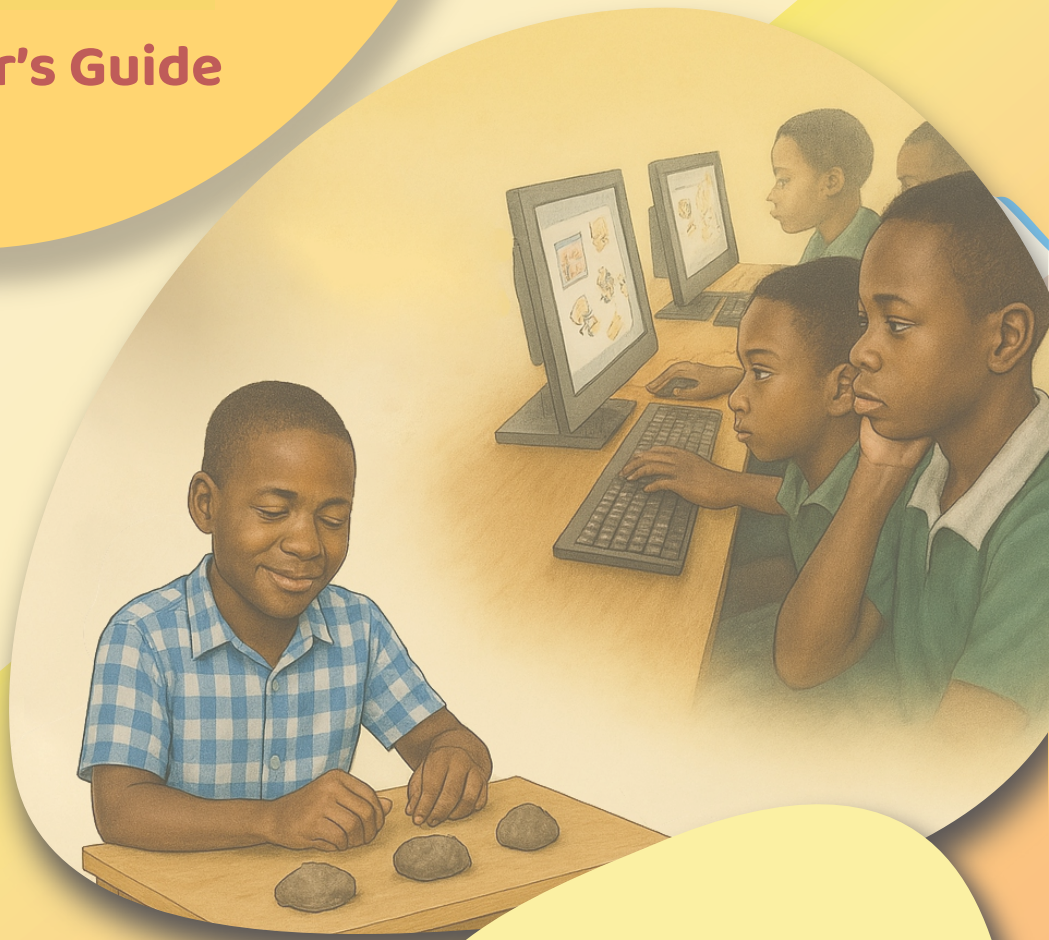


SET

Science and Elementary Technology

Teacher's Guide



PRIMARY ONE
P1

Science and Elementary Technology

Teacher's Guide

Primary 1



Kigali, 2025

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FOREWORD

The Rwanda Basic Education Board (REB) is honored to present the Science and Elementary Technology Teacher’s guide for Primary one. This guide is designed to support the effective implementation of the Competence-Based Curriculum (CBC), ensuring consistent and learner-centered teaching practices that align with Rwanda’s vision of empowering pupils to reach their full potential, actively participate in society, and pursue meaningful careers.

As Rwanda advances toward building a knowledge-based economy, education plays a pivotal role. Teachers are central to this transformation, guiding pupils to connect classroom knowledge with real-life experiences, thus fostering individual growth and national development.

This Teacher’s Guide serves as a comprehensive resource for teaching Science and Elementary Technology at Primary one. The subject is an integral part of the CBC, aimed at equipping pupils with essential knowledge, skills, values, and attitudes necessary for becoming responsible and competent citizens. Through this subject, pupils are encouraged to develop problem-solving abilities and contribute positively to their communities.

This guide places special focus on engaging pupils in meaningful, activity-based learning experiences; whether individually or collaboratively; where they can explore, discover, and construct knowledge. Unlike traditional approaches where learning is often passive and teacher-centered, the Competence-Based Curriculum promotes active, learner-driven engagement. Teachers encourage pupils to participate in activities that allow them to apply what they learn, to develop key competences, and build values that empower them to positively impact their lives and society.

To support this active learning approach, teachers are encouraged to:

- Plan lessons effectively and prepare relevant materials;
- Facilitate group discussions and collaborative activities;
- Apply active teaching strategies such as inquiry, research, investigations, and both group and individual tasks;
- Create opportunities for pupils to develop competences like critical thinking, problem-solving, creativity, innovation, communication, and teamwork;
- Recognize and encourage pupils’ contributions;
- Guide pupils in refining their ideas;

- Promote self, peer, and group assessments using appropriate CBC-based assessment methods.

This teachers guide is divided into 4 parts:

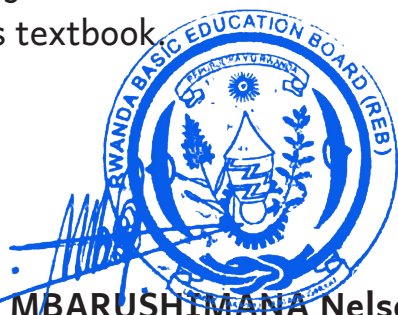
Part I: Highlights the structure of this book and gives general methodological guidance;

Part II: Sample lesson plans as reference for lesson preparation;

Part III: Content map showing unit names, key unit competence and number of periods per each unit.

Part IV: Details the teaching guidance for each concept in the pupil's book.

I sincerely thank everyone who contributed to the development and refinement of this teacher's guide. Special recognition goes to the REB team who coordinated the entire process, as well as to education development partners, teachers, and all individuals who supported the process from start to the end. Your continued suggestions and feedback are highly valued and will help improve future editions of this textbook.



Dr. MBARUSHIMANA Nelson

Director General, REB.

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I would like to extend my sincere appreciation to everyone who contributed to the refinement of the Science and Elementary Technology Teacher's guide for Primary one. This achievement would not have been possible without the active involvement of various education stakeholders.

Special thanks go to the Rwanda Basic Education Board (REB) staff and subject experts for their valuable work on this teacher's guide.

I am also deeply grateful to the education development partners whose support was instrumental throughout the process. In particular, I acknowledge University lectures, Teachers, Partners and all stakeholders for their contributions in editing of this guide's development.



Ms. MURUNGI Joan

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PART I. INTRODUCTION PART

1. About the teacher's guide

This book is a teacher's guide for the Primary One for Science and Elementary Technology subject for schools in Rwanda. It is to be used with the Primary One Pupil's Book for the same subject, to help teachers to implement the competence-based curriculum for the Science and Elementary Technology subject syllabus.

As the name says, this is a guide that teachers can refer to when preparing their lessons. Teachers may use the guidance provided, but they should also be creative and consider their own class contexts when preparing their lessons.

This teacher's guide has three main parts:

1. Methodological guidance for the teacher

This section guides the teacher on:

- Developing *pupils' competences*,
- Integrating *cross-cutting issues*,
- Teaching pupils with *special educational needs*,
- Using *active methods and techniques* for teaching Science and Elementary Technology,
- Carrying out appropriate *assessment of learning*.

2. A sample lesson plan

The sample lesson plan is a guide for teachers in developing their own lesson plans.

3. Unit development

This is the main part of the guide, because it shows the teacher how to teach the content of each unit and lesson.

Each unit begins with the unit title, and the key unit competence that are taught in the unit. (For example, the key competence of Unit 2 is to “identify various ICT tools and their uses” and “operate a radio and a television effectively”). Then, the rest of the unit is presented:

- The knowledge, skills, attitudes and values that the pupils should successfully learn in the unit.
- A list of the lessons in the unit, the learning objectives of each lesson, and the

number of class periods to be used for each lesson.

- A list of key vocabulary words for the unit.
- The recommended approach to teaching each lesson in the unit, including a list of teaching and learning materials for the lessons.
- Recommended questions and activities for the end of unit assessment. A list of additional activities that can be given to less able pupils (remedial activities), normally-learning pupils (consolidation activities), and advanced pupils (extended activities). These activities could be carried out during class time, or as after-school activities.

2. Methodological guidance for the teacher

2.1. Developing competences

In 2015, Rwanda moved from a knowledge based to a competence-based curriculum (CBC) for pre-primary, primary and general secondary education. The CBC requires shifting the teaching and learning approach from being *teacher-centred* to being *learner-centred*. Teachers are responsible for developing their pupils' learning achievements, and for creating a safe and supportive learning environment for all pupils.

The CBC approach of teaching and learning also focuses on the students gaining specific skills, instead of just learning information that they can repeat in an exam. This approach focuses on what pupils can *do*, not only what they *know*. The pupil should be able to demonstrate the ability to *use* the knowledge, skills, values and attitudes that he or she has learned in a given lesson, in new or different situations.

In this approach, pupils develop basic competences with three specific learning objectives: gaining *knowledge*, learning *skills* and adopting appropriate *attitudes*. The teacher uses a pupil-centred approach, not the traditional teacher-centred approach, to teach each unit and lesson. The pupil can then be assessed based on whether he or she meets the standards set for those competences.

In addition to subject competences, pupils also develop generic competences which are useful in many learning areas and situations.

In the Science and Elementary Technology curriculum, the generic competences

include:

Generic competences	Ways of developing generic competences
Critical thinking	Learning activities must require pupils to; calculate; interpret, analyze, compare and contrast (numbers, simple texts, objects, manipulatives, storybooks, flash cards, charts etc.) to develop critical thinking.
Creativity and innovation	Learning activities should encourage pupils to be creative - such as building with construction blocks, painting, reading, or storytelling and writing while finding solutions to problems and sharing new ideas. Pupils learn to apply what they already know as basis for gaining new new knowledge and solving challenges both in the classroom and in everyday life.
Research and problem solving	Pupils are expected to find and use sources of information including books, the internet, and other knowledgeable people and to apply their knowledge to solve a given challenge or problems in the classroom and in real-life situations
Communication (literacy and Numeracy	All learning activities must require pupils to discuss in groups, write and present findings to the class to express their ideas to others.
Co-operation, interpersonal relations and life skills	All activities must require pupils to; work and share ideas in pairs or in groups to develop cooperation and interpersonal life skills.
Lifelong learning	Pupils should see the value of learning throughout their lives. They should make a practice of constantly gaining and updating knowledge and skills to be able to adapt to the fast-changing world.
Professional skills	The teacher is encouraged to use range of teaching skills e.g. asking as many pupils as possible to reinforce communication, probing, explaining, illustrating with examples, using blackboard, silence and non-verbal cues, using audio – visual aids, recognizing pupils’ behavior to improve learning engagement in the classroom

2.2. Integrating cross-cutting issues in the curriculum

There are 10 cross cutting issues in the CBC

Competency-based learning also addresses specific *cross-cutting issues* into the teaching and learning process. Cross-cutting issues are aspects of life that are relevant to many curriculum subjects, and they should be made part of those subject lessons.

Some cross-cutting issues may seem specific to particular learning areas or subjects, but the teacher needs to address all of them whenever they come up. The pupils should also be encouraged to talk about these cross-cutting issues, in the classroom and outside the classroom, so that they can develop positive attitudes and values related to these issues. The teacher must introduce them at the most appropriate age and grade Level.

