

SOCIAL AND RELIGIOUS STUDIES

Primary Two

Pupil's Book 2

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FOREWORD

Dear Pupil,

Rwanda Basic Education Board is honoured to present to you Social and Religious Studies book for Primary 2 which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of Social and Religious Studies subject. The Rwanda educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

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

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

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

- play, case studies, investigation and research in the library, from the internet or from your community;
- Participate and take responsibility for your own learning;
 - Draw conclusions based on the findings from the learning activities.

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

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

Dr. MBARUSHIMANA Nelson

Director General, REB



Acknowledgement

I wish to express my appreciation to all the people who played a major role in editing process of this Social and Religious Studies book for Primary 2. It would not have been successful without their active participation.

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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 editorial work.

Ms. Joan Murungi,
Head of CTLRD



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**PART ONE:
SOCIAL STUDIES**

Key Unit competence: Be able to understand members of the extended family up to the great-grand-father.

Introductory Activity 1

Read the following story and answer the questions that follow:

Mugabo married Mugeni and they got two children: Rebero and Saro.

Rebero also married Keza and got two children: Gasore and Simbi.

Gasore also married Mutesi and got two children Muneza and Munana.

- a) What is the family relationship between Mugabo and Rebero?
- b) What is the family relationship between Mugabo and Gasore?
- c) What is the family relationship between Mugabo and Muneza?
- d) What is the family relationship between Mugeni and Muneza?

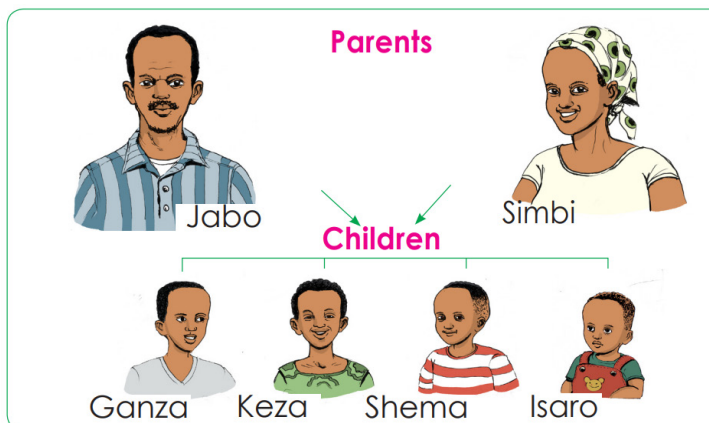
1.1. A NUCLEAR FAMILY



Learning Activity 1.1

Look at the following pictures of family members, talk about them and share the relationships amongst them.

- What is the family relationship between Jabo and Isaro?
- What is the family relationship between Shema and Keza?
- What is the family relationship between Ganza and Simbi?
- What is the family relationship between Shema and Jabo?



We have understood that:

A nuclear family is made up of **parents** and **children**.
Jabo and Simbi are **parents**.

Gato, Keza, Shema and Isaro are **children**.

Gato is the **first born** to Jabo and Simbi.

Keza is the **second born** to Jabo and Simbi.

Shema is the **third born** to Jabo and Simbi. Isaro is the last born to Jabo and Simbi.

Gato and Shema are **brothers** to Keza and Isaro.
Keza and Isaro are **sisters** to Shema and Gato.



Application Activity 1.1

Read the story and answer the following questions

Manzi is married to Saro and they have three children, Mariza, keza and Kamanzi.

- a) What is the relationship between
- Manzi and Kamanzi
 - Saro and keza
 - Manzi and Mariza
 - Manzi and Saro

1.2. EXTENDED FAMILY

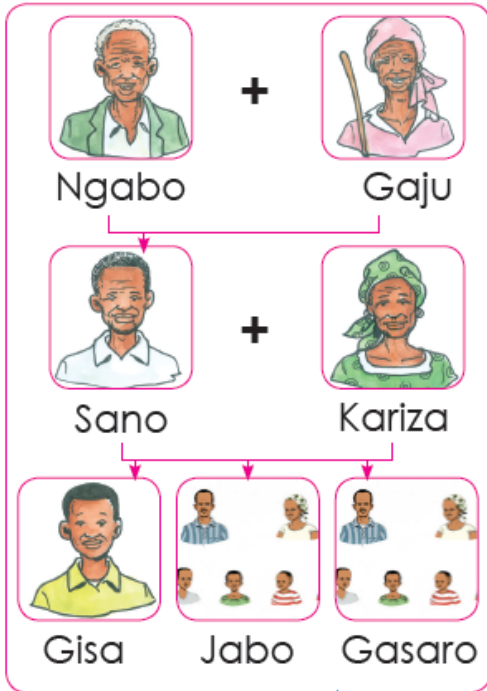


Learning Activity 1.2

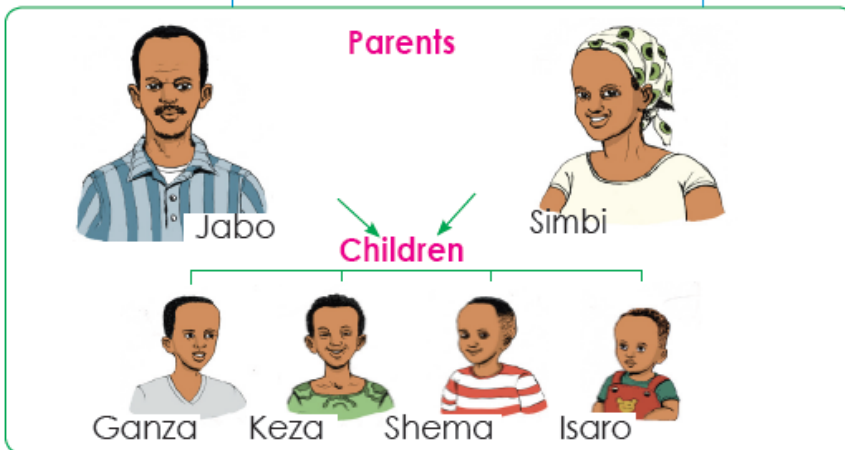
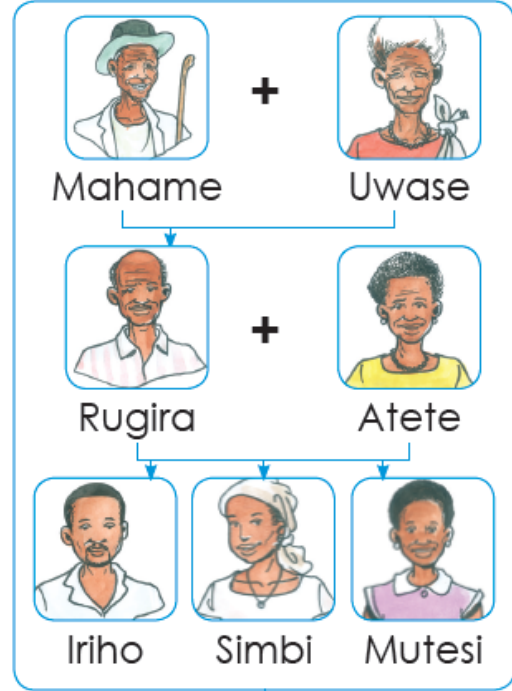
Look at the following pictures of the family members, talk about them and share the relationships amongst them.

- a) What is the family relationship of Ngabo to Ganza, Keza, Shema and Isaro?
- b) What is the family relationship of Gaju to Ganza, Keza, Shema and Isaro?
- c) What is the family relationship of Iriho to Ganza, Keza, Isaro and Shema?
- d) What is the family relationship of Uwase to Ganza, Keza, Isaro and Shema?
- e) What is the family relationship of Mutesi to Ganza, Keza, Isaro and Shema?

Ngabo's family



Mahame's family



1. Ngabo's family

We have understood/learnt that:

A. Ngabo and Gaju are **parents** to Sano

Sano is the son to Ngabo and Gaju.

Gisa, Jabo and Gasaro are **children** to Sano and Kariza.
Sano and Kariza are parents to Gisa, Jabo and Gasaro.

B. Gisa, Jabo and Gasaro are **grandchildren** to Ngabo and Gaju

Ngabo is the **grandfather** to Gisa, Jabo and Gasaro.
Gaju is the **grandmother** to Gisa, Jabo and Gasaro.

C. Ganza, Keza, Shema and Isaro are **grandchildren** to Sano and Kariza.

Sano is the **grandfather** to Gato, Keza, Shema and Isaro.
Kariza is the **grandmother** to Ganza, Keza, Shema and Isaro.

D. Ngabo is the great **grandfather** to Gato, Keza, Shema and Isaro.

Gaju is the great **grandmother** to Ganza, Keza, Shema and Isaro.

Gaju is the great **grandmother** to Ganza, Keza, Shema and Isaro.

Gisa is the **uncle** to Ganza, Keza, Shema and Isaro.
Gasaro is the **auntie** to Ganza, Keza, Shema and Isaro.
Ganza, Keza, Shema and Isaro are **nephews** and **nieces** to Gasaro.

2. Mahame's family

We have understood that:

A. Uwase and Mahame are **parents** to Rugira. Rugira is the Son to Uwase and Mahame.

Iriho, Karabo and Mutesi are **children** to Rugira and Atete. Rugira and Atete are **parents** to Iriho, Karabo and Mutesi

B. Iriho, Simbi and Mutesi are **grand children** to Mahame and Uwase.

Mahame is the **grandfather** to Simbi, Iriho and Mutesi
Uwase is the grandmother to Simbi, Iriho and Mutesi.

C. Ganza, Keza, Isaro and Shema are **grand children** to Rugira and Atete.

Rugira is the **grandfather** to Ganza, Keza, Isaro and Shema. Atete is the grandmother to Ganza, Keza, Isaro and Shema.

D. Mahame is the **great grandfather** to Ganza, Keza, Isaro and Shema

Uwase is the **great grandmother** to Ganza, Keza, Isaro and Shema.

Iriho is the **uncle** to Ganza, Keza, Isaro and Shema

Ganza, Keza, Isaro and Shema are **nephews and nieces to Iriho**

Mutesi is the **aunt** to Ganza, Keza, Isaro and Shema.



Summary

An Uncle is the brother to one's father or mother

Nieces/nephews are children to one's brother or sister

Aunties are sisters to one's father or mother

Cousins are sons and daughters to one's auntie or uncle

Grandmother is the mother to one's father or mother

Grandfather is the father to one's father or mother

Great grandmother is the mother to one's grandfather or mother

Great grandfather is the father to one's grandfather or mother.

Decision/We have decided to:

Discuss about the relationships amongst our extended family members, supporting and respecting each other



Application Activity 1.2

1. Match words in Column A with words in Column B

Column A	Column B
1) Relationship with your mother's brother	a. Cousin
2) Relationship with your great grandmother	b. Great grandfather
3) Your aunt's child	c. Grandfather
4) Your father's father	d. Last born
5) Your grandmother's mother	e. Grandmother
6) Your grandfather's father	f. Uncle
7) The child born after all others in the family	g. Great grandchild
8) Your mother's mother	h. Great grandmother

2. Fill in using the name of the relationship.

- The child born after all other children in a family is-----
- Your father's and mother's brother is-----

3. Respond with your relationship to the following people:

- Your aunt's /uncle's children.
- Your grandfather.
- Your grandmother.
- Your great grandfather's wife.
- Your great grandmother's husband.

END OF UNIT 1 ASSESSMENT



1. Fill in using the name of the relationships

- a) My father's parents are
and.....
- b) The child who was born before others in the family is.....
- c) The child who was born after all others in the family is.....
- d) Children of the great grandfathers/mothers are.....
- e) The child born following the first born in the family is.....

2. Explain the relationship between you and the following people:

- a) Your Mother's brother
- b) Your father's sister.....
- c) Your father's brother.....
- d) Your mother's sister.....
- e) Your grandfather's/grandmother's father.....

3. Explain the following words:

- a) Niece/Nephew.
- b) Great grandchild.

4. Your relationship with:

- a) Your father's sister.
- b) Your father's elder brother.
- c) Your father's/mother's father.



d) Your father's/mother's mother.

e) Your mother's brother.

f) Your mother's young sister.

g) Your uncle's children.

h) Your aunt's children.

i) Your sister's children.

j) Your brother's children.

5. Match words from A with words in B

A		B
a) Your mother's mother		1) Cousin
b) Your grandmother's mother		2) Great grandfather
c) Your grandfather's father		3) Grandfather
d) Your father's father		4) Last born
e) Your aunt's child		5) Grandmother
f) The child born after all others in the family		6) Uncle
g) Relationship with your mother's brother		7) Great grandchild
h) Relationship with your great grandmother		8) Great grandmother



6. Respond to the following questions:

- a) What is the relationship between you and your father's sister?
- b) How are you related to your uncle's children?
- c) What is the relationship between you and your grandmother's husband?
- d) What is the relationship between you and your grandfather's wife?
- e) What is the relationship between you and your great grandmother's husband?
- f) What is the relationship between you and your great grandfather's wife?

7. Fill in with the missing word:

- a) A nuclear family is made up of _____
and _____
- b) A family that is not nuclear is

UNIT:

2

LOCAL GOVERNMENT ORGANISATION

Key Unit Competency: Be able to understand the responsibilities of cell leader.

Introductory Activity 2

- In which cell is your school located?
- What are the cells neighboring your school?
- Name the cell leaders
- Give three examples of responsibilities of cell leaders.

2.1. Local government Administrative units



Learning Activity 2.1

Our country has several local administrative organization units:

1. Give the local administrative units in our country from the smallest to the highest.
2. What are at least three smallest administrative unit in our country?

Administrative units are arranged from the smallest to the largest as follow:

- A village
- A cell
- A sector

- A district
- A province

A village is the smallest administrative unit. It is made up of several **homesteads**.

Several villages make up **a cell**.

Several cells make up **a sector**.

Several sectors make up **a district**.

Several districts make up a **province**.





Application Activity 2.1

Peter is a learner in P2. He lives in **Burunga** Village, **Gihundwe** Cell, **Kamembe** Sector, **Rusizi** District in western Province.

Where is your school located?

Where do you live?



2.2 The cell and its location



Learning Activity 2.2

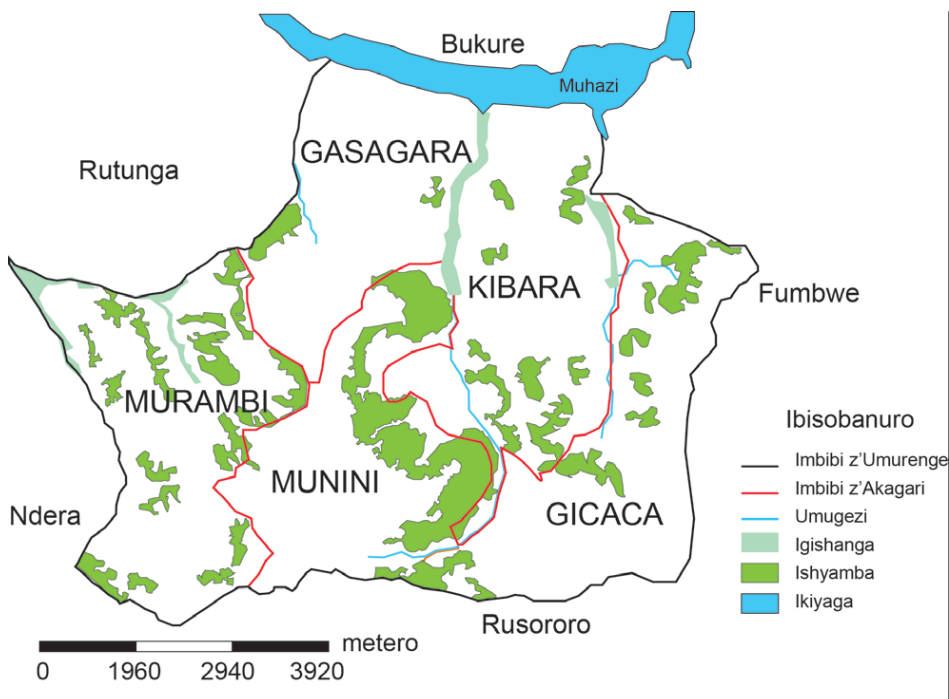
Peter is a student in P2. He lives in Munini cell in Gikomero sector. His neighbouring cells are Murambi, Kibara, Gasagara and Gicaca.

Every student name the neighbouring cells of his/her cell.

1. In which cell is your school located?
2. In which cell do you live?
3. What are the neighbouring cells of your home/school cell?
4. In which sector is your cell located.

There are **2148** cells in Rwanda.

Map of Gikomero sector





Application Activity 2.3

1. Give the neighbouring cells of Kibara Cell on the map above.
2. How many cells are there in Rwanda?
3. Name the cells that neighbour your cell.
4. Name village and cell where your school is located.

2.3 Property of the cell



Learning Activity 2.3

Look at the following pictures and talk about what you have seen.



We have understood/learnt that:

- A cell is a place where many people live in different villages.
- A cell is made up of different villages.
- A cell has many responsibilities compared to a village.

- A cell has many important places such as dispensaries, schools, markets, roads and many others.
- A cell has interesting places.



Application Activity 2.3

1. Give four examples of important things located in your resident cell.
2. State examples of property found in the cell where your school is located.
3. Mention important places found in your cell.

2.4 Caring and protecting the property of a Cell



Learning Activity 2.4

Look at the following pictures, talk about them and tell what you have seen.



We have understood/learnt that:

Property of a cell should be cared for by:

- Repairing the damaged bridges and old ones.
- Preventing soil erosion.
- Cleaning.

We have decided to:

- Take good care of the important places found in our cell.
- Report the people who destroy important places to leaders, parents and teachers.



