

Social and Religious Studies

Teacher's Guide Primary 3

Primary schools in Rwanda

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present P3 Social and Religious Studies Teacher's guide. It serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Social and Religious studies. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

This Teacher's guide is comprises two parts: Social studies part and Religious studies part. Religious studies again is subdivided into Christian and Islamic Religious studies part. Each school will only choose one part to teach. In every part, you supposed to use it in developing students' competences that will enable them to live well with others in the society and respect all God Creatures.

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

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

In addition, such active learning engages learners in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

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

To facilitate you in your teaching activities, as earlier mentioned, this teacher's book is comprised of 2 parts: Christian and Islamic Religious studies part. Your guidance will depend on which Religion the school has chosen. Each part is divided into 3:

- Part I: Highlights the structure of this book and gives you general methodological guidance;
- Part II: Presents sample lesson plans as reference for your lesson planning process;
- Part III: Details the teaching guidance for each concept given in the pupil's book.

Even though the book contains the answers to all activities given in the pupil's book, you are requested to work through each question before judging pupil's findings.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process. Any comment or contribution would be welcome to the improvement of this textbook for the next versions.

Dr. MBARUSHIMANA Nelson

Director General, REB



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INTRODUCTION

Social Studies and Religious studies is the foundation of other subjects of humanities and emphasizes the values of Rwandans.

Its major aim is to come up with a person or a pupil who has good character and behaviour by emphasizing the culture of peace, tolerance, fair justice and solidarity and Rwandan values.

It also aims at teaching pupils how to differentiate good things from bad ones. Doing the right thing at the right time. There by becoming people of high integrity, exemplary and right Rwandans the country needs.

Social Studies is made up of lessons of “Ndi Umunyarwanda ”, National Itorero commission, sexual education, protecting the environment, Saving, Equal rights, Prevention of diseases, Hygiene, the culture of peace and development, Inclusive Education, ICT, Harmony and respect of one another.

General key unit competence in Social Studies.

A pupil who has completed P.3 should be able to:

- Know the geography of his/her sector.
- Emphasize the culture of peace and human rights in his/her place of residence.
- Be a person of good behaviour in all places and at all times.
- Try to improve the welfare of the family.
- Know very well the economy of his/her sector of residence.
- Have knowledge on civic education, geography and the history of his/her sector of residence or where his/her school is located.

Key Unit competence in Social Studies.

- Careful observation, ICT, in solving problems, gathering news related to the history of the sector.
- Discovery of new things by starting small projects which are income earning.
- Work hand in hand with others in times of debate or making stories.
- Develop new skills in his/her studies and in daily life.

How Social Studies builds competences.

Social Studies teaches pupils to teach themselves by developing competences, observing, working in groups and developing their reasons of study by having attention in it. They practice good practices of Rwandan values. They also identify our good culture. They are also given competences of analyzing things before doing any thing, self control and discovering new things.

The lesson plan for teaching Social Studies subject, Techniques of teaching Social Studies.

Social Studies aims at teaching pupils' good character, stay in harmony with others, and develop moral values when they are still young.

Advantages of ways used while teaching Social Studies subject:

Working in groups helps pupils to:

- Understand the role of every pupil. (equality)
- Self confidence.
- Live in harmony with others in the same group.
- Respect each other's ideas and complement each other.
- Work with others to do the task assigned.
- Supreme on each other's ideas peacefully.
- Slow learners are encouraged to work hard by those who are quick in the same group.

In group work, there is complementarity, which makes learning easy and this makes it good than when the teacher is doing it alone.

Note:

This way is good in Social Studies subject because a pupil plays a big role. He/she is the one who identifies, discovers, and gains knowledge, values, good culture and behaviour.

The project:

In most cases a pupil is given the task to do.

Projects are not the same in terms of weight and time but its on the level and the ability of the learners.

All the time the teacher helps the pupil so that he/she does the task well.

The pupil uses the classroom, his/her place of residence and other places. **An example:** Memorial sites, Museum, and Library.

Discovery:

This discovery depends normally on questions that the pupil will ask his/ her parents/guardians, the elders at school or near his/her place of residence.

5. Visiting a place:

It aims at helping pupils observe and discover some things that are related to what he/she has learned or is going to learn. He/she can visit the market, hospitals, village, Cell and business centers

6. Discussion:

The pupil plays a big role because he/she is the one who gives views to be discussed, by first analyzing, emphasizing, or opposing what others have said.

Practice and repeating.

This method is unique and complements what was said above.

It aims at helping pupils to repeat what they have learned, implementing it and knowing it very well.

Practice, implementation and repeating helps a pupil to see what he/she did not understand very well and thus, makes him/her to have complete knowledge of what has been learned.

The requirements a pupil should have when studying Social Studies.

- A pupil understands well if he/she plays a role in his/her learning and he/she does by not cramming only but by practising what has bee taught.

- He/she should have/ develop the ability to analyse, socialist and work a lone or work with others.
- By using learning materials given to him/her and do what the teacher has told him/her.
- Respect others at school.
- Manage well his/her school materials and those others
- - Know how to work with others, resilience and agree on the correct answer.
- Know how to observe, and put things in order.

Requirements for the teacher while teaching Social Studies.

- The teacher will stop the old method of teaching by being the beginning and the end but act as a facilitator, should direct a pupil in his/her learning process but focuses on what the pupil needs.
- The teacher finds ways of arranging his/her class, sitting arrangement, how he/ she put them in groups, so that every body plays a role in the learning process.
- The teacher directs pupils on how to use the teaching materials: books, maps and pictures. By making research at their level, by discussing and proper ways of writing down major ideas and show it to others in class.

How a teacher should deal with pupils with special education needs.

- A teacher finds a proper way of helping pupils with special education needs by focusing on their problems so that they can follow studies like others.
- He/she prepares exercises at their level, materials and special teaching aids while studying or when doing assessment.

How assessment is done and what should be emphasized. (assessment criteria).

- Assessment should be based on the pupil's ability and he/ she should do the exercise basing on his/her daily real-life situation by implementing what has been taught.

- Assessment aiming at ensuring proper learning and teaching, we use implicit and explicit aiming at knowing if pupils are taught in the right way.
- It's a must to determine the criteria to be used in assessing the level of competences, knowledge, skills, attitudes and values pupils should attain in every subject.
- It's a must to assess if all pupils have been able to reach the expected key unit competence of every unit beginning from the assessment criteria expected at the beginning of every unit.
- It's a must to assess how pupils show competences in content and generic competences.
- In assessment its good to use a combination of the following ways:

Observation 2. Question and answer 3. Questions by talking 4. Questions on debate 5. Questions which require analysis at their level.

Its good to see the level of the pupil at the end of every content, every unit, every term or at the end of every year aiming at assessing the level of competences a pupil has acquired.

Its good to use comprehensive assessment of what a learner has learned, to see if he/she has acquired the expected competences.

It's a must to keep records of work on assessment by keeping it well so that it can assist you to make preparations or special strategies which can make lessons more understandable.

Continuous assessment is the one which indicates if a learner has been following in class before carrying out assessment at the end of the term or year.

Questions of assessment should prepare pupils to think deeply, be realistic and adopt strong and right resolutions.

Questions of assessment should be prepared depending on the welfare of the pupil and should be in relation to the real-life situation of the pupil.

At end of assessment, it's a must to give a report to the parents/guardians on the steps pupils make in their studies, by showing competences and where they are weak that needs more effort.

UNIT

1

EXTENDED FAMILY.

1.1 Key Unit competence:

Be able to demonstrate the importance of fulfilling responsibilities in the extended family and the dangers of not doing it.

1.2. prerequisite

- Responsibilities of members in the nuclear family.
- Relationship of members of extended family.

1.3 Addressing on cross-cutting issues in this Unit and how it is achieved.

- **Gender equality** in doing exercises with out segregation.
- **Inclusive education** and without harming fellow pupils with disabilities or other special problem cases.
- **Environmental management:** Learners should be taught how to manage the environment, an example, by planting trees, not throwing waste a round the school, river, lake, swamp....
- **The culture of peace** while working with friends without inconveniencing any body.
- **The culture of proper management of resources** by showing his/her responsibilities in proper management of the family resources.