Below are examples of how cross cutting issues can be addressed:

Cross-cutting Issue	Ways of addressing cross-cutting issues
Comprehensive sexuality education: <ul style="list-style-type: none">• The comprehensive Sexuality Education program aims to provide children, adolescents, and youth with age-appropriate, culturally and gender-sensitive knowledge, skills, and values. It helps them make responsible decisions about sexual and social relationships. It also supports understanding and expressing feelings, values, and attitudes to promote behaviors that reduce risks and enhance well-being.	<ul style="list-style-type: none">• The teacher can lead pupils to discuss the following situations: “Alcohol abuse”; “unwanted pregnancies”; “home violence” etc. to advise pupils on how they can fight against them.• Give pupils an opportunity to give examples of cases of abuse or violence they know• Give the students contacts where to report in case they are abused.
Genocide studies <ul style="list-style-type: none">• The study of the 1994 Genocide against the Tutsi helps children understand it as the worst crime committed against the Tutsi in the 1994. It teaches why the genocide happened and emphasizes the importance of preventing such atrocities in the future. The story of recovery and national unity in Rwanda serves as a foundation for rebuilding the nation.	<ul style="list-style-type: none">• Teachers use simple methods to teach primary pupils about the 1994 genocide against the Tutsi, starting by asking what they know about the 1994 genocide against the Tutsi.• Upper primary pupils discuss 1994 genocide against the Tutsi in pairs or groups, share their ideas, and ask questions.

<ul style="list-style-type: none"> • Educating children on fighting genocide denial and its ideology is crucial. This knowledge equips pupils to help prevent future genocides. 	<ul style="list-style-type: none"> • Teachers clearly explain what the 1994 genocide against the Tutsi is, why it happened in 1994, and why it must never happen again. • Lessons include Rwanda’s recovery, national unity, and the importance of peace, with possible visits to 1994 genocide against the Tutsi memorial sites for older pupils.
<p>Environment and sustainability:</p> <ul style="list-style-type: none"> • Integration of studies around the environment, climate change and Sustainability in the curriculum make pupils understand the need to protect the environment. 	<ul style="list-style-type: none"> • Teachers should use real-life examples and pupils’ experiences to explain environmental issues like soil erosion, effects of tree cutting and flooding, while encouraging responsible waste disposal and care during practical activities.
<p>Financial education:</p> <ul style="list-style-type: none"> • The integration of financial education into the curriculum is to teach young children the use of money; teach them to develop the culture of saving and how to use money responsibly. 	<ul style="list-style-type: none"> • Teachers should guide pupils to discuss the importance of money, saving through methods like saving boxes or bank accounts, and spending wisely on essential needs. Pupils should also learn to use materials and tools carefully to make them last longer and avoid unnecessary replacements.
<p>Gender:</p> <ul style="list-style-type: none"> • At school, gender roles should be understood as roles that complement each other in a family, in a community or the nation. 	<ul style="list-style-type: none"> • Teachers should address gender issue through assigning leading roles in groups to both girls and boys; provide equal participation in the lesson to avoid any gender stereotype in the learning process. • Give pupils time to talk about different gender roles they know from their homes and how they complement each other. Let pupils discuss why these roles are beneficial for everyone.

<p>Inclusive education:</p> <ul style="list-style-type: none"> • Inclusion is based on the right of all pupils to a quality and equitable education that meets their basic learning needs and understands the diversity of backgrounds and abilities as a learning opportunity. 	<ul style="list-style-type: none"> • Teachers should identify pupils with special needs and use adapted teaching and learning resources when available while conducting a lesson. • Teachers must encourage inclusive participation and foster peer support for pupils with disabilities.
<p>Peace and values education:</p> <ul style="list-style-type: none"> • Peace and Values Education (PVE) is the education that promotes social cohesion, and positive values, including the culture of peace personal responsibility, empathy, critical thinking to build a more peaceful society. 	<ul style="list-style-type: none"> • Through a given lesson, a teacher should set a learning objective which address positive attitudes and values, e.g. encourage pupils to discuss positively, listen to each other's ideas, take turns and be able to come up with meaning full positive ideas. • The teacher leads pupils to discuss on the meaning peace and why it is important to have peace at home, at school and in the community. • Encourage pupils to respect each other and to create good peaceful and friendly relations
<p>Standardization culture:</p> <ul style="list-style-type: none"> • Standardization culture is about introducing a positive culture around the classroom that promotes respect of instructions, classroom rules; good health, cleanliness, self-development self-respect; dignity and the respect of other people and other people's culture. 	<ul style="list-style-type: none"> • Lessons that involve making things should emphasize quality work and using the right materials properly. • Engaging pupils with practical activities and word problems helps them to understand their role and recognize how a culture of standardization contributes to health, the economy, industry, and overall well-being.

<p>Impact of social media:</p> <ul style="list-style-type: none"> Teaching the impact of social media fosters digital literacy, creativity, and collaboration while providing access to diverse learning resources. It promotes critical thinking and responsible online behavior. However, balanced use is essential to avoid distractions and mental health issues. This prepares pupils for effective digital engagement in their academic and social lives. 	<ul style="list-style-type: none"> To make digital safety learning fun and engaging, the activities should be interactive, visual, and story-based, while being culturally relevant and age-appropriate. Digital safety can be taught through Child Online Protection clubs; edutainment and interactive multimedia textbooks; storytelling and games. Edutainment makes learning engaging and practical. Role-playing and puzzles help children practice safe internet habits and handle online risks. To set clear, age-appropriate rules for internet use, start by having open conversations about which websites and apps they want to use and explain the importance of safety.
<p>Disaster risk reduction and management:</p> <p>It builds essential awareness and skills for preparedness, helping to reduce vulnerabilities and foster a culture of safety. It nurtures critical thinking, problem-solving and social responsibility, empowering children as agents of change. It aims to break cycles of vulnerability and supports sustainable development. This prepares future generations to adapt effectively to evolving risks like climate change.</p>	<ul style="list-style-type: none"> Engaging pupils in projects analyzing past local disasters and developing preparedness plans. Using storytelling and role-playing based on community events to teach risks in a relatable way. Forming disaster management clubs that promote peer learning and community outreach. Collaborating with local experts and authorities to provide hands-on, culturally relevant education.

2.3. Attention to pupils’ special educational needs in teaching and learning

Pupils in the classroom may have different ways of learning new information. Some pupils have special needs, such as impaired sight, impaired hearing, or other disabilities; these special needs mean that they will learn differently from other pupils. The teacher must be able to adapt the teaching methodologies and approaches that he or she uses, to be able to help each pupil to learn well in the classroom.

For example:

- Teachers need to use a variety of learning activities when appropriate, such as role-play, music and singing, games and quizzes, and outdoor activities if possible.
- The classroom should be well organized, in order to limit distractions. This will help pupils with special needs to stay on track and follow instructions during the lessons.
- The pace of teaching should not always be slow, or always be fast; this is because pupils learn at different speeds from each other, and they process information differently.
- Use clear, simple language to explain the meaning of new words or concepts, and use those new words more than once during the class time.
- Use multi-sensory strategies whenever possible. Since pupils learn in different ways, it is important to include listening, speaking, hands-on activities, and visual aids when teaching.

The teacher should work closely with the Special Educational Needs coordinator for the school, to help pupils with specific disabilities to learn well.

For pupils with *developmental difficulties* (such as *difficulties in cognitive or language development, or difficulties in behaviour*), the teacher should:

- Use simple words and sentences when speaking to the class.
- Use objects that the pupil can see, feel and handle, instead of just talking or reading about them.
- Break tasks down into small steps or learning objectives. The learner should start with an activity that he or she already knows, before moving on to something that is more difficult.
- Begin by giving the learner more help, and then gradually give him or her less help.
- Be sure that pupils with disabilities are included in groups of non-disabled pupils.

For pupils with *visual impairment*, the teacher should:

- Help the pupils to use their other senses (hearing, touching, smelling and tasting) to learn and play.
- Where possible, provide objects that the learner can touch and feel to help explain a concept.

- Speak to the pupil's parents or caregivers, to learn how the pupil manages his or her lack of sight when he or she is at home. This can help the teacher to understand how to work well with the pupil in the classroom.
- Plan group learning activities as much as possible so that the learner is not left alone.

For pupils with *hearing impairment*, the teacher should:

- Make sure that the pupil is paying attention before the teacher begins to speak.
- Use gestures, body language and facial expressions to help communicate.
- Use pictures and objects as much as possible.
- seat the pupils with hearing difficulties at the front of the classroom if possible.
- Speak to the pupil's parents or caregivers, to learn how they communicate with the child at home. Then use those same ways of communicating with the learner in the classroom. Also, find out whether the pupil has had a hearing test.

For pupils with *physical disabilities* or *difficulty in moving around*, the teacher should:

- Adapt activities so that pupils who have difficulty in moving can participate.
- Ask parents/caregivers to assist with adapting furniture to make it easier for the pupil to use it.
- Get advice from parents or a health professional about assistive devices for the pupil.

2.4. Using the active learning approach

Children in the classroom have different ways of learning new content. The main learning styles are:

- *Active learning* or *reflective learning*: learning by doing something, or learning by thinking about it.
- *Sensing learning* or *intuitive learning*: learning specific facts, or learning how ideas and facts are related.
- *Visual learning* or *verbal learning*: learning from what they see, or learning by what they hear or say;
- *Sequential learning* or *global learning*: learning one step after the other, or learning to see the larger picture all at once.

Each of these learning styles is effective for the child who uses it naturally. However, in a classroom with many pupils, the best way to teach the whole class is by using

the *active learning* approach. This approach is the most effective in getting the most pupils to use their own experience and knowledge to help them learn new content.

In the active learning approach, the pupil is central to learning. Pupils are not just taught ideas and information that they passively accept; instead, they actively build on their own ideas and skills to learn new content. The pupil who is engaged in active learning can communicate with other pupils about the topic, do his or her own investigation into the topic, and develop knowledge and skills in his or her own ways.

The role of the teacher in active learning includes:

- Using pair and group discussions, pupil research and individual activities to help the pupils learn;
- Giving pupils tasks that help them grow in their ability to think critically, solve problems, be innovative, and cooperate with each other in finding answers.
- Supporting pupils' learning by recognizing their contributions to class activities.
- The Competence-Based Curriculum (CBC) approach encourages active learning methods and techniques. In the Science and Elementary Technology subject, these methods and techniques may include brainstorming by asking questions, demonstrations, role playing, discussion technique, scenario building, exploration and research, experiments, field visits, quiz technique. In science, all used active methods and techniques must be in 5 Es teaching-learning approach (Engage, Explore, Explain, Elaborate, Evaluate).

A lesson that is taught using an active learning approach should include steps like these:

- Introducing the new topic by connecting it with previous lessons;
- Developing the lesson to include discovery activities for the pupils, followed by a discussion of what they learned;
- Summarizing what was learned; and
- Exercises that link the lesson learned to the world outside the classroom.

2.5. Assessment

Assessment activities help the teacher to see how well the various pupils have learned lesson content, with the goal of improving teaching and learning in the classroom.

Two kinds of assessment are important in Rwandan education:

- *Continuous or formative assessment* aims to help improve the learning of the pupils and the teaching of the teacher. The pupils' learning is evaluated at the end of lessons and units; this is in order to see how the pupils are progressing, and also how well the teacher is teaching. If the assessment shows that some pupils are not learning well, the teacher must adjust his or her teaching approach to better support the pupils' learning. Formative assessment can identify slow, average and gifted pupils; different learning activities can then be given to match the speed of the pupils' learning.
- *Summative assessment* is usually done at the end of unit, end of a term or a school year. National examinations are summative. Summative assessment shows how well the entire class is learning, and the results can be used to improve school-level performance. The results of summative assessments show teachers, school leaders and parents how well the educational aims of the school and the education system are being met.

