

# Social Studies

## TEACHER'S GUIDE FOR RWANDA PRIMARY SCHOOLS



**Revised Edition 2019**

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## Introduction

The 'Social and Religious studies book is based on the new curriculum review. The content of this book is mainly responsive to the needs of learners and aims to change from knowledge-based learning to competency-based learning. An effort has been made to develop the skills and competences of the learner. This has been achieved through widening and inspiring certain attitudes during teaching and learning processes that would help the learner to think critically through various activities given in the pupil's book. This book strives to integrate the four skills, *i.e.* listening, speaking, reading and writing to develop the learner as a whole. This wholeness is not only provided through knowledge and skills. Active and full involvement of learners is required in the teaching-learning process.

The book includes detailed notes and suggestions to aid the learning process. At the beginning of each unit, there are specific objectives that stress the key unit competences, attitudes and values. In the competence-based curriculum, learners play a vital role in the learning process. The teacher has a vital role in the facilitation, guidance and stimulation of the learner, honing skills and measurable competences.

### Role of the teacher

The teacher acts as a guide and directs the teaching-learning process. He/She should guide learners in constructing their own knowledge and translating that knowledge into set competences. The teacher speaks less, and much of the work is done by learners through interaction and exchanges. The content of the learners' book is designed in such a way that lessons stimulate curiosity, thinking and problem solving. Teachers are advised to change from the old teacher-centered methods of teaching to the new pupil-centered learning processes.

The teacher must identify learner's needs, the nature of learning to be carried out, activities that promote critical thinking and problem solving. This can be done through organising learners in and outside of the classroom and making them fully participate. The new curriculum is about transforming learning, ensuring that it is deep, enjoyable and habit forming.

Teachers must bear in mind that learners learn in different ways and at different levels. This will enable them to cater to individual differences by providing a variety of learning experiences in a conducive learning environment.

Learners should be guided through using textbooks and other resource materials like learning aids and instructional materials.

Teachers must possess the following skills for effectively and smoothly teaching of

the subject. They should:

- be able to involve learners in many different activities.
- be able to apply different teaching techniques and assessment approaches.
- adjust instructions to the level and ability of learners.
- encourage creativity and innovation among learners.
- make connections/links with other subjects.
- have a high level of knowledge of the content.
- inculcate in students effective discipline.
- have good classroom management skills.
- have good communication skills.
- act as a guide and counselor.
- A passion for children teaching and learning.

### Notes for the teacher

Learners learn best when they are actively involved in the learning processes through a high degree of participation, contribution and production. Each learner is an individual with individual needs, pace of learning, experiences and abilities. Teaching strategies must therefore be varied but flexible within a well structured sequence of lessons. Learner-centered education does not mean that the teacher no longer has the responsibility of facilitating and guiding. These are important attributes for learning to take place. The competence-based curriculum provides opportunities for children to enjoy and exploit various experiences, and the new possibilities that systematize the process of learning, help develop thinking skills and, ultimately, empower learners to take the responsibility for their own learning. Before tackling any unit or topic, it is important for the teacher to activate prior knowledge in order to have a basis for acquiring new knowledge. Teachers should encourage learners to talk about their experiences and then relate them to the new things they have learnt.

As a teacher of social studies and religious studies, the teacher encourages learners to consistently discuss and relate acquired knowledge to every aspect of life. The learner's book focuses on enhancing the learners' knowledge, skills, values and attitudes which will encourage them to participate harmoniously and productively in developing themselves and their society. Social studies and religious studies, (like other disciplines, sensitises learners' awareness of learners on national cross-cutting issues such, as environment and sustainability, gender education, inclusive education, omprehensive sexuality education and genocide studies. As such the acquired skills should help learners to take initiative and use

imagination beyond knowledge provided to generate new ideas and construct new concepts. Since social studies is study of society and its physical environment, the most immediate and practical teaching aid for this subject are people and their environment. In order to make learning relevant, real life examples should be given for the learners to be able to make connections between Social Studies and their environment. Examples must emphasise the application of Social Studies in problem solving and decision making. Recommended methods for effectively teaching of social studies include group discussions, project making, illustration, dramatisation, exhibition, presentation, inquiry and discovery.

### Organisation of the teacher's guide

The competences listed below describe the educational purposes of a course based on this syllabus. It outlines the educational context in which the syllabus content should be viewed. These competences are the same for all learners and are not listed in order of priority. Some of these competences may be delivered by the use of suitable local, international or historical examples and applications, or through collaborative experimental work.

### Units

The Teacher's Guide is structured in two parts:

- (i) Social Studies.
- (ii) Religious Studies.

Each part is further divided into units. The Social Studies part comprises 10 units, which are further divided into topics. Every unit in the Teacher's Guide is divided into the following:

### Key unit competence

This is different for each unit. It provides a general overview at why learners have to study a particular unit. As a teacher, this gives you a clear idea of the direction you would like the learners to take. This shows what learners should be able to do in a particular unit. It shows the unit competences that are to be achieved by the learner.

### Attitudes and values

In a bid to develop the wholeness of the learner, each unit has set attitudes and values which aim to cultivate and inspire certain coupled with attaining knowledge and skills so that the learner becomes able to compete favourably at regional, national, regional and international level. As a teacher, you need to start every

unit with a discussion about these attitudes and values so that the learner is able to see the importance of learning those values and attitudes.

### Links to other subjects

This part of the Teacher's Guide gives the opportunity of connectivity to other subjects. The new revised curriculum reviews this link across all subjects. This helps the learners to develop wider thinking capacities. It is therefore the duty of the teacher to develop this connectivity.

### Instructional /teaching materials

Learning materials such maps, indicating physical features, locations and political boundaries should be used in the learning process both sides classroom and outside. Teaching Social Studies, when using actual objects in the classroom, has a powerful impact on the learners' interest and motivation to learn. Examples of such real objects include clothes, utensils, different types of food, pictures, photographs, charts, etc.

### Assessment criteria

In every unit, there is a criteria of Assessment. This gives you the basis to check a learner's learning and also have an assessment of the learning. You will find that in the different topics, there are activities at the end. This an informal method of checking whether learning has taken place. Before going to another topic, you should ensure that all learners have mastered the key competencies basing on the criteria stated. This helps to assess whether the learners have mastered both the subject and the generic competencies described. The activities mostly involve:

- (a) Group discussions
- (b) Written activities.
- (c) Oral questioning.
- (d) Practical activities.

### Topics

Each unit has a given number of topics. These topics are further divided into different components making it easier for the teacher to review how learners are learning, and also to be as flexible as possible in the teaching process. The topics do not necessarily refer to the number of lessons. Ideally, with the activities involved, some topics might even take a whole week of teaching. As a teacher, it

would be effective if you do not move to another topic unless you are sure that the learning process has been effective. This can only be proved through end of unit assessments.

## Components

### Specific objectives

This is an area which specifies the objectives of a particular topic. Each of the units has general objectives. These include specific ones that give the teacher direction on where to take the learning process. The teacher should be aiming to achieve the set objectives.

### Activities

You have to spend more time on component. Since you have to work as a guide or facilitator, you should ensure that all students learn by themselves. Give them more activities to do so that they can discover information with your facilitation. You will see in the pupil's textbook that each topic has various activities.

## Methodology

The curriculum stresses that knowledge is delivered via learning activities. Only learner-centered methods like discussions, group work, dramatisation, role-play, demonstrations similar activities are encouraged. We should also bear in mind that learners learn better from fellow learners than from lecturing of a teacher. Learners should be encouraged to participate actively in the learning process. They should be given and respond to instructions and be encouraged to answer questions to develop the ability to solve problems.

The units have been designed in a way that is relevant to pupils and allows them to draw on their personal experience. Units are also linked to other areas (cross-cutting issues) like awareness of environmental protection, gender education and genocide studies. You should be sensitive and ensure that learners get the appropriate knowledge to help them in other aspects of life. The curriculum not only focuses on clearing exams but also developing skills for future benefit in different fields.

## Classroom organisation

Pupils are encouraged to work in pairs and groups. This helps to develop cooperation and unity among learners, enabling them to build confidence.

The following should be considered when grouping learners.

- Group learners with different abilities.
- Group learners of different ages.
- Make sure that the group is a mixture of boys and girls. (Gender sensitive).
- Different family backgrounds. That is to say, among others, the poor, rich orphans and etc.

This helps learners to know themselves. It accelerates friendship, unity, and cooperation. Always encourage learners to speak softly within their groups and make sure that every group member participates. Appoint group leaders and secretaries for each group. This ensures discipline and develops leadership skills. Walk around the classroom to monitor their work as you extend the necessary help.

### Note

- The teacher needs to make sure that the instructions for the discussion are very clear so as to achieve the set objectives.
- The teacher should also provide the relevant instructional/teaching materials and ensure their proper distribution.
- The teacher should ensure that learners are informed of a specific time set for the group/pair work to be complete.

## Special needs education and inclusive approach

All pupils in Rwanda have the right to access education. Some learners are totally different in their ways of living and learning. The difference can either be emotional, physical, sensory or intellectual. Some pupils suffer from learning difficulties. The teachers should consider that these learners have the right to benefit from compulsory and free basic education in schools. Teachers and school administrations should try to ensure that learners with special needs benefit like others. These learners must be treated like any other learner in all aspects of life. Assessment strategies and conditions should also be standardised to the needs of these learners.



**Part 1: Unit 1: Our province and its location in Rwanda****CONTENT MAP**

No of periods	4
Introduction	Describe their province
Classroom orientation	Group work Whole class orientation Individual work
Equipments required	Map of Rwanda, provincial map
Activities	Draw (individually) the map of the province and interpret it to fellow pupils. In groups, pupils will discuss the importance of a map and its elements. Make a summary
Competence practices	Develop the practice of using a map to locate places
Language practice	Discussing in groups
Study skills	Describe the location of the province. Draw a map of the province. Explain the elements of a good map.
Revision	Revision exercise provided
Assessment	Learners should locate the province
Learning outcomes	Identify the neighbouring provinces of our province

**Unit 2: Complementarity and social cohesion in society****CONTENT MAP**

No of periods	10
Introduction	Explain complementarity and social cohesion in society and their importance
Classroom orientation	Group work Whole class Individual work
Equipments required	Illustrations, related to complementarities and social cohesion in the society.
Activities	<ul style="list-style-type: none"> <li>Pupils, in groups, will discuss different roles and responsibilities of people in society and display their findings in the class for general discussion. Then highlight the main ideas.</li> </ul>

	<ul style="list-style-type: none"> <li>Pupils will do general cleaning around the school and evaluate how they complemented. Pupils groups will discuss how people can maintain peace in the society and make class presentations.</li> <li>Pupils, in groups, will discuss the factors that cause disharmony in society and make class presentations.</li> <li>Each group presentation will be followed by questions and answers.</li> <li>Pupils, in groups, will role-play the different ways of managing conflict</li> </ul>
Competences practices	Acknowledge the importance of complementarity in society.
Language practice	Discussing in groups
Study skills	<ul style="list-style-type: none"> <li>Describe different roles and responsibilities of people in society.</li> <li>Explain the importance of complementarity for people in society. Analyse basic human rights.</li> <li>Explain the importance of human rights.</li> <li>Differentiate between harmony and disharmony.</li> <li>Analyse how conflicts can be managed.</li> </ul>
Revision	Revision exercises provided
Assessment	Learners should be able to: Explain complementary and social cohesion and their importance to the society.
Learning outcomes	<ul style="list-style-type: none"> <li>Explain the term complementarity.</li> <li>State different ways people complement each other in society. Identify the roles of family in maintaining peace and harmony.</li> <li>Give consequences of disharmony in the society.</li> </ul>

**Unit-3: Hygiene and sanitation****CONTENT MAP**

No of periods	10
Introduction	Recognise the importance of living in a healthy environment.
Classroom orientation	Group work Whole class Individual work
Equipment required	Illustrations related to hygiene, sanitation and disease, water, slashers, mops, hoes, pangas
Activities	<ul style="list-style-type: none"> <li>• Pupils, in groups, will discuss different ways of keeping their province clean and present their findings to the whole class, then highlight main ideas.</li> <li>• Pupils, in groups, will discuss negative effects related to poor sanitation in the province and present their findings to the whole class.</li> <li>• Pupils will clean the school compound and discuss the importance of the activity done.</li> <li>• Pupils, in groups, will discuss different ways of promoting personal hygiene, the effects of poor hygiene to private parts, then present their findings to the whole class, then highlighting main ideas.</li> <li>• Pupils, in groups, will discuss causes and measures for preventing HIV/AIDS and STIs, then make class presentation followed by questions and answers.</li> </ul>
Competence practices	<ul style="list-style-type: none"> <li>• Appreciate the importance of keeping the province clean.</li> <li>• Show concern about living in a healthy environment.</li> <li>• Show concern about the importance of proper hygiene of private parts.</li> <li>• Be aware of HIV/AIDS and STIs.</li> <li>• Contribute to the prevention of HIV/AIDS, STIs and TB.</li> <li>• Never isolate people are infected by HIV/AIDS</li> </ul>
Language practice	Discussion in groups

Study skills	Describe negative effects related to poor sanitation in province. <ul style="list-style-type: none"> <li>• Explain the importance of keeping our province clean.</li> <li>• Analyse effects of poor hygiene in relation to private parts.</li> <li>• Describe how HIV/AIDS and STIs are spread.</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain preventative, measures for HIV/AIDS and STIs.</li> <li>• Describe the causes, signs and symptoms of TB.</li> <li>• Find out measures of preventing TB.</li> </ul>
Revision	Revision exercises provided.
Assessment	Learners should be able to: Recognise the importance of living in a healthy environment.
Learning outcomes	Identify the different ways of keeping province clean. <ul style="list-style-type: none"> <li>• State different ways of promoting personal hygiene.</li> <li>• Explain the following terms: TB, HIV/AIDS and STI's infection.</li> <li>• Differentiate between symptoms and signs.</li> </ul>

**Unit-4: Civics and governance****CONTENT MAP**

No of periods	8
Introduction	<ul style="list-style-type: none"> <li>• Explain how to manage peer pressure.</li> <li>• Explain the meaning of national symbols and relate leadership to development.</li> </ul>
Classroom orientation	Group work Whole class Individual work
Equipment required	Illustrations and photos

Activities	<p>Discuss, in groups, factors that cause bad behaviour, and make class presentations.</p> <ul style="list-style-type: none"> <li>• Discuss, in groups, the influence of peer pressure, its consequences on people and how to avoid it. Then make class presentations.</li> <li>• Each class presentation will be followed by questions and answers.</li> <li>• Draw individually the national flag and national coat of arms. Interpret each element.</li> <li>• Pupils, in groups, will discuss provincial leaders and their roles, and make presentations to the class.</li> <li>• Pupils, in groups, will discuss the indicators of democracy and good governance and make a presentation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Each presentation will be followed by questions and answers.</li> </ul>
Competence practices	<p>Appreciate the importance of acceptable behaviour in society.</p> <ul style="list-style-type: none"> <li>• Show concern about bad behaviour and report to elders.</li> <li>• Appreciate and show respect for national symbols.</li> <li>• Develop a sense of patriotism. Acknowledge the importance of good governance.</li> <li>• Show respect and concern about leadership in the Province.</li> <li>• Appreciate the importance of democracy in governance.</li> </ul>
Language practice	Discussing in groups
Study skills	<p>Imitate good behaviour from peers and adults.</p> <ul style="list-style-type: none"> <li>• Explain different elements of the national flag and national coat of arms.</li> <li>• Explain the different ways of becoming a leader.</li> <li>• Analyse how good governance contributes to development.</li> </ul>
Revision	Revision exercise provided.
Assessment	<p>Learners should be able to explain how to manage peer pressure.</p> <p>Explain the meaning of national symbols and relate leadership to development.</p>

Learning outcomes	<ul style="list-style-type: none"> <li>• Identify different ways of avoiding peer pressure influence.</li> <li>• State the meaning of each colour of the national flag.</li> <li>• Identify the elements of the national coat of arms and their meanings.</li> <li>• Mention the different styles of leadership.</li> <li>• Describe the different roles of leaders in province.</li> <li>• Outline the factors that contribute to good governance</li> </ul>
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## Unit 5: Economy

### CONTENT MAP

No of periods	6
Introduction	Make a simple family budget and develop a culture of resource management.
Classroom orientation	<p>Group work</p> <p>Whole class</p> <p>Individual work</p>
Equipments required	Illustrations of financial institutions and local markets, photos
Activities	<p>Pupils in groups will make a simple family budget and present it to the whole class.</p> <ul style="list-style-type: none"> <li>• Role-play buying and selling in the class.</li> <li>• Pupils will conduct research on mismanagement of resources in society, then make a report and suggest solutions.</li> <li>• Pupils will do a study tour of a nearby financial institution or local market. Make a report on its importance and present to the whole class.</li> </ul>
Competence practices	<p>Use resources properly to meet their needs.</p> <p>Acknowledge the importance of making a simple family budget.</p>
Language practice	Group discussions
Study skills	<p>Find out how resources help people to meet their needs.</p> <p>Demonstrate the importance of financial institutions and local markets.</p>

Revision	Revision exercises provided.
Assessment	Learners should be able to make a simple family budget and develop a culture of resource management.
Learning outcomes	Define budget and family budget. <ul style="list-style-type: none"> <li>Identify the priorities in a family budget.</li> <li>Explain how to manage family resources.</li> </ul>

### Unit 6: Social services and important places in our province

#### CONTENT MAP

No of periods	6
Introduction	Explain the importance of social services and important places in the province and ways of preserving them.
Classroom orientation	Group work Whole class Individual work
Equipment required	Illustrations of social services and important places in province, pictures
Activities	<ul style="list-style-type: none"> <li>Study tour to a nearby social service facility. Make a report about service at that facility.</li> <li>Discuss in groups the function of different institutions, which provide social services. Make a class presentation and then make a summary. Pupils in groups, will draw a provincial map. Locate the important places and discuss different ways of preserving them. Then make a class presentation followed by questions and answers.</li> </ul>
Competence practices	Appreciate the importance of social services and facilities. <ul style="list-style-type: none"> <li>Acknowledge the importance of money in the provision of social services.</li> <li>Appreciate the importance of important places in the province.</li> </ul>
Language practice	Discussing in groups
Study skills	Categorise different social services and facilities in the Province. <ul style="list-style-type: none"> <li>Explain how different institutions provide social services.</li> <li>Explain different ways of protecting important places.</li> <li>Explain the importance of these places</li> </ul>

Revision	Revision exercises provided
Assessment	Learners should be able to: Explain the importance of social services and important places in our Province, and ways of preserving them.
Learning outcomes	Identify different sources of money that support provision of social services. <ul style="list-style-type: none"> <li>Identify important places in our province.</li> <li>Mention the problems faced by those important places.</li> </ul>

### Unit 7: Environment and climate in our province

#### CONTENT MAP

No of periods	10
Introduction	Recognise environmental components and climate in the province, and their importance.
Classroom orientation	Group work Whole class Individual work
Equipments required	Illustrations related to environmental components and climate, watering cans, seedlings, water, slashers.
Activities	Field tour to a nearby environmental components and Pupils will be asked to note down everything they observe and they will present to the whole class, then make a summary. <ul style="list-style-type: none"> <li>Pupils, in groups, will discuss the importance of environmental components and then present to the whole class.</li> <li>Pupils will carry out activities that preserve the environment in their province, and explain the importance of the activity done.</li> <li>Pupils, in groups, will make simple weather instruments and explain their use.</li> <li>Pupils, in groups, will discuss different activities done in different seasons and make a presentation for the class.</li> </ul>

Competence practices	Participate willingly in practices that protect the environment. <ul style="list-style-type: none"> <li>• Appreciate the importance of the environment.</li> <li>• Show concern about human activities that pollute the environment.</li> <li>• Advocate for a good environment.</li> <li>• Appreciate the importance of the climate to human.</li> <li>• Acknowledge man's role in contributing to a good climate</li> </ul>
Language practice	Discussions in groups
Study skills	Analyse the importance of environmental components. <ul style="list-style-type: none"> <li>• Analyse the importance of a natural and man-made environment.</li> </ul>
	<ul style="list-style-type: none"> <li>• Examine the consequences of polluting the environment.</li> <li>• Explain different ways of preserving the environment.</li> <li>• Design simple weather instruments (rain gauge, thermometer).</li> <li>• Differentiate between the dry season and wet season.</li> <li>• Explain how climate affects people's activities.</li> </ul>
Revision	<ul style="list-style-type: none"> <li>• Revision exercises provided.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Learners should have the ability to recognise environmental components, the climate and their importance in the province.</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify different environmental components in province and ways of preserving them. Differentiate between natural and man-made environments.</li> <li>• Identify different human activities that pollute the environment.</li> <li>• State the main aspects of climate.</li> <li>• Explain the different types of seasons in the province.</li> </ul>

## UNIT 8: Population

### CONTENT MAP

No of periods	5
Introduction	Analyse the consequences of over population and ways to control population growth.
Classroom orientation	Group work Whole class Individual work
Equipments required	Illustrations on population distribution, pictures, films, videos
Activities	<ul style="list-style-type: none"> <li>• Conduct an outdoor activity. Observe how people are distributed in the area and then make a report about findings to the class.</li> <li>• In groups, pupils will discuss measures of controlling population growth and make a class presentation followed by questions and answers.</li> </ul>
Competence practices	<ul style="list-style-type: none"> <li>• Appreciate the importance of controlling population growth.</li> <li>• Show concern about overpopulation and population growth.</li> </ul>
Language practice	<ul style="list-style-type: none"> <li>• Discussing in groups.</li> </ul>
Study skills	<ul style="list-style-type: none"> <li>• Explain the factors that influence population distribution.</li> <li>• Analyse problems associated with overpopulation and the ways of controlling population growth.</li> </ul>
Revision	<ul style="list-style-type: none"> <li>• Revision exercises provided.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Learners should be able to analyse the consequences of overpopulation and ways to control population growth.</li> </ul>
Learning outcomes	Define: <ul style="list-style-type: none"> <li>• Population distribution</li> <li>• Overpopulation</li> <li>• Population growth</li> <li>• Population explosion</li> </ul>

**UNIT 9: Infrastructures****CONTENT MAP**

No of periods	10
Introduction	Explain the importance of transport and communication in province.
Classroom orientation	Group work Whole class Individual work
Equipments required	Illustrations of transport and communication items, pictures, films, videos.
Activities	In groups, pupils will draw different means of transport, display their drawings in the class.  Pupils will work in group to identify: <ul style="list-style-type: none"> <li>• Importance of transport in province.</li> <li>• Difficulties and dangers related to transport, and ways of overcoming them. Make a presentation to the whole class.</li> </ul>
	<ul style="list-style-type: none"> <li>• Pupils will work in a group to identify acceptable behaviour on the road and make a presentation to the whole class.</li> <li>• In groups, pupils will draw different means of communication and display their drawings in the class.</li> </ul> Pupils will work in groups to identify: <ul style="list-style-type: none"> <li>• Importance of communication in province.</li> <li>• Difficulties and dangers related to communication, ways of overcoming them. Make a presentation to the class, followed by questions and answers.</li> </ul>
Competence practices	<ul style="list-style-type: none"> <li>• Appreciate the importance of transport in province.</li> <li>• Show concern about the proper use of roads.</li> <li>• Appreciate the importance of communication in province.</li> <li>• Show awareness of the dangers related to communication.</li> </ul>
Language practice	Discussing in groups

Study skills	Explain the importance of the different means of transport. <ul style="list-style-type: none"> <li>• Find out the dangers and difficulties of transport, and measures to overcome them.</li> <li>• Explain the importance of communication.</li> <li>• Find out the dangers and difficulties of communication, and measures to overcome them.</li> </ul>
Revision	Revision exercises provided
Assessment	Learners describe the importance of transport and communication in province.
Learning outcomes	<ul style="list-style-type: none"> <li>• Give the different means and types of transport.</li> <li>• Give different types and means of communication.</li> </ul>

**UNIT 10: Colonial Rwanda****CONTENT MAP**

No of periods	13
Introduction	Analyse the important events of colonial Rwanda.
Classroom orientation	Group work Whole class Individual work
Equipments required	Illustrations of some of the events of colonial Rwanda
Activities	Pupils, in groups, will discuss the effects of colonialism on Rwanda and present their findings. <ul style="list-style-type: none"> <li>• Pupils, in groups, will discuss different political movements in Rwanda and their contribution towards independence. Make presentation to the class followed by questions and answers.</li> <li>• Pupils, in groups, will discuss Rwanda's resistance and its impact on Africans towards colonisation. Present a report to the class.</li> <li>• Pupils, in groups, will discuss the contribution of foreigners and present their findings to the class. This is to be followed by a questions and answers session leading to a summary (emphasis will be put on socio-economic and political organisational change). Individually, pupils will be asked to research political parties that were formed in the struggle for Rwanda's independence.</li> </ul>

Competence practices	<p>Appreciate the role of political movements in fighting for Rwanda's independence.</p> <ul style="list-style-type: none"> <li>Express concern about the reactions of Africans towards colonialism.</li> <li>Advocate for African freedom.</li> <li>Develop the spirit of patriotism. Acknowledge the contributions of foreigners in Rwanda and the East African region.</li> <li>Acknowledge the reforms brought about by King Rudahigwa</li> </ul>
Language practice	Discussing in groups
Study skills	<p>Analyse the effects of colonialism on Rwanda.</p> <ul style="list-style-type: none"> <li>Analyse Rwanda's road to independence and political movements.</li> <li>Describe the reaction of Rwandans towards Colonial rule.</li> <li>Analyse the impact of Rwanda's resistance towards colonialism.</li> <li>Explain the impact of foreigners who came to Rwanda and in the East African region.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyse the problems faced by foreigners who came to Rwanda and East African region.</li> <li>Explain Rudahigwa's reforms and their effects.</li> <li>Recognise the roles of political parties in the struggle for Rwanda's independence.</li> <li>Differentiate the types of government.</li> </ul>
Revision	Revision exercises provided.
Assessment	Learners should be able to analyse the important events of colonial Rwanda.
Learning outcomes	<p>Define colonialism.</p> <ul style="list-style-type: none"> <li>Name the European countries that colonised Rwanda.</li> <li>State the causes of colonialism.</li> <li>Identify different groups of foreigners who came to Rwanda.</li> <li>Identify political parties that were formed in the struggle for Rwanda's independence.</li> </ul>

**Template of Competence-based Lesson Plan**

School Name: .....