Application Activity 2.4

1. Give examples of the different activities done in the community work in your cell.
2. What is your responsibility in taking care of the property in your cell?
3. What would you do if you found people destroying the property of your cell?
4. Outline examples of important places in your cell.
5. Give ways how you would take care of the property of the cell.

2.5 Cell leaders



Learning Activity 2.5

Look at the following pictures and talk about what you have seen.



We have understood/learnt that:

A cell is an administrative place where services are provided.

The Cell administrative structures:

1. A Council;
2. An Executive Secretariat;
3. A Development Consultative Committee.

(i) The Cell Council (CC)

The Cell Council comprises of the following members:

1. Councillor
2. Women Councillor
3. The Coordinator of the National Women's Council
4. The Coordinator of the National Youth Council at the Cell level;
5. A representative of Heads of nursery schools
6. A representative of teachers of primary schools
7. A representative of the private sector in the Cell.

(ii) Cell Executive Secretariat

The Executive Secretariat is comprised of the Executive Secretary and other necessary staff.

Members of the Cell Executive Secretariat are district employees appointed by the district council.

The Cell has two technical staff composed of the **Cell Executive Secretary** and **Social Economic Development Officer (SEDO)**.

(iii) The Development Consultative Committee

The Development Consultative Committee shall comprise of the following members:

1. The Heads of all Villages in the Cell;
2. Representatives of Intore residing in each village of the Cell;
3. A representative of the forum or association of non-governmental organizations operating in the Cell;
4. A representative of teachers of all secondary schools in the Cell if any;
5. Other persons deemed necessary by the Cell administration.

Members of the Development Consultative Committee among themselves shall elect the chairperson.

The Cell **Executive Secretary** is the rapporteur of the Development Consultative Committee meetings



Application Activity 2.5

1. Mention two technical staff of the Cell.
2. Who is the rapporteur of the Development Consultative Committee meetings?
3. Choose the elements of the cell administrative structure.
 - a) A Council;
 - b) A Development Consultative Committee.
 - c) An Executive Secretariat;
 - d) Councillor
 - e) The Cell Council (CC)
 - f) Women Councillor

2.6 Responsibilities of the leaders of a cell



Learning Activity 2.6

Look at the following pictures and talk about them.



We have understood/learnt that:

1. Members of the cell governing council do the following:

- Follow up government programmes in the cell
- Monitor and check the cell's secretariat services

2. Executive Secretary:

- Heads the cell.
- Represents the cell in other administrative organs.
- Applies government programmes.

3.Social Economic Development Officer (SEDO):

Awakes and informs people to be part of activities that promote good standards of living like as education, paying health insurance, maintaining the hygiene and sanitation of where they live.



Application Activity 2.6

1. Which responsibilities are done by both the executive secretary and the cell governing council?
2. Outline the organs of the cell governing committee.
3. Which administrative unit is responsible for:
 - a) Monitoring and checking the executive secretary?
 - b) Reminding people to send children to school?
 - c) Heading a cell.

END OF UNIT 2 ASSESSMENT



1. Fill in the table using the given work below:

- Studying well
- Helping parents
- Managing time
- Cleaning your bedroom
- Being respectful
- Completing homework
- Respecting teachers
- Respecting school rules



-Wearing the school uniform

Responsibilities/work at school	Responsibilities/work at home
—	—
—	—
—	—
—	—

2. Answer with “YES” or “No”

- a) Failure to do your work at school leads to punishment.
- b) A pupil who does his/her work well in class
- c) Work with a purpose leads to completing of our responsibilities or roles.
- d) Doing your work at home leads to quarrels.
- e) Failure is the result of not doing our work.

3. Circle the work of the social welfare office.

- Studying
- Development
- Hygiene
- Heading a village
- Medical insurance
- Family planning
- Collect information
- Government programmes
- Immunizing children



- Representing the village
- Avoiding diseases
- Security

4. Fill in with the correct word:

- a) _____is the smallest administrative unit amongst administrative units.
- b) -----is made up of many villages.
- c) The second administrative unit after the village is-----

5. Fill in the table with the work matching with the different cell leaders:

- Applies government programmes.
- Encourages people to pay health insurance,
- Follows up government programmes in the cell
- Heads the cell.
- Maintains the hygiene and sanitation
- Monitors and check the cell's secretariat services
- Promotes good standards of living
- Represents the cell in other administrative organs.

Governing Council	Executive Secretary	Social Welfare Officer

Key Unit Competence: Be able to adopt the culture of food hygiene and avoid poor hygiene related diseases.

Introductory Activity 3



1. What do you see on the picture?
2. Give three examples of importance of water.
3. Why it is important to clean food stuff before eating them?

3.1. Hygiene of water

Ways and methods of cleaning/treating water:



Learning Activity 3.1

Look at these pictures and talk about what you have seen.



We have learnt/understood that:

Treating water is done by the following:

- Cleaning the container for keeping it in.
- Cleaning the container for boiling it in.
- Putting it on the stove and wait for it to boil
- Filtering/sieving it.
- e) Keeping it well covered.

We have decided to:

Drink boiled and safe water using clean containers.



Application Activity 3.1

- Why should water be boiled?
- Talk about how they keep water for drinking.

3.2 Importance of treating water



Learning Activity 3.2

Look at the following pictures, talk about them and share what you have seen.



We have understood/learnt that:

Treating water for drinking prevents diseases caused by dirty water for example worms, diarrhoea, typhoid, cholera and many others`

1. Using the given pictures, put a tick β on good practices and (X) on bad practices



2. Have you ever drunk dirty water? What happened?
3. Why should we drink boiled water every time?
4. Name the diseases you know that are caused by drinking dirty water.

3.3 Hygiene for food stuffs and drinks

Hygiene of food stuffs that need to be cleaned and its importance



Learning Activity 3.3

Look at the following pictures and talk about what you see.



We have learnt/understood that:

Food stuffs should be cleaned before cooking. This is how it should be done:

- Washing hands
- Putting food stuffs for cleaning in a container with water
- Start washing
- Cleaning in clean water
- Drying vegetables on a raised clean item
- Fruits are wiped with a clean piece of cloth and kept in a clean and covered container

We have decided to:

Wash our hands first before handling food stuffs. Always have hygiene for food.



Application Activity 3.3

1. Why should we wash our hands before washing food stuffs?
2. Give reason why it is important to wash food stuffs before cooking and eating them.
3. Give four examples of food stuffs that need washing before cooking and eating them.
4. Rearrange the following steps of cleaning food stuffs.
 - Cleansing in clean water
 - Drying vegetables on a raised clean item
 - Fruits are wiped with a clean piece of cloth and kept in a clean and covered container.
 - Putting food stuffs for cleaning in a container with water
 - Start washing
 - Washing hands

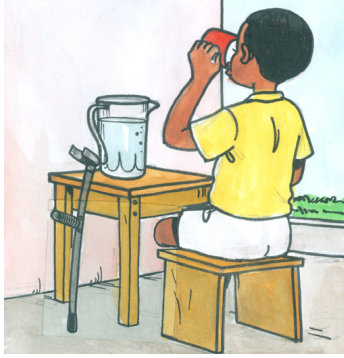
3.4 Hygiene for drinks/beverages



Learning Activity 3.4

Look at the following pictures, talk about them and tell what you have seen.





We have learnt/understood that:

Drinks are taken using clean utensils.

Having hygiene for drinks prevents diseases caused by dirty water.

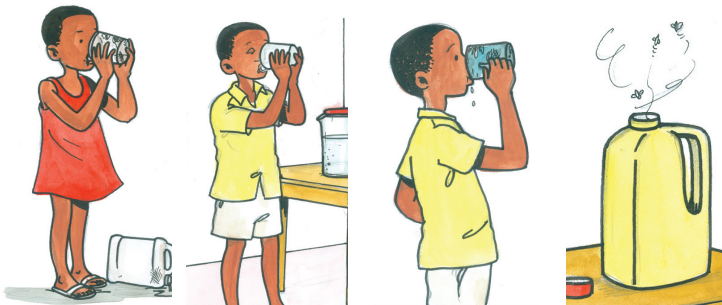
We have decided to:

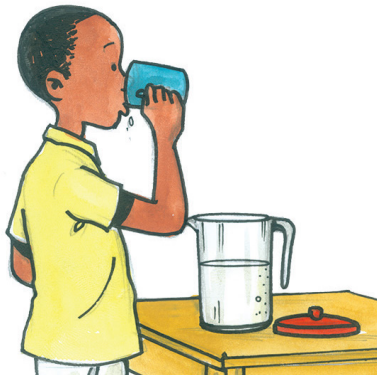
- Wash our hands before drinking any beverage/ drinks.
- Use clean drinking utensils. Have hygiene for drinks/ beverages
- Avoid drinking directly from a jerry can or a water tap

We have decided to:

1. Look at the following pictures:

- a. Show good practices and give reasons for that.
- b. Show bad practices and give reasons for that.





2. Why should we wash our hands before drinking water?
3. Why should we use clean drinking utensils when drinking water?
4. Give reasons why it is bad to put the mouth on a jerry can or a water tap when drinking water?
5. Give ways how you can have hygiene for beverages/ drinks before drinking them.

3.5 Dangers of failing to keep the hygiene of drinks/ beverages



Learning Activity 3.5

Look at the following pictures, talk about them and share what you have seen.



We have learnt/understood that:

Poor hygiene of food stuffs and drinks/beverages causes diseases **e.g. worms, diarrhoea, typhoid, cholera, etc.**



Application Activity 3.5

1. Name two diseases caused by drinking unclean beverages/drinks.
2. Why is it good to drink hygienic beverages/drinks?
3. Explain some of the dangers of drinking unhygienic beverages/drinks.

3.6 Prevention of dangers caused by poor hygiene of food stuffs and beverages/drinks



Learning Activity 3.6

Look at the following pictures, talk them and share what you have seen.



We have learnt/understood that:

Ensuring hygiene for food stuffs and beverages/drinks prevents us from diseases.

We have decided to:

- Cleaning foodstuffs before eating them.
- Cleaning drinking utensils before use.

-Avoid the dangers of poor hygiene.



Application Activity 3.6

1. Explain the best practices for preventing dangers of unhygienic drinks/beverages.
2. Mention what you would do to prevent dangers of eating unhygienic food.

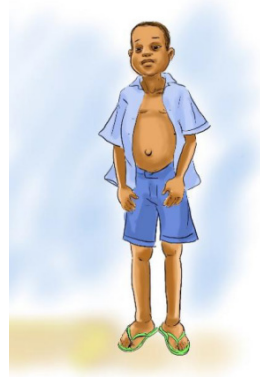
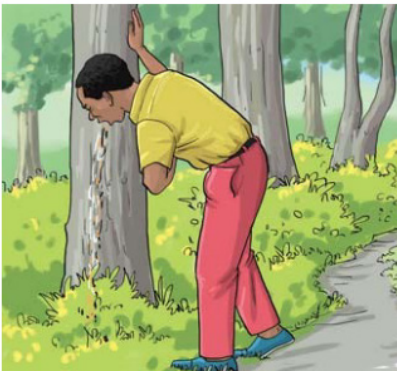
3.7 END OF UNIT 3 ASSESSMENT



1. Name two causes of diarrhoea showing how it is prevented.
2. Arrange correctly the steps for boiling water.
 - Boiling water up to the boiling point
 - Washing the saucepan
 - Filtering/sieving water that has been boiled
 - Putting the boiled water in the jerry can
 - Putting water in the clean saucepan
 - Washing the jerry can for keeping in the water
 - Putting a covered saucepan with water on the charcoal stove/fire place
 - Covering the jerry can with filtered/sieved water
 - Remove the boiled water from the charcoal stove.
3. Give four examples of food stuffs and drinks that must be cleaned before eating/drinking them.
4. Name four types of drinks/beverages that must be cleaned first.

Key unit competence: Be able to avoid non-infectious diseases and diseases caused by poor hygiene.

Introductory Activity 4



1. Name the diseases of the children on the picture.
2. Show the disease which is infectious on the picture.
3. Name the disease which is non-infectious on the picture.

4.1. Prevention of infectious diseases and diseases caused by poor hygiene



Learning Activity 4.1

Talk about the following pictures and share what you have seen.



Cholera, typhoid, dysentery and worms are infectious diseases.

They are transmitted through dirty water.

Signs and symptoms of cholera, typhoid, dysentery and worms. Have you ever seen a person suffering from cholera?

How was he or she? He/she is characterized by:

- Diarrhoea
- High temperature
- Vomiting



Vomiting

Ways of preventing, typhoid, dysentery and worms:

- Washing hands after toilet and before meals.
- Drink boiled water.
- Having hygiene of foodstuffs and drinks.



A plate of clean fruits

Chickenpox, smallpox, ringworm, measles and scabies are also infectious diseases. They are skin diseases.



Chicken pox



Smallpox



Ringworm



Measles



Scabies

Ways of preventing skin diseases. Skin diseases can be prevented by:

- Practicing proper hygiene.
- The use of vaccine.

We have learnt/understood that:

If kitchen utensils are cleaned, it prevents us from the following diseases:

Infectious diseases: Cholera, dysentery, skin diseases, Intestinal worms, diarrhoea, Typhoid, worms, dysentery, polio etc.

Infectious disease is an illness caused by virus, bacterium, fungus and which arises through transmission from an infected person, an infected animal, or a

contaminated inanimate object to a susceptible host.

We prevent infectious diseases caused by poor hygiene through:

Cleaning/washing drinks/beverages and food stuffs.

Washing hands before and after meals and visiting the toilet.



Application Activity 4.1

1. Give examples of infectious diseases caused by poor hygiene.
2. Give examples of infectious diseases caused by poor hygiene.
3. Give ways how you can prevent diseases caused by poor hygiene.

4.2 Prevention of non-infectious diseases and diseases caused by poor hygiene and poor feeding



Learning Activity 4.2

Look at the following pictures, talk about them and share what you have observed/seen.





A. Non-infectious diseases caused by poor hygiene

Non-infectious diseases caused by poor hygiene include lice, jiggers, bedbugs, fleas etc.

B. Non-infectious diseases caused by poor feeding or malnutrition are called deficiency diseases.

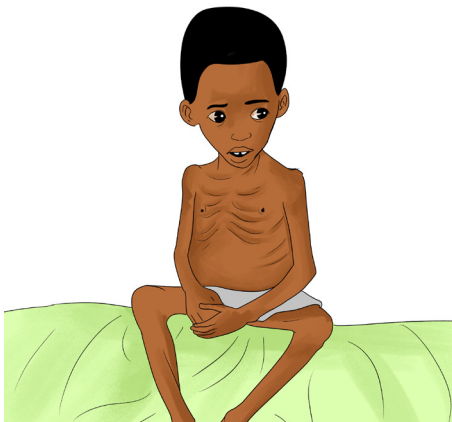
They include Kwashiorkor, marasmus, goitre and rickets



Kwashiorkor is caused by lack of proteins.



Rickets is caused lack of vitamin D or calcium.



Marasmus is caused by lack of proteins, carbohydrates and fats.



Goitre is caused by lack of Iodine.

C. Ways of preventing non-infectious diseases caused by poor hygiene and poor feeding

Eating balanced diet.

We have learnt/understood that:

Cleaning where we live and washing clothes prevents us

from diseases caused by poor hygiene.

For example,lice, fleas, bedbugs and jiggers.

We prevent non infectious diseases caused by poor hygiene through:

- Cleaning/washing drinks/beverages and food stuffs.
- Washing hands before and after meals and visiting the toilet.

We should avoid diseases caused by poor feeding for example **Kwashiorkor, Marasmus**. We avoid them by eating a balanced diet for example:

- **Body building foods** like meat, eggs, beans, peas, etc.
- **Energy giving foods** like cereals (maize, sorghum, millet and wheat), root tubers like cassava, yams, potatoes, etc.
- **Vitamins** like vegetables and fruits of all kinds.

We prevent diseases caused by poor feeding by eating balanced diet.



Application Activity 4.2

1. Choose one of the following practices and work it out:
 - a) Washing light clothes
 - b) Sweeping in front of the classroom
 - c) Mopping the classroom
 - d) Mopping the toilets
2. Give examples of non-infectious diseases caused by poor hygiene.
3. Give ways how you can prevent diseases caused by poor hygiene.
4. Give two examples of non-infectious diseases caused by poor feeding.
5. What are the components of a balanced diet?
6. Name two examples of balanced diet foods for each of the following:
 - a) Body building foods.
 - b) Energy giving foods.
 - c) Vitamins.
7. How can you avoid diseases caused by poor feeding?

END OF UNIT 4 ASSESSMENT



1. Use the given diseases and fill in the table below:

- Jiggers
- Typhoid
- Worms
- Marasmus
- Kwashiorkor
- Diarrhoea
- Cholera
- Skin diseases

Infectious diseases caused by poor hygiene	Non infectious diseases caused by poor hygiene	Non infectious diseases caused by poor feeding

2. Put the following food stuffs in their correct groups in the table below:

- Grains
- Root tubers
- Fruits
- Vegetables
- Meat
- Beans
- Peas
- Fish
- Eggs



**Energy giving
foods**

**Body building
foods**

Vitamins

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Key Unit Competence: Be able to adopt integrity and being careful in everyday life.

Introductory Activity 5



1. What do you see on the picture?
2. How can a pupil show good behaviour at home?
3. Give an example of good behaviour at school.

5.1 Children's rights

A. Children's rights



Learning Activity 5.1A

Look at the following pictures, talk about them and tell



what you have seen.