PART II. SAMPLE LESSON PLAN

School Name: xxxxxxxx

Teacher's name: yyyyyyy

Term	Date	Subject	Class	Unit No	Lesson No	Duration	No of Pupils
1/.../.....	SET	P1	1	1/13	40 minutes (1 period)	45
Type of special education need to be catered for in this lesson and number of pupils for each category			<p>Hearing impairment (2): Let the pupils sit in front of the teacher so that they can hear the lesson clearly.</p> <p>Visual impairment (1): Let the pupil sit in a way so that he/she can see the teacher pointing to illustrations and his/her facial expressions and gestures.</p>				
Unit title		Materials used at school and at home					
Key unit competence		Pupils will be able to name things we use at school and at home and say what we use them for.					
Title of the Lesson		Writing materials					
Instructional objective		Given a sample of materials, pupils will be able to identify and name writing materials correctly.					
Plan for this class (location: in/ outside)		This lesson will take place inside the class and the pupils will work individually and together into groups.					
Learning materials (for all pupils).		Pen, chalkboard, pencil, chalk, coloring brush and paint, paper, cups, fork, spoon, notebook, book covers, pupil's book.					
References		REB (2022), Science and Elementary Technology, Pupil's Book, Primary 1.					
Timing for each step		Description of teaching and learning activities					
		Pupils have observed, touched well and used writing material to write. Pupils guided by teacher are engaged in class activities and have differentiated writing materials from a sample of materials.					

	Teacher's activities	Pupil's activities	Generic competence and cross cutting issues to be addressed + Short explanation
Introduction: 5minutes	<ul style="list-style-type: none"> - Display different real writing materials of different types and ask pupils to observe them effectively. - Ask pupils: where the materials you have observed are used? - Ask pupils: what are you going to learn? - Ask pupils: what do you use while writing? - Introduce title of the lesson and write on chalkboard. <p>Writing materials</p>	<ul style="list-style-type: none"> - Pupils observe the material quietly. - Pupils answer the question asked by teacher. <p>Possible answer: Some materials are used at home and others are used at school.</p> <ul style="list-style-type: none"> - Pupils answer the question. <p>Possible answer: We are going to learn school materials.</p> <ul style="list-style-type: none"> - Pupils answer the question. <p>Possible answer: We use pencil, pen,</p>	<p>Critical thinking through observing materials and start thinking where those materials are used.</p> <p>Communication skills: through listening and answering teacher's question.</p> <p>Gender education: boys and girls are given equal opportunity without gender discrimination</p>

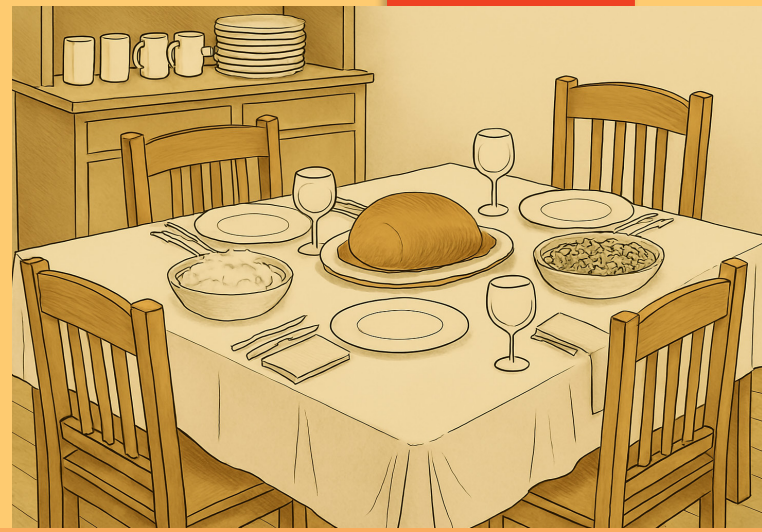
<p>Lesson development:</p> <p>30 minutes</p>	<ul style="list-style-type: none"> - Bring back different mixed materials on the table and ask pupils to observe these materials again carefully - Call all pupils, in pair/desk, to identify the writing materials they can see on the table. - Ask pupils in pair/desk to work together and name the identified writing materials. - Invite one pupil by desk to come in front and pick one writing material and the rest of the group give loudly the name of material he/she picked - Call the pupils to put together the writing materials picked and guide the discussion: “What do we use this for?” 	<ul style="list-style-type: none"> - Observe the materials such as pen, books, pencil, rubber, chalk, school bag, cup, fork, ... - Identify the material they can see on teacher’s table. - Pupils work together and provide the names of identified writing materials. - One pupil come and pick a material and the rest of team share its name loudly. - Separate writing materials from other classroom items and present answers: “We use a pencil to write,” etc. 	<p>Inclusive education: through providing clear instruction and procedure to everyone.</p> <p>Gender education: will be addressed through allowing all boys and girls to contribute equally and asking both girls and boys to make presentation.</p> <p>Cooperation: through helping each other and taking decision together while naming school materials.</p> <p>Financial education: through taking care of used materials by avoiding to misuse or damage them</p>
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<p>Conclusion: 5min</p>	<ul style="list-style-type: none"> - Pick randomly one by one writing material and ask pupils to name it and tell what it is used for <p>Ask review questions like: -How to take care of writing materials?</p> <ul style="list-style-type: none"> - Give feedback and correct where needed. 	<ul style="list-style-type: none"> - Name the picked material and tell what it is used for. <p>Example of possible answers:</p> <ul style="list-style-type: none"> -Pencil is used for writing and drawing - Pen is used for writing <p>Answer questions confidently:</p> <ul style="list-style-type: none"> - To keep them in good spaces - To keep them clean and safe. 	<p>Critical thinking: through analysing teacher's questions and providing answers.</p> <p>Lifelong learning: through accepting and analyzing how each material is used differently from another.</p>
<p>Teacher's Self-evaluation</p>	<p>The lesson objective was achieved. Pupils were motivated and able to identify and name writing materials. In the next lesson, we will learn about drawing materials.</p>		

PART III. CONTENT MAP

SCIENCE AND ELEMENTARY TECHNOLOGY (SET) PRIMARY 1			2 periods / week
No	Unit titles	Key unit competences	Number of periods
1	Materials used at home and at school	Pupils will be able to name things we use at school and at home and identify their uses.	10
2	ICT tools	Pupils will be able to identify various ICT tools, their uses and use a radio and a television effectively	10
3	Water	Pupils will be able to name where water comes from and why water is important.	10
4	Animals	Pupils will be able to identify domestic, wild and aquatic animals and their importance.	10
5	Plants	Pupils will be able to name plants that people grow and plants that grow on their own.	8
6	The human body	Pupils will be able to name main parts of the body, say what they do, and keep them clean.	18
TOTAL NUMBER OF PERIODS			66

PART IV. UNITS DEVELOPMENT



MATERIALS USED AT SCHOOL AND AT HOME

i) Key unit competence

Pupils will be able to name things we use at school and at home and identify their uses.

ii) Key vocabulary words

writing	pens	draw	pencil	reading	studying	books
clock	tell time	storage	shelf	desk	soap	water
sweep	hoe	rake	cookpot	plate	knife	fork
spoon	chair	table	bed	covers	cupboard	basket
basin	mop					

iii) Prerequisite

Pupils will learn better the uses of materials that are used at school and at home if they have understanding on basic vocabulary related to common materials, if they are familiar with everyday objects found at school and at home and if they know what “home” and “school” are and what items are typically found there.



Introductory activity and guidance

A. Guidance on the introductory activity

- Ask pupils to look at the picture in their pupil’s book.
- Read for them the question related to the picture, and allow them to give answers.

B. Possible answers to introductory activity

1. Bed, table, pen, book, chair, plate, chalks.
2. Some materials are found at school others are found at home.

At school: pens, books, chalks.

At home: plate, chair, bed, table.

iv) Cross-cutting issues

a) Gender education

- Involve both girls and boys in the activities of the lesson.
- Show that all pupils, boys and girls, can use any material.

b) Environment and sustainability

Teach pupils to keep materials clean and avoid throwing rubbish on the ground.

c) Peace and values education

Promote respect and sharing of materials with others.

v) List of lessons

	Lesson title	Learning objectives	Number of periods: 10
School materials and their uses			
1	Writing materials	List school writing materials	2
2	Drawing materials	List school drawing materials State what school items are used for	
3	Reading materials	List school reading materials	1
4	Time telling materials	List the time telling materials	
5	Storing materials	List school storing materials Putting things back in the right place after using them	2
6	Cleaning materials	- List school cleaning materials - Cleaning things used at school, like desks and blackboards.	
Home materials and their uses			
7	Kitchen and dining materials	List kitchen and dining materials Putting things back in the right place after using them	1
8	Sitting room materials	List sitting room materials	1
9	Bedroom materials	List name bedroom materials	
10	Home storage materials	List home storage materials	1
11	Home cleaning materials	List home cleaning materials	
12	End Unit Assessment	To assess the competences of pupils	2

Guidance on different lessons

1.1 School materials and their uses

1.1.1 Writing materials

a) Learning objectives

List school writing materials.

b) Teaching and learning resources

Teacher's guide, pupil's book, pen, chalkboard, pencil, chalk, coloring brush and paint, paper, notebook, book covers.

c) Activities' guidance and answers



Guidance on the activity 1.1.1

- i) Prepare in advance mixed materials and display them to the pupils
- ii) Invite pupils to observe the picture or materials you prepared
- iii) Ask pupils to listen attentively the questions you read for them one by one and request them to give answers. Answers are individual, not in chorus.
- iv) Ask pupils to repeat the correct answers on materials used to write.
- v) In the front of the classroom, show and support pupils to name all the writing materials.



Answers to activity 1.1.1

1. The pupils are writing.
2. They are writing using pens and notebooks.
3. Other materials to use for writing are chinks, chalkboards, papers and pencils.

As conclusion, tell pupils that all these school items like pens, pencils, notebooks, chalkboard, chinks, and papers, are used to write. They are called **writing materials**.



Guidance to the application activity 1.1.1

- i) Put different materials in front of the class on the teacher's table.
- ii) Ask pupils to come one by one in the front of the classroom, take writing materials on the table and give their names.
- iii) Allow many pupils (boys and girls) to participate in this activity.



Answers to the application activity 1.1.1

Writing materials: Pens, pencils, notebooks, chalkboard, chalks, papers.

1.1.2. Drawing materials

a) Learning objectives

List the materials used for drawing in school.

b) Teaching and learning resources

Pen, chalkboard, pencil, chalk, coloring brush when painting, paper, notebook, books

c) Activities' guidance and answers



Guidance on the activity 1.1.2

- i) Ask pupils to observe the picture or materials you prepared in advance.
- ii) Ask pupils to listen attentively the questions you read for them one by one and request them to give answers. Answers are individual, not in chorus.
- iii) Tell pupils to repeat many times correct answers on materials used to draw.
- iv) Tell pupils that they are going to use drawing materials to draw and color their drawings
- v) Guide pupil to draw a coloring pencil on a paper and paint it with different colors
- vi) Move around the classroom to see pupils' progress
- vii) Call all pupils to show up their drawings and tell the color of the drawn color pencil



Answers to activity 1.1.2

1. The pupils are drawing.
2. They are drawing using pencils and notebooks.
3. Other materials to use when drawing are pencils, papers, rubbers, sharpeners and coloring brush when painting.
4. Pupil draw coloring pencil and say the color of pencils drawn.

As conclusion, tell pupils that pencils, notebooks, papers, rubbers, sharpeners are school materials used to draw. They are called **drawing materials**.



Guidance on the application activity 1.1.2

- i) Put different materials in front of the class on the teacher's table.
- ii) Ask pupils to come one by one in the front of the classroom, take drawing materials on the table and give their names.
- iii) Allow all pupils to participate in this activity.