1.4 Skills a pupil will acquire in this Unit

- **Observe** and state what he/she has observed.
- **Cooperation** in case of group work or work with others.
- **Think a bout** exercises that is given to him/her before doing it, and thus does it well without mistakes.
- **Use clear language** while explaining what has been done.

- **Innovation** in case he/she is making sign posts aiming at sensitizing people to fulfil their responsibilities in the family.
- **Curiosity** in knowing new things a bout fulfilling responsibilities in the extended family.
- **Problem solving**, in case of fulfilling his/her responsibilities in his/her every day life.

1.5 Vocabulary to be acquired by the learner.

- **Extended family:** Extended family, up to great grand father and mother.
- **Responsibilities:** what a person should do in his/her every day life.
- **Fulfilling responsibilities:** Fulfilling responsibilities well, quickly and accurate.
- **Not fulfilling responsibilities:** Not fulfilling them or fulfilling them poorly.

1.6 The major issue

- A teacher tells pupils to read a story a bout some pupils who don't know the responsibilities of members of extended family.
- He/she asks pupils to discuss a bout it and give views a bout it by showing reasons that make pupils not to know these responsibilities.
- Explains to them that the answers will be got in the following lessons to be taught in this Unit.

1.7 Teacher's activities

- Slow learners are given exercises found in this book .
- Those who are physically disabled: first know the nature of disability, and prepare the special teaching / learning materials for them and exercises to every pupil which can assist them to know how they fulfil responsibilities in extended family.

- Those who are gifted with quick learning, give them activities to discover the lesson found on page, in addition to what you gave out in general.

1.8 List of lessons

Number	List of content	Number of periods:7
1	Fulfilling responsibilities in extended family.	2
2	Proper management of the family resources.	3
3	End Unit assessment	2

1.9 Guidance to the lessons

1.9.1 Lesson: I. Fulfilling responsibilities in extended family.

a. Learning objectives

Knowledge

- State the responsibilities of every member in the extended family.

Skills

- Explain the importance of fulfilling responsibilities and the dangers of not fulfilling them.

Attitudes and values.

- Have the culture of living in harmony with others, working together, respect, and love for others.

b. Revision exercise

- Questions on responsibilities of members of Nuclear family and family tree of members of extended family.

c. Teaching aids

- Pictures showing how members in the family fulfill their responsibilities, photos and other tangible things found in your home area.

d. Teaching and learning process

- Prepare enough teaching aids which aims at helping pupils to understand the responsibilities of every member in the extended family.
- Put pupils into groups.
- Respect rules of observing pictures, discuss a bout it and explain to others what they have observed.
- The teacher helps pupils to put together the findings and suprements their ideas.
- Makes correction by helping pupils to develop their communication skills by using words that clearly explains the lesson.
- Example: Fulfilling responsibilities, not fulfilling responsibilities.

e. Lesson summary.

- Guide pupils to state briefly how they will be fulfilling their responsibilities, the importance of fulfilling them and the dangers of not fulfilling them in the family.

f. Assessment

- Give pupils exercises in pupil's book of explaining ways of fulfilling responsibilities in extended family, its importance and the dangers of not fulfilling them. Pages, (2, 3, 5, 7, 8).

Answers to exercise and activities on lesson.

Self assessment

1. Those responsible for the welfare and parents/guardians.

Peer assessment

- It makes them develop and have good welfare.
- Proper housing, having medical insurance, proper feeding.

Exercise

1. It depends on the welfare of every pupil, but when helping the parents/ guardians, clean, fetch water and be sent to particular place by elders.

2. Proper welfare

- Hygiene of the body, sanitation of where you live and clothes.
- Enter pupils in class.
- Family planning.
- Paying and using medical insurance.
- Exotic breeds and modern farming methods.

Economy and development

- Plant forests and prevent soil erosion.
- Construct roads and maintain bridges.
- Paying taxes.
- Modern farming methods.

Good governance

- Respect laws.
- Taking part in elections.

Community work, taxes.

Game: Build a basket ride

Instructions: Pupils are given small bricks, some do line 1 which has 6 bricks, others 4, others 2, and the last should put 1 brick. They should do it without it falling a part.

Objective: Emphasize the role of every person in the family, working together and complementary.

Self assessment

1. wealth, Happiness, Unity and development.
2. The country can not develop without infrastructure.

Peer assessment

1. Being at good terms, assist one another and work together in everything.
2. Being considerate, and to do what you are tasked to do, self respect and respect of others.

Exercise

1. On taxes and tributes.
2. a. 3 b. 4 c. 1 d. 2 e. 5

The game: Touch the tail of a wolf

Instructions: Pupils line up on one line and touch each other's belly and one play a wolf, it begins from in front going behind wise to touch the tail (the behind person). They all stop its path until it fails to get a way through but without pupils separating.

Objective: This game teaches how to protect family resources and help each other.

Self assessment

- a. No c. No e. No g. No
b. No d. Yes f. Yes h. Yes

Self assessment

1. Baba is big headed, Selfishness, they don't cooperate with others, they are arrogant.
2. Sickness, disaster, insecurity caused by bad people or animals which hide in there.

Exercise

1.

- a. The government does not construct infrastructure.
- b. The citizens do not go to the hospital and become ill at home or sick medication using a lot of money.
- c. It stops economic development of the country.

- d. It stops economic development of the citizens.
 - e. Increases ignorance.
2. They hate each other, they don't work together and they don't develop.
 3. Calmness, peace, wealth, happiness, development, Kindness.

The game

A game pupil proposes

Instructions:

- Explain to pupils that they are supposed to initiate games using the knowledge of what was learnt.
- Put them in groups.
- Check if what they have initiated good games.
- Ask every group to play for others, they should follow and then may give both good and bad comments.

Objective: Give pupils chance to initiate, amuses and identify bad games.

1.9.2 Lesson 2: Proper management of family resources.

a. Objective

Knowledge

- State the components of the family asset.

Skills

- Explain the importance of important components of the family asset and how it can be properly managed.

Attitudes and values

Have the culture of:

- Protect the family asset.
- Be satisfied and happy with the family asset.

b. Revision exercise

- The basic necessities of life.

c. Teaching aids.

- Pictures showing family asset and how family members properly manage their asset, photos and tangible things found where pupils live.

d. Teaching and learning process

- Prepare enough teaching Aids which help pupils to know how to manage family asset.
- Put pupils in groups.
- Respect instructions of observing pictures, discuss a bout it and explain to others their findings.
- he teacher helps pupils to put together their findings and supplements on their ideas.
- Makes correction by helping pupils to develop their communication skills by using clear words which explain the lesson.

An example: Being satisfied and happy.

e. A combination of what was learnt

- Guide pupils to state in summary the family assets they have, the importance of every asset, the use, management of that asset and the importance of being satisfied with their family asset.

f. Assessment

- Give pupils exercises in pupil's book of identifying the components of family assets, its importance, its use, management and how he/she becomes happy as a result of this asset.

Answers to exercise and activities on this lesson.

Self assessment

1. Fixed and non fixed assets.

Peer assessment

1. Non -fixed assets can be moved from one place to another while fixed assets can not be moved from one place to another. It is fixed in one place.

Exercise

Fixed asset

Maize garden, plot of land, kitchen, toilet, house, forest.

Non- fixed asset.

Chairs, Bed, Radio, charcoal stove, cupboard, clothes, bag, bed sheets.

Self assessment

- Radio and television.
- Bed room.
- Food.
- House.
- Umbrella.

Peer assessment

Market, Power station, Health center, Lake, Stadium, Road, Swamp, Air port.

Exercise.

a. 5 b. 4 c. 6 d. 7 e. 3 f. 2 g. 1

Self assessment

1. a. Soil erosion b. Disaster c. Forest burners d. Rust
2. Long lasts, and becomes more useful and prevents misusing the asset.

Peer assessment

- Avoid what can spoil it, repair it in case of damage, oil it.
- Store it in a safe place to avoid stealing and damaging it, prevent it from rust.
- Wash it, iron it and keep it well.
- Prevent soil erosion, cultivate it in a modern way and fertilize it.
- Clean them, store them well.
- Feed them well, vaccinate them and clean where they stay.

