

**SOCIAL AND RELIGIOUS  
STUDIES**

**Primary 1**

**Teacher's Guide**

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# FOREWORD

Dear teacher,

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

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

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

In addition, such active learning engages learners in doing things and thinking about the things they are doing, and they are encouraged to bring their own real experiences and knowledge

into the learning processes. In view of this, as a teacher your role is to:

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

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. It is divided in 3 parts:

**The part 1:** Explains the structure of this book and gives you the methodological guidance;

**The part 2:** Gives the sample lesson plans as reference for your lesson planning process;

**The part 3:** Provides details the teaching guidance for each concept given in the student book.

Even though this teacher's guide contains the answers for all activities given in the learner's book, you are requested to work through each question and activity before judging learner's findings.

I wish to sincerely appreciate all people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special

gratitude goes to Ministry of National Unity and Civic Engagement (MINUBUMWE), Never Again, AIGIS TRUST who provided their expertise; primary schools and the University of Rwanda which provided teachers and lecturers who diligently worked to the successful completion of editing this teacher`s guide. Any comment or contribution is welcome for the improvement of this textbook for the next edition.



**Dr. MBARUSHIMANA Nelson**

**Director General, REB**



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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 editions.



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# I. STRUCTURE OF TEACHER'S GUIDE

## 1.1. Structure of a unit

Each unit is made of the following sections:

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

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

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

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

- ***Guidance on the introductory activity***

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

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

This section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson / subheading is then developed.

## ● ***End of each unit***

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

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

## **Structure of each sub heading**

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

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

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

- ***Teaching resources***

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

- ***Learning activities***

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

- ***Exercises/application activities***

This provides questions and answers for exercises/ application activities/

## 1.2. Methodological guidance

### 1.2.1 Developing competences

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

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

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

<b>Generic competence</b>	<b>Examples of activities that develop generic competences</b>
Critical thinking	<ul style="list-style-type: none"><li>• Discuss the values appreciated in this lesson which will help you to live peacefully with live in relationship with</li><li>• Discuss what the parents have to do in order to make their babies growing physically and spiritual.</li></ul>

Research and Problem solving	<ul style="list-style-type: none"> <li>● Research using internet or books from the library</li> <li>● Propose a solution to the presented case studies</li> </ul>
Innovation and creativity	<ul style="list-style-type: none"> <li>● Work in Pairs</li> <li>● Small group work</li> <li>● Large group work that enhances student's leadership and group management</li> </ul>
Communication	<ul style="list-style-type: none"> <li>● Organize and present in writing and verbally a complete and clear report of an experiment.</li> <li>● Reading and listening to the Sacred Scriptures</li> <li>● Select and use appropriate formats and presentations.</li> </ul>
Lifelong learning	<ul style="list-style-type: none"> <li>● Exploit all opportunities available to improve on knowledge and skills. Daily reading the word of God.</li> </ul>

### **1.2.2 Addressing cross cutting issues**

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

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

Some cross-cutting issues may seem specific to particular learning areas/subjects but the teacher need to address all of them whenever

an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these cross-cutting issues both within and out of the classroom.

Below are examples on how cross-cutting issues can be addressed in Religious studies:

- **Peace and values education:** the overall purpose of Religious studies is the behavioral and positive attitude change in the learners. In all activities, after exploring the biblical passages, learners are helped to live and apply what they have learnt in everyday life. Precisely peace and values education is included in each and every lesson more especially in the application activities and in the end unit assessment tasks. In some units, learners are called to respect unit in diversity and to respect other people’s beliefs, and to live in harmony as Children of the same Heavenly Father.
- **Gender equality:** This cross-cutting issue is dealt with in Religious studies in the activities of Unit 5 about Christian family where the interdependence and complementarity of family members is highlighted. The following are other examples on how the cross-cutting issues are integrated in Religious studies.

Cross-cutting issue	Examples on how to integrate the cross-cutting issue
Inclusive education	Involve all learners in all activities without any bias.  <b>E.g.:</b> Allow a learner with physical disability (using wheelchair) to take notes or lead them during assigned tasks.
Gender	Involve both girls and boys in all activities: No activity is reserved only to girls or boys. Boys and girls should read equally the Holy Scriptures in the classroom without discrimination.  Teachers should ensure equal participation of both girls and boys during reading the Word of God and during carrying out other assigned tasks.

Peace and Values Education	During group activities, debates and presentations, the teacher will encourage learners to help each other and to respect opinions and religious views of colleagues as well sharing values and convictions in more respectful manner. They are all the Children of the same.  Heavenly Father.
Standardization culture	All lessons involve scripture readings from which we get the moral behaviour to adopt in our daily life. Learners are invited to stick and stand for their values. Decision making and right use of the conscience  will help then to live a standard life in matters of morality.
Environment and sustainability	In all lessons Learners glorify God by protecting and respecting his  creatures and taking positive attitudes of beautifying the world
Financial Education	Sound spirit in using Money and more especially using money  consciously and for the well being of others.

### **1.2.3 Attention to special educational needs specific to Religious studies.**

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

Some people may think that it is difficult to address the needs of a diverse range of children. However, by working as a team within your school, with support from families and local

communities, and by making small changes to your teaching methods, you will be able to meet the needs of all children including those with disabilities. So Teaching and learning Religious studies should make a powerful contribution to learning and development of children with a wide range of learning difficulties

### **Teachers need to:**

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

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

with different needs that should be handled differently.

### **Strategies to help children with developmental disabilities.**

- Be patient! If you find that the child takes longer than others to learn or to do an activity, allow more time.
- Do activities together with the child.
- Gradually give the child less help.
- Value much the learner's emotional life and be patient with their attitudes in the learning process.
- Let the child do the activity with other children and encourage them to help each other.
- Divide the activity into small achievable steps.
- Appreciate every step done.
- Remember to praise and say 'Well done' when the child learns something new or makes a strong effort.

### **Strategies to help children with physical disabilities or mobility difficulties:**

- Adapt activities so that children who use wheelchairs or other mobility aids, or other children, who have difficulty moving, can participate.
- Ask parents/caregivers to assist with adapting furniture. **E.g.:** The height of a table may need to be changed to make it easier for a child to reach it or fit their legs or wheelchair under.
- Encourage peer support. Friends can help friends.
- Involve them in the reading the Word of God.
- Get advice from parents or a health professional about assistive devices.
- Strategies to help children with hearing disabilities or communication difficulties
- Always get the child's attention before you begin to speak.
- Encourage the child to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Ask the parents/caregivers to show you the signs they use at home for communication, use the same signs yourself and encourage other children to also use them.
- Keep background noise to a minimum.



## **Strategies to help children with visual disabilities.**

- Help children to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- If the child has some sight, ask them what they can see. Get information from parents/caregivers on how the child manages their remaining sight at home.
- Make sure the child has a group of friends who are helpful and who allow the child to be as independent as possible.
- Plan activities so that children work in pairs or groups whenever possible.

## **Adaptation of assessment strategies**

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

### **1.2.4 Guidance on assessment**

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

### **Continuous/formative assessment**

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

## Summative assessment

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

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

### 1.2.4 Learners' learning styles and strategies to conduct teaching and learning process

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

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

a) Active and reflective learners

**Active learners** tend to retain and understand information best by doing something active with it— discussing or applying it or explaining it to others. **Reflective learners** prefer to think about it quietly first.

b) Sensing and intuitive learners

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

c) Visual and verbal learners

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

d) Sequential and global learners

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

### **1.2.5 Teaching methods and techniques that promote the active learning**

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

#### **What is Active learning?**

Active learning is a pedagogical approach that engages learners in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

#### **The role of the teacher in active learning**

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

## **The role of learners in active learning**

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

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

## **Main steps for a lesson in active learning approach**

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

### **1.Preamble/Introduction**

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

## **2.Dialogue/ development of the new lesson**

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

Discovery activity

### **Step 1**

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

### **Step 2**

- The teacher let the learners work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge.
- He/she then monitors how the learners are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

### **Presentation of learners' productions**

- In this episode, the teacher invites representatives of groups to presents the learners' productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the learners' productions.

### **Exploitation of learner's productions**

- The teacher asks the learners to evaluate the productions: which ones are correct, incomplete or false.
- Then the teacher judges the logic of the learners' products, corrects those which are false, completes those which are incomplete, and confirms those which correct.

## **Institutionalization (summary/conclusion/ and examples)**

- The teacher summarizes the learned knowledge and gives examples which illustrate the learned content.

## **Exercises/Application activities/Response**

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

## **Assessment**

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

Specific approach in teaching religious studies subject

Religious studies in primary schools makes a distinctive contribution to the school, family and society developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures.

It provides answers to wide range of important questions related to spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

Religious studies is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences.

Religious studies in primary school promote pupils' spiritual, moral,

social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future.

Religious Studies contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their personal fulfillment and development as active and responsible citizens.

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

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

### **Life approach in teaching religious studies**

The life approach method is proposed in teaching and learning of Religious studies

in primary schools. Life approach is defined as starting to teach with the real and concrete and the present situation of the learners and letting them arrive at a religious understanding of those experiences as well as applying these religious principles and teaching in the everyday life.

The approach implies that God speaks to people through their situations and experience and emphasizes the use of the learners'

day-to-day experiences as the basis of teaching Religious studies. Religious beliefs cannot be taught as if they were facts; they are by nature experiential (Grimmit, 1973). Findings from developmental psychology presuppose a developmental approach in all teaching. This calls for emphasis on the learners' own experiences, needs and interests and the need to encourage the learners to look more deeply into their feelings, acts, and experience, and to express what they discover in everyday language.

### Stages in the use of the Life Approach

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

#### ***a.Human Experience***

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

#### ***b.The Qur'an Experience***

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

#### ***c.Explanation***

The teacher explains the main points by use of various teaching aids to make the lesson more real, lively and interesting. Methods such as discussion, question

and answer, note making, lecture can be used for in-depth comprehension of knowledge of the content necessary for application and choice of values. He also highlights explicitly the Religious



doctrine or principles for the learners to know and understand.

### ***d. Application and Response***

At this stage, the teacher tries to show the relevance of the content to the learners' lives and assesses whether the attitudinal objective has been achieved or not. Using application activities, the teacher assesses whether learners are able to match the learnt doctrine with their everyday life. In this stage learners exhibit changes or promise to change their attitudes and values. The teachers should then uphold this change by encouraging the learners to think and apply Religious content in their lives.

The teacher provides the learners with an opportunity to react and respond to the message of the lesson. Since life approach focuses on critical thinking, it encourages interactive and participatory learning. The teacher is required to help or stimulate the student to reflect, analyses and synthesize information and eventually apply it to their own life. Appropriate methods used are those that enhance acquisition of values such as small group discussion and valuing methods (value clarification, self-exploratory, analyzing a case study and drawing).

### ***e. Conclusion***

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

## II. SAMPLE LESSON PLAN

School Name: .....

Teacher's Name: .....

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
		Social Studies	P1	1	1/7	40 min	46

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

- Learners with learning difficulties (slow learners); 5

**Topic area:**

Nuclear family

**Unit title**

My family

**Key Unit Competence:**

Be able to explain the family structure and its life styles

**Title of the lesson**

Our home

**Instructional objective**

By observing different pictures of houses, learners will be able to distinguish different parts of a house accurately.

**Plan for this Class (location: in / outside)**

Inside the classroom

**Learning Materials (for all learners)**

Pictures of different houses showing all parts of a house.

**References**

- Rwanda National Social Studies syllabus, Primary 1
- Social studies for Rwandan schools, Pupil's book 1
- Library textbooks

Timing for each step	Description of teaching and learning activity		Competences and cross cutting issues to be addressed
	-Through observation of pictures of different houses, learners will be able to differentiate all parts of a house.		
	Teacher activities	Learner activities	
<b>Introduction of the lesson</b>  <b>(05 min)</b>	<ul style="list-style-type: none"> <li>- Great learners and ask them to identify different houses they see in their residence area.</li> </ul>	<p>Learners work in group of five learners, and identify different houses they see in their living area</p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>-Big house</li> <li>- small house,</li> <li>-kitchen</li> <li>-A mud house               <ul style="list-style-type: none"> <li>-A house built with stones and iron sheet.</li> </ul> </li> <li>-A house thatched with tiles,</li> <li>-A grass thatched house.</li> </ul>	<p><b>Critical thinking:</b> By identifying different houses found in their living area.</p> <p>- <b>Lifelong learning:</b> take the initiative to update knowledge and skills as well as building styles change day today.</p> <p><b>Gender:</b> Boys and girls will work together and have equal chance for participation.</p>

**Development of the lesson (30 min)**

Telling learners objective of the lesson and guide them to observe pictures showing different houses and parts of a house displayed on the wall or distributed in groups.

Supervise learning activities and explain the real parts of a house.

Learners work in groups work together and observe pictures of different houses and different parts of a house and present their findings to the whole class.

Parts of a house

- a) **A roof**
- b) **Door(s)**
- c) **Windows**
- d) **Walls**

**Communication:** Through sharing ideas in groups and respecting other's views.

Inclusive education: The rhythm or speed of Learners with learning difficulties will be respected.

Peace and value: the teacher will encourage learners to help each other and to respect views of colleagues

<p><b>Conclusion + evaluation</b> <b>5 min</b></p>	<p>Ask learners to do an activity for application exercises.</p> <p>Monitoring whether all learners are participating in activity.</p>	<p>Individually, learners attempt all the following questions and give the answers orally.</p> <ol style="list-style-type: none"> <li>1. Complete the following sentences:             <ol style="list-style-type: none"> <li>a) A... is a place where people live (home, forest, school)</li> <li>b) Name two parts of a house</li> </ol> </li> <li>2. We build houses using..... (chalk, grass, stones, books)</li> <li>3. People live in the house to protect themselves from..... animals (wild, domestic)</li> </ol> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1.a) A roof, windows, walls, doors</li> <li>2. Stones</li> <li>3. wild animals</li> </ol>	<p><b>Critical thinking:</b> Through thinking and judging about right answers.</p> <p><b>Gender:</b> male and female learners have chance of participation in activity.</p> <p><b>Peace and value:</b> the teacher will encourage learners to help each other and to respect views of colleagues.</p>
<p><b>Teacher's self-evaluation</b></p>	<p>Evaluation of what went well and how learning could have been improved.</p>		

# III. UNIT DEVELOPMENT

## UNIT

## 1

## MY FAMILY

### 1.1 Key unit competence:

Be able to explain the family structure and its life styles.

### 1.2 Prerequisite (knowledge, skills, attitudes and values)

This unit is a continuation of what the learners did in Nursery one. The learners were introduced to the content about the nuclear family and extended family. This knowledge will be useful in helping learners to identify family members of the nuclear family, the roles and responsibilities of each family member; it will also help them appreciate the family and its composition and have respect and love for family members.

### 1.3 Introductory activity and guidance

#### a) Introductory activity

Observe the picture below and answer the following questions:

- a) What do you see on the above picture?
- b) Show different parts of the house.
- c) Give three examples of materials found in the house.
- d) Who are the family members?

#### b) Guidance on the introductory activity

The teacher will ask students to observe the picture showing a family modern house and family members in front of the house. He will ask learners to read the questions related to introductory activity and to answer these questions. Learners are asked to

state the parts of the house and different materials that can be found in the house. Pupils should identify all the family members: the father, the mother and their three children.

When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learnt in the previous lessons of Nursery.

### 1.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Our home	<ul style="list-style-type: none"> <li>- Identify different types of houses at home.</li> <li>- Identify family members.</li> <li>- Respect and love for family members</li> </ul>	2
2	Construction materials for houses	<ul style="list-style-type: none"> <li>- Identify different types of houses at home</li> <li>- Differentiate types of houses in a nuclear family basing on their building materials</li> </ul>	2
3	<ul style="list-style-type: none"> <li>- The uses of our house</li> <li>- The importance of household items.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify different types of houses at home</li> <li>- Properly handle the house and household items.</li> </ul>	1

4	The family members	<ul style="list-style-type: none"> <li>- Identify family members.</li> <li>- Comprehend family members and their relationships.</li> <li>- Appreciate the family and its composition.</li> <li>- Explain the family structure</li> </ul>	1
5	Roles and responsibilities of family members	<ul style="list-style-type: none"> <li>- Identify roles and responsibilities of each family member.</li> <li>- Differentiate roles and responsibilities of family members.</li> <li>- Strive for the fulfilment of roles and responsibilities by family members.</li> </ul>	2
6	The nuclear family	<ul style="list-style-type: none"> <li>- Explain the family structure.</li> <li>- Identify members in a nuclear family.</li> <li>- Respect and love for family members.</li> </ul>	1



7	The benefits of a nuclear family.	- Identify members in a nuclear family	1
	End of unit assessment		1

## Guidance on different lessons outlined above:

### 1.4.1 Lesson title one: Our home

#### a) Learning objectives

- Identify different types of houses at home.
- Identify family members.
- Respect and love for family members.

#### b) Teaching resources

The teacher and students should have:

- Illustrations of different types of houses and different materials found in the house.
- Textbooks.
- Pictures of the main house and annexes
- Home equipment.

#### c) Guidance to the learning activities

Learner's activities: Refer to activity 1.1 of the Pupils Book P1.

Guide learners to identify the number of houses on the pictures in place and to tell the house that every pupil has liked and why.

1. How many houses have you seen here?

**Answer:** Each pupil will tell the number of houses in place: they are four

2. Which house have you liked: each pupil will tell house that he/she has liked and explain why.

## Application activity

- I. The teacher will help pupils identify different building materials and show them the steps to build a common hut.
- II. The teacher will help pupils to find the right word to fill in the following sentences:
1. Complete the following sentences:
    - a. A home is a place where people live (home, forest, school).
    - b. Name two parts of a house.  
Roof, Walls, Windows, doors
  2. We build houses using stones (chalk, grass, stones, books)
  3. People live in the house to protect themselves from wild animals (wild, domestic).

### 1.4.2. Lesson title two: Construction materials for houses

#### a) Learning objectives

- Identify different types of houses at home
- Differentiate types of houses in a nuclear family basing on their building materials.

#### b) Teaching resources

The teacher should have:

- Different types of construction materials of house
- Pictures of different types of houses.
- Textbooks

#### c) Guidance to the learning activities

Learner's activities: Refer to the Activities 1.2.

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

Guide learners to work in pairs to identify the materials used to build their school and to discuss in pairs the materials used to build their home.

### **Expected answers for activity 1.2.**

- The teacher should help pupils to find the right materials used to build their school.
- Using his/her own questions, the teacher should also help pupils to find the right materials used to build their home.

### **Application activity**

#### **Application 1.2**

Draw a house built using:

- a) Iron sheets, mud.
- b) Bricks, Tiles Cement, Metals, Sand.

The pupils will be guided by the teacher to draw these pictures.

### **1.4.3. Lesson title three:**

- The uses of our house
- The importance of household items.

#### **a) Learning objectives**

- Identify different types of houses at home
- Properly handle the house and household items

#### **b) Teaching resources**

The teacher should have the following instructional materials:

- Textbooks
- Illustrations of house items

### **c) Guidance to the learning activities**

#### **Learning activity 1.3.**

Ask your classmate how life can be without houses.

In groups of 4, pupils will be guided by the teacher do discuss the importance of house. How will be without the houses.

#### **Application activity 1.3.**

1. Complete the table below showing different house items. Pupils will be helped to identify their names and their uses.
2. Pupils will be helped to identify different materials used to build different types of house.

### **1.4.4. Lesson title four: The family members**

#### **a) Learning objectives**

- Identify family members.
- Comprehend family members and their relationships.
- Explain the family structure.
- Appreciate the family and its composition.

#### **b) Teaching resources**

The teacher should use:

- Illustrations or pictures of family
- Textbooks

#### **c) Guidance to the learning activities**

Guide learners to answer the following questions of the learning activity 1.4.

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

Each learner should be guided to answer this question.

### **Expected answer to the learning activity 1.4.**

The teacher should help each pupil and identify the problem of pupils who will not be able to answer the questions.

### **Application activity 1.4.**

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

#### ***Answers:***

The pupils will be guided to identify their family members.

## **1.4.5.Lesson title four: Roles and responsibilities of family members**

### **a)Learning objectives**

- Identify roles and responsibilities of each family member.
- Differentiate roles and responsibilities of family members.
- Strive for the fulfilment of roles and responsibilities by family members.

### **b)Teaching resources**

The teacher should use:

- Illustrations of people who are at work at home or elsewhere.
- Textbooks.

### **c)Guidance to the learning activities**

#### **Learning activity 1.5.**

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

#### **Application activity 1.5.**

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

#### ***Possible answers:***

1. The teacher will learners to understand their responsibilities.

2. Pupils will be given time to tell what they do to help their parents, those who usually do anything to help their parents will be advised.

### **1.4.6. Lesson title four: The nuclear family**

#### **a) Learning objectives**

- Explain the family structure.
- Identify members in a nuclear family.
- Respect and love for family members.

#### **b) Teaching resources**

The teacher should use:

- Pictures or illustrations of nuclear family.
- Textbooks

#### **c) Guidance to the learning activities**

##### **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?

***Answer:***

learners will be guided to find the family members of the above family and then to find the members of a nuclear family.

##### **Application activity 1.6.**

1. Answer the following questions:
  - b) The name of my father is.....
  - c) The father of my father is my.....
  - d) Mutesi is the sister of .....
  - e) Who is the grandmother of Jane.
  - f) Who is a grandfather.
2. Draw your family relationship tree and hang it on the wall of your classroom.

### ***Answers:***

The teacher will check the answers of learners and help those who have problems to find the correct answers.

## **1.4.7. Lesson title four: The benefits of a nuclear family**

### **a) Learning objectives**

- Identify members in a nuclear family.

### **b) Teaching resources**

The teacher should use:

- Textbooks
- Pictures or illustrations showing different services offered by family.

### **c) Guidance to the learning activities**

#### **Learning activity 1.7**

In pairs learners will ask their friends how parents help them for the schooling and when they are sick.

### ***Answer:***

Guide learners to provide correct answers to this question.

#### **Application activity 1.7.**

1. Pay a visit to one of your classmates.
  - a) Ask him or her the following questions:
    - i) How many children does your family have?
    - ii) Name the materials your house is built of.
  - b) Which kind of house have you seen at your neighbour's home?
  - c) Give the names of your two parents/guardians.

2. Draw and shade the house seen below.



**Answers:**

1. Learners will be guided to give answers to the questions and the teacher will check the answers provided for more clarification.
2. The teacher should make sure that all learners have necessary materials to draw and shade the house and he/she will guide learners to draw and shade the house.

### **1.5. Additional information for the teacher**

In order to equip all learners with knowledge, skills, attitudes and values related to this unit you should do the following in the process of learning and teaching this unit:

- To assist the slow learners in reading and writing sentences
- To assist the slow learners in constructing a house using a manila paper. The fast learners can also assist their colleagues/fellow pupils.
- To use a loudspeaker as a way of helping pupils to follow each of the steps of constructing a house by use of a manila paper.
- Use of simple questions for inciting their curiosity so that they may keep following the lesson.
- The assignment of constructing a small house using manila papers; is likely to help pupils understanding how the activity should be carried out.
- Pupils having hearing impairment would be given examples of pictures showing different houses. This is also the alternative method to be used for the slow learners as strategy of stimulating their motivation.



## 1.6. End of unit assessment

### *Answers to questions*

1. a) Home  
b) Stone  
c) Wild  
d) Fight  
e) Peace
2. a) Roof  
b) Window  
c) Door  
d) Wall
3. Student's answers will depend on the building materials of his/her classroom.

## 1.7. Additional activities

### **a) Remedial activity**

Where do we keep home materials?

In house.

### **b) Consolidation activities**

Give three materials are used to build a house.

- a) Iron sheet,
- b) Cement,
- c) Mud
- d) Bricks...
- c) Extended activity

Name any different parts of a house.

- a) Roof
- b) Wall
- c) Windows
- d) Doors...

**2.1. Key unit competence:**

Be able to locate oneself and understand the responsibilities of village leaders.

**2.2. Prerequisite (knowledge, skills, attitudes and values)**

This unit is a continuation of what the learners did in Nursery 1,2&3. The learners acquired some knowledge about the nuclear family and the village in Nursery. This knowledge will be useful in helping learners to study this unit 2 of P1. Learners will be able to identify local government entities from the lowest to the highest (village, cell, sector, district, and province). Learners will also be able to locate their school and their home. Finally, the learners will be able to locate their village in their cell and to explain some features of their cell.

**2.3. Introductory activity and guidance****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?

### Guidance on introductory activity

The teacher will ask learners to read the questions on introductory activity, tell the village where their school is located, the village where they live and the villages neighbouring their village. Let learners give the name of the village where they live, the names of the village where their school is located and the name of the villages neighbouring their villages. The teacher will learners to understand the concept of village.

When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learnt in the previous lessons of Nursery.

## 2.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Administrative units	<ul style="list-style-type: none"><li>List local government entities of the local government from the lowest to the highest (village, cell, sector, district and province).</li></ul>	1
2	My location	<ul style="list-style-type: none"><li>Locate him/herself, his/her school and home.</li><li>Explain features of the host cell.</li></ul>	1
3	The village	<ul style="list-style-type: none"><li>Respect the local government entities.</li><li>Ask support from leaders and encourage others to do so.</li></ul>	1

4	Location of our village	<ul style="list-style-type: none"> <li>• Locate him/herself, his/her school and home</li> <li>• Explain features of the host cell.</li> </ul>	1
5	Village leaders and their responsibilities	<ul style="list-style-type: none"> <li>• Explain roles and responsibilities of the host village governing council.</li> <li>• List members of the village governing council</li> <li>• Respect leaders and organs of leadership.</li> </ul>	1
	End of unit assessment		1

## Guidance on different lessons

### 2.4.1. Lesson title one: Administrative units

#### a) Learning objectives

- List local government entities of the local government from the lowest to the highest (village, cell, sector, district and province).