Answers to the application activity 1.1.2

Pencils, notebooks, papers, rubbers, sharpeners, coloring brush when painting.

1.1.3. Reading materials

a) Learning objectives

List the school reading materials.

b) Teaching and learning resources

Papers and books.

c) Activities' guidance and answers



Guidance on the activity 1.1.3.

- i) Ask pupils to observe the picture or materials you prepared.
- ii) Ask pupils to listen attentively the questions you read for them one by one and request them to give answers. Answers are individual, not in chorus.
- iii) Ask pupils to repeat correct answers on materials used to write.
- iv) In the front of the classroom show and name all drawing materials.



Answers to activity 1.1.3

1. Pupils are reading.
2. They are reading a book.

As conclusion, tell pupils that all books and papers are **reading materials**.



Guidance to the application activity 1.1.3

- i) Put different materials in front of the class on the teacher's table.
- ii) Ask pupils to come one by one in the front of the classroom, take drawing materials on the table and give their names.
- iii) Allow many pupils (boys and girls) to participate in this activity.



Answers to the application activity 1.1.3

Reading materials are papers and books.

1.1.4. Time telling and time reminding materials

a) Learning objectives

List school time telling item and time reminding items.

b) Teaching and learning resources

Teacher's guide, pupil's book, clock, pictures of a bell.

c) Activity guidance and answers



Guidance on activity 1.1.4.

- i) Tell pupils to observe the picture and answer the questions.
- ii) Involve all pupils in all activities without any bias and consider gender balance in forming the groups.



Answers to activity 1.1.4

1. They are reading the time on clock.
2. Yes, there is a clock in the classroom.
3. The clock is used to tell the time.



Guidance to application activity. 1.1.4

- Read questions and ask pupils to give answers
- Allow many pupils (boys and girls) to participate in this activity.



Answers to the application activity 1.1.4

- 1) A clock tells time.
- 2) Bells and alarms remind us of the time.

As conclusion, tell pupils that clocks they are materials that tell us time. Those that remind us of the time are called **time reminding materials**.

1.1.5. Storage materials

a) Learning objectives

List storage materials at school or materials you prepared.

b) Teaching and learning resources

School bag, desks, cupboards and bookshelves.

c) Activity guidance and answers



Guidance on the activity 1.1.5

- i) Ask pupils to observe the picture.
- ii) Ask pupils to listen attentively the questions you read for them one by one and request them to give answers. Answers are individual, not in chorus.
- iii) Ask pupils to repeat correct answers on materials used to store school items many times.
- iv) In the front of the classroom show and name all storing materials.



Answers to activity 1.1.5

- i) Pupils are storing their school materials.
- ii) They are storing their books in a book shelf and in the school bags.

As conclusion, tell pupils that school materials are stored in desks, school bags and the bookshelf.



Guidance to the application activity 1.1.5

- i) Put different materials like dustbin, empty boxes, notebooks, pens, school bag, on the table in front of the class.
- ii) Ask pupils to observe and identify storing materials.
- iii) Tell pupils that you are going to store these materials in different containers accordingly.
- iv) Invite pupils to participate in the activity and store all materials you put on the table in a right place.
- v) At the end, congratulate pupils for the work done.



Answers to the application activity 1.1.5

Pupils will name the school bag, cupboard, desks, shelf and practice to store the materials.

1.1.6. Cleaning materials

a) Learning objectives

List cleaning materials

b) Teaching and learning resources

Teacher's guide, pupil's book, soaps, water, duster, broom, basins.

c) Activities' guidance and answers



Guidance on the activity 1.1.6

- i) Involve all pupils in all activities without any bias and consider gender balance in forming the groups.
- ii) Start by asking pupils questions about school materials.
- iii) Allow many pupils to answer the question.
- iv) Ask pupils to observe the pictures 1 and 2.
- v) Ask pupils to listen attentively to the questions and give answers. Answers are individual.
- vi) Ask pupils to repeat many times correct answers on materials used to clean the classroom.

- vii) In the front of the classroom show and name all cleaning materials.
- viii) Put on the desk in front of the class different cleaning materials
- ix) Invite pupils to tell the when the specific material is used to clean
- x) Tell the pupils that you are going to clean their desks using a wet tissue
- xi) Tell pupils to follow the processes of cleaning a desk or table and clean their desks
- xii) Remember to tell pupils to be careful while using wet thing so they do not make themselves wet too.



Answers to activity 1.1.6

1. Pupils are cleaning their classroom.
2. They are using water, soaps, a duster, a broom, basins and a mopping rag to clean the classroom.

As conclusion, tell pupils that school materials used to clean the classroom are called **cleaning materials**. These materials are water, soap, duster, broom, basins and mopping rag.



Guidance to the application activity 1.1.6

- i) Put different materials in front of the class on the teacher's table.
- ii) Ask pupils to come one by one in the front of the classroom, take cleaning materials and give their names.
- iii) Allow many pupils to participate in this activity.
- iv) Ask pupils to clean windows, desks, chalk boards, and other things.
- v) Supervise this activity.



Answers to the application activity 1.1.6

1. Duster, broom, basins, soap, water, mopping rag.
2. Teacher should guide students while cleaning the classroom.

1.2 Home materials and their uses

1.2.1. Kitchen materials and dining materials

a) Learning objectives

List kitchen and dining materials.

b) Teaching and learning resources

Pupil's book, teacher's guide

c) Activities' guidance and answers



Guidance on the activity 1.2.1

- i) Ask pupils to observe the pictures or materials used.
- ii) Ask pupils to listen attentively the questions you read for them one by one and request them to give answers. Answers are individual, not in chorus.
- iii) In the front of the classroom show and name all the kitchen and dining materials in the picture.



Answers to activity 1.2.1

1. In pictures a, b, and c people are preparing food.
2. They are using cooking pots, knives, spoons.
3. Other kitchen materials are saucepan, cups, dishes, pestle, mortar, calabash bowl and others.
4. When eating people are using spoons, forks, knives, plates and cups.



Guidance to the application activity 1.2.1

- i) Ask pupils to do the activity individually.
- ii) Ask pupils to list of kitchen and dining materials one by one.



Answers to the application activity 1.2.1

1. List of kitchen materials and dining: cooking pots, saucepan, spoons, cups, dishes, pestle, mortar, calabash, bowl
2. When I am eating I use spoons, forks, plates.

1.2.2. Sitting room materials

a) Learning objectives

List sitting room materials.

b) Teaching and learning resources

Pupil's book, teacher's guide, chairs, table, others.

c) Activities' guidance and answers



Guidance on the activity 1.2.2

- i) Ask pupils to observe the pictures or materials you prepared in advance.
- ii) Ask pupils to listen attentively the questions you read for them one by one and request them to give answers. Answers are individual, not in chorus.
- iii) Ask pupils to repeat many times the correct names of sitting materials.



Answers to activity 1.2.2

1. People are sitting in the sitting room.
2. In the sitting room there are chairs, a table, a television, a cupboard, a vase with flowers.
3. Other materials we can find in sitting room are a mat, curtains, sofa or couch.

As conclusion, tell pupils that sitting materials are chairs. Sometimes a television, a cupboard, a vase with flowers, tables and a clock are in the sitting room.



Guidance to the application activity 1.2.2

- i) Ask pupils one by one in the front of the classroom, to answer the questions.
- ii) Allow many pupils to participate in this activity.



Answers to the application activity 1.2.2

1. Chairs, mats
2. A television, a cupboard, a table, a radio and other items.

1.2.3. Bedroom materials

a) Learning objectives

List of bedroom materials

b) Teaching and learning resources

Pupil's book, teacher's guide

c) Activities' guidance and answers



Guidance on the activity 1.2.3

- i) Ask pupils to observe the picture or materials you prepared.
- ii) Ask pupils to listen attentively the questions you read for them one by one and request them to give answers. Answers are individual, not in chorus.
- iii) Ask pupils to repeat correct answers on materials in the bedroom.



Answers to activity 1.2.3

1. The child is sleeping.
2. The child is sleeping in the bedroom.
3. In the bedroom of the child, there are bed, covers, table, mosquito net, mattress.

As conclusion, tell pupils that in the bedroom there are bed, mattress, covers and mosquito net. They are bedroom materials.



Guidance to the application activity 1.2.3

- i) Ask pupils the questions one by one.
- ii) Allow all pupils (boys and girls) to participate in this activity.



Answers to the application activity 1.2.3

1. Cupboard, mirror, others.
2. Mosquito net, bedroom, mattress, others.

1.2.4 Home storing materials

a) Learning objectives

List home storage materials.

b) Teaching and learning resources

Pupil's book, teacher's guide

c) Activities' guidance and answers



Guidance on the activity 1.2.4

- i) Ask pupils to observe the picture or materials prepared.
- ii) Ask pupils to listen attentively the questions you read for them one by one and request them to give answers. Answers are individual, not in chorus.
- iii) Ask pupils one by one to repeat correct answers on materials used to store materials.



Answers to activity 1.2.4

1. I see a child putting seeds in
 - a) A bag,
 - b) A child who is getting water,
 - c) A child who is pouring water in a pot,
 - d) A vacuum flask, a cup, a child who is drinking,
 - e) A child who is hanging clothes,
 - f) A man who is storing clothes in a suitcase'
2. People keep clothes in cupboards, water in a basin and in jerrycans, tea in a vacuum flask and seeds in bags.



Guidance to the application activity 1.2.4

- i) Ask pupils to do the activity individually.
- ii) Read application activity and allow pupils to give answers.
- iii) Allow all pupils to give answers.



Answers to the application activity 1.2.4

a) Sack, b) plastic can, c) pot d) vacuum flask, e) cupboard f) bag

1.2.5. Home cleaning materials

a) Learning objectives

List home cleaning materials.

b) Teaching and learning resources

Pupil's book, teacher's guide

c) Activities' guidance and answers



Guidance on the activity 1.2.5

- i) Ask pupils to observe the pictures or materials you prepared.
- ii) Ask pupils to listen attentively the questions you read for them one by one and request them to give answers. Answers are individual, not in chorus.
- iii) Ask pupils to repeat correct answers on materials used to write many times.
- iv) In the front of the classroom show and name all home cleaning materials (real materials or pictures).



Answers to activity 1.2.5

1. The children are cleaning the house.
2. They clean using water and soap, sponges, a basin, bucket and broom.
3. Other home cleaning materials are dustpan, toilet brush, bucket, and others.

As conclusion, tell pupils that home cleaning materials include soap, water, basin, broom, basin, sponges.



Guidance to the application activity 1.2.5

- i) Read the application activity and ask pupils to answer.
- ii) Ask pupils to come one by one in the front of the classroom and give answers.
- iii) Allow all pupils to participate in this activity.



Answers to the application activity 1.2.5

Home cleaning materials we use to clean the house are soap, water, basin, broom, basin, sponges, and others.

1.3. End of unit assessment 1



I. Guidance to end of unit assessment 1

- i) This assessment will be done individually.
- ii) Encourage all the pupils to participate.
- iii) Remind all pupils to answer all questions.
- iv) Read questions to pupils and let them to give answers.
- v) Listen to the pupils when they are answering and give them marks.
- vi) Allow all pupils to participate in the activity.



II. Answers to end of unit assessment 1

A. Knowledge and understanding

1. b
2. b
3. c
4. b
5. a) pencil; b) broom; c) bag

B. Skills

6. b
7. b
8. b
9. a

C. Attitudes and values

10. b
11. c
12. 1-c; 2-d; 3-a; 4-b.

1.4. Additional activities

A. Remedial activities

1. List different groups of school materials.
2. List different groups of home utensils and tools
3. Give five examples of home materials.
4. State 3 groups of home materials and their uses.
5. State 2 materials that are used to clean home materials.

