and then explain how knowledge, skills, attitude and values are assessed in the activity.

**Grade:** 5

**Resource***: Social and Religious studies syllabus upper primary P4-P6 201page:52 and Primary learners' Social Studies for Rwandan school P5, 2019 page56*

*U*nit 5: Economy

**Content:** Making Family Budget.

## The teacher gives the following activity to learners in the class:

*Look at another family budget below Uwamahoro monthly salary is 100 000 frw look at her expenditure below*

*Items and Price*

- *Rent 20 000 FRw*
- *Food 22 000 FRw*
- *Clothing 15 000 FRw*
- *Medical care 8 000 FRw*
- *Transport 5 500 FRw*
- *Water bill 2 000 FRw*
- *Electric bill 2 500 FRw*
- *Fees 45 000 FRw*
- *Total expenditure 120 000 FRw*

*Activity:*

- *Discuss the problems which is faced by Uwamahoro's family?*
- *What advice can you give to her so that she can reduce on her family expenses?*

## Expected answers:

### 1. Knowledge acquired

According to the scenario above, it is clear that learners have learnt the meaning and examples of family budget. Learners by being able to draw their village and mark a place where there is earning activities, it implies that they understand the meaning of family budget, basic needs income, expendituretems and can provide examples.

### 2. Skills acquired

**Learners develop Practical skills by being able to** *discuss problems faced by uwamahoro's family and coming up with advice. They demonstrate the ability to compare and contrast family income and expenditure in determining the kind of the family problem and specific advice skills to reduce Uwamahoro's family expenses.*

3. **Attitudes and values acquired**

*Though working as a team while discussing problems and suggesting advice about Uwamagor's family budget, learners appreciate others' views, ideas, and opinions on reducing family expenditure.*

## Conclusion (5min)

The facilitator invites few participants to share how they are going to change the way they have been assessing for improved learners' performance.

While concluding the facilitator stresses that assessment is an integral part of teaching and learning and should be done throughout the lesson. She /he also tells them that during the assessment they should make sure learners' acquired knowledge, skills and attitudes are correctly assessed.

## Session 2 | Questioning techniques

## Session objectives

By the end of the session, participants will be able to:

- Explain the importance/benefits of questioning.
- Describe levels of questioning according to Bloom's taxonomy.
- Set appropriate questions following Bloom's taxonomy levels of questioning.

**Materials/resources:** teacher training manual, Social and Religious studies syllabus, flipchart, pens, markers, laptop, projector, notebooks, etc.

## Introduction (5 minutes)

The facilitator asks two triads to come together as they are going through the session objectives and getting ready for the next activity.

## Session development (50 minutes)

### Activity 1

**Explain the benefits/importance of questioning.**

The facilitator leads participants in their groups of six to brainstorm on the following questions:

a. Why do we ask questions to our learners?

b. What challenges do we meet in questioning?

c. What is the importance/ benefits of questioning in the teaching and learning process?

## Expected answers:

### *Why asking questions to learners:*

- *To develop interest and motivate learners to become actively involved in lessons*
- *To develop critical thinking skills in our learners*

- *To help our learners review their learning*
- *To stimulate our learners to pursue knowledge on their own and ask questions.*

## Challenges faced when questioning:

- *Lack of enough materials during assessment*
- *Language barrier (English in upper primary and Kinyarwanda in lower primary)*
- *Promotion of learners with severe and accumulated gaps in learning which makes it very difficult and even impossible to build on the next levels.*
- *Teachers with poor skills in setting challenging questions.*

## The importance/ benefits of questioning in the teaching and learning:

- *To get information on the learners' levels of thinking and capacity of performing a given task.*
- *To make decision on how best we can help the learner to learn effectively. (in other words, to revise/ improve our ways of teaching and handling learners problems).*
- *To create an interactive atmosphere between teachers and learners.*
- *To give learners opportunities to evaluate themselves and therefore look forwards to improve their learning. It also helps them reveal what they are able to do and what they still need to learn.*
- *The feedback from the process of questioning informs both the teacher and learners to think of ways of making teaching and learning better.*

### Activity 2

**Describe levels of questioning according to Bloom's taxonomy model.**

**Reference: Training Session Plans for TTC Tutors, TTC Student Teacher Leavers and Teachers from Demonstration Schools Training on the Competence-Based Curriculum December 2018 page 53.**

The facilitator hangs in room six papers at different corners. Each paper is written one level of Bloom's taxonomy. And ask participants to brainstorm and propose descriptive words for each level, volunteers will write descriptors to matching levels.

**Level of questions, description and key verbs**



# Bloom's Taxonomy

**create** — Produce new or original work
*Design, assemble, construct, conjecture, develop, formulate, author, investigate*

**evaluate** — Justify a stand or decision
*appraise, argue, defend, judge, select, support, value, critique, weigh*

**analyze** — Draw connections among ideas
*differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test*

**apply** — Use information in new situations
*execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch*

**understand** — Explain ideas or concepts
*classify, describe, discuss, explain, identify, locate, recognize, report, select, translate*

**remember** — Recall facts and basic concepts
*define, duplicate, list, memorize, repeat, state*

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S/he distributes question cards different groups (each group receives at least 3 questions) and asks them to discuss on which level their questions fall under. After matching questions to relevant levels of Bloom's taxonomy, groups take turns to present and explain their findings. Once agreed upon by the whole team, cards are matched to the relevant levels.

**Expected answer:**

**Level 1: Knowledge (some verbs:** List, define, tell, label)

Examples of questions:

1. What is economy?
2. Define what a family budget is.
3. List any two problems faced by important places.
4. Which liquids are used in a thermometer?