#### b) Teaching resources

To conduct well this lesson, the teacher should have:

- Illustrations showing villages and cells of a sector.
- Textbooks

#### c) Guidance to the learning activities

##### Learning activity 2.1:

ask learners to give examples of administrative units of Rwanda and to identify the smallest administrative unit in our country. Help learners differentiate well the village from cell and the sector.

### **Application activity 2.1**

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

#### ***Answers:***

Guide learners to identify the name of the village of their village and the name of the village where their school is located.

## **2.4.2. Lesson title two: My location**

### **a) Learning objectives**

- Locate him/herself, his/her school and home.
- Explain features of the host cell.

### **b) Teaching resources**

- Illustrations showing villages and cells of a sector.
- Textbooks

### **c) Guidance to the learning activity**

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?

From the example of Mary, pupils will be asked to give the name of the village, cell, sector, district and province where their school is located, then each learner will be told his/her name, the village, cell, sector, district and province where he/she lives.

### **Application activity 2.2.**

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

The teacher will make sure that every pupil is able to tell his/her village, cell, sector and district.

## **2.4.3. Lesson title three: The village**

### **a) Learning objectives**

- Respect the local government entities.
- Ask support from leaders and encourage others to do so.

## **b) Teaching resources**

To conduct well this lesson the teacher will have:

- Illustrations showing villages and cells of a sector.
- Textbooks

## **c) Guidance to the learning activities**

Refer to the learning activity 2.3. of the Pupils `Book, guide learners to work in pairs and identify the smallest administrative unit of the country, to name the village where their school is located and the name of the village where they live.

## **Application activity**

Refer to the application activity 2.3. in the pupils `book, guide learners to identify the cell where their village is located, and the cells neighbouring their cell.

### **2.4.4. Lesson title four: Location of our village**

## **a) Learning objectives**

- Locate him/herself, his/her school and home
- Explain features of the host cell.

## **b) Teaching resources**

To conduct well this lesson, the teacher will need:

- Illustrations showing villages and cells of a sector.
- Textbooks

## **c) Guidance to the learning activities**

### **Learning activity 2.4.**

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

Name the neighbouring villages of the village where your school is located.

### **Application activity 2.4.**

1. Name the villages that neighbour the village where you live.
2. Name the villages that neighbour your school.

## 2.4.5. Lesson title five: Village leaders and their responsibilities

### a) Learning objectives

- Explain roles and responsibilities of the host village governing council
- List members of the village governing council
- Respect leaders and organs of leadership.

### b) Teaching resources

The teacher will need:

- Illustrations showing villages and cells of a sector.
- Textbooks

### c) Guidance to the learning activities

Refer to the learning activity 2.5, the teacher will help learners to name the leaders of their villages and to identify the responsibilities of every leader. The teacher will help learners identify the responsibilities of following leaders of the village:

- The Village Coordinator;
- The in-charge of social welfare and family relations;
- The in-charge of security, Immigration and Emigration in the Village;
- The in-charge of information and training; The in-charge of development.

### Application activity 2.5.

Give the responsibility of the following villages leaders:

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

#### **Answers:**

guide pupils to differentiate the responsibility of the Village Coordinator and the responsibility of the in-charge of security, Immigration and Emigration in the Village from the responsibilities of other village leaders.

- The Village Coordinator collects basic statistical data in the village, he/she submits data of the village to responsible office, and he/she resolves conflicts in the village.
- The in-charge of security, Immigration and Emigration in the Village ensures security in the village.

## **2.5. Additional information for the teacher**

In order to equip all learners with knowledge, skills, attitudes and values related to this unit Local Government Organisation, you should do the following in the process of learning and teaching this unit:

- Involve SEN learners in location of their village.
- Allow SEN learners to participate in recognising their village.
- Involve SEN learners in identifying the neighbouring villages.
- Involve SEN learners in identifying the village of their school and the village of their home.

## **2.6. End of unit assessment**

### ***Answers:***

1. Student's answer will depend on his/her location.
2. Student's answer will depend on his/her location.
3. Village



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.

## 2.7. Additional activities

### a) Remedial activity

- Give the name of your school.

Help all learners to find the name of their school.

### b) Consolidation activity

- In which village is your school located?

Help all learners to locate their school.

### c) Extended activity

What is the smallest administrative unit in our country?

The smallest administrative unit in our country is Village.

# UNIT

# 3

# NATIONAL SYMBOLS

## 3.1. Key unit competence:

Be able to sing Rwanda National Anthem properly and distinguish Rwanda national flag from other flags.

## 3.2. Prerequisite (knowledge, skills, attitudes and values)

This unit is a continuation of what the learners did in Nursery three. The learners were introduced to the content related to some National symbols. In this unit 3 of P1, learners will learn the colours that make up Rwanda National Flag and they will draw it. Learners will also learn the Rwanda National Anthem and sing it. Finally, learners will be helped identify the symbols of the coat of arms.

## 3.3. Introductory activity and guidance

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



- Name the above two pictures
- Why do we sing the national anthem at school?

### **Guidance on introductory activity**

The teacher will ask pupils to observe the National coat of arms and the National flag and ask learners to answer the questions of introductory activity. Guide learners to identify and name the National symbols on the picture.

The teacher should guide learners to identify each element on the picture, learners are also asked to name the two pictures: National coat of arms and National flag.

When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learnt in the previous lessons of Nursery one.

### **3.4. List of lessons**

<b>#</b>	<b>Lesson title</b>	<b>Learning objectives</b>	<b>Number of periods</b>
1	The national anthem	<ul style="list-style-type: none"><li>• List the words used in the National Anthem</li><li>• Demonstrate appropriate ways when singing the national anthem and clearly pronounce its words</li><li>• Sing Rwanda National Anthem properly</li><li>• Love for the nation and respect the national anthem.</li><li>• Exhibit the culture of respecting the national symbols.</li></ul>	3

2	The Rwanda national flag	<ul style="list-style-type: none"> <li>• Mention the colours that make up Rwanda National Flag.</li> <li>• Draw the colours of Rwanda national flag.</li> <li>• Exhibit the culture of respecting the national symbols.</li> <li>• Proud to be Rwandan</li> </ul>	2
3	The national coat of Arms  Rwanda National motto	<ul style="list-style-type: none"> <li>• List the elements of the Rwanda coat of arms</li> <li>• Identify the symbols of the coat of arms.</li> <li>• Exhibit the culture of respecting the national symbols.</li> <li>• Appreciate the national motto in the Rwanda National coat of arms.</li> </ul>	3  2
	End of unit assessment		1

## Guidance on different lessons

### 3.4.1. Lesson title one: The national anthem

#### a) Learning objectives

- List the words used in the National Anthem.
- Demonstrate appropriate ways when singing the national anthem and clearly pronounce its words.
- Sing Rwanda National Anthem properly.
- Love for the nation and respect the national anthem.
- Exhibit the culture of respecting the national symbols.

## **b) Teaching resources**

To conduct well this lesson, the teacher will use:

- Illustrations showing National coat of arms and National flag;
- Textbooks

## **c) Guidance to the learning activities**

Refer to the learning activity 3.1.

- What is the name of the national anthem?
- Sing individually the national anthem.

Help learners give the name of the National Anthem and invite some of them to sing individually the National Anthem. Some learners may sing the National Anthem from the prerequisites acquired from Nursery school.

The teacher will follow the steps of teaching songs: to start by singing each line of the stanza, then to sing one stanza and finally all the stanzas of the National Anthem.

### **Application activity:**

Refer to the application activity 3.1. invite each learner to sing the national anthem

“Rwanda Nziza” then learners to sing together aloud the national anthem “Rwanda Nziza”

## **3.4.2. Lesson title two: The Rwanda national flag**

### **a) Learning objectives**

- Mention the colours that make up Rwanda National Flag
- Draw the colours of Rwanda national flag.
- Exhibit the culture of respecting the national symbols.
- Proud to be Rwandan.

### **b) Teaching resources**

During the lesson, the teacher can use:

- Illustrations of the Rwanda National flag.

- Textbooks.

### c) Guidance to the learning activities

Refer to the learning activity 3.2. in the Pupils 'Book p1 and help learners to answer the questions:



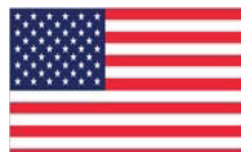
1



2



3



4

Rwanda National flag is number ?

Name the three colours of the Rwanda national flag

Help learners to discover the Rwanda National Flag among the four National flags in place, then invite them to discuss in pairs the colours of Rwanda National flag.

### Application activity 3.2.

Refer to the application activity 3.2 in the pupils 'book P1,

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

Using a picture or an illustration, guide learners to draw the Rwanda National Flag, and help learners identify the colours of Rwanda National flag.

## 3.4.3. Lesson title three: The national coat of Arms

### a) Learning objectives

- List the elements of the Rwanda coat of arms.
- Identify the symbols of the coat of arms.
- Exhibit the culture of respecting the national symbols.
- Appreciate the national motto in the Rwanda National coat of arms.

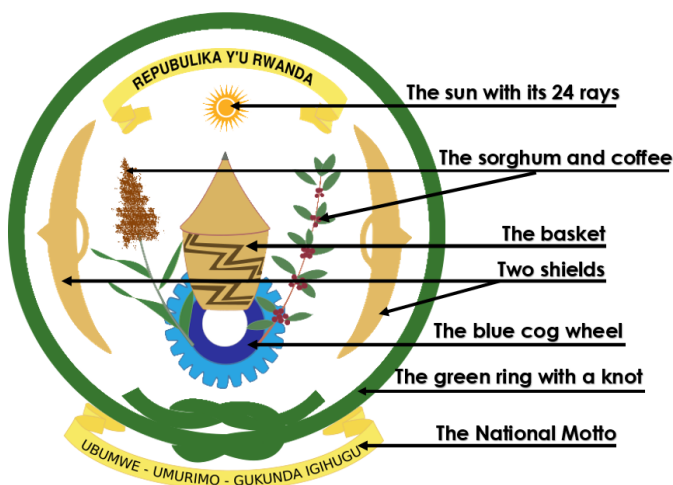
## b) Teaching resources

During the lesson, the teacher can use:

- Illustrations of the Rwanda National coat of Arms.
- Textbooks

## c) Guidance to the learning activities

Refer to the learning activity 3.3. in the Pupils 'Book P1, guide learners to identify all the elements observed on the picture below of Rwanda National coat of arms.



- The teacher will guide learners to discover the Rwanda National Motto.

## Application activity 3.3.

- Refer to the application activity 3.3 in the Pupils 'Book, help learners discover the Rwanda National Motto, let students provide their own explanations of the Rwanda National Motto, then complete their answers with more clarifications on Rwanda National coats of arms.

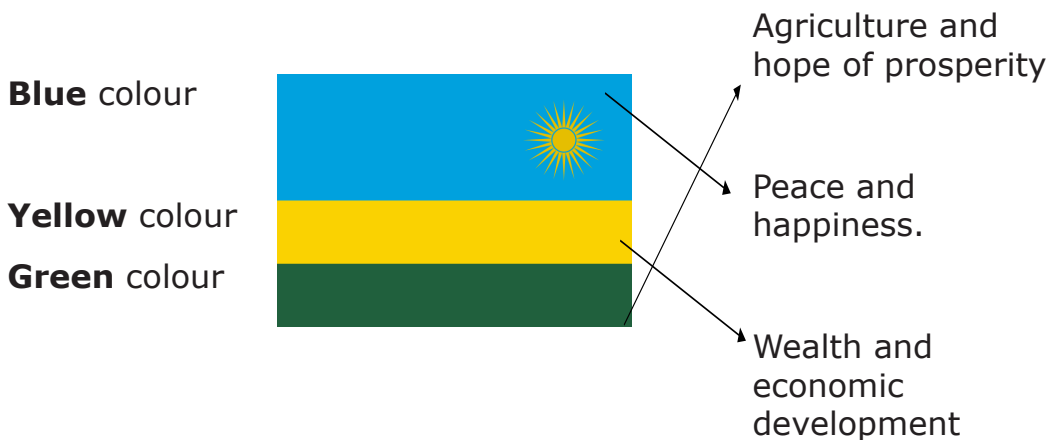
## 3.5. Additional information for the teacher

In order to equip all learners with knowledge, skills, attitudes and values related to this unit, you should do the following in the process of learning and teaching this unit:

- The use of a CD of recorded national anthem will serve to stimulate the slow learners in enjoying the lesson, thus catching up with the learning rhythm of their colleagues in discussions and understating. Fast learners also can assist their peers in drawing, shading and describing our national flag.
- Help pupils in choosing a volunteer who goes in front for singing the national anthem for others to listen.
- Change the activity. Let the pupils read, revise and repeat different words that seem more difficult as they listen to the CD. Let the pupils with low vision occupy the front seats so that they can see clearer different national flags that were exhibited.
- Ask the learners to identify the elements of National Coat of Arms and their significance.

### 3.6. End of unit assessment

1. a) Rwanda National frag  
b) National motto  
c) Coat of arms
- 2.



3. Unity-Work-Patriotism (Ubumwe-Umurimo-Gukunda Igihugu)
4. Name the elements of Rwanda national coat of arms.
  - a.Green ring with a knot



b) Basket

c) Blue cog wheel

### **3.7. Additional activities**

#### **a) Remedial activity.**

- What is the name of the Rwanda national anthem?

***Rwanda nziza.***

#### **b) Consolidation activity**

- How many colours does Rwanda National flag have?

***Three colours***

#### **c) Extended activity**

- Name the colours of the Rwanda national flag from the top to the bottom.

***Blue, yellow, green***

**4.1. Key unit competence:**

Be able to properly distinguish school symbols from symbols of other schools and their school leaders.

**4.2. Prerequisite (knowledge, skills, attitudes and values)**

This unit is a continuation of what the learners did in Nursery one about the school leaders and school symbols. In P1, unit 4, the learners are going to study the school leaders and the roles of school leaders. The learners will acquire some knowledge about the school symbols and logo: school vision, school mission and moto.

**4.3. Introductory activity and guidance****a) 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.

### **b) Guidance on introductory activity**

The teacher will guide the learners to answer the questions given by the introductory activity. Let learners provide the name of the head teacher, examples of school leaders and examples of school symbols. The teacher will help students to discover the meaning of National symbols.

When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learnt in the previous lessons of Nursery one.

## **4.4. List of lessons**

<b>#</b>	<b>Lesson title</b>	<b>Learning objectives</b>	<b>Number of periods</b>
<b>1</b>	School leadership <ul style="list-style-type: none"><li>• The school head teacher</li><li>• The school deputy head teacher</li><li>• The school bursar</li><li>• The school secretary</li><li>• The school dean/ director of discipline.</li></ul>	<ul style="list-style-type: none"><li>• Distinguish school leaders.</li><li>• List the school leadership staff.</li><li>• Explain the roles of school leaders.</li><li>• Respect for school leaders.</li></ul>	2

<b>2</b>	<p>The school symbols</p> <ul style="list-style-type: none"> <li>• A school anthem</li> <li>• The school uniform</li> <li>• The school badge</li> <li>• The school motto</li> <li>• School vision</li> <li>• School mission</li> </ul>	<ul style="list-style-type: none"> <li>• List the school symbols and logo</li> <li>• Memorize the school vision, mission and moto</li> <li>• Describe the school symbols, vision and mission</li> <li>• Live values that are in the school vision, mission and moto</li> <li>• Respect for school symbols</li> </ul>	2
	End of unit assessment		1

## Guidance on different lessons

### 4.4.1. Lesson title one: School leadership

#### a) Learning objectives

- Distinguish school leaders.
- List the school leadership staff.
- Explain the roles of school leaders.
- Respect for school leaders.

#### b) Teaching resources

The teacher can use the following:

- Textbooks
- Pictures or illustrations of school symbols.

#### c) Guidance to the learning activities

Refer to the learning activity 4.1 in the Pupils `Book P1, help learners draw their school and ask them to give the name of the head teacher and the names of their teachers.

## 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?

1. The teacher will guide learners to identify the leaders available at school here: head teacher and bursar.
2. Let learner express their opinions and ask them why they want to become a school leader or not.
3. Let learners tell what they can do if they become school leader.

### 4.4.2. Lesson title two: The school symbols

#### a) Learning objectives

- List the school symbols and logo.
- Memorize the school vision, mission and moto.
- Describe the school symbols, vision and mission.
- Live values that are in the school vision, mission and moto
- Respect for school symbols.

#### b) Teaching resources

The teacher can use:

- Pictures or illustrations of school symbols.
- Textbooks.

### **c)Guidance to the learning activities**

Refer to the learning activity 4.2 in the Pupils `book P1, let learners observe the picture in place, find that Ngabire and Hakizimana are singing their school anthem.

Let learners see how Ngabire and Hakizimana are smart and happy when they are singing the school anthem. Let learners know that the school anthem is a school symbol, then ask them to give other examples of school symbols such as the school uniform, the school badge, the school motto, the school vision and the school mission.

#### **Application activity.**

Refer to application activity 4.2. invite the learners to answer the following questions:

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.

The teacher will check the answers of the pupils and help them to identify well different school symbols.

### **4.5.Additional information for the teacher**

In order to equip all learners with knowledge, skills, attitudes and values related to this unit you should do the following in the process of learning and teaching this unit:

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

- Give opportunity to the pupils with impairment to participate into discussions.
- Use appropriate means of assisting them.
- Invite learners to identify the school leaders.
- Encourage SEN learners to participate in singing the school anthem.
- Guide learners to identify the school symbols.
- Ask learners to mention the elements of school motto.

#### 4.6. End of unit assessment / Expected answers to revision exercise

1.

Leader	Sign
Policeman	x
Secretary	✓
Nurse	x
Head teacher	✓
The President of a country	x
Bursar	✓
Principal	✓
Director of studies	✓
The Village Coordinator	x

2. Answers will depend on the school leaders.
3. Answers will depend on the school.
4. Answers will depend on the school.
5. Answers will depend on the school.
6. School uniform, school badge, school anthem...

#### 4.7. Additional activities

##### a) Remedial activities.

- What is the name of your Head teacher?

Answers depend on the school where a student studies.

## **b) Consolidation activities.**

- Name three examples of school leader.

Head teacher, school bursar, school deputy head teacher.

## **c) Extended activities.**

- Give the importance of school symbols.

They help to distinguish a school from other school.



**5.1. Key unit competence:**

Be able to adopt proper personal hygiene and hygiene of home and school.

**5.2. Prerequisite (knowledge, skills, attitudes and values)**

This unit is a continuation of what the learners did in Nursery 1, 2&3 in Physical and Health development. Learners were introduced to the content about hygiene and sanitation.

In P1, learners are going to be taught personal hygiene, hygiene of hands, hygiene of feet, hygiene of face and ears, hygiene of mouth, importance of personal hygiene, Hygiene of casual clothes and school uniform, hygiene at home, and hygiene at school.

**5.3. Introductory activity and guidance****a) 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?

## **b) Guidance on introductory activity**

The teacher will guide the learners to answer the questions given by the introductory activity. The learners will observe the picture showing a dirty pupil and clean / smart pupil, and then they will be guided to discover the materials needed for personal hygiene. Then they will be guided to find the materials needed for hygiene of school and finally they will be guided to find the materials needed for the hygiene of home.

When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learnt in the previous lessons of Nursery1,2&3.

## **5.4. List of lessons**

<b>#</b>	<b>Lesson title</b>	<b>Learning objectives</b>	<b>Number of periods</b>
1	Personal Hygiene	<ul style="list-style-type: none"><li>- Explain different ways of personal hygiene.</li><li>- List materials that are used for personal hygiene.</li><li>- Differentiate the hygiene items.</li><li>- Maintain hygiene of all body parts</li><li>- Keep self-hygiene</li></ul>	1

2	The hygiene of hands.	<ul style="list-style-type: none"> <li>- Explain different ways of personal hygiene.</li> <li>- List materials that are used for personal hygiene.</li> <li>- Differentiate the hygiene items.</li> <li>- Practice hygiene of hands.</li> </ul>	1
3	The hygiene of feet.	<ul style="list-style-type: none"> <li>- Explain different ways of personal hygiene.</li> <li>- List materials that are used for personal hygiene.</li> <li>- Differentiate the hygiene items.</li> <li>- Practice hygiene of feet.</li> </ul>	1
4	The hygiene of face and ears	<ul style="list-style-type: none"> <li>- Explain different ways of personal hygiene.</li> <li>- List materials that are used for personal hygiene.</li> <li>- Differentiate the hygiene items.</li> </ul>	1
5	The hygiene of mouth	<ul style="list-style-type: none"> <li>- Explain different ways of personal hygiene;</li> <li>- List materials that are used for personal hygiene;</li> <li>- Differentiate the hygiene items;</li> <li>- Practice hygiene of the mouth.</li> </ul>	1

6	The importance of the personal hygiene	<ul style="list-style-type: none"> <li>- Explain the importance of personal hygiene.</li> <li>- Explain the importance of hygiene on the major parts of the body.</li> <li>- Explain the hygiene of the body and its importance.</li> <li>- Differentiate the hygiene items</li> </ul>	1
7	Hygiene of casual clothes and school uniform.	<ul style="list-style-type: none"> <li>- Explain different ways of washing clothes.</li> <li>- Practice hygiene of his or her clothes</li> <li>- Maintain hygiene of clothes</li> </ul>	4
8	Hygiene at home	<ul style="list-style-type: none"> <li>- Explain different ways of keeping hygiene at home and its importance.</li> <li>- Keeping hygiene at home</li> <li>- Maintain hygiene at home.</li> <li>- Maintain hygiene everywhere.</li> </ul>	4
9	Hygiene at school	<ul style="list-style-type: none"> <li>- Keeping hygiene at home</li> </ul>	2
	Assessment	g) -Maintain hygiene at home.	1
		h) Maintain hygiene everywhere.	

## Guidance on different lessons

### 5.4.1. Lesson title one: Personal Hygiene

#### a) Learning objectives

- Explain different ways of personal hygiene;
- List materials that are used for personal hygiene;
- Differentiate the hygiene items;
- Maintain hygiene of all body parts;
- Keep self-hygiene.

#### b) Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Different materials for personal hygiene;
- Illustrations on personal hygiene;
- Textbooks.

#### c) Guidance to the learning activities

Help learners to answer the questions of learning activity 5.1. in Pupils 'Book P1, with help of different pictures, learners will be able to differentiate the pictures showing clean children from the pictures showing dirty children.

Expected answers to activity 5.1: learners are requested to tell what they see on the pictures. The first picture shows clean children while the second picture shows dirty children.

#### Application activity:

1. clean my body by using\_and\_\_.
2. wipe my body with\_\_\_\_\_.
3. Fill in with letters.
  - a) Hygiene\_
  - b) Soa\_
  - c) Bod\_
  - d) Basi\_

#### Expected answers:

1. I clean my body by using soap and clean water.

2. I wipe my body with a towel
3. Fill in with letters.
  - a) Hygiene -----
  - b) Soap
  - c) Body
  - d) Basin

### **5.4.2. Lesson title two: The hygiene of hands.**

#### **a) Learning objectives**

- Explain different ways of personal hygiene.
- List materials that are used for personal hygiene.
- Differentiate the hygiene items.
- Practice hygiene of hands and feet.

#### **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Different materials for personal hygiene;
- Illustrations on personal hygiene;
- Textbooks.

#### **c) Guidance to the learning activities**

Help learners to answer the questions of activity 5.2. Learners are requested to give examples of activities done by hands. Let learners brainstorm different activities done by hands such as washing.

#### **Application activities 5.2.**

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

Guide learners to demonstrate different steps to follow for washing hands:

- Put water and soap in your hands.
- Cleanse yourself thoroughly.

### **5.4.3. Lesson title three: The hygiene of feet.**

#### **a) Learning objectives**

- Explain different ways of personal hygiene.

- List materials that are used for personal hygiene.
- Differentiate the hygiene items.
- Practice hygiene of feet.

### **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Different materials for personal hygiene;
- Illustrations on personal hygiene;
- Textbooks.

### **c) Guidance to the learning activities**

Help learners to answer the questions of activity 5.3. Learners are requested to say why is it important to care for our feet. Let learners express themselves on the reasons to care for their feet. The teacher will give guidance on their answers.

### **Application activity 5.3.**

Help learners to answer the question: Do you wash your feet before going to bed? Yes/ no and why? Let learners express themselves if they wash their feet before going to bed. Let learners justify their answers to the question: if they wash their feet before going to bed? The teacher should guide learners to find the good answer. The teacher should finally explain how it is a good behaviour to wash feet before going to bed.

## **5.4.4 Lesson title four: The hygiene of face and ears**

### **a) Learning objectives**

- Explain different ways of personal hygiene.
- List materials that are used for personal hygiene.
- Differentiate the hygiene items.

### **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Different materials for personal hygiene.
- Illustrations on personal hygiene.
- Textbooks.

### **c) Guidance to the learning activities**

Refer to the learning activity 5.4. Why is it important to care for our ears? Guide learners to brainstorm the importance of care for their ears, then make a summary on the importance to care for their ears.

#### **Application activity 5.4.**

Help learners know how they can care for someone who has an ear illness using the following exercise: 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.

Learners should avoid putting anything in the ears, then they should visit the doctor.

