

# **Social and Religious Studies**

## **Pupil's Book**

### **Primary 1**

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# FOREWORD

**Dear Pupil,**

Rwanda Basic Education Board is honoured to present to you Social and Religious Studies book for Primary 1 which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of Social and Religious Studies subject. The Rwanda educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

The government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate your learning process. Many factors influence what you learn, how well you learn and the competences you acquire. Those factors include quality instructional materials available, assessment strategies for the learners among others. Special attention was paid to activities that facilitate learning process develop your ideas and make new discoveries during concrete activities carried out individually or with peers.

In competence-based curriculum, learning is considered as a process of active building and developing knowledge and meanings by the learner where concepts are mainly introduced by an activity, a situation or a scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values. For effective use of this textbook, your role is to:

- Work on given activities which lead to the development of skills;
- Share relevant information with other learners through presentations, discussions, group work and other active learning techniques such as role iv

play, case studies, investigation and research in the library, from the internet or from your community;

- Participate and take responsibility for your own learning;
- Draw conclusions based on the findings from the learning activities.

To facilitate you in doing activities, the content of this book is self-explanatory so that you can easily use it by yourself, acquire and assess your competences. The book is made of units whereby each unit comprises: the key unit competence, followed by the introductory activity before the development of Social and Religious Studies subject concepts that are connected to real world situation.

I wish to sincerely extend my appreciation to REB staff who organized the editing process of this textbook. Special gratitude also goes to lecturers, teachers, illustrators and designers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next edition.



**Dr. MBARUSHIMANA Nelson**  
**Director General, REB**



# ACKNOWLEDGEMENT

I wish to express my appreciation to all the people who played a major role in editing process of this Social and Religious Studies book for Primary 1. It would not have been successful without their active participation.

Special thanks are given to those who gave their time to read and refine this textbook to meet the needs of competence-based curriculum. I owe gratitude to the Ministry of National Unity and Civic Engagement (MINUBUMWE), Never Again, AEGIS Trust who provided their expertise in research and recommendations which contributed to the edition of this guide.

I wish to extend my sincere gratitude to primary schools and the university of Rwanda that allowed their teachers, lecturers who diligently worked with REB in-house textbooks production project to the successful completion of this textbook edition. I also thank illustrators, designers, and all other individuals whose efforts in one way or the other contributed to the success of this edition.

Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those from Curriculum, Teaching and Learning Resource Department (CTLRD) who are involved in the whole process of in-house textbook editorial work.



**Joan MURUNGI,**

Head of Curriculum Teaching and Learning Resources  
Department

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**UNIT:****1****MY FAMILY****Key Unit Competence**

The learner will be able to explain the family structure and its lifestyles.

**Introductory activity:**

Observe the picture below and answer the following questions:

- What do you see on the below picture?
- Show different parts of the house.
- Give three examples of materials found in the house.
- Who are the family members?



## 1.1.Our home



### Learning activity 1.1

Observe the pictures below and answer the following questions that follow:

1. How many houses have you seen here?
2. Which house have you liked?

### a) Our house



*A grass thatched house*



*A house thatched with tiles*



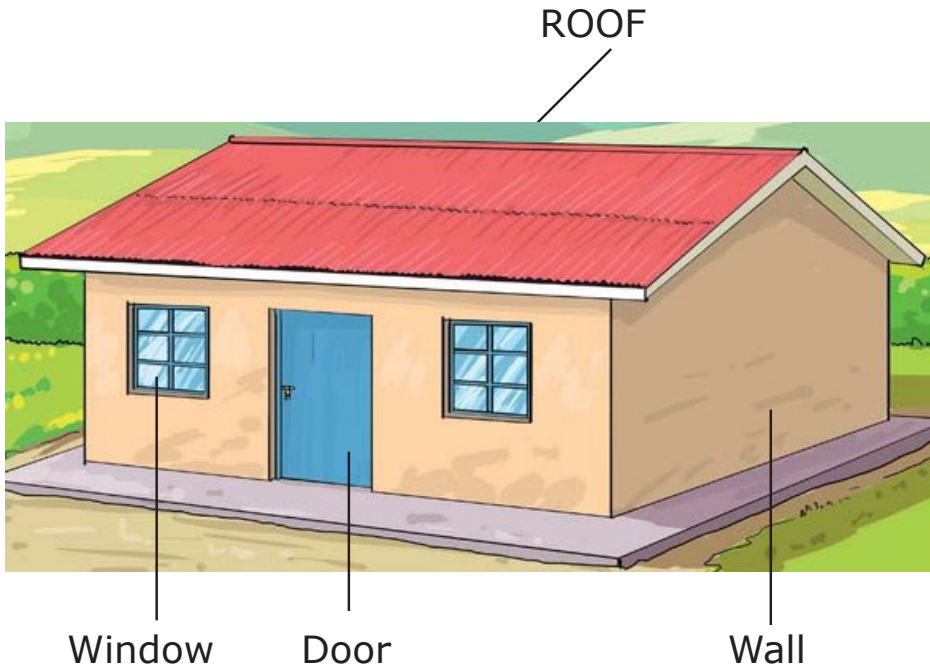
*A house built with stones and iron sheets*



*A mud house*

## A house has different parts. It has:

- A roof
- Doors
- Windows
- Walls



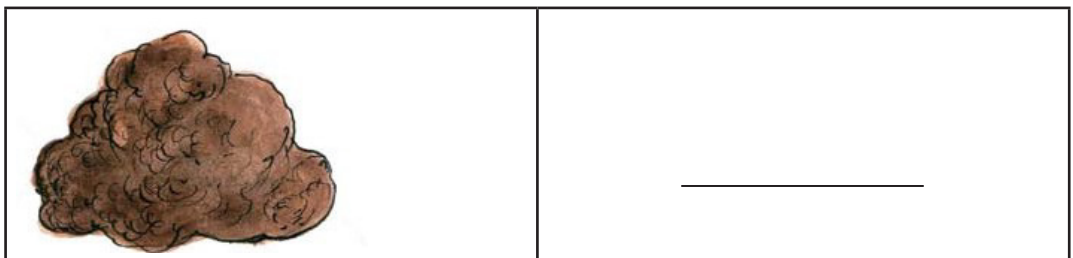
*Parts of a house*





### Application Activity 1.1

**I.**

1. How do we call these building materials?



	<hr/>
	<hr/>

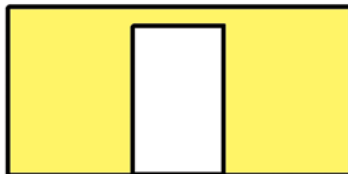
2. Build a common hut.

**Needed materials.**

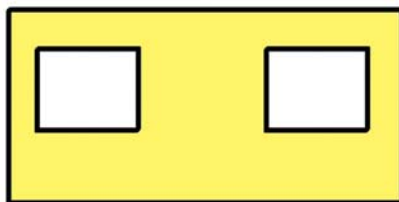
- a) Manila paper
- b) Glue

**Steps**

- a) Take the manila paper that you have prepared and divide it into four equal small parts and two more other parts. Cut again from the manila paper two a bit bigger parts. Use one of them to make a large door.
- b) Cut one part and make a door



- c) Cut another part and make windows.



d) Put them together to make a common hut



e) Shade the door and windows.

## II.

1. Complete the following sentences:

a) A.....is a place where people live (home, forest, school).

b) Name two parts of a house.....

2. We build houses using ..... (chalk, grass, stones, books)

3. People live in the house to protect themselves from ..... animals (wild, domestic).

## 1.2. Construction materials for houses



### Learning activity 1.2

Observe the pictures below and answer the following questions:

1. How many houses have you seen here?
2. Which house have you liked?

Houses and schools are built using different materials.

1. What materials are used to build your school?
2. Which materials were used to build the house you live in at home?



## Houses are built with different materials.

(a)



*A grass thatched house*

(b)



*A house built with bricks and iron sheets*

(c)



*A house built with boards and iron sheets*

(d)



*A house that is being built with bricks, cement and sand*



*A mud house*



## Application Activity 1.2

### 1. Draw a house built using:

Materials	House
(a) Iron sheets Mud	
(b) Bricks Tiles Cement Metals Sand	

### 1.3. The uses of our house



#### Learning activity 1.3

Ask your classmate how life can be without houses

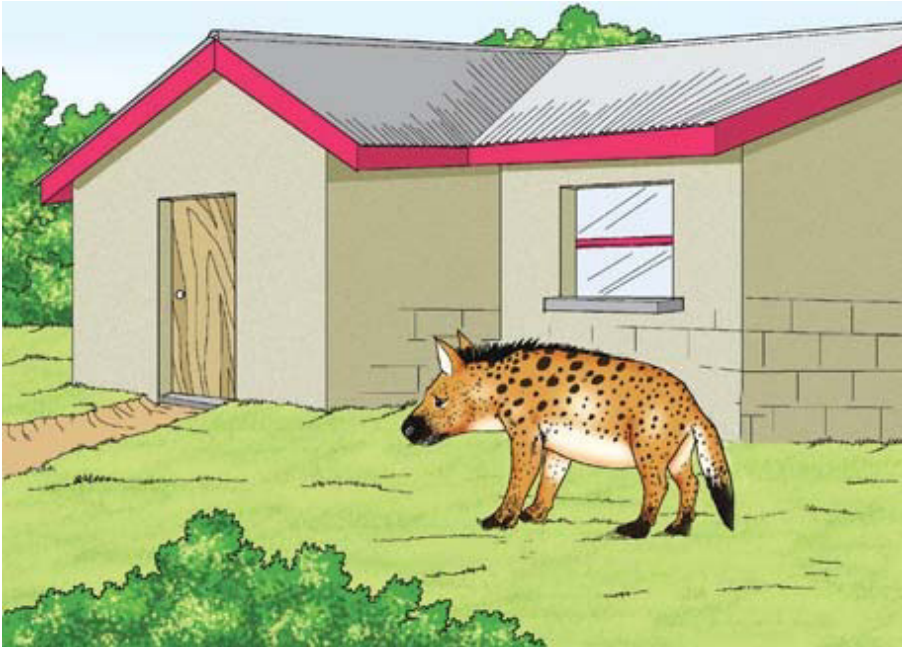
#### For example:

(a) We sleep in houses.



*A sleeping child*

(b) They protect us against wild animals.



*Hyena*

(c) They protect us against thieves.



*A thief*





(d) We keep our materials in houses.



*Household items*

## The importance of household items

The items which are in our house have various importance.

Items	Use	Name
(a) 	To cut a bush	_____
(b) 	To keep plates and mugs	_____

(c)



To fry food

\_\_\_\_\_

(d)



To sleep on

\_\_\_\_\_

(e)



To sit on

\_\_\_\_\_

(f)



To decorate a house

\_\_\_\_\_

(g)



To pound

\_\_\_\_\_

(h)





To dig

\_\_\_\_\_



### Application Activity 1.3

1. Complete the table below:

Items	Use	Name
(a) 	_____	_____
(a) 	_____	_____



\_\_\_\_\_

\_\_\_\_\_

1. The roof of this house is built of what?.....  
(Grass, iron sheets)



2. This house is built with? .....



3. We sleep on a ..... which is in the house. (bed, chair)



## 1.4 The family members

### Learning activity 1.4

What is the name of your father?  
What is the name of your mother?  
Do you have brothers?

The father is the head of a family.

The mother is the assistant head of a family.

The children help them at home.

The nuclear family is a family with:

- The father
- The mother
- The children

### Read the following

My name is Misago.

My sister is called Muhuza.

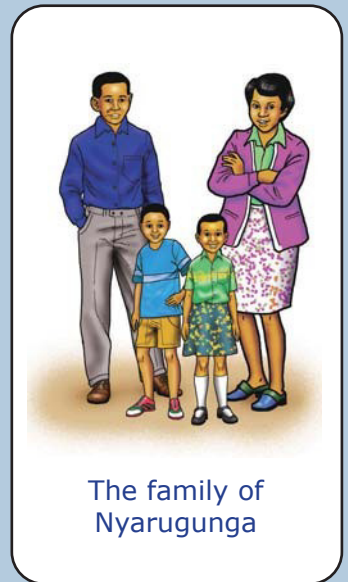
We live in Kiyovu in the City of Kigali.

We live together with our parents.

My mother is called Kwizera.

My father is called Nyarugunga.

Draw one of the family members.  
Color your drawing.





## Application Activity 1.4

How many are you in your family? Give the names of your family members.

## 1.5. Roles and responsibilities of family members



### Learning activity 1.5

All of us are born in a family. We have family members. What do you do to help your parents?

### Roles and responsibilities of the parents (my father and mother)

Our parents have the following roles and responsibilities:

a) Improving the wellbeing of the family.



*A parent is paying school fees*

b) Paying school fees

c) Working for the family and feeding it



- d) Looking after the children
- e) Buying medicine
- f) Building the shelter
- g) To protect the family



*A parent is buying food*



*A parent is shopping clothes for her child*

## **Roles and responsibilities of the children**

We have to do the following:

- a) A child is washing plates.



*A child is washing plates*

## b) Properly studying



*Pupils are studying*

## c) Respecting parents and other people.

- Sweeping the house
- Mopping the house
- Cooking food



### Application Activity 1.5

1. Is it good to help parents? (Yes/No)
2. What do you do to help them?

## 1.6. The nuclear family



### Learning activity 1.6

The father of Mary is Paul, her mother is Jane, she has one sister and one brother.

Who make this family?



The nuclear family is made up of the father, mother and children.

Mukire is the husband of Mutima.

Kamikazi is the elder sister of Uwera.

Uwera is the young sister of Kamikazi.

Cyusa is the elder brother of Gisa.

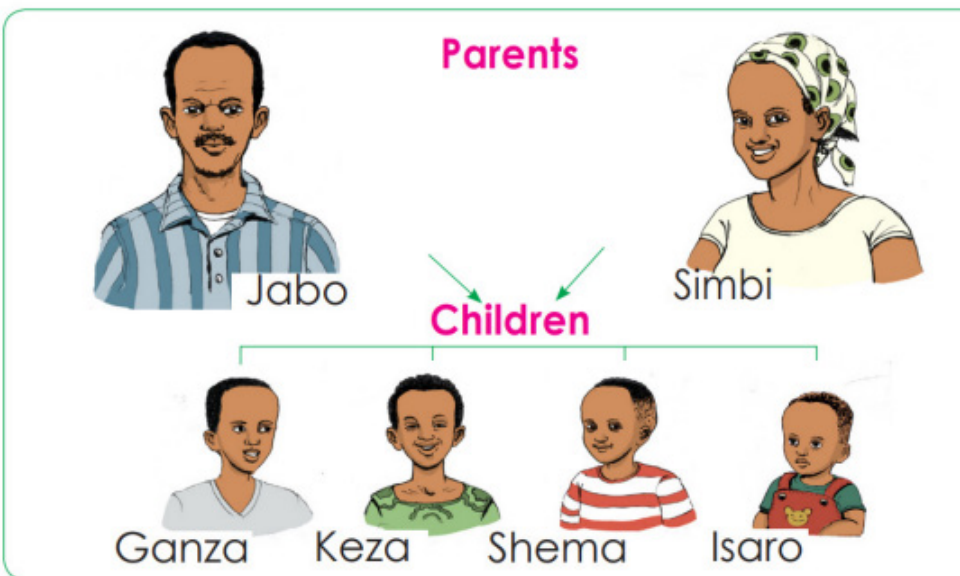
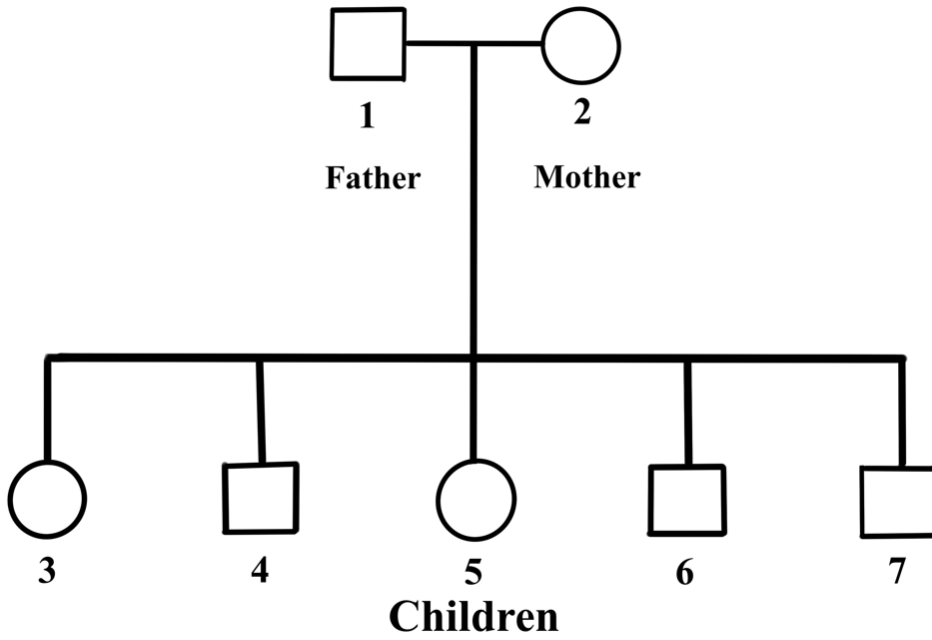
Cyusa and Gisa are brothers of Kamikazi and Uwera.

Kamikazi and Uwera are sisters of Cyusa and Gisa.



*The nuclear family*

# The nuclear family relationship tree





## Application Activity 1.6

### I. Complete the following sentences.

1. The name of my father is.....
2. The father of my father is my.....
3. Mutesi is the sister of .....
4. Who is the grandmother of Jane?
5. Who is a grandfather?

### II. Draw your family relationship tree and hang it on the wall of your classroom.

## 1.7. The benefits of a nuclear family



### Learning activity 1.7

Ask your friend how parents help them for the schooling and when they are sick.

### 1. Parents buy for us school materials.



*Buying uniform*

## 2. Family members protect us.



*A parent is taking a child to school.*

## 3. They give us food.



*A parent is feeding children.*

## 4. They provide us with shelter.



*The house of our family*

## 5. They take us to the hospital.



*A sick child at the hospital*

## 6. They teach us the values of the Rwandan culture



*A grandfather is talking to his grandchildren*



### Application Activity 1.7

1. Pay a visit to one of your classmates.
  - a) Ask him or her the following questions:
    - How many children does your family have?
  - b) Give the names of your two parents/guardians.

2. Draw and shade the house seen below.



List of words

**Read these words aloud.**

- c) A nuclear family
- d) Grandfather
- e) Parents
- f) Our house
- g) Grand mother
- h) Uncle



**End of unit assessment**

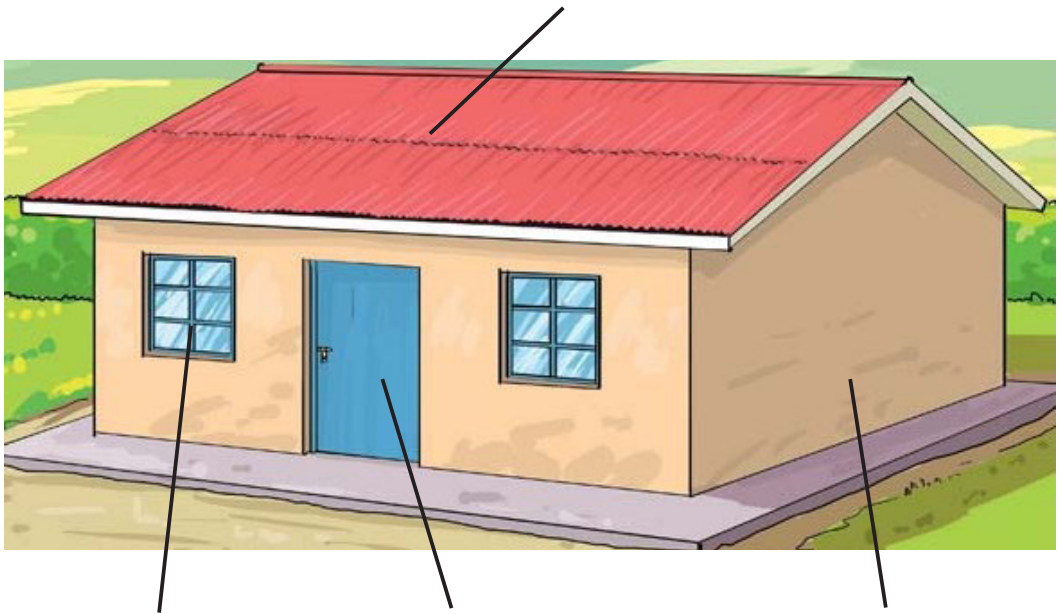
1) Complete the following sentences:

- a) A.....is a place where people live (home, forest, school).



- b) We build houses using ..... (chalk, grass, stones, books)
- c) People live in the house to protect themselves from .....animals (wild, domestic).
- d) Families should not \_\_\_\_\_ (love, fight)
- e) When there is \_\_\_\_\_ (peace, enemy), we live in happiness.

2) Name the parts of this house.



3) List the building materials of your classroom.

## UNIT:

## 2

**LOCAL GOVERNMENT ORGANISATION****Key Unit Competence**

The learner will be able to understand the responsibilities of a pupil, and features of a village.

**Introductory activity:**

We have to locate well our village and our school.

- In which village is your school located?
- What are the villages neighbouring your school?

**2.1. Administrative units****Learning activity 2.1**

Our country has several administrative units:

- Give three examples of administrative units in our country.
- What is the smallest administrative unit in our country?

Administrative units are arranged from the smallest to



the largest as follow:

**A village**

**A cell**

**A sector**

**A district**

**A province**

**A village** is the smallest administrative unit.

Several villages make up a **cell**.

Several cells make up a **sector**.

Several sectors make up a **district**.

Several districts make up a **province**.

Our village is Mubuga. It is located in Ruganda cell, Muhondo sector





## Application Activity 2.1

1. Give the name of your village.
2. What is the village where our school is located?

## 2.2. My location



### Learning activity 2.2

Mary is a student in P1. She lives in **Buranga** Village, **Kibagabaga** Cell, **Kimironko** Sector, **Gasabo** District in **Kigali City**.

Where is your school located?

Where do you live?





## Application Activity 2.2

Name your village, your cell, your sector and your district.

### 2.3. The village



### Learning activity 2.3

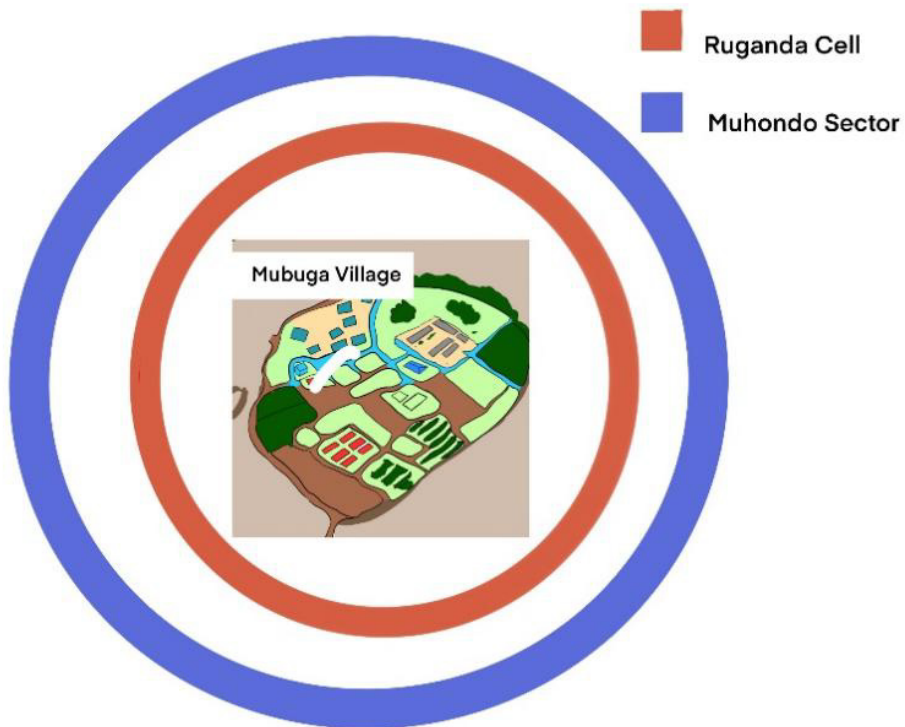
What is the smallest administrative unit of the country?

In which village is your school located?

In which village do you live?

The village is the smallest political administrative entity (unit) of the Country.

There are **14 837** villages in Rwanda.



Our village Mubuga is located in Ruganda cell, Muhondo sector, Gakenke district.



## Application Activity 2.3

1. In which cell is your village located.
2. Name the cells that neighbour your cell.

## 2.4. Location of our village



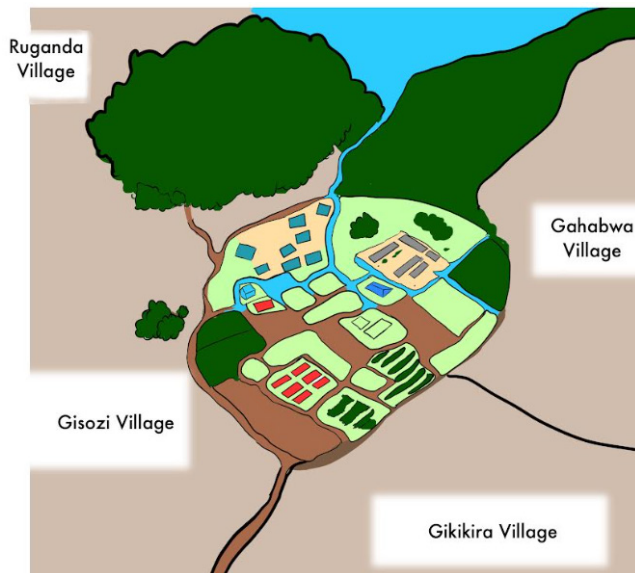
### Learning activity 2.4

Every student names the neighbouring villages of his/her village.

Name the neighbouring villages of your home/school village.

### Neighbouring villages:

Peter is a pupil in P1. He lives in Mubuga village. His neighbouring villages are Ruganda, Gikikira, Gahabwa and Gisozi.



Our village Mubuga is surrounded by other villages: Ruganda village in the north, Gikikira village in the south, Gahabwa village in the East and Gisozi village in the west.



## Application Activity 2.4

1. Name the villages that neighbour your village
2. Name villages that neighbour your school.

## 2.5. Village leaders and their responsibilities



### Learning activity 2.5

1. Name the leaders of your village.
2. State the responsibility of every leader.

Leader	Responsibilities
1. The Village Coordinator	He/she collects basic statistical data in the village. He/she submits data of the village to responsible offices. He/she resolves conflicts in the village.
2. The in-charge of social welfare and family relations	He/she ensures community health in the village.
3. The in-charge of security, Immigration and Emigration in the Village;	He/she ensures security in the village.
4. The in-charge of information and training;	He/she gives information about government programs to the population in the village.
5. The in-charge of development.	He/she ensures government development projects in the village.



## Application Activity 2.5

Give the responsibility of the following village leaders:

- a) The Village Coordinator
- b) The in-charge of security, Immigration and Emigration in the Village.



## End of unit assessment

1. Name your home village.
2. Name your school village.
3. The smallest administrative unit is \_\_\_\_\_ (cell, village).
4. Match the leaders with their roles.

Leader	Responsibilities
The in-charge of social welfare and family relations	a) He/she collects basic statistical data in the village
The in-charge of development.	b) He/she ensures community health in the village.
The Village Coordinator	c) He/she ensures government development projects in the village.

## UNIT:

## 3

## NATIONAL SYMBOLS

## Key Unit Competence

The learner will be able to sing Rwanda National Anthem properly and distinguish Rwanda national flag from other flags.



## Introductory activity:

National symbols are the symbols that help distinguish one country from another.



Why do we sing the national anthem at school?



## Rwanda National symbols are the following:

- a) The national anthem
- b) The national flag
- c) The national Coat of arms

### 3.1. The national anthem



#### Learning activity 3.1

1. What is the name of the national anthem?
2. Sing individually the national anthem

The national anthem of our country is called RWANDA NZIZA



*Pupils who are singing the national anthem at school*

## **Let us sing the national anthem.**

- 1.***Rwanda nziza gihugu cyacu,  
Wuje imisozi ibiyaga n'ibirunga,  
Ngobyi iduhetse gahorane ishya,  
Reka tukurate tukuvuge ibigwi,  
Wowe utubumbiye hamwe twese,  
Abanyarwanda uko watubyaye,  
Berwa, sugira, singizwa iteka.*
- 2.***Horana Imana murage mwiza,  
Ibyo tugukeshya ntibishyikirwa,  
Umuco dusangiye uraturanga,  
Ururimi rwacu rukaduhuza,  
Ubwenge, umutima, amaboko yacu,  
Nibigukungahaze bikwiye,  
Nuko utere imbere ubutitsa.*
- 3.***Abakurambere b'intwari,  
Bitanze batizigama,  
Baraguhanga uvamo ubukombe,  
Utsinda ubukoroni na mpatsibihugu,  
Byayogoje Afurika yose,  
None uraganje mu bwigenge,  
Tugukomeyeho uko turi twese.*
- 4.***Komezanya imihigo Rwanda dukunda,  
Duhagurukiye kukwitangira,  
Ngo amahoro asabe mu bagutuye,  
Wishyire wizane muri byose,  
Urangwe n'ishyaka, utere imbere,  
Uhamye umubano n'amahanga yose,  
Maze ijabo ryawe riguhe ijambo.*



### Application Activity 3.1

Sing together aloud the national anthem "Rwanda Nziza" in the classroom

### 3.2. The Rwanda national flag



### Learning activity 3.2



1



2



3



4

1. Rwanda national flag is number ?
2. Name the three colours of the Rwanda national flag .....

The national flag of our country is made up of three colors:

**Blue** Blue has a golden-yellow 24-pointed sun in the upper right fly corner.

**Yellow**

**Green**

**Blue** ———

**Yellow** ———

**Green** ———



*The Rwandan national flag*

We raise the national flag at school.