We have learnt/understood that:

Children have the following rights:

- Medication/treatment and protection from harm
- Feeding
- Citizenship and identity
- Belonging to a family
- Playing
- Clothing
- Education
- Life



Application Activity 5.1A

Read the following statements and mention the respected human rights

- Mutesi got wet in the rain and she was given warm clothes.
- After school, Kagabo was given food.
- While playing, Keza got injured and she was taken to the dispensary.
- Muhire lost all his parents and is now looked after by Mbabazi.
- My young brother will start school tomorrow.

B. Importance of respecting children's rights



Learning Activity 5.1B

Look at the following pictures, talk about and tell what you have talked about.



We have learnt/understood that:

Respecting children's rights makes them:

- Live better
- Live happily
- Grow healthy
- Have good health



Application Activity 5.1B

1. Give the importance of respecting children's right.
2. Choose children's rights from the list.
 - a) Education denial
 - b) Food denial
 - c) Right to clothing
 - d) Right to food
 - e) Right to medical care

C. Abusing against children and reasons for its cause



Learning Activity 5.1C

Look at the following pictures, talk about them and share with others.



We have learnt/understood that:

A child can be disrespected through the following:

- Doing heavy and harsh piece of work
- Food denial
- Education denial
- Abuse
- Stressing up
- Denial of shelter
- Denial of health care
- Denial of clothes
- Denial of self-expression
- Corporal punishment

Disrespecting a child can be caused by malice, drunkenness and ignorance of children's rights.



Application Activity 5.1C

1. Give three examples of things which can lead denial of children's rights.
2. Give two ways a child is abused.

D. Preventing the abuse of children's rights Learning activity 5.1D

Look at the following pictures, talk about them and share with others.



We have learnt/understood that:

- We should report violators/abusers.
- We should explain to others about Children's rights.
- We should emphasize respect for our rights.

We have decided to:

Always report abusers to our parents and teachers.



Application Activity 5.1D

Mention what you would do to the following:

- When you are abused.
- When you see your friend being abused.

5.2. Children's responsibilities

5.2.1. Work of pupils

A. Pupils' work at school and home



Learning Activity 5.2.1A

Look at the following pictures, talk about them and share your findings



We have learnt/understood that:

Pupils' work at school are the expectations they are required of such as:

- Able to learn well with motivation
- Obeying the school rules.
- Putting on school uniform and being clean
- Being honest, respecting teachers and fellow school mates
- Proper using and caring for the environment and school property
- No late coming and absenteeism without a known reason

Pupils' responsibilities at home include:

- Helping parents in home activities
- Doing cleanliness and homework

Decision, we have decided to:

- Perform our work at school.
- To always do our work at home



Application Activity 5.2.1A

1. Give the school rules.
2. Give examples of what you do at school?
3. Which activities are you supposed to do at home?

B. Importance of doing our work



Learning Activity 5.2.1B

Look at the following pictures discuss about them and give what you have seen from them?



We have learnt/understood that:

When a pupil does his/her responsibilities well at school, he/she becomes successful in studies.

We have understood that when a pupil does his/her work at home, it makes parents happy and other people at home.

We have decided to:

Know the benefits of doing our work

Always do our responsibilities at home with the purpose



Application Activity 5.2.1B

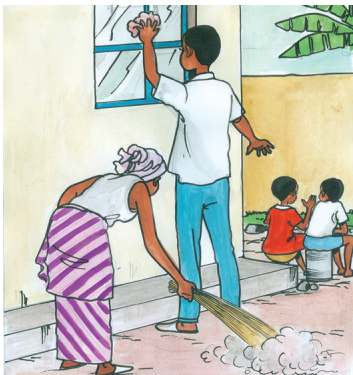
1. Mention the importance of doing well your work at school.
2. Mention one thing that happened when you did your work at home.

C. Dangers for failing to do one's work



Learning Activity 5.2.1C

Look at the following pictures and talk about what you have seen.



We have learnt/understood that:

Not doing work at school has many dangers which cause pupils:

- To fail in class, repeat or get chased from school
- To be punished
- To discourage parents and teachers

Failure to do our work at home leads to:

- Our parents will work a lot and be unhappy
- Poor use of home resources
- Quarrels

We have decided to:

Be careful about the dangers of not doing one's work at school.

Avoid all bad activities that make us fail to do our work at home



Application Activity 5.2.1C

State whether the following statements are true or false.

5.3. The culture of peace

A. Living in peace in games /sports and studies



Learning Activity 5.3A

Look at the following pictures, talk about them and share what you have seen.



We have learnt/understood that:

- We can live in peace with others through games and sports.
- Not being selfish
- Playing without separation.
- Forgiving one another
- Asking for forgiveness
- Playing without injuring others.
- Sharing

We can live in peace in our studies by doing the following:

- Not making noise in our classroom. Studying with others in groups.
- Working with others in different activities.
- Explaining and helping children with disabilities.

We have decided to:

Increasing the culture of peace at school, in playing and other places.



Application Activity 5.3A

1. Give ways how you relate with others in peace when playing.
2. Give ways how you relate with others in peace when studying together.
3. Name things you should not do when playing with others.
4. Give examples of bad things you should avoid when studying with others.
5. Read the following story and answer the questions given.
 - Mutesi is in Primary Two
 - When she reaches school, she greets her peers.
 - When working in groups, she makes a lot of noise.
 - When asked for help in studies, she responds happily.
 - During holidays, she plays with her friends only.
 - When you lend her a book, she gives it back after reading it.

- a) What shows that Mutesi doesn't behave well with others in games and sports?
- b) What shows that Mutesi doesn't behave well in studies?
- c) What is Mutesi's behaviour in her studies?

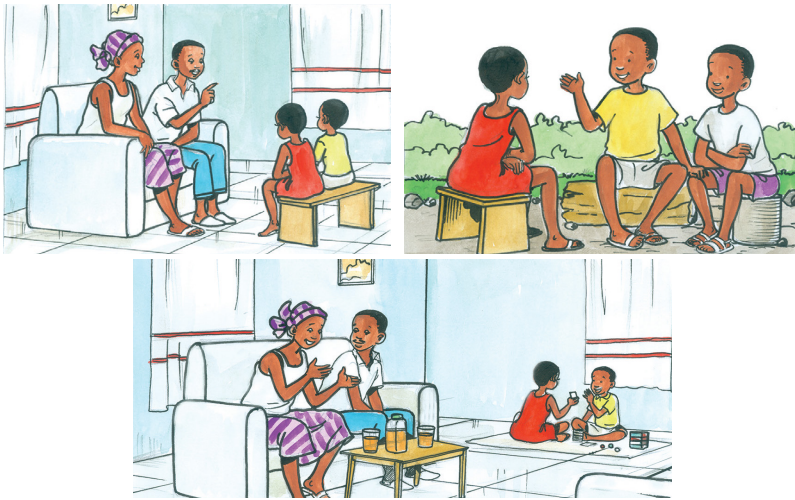
5.4 Increasing the culture of peace

A. Conversations



Learning Activity 5.4A

Look at the following pictures, talk about them and share what you have seen.



We have learnt/understood that:

- We should listen carefully to others
- We should not make noise
- We should respect the pieces of advice given to us.
- We should respect other people's ideas
- We should only speak when given time to do so.



Application Activity 5.4A

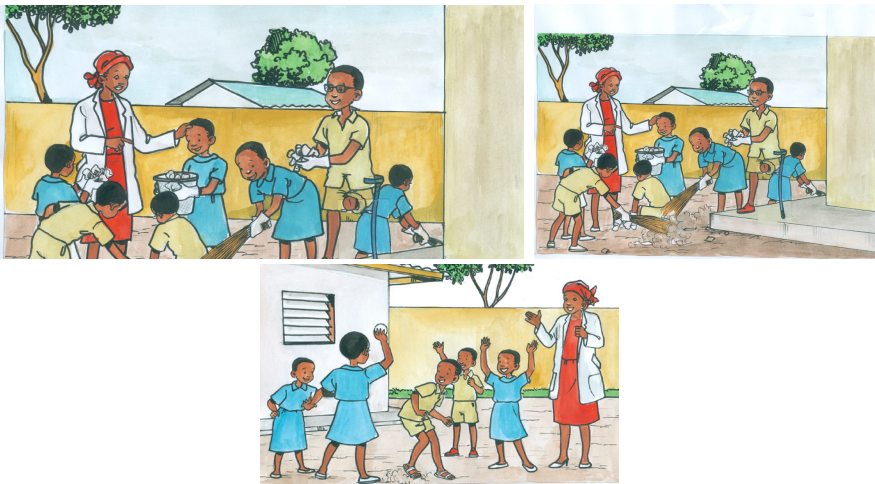
Mention the important things you should do when talking with others.

b. Different activities at school



Learning Activity 5.4B

Look at the following pictures, talk about and share them.



We have learnt/understood that:

We can live in peace at school in the following ways:

- Working together
- Working in harmony/peacefully
- Helping one another
- Not discouraging one another
- Not being lazy



Application Activity 5.4B

Name examples of important things you should do when you are with others in group work.

5.5 Good behaviours at school

A. Respecting school rules and regulations



Learning Activity 5.5A

Look at the following pictures, talk about them and share them



We have learnt/understood that:

We should respect school rules and regulations by:

- Putting on school uniform.
- Behaving well as required at school.
- Managing time.

- Respecting teachers and school leaders.
- Doing homework and other activities given by teachers.
- Taking care of school buildings and other materials.



Application Activity 5.5A

Name at least three school rules and regulations

B. Good behaviours and values of a good student



Learning Activity 5.5B

Look at the following pictures, talk about them and share what you have seen.



We have learnt/understood that:

We should:

- Respect school leaders
- Receive something from school leaders with both hands.
- Greet school leaders by shaking hands.
- Sharing.
- Working together.
- Solving problems peacefully.
- Welcoming guests.

- Not abusing others.
- Avoiding fighting with others.
- Caring for the others' school items.
- Embracing and greeting each other.
- Helping others when they are in trouble.
- Thank someone who gives you something.
- Lend items from one another.
- Apologize when someone makes a mistake. We should say: "I am sorry. / Forgive me. / I apologize."
- Be friendly,
- Respect others,
- Tell the truth.
- Be honest,
- Be punctual.

We have decided to:

- Greet school leaders and teachers humbly.
- Respect school leaders and teachers.
- Have good behaviours and values.



Application Activity 5.5B

1. State how you behave when they send you to the school head teacher.
2. Give the values of a good student.

C. Good behaviours towards our classmates



Learning Activity 5.5C

Look at the following pictures, talk about them and share them



We have learnt/understood that:

We should behave well towards our classmates by:

- Playing together.
- Sharing.
- Eating together.
- Working together.
- Helping one another.



Application Activity 5.5C

1. Give examples of the things you should do to help children/classmates with disabilities.
2. State how you behave towards your classmates

Bad behaviours that cause disharmony

- a) Disunity
- b) Disrespect
- c) Dishonesty
- d) Greed
- e) Telling lies
- f) Being late...
- g) Fighting.



Fighting

- h) Lack of development.
- i) Loneliness.
- j) Dropping out school.
- k) Injuring your fellow classmates.
- l) Pupils do not study well.

- m) It causes hatred.
- n) It causes mistrust.
- o) It causes lack of cooperation between people.
- p) It causes trouble and lack of peace.
- q) It breaks friendliness at school.
- r) It brings misunderstanding among people.
- s) It brings hatred among people.

Dangers of not living in harmony with others



STORY: REMEMBER AND UNITE!

Sangwa's Story shows the bad effects of not living in harmony. It also teaches us Muneza's good heart and how he saved Sangwa's family.

Read the Story carefully and answer the questions.



My name is SANGWA.



We lived near a lake. Our Village was lovely, united and we supported each other.



One evening in 1994, we heard someone saying hello. My mother checked at the door and found that it was MUNEZA the fisherman.



Muneza showed my mother a group of angry people who had come to kill us because they believed did not look like them. He told my mother: Get ready; let's go. While my mother was thinking about what to do, the man picked my sister and hurried out of the house.



My mother and I followed him immediately and met my father who was taking care of our cows. My father joined us as we hurried away.



As we reached the shore of the lake, Munezero put us in his boat. He told us that our neighbours had decided to kill us because they believed we did not look like them. They want to commit genocide! Muneza said!



We crossed the lake. Muneza took us to his aunt's house and hid us there.



Three months later, we returned home and found that some of our family members had survived.



We were so grateful to Muneza who saved our lives. Muneza was also rewarded by the leadership of our Village.



Today, my mother and father are business people.



My brother and I graduated from college.



Although we remember bad things that happened to our families; we will never forget Muneza's good heart.

Today, our families leave together in peace.

Genocide should never happen again!



Questions:

Questions on the story: Remember and Unite!

1. Who are the people mentioned in the story?
2. Why did Muneza come at Sangwa's home?
3. Why did the group of people want to kill them?
4. What is the role played by Muneza to the family of Sangwa?

Lessons to be learnt from the story:

1. We should provide quick help wherever necessary as Muneza did.
2. We should avoid criminal gangs because they threaten the safety of others.
3. We should avoid any form of discrimination.
4. We should fight against Genocide and its ideology.

5.6. Child abuse

A. Sexual child abuse



Learning Activity 5.6

Look at the following pictures, talk about them and share what you have seen.



B. Sexual child abuse

Sexual child abuse is any sexual act between an adult and a child.

Practices or exercises that lead to misuse of our private parts are:

- Playing with private parts.
- Rape.
- Poor hygiene of our private parts.
- Defilement.

C. Physical child abuse

Physical child abuse is an injury resulted from physical aggression.

- Beating
- Biting
- Kicking
- Hitting
- Throwing
- Cutting
- Torturing
- Hair pulling
- Pinching
- Choking
- Burning with cigarettes
- Hash punishment...

D. Emotional child abuse

It is emotional maltreatment of a child.

- Rejection
- Bad name calling
- Yelling
- Isolation.
- Shouting

F. Child neglect

It is the failure to provide children with basic needs.

- Lack of food.
- Lack of housing and clean-living conditions.
- Lack of health care.
- Lack of adequate clothing.
- Lack of personal hygiene.
- Lack of adequate supervision.

We have learnt/understood that:

Practices or exercises that lead to misuse of our private parts are:

- Playing with private parts.
- Rape.
- Poor hygiene of our private parts.
- Defilement.

We have decided to:

- Avoid bad people who can spoil us by reporting them to our parents, teachers and leaders.
- Have hygiene for our private parts.
- Avoid people who can touch our private parts.



Application Activity 5.6

1. What would you do if there is an abuser?
2. Name the forms of child abuse.
3. State whether the statement is true or False

If you are given biscuits, sweets and chocolates, you allow someone to touch your private parts.

4. Put the abuse in the suitable column.
 - Bad name calling
 - Beating
 - Hair pulling
 - Lack of food.
 - Lack of health care.
 - Playing with private parts.



- Rape
- Rejection

Sexual abuse	Physical abuse	Child neglect

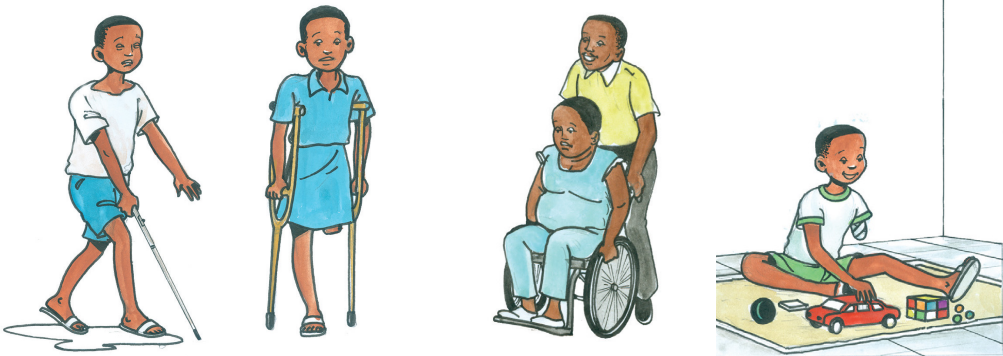
5.7 Disability

A. Meaning of disability



Learning Activity 5.7A

Look at the pictures below, talk about them and share what you have observed.



We have learnt/understood that:

Disability is the failure to function of some body parts. One can be **born with a disability** or it can be **caused** by diseases or **accidents**.

We have decided to:

Take care of people with disabilities.



Application Activity 5.7A

1. Explain the term disability.
2. Name any two causes of disabilities.

B. Rights of people with disabilities



Learning Activity 5.7B

Look at the following pictures, talk about them and share what you have seen.



We have learnt/understood that:

People with disabilities have the following rights:

- Right to education/study
- Right to have jobs like others
- Right to enjoyment
- Right to move freely
- Right to treatment/medication/health
- Right to clothing
- Right to electing leaders and be elected as well
- Right to have property
- Right to belong to a family
- Right to have a name

We have decided to:

Respect the rights of people with disabilities by favouring for them whenever they are violated.



Application Activity 5.7B

1. State whether true or false.
 - a. People with disabilities have equal rights like others.
 - b. Classmates with disabilities should be protected and treated like others.
2. What can you do if you see someone abusing a person with a disability?
3. Mention four rights of people with disabilities.

END OF UNIT 5 ASSESSMENT



1. Answer with YES or NO

- a) Is denying a child food an abuse of rights?
- b) Does respecting children's right help them to grow?
- c) Should people who disrespect/abuse children's rights be thanked?
- d) Is giving heavy work to children an abuse of their rights?
- e) Should children who do mistakes be punished?
- f) If I see you harassing a child, I will report you to the elders.