Exercise

Asset

- Table - clothes - Bed - hygiene materials
- Forests - Cows - House - Car
- Fruit trees

Importance

- We use it when eating, use it while writing.
- Sleep on it.
- Gives us timber and trees for building and cooking.
- We sit on them when eating, gives us money.
- We wear them and keeps us warm during cold weather.
- Helps us to clean ourselves.
- They give us milk, meat, fertilizers and money.
- It transports us, gives us money.
- Gives us fruits that we eat and we sell them to get money.

Ways of using and saving

- Keep it clean without scratching it, we should not rain soak it.
- Don't play on it, and lay it well.
- Prevent it from burners, harvest it when it is ready, weed it.
- Keep it clean and repair the damaged parts, paint it.

- Wash it, iron it and don't tear it.
- Keep it well and avoid overspending it.
- Feed them with grass, water and salt, vaccinate/treat them, clean the kraal.
- Wash it every day, repair it, don't scratch it, put petrol or oil in it and oil it.
- Put fertilizers on them,, prevent insects by spraying chemicals on them, water them during dry season and mulch them.

Self assessment

1. Last for a short time, causes poverty and loss.
2. Wasting/pouring water, pour food, put on lights when your not there, break utensils like plates, cups, breaking windows and doors, break chairs, beds and others.

Peer assessment

a. Yes b. No c. No d. No e. Yes

Exercise

1. In order for it to last longer and be useful to us and we should assist parents/ guardians to save.
2. I can request them to stop and when they refuse, I can report them to the parents/guardians so that they can stop them.
3. Water, electricity and food.

Self assessment

1. Greed , begging, wandering.
2. It makes you work with family members and solve issues together and manage the family asset well.

Peer assessment

1. It makes him/her happy, is not greedy, manages them well and aspires them to multiply/ increase.
2. Is ever lamenting/whingeing, admires other's property, begs, greed, is a wanderer, mismanages his/her things.

Exercises

- They avoid bad behaviour caused by greed, begging and being unsatisfied.
- It leads to proper management of the asset and increases it, and the family develops.
- Doesn't make you steal and makes you manage it well.
- Greed on other's property/ wealth.
- Making studies and passing a priority, not stealing other's items, using his/ her items well, share with others, wandering a round checking food for his/ her friends.

The game

Instructions:

- Explain to the pupils that they are required to initiate a game starting from what has been learned.
- Group them.
- Check if what they have initiated is good.
- Ask every group to play for others and they follow and then give views on what is good and bad.

Objective: Give pupils chance to initiate, amuses and knowing how to separate bad from good and maintain good ones.

1.10 End of the Unit

a. Summary of the content in the unit.

- Every person in the extended family has responsibilities that he/she should fulfil that work hand in hand with government programs like welfare, economy, good governance and security.
- When people fulfil their responsibilities, it makes them live in harmony and they develop.
- By not fulfilling responsibilities causes poverty, poor well being and insecurity.

- Proper management and use of the family property and asset make it last longer and become more valuable to the people. And mismanagement makes it wasteful and misusing it doesn't make it useful.
- Its good to be happy of the family property because it stops you from admiring other's property.

b. Additional knowledge required of a teacher.

- Know how to conduct all activities without leaving any pupil behind.
- Explain in details how hygiene is done.
- Explain the major important things in this Unit.
- Prepare and use well different teaching Aids.
- Know very well how Social Studies subject is taught basing on the syllabus based on competences.
- Know how he/she can emphasize cross-cutting issues while teaching this unit.

c. Answers to End unit assessment

1.
 - a. Help parents/guardians, study with courage, do home work.
 - b. Pay taxes, give support.
2. a. yes b. No c. yesd. yes
3. a. Develops the country and builds infrastructure.
4. Prevents disasters and diseases caused by poor hygiene.
5. a. Houses, Cows, Forests, Saving, Tree planting, Domestic animals.
 - b. Wandering, Begging, discomfort, greed.

d. Special exercise with answers given to slow learners.

1. Read and answer

Fundi on his way to school met children and they started playing football. He played with them until evening. When others went home, he also went home.

- a. State the responsibilities he didn't fulfil.
- b. What effects is he likely to face?
- c. Which of the following is not a family asset? Electricity pole, Goat, River, Cup, Radio, Bicycle.

Answers

1.
 - a. He did not go to school, and was careless.
 - b. He is likely to be punished, fail, be injured or break his legs.
2. Electricity pole, River,

d. Special exercise with answers given to quick learners.

Questions

1. Read and answer

Munana was at home helping his parents/guardians doing some work, he smelt food flavour from the neighbours. Instead of doing his task, he went to ask for food from the neighbours and was served. He made it his daily routine, even when he is served food at home, he becomes ungrateful and goes to the neighbours to ask for food.

- a. Which responsibilities didn't Munana fulfil?
 - b. What causes Munana never to be satisfied with their food at home?
 - c. What effects is he likely to face?
2. State the dangers pupils face when they are not satisfied with their family asset.

Answers

1.
 - a. He stopped helping parents/guardians.
 - b. He likes food from the neighbours yet what is served at home is never enough for him.
 - c. He can become a wanderer, begger, being grumbled by the neighbours.
2. Can be harmed, steal, begging, greed, be a wanderer.

2.1 Key unit competence:

Respect and protect important features in our sector.

2.2 Lessons learnt before that are related with this Unit.

- Features of the Village and the Cell.
- Proper management of the features found in both the Village and the Cell.

2.3. Knowledge on cross-cutting issues in this unit and how it is achieved

- **Gender equity** in doing exercises without segregation.
- **Inclusive education** by not harming his/her classmates who are disabled or who have other special cases.
- Proper management of the environment.
- When he/she is cleaning the work place or handle well the learning Aids he/ she will has used.
- When he/she is doing activities of protecting features in the sector.
- The culture of peace/harmony.
- While he/she is working with others peacefully without inconveniencing any body.
- While he/she is explaining that when using the asset of the sector, no body should inconvenience others.
- **The culture of proper using of the asset.** While showing his/her responsibilities in proper management of the sector asset.

2.4 Key unit competence in this unit

- **Observe** and explain what he/she has observed.
- **Cooperation** while working in groups or work with others.
- **Thinking** on the exercise given to him/her before doing it, thus does it well without mistakes in it.
- **Using clear language** while explaining what he/she is seeing on the map of the sector.
- **Innovation** while he/she makes sign posts sensitizing people to protect the sector asset or showing tourist attractions in the sector.
- **Have curiosity** of always improving knowledge about important things in his/ her sector.
- **Problem solving** while protecting important things found in his/her sector.

2.5 Vocabulary in this unit

Features of the sector: Special things found in the sector or which makes it to be identified among other sectors.

Public assets: Public asset in general which is not personal asset.

Responsibilities: What a person should do in every day life.

Fulfilling responsibilities: Fulfilling them well.

Not fulfilling responsibilities: Not fulfilling them or poorly fulfil them.

Components of the Map: Scale and the signs.

Amap: Is a representation of an object as seen from above.

A map has different qualities like a key, a frame, a tittle, a scale and a compass direction. i.

The scale: it measures the actual ground distance on the map.

A key: Explains map symbols

2.6. Major issue

The teacher will tell a pupil to read a short story related to a problem of a pupil who doesn't know the features of a sector and can not direct a person to where the important features of his/her sector are found.

Requests pupils to discuss about it and give ideas by showing how they can help pupils with similar problems to solve them.

Explain to them that the answers will be got in lessons that will be taught in this unit.

2.7. How a teacher deals with pupils with special learning needs when teaching this unit.

- Give simple exercises found in this book to slow learners.
- First know those who are disabled and the type of disabilities and then prepare special teaching materials and exercises to every body.
- Give exercises on page, 48, to those who are quick learners so that they should not disrupt others.