**Level 2: Comprehension (some verbs:** Describe, name, identify, discuss**)**

Examples of questions:

1. Name the items people sell and buy in the market.
2. Discuss the types of markets in your province.
3. Match the instruments and their functions

| A | B |
|---|---|
| i) Windsock | a) To measure the temperature |
| ii) Barometer | b) To measure the amount of rainfall |

*iii) Thermometer*            *c) To measure humidity*

*iv) Rain gauge*            *d) To measure air pressure*

*v) Hygrometer*            *e) To measure the speed of wind*

4. Describe three ways in which you can avoid bad peer groups.
5. Identify problems caused by overpopulation in an area?

**Level 3: Application (some verbs:** Modify, solve, change, explain**)**

**Examples of questions:**

1. Explain the importance of education in our province.
2. Why are markets important in our province?
3. How are forests important to our province?

**Level 4: Analysis (some verbs:** Analyze, separate, compare, contrast, explore**)Examples of questions:**

1. If the wind is blowing in a western direction, in which direction should the wind vane face?
2. What do you know about the human trafficking?
3. Differentiate personal hygiene from sanitation?
4. Compare Christian religious and Islamic religious.

**Level 5: Synthesis (some verbs:** Create, construct, plan, role-play, develop, invent**)**

Examples of questions:

1. If you were the head of a family with 150000FRW as monthly income. Elaborate your family budgeting.
2. Create your own dust bin using any local materials.

**Level 6: Evaluation (some verbs: Give opinion, criticize, discriminate, summarize, appreciate etc)**

**Examples of questions:**

1. Compare pre-colonial transport and communication in Rwanda to transport and communication of Rwanda today. Give your opinion to different changes happened.
2. Do you think that being polite is a behaviour which brings peace? Explain.

**Activity 3**

**Setting appropriate questions following broom's taxonomy levels of questioning.**

The facilitator asks teachers from same schools to pair up and choose one unit (for lower and upper primary) in Social and religious studies syllabus and asks them to set two sample questions for each of the levels of Bloom's taxonomy.

The facilitator invites participants to share in plenary proposed questions.

Participants are encouraged to challenge and comment any question they feel is not relevant to the proposed level.

**Expected answer (referring to activity2, participants harmonise their answers).**

## Conclusion (5 minutes)

The facilitator concludes the session by reminding participants that the assessment of learners' knowledge, skills, attitudes and values should reflect their level of cognitive development.

| Session 3 | Learners' progress record Keeping and portfolio |

## Session objective(s)

By the end of this session, participants will be able to:

- Explain learners' progress record keeping and Portfolio
- Discuss the importance of record keeping in CBA
- Identify the importance of providing positive feedback in teaching and learning activities and effective ways to provide it.
- Discuss the elements of the feedback format.
- Fill in the feedback format using the kept records

**Materials/resources:** Teacher training manual, Social and Religious studies syllabi, flipchart, pens, markers, laptop, projector, notebooks, masking tape.

## Introduction (5 minutes)

The facilitator guides participants into reviewing the previous session and shares the session objectives with them.

## Session development (60 minutes)

### Activity 1

**Explain learners' progress record keeping and portfolio in teaching and learning.**

The facilitator by using "**speed dating methodology**" asks participants to sit on two parallel lines, two participants facing each other. s/he names the two lines A, and B depending on their choice)

S/he gives each participant of line A 30 seconds to tell his or her partner from line B what they understand by "**learners' progress record keeping and portfolio**." And line

B listens attentively to what they are being told. Line A moves clockwise and line B moves anti clockwise. Every time the facilitator gives a signal each participant moves to the next seat until each participant from line A has spoken to all the participants from line B. Participants on the line moving clockwise always speak to their partners on the line moving anti-clockwise.

## Expected answer:

*Record keeping involves gathering facts and evidence from different assessment instruments and using them to judge the learner's performance by assigning an indicator against the set criteria or standard. (***Curriculum Framework pre-primary to upper secondary 2015: page 38)**

*Portfolio: Learner's portfolio is a collection of learner's learning progress. It is comprehensive analysis of the learner's mastery, comprehension, application of knowledge acquired over a designed academic period* **(Teacher training Manual on the Roll out of the competence Based-Curriculum 2015 page 48)**.

**Activity 2**

**Discuss the importance of record keeping and communicating learner's progress in competence-based approach.**

The facilitator asks participants to pair up with the person on their left side and discuss the purposes of record keeping and communicating learner's progress. S/he moves around to monitor how individuals are contributing and support where needed. S/ he invites a few pairs to share with others what they have discussed and harmonises interventions.

## Expected answers

**Why record learner's performance?**

- *Tracking each learner's performance and plan for remedial activities*
- *Evaluating the extent to which learners' progress matches their abilities*
- *Providing learners with feedback about their performance and guide them as to how they can improve.*
- *Inform strategic planning of teaching and learning*
- *Communicate to parents about the learning progress of their children and give advice accordingly*

**What do we record in a portfolio?**

- *We record learners' academic work including deliberations decisions on students' performance over a given academic period against set performance standard.*
- *We record learner's behaviours and discipline decisions and discussions (when applicable). The document in which we keep all these information is called a* **learner portfolio**.

**Why do we communicate learner's performance?**

- *We provide parents with clear and individualise information about learner's progress/ performance against achievement standards.*
- *We identify learner's areas of strength and improvements henceforth suggest remedial activities in appropriate time.*

**Activity 3**

**Identify the importance of providing positive feedback in teaching and learning activities and effective ways to provide it.** *(Teacher training Manual on the Roll out of the competence Based-Curriculum 2015 pages 58-59).*

The facilitator groups participants in small groups and tasks each group to identify the importance of providing positive feedback in teaching and learning activities and effective ways of providing it. A few groups are sampled to share in plenary and the facilitator harmonises the presentations.