Answers to remedial activities

1. **School materials include:** writing materials, drawing materials, reading materials, storage materials, time telling materials and cleaning materials.
2. **Home utensils and tools include:** garden tools, kitchen utensils, dining utensils, sitting/living room materials and bedroom materials.
3. Plates, water, chair, pot, saucepan.
4. Kitchen materials, garden materials and storage materials.
5. Soap, water.

B. Consolidation activities

1. Give 3 groups of home materials based on their uses.
2. List five school materials.
3. How can we keep the following materials clean?
 - a. Chalk board
 - b. Notebook
 - c. Jerrycan
4. List the uses of the following school materials: a. notebook, b. school bag, c. pen

Answers to consolidation activities

1. Kitchen materials, garden tools and storage materials.
2. Duster, cupboard, chalk, books, note book.
3.
 - a. Cleaning it
 - b. Covering it
 - c. Washing it
 - d. Cleaning it
4. a) is used in keeping notes b. where a student keeps documents. c. used in writing.

C. Extended activities

Questions	Answers
<p>1. Arrange the following tools according to their groups and their uses:</p> <p>Fork, cup, dish, mortar, pot, calabash bowl, broom, basket, mopping rag, hoe, small hoe, forked hoe, wheelbarrow, cupboard, small basket, spatula, knife, jerry can, basin, saucepan, chair, table, mobile phone, spade, pen, pencil, chalk board, chalk, coloured chalk, paper, note book, book, duster, school bag</p>	<p>1. Kitchen tools/utensils: Saucepan, pot, mortar, spatula</p> <p>2. Table tools: cup, fork</p> <p>3. Garden tools Small hoe, hoe, wheel barrow, spade.</p> <p>4. Storage materials: Cupboard, basket, school bag, jerry can, pot, small basket,</p> <p>5. School tools used in writing/ writing materials Chalk, coloured chalk, pen, pencils</p> <p>6. Tools used to write on. Chalk board, paper, note book.</p>
	<p>7. Tools used in studying book</p> <p>8. Cleaning/ hygiene materials basin, duster, mopping rag.</p>

2. List five school tools/materials

3. State 2 of the most important materials that are used to clean home materials.

Answers to extended activities

2. Duster, cupboard, chalk, books, note book.

3. Water and soap.

ICT TOOLS



i) Key unit competence

Pupils will be able to identify various ICT tools, their uses and use a radio and a television effectively

ii) Key vocabulary words

radio telephone television listening calling watching
 channels electricity

iii) Prerequisites

At their homes, in the church and other places pupils see different ICT tools. They know them even though they may not know their names and their uses.



Introductory activity and guidance

A. Guidance on the introductory activity

- i) As a teacher introduce the unit by showing different ICT tools such as television, radio, speaker, smart phone. Where there are no real tools use images.
- ii) Ask pupils where they find those tools, and generally what they are used for.
- iii) Tell pupils to name each tool in the image and its use. They should also identify the ones they have at home.
- iii) Help pupils discover the common name for those tools, which is the unit name.

B. Possible answers to the introductory activity

1. The tools in the pictures are: earphone, speaker, smart phone, television.
2. Guidance: pupils identify among the pictures of the tools the ones they have at home.
3. All the tools can be called ICT tools.

iv) Addressing cross cutting issues

- **Environmental and sustainability:** Tell the pupils that they must avoid disposing off badly the e-waste and emphasize the importance of proper disposal of electronic devices like batteries or broken radios.
- **Financial education:** Encourage pupils to switch off ICT tools when not in use so as to use well the electricity.

v) List of lessons

No	Lesson title	Learning Objectives	Number of periods: 10
1	Names of ICT tools	Identify and name various ICT tools,	2
2	Uses of ICT tools	Identify the use of each learned ICT tools	2
3	Using a radio	Demonstrate how to operate a radio by switching to different radio stations	2
4	Using a television	Demonstrate how to turn on a television and navigate channels	2
5	End of unit assessment		2

Guidance on different lessons

2.1. Names of ICT tools

a) Learning objectives

Identify and name various ICT tools,

b) Teaching and learning resources

- ICT tools: radio, television, computer, smart phone, loud speaker, microphone, XO laptop, television
- Where real objects are not available, use the images of those objects or use the available real objects and images

c) Activities guidance and answers



Guidance on the activity 2.1

- Start the lesson by showing real objects or images of a radio, loud speaker, microphone, smart phone, computer which are in the activity. You can also use a projector to show those images. in case of lack of concrete materials use pictures.

- ii) Let pupils identify the tools they have at home, those they see in churches, those they see at school, etc.
- iii) Guide pupils so that they give the names of the ICT tools (Tools were displayed and shown from projector).
- iv) Let them name other ICT tools that are not in the picture.
- v) Help pupils play a game in which every learner has an ICT tool name as his/her name. They then answer the question “Who are you” by saying the ICT name they took.
- vi) To summarize the lesson let pupils give examples of ICT tools

Note that for better remembering the lesson title and different ICT tools, it is good to make pupils repeat them many times.



Answers to the activity 2.1

1. Pupils state the ICT tools they see at home including radio and television, telephone.
2. Pupils state the ICT tools they see at school including computers, speaker, etc.
3. The names of the ICT tools are: a. Radio, b. Loudspeaker, c. Microphone, d. television, e. Computer, f. telephone
4. Other ICT tools may include projector, router, camera, robots, etc.



Guidance on the application activity 2.1

- i) The application is going to be done in class. Tell pupils that they are going to do an application activity.
- ii) Read all the questions and make sure that pupils understand what is asked.
- iii) Read the first question and let pupils answer it. Read the other questions one by one and let pupils answer each one.



Answers to the Application activity 2.1

- 1) These are not ICT tools: bed, cup, chair
- 2) Two examples of ICT tools: Radio, television
- 3) The ICT tool shown is a microphone.

2.2. Uses of ICT tools

a) Learning objectives

Identify the use of each learned ICT tools

b) Teaching and learning resources

Real ICT tools namely radio, television, smart phone, projector, computer

c) Activities guidance and answers



Guidance on activity 2.2

- i) Show the different images in which people are using different ICT tools.
- ii) Let pupils tell the different ICT tools they see in the pictures
- iii) Ask pupils the use of an ICT tool that is illustrated in each image. For every use of an ICT tool, reformulate it well and make pupils repeat it.
- iv) Ask pupils to give the uses of ICT tools. What the pupils give will serve as the lesson summary.
- v) Make sure that pupils give many uses of ICT tools and not just those mentioned in the Student Book.



Answers to the activity 2.2

1. The ICT tools in the pictures are: radio, computer, telephone.
2. They are listening to music, they are using a computer and calling using a telephone.
3. A computer is used for learning at school. A radio is used for listening to the news. A telephone is for calling other people.
4. A loudspeaker and a microphone are for making the voice louder, a television is for watching the news.



Guidance on the Application activity 2.2

Application activity 2.2 will be done in class.

- i) Write the questions and let pupils answer them. Provide positive reinforcement for good answers.

- ii) For the third question, you may show the images of the ICT tools (television, computer, microphone) and ask pupils to say their uses



Answers to the Application activity 2.2

- 1) A radio is used for listening to the news.
- 2) The ICT tool used for calling is a telephone.
- 3) Television: It is used for watching movies or the news.

Computer: At school it is used for learning. In other places like in offices it is used for doing work.

Loud speaker: It makes music and voices louder so that many people can listen.

Microphone: It makes the voice louder so that many people can hear.

2.3. How to use ICT tools

2.3.1. Using a Radio

a) Learning objectives

Demonstrate how to operate a radio by switching to different radio stations

b) Teaching and learning resources

Radio, dry cells, electric radio. In case there is no radio to use, use a projector to show a radio which is being used.

c) Activities guidance and answers



Guidance on the activity 2.3.1

- i) Let pupils observe the images of a radio being operated (as in activity 2.3.1). The images in the activity 2.3.1 in the pupil's book can be replaced by a video or other images that can be shown using a projector
- ii) For each image, guide pupils so that they discover what is being done and let them tell what to do to operate a radio in relation to that image observed
 - Let pupils operate the battery radio as demonstrated in the images.
- iii) Provide an electric radio and show them how to use it
 - Let some pupils imitate your demonstration using that radio.

Note that if pupils cannot describe what is being done, you may help them formulate good sentences. Also if a radio cannot be found, do a demonstration by using projected video.

iv) Help pupils do a summary of the steps to operate a radio by asking them to say the step shown in every image.



Answers to the activity 2.3.1

- 1) The ICT tool in the pictures is a radio.
- 2) The child is using a radio: first by fixing well the dry cells, then switching on then tuning to different radio stations
- 3) We use a radio by putting in dry cells (batteries) or connecting it to the electricity then switching it on and tuning to the radio stations.
- 4) Pupils practice using a radio.



Guidance on the application activity 2.3.1

- i) The application activity 2.3.1 is going to be practical. Invite one pupil to come and practice switching on a radio.
- ii) Ask the pupil what he/she is going to start with. The pupil must first check if the batteries put in right or that the radio is well connected to the power supply.
- iii) The pupil switches on the power button. Make sure the pupil explains what he/she is doing.
- iv) Now the pupil changes the radio channels. Also the pupil explains what he/she is doing.
- v) Invite another pupil to come and practice using a radio.
- vi) Find another channel and make pupils switch to it.
- vii) Make the whole class state the steps to switch on a radio.



Answers to the application activity 2.3.1

- 1) The pupil switches on the radio
- 2) The pupil uses the Tune button to switch to Radio Rwanda
- 3) The pupil switches to another channel.

2.3.2. Using a television

a) Learning objectives

Demonstrate how to turn on a television and change the channels.

a) Teaching and learning resources

Television, computer (with internet connectivity) and projector. In case they are not available, use images of a television. The projector and computer are to be used to show how to use a television.

a) Activity guidance and answers



Guidance on the activity 2.3.2

- i) Show images of a television and ask pupils if they know it and what it is used for.
- ii) Show an image of a child using a radio as shown in the activity 2.3.2. Alternatively you can show a video illustrating how to use a television.
- iii) In every image (image a to d) as the pupil what the child is doing and the materials they see in the image.
- iv) Guide pupils to name the steps to use a television.
- v) Invite some pupils to come and operate a television. Guide and help them where they hesitate. Pupils will operate the television by plugging it in the power socket, using the stabilizer, switching the television on, changing the channels and adjusting the volume.
- vi) Guide pupils so that they make a summary of the lesson by stating how to use a television.

Note that in case a television cannot be found you can do a demonstration using a video that you will display, so that pupils see the steps to operate a television.



Answers to the activity 2.3.2

- 1) The ICT tool in the picture is a television.
- 2) The child is switching on a television.
- 3) It uses electricity.
- 4) Guidance: Tell pupils to do the steps shown in the images.



Guidance on the application activity 2.3.2

This is a practical activity which will be conducted in class. It requires the use of a television.

- i) Inform pupils that they are going to practice how to use a television.
- ii) Let pupils think about how to use a television.
- iii) Invite different pupils to come and connect the television, switch it on and change the channels.
- iv) Pupils state the steps to use a television.



Answers to the application activity 2.3.2:

- 1) One or many pupils connect a television to the power source
- 2) Now a pupil switch on the television using the power button or using a remote
- 3) Using a remote or the television buttons, pupils change the channels

2.4. End unit assessment 2



I. Guidance on end of unit assessment

The end unit assessment will be done in class and will include practice. The questions can be written on the blackboard or every learner can be given a question paper in which next to a tool there is an image or diagram to facilitate understanding.

- i) Tell pupils that they are going to do the end of unit assessment. Also in less than 5 minutes make them orally recall what they learned in the unit.
- ii) Write the questions, read each question and individually pupils answer in their exercise book.
- iii) For practical questions (question 4&5) provide those ICT tools. Every learner is then invited to come and operate the ICT tools.
- iv) As pupils answers the questions, record their performance.
- v) Provide remedial, consolidation and extended activities depending on pupils performance.