Teacher's name: .....

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
one	..... /...../ 20..	SST	P.5	1	1 of 4	40 min	45 pupils
<b>Type of Special Educational Needs to be catered for in this lesson and number of learners in each category</b>							
<b>Unit title</b>		Our Province					
<b>Key Unit Competence</b>		Learner should be able to describe his or her province					
<b>Title of the lesson</b>		LOCATION OF OUR PROVINCE					
<b>Instructional Objective</b>		Given a map of Rwanda, at the end of this topic the learner will be able to locate his/ her province appropriately					
<b>Plan for this Class (location: inside/outside)</b>		Learning will take place inside the classroom					
<b>Learning Materials (for all learners)</b>		Map of Rwanda showing provinces, pens, pencils and notebooks					
<b>References</b>		SST learner's book five page.....					
Timing for each step	Description of teaching and learning activities					Generic competences and cross-cutting issues to be addressed + a short explanation	
	Teacher activities			Learner activities			
<b>Introduction</b> 5 min	Greet learners and ask them to greet each other			Greet the teacher and each other		<p><b>Communication skills:</b> should be developed when learners will discuss and provide needed answers</p>	
	Asking the questions to introduce the lesson, such as: 1. What is the district? 2. What administrative unit is made up of many districts?			Providing related answers.			

<p><b>Development of the lesson</b> 25 min</p>	<p>Announce the lesson of the day</p>		
	<p>Ask learners to show what they know about a province</p>	<p>Providing what they know about a province like its administrative subdivisions, etc</p>	<p><b>Critical thinking skills:</b> While finding correct answers</p>
	<p>The teacher help the learners to form a discussion group of 4 or 6 members</p>	<p>Join and discuss in their groups</p>	<p><b>Gender cross cutting issue</b> When forming groups ensure gender is respected</p>
	<p>Ask learner to use map, manila paper and marker to discover and locate their province</p>		
	<p>Move around the class correcting and helping learners with learning difficulties</p>	<p>Ask teacher to help them in some difficulties</p>	
	<p>Ask group members to present their findings and the rest of the class to supplement them where necessary</p>	<p>Learners present their findings</p>	
<p>Ask learners to appreciate the importance of protecting and keeping their environment clean</p>	<p>Learners show their appreciation by answering different questions like: why do we need to protect and keep our school environment clean?</p>	<p><b>Environment and sustainability cross cutting issues:</b> Learners should be able to protect and keep their learning environment clean</p>	



# Our province and its location in Rwanda

<p><b>Lesson 1.</b></p> <ul style="list-style-type: none"> <li>(i) Location of different provinces in Rwanda</li> <li>(ii) Definition of a province</li> <li>(iii) Drawing the map of Rwanda</li> </ul>	<p><b>Lesson 2.</b></p> <ul style="list-style-type: none"> <li>(i) Provinces neighbouring our province</li> <li>(ii) Drawing the map of a given province</li> <li>(iii) Identify districts in each province</li> </ul>
<p><b>Lesson 3.</b></p> <ul style="list-style-type: none"> <li>(i) Elements of a good map</li> <li>(ii) Importance of each element of a map</li> </ul>	<p><b>Lesson 4.</b></p> <ul style="list-style-type: none"> <li>(i) Compass directions</li> <li>(ii) Cardinal points of a compass</li> <li>(iii) Secondary points of a compass</li> </ul>

## Lesson 1

### 1.1 Lesson development

TOPIC AREA	<b>COMMUNITY</b>
UNIT	<b>Unit 1: OUR PROVINCE AND ITS LOCATION IN RWANDA</b>
KEY UNIT COMPETENCE	Describe his/her province.
LESSON	<b>Lesson one</b>
PREREQUISITE	<ul style="list-style-type: none"> <li>• Name the place where you live.</li> <li>• Name your country.</li> <li>• Name the capital of your country.</li> <li>• Name your province.</li> </ul>
LEARNING OBJECTIVES	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to:</p> <ul style="list-style-type: none"> <li>(i) Locate their province on the map of Rwanda</li> <li>(ii) Identify the five provinces in Rwanda</li> <li>(iii) Draw a map of Rwanda and show the different provinces</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson, learners should be able to:</p> <ul style="list-style-type: none"> <li>(i) describe the location of the province.</li> </ul>

	(ii) draw the map of Rwanda and locate different provinces. <b>Attitudes and values</b> <ul style="list-style-type: none"> <li>• Develop the culture of using a map to locate places</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Map Province Location
Cross-cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the learning process</li> <li>• Inclusive education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognising the value of things found in our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	A map of Rwanda showing the different provinces

- **Note for the teacher:** Involve SEN learners in location, labelling and drawing, of map.

- **Learner's activities:** Refer to Activity 1.1 and 1.2 of the Pupils Book Five page 6.

**1.2 Expected answers**

**a) Activity 1.1**

1. There are five provinces in Rwanda.
2. Eastern Province is the biggest.

3. Depends on the location of the school.
4. Children will draw the map in their exercise books.
5. Depends on the province where the learners live. Check the following table.

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

6. Children will locate district on the map in their books.

**b) Activity 1.2**

1. (a) Northern province.....5 Districts  
 (b) Southern province.....8 Districts  
 (c) Eastern province.....7 Districts
2. Nyagatare District

**Lesson 2**

**1.1 Lesson Development**

TOPIC AREA	<b>COMMUNITY</b>
UNIT	<b>Unit 1: OUR PROVINCE AND ITS LOCATION IN RWANDA</b>
KEY UNIT COMPETENCY	<ul style="list-style-type: none"> <li>• Name the provinces neighbouring our province</li> <li>• Draw the map of a given province</li> <li>• Identify the districts in each province</li> </ul>

PREREQUISITE	Ask the following questions to the learners. <ul style="list-style-type: none"> <li>• How many districts does our province have?</li> <li>• Name the district where you live.</li> <li>• How many districts are there in Eastern Province, Western Province, Kigali City, Southern Province, and Northern Province?</li> </ul>
LESSON	<b>Lesson two</b>
LEARNING OBJECTIVE	<b>Learning objectives</b> By the end of this lesson learners will be able to
	<ul style="list-style-type: none"> <li>(i) Name the provinces neighbouring the province</li> <li>(ii) Identify the districts in each province</li> <li>(iii) Draw the map of the province</li> </ul> <p><b>Skill</b> By the end of this lesson learners should be able to:</p> <ul style="list-style-type: none"> <li>(i) describe the location of his or her province.</li> <li>(ii) draw map of the province and locate the neighbouring provinces.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Develop a culture of using a map to locate places</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Map Province Neighbouring Town Major
Cross-cutting issue	<ul style="list-style-type: none"> <li>• Environment and sustainability</li> <li>• Ensure participation of both girls and boys in the teaching learning process</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>

Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	A map of Rwanda showing different provinces and their districts or map of the respective province where the school is located.

• **Note for the teacher:** Allow SEN learners to participate in recognising their districts and provinces on the map of Rwanda.

• **Learner's activities:** Refer to the Activities 1.3 and 1.4 of the learner's Book Five page 7 and 8.

### 1.2 Expected answers

#### a) Activity 1.3

1. Eastern province  
Southern province  
Northern province
2. Western province
3. Children will draw the map in their exercise books.
4. Depends on the provinces where the children live.

#### b) Activity 1.4

1. Depends on the provinces where the children live.
2. East and South
3. Nyarugenge

### Lesson 3

#### 1.1 Lesson development

TOPIC AREA	<b>COMMUNITY</b>
UNIT	<b>Unit 1: OUR PROVINCE AND ITS LOCATION IN RWANDA</b>
KEY UNIT COMPETENCY	Describe the province
PRE-REQUISITE	<ul style="list-style-type: none"> <li>• What is a map?</li> <li>• What do we represent on a map?</li> <li>• Point the directions on a map.</li> </ul>
LESSON	<b>Lesson three</b>
LEARNING OBJECTIVE	<p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define a map</li> <li>(ii) Outline the elements of a good map</li> <li>(iii) State the importance of each element of a good map.</li> </ul> <p><b>Skill</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Describe the elements of a map</li> <li>(ii) Draw the elements of a map</li> </ul>
	<p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Develop culture of using elements of a map to locate places</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	A map      Importance      Element
Cross cutting issue	Ensure participation of both girls and boys in the learning process
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Brainstorming</li> <li>• Observation</li> <li>• Guided discovery</li> </ul>

Instructional materials	<ul style="list-style-type: none"> <li>• Chalkboard illustration</li> <li>• A chart with a map and its elements</li> </ul>
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- **Note for the teacher:** Involve SEN learners in identifying the elements of a map and help them in locating the same on a map.
- **Additional activity:** In groups, pupils will discuss the importance of maps and their elements.

### Lesson 4

#### 1.1 Lesson development

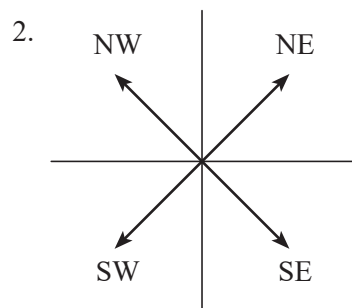
TOPIC AREA	<b>COMMUNITY</b>
UNIT	<b>Unit 1: OUR PROVINCE AND ITS LOCATION IN RWANDA</b>
KEY UNIT COMPETENCY	Describe his/her province
PRE-REQUISITE	<p>The teacher may ask the following questions:</p> <ul style="list-style-type: none"> <li>• What is the title of a map?</li> <li>• Define frame of a map.</li> <li>• What is the use of a scale on a map?</li> </ul>
LESSON	<b>Lesson four</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define compass directions</li> <li>(ii) Name the cardinal points of a compass</li> <li>(iii) Identify the groups of people who use compasses</li> </ul> <p><b>Skill</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) tell the cardinal points and secondary points.</li> <li>(ii) use compass when locating places.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Develop culture of using a compass direction to locate places</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>

Key words	Compass Cardinal points Secondary points
Cross cutting issue	Ensure participation of both girls and boys in the teaching and learning process, peace and value education
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognising values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	A compass showing cardinal and secondary points

- **Note for the teacher:** Ask SEN learners to tell the cardinal and secondary points. Guide them to find the directions with reference to the classroom.
- **Learner's activity:** Refer to Activity 1.5 of the Pupils Book Five page 10.

### 1.2 Expected answer to activity 1.5

1. Semi-cardinal points



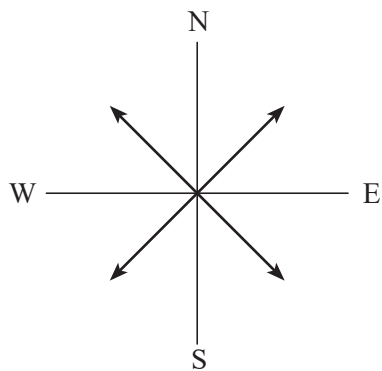
3. Soldiers, tourists, pilots, mountain climbers, ship captains and explorers.  
(Any three)
4. South west (SW)
5. On a map, the compass direction is used to identify the location and direction of places, water bodies and relief features. (Any three)
6. A compass is used to show the direction.

## 2. Expected answers to revision exercises

1. A province is a large administrative unit which is made up of many districts.
2. A province is known as *Intara* in Kinyarwanda.
3. The three provinces, that neighbour Kigali city are the Northern Province, the Eastern Province and the Southern province.
4. We find Lake Kivu in the Western Province.
5. Smallest province — Kigali City Province  
Biggest province — The Eastern Province
6.

Province	Main district
(a) East	(i) Rwamagana
(b) South	(ii) Nyanza
(c) West	(iii) Karongi
(d) North	(iv) Musanze
(e) Kigali City	(v) Nyarugenge
7. A province is an administrative unit made up of many districts.
8. The Southern and the Eastern provinces share their borders with Burundi.
9. Rwanda is made up of five provinces.
10. A map is a diagrammatic representation of an area of land showing features like roads, cities and mountains.
11. The three elements of a good map are the key, scale and the compass direction.
12. The title or the heading tells us what the map is about.
13. The map symbols can be interpreted with the help of the key or legend.
14. A scale is needed on the map to calculate the actual distance between places on a map in relation to the ground.
15. A compass is an instrument used to find directions, but a compass direction is a figure on the map which displays the main directions as well as the secondary directions.
16. Apart from using a compass, one can also tell the direction of a place from the position of the sun, landmarks and road junctions.

17.



18. (a) The sun rises in the East.  
(b) The sun sets in the West.
19. The girl is moving towards the West.

## Complementarity and social cohesion in society

<p><b>Lesson 1.</b></p> <ul style="list-style-type: none"> <li>(i) Definition of complementarity</li> <li>(ii) Groups of people that complement each other</li> <li>(iii) The role of schools in maintaining peace in province</li> </ul>	<p><b>Lesson 2.</b></p> <ul style="list-style-type: none"> <li>(i) Roles of the security in maintaining peace in the province</li> <li>(ii) People who provide security</li> <li>(iii) Activities that police are involved in to maintain peace</li> </ul>
<p><b>Lesson 3.</b></p> <ul style="list-style-type: none"> <li>(i) The role of the community in maintaining peace</li> <li>(ii) Identify different ways of maintaining peace in the community</li> <li>(iii) The Role of the leaders in maintaining peace</li> </ul>	<p><b>Lesson 4.</b></p> <ul style="list-style-type: none"> <li>(i) Indicators of complementarity among the people in the province</li> <li>(ii) Importance of complementarity</li> </ul>
<p><b>Lesson 5.</b></p> <ul style="list-style-type: none"> <li>(i) Definition of social cohesion</li> <li>(ii) Importance of working together</li> <li>(iii) Activities done by community members to promote social cohesion</li> </ul>	<p><b>Lesson 6.</b></p> <ul style="list-style-type: none"> <li>(i) Definition of human rights</li> <li>(ii) Examples of human rights</li> </ul>
<p><b>Lesson 7.</b></p> <ul style="list-style-type: none"> <li>(i) Forms of human rights abuse</li> <li>(ii) Importance of human rights</li> </ul>	<p><b>Lesson 8.</b></p> <ul style="list-style-type: none"> <li>(i) Conflict management</li> <li>(ii) Ways of solving conflicts in our province</li> </ul>
<p><b>Lesson 9.</b></p> <ul style="list-style-type: none"> <li>(i) Importance of peace in our province</li> <li>(ii) The role of a family in maintaining peace in our province</li> </ul>	<p><b>Lesson 10.</b></p> <ul style="list-style-type: none"> <li>(i) Definition of disharmony</li> <li>(ii) Signs of disharmony</li> <li>(iii) Consequences of disharmony in the province</li> </ul>

## Lesson 1

### 1.1 Lesson development

TOPIC AREA	<b>PEACE EDUCATION</b>
UNIT	<b>Unit 2: COMPLEMENTARITY AND SOCIAL COHESION IN SOCIETY</b>
KEY UNIT COMPETENCY	Explain complementarity and social cohesion in society and their importance
PRE-REQUISITE	The following questions can be asked in the class. <ul style="list-style-type: none"> <li>• Can we live alone?</li> <li>• How do different people help us?</li> <li>• Why do we attend school?</li> </ul>
LESSON	<b>Lesson one</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson, learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define complementarity</li> <li>(ii) State the groups of people who complement each other</li> <li>(iii) Give the role of schools in maintaining peace in our province</li> </ul> <p><b>Skill</b></p> <p>By the end of this lesson, learners should be able to describe the different roles and responsibilities of social institutions in society.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Acknowledge the importance of complementarity in society</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Complementarity Roles Peace

Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing the value of things found in our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard, illustrations

- **Note for the teacher:** Allow SEN learners to respond to the brainstorming questions.
- **Learner's activity:** Refer to Activity 2.1 of the Pupils Book Five page 13.

### 1.2 Expected answers to activity 2.1

1. Role of schools in maintaining peace are:
  - Teaching good behaviour to children.
  - Promoting unity and sharing among children.
  - Teaching children how to keep the peace.
  - Promoting children's rights.
  - Encouraging group work among children.
  - Teaching to forgive each other.
  - Setting school rules and regulations to be followed by all.
2. Complement means a part that combines to make something.



## Lesson 2

### 1.1 Lesson development

TOPIC AREA	<b>PEACE EDUCATION</b>
UNIT	<b>Unit 2: COMPLEMENTARITY AND SOCIAL COHESION IN SOCIETY</b>
KEY UNIT COMPETENCY	Role of security organs in maintaining peace
PRE-REQUISITE	Allow the learners to participate in answering the following questions: <ul style="list-style-type: none"> <li>Who keeps peace in your area?</li> <li>How do the police help us?</li> </ul>
LESSON	<b>Lesson two</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson, learners will be able to</p> <ol style="list-style-type: none"> <li>State the role of the security organs in maintaining peace in the province</li> <li>Mention the groups of people who provide security in the province</li> <li>State the activities that the police are involved in to maintain peace in province</li> </ol> <p><b>Skills</b></p> <p>By the end of this lesson, learners should be able to</p> <ol style="list-style-type: none"> <li>Describe the different roles and responsibilities of social organisations in maintaining peace in society</li> <li>Explain the importance of complementarity of people in society</li> </ol> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>Acknowledge the importance of complementarity in society</li> <li>Develop the spirit of sharing</li> <li>Develop critical thinking</li> <li>Develop observation skills</li> </ul>

Key words	Security Organs Maintaining Peace Community
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing the value of things found in our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>Observation</li> <li>Questioning</li> <li>Homework and assignments</li> </ul>
	<ul style="list-style-type: none"> <li>Guided discussion</li> <li>Brainstorming</li> </ul>
Instructional materials	<ul style="list-style-type: none"> <li>Chart showing the security organs keeping peace in the province</li> <li>Community, maintaining peace in the province</li> </ul>

- Note for the teacher:** Guide learners to maintain peace in school. Involve SEN learners in maintaining peace and discipline in the school. Make them class monitors, activity coordinators, etc.

## Lesson 3

### 1.1 Lesson development

TOPIC AREA	<b>PEACE EDUCATION</b>
UNIT	<b>Unit 2: COMPLEMENTARITY AND SOCIAL COHESION IN SOCIETY</b>
KEY UNIT COMPETENCY	Role of community in maintaining peace

PRE-REQUISITE	<p>Let the learners discuss the following questions in groups.</p> <ul style="list-style-type: none"> <li>• How do you help the people in your neighbourhood?</li> <li>• What is good among the following practices? <ul style="list-style-type: none"> <li>– Working together</li> <li>– Keepind busy</li> <li>– Sharing with others</li> </ul> </li> </ul>
LESSON	<b>Lesson three</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) State the role of the community in maintaining peace in province</li> <li>(ii) Identify different ways of maintaining peace in the community</li> <li>(iii) State the role of leaders in maintaining peace in the province</li> </ul> <p><b>Skill</b></p> <p>By the end of this lesson, learners should be able to describe the different roles and responsibilities of people in society.</p>
	<p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Acknowledge the importance of complementarity in the society</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	<p>Community</p> <p>Leaders</p> <p>Peace</p> <p>Roles</p>
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>

Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chart of a leader keeping peace in the province

• **Note for the teacher:** Guide learners to stage a role-play involving SEN learners.

• **Leaner's activity:** Refer to Activity 2.2 of the Pupils Book Five page 14.

### 1.2 Expected answers to activity 2.2

1. Pupils can discuss the following points:

- Helping the needy, orphans and people with disabilities
- Respecting each other
- Working together in cooperation
- Reporting bad people to the police
- Through dialogues
- Sharing resources equally

2. People who need help in my area are:

- Elderly people.
- Poor people.
- Physically challenged.

3. Three things that may affect peace in the provinces are:

- Fighting/Quarrelling.
- Arguments or disagreements.
- Denial of basic rights.

4. It is important for community members to promote complementarity as it:

- Brings about development.
- Promotes gender equality.
- Promotes harmony among people.
- Maintains peace and unity.
- Promotes respect for each other.
- Reduces the crime rate.

## Lesson 4

### 1.1 Lesson development

TOPIC AREA	<b>PEACE EDUCATION</b>
UNIT	<b>Unit 2: COMPLEMENTARITY AND SOCIAL COHESION IN SOCIETY</b>
KEY UNIT COMPETENCY	Indicators of complementarity among people and its importance
PRE-REQUISITE	Ask learners to answer the following questions: <ul style="list-style-type: none"> <li>• How do you help others?</li> <li>• Why should we help others?</li> </ul>
LESSON	<b>Lesson four</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners should be able to</p> <p>(i) State the indicators of complementarity among people in our province</p> <p>(ii) Mention the importance of complementarity in province</p> <p><b>Skill</b></p> <p>By the end of this lesson learners should be able to identify complementarity indicators.</p>
	<p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Acknowledge the importance of complementarity in society</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Indicators Complementarity Importance
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Gender equality, peace and values education.</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>

Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Guided discussions</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard

- **Note for the teacher:** Ask SEN learners to share their views and feeling about complementarity and how they can be an asset to society.

## Lesson 5

### 1.1 Lesson development

TOPIC AREA	<b>PEACE EDUCATION</b>
UNIT	<b>Unit 2: COMPLEMENTARITY AND SOCIAL COHESION IN SOCIETY</b>
KEY UNIT COMPETENCY	Social cohesion in society and its importance
PRE-REQUISITE	Bring the learners into the topic by asking the following questions. <ul style="list-style-type: none"> <li>• What is Umuganda?</li> <li>• How have you participated in Community work in your locality?</li> </ul>
LESSON	<b>Lesson five</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <p>(i) Define social cohesion</p> <p>(ii) State the importance of working together</p> <p>(iii) State the activities done by community members to promote social cohesion</p> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to participate in community service.</p>

	<p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Acknowledge the importance of complementarity in the society</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Cohesion Social Together
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Gender equality, peace and values education, environment and sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Guided discovery</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard, illustrations

- **Note for the teacher:** Engage the SEN learners in a community activity.