**Importance of** providing positive **feedback in teaching and learning activities**:

- *clarify what good performance is (goals, criteria, expected standards)*
- *facilitate the development of self-assessment (reflection) in learning*
- *deliver high quality information to learners about their learning*
- *encourage teacher and peer dialogue around learning*
- *encourage positive motivational beliefs and self-esteem*
- *provide opportunities to close the gap between current and desired performance*
- *provide information to teachers that can be used to help shape teaching*

**Effective ways of giving and receiving feedback**

Giving constructive feedback in the form of verbal or written comments is a vital aspect of ongoing classroom assessment.

- *Emphasize the positive. Always give specific feedback on what a learner has done well*
- *Appreciate what has been achieved and be clear about exactly what needs to be improved next and how*
- *Seek learners' views and value their contribution. This will help them to get better at assessing their own work, which is vital to them to become independent learners*
- *Invite the learner to comment on what the teacher does as well. Feedback is not a one-way process*
- *Frame questions carefully. Use open questions and resist asking more than one question at a time,*
- *Avoid generalizations such as 'There are a lot of inaccuracies'. Instead focus on specific areas for development which you can discuss with the learner*
- *Focus on things that each learner can change, and avoid overloading them with too much feedback at once*
- *Look for ways forward together. Share ideas and explore solutions rather than always putting forward teacher's own suggestions*
- *Create a situation on how learners agree on the given feedback. This could include agreeing new targets or planning learning opportunities.*

### Activity 4

**Discuss the elements of the feedback format.**

Still in their pairs, the facilitator shares with the participants the feedback format and asks them to discuss and explain what they understand by its components.

### FEEDBACK FORMAT

**SUBJECT:**

**UNIT:**

**KEY UNIT COMPETENCE:**

| Student names | Achievement description | Comment (area for improvement/ good points) | Way forward |
|---|---|---|---|
| 1. ………… | ………… | ………… | ………… |
| 2. ………… | ………… | ………… | ………… |
| 3. ………… | ………… | ………… | ………… |

| | | | |
|---|---|---|---|
| 4. ………… | ………… | ………… | ………… |
| 5. ………… | ………… | ………… | ………… |
| 6. ………… | ………… | ………… | ………… |
| 7. ………… | ………… | ………… | ………… |

## Expected answers

*Learner's name:* the name of the learner assessed

*Achievement description:* in this part the teacher describes the learner's rating (outstanding, fair, unclassified (refer to REB)

*Area for improvement:* in this part the teacher fills in the comments on the performance of the learner in that subject and suggest areas of improvement (where the learner is struggling)

*Way forward:* in this part the teacher describes the action to be taken, and if remedial activities to be taken.

### Activity 5

**Filling in the feedback format using kept records**

The facilitator requests participants to suggest learners' assessment activity, mark it, fill the feedback format and present their findings.

## Expected answers

| Umuganwa | Sindiheba | Gakuru |
|---|---|---|
| **Ikibazo cya mbere**<br><br>Vuga ibintu bitatu bigize inzu yanyu/6<br>*Amabati√ 2*<br>*Ibiti √ 2*<br>- | **Ikibazo cya mbere**<br><br>Vuga ibintu bitatu bigize inzu yanyu./6<br>*Amabati√ 2*<br>*Igikari*<br>- | Ikibazo cya mbere<br><br>Vuga ibintu bitatu bigize inzu yanyu./6<br>   1) *Amatafari√ 2*<br>   2) *Amabati √ 2*<br>   3) *Inzugi √ 2*<br>**Ikibazo cya kabiri** |
| **Ikibazo cya kabiri**<br><br>Hitamo umuntu umwe mubagize umuryango wawe maze uvuge inshingano ze ebyeri./4<br><br>*Mama.*<br>*Kumesa imyambaro√ 2*<br>*Gukora isuku√ 2*<br>- | **Ikibazo cya kabiri**<br><br>Hitamo umuntu umwe mubagize umuryango wawe maze uvuge inshingano ze ebyeri./4<br><br><br>*Data akunda kuririmba*<br>-<br>- | Hitamo umuntu umwe mubagize umuryango wawe maze uvuge inshingano ze ebyeri./4<br><br><br>*Mama. √ 2*<br>*Guteka√ 2*<br>*Gukora isuku√ 2* |
| 6/10 | 3/10 | 10/10 |

## Assessment Feedback

| Student names | Achievement description | Comment (area for improvement/ good points) | Way forward |
|---|---|---|---|
| 1Umuganwa | Fair | She is good at linking the content to real life<br><br>She needs to be trained in retention | Need more exercises on remembering and retain |
| 2. Sindiheba | Unclassified | He needs connecting ideas and concentration in class | Needs more remedial exercises |
| 3. Gakuru | Outstanding | He perfectly recalls all information.<br><br>He is able to think beyond the content | Need extra work to make him busy.<br><br>Should be given extended exercises |
| 4 | | | |
| 5 | | | |

## REB Assessment grading

| Criteria | Score | Comment |
|---|---|---|
| Can identify 5 effects and explain all | 5 | Outstanding |
| Can identify 4 effects and explain only 4 | 4 | Excellent |
| Can identify 3 effects and explain only 3 | 3 | Very good |
| Can identify 2 effects and explain only 2 | 2 | Good |
| Can identify 1 effects and explain only 1 | 1 | Fair |
| Cannot identify any effect | 0 | Fail |

*(Teacher training Manual on the Roll out of the competence Based-Curriculum 2015 page 50)*

## Conclusion (15 minutes)

The facilitator asks participants to answer questions below:

What did you find new? What surprised you? What will you do differently after here?

## Key message:

The facilitator harmonizes the session emphasizing that teachers should at least record and fill feedback format of the end of unit assessment. A compilation of records and feedback format construct the learner's portfolio. This helps the teacher inform stakeholders on the learner's learning progress to decide on how s/he can improve.