II. Answers to the end of unit assessment

Knowledge and understanding

- 1) b) Water 2) a) Radio

Skills:

- 1) b) Connect it to the power 2) b) Change channels

Attitudes and values:

- 1) b) Making them last longer and work well
2) d) They help pupils find information and use computers

2.5. Additional activities

Remedial Activities

1. Which tools are not ICT tools in these?
- Radio - Bed - Computer - Chair - Television
2. Answer by Yes or No
 - a) A telephone is an ICT tool. (Yes or No?)
 - b) A banana is an ICT tool. (Yes or No?)
 - c) A radio is used for listening. (Yes or No?)
 - d) A television is used for sleeping. (Yes or No?)
3. Fill these sentences with these words: Listening, calling, school, watching
 - a. A radio is for _____.
 - b. A telephone is for _____.
 - c. A computer is used at _____.
 - d. A television is for _____.

Answers to remedial activities

1. Tools that are not ICT tools: Bed, chair
2.
 - a) A telephone is an ICT tool: Yes
 - b) A banana is an ICT tool: No
 - c) A radio is used for listening: Yes
 - d) A television is used for sleeping: No
3. a. Listening b. Calling c. School d. Watching

Consolidation activities

- 1) Answer by True or False:
 - a) A radio is used for watching a movie. (True / False)
 - b) A computer is used for cooking. (True / False)
 - c) A television is an ICT tool. (True / False)
 - d) A microphone is used to make voices louder. (True / False)
- 2) Which ICT tool is used at school?
 - a) Spoon b) Computer c) Bed
- 3) Which ICT tool is used for calling?
 - a) Television b) Microphone c) Telephone

- 4) Switch on a radio and change the channel to Radio Rwanda.
- 5) Switch on a television and change the channel to RTV.

Answers to the consolidation activities

- 1) Answer by True or False:
 - a) False
 - b) False
 - c) True
 - d) True
- 2) b) Computer
- 3) c) Telephone
- 4) Pupils (individually) switch on a radio and tune to Radio Rwanda
- 5) Pupils switch on a television and change the channel to RTV

Extended activities

- 1) Switch on a television and change channels using a remote control
- 2) Put these words in two groups: Radio, Bed, Microphone, Spoon, Computer, Chair,

<i>Group 1: ICT tools</i>	<i>Group 2: Other objects</i>

Explain how a television is different from a computer

- 3) How is a telephone similar to a microphone?
- 4) Draw the ICT tools that are used at home.
- 5) Apart from calling what can smartphones do?

Answers to the extended activities

- 1) Pupils switch on a television and change using a remote control
- 2)

<i>Group 1: ICT tools</i>	<i>Group 2: Other objects</i>
Radio, microphone, computer	Bed, spoon, chair

A television broadcast what it receives from a TV station or plays a media (songs, video) while a computer can play a media (songs and video) and many other tasks such as writing, calculating in a spreadsheet, depending on the programs installed on it

- 3) Both a telephone and microphone receive a voice from someone speaking, meaning that even a telephone has a microphone inside.
- 4) Pupils draw tools such as radio, television

WATER



i) Key unit competence

Pupils will be able to name where water comes from and why water is important.

ii) Key vocabulary words

well	river	lake	tap	clean dirty
drinking	cooking	washing	watering	

iii) Prerequisite

Pupils will learn better the sources and uses of water as they already have a basic understanding of the environment. They should recognize common items in their surroundings like rivers, rain, wells.

They should also be familiar with simple words related to nature and home life, such as water, rain, tap, bucket, cup, drink, wash.



Introductory activity 3 and guidance

A. Guidance on the introductory activity

- Ask pupils to observe the picture in their pupil's book.
- Read for them the question related to the picture and allow them to give answers.

B. Possible answers to introductory activity

- a. A river b. A lake c. A boy from getting water and girl going to draw water / ground water d. A house, a water tank and rain.

iv) Cross-cutting issues

a) Environment and sustainability

- Help pupils understand the importance of protecting water sources (e.g., rivers, wells, tanks).
- Teach them not to throw rubbish into or near water sources.
- Encourage saving water and using it responsibly.

b) Gender education

- Show that both boys and girls are responsible for fetching water, cleaning, and using water wisely.
- Promote equal participation in class activities about water.

c) Peace and value education

- Use activities that promote cooperation when using or fetching water.
- Encourage respect and sharing when using water materials or role-playing home/school water use.

d) Inclusive education

- Ensure that all pupils, including those with disabilities, can participate in activities related to water. For example, when drawing pictures of water use, allow different forms of expression (drawing, speaking, showing with objects).

v) List of lessons

	Lesson title	Learning objectives.	Number of periods: 10
1	Sources of water	<ul style="list-style-type: none">- List the sources of water- Show interest in knowing where water comes from.	2
2	Types of water	List the types of water	2
3	Importance of water	<ul style="list-style-type: none">- Give importance of water- Wash the handkerchief properly.	2
		Exercises/activities on the content	2
4	End of Unit Assessment	To assess the competences of pupils	2

Guidance on different lessons

3.1. Sources of water

a) Learning objectives

List the sources of water

b) Teaching and learning resources:

Teacher's guide and pupil's book

c) Activity guidance and answers



Guidance on activity 3.1

- i) Start the lesson by welcoming pupils to the new lesson.
- ii) Involve all pupils in all activities without any bias and consider gender balance in forming the groups or in asking questions.
- iii) Each activity is done individually.
- iv) Give pupils' books to the pupils.
- v) Tell pupils to look at the pictures or use real materials.
- vi) Read questions and let pupils give answers.
- vii) Allow pupils to show sources of water in the pictures many times.



Answers to activity 3.1

1.
 - a. House, Rain and water tank
 - b. River with dirty water
 - c. A child getting water from a tap
 - d. A group drawing water from the ground
2. Yes.
3. Tell pupils that river, rain, and tap all are **Sources of water**. Other sources of water are Well/ Ground water, lake, ocean, stream.

As conclusion, tell pupils that there are many sources of water: Rain, well/ground water, stream, river, lake, ocean, tap.



Guidance to the application activity 3.1

- i) Read application activity
- ii) Ask pupils to give answers individually.
- iii) Allow all pupils to give answers.



Answers to the application activity 3.1

1. Sources of water are tap water, rain water, river, well and/or lake.
2. Rain water is stored in a tank.

3.2. Types of water

a) Learning objectives.

List the types of water.

b) Teaching and learning resources

Teacher's guide, pupil's book, real clear and dirty water, glasses or transparent bottles.

c) Activities' guidance and answers



Guidance on the activity 3.2

- i) Give pupils' book to the pupils.
- ii) Tell pupils to look at the pictures or use real materials.
- iii) Read questions and let the pupils give answers.
- iv) Ask the pupils to show dirty and clean water in the pictures.



Answers to activity 3.2

1. Picture A and Picture B both show a child getting water.
2. One child is getting water from the tap and the other child is getting water from the well.
3. Water from the tap is clean. Water from the well is dirty.

As a conclusion, tell the pupils that there are 2 types of water: clean water and dirty water.



Guidance to the application activity 3.2

- i) Read application activity
- ii) Ask pupils to do the activity pair and give answers.



Answers to the application activity 3.2

1. At home we fetch clean water from the tap (tap water).
2. Rain water is clean.

3.3. Importance of water

a) Learning objectives

Teach the importance of water.

b) Teaching and learning resources

Teacher's guide and pupil's book

c) Activities' guidance and answers



Guidance on activity 3.3

Tell pupils to look at the pictures and answer the questions. This activity is individual.



Answers to activity 3.3

1. People are collecting and using water.
2. b. cooking food c. watering plants d. Drinking e. washing clothes
3. Other uses of water: washing the body, cleaning food and other materials

As a conclusion, tell pupils that water is important. It is used in cooking food, watering plants, washing the body and washing clothes, cleaning food and other things



Guidance to the application activity 3.3

- i) Read application activity to pupils
- ii) Ask pupils to do the activity pair.



Possible answers to the application activity 3.3

In my community we use water to drink, to wash our bodies, to wash clothes, to clean materials, to clean food (fruits, vegetables, potatoes or to cook food).

3.4. End of unit assessment 3



I. Guidance on end of unit assessment

- i) This assessment will be done individually.
- ii) Encourage all the pupils to participate.
- iii) Read questions to pupils and let them give answers.
- iv) Listen the pupil when they are answering.



II. Answers to the end of unit assessment 3

A. Knowledge and understanding

1. c
2. b
3. b
4. a
5. a. rain;
b. clean;
c. cooking

B. Skills

6. b
7. c
8. b

C. Attitudes and values

9. c
10. a

3.5. Additional activities

A. Remedial activities

1. What do your parents use when they are washing your clothes?
2. List 2 types of water and two examples on each type.

Answers

1. Water and soap
2. Clear/Clean water and dirty water.

Examples of clean water: Tap water, treated water

Example of dirty water: Rainwater, lake water

B. Consolidation activities

1. Give 4 natural sources of water.
2. Give 2 activities you do by using water.

Answers

1. Rain, lakes, rivers, well, stream
2. Cooking, washing clothes, watering plants, cleaning foods

C. Extended activities

1. Describe various sources of water.
2. Explain the uses of water.

Answer to extended activity

1. **Sources of water are:** Taps, rivers, lakes, ground (ground water) and rainfall
2. Water is important and used for: Drinking (drinking water), washing clothes, watering plants, washing our body and cleaning fresh food and fruits.

ANIMALS



i) Key unit competence

Pupils will be able to identify domestic, wild and aquatic animals and their importance.

ii) Key vocabulary words

cows	goats	hens	rabbits	wild	eggs	milk
manure	meat	forest	mountains	fish	lake	ocean

iii) Prerequisite

Before learning about domestic and wild animals, primary one pupil should already be able to identify common animals in their environment, such as a cow, dog, cat, bird, or goat.



Introductory activity 4 and guidance

A. Guidance on the introductory activity

- Ask pupils to look at the picture in their pupil's book.
- Read for them the question related to the picture and allow them to give answers.

B. Possible answers to introductory activity

1. In the picture there are many different animals.
2. Cows and a hen live with people. Elephants, hyppopotanus, crocodile, buffalo and fish do not live with people.

iv) Cross-cutting issues

a) Environment and sustainability

- Help learners understand that wild animals live in forests, parks, or water bodies, and that we should protect their homes (habitats).
- Teach pupils not to hurt or chase animals, and to keep the environment clean so animals can live safely.

b) Peace and values education

- Encourage respect for all living things, and show that animals should be treated with care, just like people.

c) Inclusive education

- Make sure every child can participate in naming animals and talking about them, including learners with different abilities or backgrounds.
- Use visuals, gestures, or real-life examples to support learners who may need extra help understanding animal names or sounds.

v) List of lessons

	Lesson title	Learning objectives	Number of periods: 10
1	Domestic animals and their importance	<ul style="list-style-type: none">- Identify domestic animals.- Give the importance of domestic animals.- Difference between domestic and wild animals	2
2	Wild animals and their importance	<ul style="list-style-type: none">- Identify wild animals- Give importance of wild animals- Help protect animals in their homes, water, and forests.	2
3	Aquatic animals	<ul style="list-style-type: none">- Identify aquatic animals- Give importance of aquatic animals	2
		Exercises/activities on the content	2
4	End of Unit Assessment	To assess the competences of pupils	2

Guidance on different lessons

Types of animals and their importance

4.1. Domestic animals and their importance

a) Learning Objectives

- List domestic animals.
- Give the uses of domestic animals.

b) Teaching and learning resources

Chart of domestic animals, Teacher's guide and pupil's book.

c) Activity guidance and answers



Guidance on the activity 4.1(a)

- Start the lesson by welcoming pupils to the new lesson.
- Involve all pupils in all activities without any bias and consider gender balance in forming the groups or in asking questions.
- Tell pupils to look at the pictures or use charts of animals.
- Read activity 4.1 questions and tell pupils to give answers.
- Ask pairs of pupils to share their answers.