## Lesson 6

### 1.1 Lesson development

TOPIC AREA	<b>PEACE EDUCATION</b>
UNIT	<b>Unit 2: COMPLEMENTARITY AND SOCIAL COHESION IN THE SOCIETY</b>
KEY UNIT COMPETENCY	Human Rights

PRE-REQUISITE	Allow the learners to answer the following questions. <ul style="list-style-type: none"> <li>• What is freedom?</li> <li>• How can you say that you are free?</li> </ul>
LESSON	<b>Lesson six</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson, learners should be able to</p> <ol style="list-style-type: none"> <li>Define human rights</li> <li>Suggest examples of human rights</li> </ol> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to identify their rights.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Acknowledge the importance of complementarity in the society</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Human Rights
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Gender equality, peace and values education.</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	A picture showing a leader solving conflict in the society

- **Note for the teacher:** Make the class aware about Fundamental Rights and Human Rights along with SEN learners. Develop a positive approach among the learners towards SEN learners.

- **Learner's activity:** Refer to Activity 2.3 of the Learner's Book Five page 18.

### 1.2 Expected answers to activity 2.3

- Learners can discuss the following points of human rights that are practised
  - Right to elect leaders
  - Right to care and respect in old age
  - Right of education
  - Right of freedom of speech
- The human rights abuse in my province are:
  - Denial of freedom of movement
  - Denial of fair judgment in a court of law
  - Child labour
- The two organizations that protect human rights in Rwanda are:
  - The Rwanda Human Rights Commission
  - Amnesty International

## Lesson 7

### 1.1 Lesson development

TOPIC AREA	<b>PEACE EDUCATION</b>
UNIT	<b>Unit 2: COMPLEMENTARITY AND SOCIAL COHESION IN THE SOCIETY</b>
KEY UNIT COMPETENCY	Human rights abuses
PRE-REQUISITE	Ask the following questions to the class. <ul style="list-style-type: none"> <li>• What problems do children face?</li> <li>• How can you help such children?</li> <li>• How should children be treated?</li> </ul>
LESSON	<b>Lesson seven</b>
LEARNING OBJECTIVE	<b>Learning objectives</b> By the end of this lesson learners will be able to <ol style="list-style-type: none"> <li>(i) Identify forms of human rights</li> </ol>

	(ii) State the importance of human rights in the community <b>Skills</b> By the end of this lesson learners should be able to understand the importance of human rights. <b>Attitudes and values</b> <ul style="list-style-type: none"> <li>• Acknowledge the importance of complementarity in the society</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Human Rights Forms
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching learning process</li> <li>• Gender equality, peace and values education.</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard

- **Note for the teacher:** Make the SEN learners aware of human rights abuses and how to deal with such situations. Guide the learners for a role-play to spread Human Rights awareness in the community.

- **Learner's activity:** Refer to Activity 2.4 of the Pupils Book Five page 19.

### 1.2 Expected answers to activity 2.4

- It is important to respect human rights in order to
  - Avoid hard punishment
  - Promote peace and harmony

- Promote fair justice
  - Show respect for gender
2. Two forms of the abuse of human rights in our communities
- Denial of freedom of worship
  - Denial of freedom of movement

## Lesson 8

### 1.1 Lesson development

TOPIC AREA	<b>PEACE EDUCATION</b>
UNIT	<b>Unit 2: COMPLEMENTARITY AND SOCIAL COHESION IN THE SOCIETY</b>
KEY UNIT COMPETENCY	Conflict management
PRE-REQUISITE	Begin the topic by asking the following question. <ul style="list-style-type: none"> <li>• How can remain peaceful?</li> </ul>
LESSON	<b>Lesson eight</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define conflict management</li> <li>(ii) Mention ways of solving conflict in province</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to identify conflict and ways to resolve it.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Acknowledge the importance of complementarity in the society</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Conflict Management Solving

Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questionnaires</li> <li>• Guided discovery</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard

- **Note for the teacher:** Arrange a visit to a community centre where people solve conflict through dialogue.
- **Learner's activity:** Refer to Activity 2.5 of the Pupils Book Five page 19.

### 1.2 Expected answers to activity 2.5

The learners can discuss ways in which conflict is resolved in their province

- Through dialogue
- Treating people equally
- Through equal distribution of resources
- By respecting each other
- By respecting human rights

## Lesson 9

### 1.1 Lesson development

TOPIC AREA	<b>PEACE EDUCATION</b>
UNIT	<b>Unit 2: COMPLEMENTARITY AND SOCIAL COHESION IN THE SOCIETY</b>
KEY UNIT COMPETENCY	Importance of Peace in Our Society

PRE-REQUISITE	Ask the following questions before starting to the topic: <ul style="list-style-type: none"> <li>• Who teaches us good morals?</li> <li>• What type of behaviour should we show in our locality?</li> <li>• What should we respect?</li> </ul>
LESSON	<b>Lesson nine</b>
LEARNING OBJECTIVE	<b>Learning objectives</b> By the end of this lesson learners will be able to <ul style="list-style-type: none"> <li>(i) Suggest the importance of peace in our province</li> <li>(ii) State the role of the family in maintaining peace and harmony in the province</li> </ul> <b>Skills</b> By the end of this lesson learners should be able to describe different roles and responsibilities of family in maintaining peace. <b>Attitudes and values</b> <ul style="list-style-type: none"> <li>• Acknowledge the importance of complementarity in the society</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Peace Harmony Roles Maintaining
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education.</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>

Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard

- **Note for the teacher:** Guide the learners for a role-play showing a good family.

- **Learner's activity:** Refer to Activity 2.6 of the Pupils Book Five page 21.

### 1.2 Expected answers to activity 2.6

The learners can discuss the following ways in which the family can maintain peace and harmony in the province by

- Showing good behaviour.
- Helping others face their problems.
- Sharing with other members of the community.
- Helping to preserve culture.
- Teaching good morals.

## Lesson 10

### 1.1 Lesson development

TOPIC AREA	<b>PEACE EDUCATION</b>
UNIT	<b>Unit 2: COMPLEMENTARITY AND SOCIAL COHESION IN THE SOCIETY</b>
KEY UNIT COMPETENCY	Disharmony and its consequences
PREREQUISITE	Ask the learners to respond to the following question:- <ul style="list-style-type: none"> <li>• Name types of bad behaviour.</li> </ul>
LESSON	<b>Lesson ten</b>

<b>LEARNING OBJECTIVE</b>	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define disharmony</li> <li>(ii) List signs of disharmony</li> <li>(iii) State the consequences of disharmony in our province</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to identify bad behaviours and protect themselves from its influences.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Acknowledge the importance of complementarity in the society</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
<b>Key words</b>	Disharmony Consequences
<b>Cross cutting issue</b>	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education</li> </ul>
<b>Competences developed</b>	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
<b>Instructional materials</b>	Chalkboard, illustration

- **Note for the teacher:** Prepare the learners for a skit on disharmony and its consequences.

- **Learner's activity:** Refer to Activities 2.7 and 2.8 of the Pupils Book Five page 21 and 22.

## 1.2 Expected answers

### a) Activity 2.7

1. A man and a woman are quarreling in the picture.
2. Some of the causes of disharmony in our province are:
  - Disrespecting others
  - Stealing
  - Fighting (Physically)
  - Quarreling

### b) Activity 2.8

1. It is important to work together as a team to maintain peace in our province, the reasons being:
  - It promotes unity
  - It avoids conflict
  - It promotes friendship
  - It provides development and security
  - Easy provision of social services
2. Conflict is when there is a misunderstanding between two or more people in an area.
3. We can avoid conflict in our province by:
  - Respecting each other
  - Through dialogue
  - Respecting human rights
  - Equally distributing resources
  - Treating people equally

## 2. Expected answers to revision exercise

1. Complementarity is the way people work together to achieve a common goal. This is done to achieve peace, development and security in the province.
2. Schools help or maintain peace in the province by:
  - Promoting the qualities of sharing and caring among the children.
  - Teaching good behaviour like how to forgive others.
3. Police officers have a role to play in maintaining peace in the area by:
  - Keeping law and order
  - Controlling traffic



- Arresting criminals
  - Protecting important places
4. The people in the community help to maintain peace in the community by:
- Helping the needy
  - Reporting bad people to the police
  - Working together in cooperation
  - Settling through dialogue
5. Four indicators of complementarities in the province are:
- Reporting anti-social people to the police.
  - Protecting community assets.
  - Educating both girls and boys.
  - Protecting community assets.
6. Four examples of Human Rights are:
- The right to live.
  - The right to freedom of speech.
  - The right to own property.
  - The right to form an association.
7. It is important to respect human rights
- To promote peace and harmony
  - To promote fair justice
  - It gives people freedom of speech and movement
  - To avoid harsh punishment
8. It is important to maintain peace and harmony in the province as:
- It promotes unity
  - It avoids conflict
  - It promotes friendship
  - It brings development in an area
9. The three roles of a family in maintaining peace and harmony are as follows:
- Parents should teach children to respect their elders.
  - To show good behaviour
  - To share what they have with others.
  - To teach good morals.
10. **Harmony** is the understanding between any two or more people.  
**Disharmony** is when there is a misunderstanding between two or more people. This results in a negative environment which is not good for the society or community.
11. The effects of disharmony in the provinces are:
- Lack of peace.
  - No unity among people.
  - Domestic violence.
  - Low development in an area.

# Hygiene and sanitation

<p><b>Lesson 1.</b></p> <ul style="list-style-type: none"> <li>(i) Definition of sanitation</li> <li>(ii) Activities carried out to promote sanitation</li> <li>(iii) Things we use to keep our province clean</li> </ul>	<p><b>Lesson 2.</b></p> <ul style="list-style-type: none"> <li>(i) Importance of keeping our province clean</li> <li>(ii) Dangers of poor sanitation</li> <li>(iii) Diseases caused by poor sanitation</li> </ul>
<p><b>Lesson 3.</b></p> <ul style="list-style-type: none"> <li>(i) Personal hygiene</li> <li>(ii) Ways of keeping good personal hygiene</li> </ul>	<p><b>Lesson 4.</b></p> <ul style="list-style-type: none"> <li>(i) Importance of personal hygiene</li> <li>(ii) Dangers of poor personal hygiene</li> <li>(iii) Materials or tools used to maintain personal hygiene</li> </ul>
<p><b>Lesson 5.</b></p> <ul style="list-style-type: none"> <li>(i) Definition of STIs</li> <li>(ii) Sexually transmitted infections (STIs)</li> <li>(iii) AIDS</li> <li>(iv) How AIDS is spread</li> </ul>	<p><b>Lesson 6.</b></p> <ul style="list-style-type: none"> <li>(i) Signs and symptoms of AIDS</li> <li>(ii) Prevention and control of AIDS</li> </ul>
<p><b>Lesson 7.</b></p> <ul style="list-style-type: none"> <li>(i) Ways of caring for AIDS patients</li> <li>(ii) Effects of AIDS in the community</li> </ul>	<p><b>Lesson 8.</b></p> <ul style="list-style-type: none"> <li>(i) Other examples of sexually transmitted infection</li> <li>(ii) Gonorrhoea, syphilis and trichomoniasis</li> <li>(iii) Symptoms and prevention</li> </ul>
<p><b>Lesson 9.</b></p> <ul style="list-style-type: none"> <li>(i) More examples of STI</li> <li>(ii) Candidiasis, Genital Warts, Pelvic Inflammatory Disease (PID), Chancroid (soft chancre), cancer of cervix and penis cancer</li> <li>(iii) Signs and symptoms</li> <li>(iv) General prevention of STI</li> </ul>	<p><b>Lesson 10.</b></p> <ul style="list-style-type: none"> <li>(i) Tuberculosis</li> <li>(ii) Signs and symptoms of tuberculosis</li> <li>(iii) Prevention and control of tuberculosis</li> </ul>

**Lesson 1****1.1 Lesson development**

TOPIC AREA	<b>HEALTH AND WELLBEING</b>
UNIT	<b>Unit 3: HYGIENE AND SANITATION</b>
KEY UNIT COMPETENCY	Sanitation
PRE-REQUISITE	Introduce the topic by asking the following questions. <ul style="list-style-type: none"> <li>• How do you keep yourself clean?</li> <li>• Why is washing hands before meals necessary?</li> </ul>
LESSON	<b>Lesson one</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Define sanitation</li> <li>(ii) Name different activities carried out to promote sanitation</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>• Understand the meaning and importance of sanitation.</li> <li>• Explain the importance of keeping our province clean.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of keeping their province clean.</li> <li>• Show concern about living in a healthy environment.</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Sanitation Activities Promote Carried
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and sustainability.</li> </ul>

Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Image of woman sweeping the compound, materials used in cleaning like hoe, slasher, rake, panga etc.

- **Note for the teacher:** Arrange for learners to clean the locality near your school. Guide the learners preparing placards on the need for sanitation.
- **Learner's activities:** Refer to Activity 3.1 and 3.2 of the Pupils Book Five page 23 and 25.

**1.2 Expected answers****a) Activity 3.1**

- In the first picture, school children are sweeping and removing litter, which is then being put into the dustbin.
  - In the second picture a woman is bathing her child.

Both the pictures are related to cleanliness and hygiene.
- We can also keep our environment clean by:
  - Removing grass around our homes.
  - Draining stagnant water.
  - Cleaning all drains.
  - Proper disposal of human waste.
- The diseases which are spread by poor sanitation can be prevented by cleaning the environment and keeping the area around houses free from germs.

**a) Activity 3.2**

To clean our province we use water, rakes, slashers and a brooms.

## Lesson 2

### 1.1 Lesson development

TOPIC AREA	<b>HEALTH AND WELLBEING</b>
UNIT	<b>Unit 3: HYGIENE AND SANITATION</b>
KEY UNIT COMPETENCY	Importance of keeping our province clean
PRE-REQUISITE	Allow the learners to answer the following questions. <ul style="list-style-type: none"> <li>• How do we keep our house clean?</li> <li>• Why do we throw waste in a dustbin?</li> </ul>
LESSON	<b>Lesson two</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Mention different ways of keeping our province clean</li> <li>(ii) State the importance of keeping the province clean</li> <li>(iii) Explain the dangers of poor sanitation</li> <li>(iv) Discuss the diseases caused by poor sanitation.</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>• Explain the importance of keeping our province clean.</li> <li>• Analyse effects of poor hygiene.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of keeping our province clean.</li> <li>• Show concern about living in a healthy environment.</li> <li>• Show concern on the importance of proper hygiene</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Importance Keeping Province

Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	A picture of a man slashing the grass around his compound

- **Note for the teacher:** Engage the learners in the class by using posters and charts on Personal Hygiene and diseases caused by poor hygiene.

- **Leaner's activity:** Refer to Activity 3.3 of the Pupils Book Five page 26.

### 1.2 Expected answers to activity 3.3

1. The children will discuss the diseases spread by living in a dirty environment like malaria, tuberculosis, asthma, diarrhoea, dysentery, typhoid and cholera.
2. We can prevent the spread of diseases in a dirty environment by:
  - Sweeping
  - Proper disposal of human wter.
  - Draining stagnant around our homes
  - Use of dustbin
  - Keeping the house clean
  - Slashing grass around our homes

## Lesson 3

### 1.1 Lesson development

TOPIC AREA	<b>HEALTH AND WELLBEING</b>
UNIT	<b>Unit 3: HYGIENE AND SANITATION</b>
KEY UNIT COMPETENCY	Ways of keeping good personal hygiene
PRE-REQUISITE	Allow the learner to respond to the following questions: <ul style="list-style-type: none"> <li>• Do you wash your hands before eating?</li> <li>• Why do we bathe daily?</li> </ul>
LESSON	<b>Lesson three</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define personal hygiene</li> <li>(ii) State the dangers of poor sanitation</li> <li>(iii) Mention ways of keeping good personal hygiene</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the negative effects related to poor sanitation in our province.</li> <li>• Explain the importance of keeping our province clean.</li> <li>• Analyse the effects of poor hygiene in relation to private parts.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of keeping our province clean.</li> <li>• Show concern about living in a healthy environment.</li> <li>• Show concern about the importance of proper hygiene of private parts.</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>

Key words	Personal Hygiene Dangers Sanitation
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> </ul>
	<ul style="list-style-type: none"> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Pictures of person bathing

- **Note for the teacher:** Inculcate the habit of personal hygiene among learners. Appoint a class monitor for a daily check of nails, hair and cleanliness of learners.

- **Learner's activity:** Refer to Activity 3.4 of the Pupils Book Five page 27.

#### 1.2 Expected answer to activity 3.4

1. The pictures related to personal hygiene are:

Picture 1 – A girl bathing

Picture 3 – A girl brushing her teeth

2. To promote personal hygiene we can:

- Cut our finger and toe nails short.
- Wash our hands before eating.
- Cut our hair regularly.
- Wash our hands after visiting the toilet.

## Lesson 4

### 1.1 Lesson development

TOPIC AREA	<b>HEALTH AND WELLBEING</b>
UNIT	<b>Unit 3: HYGIENE AND SANITATION</b>
KEY UNIT COMPETENCY	Importance of personal hygiene.
PRE-REQUISITE	Ask learners the following questions before introducing the topic. <ul style="list-style-type: none"> <li>• Why do we fall ill?</li> <li>• Why should we cut our nails and hair regularly?</li> </ul>
LESSON	<b>Lesson four</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Mention the importance of personal hygiene</li> <li>(ii) State the dangers of poor personal hygiene</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Describe the negative effects related to poor sanitation in our province.</li> <li>(ii) Explain the importance of keeping oneself clean.</li> <li>(iii) Analyse effects of poor hygiene.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of keeping our province clean.</li> <li>• Show concern about living in a healthy environment.</li> <li>• Show concern about the importance of proper hygiene.</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Poor Importance Personal Hygiene

Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Guided discovery</li> <li>• Brainstorming</li> </ul>
Instructional materials	A boy suffering from diarrhoea

- **Note for the teacher:** Guide SEN learners to be more cautious about personal hygiene. Arrange for the provision of a weekly nail cutting programme in school.

- **Learner's activities:** Refer to Activity 3.5 and 3.6 of the Pupils Book Five page 28.

### 1.2 Expected answers

#### a) Activity 3.5

Children can discuss the following points:

Having a bath, combing our hair, brushing our teeth before going to sleep, preventing body odour, etc.

#### a) Activity 3.6

1. Personal hygiene is the way in which we keep our bodies clean.
2. Four items used in keeping good personal hygiene are soap, comb, razor blade and tooth-brush.
3. It is important to keep good personal hygiene because
  - It controls the spread of germs.
  - It prevents skin diseases like scabies.
  - It prevents diseases related to teeth.
  - It prevents body odour.

4. Four ways of keeping personal hygiene are as follows:
- Having a bath every day.
  - Brushing our teeth daily.
  - Wearing clean clothes every day.
  - Keeping our nails short and clean.
5. Two diseases spread by poor personal hygiene are tooth decay and worm infections.
6. It is important to wash our hands after visiting the toilet to remove germs, which lead to a number of diseases.

## Lesson 5

### 1.1 Lesson development

TOPIC AREA	<b>HEALTH AND WELLBEING</b>
UNIT	<b>Unit 3: HYGIENE AND SANITATION</b>
KEY UNIT COMPETENCY	Sexually transmitted infections
PRE-REQUISITE	Ask the following questions before the beginning of the topic. <ul style="list-style-type: none"> <li>• Have you visited a hospital?</li> <li>• Who is a doctor?</li> <li>• Why do people go to the hospital?</li> </ul>
LESSON	<b>Lesson five</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to understand sexually transmitted diseases and infections.</p> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ol style="list-style-type: none"> <li>Describe how AIDS/HIV and STIs are spread</li> <li>Explain preventive measures for HIV/AIDS and STIs.</li> </ol> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Be aware of HIV/AIDS and STIs.</li> <li>• Contribute to the prevention of HIV/AIDS and STIs.</li> <li>• Tolerate and accept people affected and infected by HIV/AIDS.</li> <li>• Develop the spirit of sharing</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Sexually Transmitted Diseases or infection
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Health Education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard

• **Note for the teacher:** Ask the learners to prepare a chart on sexually transmitted infections.

• **Leaner's activity:** Refer to Activity 3.7 the Pupils Book Five page 29

### 1.2 Expected answers to activity 3.7

Children can discuss the following points:

- Sexual intercourse with an infected person.
- Through blood transfusion.
- From infected mother to the child.
- By sharing sharp instruments with the infected person
- Through accident

## Lesson 6

### 1.1 Lesson development

TOPIC AREA	<b>HEALTH AND WELLBEING</b>
UNIT	<b>Unit 3: HYGIENE AND SANITATION</b>
KEY UNIT COMPETENCY	Prevention and control of AIDS
PRE-REQUISITE	Allow the learners to answer the following questions. <ul style="list-style-type: none"> <li>• How should we take care of patients?</li> <li>• How is cleanliness important to patients?</li> </ul>
LESSON	<b>Lesson six</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to know how to prevent sexually transmitted diseases and infections.</p> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ol style="list-style-type: none"> <li>Identify the signs and Symptoms of AIDS</li> <li>Explain preventative measures for HIV/AIDS and STIs.</li> </ol> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Be aware of HIV/AIDS and STIs.</li> <li>• Contribute to the prevention of HIV/AIDS and STIs.</li> <li>• Tolerate and accept people affected and infected by HIV/AIDS</li> <li>• Develop the spirit of sharing</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Sexually Infection Transmitted
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching learning process</li> <li>• Environment and sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>

Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard, illustrations/pictures related to the topic.

- **Note for the teacher:** Guide the learners to work in groups and prepare flash cards on symptoms of AIDS.

## Lesson 7

### 1.1 Lesson development

TOPIC AREA	<b>HEALTH AND WELLBEING</b>
UNIT	<b>Unit 3: HYGIENE AND SANITATION</b>
KEY UNIT COMPETENCY	Ways of caring for AIDS patients and the effects of AIDS
PREREQUISITE	Ask the following questions to the learners: <ul style="list-style-type: none"> <li>• What do patients need the most?</li> <li>• Have you ever cared for a patient in your house?</li> </ul>
LESSON	<b>Lesson seven</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ol style="list-style-type: none"> <li>Know ways of caring for AIDS patients.</li> <li>Analyse the effects of AIDS in the community</li> </ol> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ol style="list-style-type: none"> <li>Care for AIDS patients</li> <li>Analyse the effects of disease on individual and community life</li> </ol> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Contribute to the prevention of HIV/AIDS and STIs.</li> <li>• Tolerate and accept people affected and infected by HIV/AIDS</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>



Key words	Transmit Diseases
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard

- **Note for the teacher:** Prepare worksheets for learners on the prevention and control of AIDS.

## Lesson 8

### 1.1 Lesson development

TOPIC AREA	<b>HEALTH AND WELLBEING</b>
UNIT	<b>Unit 3: HYGIENE AND SANITATION</b>
KEY UNIT COMPETENCY	Examples of Sexually Transmitted Infections
PRE-REQUISITE	Ask the following questions. <ul style="list-style-type: none"> <li>• Name some diseases.</li> <li>• Why do we get infected by diseases?</li> </ul>
LESSON	<b>Lesson eight</b>

LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Identify STIs</li> <li>(ii) Mention measures for preventing sexually transmitted diseases</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to identify STIs, their symptoms and prevention.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Be aware of STIs</li> <li>• Contribute to the prevention of STIs.</li> <li>• Tolerate and accept people affected and infected by STIs</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	<ul style="list-style-type: none"> <li>• Measures</li> <li>• Prevention</li> <li>• Sexually</li> </ul>
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Health Education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard

- **Note for the teacher:** Ask one learner to read out the name of the disease, another the symptoms and another the preventative measures from Pupil's book P-5.