### **5.4.5. Lesson title five: The hygiene of mouth**

#### **a) Learning objectives**

- Explain different ways of personal hygiene
- List materials that are used for personal hygiene
- Differentiate the hygiene items
- Practice hygiene of the mouth.

#### **b) Teaching resources**

- To conduct this lesson accordingly, the teacher will use:
- Different materials for personal hygiene;
- Illustrations on personal hygiene;
- Textbooks.

### **c) Guidance to the learning activities**

Help learners do the learning activity 5.5 in the Pupils' Book.

- Give the use of the mouth.

**Expected answer:** the use of the mouth is to speak and eat.

#### **Application activity 5.5.**

Help learners to do the following activity: Application activity 5.5.



1. When do we brush our teeth?
2. Take the following:
  - a) Toothpaste
  - b) Toothbrush
  - c) Clean water

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

The teacher will highlight the use of toothpaste, toothbrush and clean water when we brush our teeth.

### **5.4.6. Lesson title six: The importance of the personal hygiene**

#### **a) Learning objectives**

- Explain different ways of personal hygiene;
- List materials that are used for personal hygiene;
- Differentiate the hygiene items;
- Practice hygiene of the mouth and eyes.

#### **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Different materials for personal hygiene;
- Textbooks.

#### **c) Guidance to the learning activities**

Help learners do the learning activity 5.6 in the Pupils' Book: Through a mirror, look at yourself. Are your eyes, arms and head clean? How do you feel when you are dirty?

**Expected answer:** Let learners answer the question, express themselves, then guide learners to be aware of the importance of personal hygiene. Let learners know the role of the mirror: to check themselves if their face, head and eyes are clean.

Learners should know that they feel well when they are clean. They are smart and they prevent spread of diseases. They prevent bad smells, and they have fresh mouth smell, etc.

## Application activity 5.6

Guide learners to do the Application activity 5.6: Give three examples of importance of personal hygiene: it prevents spread of diseases, it prevents bad smells and it allows to have fresh mouth smell, to be smart, etc.

### 5.4.7. Lesson title seven: Hygiene of casual clothes and school uniform

#### a) Learning objectives

- Explain different ways of washing clothes.
- Practice hygiene of his or her clothes
- Maintain hygiene of clothes

#### b) Teaching resources

To conduct this lesson accordingly, the teacher will use:

To conduct this lesson accordingly, the teacher will use:

- Different materials for hygiene of clothes;
- Textbooks.

#### c) Guidance to the learning activities

Help learners to answer the questions of the learning activity 5.7.

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

Let learners express themselves on the different types of clothes and the importance of washing clothes.

#### ***Expected answers:***

- Different types of clothes: Vest, underpants, socks, etc.
- It is important to wash clothes as it makes clothes clean, it removes bad smell in clothes, it kills parasites in clothes, and it makes people look smart.

## Application activity 5.7

1. State the steps of washing clothes

#### ***Answer:***

- Use clean water.
- Sock clothes in clean water.

- Wash these clothes with water and soap.
- Cleanse them in clean water.
- Dry them.

2. What parts of the body that are cleaned using the following items?

Item	Part of the body
<p>Toothbrush</p> 	<p>Teeth .</p> <p>_____.</p>
<p>Basin</p> 	<p>All parts of the body</p> <p>_____.</p>
<p>Soap</p> 	<p>All parts of the body</p> <p>_____.</p>
<p>Towel</p> 	<p>All parts of the body</p> <p>_____.</p>

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. Yes
  - c) Dim light can damage your eyes, Yes.
  - d) The body hygiene makes us feel healthy, Yes.
  - e) We have to clean our teeth thrice per week, No
4. With the help of your teacher, make groups and wash the following types of clothes:
- a) Socks
  - b) Vests
  - c) School uniform

**Answer:** find samples of clothes to wash and guide learners on how to wash them.

### **5.4.8. Lesson title eight: Hygiene at home**

#### **a) Learning objectives**

- Explain different ways of keeping hygiene at home and its importance.
- Keeping hygiene at home.
- Maintain hygiene at home.
- Maintain hygiene everywhere.

#### **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Different illustrations for hygiene at home;
- Textbooks.

#### **c) Guidance to the learning activities**

Guide learners to do the learning activity 5.8, then invite them to observe the pictures and to answer the questions that follows: They have to choose among the two houses one which is clean and to justify their answer.



*First house*



*Second house*

Which of these houses is clean? Give reasons.

Put a tick on a ..... or b.....

**Answer:** the clean house is the second house. There is no dirtiness around the second house while the first house is surrounded by dirtiness.

### **Application activity 5.8.**

Let learners observe the picture below showing a child who is watering a tree, and invite learners to answer the question.

The learners should be aware of the importance of care for plants / tree if they want to get a good harvest. In this case, they should expect to get a good harvest as they as they made a good follow for the growth of the tree.

### **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?

## **5.4.9. Lesson title nine: Hygiene at school**

### **a) Learning objectives**

- Explain different ways of keeping hygiene at school and its importance.
- Keeping hygiene in the classroom and at school.
- Maintain hygiene at school and in the classroom.
- Maintain hygiene everywhere.

### **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Different illustrations of hygiene at school.
- Textbooks

### c) Guidance to the learning activities

- Help learners do the learning activity 5.9: What do you do when you notice wastes at school?

Here the learners should be aware of the importance of hygiene at school. They should be informed that they have the responsibilities to maintain their school clean.




### Application activity 5.9.

*Questions and answers:*

I. Complete the following sentences with the correct word.

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

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

Items	What are their names?
	Broom _____
	Soap _____
	Bucket _____

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.

**Question 2:** Glass a: it is the glass which has clean water.

**Question 3:** Help learners to maintain hygiene at school: guide learners to pick the wastes in the dining room, clean the table and the cupboard.

## 5.5. Additional information for the teacher

In order to equip all learners with knowledge, skills, attitudes and values related to this unit on Hygiene and Sanitation, you should do the following in the process of learning and teaching this unit:

- Slow learners can use photos or drawings in a bid to understand enough how to wash clothes.
- Encourage fast learners to demonstrate to their peers how to wash clothes.
- The pupils with hearing impairment could be provided with documents with detailed demonstration and explanation of how to wash clothes.
- Help the slow learners to lead others in exhibiting the acquired skills and singing short song known as “Madamu Buroso Menyo” (Mrs Brush Teeth) that is written.
- Engage the learners in the class by using posters and charts on Personal Hygiene and diseases caused by poor hygiene.
- Inculcate the habit of personal hygiene among learners.
- Guide SEN learners to be more cautious about personal hygiene.



## 5.6. End unit assessment / Expected answers.

1. Water and soap
2. Towel
3.
  - a) Tooth brush
  - b) Clean water
  - c) Tooth paste
4. Complete sentences with Yes or No.
  - a) No
  - b) Yes
  - c) Yes
  - d) Yes
  - e) No
5.
  - a) Clean
  - b) Clean
  - c) Cut.

## 5.7. Additional activities

### a) Remedial activities.

- Give two examples needs for personal hygiene.

Clean water, soap, basin...

### b) Consolidation activities.

- What are the materials needed for hygiene of home?

Water, soap, basin, bloom

### c) Extended activities.

- Outline the importance of personal hygiene.
  - a.To prevent diseases.
  - b.To look smart and neat.

**6.1. Key unit competence:**

Be able to prevent infectious and non-infectious diseases.

**6.2. Prerequisite (knowledge, skills, attitudes and values)**

This unit is a continuation of what the learners did in Nursery 1,2&3 in the content of Physical and Health Development. They were introduced to the content related to diseases. In P1, learners are going to be taught infectious diseases and ways of preventing infectious diseases. Learners will also be taught non-infectious diseases and ways of preventing non-infectious diseases.

**6.3. Introductory activity and guidance****a) 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?

**b) Guidance on introductory activity**

The teacher will guide the learners to answer the questions given by the introductory activity. Let learners discover the existence of the infectious diseases and non-infectious diseases on the picture. The picture is showing one pupil who suffers from influenza and another pupil who suffers from kwashiorkor.

The teacher will help learners identify the diseases of the children; then learners will be asked to differentiate the diseases observed. With help of pictures, learners will be asked to identify infectious diseases and non-infectious diseases.

When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learnt in the previous lessons of Nursery1,2&3.

## 6.4.List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Infectious diseases	<ul style="list-style-type: none"> <li>- List infectious diseases.</li> <li>- Outline ways of preventing infectious diseases</li> <li>- Differentiate infectious and non-infectious diseases.</li> <li>- Explain different ways of avoiding infectious.</li> <li>- Keep adequate practices to avoid infectious diseases.</li> <li>- Maintain good health and the culture of avoiding diseases.</li> </ul>	4

2	Non-infectious diseases	<ul style="list-style-type: none"> <li>- List of non-infectious diseases.</li> <li>- Outline ways of preventing non-infectious diseases.</li> <li>- Differentiate infectious and non-infectious diseases.</li> <li>- Explain different ways of avoiding non-infectious diseases.</li> <li>- Maintain good health and the culture of avoiding diseases.</li> <li>- Keep adequate practices to avoid non-infectious diseases.</li> </ul>	3
	Assessment		1

## Guidance on different lessons

### 6.4.1. Lesson title: Infectious diseases

#### a) Learning objectives

- List infectious diseases.
- Outline ways of preventing infectious diseases
- Differentiate infectious and non-infectious diseases.
- Explain different ways of avoiding infectious.
- Keep adequate practices to avoid infectious diseases.
- Maintain good health and the culture of avoiding diseases.

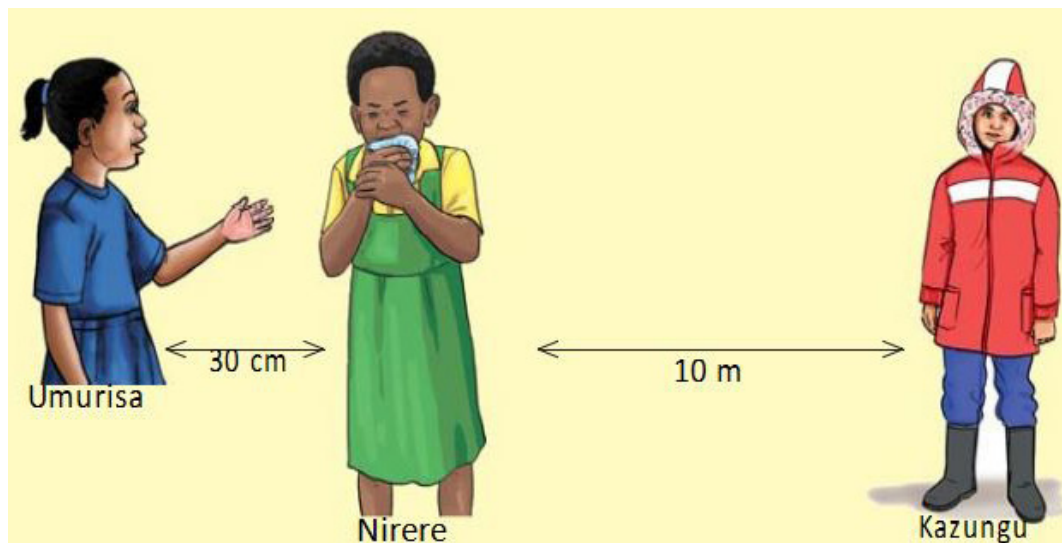
#### b) Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Different illustrations of people with infectious diseases and non-infectious diseases.
- Textbooks.

### c) Guidance to the learning activities

#### Learning activity 6.1(a)



Nirere suffers from influenza.

Between Umurisa and Kazungu who can be easily infected?

#### Activity 6.1 (b)

Have you ever been infected with influenza? How have you been infected?

Have you ever been infected with influenza? How have you been infected?

#### Expected answers:

- Help learners to answer the questions of activity 6.1. (a) in the Pupils 'Book. Guide learners to observe the picture and to identify the child who will be easily infected, the learners should here check the position of Nirere who suffers from influenza in relation to the position of the position of her colleagues. It is Umurisa who will be easily infected because she is the nearest.
- Guide learners to answer the question 6.1. (b) in the Pupils 'Book. Ask learners if they have been infected with influenza and how they have been infected. Let learners express themselves and give their answers under your guidance.

### **Application activity 6.1.**

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

### **Expected answers:**

1. The causes of cholera are:
  - Cholera is caused by bacteria. It is transmitted through contaminated food or water.
2. Three ways to avoid cholera:
  - Washing hands after toilet and before meals.
  - Drink boiled water.
  - Having hygiene of food and drinks.

## **6.4.2.Lesson title two: Non-infectious diseases**

### **a) Learning objectives**

- List of non-infectious diseases.
- Outline ways of preventing non-infectious diseases
- Differentiate infectious and non-infectious diseases.
- Explain different ways of avoiding non- infectious diseases.
- Maintain good health and the culture of avoiding diseases.
- Keep adequate practices to avoid non-infectious diseases.

### **b)Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Different illustrations of people with infectious diseases and non-infectious diseases.
- Textbooks.

### **c) Guidance to the learning activities**

- Refer to the **learning activity 6.2** in the Pupil's Book, help learners to know why Kalisa who is suffering from kwashiorkor cannot transmit this disease to Kamana. Give more explanations on how no-infectious diseases cannot be transmitted from one person to other people. These non-infectious diseases are such as diabetes, marasmus, kwashiorkor, goitre, etc.

## **Application activity 6.2.**

1. Give a non- infectious disease and two of its signs and symptoms, and how to avoid it.

**Answer:** Using the students `Book, guide learners to find an example of non-infectious disease, two of its signs and symptoms and how to avoid it.

2. The pictures: The picture B and C show non-infectious diseases. The picture C shows a child suffering from kwashiorkor when the picture B shows a child suffering from otitis. These 2 diseases are non-infectious diseases. The pictures A and D are showing places for infectious diseases.
3. Colour these pictures: let learners colour the fruits in place, then check if the colours are accordingly used and give guidance.

## **6.5. Additional information for the teacher**

In order to equip all learners with knowledge, skills, attitudes and values related to this unit, you should do the following in the process of learning and teaching this unit:

- It is important that teacher explains deeply about epidemic diseases.
- Use real photos to demonstrate the causes of epidemic diseases and make understood the distinction between communicable and non-communicable diseases.
- Avoid investing or using names of the pupils when you give examples of sick persons or who have contracted the epidemic diseases in the past.
- To invite a person in charge of health in area or medical doctor for providing detailed explanations that stimulate most the lesson assimilation by the slow learners at the same level of the fast learners.
- Search for additional information on each epidemic disease.
- Encourage especially SEN learners to differentiate infectious diseases from non-infectious diseases.

## **6.6. End unit assessment / Expected answers**

- 1.a.Cholera  
b.Influenza

c. Tuberculosis

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

a. Cholera

b. Tuberculosis

Infectious diseases	Non-infectious diseases caused by poor hygiene	Non-infectious diseases caused by poor feeding
- Cholera	- Lice	- Kwashiorkor
- Tuberculosis	- Jiggers	- Marasmus

3. State whether True or False

a. True

b. False

c. False

d. True.

## 6.7. Additional activities

### a) Remedial activities.

1. Name any three parasites.

**Answer:** Bedbugs, lice, fleas, jiggers...

### b) Consolidation activities.

1. Mention the diseases caused by germs.

**Answer:** Crevasse, athlete's foot, cholera, influenza...

### c) Extended activities.

1. Complete the following table using the following diseases.

a. Cholera

b. Lice

c. Tuberculosis

d. Bedbugs



e. Dysentery

f. Influenza

<b>Infectious diseases</b>	<b>Infectious respiratory disease</b>	<b>Parasites</b>
-	-	-

<b>Infectious diseases</b>	<b>Infectious respiratory disease</b>	<b>Parasites</b>
- Dysentery - Cholera	- Tuberculosis - Influenza	- Lice - Bedbugs

**7.1. Key unit competence:**

Be able to adopt integrity and being careful in everyday life.

**7.2. Prerequisite (knowledge, skills, attitudes and values).**

This unit is a continuation of what the learners did in Nursery 1,2&3. Learners were introduced to the content about living in harmony and good behaviours in Social and Emotional Development.

In P1, learners are going to be taught ways of living in harmony at home and at school, importance of living in harmony, sources of disharmony and dangers of not living in harmony.

**7.3. Introductory activity and guidance****a) 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?

**b) Guidance on introductory activity**

The teacher will invite learners to observe the picture in place and invite learners to answer the questions given by the introductory activity. The picture shows family members who are sharing tea in harmony. The learners may not be able to get the right answer, but they are requested to predict possible answers with help of the picture. When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson

with the content learnt in the previous lessons of Nursery1,2&3 in Social and Emotional Development.

## 7.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Ways of living in harmony at home and at school.	<ul style="list-style-type: none"> <li>- List values in Rwandan culture that characterize Children in community.</li> <li>- Identify cultural values that characterise children in the society.</li> <li>- Identify the sources of living in harmony.</li> <li>- Discuss the importance of sharing.</li> <li>- Live values of respect, truth, sharing, helping others, honest and punctuality everywhere they are.</li> </ul>	2
2	Importance of living in harmony	<ul style="list-style-type: none"> <li>- Discuss the importance of living in harmony at home.</li> <li>- Discuss the importance of living in harmony with others at school.</li> <li>- Living in harmony at school.</li> <li>- Helping one another at home.</li> </ul>	1

3	Sources of disharmony	<ul style="list-style-type: none"> <li>- State taboos for children in community.</li> <li>- Describe taboos that should be avoided by children in the community.</li> <li>- Identify the Dangers of not helping one another.</li> <li>- Avoid taboos and live with values everywhere they are.</li> </ul>	1
4	Dangers of not living in harmony	<ul style="list-style-type: none"> <li>- Outline dangers of not living cultural values.</li> <li>- Discuss dangers of not living Cultural values.</li> <li>- Identify the Dangers of not living in harmony with others.</li> </ul>	1
	Assessment		1

## 7.4.Guidance on different lessons

### 7.4.1. Lesson title one: Ways of living in harmony at home and at school.

#### a) Learning objectives

- List values in Rwandan culture that characterize Children in community.
- Identify cultural values that characterise children in the society.
- Identify the sources of living in harmony.
- Discuss the importance of sharing.
- Live values of respect, truth, sharing, helping others, honest and punctuality everywhere they are.

#### b) Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Illustrations showing people sharing and helping others.

- Textbooks

### **c)Guidance to the learning activities**

Invite learners to answer the questions of the learning activity 7.1. in the Pupils' Book.

Learners are requested here to ask their classmates the benefits of living in harmony for us.

**Answer:** The benefits of living in harmony are avoiding fighting with others, helping others, sharing, working together, solving problems peacefully, respect others, etc.

### **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

**Answers:** Guide learners to answer the question 1: under your guidance, let learners tell how they can behave at school to live in harmony with others.

**Question 2:** guide learners to tell how they can live in harmony with others at home: helping others, sharing, working together, solving problems peacefully, respect others, etc.

**Question 3:** the values to be circled are: respect others, telling the truth, being honest, being punctual.

## **7.4.2. Lesson title two: Importance of living in harmony**

### **a)Learning objectives**

- Discuss the importance of living in harmony at home.
- Discuss the importance of living in harmony with others at school.

- Living in harmony at school
- Helping one another at home
- Living in harmony at school
- Helping one another at home.

## b)Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Illustrations showing people sharing and helping others.
- Textbooks

## c)Guidance to the learning activities

Invite learners to observe the picture below and to answer the question of **activity 7.2** in the Pupils' Book.

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



**Answer:** the picture shows the love of the father for the child, they are walking together to the market, the child is well protected by the father.

### **Answers to the questions on the story: My testimony**

1. Manzi and parents run away because there are people who want to kill them.
2. We should live in harmony with others.

### **Application activity 7.2. in the Pupils 'book.**

- I. Show the importance of living in harmony with others at school or at home.
- II. Living in harmony at home is good. (Yes/No).

Fill in with an appropriate word.

- a) A family which lives in harmony makes progress.(makes progress, is bad)
- b) When people live in harmony at home, children go to school (being happy, being unhappy/ angry)

### **Answers:**

- I. The importance of living in harmony: refer to the Pupils' Book; when we live in harmony we make progress, there is much happiness in family, it promotes love for one another, it promotes unity, etc.
- II.a) A family which lives in harmony makes progress.  
b) When people live in harmony at home, children go to school being happy,

### **7.4.3. Lesson title three: Sources of disharmony**

#### **a) Learning objectives**

- State taboos for children in community.
- Describe taboos that should be avoided by children in the community.
- Identify the Dangers of not helping one another.
- Avoid taboos and live with values everywhere they are.

## **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Illustrations showing people in conflicts.
- Textbooks

## **c) Guidance to the learning activities**

Invite learners to observe the picture of children in fighting and help them to answer the question of the learning activity 7.3. in the Pupils 'Book.

Answer: the possible causes of the fighting are: misunderstanding, lack of unity, lack of respect, greed, telling lies, etc.

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

## **Application activities:**

Guide learners to answer the questions of the application **activity 7.3** in the Pupils' Book.

Let learners brainstorm the possible causes of disharmony at home and at school.

## **7.4.4. Lesson title four: Dangers of not living in harmony.**

### **a) Learning objectives**

- Outline dangers of not living cultural values.
- Discuss dangers of not living Cultural values.
- Identify the Dangers of not living in harmony with others.

### **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Illustrations showing people in conflicts.
- Textbooks



## c)Guidance to the learning activities

### 7.4. Dangers of not living in harmony

Refer to the **learning activity 7.4.** invite learners to observe the picture in place and give two dangers of not living in harmony with others.

**Answer:** the dangers of not living in harmony with others are many: fighting, lack of development, dropping out school, injuring your fellow classmates, pupils do not study well, it breaks friendliness at school, it brings misunderstanding among people, etc.

#### **Application activity 7.4.**

Help learners to answer the questions of the Application activity 7.4.

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

II.Complete the sentence with the correct word:

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

III.Answer the following questions:

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

#### **Answers:**

I.The dangers of not living in harmony in the family: let learners brainstorm the dangers of not living in harmony in their families, and then refer to the Pupils' Book.

II.

1. We have to live in harmony at school in studying well.
2. Fighting at school is bad.

III.

1. State three things that we can share: let learners express themselves.

2. We have to condemn all the ways of defilement
3. State three things you can do to help a poor neighbour: let learners express themselves on how they can help a poor neighbour and give advice.

## **7.5. Additional information for the teacher**

In order to equip all learners with knowledge, skills, attitudes and values related to this unit you should do the following in the process of learning and teaching this unit:

Invite learners to do the following activities:

### **Activity I**

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

### **Activity II**

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

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

## **7.6. End unit assessment / Expected answers.**

1.
  - Respect others.
  - Telling the truth.
  - Being honest.
  - Being polite.
2.
  - Progress
  - Happiness
3. We can share food, drinks, books and ball.
4.
  - Disunity
  - Fighting

- Dishonesty
  - Greed
- 5.
- Fighting
  - Dropping out school.

## **7.7.Additional activities**

### **a) Remedial activities.**

Mention any two good behaviours of students:

#### ***Answers:***

- Respecting others.
- Helping needy people.
- Sharing.
- Avoid insulting others
- Avoiding abusing others

### **b) Consolidation activities.**

State bad things that can be caused by having bad behaviours.

#### ***Answers:***

- Lack of unity
- Fighting
- Wars and conflict
- Genocide
- Mistrust
- Hatred...

### **c) Extended activities.**

Give any three good values that people can have to prevent Genocide.

#### ***Answers:***

- Sharing
- Respecting others
- Helping other
- Having unity
- Forgiving others

**8.1. Key unit competence:**

Be able to have and show good behaviours at home.

**8.2. Prerequisite (knowledge, skills, attitudes and values).**

This unit is a continuation of what the learners did in Nursery 1, 2 & 3. Learners were introduced to the content related to politeness in Social and Emotional Development. In P1, learners are going to be taught politeness towards family members, politeness towards guests, politeness at the dining table, politeness while speaking, politeness on the ways and politeness in place where there are many people.

**8.3. Introductory activity and guidance****a) 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.

**b) Guidance on introductory activity:**

The teacher will invite learners to answer these questions. Learners will tell how they feel when somebody steps on them. Learners are also requested to give examples of behaviours of polite pupil. The learners will try to answer the questions given by the introductory activity. The learners may not be able to get the right answers, but they are requested to predict possible answers. When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the

required answers rather he /she should let learners get the real answers through the course of learning and teaching process.

This implies that learners will associate this lesson with the content learnt in the previous lessons of N1,2&3.

### 8.4. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Politeness towards your family members.	<ul style="list-style-type: none"> <li>- State the meaning of politeness</li> <li>- Identify various good behaviours in various places to various people.</li> <li>- Explain good behaviour to different people and different places.</li> <li>- Exhibit politeness everywhere and to various people.</li> </ul>	2
2	Politeness towards guests	<ul style="list-style-type: none"> <li>- Identify various good behaviours in various places to various people.</li> <li>- Identify various good behaviour towards guests.</li> </ul>	1
3	Politeness at the dining table	<ul style="list-style-type: none"> <li>- Identify various good behaviours in various places to various people.</li> <li>- Identify various good behaviour at dining table.</li> </ul>	1
4	Politeness while speaking	<ul style="list-style-type: none"> <li>- Identify various good behaviours while speaking.</li> <li>- Exhibit politeness everywhere and to various people.</li> </ul>	1

<b>5</b>	Politeness on the ways	<ul style="list-style-type: none"> <li>- Identify various good behaviour on the ways.</li> <li>- Exhibit politeness everywhere and to various people.</li> </ul>	1
<b>6</b>	Politeness in place where there are many people.	<ul style="list-style-type: none"> <li>- Identify various good behaviours where there are many people.</li> <li>- Exhibit politeness everywhere and to various people.</li> </ul>	1
	Assessment		1

## Guidance on different lessons

### 8.4.1. Lesson title one: Politeness towards your family members

#### a) Learning objectives

- State the meaning of politeness
- Identify various good behaviours in various places to various people.
- Explain good behaviour to different people and different places.
- Exhibit politeness everywhere and to various people.