2.8. List of lessons

Number	List of content	Number of periods: 15
1	Features of our sector	By the end of this lesson, the learners will be able to identify the features of their home sector 4
2	Important things found in our sector.	By the end of this lesson, the learners will be able to identify important things in their sector 3

3	Proper management of school asset.	By the end of this lesson, the learner will be able to propose ways of proper management of School asset	3
4	Proper management of public asset found in our sector.	By the end of this lesson, the learner will be able to propose ways of proper management of public assets in the sector	3
5	End Unit assessment		2

2.9. Ways of teaching every lesson

2.9.1 Lesson. 2: Features of our sector.

a. Objective

Knowledge

Show the features of his/her sector and where it is located on the map of the district.

Skills

- Show on the map where the sector is located, its cells and the neighbouring sectors.

Values and attitudes

- Have the culture of observing.

b. Revision exercise

- Features of our village and cell.

c. Teaching aids

- Photos showing features of the sector, map of the sector and map of the district.

d. The teaching/ learning process

- Prepare enough teaching Aids which assist pupils to understand their sector.
- Put pupils in groups.
- Respect instructions of observing pictures, discuss a bout it and explain to their fellow pupils what they have seen.
- The teacher helps pupils to put together their findings and supplements their ideas.
- Makes correction by helping pupils to use clear language by using words that clearly explains the lesson.

An example: Infrastructure, protecting....

e. Teacher's activity

- Guide pupils to state in summary the features of their sector and where it is located in the district.

f. Assessment

Give exercise to pupils found in pupil's book about stating the features of their sector by showing on the map where it is located, its cells and the neighbouring sectors.

Answers to exercise and activities on this lesson.

Self assessment

1. Terraces, National parks, Natural forests, Gardens
2. Environment are things around us while infrastructure are physical things constructed by human beings.

Peer assessment

Answers are different depending on where pupils study from and where they live.

Exercise

1. And 2, answers are different depending on where every pupil studies from.
2. Towers, s, slums, Air ports, Many business houses.
3. Answers are different.

Self assessment

- a. Village, Cell, Sector, District.
- b. District, sector, Cell, Village.

Peer assessment

- a. The small administrative level is a village.
- b. A cell is made up of many villages.
- c. Many villages make up one Cell.
- d. A sector is made up of many cells.
- e. The answer is different.
- f. Many cells make up one sector.

Exercise

1. District, Sector, Cell
2.
 - a. Answers are different
 - b. b. Answers are different.
 - c. Sectors
 - d. Villages
 - e. District
 - f. Sector
 - g. Cells
 - h. Cell

Exercise

Answers are different depending on where every pupil study's from and where he/she lives.

Self assessment

1. North, South, East, West.
2. A key, a scale, a frame, a title and a compass direction.

Peer assessment

1. Map
2. It has the name of where it is showing

Exercise

1. A scale, a title, a frame a compass direction and a key.
2. A scale: This is the quality of a good map which measures the actual ground distance.
3. A map is any thing drawn as seen from above while a picture is any thing drawn as seen from aside.

Self assessment

All answers are different depending on where every pupil studies from and where he/she lives.

2.9.2 Lesson. 2: Important places found in our sector

a. Objective

Knowledge

- Show important place found in their sector.

Skills

- Explain different ways of protecting important places found in their sector and its importance.

Attitudes and values

- Have the culture of observation and explain to others what he/she observed.
- Play a role in protecting important places found in their sector.

b. Revision exercise

- Important places found in the Cell and sector.

c. Teaching aids

- Map of the district, sector, pictures of important places found in the sector.

d. The teaching/learning process

- Prepare the enough teaching Aids for helping pupils to know important places found in their sector.
- Put pupils in groups.
- Respect the rules of observing pictures, discuss about them and explain to others what they have observed.
- The teacher helps pupils to put together their findings and supplements on their ideas.
- Makes correction by helping pupils to use clear language about the lesson.

An example: play a role, protecting, important places

e. Review of the previous lesson

- Tell pupils to state in summary important things found in their sector.

f. Assessment

- Give pupils exercise

Answers to exercise and activities on this lesson.

Exercise

1. Important places found in village sectors.

Gardens, Forests, Rivers, Hills, valleys, Lakes, Swamps, Health center.

Important places found in the town sectors

nuclear settlement, Offices, Hospitals, and Air ports.

2. The answers are different.
3. Roads, Forests, Markets, business houses.
4. a. No b. Yes c. Yesd. No

Self assessment

- a. Gives them water, Fish, helps them to water gardens, Hills, attracts tourists, and gives electricity.
- b. Swamps: They give us water, they provide us with clay, they help in rain formation.
- c. Valleys: They boost agriculture, they act as grazing areas.
- d. C.Sector offices: Services are provided from there and civil marriage.
- e. Markets and shops: They are source of food. We buy clothes from there.

Peer assessment

- a. Gardens
- b. Lakes, swamps and Rivers.
- c. Rivers, lakes and, Solar energy.
- d. Swamps, Kitchen gardens/vegetable garden, markets and shops

Exercise

1. a 4 b. 5 c.1 d. 2 e. 3
2. Roads: they help in transport. they are source of income.
Hospitals: For health service, they provide jobs to the people.
Rivers and lakes, they are source of water
3. a.from forests. d. From Rivers and Lakes.
b. Roads. e. At the sector office.
c. From the swamps.
c. From the swamps.

Self assessment

Through Cutting trees in the forest,

- Through defecating in rivers,
- By throwing stones on houses.
- By Spoiling water tunnels.

Peer assessment

- a. Gardens.
- b. Gardens, Rivers, Lakes, Swamps.
- c. Gardens, Rivers, Lakes, Swamps.
- d. Infrastructure like roads, schools, and bridges
- e. Infrastructure like museum markets and hospitals

Exercise

1.
 - a. By terracing. By adding manure to them
 - b. By not throwing wastes in water bodies. By fencing water bodies.
 - c. By cleaning and repairing them.
 - d. By weeding them, by cutting trees when they are mature, by pruning them. By Planting trees on it, by digging terraces on it.
2. Bush burning, Smoking, cutting down trees, poaching, over grazing and throwing wastes in water bodies.
3.
 - a. I can advise him/her to
 - a. dig terraces on it.
 - b. Allow them to mature and then cut them.
 - c. Stop him/her because it pollutes water, by reporting him/her to the leaders.
 - d. Stop it because it spoils the road. By reporting him/her to the police.
 - e. Reporting him or her to the leaders.
5.
 - a. Yes
 - b. Yes
 - c. Yes
 - d. Yes

The game: Practice hygiene together

Instructions:

Put pupils in groups of 6.

- Give 2 by 2 similar hygienic materials.
- Close their eyes.
- Ask every body to look for another with similar hygienic material.
- Whoever sees his/her friend should stop... then, it continues like that.
- Therefore, the rest who are not in the group should state what the hygienic material can do.
- Those with the hygienic material should clap their hands.
- Thus, when they finish, other come in to do the same.

Objective: Love for one another, solidarity/ unity, Respect for one another.

2.9.3 Lesson 3: Proper management of the school property.

a. Objective

Knowledge

- Show the components of the school property.

Skills

Explain the importance of important components of the school property, its use and management.

Attitudes and values

Have a culture of protecting the school property, be satisfied and happy with the school property.

b. Revision exercise

Exercise on the management of family asset.

c. Teaching aids

- Photos showing school property and activities of managing it.

d. Teaching- learning process

- Prepare enough teaching aids to help pupils to understand how to manage the school property.
- Put pupils in groups.
- Respect instructions of observing pictures, discuss about them and explain to the fellow pupils the findings.
- The teacher helps pupils to gather the findings and supplements their ideas.
- He/she makes correction by helping pupils to develop their communication skills by using clear words which clearly explain the topic.

An example: Protecting the property.../ maintaining school property

e. Summary of the lesson

- Guide pupils to state in summary how to protect the school property.

f. Assessment

Give exercise to pupils in pupil's book about stating how the school property can be protected.

Answers of exercise and activities on this lesson

Self assessment

1. a. Its where we go for a short call, defecating.
b. Its where we keep items.
c. Its where we get services from.
d. Its where we study ICT from.
2. Books, Computers, Maps, Chalkboard, Exercise books, Pens and pencils.