The same flag is also found at the cell office, district office, hospital , airport, and in other important places.



*An administrative office*

### Explanation of the Rwanda national flag colors

	Colour	Explanation
1	Blue	Stands for happiness and peace
2	Yellow	Stands for the economic development
3	Green	Stands for the hope of prosperity
4	The golden sun and its rays in the corner of the flag	Stands for enlightenment from ignorance and transparency.



#### Application Activity 3.2

1. Draw the national flag and show its colors.
2. Give the colors of the Rwanda national flag in order.

### 3. A puzzle game

Choose the colors of the Rwanda national flag.



#### List of words

**Read these words aloud.**

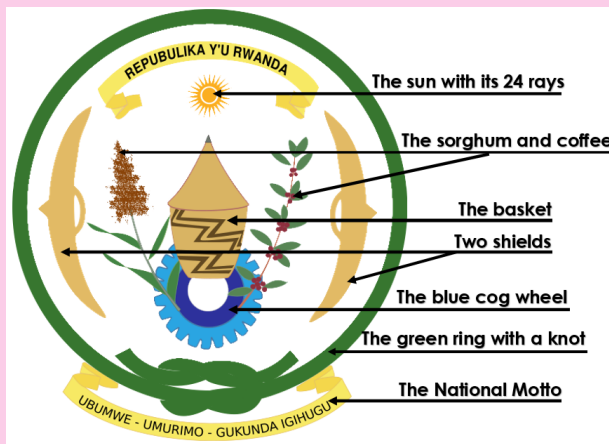
- The national anthem
- The national flag

### 3.3. The national coat of Arms



#### Learning activity 3.3

- State the elements that you see on the picture below?
- State the Rwanda national motto.



The national coat of Arms is a symbol that shows the national motto. The Rwanda National Motto 'UNITY, WORK, PATRIOTISM.'



### Application Activity 3.3

Give the Rwanda national motto.



### End of unit assessment

1. Name the national symbols below:



.....

.....

UBUMWE - UMURIMO - GUKUNDA IGIHUGU .....

2. Match the colours of national flag with their meaning.

..... color



agriculture and hope of prosperity

..... color



peace and happiness  
wealth and economic development

..... color

3. Give the national motto Rwanda.

4. Name the elements of Rwanda national coat of arms.



.....

.....

.....

## UNIT:

## 4

SCHOOL LEADERS  
AND SCHOOL  
SYMBOLS**Key Unit Competence**

The learner will be able to properly distinguish school symbols from symbols of other schools and their school leaders.

**Introductory activity:**

These days, we go to school to study. Every school has its own leaders. They are called school leaders.

1. What is the name of your head teacher?
2. Give 3 examples of school leaders.
3. Give 3 examples of school symbols.

**4.1. School leadership****Learning activity 4.1**

Draw your school. Give the name of the head teacher and the names of your teachers.



### **a) The school head teacher**

He/she is the overall coordinator of all the school activities.  
What is the name of our head teacher?



*School head teacher*

### **b) The school deputy head teacher**

He/she assists the school head teacher.



*The school deputy head teacher in charge of studies/Dean of studies*

### **c) The school bursar**

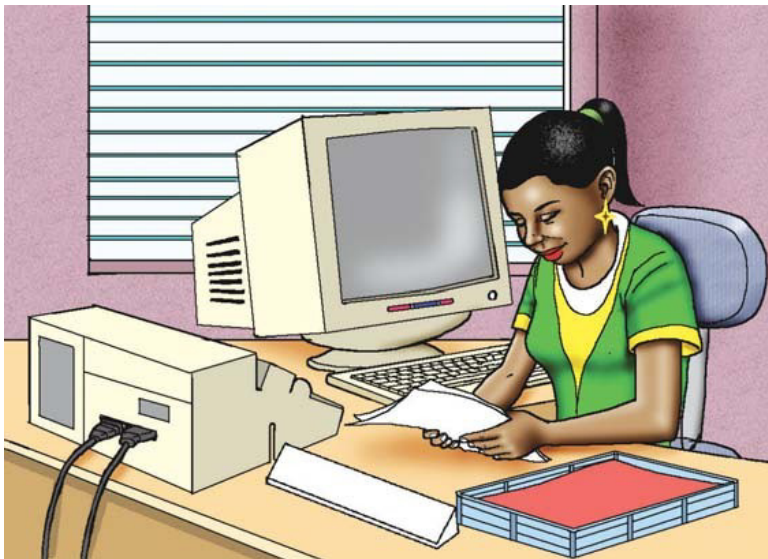
He/she manages the school property and pays workers.



*The school bursar is going to deposit the school fees*

### **d) The school secretary**

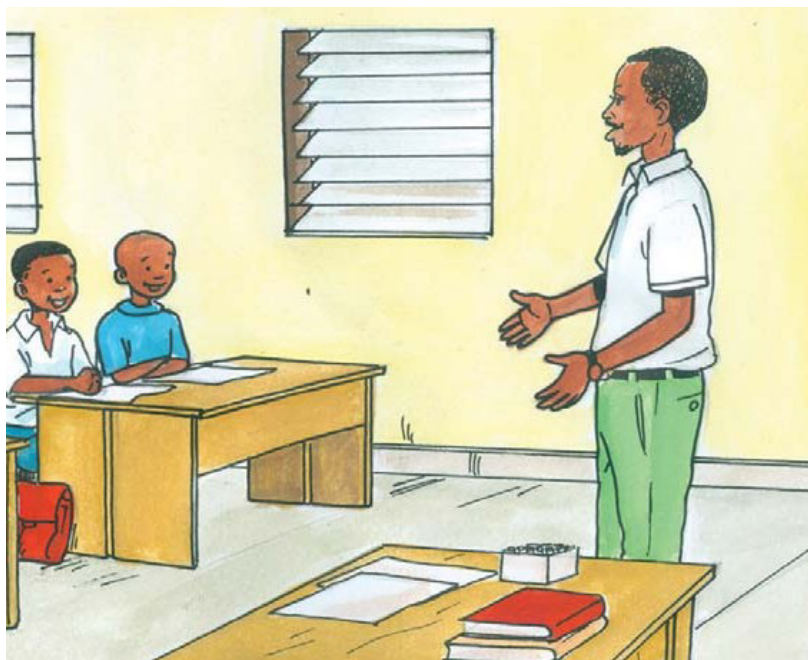
He/she has the responsibility of writing and replying letters.



*The school secretary*

## e) The school head teacher in charge of discipline/ Dean of discipline.

He/she is in charge of discipline of pupils



*The deputy head teacher in charge of discipline/ Dean of discipline.*



### Application Activity 4.1

1. Use a tick (✓) if the leader is available and (x) if he or she is not available at your school.

Leader	Sign
1. Policeman	x
2. Secretary	✓
3. Nurse	_____
4. Head teacher	_____
5. The President of a country	_____
6. Bursar	_____

2. Will you become a school leader?
3. If you become a school leader, what can you do?

## 4.2.The school symbols



### Learning activity 4.2

These are Ngabire and Hakizimana. They are singing their school anthem. Why are Ngabire and Hakizimana smart?



A school has its symbols and motto.

#### a) A school anthem

Do you know your school anthem?

#### b)The school uniform



Gafaranga

Nibagwire

*Are these pupils smart?*

### c) The school badge

The school badge shows a given school. It is put on pupils' school uniforms.

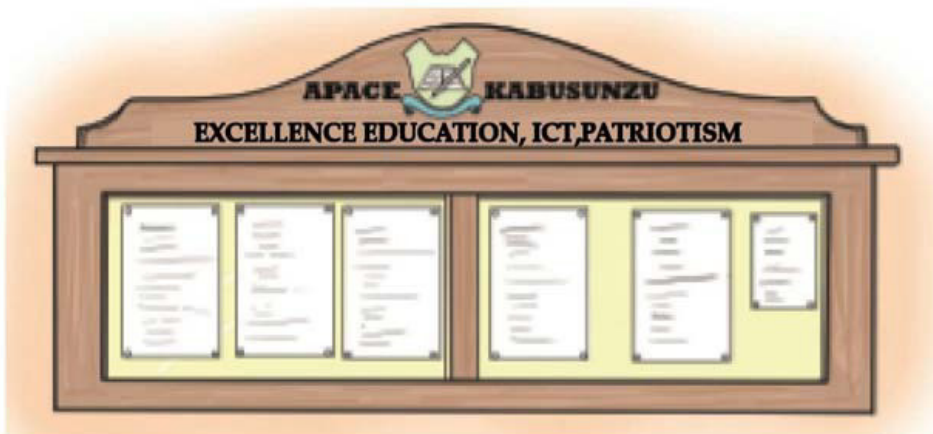
**Example:**



### d) The school motto

The school motto is a statement showing the school aims. Look at the following picture.

**Give the motto written on the sign post below:**



### e) School vision

School vision is a public declaration that schools use to describe their high-level goals for the future.

## f) School mission

School mission is a public declaration that schools use to describe their founding purpose and major organizational commitment.



### Application Activity 4.1

1. (a) Our school head teacher is called .....
- (b) Your teacher is called .....
2. What is the color of your school uniform?
3. What is your school mission?
4. What is your school vision?
5. Sing your school anthem.
6. Read aloud these words:
  - (a) The school leader
  - (b) The school uniform
7. List the school symbols.

#### List of words

#### Read these words aloud.

- a) School head teacher
- b) Deputy school head teacher
- c) Dean of discipline
- d) School motto
- e) School uniform



## End of unit assessment

1. Use a tick (✓) if the leader is available at your school and (x) if he or she is not available at your school.

Leader	Sign
a) Policeman	
b) Secretary	
c) Nurse	
d) Head teacher	
e) The President of a country	
f) Bursar	
g) Principal	
h) Director of studies	
i) The Village Coordinator	

2. Complete the following sentences.
  - a. Our school head teacher is called .....
  - b. Our school DOS is called .....
  - c. Our school bursar is called .....
  - d. Our teacher is called .....
3. What is the colour of your school uniform?
4. What is your school mission?
5. What is your school vision?
6. List the school symbols.



## UNIT:

## 5

HYGIENE AND  
SANITATION

## Key Unit Competence

The learner will be able to adopt proper personal hygiene and hygiene of home and school.



## Introductory activity:

Observe the picture below and answer the questions that follow.

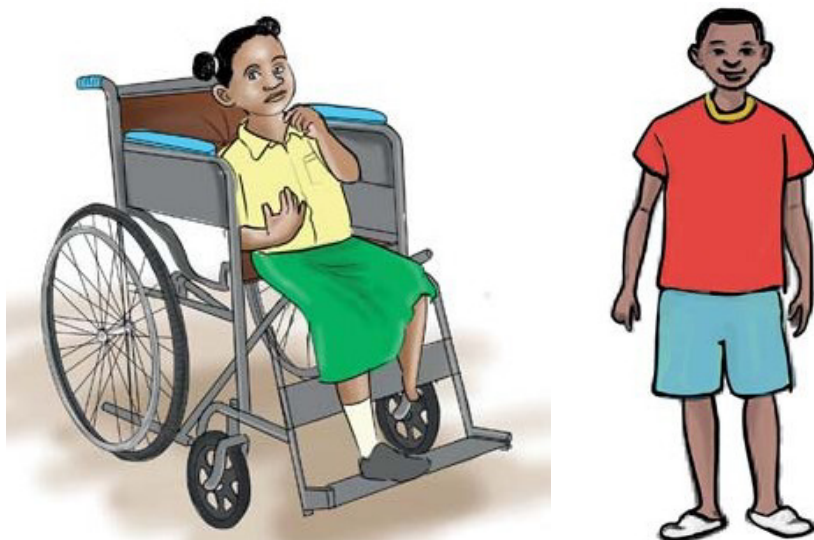


1. What are the materials needed for personal hygiene?
2. What are the materials needed for hygiene of school?
3. What are the materials needed for hygiene of home?

## 5.1. Personal Hygiene

### Learning activity 5.1

Look at the following pictures and tell what you see



These children are clean.

While the following ones are dirty.



## The proper ways of cleaning the whole body

Bathing is good because it helps us be clean. We have to bathe every day the whole body.

**For what do we use the following items?**

**Soap**



**Clean water**



## The ways we clean our body

**We use:**

- Clean water
- Soap
- Towel
- Comb
- Nail cutter
- Razor blade
- Tooth brush
- Tooth paste

a) Cleaning the head



*A child who is cleaning the head with water from the basin*

b) Cleaning the remaining parts. Use clean water and soap.



*A child who is cleaning the arms*

c) Clean the feet well.



*A child cleaning the feet*

d) Wipe your body well with a towel.



*A child wiping himself with a clean towel*

e) Apply oil on yourself. Put on clean clothes.



## Application Activity 5.1

1. I clean my body by using.....and.....
2. I wipe my body with.....
3. Fill in the missing letters.
  - a) Hygiene
  - b) Soa
  - c) Bod
  - d) Basi

## 5.2. The hygiene of hands



### Learning activity 5.2

Give three examples of activities done with our hands

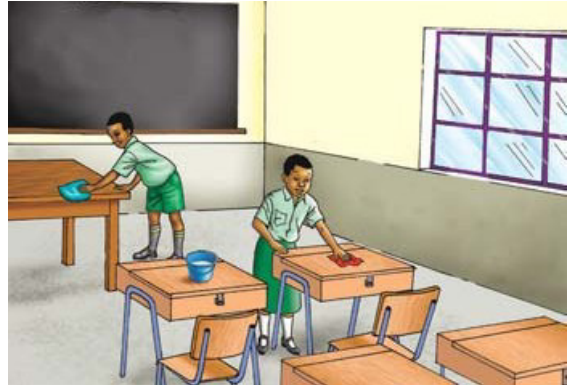
Fingers and feet are parts of our body. We have to clean often our hands.



*A child who is washing the hands*

We do a lot of things with our hands.

What are these children doing with their hands?



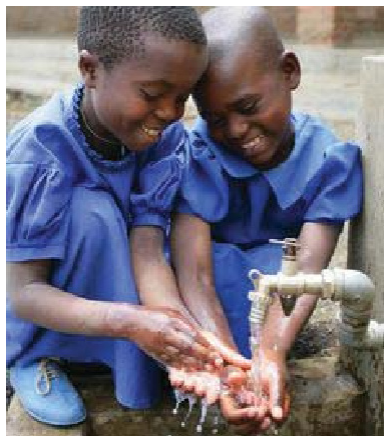
## Steps of washing the hands

a) Put water and soap in your hands



*A person who is washing his hands with water and soap*

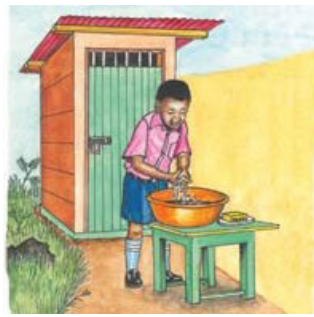
b) Cleanse yourself thoroughly



*Children from the toilet are washing their hands*

## How we should wash our hands

## Explanation



Wash hands after toilet use



Wash hands before meals



Wash hands after handling dirty items



### Application Activity 5.2

Take a basin full of water. Show how to wash the hands.

## 5.3. The hygiene of feet



### Learning activity 5.3

Why is it important to care for our feet





Our feet are very important.

We have to always wash our feet and dry them. This helps us:

- Walk
- Run
- Playing



*Children who are playing*

Use clean water and soap.

Wipe your feet properly with a towel.



### Application Activity 5.3

Do you wash your feet before going to bed? Yes/ no and why?

## 5.4.The hygiene of face and ears



### Learning activity 5.4

Why is it important to care for our ears?

#### 1. Face

Wash your face every day



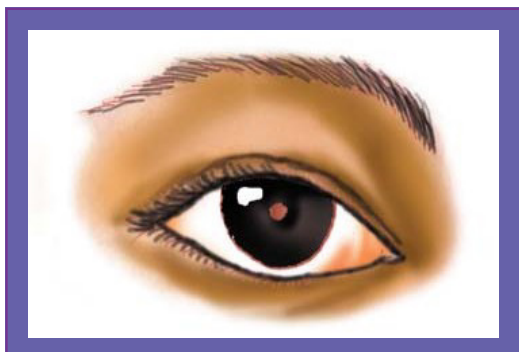
*A child who is washing the face*

If you have an eye illness, consult an eye doctor.

Our eyes help us see things, people and places.



*Children who are revising books*



*An eye*

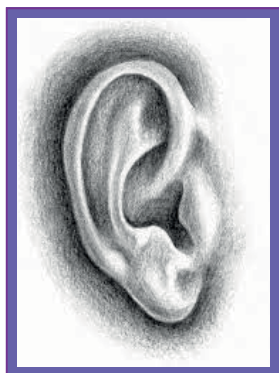
### **We should remember.**

when we see our classmate with an eye illness, we should help him or her.

We should not discriminate him or her.

## **2. Ears**

Ears helps us hear.



*An ear*

We should care for our ears.

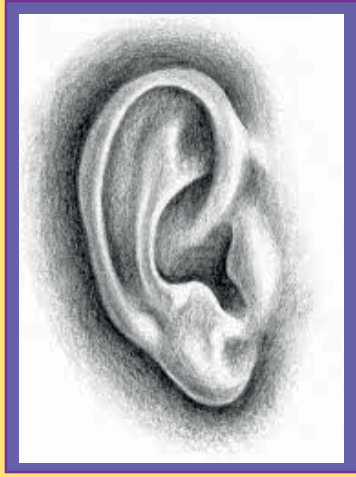
When you clean your ears, use warm water and a dry and clean piece of cloth.

Use a small clean cotton.

**The following pictures show us how we should care for our ears.**

**Note the following:**

1. Do not put anything in your ears.



2. Visit a doctor when you are sick





## Application Activity 5.4

1. Use the following to clean your ears.
  - a) Warm water
  - b) A clean piece of cloth
2. Show how you can care for someone who has an ear illness

## 5.5.The hygiene of mouth



### Learning activity 5.5

Give the use of the mouth.

We use a mouth to speak and eat.

The mouth has to be always clean.



*A child who is brushing teeth*

## Read the following passage



How are you children?

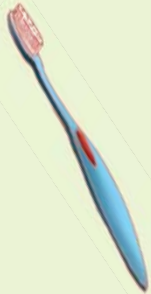
My name is Mrs. Toothbrush.

Today, we are going to study how to brush our teeth and when we have to brush teeth.

We have to brush teeth every day,  
we have to brush teeth thrice a day,  
we have to brush teeth after meals.

## Let us sing this song together with Mrs. Toothbrush

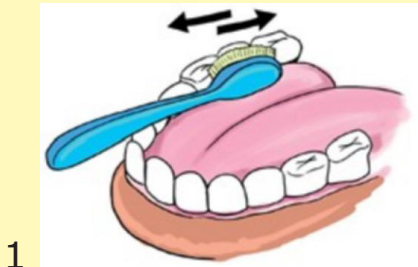
Let us brush our teeth,  
let us use a brush,  
Our teeth thrice per day,  
let us brush teeth,  
Our teeth every day after meals,  
let us use a brush,  
Be happy, be healthy,  
and always smile.





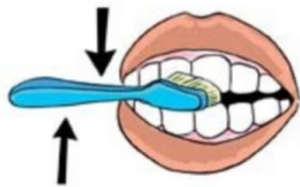
**a) Properly brush all your teeth, inside and outside.  
Do not forget to clean the tongue.**

### Steps of brushing teeth



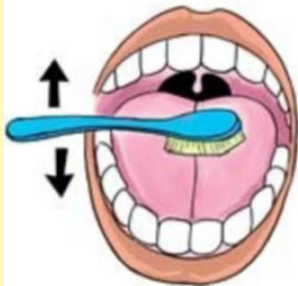
1

Brush teeth inside and outside



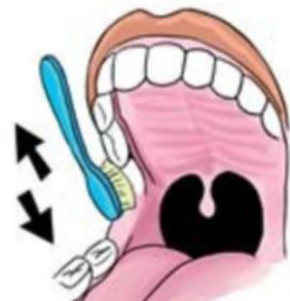
2

Brushing teeth up and down



3

Cleaning the tongue



4

Cleaning the tips of teeth

Use this example at home to brush your teeth.



**b) Spit out the toothpaste and then cleanse with clean water.**



**c) Cleaning teeth using a stick**



### **Application Activity 5.5**

When do we brush our teeth?

**Take the following:**

- a) Toothpaste
- b) Toothbrush
- c) Clean water

Show how you use these three items for proper care of your teeth and your mouth.

## 5.6. The importance of the personal hygiene

### Learning activity 5.6

Through a mirror, look at yourself. Are your eyes, arms and head clean? How do you feel when you are dirty.

### The importance of the personal hygiene.

a) We shall not transmit each other with germs.



*A child going to bathe.*

b) We will have fresh mouth smell.



*A child who is happy thanks to his good mouth smell*

c) We will have clean hands.



*clean hands*

d) We will be smart.



*Girls look smart because they have put on clean clothes*

e) We shall prevent spread of diseases

f) We shall prevent bad smells



### Application Activity 5.6

**Give three examples of importance of personal hygiene**

## 5.7. Hygiene of casual clothes and school uniform



### Learning activity 5.7

- Give 3 different types of clothes.
- Why is it important to wash clothes?

### I know how to wash clothes

a) Socks



b) Vests



### c) Underpants



### Steps of washing clothes

- a) Use clean water.
- b) Sock clothes in clean water.
- c) Wash these clothes with water and soap.
- d) Cleanse them in clean water.
- e) Dry them



These children have put on clean clothes



*Children who have put on clean clothes*




## The importance of cleaning clothes

1. It makes them clean.
2. It removes bad smell.
3. It makes you look smart.
4. It kills parasites in clothes.



### Application Activity 5.7

1. State the steps of washing clothes
2. What parts of the body that are cleaned using the following items?

Item	Part of the body
<p>Toothbrush</p> 	<hr/>
<p>Basin</p> 	<hr/>
<p>soap</p> 	<hr/>

Towel



3. Complete sentences with Yes or No. The first question is answered.
- a) Brushing teeth can cause you problems. No.
  - b) Cleaning teeth with a tooth stick removes food remains from the teeth.
  - c) The body hygiene makes us feel healthy .....
  - d) We have to clean our teeth thrice per week .....
4. With the help of your teacher, make groups and wash the following types of clothes:
- f) Socks
  - g) Vests
  - h) School uniform

List of words

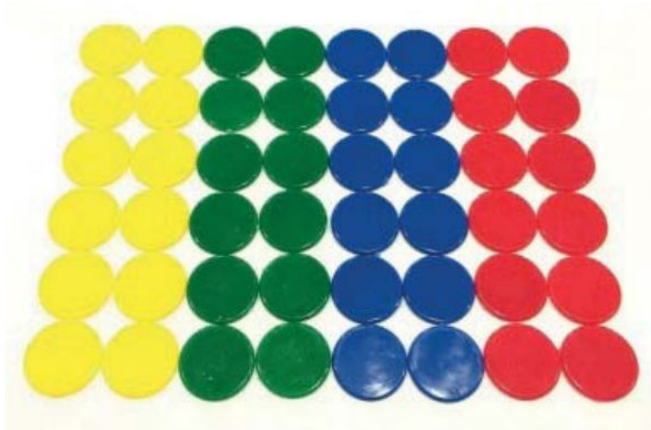
**Read these words aloud.**

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

## Puzzle game

Count circles that are made up of:

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



## 5.8. Hygiene at home



### Learning activity 5.8

Look at these pictures.



A



B

1. Which of these houses is clean? Give reasons. Put a tick on a ..... or b.....



2. Which material do you use while maintaining hygiene at home?

While keeping hygiene at home, we use the following:

1. Broom



2. Mop



3. Water



**At home, we maintain hygiene:**

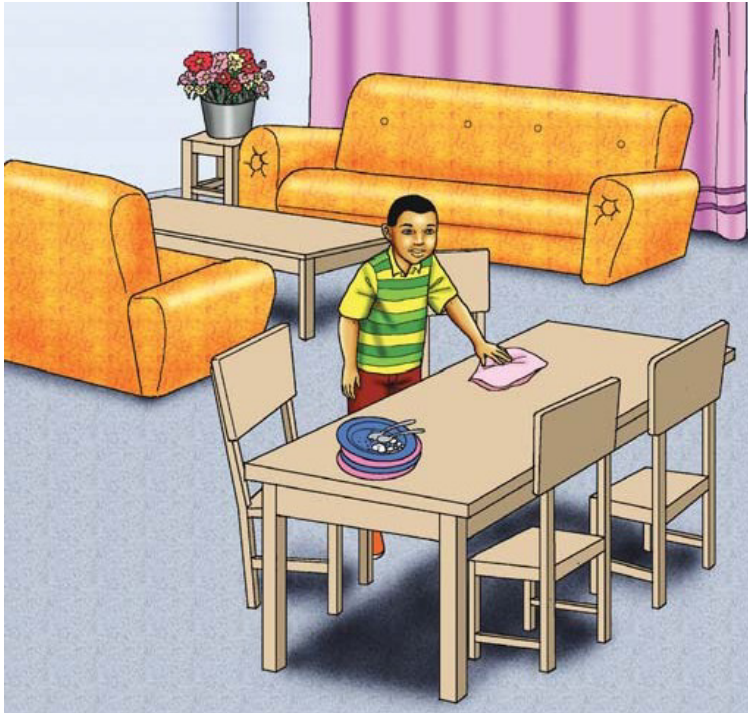
a) Sitting room



*A clean house*

**We have to clean sitting room chairs properly.**

b) In the dining room



*Ntwari is cleaning the table and sitting room chairs*

We have to clean our table.

c) In the kitchen



*A clean kitchen*



d) In the toilet

When the toilet is clean, can you feel the bad smell? ...  
yes or no



*Cleaning the toilet*

We have to remove wastes and put them into the dustbin.



*A dustbin*



## Application Activity 5.8

Plant a tree and name it.



We have to water our tree every day.

Make a follow up of its growth.

What do you expect to harvest from it after its growth?

## 5.9. Hygiene at school



### Learning activity 5.9

Look at these pictures.

What do you do when you notice wastes at school?

We have to sweep and mop the classroom every day. A dirty classroom can cause us diseases.

We have to pick wastes at school and put them into the dustbin.



*Maintaining hygiene at school*

We have to water flowers at school.



A clean toilet prevents diseases.

School toilets have to be cleaned every day.





## The importance of hygiene at school

1. It makes the classroom clean.



*The head teacher office is clean*

2. Helps to avoid diseases.
3. We live a happy life.
4. It helps us study properly.



*A teacher teaching*

5. It makes us play in a clean place.








## Application Activity 5.9

### I. Complete the following sentences with the correct word.

1. We have to.....our table after meals. (clean, water)
2. We help our parents.....plates. (mop, clean) after meals.
3. Wastes are littered into.....(toilet, compost manure).
4. We have to.....the tall grass. (cut, plant)

### II.

1. Look at different items that are used in maintaining hygiene at home.

Items	What are their names?
	_____
	_____
	_____



2. Look at the water in a glass. Which water can you drink?



3. Pick the wastes and mop where they were, clean the table and the cupboard.

Tell others what you have done and how you have done it.

### List of words

**Read these words aloud.**

- a) Hygiene at home
- b) Hygiene at school



### End of unit assessment

1. I clean my body by using \_\_\_\_\_ and \_\_\_\_\_.
2. I wipe my body with \_\_\_\_\_.
3. Underline the things we use when brushing teeth.
  - a. Nail cutter
  - b. Tooth brush
  - c. Razor blade
  - d. Clean water
  - e. Tooth paste
4. Complete sentences with Yes or No.
  - a. Brushing teeth can cause you problems. ....

- b. Cleaning teeth with a tooth stick removes food remains from the teeth .....
  - c. Dim light can damage your eyes.....
  - d. The body hygiene makes us feel healthy .....
  - e. We have to clean our teeth thrice per week .....
5. Choose a suitable word from the brackets to complete the sentence.
- a. We have to ..... our table after meals. (clean, water)
  - b. We help our parents ..... plates. (mop, clean) after meals.
  - c. We have to ..... the tall grass. (cut, plant).

**UNIT:****6****INFECTIOUS AND  
NON-INFECTIOUS  
DISEASES****Key Unit Competence**

The learner will be able to prevent infectious and non-infectious diseases.

**Introductory activity:**

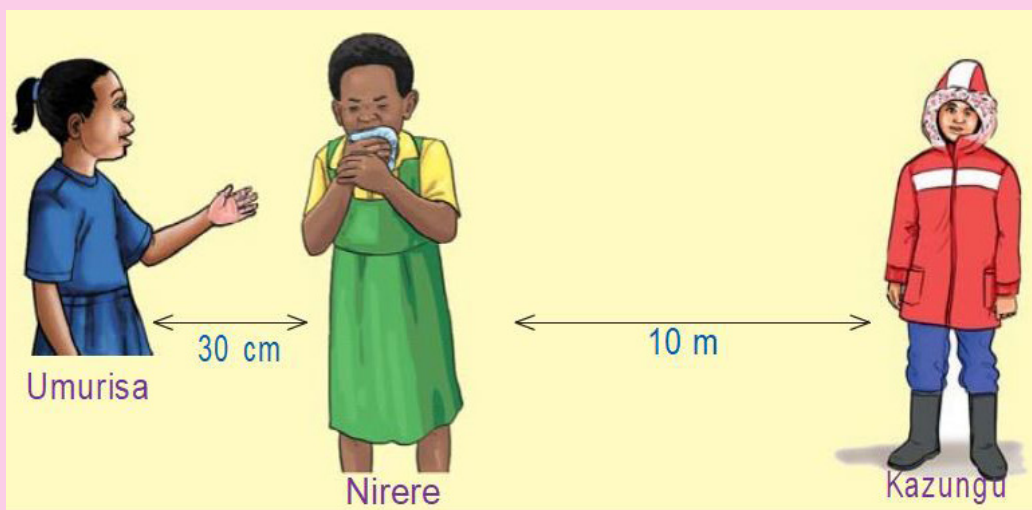
Observe the picture below and answer the questions that follow:



1. Name the diseases of these children?
2. How can you differentiate the diseases of these children?

## 6.1. Infectious diseases

### Learning activity 6.1 (a)



Nirere suffers from influenza.