#### b) Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures of city population and village population
- Textbooks

#### c) Guidance to the learning activities

Refer to the learning activity 8.1: Ask your friend how he or she helps family members. In pairs learners will share ideas on how they help family members. Then the teacher should check the answers of learners and give advice.

## **Application activity 8.1.**

Give 3 examples of politeness towards your family members: guide learners to answer the questions:

### **8.4.2. Lesson title two: Politeness towards guests**

#### **a) Learning objectives**

- Identify various good behaviours in various places to various people.
- Identify various good behaviour towards guests.

#### **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Illustrations of people showing politeness towards guests.
- Textbooks.

#### **c) Guidance to the learning activities**

Help learners to answer the questions of the Learning **activity 8.2**. Learners in pairs will tell how they welcome their guests. The teacher should check the answers of learners and give advice.

## **Application activity 8.2.**

When are these words used?

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

Let learners explain when (Forgive me, thank you, and We recommend) are used, and guide them.

### **8.4.3. Lesson title three: Politeness at the dining table**

#### **a) Learning objectives**

- Identify various good behaviours in various places to various people.
- Identify various good behaviour at dining table.

## **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Illustrations of people showing politeness at the dining table.
- Textbooks

## **c) Guidance to the learning activities**

Help learners answer the question of the learning **activity 8.3.:** How do you behave when you are at dining room? Learners can give examples such as pray before eating, do not speak with food in your mouth, do not refuse to serve others food, etc.

**Application activity 8.3.** Give 3 examples of things to avoid at the dining table. Help learners find things to avoid at the dining table such as do not speak with food in your mouth, do not refuse to serve others food, do not be greedy, etc.

## **8.4.4. Lesson title four: Politeness while speaking.**

### **a) Learning objectives**

- Identify various good behaviours while speaking.
- Exhibit politeness everywhere and to various people.

### **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Illustrations of people showing politeness while speaking.
- Textbooks.

### **c) Guidance to the learning activities**

Help learners answer the question of the learning activity 8.4. in the Pupils' Book. When you wake up what do you tell your parents? Children should start by greeting their parents when they wake up.

**Application activity 8.4.:** Give 2 examples of things to do while speaking. While speaking, people should ask something politely, appreciate someone that helps them, do not backbite their fellow classmates, ask for the floor in group, etc.



### **8.4.5. Lesson title five: Politeness on the ways**

#### **a) Learning objectives**

- Identify various good behaviour on the ways.
- Exhibit politeness everywhere and to various people.

#### **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

1. Illustrations of people showing politeness on the ways.
2. Textbooks

#### **c) Guidance to the learning activities**

Help learners answer the question of the learning activity 8.5.: When you meet an old person on your way, can you give way to him/ her? Guide learners to answer well this question; young people should give way old people they meet on their road.

#### **Application activity 8.5.**

Help learners answer the question of the Application activity 8.5.: Give 2 examples of things to avoid on the way. On the way, children should not run on the road, they should not play on the road, and they should not play on the road because they can be knocked.

### **8.4.6. Lesson title six: Politeness in place where there are many people.**

#### **a) Learning objectives**

- Identify various good behaviours where there are many people.
- Exhibit politeness everywhere and to various people.

#### **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Illustrations of people showing politeness in place where there are many people.
- Textbooks.

## **c) Guidance to the learning activities**

Help learners answer the question of the learning activity 8.6.: Have you ever gone to place with many people? What did you go to do there? Let learners express themselves and tell the places where they have met many people and why they went there.

### **Application activity 8.6.**

Help learners answer the question of the application activity 8.6. in the Pupils' Book: Show how you will behave in places where there are many people. Where there are many people, people should be polite, speak politely, cover their mouth when they sneeze, put the wastes in the dustbin, etc.

## **8.5. Additional information for the teacher**

In order to equip all learners with knowledge, skills, attitudes and values related to this unit Local Government Organization, you should do the following in the process of learning and teaching this unit:

- Help the pupils understand pace by pace in their understanding of the topic and keep the same pace even for those outgoing pupils who could tend to rush in contributing to explanation and examples on politeness at table, welcoming visitors and speaking in public.
- Allocate a time for some practical learning activities like taking the pupils to visiting a traffic police so that he/she provides them with more knowledge about road signs and how they should behave when walking along or crossing roads.
- Of course, the pupils will be excited about this visit and will want to run, which means that in this case the teacher should control such a speed by persuading them walk slowly as a practice of behaving well on roads.
- The pupils with physical disabilities should be given an opportunity for self-expression of their views or questions about the lesson.
- After their participation, the rest of the class should clap for them in recognition of their contribution as peer learners.

## 8.6. End unit assessment / Expected answers to revision exercises.

1. polite
- 2.

<b>Politeness towards your family members</b>	<b>Politeness towards guests</b>	<b>Politeness at the dining table</b>	<b>Politeness on the way</b>
Helping each other in household activities.	Welcoming guests.	Cleaning the dining table.	Not running on road or playing on the road

## 8.7. Additional activities

### a) Remedial activities.

State whether the statement is true or false.

- a) It is a good habit to cover your mouth when you sneeze.
- b) It is not necessary to put the wastes in the dustbin.
- c) It is a good behaviour to pray before eating.

#### **Answers:**

- a) True
- b) False
- c) True

### b) Consolidation activities.

Choose polite ways of caring for guests at home.

- a) To greet them.
- b) Not to obey them.
- c) To welcome them.
- d) To greet every person you meet on your way.
- e) To converse with them.

**Answers:**

- a) To greet them.
- b) To welcome them.
- c) To converse with them.

**c) Extended activities.**

Underline the sentence that show politeness on the way.

- a) Look at both the right and left sides before crossing the road.
- b) Wash spoons, cups and forks after eating.
- c) When you are in car, give your seat to an old person.

**Answers:**

- a) Look at both the right and left sides before crossing the road.
- b) When you are in car, give your seat to an old person.

**9.1. Key unit competence:**

Be able to take positive actions in managing family and community property.

**9.2. Prerequisite (knowledge, skills, attitudes and values).**

This unit is a continuation of what the learners did in Nursery 3 in the content of Discovery of the world. Learners were taught the content related to family property.

In P1, Unit 9, learners are going to be taught needs of family, money, and proper management of personal and family property.

**9.3. Introductory activity and guidance****a) Introductory activity**

Our families need money to firstly satisfy our basic needs. We are requested to make proper management of our personal properties and family properties.

1. Give two examples of basic needs.
2. Ask your classmate how his parents get money.
3. Give one example of personal property and one example of family property.

## b)Guidance on introductory activity

The teacher will ask learners to read the questions related to introductory activity. The learners will try to answer the questions. Learners can give examples of basic need such as food, clothes, medical care, etc. They can also explain how their parents get money. Their parents can get money from digging, salary, selling things, etc. Then learners will differentiate personal properties from family properties. The teacher will ask learners to tell how they can make proper management of personal properties and family's properties.

When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process.

This implies that learners will associate this lesson with the content learnt in the previous lessons of Nursery 3.

## 9.4. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Needs of a family	<ul style="list-style-type: none"><li>List family necessities.</li><li>Explain different ways of getting basic necessities and how best they can be managed.</li></ul>	2
2	Money	<ul style="list-style-type: none"><li>Identify sources of money and family expenditures</li><li>Explain the sources of money and how it is used.</li><li>Saving Proper management of money.</li></ul>	2

<b>3</b>	Proper management of pupil's personal and family properties	<ul style="list-style-type: none"> <li>• Identify proper ways of managing personal family property.</li> <li>• Explain different types of personal and family properties.</li> <li>• Properly manage family property</li> <li>• Avoid wastage of property</li> <li>• Proper management of personal and family property.</li> </ul>	2
	<b>Assessment</b>		1

## Guidance on different lessons

### 9.4.1. Lesson title one: Needs of a family.

#### a) Learning objectives

- List family necessities.
- Explain different ways of getting basic necessities and how best they can be managed.

#### b) Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Illustrations showing basic needs of a family.
- Textbooks

#### c) Guidance to the learning activities

Help learners to answer the question of the learning activity 9.1. Invite learners to observe the picture and to mention the basic needs. Food is the only basic need among the pictures in place; car and television are not basic needs.

## Application activity 9.1.

Help learners answer the question of the application activity 9.1. Name three ways we can get our basic needs. Basic needs can be got with help of salary, selling things, savings, digging, etc.

### 9.4.2. Lesson title two: Money

#### a) Learning objectives

- Identify sources of money and family expenditures
- Explain the sources of money and how it is used.
- Saving Proper management of money

#### b) Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Illustrations of money or sources of money.
- Textbooks

#### c) Guidance to the learning activities

Help learners answer the question of the learning activity 9.2 (a). Invite learners to observe the picture on different kinds of notes and coins found in Rwanda and ask learners to identify notes and coins that they know.

Help learners answer the question of the **learning activity 9.2 (b)**:

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



*Dress*



*Saving in a bank*





Books



Cake

- b) Explain the reason why you have chosen these ones.
- c) Mention ways how we use money at home.

**Answers:**

- a) The items that can be bought with 5000 Frw are the following: book, dress and cake.
- b) The reason of the choice of the three items is the possible price.
- c) The ways we use our money at home are the following: to buy home materials, food, clothes, medical care, etc.

**Application activity 9.2**

Help learners answer the question of the application activity 9.2.: we have to use our money properly. Show the ways we use our money. The ways to use properly our money are saving and avoid overspending.

**9.4.3. Lesson three: Proper management of pupil's personal and family properties**

**a) Learning objectives**

- Identify proper ways of managing personal family property.
- Explain different types of personal and family properties.
- Properly manage family property
- Avoid wastage of property
- Proper management of personal and family property.

**b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Illustrations showing personal properties and family properties.
- Textbooks.

## c) Guidance to the learning activities

Help learners to answer the question of the **learning activity 9.3.**

**(a)**

1. State 3 types of pupil's personal property: shoes, clothes, books and pens, etc.
2. State 3 types of family property: family farm, family house, domestic animals, etc.

Help learners to answer the question of the learning **activity 9.3.**

**(b).** List three pupil's materials: pens, notebook, pencils, eraser, textbooks etc.

Help learners to answer the question of the **learning activity 9.3.**

**(c):** State three family properties: family farm, house farm, and domestic animals.

## Application activity 9.3.

Help learners answer the question of the **application activity 9.3.:**

State how you take care for the family property. Guide learners to tell how they will care for family farm, family house and domestic animals.

## 9.5. Additional information for the teacher

In order to equip all learners with knowledge, skills, attitudes and values related to this unit: Family property, you should do the following in the process of learning and teaching this unit:

- To use saving activity as the best way for the pupils learn how to plan for a long term, which will stimulate lazy pupils to practice the same and continuously.
- The pupils with visual impairment should be provided with appropriate learning materials including large, printed photos so that they can follow and understand about saving and management of personal assets.
- Verify if the pupils with mental impairment were able to get out without any problem and make sure that they are assisted in getting out the first, towards the end of the lesson.
- Activities like shading the drawings; this attracts the interest of pupils especially for the slow learners and those with disabilities.

## 9.6. End unit assessment

1.

Basic needs	Wants
Food	Car
Water	Television set
Medical care	Smartphone
Clothing	
Shelter/house	

2.

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. We should not waste food.

We should iron our clothes.

- 4.
- Saving
  - Domestic animals.
  - Trade (buying and selling things).
  - Getting a loan from bank
  - People are in the bank

- f) Salary
- g) Wages from temporary jobs.
- h) Farming...

## 9.7. Additional activities

### a) Remedial activities.

Use a tick ( ✓ ) if it is a basic need and (x) if it is a non –basic need.

Leader	Sign
Television set	x
Shelter	✓
Computer	x
Water	✓
The telephone	x
Food	✓
Medical care	✓
Clothes	✓
Telephone	x

### b) Consolidation activities.

Choose the ways of caring for our clothes.

- a) Washing clothes.
- b) Sweeping the house.
- c) Ironing clothes.
- d) Cutting long grass.
- e) Repairing torn clothes.

### **Answers:**

- Washing clothes.
- Ironing clothes.
- Repairing torn clothes.

### c) Extended activities.

1. Give any two ways of caring for our house.

#### **Answers:**

- a) Cutting long grass around our house.
- b) Mopping.
- c) Sweeping
- d) Cleaning...

2. Use the table below to separate the sources of money from expenditure items.

Sources of money	Expenditure items

- a) Saving
- b) Food
- c) Domestic animals.
- d) Building a house
- e) Trade
- f) Loan from bank.
- g) Water
- h) Salary
- i) Medical insurance.
- j) Wages from temporary jobs.
- k) Clothes
- l) Farming

## **Answers:**

<b>Sources of money</b>	<b>Expenditure items</b>
<ul style="list-style-type: none"><li>● Saving</li><li>● Domestic animals.</li><li>● Trade</li><li>● Loan from bank.</li><li>● Salary</li><li>● Wages from temporary jobs.</li><li>● Farming</li></ul>	<ul style="list-style-type: none"><li>● Food</li><li>● Building a house</li><li>● Water</li><li>● Medical insurance.</li><li>● Clothes</li></ul>

**10.1. Key unit competence:**

Be able to do self-direction, direct others and properly manage environment.

**10.2. Prerequisite (knowledge, skills, attitudes and values)**

This unit is a continuation of what the learners did in Nursery 1,2&3 in the content of Discovery of the world. The learners were introduced on the content about environment.

In P1, unit 10, learners are going to be taught directions, the environment along the way to school, surroundings of home, school surroundings and property of our village.

**10.3. Introductory activity and guidance****a) 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 school.

## b) Guidance on introductory activity

The teacher will ask learners to read the questions related to introductory activity. Ask learners to give examples of things that surround our home, our school, and the way to school. Then let learners explain why it is important to care for things that surround our school and our home. The learners may not be able to get the right answer, but they are requested to predict possible answers. When the learners fail to come up with right answers to the questions, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process.

The learners will associate this content with the content learnt in the previous lessons of Nursery 1,2&3.

## 10.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Directions	<ul style="list-style-type: none"><li>- Differentiate directions.</li><li>- Show directions basing on where he/she is.</li><li>- Indicate the position of an object and how it is.</li><li>- Ability to self-direct and direct others.</li></ul>	2



<b>2</b>	The way to school	<ul style="list-style-type: none"> <li>- Understand different objects along the way to school.</li> <li>- Differentiate objects along the way to school.</li> <li>- Identify his or her school.</li> <li>- Manage the environment surrounding their school.</li> <li>- Avoid road accidents on the way to school.</li> <li>- Exhibit good manners while on the way to school.</li> <li>- Share obstacles along the way to school</li> </ul>	3
<b>3</b>	Our school	<ul style="list-style-type: none"> <li>- Understand school surroundings.</li> <li>- Differentiate school surroundings and their importance.</li> <li>- Explain the school surroundings to others.</li> <li>- Manage the environment surrounding the school.</li> </ul>	3
<b>4</b>	Surroundings of home	<ul style="list-style-type: none"> <li>- Understand the home surroundings.</li> <li>- Differentiate home surroundings and their importance.</li> <li>- Manage the environment surrounding their home.</li> </ul>	3

<b>5.</b>	School surroundings	<ul style="list-style-type: none"> <li>- Understand school environment.</li> <li>- Understand school surroundings.</li> <li>- Differentiate school surroundings and their importance.</li> <li>- Explain the school surroundings to others.</li> </ul>	3
<b>6.</b>	Property of our village	<ul style="list-style-type: none"> <li>- Understand the home surroundings.</li> <li>- Identify the features of our village.</li> <li>- Understand the ways of managing and handling village features.</li> </ul>	2
	Assessment		1

## Guidance on different lessons

### 10.4.1. Lesson title one: Directions

#### a) Learning objectives

- Differentiate directions.
- Show directions basing on where he/she is.
- Indicate the position of an object and how it is.
- Ability to self-direct and direct others.

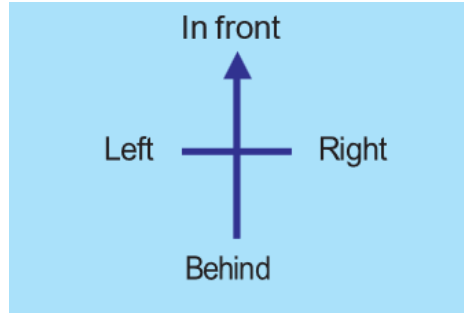
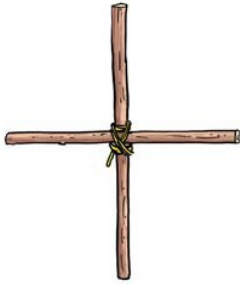
#### b) Teaching resources

To conduct well this lesson, the teacher will use:

- Illustrations of things surroundings our home and our school
- Textbooks

#### c) Guidance to the learning activities

Help learners do the exercise of the learning activity 10.1 in the Pupils' Book: guide learners to use two sharpen sticks, a rope and flashcards in order to make a figure showing in front of, behind, right and left.



### Application activity 10.1.

Help learners answer the question of the Application activity 10.1. Using the illustration of child, guide learners to identify the elements found in front, behind, left and right of the child.

***A child is showing where the sun rises from.***

a) Here is the North.



b) The back is facing the South.

c) The left hand shows the West.

d) The right hand East.

## 10.4.2. Lesson title two: The way to school

### a) Learning objectives

- Understand different objects along the way to school.
- Differentiate objects along the way to school.
- Identify his or her school.
- Manage the environment surrounding their school.
- Avoid road accidents on the way to school.
- Exhibit good manners while on the way to school.
- Share obstacles along the way to school.

### b) Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Textbooks
- Illustrations of things located on the way to or from school.

### c) Guidance to the learning activities

Help learners to answer the questions of the following learning activities 10.2 (a) What do you see on the way to school? Learning 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.

### ***Expected answers:***

**Learning 10.2 (a)** What do you see on the way to school? Guide learners to mention all things they find on the way to school.

**Learning 10.2. (b)** State what you see around your school. Guide learners to mention all things they find around their school.

**Learning activity 10.2. (c).** Guide learners to identify what they see around their school, to draw and shade one thing they see around their school.

## Application activity 10.2.

Help learners answer questions of the Application 10.2. in the Pupils' Book.

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.

**Answers:** refer to the Pupils' Book, learners will find four bad things they see when coming to school such as snakes, dogs, thorny plants, bees, etc. They will draw one of them and shade it with colours.

## 10.4.3. Lesson title three: Our school.

### a) Learning objectives

### b) Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Illustrations of things surrounding our home.
- Textbooks

### c) Guidance to the learning activities

Help learners answer the question of the Learning activity 10.3: What is the name of our school? Make sure all learners can say the name of their school.

**Application activity 10.3:** What different types of rooms are found in the school? Guide learners to identify different types of rooms found in their school. There are classrooms, offices of school leaders, room for library, girls' room, etc.

## 10.4.4. Lesson title four: Surrounding of home.

### a) Learning objectives

- Understand the home surroundings.
- Differentiate home surroundings and their importance.
- Manage the environment surrounding their home.

### b) Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Illustrations of things surrounding our home.
- Textbooks

### c) Guidance to the learning activities

Help learners to answer the questions of the **learning activity 10.4. (a)** in the Pupils' Book:

Show if the following can be found in the surroundings of your school; Say Yes or No: river, mountain, ponds, trees, road, schools and plain, market, domestic animals, memorial site, museum, national park. The learners will tell if each of the elements on the list can be found in the surroundings of their home.

**Application activity 10.4 (a):** Name three things that are found near the house of Musoni. Invite learners to observe the illustration of the Musoni's house and to discover things that are found near the house of Musoni such as domestic animals, trees, crops, pastures, etc. Then help learners identify the importance of the things that are found near the house of Musoni.

Help learners answer the question of the **learning activity 10.4 (b)**, learners should name the surroundings shown on the picture and identify their importance. The first picture shows a grocery, the second shows a banana plantation, the third shows trees and the last one shows a river. Learners will be invited to give the importance of each element.

### **Application activity 10.4 (b)**

Help learners answer the question of the application activity 10.4 (b): Mention anything found in our home environment. Guide learners to find different things found in their home environment.

## Application activity 10.4

Help learners answer the questions of the Application activity 10.4.

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

**Answers: 1&2:** If you drink dirty water, which diseases can you get? Refer to the Unit 6: Infectious and non-infectious diseases, invite learners to give examples of diseases they can get if they drink dirty water, for example cholera, worms, etc.

### 1. Lesson title five: School surroundings

#### a) Learning objectives

- Understand school environment.
- Understand school surroundings.
- Differentiate school surroundings and their importance.
- Explain the school surroundings to others.

#### b) Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Illustrations of things surrounding our school.
- Textbooks.

#### c) Guidance to the learning activities

Help learners to answer the questions of the 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

**Answers:** Among the elements found on the list above, guide learners to identify those which are available at their schools. Then, let learners state all elements they see around their school.

### **Application activity 10.5**

Help learners answer the question of the application activity 10.5.: Mention any three ways we care for our school surroundings. Let learners express themselves on how they care for the school surroundings and guide them.

## **10.4.6. Lesson title six: Property of our village**

### **a) Learning objectives**

- Understand the home surroundings.
- Identify the features of our village.
- Understand the ways of managing and handling village features.

### **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Illustrations of properties of our village.
- Textbooks.

### **c) Guidance to the learning activities**

Help learners answer the question of the learning activity 10.6.: Observe the picture below of a village and define a village.

**Answer:** A village is a place made up of several homesteads. It is the smallest administrative unity. It is made up of different important places like schools, health centers, markets, roads, etc.

### **Application activity 10.6**

Help learners to answer the question of the application activity 10.6.: How can you care for your village property? Give three examples.



**Answer:** guide learners to find different ways to care for their village property such as planting trees, painting the houses, removing weeds from the gardens, maintaining roads, sweeping the paths and public places, etc.

## 10.5. Additional information for the teacher

In order to equip all learners with knowledge, skills, attitudes and values related to this unit on Environment, you should do the following in the process of learning and teaching this unit:

- The exercises that require high level of thinking should be reserved for the most performing pupils.
- Assist the pupils with physical impairment as well as the slow learners in understanding the exercise and participating in the activity of making a compass from small sticks and pieces of papers.
- The pupils with slow level of understanding will be provided with an exercise of filling in a table or using different colored cards and papers.
- Take the learners out into the school environment.
- Help SEN learners differentiate directions.
- Show images of deforestation, afforestation, over-grazing and burning bushes to generate interest among learners, especially SEN learners.

## 10.6. End unit assessment.

1. Write any three things you find around our school.

- a) River.
- b) Bridge.
- c) Bridge
- d) River
- e) Hills.
- f) River with a bridge
- g) Banana plantation.

h) Banana trees

i) Shops.

j) Plains.

2.

a) Bees

b) Ants

c) Cows

d) Dogs

e) Snakes

f) Wasps

g) Spiders

3. The teacher checks the answers provided by students according to the school location.

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

4. Village

5. Mention any three village properties.

a) Wells

b) Rivers

c) Forests

d) Airport

e) Roads

6. State whether **True** or **False**

a) True

b) False

c) True.

## 10.7. Additional activities

### a) Remedial activities.

Name any two important places found in your village.

**Answers:** schools, health centres, markets, roads, hospitals...

### b) Consolidation activities.

State whether the statement is True or False

- a) Property of the village should be well cared for.
- b) Property of the village should not be protected mostly through community work.
- c) People should not cut long grass around their homes.
- d) People should clean trenches.
- e) People should repair important buildings like schools, health centres and many others.
- f) When the village is well cared for, people do not live a good life.

**Answers:**

- a) True
- b) False
- c) False
- d) False.
- e) True
- f) False

### c) Extended activities.

Choose the proper ways of caring for your school surrounding.

- a) We should cut down trees.
- b) We should not throw wastes into rivers.
- c) We should not dig wells.

d) We should not paint trade centres.

e) We should fence and prune forests.

**Answers:**

- We should not throw wastes into rivers.
- We should fence and prune forests.

**11.1. Key unit competence:**

Be able to properly use road and communication equipment.

**11.2. Prerequisite (knowledge, skills, attitudes and values).**

This unit is a continuation of what the learners did in Nursery 1,2&3 in the content of Discovery of the world. Learners were introduced on the content about Transport and Communication.

In P1, Unit 11, learners are going to be taught types of roads, users of the roads, ways of using the road well, and communication.

**11.3. Introductory activity and guidance****a) 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?

## b) Guidance on introductory activity

The teacher will guide the learners to answer the questions given by the introductory activity. Ask learners to give the main type of road found in their village, the means of transport found in their village, and the means of communication found in their village.

When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learnt in the previous lessons of Nursery 1,2&3.