2. Separate human rights from disrespecting of human rights in the list below using the given table:

- Beating
- Medication
- Playing
- Harassment
- Life
- Abuse
- Clothing

Rights	Violation/abuse



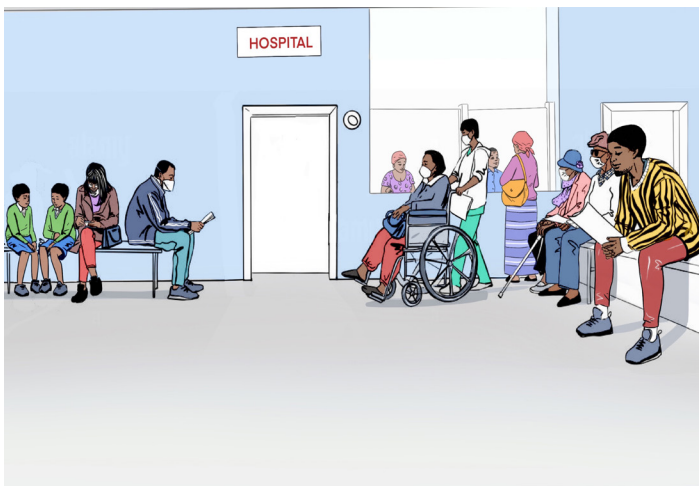
3. Fill in the spaces provided using the words given: (*Hurting, selfish, ask for forgiveness, working together, listening to all, speak when given time to do so*)

- a) In conversations it's necessary to -----
- b) ----- in groups helps us support one another
- c) When I make mistakes I-----
- d) It is good to ----- to avoid disorganising others
- e) ----- friends when playing is a bad habit
- f) We should avoid being ----- and share with our friends.

Key Unit Competency: Be able to adopt the culture of not wasting the resources in everyday life.

Introductory Activity 6

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



1. What do you see on the picture.
2. Give two examples of basic needs on the picture.

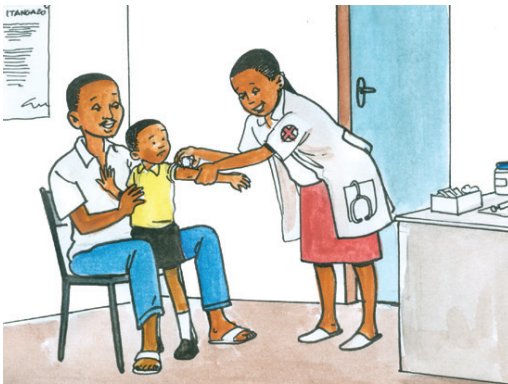
6.1. Basic needs in life

A. Basic needs/term basic needs.



Learning Activity 6.1A

Look at the pictures below, talk about them and share what you have seen



We have learnt/understood that:

Basic needs are things that helps people to live.

They are food, medication, clothes and shelter.



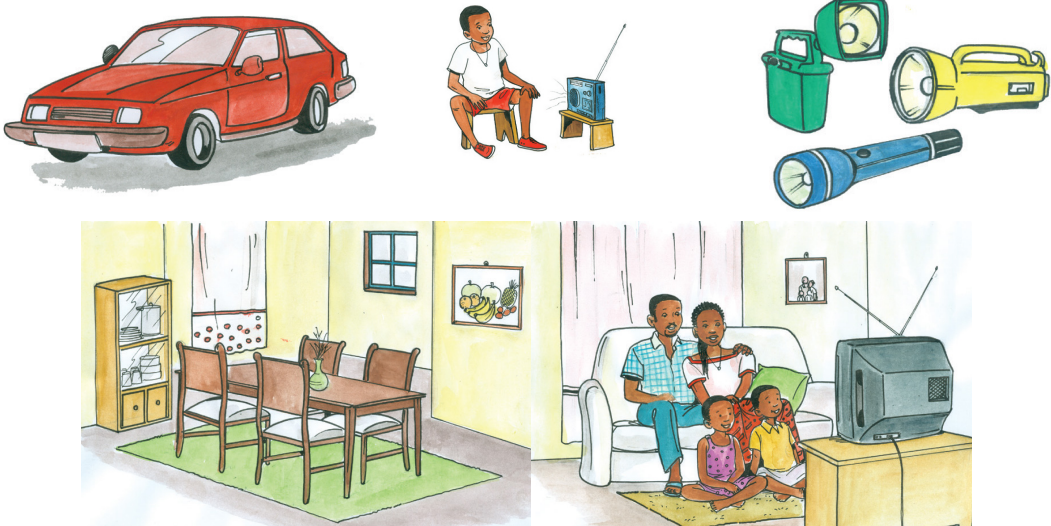
Application Activity 6.1A

1. Basic needs are.....
2. Give four examples of basic needs.

B. Luxury needs/non-basic needs



Learning Activity 6.1B



We have learnt/understood that:

Luxury needs/non-basic needs are wants.

They are things people can live without.

Examples include cars, motorcycles, bicycles, aeroplanes, sofa sets, cupboards, radios, television sets, computers, torches, etc.



Application Activity 6.1B

1. Name four examples of non-basic needs
2. Arrange the following needs in the table below.
 - a) Sofa
 - b) Water
 - c) Radios
 - d) Food
 - e) Television sets
 - f) Clothes
 - g) Computers

Basic needs	Non-basic needs

C. Things which can make people fail to get basic needs:



Learning Activity 6.1C

Look at the pictures below, talk about them and share what you have seen.



We have learnt/understood that:

Things that make people fail to get basic needs are: poverty, drunkenness, laziness, disasters, wars and others.

Disasters include **volcanic eruption, landslides, drought, too much rainfall, strong wind...**



Application Activity 6.1C

1. Give two examples of things that can make people lack basic needs.
2. Give two examples of disasters that can make people lack basic needs.

D. Problems caused by lack of basic needs



Learning Activity 6.1D

Look at the following pictures, talk about them and share what you have seen.



We have learnt/understood that:

Problems causing lack of basic needs:

- Sickness
- Failure to study
- Poor accommodation/housing
- Lack of clothes
- Death
- Hunger
- Begging
- Wandering
- Poor feeding



Application Activity 6.1D

1. Mention the problems caused by lack of basic needs.

6.2 Money

A. Importance of money in a family



Learning Activity 6.2A

Look at the following pictures, talk about them and share what you have seen.



We have learnt/understood that:

Money is important in the following ways:

1. We use money to pay school fees
2. We use money to buy school uniform
3. We use money to buy notebooks, pens and pencils
4. We use money to buy food, etc.

We have decided to:

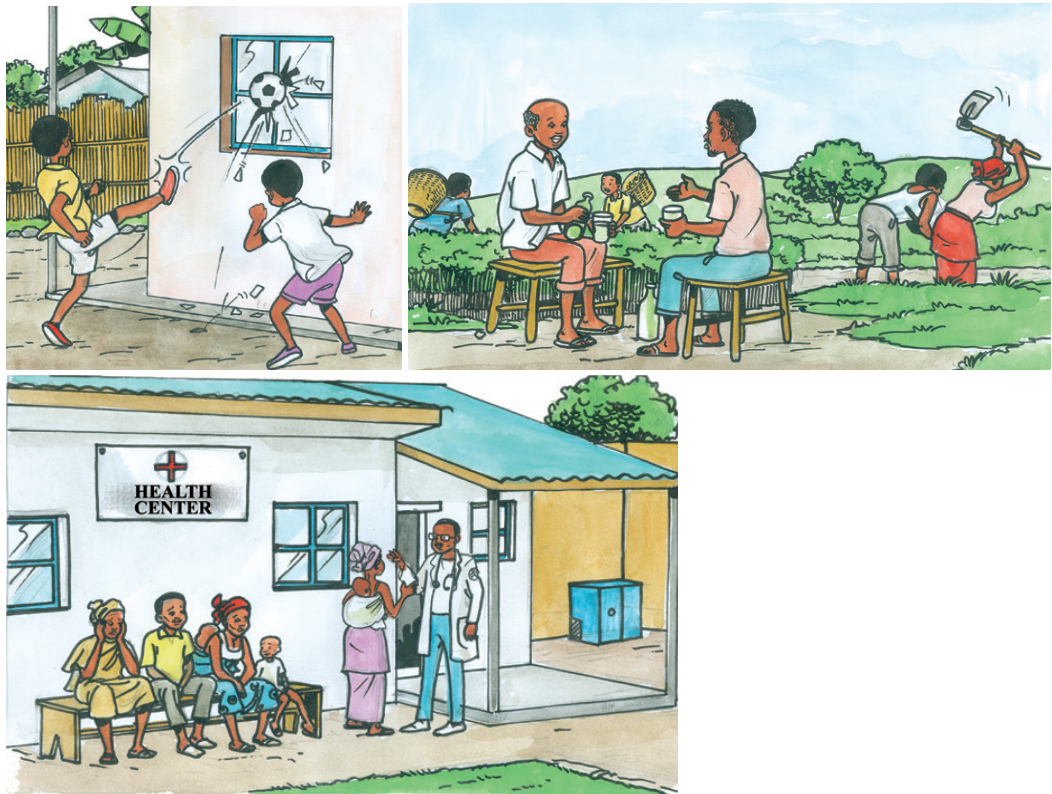
Manage our money well.

Application Activity 6.2A

Mention the importance of money.

B. Reasons of lacking money in our families

Learning Activity 6.2B



Look at the pictures above, talk about them and share what you have seen.

We have learnt/understood that:

Reasons of lacking money are:

- Jobless
- Lack of livestock farming
- Insufficient land for farming

We have decided to:

- Avoid wasting water.
- Close water taps after use.
- Turn off lamps after use.



Application Activity 6.2B

1. Give 2 sources of money in your family
2. Give causes of lack of money in your family.

C. Problems caused by lack of money



Learning Activity 6.2C

Look at the pictures below, talk about them and share what you have seen.



We have learnt/understood that:

Dangers of lacking money at home include:

- Death
- Failure to get treatment
- Theft
- Debts
- Malice
- Hatred
- Jealousy
- Conflicts
- Failure to pay debts



Application Activity 6.2C

Name the dangers of lacking money at home.

D. Best practices of using money



Learning Activity 6.2D

Look at the following pictures, talk about them and share what you have seen.



We have learnt/understood that:

Best practices of controlling money are:

- First make a list of what you want to buy.
- Buy from cheap places.
- Buy goods of quality.
- Count your money well.
- Avoid buying things which are not on the priority list.
- Keep your money in the bank



Application Activity 6.2D

What are the best ways of using money

E. Dangers of misusing money



Learning Activity 6.2E

Look at the following pictures, talk about them and share what you have seen.



We have learnt/understood that:

Dangers of misusing money at home are:

- Poverty
- Hunger
- Theft/robbery
- Becoming hostile
- Death
- Un-happiness
- Quarrels

We have decided to:

Avoid misusing money



Application Activity 6.2E

Give the dangers of misusing money in the family.70

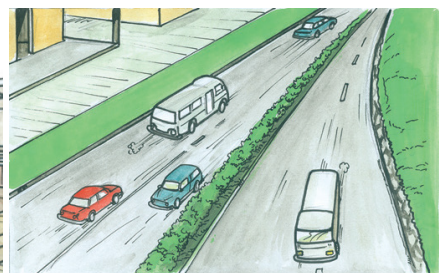
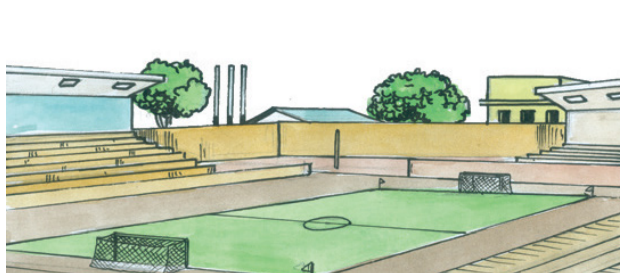
6.3 Community properties

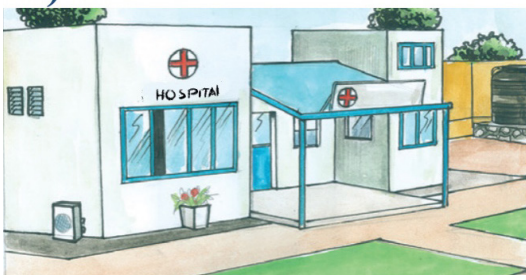
A. Important community properties found in the cell and thevillage



Learning Activity 6.3A

Look at the following pictures, talk about them and share with others.





We have learnt/understood that:

Community properties are things used by all people without owning them.

Community properties are community properties.

Most important community properties in the village and cell are:

- Roads
- Markets
- hospitals
- Dispensaries
- Play grounds
- Schools
- Water points/wells.

We have decided to:

Use community properties well



Application Activity 6.3A

Give examples of community properties.

B. Caring for the community properties in villages and cells



Learning Activity 6.3B

Look at the following pictures, talk about them and share what you have seen.



We have learnt/understood that:

Together with local council leadership, we have responsibilities for protecting and caring for community properties by:

- Not destroying them
- Protecting them from destroyers
- Sensitizing parents to repair and keep them

We have decided to:

Report destroyers of community properties to our parents and teachers.



Application Activity 6.3B

Give ways how you can help in protecting and caring for community properties in your area.

END OF UNIT 6 ASSESSMENT



1. Put the following words in their order according to basic and non-basic needs in the table below:
 - Food
 - Drinks
 - Drugs/ Medicine
 - Clothes
 - Housing
 - Car
 - Television
 - Computer
 - Books

Basic needs	Non - basic needs

2. Name the causes of lack of basic needs in life.
3. What are some of the practices done by people who lack basic needs?
4. What would you use the money given to you after winning a competition?
5. What makes family members to lack money?
6. Name the crimes committed by people who don't have money.



6. Give the importance of making a list of making what you want to buy before buying goods.
7. Differentiate between public needs and personal needs.
8. Put the following in their groups:
 - Keza's garden
 - A market
 - A road
 - A dispensary
 - A parent's school
 - Tito's house

Community properties	Personal/private assets

Key Unit Competency: Be able to do self-direction, direct others and properly manage environment.

Introductory Activity 7

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



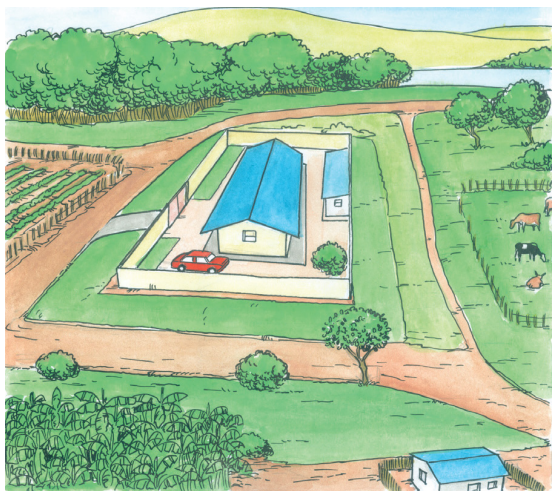
1. Where are terraces located in relation to the school?
2. Where are trees being planted in relation to the school?
3. Why is it important to properly manage the environment?

7.1 DIRECTIONS

A. Giving direction of important places using compass directions



Learning Activity 7.1A



We have learnt/understood that:

A person can give directions of things near home using these directions:

In front, Behind, Middle/ between, Under, Above Right, Left, Aside



Application Activity 7.1A

Look at the picture above and complete the following sentences using: In front, Behind, Middle/ between, Under, Above Right, Left, Aside.

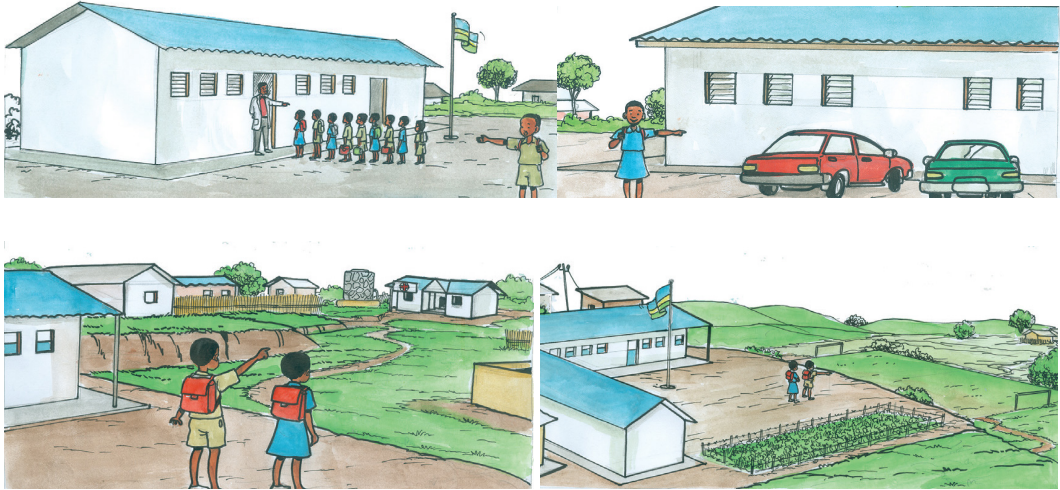
1. There is a lake the forest.
2. Houses are located a livestock farming and crops.
3. The car is parked the house.

B. Giving directions of important things near the school by using directions.



Learning Activity 7.1B

Look at the pictures below, talk about them and share what you have seen.