Between Umurisa and Kazungu who can be easily infected?

### Learning activity 6.1 (b)

Have you ever been infected with influenza?

How have you been infected?

## Some of examples of infectious diseases:

### 1. Influenza

Have you ever been infected with influenza?

When you suffer from influenza, you have mucus. You also sneeze.



*A girl who is blowing her nose*

**Someone who is suffering from influenza has to do the following:**

a) Have enough rest.



*Resting*

b) Drink a lot of water, juice and soup.

c) Eat a lot of fruit and vegetables.



## 2. Tuberculosis

Have you ever seen someone who is suffering from tuberculosis?

### Signs and symptoms of tuberculosis

a) Coughing for a long time.



*A boy who is coughing*

b) Sweating during night.

c) Becoming too slim.

### Prevention of tuberculosis

a) Living in a house that has enough air.

b) Being vaccinated.

c) Eating balanced diet.

## 3. Cholera



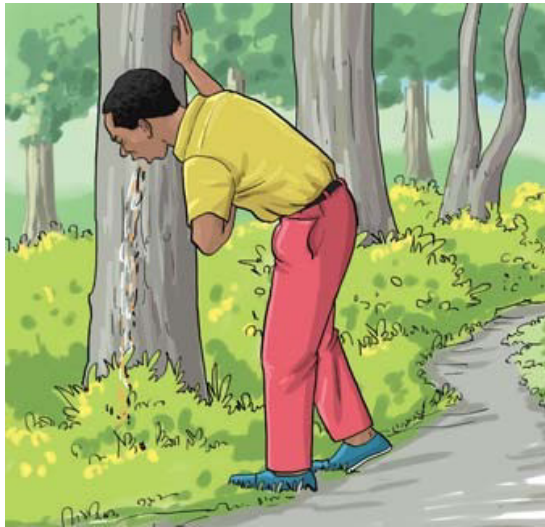
*A well ventilated house*

It is transmitted through dirty water.

## Signs and symptoms of cholera

Have you ever seen a person suffering from cholera? How was he or she? He/she is characterized by:

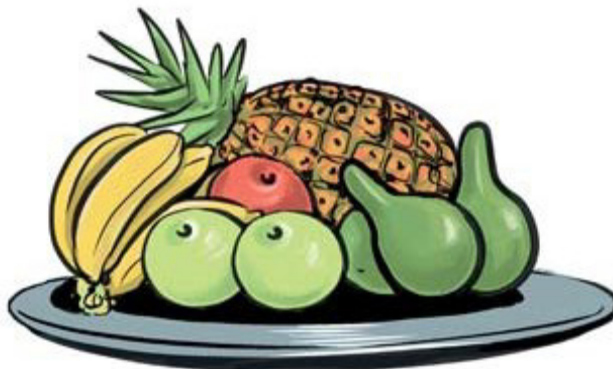
- a) Diarrhea
- b) Vomiting
- c) High temperature



*Vomiting*

## Ways of preventing cholera

- a) Washing hands after toilet and before meals.
- b) Drink boiled water.
- c) Having hygiene of food and drinks.



*A plate of clean fruits*



What is this child doing?



*A child who is defecating near a river*

Which diseases can he spread?



### Application Activity 6.1

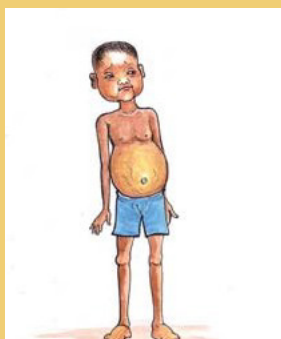
1. What causes cholera?
2. State three ways how we can avoid cholera.

.....

## 6.2. Non-infectious diseases



### Learning activity 6.2



Kalisa



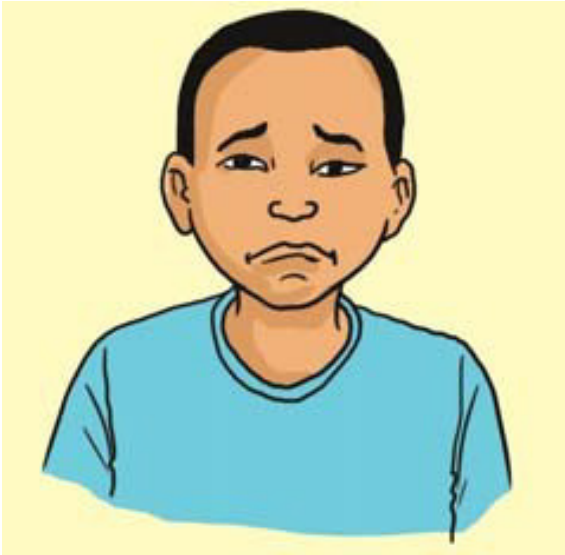
Kamana

Kalisa suffers from kwashiorkor. Can Kalisa contaminate Kamana?

**These are some of non-infectious diseases:**

**a) Depression**

Look at these pictures:



*A depressed child*



*A happy child*

**Who looks depressed?**

**A child who is depressed:**

- He/she lacks sleep.
- He / she lacks happiness.
- He/she is always tired.

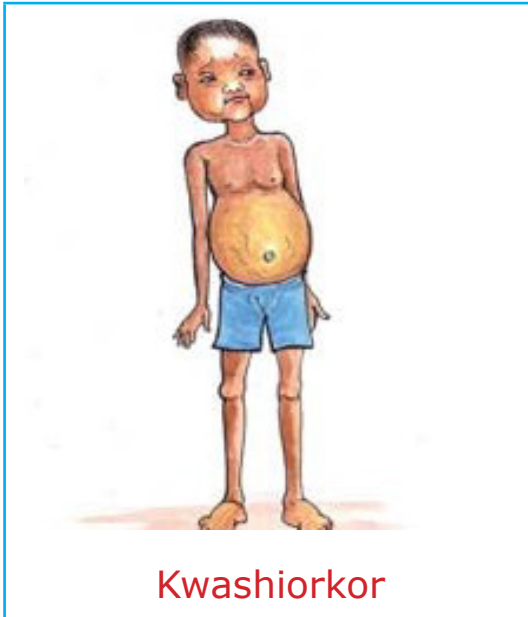
**b) Diabetes**

It is a disease that is caused by too much sugar in the body. A person who suffers from diabetes:

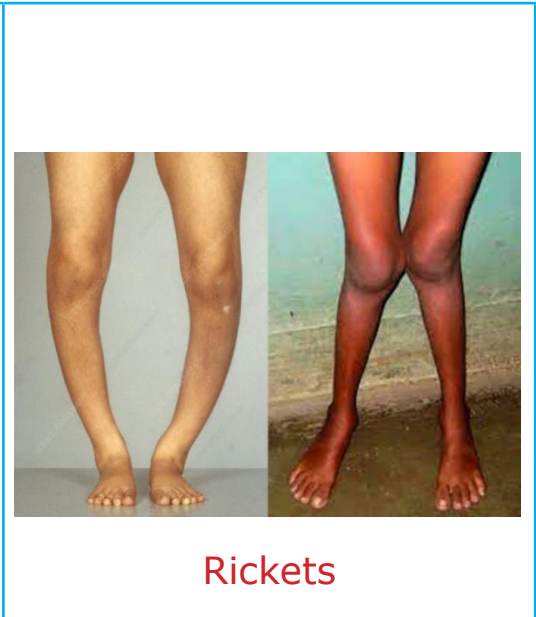
- He/she suffers from incurable wounds.
- He/she is always thirsty.
- He/she always needs to go to toilet.

### c) Kwashiorkor, marasmus, goitre and rickets

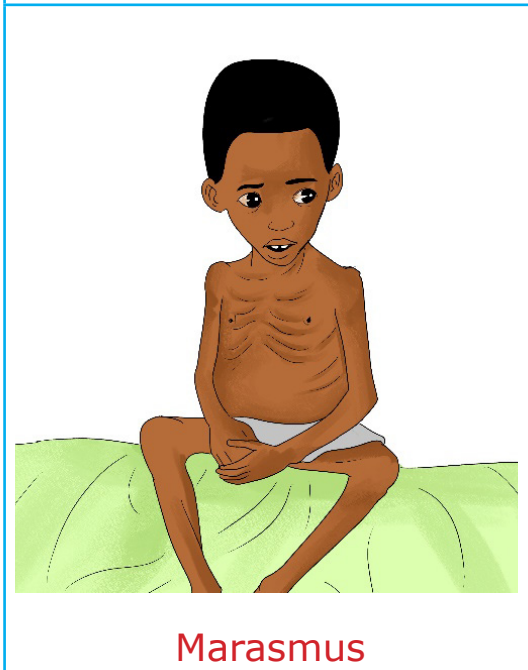
They are caused by malnutrition.



Kwashiorkor



Rickets



Marasmus



Goitre

Ways of preventing non-infectious diseases caused by poor feeding: kwashiorkor, marasmus, rickets, and goitre

Eating balanced diet.

## d) Jiggers, fleas, lice, bedbugs, athlete's foot and crevasse.

Jiggers, fleas, lice and bedbugs are caused by **poor personal hygiene**.

Athlete's foot and crevasse are caused by **fungus**.



Jiggers



Crevasse (imyate)



Fleas



Lice



Bedbugs



Athlete's foot (ibimeme)



Ways of preventing non-infectious diseases (jiggers, fleas, lice, athlete's foot, bed bugs, Crevasse (imyate) and amaga).

- Washing the body every day.
- Washing clothes and bedding.
- Wearing clean clothes.
- Wearing shoes
- Ironing clothes
- Cleaning houses, classrooms and compounds.
- Spraying insecticides.



### Application Activity 6.2

1. Give a non- infectious disease and two of its signs and symptoms, and how to avoid it.
2. Look at these pictures:

a)



*People who are drinking dirty water*

b)



*A child suffering from Otitis*

c)



*A child suffering from Kwashiorkor*

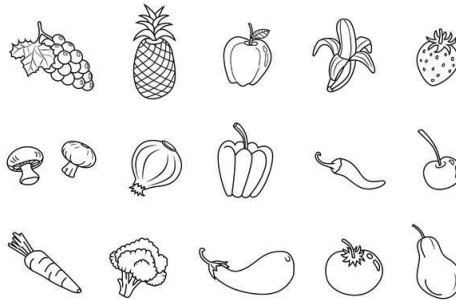
d)



*Overcrowded people can contaminate one another with diseases*

Which of the above pictures show non-infectious diseases.

3. Colour these pictures.



List of words

**Read these words aloud.**

- a) Influenza
- b) Tuberculosis
- c) Asthma
- d) Depression
- e) Cholera
- f) Typhoid
- g) Cancer



**End of unit assessment**

1. Underline the infectious diseases from the list below.

- a. Cholera
- b. Kwashiorkor
- c. Influenza
- d. Diabetes
- e. Tuberculosis

2. Use the table below to separate the following diseases.

- a. Kwashiorkor
- b. Jiggers
- c. Marasmus
- d. Cholera
- e. Lice
- f. Tuberculosis

<b>Infectious diseases</b>	<b>Non-infectious diseases caused by poor hygiene</b>	<b>Non-infectious diseases caused by poor feeding</b>
_____	_____	_____

3. State whether True or False

- a. We should spray insecticides prevent bedbugs and fleas .....
- b. We should wear shoes to prevent marasmus .....
- c. We shouldn't wash our hands after visiting the toilet.....
- d. We should wash our hand after handling dirty items.....



## UNIT:

## 7

LIVING IN HARMONY  
AND GOOD BEHAVIOURS**Key Unit Competence**

The learner will be able to adopt integrity and being careful in everyday life.

**Introductory activity:**

Observe the picture below and answer the questions that follow.



1. What do you see on the picture?
2. Why is it important to live in harmony in family?
3. Why is it important to live in harmony at school?

## 7.1. Ways of living in harmony at home and at school.



### Learning activity 7.1

Ask your classmate the following:

What are the benefits of living in harmony for us?

#### a) Sharing



*Children who are sharing food*

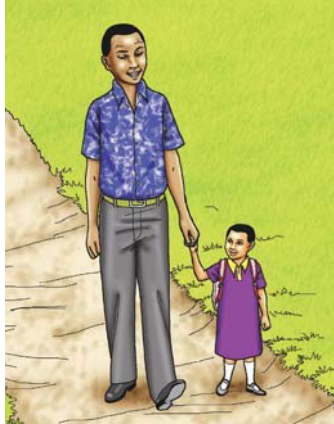
We can share food, drinks, books, ball...

#### b) Working together.



*Building a house*

### c) Taking children to school.



*A parent is taking his child to school*

### d) Solving problems peacefully.



*A panel of Abunzi Committee members, the accused and the complainant*

### e) Welcoming guests.



**f) Not abusing others.**



**g) Avoiding fighting with others.**



**h) Caring for the others' school items.**



**i) Embracing and greeting each other.**



*A pupil who is greeting a teacher*

**j) Helping others when they are in trouble.**

**Helping others when they are hurting.**



*Helping the injured*



*A child who has gone to visit a patient.*

**k) Thanking someone who gives you something.**





## l) Lending items from one another.



*Lending textbooks to classmates*

## m) Apologizing when someone makes a mistake.

We should say: "I am sorry. / Forgive me. / I apologize."



## n) Being friendly



**o) Respect others**

**p) Helping one another in Household activities**



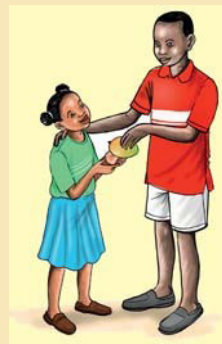
*Helping my mother to cook*



*Looking after domestic animals*



*Sharing tasks at school*



*Children sharing a mango*



**Application Activity 7.1**

1. Show how you can behave at school.
2. How can you live in harmony with others at home?
3. Circle the values of a good student from the list below:
  - Respect others,
  - Telling the truth.
  - Stealing
  - Being honest,
  - Fighting
  - Being punctual.



## 7.2. The importance of living in harmony at home and at school



### Learning activity 7.2

Living in harmony at home provides love. Does the father of this child have love? Why?



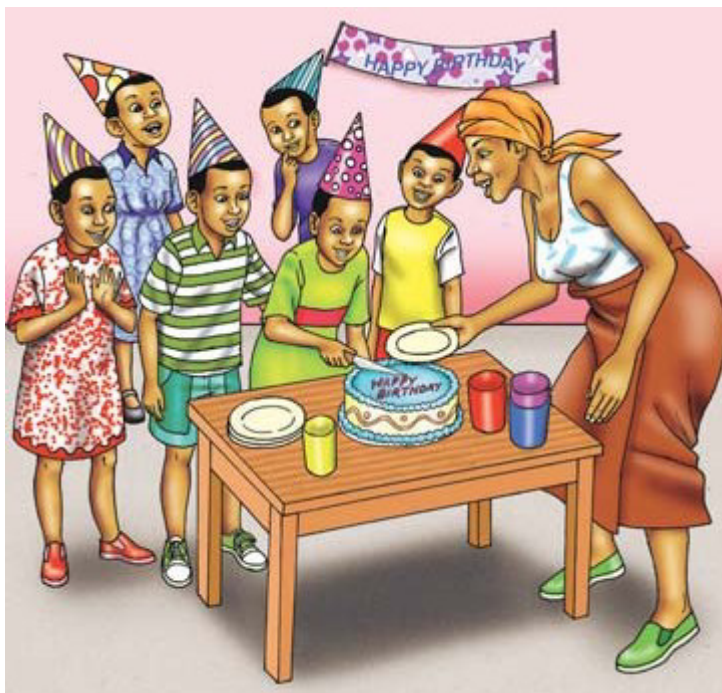
- Children go to school being happy.



*We study well when we live in harmony*

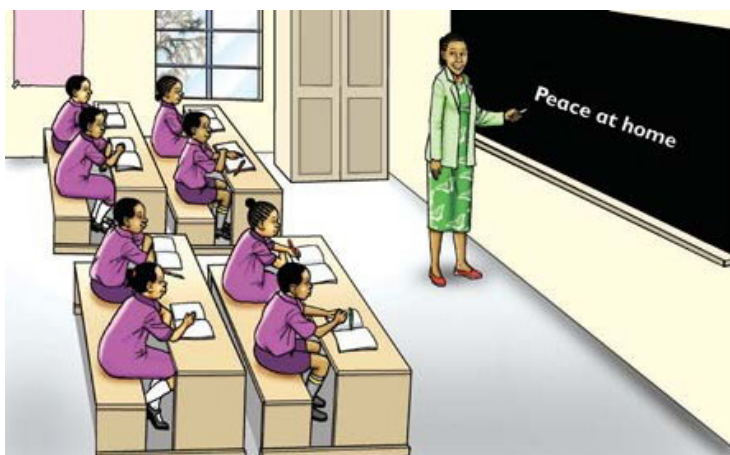
- When we live in harmony, we make progress.

- There is too much happiness in family.



*Living in harmony provides us with happiness*

- Studying well.



- Growing well and helping our families.
- Promoting love for one another.
- Promoting unity.
- People help each other during difficult times.
- It brings friendliness/togetherness.

- It helps live in harmony.
- It brings love.
- It helps people work hard.



*Pupils discussing in class*

- It brings good relationships among people.



*Promoting love*

- It promotes mutual respect.
- It brings luck.



## The importance of living in harmony with others

### Story: MY TESTIMONY

My Testimony is a story about Manzi in the 1994 genocide against the Tutsi. It is an example of not living in harmony.

**Read the Story carefully and answer the questions**



My name is Manzi. I live in Bwiza Village.

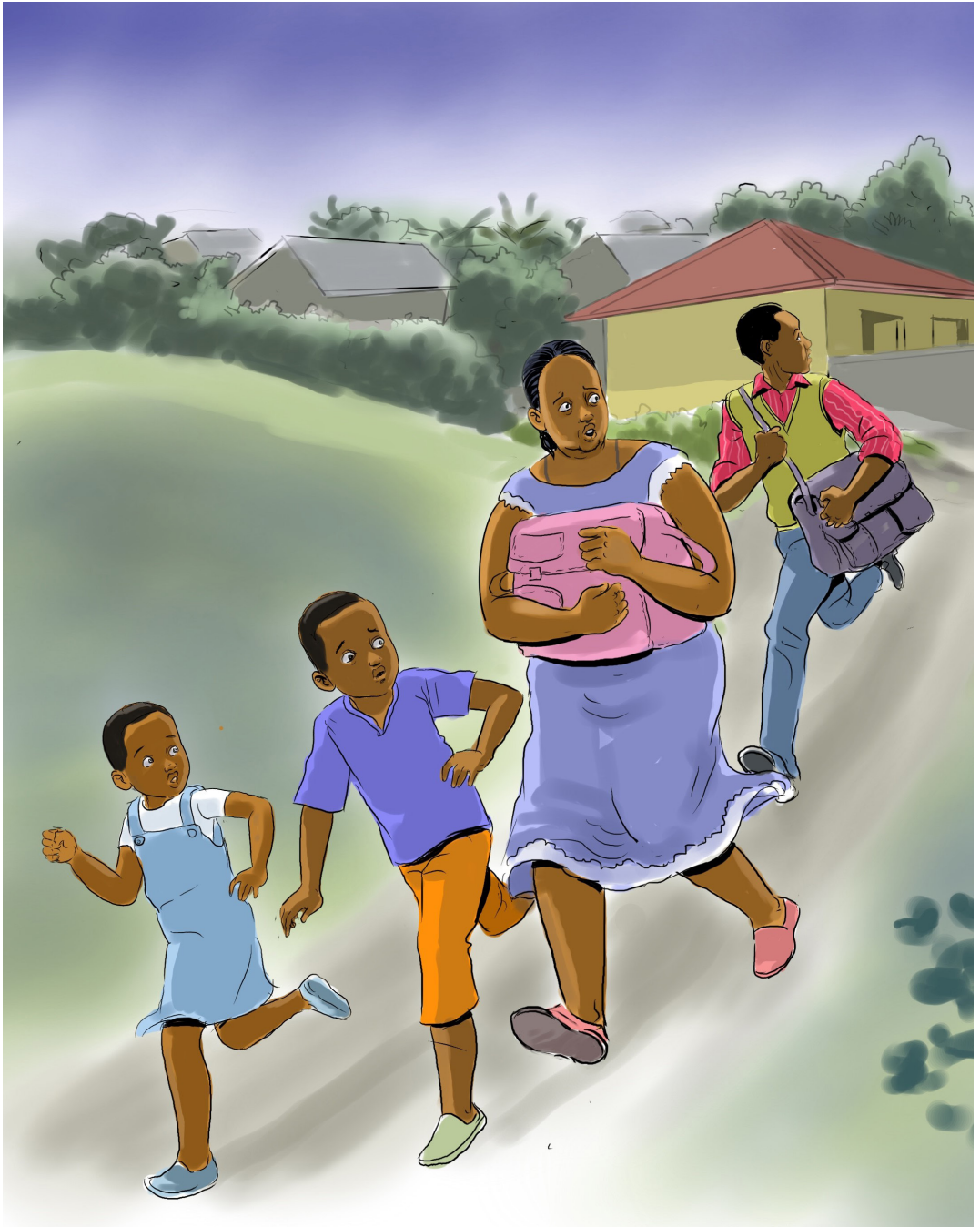


In 1994, we had a good relationship with our neighbors. We shared everything.



On 7th April 1994, we heard people screaming.





We run way from our home because they wanted to kill us.





Some good people welcomed us and gave us a place to hide.



After some time we went back to our village. There was peace! But our home had been destroyed and our property taken away.





We built our home again



We now have a beautiful home but we will never forget what happened to us in 1994.

### Questions on the story:

1. Why did Manzi and parents run away?
2. What do we learn from the story?



### Application Activity 7.2

I. Show the importance of living in harmony with others at school or at home.

II.

1. Living in harmony at home is good. (Yes/No).
2. Fill in with an appropriate word.
  - i) A family which lives in harmony \_\_\_\_\_  
(makes progress, is bad)
  - ii) When people live in harmony at home, children go to school \_\_\_\_\_ (being happy, being unhappy/ angry)

## 7.3. Sources of disharmony



### Learning activity 7.3

Observe the picture below and tell the possible causes of this fighting.



- a) Lack of unity
- b) Lack of respect
- c) Lack of honesty
- d) Greed
- e) Telling lies
- f) Being late



### Application Activity 7.3

1. State the causes of disharmony at home
2. State the causes of disharmony at school

## 7.4. Dangers of not living in harmony with others



### Learning activity 7.4

Observe the following picture and give two dangers of not living in harmony with others.



- a) Fighting.
- b) Lack of development.
- c) Loneliness.
- d) Dropping out school.
- e) Injuring your fellow classmates.
- f) Pupils do not study well.
- g) It causes hatred.
- h) It causes mistrust.
- i) It causes lack of cooperation between people.
- j) It causes trouble and lack of peace.
- k) It breaks friendliness at school.
- l) It brings misunderstanding among people.
- m) It brings hatred among people.





## Application Activity 7.4

I. State the dangers of not living in harmony in the family.

II. Complete the following sentences.

1. We have to live in harmony at school \_\_\_\_\_ (in fighting, in studying well)
2. Fighting at school is \_\_\_\_\_. (bad, good)

III.

1. State three things that we can share.
2. We have to..... all the ways of defilement (condemn/cover)
3. State three things you can do to help a poor neighbour.

### List of words

**Read these words aloud.**

- a) Peace
- b) Living in harmony at school
- c) Helping
- d) Helping one another
- e) Sharing
- f) Violence



## End of unit assessment

1. Circle the values that can help a student to live in harmony with others.
  - a) Respect others,
  - b) Telling the truth.
  - c) Stealing.

- d) Being honest.
  - e) Fighting.
  - f) Being polite.
2. Choose the importance of living in harmony and rewrite them down.
- a) Progress.
  - b) Hatred.
  - c) Happiness.
  - d) Misunderstanding.

.....

3. Underline the correct sentence.
- a) We can share food, drinks, books and ball.
  - b) We should not thank someone who gives us something.
  - c) We should not apologize when we make a mistake.
4. Choose the behaviours that cause disharmony at school.
- a) Disunity
  - b) Respect
  - c) Fighting
  - d) Dishonesty
  - e) Greed
  - f) Politeness
5. Choose the dangers of living in disharmony and rewrite them down.
- a) Love
  - b) Fighting
  - c) Sharing
  - d) Dropping out school .....

## UNIT:

## 8

## POLITENESS

**Key Unit Competence**

The learner will be able to have and show good behaviours at home.

**Introductory activity:**

- When somebody steps on you and does not apologize, how do you feel?
- Politeness is the quality of being polite. Give two examples of behaviours of polite pupil

**8.1. Politeness towards your family members****Learning activity 8.1**

Ask your friend how he or she helps family members.

- a) Helping the family members.
- b) Asking for forgiveness when you make a mistake.



*Family members help each other in household activities*

c) Thanking every person that helps you.



*A child who is sharing with another one a mango*

d) Sharing instead of being selfish.



### **Application Activity 8.1**

Give 3 examples of politeness towards your family members.

## 8.2. Politeness towards guests



### Learning activity 8.2

Ask your friend how he or she welcomes his or her guests.

- a) We have to greet our guests.
- b) We have to welcome them.
- c) Helping them to carry the luggage.
- d) Serving them food or drinks when they are available.
- e) Conversing with them.
- f) Appreciating them.
- g) Accompanying them



*A child who is thanking a guest for a gift he has received from him*



### Application Activity 8.2

When are these words used?

- a) Forgive me
- b) Thank you
- c) We recommend that

## 8.3. Politeness at the dining table



### Learning activity 8.3

How do you behave when you are at dining room?

When we are sharing food and drinks with others, we have to behave politely.

When you are at the dining table, how do you behave? You have to behave in the following way:

- a) Do not take food yourself. Ask others to give it to you.



*A child asking for salt*

- b) Do not speak with food in your mouth.



*A child who is speaking with food in the mouth*



- c) Do not be greedy.
- d) Pray before eating.
- e) Do not refuse to serve others food.



*A child who has been denied food*

- f) When you want to blow your nose, you have to say sorry. Go outside and do it before returning back to the dining table.
- g) When you have finished to eat, wash spoons, cups etc.
- h) Clean the dining table.



### **Application Activity 8.3**

Give 3 examples of things to avoid at the dining table.

## **8.4. Politeness while speaking**



### **Learning activity 8.4**

When you wake up what do you tell your parents?

Being polite while speaking:

- a) Greet every person you meet on your way.



*A child who is greeting her teacher*

- b) In group, ask for the floor.
- c) All the time, ask something politely.
- d) All the time, appreciate someone that helps you.
- e) Do not backbite your fellow classmates.



#### **Application Activity 8.4**

Give 2 examples of things to do while speaking.

### **8.5. Politeness on the way**



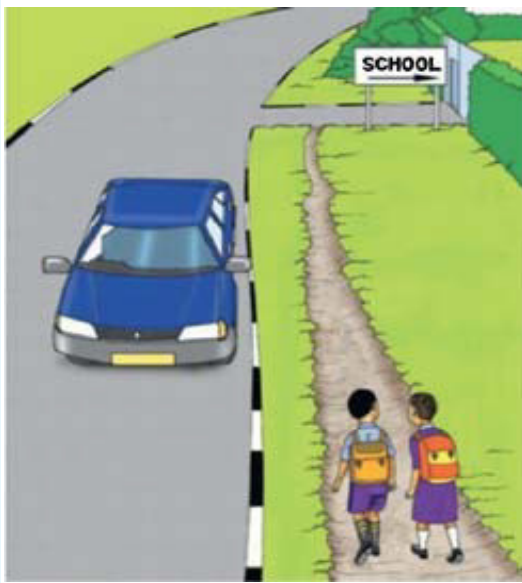
#### **Learning activity 8.5**

When you meet an old person on your way, can you give way to him/ her?

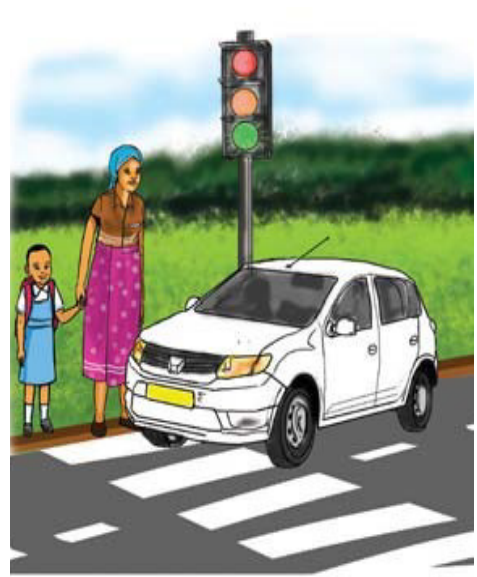
These are the ways we have to behave on our way:

- a) When you are in car, give your seat to an old person.
- b) All the time, give way.
- c) Do not run on road.

d) Do not play on the road.

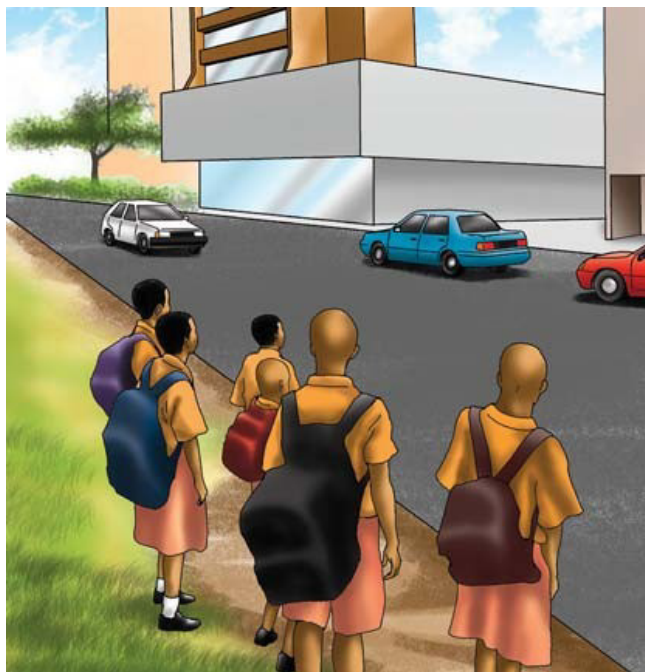


*Children walking along the road*



*A parent holding the hand of her child to help her cross the road*

e) Look at both the right and left sides before crossing the road.