Peer assessment

- a. Sick bay
b. Playground.
c. Library.
d. Computer room
- play ground, sportswear, whistle balls

Exercise

- a. 4 b. 5 c. 1 d. 2 e. 3
- Helps him/her to study well and have good health at school.
- Toilet, Computer room, store room, multipurpose house/meeting hall.

Self assessment

- Overspending. Misusing them and handle them carelessly.
Tearing text books
- By not wasting water, by cleaning and keeping them well.
By collecting papers from the compound. By switching the lights off during the day time.

Peer assessment

- Yes 3. No
- Yes 4. No

Exercise

- a. By covering them. By not soaking them in water, keep them well, open it without tearing papers.
b. By covering it. By boiling it. By keeping it in a clean container.
c. Don't throw in papers, don't break flowers and trees, clean them, water them during dry season, and don't trespass.
d. Clean it, don't path through the windows, don't throw balls on the walls, don't destroys security lights and proper management of chairs.

e. By mopping it. By removing cob web. By sweeping it.
By cleaning it.

2. Tracy passing, throwing balls inside, littering papers, uproot flowers, book, scratching chairs.

3. a, b, c, d, e, f, g, h, i, j, k. To abandon it because its spoiling.

2.9.4 Lesson4: Proper management of public asset in our sector.

a. Objective

Knowledge

- Show the components of public asset in the sector.

Skills

- sector and how it is managed.

Attitudes and values

- Have the culture of protecting public assets in the sector.
- Be satisfied and happy with public asset in the sector.

b. Revision exercise.

- Exercise on proper management of public asset in the cell.

c. Teaching aids .

- Pictures showing public assets of the sector and activities of protecting it.

d. Teaching-/ learning process.

- Prepare enough teaching aids for helping pupils to differentiate the components of public assets of the sector and activities.
- Put pupils in groups.
- Respect instructions of observing pictures, discuss about them and explain to the fellow pupils their findings.
- The teacher helps pupils to gather the findings and supplements their ideas.

- He/she makes corrections by helping pupils to develop their communication skills by using words which clearly explain the lesson.

An example: Fulfilling responsibilities, by not fulfilling responsibilities, ...

e. Summary of the lesson

Guide pupils to state in summary how they can protect the public asset of the sector.

f. Assessment

Give exercise to pupils in pupil's book about stating how they can protect the public asset of the sector.

Answers of exercise and activities on this lesson Self assessment

- a. Its where people go for treatment and take children for vaccination.
- b. Its where they board buses from.
- c. Its where they fetch water from. / They provide water to them.
- d. It takes sick people to the hospital.

Peer assessment

- a. Health center, Hospital.
- b. Market and shops.
- c. Public places. Lakes, rivers and swamps
- d. Sector offices.

Exercise

- 1 a. 4 b. 5 c. 1 d. 2 e. 3.
- a. Ambulance. b. hospital.
- c. Tax park. d. play ground

Self assessment

By reporting people who misuse them. By setting law protecting public assets. By planting more trees. By repairing damaged assets.

Peer assessment

a. a. No b. Yes c. No d. Yes

Exercise

1. a. Repair it, by not channeling water in it, by not removing stones in it, by not throwing papers in it, by removing unnecessary material around it.
b. Remove weeds, by not passing through it, by not throwing papers in it, by planting good trees, flowers and weeding it, by not destroying what is planted there.
c. Repair it, by not misusing its materials by not destroying its materials, by cleaning it.
d. By cleaning it always, repair it.
e. By cleaning it always, repair it, by not destroying its materials.
2. Stealing, by channeling water in it, by not protecting it.
3. a, b, c, d, e. should stop it because it destroys public asset.

2.10 End of the unit

a. Summary of the Unit

Our sector is characterized by different things namely, environment like hills, forests, Lakes...

There is also infrastructure, like hospitals, schools, Markets, roads.

A district is made up of different sectors and every sector is made up of different cells.

A map is different from a picture because a map has a title, a compass and the scale. while a picture shows side part of an object depending on the position of the person drawing it.

We must protect the school property and use it well. We must also protect important places found in our sector so that it can last longer.

b. Additional knowledge required of a teacher.

- Know how to conduct all activities without leaving any pupil behind.
- Explain in details how to read what is on different types of maps.
- Explain important things found in all sectors of the country.
- Prepare and use well different teaching aids.
- Know very well how Social studies is taught basing on the syllabus of competences.
- Know well how he/she can emphasize cross-cutting issues while teaching this unit. (see page,33 in this book).

c. Answers to end unit. 2 assessment

1. A cell, sector and village.
2. Answers are different.
3. A scale: It measures the actual ground distance.
4. a. Classrooms, text Books, play ground, toilet, multipurpose house, girl's room.
b.Hills, mountains, forest, museum.
5. a. Executive secretary.
b. Protect.
c. Environment.
d. Destroy.
e. Those who destroy.
f. Different.
6. District, sector, cell, village
7. Cutting down of trees. Burning forests, Removing stones from the road, throw wastes in water channels, ...

d. Special exercise given to slow learners.

1. Write your address beginning from the name of your village up to the district.
2. How do we call the people who head the following administrative levels of local government?
 - a. Village:
 - b. Cell:
 - c. Sector:
3. Write the name of your school address beginning from the name of the village up to the district.

Answers

1. Answers are different because pupils come from different places.
2. a. **Village:** Village chief.
b. **Cell:** Executive secretary.
c. **Sector:** Executive secretary.
3. Answers are different.

e. Special exercise with answers given to quick learners.

1. Is it a responsibility for every Rwandan to respect and approach leaders? Explain.
2. Why doesn't all sector have similar features?
3. Who are responsible to protect the school property?

Answers

1. It's a must to respect leaders, but we should also approach them in case we need services from them.
2. Its because all sectors are not located in the same geographical area.
3. Pupils, Teachers, school leaders, school workers and others.

UNIT

3

HYGIENE

3.1 Key unit competence

Be able to adopt personal, school and home residence hygiene.

3.2 Lessons learnt before that are related to this unit.

Food and drinks Hygiene.

3.3 Knowledge on cross-cutting issues in this unit and how it is achieved.

- **Gender equity** in doing exercises on hygiene with out segregation.
- **Inclusive education** when a pupil is cleaning without harming pupils with disabilities or other special cases.
- **Proper management of the environment**
 - When a pupil is cleaning where he/she works from or handling well the learning materials he/she has used.
 - When he/she is doing activities of cleaning the class or where he/she lives.
- **The culture of harmony** when he/she is cleaning with the classmates peacefully without inconveniencing any body.
- **The culture of proper use of the asset:** when he/she is showing responsibilities in cleaning the classroom and private parts, without overspending what he/she is using.
- **Reproductive health:** When explaining how he/she should clean private parts, and how to avoid diseases that are caused by not cleaning them.
- **The culture of using things which meet standards:** when using soap and other hygienic detergents which meet the required standards.

3.4 The competences a pupil will acquire from this Unit

- **Observing** and explain what he/she has observed.
- **Cooperation** during group work or work with others.
- **Thinking about the exercise** given to him/her before doing it, thus does it well with out mistakes.
- **Using clear language** when explaining how he/she cleans and how he/she deals with the disabled.
- **Innovation** while making sign posts sensitising people about protecting the assets of the sector or advertising a tourist place in the sector.
- **Have curiosity** of improving knowledge about hygiene.
- **Solving own problems** when cleaning where he/she lives. The classroom and cleans the private parts.

3.5 Words a pupil gains from this Unit

Adopt the hygienic practice: Avoid poor hygiene in all ways.

Private parts: Private parts show male or female organs. Parts that should not be exposed out to every one.

Communicable disease: A disease that is spread from one person to another.

Smart person: A person who is clean.

Dirty person: A dirty person, who is not clean.

3.6. The major issue

The teacher tells a pupil to read a short story a bout the problem of pupils who are suffering from scabies and jiggers.

Asks pupils to discuss a bout it and give ideas a bout it by showing how they help pupils with such problems to solve them.

Explains to them that the complete answers will be seen in lessons that will be covered in this unit.