### 11.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Road: Types of roads	<ul style="list-style-type: none"><li>- Differentiate roads</li><li>- Show safe ways of using the road.</li></ul>	2
2	Users of the roads.	<ul style="list-style-type: none"><li>- Differentiate roads and users.</li><li>- Show safe ways of using the road.</li></ul>	2
3	Ways of using the road well	<ul style="list-style-type: none"><li>- Explain the importance of roads, safe <b>ways of using them.</b></li><li>- Show safe ways of using the road.</li></ul>	2

4	Communication	<ul style="list-style-type: none"> <li>- Differentiate different kinds of communication.</li> <li>- Explain different communication equipment and its importance.</li> <li>- Adopt safety measures of using communication equipment.</li> <li>- Properly use communication equipment.</li> </ul>	2
	Assessment		1

## Guidance on different lessons

### 11.4.1. Lesson title one: Road: Types of roads

#### a) Learning objectives

- Differentiate roads
- Show safe ways of using the road.

#### b) Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Illustrations showing different types of roads.
- Textbooks

#### c) Guidance to the learning activities

##### Learning activities 11.1

Help learners answer the questions of the learning activity 11.1.:  
What is the type of road that is

near our school? Is there any other type of road you have ever seen in another place? Yes/ No.

Guide learners to find the types of road which are near the school and to tell other types of road they have seen.

##### Application activities 11.1.

Guide learners to answer the question of the application activity

11.1. Learners will match the type of roads with the picture and help them identify different types of road.

**Match the type of road with the right picture.**

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

### 11.4.2. Lesson title two: Users of the roads.

#### a) Learning objectives

- Differentiate roads and users.
- Show safe ways of using the road.

#### b) Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Illustrations showing different users of road.
- Textbooks

#### c) Guidance to the learning activities

Help learners to answer the question of the learning activity 11.2. (a): Explain the ways of using the road. Guide learners to identify different types of users of the roads: pedestrian, cyclist, motorcyclist, and drivers of vehicles. Everyone should be careful to avoid accidents.



Help learners to the learning activity 11.2 (b): Cut pieces of paper and write on the following letters to form the following words: VEHICLE. Guide learners follow different steps of this exercise. E

### Application activity 11.2.

Help learners answer the question of the application activity 11.2.

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

Picture	Yes/No
	<p>No</p>
	<p>No</p>
	<p>No</p>
	<p>Yes</p>
	<p>Yes</p>

### **11.4.3. Lesson title three: Ways of using the road well.**

#### **a) Learning objectives**

- Explain the importance of roads, safe ways of using them.
- Show safe ways of using the road.

#### **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Illustration showing zebra crossing, traffic lights, and traffic signs.
- Textbooks

#### **c) Guidance to the learning activities**

##### **Learning activity 11.3.**

Invite learners to observe the picture below and tell what you see. The picture shows zebra crossing on the road with 2 pupils which are stopping near the zebra crossing and a car crossing the zebra crossing.

##### **Application activity 11.3.**

Help learners answer the question of the learning activity 10.3.: Explain the importance of using road. Let learners express themselves and guide them to discover the importance of road.

### **11.4.4. Lesson title four Communication**

#### **a) Learning objectives**

- Differentiate different kinds of communication.
- Explain different communication equipment and its importance.
- Adopt safety measures of using communication equipment.
- Properly use communication equipment.

#### **b) Teaching resources**

To conduct this lesson accordingly, the teacher will use:

- Illustration showing different means of communication.
- Textbooks

### c) Guidance to the learning activities

Help learners answer the question of the 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. (refer to the activity 11.4 in the book).

Help learners answer the question of the learning activity 11.4 (b):



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

Let learners tell the means of communication they use at home, and how these means help them in communication.

#### **Application activity 11.4.**

Help learners answer the question of the application activity 11.4.

- I. Take a mobile phone and remove the SIM card. Does the phone work?
- 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. Telephone is used to send messages quickly (telephone, radio)
2. We can use computer 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 television (cartoons, television)

**Answers:** Question I. let learners manipulate a mobile phone and check if it can work if the SIM is removed.

Question II. Let learners manipulate different SIM cards and draw them.

Question III. Help learners discuss if messages reach many people more quickly by using mobile phones than radios.

Question IV. It is already answered.

## **11.5. Additional information for the teacher**

In order to equip all learners with knowledge, skills, attitudes and values related to this unit on transport and communication, you should do the following in the process of learning and teaching this unit:

- Use visible /tangible materials like a laptop, radio device, mobile phone, television set, etc...for teaching about technological communication.
- Allow the pupils to touch on these materials and even show how they are used. Encourage the slow learners to participate into a game of questions-answers among all pupils.
- The pupils with disabilities may be guided by their colleagues.
- The teacher may invite a traffic police officer from the nearest station (where possible) to help guiding the pupils during a tour visit to a road for learning desirable behaviors in walking and crossing the road).

## **11.6. End unit assessment / Expected answers**

### **11.6.1 Water transport, air transport, road transport**

### **11.6.2**

- i) Letters
- ii) Telephone
- iii) Television
- iv) Radio
- v) Computer
- vi) Newspaper

### **11.6.3 Road transport**

### **11.6.4**

- i) We travel on it.
- ii) Directing passengers.
- iii) Transporting goods

5.

- i) Communication helps us to listen to the news.
- ii) It helps us to talk to people who are far.
- iii) It helps people to get jobs.
- iv) It helps us to learn.
- v) It helps us to know the market.

## **11.7. Additional activities**

### **a) Remedial activities.**

- Give the types of roads.

**Answers:**




- a) A paved road
- b) A marram road
- c) A tarmac road

**b) Consolidation activities.**

Mach the picture with the type of road.

Picture	Type of road
	A paved road
	A marram road
	A tarmac road

**Answer:**

Picture	Type of road
	A paved road
	A marram road
	A tarmac road

**c) Extended activities.**

1. Complete the sentences below according to traffic lights.
  - a) Red means .....
  - b) Green means .....
  - c) Orange (Amber) means .....

**Answers:**

- a) Red means Stop.
  - b) Green means Go.
  - c) Orange (Amber) means Get ready.
2. Use the table below to separate the means of transport from the means of communication.
- a) Radio
  - b) Bicycle
  - c) Car
  - d) Ship
  - e) Television
  - f) Phone
  - g) Lorry
  - h) Plane

Means of transport	Means of communication

**Answer:**

Means of transport	Means of communication
Bicycle	Radio
Car	Television
Ship	Phone
Lorry	
Plane	



**12.1. Key unit competence:**

Be able to explain the family relationship and its main historical events and their importance.

**12.2. Prerequisite (knowledge, skills, attitudes and values)**

This unit is a continuation of what the learners did in Nursery 1,2&3 in the content of Discovery of the world. Learners were introduced on the content about family events.

In P1, Unit 12, learners are going to be taught different types of family historical events and the importance of main family historical events.

**12.3. Introductory activity and guidance****Introductory activity**

Observe the picture below and answer the following questions. The picture is in the pupils' book and it is showing a celebration of birthday in family.

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

### **b) Guidance on introductory activity**

The teacher will ask learners to read the questions on introductory activity. Ask learners to tell what they see on the picture that shows the celebration of birthday in family, then ask learners to give other historical events celebrated in family.

When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learnt in the previous lessons of Nursery 1,2&3 about family events.

## **12.4. List of lessons**

<b>#</b>	<b>Lesson title</b>	<b>Learning objectives</b>	<b>Number of periods</b>
1	My family historical events	<ul style="list-style-type: none"><li>- Explain the family historical events.</li><li>- Tell the history of his/her extended family.</li><li>- Respect the family members, appreciate and live in harmony with them.</li><li>- Appreciate what happened to his or her family.</li><li>- Imitate the heroes of his or her family.</li></ul>	1

2	Importance of main family historical events.	<ul style="list-style-type: none"> <li>- Discuss the importance of family historical events.</li> <li>- Appreciate what happened to his or her family.</li> <li>- Respect the family members, appreciate and live in harmony with them.</li> <li>- Imitate the heroes of his or her family</li> </ul>	1
	End of unit assessment		1

## Guidance on different lessons

### 12.4.1 Lesson title one: My family historical events.

#### a) Learning objectives

- Explain the family historical events.
- Tell the history of his/ her extended family.
- Respect the family members, appreciate and live in harmony with them.
- Appreciate what happened to his or her family.
- Imitate the heroes of his or her family.

#### b) Teaching resources

To conduct well this lesson, the teacher should have:

- Illustrations showing people who are celebrating different historical events.
- Textbooks

#### c) Guidance to the learning activities

Help learners answer the question of the Learning activity 12.1: Do you know your grandparents? With help of family relationship tree, help learners identify things that they should know about their grandparents such as their names and the meaning of their

names, the past of their families, the famous person in the family, etc.

### **Application activity 12.1**

Help learners answer the question of the Application activity 12.1: Give three examples of family historical events. Invite learners to give family historical events such as anniversaries of birthday of children, anniversary of marriage, Christmas day, New year, etc.

## **12.4.2 Lesson title two: Importance of main family historical events**

### **a) Learning objectives**

- Discuss the importance of family historical events.
- Appreciate what happened to his or her family.
- Respect the family members, appreciate and live in harmony with them.
- Imitate the heroes of his or her family

### **b) Teaching resources**

To conduct well this lesson, the teacher should have:

- Illustrations showing people who are celebrating different historical events.
- Textbooks.

### **c) Guidance to the learning activity 12.2.**

Help learners answer the question of the learning activity 12.2: Do you know when your parents were born? Ask learners to tell when their parents were born, invite all learners to know when their parents were born and explain the importance to know the anniversary of birthday for each family member.

### **Application activity 12.2.**

Help learners answer the question of the application activity 12.2: Give three examples.

of importance of historical events. Let learners express themselves and guide them to find the possible answers like to enjoy life, to be closer to family, to establish your own identity, to understand who you are, to embrace your culture and traditions.

## 12.5. Additional information for the teacher

In order to equip all learners with knowledge, skills, attitudes and values related to this unit on Family historical events, you should do the following in the process of learning and teaching of this unit:

- Guide all Pupils especially SNE learners to identify their family historical events.
- Help SEN learners be aware of the importance of family historical events.
- Help learners acquire more attitudes and values that will enable them to live in harmony with family members and other people.

## 12.6. End unit assessment

1. List three historical events in your family.
  - a) The birth of a child or naming the baby
  - b) Marriage /wedding
  - c) Anniversaries
  - d) Christmas Day
  - e) New Year
  - f) Mourning for family members
2. Give three examples of the importance of historical events.
  - a) They boost emotional health.
  - b) They increase compassion.
  - c) They help to enjoy life.
  - d) They bring you closer to family.
  - e) They help you to establish your own identity.
  - f) They help you to embrace your culture and traditions.
  - g) They help you to understand why you are who you are.
  - h) They help us to appreciate different cultures and open our minds.

- i) They provide a deeper understanding of cultures and traditions.
- j) They can be passed down to future generations.

3. Match the following dates with their historical events:

Date	Historical events
1 <sup>st</sup> January	Christmas Day
25 <sup>th</sup> December	New year

## 12.7. Additional activities

### a) Remedial activities.

State whether the statement is True or False.

- a) Christmas is celebrated before New Year.
- b) Historical events help to enjoy life.

#### **Answers:**

- a) False
- b) True

### b) Consolidation activities.

Name the historical event that helps to remember the date on which someone was born.

#### **Answer:**

Anniversary.

### c) Extended activities.

Give one example of event that help you to embrace your culture and traditions.

#### **Answers:**

- i) Marriage /Wedding
- ii) Christmas Day.

# **PART TWO: RELIGIOUS STUDIES**

## **CHRISTIAN RELIGIOUS STUDIES**

### 1.1. Key unit competence:

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

### 1.2. Prerequisite (knowledge, skills, attitudes and values)

- This unit one. The teacher can introduce this unit by Taking learners where they are able to recognize the creation and then answer the questions according to what they have observed in relation to show how God is the one who created all and He takes control of it.
- Role play showing the consequences of sin of Adam and Eve in the garden of Eden and the punishment that was given to them by God and are observed in the current situation. A short story explaining sin and its consequences and how to avoid sin in our daily lives.

### 1.3. Addressing cross-cutting issues

- **Peace and values education:** The teacher addressed this cross-cutting issues by emphasizing the interdependence between all creatures and environment in general. Learners will come to know that any sin refers to doing wrong to yourself and others and then strive to live in peace with others.
- **Standardization culture:** The teacher addresses this cross-cutting issue by highlighting the necessity for all human beings of living a life with standards behaviours where there is we all enjoy life and peace as God wished all human beings to live in Eden.



## 1.4. Guidance to the introductory activity

The teacher will introduce the lesson by asking pupils to differentiate things that were created and things that were made by humans.

- The teacher can introduce this unit by Taking learners where they are able to observe all things created by God and others created by man to recognize the creation and then answer the questions according to what they have observed in relation to show how God is the one who created all and He takes control of it.

Role play showing the consequences of sin of Adam and Eve in the garden of Eden and the punishment that was given to them by God and are observed in the current situation

A short story explaining sin and its consequences and how to avoid sin in our daily lives

When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learn in the previous lessons of Nursery.

## 1.5. List of lessons

#	Lesson title	Learning objectives	Number of periods:8
1	<b>Creation of Heaven and Earth and all in it(Genesis 1:1-31)</b>	Pupils will be able to mention different creatures according to the order of creation	2
2	<b>Man was created in the image of God (Genesis 1: 26-31</b>	Pupils will be able to differentiate man from other creation	2
3	<b>The instructions God gave man in the Garden of Eden</b>	Pupils will be able explain importance of Caring and protecting God's creation	1

4	<b>The origin of Sin and its consequences (Genesis 3:1: 13)</b>	Pupils will be able explain the origin and consequences of sin	2
5	<b>End of unit assessment</b>		1

## **Guidance on different lessons outlined above:**

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

#### **a) Learning objectives**

Learner will be able to mention different creatures according to the order of creation

#### **b) Teaching resources**

The teacher and students should have:

- Illustrations of different types of creatures, photographs , film of creation , Bible, school garden,..

#### **c) Guidance to the learning activities**

The teacher takes the pupils outside the classroom to observe. The teacher asks learners to observe and names things that were created by God, this helps learners to differentiate things that were created by God and things that were made by humans.

#### **Answers to the learning activity 1.1**

Learner's activities: Refer to activity 1.1 Guide Pupils at the trees and plants, the sun, the clouds, your friends, mountains, stones and earth and say how was the earth created and all that is in.

#### **Application activity1.1**

There is no precise answer to the learning question, The teacher will guide learners to go out and observe what God created and draw one thing created by God in notebook.The emphasis will be on what God created and Human being.

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

### **a) Learning objectives**

By the end of this lesson pupils will be able to differentiate man from other creation

### **b) Teaching resources**

Bible, picture showing a man accomplishing different activities rather than other creatures and flash card on which various image of animals are written learners will be able to compare animals ability and human ability.

### **c) Guidance to the learning activity**

The teacher starts this lesson by requesting learners to make a comparison between Human beings and animals. There will be no precise answers but learners will refer to their experience and differentiate humans from animals by referring to certain abilities that human beings have that animals do not have. These abilities are but not limited to constructing a house to live in, to go to school, to play, to speak among others.

### **Answers to the learning activity 1.2.**

There will be no precise answers but learners will refer to their experience and differentiate humans from animals by referring to certain abilities that human beings have that animals do not have. These abilities are but not limited to constructing a house to live in, to go to school, to play, to speak among others.

### **Application activity 1.2**

Pupils will be guided by the teacher to discuss about different activities they can do in order to protect environment. There are a series of questions related to this lesson more especially regarding protecting creature and environment. Help learners to identify some that are within their ability such as not killing animals, take care of animals and soil, planting trees, not throwing waste everywhere among others. Answers can be different and correct . The teacher will intervene for harmonization

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

#### **a) Learning objectives**

Pupils will be able explain importance of Caring and protecting God's creation.

#### **b) Teaching resources**

Bible, illustration showing different creatures in Eden garden and flash cards of different shapes to ensure that learners are motivated.

#### **c) Guidance to the learning activity**

Start the activity by reading the passage that is in the pupil's book. Read and repeat to ensure that Pupils have cleared understood the message in the passage. Ask questions related to the passage to ensure that learners have well understood what God prohibited Adam and Eve to Do. Let them also discover that they must obey instruction from their parents, teachers and elders.

#### **Answers to the learning activity 1.3**

God instructed Adam and Eve not to eat the fruits from the tree that was in the middle of the garden.

#### **Answers to the application activity 1.3**

Let learners discover the importance of protecting environment?

Help learners to identify some that are within their ability such as not killing animals, take care of animals and soil, planting trees, not throwing waste everywhere among others. Answers can be different and correct . The teacher will intervene for harmonization

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

#### **a) Learning objective**

By the end of this lesson, learners will be able to explain the origin and consequences of sin

## **b) Teaching resources**

The teacher should use: Bible, Illustrations or pictures of Adam and Eva in Eden garden receiving God's instructions, pictures of various people that have committed sins and face various consequences.

## **c) Guidance to the learning activity**

As a teacher explore learning activities a and b. On learning activity a let learners discover the causes of sin of Kalisa and Umutesi let them realize that it is bad to disrespect parents and elders. For Learning activity b, let learners discover consequences of not respecting instructions or consequences of sin in general such as being beaten, killing one another, hatred among others.

## **Answers to the learning activities 1.4**

On learning activity a let learners discover the causes of sin of Kalisa and Umutesi let them realize that it is bad to disrespect parents and elders. For Learning activity b, let learners discover consequences of not respecting instructions or consequences of sin in general such as being beaten, killing one another, hatred among others. Umutesi and Kalisa would be punished of not obeying their parents.

## **Application activity 1.4**

In the series of activities of application, the teacher will ensure that learners retain causes and consequences of sins in the world to the community to God and to the person who commit them. There are no precise answers. As a professional teacher, examine the answers provided by the learners and them supplement them. The teacher will guide pupils to do application activity and focus on the right answers

## **1.6. Additional information for the teacher**

### **1. Separation from God:**

Isaiah 59:2: "But your iniquities have separated you from your God; your sins have hidden his face from you, so that he will not hear." Sin creates a separation between individuals and God, disrupting the intimate relationship intended by the Creator.

## **2. Death:**

Romans 6:23: "For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord." Sin leads to spiritual death, and without reconciliation with God through Christ, it results in eternal separation from Him.

## **3. Conscience and Guilt:**

Romans 2:15: "They show that the requirements of the law are written on their hearts, their consciences also bearing witness, and their thoughts sometimes accusing them and at other times even defending them." Sin often brings guilt and a troubled conscience, as individuals recognize the violation of moral and spiritual principles.

## **4. Broken Relationships:**

Proverbs 17:9: "Whoever would foster love covers over an offense, but whoever repeats the matter separates close friends."

Sin can lead to broken relationships, causing harm and distance between individuals.

## **5. Loss of Peace:**

The 5th consequence of sin is loss of peace. Isaiah 48:22): "There is no peace, says the Lord, for the wicked. Sin disrupts inner peace and harmony, leaving a void that cannot be filled without reconciliation with God.

## **6. Suffering and Consequences:**

Galatians 6:7-8 "Do not be deceived: God cannot be mocked. A man reaps what he sows. Whoever sows to please their flesh, from the flesh will reap destruction; whoever sows to please the Spirit, from the Spirit will reap eternal life."

Sin often results in negative consequences, and individuals may experience suffering as a result of their actions.

## **7. Spiritual Blindness:**

2 Corinthians 4:4 "The god of this age has blinded the minds of unbelievers, so that they cannot see the light of the gospel that displays the glory of Christ, who is the image of God.

Sin can lead to spiritual blindness, preventing individuals from understanding and accepting the truth of the gospel.

### **8. Bondage to Sin:**

John 8:34: "Jesus replied, 'Very truly I tell you, everyone who sins is a slave to sin.'" Sin can enslave individuals, trapping them in destructive patterns and behaviors.

### **9. Destruction and Ruin:**

Proverbs 13:15 "Good judgment wins favor, but the way of the unfaithful leads to their destruction." Sinful choices can lead to personal and societal destruction, undermining the well-being of individuals and communities.

### **10. Eternal Judgment:**

Hebrews 9:27 "Just as people are destined to die once, and after that to face judgment..." Ultimately, sin leads to a final judgment where individuals are held accountable for their actions, unless they find redemption through faith in Christ. It's important to note that Christian theology also emphasizes the grace and forgiveness available through Jesus Christ, providing a path for reconciliation and salvation despite the consequences of sin.

## **1.7. End unit assessment: possible: answers**

1. Mention the things that God created in the order of days
  - a) First day: God created **light** and **darkness**
  - b) Second day: God created the sky/atmosphere
  - c) Third day: God created the land and waters/ seas
  - d) Fourth day: God created the sun, the moon and the stars
  - e) Fifth day: God created fish, and other creatures living in water and birds in the sky
  - f) Sixth day: God created animals on land and human being
2. On which day did God rest? Seventh day.

3. He has wisdom, he is able to scrutinize/ examine and in summary he is like God
4. Human being is created in God's image, he has wisdom, etc God
5. The learner will give different animals
6. Fish, crocodile,...
7. Feeding animals, medication, etc
8. 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
9. The fruit from the tree that is in the middle of the garden
10. Adam and Eve
11. They ate the forbidden fruit.
12. The teacher will use the Bible
13. By respecting God's commandments.

## 1.8. Additional activities

- **Remedial Activities:** A professional teacher, compose questions for the learners who manifest learning difficulties.
- **Consolidation activities:** If you find that learners have manifested acquisition of extended members of the family, provide consolidation activities to ensure that they really master it well.
- **Extended activities:** For gifted and talented student, you may provide extended activities where complex extended to ensure that gifted learners are not distracted from learning



### **2.1. Key unit competence:**

A Learner is able to pray to God using the basic prayers and personal prayers

### **2.2. Prerequisite**

This unit is learners can learn important thing to do before doing anything including studying. The learners acquired some knowledge and skills about basic prayers. Attitudes of praying will help them to respect each other and live in harmony with others. This knowledge will be useful in helping learners to study .Learners will be able to identify different ways of praying according to their families. Finally, the learners will be able to choose the best way of praying or religion.

### **2.3. Addressing cross-cutting issues**

Peace and values Education: The teacher addressed this unit through encouraging learners to live in peace and be peaceful always. Prayer gives us peace of the mind since through prayer we communicate to God but also we pray for our friends. We also ask forgiveness where we have done wrong and ensure that we live harmoniously with other members of the community.

### **2.4. Guidance to the introductory activity**

Introduce this unit by asking learners if they sometime go for praying on different days. Read The story of Mary: 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. When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process.

## 2.5. List of lessons

#	Lesson title	Learning objectives	Number of periods:10
1	Prayer and how to conduct yourself during prayers(Isaiah 30:18-19)	Pupils will be able to explain what prayer is and its importance and behaving well and respecting the time for prayer	4
2	Basic prayers	Pupils will be able to make a prayer by themselves, to have good culture of praying at different times in our daily life.	5
	End of unit assessment		1

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

#### a) Learning objectives

Pupils will be able to explain what prayer is and its importance and behaving well and respecting the time for prayer.

#### b) Teaching resources

As a professional teacher, identify and prepare teaching and learning materials related to this unit. Bible, pictures of people praying to God.

#### c) Learning activities :

Introduce this lesson by asking learners if they have ever asked things from God, in the process of answering this question, introduce prayer as a communication with God who is our creator and who give what we want through prayers. Communicating with God always makes us friends of God and God gives us what we want.

## **Answers to the learning activity 2.1**

There is no precise answer to this question. However learners base on the prayer as communication, an analogy between parent and child communication to discover the necessity of prayer in daily life.

### **Application activity 2.1**

Ask learners to tell what people do when they are praying

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

Different answers can be: during the time of praying; people thank, praise, glorify and ask God what we need.

### **2.5.2. Basic prayers**

#### **a) Learning objectives**

Pupils will be able to make a prayer by themselves, to have good culture of praying at different times in our daily life.

#### **b) Teaching resources**

- Illustrations showing people praying.
- Prayer book
- Bible

#### **c) Guidance to learning activity:**

Ask pupils to recall prayers they usually say at home, at school and in the church. According to their different responses, the teacher will guide them to the new lesson.

## **Answers to the learning activity 2.2**

There is no precise answers to the learning activity 2.2 Help learners that personal prayers of their choice fall into the category of basic prayers. However if they are used to pray in their family they may come up with other prayers such as Our Father, Hail Mary, Glory to the Father among others.

## Application activity 2.2

The teacher will guide learners to the application activity and facilitate them.

Response can be different because learners say different prayers in different time. The teacher in collaboration with learners will appreciate answers.

## 2.6. Additional information for the teacher

A prayer with others increases love and unity among people. When Jesus was going to Heaven, He promised His Apostles a helper who is the Holy Spirit appeared to them on Pentecost. This helper is the one who mediates for Christian to God. Other importance of prayer are:

### 1. Prayer is important because it's a form of service.

Defined as the action of helping or doing work for someone, a system supplying a public need, or to perform routine maintenance or repair work on.

*The Lord restored the fortunes of Job when he prayed for his friends, and the Lord increased all that Job had twofold (Job 42:10). "But I say to you, love your enemies and pray for those who persecute you (Matthew 5:44).*

### 2. Prayer is important because it's an act of obedience.

We are called to pray.

It's built into our very existence. Because we are created in His image, God's image, we are to mimic Christ-like behavior. Jesus prayed to remain in the Father's will. So as Christ imitators prayer is necessary to remain in His will also.

*Before daybreak the next morning, Jesus got up and went out to an isolated place to pray (Mark 1:35).*

*My prayer is not for the world, but for those you have given me, because they belong to you (John 17:1).*

### **3. Prayer is important because it's the solution.**

Prayer is an avenue to resolution, the path to finding an answer to a problem. It provides insight to our dilemmas and tough decisions.