## Lesson 9

### 1.1 Lesson development

TOPIC AREA	<b>HEALTH AND WELLBEING</b>
UNIT	<b>Unit 3: HYGIENE AND SANITATION</b>
KEY UNIT COMPETENCY	Examples of Sexually Transmitted Infections
PRE-REQUISITE	Teacher to continue the previous topic.
LESSON	<b>Lesson nine</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Identify STIs</li> <li>(ii) Understand signs, symptoms and prevention of STIs</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to explain preventive measures for STIs.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Be aware of STIs</li> <li>• Contribute to the prevention of STIs</li> <li>• Tolerate and accept people affected and infected by STIs</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Bacteria Signs Symptoms
Cross cutting issue	Ensure participation of both girls and boys in the teaching and learning process
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>

Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Guided discovery</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard

- **Note for the teacher:** Ask one learner to read out the diseases, another the symptoms and another the preventive measures from Pupil's Book P-5

## Lesson 10

### 1.1 Lesson development

TOPIC AREA	<b>HEALTH AND WELLBEING</b>
UNIT	<b>Unit 3: HYGIENE AND SANITATION</b>
KEY UNIT COMPETENCY	Tuberculosis
PRE-REQUISITE	Ask the following questions to the learners. <ul style="list-style-type: none"> <li>• What is the system of breathing in and out called?</li> <li>• Why should we cover our mouth and when we smell a bad smell?</li> </ul>
LESSON	<b>Lesson ten</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Identify the disease tuberculosis.</li> <li>(ii) Mention the prevention and control of tuberculosis</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Describe how TB is spread.</li> <li>(ii) Describe the causes, signs and symptoms of TB.</li> <li>(iii) Explain preventive measures for TB.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Be aware of TB.</li> <li>• Contribute to prevention of TB.</li> <li>• Tolerate and accept people affected and infected by TB.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Tuberculosis Prevention Control
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Comprehensive sexuality education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard

- **Note for the teacher:** Ask the learners to visit a hospital after school and talk to a doctor regarding the symptoms of TB, and how to prevent the spread of TB. Ask them to note down the information and discuss in the class.

- **Leaner's activity:** Refer to Activity 3.8 the Pupils Book Five page 35.

### 1.2 Expected answer to activity 3.8

1. Tuberculosis is caused by the bacteria called micro bacterium.
2. The full form of BCG is: Bacille Calmette Guerin

## 2. Expected answers to revision exercise

1. Sanitation is the general cleanliness of our environment.
2. Sweeping, construction and disposal of rubbish in pits and bins and removing grass from around houses, are activities that help to keep the environment clean.

3. It is important to keep the environment clean to prevent to spread of diseases.
4. To keep the surroundings clean we use a broom, a panga, slasher and water.
5. Two dangers of poor sanitation in our province are :
  - Easy spread of diseases
  - Pollution
6. Personal hygiene is the way in which we keep our bodies clean.
7. It is important to keep our bodies clean as it:
  - Controls the spread of germs.
  - Prevents bad body odour.
  - Prevents skin diseases like scabies.
  - Prevents diseases related to our teeth.
8. To keep our bodies clean we can:
  - Brush our teeth every day.
  - Have a bath daily.
  - Wash our hands before eating our food.
9. (a) AIDS - Acquired Immune Deficiency Syndrome.  
(b) HIV - Human Immuno deficiency Virus.  
(c) STIs - Sexually Transmitted Infections.  
(d) PID - Pelvic Inflammatory Disease
10. Aids can be spread in the following ways:
  - Through sexual intercourse with an infected person.
  - Through transfusion of infected blood.
  - From an infected mother to the child.
  - By sharing sharp instruments with the infected person.
  - Through accidents which involves the mixture of blood with infected person.
11. Sexually transmitted infections are diseases which spread from one person to another through intercourse with an infected person.
12. Three examples of STIs are AIDS, SYPHILIS and Gonorrhoea.
13. The spread of HIV in our province can be avoided by:
  - Abstaining from sex until marriage.
  - Correct use of condom during sexual intercourse.
14. Tuberculosis (TB) is an infectious disease that affects the respiratory system.

15. Tuberculosis can be controlled in the following ways:
- Immunization of children at birth with BCG vaccine.
  - Early treatment of tuberculosis infection.
  - Isolation of children from the infected person.
16. Two signs/symptoms of tuberculosis are:
- Prolonged cough and fever.
  - Prolonged fever and weight loss.

# UNIT 4

## Civics and governance

<p><b>Lesson 1.</b></p> <ul style="list-style-type: none"> <li>(i) Good or acceptable behaviour</li> <li>(ii) Examples of bad behaviours which cause conflicts in society</li> </ul>	<p><b>Lesson 2.</b></p> <ul style="list-style-type: none"> <li>(i) Influence of peer pressure</li> <li>(ii) Ways of avoiding bad peer groups</li> </ul>
<p><b>Lesson 3.</b></p> <ul style="list-style-type: none"> <li>(i) Symbols of Nation</li> <li>(ii) National anthem</li> </ul>	<p><b>Lesson 4.</b></p> <ul style="list-style-type: none"> <li>(i) National flag</li> <li>(ii) Meaning of symbols of the National Flag</li> <li>(iii) Places where the National Flag is raised</li> </ul>
<p><b>Lesson 5.</b></p> <ul style="list-style-type: none"> <li>(i) National Coat of Arms</li> <li>(ii) Features found on the National coat of Arms</li> <li>(iii) Drawing the National Coat of Arms</li> <li>(iv) Meaning of symbols on the National Coat of Arms</li> <li>(v) Importance of National Coat of Arms</li> </ul>	<p><b>Lesson 6.</b></p> <ul style="list-style-type: none"> <li>(i) National constitution</li> <li>(ii) National motto</li> <li>(iii) National currency</li> </ul>
<p><b>Lesson 7.</b></p> <ul style="list-style-type: none"> <li>(i) Leaders in our province</li> <li>(ii) Main leaders in our province</li> <li>(iii) Leadership style and democracy in our province</li> </ul>	<p><b>Lesson 8.</b></p> <ul style="list-style-type: none"> <li>(i) Roles of leaders in our province</li> <li>(ii) Qualities of a good leader</li> <li>(iii) Factors that contribute to good governance in our province</li> </ul>

## Lesson 1

### 1.1 Lesson development

TOPIC AREA	<b>CIVIC EDUCATION</b>
UNIT	<b>Unit 4: CIVICS AND GOVERNANCE</b>
KEY UNIT COMPETENCY	Acceptable behaviour in our province
PRE-REQUISITE	Ask the learners to answer the following questions: <ul style="list-style-type: none"> <li>• How should you behave when you visit your relative's house?</li> <li>• How do you help your parents at home?</li> </ul>
LESSON	<b>Lesson one</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ol style="list-style-type: none"> <li>Give examples of good or acceptable behaviours</li> <li>List examples of bad behaviour which cause conflict</li> </ol> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to imitate good behaviour by peers and adults.</p> <p><b>Attitude and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of acceptable behaviour in the society</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Conflicts Behaviour Acceptable Causes
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education.</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things in our environment</li> </ul>

Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	A pictures of a girl greeting elders

• **Note for the teacher:** Arrange a discussion in groups of two on good and bad behaviour engaging SEN learners.

• **Learner's activity :** Refer to Activity 4.1 of the Pupils Book Five page 38.

### 1.2 Expected answers to activity 4.1

1. The behaviour in Picture A is bad.

The behaviour in Picture A is good.

2. Learners can discuss the following points.

- Good behaviour — saying 'Thank You' or 'Sorry', respecting parents and all elders, helping those in need, being polite.

- Bad behaviour — smoking, drinking, abuse, fighting, stealing, disobeying, throwing paper on the ground etc.

## Lesson 2

### 1.1 Lesson development

TOPIC AREA	<b>CIVIC EDUCATION</b>
UNIT	<b>Unit 4: CIVICS AND GOVERNANCE</b>
KEY UNIT COMPETENCY	Influence of peer pressure
PRE-REQUISITE	Ask the following questions to the learners. <ul style="list-style-type: none"> <li>• How is your friend's behaviour towards you?</li> <li>• Why do you like your friend?</li> </ul>
LESSON	<b>Lesson two</b>

LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define peer</li> <li>(ii) State different ways of avoiding bad peer groups</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to imitate good behaviour by peers and adults.</p>
	<p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of acceptable behaviour in society</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Peer Nation Independent
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Picture showing children of the same age

- **Note for the teacher:** Motivate the learners to guide their friends to do good work.

- **Learner's activity:** Refer to the Activity 4.2 of the Pupils Book Five page 40.

## 1.2 Expected answers to activity 4.2

1. (a) Good behaviour (B)
- (b) Bad behaviour (A)
2. The learners can discuss on the following points :
  - Listen to the advice of elders.
  - Leaving bad peer groups.
  - Joining clubs such as sport.
  - Joining religious organisations.

## Lesson 3

### 1.1 Lesson development

TOPIC AREA	CIVIC EDUCATION
UNIT	<b>Unit 4: CIVICS AND GOVERNANCE</b>
KEY UNIT COMPETENCY	National symbols and National Anthem
PRE-REQUISITE	Allow the learners to answer the following questions: <ul style="list-style-type: none"> <li>• Name your country.</li> <li>• What do we mean by National Anthem?</li> <li>• Tell the learner to recite the national anthem in correctly.</li> </ul>
LESSON	<b>Lesson three</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Name the symbols of the nation</li> <li>(i) Name the person who composed the national anthem</li> <li>(ii) Sing the national anthem</li> <li>(iii) Write the national anthem in their books</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to recite the National Anthem correctly.</p>

	<p><b>Attitude and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of national symbols</li> <li>• Show respect for the National Anthem</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Nation Symbols Composed Sing National Anthem
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	A chart showing National Anthem written correctly.

- **Note for the teacher:** Encourage SEN learners to participate in singing the National Anthem.

## Lesson 4

### 1.1 Lesson development

TOPIC AREA	<b>CIVIC EDUCATION</b>
UNIT	<b>Unit 4: CIVICS AND GOVERNANCE</b>
KEY UNIT COMPETENCY	National Symbols
PRE-REQUISITE	Allow the learners to answer the following questions: (i) What are the colours of National Flag? (ii) Describe the National Flag.
LESSON	<b>Lesson four</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Give the meaning of a national flag of the country</li> <li>(ii) Draw and identify the meaning of the colours on the national flag</li> <li>(iii) List places where the national flag is raised</li> <li>(iv) Give reason why the flag is sometimes raised at half-mast</li> </ul> <p><b>Skills</b></p> <p>By the end of this lessons learners should be able to explain different elements of the National Flag.</p>
	<p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance the National Flag</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Half mast Raised Flag Colours

Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>Observation</li> <li>Questioning</li> <li>Discussion</li> <li>Brainstorming</li> </ul>
Instructional materials	A picture showing National Flag of Rwanda, A flag raised at a half-mast

• **Note for the teacher:** Guide learners through drawing and colouring the national flag of Rwanda.

• **Learner's activities :** Refer to the Activity 4.3 and 4.4 of the Pupils Book Five page 41 and 42.

## 1.2 Expected answers

### a) Activity 4.3

- (a) Blue, Yellow, Green  
(b) Green, Yellow, Blue
- Blue occupies the largest area on the National Flag.

### b) Activity 4.4

- The Rwandan National Flag is hoisted in places like:
  - The Parliament Building
  - The National Bank of Rwanda
  - International Airports
- The National Flag is raised at half mast:
  - During the days of national mourning.
  - When it is declared by the Parliament on the death of an important person.
- The Rwandan Flag is raised at half mast in some offices which are of national importance, to show respect in memory of some event.

## Lesson 5

### 1.1 Lesson development

TOPIC AREA	<b>CIVIC EDUCATION</b>
UNIT	<b>Unit 4: CIVICS AND GOVERNANCE</b>
KEY UNIT COMPETENCY	National Coat of Arms
PRE-REQUISITE	Allow the learners to recite the features of the national coat of arms.
LESSON	<b>Lesson five</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ol style="list-style-type: none"> <li>Draw the Coat of Arms</li> <li>Give the meaning of the symbols on the Coat of Arms</li> <li>State the importance of the National Coat of Arms.</li> </ol> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to explain different elements of national coat of arms.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>Acknowledge the importance of the national coat of arms.</li> <li>Develop the spirit of sharing</li> <li>Develop critical thinking</li> <li>Develop observation skills</li> </ul>
Key words	Meaning Symbols Importance Coat of arms
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognising values of things around our environment</li> </ul>



Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Picture of National Coat of Arms

- **Note for the teacher:** Ask the learners to repeat the elements of National Coat of Arms and their significance.

- **Learner's activity:** Refer to the Activity 4.5 of the Pupils Book Five page 43.

### 1.2 Expected answers to activity 4.5

1. Symbols on the National Coat of Arms and their meaning:

- **The two shields:** represent defence, patriotism and unity.
- **The sun:** shows hope and transparency.
- **The basket:** represents culture and a gift of friendship.
- **Coffee and sorghum:** represent agriculture in the country.
- **Green ring with a knot at the bottom:** represents a sign of unity.
- **Blue cog:** technology and industrial development in Rwanda.

2. The National Motto

**In English** – 'Unity, Work and Patriotism' **in Kinyarwanda**, 'Ubumwe, Uurimo, Gukunda igihugu'

## Lesson 6

### 1.1 Lesson development

TOPIC AREA	<b>CIVIC EDUCATION</b>
UNIT	<b>Unit 4: CIVICS AND GOVERNANCE</b>
KEY UNIT COMPETENCY	Other National Symbols – National Constitution, National Motto, the National Currency
PRE-REQUISITE	Ask the following questions to the learners: <ul style="list-style-type: none"> <li>• What do you mean by constitution.</li> <li>• What is our National Motto?</li> <li>• What is our currency?</li> </ul>

LESSON	<b>Lesson six</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Give the meaning of constitution.</li> <li>(ii) Repeat the National Motto.</li> <li>(iii) Name our National currency.</li> </ul> <p><b>Skills</b></p> <p>By the end of the lesson learners should be able to explain the National Motto in both Kinyarwanda and English.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Show respect for other National symbols</li> <li>• Develop the spirit of sharing</li> <li>• Develop observation skills</li> </ul>
Key words	Constitution Referendum Motto Currency
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Discussion</li> </ul>
Instructional materials	A picture of the National Coat of Arms, Specimen Currency of currence.

- **Note for the teacher:** Encourage SEN learners to identify the currency

## Lesson 7

### 1.1 Lesson development

TOPIC AREA	<b>CIVIC EDUCATION</b>
UNIT	<b>Unit 4: CIVICS AND GOVERNANCE</b>
KEY UNIT COMPETENCY	Leaders in our province
PRE-REQUISITE	Ask the following questions to the learners: <ul style="list-style-type: none"> <li>Who is the President of Rwanda?</li> <li>Name the leader of your province.</li> </ul>
LESSON	<b>Lesson seven</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b> By the end of this lesson learners will be able to</p> <ol style="list-style-type: none"> <li>Define leader, leadership and democracy</li> <li>Know the main leaders in our province</li> <li>Know how people become leaders in our province</li> <li>Understand the meaning of democracy</li> <li>State different roles of leaders in the province</li> </ol> <p><b>Skills</b> By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>Identify their leaders</li> <li>Explain different ways of becoming a leader</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>Acknowledge the importance of good governance</li> <li>Show respect and concern for leadership in his/her province</li> <li>Appreciate the importance of democracy in governance in society</li> <li>Develop the spirit of sharing</li> <li>Develop critical thinking</li> <li>Develop observation skills</li> </ul>
Key words	Democracy Leader Leadership Roles
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Peace and values education</li> </ul>

Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>Observation</li> <li>Homework and assignments</li> <li>Brainstorming</li> <li>Questioning</li> <li>Discussion</li> </ul>
Instructional materials	A picture of a leader addressing the public

- Note for the teacher:** Guide the learners to prepare a chart of important leaders along with their photographs.

## Lesson 8

### 1.1 Lesson development

TOPIC AREA	<b>CIVIC EDUCATION</b>
UNIT	<b>Unit 4: CIVICS AND GOVERNANCE</b>
KEY UNIT COMPETENCY	Qualities and role of a leader. Factors contributing to good governance in our province
PRE-REQUISITE	Ask the following questions to the learners: <ol style="list-style-type: none"> <li>Who is the leader of your class ?</li> <li>Who is the leader of your school ?</li> </ol>
LESSON	<b>Lesson eight</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b> By the end of this lesson learners will be able to</p> <ol style="list-style-type: none"> <li>Identify the qualities of a good leader</li> <li>Mention the factors which contribute to good governance in our province</li> <li>State how good governance contributes to good development</li> </ol> <p><b>Skills</b> By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>Imitate qualities of good leadership</li> <li>Appreciate good governance</li> </ul>

	<p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>Show respect and concern for leadership in his/her province</li> <li>Acknowledge the importance of good governance</li> <li>Appreciate the importance of democracy in governance in society</li> <li>Develop the spirit of sharing</li> <li>Develop critical thinking</li> <li>Develop observation skills</li> </ul>
Key words	<p>Qualities Factors Contribute Governance Development</p>
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>Observation</li> <li>Questioning</li> <li>Homework and assignments</li> <li>Discussion</li> <li>Brainstorming</li> </ul>
Instructional materials	Chalkboard, pictures of leaders undertaking different tasks

- Note for the teacher:** Guide and encourage learners, especially SEN learners in preparing a speech to deliver to class/school assembly.

- Learner's activities :** Refer to the Activities 4.6, 4.7 and 4.8 of the Pupils Book Five page 46 and 47.

## 1.2 Expected answers

### a) Activity 4.6

- Leaders put into consideration the views of local people when planning for the development of the area.

- They consider the problems faced by the people
- Leaders advise people how to use the various resources available to them

2. Five qualities of a good leader are:

- He should be a patient listener.
- He should be kind and honest.
- He should make good decisions.
- A good leader should be God-fearing.
- He should have good character.

### b) Activity 4.7

1. Factors that contribute to good governance in our province are:

- |               |                       |
|---------------|-----------------------|
| • Cooperation | • Democracy           |
| • Unity       | • Good Media          |
| • Harmony     | • Respect for leaders |

2. Presentation to be made by the learners on the factors that contribute to good governance, and indicators of democracy.

### c) Activity 4.8

1. A leader is the person in a province who performs different activities by providing services to the people. He is given the responsibility of guiding and managing others.

2. A good leader should be :

- A good listener
- He should be kind and honest.

3. The head of the church is generally the pope or pastor.

## 2. Expected answers to revision exercise

1. Four examples of good behaviour are:

- Respecting parents and all elderly persons
- Helping parents and brothers/ sisters
- Listening to teachers, parents and elders
- Being polite to everyone

2. Young children should not drink alcohol as it is not good for their health.

3. Examples of bad behaviour are follows:

- At home :
- Disrespecting parents
  - Fighting with brothers and sisters
  - Drinking alcohol
  - Throwing clothes and food around the house

- At school :
- Answering back and being rude to teachers
  - Fighting with classmates
  - Disobeying orders and rules
  - Smoking
  - Making a noise and disturbing the class
4. Peer pressure is when a group of people of the same age persuade a person start doing something good or bad, in order to fit in with group.
  5. One can avoid bad peer group in the following ways :
    - Say 'No' to bad behaviour
    - Listen to the advice of elders
    - Spend time with other people, for example join a sports club
    - Leave the bad peer group
  6. A nation is a group of people with strong bonds of identity, living together within the same geographical and political boundaries under one government.
  7. The four symbols of a nation are :
    - National Anthem
    - National Flag
    - National Emblem
    - National Motto
  8. The Rwanda National Flag was designed by Alphonse Cyirimobenecyo.
  9. Blue, Yellow and Green are the three colours on the National Flag.
  10. A flag is sometimes raised at half mast on days of National mourning.
  11. Meaning of colours on the National Flag are :
    - **Blue** shows peace and happiness.
    - **Yellow** represents wealth for the people and the country.
    - **Green** shows prosperity.
  12. The national flag is raised in the following places:
    - Public offices
    - The Parliamentary Building
    - The National Bank of Rwanda.
  13. The National Motto of Rwanda is 'Unity, Work and Patriotism'.
  14. The four features on the Rwanda National Coat of Arms are the:
 

• Sun	• Basket
• Coffee Plant/Sorghum	• Two Shields

15. Symbols
  - **Coffee and sorghum:** agriculture in the country
  - **The sun:** hope and transparency
  - **Two shields:** represent defense, patriotism and unity
  - **The basket:** represents culture and the gift of friendship
16. A leader is the person in our province who performs different activities by providing services to the people. He is given the responsibility of guiding and managing others.
17. Leadership is an act of guiding or managing others.
18. The political head of the province is known as the Governor.
19. The four qualities of a good leader are :
  - Kind and honest.
  - Good listener.
  - Very patient.
  - Makes good decisions.
20. Democracy is the government of the people, for the people and by the people.
21. The factors that contribute to good governance are:
 

• Cooperation	• Democracy
• Unity	• Good media
• Harmony	• Respect for leaders
22. Roles of a good leader :
  - To promote development in the area
  - To solve conflicts among people
  - To coordinate between the people and the government
  - To guide people on how to use resources
  - To provide social services to the people

# Economy

<p><b>Lesson 1.</b></p> <ul style="list-style-type: none"> <li>(i) Economy</li> <li>(ii) Types of need</li> <li>(iii) Examples of basic needs</li> <li>(iv) Examples of luxurious needs</li> </ul>	<p><b>Lesson 2.</b></p> <ul style="list-style-type: none"> <li>(i) Budget</li> <li>(ii) Family budget</li> <li>(iii) Importance of family budget</li> <li>(iv) Making a family budget</li> </ul>
<p><b>Lesson 3.</b></p> <ul style="list-style-type: none"> <li>(i) Savings</li> <li>(ii) Importance of saving</li> <li>(iii) Financial institutes in our province</li> <li>(iv) Examples of financial institutions in our province</li> </ul>	<p><b>Lesson 4.</b></p> <ul style="list-style-type: none"> <li>(i) Banks</li> <li>(ii) Examples of banks in Rwanda</li> <li>(iii) Importance of banks in Rwanda</li> </ul>
<p><b>Lesson 5.</b></p> <ul style="list-style-type: none"> <li>(i) Cooperatives</li> <li>(ii) Types of cooperatives</li> <li>(iii) Examples of cooperatives</li> </ul>	<p><b>Lesson 6.</b></p> <ul style="list-style-type: none"> <li>(i) Markets</li> <li>(ii) Importance of markets</li> </ul>

## Lesson 1

### 1.1 Lesson development

TOPIC AREA	<b>WEALTH</b>
UNIT	<b>Unit 5: ECONOMY</b>
KEY UNIT COMPETENCY	Needs
PRE-REQUISITE	Allow the learners to discuss their needs before beginning the topic.
LESSON	<b>Lesson one</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson, learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define economy, needs and basic needs</li> <li>(ii) Identify the two types of needs</li> <li>(iii) Mention the examples of basic and luxurious needs</li> </ul>

	<p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Find out how resources help people to meet their needs</li> <li>(ii) Demonstrate the importance of financial institutions and local markets</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Identify basic needs</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	<p>Economy</p> <p>Basic</p> <p>Needs</p> <p>Luxurious</p>
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Financial education, Standardisation culture</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chart showing basic and luxurious needs

- **Note for the teacher:** Ask the learners to categorise basic and luxurious needs with examples.

- **Leaner's activity:** Refer to Activity 5.1 of the Pupils Book Five page 50.

## 1.2 Expected answers to activity 5.1

1. Ask the learners to discuss the following points regarding the needs in their provinces/locality.
2. Basic needs: Food, water, clothing, medical facilities, etc.
3. Luxuries: Motorbike, sofa, car, radio.