3.7 How a teacher specifically deals with those with special cases while teaching this unit.

- Give exercises to slow learners found in this book page which is simple compared to that of others.
- Those who are physically disabled, first know them and prepare special teaching materials and exercises to every one.
- Give exercises found on page, , to quick learners in addition to what you have given to the whole class so that they should not distract others.

3.8 Table of content on unit 3.

Number	List of the content	Number of periods:4
1	School and home hygiene	1
2	Communicable diseases.	1
3	Hygiene of private parts.	1
4	End unit assessment	1

3.9 Ways of teaching every lesson

3.9.1. Lesson 1: School and home hygiene

a. Objective

Knowledge

- Identify different ways of practising school and home hygiene.

Skills

Identify the importance of school and home hygiene and the dangers of poor hygiene at school and home.

Attitudes and values

- Show hygiene in class, school, and home, (in dressing, by proper handling of his/her property, in writing well...)

b. Revision exercise

- Hygiene of water, food and drinks

c. Teaching aids

- Different hygienic materials, photos showing hygienic practices, communicable diseases, photos, films, videos.

d. The teaching/-learning process

- Prepare enough teaching aids of helping pupils to know how hygiene is done at school and home.
- Put pupils in groups.
- Respect the instructions of observing pictures, discuss about them and explain to the fellow pupils their findings.
- The teacher helps pupils to gather their findings and complements their ideas.
- Makes corrections by helping pupils to develop their communication skills by using clear words explaining the lesson.

An example: Adopt hygienic practices, a clean person, a dirty person.

e. Review of the previous lesson

Guide pupils to state in summary ways of cleaning the class and home, the importance of cleaning it and the dangers of poor hygiene.

f. Assessment

Give exercise to pupils found in pupil's book about school and home hygiene.

Answers to exercise and activities on this lesson.

Self assessment

1. Sweeping and mopping the class, picking dirt things around, throwing dirt in dustbin, uproot weed from the garden, plant flowers and trees and water them, keep the materials well and clean them, clean the doors, windows, chalkboards, cleaning the toilets and and don't make them dirty.

2. Study well, respect leaders and his/her classmates, follow the school rules and regulations.

Peer assessment

1. I can tell leaders to prepare an activity of general cleaning and then sensitive pupils to be exemplary in being done.
2. Because we can contract diseases which originate from poor hygiene. When a person goes there when it is clean, he/she feels well, and when it dirty, it smells bad.

Exercise

1. The school itself, Materials, play ground, gardens and toilets.
2. Every time we touch dust, from the toilet, before eating and drinking, and before cleaning our selves or cleaning any thing.
3. It prevents us from diseases caused by poor hygiene, it makes us breath good air.
4. Clean all places and request leaders to sensitize all people in the school to do cleaning all the time.

Home work

Instructions:

- Put pupils into groups. Littering papers containing different things like (exercise book, chalk, books, pens, dirt....).
- Put other papers in a corner where they keep items (cupboard, dustbin, table, school bag, box...).
- Pupils run to find items and put them where they are supposed to be and those who do it first before others become the winners.

Objectives: Pupils get used of putting and keeping every item where it is supposed to be.

Self assessment

1. Protects us from diseases caused by poor hygiene, protects us from malaria, and it makes people feel well by breathing good air.
2. So that it does not bring mosquitoes and bad smell at home.

Peer assessment

1. Toilets/ latrines. Utensils. Bed sheets. Sitting rooms. Sleeping room.
 - All house hold items, Food and drinks.
2. Clean where we can manage and then sensitize our parents/ guardians to be clean by telling the dangers of poor hygiene.

Exercise

1. In the kitchen, where we sleep, in the sitting room and in the toilet.
2. Because when water doesn't flow, it becomes a habitat for mosquitoes which cause malaria, it smells and it can cause erosion.
3. It keeps away mosquitoes. It keeps away snakes from entering in our homes.

Exercise

1. The school itself, Materials, play ground, gardens and toilets.
2. Every time we touch dust, from the toilet, before eating and drinking, and before cleaning our selves or cleaning any thing.
3. It prevents us from diseases caused by poor hygiene, it makes us breath good air.
4. Clean all places and request leaders to sensitive all people in the school to do cleaning all the time.

Home work

Instructions:

- Put pupils into groups. Littering papers containing different things like (exercise book, chalk, books, pens, dirt....).
- Put other papers in a corner where they keep items (cupboard, dustbin, table, school bag, box...).
- Pupils run to find items and put them where they are supposed to be and those who do it first before others become the winners.

Objectives: Pupils get used of putting and keeping every item where it is supposed to be.

Self assessment

1. Protects us from diseases caused by poor hygiene, protects us from malaria, and it makes people feel well by breathing good air.
2. So that it does not bring mosquitoes and bad smell at home.

Peer assessment

1. - Toilets/ latrines. Utensils. Bed sheets. Sitting rooms. Sleeping room.
 - All house hold items, Food and drinks.
2. Clean where we can manage and then sensitize our parents/ guardians to be clean by telling the dangers of poor hygiene.

Exercise

1. In the kitchen, where we sleep, in the sitting room and in the toilet.
2. Because when water doesn't flow, it becomes a habitat for mosquitoes which cause malaria, it smells and it can cause erosion.
3. - It keeps away mosquitoes. It keeps away snakes from entering in our homes.
4. - Because when it rains, they contain water which can be a habitat for mosquitoes which cause malaria.

- It prevents us from being harmed and makes the home look nice.
5.
 - Cutting bushes around our homes
 - Removing shards and broken bottles that can become water catchment areas.
 - Sweeping and cleaning gardens.
 - Covering toilets. Mopping toilets.
 6. b and c

Self assessment

1. So that we should avoid diseases caused by poor hygiene so as to have good health.
2. a. Scabies, b. Cholera

Peer assessment

People will stay in smelling places, things are broken and destroyed because they are exposed in a wrong place.

People lack peace because of being in a dirty place.

Exercise

1. Scabies, Cholera, worms, caught, Jiggers, ...
2. By Sleeping under treated mosquito net, by closing windows and doors at evening, by closing potholes and cutting bushes around the home, by throwing all broken materials in a proper place, and by constructing composite pit faraway from home.
3. By cleaning toilets/latrines. By washing our hands every time. By brushing our teeth after meal.
4. We can tell him/her to go for treatment because scabies can be contracted very much and then come back to school when he/she has healed and to be always clean.

The game: causes of diseases

Instructions:

- The teacher tells pupils to make a circle.
- The teacher can state what cause diseases and denounce it by shaking fingers.
- And when he/she states what prevent diseases, they clap hands.
- If one does what is contrary to others, he/she goes out of the circle.
- Those remaining become winners.

Objective:

Help pupils to know what causes diseases and how to prevent them using a laughable game.

3.9.2 lesson. 2: Communicable diseases.

a. Objective

Knowledge

Identify Communicable diseases, how they are spread and their preventive measures.

Skills

- Explain the importance of avoiding communicable diseases.

Attitudes and skills

Adopt the culture of a voiding diseases.

b. Revision exercise

- Non communicable diseases caused by poor hygiene and and those caused by poor feeding/diet.

c. Teaching aids

Pictures showing communicable diseases.

d. Teaching- learning process.

- Prepare enough teaching Aids of helping pupils to know very well communicable diseases and how to avoid them.
- Put pupils in groups.
- Respect instructions of observing pictures, discuss a bout them and explain to their fellow pupils the findings.
- The teacher helps pupils to gather their findings and supplements their ideas.
- He makes corrections by helping pupils to develop their communication skills by using words clearly explain the lesson.
- An example: contracting and spreading diseases. / contagious diseases.

e. Summary of the lesson.

Guide pupils to state in summary about communicable diseases, how they spread, how to a void them and the importance of avoiding them.

f. Assessment

Give exercise to pupils found in pupil's book on infectious diseases.

Answers on exercise and activities on this lesson.

Self assessment

- | | |
|---------------------------|--------------------------------|
| a. Cough, Tuberculosis | b. Cholera, worms, |
| c. AIDS, Hepatitis, ebola | d. Scabies, ringworm, mycosis. |

Peer assessment

Those that are contracted through air: Cough, tuberculosis, ebola.