*Children who are about to cross the road.*

f) Do not play on the road because you can be knocked.



*A child who was playing on the road has been knocked by a car*



### Application Activity 8.5

Give 2 examples of things to avoid on the way.

## 8.6. Politeness in a place where there are many people



### Learning activity 8.6

Have you ever gone to place with many people?

What did you go to do there?

**These are the ways you have to behave in such a place:**

a) Being polite.



*A leader who is greeting citizens*

b) Speaking politely.

c) Being smart.



*A smart teacher teaching pupils*

d) Cover your mouth when you sneeze.



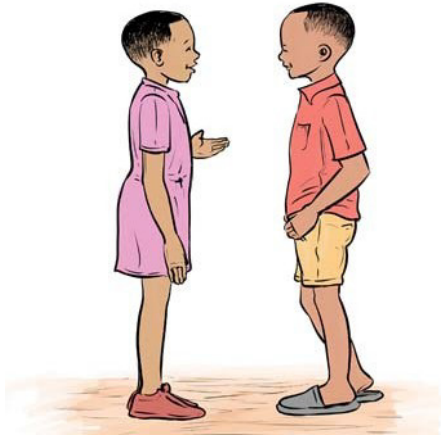
*A child who is about to sneeze*

e) Put the wastes in the dustbin.



*A child who is putting wastes in a dustbin*

f) Take your fellow classmate aside and talk to him or her.



*Children who are conversing politely*

g) Say "thank you" when you have finished to eat.



### Application Activity 8.6

Show how you will behave in place where there are many people.

#### List of words

**Read these words aloud.**

- a) Politeness towards your family members
- b) Politeness at the dining table
- c) Politeness at home
- d) Politeness on the way
- e) Politeness in place where there are many people



## Puzzle game

1. Draw and name the road sign below.



2. Name two road signs shown in the picture.



## End of unit assessment

1. Politeness is the quality of being ..... (polite, impolite).
2. Put every behaviour in the suitable column.
  - a) Not running on road or playing on the road.
  - b) Cleaning the dining table.
  - c) Welcoming guests.
  - d) Helping each other in household activities.

Politeness towards your family members	Politeness towards guests	Politeness at the dining table	Politeness on the way

## UNIT:

## 9

## FAMILY PROPERTY

## Key Unit Competence

The learner will be able to take positive actions in managing family and community property.



## Introductory activity:

There are many types of family property.

1. Give 3 examples of personal property.
2. Give 3 examples of family property.
3. Why is it important to care for family property and community property?

## 9.1. Needs of a family



## Learning activity 9.1

Look at the following pictures.



*A television*



*A car*



*Food*

## What are basic needs?

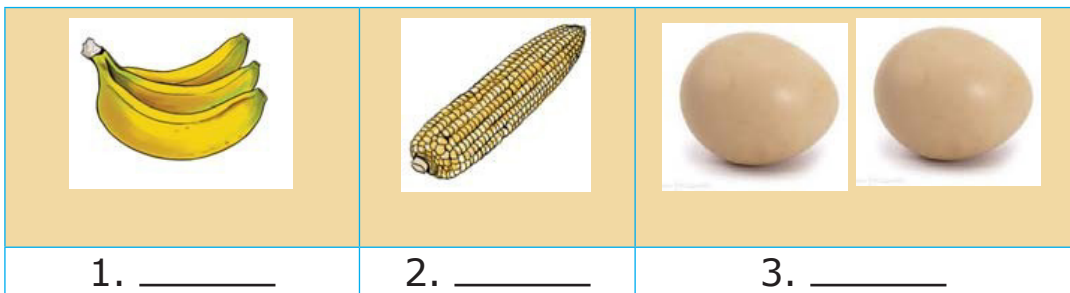
**These things are called basic needs.**

### a) Food

The following pictures show examples of food.



Name the following examples of food.



### b) Clothes

We put on clothes in order to protect us against wind and cold. Clothes make us smart. These pictures show us some of the types of clothes that people can put on.

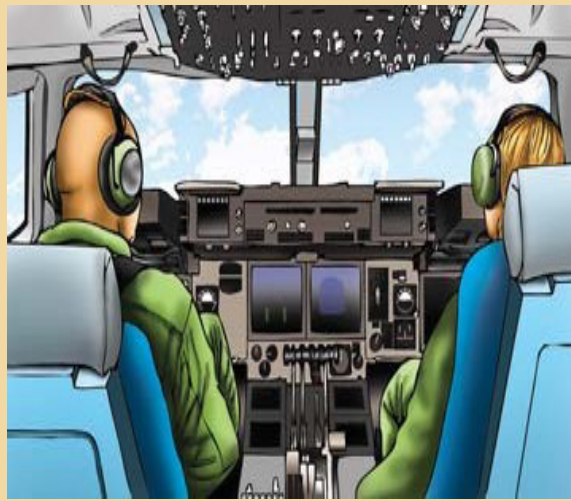


**Look at the following pictures.**

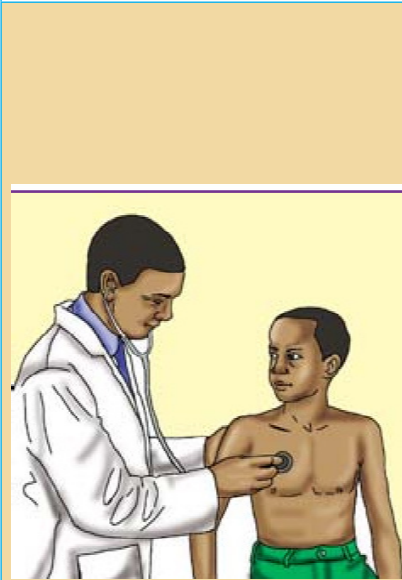
Write the work of the following people.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

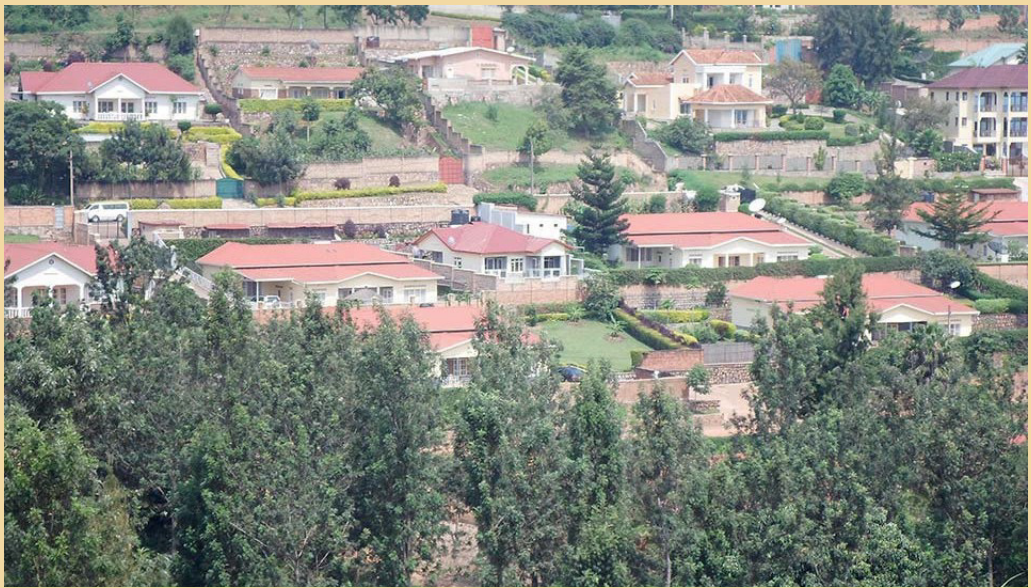
What type of clothes have they put on?



### c) Home

A home is a place where people live.

A house is a shelter we live in.



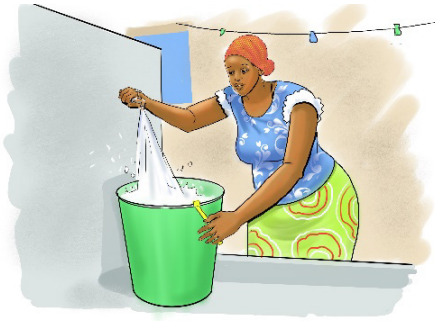
*Houses in the city*



*Houses in the village*

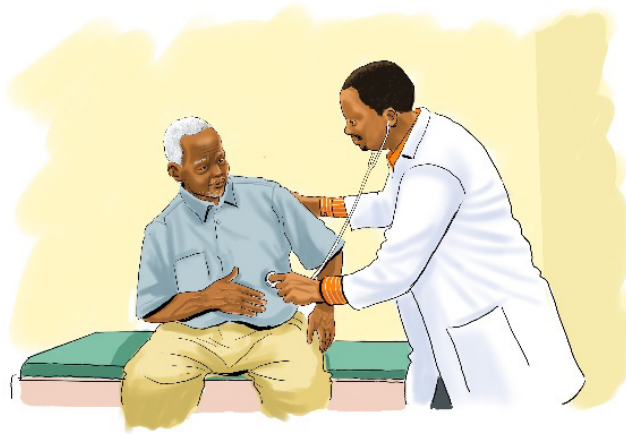
## d) Water

The source of water are springs, streams, rivers, lakes, and water taps.



We must always wash our clothes and our body. Water is used for bathing, drinking, cooking and washing.

## d) Medical care



### **Ways of caring for basic needs**

We should not waste food.

We should serve ourselves food we can finish.

We should iron our clothes.

We should not waste water.

We should care for our health centres.





*Washing our clothes*

We must clean our home every day.



*Cutting grass*



### **Application Activity 9.1**

Name three ways we can get our basic needs.

.....

.....

.....

## 9.2. Money



### Learning activity 9.2 (a)

The following pictures show some of the notes and coins that are used in Rwanda.

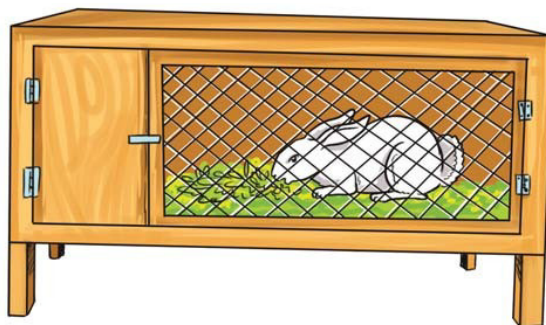


Are there any other types of notes and coins that you know? (yes or no)

### Sources of money

Ask your friend how his or her parent gets of money. We get money from the following sources:

- Saving
- Domestic animals.



- c) Trade (selling things).
- d) Getting a loan from bank.



*People are in the bank*

- e) Salary or wages from temporary jobs.



*A mechanic is repairing a car.*

- f) Cultivating







*People are cultivating*

Make a box (saving tool box) in which you will be saving coins.



## Learning activity 9.2 (b)

a) Choose any three items that you can buy if you have 5000 Rwandan francs.

	
<p><i>Dress</i></p>	<p><i>Saving in a bank</i></p>
	
<p><i>Books</i></p>	<p><i>Cake</i></p>

b) Explain the reason why you have chosen these ones.

c) Mention ways how we use money at home.

## We use money when we buy the following things:

a) Home materials



*A modern kitchen*



b)



*A chair*

c)



*A bed*

d)



*A table*

e)



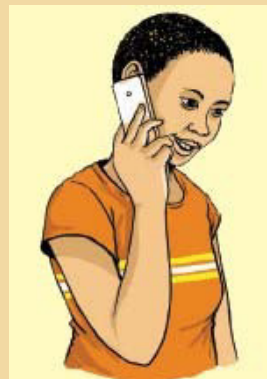
*A blanket*

f)



*Radio and television inside the house*

g)



*Using a mobile phone*

1. Draw the following items and shade them:

a) A table

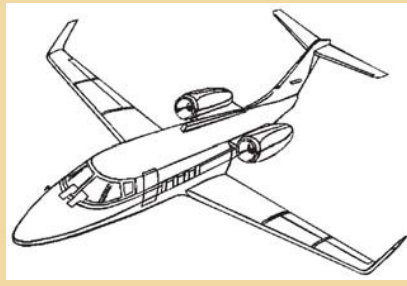
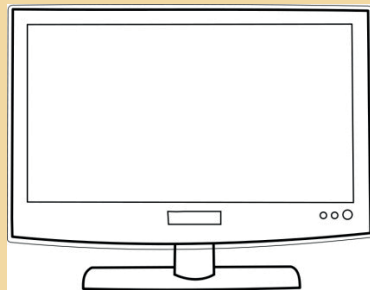
b) A radio

2. What are the colors of the following chairs?



a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_

3. Name and colour the following items:





## Proper management of money

We spend money on many things.

**We must use our money properly:**

a) By saving.

The small hole through which coins pass



b) Without overspending



### Application Activity 9.2

We have to use our money properly. Show the ways we use our money.

## 9.3. Proper management of pupil's personal and family properties

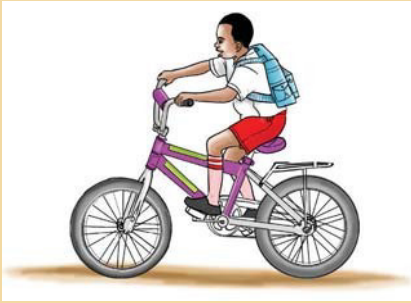


### Learning activity 9.3 (a)

1. State 3 types of pupil's personal property
2. State 3 types of family property.

## Different types of pupil's personal property

These are Kariza and Mugisha.



*Mugisha*



*Kariza*

Which color of shorts is Mugisha putting on?

Which color of the dress is Kariza putting on?

**Mugisha is putting on the following clothes:**





- a) Shoes
- b) Short
- c) Shirt
- d) He has also a school bag in which there are school materials. All these things and a bicycle are the personal property of **Mugisha**.

**Kariza is putting on the following clothes:**

- a) Shoes
- b) Dress
- c) Socks and a tie
- d) She has also a school bag in which there are school materials The things that Mugisha has are his own property that he has been given.

What Kariza has is also her own property.

Even in their school bags they have their own properties.

			
<i>Note book</i>	<i>Pencils</i>	<i>Eraser</i>	<i>Text books</i>

All the above materials are the personal properties of Kariza and Mugisha.

### Learning activity 9.3 (b)

List three pupil's materials

(a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_

### Types of family property

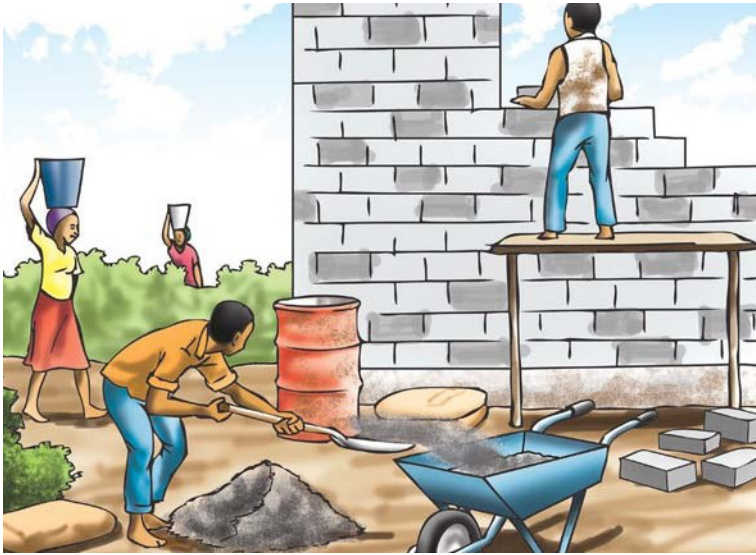
Which type of family property do you have at home? The family property is made up of the following:

a)



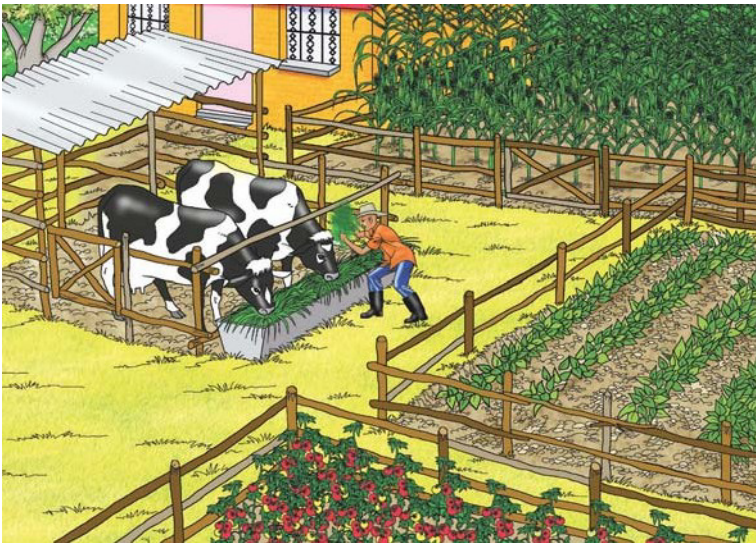
*Family farm*

b)



*Family house*

c)



*Family crops and domestic animals*



### **Learning activity 9.3 (c)**

State three family properties:

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

## Manage the personal property well

Tell your fellow classmate your personal property.

We should manage them properly

a) We must clean our shoes every day.



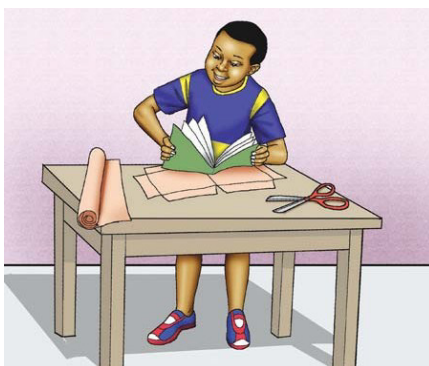
*A child who is cleaning shoes*

b) Our clothes should always be clean.



*Mother is washing clothes*

c) We should cover our books properly.



*Kaneza is covering the school books.*

d) We should properly take care for our pens, rubber and rulers.

We need them for studying well.

We should take care for household materials.



### Application Activity 9.3

State how you take care for the family property.

#### List of words

**Read these words aloud.**

- a) Money
- b) Family house
- c) Putting on clothes
- d) Food
- e) Personal property



### End of unit assessment

1. Use the following table to separate basic needs from wants.
  - a) Food
  - b) Water
  - c) Car
  - d) Medical care
  - e) Television set
  - f) Clothing
  - g) Shelter/house
  - h) Smartphone



Basic needs	Wants

2. Match the basic need with its use.

Basic need	Use
Home	Helps people to look smart and neat.
Water	Protects people from dangerous animals and bad weather.
Medical care	Is used for drinking, washing...
Food	Helps people to get treatment
Clothing	Helps the body to grow well.

3. Tick the ways of caring for family property.

- a) We should not waste food.
- b) We should waste food.
- c) We should iron our clothes

4. Give any two sources of money in the family.

## UNIT:

## 10

## ENVIRONMENT

**Key Unit Competence**

The learner will be able to do self-direction, direct others and properly manage environment.

**Introductory activity:**

1. Give two examples of things found in the surroundings of:
  - a) Our home
  - b) Our school
  - c) The way to school
2. Why is it important to care for things that surround our school and our home.

**10.1. Directions**

**Directions are used to show places and things.**

Directions are used to show places where things or people are located.

**Directions are four:**

(i) Right

(iii) In front/forward

(ii) Left

(iv) Behind/backward



## Learning activity 10.1

### Items/Materials

1. Two sticks
2. Rope
3. Four flashcards written on four directions.

### How they are made

- a) Sharpen sticks in order to show in front, behind, right and left.

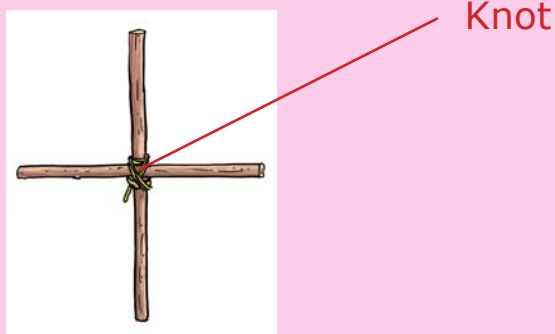
Right

Left

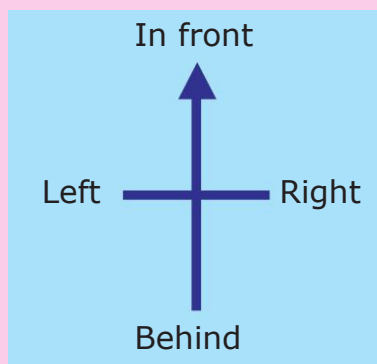
In front

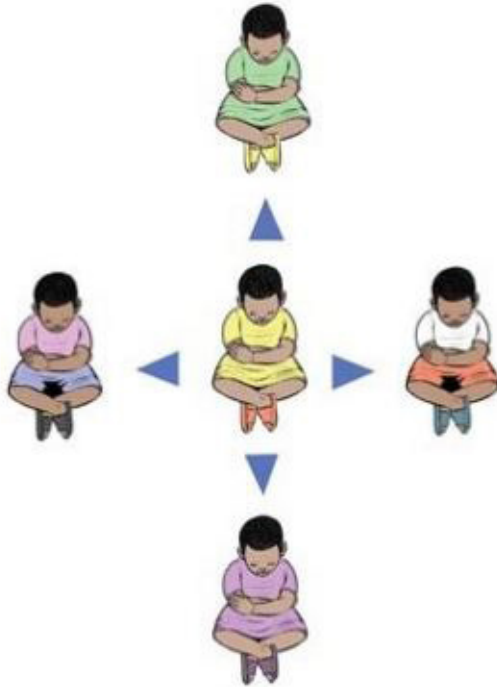
Behind

- b) Use the flashcards and show in front, behind, right and left.



- c) Tie the two sticks using a rope.
- d) Put each flashcard on the top of each stick. Look at the directions.

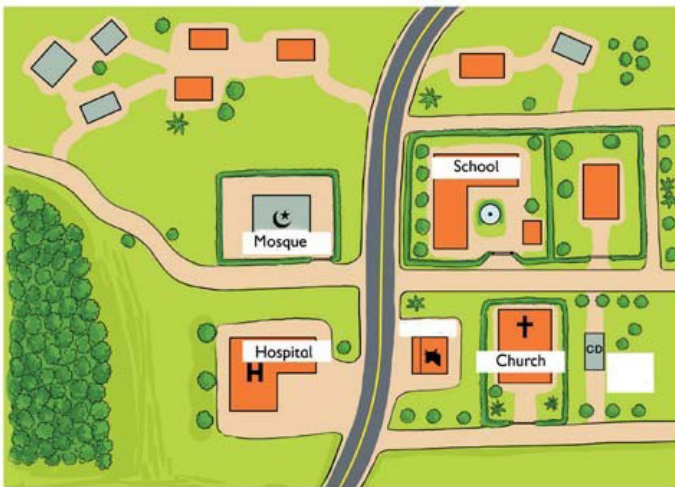




Gatera is seated in front of Gatesi.

Gatesi is seated behind Gatera.

**Look at the following picture. It shows the primary school of Huye.**



The school is at the right side of the road.

Cows live at the left side of the church.



## Learning activity 10.2

A child is facing the northern part of the region

a) Here is \_\_\_\_\_



b) The back is facing \_\_\_\_\_.

c) The left hand shows \_\_\_\_\_.

d) The right hand shows \_\_\_\_\_.

## 10.2. The way to school

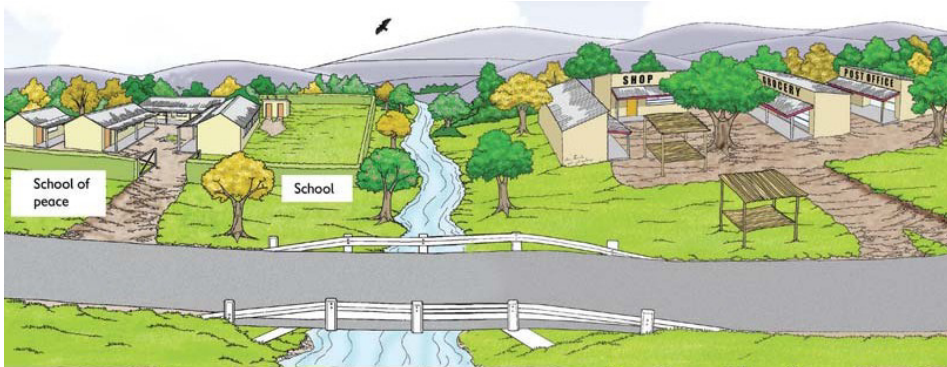
**Main things that are located on the way to and from school**



### Learning activity 10.2 (a)

What do you see on the way to school ?

Look at this picture.



## Learning activity 10.2 (b)

State what you see around your school.

## Learning activity 10.2 (c)

1. Write what you see around our school.

(a)\_\_\_\_\_ (b)\_\_\_\_\_ (c)\_\_\_\_\_ .

2. Draw and shade one thing that you see on your way to school.

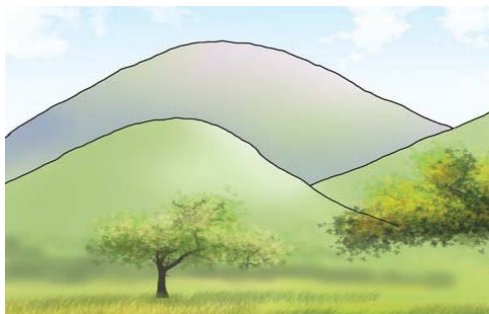
**Some of the things we see on our way to school are:**

- a) River.
- b) Bridge.



*River with a bridge*

- c) Hills.



*Hills*



d) Banana plantation.



*Banana trees*

e) Shops.

f) Plains.

g) Village.

## Things that are located on the way to and from school

### a) Bees

Bees live in trees. We should not throw stones or sticks at beehives. Bees can sting us and harm us.



*Children are disturbing bees*

## b) Ants

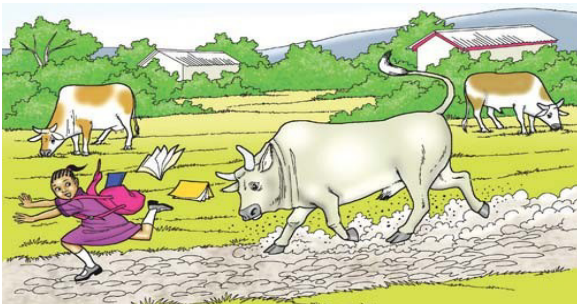
Ants are small insects. They can sting us when we step on them.



*Ants*

## c) Cows

There are aggressive cows that can attack you. It is bad to disturb such cows.



*A cow chasing children in the street*

## d) Dogs

There are aggressive dogs that can attack you. Do not provoke them.



*An aggressive dog*

### e) Snakes

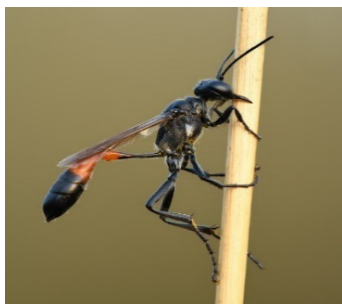
Snakes are dangerous. Do not walk in the bush.



*A snake is in the tree*

### f) Wasps and spiders

We should avoid playing with wasps. They sting. On the other hand, spiders poison.



*Wasp*



*Spider*

### g) Thorny plants

Certain plants have thorns. We should not touch thorny leaves while we are going to school.



*Thorny plants*

## h) Poison apple

Do not eat whatever you get.



*Poison apple*

## i) Holes

Where we pass by on our way to or from school, there can be holes. We can break when we fall in such holes. We must avoid playing near them.



*Children who are playing near open holes*



### Application Activity 10.2

1. State four bad things you see when coming to school.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_



2. Draw one of them.
3. Shade it with colors.

### 10.3. Our school

#### Learning activity 10.3

What is the name of our school?

Look at this picture.



#### **Buildings and location**

What do you see near the school?



#### **Application Activity 10.3**

What different types of rooms are found in the school?

### 10.4. Surroundings of home

**The main surroundings that are found near the home**

#### Learning activity 10.4 (a)

1. Show if the following can be found in the surroundings of our school.

Surroundings	Write Yes/No
1. River	_____
2. Mountain	_____
3. Ponds	_____
4. Trees	_____
5. Road	_____
6. Plain	_____
7. Schools	_____
8. Market	_____
9. Domestic animals	_____
10. Memorial site	_____
11. Museum	_____
12. National park	_____

2. State the surroundings of your home.

There are many surroundings of your home. Some of them are rivers, mountains, plains, ponds, plants, shops and roads.

**Look at the following picture.**

*This is the Musoni's house.*



*Musoni's home*





## Application Activity 10.4 (a)

1. Name three things that are found near the house of Musoni.
2. Show the importance of the things that are found near the house of Musoni.




### The uses of things that are found at home

The things that surround us are very useful for us. They provide us with fresh air, fruits, etc.



### Learning activity 10.4 (b)

Fill in with surroundings and their importance.

Surroundings	Importance
	<hr/>
	<hr/>
	<hr/>



### Application Activity 10.4 (b)

Mention anything found in our home environment.

### Caring for the surroundings of a home

- We must care for the surroundings of our home.
- We have to protect rivers.
- We must put wastes into a dustbin.
- Do not cut down trees.
- We should put manure in our gardens.