# UNIT 5 — CLASSROOM PRACTICE (LESSON PLAN AND DELIVERY)

## Session 1 — Understanding lesson plan format

By the end of the session the participants should be able to:

- Identify different pedagogical documents needed in teaching and learning activities
- Identify and describe the components of lesson plan format
- Explain how to complete a lesson plan format.

**Teaching & Learning resources:** Syllabi, scheme of work format, lesson plan format, flip charts, markers of varying colours, scotch, etc.

### Session introduction (5 min)

The facilitator invites one of the participants to lead the rest through a warm up. After it, the facilitator shares the session objectives with them.

### Development of the Session (50 Minutes)

#### Activity 1

**Identify different pedagogical documents needed in teaching and learning activities.**

Using cabbage game, the facilitator asks participants to explain how the pedagogical documents on the paper they peel is used in teaching and learning activities. S/he asks volunteers to write key words on the flip chart and hang them on the wall.( *Teacher training Manual on the Roll out of the competence Based-Curriculum 2015 pages 64,67,72 and 79)*

*Possible answers:*

1. *Subject syllabus:*
   - *It communicates information about a specific subject,*
   - *Its defines expectations and responsibilities of teachers and learners at every stage of teaching and learning activity,*
   - *It describes the teaching and learning activities(subject schedules, minimum technics required to transfer knowledge, skills, attitudes and values)and*
   - *ICT integrated in teaching and learning.*

2. *Class diary:it describes:*
   - *Time allocation: period(s)for the lesson*
   - *The content to be taught on daily basis*
   - *Teaching techniques to be used to deliver the content*
   - *Comments and observation about the lesson taught*

3.   *Time table*

   - *Is ensures that all subjects are equally studies*
   - *Smooth and orderly work of the school(it makes sure that everything is planned in advance all teachers and learners know their jobs as well as the timwe they are to devote for each activity)*
   - *It pvents waste of time and energy (It shows exactly what is to be done at a particular time. It thus directs the antention of both the learners and the teacher one thing at a time.)*
   - *It ensures equitable distribution of work among teachers (with the help of the timetable the headteacher/DoS keep track of the quantum of workload assigned to each teacher.)*
   - *It ensures equtable distribution to different subjects and activities.*
   - *It helps in adjusting school work according to the needs of teachers and learners.*
   - *It helps in school discipline (it prevents confusion and duplication of work and lessens the need of punishment by keeping learners busy in desirable activities.)*

4.   *Schemes of work:*

   - *It outlines what should be taught in a given period, such as a week, a month, a term or a year.*
   - *It is done every year, before the start of new academic year.*
   - *It determines the objectives to be achieved over a period.*
   - *It gets activities for all learners and makes the order and timing for activities.*
   - *It identifies the content and materials to be used by learners, (the teacher prepares all instructional materials such as audio-visuals, apparatus…)*
   - *It helps teachers to plan how they will monitor and assess learners' progress.*
   - *It also identifies all the references that the teacher will use to plan and deliver lessons.*

5.   *Class register:*

   - *It is a book where the teacher register learners' attendance fluenquences*
   - *It tells you the average percentage of learners'attendance*
   - *It gives you baseline information on the quality of a school*
   - *It helps identify learners who might need extra support to catch up lessons they might have missed along with actions to tackle poor attendance.*

6.   *Homework book.*

   - *Keeps records of all homeworks that the teacher has given to learners in a specific subject*
   - *It also suggests all responses to each homework and marks for each of the questions asked/assessment rublic.*

7.   *Quiz book.*

   - *Keeps records of all formal tests and assessment that the teacher has set (general quiz, end of unit assessment, end of term, year, mock exams)*
   - *All making guides foor any test, exam are also recorded in it.*

8.   *Lesson plan.*

   - *helps teachers manage the curriculum content within a term/year*
   - *helps teachers sequence activities well from simple to complex,*
   - *helps teachers organize teaching & learning to develop objectives and competences,*
   - *helps teachers think about the needs of all learners,*
   - *helps teachers stay organized in the classroom,*
   - *helps teachers remember the content to be taught and activities to cover it,*
   - *helps teachers to manage time*

9.  *Lesson notes book*
    - *It contains summary content for every lesson that the teacher gives to learners.*
10. *Exercises'notebook*
    - *Shows evidence on which activities the teacher engaged learners in (all exercices the teacher gave are recorded within it.)*
11. *Learner's progressive record and portfolio*
    - *It helps to record learners performance over the course of units*
    - *It helps design remedial teaching and learning activities*
    - *It helps to track learners'performance*
    - *It helps to inform next level teachers of the performance and areas of improvement of the learner fornext level teachers to customize the learning and content to the learners'needs.*
    - *It informs parents of the learner's progress and remedial actions taken.*

## Activity 2

**Identify and describe the components of lesson plan format (Teacher training Manual on the Roll out of the competence Based-Curriculum 2015 page: 79)**

In groups, the facilitator asks participants to describe the parts of lesson plan format.