*Ask me and I will tell you remarkable secrets you do not know about things to come (Jeremiah 33:3).*

*And so I tell you, keep on asking, and you will receive what you ask for. Keep on seeking, and you will find. Keep on knocking, and the door will be opened to you. For everyone who asks, receives. Everyone who seeks, finds. And to everyone who knocks, the door will be opened (Luke 11:9-10).*

### **4. Prayer is important because it's communicating.**

Since the beginning of time, God has been talking to us. We're just not always in a place or state where we can hear him.

Even Adam and Eve enjoyed chats with the Father in the garden before and after their sin.

It is and has always been His desire to share His thoughts with us, His promises, His guidance. If you desire to communicate with our Lord, prayer is necessary

### **5. Prayer is important because it's how we make requests.**

God delights in us. He longs to bless us and shower His favor upon us. When our desires line up with His desires for us, amazing things happen!

*But when you pray, go away by yourself, shut the door behind you, and pray to your Father in private. Then your Father, who sees everything, will reward you (Matthew 6:6).*

### **7. Prayer is important because it's how we gain power and confidence.**

Doubt, chaos, and confusion are works of the enemy. He'll do anything to cloud your judgment, clutter your thoughts, and keep you guessing.

Prayer is necessary for building power and confidence.

You'll find your heavenly Father standing on level ground. He does not waver. He does not change. He is the same yesterday, today, and tomorrow. You can bank on it.

*We now have this light shining our hearts, but we ourselves are like fragile clay jars, containing this great treasure. This makes it clear that our great power is from God, not from ourselves (2 Corinthians 4:7).*

*I also pray that you will understand the incredible greatness of God's power for us who believe him. This is the same mighty power that raised Christ from the dead and seated him in the place of honor at God's right hand in the heavenly realms (Ephesians 1:19-20).*

## **8. Prayer is important because it's how we cast out demons in our lives.**

Be careful what you allow in your life. Pay attention to the doors you open.

What seems like innocent fun could just be how the enemy slips in and creates a stronghold.

Ouija boards, palm reading, and tarot cards are far more dangerous than you may realize. Pray is necessary if you're going to rid your life of these.

The enemy smells out the tender spots, the unhealed hurts, the unforgiveness, and uses these to tear us apart. But you can take charge with prayer.

*Jesus called his twelve disciples to him and gave them authority to cast out evil spirits and to heal every disease and illness (Matthew 10:1).*

## **9. Prayer is important because it's evidence of a right relationship.**

Thanksgiving. Praise. Worship. Prayer.

If these acts have a place in your daily life, then there's a good chance you are in relationship with Jesus Christ. And that, my friend, is the best place to be. Not to mention the safest!

*For God loved the world so much that he gave his one and only Son, so that everyone who believes in him will not perish but have eternal life. God sent his Son into the world*

## **2.7. End of unit assessment ; Answers**

1. Creator
2. A prayer
3. prayed
4. Apostles
5. pray
6. prayed
7. canaan
8. How do we call the prayer that we make for others?
9. A helper
10. A helper
11. Before work
12. Thank you
13. Help them
14. a).....Thank you God.....  
b).....I praise you God.....
15. We should continue praying until God answers our prayers.
16. God can protect us on the work

## **2.8. Additional activities**

- **Remedial Activities:** A professional teacher, compose questions for the learners who manifest learning difficulties.
- **Consolidation activities:** If you find that learners have manifested acquisition of extended members of the family, provide consolidation activities to ensure that they really master it well.
- **Extended activities:** For gifted and talented student, you may provide extended activities to ensure that gifted learners are not distracted from learning

### 3.1. Key unit competence:

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

### 3.2. Prerequisite

This unit tells what learners are familiar with in daily life, they know who helped them to solve a raised problem. Learners also learnt that they must live in harmony, characterized by good actions to others.

### 3.3. Addressing Cross-cutting issues

- **Peace and values education:** The teacher addresses this cross-cutting issue by encouraging learners to have positive values that will help them to live well int eh society and be heroes in their home, school or community.
- **Gender:** The interdependence between men and women can help them to live in peace. Values should characterize both men and women equally.
- **Standardization Culture:** Emphasis of living a standard live with positive values that help others to have and live in peace.

### 3.4. Guidance to the introductory activity

The teacher will ask pupils if they respect their parents and others Ask them to identify different people with good actions they know. When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process.



## 3.5. List of lessons

#	Lesson title	Learning objectives	Number of periods:10
1	The stories in the Bible for those that obeyed God	Explain the importance for obeying God and the consequences to those that do not obey Him	8
2	End unit assessment		2

### Guidance on different lessons

#### 3.5.1 The stories in the Bible for those that obeyed God

##### a) Learning objectives:

Explain the importance for obeying God and the consequences to those that do not obey Him

##### b) Teaching resources

To conduct well this lesson, the teacher will use:

- Illustrations showing different heroes in Bible
- Bible

##### c) Guidance to the learning activities

Read the story to the learners, repeat it so that they understand well. Asks question related to the story and ensure that learners are engaged into inspiration of what makes heroes who they are. Among characteristics of heroes, there good behaviours, good actions, values that help heroes to perform good works for good and for themselves. For learning activity related to a story of a Hero in Bible, start with Reading the word of God and them explain the good works for that Hero. End with activity of what learners are taking home to change in their own life that will make them Heroes in their home, school and live in general.

The lessons that will follow this guidance are follows:

- Abel the righteous
- Enock
- Noah
- Jesus and his life and actions

### **Learning activities 3.1**

There are no precise answers to the learning activity since activities are many, ensure that you ready what learners have come up with and then supplement them all learning activities should be answered and ensure that learners are inspired to be heroes in their won lives at home, school and community in general.

### **Application activity:**

There are no precise answers to the application activity since activities are many, ensure that you ready what learners have come up with and then supplement them all learning activities should be answered and ensure that learners are inspired to be heroes in their won lives at home, school and community in general.

## **3.6. Additional information for the teacher**

In order to equip all learners with knowledge, skills, attitudes and values related to this unit, you should know the following in the process of learning and teaching this unit: Jesus is good model to everybody who shows love and compassion to suffering. When Jesus was still on earth, he healed the sick, fed the hungry cared for the sinners and healed those possessed with evil spirits. All these are good examples which can make a human being change and live better life.

## **3.7. End of unit assessment**

1. and Abel.
2. Cain killed Able
3. Abel offered a lamb to God/he was a shepherd
4. Because He did not respect God

5. Abel used to respect God
6. 6.Respect ,integrity
7. Enoch
8. Cain He did not die, he went to heaven
9. Noah
- 10.Floods
- 11.Cana in Galilee
12. Two fish and loaves of bread
13. To feed five thousand people
14. Giving them food, care for them when sick
- 15.To follow rules,be obedient,....

### 3.8. Additional activities

- **Remedial Activities:** A a professional teacher, compose questions for the learners who manifest learning difficulties. You may also assign various home works so that parents also intervene in teachers family members to their children
- **Consolidation activities:** If you find that learners have manifested acquisition of extended members of the family, provide consolidation activities to ensure that they really master it well.
- **Extended activities:** For gifted and talented student, you may provide extended activities to ensure that gifted learners are not distracted from learning

### 4.1. Key unit competence

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

### 4.2. Prerequisite

This unit is a continuation of what the learners did in Nursery one about living in society the learners are going to study how to promote peace. The learners will acquire some knowledge about peace and living in harmony with others. Learners will be inspired to be activist of peace.

### 4.3. Addressing cross-cutting issues

- **Peace and values Education:** The teacher addresses this cross-cutting issues by emphasizing the meaning of peace and the importance of peace in society. Children, parents, adults and everybody needs peace. Learners will strive to be peaceful to themselves and to others.
- **Genocide studies:** This cross-cutting issue is addressed through helping learners to develop positive attitudes and values that help them to avoid negative ideology such as genocide ideology and all forms of discrimination.

### 4.4. Guidance to the introductory activity

Introductory activity can be done in groups or through brainstorming. Choose suitable technique to conduct it. If you choose group work, group learners into average number of 5 to 8 depending on the class size. Ensure that learners are focused and discuss things that show peace at home, school and community. Let them present their findings. Supplement their answers.

When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately

provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learnt in the previous lessons of Nursery one.

## 4.5. List of lessons

#	Lesson title	Learning objectives	No periods:8
1	Meaning of peace:(Romans 12:18,Matthew 5:9,Hebrews 12:14)	By the end of this lesson learners will be able to Avoid discriminating yourself and others.	1
2	The importance of having Peace	By the end of this lesson, learners will be able to identify the importance of peace in the society	1
3	What makes people lack peace?	By the end of this lesson, the learners will be able to identify obstacles to peace	2
4	Songs and games of peace (Revelations 21:4, John 14, 27, Luke 24,36)	By the end of this lesson will be able to sing songs and play games about peace	2
	End unit assessment		2

### 4.5.1. Meaning of peace

#### a) Learning objectives

By the end of this lesson learners will be able to avoid discriminating yourself and others.

#### b) Teaching resources

As a professional teacher, prepare teaching and learning materials that are adequate to to the lesson, have flash card with people who have peace, joy and others who have problems. Let them compare

the pictures and find those who have peace and those who do not have peace.

### **c) Learning activities :**

Group learners into average number of 5 to 8 depending on the class size. Ensure that learners are focused and discuss things that show peace at home, school and community. Let them present their findings. Supplement their answers.

### **Answers to the learning activity 2.1**

There is no precise answer to this question. However the answers include showing love, sharing, respecting each other, helping each other, playing, games, happiness, joy, economy, compassion and empathy, and respecting each other's opinions.

### **Application activity 2.1**

1. There is no precise answer to this question. However the answers include showing love, sharing, respecting each other, helping each other, playing, games, happiness, joy, economy, compassion and empathy, and respecting each other's opinions.
2. Things that do not enhance peace, is having conflict in society, discrimination, not sharing with others, lack of respect among others.

## **4.5.2. The importance of having Peace**

### **a) Learning objectives**

By the end of this lesson, learners will be able to identify the importance of peace in the society.

### **b) Teaching resources**

As a professional teacher, identify and prepare teaching and learning materials related to this lesson. Have for example flash card on which different words that show results of peace are written such as Joy, Happiness, sharing, respect, people dancing, people praying among others.

### **c) Guidance to the learning activity**

The activity is based on the observation. Provide time to learners to observe carefully pictures. The observation may differ but let the learners discover that the first picture contains the people who are happy singing and another picture show people who are crossing the road help by a police man who stop cars so that pedestrians may pass.

### **Answers to the learning activity 4.2**

he first picture contains the people who are happy singing and another picture show people who are crossing the road help by a police man who stop cars so that pedestrians may pass.

### **Application activity 4.2**

Peace means societal friendship and harmony in the absence of hostility and violence. In a social sense, peace is commonly used to mean a lack of conflict (such as war) and freedom from fear of violence between individuals or groups.

## **4.5.3. What makes people lack peace?**

### **a) Learning objectives**

By the end of this lesson, the learners will be able to identify obstacles to peace.

### **b) Teaching resources**

As a professional teacher, identify and prepare teaching and learning materials related to this unit. Bible, flash card with various pictures showing lack of peace in the society.

### **c) Guidance to learning activities :**

The activity is done through brainstorming, let learners think and sing a song on peace. At the same time, let them brainstorm on things that make people lack peace, in the society, let them come up with conflict, war, insecurity, hunger, lack of money, lack of food, among others.

### **Answers to the learning activity 4.3**

There is no precise answer to this question. However, learners think and sing a song on peace. At the same time, let them brainstorm on things that make people lack peace, in the society, let them come up with conflict, war, insecurity, hunger, lack of money, lack of food, among others.

### **Application activity 4.3**

There is no precise answer to this question however, the learners may choose a game of their choice. They may play birthday party, marriage, sharing, dancing, among many things.

## **4.5.4. Songs and games about peace**

### **a) Learning objectives**

By the end of this lesson will be able to sing songs and play games about peace .

### **b) Teaching resources**

As a professional , teacher, prepare adequate materials to teach songs and games about peace. Prepare materials that help learners to play games of birthday parties, weddings, sharing, walking for peace or any other games of their choice.

### **c) Guidance to the learning activities :**

This lesson combines two lessons: singing song about peace and playing games about peace. Discover games that children like most and base on tell them that they have to play happily with joy and peace. Remember to instruct them, to have peace during games, they have to respect the rules of games that make everybody happy. Discover other games that show peace in families and at school such as celebrating birthdays, weddings, graduation, sharing, security, among others.

### **Answers to the learning activity 4.4.**

There is no precise answer to this question. However learners discover that whichever games they like and play with their



fellow friends, they have to respect rules of the game not to hurt others. The games that show peace in the society include birthdays, weddings, sharing, graduation, and other family and school celebrations. Songs of peace may vary, but as a professional teacher, compliment what they learner come up with.

### **Application activity 4.4**

Let the learners role play what is the the dialogue in the student book. During the pretence of falling down, other learners will come to rescue them, this will show how supporting other empathy and compassion bring peace in the society.

## **4.6. Additional information for the teacher**

### **What Is Peace?**

So many people strive for one thing more than any other peace. The reason they seek it is because there's no lasting comfort or freedom in their lives. It's like they are always unsettled. The Bible defines peace primarily in three ways.

1. **Psychological peace**, the comfort within.
2. **Relational peace**, harmony among humanity.
3. **Spiritual peace**, which is between God and man.

The Bible outlines how sin damages or wipes out all three types of peace. When God created man, he was at peace with God, himself, and everyone else. However, that peace was lost when he turned against God. Peace can be restored, but we can't do it alone. God provided a way.

Jesus Christ, God's only Son, was sent to our world to take away our sins. He did so by allowing Himself to be crucified, and it was that sacrifice that made it possible for us to have peace again—peace within ourselves, peace with each other and peace with God.

After Jesus died on the cross, He came back to life. That demonstrated Jesus is God, but also made it clear He desires for everyone to have perfect peace. "For He Himself is our peace, ... and He came and preached peace to you who were far off and peace to those who were near" (Ephesians 2:14-17).

Jesus empowers each of us to overcome every type of sin. No matter how difficult your situation feels, Christ can break through

it. But you must first acknowledge your sin and commit to Jesus, then you can have perfect peace and know its meaning.

Jesus said, "I have told you all this so that you may have peace in me" (John 16:33). To have peace, you must know the One who can give it.

### **Negative and positive peace**

Negative Peace is understood as 'the absence of violence or fear of violence, an intuitive definition that many agree with, and one which enables us to measure peace more easily.

However, while the Global Peace Index tells us how peaceful a country is, it doesn't tell us what or where we should be investing in to strengthen or maintain levels of peace. Positive Peace provides a framework to understand and address the many complex challenges the world faces.

### **4.7. End of unit assessment / Expected answers**

1. When do we sing the national anthem? During national celebration
2. When do we sing a song of peace? WHENEVER WE ARE HAPPY
3. Whenever we build peace, God LOVE FOR ONE ANOTHER, UNITY AND HAPPINESS AMONG PEOPLE..... 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: War segregation, hatred
7. Working together is ...unity.....
8. What did Noah build? Ark
9. What can you do when you see people fighting? Separate and reconcile them
10. When we follow the teachings of Jesus, the greatest commandment is love... altogether

## 4.8. Additional activities

- **Remedial Activities:** A professional teacher, compose questions for the learners who manifest learning difficulties. You may also assign various home works so that parents intervene, encourage students to have values that help them to live in peace with other at school or in the community.
- **Consolidation activities:** If you find that learners have manifested acquisition of extended members of the family, provide consolidation activities to ensure that they really master it well.
- **Extended activities:** For gifted and talented student, you may provide extended activities where complex activities are provided.

# ISLAMIC RELIGIOUS STUDIES

### **1.1. Key unit competence**

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

### **1.2. Prerequisite**

Before undertaking this unit, The teacher measure the the learners knowledge on about Islam from what they were to what they practice. After the teacher will build on this.

### **1.3. Addressing cross-cutting issues**

Peace and values education: The teacher addressed this cross-cutting issue through demonstration of interdependence and respect of one's belief and opinions. In the same line, the teachers helps learners to be peaceful in all situations more especially avoiding inconveniencing others through not respecting other people's beliefs.

### **1.4. Guidance to the introductory activity**

Introduce the unit by asking learners what they know about Islam. Learners will reveal what they know about the Islamic religion such as clothes, praying mosques among others. Try to explain key concepts that help learners to grasp the meaning and content of introductory activity question.

Introduce the unit by asking learners what they know about Islam. Learners will reveal what they know about the Islamic religion such as clothes, praying mosques among others. Try to explain key concepts that help learners to grasp the meaning and content of introductory activity question.

This lesson is concerned with things related to the Islamic faith. Faith in this regard means to believe that God is only one. So the pupil is expected to improve the understanding of monotheism and the love for Allah, pupil is also expected to learn the consequences of idolatry. This lesson will also improve the attitude of pupil towards the creatures of Allah such as jinn. Pupils will also deepen their understanding about the purpose of jinn and people's creation. The other part of this lesson will be concerned with helping the pupil to learn about prophets of Allah and their deeds.

### 1.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	N. of periods
1	Five pillars of Islam	By the end of this lesson, learners will be able to outline the five pillars of Islam.	2
2	God is the creator of all heavens and earth	By the end of this lesson, learners will be able to show that God is the creator of heavens and earth	2
3	The prophets of God and what characterized them	By the end of this lesson , learners will be able to identify the characteristics of the prophets of God	1
4	The teachings of the prophets of God	By the end of this lesson, the learners will be able to outline the teachings of the prophets	1
	End Unit Assessment		8

## **Guidance on lessons**

### **1.5.1. Five pillars of Islam**

#### **a) Learning objective**

By the end of this lesson, learners will be able to outline the five pillars of Islam.

#### **b) Teaching resources**

Before teaching this unit, as a professional teacher prepare required materials that will be used. These materials are but not limited to flash card on which pillars of Islam are written clearly so that the student may see, pictures of a family tree showing nuclear family, among others.

#### **c) Guidance to the learning activities**

During the learning, the teacher will group the learners into a group of relatively 6 to 8 pupil. Let learners discuss the three pillars of Islam of their choice. Supplement their answers by highlighting and relating what is discussed with the lesson.

### **Answers to learning activity 1.1**

The answers to the learning activity 1.1 include three among the following:

- Believing on one God and Muhammad his prophets
- Praying five times a day
- Zakat
- Ramadam
- Hijja

### **Answers to the application activity 1.1.**

- Believing on one God and Muhammad his prophets
- Praying five times a day
- Zakat
- Ramadan
- Hijja

## **1.5.2. God is the creator of all heavens and earth**

### **a) Learning objective**

### **b) Teaching resources**

Before teaching this unit, prepare the learning materials. Distributed books containing the extended family members tree, prepare flash card, flip chart and other necessary materials to teach this unit.

### **c) Guidance to learning activity**

Before teaching this lesson, as a professional teacher, let the learners think broadly on God as the creator of their parents, and land, let them continue to imagine God who created everything we see and we do not see. Environment objects: pupils take a look at the moon, sky, mountains, sun, seas and write them down. Audio visual aids for some creatures of Allah

### **Answers to learning activity 1.2**

There is no precise answer to this question, as a professional teacher examine the answers of the students and retain only what is related to the learning activity. Help learners to read in Qur'an the chapter that talks about creation. Help learners to share ideas about Allah' creatures in their respective groups. Help pupils to take a look at Allah's creatures (things created by Allah include stars, sky, moon, sun, animals and human beings).

### **Application activity 1.2**

Provide exercise to students to ensure that the learners really outline things created by God and things made by humans. Examine and supplement their answers. Help learners to read in Qur'an the chapter that talks about creation. Help learners to share ideas about Allah' creatures in their respective groups. Help pupils to take a look at Allah's creatures (things created by Allah include stars, sky, moon, sun, animals and human beings).



### **1.5.3. The prophets of God and what characterized them**

#### **a) Learning objective**

By the end of this lesson , learners will be able to identify the characteristics of the prophets of God

#### **b) Teaching resources**

Before teaching this lesson, prepare the learning materials. Let the learners discuss the good qualities that characterize the prophets of God.

#### **c) Guidance to learning activity**

Before teaching this lesson as a professional teacher, let the learners think broadly on God as the creator of their parents, and land, let them continue to imagine God who created everything we see and we do not see. Let them think of prophets sent by God.

#### **Answers to learning activity 1.3**

There is no precise answer to this question, as a professional teacher examines the answers of the students and retains only what is related to the learning activity. Let them list some names of prophets of Allah.

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

#### **Application activity 1.3**

Provide exercise to students to ensure that the learners really outline things created by God and things made by humans. Examine and supplement their answers. The characteristics of Allah's prophets are the following:

- All were men
- They were totally free from sins

- They never disobeyed Allah
- They had the best manners with good hearts
- They observed patience throughout their lives they were clever and knowledgeable
- They respected all.

### **1.5.4. The teachings of the prophet of God Muhammad**

#### **a) Learning objective**

By the end of this lesson, the learners will be able to outline the teachings of the prophets.

#### **b) Teaching resources**

Before teaching this lesson, prepare the learning materials. Let the learners discuss the content of teaching of prophets

#### **c) Guidance**

Before teaching this lesson as a professional teacher, let the learners think broadly on God as the creator of their parents, and land, let them continue to imagine God who created everything we see and we do not see. Let them think of prophets sent by God.

#### **Answers to exercise and activities**

There is no precise answer to this question, as a professional teacher examines the answers of the students and retains only what is related to the learning activity. Let them at least know important values that characterized the message of Prophets.

#### **Answers to the exercise or activity**

Provide exercise to students to ensure that the learners really outline things created by God and things made by humans. Examine and supplement their answers. The characteristics of

- He taught about humility and betraying
- He taught that Muslims should respect prayer time even other activities of praying to God.
- He taught that Muslims have to be good and behave well

- He taught about how horrible fire is eternal and good things in paradise.
- He taught about living well with others

## **1.6. Additional information for the teacher**

Divine names and attributes for God as the Creator  
One of the most compelling messages of the Qur'an concerning architecture is that God is the only Creator; the rest is His creation unable to match His power, competence and creativity. For a creation to be able to create the way God does, that would mean an alteration in the existential hierarchy of titles and grades, which is inconceivable. Just as the Creator cannot become creation, similarly a creation cannot become a creator.

Five major beautiful names and attributes of God the Creator are given to imply the sublimity, significance and scale of what they stand for. Those five names and attributes are al-Khaliq (the Creator), al-Bari' (the Maker), al-Musawwir (the Fashioner), al-Fatir (the Bringer into Existence), al-Badi' (the Originator). Five different expressions are given for the composite act as well as process of creation in order to expound to the potential aspirants to the rank, especially from among mankind, that that particular jurisdiction belongs to God alone, and that each and every act as well as aspect of creation, regardless of its size and significance, was dealt with directly by God and thus, via both its appearance and function, attests to the existence, authority and benevolence of its Creator.

## **1.7. End unit assessment**

1. Muslims pray five times a day
2. Three names that are called Allah:
3. Messengers of Allah are known as prophets
4. The second pillar of Islam is to pray five times a day.

## 1.8. Additional activities

- **Remedial Activities:** A professional teacher, compose questions for the learners who manifest learning difficulties.
- **Consolidation activities:** If you find that learners have manifested acquisition of knowledge and skills, , provide consolidation activities to ensure that they really master it well.
- **Extended activities:** For gifted and talented student, you may provide extended activities.

### 2.1. Key unit competence

Key unit competence: A pupil will be able to read Arabic vowels and consonants as language the Holy Qur'an.

### 2.2. Prerequisite

Before undertaking this unit, the teacher should measure the prerequisite of learners on the at least knowing the language in which the Holy Qur'an is written. Holy Qur'an that contains the Message of God, should be read by everyone. This requires to learn Arabic language.

### 2.3. Addressing cross-cutting issues

- **Peace and values education:** The teacher addressed this cross-cutting issue through respecting other people's beliefs and Holy scripture books.
- **Inclusive education:** The teacher addresses this cross-cutting of inclusive education through helping learners to realize that all people read the Qur'an.
- **Gender:** The study of Qur'an is read by men and women without a bias.

### 2.4. Guidance to the introductory activity

Guide the learners to know first the language in which the Qur'an is written and help them to realize the importance of learning Arabic language. To know the language in which the Qur'an is written help to know the message of God. This topic was designed to provide the learner with the basic knowledge about reading and writing Arabic alphabets to enable him or her read the Holy Qur'an

This topic will tackle all possible basic information that will help pupil to learn Arabic language in future such that he or she will be able to memorize some Qur'anic chapters to use during performing prayers.

## 2.5. List of lessons/sub-heading (including assessment)

	Lesson title	Learning objectives	Number of periods
1	Arabic alphabets	By the end of this lesson, the learners will be able to read Alphabet without hesitation	1
2	Consonant with vowel fat-ha	By the end of this lesson, the learners will be able to read and write fat-ha	1
3	Consonant with vowel Kasrah	By the end of this lesson, the learners will be able to read and write kasrah	1
4	Consonant with vowel dwammat	By the end of this lesson, the learners will be able to read and write Dwammat	1
5	Example of words (fat-ha)	By the end of this lesson, the learners will be able to read and write fat-ha	1
6	Example of words (Kasrah)	By the end of this lesson, the learners will be able to read and write fat-ha	1
7	Example of words dwammat	By the end of this lesson, the learners will be able to read and write	1
	End Unit assessment		1

### Guidance on lessons

#### 2.5.1. Local administrative units in Rwanda

##### a) Learning objectives

By the end of this lesson the learner will be able to write and read Arabic letters and consonants in the series of lessons. All lessons are taught in the same way.