We have learnt/understood that:

A person can give directions of the things near the school using the given directions: **In front, Behind, Middle/between, Under, Above, Right, Left, Aside**



Application Activity 7.1B

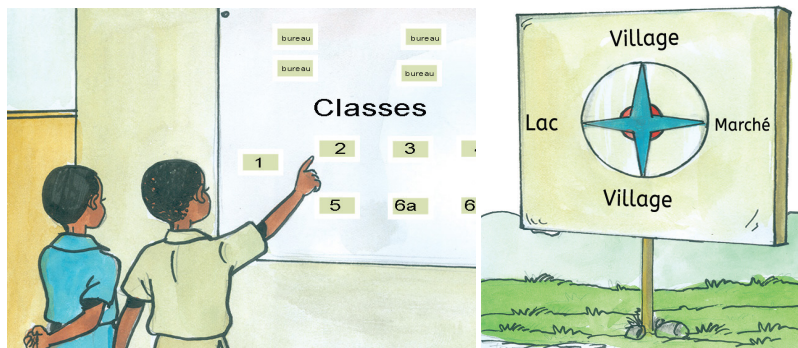
Look at important things near your classroom and share with others at school using directions: Look at important things near your classroom and share with others at school using directions: In front, Behind, Middle/ between, Under, Above Right, Left, Aside.

C. Ways for giving directions



Learning Activity 7.1C

Look at the pictures below, talk about them and share what you have seen.



We have learnt/understood that:

We can give **directions of places** using **the compass, maps drawn on a paper, signs and fingers.**



Application Activity 7.1C

Give any three things you can use to give the direction of a place.

7.2 Natural environment and human-made features



Learning Activity 7.2

Look at the pictures below, talk about them and share what you have seen.



We have understood/learnt that:

Natural environment includes:

- Mountains
- Hills
- Forests
- Lakes
- Rivers
- Game parks
- Swamps...

Human-made features include:

- Buildings like schools, health centres, hospitals, offices, houses...
- Roads
- Bridges
- Airports
- Farms
- Dispensaries
- Markets
- Gardens
- Churches
- Administrative offices
- Banks
- Roads
- Playgrounds
- Shops



Application Activity 7.2

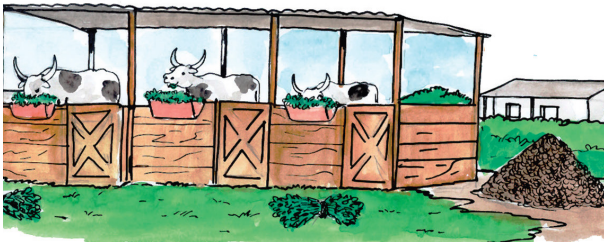
1. State natural things which are found near your school or home.
2. Name human-made things which are found near your school or home.

7.3. Protecting the environment



Learning Activity 7.3

Talk about what you see in the following pictures.



We have understood/learnt that:

People protect the environment through:

- Planting trees
- Sanitation and hygiene
- Maintaining roads
- Fighting against soil erosion

- Building dispensaries
- Planting flower gardens
- Cleaning trenches
- Building schools
- Cleaning public water points
- Practicing zero grazing

We have decided to:

Always protect and care for the environment in our school and advise others not to destroy it.

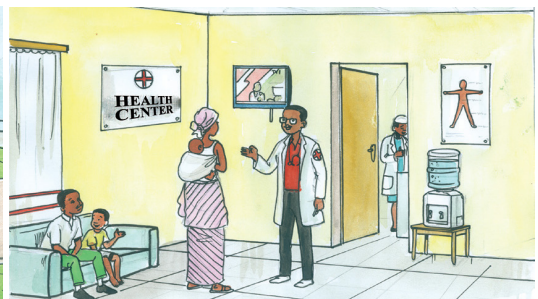
Application Activity 7.3

State the ways of protecting environment at school or at home.

7.4 Importance of protecting the environment where people live.

Learning Activity 7.4

Look at the pictures below, talk about them and share what you have seen.





We have understood/learnt that:

The importance of protecting the environment is that:

- It helps in avoiding poor hygiene.
- It helps in avoiding soil erosion.
- It helps in avoiding mosquitoes.
- It helps in avoiding accidents.



Application Activity 7.4

Give the importance of protecting environment where you live.

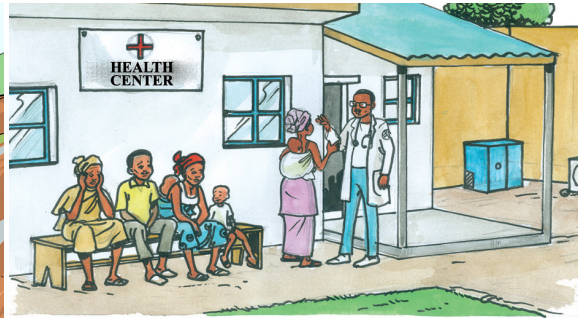
7.5 Dangers of not protecting the environment



Learning Activity 7.5

Look at the pictures below, talk about them and share what you have seen.





We have understood/learnt that:

Misusing the environment leads to the following:

- Soil erosion destroys gardens and plants.
- People suffer from malaria and other diseases caused by poor hygiene.



Application Activity 7.5

1. Give examples of diseases caused by polluting the environment.
2. Say whether the statement is True or False.
 - a) Soil erosion destroys gardens and plants.
 - b) People suffer from malaria and other diseases caused by poor hygiene.
 - c) Misusing the environment leads to security.

END OF UNIT 7 ASSESSMENT



1. Name the things we use when giving directions of different places.
2. Give ten words you can use in giving directions of different places.
3. Mention four examples of environment components found on your way to and from school.
4. Answer with YES or NO
 - Planting trees destroys the environment.
 - Cleaning classrooms protects the environment.
 - Practicing zero grazing protects the environment.
 - Fighting against soil erosion destroys the environment.
5. Give the importance of protecting the environment.
6. What are the dangers of destroying the environment in your village?
7. Why do teachers count the pupils in a school?

Key Unit Competency: Be able to differentiate types of transport and communication and their importance.

Introductory Activity 8

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

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

8.1 TRANSPORT

A. Means of transport



Learning Activity 8.1A

Look at the following pictures, talk about them and share what you have seen.





We have understood/learnt that:

There are four forms of transport:

Road transport used on land, **water transport** used on water, **air transport** used on air and **railway transport**.

The means of transport include:

- On land, we use **cars, bicycles, motorcycles, etc.**
- On water, we use **boats, canoes, ships...**
- In the air, we use **aeroplanes, helicopter, spaceship...**
- **Trains**



Application Activity 8.1A

1. Outline the forms of transport used in your cell.
2. Name the means of transport on land.
3. Name the means of transport on water.



4. Name the means of transport on air.
5. Use the following table using the means of transport.

cars, bicycles, motorcycles, boats, canoes, ships, aeroplanes, helicopter, spaceship

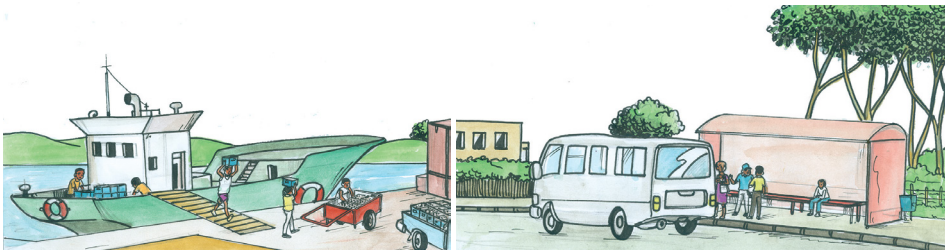
Road transport	Air transport	Water transport

B. Importance of transport means



Learning Activity 8.1B

Look at the following pictures, talk about them and share what you have seen.



We have understood/learnt that:

Transport helps us to:

- Visit different places
- Buy and sell things from others
- Ease our movements
- Go home and come school



Application Activity 8.1B

Give the importance of transport.

8.2 COMMUNICATION

A. Means of communication



Learning Activity 8.2A

Look at the pictures below, talk about them and share what you have seen with others.



We have understood/learnt that:

In communication, we use:

- Television sets
- Radios
- Internet
- Traffic signs
- Letters
- Newspaper...



Application Activity 8.2A

Give examples of communication tools used in your area.

B. Importance of communication



Learning Activity 8.2B

Look at the following pictures, talk about them and share what you have seen with others



We have learnt/understood that:

- Sharing ideas.
- Publicity
- Calling for help
- Knowing where to buy from
- Chatting
- Sharing information/ news



Application Activity 8.2B

Give the importance of communication tools found where you live.

END OF UNIT 8 ASSESSMENT



1. Order and put the given words in their correct group in the table below: (Car, aeroplane, boat, motorcycle, bicycle, helicopter)

Road transport

Air transport

Water transport

Road transport	Air transport	Water transport

2. Give the importance of transport.

3. List at least two communication tools you have at home.



4. Fill in the table below

Communication tool	Importance of communication tools
_____	send message through the voice
Television set	_____
_____	Send message through the voice and pictures
Telephone	_____
_____	_____
Traffic sign	_____

UNIT:

9

HOME AND SCHOOL MAIN HISTORICAL EVENTS

Key Unit Competence: Be able to remember the history of the home and the school.

Introductory Activity 9

Look at the pictures below, talk about them and share what you have seen with others.



9.1 MAIN HISTORICAL EVENTS OF OUR HOME



Learning Activity 9.1

Look at the following pictures, talk about them and share with others.



We have understood/learnt that:

History is the study of past events.

Our home has the following historical events:

Historical event in our family are:

- a) Anniversaries
 - i. Wedding anniversary.
 - ii. Birth anniversary
 - iii. Jubilee
- b) Marriage /wedding
- c) The birth of a child
- d) Christmas Day
- e) New Year
- f) Easter

- g) Eid-al-Fitr
- h) Eid-al-Adha
- i) Mourning for family members.



Application Activity 9.1

1. Name any two anniversaries that take place in your family.
2. Name any two religious cultural events.

9.2 MAIN HISTORICAL EVENTS OF OUR SCHOOL



Learning Activity 9.2

Look at the pictures below, talk about them and share what you have seen with others.



We have understood/learnt that:

Main historical events of our school are:

- a. Employing people around it
- b. Producing many leaders
- c. Winning competitions

- d. Having dancing troupe/group
- e. Having good teachers



Application Activity 9.2

Give examples of historical events that take place in your school.

END OF UNIT 9 ASSESSMENT



1. Name the things we use when giving directions of different places.
2. Give ten words you can use in giving directions of different places.
3. Mention four examples of environment components found on your way to and from school.
4. Answer with YES or NO
 - Planting trees destroys the environment.
 - Cleaning classrooms protects the environment.
 - Practicing zero grazing protects the environment.
 - Fighting against soil erosion destroys the environment.
5. Give the importance of protecting the environment.
6. What are the dangers of destroying the environment in your village?
7. Why do teachers count the pupils in a school?

END OF YEAR ASSESSMENT ONE



1. Give the difference between a nuclear family and an extended family.
2. Name the responsibilities/work of pupils at school.
3. List the responsibilities/work of pupils at home.
4. Mention the good of doing responsibilities/work at home.
5. How many colours does the national flag of Rwanda have? Mention them.
6. Name the important places in your village.
7. How many members make up the village governing council? Mention them.
8. Give the important places of your cell.
9. Name the leadership administrative units/levels of a cell.
10. Explain how you treat the water for drinking at home.
11. Why do we clean/wash fruits before eating them?
12. Give the dangers of poor hygiene for food stuffs and drinks.
13. Name two examples of non-infectious diseases caused by poor feeding.
14. List down the basic rights of children.



15. Give the ways used by the people near the school to protect its surroundings.
16. What are the dangers caused by destroying the environment?

END OF YEAR ASSESSMENT TWO



1. What are the causes of child abuse?
2. Give four examples of disrespecting/abusing children.
3. Give ways how you respect the rules and regulations of your school.
4. Do people with disabilities have the same rights like other people?
5. Give four examples of basic needs in life.
6. What are the dangers of lacking basic needs in life?
7. What is money used for in your family?
8. Give the causes of lack of money in your family.
9. List down the dangers of lack of money in your family.
10. Mention the good practices of using money.
11. What are the most important community properties in a cell?
12. What are the most important community properties in a village?



13. State the important directions used in giving directions of nearby places.
14. Give four examples of things found in the school environment.

**PART TWO:
RELIGIOUS STUDIES**

**SECTION ONE:
CHRISTIAN RELIGIOUS
STUDIES**

UNIT:

1

HUMANS WERE CREATED IN THE IMAGE OF GOD

Key Unit competence: The pupil will be able to differentiate humans from other creatures.

Introductory Activity 1

Look at the picture and answer the following questions.



1. Name the creatures in the picture above
2. Order all creatures you see in the picture according to creation account?
3. What creature did God create last?

1.1. Creation of a Human Being in image of God (Genesis 1:26-28)



Learning Activity 1.1

1. State the names of people God created?
2. What is the difference between Humans and other creatures?

God is the creator of everything. God created all things in **6 days**. God saw that his creatures were beautiful and good. God Blessed his creatures.

God said: "Let us create a **human being** in our image". God created a human being in his image. He created a Man and a Woman. He created **Adam** and **Eve**. He placed them in the **Paradise**. He put them in Paradise.

God said "**multiply, fill the earth**".

God gave Adam and Eve **intelligence** and **love**. He told them to be the **masters/leaders** of all creatures. God is Love. God gave us Love. God is the father of all. God gave us our parents. God gives us what we need. We are special creatures because we were created in the **image of God**



Application Activity 1.1

1. State two animals which live in water?
2. What did God tell Adam and Eve after creation?
3. Where did God put Adam and Eve after creation?
4. What is the difference between humans and animals?

1.2. Names that show existence of God in Rwandan culture



Learning Activity 1.2

Look at the pictures below and answer questions



1. What do you see in the above picture?
2. What are the people doing in the pictures?
3. Give examples of names that parents give their children
4. Whom do you think is greater than your parents?
5. How can we respect God's creatures?

Rwandese love God. They name their children after God. This is seen in the names they give to their children. They believe that God is their **Creator, Father, Love, Powerful and Lord of creation.**

Example of Rwandan names which show that Rwandese believe in God:

Kinyarwanda Names	Explanation
Bizumuremyi, Habumuremyi, Iyakaremye	God is the creator
Uwimana, Uwiduhaye	God is Father
Irudukunda, Igiraneza, Ntirenganya, Rukundo	God is Love
Niyomugenga, Tuyizere, Tuyisabe	God is the Lord of all creation



Application Activity 1.2

1. State at least three names that parents give to their children regarding God. Explain their meaning.
2. Write the name in the right column (Habumugisha, Bizumuremyi, Turatsinze, Irudukunda, Gatete, Niyomwungeri, Manzi, Tuyisabe, Atete, Uwiduhaye, Ineza, Ihimbazwe, Mukakayumba, Dukundimana, Nzitabakuze, Uwayo).

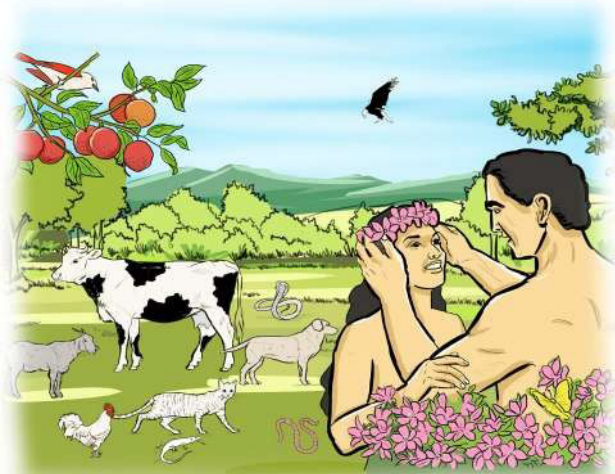
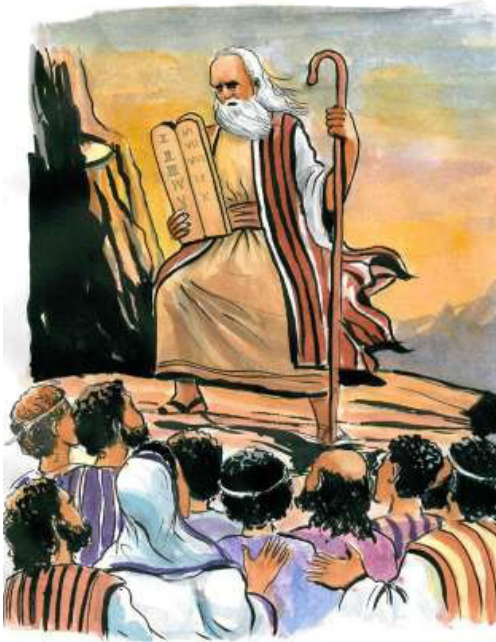
Names regarding God	Other names

1.3 God Creator, Father and Love



Learning Activity 1.3

Look at the pictures below and answer questions



What do you see in the above pictures?

«God created Heaven, earth, animals, plants and humans, the sky, water...» (Genesis 1:1-31). God was not created. He is **one** and **everlasting**. He created people in his image. We are **his children**; He is our **Father**.

When Jesus was baptised, God said he was his Son. «This is my own dear Son, with him I am pleased» (Matthew 3:17). God is **Love**. God's Love is fulfilled in the greatest commandment **"To love God and neighbour"**. We must love all people because they are created by God. God prepared our salvation in his Son Jesus Christ. God commanded us to love one another and to love him. We Love God in loving our neighbours.



Application Activity 1.3

1. Why is God called Creator?
2. Mention two things which show that God is our creator.
3. Find out two Kinyarwanda names that show that God is creator, love and Father.
4. Give three actions that show God's love for us

1.4 A Human being is the master of creatures



Learning Activity 1.4



Look at the picture above and the following question

Name the all things you see in the picture. What is the difference between Man and them?

«So God created a human being. Making him like himself. He created them male and female. Blessed them and said **“ Multiply so that your descendants will live over the earth and bring it under their control”**. I am putting you in charge of fish, the birds, reptiles and all the other animals” This is called **stewardship**

Human beings must be happy and do well this mission. It is our responsibility to protect plants, animals and all things in the environment. Humans must make the world good.