### Expected answer

| Part | Description |
|---|---|
| School name | Ther teacher writes the name of the school where s/he teaches. |
| Teacher's name | The teacher writes his/her name. |
| Term | The teacher writes the term (term 1, term 2 or term three) |
| Date | The teacher writes the date when the lesson will be taught. |
| Subject | The teacher writes the name of the subject( e.g: Social and Religious studies) |
| Class | The teacher writes the class level and stream :P1, P2, P3, P4,P5 or P6 |
| Unit number | The number of the unit eg:1,2,3…… |
| Lesson number | …………….of………… |
| Duration | 40 min or 80min |
| Class size | Number of learners |
| Types of special education needs to be catered for in this lesson and number of learners in each category | Teacher should take into account learner's with special need to ensure that all activities are adapted to all learners |
| Unit title | It is taken from the syllabus. |
| Key unit competence | It is taken from the syllabus within the unit. |
| Title of the lesson | Teacher picks the lesson from unit content. |
| Instructional objective | The teacher formulates the instructional objective by respecting the 5 key points: **SMART** |

| | |
|---|---|
| **Plan for this class (location: in/outside)** | It depends on the lesson |
| **Learning materials (for all learners)** | Teacher indicate the learning materials needed for the lesson specifying those for learners with SEN |
| **References** | Teacher has to show all different references he/she has used during lesson preparation. |
| **Timing for each step** | Each step should be timed. |
| **Description of teaching and learning activity** | This part is a summary of the teaching and learning process. |
| **Teacher activities** | Teacher describes his or her works within introduction, body and conclusion |
| **Learner activities** | Teacher suggests works of learners within introduction, body and conclusion |
| **Generic competences and cross cutting issues to be addressed +a short explanation** | The teacher mention the generic competencies to be developed and cross-cutting issues to be addressed in relation to learners' activities and lesson content<br><br>The teacher provide short explanations justifying how above mentioned generic competencies and cross-cutting issues are catered for |
| **1.Introduction……min** | Is a part where the teacher makes connection between the current and previous lesson through appropriate technique. |
| **2.Development of the lesson** | The development of a lesson that introduces a new concept will go through the following steps: Discovery activities, Presentation of learners' findings, Exploitation, Synthesis/ Summary and Exercises/Application activities. This part is very important and allocated most of lesson time. |
| **2.1 Discovery activity** | 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, to discover knowledge to be learned). |
| **2.2Presentation of learner's production** | In this step, the teacher invites representatives of groups to present the students' findings. |
| 2.3Exploitation of learner's productions | • The teacher asks the students to evaluate the findings; which ones are correct, incomplete or false.<br><br>• Then the teacher judges the logic of the students' findings, corrects those which are false, completes those which are incomplete, and confirms those which are correct. |
| 2.4 Conclusion/summary | The teacher summarizes the learnt knowledge and gives examples which illustrate the learnt content. |

| 3. Assessment | • Exercises of applying processes and products/objects related to learnt Unit/sub unit<br><br>• Exercises in real life contexts |
|---|---|
| **Teacher's self-evaluation** | Teacher has to verify if:<br><br>All learners captured well the lesson.<br><br>Time management<br><br>Competences are developed among the learners.<br><br>The instructional objective is achieved |

**Activity 3**

**understand the lesson plan format**

The facilitator gives the lesson plan format to participants and asks them to pair up with the fourth person on their left side. S/he invites them to go through the lesson plan format and discuss its components as they share any challenge they encounter in completing the lesson plan.

**Social and Religious Studies Lesson Plan format**

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

| Term | Date | Subject | Class | Unit N° | Lesson N° | Duration | Class size |
|---|---|---|---|---|---|---|---|
| | | | | | …./… | | |

| Type of Special Educational Needs to be catered for in this lesson and number of learners in each category | |
|---|---|

| Unit title | |
|---|---|
| Key Unit Competence | |
| Title of the lesson | |
| Instructional Objective | |
| Plan for this Class (location: in / outside) | |
| Learning Materials (for all learners) | |
| References | |

| Timing for each step | Cross cutting issues to be addressed + a short explanation: | | Generic competences to be developed + a short explanation |
|---|---|---|---|
| | Description of teaching and learning activity | | |
| | | | |
| | Teacher' s activities | Learner activities | |
| Introduction | | | |
| Development of the lesson | | | |
| Conclusion | | | |
| Teacher self-evaluation | | | |

## Conclusion (5 Minutes)

The facilitator collects participants' contributions and challenges they encounter in completing the lesson plan format.

<span style="color:orange">**Session 2**</span>   <span style="color:blue">**Making an instructional objective.**</span>

## Session objective(s)

By the end of the session, participants will be able to:

- Explain the main components of instructional objective
- Formulate an instructional objective in Social and Religious Studies
- Design teaching and learning activities responding to the instructional objective formulated earlier.

**Materials/resources:** teacher training manual, Social and Religious studies syllabus, flipchart, pens, markers, laptop, projector, notebooks.

## Introduction (10 minutes)

The facilitator asks a volunteer to teach and guide other participants a warm up in two minutes.

The facilitator shares the objectives of the session with participants.

**Session development (50 minutes)**

**Activity 1**

**Explain main components of instructional objective**

a) The facilitator puts participants in five groups and asks seach of the group to dicuss about the five component of an instructional objective as per (***Teacher training Manual on the Roll out of the competence Based-Curriculum 2015 pages 67)***

The facilitator chooses two groups to make a presentation of their works and s/he harmonises sharing the expected answers.

**Expected answers:**

*A good instructional objective should have 5 components (it is better to respect the order in which the components are listed below):*

1.  **CONDITIONS**: *Reflect on the conditions, or how the learners will accomplish the task.*
2.  **WHO** : *Determine who you're talking about*
3.  **BEHAVIOUR/ACTION/COMPETENCE**: *Note the behaviour/ competence or action you're looking for - evidence of learners' action (choose from the list of verbs in the tips and aim for higher levels of comprehension)*
4.  **CONTENT**: *Include the content you want the learner to learn.*
5.  **STANDARD** *OF* **PERFORMANCE**: *criteria for acceptable performance*

*b) Based on the given example of an instructional objective, the facilitator ask participants to read and identify its five components.*

**Expected answer**

Provided with pictures portraying sanitation and hygiene practices (condition) the learner (who) will be able to explain (behaviour/ action) why and when to wash hands as best personal hygiene practices (content) and how to effectively (standard of performance) apply it

**Key message:**

*The facilitator clearly explains to the participants that instructional objectives should have the five components (condition, who, behaviour/action, content and standard of performance).*

**Activity 2**

**Explain main components of instructional objective**

The facilitator invites participants in groups of four and asks each group to choose a lesson (**reference the lesson**), then formulate related instructional objective.