## **b) Teaching resources**

Before teaching this unit, as a professional teacher prepare required materials that will be used. These materials are but not limited to flash with Arabic vowels and consonants written, audio visual materials among others.

### **General methodology for all lessons**

Teaching a new language to a child isn't hard at all, you just need to follow and use the right tactics. Here are the best 11 Arabic activities for beginners that will boost your child's learning.

### **Tips for Teaching Arabic Alphabet**

The best way to teach something to kids is through games, stories, and activities. They learn through having fun, so all you need to do is to attract their interest, and you can do so with the help of Arabic activities and games.

#### **1. Play dough.**

With the help of play dough activity, your child will enjoy learning. It's one of the best activities for kindergarten kids through which they will play with the play dough and shape it into the different Arabic letters. It's not just fun activity but it also enhances a child's muscles and creativity.

#### **2. Arabic alphabet flashcards.**

With Arabic alphabet flashcards, learning the Arabic alphabet will be fun. You could ask your child to match the letter with its name, match the letter with an animal name that starts with it, or even play a word game. You could ask them to try and make up a word out of the letters they have.

Arabic flashcards have many benefits, you can also use them to teach your child about new topics like animal names, colors, and more. Additionally, it can help them memorize new words easily in a fun way.

#### **3. Coloring and writing activity.**

Coloring and drawing are the two most beloved activities to kids and you should take advantage of it. Download and print some of

the free Arabic letters coloring and writing worksheets and let your kid enjoy coloring and writing them.

When the kids color the same letter or write it more than once they will automatically memorize it. Therefore, coloring and writing is one of the most fun and beneficial activities.

#### **4. Visual aids.**

Another great Arabic alphabet activity is using colored images and pictures. For example, you could make a poster filled with colored pictures of Arabic letters and hang it on the wall. This will help them memorize and recognize the letters easily. You could also test them and ask them if they can find the letter.

#### **5. Arabic alphabet songs.**

Arabic letter songs are one of the best methods to teach Arabic to your child. Songs stick in the brain whether child or adult, it's one of the fastest ways to memorize the Arabic alphabet and learn how to pronounce them.

#### **6. Arabic alphabet puzzles.**

Another fun Arabic learning activity is puzzles, play Arabic alphabet puzzles with your kid to teach them the Arabic letters easily.

#### **7. Arabic alphabet snap game.**

To teach your child about the different shapes of the letters you could make use of this Arabic alphabet activity. Let your child organize the letters based on their shapes.

#### **8. Arabic Word hunting.**

A fun and interesting activity is word hunting. Ask your child to search for a specific word among the many words.

#### **9. Calligraphy.**

This is one of the best Arabic activities to enhance your child's writing. Write an Arabic sentence and ask your kid to try and write in a beautiful way. You could also reward your kids to encourage them.



## **10. Arabic letters games quiz.**

There're many ways to play this game with your kids, for example, you could put a punch of Arabic letters flashcards in front of them and ask them to find a specific letter, ask them to match the letter with its name, or whatever comes into your mind.

## **11. Arabic Cartoon stories.**

Kids love watching cartoons and learn a lot from them, so make them watch Arabic cartoons.

### **At what age should children start learning the Arabic alphabet?**

Many parents ask this question, and there is no right or wrong answer to it. But the average age to start teaching your kid the letters is 4.5 years. Some kids can learn earlier while some may learn at an older age. So, don't worry, it differs from one kid to another.

### **How many letters are in the Arabic alphabet?**

The Arabic alphabet or as it's called in Arabic Al-abjadiyah consists of 28 letters. All the 28 letters are consonants and most of them change their shapes depending on their place in the word.

### **Is Arabic a difficult language to learn?**

Many people are worried about the difficulty of the Arabic language. and every new learner start by asking "Is Arabic an easy language to learn? Is it a difficult language" Mostly, you will find the answer is Arabic is a difficult language to learn and that you should learn Spanish or French instead.

## **c) Guidance to the learning activities**

During the lessons related to wiring and reading the Arabic vowels and Qur'an, it is good to bear in mind that the Arabic language is written from right to left. Prepare audio visual materials for learners to memorize the sounds. Prepare activities can be done to teach the writing of the letters by going over the letters given in the worksheet in lines. Tasks such as matching letters and pictures, and completing the blanks can be given to the child. It will be useful to adjust the time worked with worksheets in a way that does not tire the children. Just note that using the same method

repeatedly for a long time can slow down the learning process and become boring for the child that is why it is highly recommended to get the most of the different activities on how to teach a child the Arabic alphabet.

Flash cards prepared with different pictures and colors that will attract children's attention will evoke objects and terms that exist in their daily lives, and thus the letters will be more easily placed in their minds. Cutting and pasting these flashcards together will provide the child with the opportunity to learn while having fun. Making and learning activities to teach the Arabic letters for kindergarten is one of the best methods used on how to teach a child the Arabic alphabet, especially for this age group.

### **Guidance to learning/application as well as end unit assessment activities activities related to learning to read and write Arabic vowels and consonants.**

As children learn to pronounce Arabic consonants and vowels, help them associate each letter with its corresponding sound. They can also try forming simple words using the letters they create. This hands-on activity also strengthens their motor skills.

So, get ready to dive into the world of letters, engage your child's imagination, and create lifelong memories. Let's embark on this exciting journey together and make learning the alphabet an absolute blast! Engage your child's senses and enhance their letter recognition skills with these sensory activities:

## **2.6. Additional information for the teacher**

As a professional teacher, you should know that children may have or may not have parents, grand parents, aunt or other family relationships. Never point at student to tell you if they have such relationships make it general to avoid bias and stigmatization .

## **2.7. End unit assessment**

Help learners to be accurate in writing and reading consonants and vowels. Let them identify consonants and vowels in word. Help them to master writing and reading simple words through repetitive activities.

## 2.8. Additional activities

- **Remedial Activities:** A professional teacher, compose questions for the learners who manifest learning difficulties. You may also assign various home works so that parents also intervene in teachers family members to their children
- **Consolidation activities:** If you find that learners have manifested acquisition of extended members of the family, provide consolidation activities to ensure that they really master it well.
- **Extended activities:** For gifted and talented student, you may provide extended activities where complex extended family relationships are provided such as in-laws relationships on husband and wife side.

### 3.1. Key unit competence :

The pupil will be able to perform full ablution according to its regulations and basic regulations of prayer (prayer).

### 3.2. Prerequisite

Before undertaking this unit, the teacher should measure the prerequisite of learners about on daily spiritual routine of Muslims, they can start by normal way of wearing clothes, praying and others actions done during prayer.

### 3.3. Addressing cross-cutting issues.

- **Gender:** The teacher addressed this cross-cutting issues though helping learners to realize the interdependence between Gender. Male and females have equal rights, opportunities and responsibilities families.
- **Standardization culture:** This cross-cutting issue is addressed through enhancing the culture of of hygiene before prayer.

### 3.4. Guidance to the introductory activity

The unit starts with simple questions to learners to ensure that they have prerequisite on actions Muslim do before prayer. This activity can be done in groups or by brainstorming. The teacher chose the good techniques to ensure that they really have knowledge of what is performed before prayer. Correct performance include cleanliness before prayers, the way self-cleanliness ablution (udhu), five daily prayers.

### 3.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Cleanliness before prayer	By the end of this lesson, learners will be able to describe how cleanliness is performed before Muslim prayer	1
2	Ways of cleaning oneself before prayer	By the end of this lesson, the learners will be able to describe accurately cleaning oneself before prayer.	1
3	Compulsory five daily prayers	By the end of this lesson, the learners will be able to describe accurately 5 compulsory daily prayers for Muslims	1
4	Additional prayers	By the end of this lesson, the learners will be able to identify additional Muslim prayer	1
5	Compulsory prayers	By the end of this lesson, the learners will be able to describe compulsory prayers for Muslim	1
6	Prayers that are used in praising God	By the end of this lesson, the learners will be able to describe prayers used for praising.	1
	End Unit Assessment		1

## **Guidance on lessons**

### **3.5.1. Cleanliness before praying**

#### **a) Learning Objectives**

By the end of this lesson, learners will be able to describe how cleanliness is performed before Muslim prayer.

#### **b) Teaching resources**

Before teaching lesson as a professional teacher prepare required materials that help learners to follow strictly ways of cleaning oneself before offering Muslim prayer. The materials include water, basin, soap, towel, among others. Have flash card on which the hygienic materials are written for retention of the concepts.

#### **c) Guidance to learning activities**

The lesson starts with the learning activity which helps learners to remember what they do before praying or offering a Muslim prayer. This can be done through brainstorming or in groups. As a professional teacher, let learners brainstorm and supplement their answers.

### **Answers to learning activity 3.1**

It is good to maintain our cleanliness every time before we pray. 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.

### **Answers application activity 3.1.**

The term cleanliness refers to a place free from all sorts of dust, bad smells, dirt, stains, etc.

Maintaining cleanliness and hygiene is an essential part of healthy living. Our responsibility is to keep our room, house, office, and surroundings free from dirt and contaminants.

Cleanliness not only includes our house, room, and surroundings, it also includes personal hygiene and proper care of our body parts, which helps in maintaining a person's physical presentation and general health.

The main advantages of cleanliness are:

- Cleanliness promotes mental clarity
- Regular hand washing can prevent the spread of infections
- A clean environment automatically boosts our self-confidence
- Cleanliness gives a fresh and good look to our surroundings

### **3.5.2. Ways of cleaning oneself before prayer.**

#### **a) Learning objective**

By the end of this lesson, the learners will be able to describe accurately cleaning oneself before prayer.

#### **b) Teaching resources**

Before teaching lesson as a professional teacher prepare required materials that help learners to follow strictly ways of cleaning oneself before offering Muslim prayer. The materials include water, basin, soap, towel, among others. Have flash card on which the hygienic materials are written for retention of the concepts.

#### **c) Guidance to learning activity**

Group the learners into relatively small groups to allow active participation. Let the learners organize themselves and focus on the activity. Supplement their answers and correct them where necessary let the learners realize the importance of cleaning one's body as recommendations for genuine prayer.

#### **Answers to learning activity 3.2**

There is no precise answer to the question. Let the learners discuss but will come up with the following points: Before each prayer, Muslims are expected to wash themselves in a certain order : first hands, then mouth, nose, face, hair and ears, and finally their ankles and feet

#### **Answers to the application activity 3.2**

Wudu is to be performed, as was done by the Prophet Muhammad, in a specific order before praying, which takes place five times a

day. Before each prayer, Muslims are expected to wash themselves in a certain order : first hands, then mouth, nose, face, hair and ears, and finally their ankles and feet

### 3.5.3. Compulsory five daily prayers

#### a) Learning objective

By the end of this lesson, the learners will be able to describe accurately 5 compulsory daily prayers for Muslims.

#### b) Teaching resources

Before teaching this lesson prepare the learning materials. Find teaching materials including the hours for Muslim prayer. This will learners to accurately know when to offer a given prayer.

#### c) Guidance to the learning activities

The learning activity is done through simple brainstorming and students come up with some answers. There is no precise answers for the questions, but the teacher corrects and supplements the answers of students .

#### Answers to learning activity 3.3

No precise answer to the questions, but the teacher corrects and supplements the answers of students .

#### Answers to the application activity 3.3

##### The five prayers are:

- **Fajr:** This takes place at predawn.
- **Dhuhr:** This takes place just after the sun reaches its zenith.
- **Asr:** This takes place between noon and sunset.
- **Maghrib:** This takes place just after sunset.
- **Isha:** This takes place during the night/at night-time.



## 3.5.4 Additional prayers

### a) Learning objective

By the end of this lesson, the learners will be able to identify additional Muslim prayer.

### b) Teaching resources

Before teaching this unit, prepare the learning materials. Distributed books containing the extended additional prayer, prepare flash card other other necessary materials related to the lesson.

### c) Guidance to learning activity

Before teaching this lesson, allow learners to brainstorm on meaning and practice of Sunnat.. Allocate average time then ask them questions. All pictures show the child washing food stuff. . Inspire them to adopt a culture of offering prayer.

### Answers to learning activity 3.4

The word Sunnah (Arabic: سنة) is an Arabic word meaning «tradition» or «way.» For Muslims, Sunnah means «the way of the prophet». Sunnites try to follow his words, actions and teachings. Muslim scholars learn about the Sunnah by studying thousands of stories about Muhammad, his family, and his first followers. Sunnah or Voluntary Prayers bring more reward to Allah's servant, as increasing voluntary Prayers is the best of supererogatory acts after Jihad in the Cause of Allah. 2- Sunnah Prayers compensate and make up for any shortcoming or incompleteness in the obligatory Prayers.

### Application activity 3.4

Sunnah prayers have many benefits, some of which may be outlined as follows:

1. Sunnah or Voluntary Prayers bring more reward to Allah's servant, as increasing voluntary Prayers is the best of supererogatory acts after Jihad in the Cause of Allah.
2. 2- Sunnah Prayers compensate and make up for any shortcoming or incompleteness in the obligatory Prayers.
3. The Prophet (peace and blessings be upon him) is reported to have said: Whoever prays twelve unit Rak`at during the

day and night will have a house built for him in Paradise.” (At-Tirmidhi)

4. It is stated in a hadith that whenever a Muslim prostrates to Allah, He will elevate him one degree and forgive him one bad deed.” (At-Tirmidhi).
5. Sunnah Prayers increase the light of Iman (faith) in the heart, as each Prayer brings light to the heart of Muslim.

### **3.5.5. Compulsory prayers**

#### **a) Learning objective**

By the end of this lesson, the learners will be able to describe compulsory prayers for Muslim

#### **b) Teaching resources**

Before teaching this lesson, prepare the learning material related to the lesson.

#### **c) Guidance to learning activity**

Before teaching this lesson, ask any learner read the prayer of Iduma. Comment and supplement what the learner said. Introduce the topic of obligatory prayers.

### **Answers to learning activity 3.5**

There is no precise answer to the question. The teacher analyses the answers provided by students. However the dua for forgiveness of all sins. prayer when you are in sujud. O Allah, forgive all of my sins: the small and great, the first and the last, the public and ...

### **Application activity 3.4**

There is no precise answer to the question, the learner will role play the Salat but the teacher will follow and see all steps as followed as required, the steps of cleaning oneself before prayer should be strictly followed. Watch how pupils do Salat and supplement.

### **3.5.6. Prayers that are used in praising God.**

#### **a) Learning objective**

By the end of this lesson, the learners will be able to describe prayers used for praising God

#### **b) Teaching resources**

Before teaching this lesson, prepare the learning materials, pictures showing children who are suffering from stomachache. And other materials found useful for the lesson .

#### **c) Guidance to the learning activity**

The activity can be done through brainstorming or in groups. Choose a convenient technique to conduct it. Let learners discover the two duas that are said after salaah. Correct and supplement their answers where necessary.

#### **Answers to learning activity 3.6**

Dua to be said at the end of Salah before Salam - Daily Duas & Supplication. O Allah, verily I have oppressed myself very much, and none forgives the sins except you, so grant me forgiveness, forgiveness from you. Verily you are the most forgiving, most merciful.

#### **Answers to application activity 3.6**

Dua to be said at the end of Salah before Salam - Daily Duas & Supplication. O Allah, verily I have oppressed myself very much, and none forgives the sins except you, so grant me forgiveness, forgiveness from you. Verily you are the most forgiving, most merciful.

## 3.6. Additional information for the teacher

### **THE 9 CONDITIONS WHICH VALIDATE YOUR SALAH:**

- **To be a mature Muslim.** What is meant by this is that the praying Muslim is of age and have ability of discernment (to judge well). As a rule of thumb this is once they have passed puberty.
- **Have Proper Niyyah.** Having the correct intention before offering the prayer is essential. In Sahih Bukhari and Muslim there's a hadith which says "Actions are according to intentions, and everyone will get what was intended." [1]
- **Taharat or ritual purity.** To be in a clean or purified state. This would mean having performed Wudu or Ghusl. In certain cases Tayammum (dry ablution) is acceptable.
- **Cleanliness of garments.** In Surah Al-A'raf ayah 31 Allah states, "O Children of Adam! wear your beautiful apparel at every time and place of prayer".
- **Cleanliness of place of Salat.** Examples of places to avoid praying salat are bathrooms, slaughterhouse, or barns. Any place that may be deemed filthy or unclean should be avoided.
- **Covering of Awrah (intimate parts).** These are the private parts of the body. For men this is anything between your naval to the knees. For women this is everything but face and hands.
- **Praying at the right direction.** All five prayers should be done with the direction of praying oriented towards the house of Allah (aka as the kaaba)
- **Proper time of prayer.** Offering praying at the proper time is essential, once the time has passed the prayer can not be given. In the Quran it says, "Verily, AsSalah is enjoined on the believers at fixed hours" [2] In the hadith, the Messenger of Allah (ﷺ) reported, "Indeed for (the time of) Salat (there is a) beginning and an end." [3]
- **Being Sane.** What is meant by being sane is that the Muslim does not have any underlying mental health issues. Those who do are excused from praying Salat as they are not accountable for their actions.

### 3.7. End unit assessment

1. The five prayers are:
  - Fajr. This takes place at pre-dawn.
  - Dhuhr. This takes place just after the sun reaches its zenith.
  - Asr. This takes place between noon and sunset.
  - Maghrib. This takes place just after sunset.
  - Isha. This takes place during the night/at night-time.
2. O Allah, make me among those who seek repentance and make me among those who purify themselves.” At this point your wudu is complete and you can begin to pray.
3. Asr. This takes place between noon and sunset.
4. Allahu Akbar means God is greater
5. Takbiratul ihram means the man in his actions is limited in actions ; now he cannot do any work except prayer

### 3.8. Additional activities

- **Remedial Activities:** A a professional teacher, compose questions for the learners who manifest learning difficulties. You may also assign various home works so that parents also intervene in teachers family members to their children
- **Consolidation activities:** If you find that learners have manifested acquisition of knowledge and skills, provide more activities for consolidation.
- **Extended activities:** For gifted and talented student, you may provide extended activities .

### 4.1. Key unit competence

Student will be able to portray the values and love to others as example taken from characters of the prophet Muhammad.

### 4.2. Prerequisite

Before undertaking this unit, the teacher should measure the prerequisite of learners about the name of the founder of Islam who is prophet Muhammad. They should also recall some other great prophets they have learned in the previous unit

### 4.3. Addressing cross-cutting issues

- **Peace and values education:** The teacher addressed this cross-cutting issue through respect of other people's beliefs.
- **Standardization culture** This cross-cutting issue will be addressed through encouraging students to live a stand life in conformity with what their religion teaches as believes and as humans.

### 4.4. Guidance to the introductory activity

The introductory activity is based on the activity of find out God's prophets that have existed. In find out their names let the learners remembers that prophets are people who brought the message of God to humanity. Let them remember that Muhammad was founder of Islam and the last prophet according to Islam. Introduce the unit by highlighting the importance of studying life of the prophets which is to understand well the mission that God gave them that they had to deliver to humanity

## 4.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	No. of periods
1	Origin/Ancestry of messenger of God Muhammad	By the end of this lesson, the learner will be discuss the ancestry of prophet Muhammad	1
2	Brief History of life of Muhammad	By the end of this lesson, the learner will be discuss the life of Muhammad	2
3	Morals that characterized by Muhammad	By the end of this lesson, the learner will be identify the morals that characterized by Muhammad.	1
	End Unit Assessment		1

### Guidance on lessons

#### 4.5.1. Origin/Ancestry of messenger of God Muhammad

##### a) Learning objectives

By the end of this lesson, the learner will be discuss the ancestry of prophet Muhammad

##### b) Teaching resources

Before teaching this unit, as a professional teacher prepare required materials that will be used.

##### c) Guidance of learning activities

Let learners discuss the full names of the prophet Muhammad and his parents. Using a tree, they will without hesitation highlights the

names of father and mother of Prophet Muhammad.

### **Answers to the activity 4.1**

Muhammad was born in 570 AD. His mother was Aminab while his Father was Abdullai. His grand Father was Abdu Mutalib while his Grand Mother was Wahab

### **Answers to the application activity 4.1**

Muhammad was born in 570 AD. His mother was Aminab while his Father was Abdullai. His grand Father was Abdu Mutalib while his Grand Mother was Wahab

## **4.5.2. Brief History of life of Muhammad**

### **a) Learning objective.**

By the end of this lesson, the learner will be identify the morals that characterized by Muhammad.

### **b) Teaching resources**

Before teaching this unit, prepare the learning materials. Distributed books containing the extended family members tree, prepare flash card with full names of Muhammad, his parents and grand parents.

### **c) Guidance on the Learning activities**

The lesson starts with activity of brainstorming or working in group of pupils where they discuss the brief life of Muhammad. They exchange knowledge and experience on his personality, his parents and important events in his life such as birth, orphanage, mission among others.

### **Answers to learning activity 4.2**

The answer is not precise, but let the learners come up with some important events of Muhammad's life. These include: Muhammad was born around the year 570 CE to the Banu Hashim clan of the Quraysh tribe, one of Mecca's prominent families. His father, Abdullah, died almost six months before Muhammad was born. According to Islamic tradition, Muhammad was sent to live with a



Bedouin family in the desert, as desert life was considered healthier for infants. Muhammad stayed with his foster mother, Halimah bint Abi Dhuayb, and her husband until he was two years old. At the age of six, Muhammad lost his biological mother, Amina, to illness and was raised by his paternal grandfather, Abd al-Muttalib, until he died when Muhammad was eight. He then came under the care of his uncle Abu Talib, the new leader of Banu Hashim.

## **Application activity 4.2**

He was the son of Abdullah ibn Abd al-Muttalib and Amina bint Wahb. His father, Abdullah, the son of Quraysh tribal leader Abd al-Muttalib ibn Hashim, died a few months before Muhammad's birth. His mother Amina died when he was six, leaving Muhammad an orphan. The angel Gabriel appeared to a fearful Muhammad and informed him that he was God's chosen messenger. Gabriel also communicated to Muhammad the first revelation from God. Terrified and shaken, Muhammad went to his home. His wife became the first person to accept his message and convert to Islam.

### **4.5.3. Morals that characterized Prophet Muhammad**

#### **a) Learning objective**

By the end of this lesson, the learner will be identify the morals that characterized by Muhammad.

#### **b) Teaching resources**

Before teaching this unit, prepare the learning materials. Distributed books containing the extended family members tree, prepare flash card, flip chart and other necessary materials to teach this lesson.

#### **c) Guidance on the Learning activities**

Group the learners into the average number of learners. Allow them to discuss good morals that characterized prophet Muhammad in his life. They may not have precise answer but be there to support and supplement their answers: among the answers there will be respect, humility, honest, generosity, justice, patience, transparency, integrity, wisdom, trustworthiness, loyalty among

others. Allocate average time then ask them questions. Support their answers and improve them when they make mistakes.

## **Answers to learning activity 4.2**

There is no precise answer to this learning activity but be there to support and supplement their answers: among the answers there will be respect, humility, honest, generosity, justice, patience, transparency, integrity, wisdom, trustworthiness, loyalty among others. Allocate average time then as

- He was compassionate
- He was respectful and he listened to people
- He was humble and respected others
- He was intelligent /wise
- He was trustworthy and he was a believer
- He loved children, the poor and orphans
- He was a patient person

## **4.6. Additional information for the teacher**

### **Overview of Muhammad**

Muhammad unified Arabia into a single religious polity under Islam. Muslims and Bahá'ís believe he is a messenger and prophet of God. The Quran, the central religious text in Islam, alludes to Muhammad's life. Muhammad's life is traditionally defined into two periods: pre-hijra (emigration) in Mecca (from 570 to 622 CE) and post-hijra in Medina (from 622 until 632 CE). There are also traditional Muslim biographies of Muhammad (the sira literature), which provide additional information about Muhammad's life. Muhammad is almost universally considered by Muslims as the last prophet sent by God to mankind. While non-Muslims regard Muhammad as the founder of Islam, Muslims consider him to have restored the unaltered original monotheistic faith of Adam, Noah, Abraham, Moses, Jesus, and other prophets.

### **Childhood**

Muhammad was born around the year 570 CE to the Banu Hashim clan of the Quraysh tribe, one of Mecca's prominent families. His father, Abdullah, died almost six months before Muhammad was born. According to Islamic tradition, Muhammad was sent to live with a Bedouin family in the desert, as desert life was considered

healthier for infants. Muhammad stayed with his foster mother, Halimah bint Abi Dhuayb, and her husband until he was two years old. At the age of six, Muhammad lost his biological mother, Amina, to illness and was raised by his paternal grandfather, Abd al-Muttalib, until he died when Muhammad was eight. He then came under the care of his uncle Abu Talib, the new leader of Banu Hashim.

The moral values of the prophet Muhammad?

Prophet Muhammad is known for his great morals and character, and as Muslims, we should seek to follow his path and become better versions of ourselves.

Prophet Muhammad said about himself: "Allah has sent me to perfect good manners and to do good deeds."

## **1. Prophet Muhammad's Kindness and Compassion.**

One of the moral values of the prophet Muhammad is his kindness and compassion, Allah said in the holy Quran:

"O Messenger of Allah! It is a great Mercy of God that you are gentle and kind towards them; for, had you been harsh and hard-hearted, they would all have broken away from you" (Quran 3:159).

Anas said: "I served Allah's Messenger for ten years and he never said to me, 'Shame' or 'Why did you do such-and-such a thing?' or 'Why did you not do such-and-such a thing?'" (Bukhari, 2038).