*Dirty water can contaminate us with diseases.*



### Application Activity 10.4

1. If you drink dirty water, which diseases can you get?
2. Show how you can care for the surroundings.

## 10.5. School surroundings

### Main school surroundings

#### Learning activity 10.5

1. Are the following available at our school?

	Write Yes/No
1. Houses	_____
2. Road	_____
3. Flowers	_____
4. Playing ground	_____
5. Market	_____

2. State what you see around the school.

### The school surroundings are:

- a) Wells
- b) Rivers
- c) Forests
- d) Airport
- e) Roads

### The importance of the school surroundings

#### State the school surroundings.

The school surroundings are very important. They help us live well.

#### a) Market

We buy what we need from markets.



*A parent who is buying food*

## b) Shops

We buy what we need from shops.



*A child who is buying a pen in a shop*

## c) Forests

We gather firewood from forests.



*Firewood is in forests*

## d) Airport

We travel by aeroplane



*Kigali International Airport*

## Protection of the school surroundings



- a) We should not cut down trees.
- b) We should not throw/dump wastes into rivers.
- c) We should dig wells.
- d) We should paint trade centres.
- e) We should fence and prune forests.



### Application Activity 10.5

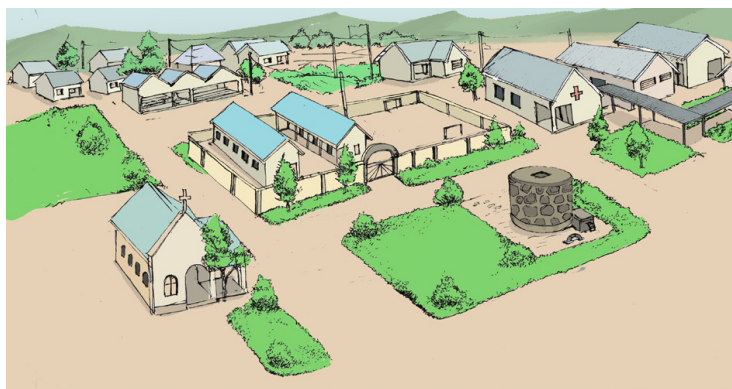
Mention any three ways we care for our school surroundings.

## 10.6. Property of our village



### Learning activity 10.6

Loot at the picture below of a village and define a village.





**A village** is a place made up of several homesteads.

It is the first and smallest governing organ.

It is made up of different important places like **schools, health centres, markets, roads** and many others.

### Good ways of caring for our village property



### We have learnt/understood that:





- Property of the village should be well cared for and protected mostly through community work.
- People should cut long grass around their homes.
- People should clean trenches.
- People should repair important buildings like schools, health centres and many others.
- When the village is well cared for, people live a good life.

### **We have decided to:**

- Care for and protect important places found in our village.
- Work together with parents, leaders and teachers.
- Stop bad people that destroy important places found in our village.



### **Application Activity 10.6**

How can you care for your village property? Give three examples.

#### List of words

#### **Read these words aloud.**

- a) Directions
- b) Things we see on our way to school
- c) Citizens



### **End of unit assessment**

1. Write any three things you find around our school.
2. Give any two dangerous animals you may meet on your way to and from school.
3. Write what you see around our school.

4. Match the use to place.

Use	Place
We gather firewood from	Forests
We buy what we need from	Airports
We get airplane to travel from	Market

5. A ..... is a place made up of several homesteads. (cell, village).
6. Mention any three village property.
7. State whether True or False
  - a) People should cut long grass around their homes.
  - b) People should not clean trenches.
  - c) People should plant trees.

## UNIT:

## 11

TRANSPORT AND  
COMMUNICATION**Key Unit Competence**

The learner will be able to properly use road and communication equipment.

**Introductory activity:**

In your village there are different means of transport and different means of communication.

1. Give the main type of transport found in your village.
2. What are the means of transport found in your village?
3. What are the means of communication found in your villages?

**11.1. Road****Learning activity 11.1**

What is the type of road that is near our school?

Is there any other type of road have you ever seen in another place?

**Yes/ No**

The road is the path where people and vehicles pass.

### Types of roads.

1. This is a paved road.



*A paved road*

2. A murrum road.



*A murrum road*

3. A tarmac road.



*A tarmac road*



## Application Activity 11.1

Match the type of the road with a right picture.

Type of road	Picture
a) A semi-permanent road	
b) A high way road	
c) A dusty road during the dry season	

### 11.2. Users of the road

Users of the road are people, vehicles, motorcycles, bicycles, etc



## Learning activity 11.2 (a)

Explain the ways of using the road.

This is a pedestrian.



*A pedestrian*

A **pedestrian** is a person who walks on a foot. A person who rides a bicycle is called a cyclist. A person who rides a motorcycle is called a motorist. A person who drives a car is called a driver.



*A cyclist*





## Learning activity 11.2 (b)

Cut pieces of paper and write on the following letters to form the following word:

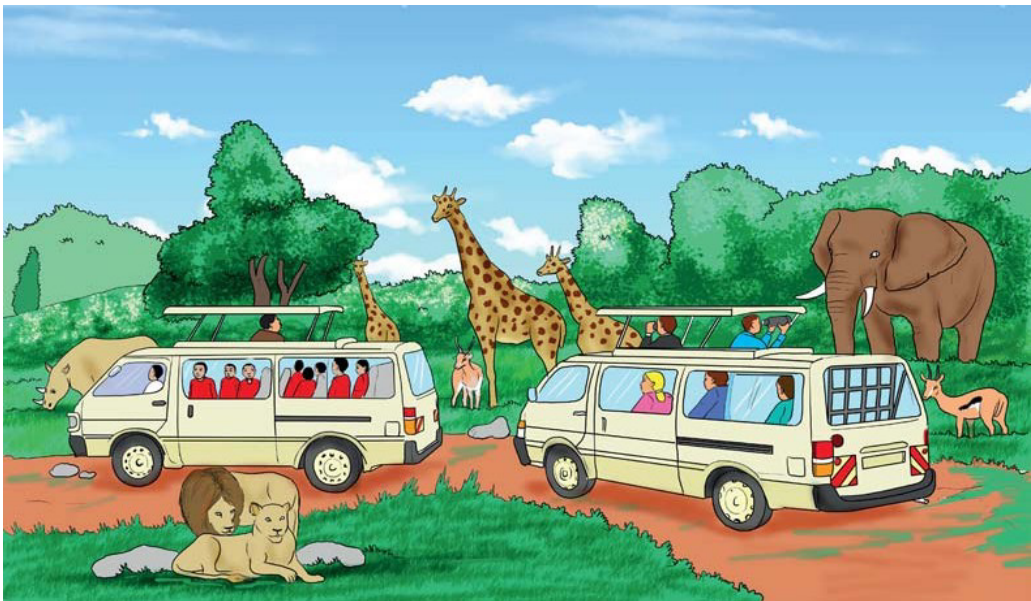


- Shade each letter with colors.
- Remove only one letter from that word. Play this game by using other words to find if your classmate can discover them.

## The uses of roads

Roads have many uses. For example:

- We travel on it.
- Directing passengers.








*Tourists who go to visit the Akagera national park use different roads*



## Application Activity 11.2

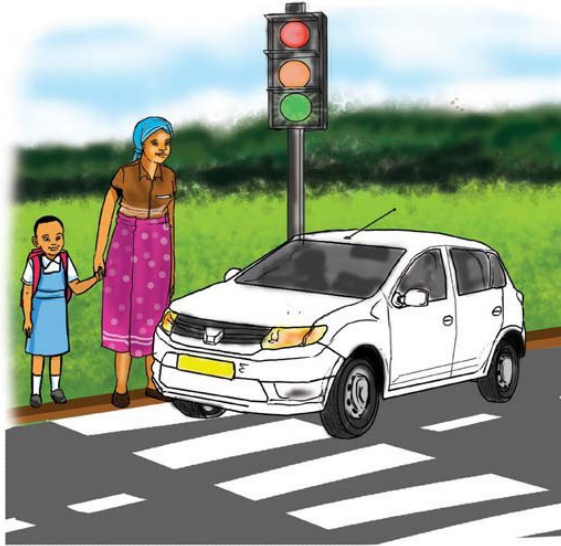
Use (**Yes**) to show different road users and (**No**) for those that don't use the road.

Picture	Yes/No
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>

## 11.3. Ways of using the road well

### Learning activity 11.3

Observe the picture below and tell what you see



*First look on your right and left before crossing the road.*

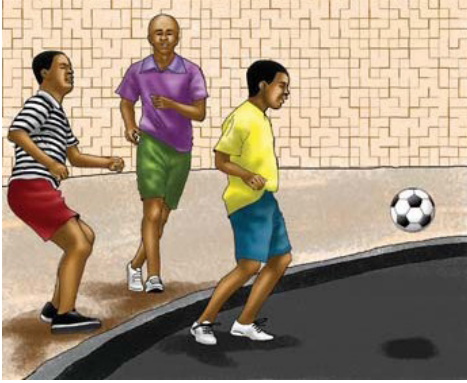
- a) We should be careful.
- b) We should look on our right and left before crossing the road.

When you cross the road, you cross where there are white lines called zebra crossing.



*Crossing the road*

c) We should not play on the road.



*Children who are playing on the road*

d) Look at the traffic lights.



*Traffic lights*



Meaning of traffic lights:

**Red** means **Stop**.

**Green** means **go**.

**Orange** means **get ready**.

These traffic signs are also put at the road to help its users.

*A police officer is explaining the traffic signs to pupils*



## Application Activity 11.3

Explain the importance of using the road.

### 11.4. Communication



#### Learning activity 11.4 (a)

Look at the below means of communication.

Which one do you use at your home? Ask you parents how the same means helps in communication.

Communication is sharing information, ideas with others in different ways.

#### Means of communication

Some of the means of communication are:

##### a) Letters



*Louis is writing a letter*

##### b) Telephone



##### c) Television

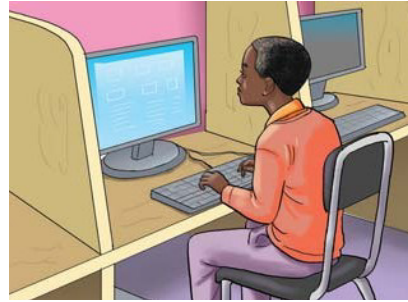




### d) Radio



### e) Computer



### f) Newspaper

Have you ever read any newspaper? Say Yes or No



### Learning activity 11.4 (b)

1.



Look at the above means of communication.

Which one do you use at your home? Ask you parents how the same means help in communication.



## The importance of communication

Communication is very important for us in many ways. The following are some of the benefits of communication.

- a) Helps us to listen to the news.
- b) Helps us to talk to people who are far.
- c) Helps people to get jobs.
- d) Helps us to learn.
- e) Helps us to know the market.

## Proper ways of using means of communication

1. Not speaking on phone for a long time.
2. Not abusing people.
3. Not stealing from people.



### Application Activity 11.4

I. Take a mobile phone and remove the SIM card. Does the phone work?



*SIM cards*

II. Draw a SIM card. Are cards similar?

III. How do you understand this sentence  
*Messages reach many people more quickly by using mobile phones than radios.*

IV. Complete the following sentences:

1. A..... is used to send messages quickly (telephone, radio)

2. We can use      so as to be informed about international news and search on internet. (book, computer)
3. When we want to listen and watch news, we use (cartoons, television)

### List of words

#### Read these words correctly.

- a) Road
- b) Telephone
- c) Radio
- d) Communication
- e) Transport
- f) Computer



### End of unit assessment

1. Give different means of transport found in your village.
2. Give different means of communication found in your village.
3. What is the type of transport mostly used in your village.
4. Give examples of use of road.
5. Give 3 examples of importance of communication.

## UNIT:

## 12

## MAJOR FAMILY HISTORICAL EVENTS

## Key Unit Competence

The learner will be able to explain the family relationship and its main historical events and their importance.



## Introductory activity:

Look at the picture below and answer the questions that follow:



- What do you see on the picture?
- Give other historical events celebrated in family.

## 12.1. My family historical events



## Learning activity 12.1

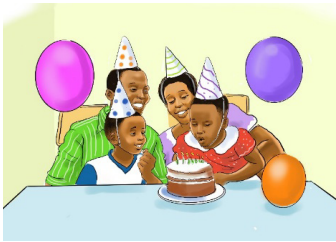
Do you know your grandparents? Name them.

Relationships between family members are shown by a family relationship tree.

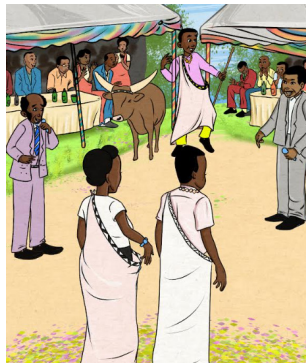
## Things we should know about our grandparents.

- a) Knowing if what is said about them is true.
- b) Searching if there had been a famous person in our family.
- c) Knowing the reason why some among us we look alike.
- d) Knowing diseases which follow the family lines.
- e) Knowing our past and present history.
- f) Teaching our family history to the children.
- g) Knowing the meaning of your name.
- h) Knowing the dead people in our family.

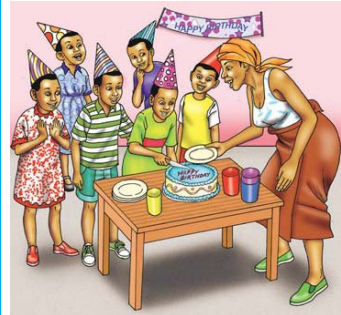
## Family historical events



The birth of a child  
or naming the baby



Marriage /wedding



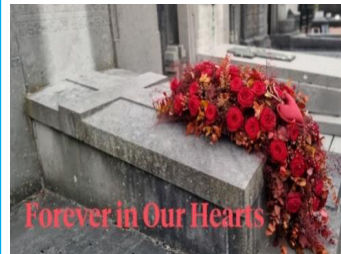
Anniversaries



Christmas Day



Christmas Day



Mourning for family  
members



## Application Activity 12.1

Give three examples of family historical events.

## 12.2. Importance of main family historical events



### Learning activity 12.2

Do you know when your parents were born?

### Importance of main family historical events

- They help to enjoy life.
- They bring you closer to family.
- They help you to establish your own identity.
- They help you to embrace your culture and traditions.
- They help you to understand why you are who you are.
- They help us to appreciate different cultures and open our minds.
- They provide a deeper understanding of cultures and traditions.
- They can be passed down to future generation.



## Application Activity 12.2

Give three examples of importance of historical events.



### End of unit assessment

1. List three historical events in your family.
2. Give three examples of the importance of historical events.

3. Match the following dates with their historical events:

	Date		Historical events
1	1/January		Christmas day
2	25/December		New year

## Glossary

**House:** Where people live.

**Building materials:** Materials used in the construction of houses.

**Nuclear family:** A family made up of a father, mother and children.

**Grandfather:** The father of your father or mother.

**Grandmother:** The mother of your father or mother.

**Family tree:** A drawing in form of a tree representing different people of the same ancestry.

**National symbols:** Symbols of a given country considering itself and manifesting itself to the world as a national community.

**School leaders:** Persons who lead a school and represent it legally.

**Hygiene:** The degree to which people keep themselves or their surroundings clean, especially to prevent disease.

**Arm:** Either of the two long parts of the upper body which are fixed to the shoulders and have the hands at the end.

**Foot:** The part of the body at the bottom of the leg on which a person stands.



**Infectious diseases:** Disorders caused by organisms such as bacteria, viruses and parasites.

**Non-infectious diseases:** Diseases that are not contagious because they cannot be spread from one person to another. These diseases are caused by other factors such as genetics, environment, and lifestyle behaviors.

**Relationship:** The family connection between people.

**Help each other:** Make easier or possible for two persons or more who offer one to another services or resources.

**Share:** To give something to someone as their share of total, for them to use in a particular way.

**Politeness:** Behavior that is respectful of other people.

**Basic needs:** Are those things that are necessary to sustain life like food, shelter, and clothes.

**Money:** Coins or notes which are used to buy things, or the amount of these that one person has.

**Personal property:** All of someone's property except land and is moveable and does not last. For example, clothes, vehicles, household goods, etc.

**Direction:** The position towards which someone or something moves or faces.

**Newspapers:** A regularly printed document that contains news reports, photographs, advertisements, etc.

**Vehicle:** A machine generally with wheels and an engine which is used for transporting people or goods on land, particularly on roads.

**Communication:** Act of communicating with people.

**Part**

**2**

# **Religious Studies**

**Christian Religious Studies**

# UNIT:

# 1

# CREATION AND FALL OF MAN

## Key Unit Competence

The learner will be able to respect God the creator and all the creation as well as avoiding sin.



## Introductory activity:

When you go to school you see many things on your ways. Differentiate things that were created and things that were made by humans.

## 1.1. Creation of Heaven and Earth and all in it (Genesis 1:1-31)



## Learning activity 1.1

Look at the trees and plants, the sun, the clouds, your friends, the mountains, stones, earth. How was the earth created and all that is in?

In the beginning of time how did the earth look like? Why do you think God created the light first?

### a) The first day

God created light and darkness.



*God created light and darkness*

## **b) The second day**

God created the sky/atmosphere.



*God created heaven and earth*

## **c) The third day**

God created the land and waters/ seas.



*God created land and sea*

## **d) The fourth day**

God created the sun, the moon and the stars.



*God created the sun, the moon and the stars*

### e) The fifth day

God created fish, and other creatures living in water and birds in the sky.

Have you ever eaten fish? Mention the kinds of birds that you know.



*Fish*

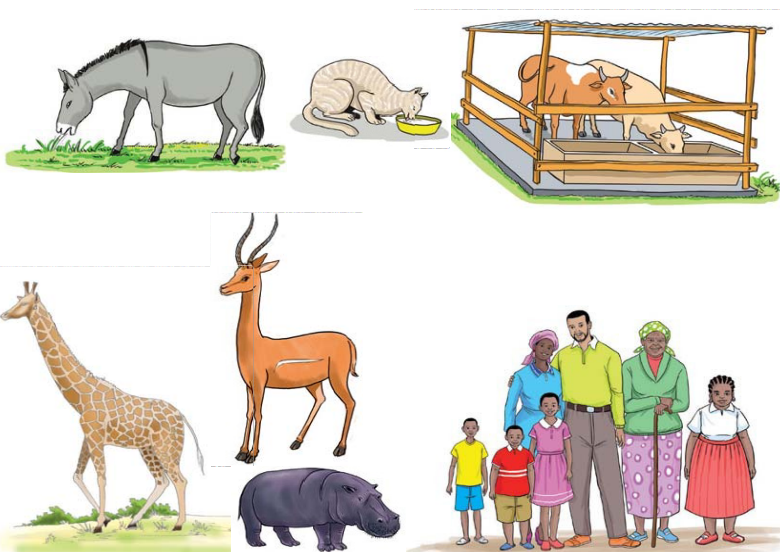


*Birds*

### f) The sixth day

God created animals on land. What do animals give us?

Lastly God created man in His own image. Why did God create man lastly?



*God created animals and people*



## Application Activity 1.1

Go outside and look at what was created and is nearby the school. Mention what you saw that was created by God.

Draw two things in your exercise that were created by God.

## 1.2. Man was created in the image of God (Genesis 1: 26-31)

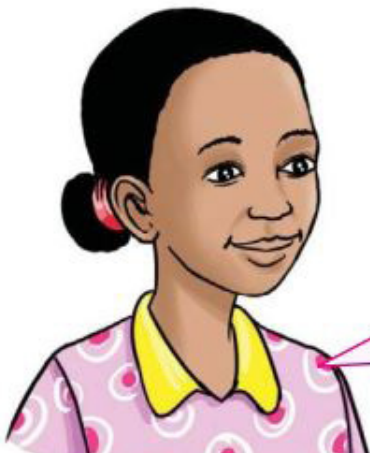


### Learning activity 1.2 (a)

Look at your neighbor. Why do you think your neighbor is different from other creatures we saw?

What can human being do that other creatures cannot do?

God created man in His own image. Man is different from other creatures. In Genesis 1:26:31, we learn that human being has dominion over other creation, he has wisdom, he is able scrutinize/ examine and in summary he is like God.



*I am called Nadine.*

*I am a human being. God created me in His image.*

*God gave me wisdom, a mouth, eyes and other things.*

*I thank God for creating me in His Image These are different from other creatures.*



Recite this prayer: "I thank you God because you created me in your own image."

## The difference between man and other creatures

A human being was created in the image of God. A human being is different from other creatures. He is a special creature of God.



A preacher teaching the word of God at school, animals cannot preach.



Men are building a house. Animals cannot build houses.

The boy is sweeping, animals cannot sweep.

The girl is reading, other animals cannot read.




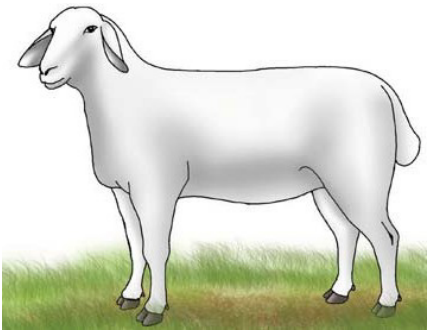
*A boy sweeping*



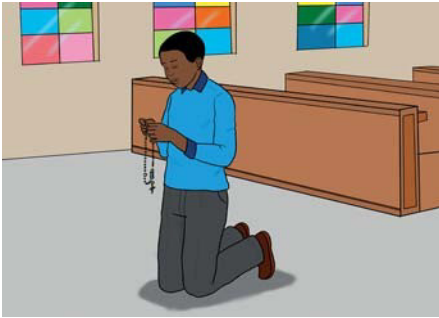
*A girl reading*

## **The difference between human being and other creatures**

As it is seen in the pictures above, a human being can think, can pray, can sing, can read the Bible, because he has breath of God. Other creatures cannot manage to do them.

	Human being	Other creatures
1	<p>A human being can be able to think</p>  <p>Reading books helps one to think and put them in practice.</p>	<p>Other creatures cannot be able to think</p>  <p>A sheep cannot think.</p>

2 A human being can be able to talk to God.



A man is praying.

Other creatures cannot manage to praise.



The animals like zebra cannot pray.

3 A human being has feelings.



The school children are laughing.

Other creatures have no feelings.



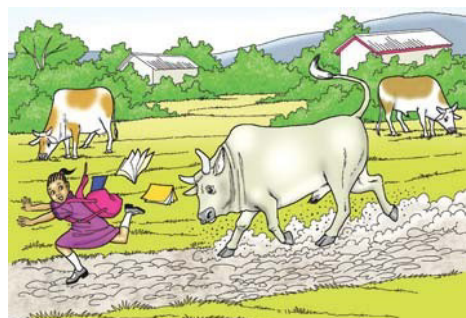
Trees do not have feelings.

4 A human being is able to choose between good and bad.




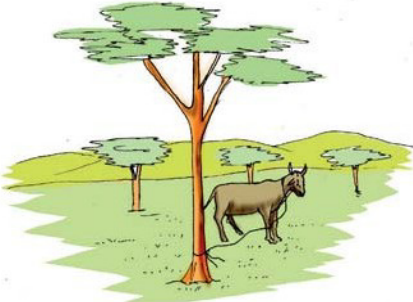
The children chose to play instead of fighting.

Other creatures cannot differentiate between good and bad.



A cow cannot choose between good and bad.



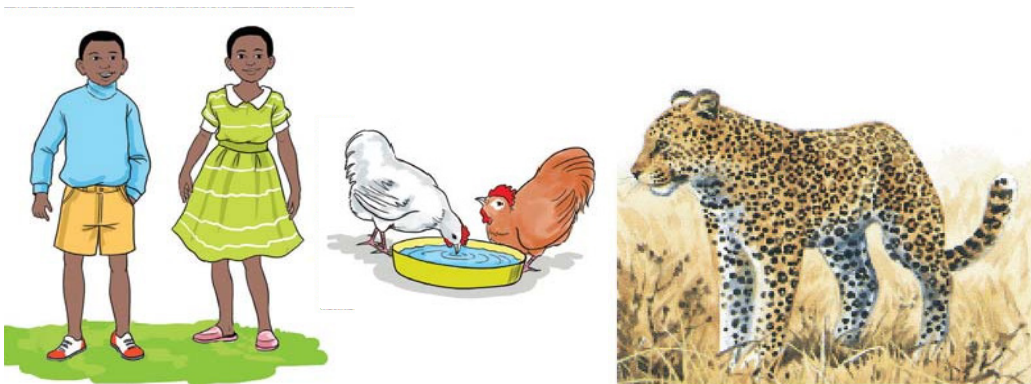
5	A human being was created in Gods image.	Other creatures were not created in the image of God.
6	<p>A human being has the ability.</p>  <p>A boy is feeding goats.</p>	<p>Other creatures don't have the ability.</p>  <p>The animals cannot guide themselves.</p>

## Taking care and protecting what was created by God

### Learning activity 1.2 (b)

How can you take care of the creation of God.

Look at what God created, can you mention their names?



*The different creatures of God*

Why should we take care of the creatures of God?



## Application Activity 1.2

Discuss activities you can do in order to protect the environment

### 1.3. The instructions God gave man in the Garden of Eden



#### Learning activity 1.3

God said, you will eat all the fruits in the garden, but do not eat the fruit from the tree that is in the middle of the garden.

What did God forbid Adam and Eve to do?

Teacher Mukantagara teaches P1. She gives her learners/pupils instructions every day. The learners respect/follow them.



*Learners following their teacher*

Do you remember what we learnt that is about the creation of mankind?

In book of Genesis 2: 15-17, we saw that God commanded Adam and Eve to take care of the garden.



*The Garden of Eden and all that was created*

It is good to respect the commandments of God, and it is also good to respect our parents and teachers.

**How can God's creation be taken care and protected?**



*The veterinary doctor is treating a sick animal*





*People are taking care of cows*



### Application Activity 1.3

Why is it important to care for God's creation?

## 1.4. The origin of Sin and its consequences (Genesis 3:1: 13)

### a) The origin of Sin



### Learning activity 1.4 (a)

Kalisa and Umutesi are relatives. They always disrespect/disobey their parents and annoy them and after they punish them. Do you think there is any other reason that causes their parents to punish them?

In the story of Mukantagara, what do you think would happen if the learners were not to follow or respect her instructions?

- She could be angry, and punish them.

Have you ever given a false testimony against someone? How did he/ she handle it? Do not repeat it because it is not good.



## Application Activity 1.4 (a)

How were Adam and Eve given the commandments/instructions of God in the Garden of Eden?

### b) Consequences of sin



### Learning activity 1.4 (b)

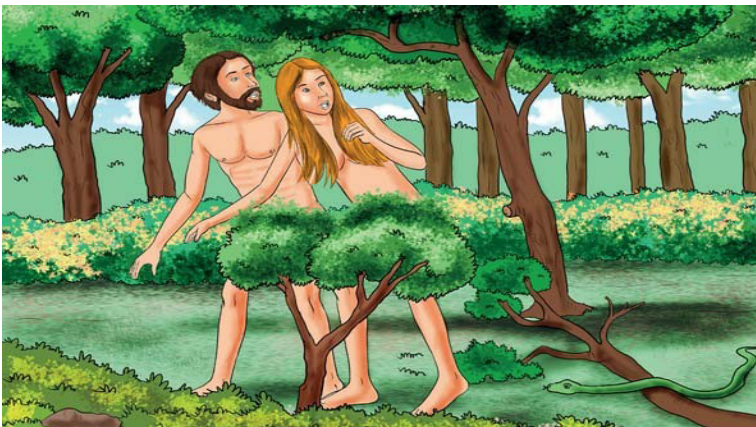
Give 3 examples of consequences of sin.

When we do not respect the instructions given to us, we are punished according to the laws.

Also, after Adam and Eve had disrespected/ disobeyed God, He got annoyed with them and punished them.

***The following are the consequences Adam and Eve got for disobeying God:***

- i) God cursed the snake.
- ii) Eva and her offspring will have pain while giving birth.
- iii) Adam will have to work hard all his life to get what to eat (he will eat from his sweat).
- iv) God chased them out of the garden of Eden.
- v) Death came on earth.



*After Adam and Eve had eaten the forbidden in the Garden of Eden*

The punishment of Adam and Eve are still following humankind up to this time. Sin spread in the whole world. There is jealousy; there is hatred because people kill each other, wars and epidemic diseases.

### **Genocide against Tutsi in 1994 in Rwanda**

In Rwanda, sin led people to commit genocide against Tutsi in 1994. However, it was possible to hate sin and love each other. Now Rwanda has peace and people live in harmony and unity. This was a result of unity and reconciliation.



#### **Application Activity 1.4 (b)**

Play a game showing the consequences of the sin of Adam and Eve.



#### **End of unit assessment**

1. Mention the things that God created in the order of days
  - a)First day
  - b)Second day
  - c)Third day
  - d)Fourth day
  - e)Fifth day
  - f)Sixth day
2. On which day did God rest?
3. Why is a human being different from other creatures?
4. Mention two things that differentiate human being from other creatures.
5. Who created the world?
6. Mention two things created that live on land
7. Mention two things created that live in water

8. Mention two ways of protecting God's creation.
9. Give one command / instruction that God gave Adam and Eve in the Garden of Eden.
10. What did Adam and Eve eat?
11. Mention two first people that disobeyed God?
12. How did Adam and Eve disobey God?
13. What are the punishments that God gave the following creatures:
  - a) Snake
  - b) Eva
  - c) Adam
14. How should we avoid sin?

# UNIT:

# 2

# BASIC PRAYERS

## Key Unit Competence

The learner will be able to pray to God using the basic prayers and personal prayers.



## Introductory activity:

Mary is a pupil in P1, she likes to pray before waking up, before starting her study, before eating and before going to bed. She considers the prayer to be important in life.

According to you what is the importance of prayer?  
When do we pray

## 2.1. Prayer and how to conduct yourself during prayers (Isaiah 30:18-19)



## Learning activity 2.1

Prayer is communicating to God. Children ask whatever they want from their parents and their guardian. What have you ever asked from your parents? Did they give you what you asked them? Parents help their children by giving them good things they ask from them.