Those that are contracted through blood: ebola, AIDS, Hepatitis.
ebola

The one caused by mosquito: malaria.

Those caused by wearing clothes of infected person: Measles, ringworm, yaws, Chickenpox.

Exercise

1. d 2. e 3. a 4. b 5. c

Self assessment

- a. AIDS, Hepatitis, Gonorrhoea, syphilis
- b. Tuberculosis
- c. Malaria
- d. Scabies

Peer assessment

1. I can go to the hospital and seek the doctor's advice and can avoid spreading it to others.
2. a) Answers are different.
b) Answers are different.

Exercise in pupil's book.

2.

Communicable diseases	Ways how they are spread.	Ways of a prevention.
Malaria	Being bitten by a mosquito called Anopheles after biting a person suffering from malaria.	Sleep in a treated mosquito net, cover potholes, clear the bushes a round the home, throwing faraway things that can be water catchment.
Hepatitis	Playing sex with the infected person, in blood, being defiled.	A void sexual intercourse.
Scabies, ringworm, mycosis, measles	Coming near and body contacts with infected person.	By not having body contacts with the infected person, by not sharing clothes.
Diarrhoea, cholera,	Eating or drinking dirty things, using fingers which are not clean to eat, eating or drinking in utensils which are dirty.	Washing hands after visiting the toilet or before eating or drinking.

AIDS	Playing un protected sex with the infected person, sharing sharp objects, being injected with blood which is contaminated with the virus, a mother can also infect the child during birth or breastfeeding.	A void sexual intercourse, a bide by the doctor’s advice. Avoid sharing sharp objects.
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2. a. Ebola,
- b. By not bathing/showering/ poor hygiene
- c. Sharing and Tuberculosis.
- d. Dust. Drinking dirty water

3.9.3 Lesson. 3: Hygiene of private parts.

a. Objective

Knowledge

Show how he/she can clean private parts.

Skills

Explain how to clean private parts and he/she can avoid the dangers of poor hygiene of the private parts.

Attitudes and values

- Protecting private parts, adopt hygienic practices.

b. Revision exercise

- Exercises on sexual abuse.

c. Teaching aids

- Pictures showing how to clean private parts, hygienic materials and photos.

d. Teaching/ learning process

- Prepare enough teaching Aids for helping pupils to see how they can clean private parts.
- Put pupils into groups.
- Respect rules of observing pictures, discuss a bout it and explain their findings to others.
- The teacher helps pupils to put together their findings and then supplements on their ideas.
- He/ she makes corrections by helping pupils to develop their communication skills by using words which clearly explain the topic.

An example: Poor hygiene, ...

e. Summary of the lesson.

- Guide pupils to state in summary how they clean private parts.

f. Assessment

- Give pupils exercise found in pupil's book on hygiene of private parts.

Answers on exercise and activities of this lesson.

Self assessment

1. clean water, Soap, wet clean cloth.
2. All dirty water and that with soap.

Peer assessment

1. So that we should not make the private parts dirty.
2. Its not good because it doesn't dry well. Its not good because it needs sun light to kill some germs.

Exercise

1. Underwears are properly washed, those which are dry and ioned.
2. Underwears which are not so tight and not nylon.

Exercise

1. Use clean water and soap but without putting soap inside, by wearing clean underwears/pants, I clean my anus going behind/ behind wise and don't defecate in my pants.
2. a. Behind wise.
b. Smelling and diseases.

Itches you, it stops you from walking well and tightens the private parts. It causes pain to private parts.

A game on communicable diseases

Instructions:

- Pupils make a circle.
- They bow down when a teacher mentions any communicable disease.
- They jump when he/she mentions non communicable disease.
- When one pupil does what is contrary to what others are doing, he/she goes out of the circle.
- Those remaining become winners.

Objective: Help pupils to know infectious diseases.

3.10 End of the Unit.

a. Summary of content in this topic.

It's a must to clean the school and home in order to prevent different diseases caused by poor hygiene.

We should understand how diseases are spread that is to say; through blood, the air we breath, sharing and thus avoid them.

We should clean the private parts because it prevents us from different diseases like scratching on the sex organ, smelling badly.

b. Additional knowledge required of a teacher.

- Know how to conduct all activities by focusing on every pupil without leaving any one behind.
- Explain in details how cleaning is done.
- Explain important things used in hygiene and sanitation.
- Prepare and use different teaching materials.
- Know very well how Social Studies subject is taught basing on the syllabus of competence.
- Know how to teach cross-cutting issues while teaching this Unit.
- Should first read the game and use it when knowing it properly and should check if it has attained the objectives.

c. Answers to end unit. 3. Assessment

1. a. , in the toilet, / latrines.
2. At school: It keeps away bad smell. Some diseases are prevented. It supports education.
3. At home: It keeps away bad smell. Some diseases are prevented. It keeps away snakes from entering in our homes. Accidents caused by broken materials will be reduced. There is peace and unity in the family.3.

✓ **c**

✓ **d**

✓ **e**

✓ **f**

- 4 a. No. e. Yes.
c. Yes. f. Yes.
d. Yes. g. yes. H: No
e. Yes.

5. Can fall sick and scratch the private parts and can smell badly.
6. Its because when you are clean, you don't suffer from diseases caused by poor hygiene and stay in a nice place with good air for breathing.

d. Special exercise and its answers given to slow learners.

1. State these features briefly:
 - a. A clean person.
 - b. A clean place.
2. What are the ways of contracting diseases?

Answers

1. a. He/she looks clean, has clean clothes, ironed and looks well.
b. looks nice, everything is clean and in its right position.
2. Through Poor hygiene, through having contact with an infected person.

e. Special exercise with answers given to quick learners.

1. What aren't you supposed to do while cleaning your private parts?
2. What can you do if you go to visit your relatives and find that they are suffering from malaria?
3. What are the indicators of not cleaning well your private parts?

Answers

1.
 - Don't put soap inside the vagina.
 - Don't use soap with odour
 - Wearing wet and tight clothes.
 - Clean your anus behind wise. That is to say cleaning your anus going behind wise.
 - Avoid Bathing using dirty water and playing in water catchment areas or ponds.
2.
 - I can advise them to always sleep under a treated mosquito net.
 - Clear the bush a round the home.

- Close the windows and doors during evening time.
 - Remove water catchment areas found near the home.
 - Put the compost pit faraway from the main home.
 - Have medical insurance card.
3. Go to the hospital for treatment before becoming ill and use the prescribed medicine well.
 4. Scratching in the private parts, smelling, developing sores on it and urinate with difficult.

UNIT

4

RELATIONSHIP AND GOOD BEHAVIOURS

4.1 Key unit competence:

Be able to adopt self respect and respect for humanity.

4.2 what was learnt before that is related to this unit.

Children's rights, the culture of peace/harmony and good behaviour at school.

4.3 Knowledge on cross-cutting issues in this unit and how it is achieved.

- **Gender equality** in doing exercises without segregation.
- Inclusive education **When a pupil doesn't harm classmates with disabilities or other special cases.**
- **Environment and sustainability:** Proper management of the environment
 - When a pupil is cleaning where he/she sits or proper use of the teaching-learning materials/ aids.
 - When he/she is doing activities of cleaning where they have shown him/her.
- ***The culture of peace/harmony***, when he/she is working with classmates peacefully without inconveniencing any body.
- ***The culture of proper use of asset*** when he/she doesn't misuse the asset.
- ***Reproductive health***: When he/she avoid being sexually abused.
- ***The culture of using things which meet the standards***, when using things which can make him/her disabled.

4.4 Competences a pupil gains from this Unit.

- **Observation** explains what he/she has observed.
- **Coming together with others** when doing group work or working together with others.
- **Thinking** on exercise given to him/her before doing it, thus does it well with out mistakes.
- **Using clear language** when explaining how he/she does things, he/she must respect human rights and how he deals with the disabled.
- **Innovation** when he/she is making sign posts sensitizing people to have good behaviour.
- **Be curious of improving knowledge** finds how he/she can help the disabled.

4.5 The vocabulary a learner will acquire from this unit.

Basic rights: Things which we need in our daily life.

Physical disability: This when some body parts which are physically seen like legs, eyes and ears are not functioning properly.