The prophet said to his wife: "O 'A'ishah! Never turn away any needy man from your door empty-handed. O 'A'ishah! Love the poor; bring them near to you and God will bring you near to Him on the Day of Resurrection".

The Prophet (peace and blessings be upon him) also said: "God is kind and likes kindness in all things" (Bukhari, 6601).

Prophet Muhammad instructed us to be kind and treat others with kindness, he also instructed us to take care of orphans and be nice to them, as he said: "The best house among the Muslims is one which contains an orphan who is well treated, and the worst house among the Muslims is one which contains an orphan who is badly treated" (Ibn Majah, 3679).

"All creatures are Allah's dependants and those dearest to God are the ones who treat His dependants kindly" (Rahman, VOL VIII, p. 154).

Our beloved prophet instructed men to well treat women and to be kind to them, as he said:

"Treat women kindly, since they are your helpers; . . . you have your rights upon your wives and they have their rights upon you. Your right is that they shall not allow anyone you dislike to enter your bed or your home, and their right is that you should treat them well." (The Farewell Sermon of the Prophet)

One day a person came to the Prophet and said: "O Messenger of Allah! My relatives are such that although I cooperate with them, they cut me off; I am kind to them but they ill treat me." The Prophet said this in reply: "So long as you continue as you are, God will always help you and He will protect you against their mischief" (Muslim, 4640).

Our beloved prophet Muhammad was also kind to animals and birds, not just humans.

## **2. Prophet Muhammad's Honesty and Truthfulness.**

Aisha (RA), the wife of Prophet Muhammad (peace and blessings be upon him), said:

"The trait and characteristic which the Prophet (PBUH) hated most was lying. A man would tell a lie in the presence of the Prophet (PBUH) and He would hold it against him until He knew that he repented." [Tirmidhi]

One of the moral values of prophet Muhammad (peace and blessing be upon him) that is well known is honesty and even being trustworthy. Even before being the prophet, people always trusted him. Being honest was rare at that time in Arabia. Because they were all merchants that always deceived customers to gain more money.

The prophet was not like them he was honest with his customers, and he was loyal whilst conducting trade. When he worked with Hazrat Khadija she wanted to test his honesty so she sent him on a journey trade and sent another man with him.

The man observed the prophet and told her that he was different

from the other merchants, he was loyal and honest. And he didn't deceive others while conducting the trade to gain more money.

Hazrat Khadija (RA) was impressed by that and she sent the prophet a proposal that he accepted. So from this, we learn that we should always be honest.

### **3. Bravery and courage.**

Ali (RA) said: "You should have seen him on the Day of Badr! We sought refuge with the Messenger of Allah (PBUH). He was the closest among us to the enemy. On that day, the Messenger of Allah (PBUH) was the strongest one among us." [AHMED]

Anas said about the bravery of the prophet Muhammad:

"The Messenger of Allah was the best of people and the most courageous. One night, the people of Madina were frightened and headed toward the sounds they heard during the night. The Messenger of Allah met them while coming back from the place of the sound after he made sure that there was no trouble. He was riding a horse that belonged to Abu Talha without any saddle, and he had his sword with him. He was assuring the people, saying: 'Do not be frightened! Do not be frightened!'" [ Sahih Al-Bukhari]

Our beloved prophet was known for being brave He didn't care about what happened to him instead he rushed toward the sound that scared everyone to investigate the source of trouble.

### **4. Prophet Muhammad's Justice and Fairness.**

Another moral value of prophet Muhammad (peace and blessings of Allah be upon him) is justice and fairness. Here is one of the most famous incidents that shows his justice:

Aisha said:

"The people of Quraish were extremely concerned about a woman from the tribe of Makhzum who committed a theft. Speaking to themselves, they said, 'Who can intercede on her behalf with the Messenger of Allah?'

They finally said: 'Who dares to speak to the Messenger of Allah in this matter except Usama, the son of Zaid, the most beloved young man to the Messenger of Allah.' So Usama spoke to the Messenger of Allah regarding the woman. The Messenger of Allah

said: 'O Usama! Do you intercede (on their behalf to disregard) one of Allah's punishments!'

The Messenger of Allah got up and delivered a speech, saying: 'People before you were destroyed because when the noble among them stole, they would let him go and if the poor and weak stole they would punish him. By Allah! If Fatima, the daughter of Muhammad stole, I would cut off her hand.'" [ *Saheeh Al-Bukhari*]

## **5. Prophet Muhammad's Forgiveness and Mercy.**

One of the great moral values of the prophet Muhammad (peace and blessings of Allah be upon him) that we should learn from is mercy and forgiveness. He forgave everyone who once hurt him and he never held grudges he even forgave his firm enemies.

The people of Quraish mocked him, abused him, threw rocks at him, and beat him, but he kept forgiving them every single time.

A great example of his forgiveness in Islam and of our beloved prophet is that he forgave the ones who hurt him and abused him. When he gathered them, he said:

## **6. Prophet Muhammad's Humility and Modesty.**

One of the moral values of prophet Muhammad (peace and blessings be upon him) is modesty and humility. Our beloved prophet said: "Blessed be he who humbles himself before Allah without having any deficiency, and who humiliates himself without poverty." [Tanbih al-Khawatir]

The prophet instructed us to be humble and modest not to be arrogant. He never treated others with arrogance, he was so humble and was always there for people to help them and guide them. He ate and wore like the rest of the people.

## **7. Prophet Muhammad's Patience and Perseverance.**

Anas said: "Once, I was walking with the Messenger of Allah while he was wearing a Yemeni cloak with a collar with rough edges. A Bedouin grabbed him strongly. I looked at the side of his neck and saw that the edge of the cloak left a mark on his neck. The Bedouin said, 'O Muhammad! Give me (some) of the wealth of Allah that you have.' The Messenger of Allah turned to the Bedouin, smiled, and ordered that he be given (some money)."[ *Saheeh Al-Bukhari*]

## **8. Prophet Muhammad's Generosity and Selflessness.**

A great moral value of the prophet Muhammad is generosity and selflessness. He always helped the ones in need and the poor, never turning anyone away without help.

Our beloved prophet said: "Give charity without delay, for it stands in the way of calamity." [Al-Tirmidhi]

Ibn `Abbas said that he heard Allah's Messenger say, "The believer is not the one who eats when his neighbor beside him is hungry."

Abu Hurayrah reported that the Prophet (peace and blessings of Allah be upon him) said, "The believer is simple and generous, but the wicked person is deceitful and ignoble."

The prophet gave our charity and helped the ones in need, additionally, he encouraged all Muslims to do the same.

## **9. Prophet Muhammad's Respect and Good Treatment of Others.**

One of the moral values of prophet Muhammad is respect and good treatment of others. He was always nice and kind, helping anyone in need, and choosing others' needs over his needs.

Allah said in the Holy Qur'an:

"Say, Indeed, my prayer, my rites of sacrifice, my living, and my dying are for Allah, Lord of the worlds. No partner has He. And this I have been commanded and I am the first (among you) of the Muslims." (Qur'an 6:162, 163)

Prophet Muhammed respected everyone and treated all humans equally, he was kind and nice to everyone, forgave the ones who hurt him and abused him, and never treated anyone with disrespect.

"Anyone who believes in God and the Day of Judgment should not harm his neighbor. Anyone who believes in God and the Day of Judgment should entertain his guest generously and should say what is good, or keep quiet."

## **10. Prophet Muhammad's Trustworthiness and Loyalty.**

Since a young age, the prophet (peace and blessings of Allah be

upon him) was known for his Trustworthiness and Loyalty. All people of Makkah knew him as As-Sadiq (the Truthful) and Al-Amin (the Trustworthy).

One day the Prophet gathered all the people of the Quraysh near Mount Safa and asked them, "O Quraysh! If I say that an army is advancing on you from behind the mountains, will you believe me?" All said in one voice, "Yes, because we have never heard you telling a lie."

Trustworthiness and loyalty are one of the moral values of Prophet Muhammad since he was young. When he sent a letter to the Byzantine Emperor Heraclius to invite him to Islam the Byzantine Emperor called Abu Sufyan and asked him"

### **11. Prophet Muhammad's Wisdom and Sound Judgment.**

The prophet Muhammad (peace and blessing be upon him) always took the opinion of his followers in policymaking and leading the ummah. He never forced his opinion on others. He used to consult his companions before making decisions.

Abu Hurairah said: "I never saw anyone consult his companions more often than the Messenger of Allah."

### **12. Prophet Muhammad's Integrity and Moral Excellence.**

One of the known moral values of the prophet Muhammad is Integrity and Moral Excellence, even before the revelation. He was called 'Al-Ameen', or 'The Trustworthy'. People of Quraish used to keep their valuables with them. And even though they abused him and his followers he returned their valuables back to them. He was also known as 'As-Sadiq' or 'The Truthful' as he never told a lie.

### **13. Prophet Muhammad's Love for Humanity and Good Character.**

Another great moral value of the prophet (peace and blessings be upon him) is his love for humanity and good character. Even though the people of Quraish abused him, mistreated him, and hurt him he forgave them and prayed for them.

Allah said in the holy Quran: "O Muhammad, you will, perhaps,



consume yourself with grief because the people do not believe” (Quran 26:3).

“Well, O Muhammad, it may be that you will kill yourself for their sake out of sorrow if they do not believe in this Message.” (Quran 18:6).

“So let not your life be consumed in grief for their sake.” (Quran 35:8).

Our beloved prophet kept praying for his people and said: “O my Lord, guide my people along the true path, as they are ignorant of the truth.”

We learn a lot from the moral values of the prophet Muhammad (peace and blessings of Allah be upon him) and we should try our best to follow his path and learn from him. It is important for every Muslim to learn about the life of the prophet and how he lived his life. Learn to forgive the ones who hurt us and help the ones in need. There are many lessons to learn and those were only a few.

#### 4.7. Additional activities

- **Remedial Activities:** A professional teacher, compose questions for the learners who manifest learning difficulties.
- **Consolidation activities:** If you find that learners have manifested acquisition of knowledge and skills, provide consolidation activities.
- **Extended activities:** For gifted and talented student, you may provide extended activities.

### 5.1. Key unit competence

The learner will be able to perform good actions of love among his/her fellows and care for the environment.

### 5.2. Prerequisite

Before undertaking this unit, the teacher should measure the prerequisite of learners about essentials morals and behaviour that characterize harmonious living with others. Let them discover that as a believer one has to live in conformity with what he or she believes in. It is good to live harmoniously with others as a testimony and witness of our belief.

### 5.3. Addressing cross-cutting issues

- **Peace and values education:** The teacher addressed this cross-cutting issue through demonstration necessity of living in peace with others. Believers are called to live in peace with other creatures.

### 5.4. Guidance to the introductory activity

The Unit is introduced by introductory activity that requires learners to discuss, brainstorm on good morals that people should have in the society as they living together. Living with others requires good behaviour and values to live in harmony. The good morals include, sharing, respect, integrity, helping one another, kindness, truth, honest, among others. Let learners be inspired to have such values at home, school and in the community.

## 5.5. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Loving God and your neighbour as you love yourself	By the end of this lesson learners will be able to explain values of loving God and your neighbour as you love yourself.	2
2	Behaviours in different times	By end of this lesson, learners will be able to identify good morals and behaviours in various times in everyday life	4
	End Unit Assessment		2

### Guidance on lessons

#### 5.5.1. LOVING GOD AND YOUR NEIGHBOUR AS YOU LOVE YOURSELF

##### a) Learning objectives:

By the end of this lesson learners will be able to explain values of loving God and your neighbour as you love yourself.

##### b) Teaching resources

Before teaching this lesson, as a professional teacher prepare required materials that will be used. These materials can be illustrations showing different positive activities that children do in community to ensure good living with others. Prepare materials that will help learners to realize that loving God implies loving your neighbour.

##### c) Guidance to the learning activities

During the learning, the teacher will group learners into a groups of 6 to 8 pupils. Let learners discuss actions they have done to their fellow friends that show that they really love them. Let them come up with values that characterize relationships with others at home and community.

## **Answers to learning activity 5.1**

The teacher analyses the answers provided by pupils. However let learners realize that various behaviour that show that we love our neighbour include sharing, visiting them, supporting, respecting them, not telling lies, being honest among others.

### **Application activity 5.1.**

Actions that children may could have done include sharing, visiting them, supporting, respecting them, not telling lies, being honest among others. Let them also realize that loving God implies: Praying, Fasting, Giving Zakat, Helping the poor, Praying for the orphans, Reading the Qur'an, Spending enough time in the mosque.

## **5.5.2. Behaviours in various times**

### **a) Learning objective:**

By end of this lesson, learners will be able to identify good morals and behaviours in various times in everyday life.

### **b) Teaching resources**

Before teaching this lesson, prepare the learning materials that will help in delivering the lesson. The materials include audio-visual that will help learners to discover required behaviours in various times of life.

### **c) Guidance to the learning activities**

Group learners into average number to allow active participation. Give them clean instruction. Let them assign various moments in life to each group sharing, respect, humility honest, among others. Examine and support their answers, as well as correcting them when they make mistakes.

## **Answers to learning activity 5.2**

There is no precise answer to the questions however let learners come up with required behaviours in various moments in life, examine the answers and supplement them where necessary. Good manners include: Say a prayer before eating, Just eat the food

that is before you, It is not good to speak with food in the mouth, It is not good to eat while standing, It is not good to fill the plate with food, say a prayer after eating, Use the right hand to eat, It is not good to eat with both hands. Good behaviours during drinking includes When we are drinking, a Muslim rests three times. We are supposed to say the name of Allah (S.W) before we start to drink and also praise His name when we finish. It is allowed to drink while standing but it is better if we drank while seated. Let them come up with some other good behaviours in life.

## **Application activity 5.2**

There is a series of activities and exercise that evaluate learning. Allow learners to do them and ensure that you supplement their answers. For example activities done that help to care for environment include removing stagnant water near the school, home and community cleaning places in which we live, avoid activities that destroy environment not throwing the rubbish everywhere among others.

## **5.6. Additional information for the teacher**

Doing good and having the right belief go hand in hand in Islam. In fact, doing good in practice is the proof of having the right belief in the heart. This is why the Holy Quran speaks of true Muslims very often as “those who believe and do good deeds”. Both the Quran and the Holy Prophet have told Muslims that the best among them is that person who shows the best behaviour towards other people.

### **1. Truthfulness:**

“O you who believe! keep your duty to Allah and speak straight, true words.” (Holy Quran 33:70)

“O you who believe, keep your duty to Allah, and be with the truthful people.” (9:119)

“Be maintainers of justice and bearers of true witness for Allah, even if it (the truth) goes against your own selves or parents or relatives or someone who is rich or poor.” (4:135)

## **2. Sincerity:**

“Serve Allah, being sincere to Him in obedience.” (39:2)

“It is most hateful in the sight of Allah that you say things which you do not do.” (61:3)

“Woe to those who pray but are unmindful of their prayers, who do good to be seen.” (107:4-6)

## **3. Unselfishness:**

“You cannot attain to righteousness unless you spend (in charity) out of those things which you love.” (3:91)

“They (the true believers) give food, out of love for Allah, to the poor, the orphan and the slave, saying: We feed you only for Allah’s pleasure - we desire from you neither reward nor thanks.” (76:8-9)

“Do no favour seeking gain.” (74:6)

## **4. Humility:**

“The servants of the Beneficent (Allah) are those who walk on the earth in humility.” (25:63)

“Do not turn your face away from people in contempt, nor go about in the land exultingly.” (31:18)

“Do not ascribe purity to yourselves. Allah knows best who is righteous.” (53:32)

## **5. Patience:**

“Allah loves those who are patient.” (3:145)

“Give good news to the patient, who, when a misfortune befalls them, say: We are Allah’s and to Him do we return.” (2:155-156)

## **6. Forgiveness:**

“Pardon (people) and overlook (their faults). Don’t you love that Allah should forgive you.” (24:22)

“(The dutiful are) . . . those who restrain their anger and pardon people. Allah loves those who do good to others.” (3:134)

“Whenever they (true believers) are angry they forgive.” (42:37)

"The recompense of evil is punishment like it. But whoever forgives (an evil committed against himself) and amends (matters), his reward is with Allah. . . . Whoever is patient and forgives, that is a matter of great resolution." (42:40, 43)

When the Holy Prophet Muhammad defeated his enemies in Makka and returned to that city as its conqueror, he forgave them in the following words:

"No reproof be against you this day; Allah may forgive you, and He is the most Merciful of those who show mercy." (12:92)

### ***7. Purity and cleanliness:***

"He indeed is successful who purifies himself (in mind and body), and remembers the name of his Lord, then prays." (87:14-15)

"Purify your garments and shun uncleanness." (74:4-5)

### ***8. Honesty:***

"Don't go near the property of an orphan, except in a goodly way, till he attains maturity. And fulfil the promise (you make) . . . Give full measure when you measure out, and weigh with a true balance." (17:34-35)

"Do not swallow up your property among yourselves by false means, nor offer it as a bribe to the officials so that you may swallow up other people's property unlawfully while you know." (2:188)

### ***9. Goodness and kindness to others:***

"Allah commands you to uphold justice and to do good to others and to give to the relatives." (16:90)

Three degrees of doing good are mentioned here: "justice," which means returning any good that someone has done you with equal good; "do good to others," which means taking the initiative in doing good to others; and "give to the relatives," which means doing good to people instinctively and naturally just as one does good to one's close relatives.

"Do good to others, surely Allah loves those who do good to others." (2:195)

## **10. Consideration and respect for others:**

"O you who believe! do not enter houses other than your own until you have asked permission and greeted the inmates . . . and if it is said to you, 'Go back', then go back." (24:27-28)

"O you who believe! avoid most of suspicion (against others), for surely suspicion in some cases is sin; and do not spy (into other people's affairs), nor let some of you backbite others." (49:12)

"When you are greeted with a greeting, greet with one better than it, or return it (in the same terms at least)." (4:86)

## **11. Courage:**

Speaking of a small number of Muslims facing a big and powerful enemy, the Quran relates:

"Those to whom men said: people have gathered against you, so fear them; but this increased their faith, and they said: Allah is sufficient for us and He is an excellent Guardian." (3:173)

## **12. Moderation:**

"Eat and drink, but do not be immoderate." (7:31)

"Do not chain your hand to your neck (so that you are mean in spending), nor stretch it out to the utmost limit (so that you waste everything)." (17:29)

Regarding the performance of religious duties, the Holy Prophet has given the following advice:

"Religion is easy, but any one who exerts himself too much in religious devotions will get overcome by it; so you should just act rightly, and keep to the mean, and be of good cheer, and ask for Allah's help morning, evening, and a part of the night." (Bukhari.)

## **13. Cheerfulness:**

"Be of good cheer." (Holy Prophet in Bukhari.)

"It is an act of charity to meet your fellow with a cheerful face." (Holy Prophet in Mishkat.)

Finally, we give a verse of the Holy Quran mentioning a number of qualities a Muslim, man or woman, should try to acquire:



"The truthful men and the truthful women, the patient men and the patient women, the humble men and the humble women, the charitable men and the charitable women, the fasting men and the fasting women, the men who guard their chastity and the women who guard their chastity, the men who remember Allah much and the women who remember Allah much - for all these Allah has prepared forgiveness and a great reward." (33:35)

## **How does Islam require a Muslim to treat the people around him?**

The Holy Quran and the Hadith mention various categories of people that one has to deal with, and give a great deal of guidance on how to behave towards them.

### ***1. Parents and the elderly:***

"Your Lord has commanded that you worship none but Him, and do good to parents. If one or both of them reach old age with you, do not say 'Fie' to them, nor chide them, but speak to them a generous word . . . and say, My Lord, have mercy on them as they brought me up when I was little." (17:23-24).

"The Holy Prophet said, It is one of the greatest sins that a man should curse his parents. Someone said, How can a man curse his own parents? He said, If a man abuses the father of another, that person will abuse his parents (in return)." (Report in Bukhari.)

### ***2. Other Near Relatives:***

"Do good to the near relatives." (4:36)

"Give to the near relative his due, and also to the needy and to the traveller (in need of help). (17:26).

### ***3. Children:***

"Do not kill your children for fear of poverty - We (Allah) provide for them and for you." (17:31)

"A man came to the Holy Prophet and said, 'You kiss children but we do not kiss them'. The Holy Prophet said, 'Do I have any control over you if Allah has taken away mercy from your heart'."

(Report in Bukhari.)

#### **4. Orphans and destitute children:**

“Maintain the orphans out of their property and clothe them and give them a good education. Test them when they reach the age of majority, and if you find them to be mature, hand over their property to them.” (4:5-6)

“I and the man who brings up an orphan will be in paradise like this,” said the Holy Prophet, putting together his forefinger and middle finger. (Report in Bukhari.).

#### **5. Poor and needy:**

“Righteous is he who . . . gives away wealth out of love for Him to the near of kin and the orphans and the needy and the wayfarer and to those who ask and to set slaves free.” (2:177)

“What will make you understand what the uphill road (to success) is? (It is) to free a slave, or feed at a time of hunger an orphan who is a relative or the poor man lying in the dust.” (90:11-16)

“Have you seen him who goes against religion? That is the one who is rough to the orphan and does not urge the feeding of the needy.” (107:1-3)

“(The true believers are those) in whose wealth there is a known right for the beggar and the destitute.” (70:24-25)

“The person who manages things for the widow and the poor is like the one who strives hard in the way of Allah.” (Holy Prophet in Bukhari.)

#### **6. Neighbours:**

“Be good to . . . the neighbour belonging to your people and the alien neighbour.” (4:36)

“He is not a believer who fills his stomach while his neighbour is hungry.” (Holy Prophet in Hadith.)

“The angel Gabriel continued to enjoin upon me good treatment of the neighbour, so much so that I thought he would make him heir to one’s property.” (Holy Prophet in Bukhari.)

## **7. Wives/Husbands:**

"They (your wives) are a garment for you, and you are a garment for them." (2:187)

"Of His (Allah's) signs is that He created spouses for you from yourselves so that you might find quiet of mind in them, and He put between you love and compassion." (30:21)

"The best of you are those who are kindest to their wives." (Holy Prophet in Tirmizi.)

A man related:

"I asked Aishah (Holy Prophet's wife): What did the Prophet do when in his house? She said, 'He served his wife', meaning that he did work for his wife." (Report in Bukhari.)

## **8. Employers/Employees:**

"(The true believers) are those who are keepers of their trusts and covenants." (23:8)

"Trusts" include the duties and the other things with which an employee is entrusted by his employer; "covenants" include the contract by which both the employer and the employee are bound.

"Allah says: There are three persons whose opponents I shall be on the Day of Judgment . . . (the third is) the person who employs a servant and receives fully the labour due from him, but does not pay his wages." (Holy Prophet in Bukhari.)

Ans, a companion of the Holy Prophet, related:

"I served the Holy Prophet for ten years, and he never said to me, 'Fie', nor did he ever say 'Why have you done this', or 'Why have you not done that'." (Report in Bukhari.)

## **9. Animals**

"There is no animal in the earth, nor a bird flying on its two wings, but they are communities like yourselves (O people)." (6:38)

Someone asked the Holy Prophet, "Is there a reward for us (from Allah) for doing good to beasts?" He replied:

"In every animal having a liver fresh with life there is a reward." (Holy Prophet in Mishkat.)

“Be careful of your duty to Allah in the matter of dumb animals; ride them while they are in a fit condition, and eat them while they are in a fit condition.” (Holy Prophet in Abu Dawud.)

“Whoever tills a field, and birds and beasts eat from it, it is an act of charity.” (Holy Prophet in Musnad of *Ahmad*.)

### **10. Authorities:**

Regarding electing and appointing people to positions of authority, the Quran says:

“Allah commands you to make over trusts (or positions of trust and authority) to those worthy of them.” (4:58)

#### **Some other principles are as follows:**

“Obey Allah and obey the Messenger and those in authority from among you; then if you quarrel about anything (with your authorities) refer it to Allah and the Messenger” (4:59), i.e. settle the disagreement by means of the Holy Quran and the Holy Prophet’s example.

“Obedience (of authority) is due only in good matters”, i.e., orders to do wrong must not be obeyed. (Holy Prophet in Bukhari.)

The first head of state of the Muslims after the Holy Prophet, the famous Hazrat Abu Bakr, said in a speech after his election:

“Help me if I am in the right. Correct me if I am in the wrong. Obey me as long as I obey Allah and His Messenger; in case I disobey Allah and His Messenger, I have no right to obedience from you.”

“The most excellent jihad is to speak the truth in the face of an unjust ruler.» (Holy Prophet in *Mishkat*.)

### **15. Mankind generally:**

“Mankind is a single nation.” (2:213)

“O mankind! We have created you from a male and a female, and made you into races and families so that you may know each other. The most honoured of you in Allah’s sight are those who best keep their duty.” (49:13)

“We (Allah) have not sent you (O Muhammad) except as a mercy to the nations.” (21:107)

“Speak good words to all people.” (2:83)

“Allah commands you that . . . when you judge between people (i.e., of any race, religion, family, class, etc.), you judge with justice.” (4:58)

## 5.7. End unit assessment

- Love others as we love ourselves
- Good activities so that we praise Allah
- After eating Muslim say a Alhamdulillah

## 5.8. Additional activities

- **Remedial Activities:** A a professional teacher, compose questions for the learners who manifest learning difficulties.
- **Consolidation activities:** If you find that learners have manifested acquisition knowledge and skills, provide additional activities for consolation and mastery of the content.
- **Extended activities:** For gifted and talented student, you may provide extended activities where complex extended family relationships are provided such as in-laws relationships on husband and wife side.

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