**Look at the following picture.**



*A family is praying together*

### **2.1.1. The way we should behave during prayers/ when praying (Luke 18:10-14, John 15: 7)**

Prayer is a conversation with God. During the time of prayers, we thank, we praise, we glorify and we ask God what we need.

***Some of the good words that are used in prayers are like:***

- i) Our father in Heaven
- ii) Our king
- iii) We ask you
- iv) Holy God

***What describes a Christian in the time of prayer are as follows:***

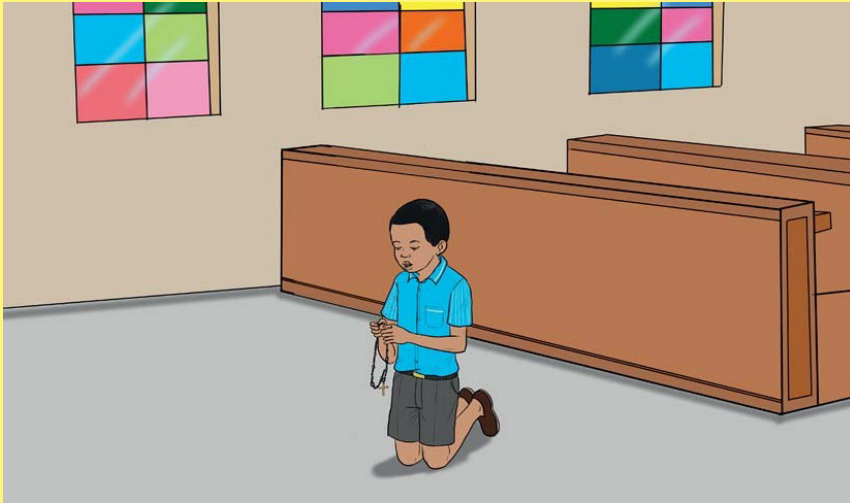
- i) Being calm and humble when we are praying.
- ii) Be quiet.
- iii) To be in a quiet place.

**iv) Show respect and honor to God.**



## Exercise

What do we do when people are praying at home, at school and in church?



*A person praying while kneeling*



*A person is praying in a quiet place*

### **2.1.2 The parable of the Pharisee and tax collector (Luke 18: 10-14)**

The Bible teaches us about prayers where we are to humble ourselves before God (Luke 18: 10-14).

Whenever we pray we are supposed to honor God, why should we honor God?

- The Pharisee and the tax collector prayed to God, after God answered the tax collector because he prayed with humility.

Have you ever prayed for something and later you received it? Share with your neighbor something that you prayed for and after God answered you.



*A Pharisee praying*



### Application Activity 2.1

What do we do when people are praying at home, at school and in church?

## 2.2. Basic prayers



### Learning activity 2.2

State three basic prayers of your choice

#### a) The Lord's Prayer / Our father in heaven

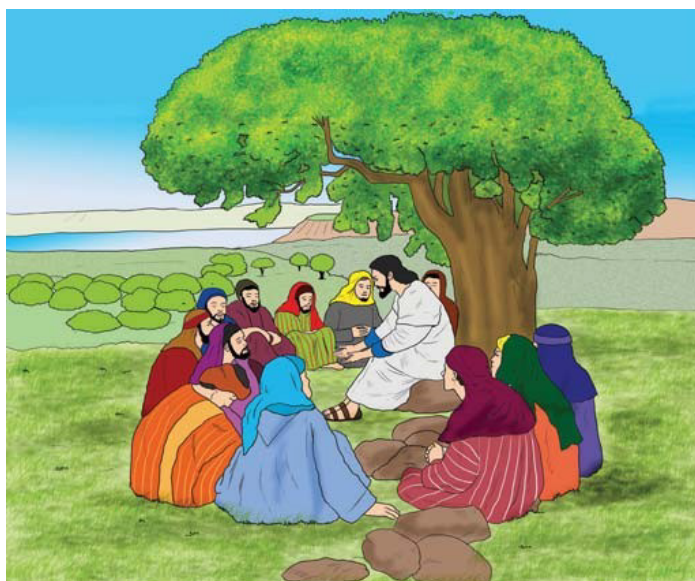
Jesus is the son of God. He had a group of 12 people that followed him, who were called the Apostles. Jesus taught his them the Lord's Prayer.

## Our Lord's Prayer

Our father in Heaven  
*Hallowed be your name*  
*Your kingdom come*  
*Your will be done*  
*On earth as it is in heaven*  
*Give us today our daily bread*  
*Forgive us our sins as we also,*

*Forgive those who sin against us*  
*And lead us not into temptation.*  
*But deliver us from the evil one.*  
*For kingdom, the power and the*  
*glory Are yours now and forever more*

*Amen!*



*Jesus taught his disciples how to pray the Lord's Prayer*

In the book of Luke 22: 38-44, the Bible teaches us that Jesus went to the Mount of Olives with his apostles to pray.



*Jesus praying at the Mount of Olives*

Why do Christians say the Lord's Prayer (Psalm 95:1-7, Isaiah 6:5, Psalm 118:1, Phillipians 4:6-7)?

**Christians pray the Lord's Prayer focusing on the following:**

- Thanking God and asking Him for blessings, praising, asking for forgiveness and for protection.



*People praying in church*



## Application Activity 2.2 (a)

1. Discuss in groups the reasons why Christians recite the Lord's Prayer
2. Recite the Lord's Prayer together.

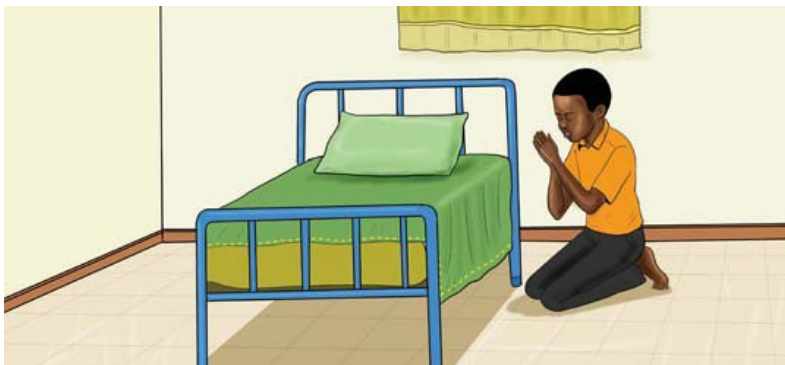
### b) The prayer before sleeping (Psalms 1:2)

Do you go to pray before sleeping? We are supposed to pray to God at night before sleeping. We ask God to protect us in the night while we are sleeping. How do you pray before you go to sleep? And do you always pray to thank God when you wake you?



*A family praying together before going to sleep*

In Psalms 1:2, the Bible teaches us, a good person is well pleased with the commandments of God. And he follows/obeys them during day and night.



*A child praying before sleeping*

## An example of a prayer of a child before he/she sleeps

*My God, I come before you this night.*

*I thank you for protecting me today.*

*I am going to sleep now, protect me.*

*Enable me to sleep well.*

*I know I feel fine and peaceful whenever you protect me .*

*Bless my friends and protect them too.*

*Protect our country of Rwanda and bless it.*

*I have prayed this believing in your Holy name.*

*Amen!*



### Application Activity 2.2 (b)

1. In groups, discuss how you pray at home whenever you are going to sleep.
2. Say a prayer individually that is made before going to sleep.

### c) A prayer before eating (Matthew 26:26-27, Luke 22: 17-20, Psalm 81:10, Exodus 23: 25)

We should always pray to God before eating. We pray to God thanking Him for giving us what to eat and we ask Him to bless the food. The food that is blessed by God nourishes our bodies.



*A family praying before eating*



## Say this prayer before you eat

*Our God, we thank you for the food you have given us.  
We are grateful.*

*We thank you for the people that have prepared it.*

*Even those that were not able to get it give them what  
to eat and bless them.*

*We pray in the Holy name of Jesus.*

*Amen*

We should be like Jesus and pray before eating.



*Jesus and His disciples praying for the Last Supper in Jerusalem*



### Application Activity 2.2 (c)

1. Share how you pray before eating while at home.
2. Who prays for the food at home before eating?
3. Who taught you how to pray for food?
4. Who is supposed to pray for the food before eating?  
Why does he /she do it?

d) The prayer for thanksgiving (1 Thessalonians 5:18,  
Exodus 15:21, Psalm 118:1)

A prayer of thanksgiving is a prayer we offer to God by thanking Him for all the good things he has done in our lives.

We can repent in the prayer of thanksgiving to God:

**i) When the wedding is successful.**



*The couples pray thanking God during wedding sessions*

**ii) After getting a great harvest.**



*A family is thanking God because of the great harvest they got*

**iii) The time when someone gets healed from sickness.**



*A woman thanking God because she was healed from Malaria*

**Say the following prayer in your heart silently:**

**An example of the prayer of thanksgiving to God**

*Our everlasting father, I thank you because of your blessings.*

*I thank you for the knowledge you have given me.*

*I thank you because you guide my life.*

*I thank you for enabling me to pass my exams Your name be praised now and forever more.*

*Amen!*

**Exodus 15:21.** Miriam the prophetess, Aaron's sister, led the Israelites to thank God. She did it after crossing the Red Sea because God had protected them from the Egyptians.



*The Israelites are praising and thanking God after crossing the Red sea*



## Application Activity 2.2 (d)

1. Lead a prayer for thanking God at school and in the group of many people.
2. Mention some of the opportunities that you thank God for that He gave people.

e) A prayer for praying for others (Romans 8: 26-27, 34: Colossians 4: 2-3, Romans 15: 30)

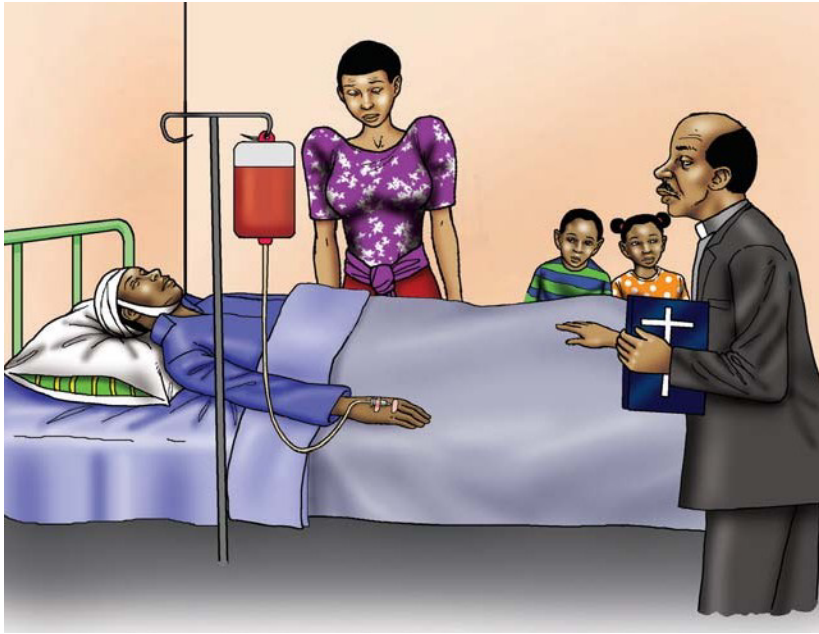
A prayer for others is when you pray specifically for them. Do you always remember to pray for others?

### Examples of people that need to be prayed for:

- i) Sick people / the sick
- ii) The orphans
- iii) The widows
- iv) The poor people
- v) The refugees
- vi) The elderly
- vii) The street children



*The old people/ elderly need our prayers*



*A pastor is praying for the sick*

**Say this prayer with a peaceful heart:**

**An example of a prayer to pray for others**

*Our God the creator of heaven and earth  
I pray for my friend that is sick  
Heal her /him and give her strength  
Lay your healing hands upon her,  
I have prayed believing in the name of Jesus Christ  
Amen!*



### **Application Activity 2.2 (e)**

Practice of a prayer of praying for others.

**f) A prayer before work (Philippians 4: 13, Luke 1:37)**

People work in different places, they work in different ways. It is God that gives us strength to work.



## The reasons we pray before working

We need to dedicate our daily different activities to God, because there is nothing difficult for Him.

All workers need to pray before working; God protects us whenever we pray.



*People pray before beginning work*

## An example of a prayer made before working

Say the following prayer in your heart.

*Our father in heaven we thank you for protecting us this night*

*And for we have managed to wake up in peace this day, help us and give us strength and we work well today.*

*Protect us from all kinds of evil at work Guide us in everything*

*We have prayed believing in the name of Jesus Christ.*

*Amen!*



It is important for people to pray before starting to work.

**Look at the following pictures.**

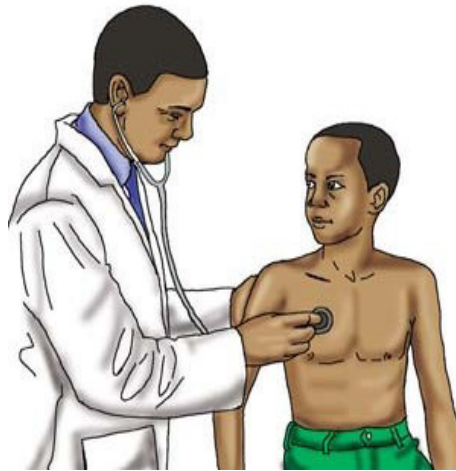
**What are people and say what they are doing?**



*It is good for a farmer to pray before starting to dig*



*It is good to pray before starting to drive on a journey*



*It is good for a doctor to pray before treating the sick people.*



*Before the teacher begins teaching, it is good he prays first*



*It is good to pray before you begin your work for security services*



## Application Activity 2.2 (f)

1. Discuss the reasons why it is good to pray before beginning work.
2. With the use of examples, say the prayer recited before work.

The time of praying and its appropriate prayers. (Ephesians 6:18, 1 Thessalonians 5:17, Luke 18:1-5, 1 Timothy 2:8).

When do you pray?

### **We are supposed to pray every time.**

In 1 Timothy 2:8 the Bible teaches us to pray without anger or quarreling. Read the parables below. Do you remember what we said about the parables? In what we saw before, we learnt that parables are the stories Jesus used while He was teaching His disciples.

### **g) The parable of widow and the Judge (Luke 18:1-5)**

There was a widow, her enemies wanted to take her possessions and she told the Judge. The judge did not listen to her, that widow did not give up on asking the judge. The judge made a decision to help her. Every time we pray without stopping our prayers are answered.



*The widow kneeling before the judge begging for help*



## Application Activity 2.2 (g)

1. What is the right time to pray?
2. Share with others the time you pray when at home.
3. Using examples, mention how God answers us whenever we pray.

h) The appropriate prayers (1 John 5: 14-15, John 14:13-14, Philippians 4: 6-7)



*A child is praying before eating*



## Application Activity 2.2

1. In the groups of 4, recite some prayers.
2. Close your eyes and recite a prayer of your choice
3. Pray for your school and friends.
4. Pray for your parents.

## Exercise

1. Why do we pray to God?
2. How do you think we should pray for situations in our lives?
3. Why does God take time to answer some of the prayers?



## End of unit assessment

1. What other name of God?
2. Jesus taught.....Prayer to His disciples.
3. What did Jesus do before He was arrested in Gethsemane?
4. The people who followed Jesus was called .....
5. Before Jesus fed the 5000 people, Jesus .....Food.
6. What did Jesus and His disciples do in Jerusalem before Jesus was caught?.
7. Miriam led the Israelites in ..... after crossing the Red Sea.
8. How do we call the prayer that we make for others?
9. The time we pray to God we need .....
10. What is the right time to pray?
11. When our parents or friends give us time we should say that .....
12. What are we supposed to do for people that need help?
13. Write two words of honoring God in the time of prayer
  - a).....
  - b).....

14. What should we do incase God does not answer our prayers?
15. Give two reasons why we should pray to God before working.



**Key Unit Competence**

The learner will be able to explain well the character of those that believed in God (faithful) that are found in the Bible.

**Introductory activity:**

People who do good things for God and for others are called Heroes. In our community we have Heroes. At school we have Heroes. According to you, what are characteristics of Heroes?

**3.1. The stories in the Bible for those that obeyed God****Learning activity 3.1 (a)**

Habimana and Kaliza are friends. They help their parents with work at home. They do what their parents tell them to do. They are obedient and good children. Do you respect your parents? How do you feel and how do they feel?

Heroes are people honored because of their actions that are outstanding and good.

Being humble means doing what you were told to do. The Bible has stories that talk about many people that humbled themselves before God.

They served God until they died because of Him.

**3.1.1. Obeying God by Abel the righteous (Genesis 4:1-16)**

Being humble is doing what you are told to do and you do them well.

Abel obeyed God. He did what God told him to do. When we obey our parents, we also obey God.



*Habimana and Kaliza are cleaning the compound at home*

### **3.1.2. Do you remember the story of Cain and Abel?**

It is found in the book of Genesis 4:1-16. Cain and Abel were sons of Adam and Eve. Cain was a farmer and he planted crops to eat. What are some of the crops that farmers plant that are eaten? Cain offered a sacrifice with a bad heart and God refused it. Abel was a shepherd; a shepherd is someone that looks after animals. Abel was looking after sheep and goats.



*Abel is taking care of sheep.*

Abel humbled himself, he got the first-born of the lamb, slaughtered it after he offered it to God. God was pleased with his offering.

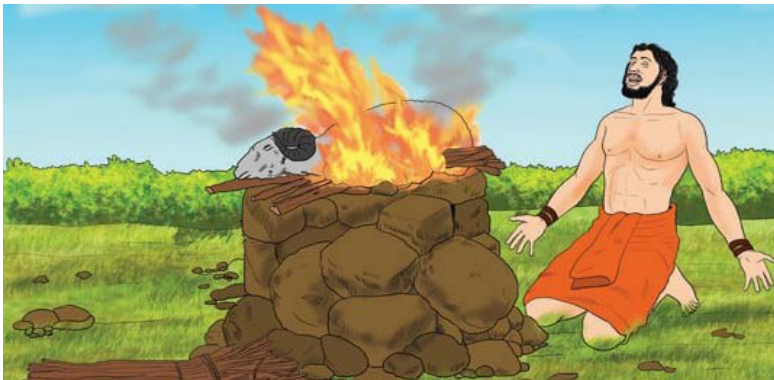
What reason do you think made God refuse the offering of Cain? God punished Cain because of not honoring Him.



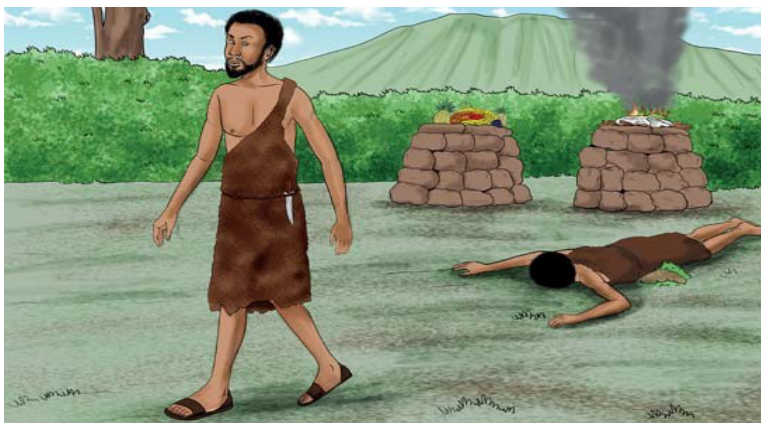
### Application Activity 3.1 (a)

**What will happen to people who are disobedient/ do not honor God?**

1. They will be punished.
2. God will be angry with them.
3. They will feel pain.
4. They will face hardships.



*Abel offered a lamb to God.*



*Cain killed Abel because of jealousy*

## The lessons we learn from the story of Abel.

- i) God rewards those who obey and believe Him.
- ii) We need to offer good things to God.
- iii) God accepts our offering when we offer them with a pure heart.
- iv) God punishes those that disrespect Him.
- v) God punishes those people that kill others.

### 3.1.3. The reward of Enoch (Genesis 5:21:24)

#### Learning activity 3.1 (b)

Read the story below and answer the questions that follow.

Mahoro and her friends went to school. They came across a blind man. Mahoro helped him because it was hard to cross the road. When they reached the school, his friends narrated the story to the teacher. The teacher rewarded him with a Bible.

- i) What was Mahoro rewarded?
- ii) Why did Mahoro help the blind man to cross the road?



*Mahoro helping a blind man to cross the road*

In Genesis 5: 21: 24 we saw the story of a man called Enoch.



*Enoch was taken to heaven*

He honored God. God rewarded him.

### **What did Enoch do so that he becomes a friend of God?**

- i) He was humble.
- ii) He was trustworthy.
- iii) He had faith.
- iv) He honored God.
- v) He was prayerful.

### **The lessons we learn from the story of Enoch**

- i) When we do what God wants He becomes happy and rewards us.
- ii) We should become friends of God by honoring Him and also praising Him.
- iii) For us to become friends of God, we need to avoid sin and be trustworthy like Enoch.



#### **Application Activity 3.1 (b)**

1. Form groups, and mention the good things that Enoch did that made God to reward Him.
2. Check among your friends the things that made your friendship fail.

3. Read in the Bible: Genesis 5: 21-24
4. Discuss the good personality that we saw in the story of Enoch. Do you also honor God and try to work for Him?

### 3.1.4. The reward of Noah (Genesis 6:9-22)

#### Learning activity 3.1 (c)

Observe the picture below. What do you see?



*Noah's Ark*

In Genesis 6:9-22, we read about the story of Noah.

Noah is the only person who did good /righteous things in his time. What do you think is the reason why God chose Noah

### What reward did God give to Noah?

The good behavior at home	The good behavior at school	The good behavior in other place (being cooperative)
<ul style="list-style-type: none"> <li>• Respecting parents</li> <li>• Respecting yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting teachers</li> <li>• Respecting other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting leaders</li> <li>• Respecting others</li> </ul>



- Being trustworthy
- Working together working hard
- Being humble

- Being trustworthy
- Working hard
- Working together

- Working together
- Taking care of work materials



### Application Activity 3.1 (c)

1. Which behavior that make God happy?
2. How can you show your friends who disrespect others that it's good to be humble.
3. Mention the good behavior of Noah that made God choose him among others.

### The actions of mercy and love by Jesus

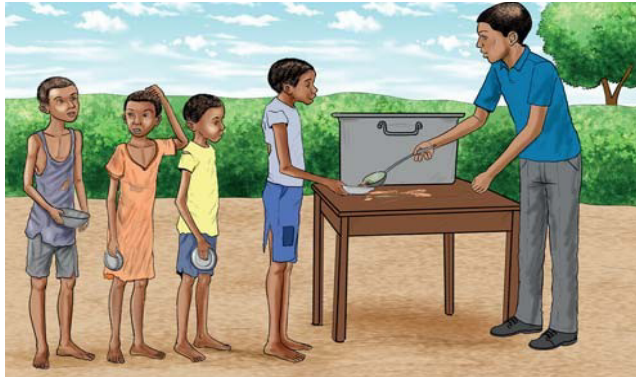


### Learning activity 3.1 (d)

Look at the following pictures and say what you see in the pictures.



*People are taking care of a sick person*



*Poor children being given food.*

Jesus taught us how we can take care of the people that need help.

**The following are some of the people that need love and care:**

- i) Sick people
- ii) Lame people
- iii) Traumatized people
- iv) Blind people
- v) Hungry people
- vi) HIV/AIDS victims
- vii) Those affected by floods.
- viii) Deaf people
- ix) The Refugees



### **Application Activity 3.1 (d)**

Mention any three ways of helping the needy people.

#### **3.1.5. The miracle at the wedding of Cana (John 2:1-10)**



### **Learning activity 3.1 (e)**

Have you ever attended a wedding? Mention some activities done during a wedding?

In John 2:1-10, we see that Jesus and His mother Mary together with all the disciples were invited to the wedding at Cana, the wine got finished when the wedding was still going on. Jesus got water and changed into wine better than the first wine. It became the first miracle Jesus performed.



### Application Activity 3.1 (e)

1. Play a game showing the miracle Jesus performed in the wedding at Cana.
2. Look at your friend who is sad and share what can bring happiness and joy in your life.
3. How did Jesus show mercy and love by basing to the people.

#### **3.1.6. Jesus fed more than 5000 people on bread and fish (John 6: 1-15)**

The hungry are people without food. Whenever you lack food for a long period, your body becomes weak and you can easily die. Have you ever lacked food at home? How would you feel in case you lack food?

### Learning activity 3.1 (f)

Look at the picture below.

What do you see in the picture?



*Jesus feeds more than 5000 people*

John 6:1-15 we find the story of Jesus feeding many people.

There was a young boy that had 5 loaves of bread and two fish. Jesus took them and gave thanks to God. The food increased and later people became more than 5000, they ate and got satisfied, there were leftovers that could fill the 12 baskets.

#### **The lessons we learn from this miracle performed:**

- i) God is happy whenever we love and care for people who are in need.
- ii) Jesus Christ loves us.



#### **Application Activity 3.1 (f)**

1. Play a game showing Jesus feeding 5000 people on 5 loaves of bread and two fish.

2. Like learners, the teacher will prepare how you can share what you have with others.

### 3.1.7. Jesus healed the sick

#### Learning activity 3.1 (g)

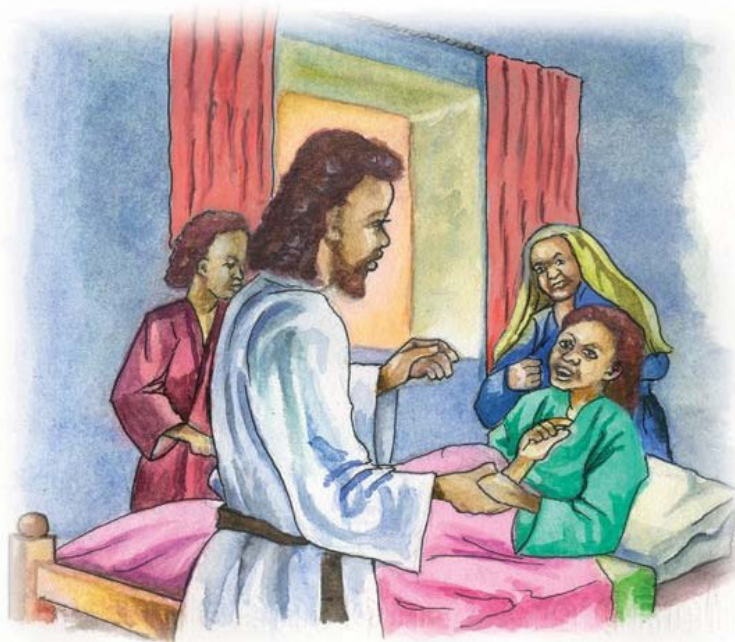
Give 3 examples of sick people healed by Jesus.

In the Bible, there are many examples of miracles that Jesus performed.

#### a) Jesus heals Peter's mother in law (Matthew 8: 14-17)

Have you ever fallen sick? How did your parents take care of you? In the gospel of Matthew 8: 14-17, we saw Peter's mother was sick of a fever. Jesus went to see her and He touched her hand, the fever left her and later she got up.

Why should we take care of the sick people?



*Jesus heals Peter's mother in law*



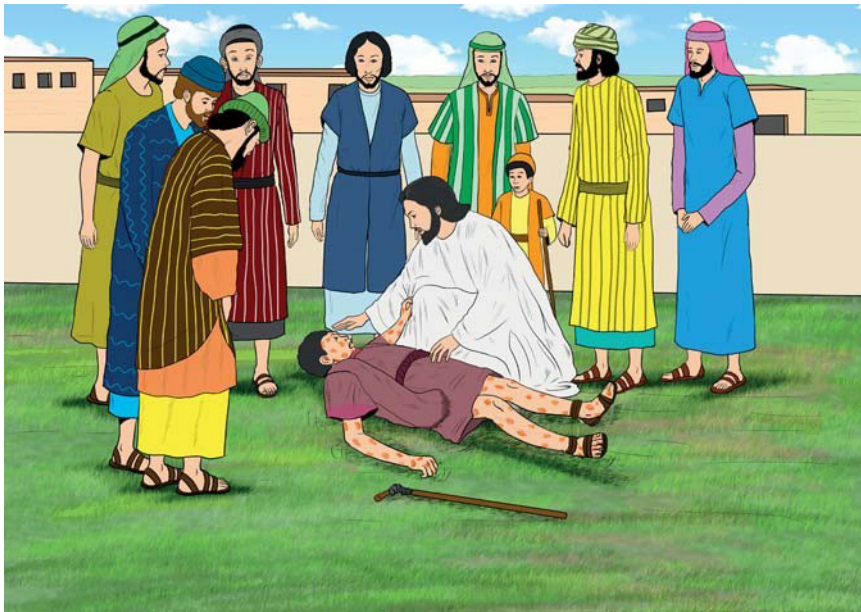
## b) Jesus heals the man with Leprosy ( Luke 5:12-16)

A leper is a person suffering with many wounds on the body (Leprosy). They can easily spread and the one suffering from it can smell. Why do you think Leprosy is a deadly disease?

In the gospel of Luke 5:12-16, Jesus healed the leper by touching him.

### **What did Jesus do to heal a man from leprosy?**

The sick people need a person to take care for them and show them love.



*Jesus heals the Leper*



### **Application Activity 3.1(g). a**

Play a game showing Jesus healing the sick.