Eg1:

P1, Umutwe wa mbere: UMURYANGO WANJYE

Isomo rya mbere: Abagize umuryango

**Aho biboneka:** *Amasomo mbonezamubano igitabo cy'umunyeshuri uwaka wa 1 w'amashuri abanza urupapuro rwa 13*

**Intego ngenemukoro:**

Hifashishijwe amashusho (uburyo cyanwa inzira igikorwa gikorwamo), buri munyeshuri (uwiga) ararondora (igikorwa) abagize umuryango we (ikigwa) yihuta atajijinganya (igipimo k'imikorere)

**E.g:2**

**P6, Unit 6: PHYSICAL GEOGRAPHY**

**Lesson title: Direction and Location**

**Reference: *New primary Social and Religious studies for Rwanda P6 pupil's book page* 144**

Given a map of East African countries (**condition**), the learner should be able to (**who**) locate (**action**) Rwanda (**content**) accurately (**criterion**).

Activity 3: Design teaching and learning activities responding to the instructional objective formulated earlier.

In the same groups the facilitator requests participants to design teaching and learning activities that respond to the instructional objective formulated earlier.

*Expected answer:*

*P5 Social and Religious studies*

*UNIT 4: CIVICS AND GOVERNANCE*

*Lesson 1: Acceptable behaviours*

Referece: ***New primary Social and Religious studies for Rwanda P5 pupil's book page: 41-43)***

**Instructional objective:**

In pairs/group discussions, the learner will be able to correctly differentiate bad behaviours from good behaviours, naming effects of bad behaviours and suggesting possible ways to avoid them.

| Teaching activities | Learning activities |
|---|---|
| • Pairs boys and girls together and ask them to share what they think is an acceptable behaviour.<br>• Asks learners to share their responses in plenary. | • In pairs learners share what they think is an acceptable behaviour.<br>• Learners share their responses in plenary. |
| • Asks learners to count bfrom 1 to 4 and tells all ones to go together, twos, threes and fours together. And then discuss and suggest 3 bad behaviours at home and in class.<br>• Invites groups for presentation. | • Count and join groups as per instructions.<br>• Discuss and suggest 3 bad behaviours at home and in class<br><br>One participant from each group presents the findings.<br><br>Expected answers:<br><br>**Bad behaviour in class:**<br><br>Stealing, making noise, disturbing fellow learners and the teacher, fighting, cheating exams…<br><br>**Bad behaviour at home:** stealing, fighting, insulting neigbours, not respecting elders including parents, leaving home without permission, coming home late, spiting in the face of people, walking away from elders when they are talking to you, telling off people and shouting at people. |
| • The asks learners to brainstorm on possible effects of bad behaviours. And suggest one thing you can do to avoid them. | • Brainstorm on possible effects of bad behaviours. And suggest one thing you can do to avoid them. |

## Conclusion (5 minutes)

The facilitator concludes the session by emphisizing on the fact that each of the instructional objectives must have the five key components and the developed teacher's and learners' activities should help to achieve the desired outcome in learners.

The teacher, while conducting the lesson should make sure that all asked questions and proposed techniques help the learner to be able to learn acquire and develop desired knowledge, skills attitudes and values. Henceforth, the teacher can rephrase the question if learners are not able to understand the given content.

# Planning and delivering a full lesson (microteaching and feedback)

## Session objective(s)

By the end of the session, participants will be able to develop lesson plans, execute microteaching and provide positive feedback.

**Materials/resources:** teacher training manual, core and subsidiary mathematics syllabus, flipchart, pens, markers, laptop, projector, notebooks, etc.

## Introduction (5minutes)

The facilitator calls all participants on a circle and chooses one of them to lead others through a warm up. S/he shares session objectives with them.

## Session development (110 minutes)

**Activity: Develop lesson plans and execute microteaching**

**A The facilitator says/ writes the following quote**

*"As teachers expect learners to come to class prepared to learn, learners expect teachers to come to class prepared to teach."*

*The facilitator asks participants to react on this quote and reminds them the importance of a lesson plan.*

## Expected answers:

*A lesson plan is necessary in the effective teaching process because it helps the teacher to:* (*Teacher training Manual on the Roll out of the competence Based-Curriculum 2015 pages*: **74-75**)

- *Focus clearly on the content to be covered and the way it should be taught thus avoiding being vague and irrelevant*
- *Organize the content to be taught in advance*
- *Plan, prepare and assemble teaching/learning resources*
- *Take the opportunity to visualize and conceptualize in advance the teaching strategies and methods.*
- *Select and design appropriate assessment methods.*

The facilitator continues by asking participants the following question:

*"What should the teacher think about/look for before developing a lesson plan?"*

## Expected answer:

- *Referring to the scheme of work*
- *Writing lesson objectives*
- *Identifying appropriate cross cutting issues to be addressed and generic competences to be developed*
- *Choosing activities that link with the objectives*
- *Looking for appropriate teaching/learning aids*
- *Allocating time for each activity*
- *Making research to enrich/update the content mastery*

- *Choosing appropriate methods that engage all learners and help them develop competences*

Still in same groups, the facilitator distributes flip chart papers and markers to each of the groups and asks them to select a lesson from any topic / unit of their choice, prepare a lesson and microteach the prepared lesson. (each group will be given 20 minutes to microteach and 10 minutes for feedback)

## Conclusion:(5 minutes)

The facilitator winds up the session by emphising on why we should be providing feedback to either learners or our fellow teachers.