Things humans can do to protect environment

1. To plant more trees
2. To protect environment
3. Not to kill animals
4. To take care of animals and plants
5. To live well others
6. Helping others
7. Living in Peace
8. Avoid pollution of the environment and air.
9. To be clean



Application Activity 1.4

1. What power did God give to Human being?
2. What is the role of animals and plants?
3. Mention five things you can do to protect the animals and plants

END OF UNIT 1 ASSESSMENT



1. Choose the word in the bracket and fill the sentences
 - Human beings were created in the image of..... (God, Animals, plants)
 - Human beings are different from animals because God gave him (legs, Head, Love and intelligence)
2. I have known that I am God's special creature:
 - What Can I do to continue to be like him?
 - What can I do to live well with others?



3. Match the name with the explanation

Names	Explanation
Bizumuremyi	God is Father
Harerimana	God is the creator
Niyomugenga	God is Love
Irudukunda	God is Master of all creature

Key unit Competence: By the end of this unit, the pupil will be able to explain what a sin is, its roots, and helping others not to fall into sin.

Introductory Activity 2

Look at the picture and answer questions



1. What are these people doing?
2. Where did God put Adam and Eve after creation?
3. What did God forbid Adam and Eve to do?
4. Did Adam and Eve obey? What happened?

2.1 Meaning of sin and roots of sin



Learning Activity 2.1

Look at the picture and answer questions



1. What do you see in these pictures?
2. What bad behaviours do you see in these pictures?

A sin is a wrong thing people do, and it harms others. A sin separates us from God and from our friends. Someone commits a sin when he does something wrong intentionally. Adam and Eve committed sin and disobeyed God. The sin Adam and Eve committed is disobedience.

Even we too, disobey God when we steal, disobey our parents, teachers, our fellow pupils and our guardians, fight and we sin when we do wrong things. Things which cause us to sin are called roots of sin.

The following are roots of sin. Pride, apathy, anger, envy/jealous, gluttony, selfishness, avarice/covetousness, egocentrism, lust. To avoid sins, we must first fight against its roots.



Application Activity 2.1

1. According to you what is sin?
2. When does a person commit sin?
3. Give two examples of roots of sin

2.2. Consequences of sin to God and to people



Learning Activity 2.2

Look at the pictures and answer questions.



1. What were the consequences of sin on Adam and Eve
2. Give 3 examples of consequences of sin to people?

The following are some consequences of sins (Romans 6:23)

- Hatred, conflicts, lack of peace, hunger, being put in prison, death.
- Sins make people lose hope and trust in people. God is not happy with people who commit sins but he is happy with those who repent from their sins.



Application Activity 2.2

1. Why should we avoid sins?
2. Give two examples of consequences of sins?
3. What can you do to avoid sins in your life?

2.3 How to prevent sins



Learning Activity 2.3

Look at the picture below and answer questions.



1. Describe what you see in the pictures?
2. Why do you think the child in the picture refused the gift given to him?

3.Explain what you see in the picture 3?

4.What can you do to prevent sins in your life?

Good actions we do repeatedly with our hearts are good behaviours. Good behaviours help us to be humble, good, just and fair.

They help us to help others and to avoid lust which may lead us into sin. Humility, justice, patience and avoiding doing wrong things are called values or virtues. Sin destroys our relationship with God and people. We should avoid and prevent sin in our lives.



Application Activity 2.3

State good actions you can do to prevent sins in your life?

END OF UNIT 2 ASSESSMENT



1. What was the sin committed by Adam and Eve?
2. What were the consequences of the sin committed by Adam and Eve?
3. Why should we prevent sins in our lives?
4. What sins do children commit to their parents or guardians?
5. Give two examples of roots of sins.
6. Answer true or false:
 - a. The consequence of sin is to be happy (True False).
 - b. Adam and Eve hid from God because of Sin.

UNIT:

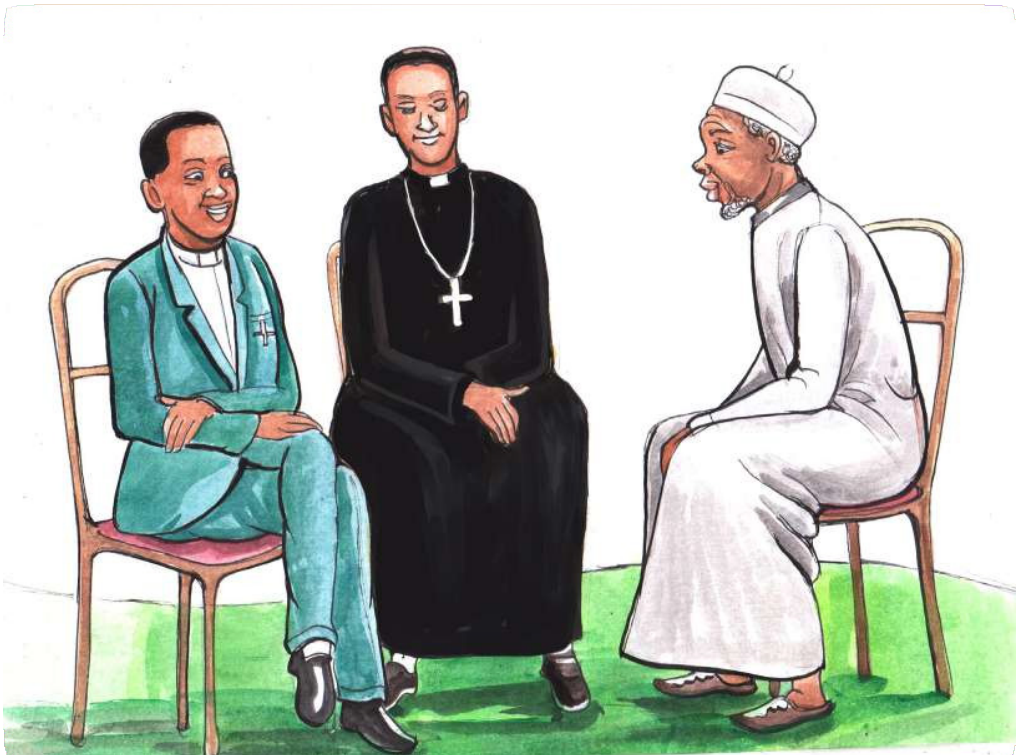
3

GOD'S PLAN OF SALVATION OF HUMANITY

Key unit competence: The pupil will be able to explain how God fulfilled his plan of salvation of humanity choosing Israel people.

Introductory Activity 3

Look at the picture below and answer questions.



1. Who are people in this picture?
2. What are responsibilities of the people in the picture?

3.1. The call of Abraham (Genesis 12:1-5)



Learning Activity 3.1

Look at the picture below and answer questions.



1. Describe what you see in the pictures above?
2. According to you who is Abraham?
3. What is the name of the Son of Sara and Abraham?
4. What is the promise between God and Abraham?

Abraham is a person called by God so that he becomes the father of all believers.

Abraham and his wife **Sara** produced a child when they were old. Their son was called **Isaac**. Isaac reproduced Esau and Jacob. Jacob was known as **Israel**.

Jacob lived in Canaan and reproduced twelve boys. **Joseph** who was sold in Egypt was among them.

God made promises to Abraham: to make his family big. His descendant would be as many as sand on earth and starts in the sky.



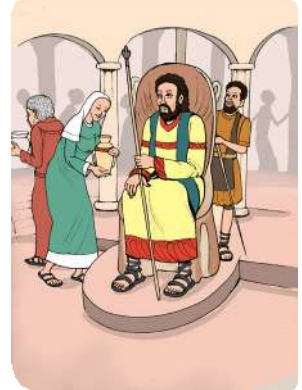
Application Activity 3.1

1. Who is Abraham?
2. Fill the following sentence using the words in bracket: God told Abraham.....
(take boat, lead Israel, leave his home country to another country he would show him)
3. What was God`s promise to Abraham?

3.2. The story of Joseph (Genesis 37-50)



Learning Activity 3.2



1. How many children did Jacob reproduce?
2. What is the name of the boy that Jacob loved most?
3. Why do you think Jacob`s sons sold their brother Joseph?
4. How did Joseph reach Egypt?
5. Mention at least two things that characterized Joseph in Egypt?

Jacob reproduced twelve children. Among all children, Jacob loved Joseph most. Because he produced him in elderly age. Joseph's brothers were very jealous to Joseph. They sold him to Egyptian passengers who also sold him to the daughter of Pharaoh.

One time, Pharaoh had strange dreams. Joseph explained well the dreams and advised Pharaoh on many matters. He was very intelligent, handsome and careful.

Pharaoh gave a beautiful ring to Joseph, and he became a leader. Canaan region suffered hunger and Jacob's family went to Egypt to find food. Joseph saw his brothers, he knew them and gave them food.



Application Activity 3.2

1. Why did Joseph's brothers sell him?
2. How did Joseph reach Egypt?
3. Mention two things that characterized Joseph in Egypt?
4. Fill the following sentences with words in bracket
Joseph explained dreams
(His Father Jacob, Pharaoh)
5. What lesson do we learn from the story of Joseph?

3.3. God saved Israel from Egypt (Exodus 1:8-14)



Learning Activity 3.3



Egypt got a new leader. The new leader was not familiar to Joseph. He said to his army «See the Israelites are growing in number than us, they are becoming stronger. Let us see how we can send them away» They started hating Israelites, making them work hard than usual.

Their life was in danger.

God had their cries and sent Moses to deliver them from slavery. God helped Moses to lead his family from Egypt crossing red sea. the Israelite sang a new song for the Lord God (Exodus:15, 9-10).



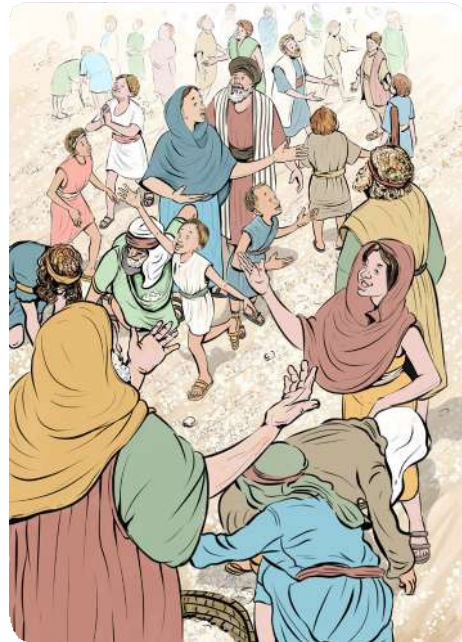
Application Activity 3.3

1. Fill the sentence using words in the bracket (Abraham, Joseph, Moses, Slavery)
 - a. God used..... to save Israelite from Egypt.
 - b. When Israelites were in Egypt they were under
 - c. Isaac was the son of.....
2. Why were Israelites treated badly in Egypt?

3.4. God showed his love to Israel in the desert



Learning Activity 3.4



After crossing the red sea, Israelites went to the desert. It is Moses that lead them through the desert. They faced many problems in the desert. They were thirsty and

Hungry.

They walked three days without water and food. They were hungry and thirsty. They started crying to God for help.

Moses prayed to God. God provided water from the rock. When they become hungry, they also cried to Moses and Aaron saying "we are going to die because of hunger in the desert but we left food in Egypt. In the evening, God gave them plenty Manna and quails. Moses told them that the food saw was the Manna the bread from Heaven that the Lord gave them to eat.



Application Activity 3.4

1. What are the problems that Israelites faced in the desert?
2. What did God feed Israelites in the desert?

3.5. The story of David (1 Samuel 7:38, 48-50)



Learning Activity 3.5

Look at the picture and answer the questions.



1. Describe what you see in the pictures?
2. Who is the big and small person according to the picture? What were the weapons for the big person and what were the weapons for the small?
3. Who won the battle?
4. Give two examples of Israelites kings?

David was an exemplary King among the kings of Israel. He was a great warrior and always believed in the power of the Lord. David killed Goliath who was furious Philistine warrior.

The bravery/courage of David originated from God because God chose him to their King.

King David replaced Saul and David was replaced by his son Solomon (2 Samuel: 2,4).



Application Activity 3.5

1. What are important things that marked the life and leadership of David?
2. What lesson do we learn from David who won the battle?

3.6. God revealed himself through Jesus Christ



Learning Activity 3.6

Look at the picture and answer the questions.



1. Who is Jesus Christ?
2. What are activities that show that Jesus was the Son of God?
3. Give three examples of Miracles performed by Jesus?
4. Where did Jesus go after resurrection?

Jesus is the son of Mary and Joseph. He was waited a long time as the Human Messiah or Saviour. He is the sav- iour that God promised to people in different times. Je- sus taught Good News to all people in his time. Jesus per- formed many miracles: He rose Lazarus from the dead, the changed water into wine, the multiplied the pieces of bread, he healed the sick, he opened the ears of the deaf, he opened the eyes of the blind,....

Jesus was humble, in his mission he chose twelve apostles to help him. He was betrayed by his Apostle Judas Iscariot. He was beaten, killed and buried. He rose from the dead. He is in Heaven with his Father. He will come for the second time for the last judgement.



Application Activity 3.6

1. Where was Jesus born?
2. Give two things that show that Jesus was the Son of God
3. Who baptised Jesus ?
4. Fill the following sentence:

Jesus rose..... from the dead (Lasarus, Abel, Simeone)

END OF UNIT 3 ASSESSMENT



1. What did God promise to Abraham?
2. Where was Joseph sold?
3. How did Israel cross the red sea?
4. How did David kill Goliath?
5. Mention 4 miracles performed by Jesus
6. What can I do show that I am a friend of Jesus and a child of God?

UNIT:

4

RELATIONSHIP BETWEEN GOD'S MESSAGE AND PEACE

Key Unit competence: The pupil will be able to explain the relationship between God's message and peace as well as participated in the activities aiming at promoting peace.

Introductory Activity 4

Look at the picture below and answer questions

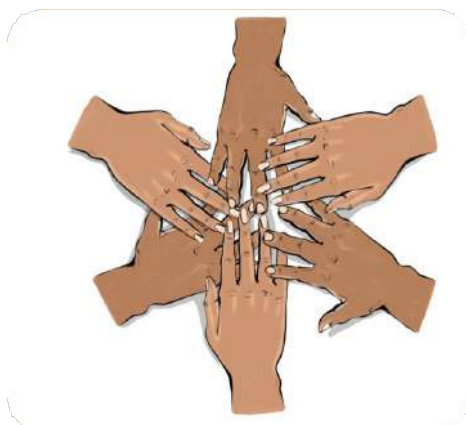


1. Describe the activity you see on the picture above?
2. What do you think is the symbol of what you see in the picture?

4.1. Meaning of the Message from God and peace



Learning Activity 4.1



1. What does God request people to do all the time?
2. Identify things that show that a person has peace?
3. Yezu abonekera intumwa ze bwa mbere yazibwiye ngo iki?

God's message is the message of Love and peace. Peace is the gift from God. We cannot reach it alone without his help. The Bible teaches us that peace comes from God. After his resurrection Jesus said to his disciples:

«Peace be with you» (John 20:19-20). Peace is very necessary and we must take it wherever we go. God always reminds us that we should live in peace.

People have peace when they live well with others without conflict. They have peace when they share with others, they have peace when they help one another.

People play together, do economic activities without problems. They take part in the activities that are aimed to promote the culture of peace in the society.



Application Activity 4.1

1. Show activities people do when they have peace?
2. What behaviours do you think prevent people from peace
3. Give advice of what can be done in the school to prevent obstacles to peace

4.2. Obstacles to peace



Learning Activity 4.2

Look at the picture below and answer questions



1. Looking at the pictures above, what are activities you can avoid which lead to lack of peace.
2. Identify activities that are obstacles to peace in your family.

In this world, there are constant wars, conflicts, terrorism, arrogance, hatred, violence, etc. There are refugees in many parts of the world. In Rwanda, there are family violence, conflict between family members.

Some children live on street. Young people use drugs. All these things are obstacles to peace and make our live miserable. We should fight against them. Jesus tells that those who sow peace are called children of God.



Application Activity 4.2

Answer the following questions with true or false and explain your position.

1. Using/ taking drugs brings peace.
2. Disobeying our parents leads to peace in our families.
3. Stealing the materials of our friends gives us peace.
4. Praying together with our parents gives peace.
5. Helping my friend in need in time of problems gives peace.

4.3. Happy are those who sow peace they will be called children of God



Learning Activity 4.3

Look at the pictures below and tell what you see on the pictures.



Building peace means to have good actions and behaviours in the society. Building peace means to fight against violence among people. Building peace means to live well with others. Building peace means to love one another. If we do this in our family, society and country will be peaceful, our country will be developed.

A peaceful family is characterised by happiness, Love, sharing, helping one another, feasts, development, ...

Jesus tells us the behaviours we should have: Loving one another, loving our enemies and pray for those who hate and hate us. (Matthew 5:44). In our school, the following are activities that help us to build and maintain peace. Take part in the activities and speeches of our leaders, helping one another, playing together. Working in groups. Participating in itorero, behaving well in the community, following regulations of the school.



Application Activity 4.3

Answer the following questions:

1. What does building peace means?
2. What characterizes a peaceful family?
3. Give two example in Kinyarwanda greeting that show that Rwandese wish peace to fellow Rwandese

4.4. Peace and Justice



Learning Activity 4.4



1. Describe what you see in the picture?
2. Why do you think it is good to take somebody who has done wrong to justice?

Promotion of the culture of peace and justice is everyone's duty: Young, elders, leaders and citizens. Children of God avoid what hurts, scares others.

All things that are problems to inner peace and Justice

should be avoided. It is advisable to provide information and take wrong doers to justice. Because it is one way of restoring Justice.