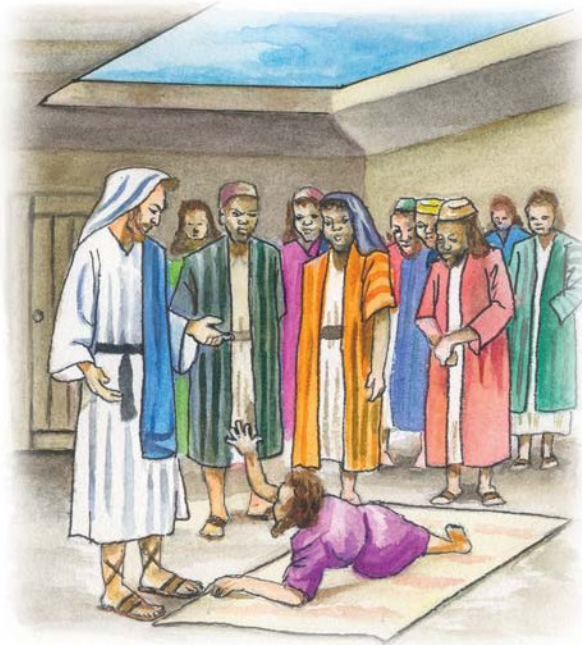
## c) Jesus heals a boy with an evil spirit (Mark 9: 14: 29)

Have you ever seen a person suffering from epilepsy? How did they behave?



In the gospel of Mark 9:14-29, we see a story of a young boy with evil spirits.

Jesus healed that boy because He is able to heal diseases which are worse than evil spirits.



*Jesus commands the evil spirits to come out of the young boy*

Why do you think we should take care of the people suffering from epilepsy?



### **Application Activity 3.1(g).b**

Play a game about Jesus healing the child suffering from epilepsy/ evil spirits.

**The lessons we get from the acts of love of Jesus are:**

- i) Jesus heals the sick, he feeds the hungry, and he forgives the sinners, and gives back life to people and heals all diseases.
- ii) Jesus loves all people and He is ready to help us all the time.

iii) We should always be ready to help others and take care of them like the way Jesus did.



### End of unit assessment

1. Mention the names of the sons of Adam and Eve.
2. What did Cain do?
3. What did Abel do?
4. Why did God reject /refuse the offering of Cain?
5. Why did God accept the offering of Abel?
6. Give two examples of good behaviors.
7. killed Abel.
8. Mention one person that was a friend of God.
9. What reward did God give to Enoch?
10. Who built the ark (big boat)?
11. What did God use to destroy all living things and beings on earth?
12. Mention the place where Jesus changed water into wine.
13. What did Jesus use to feed more than 5000 people?
14. Show two examples of actions/works of love that Jesus did.
15. Mention two ways of how we can show love to others.
16. What can we do so as to become friends of God?

**Key Unit Competence**

The learner will be able to sing and play different games which are related to building inner peace

**Introductory activity:**

List things that show peace at home, school and community.

**4.1. Meaning of peace (Romans 12:18, Matthew 5:9, Hebrews 12:14)****Learning activity 4.1**

List things that show peace at home and school.

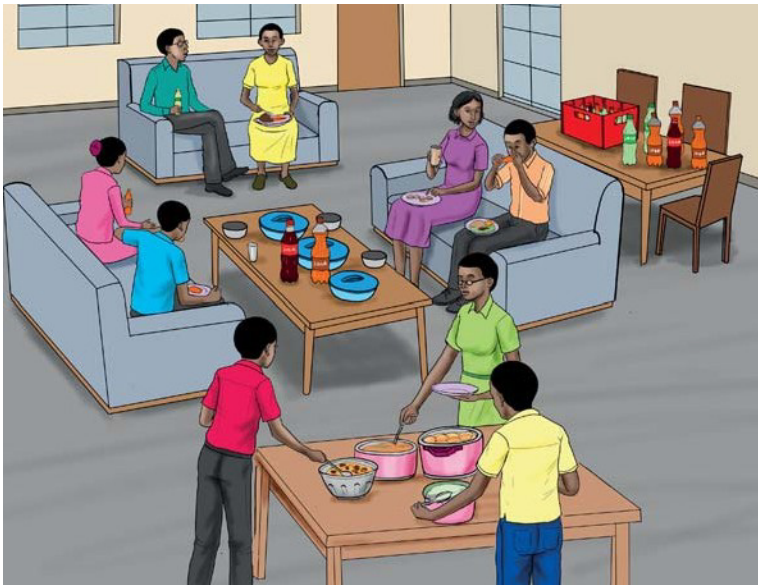
We should love our country and all the people. The national anthem of our country enables us to be united and live in peace. We sing the national anthem showing honor and love for our country.



*Pupils singing the national anthem at school*



*A pupil greeting an old person showing that there is peace.*



*People are sharing food and drinks*

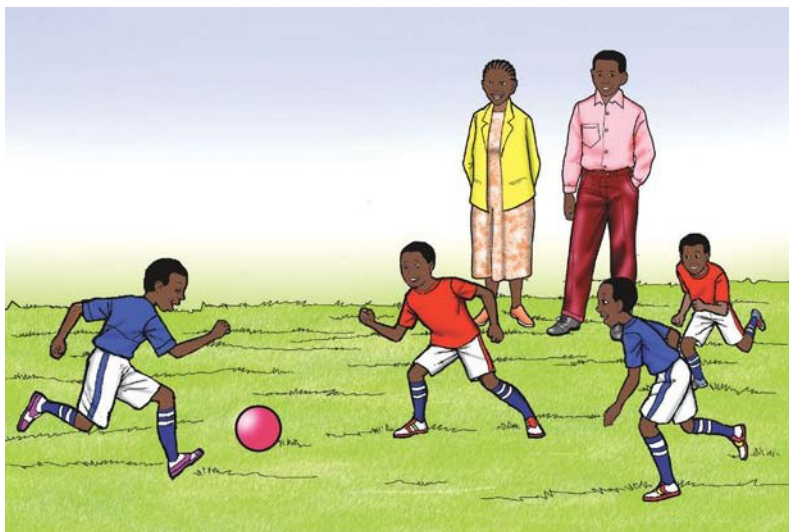
Romans 12:18 teaches us to be in peace with all the people. In the gospel of Matthew 5:9, Jesus taught His disciples that blessed are those who give peace because they will be called children of God. In Hebrews 12:14 teaches us that we are supposed to live in peace with all the people.

Look at the following pictures and try to understand them.



*Two children are fighting and one is trying to stop them*

Children are playing football. The parents are watching them. It shows that there is peace.



*Children are playing football as their parents watch them*



### Application Activity 4.1

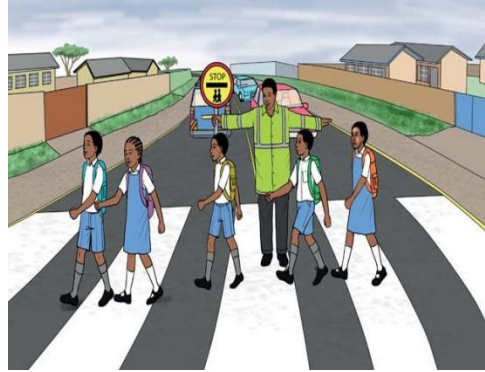
1. In your words explain the word peace?
2. Mention and explain 4 activities that do not enhance peace.



## 4.2 The importance of having Peace

### Learning activity 4.2

Observe the picture and discuss what they are ab



*Respecting roads rules shows that there is peace in the country.*

### **Peace in the heart (inner peace ) of a person is seen in many ways**

Whenever there is peace in the heart (inner heart) people fellowship together.



*People fellowship is a sign of peace*

Psalms 34:4 says that in the time of praying to God, He saves us from fear and places our lives in peace.

Isaiah 9:6 teaches us that Jesus is the Prince of Peace.



James 3:17 teaches us the wisdom comes from God which is of peace –loving and sincere.

Philippians 4:7 teaches us that the peace of God is beyond human understanding.

**The pictures below show that people have peace.**

Parents are giving a gift to their child. This shows love and peace in the family.



*Parents offering a gift to their child*

Greeting each other shows that there is peace among people.



*People greeting each other.*



## Application Activity 4.2

1. Show the signs of the people that have peace at home and at school

### 4.3. What makes people lack peace? (Exodus 23:1-2, Luke 3:14)



#### Learning activity 4.3

Sing a song of your choice about peace

We feel good and happy when we have peace. Whenever there is no peace in the family, the members feel pain.

#### Things that make people to lack peace

- i) War
- ii) Hatred
- iii) Abusing others/bad words
- iv) Not respecting others
- v) Lying
- vi) Not respecting the leaders.

The following pictures show where there is no peace.



*Violence*



*Children are breaking windows of their neighbours.*



*Fighting*

### **The signs of lack of peace**

- i) Crying
- ii) Fighting
- iii) Lack of appetite
- iv) Being

Exodus 23:1-2 teaches us to not to say wrong things against others. Luke 3: 14 teaches us not to tell lie to others.

The police officer is in charge of keeping security and peace in the community. The police officer has arrested the thief.



*The police officer has arrested the thief*

The two children are fighting. The teacher is stopping them.



*The teacher is stopping children who are fighting*



### Application Activity 4.3

Play a game showing two families, one has peace and another has no peace.

### 4.3. Songs of peace (Revelations 21:4, John 14, 27, Luke 24,36)



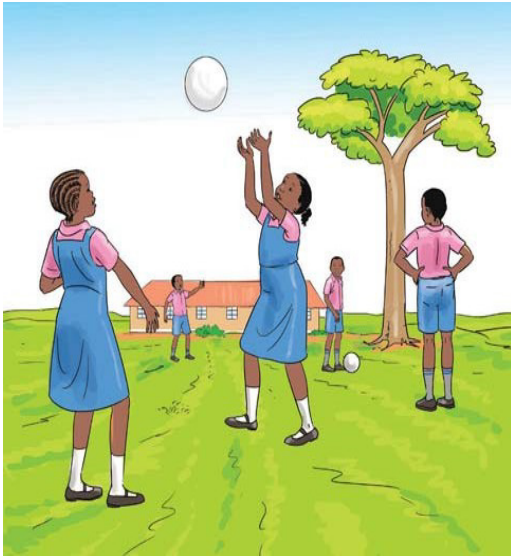
### Learning activity 4.4

Sing a song of your choice that contains peace

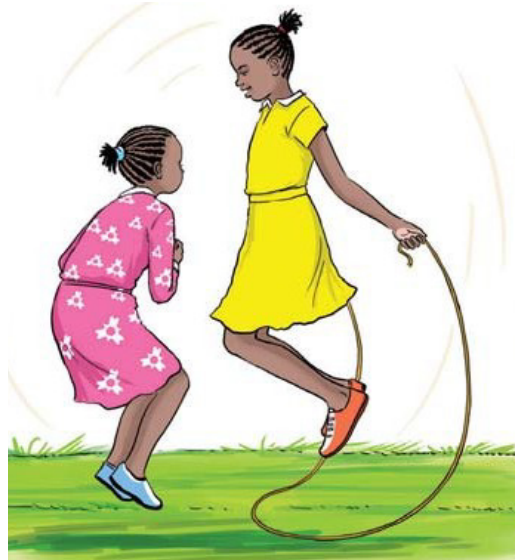
We sing different songs in different seasons. We sing songs of peace whenever we are happy.

### The time we sing the songs of peace

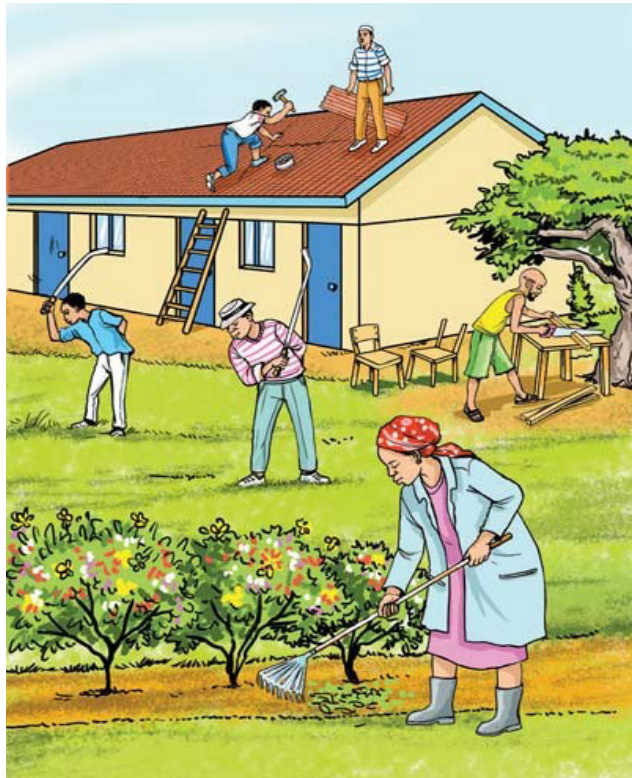
Every time people have freedom, they sing about peace. Look at these photos carefully.



*Students are playing because they have peace*



*The young girls are skipping the rope because they have peace*



*People are doing community work*

The songs give us happiness and peace. Whenever a person loves another, there is peace found.



**Sing this song of peace that follows.**

**PEACE**

*Peace, Peace*

*Peace is good*

*Brothers*

*We should love it*

*We be glad of it*

*Because God*

*Does not stop*

*to remind us*

Revelations 21:4 teaches us that God will clean all our tears and protect us from pain.

**Gospel of John 14:27 teaches us that Jesus left us with peace.**

**Gospel of Luke 24:36 shows that Jesus appeared to His disciples after resurrection,** then He told them that: "Peace be with you."



*Children are singing a song of loving the country*





*Children are singing a song of peace*



*The children are singing/dancing the song of peace*



### **Application Activity 4.4**

1. Who can sing for us the song about peace?
2. Let us sing "there is no other friend like Jesus" together.

### **4.5. The games about peace**



### **Learning activity 4.5**

Do you love playing? What kind of games do you play?  
What do you gain after playing?

We can play games that enable everyone to be happy. We are not supposed to play bad games. It can hurt us. We should learn to do the games that enable us to build peace.



*The way the children are playing shows that there is peace*

#### **4.6. The games that show the unity and peace (Philippians 2:2, Romans 12:4-5, John 15:12, Genesis 6:9-22, 7:1-4)**

Unity means working together with same good goal.

Philippians 2:2, teaches us to have love and be united and think the same way.

Romans 12:4 teach us about the body. We should work together every time we have the same goal.

The gospel of John 15:12 teaches us how Jesus taught His disciples that to love each other like the way He loved them. Do you love others?

## Read this conversation

**Gasore:** Good morning friends. How are you

**Ntwari:** We are fine

**Keza:** We are somehow okay.

**Ntwari:** Why are you somehow fine Keza, are you sick?

**Keza:** No I dreamt about bad things

**Gasore:** Oh! What did you dream?

**Keza:** I dreamt seeing daddy again yet he died 5 years ago.

**Gasore:** Have peace. God will comfort your heart. Be courageous and strong.

**Ntwari:** Be strong and be brave. Its time lets go to class.



### Application Activity 4.4

1. Act what is in the conversation.
2. Let one pupil closes his/her eyes and pretends to fall down and other three carry him, showing that they are helping him.



### End of unit assessment

1. When do we sing the national anthem?
2. When do we sing a song of peace?
3. Whenever we build peace, God..... .. like His children
4. Mention three activities that show peace in the country

5. What bad action take place/ happened in Rwanda in 1994
6. Mention three things that show there is lack of peace
7. Working together is .....
8. What did Noah build?
9. What can you do when you see people fighting?
10. When we follow the teachings of Jesus, the greatest commandment is.....altogether.



# **Islamic Religious Studies**

# UNIT:

# 1

# PILLARS OF ISLAMIC

## Key Unit Competence

By the end of this unit, the pupil will be able to state without reading three first pillars of Islamic faith, respect them and live well with others.



## Introductory activity:

What do you know about Islam? What do they believe in?

## 1.1.The 5 Pillars of Islam



## Learning activity 1.1

Discuss at least three pillars of Islam of your choice

### a) Shahada: Belief in one God and his prophet Muhammad

Shahada is believing that there is no other God to be praised apart from Allah. And Muhammad is his prophet. No other gods should be worshiped except Allah.

### b) Pray five times a day (Swalat)

Swalat are Muslim prayers. Muslims pray five times a day. They pray in the Mosque.

### c) Zakat

Zakat is one of the offering given once in a year which is according to the Islamic principles. It is offered so as to help poor or needy people. Have you ever helped a poor person?

### d) Ramadhan/Fasting

Saum/Ramadan is known as fasting. Muslims fast in the



month of Ramadhan. Ramadhan lasts 30 days. It is a period of prayer, reflection and community.

### e) Hajj

Hajj is a Holy journey / pilgrimage. It is a pilgrimage to Mecca. It is done in the last month of the year. The Mecca is a holy place for Muslim. All Muslims are supposed to make that journey whenever they have the ability.



### Application Activity 1.1

Islam is a religion practiced by many people. Discuss 3 among five pillars of Islam

## 1.2. God is the creator of heaven and earth and all creation (creator)

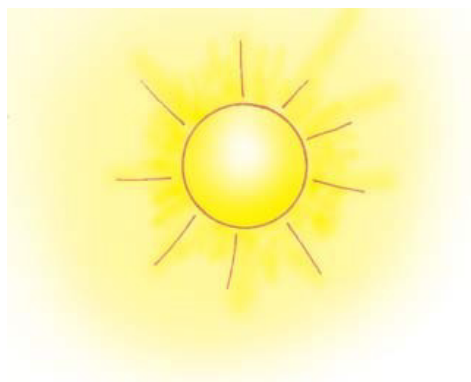


### Learning activity 1.2

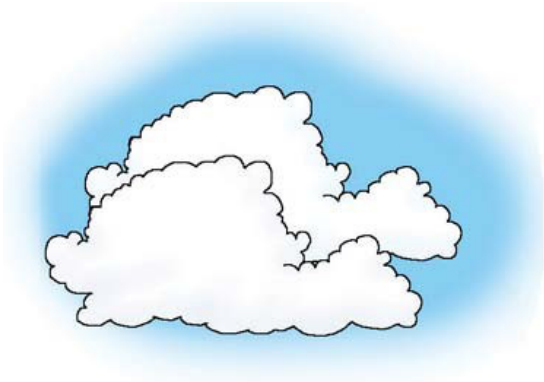
Do you know who created the world?

Allah means God. He is the creator of all creation. Allah (the Almighty Allah) is the creator of the world we all live in. And He created all that is on the earth and all the sky.

Look at the following pictures.



*The sun*



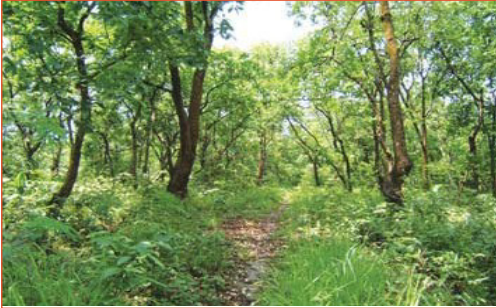
*Clouds*



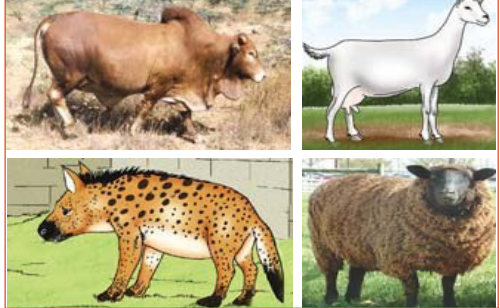
*Mountains*



*River*



*Forest*



*Animals*



*A man*



*A blind woman*

## **The reasons why God created man**

- a) God created man because of one important reason for praising Him only.
- b) Another reason that made God create us was that we take care of the environment. The environment including the animals, trees, flowers, forests, rivers and lakes.



*Reading the Qur'an is one way of praising God*



*People take care of the environment by planting trees*

## **The reasons why God created spirits**

Spirits are things we cannot see but we can hear them. There are bad spirits and good spirits.

All God created all those spirits by God so that they can praise Him

### **1.3. The prophets of God and what characterized them in their lives**

#### **Learning activity 1.3**

Mention the names of the prophets you know What is the role of the prophets in the community?

The first prophet of Allah (the Almighty Allah) was Adam. (I.I).

**The following are some of the prophets of Allah (the Almighty Allah).**

- |             |              |
|-------------|--------------|
| 1. Adam     | 6. Yusuf     |
| 2. Suleiman | 7. Muhammadi |
| 3. Daud     | 8. Yunus     |
| 4. Ibrahim  | 9. Isa       |
| 5. Musa     | 10. Idrissa  |

**Do you think your friends behave well?**

Do their character match with the behavior? We should behave well always? Mention one of the good behaviors that you see in your friends.

**The characteristics of the prophets of Allah include:**

1. They are all men
2. They did not commit any sin(they were righteous)
3. They did not disobey Allah (S.W)
4. They respected God
5. They were heroes and well wishers
6. They were patient in life
7. They were knowledgeable
8. They worked without reward
9. They were wise and they obedient
10. They were trustworthy

### **1.4. The teachings of the prophets of God**

All the prophets came with the same message. Praising only one God (monotheism).

All the prophets taught the good message of going to

paradise and the bad message of going to hell with eternal fire.

### **The teaching of Muhammad the prophet of God (May God give him peace and blessings)**

Muhammad (May God give him peace and blessings) taught that God is only one (Monotheism).

- a) He taught about humility and betraying
- b) He taught that Muslims should respect prayer time even other activities of praying to God.
- c) He taught that Muslims have to be good and behave well
- d) He taught about how horrible fire is eternal and good things in paradise.
- e) He taught about being patient in life and also being patient with others.

The uniqueness of Allah in praying to Him and problem of serving him and things at the same time (two masters).

**This is called Shirki.**

#### **The benefits of praising Allah**

- a) He loves us
- b) He will take us to heaven
- c) He will not put us in the eternal fire
- d) He shows us mercy
- e) He gives us blessings

#### **The consequences of not praising Allah**

- a) He becomes angry with us and not pleased
- b) He will put us in eternal fire /hell
- c) He will not give us blessings
- d) We shall not have his mercy

## What do some people pray to?

- Some people pray to mountains
- Some people pray to calves and they even model them
- Some people also pray to animals like snakes or cows
- Some pray to the sun, moon and stars



*People praying to an idol*



*People praying to the moon*



### Application Activity 1.3

- Discuss on the creation of Allah and after show to others what you have seen.
- Draw a cow, sun and also objects some people pray to.





## End of unit assessment

1. How many gods do Muslims pray to?
2. Mention at least three names that are called Allah (s.w)
3. will take us to heaven, lets praise him.
4. The messengers of Allah (S.W) are known as .....
5. The 2nd pillar of Islam is .....

**Key Unit Competence**

By the end of this unit, pupil will be able to read Arabic vowels and consonants as language the Holy Qur'an.

**Introductory activity:**

Muslim pray using a Qur'an. Qur'an is the Holy Book. It is written in Arabic language. To read the Qur'an one must learn the Arabic language.

Why do you think is important to learn Arabic language for Muslim

**The vowels and consonants of Arabic**

Show the different ways you can say it. The Holy Qur'an was written in Arabic. In order to know how to read the Qur'an, you should know the Arabic language. In order to know Arabic, you should know first the vowels, consonants and the order of letter that are composed of Arabic. Arabic is read and written from the right to the left side.

## Read the letters of Arabic that follow:

ح	ج	ث	ت	ب	ا			
h	j	th	t	b	9			
ش	س	ز	ر	ذ	د	خ		
sh	s	z	r	dh	d	kh		
ف	غ	ع	ظ	ط	ض	ص		
f	gh	ai	dhw	tw	dhw	sw		
ه	و	ن	م	ل	ك	ق		
h	w	n	m	l	k	q		
				ي	ى	ة		
				y	a	la		

*The vowels of Arabic*

What are vowels? First, read them silently and later read them loudly in class. Ask some of your friends the letters of Arabic that they could know. There are three important vowels in the Arabic language.

These are taught in line with comparing with many consonants.

### Exercise

1. Copy and write vowels by writing them in your exercise book.

### Letter (fat-ha)

ح ج ث ت  
ja tha ta

## Activity

Write the letters that are fat-ha in your exercise book.

The vowels which are different from letters (Kasrah)

شِ

shi

سِ

si

زِ

zi

رِ

ri

## Activity

Write the letters that are Kasra in your exercise book.

The vowels and letters (Dhwamah)

غُ

Ghu

عُ

u

ظُ

dhwu

ظُ

dhwu

## Activity

Write (dhwammah) letters in your exercise book.

### Examples of words (fat-ha)

1. Baba **بَابَا**
2. Mama **مَامَا**
3. Kafara **كَفَارَا**
4. Maradwa **مَرَادْوَا**

## Activity

Following the model given, practice how to write simple words that have fat-ha.

### Examples of words (Kasrah)

1. Shida  $\text{ﺷﻴﺪﺍ}$
2. Sina  $\text{ﺳﻴﻨﺎ}$
3. Zika  $\text{ﺯﻳﻜﺎ}$
4. Rida  $\text{ﺭﻳﺪﺍ}$
5. Dhiki  $\text{ﺫﻳﻜﻰ}$

## Activity

In groups write simple words that have kasrah.

### Examples of words that have Dhawammah

1. Shuka  $\text{ﺷﻮﻛﺎ}$
2. Ghuna  $\text{ﻐﻮﻧﺎ}$
3. Luna  $\text{ﻟﻮﻧﺎ}$
4. Huna  $\text{ﮪﻮﻧﺎ}$
5. Luka  $\text{ﻟﻮﻛﺎ}$

## Activity

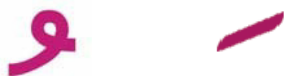
In groups write simple words that have dhawammah.



### End of unit assessment

1. How many vowels are in Arabic?

2. Write the names of these vowels that follow:



3. Write the following words in Arabic.

a) Baba

b) Mama

c) Lima

4. Write the following letters in Arabic.



5. The Holy Qur'an is written in \_\_\_\_\_ language.



# UNIT:

# 3

# BASIC ISLAMIC LAW OF WORSHIPING ACTIVITIES

## Key Unit Competence

By the end of this unit, the pupil will be able to perform full ablution according to its regulations and basic regulations of prayer (prayer).



## Introductory activity:

Muslim pray One God. Before praying. They respect God. Discuss actions that Muslim do before praying to God.

## 3.1. The cleanliness before praying



## Learning activity 3.1

What do you do before you pray? What do you use in washing hands before you pray? How many times do you bath?

We should maintain our cleanliness every time. We should have body cleanliness every time by washing hands and by bathing often. We should be in a clean place and wear clean clothes.



*A man washing a toilet*



*A woman washing clothes*



### Application Activity 3.1

Discuss the benefits of cleanliness.

### 3.2. Ways of cleaning /easing oneself in the toilet



#### Learning activity 3.2

Discuss the ways of washing oneself before offering a prayer in Islamic way

These are some of the ways Muslims are supposed to follow before they ease themselves (defecating):

- Saying dua, "Allahuma ini audhaubika minal khubuth wal khabaith."
- Entering the toilet with the left foot first.
- Going out of the toilet with the right foot first
- Saying ghufuranaka when going out (it is said three times)
- Being humble the time you are easing yourself (defecating)
- Not taking the Qur'an when going to ease yourself
- Being quiet the time you are easing yourself
- Cleaning after easing yourself (it is called Istinjai)
- Not smearing yourself with urine or even putting it on your clothes
- Not touching your private parts with the left hand
- Not seeing Qiblah when you are in the toilet



*A person entering the toilet  
(The left foot entered first)*



*A person coming out of a toilet  
(The right foot comes out first)*



### Application Activity 3.2

Discuss the ways of easing/cleaning yourself.

**Udhu** is cleaning oneself. It is an action of rubbing dirt from oneself. It is action of washing the whole body using clean water. The parts of the body are divided into Sunnat na Faradh.

**Faradh** means that it is compulsory and sunnat means that it is not compulsory in **Sunnat and its elements in Udhu**

There are three elements/parts in Sunnat in Udhu:

#### **a) Rinsing your mouth**



*A person washing his mouth*

## b) Rinsing in the nose



*A person washing his nose*

## c) Washing the ears



*A person washing his ears*

## Faradh and its elements/parts in Udhu

### a) Washing your hands



*A person washing his hands*

## b) Washing your face



*A person washing his face*

## c) Washing the head



*A person washing his head*

## d) Washing the feet



*A person washing his feet*

Before you pray, we are should be sure if where we are going to pray from is clean. One can pray from any place it is fine to pray from the ground.

## Exercise

Mention and discuss the steps of doing Udhu.

### 3.3. The 5 compulsory daily prayers

#### Learning activity 3.3

Who prayed today morning? How do we call that prayer? Tell your friend to pray for you and when one finishes you also pray for her.

**There are 5 prayers which every Muslim should make every day.**

Those prayers are known as prayers of **Faradh**. Every prayer has its specific sections which are called **Rakaat**. The shortest among others is called **Subh** and it has only two **Rakaat**.

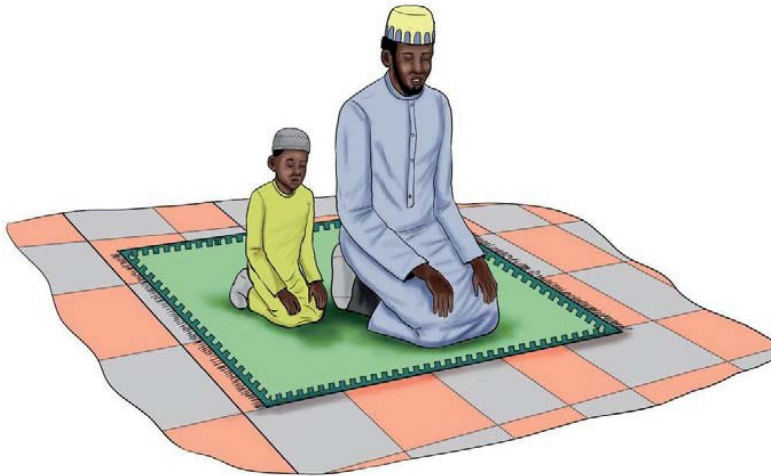
The longest prayer in **Faradh** has **4 Rakaat**. There are 3 prayers that have 4 Rakaats which are: **Dhuhr, Asr** and **Isha**.

The following table shows the prayers for Faradh, the time it takes and their specific number of Rakaat.

Name of prayer	Number of Rakaat	Time it is done
Subh	2	5:30 am
Dhuhr	4	1:00 pm
Asr	4	4:00 pm
Maghrib	3	6:30 pm
Isha	4	8:00 pm



The total number of Rakaat done in a day is 17.