## Lesson 2

### 1.1 Lesson development

TOPIC AREA	<b>WEALTH</b>
UNIT	<b>Unit 5: ECONOMY</b>
KEY UNIT COMPETENCY	Making a budget and understand its importance
PRE-REQUISITE	Allow the learners to answer the following questions. <ul style="list-style-type: none"> <li>• Provides for your needs? Where does the money come?</li> </ul>
LESSON	<b>Lesson two</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ol style="list-style-type: none"> <li>Define budget and family budget</li> <li>Make a simple family budget and plan well</li> <li>State the importance of making a family budget</li> </ol> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ol style="list-style-type: none"> <li>Prepare a family budget</li> <li>Find out how resources help people to meet their needs</li> <li>Demonstrate the importance a budget</li> </ol> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Use resources properly to meet their needs</li> <li>• Acknowledge the importance of making a simple family budget</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>

Key words	Family Budget
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Financial education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	A chart showing a simple family budget

- **Note for the teacher:** Guide the learners to prepare a small family budget and present it to the whole class.
- **Learner's activity:** Refer to Activity 5.2 of the Pupils Book Five page 51.

## 1.2 Expected answers to activity 5.2

1. Guide the learners to discuss the following points regarding the needs of a family, to be considered while making a family budget:
  - (a) Food
  - (b) Education
  - (c) Clothing
  - (d) Medical emergency
  - (e) House repair
  - (f) Entertainment
2. Food, education, clothing, medical emergency, house repair.

**Lesson 3****1.1 Lesson development**

TOPIC AREA	<b>WEALTH</b>
UNIT	<b>Unit 5: ECONOMY</b>
KEY UNIT COMPETENCY	Saving and financial institutions
PRE-REQUISITE	Ask the following questions to the learners:- <ul style="list-style-type: none"> <li>• What is income?</li> <li>• Why do we plan expenditure in advance?</li> </ul>
LESSON	<b>Lesson three</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define saving and financial institutes</li> <li>(ii) Suggest the importance of saving</li> <li>(iii) List the financial institutes in our province</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Develop the habit of saving</li> <li>(ii) Demonstrate the importance of financial institutions and local markets</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Use resources properly to meet their needs</li> <li>• Acknowledge the importance of financial institutions</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Saving Financial Institutes
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Financial education</li> </ul>

Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard, pictures

• **Note for teacher:** Give certain income and expenditure sums to the learners and guide them through solving them. Encourage SEN learners to actively participate in the activity.

• **Leaner's activity:** Refer to Activity 5.3 to the Pupils Book Five page 52.

**1.2 Expected answers to activity 5.3**

1. People in my province/ locality use money for activities like trade, farming, paying school fees and building houses.
2. Money is used to purchase both basic and luxury items.

**Lesson 4****1.1 Lesson development**

TOPIC AREA	<b>WEALTH</b>
UNIT	<b>Unit 5: ECONOMY</b>
KEY UNIT COMPETENCY	Banks
PRE-REQUISITE	Ask the following questions to the learners. <ul style="list-style-type: none"> <li>• What do we do with excess money?</li> <li>• Have you visited a bank? Name it.</li> </ul>
LESSON	<b>Lesson four</b>

<b>LEARNING OBJECTIVE</b>	<p><b>Learning objectives</b> By the end of this lesson, learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define a bank</li> <li>(ii) Give examples of banks in Rwanda</li> <li>(iii) State the importance of banks in Rwanda</li> </ul> <p><b>Skills</b> By the end of this lesson, learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Find out how resources help people to meet their needs</li> <li>(ii) Demonstrate the importance of financial institutions and local markets</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Use resources properly to meet their needs</li> <li>• Acknowledge the importance financial institutes</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
<b>Key words</b>	Bank Banking Services
<b>Cross cutting issue</b>	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Financial education</li> </ul>
<b>Competences developed</b>	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
<b>Instructional materials</b>	Structure of the bank

- **Note for teacher:** Ask the learners to visit a bank nearby their locality and note down their observations. Share these in class the next day.

- **Leaner's activity:** Refer to Activity 5.4 of the Pupils Book Five page 53.

## 1.2 Expected answers to activity 5.4

1. Guide the learners to discuss the types of banks in their province/ locality under the following headings:
  - (a) Retail banks
  - (b) Commercial banks
  - (c) Investment banks
  - (d) Central banks
  - (e) Savings and loan banks
2. The following are the functions of banks:
  - (a) They keep money safe for the people.
  - (b) They provide loan/credit facilities to those who need them.

## Lesson 5

### 1.1 Lesson development

<b>TOPIC AREA</b>	<b>WEALTH</b>
<b>UNIT</b>	<b>Unit 5: ECONOMY</b>
<b>KEY UNIT COMPETENCY</b>	Cooperatives
<b>PRE-REQUISITE</b>	Allow the learners to participate in answering the following questions. <ul style="list-style-type: none"> <li>• What do we mean by cooperation?</li> <li>• How do you cooperate with your friends?</li> </ul>
<b>LESSON</b>	<b>Lesson five</b>
<b>LEARNING OBJECTIVE</b>	<p><b>Learning objectives</b> By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define a cooperative</li> <li>(ii) Mention the types of cooperatives in our province</li> <li>(iii) List examples of cooperatives</li> </ul> <p><b>Skills</b> By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Identify cooperatives</li> <li>(ii) Demonstrate the important cooperatives at local level</li> </ul>



	<b>Attitudes and values</b> <ul style="list-style-type: none"> <li>Acknowledge the role played by cooperatives</li> <li>Develop the spirit of sharing</li> <li>Develop critical thinking</li> <li>Develop observation skills</li> </ul>
Key words	Cooperative
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Financial Education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>Observation</li> <li>Discussion</li> <li>Brainstorming</li> </ul>
Instructional materials	Structure of a cooperative like Mwalimu Sacco

- Note for teacher:** Arrange a visit to a cooperative for the learners.
- Leaner's activity:** Refer to Activity 5.5 of the Pupils Book Five page 54.

### 1.2 Expected answers to activity 5.5

- The following are examples of cooperatives:
  - Cooperative of Karaba coffee producers (KOAKAKA)
  - Abahuzamugambi ba Maraba Coffee Cooperative
  - Coopérative pour la Promotion des Activités Café (COOPAC)
  - Coopérative des Cultivateurs de Café de Mabanza (KOPAKAMA)
- The following are the importance of cooperatives:
  - They give loans to cooperative members
  - Provide tools, seeds and fertilisers to farmers
  - Help farmers to sell and market their produce
  - Promote unity among the people
  - Promote development among the people
  - Give advice to their members on how to improve the quality of their products

## Lesson 6

### 1.1 Lesson development

TOPIC AREA	<b>WEALTH</b>
UNIT	<b>Unit 5: ECONOMY</b>
KEY UNIT COMPETENCY	Markets, importance of markets
PRE-REQUISITE	Ask the following questions to the learners before beginning the topic. <ul style="list-style-type: none"> <li>Define a cooperative.</li> <li>How do the cooperatives help people in a province?</li> </ul>
LESSON	<b>Lesson six</b>
LEARNING OBJECTIVE	<b>Learning objectives</b> By the end of this lesson learners will be able to <ol style="list-style-type: none"> <li>Understand what a market is.</li> <li>Mention the activities done in the market.</li> <li>Understand the importance of the market.</li> </ol> <b>Skills</b> By the end of this lesson learners should be able to <ol style="list-style-type: none"> <li>Name the types of activities done in the market</li> <li>Analyse the importance of markets</li> <li>Examine the role played by the markets in the economy of a province</li> </ol> <b>Attitudes and values</b> <ul style="list-style-type: none"> <li>Develop the spirit of sharing</li> <li>Develop critical thinking</li> <li>Develop observation skills</li> </ul>
Key words	Market Economy
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Financial Education</li> </ul>

Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Pupil's Book P-5 Social and Religious Studies Page 54-55. Pictures of marketplace.

• **Note for teacher:** Encourage the learners to visit the markets of their province and observe how things are bought and sold.

- Ask them to prepare an observational of the shops they visit under the following observational chart of:

Name of province/ District	Type of shop	Size of shop	Items sold	Item types	No. of customers	Problems faced	Solution

• **Learner's activity:** Refer to Activity 5.6 of the Pupils Book Five page 55.

### 1.2 Expected answers to activity 5.6

1. People sell fruit, vegetables, clothes, honey, grain and other items of daily use.
2. Guide the learners to discuss the types of markets in their province/ locality:
  - (a) Vegetable and fruit market
  - (b) Grain market
  - (c) Clothes market
  - (d) Furniture market
  - (e) Electronic market

## 2. Expected answers to revision exercise

1. A budget is the estimation of income and expenditure.
2. The family budget is a plan of how the family income is expected to be spent.
3. It is important to make a family budget as it :
  - (a) Stops us from overspending
  - (b) Provides us with basic needs
  - (c) Avoids debt
  - (d) Helps us save
4. People should save because
  - It prevents wastage.
  - It helps us in meeting our future and immediate needs.
  - It improves one's standard of living.
5. The basic needs are the things that we cannot live without like food, water, clothing and medical care.
6. Examples of basic needs are :
  - (a) The food we eat
  - (b) The clothes we wear
  - (c) Water
  - (d) Medical care
7. (i) NGOs – Non Government Organisations  
(ii) UNICEF – United Nations Children's Emergency Fund  
(iii) IMF – International Monetary Fund
8. A bank is an institution that keeps people's money safe and provides other financial services.
9. Banking is the business conducted on services offered by a bank.
10. Four examples of banks in Rwanda are :
  - Commercial Bank of Rwanda
  - National Bank of Rwanda
  - AB Bank
  - Eco Bank
11. The Banque Nationale du Rwanda (BNR) is responsible for printing new notes and coins in Rwanda.
12. A cooperative is a group of people who work together to achieve a common goal.
13. The importance of cooperatives in our province are:
  - Loans are given to cooperative members.
  - Cooperatives provide tools, seeds and fertilisers to farmers.
14. Two roles of banks are :
  - They help farmers to sell and market their produce.
  - They promote unity among the people.
  - Cooperatives advise their members on how to improve the quality of their products.
15. Two ways in which markets are important in our province
  - People buy and sell their products
  - They are sources of government revenue

# Social services and important places in our province

<p><b>Lesson 1.</b></p> <ul style="list-style-type: none"> <li>(i) Social services</li> <li>(ii) Institutes that provides social services in our province</li> <li>(iii) Examples of social services</li> </ul>	<p><b>Lesson 2.</b></p> <ul style="list-style-type: none"> <li>(i) Education services</li> <li>(ii) Types of education</li> <li>(iii) Importance of education</li> </ul>
<p><b>Lesson 3.</b></p> <ul style="list-style-type: none"> <li>(i) Security services</li> <li>(ii) People who provide security services in our province</li> <li>(iii) Importance of security in our province</li> </ul>	<p><b>Lesson 4.</b></p> <ul style="list-style-type: none"> <li>(i) Transport services</li> <li>(ii) Importance of transport</li> </ul>
<p><b>Lesson 5.</b></p> <ul style="list-style-type: none"> <li>(i) Medical services</li> <li>(ii) People who provide medical services</li> <li>(iii) Importance of hospitals</li> </ul>	<p><b>Lesson 6.</b></p> <ul style="list-style-type: none"> <li>(i) Banking services</li> <li>(ii) People who provide banking services</li> <li>(iii) Examples of banks</li> <li>(iv) Importance of banks</li> <li>(v) Caring for social services</li> <li>(vi) Important providers of social services in our province</li> <li>(vii) Problems and solutions</li> </ul>

## Lesson 1

### 1.1 Lesson development

TOPIC AREA	<b>WEALTH</b>
UNIT	<b>UNIT 6: SOCIAL SERVICES AND IMPORTANT PLACES IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	Social Services

PRE-REQUISITE	Ask the following questions before beginning the new topic. <ul style="list-style-type: none"> <li>Name the services you need every day.</li> <li>How the milk-man, vegetable-vendor, shopkeeper provide their services?</li> </ul>
LESSON	<b>Lesson one</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b> By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define social services</li> <li>(ii) List examples of social services in our province</li> <li>(iii) Mention social service centres in our province</li> </ul> <p><b>Skills</b> By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Identify social services</li> <li>(ii) Identify social service centres in their locality</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>Appreciate the efforts of social workers</li> <li>Develop the spirit of sharing</li> <li>Develop critical thinking</li> <li>Develop observation skills</li> </ul>
Key words	Social Services Provider
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Peace and values education</li> <li>Environment sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>Observation</li> <li>Homework and assignments</li> <li>Brainstorming</li> <li>Questioning</li> <li>Discussion</li> </ul>
Instructional materials	Picture of an electrician fixing the electric pole

- Note for the teacher:** Divide the class into groups and guide them to visit service providers such as transport, insurance, electricity, communication. Prepare a report of their observation. Encourage them to present in the class.
- Learner's activity:** Refer to Activity 6.1 of the Pupil Book Five Page 57.

### 1.2 Expected answers to activity 6.1

- A-Hospital  
B-Police Station  
C-School  
D-Water Supply
- Other social service providers  
Market  
Bank  
Petrol Station  
Post Office

### Lesson 2

#### 1.1 Lesson development

TOPIC AREA	<b>WEALTH</b>
UNIT	<b>UNIT 6: SOCIAL SERVICES AND IMPORTANT PLACES IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	Education Services
PRE-REQUISITE	Allow the learners response to the following questions. <ul style="list-style-type: none"> <li>What is a school?</li> <li>Why do we come to school?</li> </ul>
LESSON	<b>Lesson two</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b> By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Give examples of different places where education is provided</li> <li>(ii) Name the groups of people who provide education services</li> <li>(iii) Name the two types of education</li> <li>(iv) Give reasons why education is important</li> </ul>

	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>(i) By the end of this lesson learners should be able to</li> <li>(ii) Analyse the importance of schools</li> <li>(iii) Examine the benefits of education</li> <li>(iv) Analyse different types of education</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of education</li> <li>• Show concern towards education</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	<p>Education</p> <p>Places</p> <p>Types</p>
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Structure of a school

- **Note for the teacher:** Guide the learners to role-play o teachers of different subjects.

- **Learner's activity:** Refer to Activity 6.2 of the Pupils Book Five Page 58.

## 1.2 Expected answers to activity 6.2

1. Formal education (in school) is being given in Picture A. Informal education (out of school) is being given in Picture B.
2. Missionaries who came from Europe introduced education in Rwanda.

## Lesson 3

### 1.1 Lesson development

TOPIC AREA	<b>WEALTH</b>
UNIT	<b>UNIT 6: SOCIAL SERVICES AND IMPORTANT PLACES IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	Security Services
PRE-REQUISITE	<p>Ask the following questions to the learners.</p> <ul style="list-style-type: none"> <li>• What do policemen do for us?</li> <li>• Who guards your locality?</li> </ul>
LESSON	<b>Lesson three</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define security</li> <li>(ii) Mention the groups of people who provide security services</li> <li>(iii) Give the importance of security in our province</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to analyse the importance of security services.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the work of security personnel in their location.</li> <li>• Show concern about</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>

Key words	Security People Provide Services
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Peace and values education.</li> <li>Environment and sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>Discussion</li> <li>Brainstorming</li> </ul>
Instructional materials	<ul style="list-style-type: none"> <li>Picture of a man guarding a school</li> </ul>

- Note for the teacher:** Ask the learners to prepare a presentation on Security Services and display it in the class.
- Learner's activity:** Refer to Activity 6.3 of the Pupils Book Five Page 59.

### 1.2 Expected answers to activity 6.3

- The groups shown in picture A are police officers, and army personnel in picture B.
- The police provide security in the area, keep law and order, arrest wrongdoers and control traffic on the road.

## Lesson 4

### 1.1 Lesson development

TOPIC AREA	<b>WEALTH</b>
UNIT	<b>UNIT 6: SOCIAL SERVICES AND IMPORTANT PLACES IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	Transport Services
PRE-REQUISITE	Allow learners to response to the following questions. <ul style="list-style-type: none"> <li>How do we travel from one place to another?</li> <li>Which one is faster — a bicycle or a car?</li> </ul>

LESSON	<b>Lesson four</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ol style="list-style-type: none"> <li>Define transport</li> <li>Explain issue of transport</li> <li>Give the mean of transport</li> <li>State the importance of transport</li> </ol> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>Analyse the importance of transport services</li> <li>Differentiate between modes of transport</li> <li>Explain the use of transport services</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>Appreciate the importance of travelling</li> <li>Develop the spirit of sharing</li> <li>Develop critical thinking</li> <li>Develop observation skills</li> </ul>
Key words	Transport Importance Types Means
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>Observation</li> <li>Questioning</li> <li>Homework and assignments</li> <li>Discussion</li> <li>Brainstorming</li> </ul>

Instructional materials	A picture of a road and a car
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- **Note for the teacher:** Guide the learners to design and colour their dream transport.

## Lesson 5

### 1.1 Lesson development

TOPIC AREA	<b>WEALTH</b>
UNIT	<b>UNIT 6: SOCIAL SERVICES AND IMPORTANT PLACES IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	Medical Services
PRE-REQUISITE	Allow learners to respond to the following questions. <ul style="list-style-type: none"> <li>• Where do you go when you are ill?</li> <li>• Where do you buy medicines?</li> </ul>
LESSON	<b>Lesson five</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Name places that provides medical services from</li> <li>(ii) Name the people who provide medical services</li> <li>(iii) State the importance of hospitals, dispensaries and clinics</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson, learners should be able to analyse the importance of medical services.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of medical services</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Hospitals Services Medical

Cross cutting issue	Ensure participation of both girls and boys in the teaching and learning process Peace and values education.
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around us</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	A picture of a doctor treating a patient in the hospital

- **Note for the teacher:** Guide the learners to prepare a list of hospitals and pharmacies in their locality.
- **Learners' activity:** Refer to Activity 6.4 of the Pupil Book Five Page 61.

### 1.2 Expected answers to activity 6.4

1. In the above pictures:-  
Picture A : A dentist is extracting the teeth of a patient.  
Picture B: shows a pharmacy (a chemist)
2. We get medical services from hospitals, clinics, dispensaries and health centres.
3. Depends on the area where the school is

## Lesson 6

### 1.1 Lesson development

TOPIC AREA	<b>WEALTH</b>
UNIT	<b>UNIT 6: SOCIAL SERVICES AND IMPORTANT PLACES IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	Banking services, caring for social services, problems and solutions
PREREQUISITE	Ask the following questions to the learners. <ul style="list-style-type: none"> <li>• Have you visited a bank?</li> <li>• Name the bank in your locality.</li> </ul>
LESSON	<b>Lesson six</b>



LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Give the difference between a bank and banking</li> <li>(ii) Mention the people who provide banking services</li> <li>(iii) State the importance of banks</li> <li>(iv) Understand how we can care for social service provides.</li> <li>(v) Identify important places in our province</li> <li>(vi) Identify problems faced by important places</li> <li>(vii) Find out solutions to these problems.</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Analyse the importance of banks, social service centres.</li> <li>(ii) Suggest solutions to solve the problems faced by important places in our province.</li> </ul>
	<p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of saving</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	<p>Banks</p> <p>Banking</p> <p>Services</p>
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Financial education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Brainstorming</li> </ul>
Instructional materials	<p>A picture of a cashier and people attending at the bank</p>

- **Note for the teacher:**

- Organize a trip of the learners to a nearby bank. Ask them to note down different departments in the bank and the work they do.

- Cashier

- Teller

- Manager

- Encourage learners to take care of important places in their province by organising cleanliness campaign.

- **Learner's activities:** Refer to Activity 6.5, 6.6, 6.7, 6.8 and 6.9 of the Pupils Book Five page 62-65.

### 1.2 Expected answers

#### a) Activity 6.5

1. Examples of banks in Rwanda are

National Bank of Rwanda

Bank of Kigali

AB Bank

2. Banks are important because of the following reasons:

They provide jobs.

Banks provide loans to people.

They keep important documents such as – land title, etc.

They provide foreign exchange services.

They keep our money safe.

#### b) Activity 6.6

1. Items sold in the market include vegetables, clothes, dairy items, spices, cereals, etc.

2. Depends on the area where the school is.

#### c) Activity 6.7

In the first picture, the police are maintaining law and order by catching the culprits. In the second picture, the children are cleaning their school. They are sweeping and collecting paper, and putting it in the dustbin.

#### d) Activity 6.8

1. Other important places in our province includes churches, mosques, banks, stadiums, hospitals, etc.

2. The uses of important places given above are:-

**Churches:** Holy places of worship for Christians

**Mosques:** Holy places of worship for Muslims

**Banks:** Financial Institutions that keep people's money safe

**Stadiums:** Places where sporting activities take place

Hospitals: Places where people get medical services

### e) Activity 6.9

The groups of people who work in each of the social service centres given below:

(a) **Schools:** Teachers, lecturers, church leaders, professors

(b) **Hospitals:** Doctors, nurses, lab technicians, attendants

## 2. Expected answers to revision exercises

1. Social services are services provided to the people in order to improve their wellbeing.

2. Three examples of social services in our province are:

Educational services

Medical services

Security services

3. Two institutions which provide social services in our province are:

Schools

Hospitals

4. Education services are provided by:

Schools

Colleges

5. Two types of education are formal and informal

6. **Formal education:** This type of education given in school. It includes reading and writing.

**Informal education:** This type of education is given at home and in society. It emphasises practical skills and moral development.

7. The importance of education in our province is

We learn to read and write

We acquire different skills which help us to get jobs

Education promotes moral development

Brings people together (friendship)

8. The police and the army provide security services in our province.

9. Importance of security in our province is as follows:-

It maintains law and order

It protects people and their property.

10. Transport is the physical movement of people and their goods from one place to another.

11. The three types of transport found in our province are: land, water and air.

12. Railway transport is not found in Rwanda.

13. Transport is important in our province as it helps in:

Tourism

Trade

14. Hospitals

Clinics

Dispensaries

15. Surgeons

Dentists

16. Importance of hospitals

Treating sick people.

Immunising children against diseases.

Teaching people how to control diseases.

Teaching people about good nutrition.

17. **Banks** are financial institutions which keep people's money safe for future use.

**Banking** is the act of keeping money in the bank.

18. Banks are important in Rwanda because:

They provide jobs.

They provide loans and foreign exchange services.

19. Markets are important as

They promote trade.

They are a source of revenue for the government.

Markets help people to fulfil their basic needs.

They promote unity and cooperation.

20. • Respecting people who work at social service centres.

Cleaning and guarding social service centres.

21. Stadium  
Hospital  
Market  
School (any three)
22. These meet the demands or needs of the people.  
They are used by all people.
23. The two problems are:  
Corruption  
Misuse of public funds by some workers
24. Arrest corrupt officials  
Increase funds for maintenance.

# UNIT 7

## Environment and climate in our province

<p><b>Lesson 1.</b></p> <ul style="list-style-type: none"> <li>(i) Environment</li> <li>(ii) Environmental Components</li> <li>(iii) Lakes</li> <li>(iv) Examples of lakes</li> </ul>	<p><b>Lesson 2.</b></p> <ul style="list-style-type: none"> <li>(i) Importance of lakes</li> <li>(ii) Swamps</li> <li>(iii) Importance of swamps</li> </ul>
<p><b>Lesson 3.</b></p> <ul style="list-style-type: none"> <li>(i) Forests</li> <li>(ii) Types of forest</li> <li>(iii) Importance of forests</li> <li>(iv) Examples of natural forests</li> <li>(v) Terms relating to forests</li> </ul>	<p><b>Lesson 4.</b></p> <ul style="list-style-type: none"> <li>(i) Mountains and hills</li> <li>(ii) Examples of mountains</li> </ul>
<p><b>Lesson 5.</b></p> <ul style="list-style-type: none"> <li>(i) Importance of mountains and hills</li> <li>(ii) Man-made environments</li> <li>(iii) Examples of man-made environments</li> </ul>	<p><b>Lesson 6.</b></p> <ul style="list-style-type: none"> <li>(i) Human activities which affect the environment</li> <li>(ii) Dangers of polluting the environment</li> </ul>
<p><b>Lesson 7.</b></p> <ul style="list-style-type: none"> <li>(i) Ways of preserving the environment</li> <li>(ii) The climate of our province</li> <li>(iii) Elements of climate</li> </ul>	<p><b>Lesson 8.</b></p> <ul style="list-style-type: none"> <li>(i) Ways that people can protect themselves from bad weather</li> <li>(ii) Weather instruments and their uses               <ul style="list-style-type: none"> <li>(a) Stevenson's Screen</li> <li>(b) Thermometer</li> </ul> </li> </ul>
<p><b>Lesson 9.</b></p> <p>Weather instruments and their uses</p> <ul style="list-style-type: none"> <li>(c) Wind vane</li> <li>(d) Windsock</li> <li>(e) Anemometer</li> </ul>	<p><b>Lesson 10.</b></p> <ul style="list-style-type: none"> <li>(i) Weather instrument and their uses.               <ul style="list-style-type: none"> <li>(f) Hygrometer</li> <li>(g) Barometer</li> <li>(h) Rain gauge</li> <li>(i) Sunshine recorder</li> </ul> </li> <li>(ii) Seasons in our province</li> <li>(iii) Factors which influence climate in an area</li> </ul>

## Lesson 1

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 7: ENVIRONMENT AND CLIMATE IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	Environment and its components
PRE-REQUISITE	Allow learners to respond to the following questions: <ul style="list-style-type: none"> <li>• What do we see around us?</li> <li>• How are the things around us helpful to us?</li> </ul>
LESSON	<b>Lesson one</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b> By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define environment</li> <li>(ii) State the components of environment</li> <li>(iii) Give examples of lakes in Rwanda</li> </ul> <p><b>Skills</b> By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Analyse the importance of environmental components</li> <li>(ii) Analyse the importance of natural and man-made environments</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Participate willingly in practices that protect environment</li> <li>• Appreciate the importance of the environment</li> <li>• Appreciate the importance of the environment to man</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Environment Components Lake
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and sustainability</li> </ul>

Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Picture of a lake

- **Note for the teacher:** Take the learners out into the environment. Visit the school garden, and ask them to identify natural and man-made features.