Answers to activity 4.1 (a)

- Names of animals in the picture: a. cow b. goat c. sheep d. rabbit e. dog f. cat g. pig h) duck i) hens j) turkeys.
- These animals live with people are found at home or in farm.

As conclusion tell pupils that all these animals in the picture live with people or in the farms. They are called **domestic animals**.



Guidance on the activity 4.1 (b)

- Tell pupils to look at the pictures.
- Read activity 4.1(b) questions and tell pupils to give answers.



Answers to activity 4.1(b)

Domestic animals give us meat, eggs, milk, honey, manure or fertilizers, protect our homes.



Guidance to the application activity

- i) Read application activity to pupils and allow them to give answers.
- ii) Ask pupils to do the activity individually.



Answers to the application activity 4.1

1. Name domestic animals found at my home: cow, goat, sheep, rabbit, dog, cat, pig, duck, hens, turkeys or none.
2. Name other domestic animals I see in my community: cow, goat, sheep, rabbit, dog, cat, pig, duck, hens, turkeys or none.
3. a. Cow, b. hen

4.2. Wild animals and their importance

a) Learning objectives

- List wild animals
- Learn about the importance of wild animals

b) Teaching and learning resources

Teacher's guide, pupil's book, visual teaching and learning materials like pictures of different wild animals: lion, elephant, giraffe, leopard, hyena, gorilla, zebra and other animals.

c) Activities' guidance and answers



Guidance on the activity 4.2 (a)

- i) Start the lesson by welcoming pupils to the new lesson.
- ii) Involve all pupils in all activities without any bias and consider gender balance in forming the groups or in asking questions.

- iii) Tell pupils to look at the pictures in the pupil's book or use charts of animals.
- iv) Read activity 4.2 questions and tell pupils to give answers.



Answers to activity 4.2 (a)

1. These animals are elephants
 - a) Gorillas
 - b) Giraffe
 - c) Hippopotamus
 - d) Butterfly
 - e) Zebra
 - f) Lion
 - g) Ants
 - h) Snake
 - i) Elephant
2. These animals do not live with people.
3. They live in forests or in bushes.

As conclusion tell pupils that all these animals that live in the forest, in the bush, or in water are called **wild animals**.



Guidance on activity 4.2 (b)

- i) Tell pupils to look at the pictures in the pupil's book or use charts of animals.
- ii) Read activity 4.2(b) questions and tell pupils to give answers.



Answers to activity 4.2 (b)

1. I see an elephant, zebras, giraffes and people in cars, monkey, antilope.
2. Yes, the people in the car are tourists. They are watching the animals.



Guidance to application activity 4.2

- i) Read the application activity to the pupils.
- ii) Ask pupils to do the activity individually.



Answers to the application activity 4.2

1. Wild animals live in the forests, on the mountains, in the bushes or in water like in lakes or in oceans

2.

Domestic animals	Wild animals
1.Cow	1.Gorillas
2.Goat	2.Snake
3.Hen	3.Zebra
4.Dog	4. Fish

3. Tourism in Rwanda is done in the national parks like Akagera, Nyungwe, Virunga.

4.3. Aquatic animals

a) Learning objectives

Learn the importance of aquatic animals.

b) Teaching and learning resources

Teacher's guide, pupil's book, visual teaching and learning materials like pictures of fishes.

c) Activity guidance and answers



Guidance on activity 4.3

- i) Start the lesson by welcoming pupils to the new lesson.
- ii) Involve all pupils in all activities without any bias and consider gender balance in forming the groups or in asking questions.
- iii) Tell pupils to look at the pictures in the pupil's book.
- iv) Read activity 4.3 questions and tell pupils to give answers.



Answers to activity 4.3

1. These animals are fishes.
2. They live in water like in lakes and oceans.

As a conclusion, tell pupils that fishes are aquatic animals. Fish give us meat to eat.



Guidance to the application activity 4.3

- i) Read the application activity to the pupils.
- ii) Ask the pupils to do the activity individually and give answers.



Answers to the application activity 4.3

1. In our country we find fish in lakes and in some rivers.
2. Crocodile, Hyppopotamus.

4.4 End of unit assessment 4



I. Guidance on end of unit assessment.

- i) This assessment will be done individually.
- ii) Encourage all the pupils to participate.
- iii) Read the questions to the pupils and let them give answers.



II. Answers to end of unit assessment 4

A. Knowledge and understanding

1. b
2. b
3. b
4. a
5. a-fish; b- cow; c-lion.
6. 1-c; 2-b; 3-a; 4-c; 5-a; 6-b.

B. Skills

7. b

8. b

9. a

C. Attitudes and values

10. b

11. c

12. 1-b; 2-c; 3-d; 4-a

4.5. Additional activities

A. Remedial activities

1. Give two examples of importance of wild animals and domestic animals.

Answers: See pupil's book under sub-headings 4.2.2 and 4.2.1.

B. Consolidation activities

1. Give at least 4 examples of wild animals.
2. Give 2 examples of domestic animals.

Answers:

1. Lion, zebra, elephant and hyena, others.
2. Cow, Goat, others.

C. Extended activities

Give the two main groups of animals. Give at least 7 examples for each group

Answers

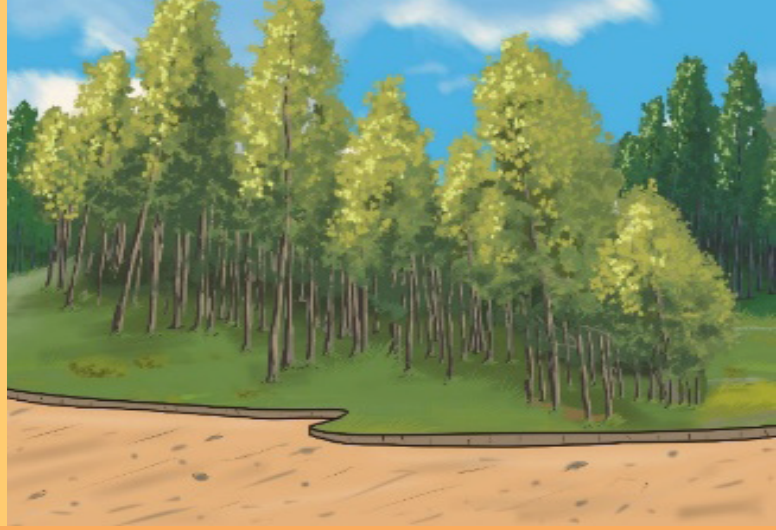
Domestic animal: These are animals that are kept at home

Wild animals: These are animals that live in forests, bush or water.

Examples of domestic animals: Cow, sheep, goat, rabbit, dog, pig, hen, donkey, turkey, duck.

Examples of wild animals: Lion, elephant, giraffe, leopard, hyena, gorilla, zebra, snake, fish, crocodile, monkey.

PLANTS



i) Key unit competence

Pupils will be able to name plants that people grow and plants that grow on their own.

ii) Key vocabulary words

Cultivated	banana	tomato	beans
maize	sorghum	Tea	coffee
avocado	sockets		

iii) Prerequisite

Pupils will learn better the plants when they have basic knowledge on the environment. Ask pupils about the plants that they see in the community where their school is located.



Introductory activity and guidance

A. Guidance on the introductory activity

1. Ask pupils to go out of the classroom and observe different plants and ask them questions. Allow pupils to give answers.
2. When you are back in the classroom, ask the pupils to look at the pictures in their pupil's book. Ask pupils to listen attentively the questions you read for them one by one and request them to give answers. Answers are individual, not in chorus..

B. Possible answers to introductory activity

1. Plants cultivated by people include banana plants, tomatoes, tree tomato, beans, maize, sorghum, eucalyptus, tea, coffee, pear, avocado, and others.

2. The plants in pictures a. and b. are cultivated by people.
3. No. The plants in pictures c. and d. are not cultivated by people.

iv) Cross-cutting issues

a) Environment and sustainability

- Help pupils understand the importance of taking care of plants and not damaging natural vegetation.
- Guide learners to observe how plants make the environment beautiful and why we should not cut trees unnecessarily.
- Encourage them to plant and water trees around the school or at home as part of good environmental behavior.

b) Peace and value education

- While learners work in groups during the outdoor plant observation activity, remind them to respect each other's ideas, share observations, and take turns speaking.
- Emphasize cooperation, patience, and care while working together and when handling living things.

c) Inclusive education

- Ensure that all pupils can participate in the outdoor observation activity, including those with physical or learning difficulties
- The teacher can assign study partners or adjust the task for learners who may not be able to walk far by showing them plants closer to the classroom or using illustrations.

v) List of lessons

	Lesson title	Learning objectives	Number of periods: 8
Types of plants			
1	Cultivated plants	Identify cultivated plants that are found in the community where the school is located	2

2	Non-cultivated plants (Natural vegetation)	Identify non-cultivated plants that are found in the community where their school is located	2
		Exercises/activities on the content	2
3	End of unit assessment	To assess the competences of pupils	2

Guidance on different lessons

5.1. Cultivated plants

a) Learning objectives

Identify cultivated plants that are found in the community where the school is located

b) Teaching and learning resources

Teacher's guide, pupil's book, audio visual teaching materials (plants that are where the school is located)

c) Activity guidance and answers



Guidance on activity 5.1

- i. Start the lesson by welcoming pupils to the new interesting lesson.
- ii. Involve all pupils in all activities without any bias and consider gender balance in forming the groups or in asking questions.
- iii. Give pupils' book to pupils or show them a picture.
- iv. Tell pupils to look at the pictures and answer the questions or use real objects or charts.
- v. Ask pupils to listen attentively the questions you read for them one by one and request them to give answers. Answers are individual, not in chorus.



Answers to activity 5.1

1. I see plants in the picture.
2. Tea plantation, bananas, tomatoes and tree tomatoes.
3. These plants are in the gardens of people.

As conclusion tell pupils that all these plants are grown by people. They are cultivated plants.



Guidance to application activity 5.1

- i) Read the application activity
- ii) Ask pupils to do the activity individually.



Answers to application activity 5.1

1. Possible answers: Plants around our school are banana plants, tomatoes, tree tomato, beans, maize, sorghum, eucalyptus, tea, coffee, pear, avocado and others.
2. Possible answers: Plants around our home are banana plants, tomatoes, tree tomato, beans, maize, sorghum, eucalyptus, tea, coffee, pear, avocado and others.

5.2. Non-cultivated plants (Natural vegetation)

a) Learning objectives

Identify non-cultivated plants that are found in the community where their school is located

b) Teaching and learning resources

Teacher's guide, pupil's book, visual teaching materials, real plants like East African couch grass (urwiri), siara tree (umusave), lion's ear (igicumucumu) and sweet basil (umwenya).

c) Activity guidance and answers



Guidance on activity 5. 2

- i. Ask pupils to look at the picture and answer the questions or use real objects or charts of plants.
- ii. Let pupils answer individually.



Answers to activity 5. 2

Plants a,b,c and d are non-cultivated plants (natural vegetation).

As conclusion tell pupils that there are 2 types of plants: cultivated plants and non-cultivated plants (natural vegetation).



Guidance to application activity 5.2

- i) Allow pupils to go out of the class and find non-cultivated plants
- ii) In the classroom allow pupils to present their findings.



Answer to the application activity 5.2

1. banana plant, avocado, beans and others.
2. Non cultivated plants: goat apple, black jack.

5.3. End of unit assessment 5



I. Guidance on end of unit assessment

- This assessment will be done individually.
- Encourage all the pupils to participate.
- Show a chart showing different images of plants.
- Ask pupils one by one to show cultivated plants and non-cultivated plants.