*A Muslim performing a prayer*

### Application activity 3.3

Mention the time they make prayers for each day.

## 3.4. The Additional prayers (sunnat)

### Learning activity 3.4

What is Sunnat and when is sunnat said as a Muslim prayer?

The word Sunnat means that it not compulsory / it is optional. It means you can make those prayers or even leave them. There are 2 Sunnat for prayers which can be done either before or after prayers of Faradh.

The prayer of Sunnat which is done before Faradh is called Qabliyah.

The prayer of Sunnat which is done after Faradh is called Baadiyah.

Each of the Sunnat has two rakaat.



### Application Activity 3.4

Explain the benefits of prayers of Sunnat.

## 3.5. The compulsory prayers (Faradha)

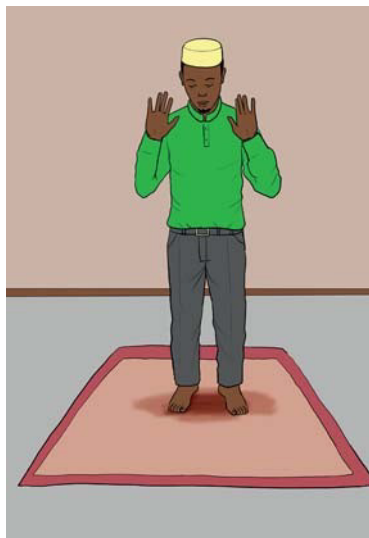


### Learning activity 3.5

Is there anyone who can read for us any of the Iduma? The prayers of Du'a or Idu'ah or Iduwa means the prayers of pleading. Those are words of praising God. You can follow these are steps so that you do prayers of Swalat:

#### a) Takbiratul Ihram

Say Allah Akbar (God is great). After saying Takbiratul Ihram, a person responds that Surat Al-Fatiha and also another Surat. Surat Fatiha is a strong pillar for Swalat which means that it must be said whether you like it or not.



*A person saying takbiratul Ihram*

## b) Rukuu

These are concerned with bending; when you bend you say that:

**'Subhana Rabiya Azhwim'** three times. And they mean that "let the great God be exalted."

## c) It'dal



*A person bending in rukuu*

This is the part of bending of rukuu and raising up. A person says that "Samia llahu liman hamidah" which means that "God listens to a person that praises Him."

## d) Sujud

These are concerned with kneeling where you put the forehead down. Here a person says that "Subhana Rabiya A'ala" which means that "all praises are for God who is in heaven above."



*A person doing Sujud*

A person repeats this the second time and after sits rakaat.

### e) Atahiyyatu

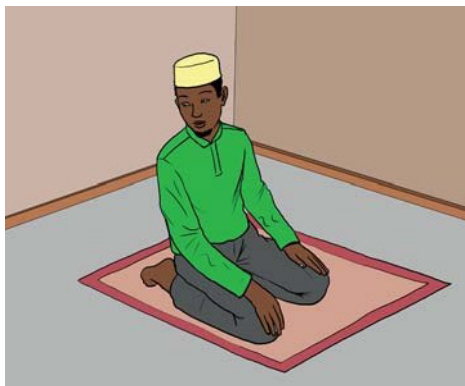
This is the part where you sit in the middle of both rakaats.

### f) Taslim



*A person doing Atahiyyat*

This one also known as Salaam which means asalaam aleykum and after you turn the eyes to the right and later to the left. Taslim means the end of the prayers.



*A person is doing Taslim*



### Application Activity 3.5

1. Role play on Salat.
2. Do salat, and pray.

### 3.6. Prayers (Iduwa) that are used in praising God in Iswala and after (Adh'kar)



#### Learning activity 3.6

What are duas said after salaah?

#### These are some of the duas said after Salaah (prayers):

- i) Astaghfirullah (I ask for your forgiveness God). They are said three times.
- ii) Allahuma antassalaam waminka ssalaam Tabaarakta yaa Dhal'jalaali wal'ikram .These mean that: "Oh God you are peace, and peace comes from him, you are Holy and it is you who is Holy."



#### Application Activity 3.6

Discuss about dua and memorize it.



#### End of unit assessment

1. List the 5 prayers that are mandatory /compulsory in Islam.
2. Show the two parts of Faradh that are said after Udhhu.
3. Which prayer of faradh is done in the afternoon?
4. Allahu Akbar means that.....
5. Takbiratul Ihram means .....

# UNIT:

# 4

# THE LIFE OF THE MESSENGER OF GOD MUHAMMAD

## Key Unit Competence

By the end of this unit, pupil will be able to portray the values and love to others as example taken from characters of the prophet Muhammad.



## Introductory activity:

Basing on your knowledge and experience, discuss the life of Muhammad.

## 4.1 The ancestry / origin of messenger of God Muhammad

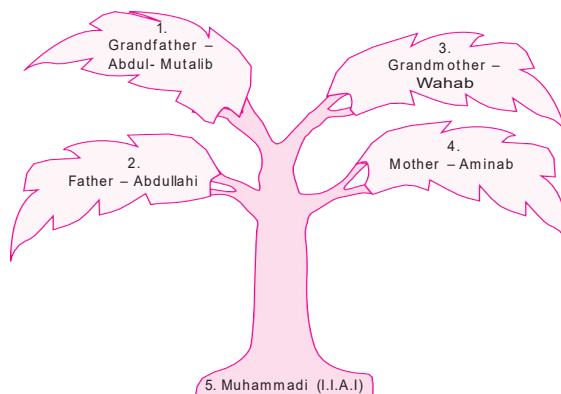


### Learning activity 4.1

Mention some of the messengers of God that you know.

The messenger Muhammad (May God give Him peace and blessings) was the last messenger among other messengers of Allah (S.W) to be sent on earth. He was born in Mecca in the year of 570 AD. The messenger Muhammad (May God give him peace and blessings) was born on Monday 12th Rabiul-Awual.

**This is the tree that shows the family of the messenger of God Muhammad**







## Application Activity 4.1

Discuss about the family of messenger of God Muhammad

All his names are Muhammadi Bin Abdullah Ibn Abdul Mutalib.

## 4.2. The brief history of the life of Muhammad



### Learning activity 4.2

Discuss the life of the prophet Muhammad

The messenger Muhammad was born in Mecca in the family of Quraysh. The father Abdulilahi died in Madina before Muhammad was born. The mother Amina died when Muhamadi was 6 years old.

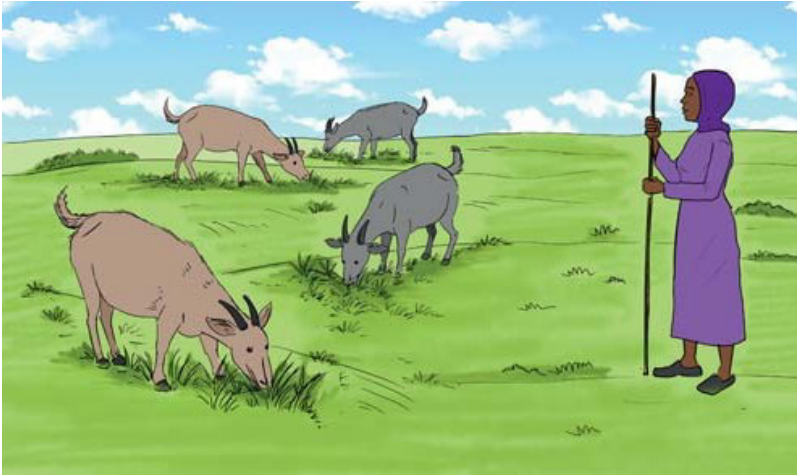


*The dead body of Abdullahi*

Muhammad was taken care of by another mother called Halima Sadiya a daughter of Abi Ohuayb. She also breast fed him.

Halima got many blessings because she stayed with Muhammad (May God give you peace and blessings).

Her goats could produce a lot of milk more than her neighbor's goats.



*The domestic animals of Halima were fat*

When Muhammad was 6 years old, Amina took him (May God give you peace and blessings) to Madina to visit the tomb of His father. On their way back, Amina got sick and died. She died in the place called Abwa. Muhammad (May God give you peace and blessings) was taken by Ummu Ayman to the grandfather Abdul- Motalib.

When he was 12 years old, Muhammad escorted his Uncle Abu Talib to Sham in Syria for business. After that he was given a job by a widow called Khadijah the daughter of Khuwaylid where he helped her in her business.

Khadijah fell in love with Muhammad. She asked Abu Talib to allow her to get married to Muhammad.

Abu Talib told Muhammad and they prepared the wedding and it was successful. Muhammad (May God give you

peace and blessings) married Khadija when he was 25 years. Khadijah had 40 years.

His sons were Qasim, Ibrahim and Abdullahi. His daughters were Ruqaya, Zainab, Umu-Kulthum and Fatma.

One day when he was in a cave, angel Gabriel came to him. He did not know how to read. The angel shocked him very much and after he started reading.

Muhammad (May God give you peace and blessings) started accepting to be a messenger of Allah (S.W).



### Application Activity 4.2

Discuss/talk about the meeting of Gabriel and the messenger of God Muhammad (I.A.U).

## 4.3. The moral values that characterized the messenger of God Muhammad



### Learning activity 4.3

What do you think are values do you think characterized prophet Muhammad?

The following are the values that characterized Prophet Muhammad.

1. He was very trustworthy
2. He was honest and they named him Al-Ameen given by Quraysh
3. He was compassionate
4. He was respectful and he listened to people
5. He was humble and respected others
6. He was intelligent /wise
7. He was trustworthy and he was a believer

8. He loved children, the poor and orphans
9. He was a patient person



### Application Activity 4.3

Discuss/talk about the good behavior and character that Muhammad the messenger of God showed/ portrayed.



### End of unit assessment

1. How many children did the messenger of God Muhammad have?
2. Mention the good character and the behavior of the messenger of God.
3. What are all the names of the messenger of God (May God give you peace and blessings)?
4. The messenger Muhammad (May God give you peace and blessings) was born:
  - i) The day.....
  - ii) The month .....
  - iii) The date.....
  - iv) The year.....

# UNIT:

# 5

# INTEGRITY AND LIVING WELL WITH OTHERS

## Key Unit Competence

The learner will be able to perform good actions of love among his/ her fellows and care for the environment.



## Introductory activity:

What do you think are morals that can characterize relationship with others.

## 5.1. Loving God and loving your neighbor as you love yourself

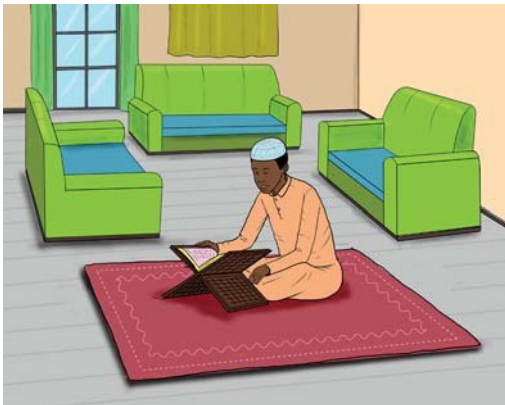


## Learning activity 5.1

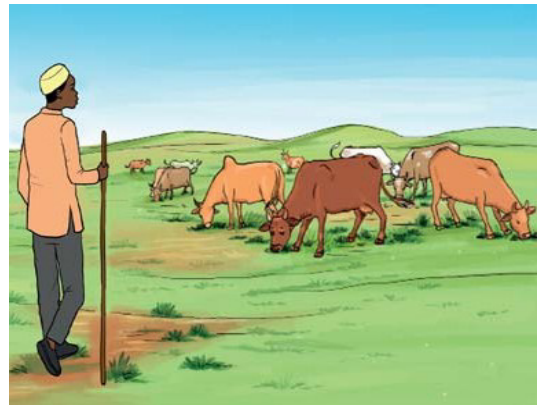
Do you love yourself? Do you love your neighbors?

Write down some of the things that you might have done for your friends showing that you really love them.

We should avoid worshiping other things but only pray to God.



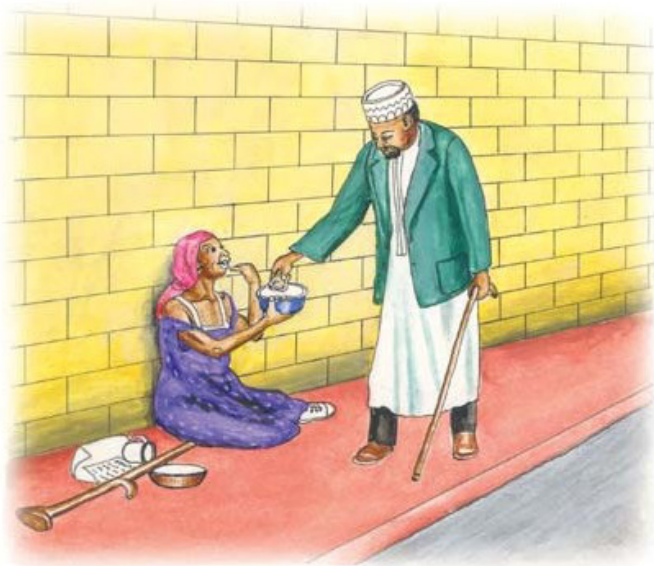
*A person is reading a Qur'an*



*A person is taking care of the animals*

### 5.1.1. The actions that show that we love Allah (S.W)

- a) Praying
- b) Fasting
- c) Giving Zakat
- d) Helping the poor
- e) Praying for the orphans
- f) Reading the Qur'an
- g) Spending enough time in the mosque



*Helping the poor*

### 5.1.2. Different ways of showing love to your neighbors/friends

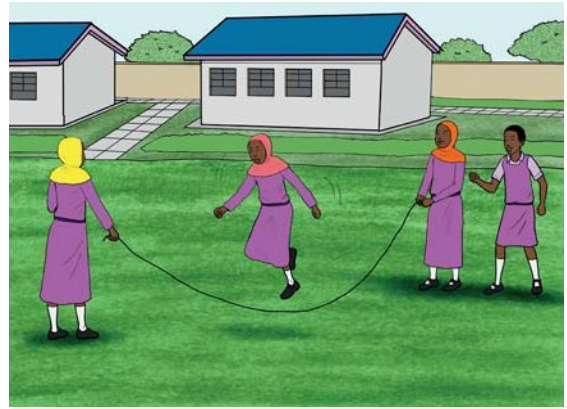
- a) Not quarreling with them
- b) Doing for them good things
- c) Spending time with them

Like children, we should love our friends and our neighbors. Have you ever given a gift to your friends? Mention some of those gifts that you have ever given your friends lately. How did they feel?





*Comforting friends*



*Children playing together show love*



### Application Activity 5.1

Come up with actions of love that you did for your friends and also Allah.

## 5.2. The Behavior in the different situations



### Learning activity 5.2

Discuss behaviours that children should behave while speaking, eating, sleeping, and studying.

#### 5.2.1. The ways of eating

#### Activity

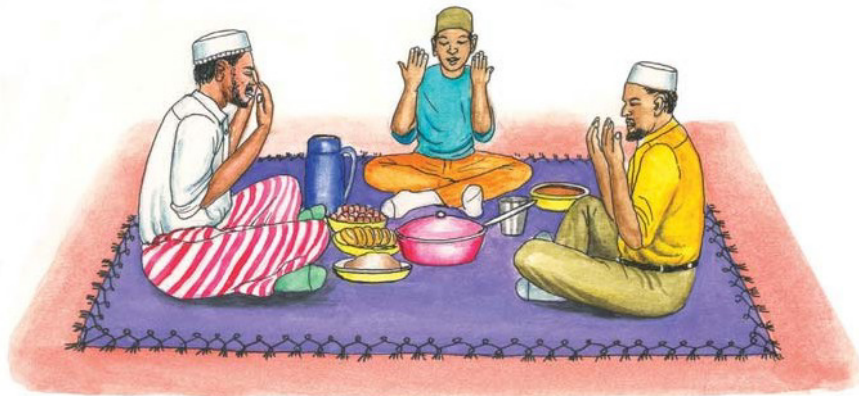
Draw your family relationship tree and hang it on the wall of your classroom.

Who can show us how they take tea and bread? We should behave well before eating, when eating and after eating.

**The ways of eating in a good manner includes:**

- a) Say Bismillahi before starting to eat
- b) Just eat the food that is before you

- c) It is not good to speak with food in the mouth
- d) It is not good to eat while standing
- e) It is not good to fill the plate with food
- f) Say Alhamdulillah after eating
- g) Use the right hand to eat
- h) It is not good to eat with both hands



*The Muslims say bismillah before eating*



*To eat while standing is prohibited among Muslims*

Put little water in the glass or in the cup. Drink it the way you always drink. Muslims have the way they drink water. When we are drinking, this is the way we are supposed to do it.

- a) When we are drinking, a Muslim rests three times.

- b) We are supposed to say the name of Allah (S.W) before we start to drink and also praise His name when we finish.
- c) It is allowed to drink while standing but it is better if we drank while seated



*A person drinking water while seated*

### **5.2.3. The ways of sleeping**

Who loves sleeping? How do you sleep?

Check the way Muslims are supposed to behave when they are sleeping:

- a) Say dua before sleeping
- b) You sleep on your right side immediately you get to bed.
- c) A Muslim is supposed to do Udhu before going to sleep.
- d) Using Sunnat, the messenger of God was putting his hand on cheek and said:

“O God in your name I can die and I can live.”



*It is also acceptable to sleep while facing up*



*A person sleeping sideways*

#### **5.2.4.The way of waking up**

When we wake up, we are supposed to say dua: "Ash-hadu an-laa ilaha ila llahu wa ash-hadu anna Muhammadi Rasulullah."

We are supposed to say these expressions that: **There is no other God that deserves the praises apart from Allah.** (S.W) and Muhammad is the true messenger of God.

This dua: "Al hamdulillah ladhi ahayana baadama wa ilayihi nushuru."



*A person is saying dua after waking up*

### **5.2.5. The way of going to the toilet**

Do you remember the way of easing yourself that we learnt? Now tell me one of ways you remember. Every time we go to ease ourselves, we are supposed to behave in the following ways:

- a) Say dua when you enter the toilet
- b) Don't ease yourself while standing
- c) Enter the toilet with the left foot first
- d) Wash your hands after using the toilet with water and soap
- e) Go out of the toilet with the right foot first
- f) Don't speak while in the toilet
- g) Don't go with any writing about the Qur'an while entering the toilet
- h) Don't touch your private parts with the right hand
- i) Don't urinate on yourself or even urinate on dirt.
- j) Don't look at Qiblah when easing yourself



*A person is coming out of the toilet*

### Exercise

Mention the different ways of cleaning or easing yourself.

#### **5.2.6. The way of wearing clothes**

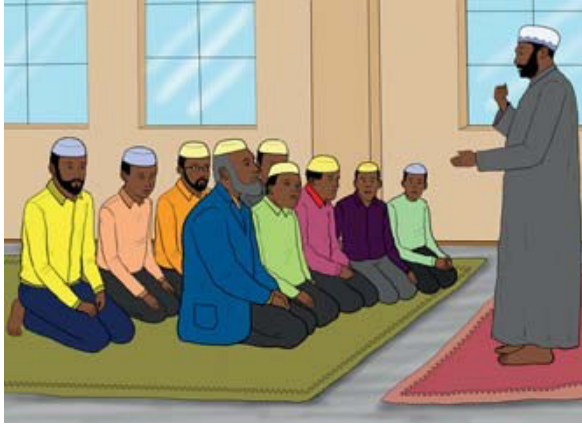
Do you know clothes?

What is the purpose of clothes?

Moslem are supposed to follow the ways below when we are going to put on clothes:

- a) Men are not supposed to wear clothes that are below their ankles / the clothes that go up to down.
- b) Men are not supposed to wear clothes that are made out of fur or out of gold
- c) A Muslim is supposed to say dua when he is putting on clothes.





*The Muslims wear properly when they are in the mosque praying*

### **5.2.7. The ways of travelling/ moving**

The messenger of God chose to travel/move on Thursday. He could move early in the morning. It was better to move in the night than during day. In the night the journey could seem shorter.



*People walking at night*

### **5.2.8. Respecting elders**

Who is an elderly? Tell me the names of the elders you stay with. We are supposed to respect them enough in the following ways:

- a) We are supposed to listen to the advice they give us
- b) We are supposed to follow their good examples and also become like them.

### 5.2.9. To have compassion on children

- a) We are supposed to help them and lead them
- b) We are to train them good morals

### 5.2.10. The way of greeting each other

How do you greet others? Do you greet everyone without discriminating?

The Muslim is supposed to greet in the following ways:

- a) The muslim is supposed to greet one by one saying that : "Asalaam aleykum warahmatullahi wabarakatuhu"
- b) The person standing is the one supposed to greet the person seated.
- c) The person is moving up is supposed to be greeted by the one moving down.
- d) The person moving fast is the one supposed to greet the person moving slow
- e) The person that enters the house is one supposed to greet first all the people that he finds in the house.
- f) The men are not supposed to touch in the hands of women apart from their wives only.
- g) The group of few people is the one supposed to greet the group of many people.



*The young person is the one that greets first the old person*



## Application Activity 5.2

1. Discuss/show the good ways of greeting each other.
2. Pin on the wall a paper written on the moral values of Islam and after read them.
3. Discuss about the good morals of drinking, eating, greeting each other, traveling/moving, and dressing and the benefits of respecting them
4. Greet each other in Islamic in the different ways.

### 5.2.11. Respecting God through His creation by protecting it, taking care of it and promoting them in their existence

#### Activity

Mention some of the names of animals that are found at home. How do you take care of them?

#### a) Taking care of what was created by Allah (S.W)

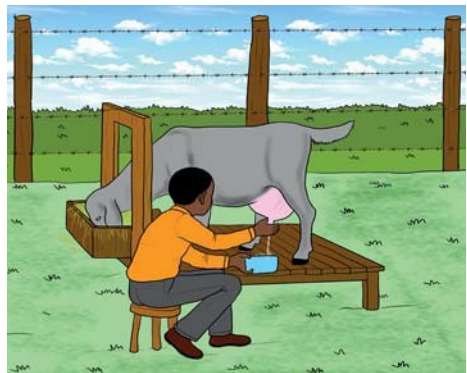
Some of the animals give us skin that we use to make shoes. Others give us milk. Animals are important in our lives. We are supposed to handle them well.

#### The importance of animals

i) Animals give us milk.



*Kwizera is milking a cow*



*Gakuru is milking a goat*

ii) Animals give us hair/fur for making clothes.



*The hair/fur of sheep*

iii) Animals help us to do work.



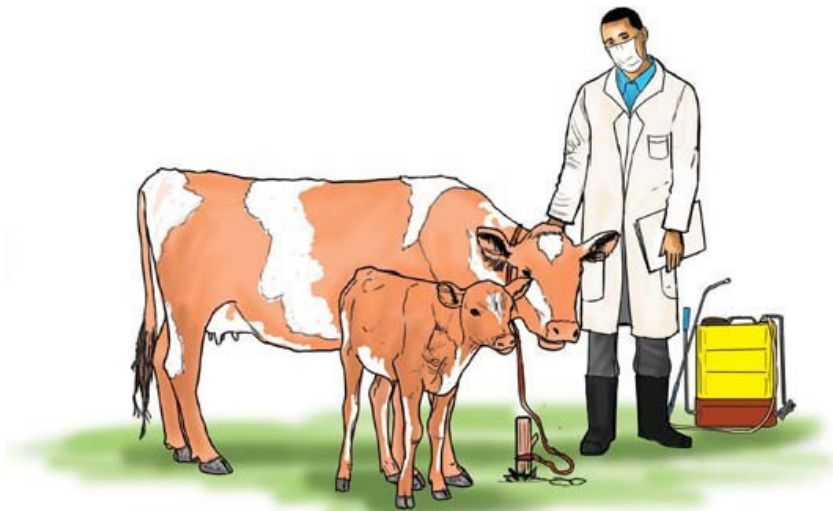
*A donkey is carrying the load*



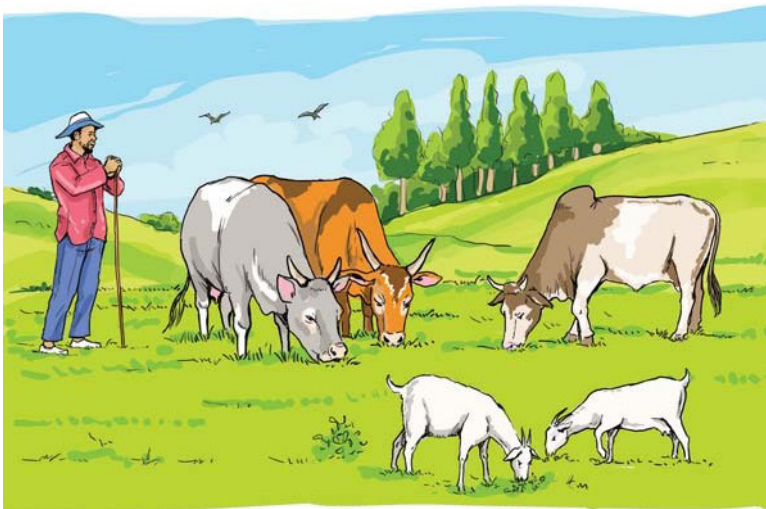
*Camels carry people and their luggage during their journeys*

## **The ways of protecting / taking care of the animals:**

- i) We are supposed to feed them and also give them water.
- ii) We are supposed to take care of them whenever they are sick
- iii) We are not supposed to beat them anyhow.
- iv) We are supposed to build for it a good resting place.
- v) We are supposed to slaughter them in a good way that is worthy for creatures.



*We are supposed to treat our animals whenever they are sick*



*We are supposed to rear /take care of our animals*



## Activity

Mention the good ways of taking care of the creation of Allah (S.W).

### b) Taking care of of the environment

The environment is all things that that surround us. This includes: animals, trees, rivers, valleys, mountains and many other things? Rwanda has many mountains, that is why it is called the **land of a thousand hills**.

## Exercise

Mention the names of some of the trees that are near the school or near your home. When did you last plant a tree? Trees bring us rain and also the air we breathe in.

How to take care of the environment:



*Children are cutting grass*



We are supposed to remove stagnant water that is near our homes. That stagnant water breeds mosquitoes near our homes.



*Nirere is removing the stagnant water that is near the house*

We are supposed to sweep at home. Sweeping makes the place look good.

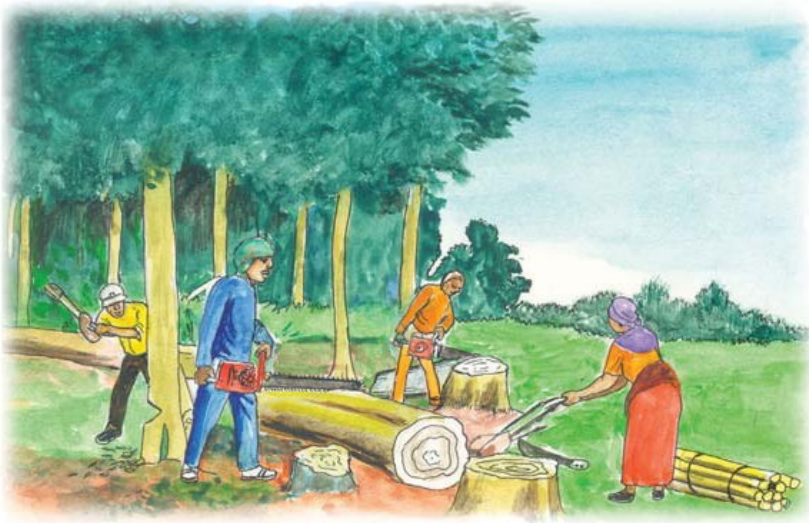


*Mugisha is sweeping at home*

### **Activities that destroy the environment**

We are supposed to avoid doing activities that destroy the environment. These are the following activities:

a) Cutting trees anyhow.



*People are cutting down trees*

b) Urinating/washing clothes, or throwing rubbish in the rivers.



*Kakuze is throwing rubbish in the Kibilira River*

### c) Throwing left overs of rubbish anywhere.



*Tuyishime is picking up rubbish that is thrown everywhere in the class*

We are supposed to do good activities for our environment. These show that we respect God. Show some of the activities at home or at school that pollute the air / atmosphere.

#### Activity

1. Discuss about the different ways of taking care of the environment.
2. Watch a film about taking care of the environment.



#### End of unit assessment

**Fill the following sentences with appropriate word**

1. We are supposed to love others as we..... ourselves.
2. We are supposed to do good activities so that ..... Allah(S.W)
3. After eating a Muslim is supposed to say.....

4. How many times is a Muslim supposed to rest when he is drinking water
5. It is not good to.....when in the toilet.

### Revision Questions

1. Muslims believe in only ..... God
2. Who created the earth and everything in it?
3. Mention the names of 5 messengers of God
4. Show three things that characterize the messenger of God(S.W)
5. Which language is the Holy Qur'an written in?
6. Mention these letters:

\_\_\_\_\_ ك

\_\_\_\_\_ ز

\_\_\_\_\_ ش

7. Write these words in the Kinyarwanda letters.

\_\_\_\_\_ ك ل ه

\_\_\_\_\_ ك ت ب

8. Write these letters in Arabic

a. W.....

b. Dh.....

c. S.....

9. Muslims use \_\_\_\_\_ when doing udhu.

10. The first prayer of Faradh is done early every morning is called.....

11. Match these prayers with the number of rakaat in them.

a. Maghrib     2

b. Dhuhr       3

c. Subh         4

12. The mother of the messenger of God Muhammad (May God bless give peace and blessing) was called .....

13. How old was the messenger of God Muhammad when he married Khadijah?

14. Which name was given to the messenger of God by Quraish because of being honest?

15. How old was the messenger of God Muhammad (May God give you peace and blessing) when he went to Sham for the first time?

16. All the Muslims are supposed to respect the laws of .....

17. We are supposed to enter the toilet with the ..... foot first.

18. Mention two things that the cows give us.