## Lesson 2

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 7: ENVIRONMENT AND CLIMATE IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	Importance of lakes and swamps
PRE-REQUISITE	Ask the following questions to the learners: <ul style="list-style-type: none"> <li>• Where do you go for fishing?</li> <li>• Name a lake in your locality.</li> </ul>
LESSON	<b>Lesson two</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b> By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Explain the importance of lakes</li> <li>(ii) Define a swamp</li> <li>(iii) State the importance of swamps</li> <li>(iv) Know the type of soil we get from swamps and use</li> </ul> <p><b>Skills</b> By the end of this lesson learners should be able to Analyse the importance of lakes and swamps</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of the environment.</li> </ul>

	<ul style="list-style-type: none"> <li>Show concern about preserving lakes and swamps</li> <li>Advocate for good environment</li> <li>Develop the spirit of preserving</li> <li>Develop critical thinking</li> <li>Develop observation skills</li> </ul>
Key words	Lake Swamp Importance
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Environment and Sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>Observation</li> <li>Guided discovery</li> <li>Questioning</li> <li>Brainstorming</li> </ul>
Instructional materials	Picture of a swamp

- Note for the teacher:** Visit a lake or swamp with the learners and guide them to note down what they observed and present their observations to the class.

- Learner's activities:** Referred to Activities 7.1, 7.2 and 7.3 of Pupils Book Five page 73 and 74.

## 1.2 Expected answers

### a) Activity 7.1

1. Lakes are useful to us in the following ways:

- For catching fish
- They provide water for domestic, industrial and irrigational use
- Lakes attract tourists
- They help to cause rainfall
- Lakes are used for water transport
- Electricity generation

- Lakes are used for recreation
- Lakes help to cool their surroundings

2. The biggest and most important lake in Rwanda is Lake Kivu.

### b) Activity 7.2

1. We get clay from swamps.

2. Besides clay, we also get

- Papyrus reed
- Fish
- Vegetation

3. Swamps are important to people in the province as:

- They control floods
- Water is obtained for domestic use
- Fish for food
- Papyrus reeds for craft
- Swamps help in the formation of rain

## Lesson 3

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 7: ENVIRONMENT AND CLIMATE IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	Forests, types and their importance
PREREQUISITE	Allow learners to respond to the following questions. <ul style="list-style-type: none"> <li>Where do wild animals live?</li> <li>What do we get from forests?</li> </ul>
LESSON	<b>Lesson three</b>
LEARNING OBJECTIVE	<b>Learning objectives</b> By the end of this lesson learners will be able to <ul style="list-style-type: none"> <li>(i) Define a forest</li> <li>(ii) Name two types of forest</li> <li>(iii) State the importance of forests</li> <li>(iv) Explain the examples of natural forests</li> <li>(v) Know the terms relating to forests</li> </ul>

	<p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Analyse the types of forest</li> <li>(ii) Analyse the importance of forests</li> <li>(iii) Differentiate between natural and planted forests</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Identify forests in Rwanda</li> <li>• Advocate for good environment</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Forests, Natural, Erosion, Relief
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Discussion</li> <li>• Questioning</li> <li>• Brainstorming</li> </ul>
Instructional materials	Picture of a forest

- **Note for the teacher:** Prepare a crossword puzzle on forests in Rwanda and terms related to forests. Ask learners to complete in class.

Guide the learners to locate the forests in the map of Rwanda.

- **Learner's activity:** Refer to Activity 7.4 of the Pupils Book Five page 76.

### 1.2 Expected answers to activity 7.4.

1. Forests are important in our province in the following ways:

- We get firewood and charcoal from them.
- They control soil erosion.
- People get timber for making furniture and construction of houses.
- We get herbs for medicines
- Forests help in the formation of rainfall.

2. We find two types of forests in our province.

- **National forests:** In this type of forest trees grow by themselves in large numbers.
- **Artificial or planted forests:** In this type of forest, trees are planted by people.

## Lesson 4

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 7: ENVIRONMENT AND CLIMATE IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	Mountains and Hills
PRE-REQUISITE	Ask the following question to the learners. <ul style="list-style-type: none"> <li>• Is there any high land in your locality?</li> </ul>
LESSON	<b>Lesson four</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson, learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define a mountain, peak and hill</li> <li>(ii) Give examples of mountains</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Identify mountains and hills found in Rwanda</li> <li>(ii) Differentiate between a mountain and a hill</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Advocate for good environment</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Mountain, Hill, Peak
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>

Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Picture of a mountain, and a hill

- **Note for the teacher:** Guide the learners to draw pictures of mountains and hills and colour them in.

Guide the learners to locate the important mountains found in Rwanda on the map of Rwanda.

## Lesson 5

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 7: ENVIRONMENT AND CLIMATE IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	Importance of mountains and hills Man-made environments
PRE-REQUISITE	Allow learners to respond to the following questions. <ul style="list-style-type: none"> <li>• How is the climate like on hills?</li> <li>• Why do people visit mountains?</li> </ul>
LESSON	<b>Lesson five</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) State the importance of mountains and hills</li> <li>(ii) List examples of man-made environment</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Analyse the importance of mountains and hills.</li> <li>(ii) Identify man-made environment.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of environment</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>

Key words	Environment, Features, Peaks, Slopes, Border, Tourists
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Flash cards of hills, mountains and man-made environment

- **Note for the teacher:** Guide a group discussion in the class by forming groups. Topic: The importance of forests.

- **Learner's activity:** Refer to Activity 7.5 of the Pupils Book Five page 79.

### 1.2 Expected answers to activity 7.5.

1. Examples of man-made environment are:

- Roads
- Buildings
- Bridges
- Markets

2. The man-made environment is important to us because of the facilities it provides. Roads help us to move from one place to another, buildings provide shelter, markets help people to buy and sell goods and bridges help to connect roads across the valley.

## Lesson 6

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 7: ENVIRONMENT AND CLIMATE IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	Human activities affecting environment Dangers of polluting the environment
PRE-REQUISITE	Ask the following question to the learners before beginning the topic. <ul style="list-style-type: none"> <li>Is our environment clean?</li> </ul>
LESSON	<b>Lesson six</b>
LEARNING OBJECTIVE	<b>Learning objectives</b> By the end of this lesson learners will be able to <ol style="list-style-type: none"> <li>Name the human activities which affect the environment</li> <li>Mention the dangers of polluting the environment</li> </ol>
	<b>Skills</b> By the end of this lesson learners should be able to <ol style="list-style-type: none"> <li>Analyse the importance of environmental components</li> <li>Examine the dangers of polluting the environment.</li> </ol> <b>Attitudes and values</b> <ul style="list-style-type: none"> <li>Show concern about human activities that pollute the environment.</li> </ul>
	<ul style="list-style-type: none"> <li>Develop the spirit of sharing</li> <li>Develop critical thinking</li> <li>Develop observation skills</li> </ul>
Key words	Polluting Human Affect Dangers
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Environment and Sustainability</li> </ul>

Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>Observation</li> <li>Questioning</li> <li>Homework and assignments</li> <li>Discussion</li> <li>Brainstorming</li> </ul>
Instructional materials	A picture of a man burning the bush

- Note for the teacher:** Show images of deforestation, afforestation, over-grazing and burning bushes to generate interest among learners, especially SEN learners.

- Learner's activity:** Refer to Activity 7.6 of the Pupils Book Five page 80.

### 1.2 Expected answers to activity 7.6.

- In the pictures given, the environment is being destroyed by deforestation (cutting down trees) and over-grazing by cattle.
- The environment can also be destroyed by industrialisation, construction of roads and railways, urbanisation etc.

## Lesson 7

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 7: ENVIRONMENT AND CLIMATE IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	Ways of preserving the environment and the elements of climate
PRE-REQUISITE	Ask the following questions to the learners before beginning the topic. <ol style="list-style-type: none"> <li>Should we throw rubbish on the ground?</li> <li>Why shouldn't we cut down trees?</li> <li>What will be the result of polluting the environment?</li> </ol>



LESSON	<b>Lesson seven</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) State ways of preserving the environment</li> <li>(ii) Give the difference between weather and climate</li> <li>(iii) List elements of climate</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Analyse the importance of preserving the environment and its components</li> <li>(ii) Differentiate between weather and climate</li> <li>(iii) Identify the elements of climate</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Participate willingly in practices that protect environment</li> <li>• Appreciate the importance of environment</li> <li>• Show concern about human activities that pollute the environment</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Preserving Environment Climate
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>

Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	A picture of a woman planting a tree Flash cards of different climatic conditions

- **Note for the teacher:** Organise the learners to start a tree planting drive in their locality and school.

## Lesson 8

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 7: ENVIRONMENT AND CLIMATE IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	<ul style="list-style-type: none"> <li>• Ways in which people protect themselves from bad weather</li> <li>• Weather instruments and their uses</li> </ul>
PRE- REQUISITE	Allow the learner's to respond to the following questions. <ul style="list-style-type: none"> <li>(i) Why do you wear thick sweaters in wet and not in dry season?</li> <li>(ii) How do you protect yourself from rain?</li> </ul>
LESSON	<b>Lesson eight</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Know the ways in which people protect themselves from bad weather</li> <li>(ii) Know different weather instruments like a stevenson screen and Thermometer and their importance</li> </ul>

	<p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Use protective measures to protect themselves from extreme climatic conditions.</li> <li>(ii) Identify various weather instruments.</li> <li>(iii) Identify the types of thermometers and their uses.</li> <li>(iv) Use various weather instruments for making correct weather observations.</li> <li>(v) Design simple weather instruments Stevenson screen and a thermometer.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Participate willingly in practices for protection against extreme climatic conditions</li> <li>• Appreciate the importance of climate to man</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Stevenson's Screen Thermometer Protect
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Homework and assignments</li> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Picture of a Stevenson's Screen and a thermometer

- **Note for the teacher:** Show pictures of weather instruments to the learners in the class and explain them how to use them. Ask the learners to draw them in their notebooks.

Allow the learners to use a thermometer to measure their body temperature.

- **Learner's activities:** Refer to Activity 7.7 and 7.8 of the Pupils Book Five page 82 and 83.

## 1.2 Expected answers

### a) Activity 7.7

1. Different types of weather are:

- Sunny weather
- Rainy weather
- Cold weather
- Windy weather

2. We can protect ourselves from the weather in different ways.

#### **In sunny weather**

- By using umbrellas
- By using sunglasses
- By using hats
- By using light clothes

#### **Rainy weather**

- By using umbrellas
- By using raincoats
- By using gumboots

#### **Cold weather**

- By wearing thick woollen clothes

#### **Windy weather**

- Planting trees in the compound to protect our houses from strong wind

3. **Air pressure** is the weight of the air which is exerted on the earth's surface.

- Wind is the moving air, or the air in motion.

**b) Activity 7.8**

1. The climate affects people's way of dressings in hot weather people wear light clothes which keep the body cool, woollen clothes are worn to keep the body warm in cold weather.
2. We wear light clothes when it is hot because light-coloured clothes do not absorb as much heat.  
They keep us cool. In cold climates we wear thick woollen clothes as thick clothes prevent body heat from escape, this keeps us cold weather.
3. A weather station is a place where the weather is observed, measured and recorded.

**Lesson 9****1.1 Lesson development**

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 7: ENVIRONMENT AND CLIMATE IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	Weather instruments and their uses
PRE- REQUISITE	Allow the learners to answer the following questions before beginning the topic. (i) What can you do to find the direction of the wind? (ii) How do you check your temperature when you are sick?
LESSON	<b>Lesson nine</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b> By the end of this lesson learners will be able to</p> <ol style="list-style-type: none"> <li>Draw wind vane, windsock and anemometer</li> <li>Understand the uses of wind vane, windsock and anemometer</li> </ol> <p><b>Skills</b> By the end of this lesson learners should be able to</p> <ol style="list-style-type: none"> <li>Identify weather instruments.</li> <li>Use weather instruments accurately.</li> <li>Draw and design weather instruments.</li> </ol>

	<p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>Participate willingly in observing the climatic conditions.</li> <li>Appreciate the inventions of the instruments useful to man.</li> <li>Develop critical thinking</li> <li>Develop observation skills</li> </ul>
Key words	Wind vane Windsock Anemometer
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Environment and Sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>Observation</li> <li>Questioning</li> <li>Homework and assignments</li> <li>Discussion</li> <li>Brainstorming</li> </ul>
Instructional materials	Pictures showing wind vane, windsock and anemometer

- **Note for the teacher:** Guide the learners to prepare a wind vane and place it above the school building.
- **Learner's activity:** Refer to Activity 7.9 of the Pupils Book Five page 86.

**1.2 Expected answers to activity 7.9.**

The minimum temperature is 24°C

The maximum temperature is 30°C

## Lesson 10

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 7: ENVIRONMENT AND CLIMATE IN OUR PROVINCE</b>
KEY UNIT COMPETENCY	Weather instruments and their uses Seasons in our province and factors affecting the climate of an area.
PRE-REQUISITE	Allow the learners to answer the following questions before beginning the topic. (i) Define wind. (ii) How do you check your temperature when you are sick?
LESSON	<b>Lesson ten</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Draw hygrometer, barometer, rain gauge and sunshine recorder and give their uses.</li> <li>(ii) Aware of the terminology related to weather and climate</li> <li>(iii) Name the different seasons in our province</li> <li>(iv) State the factors which influence the climate of an area</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Identify the various instruments to measure water vapour, air pressure, rainfall and sunshine recorder.</li> <li>(ii) Design simple weather instruments</li> <li>(iii) Identify factors affecting the climate of an area.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the inventions made by scientists.</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>

Key words	Hygrometer, Barometer, Rain gauge/ Pluviometer, Sunshine recorder, Meteorology, Meteorologist, Climatology, Climatologist, Factors
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Flash cards of Hygrometer, Barometer, Rain gauge, Sunshine recorder

- **Note for the teacher:** Allow the learners to use Hygrometer, Barometer and Rain gauge and record the observations. Guide the learners to prepare a rain gauge. Prepare a puzzle worksheet for weather instruments and ask learners to complete in the class.

- **Learner's activity:** Refer to Activity 7.10 of the Pupils Book Five page 89.

### 1.2 Expect answers to activity 7.10.

1. Temperature is the degree of hotness or coldness of a place.
2. Heat is a form of energy and temperature is the degree of hotness or coldness of a place.
3. The clinical thermometer: it is used to measure the temperature of the human body.
4. The two liquids used in a thermometer are mercury and alcohol.
5. The Barometer, Six's Thermometer and the Hygrometer are kept in the Stevenson's Screen.

6. The wind vane will face to the west.
7. It is advisable for a wind vane to be put in an open flat area to avoid obstructing wind movement.
8. The Stevenson's Screen is painted white in order to reflect the sun's heat.

## 2. Expected answers to revision exercises

1. Climate is the average weather conditions of a place, recorded for a long period of time, for example 30-45 years.
2. The four elements of the weather are:
  - Rainfall
  - Temperature
  - Humidity
  - Pressure
3. The climate is the weather condition recorded for a long period of time (30–45 yrs). Weather is the condition of the atmosphere for a short period of time and changes frequently.
4. A meteorologist is a person who studies weather conditions.
5. (i) Windsock (e) Direction of wind  
 (ii) Barometer (d) Air Pressure  
 (iii) Thermometer (a) Temperature  
 (iv) Rain gauge (b) Rainfall  
 (v) Hygrometer (c) Humidity
6. (a) Strong wind – Plant trees to block strong wind  
 (b) High temperatures – Use umbrellas, sunglasses and hats  
 (c) Very low temperatures – Wear thick woollen clothing
7. A forest is a large area covered with trees and different kinds of undergrowth.
8. Forests are useful to us in the following ways:
  - They control soil erosion
  - They provide timber for furniture and construction purposes
  - They help in the formation of rainfall
  - They provide fuel
9. Afforestation: Planting of trees  
 Deforestation: Cutting of trees

- Agro-forestry: Planting of trees with crops
- Re-afforestation: Planting of trees where they have been cut down
- Swamps: Waterlogged areas with dense vegetation
- Lakes: Large depressions filled with water

10. Environment means the surroundings of man
11. Four lakes found in Rwanda are:
  - Lake Muhazi
  - Lake Rweru
  - Lake Burera
  - Lake Ruhondo
12. Lakes are important in the following ways:
  - People catch fish in lakes
  - Lakes attract tourists
  - People get water for domestic, industrial and irrigational use
13. Swamps are important to us in the following ways:
  - They control floods
  - We get clay and papyrus reeds for craft
  - We catch fish in swamps
  - We get water for domestic use from swamps
  - They also help in the formation of rainfall
14. Two types of forests are:
  - Natural forests
  - Artificial or planted forests
15. Two forests found in Rwanda are:
  - Birunga Forest
  - Nyungwe Forest
16. Mountains are important our environment:
  - They help in the formation of relief rainfall
  - They provide fertile soil for agriculture
  - Mountains attract tourists
  - They provide material (stones etc) for construction
17. Four examples of man-made environments are:
  - Roads
  - Buildings

- Markets
  - Bridges
18. The human activities that affect the environment are:
- Deforestation
  - Over-grazing by cattle and over-cultivation
  - Building of industries
  - Constructing roads
19. Three ways of conserving the environment are:
- Planting trees
  - Practising agro-forestry
  - Building industries away from towns and water sources
20. Full form of REMA is Rwandan Environmental Management Authority.
21. We protect ourselves from different types of weather in the following ways:
- Hot weather – by using umbrellas, sunglasses, hats and light clothes
  - Rainy weather – by using umbrellas, raincoats and gumboots
  - Cold weather – thick woollen garments
  - Windy weather – Planting trees to block strong wind.

# UNIT 8

## Population

<p><b>Lesson 1.</b></p> <ul style="list-style-type: none"> <li>(i) Population</li> <li>(ii) Factors which influence population distribution</li> </ul>	<p><b>Lesson 2.</b></p> <ul style="list-style-type: none"> <li>(i) Problems caused by high population</li> <li>(ii) Population census</li> </ul>
<p><b>Lesson 3.</b></p> <ul style="list-style-type: none"> <li>(i) Information needed during population census</li> <li>(ii) Reason why the government carries out population census</li> </ul>	<p><b>Lesson 4.</b></p> <ul style="list-style-type: none"> <li>(i) Population growth</li> <li>(ii) Ways of controlling population growth</li> <li>(iii) Importance of controlling population growth</li> </ul>
<p><b>Lesson 5.</b></p> <ul style="list-style-type: none"> <li>(i) Population density</li> <li>(ii) Calculations involved in population density</li> </ul>	

### Lesson 1

#### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 8: POPULATION</b>
KEY UNIT COMPETENCY	Analyse the consequences of over population and ways to control population growth
PREREQUISITE	Ask the following questions before beginning the topic. <ul style="list-style-type: none"> <li>(i) How many people live in your locality?</li> <li>(ii) From where have they come to settle in your locality?</li> <li>(iii) What type of work do they do?</li> </ul>
LESSON	<b>Lesson one</b>

<b>LEARNING OBJECTIVE</b>	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define population</li> <li>(ii) Know the terms associated with population</li> <li>(iii) State the factors which influence population distribution</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to explain factors that influence population distribution.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
<b>Key words</b>	<p>Population</p> <p>Sparse</p> <p>Density</p> <p>Explosion</p> <p>Distribution</p> <p>Factors</p> <p>Influence</p>
<b>Cross cutting issue</b>	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability.</li> </ul>
<b>Competences developed</b>	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
<b>Instructional materials</b>	<p>Pictures of city population and village population</p>

- **Note for the teacher:** Guide the learners to draw posters depicting population in city and urban and rural settings.

- **Learner's activity:** Referred to Activity 8.1 of Pupil's Book Five Page 86.

### 1.2 Expected answers to activity 8.1

1. Factors leading to overpopulation:

- (a) Presence of fertile soils for agriculture
- (b) Favourable climate
- (c) Availability of social services
- (d) Improved medical care
- (e) Improved security
- (f) Industrialisation
- (g) Urbanisation

Factors leading to sparse population:

- (a) Water problems
- (b) Less or no occupation
- (c) Diseases
- (d) Lack of food
- (e) Unfavourable climate

2. An overpopulated area faces many problems such as:

- (a) High crime rate like stealing and rape.
- (b) Poor sanitation and hygiene.
- (c) Destruction of the environment.
- (d) Shortage of land.
- (e) Shortage of food.
- (f) Disease spreads easily
- (g) High unemployment

**Lesson 2****1.1 Lesson development**

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 8: POPULATION</b>
KEY UNIT COMPETENCY	Analyse the consequences of over population and ways to control population growth
PRE-REQUISITE	Allow the learners to respond the following questions before beginning the topic. (i) What will happen if fifty new learners are added to your class?
	(ii) Will you be able to travel by bus if it is overcrowded with passengers? (iii) What are dangers of travelling in such a bus?
LESSON	<b>Lesson two</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Analyse the problems caused by high population</li> <li>(ii) Define population census</li> <li>(iii) Give reasons why population census is carried out every ten years</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Identify the problems associated with increase population.</li> <li>(ii) Examine ways of controlling population growth.</li> <li>(iii) Participate in the census process.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of controlling population growth.</li> <li>• Show concern about over population and population growth</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>

Key words	Population Census Period
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability, Gender education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Images of people carrying out population census

- **Note for the teacher:** Allow the learners to organise a debate on advantages and disadvantages of overpopulation.

**Lesson 3****1.1 Lesson development**

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 8: POPULATION</b>
KEY UNIT COMPETENCY	Analyse the consequences of over population and ways to control population growth
PRE-REQUISITE	Allow the learners to respond to the following question before beginning the topic. <ul style="list-style-type: none"><li>• Have you counted the number of people living in your locality?</li></ul>
LESSON	<b>Lesson three</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Know the information needed during population census</li> </ul>



	<p>(ii) State the reasons why the government carries out population census</p> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to</p> <p>(i) Be aware of the information required for conducting a census of any place.</p> <p>(ii) Examine the importance of conducting census.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of counting population</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Population Census Information
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability, Gender education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	A sample questionnaire used during census.

- **Note for the teacher:** Guide the learners to carry out a census for the school. Make different groups and give them the data to be filled out during the census.

- **Learner's activity:** Referred to Activity 8.2 of the Pupil's Book Five page 96.