Peace and Justice are interdependent. We should participate actively in the activities of promoting peace in our homes, school, family and society.



Application Activity 4.4

1. In our cell, a group that solve problems and conflicts of the citizens is called..... (abunzi, teachers, farmers)
2. Which leaders can you go to when you meet the following problems:
 - a. Sexual based violence (Police, Village leader, Driver).
 - b. When parents stop you from studying (executive secretary of the cell, Village leader, farmers, policeman)
 - c. When your teacher beats you seriously (Parents, friends, police, headteachers).

4.5. Importance of peace and Justice



Learning Activity 4.5

Look at the pictures below and answer questions.



1. Look attentively the pictures above and explain how Justice brings peace.
2. Explain how you help your fellow student to reach Justice at school.

Justice means to be fair to everyone. Justice means to speak the truth and avoid lies. Justice means not to hurt someone. Justice means punishing the evil doers.

Justice means restoring peace through reconciliation. It leads to peace. Justice means forgiving those who do wrong to us.

To reach sustainable peace, **reconciliation** and **forgiveness** are very important. Those who have conflict should see how to reconcile one another to avoid revenge. All problems should be solved in peace.



Application Activity 4.5

Explain the importance of Justice at home and at school?

END OF UNIT 4 ASSESSMENT



1. Fill the following sentences using the words in brackets:
 - a. Jesus told his disciples " I leave you, my peace I give you (peace justice, violence).
 - b. Happy are those who sow they will be called children of God
 - c means punishing evil doers.
2. Give three examples of things that lead to lack of peace.
3. Answer true or false and justify your answer:
 - a. We live in peace through fighting.
 - b. Live well with others helps us to be in peace.
 - c. To have much money and wealth give peace.
4. How does justice bring about peace?

SECTION 2:
ISLAMIC RELIGIOUS
STUDIES

UNIT:

1

SIX PILLARS OF FAITH IN ISLAM

Key unit Competence: By the end of this unit, the pupil will be able to show that God is the only God that should be worshiped and work tirelessly for him avoiding the eternal hell.

Introductory Activity 1

Umutesi Hadija is a student in GS Kavumu Muslim School. She wants to know much about her religion. One day, she asked Kabera. Kabera said that to wear like a Muslim is enough. Nothing else is needed.

What does it mean to be a muslim?

what are the requirements to become a muslim?



الله

1.1. Belief in One God (Allah) Activity 1.1



Learning Activity 1.1

Bagabo is a pupil in P2. According to him there are many gods. He says that when he needs marks, he prays the god of marks. And when he is sick he prays another god which heals him.

Do you share the same idea as Bagabo that there are many gods? Explain your position.

Muslims believe that there is only one God. His name is Allah. Allah is the creator of all things. Allah alone must be worshipped. They also believe that Muhammad is the prophet of Allah.

In summary Muslims believe that:

- There is only one God who lives in Heaven
- God is self-sufficient/self dependent and does not need any support
- God did neither produce nor was produced
- God is the creator of all things

God alone must be worshipped. To worship other gods or other things is a grave sin. It is called Shirk. Shirk will be punished with eternal hell. God deserves all glory and praise.

God alone must be worshipped. To worship other gods or other things is a grave sin. It is called Shirk. Shirk will be punished with eternal hell. God deserves all glory and praise.



Application Activity 1.1

Answer the following questions

What is the name of God? Where does God live?

What is the difference between God and his creatures?

What do Muslim believe about God?

1.2. Belief in Angels Activity



Learning Activity 1.2

What do you understand by Angels? where do they come from, what is their role in heaven?



Muslims believe in Angels. God created Angels in light. Angels are God's respected servants. Angels pray and respect God's commandments as required.

The following are examples of Angels:

- **Gabriel** : He is the leader of all Angels. He is in charge of delivering God's message to Prophets
- **Michael**: He is in charge of providing food and rain to the creatures.

- **Israfil** : He is in charge of blowing the trumpet on the day of Judgement/last day.



Application Activity 1.2

1. What is the second pillar of Islamic Faith?
2. What are the responsibility of the following Angels:
 Michael
 Israfil

1.3. Belief in Holy Scriptures



Learning Activity 1.3

The third pillar of faith in Islam, is **to believe in Holy Scriptures**. These books were given to people to read, and to regulate their behaviour and these books were used by prophets in teaching people.

These Holy Books are the following:

- **Tawurat/Torat**: This is a book given to Mosesi
igitabo Imana yahaye intumwa yayo Mussa
- **Suh'fi**: This is a book given to Ibrahim
- **Psalms**: This is a book given to David
- **Gospel/Injili**: Thi is a book giiven to Jesus
- **Qur'an**: This is a book given to Prophet Muhammad.



Application Activity 1.3

What is the third pillar of Islamic faith? Identify some Holy scriptures that were given to people to read. Are Angels visible

1.4. Belief in God's and prophets



Learning Activity 1.4

State the books that people use during prayer. What is their difference with other books?

This means to believe that God sent his messenger and prophets. The first prophet is Adam. Other prophets include Noah, Moses, Abraham, Jesus among others. The last prophet is Muhammad.

The following are examples of Prophets.

Examples of Messengers and prophets: Muhammad, Noah, Moses, Jesus, David, Abraham, Job, Ismael,

Some prophets and their characteristics

	Prophets	Characteristics
1	Adam	He is the first human being created by God and his wife Eve (Hawa), they disobeyed God and were sent away from the Paradise
2	Noah	Lived with people who did not believe in God and God gave him the mission of reminding them the existence of one God. God told them to build the ark
3	Abraham	He is the father of all believers
4	Job	He suffered much but he remained faithful to God

5	Moses	He was sent to Egypt to confess the existence of one God. He was sent to Egypt to rescue the Israelites from slavery.
6	Jesus	He is a great prophet. He is the sign of the Almighty of God. He was conceived by the power of Allah.



Application Activity 1.4

1. State the name of the first and the last prophet
2. Explain briefly the life of Job
3. Who is the Father of all believers?

1.5. Belief in the last day, life after death, resurrection, heaven and hell



Learning Activity 1.5

Who is the Sovereign/Lord of all creation/creatures? Everyday we see people dying. Where do you think they go to? Explain.

This means to believe that on the last day Allah will gather all creatures and will arise those who died. Those who behaved well will be rewarded heaven while those who did wrong will go to eternal fire. Muslims believe in the resurrection.

What Muslim believe in regard to resurrection

- **The last day:** This is the day when all actions that people did on earth will be put forward and revealed for the judgement.
- **Life after:** people will be in different life from worldly life. Those who behaved well, obeying

Allah's commandments, their grave will be like a garden of paradise while those who behave badly, their grave will be like a pit of hellfire.

- **Resurrection:** God will arise people and will go for the last judgement
- **Censuring:** On the last day people will be put together and God will count using his intelligence and wisdom.
- **Heaven:** Those who did good things here in the world will be rewarded Heaven.
- **Eternal Fire:** Those who committed sins and died before repenting will go to eternal hellfire.



Application Activity 1.5

1. Explain the following words:
 - a. Last day.
 - b. Life after death
2. Why will God rise people from death?

1.6. Belief in the predestination



Learning Activity 1.6

Karima lives in peace village. His family lives in extreme poverty. Sometimes they do not find what to eat. Diseases are always present in the family. Karima Brothers are very rich, they live in Kigali. karima cries himself saying that if he met God. Why he made him poor.

Do you think God is responsible of Karima's poverty? Justy your position.

This means Allah knows and allows whatever happens to us as his servants. God wrote it on a big board. Whatever happens to people cannot be avoided. Allah said: He is the one who created death and life so that you may be tested. Qur'an 67:2. He also said that every thing we created it with predetermined measures. Qur'an 54:49

The following are important to know about predestination

God plans all good things

God is the Ruler/creator of the Universe. He gives us whatever we need more especially food.

God gives his creatures sun, rain, air, water, wealth, and other good things that people own.

God plans problems and temptations

God plans temptation to people to their patience and perseverance. Examples of temptation is poverty, diseases, drought, catastrophe, flood, death,...

NB: To believe in predestination does not mean to stop working and wait what God planned for you.

On the other hand you should work hard, struggle for what is good and important. What God plans for you, you work hard to reach it.



Application Activity 1.6

1. What does to believe in predestination mean?
2. What does Qur'an 54:49 say about predestination?
3. If God planned everything for this people, food water, rain,... why don't people sit and enjoy without working? Explain?.

END OF UNIT 1 ASSESSMENT



1. State pillars of faith in Islam
2. What advice can you give to people who worship idols, money or objects?
3. Fill the following sentences using the following word: Gabriel, Michael, Israfil, , Malakul Mawti
 - a. will blow the trumpet on the last day



- b..... is the leader of all angels
- c..... he is in charge of taking souls of people during death.
- d..... He is in charge of providing food and rain to the creatures
4. Why did Allah give Holy scriptures to his people
 5. Differentiate Qur'an and other books
 6. Who is the last prophet?
 7. Why does God allow evil and temptation to his people? While he loves them?

UNIT:

2

MEMORIZING, RECITING AND EXPLAINING SOME SURAT IN QUR'AN

Key Unit competence: The learner will be able to recite and explain six simple chapters from the Qur'an

Introductory Activity 2

Memorize, recite and explain the memorised Chapters. Explain hard word faced



2.1. Reading and reciting Al-Fat'hat. Activity 2.1



Learning Activity 2.1

What is the meaning of the chapter al Fatihat?

Chapter 1: Al fatihat (the opening) revealed at Mecca and it has seven lines

Bismillahi, rahmani, rahim	In the name God, The gracious, the merciful
1. Alhamdulillah rabil alamina	1. Praise be to Allah the Lord of all creatures
2. Arahmani, rahim	2. The most gracious, most merciful
3. Maliki yawumi diini	3. the Lord of the last day of Judgement
4. Iyaka na'abudu wa iyaka nasta'inu	4. It is you alone we worship and upon you we call for help
5. Ihdina swiratwal mustaqiim	5. Guide us to the right path
6. Swiratwa ladhina an'amta alayhim, ghayril magh'dwubi alayhim wala dwaliina	6. The path of those you have blessed, not the way of those against whom there is anger nor of those who are misguided.



Application Activity 2.1

1. Answer the following questions on Al Fatihat.
 - a. Al Fatihat is (8,1,4) chapter in the Qur'an?
 - b. Where was it revealed ?
 - c. How many verses ?
2. Read and explain Al Fatihat

2.2. Read and cite Al-Fiili (the elephant).



Learning Activity 2.2

Explain the chapter al Fiili?

Chapter 105: al-fiil (Elephant) revealed at Mecca it has five lines

Bismillahi, rahmani,
rahiim

1. Alam tara kayfa fa'ala
rabuka bi asw'habil fiili,
2. Alam yaj'al kaydahum
fii tadw'liil
3. Wa ar'sala alay'him
twayiran abaa biil
4. Tar'miihim bihijiratin
min sijiil
5. Faja'alahum ka'asw'fi
ma'akul

In the name of Allah,
gracious the merciful

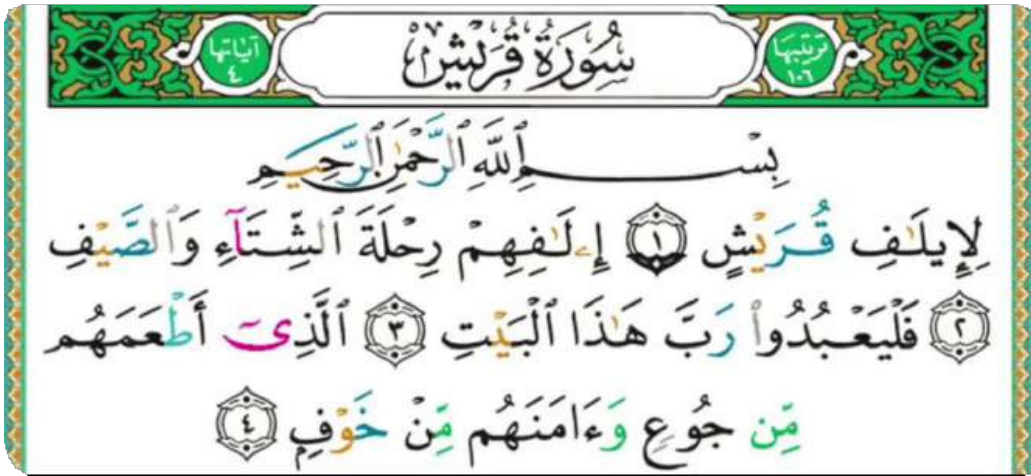
1. Have you not
considered (oh
Muhammad) how your
Lord dealt with people
of the elephant?
2. Did he not make their
plan go wrong?
3. And he sent them birds
in flocks
4. Striking them with
stones of hard clay
5. And he made them like
eaten leaves.



Application Activity 2.2

1. Answer the questions on Al Fiili.
 - a. Al Fiili is (2,7,6) chapter in the Qur'an
 - b. Where was it revealed?
 - c. How many verses?
2. Read and explain Al Fiili

2.3. Reading and reciting the Surat Qurayish.



Learning Activity 2.3

Explain the Surat Qurayishi?

Chapter 106: Al-Quraysh, revealed in Mecca and it has four lines

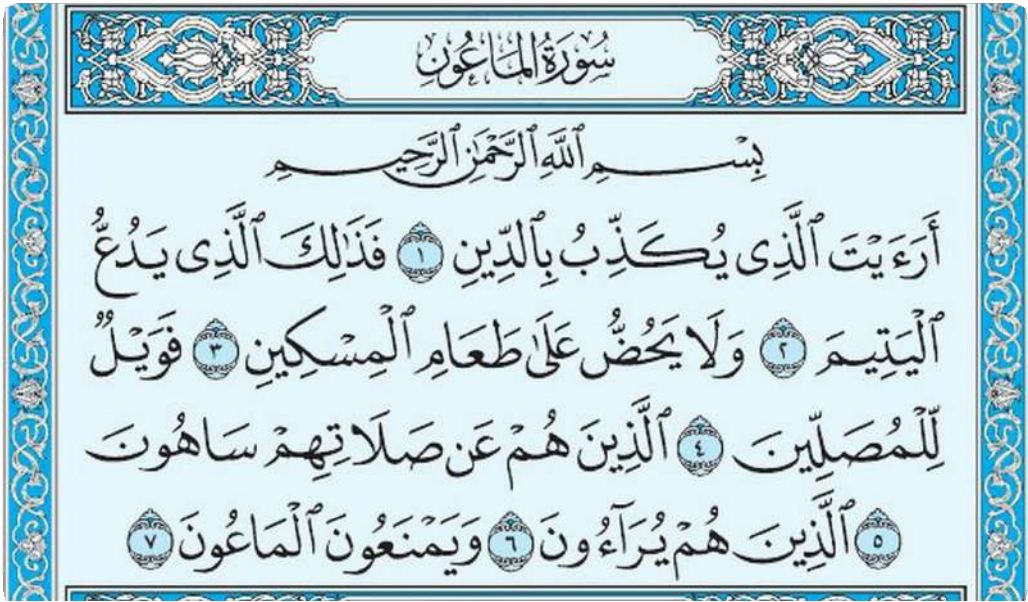
- | | |
|--|--|
| Bismillahi, rahmani, rahiimi | In the name of Allah, gracious, the merciful. |
| 1. Li iilafi qurayshi | 1. For the security of Qurayish, |
| 2. Iilafihim rih'lata shitaa-i wa swayfi | 2. Their security during the winter and summer journeys. |
| 3. Fal ya'abuduu raba hadhal bayti | 3. Let them worship the Lord in this house |
| 4. Aladhi atw'amahum min ju-u-i, wa amanahum min khawufi | 4. Who has fed them against hunger and has secured them against fear |



Application Activity 2.3

1. Explain the chapter al Quraysh? Where was it revealed? How many verses
2. Explain each line of Al Quraysh

2.4. Reading and reciting chapter Al Ma-Una (assistance).



Learning Activity 2.4

Explain chapter **Al Ma-Una**?

Chapter 107 Al-Ma-Una (assistance) was revealed in Madina and has 7 lines.

Bismillahi, rahman,
rahiim

1. Ara ayta ladhi
yukadhibu bidiini
2. Fadhalika ladhi yadu'u
liyatim
3. Wala yahudwu ala
twa'amil miskiini
4. Fawayilu lilmuswalina,
5. Aladhina hum an
swalatihim saahuna
6. Aladhina hum yura'una
7. Wa yamna'una l' ma-
una

In the name of Allah, the
gracious the merciful,

1. Have you seen the
one who denies the
recompense of the last
day?
2. It is he who mistreat the
orphan
3. And does not encourage
the feeding of the poor,
4. So Woe to thos who
pray,
5. But who are heedless of
their prayers,
6. Those who made show of
their deeds,
7. And withhold the
assistance.



Application Activity 2.4

1. Answer short questions on the chapter Al Ma- una.
 - a. What is Al Ma-una about?
 - b. where was he revealed?
 - c. How many verses?
2. Read and recite the Al Ma-una and give explanation of each line

2.5. Reading and reciting chapter Al Kawthar.



Learning Activity 2.5

Chapter 108 Al-Kawthar (the river in paradise) was revealed to Mecca and has three verses.

Bismillahi, rahmani,
rahim

1. Ina a'twaynaka
l'kawuthar

2. Faswalil rabika wan'har

Ina shaani aka huwa l
abutar

In the name of Allah the
gracious, the merciful.