## Key message

*We tend to associate giving feedback with things going wrong and when we experience being evaluated, criticised, it triggers a stress response. It activates the part of the brain that launches the fight or the flight response.*

*It is very natural that in this case we become a bit defensive, as we all want to know that we are valued, recognised, and people see us in positive light.*

*Feedback, can do both good and bad as well as it can make us feel valued recognised and satisfied.*

*A study by Harvard business review found that 57% of people will prefer constructive/positive feedback to positive praise or recognition. Constructive/positive feedback make people feel appreciated which in turn make them more motivated and engaged.*

*Giving positive feedback doesn't mean just saying good job, which can sometimes come across as vague or insincere. Rather, it is better to adopt the **what/why approach**.*

*The what and why approach involves telling the person what it was about the behaviour or action that impressed you and why what they did was effective.*

# REFERENCES:

1. *Curriculum Framework pre-primary to upper secondary 2015*
2. *Teacher training Manual on the Roll out of the competence Based-Curriculum 2015*
3. *School-Based Continuous Professional Development Manual Phase 1:2017*
4. *TTC orientation manual , 2019*
5. *Social and Religious studies syllabus upper primary P4-P6 2015*
6. *Integanyanyigisho y'amasomo mbonezamubano n'ubumenyi bw'iyobokamana ikiciro cya mbere amashuri abanze P1-P3.*
7. *Amasomo mbonezamubano igitabo cy'umunyeshuri uwaka wa 1 w'amashuri abanza*
8. *Amasomo mbonezamubano igitabo cy'umunyeshuri uwaka wa 2 w'amashuri abanza*
9. *Amasomo mbonezamubano igitabo cy'umunyeshuri uwaka wa 3 w'amashuri abanza*
10. *New primary Social and Religious studies for Rwanda P4 pupil's book*
11. *New primary Social and Religious studies for Rwanda P5 pupil's book*
12. *New primary Social and Religious studies for Rwanda P6 pupil's book*
13. *Training Session Plans for TTC Tutors, TTC Student Teacher Leavers and Teachers From Demonstration Schools Training on the Competence-Based Curriculum December 2018*

# ANNEX : LESSON PLAN FOR UPPER PRIMARY 4

**Social and Religious Studies Sample Lesson Plan**

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

| Term | Date | Subject | Class | Unit N° | Lesson N° | Duration | Class size |
|------|------|---------|-------|---------|-----------|----------|------------|
| 1 | 1 8/2/ 2019 | Social and Religious Studies | P4 | 3 | 1 of 5 | 40 min | 42 |

| | |
|---|---|
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | 1 learner with low vision impairment. |
| **Unit title** | Hygiene |
| **Key Unit Competence** | Demonstrate proper hygiene practices and environment cleanliness |
| **Title of the lesson** | Personal hygiene practices (washing hands) |
| **Instructional Objective** | Provided with pictures portraying sanitation and hygiene practices, the learner will be able to explain why and when to wash hands as best personal hygiene practices and how to effectively apply it |
| **Plan for this Class (location: in / outside)** | Inside the classroom and outside classroom |
| **Learning Materials (for all learners)** | Personal hygiene materials (soap, clean water, basin, cups) and hand wash point. |
| **References** | REB (2015) *Pupils 'book Primary 4 Social and Religious studies*, page 33<br><br> REB (2015) *Social and Religious Studies Syllabus P4-P6, page 27*<br><br>*REB(2015) Social and Religious studies teacher's guide, page 15* |

| Timing for each step | CCIs to be addressed in the lesson + a short explanation | Generic competences and **Cross cutting issues** to be addressed **+ a short explanation** |
|---|---|---|
| | **Gender:** Forming groups, answering questions and acting out will encourage both the participation of both girls and boys | |
| | **Standardization culture** (learn use clean water and soap to better wash their hands | |
| | **Environment and sustainability:** While using water learners should know how to use it as a natural resource | |
| | Description of teaching and learning activity | |
| | Guided by the teacher, learners observe pictures, in groups / pairs identify, discuss and act out best hygiene practices. | |
| | **Teacher's activities** / **Learner activities** | |
| **Introduction** Min | Asks learners to define the key concepts of hygiene. Harmonises learners'responses by giving them definitions hygiene key concepts. Invites learners to form a circle and takes them through the song "let us keep our body clean". | Define hygiene key concepts. Stand on a circle and sing" **let us keep our body clean**" song with the teacher. | **G E N E R I C COMPETENCES** **Communication skills T**hrough Singing |

| Development of the lesson<br><br>23 minutes | **Activity one**<br><br>Shows pictures to the learners and ask them to tell what they see. (pictures in the pupil's book page:33)<br><br>**Note**: 2 learners with low visual impairment are provided with magnified pictures and they will be seated in front. In case there are few books, such learners are given their own books. | Observe and speak out what they see on the pictures.<br><br>Sort out the pictures for poor hygiene and pictures of best pictures.<br><br>Mention materials need to perform each best practice. | **Critical thinking:** through careful observation and telling what they can see on the picture and selecting the pictures for best and poor practices. | |
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| | Invites learners to sort best from poor personal hygiene practices and outline materials needed for best practices.<br><br><br>**Activity two**<br><br>Invites learners for group formation and asks them to discuss on the meaning of hygiene and two personal hygiene practices.<br><br><br>Invites each group to present their findings. | In groups learners discuss two personal hygiene practices and meaning of hygiene.<br><br><br>-before and after eating<br><br>-before going to sleep.<br><br><br>Always wash your hands after you:<br><br>-go to the toilet or pit latrine<br><br>-touch an animal<br><br>-Come from garden or farm. | **Research and problem solving skills** (while searching for two best practices of personal hygiene)<br><br><br>**Cooperation and interpersonal-learners' leadership** (ability to work as group and decide on who leads and presents) -<br><br><br>Idem | |