II. Answers to end of unit assessment 5

A. Knowledge and understanding

1. b
2. a
3. b
4. a
5. 1-Maize, banana; 2-tree

B. Skills

6. b
7. a

C. Attitudes and values

8. b
9. b

5.4. Additional activities

A. Remedial activities

1. Give any two examples of cultivated plants.
2. State two types of plants.

Answers:

1. Avocado tree, mango tree, others
2. Cultivated plants and non-cultivated plants

B. Consolidation activities

1. Give various examples of cultivated plants.
2. State an example of non-cultivated plants.

Answers

1. Answer: Bean plants, maize plants, sorghum, banana plant, tea tree, coffee tree, guava tree, avocado tree, others.
2. Wandering Jew (Uruteja), others.

C. Extended activities

Distinguish between cultivated plants and non-cultivated plants.

Answer:

Cultivated plants are planted. Non-cultivated plants are not planted, they are natural.



HUMAN BODY

i) Key unit competence

Pupils will be able to name main parts of the human body, state what they do, and keep them clean.

ii) Key vocabulary words

head	trunk	arms	legs	organs
eye	ear	tongue	skin	nose
see	hear	taste	feel	smell

iii) Prerequisite

Pupils will learn better the human body as they have already basic understanding of their body. Ask pupils think about their all external parts of their body.



Introductory activity and guidance

A. Guidance on the introductory activity

- Ask pupils to look at the picture in their pupil's book.
- Read for them the question related to the picture and allow them to give answers.

B. Possible answers to introductory activity

1. I see a standing girl in the picture.
2. The parts of the body: head, ears, mouth, hair, mouth, neck, nose, hands, fingers, legs, feet (pupils can show them in the picture or on their own bodies)

iv) Cross-cutting issues

a) Gender education

- Ensure that both boys and girls are equally involved in classroom participation (e.g., naming and pointing to body parts).
- Emphasize that all human bodies are important, regardless of gender.
- Avoid reinforcing gender stereotypes (e.g., “boys are stronger,” “girls are more careful”). Instead, promote equal abilities and respect.

b) Inclusive education

- Use pictures or classroom examples that represent pupils with different body parts and abilities.
- Adapt activities to support pupils with disabilities, such as using tactile learning for visually impaired pupils.
- Promote a classroom culture of respect and support for all pupils, regardless of learning differences.

c) Comprehensive sexuality education (CSE)

- Introduce the importance of personal hygiene and respecting private body parts using age-appropriate language.
- Teach that some parts of the body are private, and no one should touch them without permission.
- Reinforce the message that if a pupil feels sick, they should tell a trusted adult.

v) List of lessons

No	Lesson title	Learning objectives	Number of periods: 18
1	Main parts of human body	<ul style="list-style-type: none">- Identify and show the main parts of the human body- Draw and label main parts of the human body	2
2	Parts of the head	<ul style="list-style-type: none">- Name parts of the head and their use.- Draw and label parts of the head	2

3	Taking care of human body parts: Washing our body	<ul style="list-style-type: none"> - Explain ways of taking care of different parts of our bodies - Recognize and respect the body and what it does. - Practice the washing of the body 	2
4	Washing Hands	<ul style="list-style-type: none"> - Explain ways of taking care of our hands 	2
5	Brushing the teeth	<ul style="list-style-type: none"> - Explain ways of taking care of our teeth - Practice the brushing of teeth 	2
6	Cleaning Noses	<ul style="list-style-type: none"> - Explain ways of taking care of our Nose - Practice the cleaning of nose 	2
7	Doing sports	<ul style="list-style-type: none"> - Explain how doing sports help our body to be strong and healthy - Do simple exercises like jumping, stretching, or running. 	2
		<ul style="list-style-type: none"> - Exercises/activities on the content 	2
8	End unit assessment	<ul style="list-style-type: none"> - To assess the competences of pupils 	2

Guidance on different lessons

6.1. Main parts of human body

a) Learning objectives.

Identify and show the main parts of the human body.

b) Teaching and learning resources:

Teacher's guide, pupil's book, charts of the human body

c) Activity guidance and answers



Guidance on activity 6.1

Look at the picture in the pupil's book and answer the questions.



Answers to activity 6.1

1. I see a standing boy in the picture
2. The main parts of the human body are head, trunk, arms and legs

As conclusion tell pupils that the human body has 3 main parts. These parts are:

- Head,
- Trunk
- Hands and legs.



Guidance to the application activity 6.1

Ask pupils to stand up beside their desks.



Answers to the application 6.1

Instructions: “If I say the name of a main part of your body, you touch it quickly. If you do not succeed, you leave your place and go near the chalk board.” Do this many times.

6.2. Parts of the head

a) Learning objectives

Name parts of the head and their use.

b) Teaching and learning resources

Teacher’s guide, pupil’s book, charts of human organs.

c) Activity guidance and answers



Guidance on activity 6.2

- i) Start the lesson by welcoming pupils to the new lesson.
- ii) Involve all pupils in all activities without any bias and consider gender balance in forming the groups or in asking questions.
- iii) Tell pupils to look at the picture in the pupil’s book or use the charts of human body and answer the questions.



Answers to activity 6.2

a. Nose b. Tongue c. Eye d. Ear e. Mouth f. Hand

Role of each part:

- i) Nose: To smell and to breathe
- ii) Tongue: To taste
- iii) Eye: To see
- iv) Ear: To hear
- v) Mouth: to eat food, speak and to smile
- vi) Hand: to touch

As conclusion, tell pupils that nose, tongue, eye, ears, mouth are parts of the head.



Guidance to the application activity 6.2

Ask pupils to stand up beside their desks



Answer to the application activity 6.2

Instructions: Say, “If I tell you the name of part of the head, you touch it quickly. If you do not succeed, you leave your place and go near the chalk board”. Do this many times.

6.3. Taking care of the human body

6.3.1. Washing our body

a) Learning objectives

Explain ways of taking care of different parts of our bodies.

b) Teaching and learning resources

Teacher’s guide, pupil’s book, pictures showing the main parts of the human body (head, trunk, arms and legs) water, a basin, and soap.

c) Activity guidance and answers



Guidance on activity 6.3.1

- i) Start the lesson by welcoming pupils to the new lesson.
- ii) Involve all pupils in all activities without any bias and consider gender balance in forming the groups or in asking questions.
- iii) Ask pupils to answer questions related to the human body.
- iv) Ask pupils to observe and touch different pictures showing how to clean the human body in general, and how to clean their own bodies specifically.
- v) Read activity 6.3.1 and ask pupils to give answers one by one.



Answers to activity 6.3.1

- Children are washing their bodies.
- They are washing their bodies because washing our bodies helps us to stay clean and feel good.

6.3.2. Washing hands

a) Learning objectives

Explain ways of taking care of different parts of the human body, especially hands

b) Teaching and learning resources

Teacher's guide, Pupil's book, pictures showing main human body parts head, trunk, arms and legs, water, basin, soap.

c) Activity guidance and answers



Guidance on activity 6.3.2

- i) Start the lesson by welcoming pupils to the new lesson.
- ii) Involve all pupils in all activities without any bias and consider gender balance in forming the groups or in asking questions.
- iii) Ask pupils to answer questions related to human body.
- iv) Ask pupils to observe and touch different pictures showing how to clean a human body in general and how to clean their hands specifically.
- v) Read activity 6.3.2 and ask pupils to give answers one by one.



Answers to activity 6.3.2

- The child is washing her hands.
- After using the toilet I should wash my hands with clean water and soap.

6.3.3. Brushing the teeth

a) Learning objectives

Explain ways of taking care of different parts of the human body, especially teeth.

b) Teaching and learning resources

Teacher's guide, pupil's book, pictures showing parts of the head, water, cups, toothpaste and brushes.

c) Activity guidance and answers



Guidance on activity 6.3.3

- Start the lesson by welcoming pupils to the new lesson.
- Involve all pupils in all activities without any bias and consider gender balance in forming the groups or in asking questions.
- Show the pictures of children brushing after eating and ask pupils to answer questions related to it.
- Ask pupils to observe and touch different pictures showing how to clean parts of the head in general and how to brush their teeth specifically.
- Read activity 6.3.3 and ask pupils to give answers one by one.



Answers to activity 6.3.3

- The child is doing the following
 - Eating
 - Putting the tooth paste on the brush
 - Brushing her teeth
 - Laughing.
- It is important to brush our teeth every day to keep them clean and make them strong and healthy.

6.3.4. Cleaning the Nose

a) Learning objectives.

Explain ways of taking care of different parts of the human body especially Nose.

b) Teaching and learning resources

Teacher's guide, pupil's book, pictures showing a child using a piece of cloth for cleaning the nose

c) Activity guidance and answers



Guidance on activity 6.3.4

- i) Start the lesson by welcoming pupils to the new lesson.
- ii) Involve all pupils in all activities without any bias and consider gender balance in forming the groups or in asking questions.
- iii) Ask pupils to answer questions related the pictures they are seeing
- iv) Ask pupils to observe and touch different pictures showing how to clean parts of the head in general and their nose specifically.
- v) Read activity 6.3.4 and ask pupils to give answers one by one.



Answers to activity 6.3.4

- I see a child, a book, a chair, a table and handkerchief.
- The child is cleaning her nose.
- I clean my nose using a handkerchief.

6.3.5. Doing sports

a) Learning objectives.

Explain how doing sports help our body to be strong and healthy.

b) Teaching and learning resources

Teacher's guide, pupil's book, pictures showing children playing different games.

c) Activity guidance and answers



Guidance on activity 6.3.4

- i) Start the lesson by welcoming pupils to the new lesson.
- ii) Involve all pupils in all activities without any bias and consider gender balance in forming the groups or in asking questions.
- iii) Ask pupils to answer questions related to the kinds of sports game they know.
- iv) Ask pupils to observe and touch different pictures showing different sports games.
- v) Read activity 6.3.5 and ask pupils to give answers one by one.



Answers to activity 6.3.5

- Some pupils are playing football, and others are skipping rope.
- Playing is important because it keeps our body healthy (it is good to our bodies), and helps us to be happy with our friends.



Guidance to the application activity.

- i) Ask the pupils to go to the playground with you, and tell each one to do the sport he/she likes
- ii) Guide pupils to participate in this activity.



Answers to application activity 6.3.5

4.
 - a) Some pupils may run
 - b) Some pupils may dance
 - c) some pupils may play football
 - d) some pupils may play volley ball
 - e) some pupils may skip a rope etc
5. I brush my teeth in the morning and at night before going to bed (two times)
6. Some pupils may dance, run, play,football,..

6.4. End of unit assessment 6



I. Guidance on end of unit assessment

- This assessment will be done individually.
- Encourage all the pupils to participate.
- Ask pupils to look at the picture in the pupil's book.
- Read questions related to the picture.
- Listen to the pupil when they are answering, and give them marks.



II. Answers to end of unit assessment

A. Knowledge and understanding

1. c
2. b
3. c
4. b
5. a-eyes; b-legs; c-nose

B. Skills

6. b
7. c

C. Attitudes and values

8. b
9. b
10. a. True; b. False; c. False; e. True; f. True

6.5. Additional activities

A. Remedial activities

1. Name main parts of the human body.
2. Name parts of the head and what they do.

Answer

1. Head, trunk and arms and legs.
2.
 - a. Ear: To hear a sound
 - b. Tongue: To taste food
 - c. Nose: To smell and to breathe
 - d. Mouth: To eat and speak.
 - e. Eyes: To see

B. Consolidation activities.

Complete the table below:

Human part	Role
1. To see
2.	To taste
3.	To feel
4. Nose

Answer:

Human part	Role
1. To see	Eye
2. Tongue	To taste
3. Skin	To feel
4. Nose	To smell

C. Extended activities

1. Touch your main parts of your body and name them.
2. Show your sensory organs, give their names and roles.

Answers:

See pupil's book under sub-headings 6.1, 6.2 and 6.3

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