#### 1.4 Expected answers to activity 8.2

1. Guide the learners to find out the name of the Minister of Finance and Economic Planning
2. Population census is the official counting of the population of a country.
3. Information about age, sex, education, number of children, assets, religion, etc.
4. The government carries out population census to.
  - (a) Plan for the citizens' welfare
  - (b) Know the birth and death rate of a country
  - (c) Know the number of people in the country
  - (d) Demarcate electoral areas
  - (e) Determine the level of poverty
  - (f) Determine the level of unemployment
  - (g) Determine the level of literacy

#### Lesson 4

##### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 8: POPULATION</b>
KEY UNIT COMPETENCY	Analyse consequences of over population and ways to control population growth
PRE-REQUISITE	Ask the following questions from the learners before beginning the topic. <ol style="list-style-type: none"> <li>(i) How many people are there in your family?</li> <li>(ii) Have any new members been added to your family?</li> </ol>
LESSON	<b>Lesson four</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ol style="list-style-type: none"> <li>(i) Define population growth</li> <li>(ii) Name ways of controlling population growth</li> <li>(iii) Give the importance of controlling population growth</li> </ol>

	<p><b>Skills</b></p> <p>By the end of this lesson learners should be able to participate in controlling population growth</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of controlling population growth.</li> <li>• Show concern about overpopulation and population growth</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Population, Growth, Control
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability, Gender education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	A picture of a woman going for family planning

- **Note for the teacher:** Ask the learners to repeat the ways of controlling population growth.

## Lesson 5

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 8: POPULATION</b>
KEY UNIT COMPETENCY	Analyse the consequences of over population and ways to control population growth
PRE-REQUISITE	Allow the learners to respond to the following question. <ul style="list-style-type: none"> <li>• What is population growth?</li> </ul>
LESSON	<b>Lesson five</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define population density</li> <li>(ii) Know calculations for population density</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson, learners should be able to calculate population density of a place.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Population Density Calculating
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching learning process</li> <li>• Environment and sustainability, gender equality</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>

Instructional materials	Chalkboard
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- **Note for the teacher:** Provide various numerical problems to the learners and ask learners to calculate the population density of a place.

Ask learners to learn the formula:

$$\text{Density of Population} = \frac{\text{Number of people living in an area}}{\text{Total area}}$$

## 2. Expected answers to revision exercises

- (a) Population is the total number of people living in a specified area.
  - (b) Population density is the total number of people living in an area, per square kilometer.
  - (c) Population census is the general counting of people living in an area.
  - (d) Population growth is the increase in the number of people living in an area, at a given time.
  - (e) Population distribution is the manner in which people are spread in an area.
  - (f) Sparse population is when there are few people living in an area.
  - (g) Optimum population is where the number of people living in an area is equal to the available resources of that area.
  - (h) Overpopulation is when the number of people living in an area is more than the available resources of that area.
- The four factors that influence population distribution are:
  - Water availability
  - Climate
  - Security
  - Availability of jobs
- The most densely populated province in Rwanda is Kigali.
- Three problems caused by high population growth in Rwanda are:
  - High crime rate
  - Poor sanitation and hygiene
  - Shortage of food
  - Unemployment

(Any three)

- Four reasons why the government should carry out the population census are:
  - To know the birth and death rate
  - To know the number of people in our country
  - To demarcate electoral areas
  - To determine the level of unemployment
- The Ministry of Finance and Economic Planning is responsible for organizing the population census.
- The four problems Rwanda faces due to its high population are:
  - shortage of food
  - shortage of land
  - spread of disease
  - unemployment
- To control the growth of population, the Government of Rwanda can use the following:
  - Encourage family planning
  - Discourage early marriage
  - Discourage polygamy
  - Provide incentives to families which follow the rules set by the government
- Age
  - Sex
  - Level
- To promote development
  - To provide good social services
  - To reduce high crime rate
  - To reduce unemployment
  - To control the spread of diseases

# Infrastructure

<p><b>Lesson 1.</b></p> <ul style="list-style-type: none"> <li>(i) Define infrastructure</li> <li>(ii) Main infrastructure of a country</li> <li>(iii) Importance of infrastructure</li> </ul>	<p><b>Lesson 2.</b></p> <ul style="list-style-type: none"> <li>(i) Define transport</li> <li>(ii) Types of transport</li> <li>(iii) Means of transport used in road transport</li> </ul>
<p><b>Lesson 3.</b></p> <ul style="list-style-type: none"> <li>(i) Means of water transport</li> <li>(ii) Means of air transport</li> </ul>	<p><b>Lesson 4.</b></p> <ul style="list-style-type: none"> <li>(i) Means of rail transport</li> <li>(ii) Places where means of transport are found</li> </ul>
<p><b>Lesson 5.</b></p> <ul style="list-style-type: none"> <li>(i) Importance of having good transport</li> <li>(ii) Difficulties faced by different means of transport</li> </ul>	<p><b>Lesson 6.</b></p> <ul style="list-style-type: none"> <li>(i) Ways of overcoming the problems facing transport</li> </ul>
<p><b>Lesson 7.</b></p> <ul style="list-style-type: none"> <li>(i) Communication</li> <li>(ii) Forms of communication</li> <li>(iii) Means of communication</li> </ul>	<p><b>Lesson 8.</b></p> <ul style="list-style-type: none"> <li>(i) Modern means of communication</li> <li>(ii) Difference between modern and traditional communication</li> <li>(iii) Radio stations in Rwanda</li> </ul>
<p><b>Lesson 9.</b></p> <ul style="list-style-type: none"> <li>(i) Definition of telecommunication</li> <li>(ii) Telecommunication companies in Rwanda</li> <li>(iii) Importance of communication</li> </ul>	<p><b>Lesson 10.</b></p> <ul style="list-style-type: none"> <li>(i) Problems facing communication</li> <li>(ii) Solutions to the problems facing communication</li> </ul>

## Lesson 1

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 9: INFRASTRUCTURE</b>
KEY UNIT COMPETENCY	Justify the importance of transport and communication in our province
PRE-REQUISITE	Allow the learners to respond to the following question. <ul style="list-style-type: none"> <li>• Which basic facilities do you enjoy in your locality?</li> </ul>
LESSON	<b>Lesson one</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson, learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define infrastructure</li> <li>(ii) Identify the main infrastructure in the province</li> <li>(iii) Analyse the importance of infrastructure.</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson, learners should be able to identify basic facilities needed for development.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of infrastructure</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	<p>Infrastructure</p> <p>Transport</p> <p>Communication</p>
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability, Peace and Values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing the value of things found in our environment</li> </ul>

Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Pictures of basic infrastructural facilities

- **Note for the teacher:** Ask the learners to record the various facilities they enjoy, or lack of the locality and share with the class.

## Lesson 2

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 9: INFRASTRUCTURE</b>
KEY UNIT COMPETENCY	Justify the importance of transport and communication in our province
SUB TOPIC	Types of transport
PRE-REQUISITE	Ask the following questions to the learners before beginning the topic. <ul style="list-style-type: none"> <li>(i) What type of transport service do you use in your locality/province?</li> <li>(ii) How are the roads in your locality/province?</li> </ul>
LESSON	<b>Lesson two</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson, learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Explain the term transport</li> <li>(ii) Mention the types of transport in the province</li> <li>(iii) Identify the means used in road transport</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson, learners should be able to identify different means of road transport.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the availability of transport system in our locality/province</li> </ul>

	<ul style="list-style-type: none"> <li>• Show concern about the proper use of transport in our province</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Road transport Means of transport
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability, Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things found in our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Pictures/flash cards of different means of road transport

- **Note for the teacher:** Prepare a crossword worksheet for the different means of transport and allow the learners to complete it in class.
- **Learner's activity:** Refer to Activity 9.1 of the Pupil's Book Five page 100.

### 1.2 Expected answers to activity 9.1

- Four types of transport:
  - Road
  - Air
  - Water
  - Rail
- Road transport
- Air transport

## Lesson 3

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 9: INFRASTRUCTURE</b>
KEY UNIT COMPETENCY	Justify the importance of transport and communication in our province
PRE-REQUISITE	Allow the learners to respond to the following question. (i) Have you travelled by boat or by air?
LESSON	<b>Lesson three</b>
LEARNING OBJECTIVE	<b>Learning objectives</b> By the end of this lesson, learners will be able to (i) List the means used in water transport (ii) State the dangers of using water transport (iii) Identify the means used in air transport
	<b>Skills</b> By the end of this lesson, learners should be able to identify the means of water and air transport <b>Attitudes and values</b> <ul style="list-style-type: none"> <li>Show concern about the proper use of transport in our province</li> <li>Develop the spirit of sharing</li> <li>Develop critical thinking</li> <li>Develop observation skills</li> </ul>
Key words	Transport Means Danger
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Environment and Sustainability, Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing value of things around our environment</li> </ul>

Methods	<ul style="list-style-type: none"> <li>Observation</li> <li>Questioning</li> <li>Guided discussion</li> <li>Brainstorming</li> </ul>
Instructional materials	Images/flash cards of different means of water and air transport

- Note for the teacher:** Organise a picture recognition test in the class and allow the learners to identify different means of transport. Prepare a jumbled word exercise for the learners based on different means of transport. Call the learners one by one and see who gives the correct word quickly.

A N T I R \_\_\_\_\_ (TRAIN)

T T S N A I O \_\_\_\_\_ (STATION)

- Learner's activity:** Refer to Activities 9.2 and 9.3 of the Pupil's Book Five page 96 and 97.

### 1.2 Expected answers

#### a) Activity 9.2

- Water transport is not commonly used in our province because it is the slowest mode of transport.
- Four means of water transport:
  - Ship
  - Boat
  - Ferry
  - Canoe
- Guide the learners to draw sketches of any two means of water transport, of their choice, and name them.

#### b) Activity 9.3

- Three means of air transport are:
  - Aeroplane
  - Helicopter
  - Rocket
- Air transport is not used by many people because it is very costly.

3. Kigali International Airport  
Bugesera Airport  
Kamembe Airport

## Lesson 4

### 1.1 Lesson development

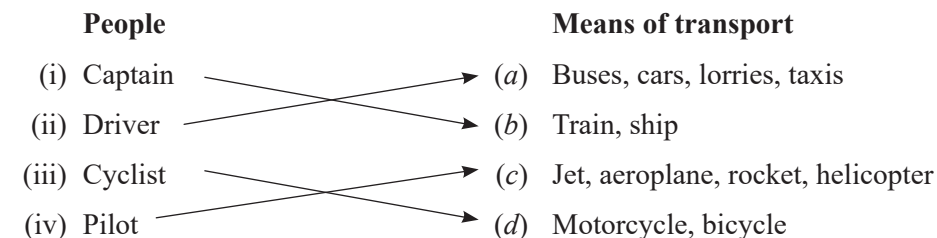
TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 9: INFRASTRUCTURE</b>
KEY UNIT COMPETENCY	Justify the importance of transport and communication in our province
PRE-REQUISITE	Ask the learners the following questions before beginning the topic. (i) How do we travel long distances? (ii) Have you ever been to a railway station?
LESSON	<b>Lesson four</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b> By the end of this lesson learners will be able to</p> <p>(i) Name the means used in rail transport (ii) Mention the places where we find different means of transport</p> <p><b>Skills</b> By the end of this lesson learners should be able to explain different uses of rail transport.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of transport in our province</li> <li>• Show concern about the proper use of transport in our province</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Means Railway Port, Airport, Station

Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability, Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing value of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Images of railway transport

**1.2 Note for the teacher:** Plan a visit for the learners to a railway station being constructed.

**1.3 Learner's activity:** Refer to Activity 9.4 of the Pupil's Book Five page 104.

### Expected answers to activity 9.4



## Lesson 5

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 9: INFRASTRUCTURE</b>
KEY UNIT COMPETENCY	Justify the importance of transport and communication in our province
PRE-REQUISITE	Allow the learners to respond to the following questions (i) What type of roads does your locality/province have? (ii) Why do we have traffic jams?

LESSON	<b>Lesson five</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson, learners will be able to</p> <ul style="list-style-type: none"> <li>(i) State the importance of having good transport</li> <li>(ii) Mention the difficulties facing transport in the province</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson, learners should be able to</p> <ul style="list-style-type: none"> <li>(i) Identify the causes of traffic accidents</li> <li>(ii) Explain the importance of transport in a locality/province</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of transport in our province</li> <li>• Show concern about the proper use of transport in our province</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Means Transport Difficulties Fragile Perishable Tourism
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability, Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing value of things around our environment</li> </ul>

Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard

- **Note for the teacher:** Ask the learners to discuss the various causes of road accidents.

## Lesson 6

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 9: INFRASTRUCTURE</b>
KEY UNIT COMPETENCY	Justify the importance of transport and communication in our province
PRE-REQUISITE	Ask the learners the following questions before beginning the topic. <ul style="list-style-type: none"> <li>(i) Do you ride a bicycle?</li> <li>(ii) Where do you like to ride a bicycle, on a unmetalled road or a metalled road?</li> <li>(iii) Are the roads area wide?</li> </ul>
LESSON	<b>Lesson six</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson, learners will be able to identify different ways of solving problems facing transport in our province</p> <p><b>Skills</b></p> <p>By the end of this lesson, learners should be able to recognise the dangers, difficulties of transport, and suggest measures to overcome them</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Participate in solving transport issues.</li> <li>• Show concern about the proper use of transport in our province</li> </ul>



	<ul style="list-style-type: none"> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Transport Solving Tarmack Speeding Regulations
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability, Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	Observation Questioning Guided discussion Brainstorming
Instructional materials	Chart of road signs aid safety rules and regulations for the roads

- **Note for the teacher:**
- Make the learners aware of the road safety rules and regulations, by conducting a mock drill in school.
- Ask the learners to prepare signs.
- **Learner's activity:** Referred to Activity 9.5 of the Pupil's Book Five page 100.

### 1.2 Expected answer to activity 9.5

1. Guide the learners to discuss the following problems affecting transport:
  - Poor roads
  - Bad weather
  - Landscape
  - Strong winds
  - Accidents

- Narrow roads
  - Few transport means
2. The problems affecting transport services can be solved in the following ways:
    - Tarmacking and building wider roads
    - Repairing roads
    - Avoiding speeding and overloading
    - Providing greater means of public transport in the province
    - Enforcing strict laws against drink driving
    - Following traffic rules and regulations
    - Converting all seasonal roads to metalled roads
  3. The following are the cause of road accidents:
    - Bad roads with potholes
    - Rash driving
    - Drunken driving
    - Over speeding
    - Jumping red lights
    - Use of mobile phones while driving
    - Not using safety equipment like seatbelts and helmets
    - Incorrect overtaking and lane driving
    - Overloading vehicles

## Lesson 7

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 9: INFRASTRUCTURE</b>
KEY UNIT COMPETENCY	Justify the importance of transport and communication in our province
PRE-REQUISITE	Allow the learners to respond to the following questions. <ol style="list-style-type: none"> <li>(i) How does a small child communicate?</li> <li>(ii) Why do we communicate?</li> <li>(iii) What types of communication systems are common in your area?</li> </ol>

LESSON	<b>Lesson seven</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson, learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Define communication</li> <li>(ii) Identify two main forms of communication</li> <li>(iii) State the traditional means of communication</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson, learners should be able to explain the importance of communication.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the use of communication system</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>
Key words	Forms Communication Traditional
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Environment and Sustainability, Peace and value education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing value of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Images/flash cards of different means of communication

- **Note for the teacher:** Make the learners aware about the traditional methods of communication
- **Learner's activities:** Refer to Activities 9.6 and 9.7 of the Pupil's Book Five page 108-109.

## 1.2 Expected answers

### a) Activity 9.6

Guide the learners in the discussion by making them aware of the means of communication used in the olden days. Help them to compare those with the means used nowadays.

### b) Activity 9.7

1. Learner's individual responses.
2. Learner's individual responses.
3. Learner's individual responses.
4. Blow horn and drums

## Lesson 8

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 9: INFRASTRUCTURE</b>
KEY UNIT COMPETENCY	Justify the importance of transport and communication in our province
PRE-REQUISITE	<p>Ask the learners the following question before beginning the topic.</p> <ul style="list-style-type: none"> <li>• How do you communicate with relatives living in far off places?</li> </ul>
LESSON	<b>Lesson eight</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) identify different means of modern communication</li> <li>(ii) name the radio stations in Rwanda</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson, learners should be able to use modern means of communication.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of communication</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>

Key words	Communication Forms Modern
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Environment and Sustainability, Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>Observation</li> <li>Questioning</li> <li>Guided discussion</li> <li>Brainstorming</li> </ul>
Instructional materials	Chalkboard

- **Note for the teacher:**
  - Allow the learners to discuss the modern means of communication.
  - Encourage the habit of listening to the radio, among the learners.
- **Learner's activity:** Referred to Activities 9.8 of the Pupil's Book Five page 109.

### 1.2 Expected answers to activity 9.8

1. Guide the learners to collect information on the following radio stations in Rwanda and discuss:
  - (a) Radio Rwanda
  - (b) K FM,
  - (c) Kiss FM
  - (d) Isango Star
  - (e) Radio10
  - (f) Magic FM
  - (g) Radio Flash and
  - (h) Contact FM.
2. The following are the major advantages of modern means of communication over traditional means:

Modern means of communication	Traditional means of communication
More effective and efficient	Not so effective and efficient
Easy to handle	Only specialized people could use.
More variety, like mobile, TV, computer, newspaper, etc.	No or less variety like, blow horn, drums and fire.

## Lesson 9

### 1.1 Lesson development

TOPIC AREA	GEOGRAPHY
UNIT	<b>Unit 9: INFRASTRUCTURE</b>
KEY UNIT COMPETENCY	Justify the importance of transport and communication in our province
PRE-REQUISITE	Allow the learners to respond to the following questions. <ul style="list-style-type: none"> <li>• Who provides you with the facility to use to communicate?</li> </ul>
LESSON	<b>Lesson nine</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ol style="list-style-type: none"> <li>(i) Define telecommunication</li> <li>(ii) List the means of telecommunication in their province</li> <li>(iii) Mention the importance of having good communication in our province</li> </ol> <p><b>Skills</b></p> <p>By the end of this lesson, learners should be able to</p> <ul style="list-style-type: none"> <li>• Identify various communication network providers</li> <li>• Use those communication networks</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the services provided by the communication network companies</li> <li>• Appreciate the importance of means of communication</li> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> <li>• Develop observation skills</li> </ul>

Key words	Communication Telecommunication
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Environment and Sustainability, Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>Observation</li> <li>Questioning</li> <li>Guided discussion</li> <li>Brainstorming</li> </ul>
Instructional materials	Images of layers of various communication network companies

- Note for the teacher:** Allow the learners to debate the advantages and disadvantages of the different means of communication.

## Lesson 10

### 1.1 Lesson development

TOPIC AREA	<b>GEOGRAPHY</b>
UNIT	<b>Unit 9: INFRASTRUCTURE</b>
KEY UNIT COMPETENCY	Justify the importance of transport and communication in our province
PRE-REQUISITE	Ask the learners the following questions before beginning the topic. <ul style="list-style-type: none"> <li>(i) How often do you use modern means of communication?</li> <li>(ii) Do you pay for the use of modern communication?</li> </ul>
LESSON	<b>Lesson ten</b>
LEARNING OBJECTIVE	<b>Learning objectives</b> By the end of this lesson, learners will be able to <ul style="list-style-type: none"> <li>(i) Outline the problems facing communication in the province</li> <li>(ii) Suggest solutions to the problems facing communication</li> </ul>

	<b>Skills</b> By the end of this lesson learners should be able to identify difficulties faced by communication services and measures to overcome them. <b>Attitudes and values</b> <ul style="list-style-type: none"> <li>Develop the spirit of sharing</li> <li>Develop critical thinking</li> <li>Develop observational skills</li> </ul>
Key words	Difficulties Measures Solution
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Environment and Sustainability, Peace and values education</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>Observation</li> <li>Questioning</li> <li>Guided discussion</li> <li>Brainstorming</li> </ul>
Instructional materials	Chalkboard, illustration

- Note for the teacher:**
  - Allow the learners to write a short paragraph on the 'Importance of communication in your province/locality'.
  - Allow the learners to identify the logos of different communication companies

## 2. Expected answers to revision exercises

- Transport is the movement of people and goods from one place to another.
- Road
  - Air
  - Water
  - Rail

3. Air
4. Road transport — cars, buses, lorries, bicycles and motorcycles
5. Air transport — aeroplane, helicopter
6. Most expensive means of transport
7. Communication is the sending and receiving of messages
8. The telephone
9. Cars, buses, lorries, bicycles and motorcycles
10.
  - (a) Poor roads
  - (b) Bad weather
  - (c) Narrow roads
  - (d) Overloading
11.
  - Repairing roads and widening them
  - Tarmacking roads
  - Following strict laws against drinking driving
  - Avoiding over speeding and over loading
12. Water transport
13. Radio, television, newspaper and telephone
14.
  - (a) Mobile Telecom Network (MTN)
  - (b) Airtel Tigo
15.
  - (a) It promotes peace and harmony
  - (b) It promotes trade
  - (c) Creates friendship
  - (d) Promotes development
  - (e) Promotes tourism
16.
  - (a) Poor Network
  - (b) Lack of skilled workers
  - (c) Poor transport leads with difficulty to timely delivery of newspapers.
  - (d) Telecom poles fall due to heavy rains.
17.
  - (a) Setting strict laws that control telecommunication networks
  - (b) Educating people on the importance of communication
  - (c) Training more skilled workers
  - (d) Providing a good road network

# Colonial Rwanda

<p><b>Lesson 1.</b></p> <ul style="list-style-type: none"> <li>(i) Definition of colonialism</li> <li>(ii) Countries that colonised Rwanda</li> <li>(iii) Other countries which colonised neighbouring countries</li> </ul>	<p><b>Lesson 2.</b></p> <ul style="list-style-type: none"> <li>(i) Causes of colonisation</li> <li>(ii) Economic reasons</li> <li>(iii) Political reasons</li> <li>(iv) Social reasons</li> </ul>
<p><b>Lesson 3.</b></p> <ul style="list-style-type: none"> <li>(i) Forms of colonization</li> <li>(ii) Resistance of Rwanda towards colonization</li> <li>(iii) Impact of Rwandan resistance to colonial rule</li> </ul>	<p><b>Lesson 4.</b></p> <ul style="list-style-type: none"> <li>(i) Groups of foreigners in Rwanda</li> <li>(ii) Reasons for foreigners to come to Rwanda</li> </ul>
<p><b>Lesson 5.</b></p> <ul style="list-style-type: none"> <li>(i) Define explorers</li> <li>(ii) Identify the explorers who came to Rwanda</li> <li>(iii) Problems that the explorers faced</li> </ul>	<p><b>Lesson 6.</b></p> <ul style="list-style-type: none"> <li>(i) Define missionaries</li> <li>(ii) Groups of missionaries who came to Rwanda</li> <li>(iii) Reasons for missionaries to come to Rwanda</li> </ul>
<p><b>Lesson 7.</b></p> <ul style="list-style-type: none"> <li>(i) Achievements for the coming of missionaries</li> <li>(ii) Positive achievements</li> <li>(iii) Negative achievements</li> <li>(iv) Problems faced by the missionaries</li> </ul>	<p><b>Lesson 8.</b></p> <ul style="list-style-type: none"> <li>(i) Traders</li> <li>(ii) Reasons for traders to come to Rwanda</li> <li>(iii) Role played by Carl Peters</li> <li>(iv) Colonialist</li> </ul>
<p><b>Lesson 9.</b></p> <ul style="list-style-type: none"> <li>(i) Rwanda's road to independence</li> <li>(ii) King Rudahigwa</li> <li>(iii) Political parties that participated in the struggle for independence in Rwanda</li> <li>(iv) Reasons for forming political parties</li> </ul>	<p><b>Lesson 10.</b></p> <ul style="list-style-type: none"> <li>(i) Independence of Rwanda</li> </ul>

<b>Lesson 11.</b> (i) Government (ii) Types of government (iii) Organs of the government (iv) Executive (roles and members of executive)	<b>Lesson 12.</b> (i) Legislature (ii) Division of the chambers of legislature (iii) Function of legislature
<b>Lesson 13.</b> (i) Members of the judiciary (ii) Functions of the judiciary (iii) Duties of government	

## Lesson 1

### 1.1 Lesson development

TOPIC AREA	<b>HISTORY</b>
UNIT	<b>Unit 10: COLONIAL RWANDA</b>
KEY UNIT COMPETENCY	Analyse the important events of colonial Rwanda
SUB TOPIC	Colonization
PRE- REQUISITE	Ask the following question to the learners before beginning the topic. <ul style="list-style-type: none"> <li>Name the country who ruled Rwanda for many years.</li> </ul>
LESSON	<b>Lesson one</b>
LEARNING OBJECTIVE	<b>Learning objectives</b> By the end of this lesson learners will be able to <ul style="list-style-type: none"> <li>Define colonisation</li> <li>Name the two countries that colonized Rwanda</li> </ul> <b>Skills</b> By the end of this lesson learners should be able to identify countries that colonised Rwanda. <b>Attitudes and values</b> <ul style="list-style-type: none"> <li>Develop the spirit of nationalism</li> <li>Develop critical thinking</li> </ul>

Key words	Colonization
Cross cutting issue	<ul style="list-style-type: none"> <li>Ensure participation of both girls and boys in the teaching and learning process</li> <li>Peace and values education and standardization culture</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>Communication in official language and writing</li> <li>Cooperation by working together in groups</li> <li>Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>Questioning</li> <li>Guided discussion</li> <li>Brainstorming</li> </ul>
Instructional materials	Images of colonial people who came to Rwanda

- Note for the teacher:** Show a map of Rwanda.
- Learner's activity:** Refer to Activity 10.1 of the Pupils Book Five page 113.