1. Indeed we have granted
you (Oh Muhammad) Al-
Kawthar,

2. So pray to your Lord and
Sacrifice

3. Indeed your enemy is
the one who loses.



Application Activity 2.5

1. Answer the following questions on chapter Al Kawthar.
 - a. What is chapter Al Kawthar about?
 - b. Where was it revealed?
 - c. How many verses?
2. Read Surat Al Kawthar

2.6. Reading and reciting Surat Al Kafiruna.





Learning Activity 2.6

Explain the chapter Al Kafiruna

Chapter 109: Al-Kafirun (disbelievers) revealed in Mecca and has 6 lines.

Bismillahi, rahmani,
rahiim

In the name of Allah, the
gracious, the merciful.

1. Qul yaa ayuhal kafiruna

1. Say "Oh disbelievers"

2. Laa a'budu maa
ta'abuduna

2. I do not worship what
you worship,

3. Wala antum abiduna
maa a'budu

3. Nor are you worshippers
of what I worship.

4. Wala ana a'bidu maa
abad'tum

4. Nor I will be a
worshipper of what you
worship

5. Wala antum abiduna
maa a'budu

5. Nor you will be
worshippers of what I
worship .

6. Lakum diinukum waliya
diini

6. For you is your religion
and for me is my religion



Application Activity 2.6

1. Answer questions on chapter Al Kafiruna.

- What is chapter Al Kafiruna about?
- Where was it revealed?
- How many verses?

2. Read, recite and explain each line of the chapter Al Kafiruna.

2.7. Reading and reciting A-Nasw'ru.



Learning Activity 2.7

Explain briefly the A- Nasw'ru?

Chapter 110: A-Nas'r (The Divine support) revealed in Madina and has three lines

Bismillahi, rahmani,
rahiim

1. Idha ja-a nasw'rullahi
wal fat'hu
2. Wa ra'ayta nasa
yad'khuluna fii dini
llahi af'waja
3. Fasabih bihamdi rabika
wastagh'firuhu, inahu
kana tawaba.

In the name of Allah, The
gracious, the merciful,

1. When the victor of
Allah has come and the
conquest,
2. And you see the people
entering to the Religion
of Allah in multitudes,
3. Then exalt him with
praise of your Lord
and ask forgiveness of
him, he indeed is ever
accepting of repentance.



Application Activity 2.7

1. Answer the following questions on chapter A Nasr'i.
 - a. What is chapter A Nasw'ru about?
 - b. Where was it revealed?
 - c. How many lines does it have?
2. Read, recite the chapter A Nasw'ru and explain each line.

2.8. reading, reciting the Al Masad.



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
تَبَّتْ يَدَا أَبِي لَهَبٍ وَتَبَّ ۝۱ مَا أَغْنَىٰ عَنْهُ مَالُهُ وَمَا
كَسَبَ ۝۲ سَيَصْلَىٰ نَارًا ذَاتَ لَهَبٍ ۝۳ وَأَمْرَاتُهُ
حَمَّالَةَ الْحَطَبِ ۝۴ فِي جِيدِهَا حَبْلٌ مِّن مَّسَدٍ ۝۵



Learning Activity 2.8

Explain the chapter Al Masad?

Chapter 111 Al-Masad (Palm fiber) revealed in Mecca it has five linesgo 5

Bismillahi, rahmani,
rahiim

1. Tabat yadaa abii
lahabin wataba
2. Maa agh'na an'hu
maluhu wama kasaba
3. Sayasw'la naran dhata
lahabi

In the name of Allah the
entirely merciful, the
especially merciful.

1. Condemned are the
hands of Abu Lahab
be ruined and he is
condemned
2. His wealth did not avail
him or that which he
gained

4. Wamra'atuhu hamalata l'hatwab

5. Fii jiidiha hab'lu min masadi

3. He will burn in the fire of flame

4. And his wife as well, the carrier of firewood

5. Around her neck is the rope of fiber



Application Activity 2.8

1. Answer the following questions on chapter Al Masad.
 - a. What is the chapter Al Masad about?
 - b. Where was it revealed?
 - c. How Many verses?
2. Read, recite the chapter Al Masad and explain each line?

2.9. Reading and reciting Surat Al-Ikh'laswi.





Learning Activity 2.9

Explain the chapter Al-Ikhlās.

Chapter 112 Al-Ikh'las (The sincerity) was revealed to Mecca and has four lines

Bismillahi, rahmani,
rahiim

1. Qul huwallahu ahad
2. Allahu swamad
3. Lam yalid wa lam
yulad wa
4. lam yakun lahu
kufuwan ahad

In the name of Allah, the
gracious, the merciful.

1. Say "He is Allah who is
One,"
2. Allah, the eternal refuge,
3. He neither begets nor
was begotten.
4. And there is nothing
comparable to him.



Application Activity 2.9

1. Answer questions on chapter Al- Ikh'las.
 - a. What is chapter Al- Ikh'las about?
 - b. Where was it revealed?
 - c. How many verses does it have?
2. Read and recite chapter Al- Ikh'las and explain each verse.

2.10. Read and explain Al-Falaq



Application Activity 2.10

Explain the chapter Al-Falaq?

Chapter 113 Al-Falaq (The daybreak) revealed in Mecca and has five lines.

Bismillahi, rahmani,
rahiim.

1. Qul aw'dhu birabil
falaq
2. Min shari ma khalaqa
3. Wa min shari ghasiqin
idha waqaba
4. Wa min shari nafathati
fil u'qadi
5. Wa min shari hasidin
idha hasada

In the name of Allah, the
entirely merciful and the
especially merciful,

1. Say " I seek refuge in
the Lord of Daybreak",
2. "From the evil of what He
created"
3. And from the evil
of darkness when it
gathers,"
4. "And from the evil of
the blowers in the knot
practising sorcery,"
5. And from the evil of an
envious when he envies".



Application Activity 2.10

1. Answer questions on chapter Al- Falaq.
 - a. What is chapter Al- Falaq about?
 - b. Where was it revealed?
 - c. How many lines does it have?
2. Read and recite the chapter Al- Falaq and explain each verse.

2.11. Reading and reciting chapter A-Naas.



Learning Activity 2.11

Explain chapter a Naas?

Chapter 114 A-Naas (Mankind) revealed in Mecca and has six lines

Bismillahi, rahmani,
rahiim

1. Qul awudhu birabi
naasi
2. Maliki naasi
3. Ilahi naasi
4. Min sharil wasiwaasil
khanasi
5. Aladhi yuwasiwisu fi
swuduuri naasi
6. Minal jinati wa naasi

In the name of Allah, the
gracious, the mercful,

1. Say "I seek refuge in the
Lord of Mankind,"
2. "The King of Mankind,"
3. "God of Mankind,"
4. "From the evil of
retreating the whisperer"
5. Who whisppers evil into
the heart of Mankind,
6. Fro among the Jinns and
Mankind,



Application Activity 2.11

1. Answer questions on chapter A- Naas.
 - a. What is chapter A- Naas about?
 - b. Where was it revealed?
 - c. How many verses?
2. Read and recite the chapter A- Naas and explain each verse?.

END OF UNIT 2 ASSESSMENT



- Read and explain at least Five chapters that you have memorized
- Explain al Kawthar, and summarize its content.
- Why do you think God proposed fire flame to Abu Lahab and his wife? in al - Masad Surat?
- What does al Ikh'las mean?
- What do we pray for when we read al Falaq?

UNIT:

3

MUSLIM PRAYER

Key unit Competence: By the end of this unit, the pupil will be able to pray adequately, be good to people and to God.

Introductory Activity 3

According to you how many times should a person pray?



3.1. Five obligatory prayers



Learning Activity 3.1

Is it good to pray five times a day for a Muslim? If it is good explain why? What do you think will happen to those who do not respect this obligation?

The following are five obligatory prayers:

- **Alfajiri:** Dawn or before sunrise
- **Adhuhur:** Midday prayers
- **Al-Aswir:** The afternoon prayers
- **Magharib:** Evening prayers
- **Al-Ishai:** The night prayers

Prophet Muhammad taught obligatory prayers and their parts

- **Alfajiri:** has 2 units
- **Adhuhur:** has four units
- **Al-Aswir:** has four units
- **Magharib:** has three units
- **Al-Ishai:** has four units



Application Activity 3.1

1. Mention obligatory prayers for Muslims and their units.
2. Which prayers that have four units?
3. Mention prayers that have the following units:
 - a. Two units :
 - b. Three units :

3.2. Rules of Prayers in Islam



Learning Activity 3.2

My neighbour is 20 years old. He is a muslim. He prays when he gets time. For him, the most important is to pray. He does not perform hygienic practices as required. Is this practice allowed in Islam? Advise him?

The Muslim prayer is an obligation for the one who fulfils the following

- Being a Muslim
- Respect hygienic rules as required
- Having reached adult age
- Prayer is obligatory to everyone who is alive
- Prayer is obligatory to a Muslim who is not mentally ill

How to pray

Activities related to cleaning before prayer.





- **Hygiene before praying**

God says:

«You believers, when you go to pray, wash your face, your hands up to the elbow, wipe your heads and wash your legs up the ankles, and when you are dirty clean yourselves». Qur'an 5:6

Muhammad said

“No prayer is accepted when one does not care for body hygiene” again he said God does not accept the prayer of anybody when he does not clean himself or herself before prayers.

Anybody who goes to pray must be clean. After he/she stands on the clean praying mat. After he/she faces to Mecca raising his hands saying “ Allah Akbar. After he puts hi hands down on the chest. The right palmhand overlap the left. He says Subuhanaka Allahuma wabiham'dika watabaraka Is'muka, wataala jaduka wa laa ilaha ghayiruka. After he says Audhubillah mina shaitwani rajim Bismilah rahmani rahiim

Then one reads the Al Fat'ha and then after another chosen surat. After, one bows (Rukuu) putting the hand on the knees in straight position, with separated fingers.



Application Activity 3.2

Explain briefly how the Muslim prayer is from the start up to the end

3.3. The role/importance of prayer



Learning Activity 3.3

Is it important to perform Muslim prayer? Justify your answer?

God's prophet Muhammad said " The key to Heaven is the prayer and the key to prayer is the cleanliness. The prayer is one of the important activities that Muslim believe that will take them to heaven. The person who performs prayer as cannot be dirty since he or he washes herself or himself five times a day.

Muslims also believe that God provides food top the person who performs prayer.

God said " Instruct your people to go to prayer and worship and you too pray constantly. We do not request you food but we provide you food, and everlasting life is the reward to those who do what Allah recommends.



Application Activity 3.3

1. Explain at least three importance of prayer
2. Why do you think the person who performs prayer as required cannot be dirty?

3.4. Punishment to those who do not do prayers



Learning Activity 3.4

Allah obliged Muslims to perform perfect prayer. What do you think is the punishment to people who do not respect this obligation or do it wrongly?

God obliges each Muslim to perfectly perform prayers as prescribed. God said " Woe to them those who pray, but who needless of their prayers Al-Mauna: 4

To a Muslim, not respecting Muslim prayer leads to problems before God. Stopping to pray remove a Muslim from God's insurance. God does not offer him or her blessing and peace. This leads to many problems in his or her life.



Application Activity 3.4

What is punishment for people who do not perform prayer or stop praying to Allah?

END OF UNIT 3 ASSESSMENT



1. What do we learn form 78 line of surat Bani Israil?
2. Mention five obligatory prayers to a Muslim?
3. What are rules that regulate a Muslim prayer? Mention at least two?.
4. State how a Muslim prayer is performed from the start to the end?
5. What will be reward of those who perform the Muslim prayer as required.

UNIT:

4

BRIEF HISTORY OF ISLAM

Key unit Competence: By the end of this unit, the pupils will be able to show values that characterized first caliphs, to be model in everyday life.

Introductory Activity 4

Narrate briefly what you know about Islam?

4.1. Life of Arabs before Muhammad





Learning Activity 4.1

Show the life of Arabs before the revelation of Muhammad. Identify their life and social practices

Before Prophet Muhammad, Arabs live a meaningless life which was marked by committing different sins:

- Violence of rights of women
- Worshipping idols
- Conflicts between races and brothers
- Killings
- Corruption and oppression of the poor
- Pride



Application Activity 4.1

Discuss five practices of Arabs before the prophet Muhammad

4.2. Revelation of Prophet Muhammad





Learning Activity 4.2

God enghlithened Muhammad when was in the cave of Hira. The message was brought by Angel Gabriel. Angel Gabriel said `` Read in the name of your Lord who created human from the spot of blood. The message to Muhammad was the Qur'an. Muhammad good at memorising the lines of the Qur'an that was given to him. He had authors that were writing Qur'an as it was being revealed to him so that people may read it and it may regulate people behaviours and actions

The following is the some of the teaching contained in the message revealed to prophet Muhammad:

- Tell people to believe in one God and in His prophet Muhammad
- Stop worshipping idols
- Abolish killing of young girls practiced by Arabs
- Teaching humility and tolerance
- Abolish fornication, stealing, alcoholism, corruption and giving freedom to the oppressed and slaves.
- Teaching human freedom for all creatures more especially human being.
- Make five prayers a day and follow other behavioural rules



Application Activity 4.2

State and explain the 5 obligatory prayers to a Muslim? Who is allowed to do these prayers.

4.3. Birth/beginning of Islam



Learning Activity 4.3

Explain briefly the birth / beginning of Islam

After revelation, prophet Muhammad went and slept and covered himself. Angel Gabriel appeared to him once again and said «Oh you have covered one, rise and warn creatures »

In the beginning, Islam was being taught in a great secret because the non-believers arabs of Mecca persecuted whoever converted to Islam.

After sometime, God helped Muhammad and they converted to Islam. One of the people who converted to Islam is a great man called Umar Bun Hitwab. After his conversion, Muslims started to appear in the public places. The Muslim era started when Muhammad moved from Mecca to Madina (Hijja) in 622. The used era that time was started with the birth of Jesus. It was named after Gregory.



Application Activity 4.3

Why do you think Islam was practiced in great sacred in its first years? What made Islam to be practised publically?

4.4. Life of first four Caliphs of Prophet Muhammad



Learning Activity 4.4

Mention the names of the followers of Muhammd who converted to Islam and their values?

The first Arabs who converted to Islam are the following:

Oman Bun Hatwabi: This was a great man in the Arabic society. His conversion to Islam was special because it is from his conversion that Islam started to be taught publically.

Abubakar Swidiki: This is one of followers of Muhammad. After he became the Father in-law of Muhammad when he married his daughter Ayisha.

Uthuman Bun Afan: He was very respectful, obedient, humble and was a writer of Qur'an.

Ali Bub Abi Twalib: He fought for Islam in the time of Muhammad and after. He was the Brother to Prophet Muhammad

Bilali Bun Abi Rabah: He was among the people who converted to Islam and was heavily persecuted.



Application Activity 4.4

Mention the names of the followers of prophet Muhammad and explain good things about them Explain at least three importance of prayer

END OF UNIT 4 ASSESSMENT



1. Give and explain three things that characterised Arabs before prophet Muhammad?
2. Why did Angel Gabriel meet him in the tunnel of Hira?
3. Identify three things were given to Muhammad as the message from Allah?
4. Why do you think in its beginning, Islam was taught in great secret?
5. Who are the followers of Muhammad who first converted to Islam?

UNIT:

5

RELATIONSHIP BETWEEN A MUSLIM AND A NON MUSLIM

Key unit Competence: By the end of this unit, the pupils will be able to respect everyone without discrimination and respect golden rule.

Introductory Activity 5

What do you think are values that should mark a Muslim and a Non Muslim?

5.1. God created different people so that they complement one another





Learning Activity 5.1

Explain the word difference? How being different can help people to live in peace?

All people were created by God. Hence they should live in peace. They should love and support one another

God said "Oh People we created you from one male and one female human being. We gave you different countries and different races so that you may come to know one another.

A good person is the one who gives peace to others. A good person is always humble A good Muslim live well with others respecting differences and uniqueness.

A human being must be respected because he has special dignity because he was created by God.



Application Activity 5.1

Identify activities and behaviours that people should have of respecting everyone as a creature of God.

5.2. Love others as you love yourself





Learning Activity 5.2

1. Explain the sentence: "to love others as you love yourself"
2. Identify activities you can do to show perfect love to your friends?

All people should love one another as creatures of the same God. None hates himself or herself. God ask us to have the same measure of love as we love ourselves. Prophet Muhammad mentioned it in the following words: " Any of you will never be a believer not until he loves his colleague what he loves for himself.

Furthermore, to love your neighbour as you love yourselves is a duty as a human being and as a Muslim regardless of age. These should be done in concrete actions that help everyone. Whatever you do not wish others to do to you do not do it to them.



Application Activity 5.2

With examples of concrete actions show what to love your neighbour as yourself means?

5.3. Respect for all people in all times



Learning Activity 5.3

Halima has two children. She likes to play and talk with them. He respects all people: young, fellows and elders. She is appreciated by the neighbours and she is exemplary to all.

1. Why is Halima liked and appreciated by the neighbours?

2. What lesson can you learn from Halima?

It is important to respect everyone. A good person respects all people in words and actions. A respectful person does not consider the particular rank of individual people but sees everyone as creature of God. In the family, it is very important to respect one another.

In special way, respect for the elders is a good behaviour which enhances social wellbeing. Elders also must have respect and sympathy for the young. They should give them right education. Respect for all people is an

obligation to Muslim. The following is the importance of having respect for all people:

- Everyone lives in peace and security
- There is a culture of tolerance and conflict solving in family.
- Socio-economic development of the family.
- Respect of human rights .
- Sustainable development to the family and individuals.



Application Activity 5.3

1. How does a person show respect in words and action? Give examples.
2. How do elders show respect to the young?
3. Give three examples of the importance of respect.

END OF UNIT 5 ASSESSMENT



1. According to you what does to love others as you love yourself mean?
2. Which actions can you do to your friends to show that you have perfect love for them?
3. Is it necessary to respect all people? Why?
4. What does to live in peace mean?

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