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| | **Activity three**<br><br>Invites learners to keep their groups and take them outside; then discuss about the importance of washing hands<br><br>Invites each group to choose two members to demonstrate how to use given materials to wash their hands.<br><br>Invites learners to brainstorm about when do we wash our hands | Each group chooses one to present.<br><br>**Possible answers**:<br><br>**Hygiene** is keeping yourself and your environment clean and healthy.<br><br>**Two personal hygiene practices:** Washing hands<br><br>Combing hair<br><br>Brushing teeth<br><br>Learners get out of the classroom and stand in their groups and discuss about the importance of washing hands. | |
| | | **Possible answers:**<br><br>**Importance of washing hands**: It helps to be clean and to stop germs from spreading.<br><br>Each group nominates two members and they demonstrate how to wash their hands in the proper way.<br><br>Learners brainstorm on when we they wash their hands<br><br>**Possible answers:**<br><br>Always wash your hands before you:<br><br>-after using the toilet<br><br>-before peeling and eating fruit/vegetables | |

| Conclusion and Assessment | Invites individual learner to answer the following questions: | Individual learner give three personal hygiene practices | **Lifelong learning** (doing research on effects of poor hygiene) |
|---|---|---|---|
| 10 min | A) Name any three personal hygiene practices? | Different learners explain importance of washing hands. | |
| | B) Explain two importance of washing hands. | | |
| | C) Gives homework to learners on the following | Copy the homework in their notebooks. | |
| | **Question**: | | |
| | When do we have to clean: | | |
| | Our hands | | |
| | Our clothes | | |
| **Teacher self-evaluation** | The lesson was well delivered, the lesson objective was achieved, each learner was able to identify steps of washing their hands and demonstrated how to effectively apply them. | | |
| | The lesson was well taught but learners still need more time to understand the content. | | |

# Annex 2 Active techniques to developd learners' competences

| Techniques/ Strategies | Description |
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| • Group work | Group work techniques can be used to motivate learners, encourage active learning, and develop key critical thinking, communication, and decision-making skills. But without careful planning and facilitation, group work can frustrate learners and instructors and feel like a waste of time. |

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| • Role Play | Role-playing is a process in which one explores the thoughts and feelings of another person by responding and behaving as that person would in a simulated situation. It can involve pairs, groups, or the whole class. The learners can take on the assigned roles in order to explore the scenario, apply skills (communication, negotiation, debate, etc.), experience the scenario from another viewpoint, evoke and understand emotions that may be unfamiliar to them.<br><br>It helps to put together the concepts into a practical experience.  This provides opportunities for learning in both the affective domain, where emotions and values are involved, as well as in the cognitive domain where experiences are analyzed. |
| • Questions in corners | The teacher places questions in different corners of the classroom. Groups of 3-6 learners move from corner to corner as per signal given by the teacher. They discuss and write an answer to each question taking into account answers already written by previous groups. The use of different collared markers for each group helps to see what each group wrote for each question. Ideas for each question are discussed in plenary to come up with some conclusions at the end. Learners in groups or individually, are engaged in a self-directed work for an extended period of time to investigate and respond to a complex question, problem, or challenge. The work is presented to classmates and other people beyond the school. Projects are based on real-world problems that capture learners' interest. This technique develops higher order thinking as the learners acquire and apply new knowledge in a problem-solving context.<br><br>The teacher plays the role of facilitator by:<br><br>working with learners to frame worthwhile questions<br><br>setting relevant and meaningful  tasks<br><br>availing resources needed<br><br>coaching both knowledge and skills development and social skills,   assessing carefully what learners produced based on defined criteria |
| • **Case study** | Case study as a learning technique is a story either based on real events, or from a construction of events which could reasonably take place. It involves issues or conflicts which need to be resolved. The information contained in a case study can be complex or simple.<br><br>The teacher presents a problem situation and indicates how to proceed |

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| • Project work | Learners in groups or individually, are engaged in a self-directed work for an extended period of time to investigate and respond to a complex question, problem, or challenge. The work is presented to classmates and other people beyond the school. Projects are based on real-world problems that capture learners' interest. This technique develops higher order thinking as the learners acquire and apply new knowledge in a problem-solving context. |
| | The teacher plays the role of facilitator by: |
| | working with learners to frame worthwhile questions |
| | setting relevant and meaningful  tasks |
| | availing resources needed |
| | coaching both knowledge and skills development and social skills, |
| | assessing carefully what learners produced based on defined criteria |
| • **Brainstorming** | It is a technique used for creative exploration of options/solutions in an environment free of criticism. It encourages creativity and a large number of ideas. |
| | Among ground rules there are: active participation by all members; no discussions, criticisms, compliments or other comments during the brainstorming stage. The teacher starts by reviewing the rules, sets a time limit; states and explains the question; collects and displays ideas; eliminates duplications and guides learners to draw a conclusion. |
| • A learning Centre /corner | It is a space set aside in the classroom that allows easy access to a variety of learning materials in an interesting and productive manner. Learners can work by themselves or with others in self- directed activities on a content related to the curriculum or not. |
| | These centers allow learners to deepen their understanding of subjects, apply their learning in a stimulating learning environment and engage in meaningful discoveries which match their individual interests. They provide learners with hands-on experiences they can pursue at their own pace and level of curiosity. |

- **Note:** Active engagement in learning is a crucial to the success of the competence-based curriculum. Learners need to be engaged in practical, contextualized and complex learning situations through which application of learning is constantly developed. It is therefore essential that teachers always have active techniques in mind when they are planning learning activities within a lesson.