### 1.2 Expected answers to activity 10.1.

- Most of the African countries were colonized for
  - Minerals
  - Nature resources
  - Fertile soil
  - Labour
- Germany and Belgium
- Liberia and Ethiopia
- Ethiopia had strong leaders and a strong army. Liberia was set aside for freed slaves from America.

**Lesson 2****1.1 Lesson development**

TOPIC AREA	<b>HISTORY</b>
UNIT	<b>Unit 10: COLONIAL RWANDA</b>
KEY UNIT COMPETENCY	Analyse the important events of colonial Rwanda
SUB TOPIC	Causes of colonization
PRE- REQUISITE	Ask the following questions to the learners before beginning the topic. (i) When did the colonisation of Africa take place? (ii) Name the countries that colonised Africa.
LESSON	<b>Lesson two</b>
LEARNING OBJECTIVE	<b>Learning objectives</b> By the end of this lesson learners will be able to Explain the causes of the colonization of African countries: (a) Political reasons (b) Social reasons (c) Economic reasons  <b>Skills</b> By the end of this lesson learners should be able to identify the cause of colonisation in Rwanda.  <b>Attitudes and values</b> • Develop the spirit of nationalism • Develop critical thinking
Key words	Colonization Political Social Economic
Cross cutting issue	• Ensure participation of both girls and boys in the teaching and learning process • Peace and values education and standardization culture

Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Pupils' Book

- **Note for the teacher:** Guide the learners to prepare a flowchart of the reasons for the colonisation of Rwanda
- **Learner's activities:** Refer to Activity 10.2 of the Pupils Book Five page 113.

**1.2 Expect answers to activity 10.2**

1. Europeans colonized Rwanda
  - Due to interest in legitimate trade
  - Cheap labour from Rwanda
  - Favourable climate for growing crops for European markets
  - Rwanda was rich in minerals
  - To invest their surplus capital
2. Coffee and Tea

**Lesson 3****1.1 Lesson development**

TOPIC AREA	<b>HISTORY</b>
UNIT	<b>Unit 10: COLONIAL RWANDA</b>
KEY UNIT COMPETENCE	Analyse important events of colonial Rwanda
SUB TOPIC	Reasons for resistance to colonization
PRE- REQUISITE	Allow the learners to respond to the following questions. (i) Why were the colonisers interested in Rwanda? (ii) Who spread Christianity in Rwanda?



LESSON	<b>Lesson three</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b> By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) State the two forms of colonization</li> <li>(ii) Give reasons for resistance towards colonization</li> <li>(iii) Suggest the impact of resistance towards colonization</li> </ul> <p><b>Skills</b> By the end of this lesson learners should be able to identify the forms of colonisation in Rwanda.</p>
	<p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Respect the resistance movement in Rwanda</li> <li>• Develop the spirit of nationalism</li> <li>• Develop critical thinking</li> </ul>
Key words	<p>Colonization Protectorate Colony Impact Resistance</p>
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education and Standardization culture</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Pupils Book

- **Note for the teacher:** Organize a visit to National Historical Museum of Rwanda

## Lesson 4

### 1.1 Lesson development

TOPIC AREA	<b>HISTORY</b>
UNIT	<b>Unit 10: COLONIAL RWANDA</b>
KEY UNIT COMPETENCY	Analyse important events of colonial Rwanda
SUB TOPIC	Foreigners in Rwanda
PRE- REQUISITE	<p>Ask the following questions from the learners before beginning the topic.</p> <ul style="list-style-type: none"> <li>(i) Who was Ex Musinga?</li> <li>(ii) Can you define protectorate.</li> </ul>
LESSON	<b>Lesson four</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b> By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Mention groups of foreigners who came to Rwanda</li> <li>(ii) Give reasons for their coming to Rwanda</li> </ul> <p><b>Skills</b> By the end of this lesson learners should be able to identify the reasons for the coming of foreigners to Rwanda.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Develop the spirit of nationalism</li> <li>• Develop critical thinking</li> </ul>
Key words	<p>Influence Foreigners</p>
Cross-cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education and Standardization culture</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing Values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>

Instructional materials	Chalkboard
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- **Note for the teacher:** Allow the learners to recite the reasons for foreigners coming to Rwanda.
- **Learner's activities:** Refer to Activity 10.3 of the Pupils Book Five page 116.

### 1.2 Expected answers to activities 10.3

1. 1944
2. King Musinga resisted Belgian colonialism and did not support the conversion of Rwandan people to Christianity.
3. King Mutara III Rudahigwa Charles succeeded King Musinga.

## Lesson 5

### 1.1 Lesson development

TOPIC AREA	<b>HISTORY</b>
UNIT	<b>Unit 10: COLONIAL RWANDA</b>
KEY UNIT COMPETENCY	Analyse important events of colonial Rwanda
SUB TOPIC	Explorers
PRE- REQUISITE	Allow the learners to respond to the following questions: (i) In which year did King Yuhi Musinga die? (ii) Who succeeded King Musinga?
LESSON	<b>Lesson five</b>

LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Explain the term explorers</li> <li>(ii) Name different groups of explorers who came to Rwanda</li> <li>(iii) Suggest the problems which were faced by those explorers</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to identify different explorers who came to Rwanda.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Develop the spirit of nationalism</li> <li>• Develop critical thinking</li> </ul>
Key words	Explorers Problems
Cross-cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education and Standardization culture</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard

- **Note for the teacher:** Make the learners aware about the names of the explorers along with their countries.

**Lesson 6****1.1 Lesson development**

TOPIC AREA	<b>HISTORY</b>
UNIT	<b>Unit 10: COLONIAL RWANDA</b>
KEY UNIT COMPETENCY	Analyse important events of colonial Rwanda
SUB TOPIC	Missionaries
PRE-REQUISITE	Ask the following questions to test the previous knowledge of the learners. (i) Who was Von Gotzen? (ii) State two problems faced by the explorers in Rwanda.
LESSON	<b>Lesson six</b>
LEARNING OBJECTIVE	<b>Learning objectives</b> By the end of this lesson learners will be able to (i) Define missionaries (ii) Identify the groups of missionaries who came to Rwanda (iii) Suggest reasons for the coming of missionaries in Rwanda  <b>Skills</b> By the end of this lesson learners should be able to identify the reasons for missionaries to come to Rwanda.
	<b>Attitudes and values</b> <ul style="list-style-type: none"> <li>• Develop the spirit of nationalism</li> <li>• Develop respect towards religion</li> <li>• Develop critical thinking</li> </ul>
Key words	Missionaries Civilization Achievements
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education and standardization culture</li> </ul>

Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Pupils Book

- **Note for the teacher:** Allow the learners to discuss the positive achievements of the missionaries.

**Lesson 7****1.1 Lesson development**

TOPIC AREA	<b>HISTORY</b>
UNIT	<b>Unit 10: COLONIAL RWANDA</b>
KEY UNIT COMPETENCY	Analyse important events of colonial Rwanda
SUB TOPIC	Effects of the coming of the missionaries to Rwanda
PRE-REQUISITE	Allow the learners to respond to the following questions. (i) Who are missionaries? (ii) What was the aim of the missionaries? (iii) How have we benefited from the missionaries?
LESSON	<b>Lesson seven</b>
LEARNING OBJECTIVE	<b>Learning objectives</b> By the end of this lesson learners will be able to (i) Identify the positive and negative effects of missionaries arriving (ii) Mention the problems faced by the missionaries  <b>Skills</b> By the end of this lesson learners should be able to identify the problems faced by the missionaries.  <b>Attitudes and values</b> <ul style="list-style-type: none"> <li>• Develop the spirit of nationalism</li> <li>• Develop respect towards religion</li> <li>• Develop critical thinking</li> </ul>

Key words	Effects Positive Negative Missionaries Problems
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching learning process</li> <li>• Peace and Value education and Standardization culture</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard

- **Note for the teacher:** Ask the learners to visit the church in your locality/ province and find out about its history. Record the information and discuss in class.

- **Learner's activity:** Referred to Activity 10.4 of the Pupils Book Five page 120.

### 1.2 Expected answers to activity 10.4

#### 1. Positive Achievements

- They spread Christianity
- They stopped the slave trade
- They built schools and introduced formal education
- They built hospitals and churches

#### 2. Negative Achievements

- They undermined African culture
- Their activities led to religious wars in East Africa.
- They paved the way for colonisation and the loss of independence.

## Lesson 8

### 1.1 Lesson development

TOPIC AREA	<b>HISTORY</b>
UNIT	<b>Unit 10: COLONIAL RWANDA</b>
KEY UNIT COMPETENCY	Analyse important events of colonial Rwanda
SUB TOPIC	Traders
PRE- REQUISITE	Ask the following questions before beginning the topic. <ul style="list-style-type: none"> <li>(i) How was language a problem for the missionaries?</li> <li>(ii) What were the dangers felt by the missionaries in Rwanda?</li> </ul>
LESSON	<b>Lesson eight</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Who were traders?</li> <li>(ii) Give reasons for traders to coming to Rwanda</li> <li>(iii) Identify the role played by Carl Peters in the development of trade</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to examine the reasons for the coming of traders to Rwanda.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Develop the spirit of sharing</li> <li>• Develop critical thinking</li> </ul>
Key words	Trade Traders Carl Peters
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education and Standardization culture</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>

Instructional materials	Pupils Book
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- **Note for the teacher:** Guide the learners to revise this topic by giving them worksheets.

## Lesson 9

### 1.1 Lesson development

TOPIC AREA	<b>HISTORY</b>
UNIT	<b>Unit 10: COLONIAL RWANDA</b>
KEY UNIT COMPETENCY	Analyse important events of colonial Rwanda
SUB TOPIC	Rwanda's road to independence and political parties
PRE-REQUISITE	Allow the learners to respond to the following questions before starting the new topic. <ul style="list-style-type: none"> <li>(i) Who was Richard Kandt?</li> <li>(ii) To which country did he belong?</li> <li>(iii) Why did he come to Rwanda?</li> </ul>
LESSON	<b>Lesson nine</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ul style="list-style-type: none"> <li>(i) Know about King Rudahigwa and King Mutara Rudahigwa and their reforms.</li> <li>(ii) Name three political parties that participated in the struggle for Rwanda's independence</li> <li>(ii) State reasons for the formation of political parties in Rwanda</li> </ul> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to analyse the reasons for the formation of political parties in Rwanda.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate and respect the efforts of King Rudahigwa and King Mutara Rudahigwa</li> <li>• Develop the spirit of nationalism</li> <li>• Develop critical thinking</li> </ul>
Key words	Independence Political parties Formation

Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and value education and Standardization culture</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	<ul style="list-style-type: none"> <li>• Images of King Rudahigwa and King Mutara Rudahigwa</li> <li>• Images of leaders of political parties of Rwanda during the colonial rule</li> </ul>

- **Note for the teacher:** Ask the learners to collect the symbols of different political parties in Rwanda and prepare a collage.

- **Learner's activities:** Referred to Activity 10.5 of the Pupils Book Five page 123.

### 1.2 Expect answers to activities 10.5.

1. *Ubughaki*: was a dependence based on possession of cows where a client worked for his patron to be given a cow.  
*Ubugurewa*: was a duty for each man to work two days per week for a political administrative leader without any compensation.
2. King Mutara III Rudahigwa Charles died in July 1959.
3. Kigali V Jean Baptiste Ndatundurwa became the new king after Mutara III.

## Lesson 10

### 1.1 Lesson development

TOPIC AREA	<b>HISTORY</b>
UNIT	<b>Unit 10: COLONIAL RWANDA</b>
KEY UNIT COMPETENCY	Analyse important events of colonial Rwanda
SUB TOPIC	Rwandan independence

PRE- REQUISITE	Allow the learners to answer the following questions: (i) Define <i>Uburetwa</i> (ii) What was <i>Ubuhake</i> ? (iii) When was Rwanda a German colony? (iv) Who became the king after the death of King Mutara III Rudahigwa?
LESSON	<b>Lesson ten</b>
LEARNING OBJECTIVE	<b>Learning objectives</b> By the end of this lesson learners will be able to (i) Define independence (ii) Give reasons why Rwandans wanted independence  <b>Skills</b> By the end of this lesson learners should be able to examine the demand for independence by the Rwandan people.  <b>Attitudes and values</b> <ul style="list-style-type: none"> <li>• Develop the spirit of nationalism</li> <li>• Develop critical thinking</li> </ul>
Key words	Independence
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education and Standardization culture</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard

- **Note for the teacher:** Show images of the struggle for independence by the Rwandan people.

- **Learner's activity:** Referred to Activity 10.6 of the Pupils Book Five page 124.

## 1.2 Expected answers to activity 10.6

1. Gregoire Kayibanda.
2. • Muhutu Social Movement (MSM)
  - Association Pour La Promotion Sociale de la Masse (APROSOMA)
  - Union Nationale Rwandaise (UNAR)
  - Ressement Democratique Rwandais (RADER)
  - Movement Democratique Rwandaise (MDR-PARMEHUTU)
3. 1st July 1962.

## Lesson 11

### 1.1 Lesson development

TOPIC AREA	<b>HISTORY</b>
UNIT	<b>Unit 10: COLONIAL RWANDA</b>
KEY UNIT COMPETENCY	Analyse important events of colonial Rwanda
SUB TOPIC	Organs of the government
PRE-REQUISITE	Allow the learners to respond to the following questions. (i) When did Rwanda gain independence? (ii) What is patriotism?
LESSON	<b>Lesson eleven</b>
LEARNING OBJECTIVE	<b>Learning objectives</b> By the end of this lesson learners will be able to (i) Define a government (ii) Name the two types of government (iii) State the duties of the government (iv) Understand the role played by the executive organ of the government (v) State the role of the executive (vi) Name the duties of the president  <b>Skills</b> By the end of this lesson learners should be able to identify various types and organs of government in Rwanda.  <b>Attitudes and values</b> <ul style="list-style-type: none"> <li>• Develop the spirit of nationalism</li> <li>• Develop critical thinking</li> </ul>

Key words	Government organs Duties
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education and Standardization culture</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Chalkboard

- **Note for the teacher:**

- Prepare a flowchart of the various types and organs of government in Rwanda so that learners can easily grasp the topic.

- With the help of the flowchart, make the learners aware of the role played by the executive branch of the government.

- **Learner's activities:** Referred to Activity 10.7 of the Pupils Book Five page 126.

### 1.2 Expected answers to activity 10.7

1. A government is a group of people, who have been given the executive powers to rule a country.
2.
  - Legislative
  - Executive
  - Judiciary
3. H.E Paul Kagame (Current president of Rwanda)
4. (a) **Education:** Ministry of Education, Rwanda  
(b) **Security:** Ministry of Internal Security, Rwanda  
(c) **Infrastructure:** Ministry of Infrastructure, Rwanda

## Lesson 12

### 1.1 Lesson development

TOPIC AREA	<b>HISTORY</b>
UNIT	<b>Unit 10: COLONIAL RWANDA</b>
KEY UNIT COMPETENCY	Analyse important events of colonial Rwanda
SUB TOPIC	Organs of the government (legislature)
PRE-REQUISITE	To test the previous knowledge of the learners ask the following questions. <ol style="list-style-type: none"> <li>(i) What does the executive organ of the government compare?</li> <li>(ii) Name the President of Rwanda.</li> <li>(iii) Who is the Commander in Chief of the Armed Forces in Rwanda?</li> <li>(iv) Who maintains law and order in Rwanda?</li> </ol>
LESSON	<b>Lesson twelve</b>
LEARNING OBJECTIVE	<p><b>Learning objectives</b></p> <p>By the end of this lesson learners will be able to</p> <ol style="list-style-type: none"> <li>(i) Define legislature.</li> <li>(ii) Identify the powers and roles of the legislative.</li> </ol> <p><b>Skills</b></p> <p>By the end of this lesson learners should be able to assess the role played by the legislature in the government.</p>
	<p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Develop the spirit of law making</li> <li>• Develop critical thinking</li> </ul>
Key words	Executive President Duties
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education and standardization culture</li> </ul>

Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Pupils Book

- **Note for the teacher:** With the help of the flowchart make the learners aware of the role played by the legislative organ of the government.

- **Learner's activity:** Referred to Activity 10.8 of the Pupils' Book Five page 127.

### 1.2 Expected answers to activity 10.8

Donatille Mukabalisa (Liberal Party) (It may change in the future)

## Lesson 13

### 1.1 Lesson development

TOPIC AREA	<b>HISTORY</b>
UNIT	<b>Unit 10: COLONIAL RWANDA</b>
KEY UNIT COMPETENCY	Analyse important events of colonial Rwanda
SUB TOPIC	Organs of the government (Judiciary), Duties of the government.
PRE-REQUISITE	Ask the following questions from the learners before beginning the topic. <ul style="list-style-type: none"> <li>(i) Who frames the law in Rwanda?</li> <li>(ii) How many members are there in the Rwanda Senate?</li> <li>(iii) What is the other name for the Lower Chamber?</li> </ul>
LESSON	<b>Lesson thirteen</b>
LEARNING OBJECTIVE	<b>Learning objectives</b> By the end of this lesson learners will be able to <ul style="list-style-type: none"> <li>(i) List the members of the judiciary</li> <li>(ii) Identify the role of the judiciary</li> <li>(iii) Understand the duties performed by the government</li> </ul>

	<b>Skills</b> By the end of this lesson learners should be able to <ul style="list-style-type: none"> <li>(i) Identify the number of members in the upper and the lower chambers of the Rwanda</li> <li>(ii) Analyse the functions of judiciary</li> <li>(iii) Examine the duties of government</li> </ul> <b>Attitudes and values</b> <ul style="list-style-type: none"> <li>• Develop the spirit of judgment</li> <li>• Develop critical thinking</li> </ul>
Key words	Judiciary, Legislature, Chambers
Cross cutting issue	<ul style="list-style-type: none"> <li>• Ensure participation of both girls and boys in the teaching and learning process</li> <li>• Peace and values education and Standardization culture</li> </ul>
Competences developed	<ul style="list-style-type: none"> <li>• Communication in official language and writing</li> <li>• Cooperation by working together in groups</li> <li>• Recognizing values of things around our environment</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Guided discussion</li> <li>• Brainstorming</li> </ul>
Instructional materials	Pupils Book

- **Note for the teacher:** With the help of a flowchart, make the learners aware about the role played by the judicial organs of the government.

- **Learner's activity:** Refer to Activity 10.9 of the Pupils' Book Five page 128.

### 1.2 Expected answers to activity 10.9

#### 1. Duties of the government

- To see that the rule of law is respected
- To protect the rights of its citizens
- To uphold the constitution
- To protect citizens and their property
- To ensure peace and security



2. In order to contribute towards the development of a country, an individual are asked to follow and obey all laws, maintain peace and unity.

## 2. Expected answers to revision exercises

1. When a country is under the total control of a stronger country.
2. Germany and Belgium.
3. Explorers, missionaries and traders
4.
  - To spread Christianity
  - They wanted to spread western civilization
  - They wanted to stop the slave trade
  - The foreigners wanted to educate the people
5. The Rwandans resisted colonial rule because of the following reasons
  - The king's power was lowered
  - The Belgian administration divided Rwandans
6. 1st July, 1962
7. A group of people given the executive power to rule a country.
8.
 

<b>Organ of government</b>	<b>Duty</b>
(i) Executive	(c) Implement laws
(ii) Judiciary	(a) Interpret and enforce law
(iii) Legislature	(b) Make laws
9.
  - They stopped the slave trade.
  - They introduced formal education.
  - They built hospitals.
10. Because of the defeat of Government in the First World War.
11. Ethiopia and Liberia were not colonised.
12. Oscar Bauman
13. King Mutara III Rudahigwa died in July 1959 in Bujumbura.
14. (a) A colony is the control of a weaker by a stronger country with the aim of having a permanent settlement.
- (b) Protectorate is a weaker country controlled by stronger one without any interest.
15. King Mutara III Rudahigwa is still remembered because of his selfless activities and struggle to promote unity among Rwandans.

## 3. Expected answers for end of year assessment

### Sample test paper 1

1. We have only 5 provinces.
2. We have 30 districts.
3. We have 416 sectors.
4. Provinces that board Kigali city are eastern province, Northern Province and southern province.
5.
  - North East (NE)
  - South East (SE)
  - South West (SW)
  - North West (NW)
6. North: Uganda, East: Tanzania, West: DRC south: Burundi
7. Right to life, right to own property, right to a fair trial in a court of law, right to freedom of speech and right to freedom of press.
8. The Rwanda Human rights Commission, The Imbuto Foundation and Amnesty international.
9. Loss of life, Lack of peace, no unity among people and Human right abuses.
10. Prevent disease, avoid bad odours, keep dangerous animals away and stay healthy.
11. Bathing every day, cutting fingernails and toenails short, brushing our teeth every day and washing our hands after visiting the toilet.
12. Loss of body weight, itchy skin rash and white coating in the mouth.
13. AIDS, gonorrhoea and syphilis.
14. Prolonged cough, prolonged fever, loss of body weight and general body weakness.
15. The national anthem, the national flag and the national coat of arms.
16. The Rwandan flag is raised at half-mast during the national mourning days.
17. A constitution is a body of basic principles or guidelines, according to which a state or any organisation is to be governed.
18. A budget is an estimate of income and expenditure.
19. We should save money to avoid waste.

20. Educational services, medical services, security services and transport services.

## Sample test paper 2

- 1.
2. Environment means surroundings.
3. Planting trees and grass in the school compound and at home ,Making terraces and Avoid throwing rubbish in water sources
4. Climate is the average weather conditions of a place recorded for a long period of time.
5. A stevenson's screen, thermometer, wind vane and windsock
6. a) Presence of fertile soil for agriculture  
b) Availability of social services  
c) Improved medical care
7. Population density is the average number of people living in an area, per square kilometre.
8. Means of road transport, means of water transport, means air transport and means of rail transport
9. Radio, television, newspaper and magazine
10. a) Germany/belgium  
b) 1st july 1962
11. Movement social muhutu(MSM), Association pour la Promotion Sociale de la masse(APROSOMA), Union National Rwandaise (UNAR), Rassemblement Democratique Rwandais(RADER) and Mouvemrnt democratique republicain(M-DR-PARMEHUTU)
12. Constitutional government is the type of government which operates under an authoritative document known as constitution.
13. Executive, legislature/parliament and judiciary.
14. The upper chamber(senat) and lower chamber(chamber of deputies)
15. Ensure that the rule of law is respected, protect the rights of citizens and uphold the constitution