Integrity: The culture of love and humility.

Self assessment: personal assessment, see if all that you have done is good.

Blame one's self: when you find out that you have made a mistake, hurts you, you take a decision of not repeating it.

4.6. Major issue

- The teacher tells a pupil to read a story about a pupil with bad behaviour.
- Asks pupils to discuss about it and give ideas about it by showing how they can help pupils with similar problems to solve them.
- He/she explains to them that complete answers will be got in lessons to be taught in this unit.

4.7. How a teacher specifically deals with those with special cases when teaching this unit.

- Prepare simple exercises to slow learners found in book
- Those with physical disabilities, first know them and prepare special teaching Aids and exercises you give to every body.
- Give exercises to quick learners so that they don't disrupt others.

4.8 Table of content in unit.4

Number	List of content	Number of periods:4
1	Basic human rights	1
2	Disability	1
3	Good behaviours	1
4	End unit assessment	1

4.9 How to teach every lesson.

4.9.1 lesson.1: Basic human rights.

a. Objective

Knowledge

- Identify basic human rights.

Skills

- Explain how to respect basic human rights of man to him/her and others.

Attitudes and values

- Respect human rights.
- Adopt the culture of integrity.

b. Revision exercise

- Repetition on human rights.

c. Teaching aids

- Pictures showing basic human rights.

d. Teaching/ learning process

- Prepare enough teaching Aids to help pupils on basic human rights and how it is respected.
- Put pupils in groups.
- Respect instructions of observaing pictures, discuss a bout them and explain to others their findings.
- The teacher helps pupils to gather their findings and thus supplements their ideas.
- He makes corrections by helping pupils to develop their communication skills by using words clearly explaining the lesson.

An example: A bidding by, being denied a right.

e. Summary of the lesson.

- Guide pupils to state in summary basic human rights.

f. Assessment

- Give exercise to pupils found in pupil's book about basic human rights.

Answers to exercise and activities on this lesson.

Self assessment

1. A right is what you are accepted to do, be given or something to be done for you. Or are things a person should have and enjoy.
2. Yes, because I go to school, I have clothes, when I'm sick, they take me to the hospital and also I'm well protected.

Peer assessment

- a. A right to medication.
- b. A right to shelter.
- c. Being protected from torture.
- d. To be protected from sexual abuse.
- e. A right to food.
- f. A right to clothes.

Exercise

- a. Yes rights were respected because there was a right to shelter on picture A
- b. A right to food
- c. A right to medical care.

4.9.2 lesson.2: Disability

a. Objective

Knowledge

- Identify types of disabilities.

Skills

- Explain the causes of disability and show how it can be avoided.

Attitudes and values

- Living in harmony with the disabled.
- Self acceptance of people with disabilities.
- Have good behaviour.

b. Revision questions.

- Repetition on disability, what it is, and the rights of the disabled.

c. Teaching aids

- Pictures showing types of disabilities.

d. Teaching- learning process

- Prepare enough teaching aids to help pupils know types of disabilities, its causes and how they can avoid it.

- Put pupils in groups.
- Respect instructions of observing pictures, discuss a bout it and explain their
- findings to the fellow pupils.
- The teacher helps pupils to gather their findings and supplements on them.
- The teacher makes corrections by helping pupils to develop their communication skills by using words which clearly explain the lesson.

An example: People with disabilities should be catered for.

e. Review of previous lesson

- Guide pupils to state in summary the types of disabilities, its causes and how we can a void it.

f. Assessment

- Give pupils exercise found in pupil’s book on disabilities.

Answers on exercise and activities on this lesson.

Self assessment

1. Polio, Meningitis.
2. Being knocked by a car, falling from a long gabion wall, falling in a water channel.
3. Falling from trees.

Peer assessment

African milk bush- Euphobia granti (Madwedwe), Euphobia Tirucalli (umuyenzi), cuctus (umuduha), pollen grains (ibayi).

Not harming them, not nick naming them and not isolating them

Exercise

1.e 2. a 3. d 4. c 5. b

Self assessment

Accidents, playing with tree sap which can be harmful to your life, cleaning your ears with sharp objects. Climbing trees,

Peer assessment

- Because diseases which are not treated well never cure and cause disabilities.

Exercise

1. By not playing in the roads, walk through the right way, by not playing with sharp or dangerous objects. By not climbing trees. By respecting our parents and teachers.
2. Euphobia Umbellata (Umukoni), pollen grains (ibayi), African milk bush- Euphobia granti (Madwedwe),
3. I can go for immunisation and encourage parents to do the same.

Self assessment

- Assist him/her in what he/she can't manage/ afford.
- Fighting for them. Pushing him or her in a wheel chair.

Peer assessment

1. Make them do what they can't afford, what can harm them, accidents and nick naming them. Isolating them
2. Because they have rights like ours. Or because they have a right to be respected and being protected.

Exercise

1. Reporting a person who is violating his / her rights.
2.
 - a. No.
 - b. Yes.
 - c. No.
 - d. No.
3. No, because they also have right to education like other children.

A game in pupil's book

A void dislocation.

Instructions:

- Pupils make a circle.
- They touch their cheeks when a teacher mentions what can cause accidents to them.
- They clap hands when he/she mentions what can't cause accidents to them.
- The one who makes a mistake goes out of the circle.
- Those who remain become winners.

Objective: Emphasizing the lesson in form of a game.

4.9.3 Examples of Heroes in Rwandan History

By the end of this lesson, learners will be able to identify values in Rwandan culture and imitate heroic actions of some Rwandan Heroes in History

a. Teaching resources

Before teaching this unit, as a professional teacher prepare required materials that will be used. These materials are but not limited to flash card, flip charts, pictures of Rwandan Heroes, among others

b. Learning activities

- During the learning of this activity, As a professional teacher, chose simple song or activity highlights some important values such as unity and patriotism.
- Put learners on the circle holding each others hands and then let them discover the meaning of unity and patriotism and other necessary values that characterize Rwandese.

Answers to learning activity 4.4

There is no precise answers to the questions, but learners will come to discover that Ubumwe means helping one another, living in peace with each other, loving each other and sharing things. They will continue to discover meaning of other important values such as Patriotism, Integrity and love of work.

Application activity

1. Discuss at least 4 values you think are important to you and your family.
2. List at least 3 Heroes in Rwandan History
3. Discuss the 4 fundamental values in Rwandan culture.

Application activity 4.4

1. Discuss at least 4 values you think are important to you and your family.
2. List at least 3 Heroes in Rwandan History
3. Discuss the 4 fundamental values in Rwandan culture.

Answers:

1. Four values vary from one another however, they include the following:
 - Rwandan citizenship (Ubunyarwanda).
This means loving and valuing your citizenship by promoting solidarity and cohesion
 - Dignity and self-respect (Kwihesha agaciro)
 - Self-reliance/ self-sufficiency/reliance (Kwigira)
Being dependent on your powers and resources rather than those of others.
 - Integrity (Ubupfura/Ubunyangamugayo)
This means being honest and respecting one another.
 - Patriotism (Gukunda Igihugu): Patriotism is the strong love for one's country.
 - Devotion/Selflessness/Sacrifice (Ubwitange): This means a state of being selfless or devoted.
2. Three Heroes in Rwandan Culture:
 - Students of Nyange school in Ngororero: manifested unity and said no to divisionism.
 - Uwiringiyimana Agatha: fought for injustice and politics of divisionism among Rwandese.

- Fred Gisa Rwigema: Fought for liberation of Rwanda.
- 3. Fundamental values in Rwandan Culture are the following:
 - Unity
 - Integrity
 - Work
 - Patriotism

4.9.4 Dangers of not having Values

By the end of this lesson, learners will be able to promote values in their lives and avoid dangers that can come about due to not having values.

a. Teaching resources

Before teaching this unit, prepare the learning materials. Ensure that the case study is well written on chalkboard or on the paper. Other materials you may need flash card, papers.

b. Learning activities

Before teaching this unit, as a professional teacher read repeatedly the story of Manzi and ensure that all learners understand clearly what has happened to the family of Manzi. Facilitate understanding by explaining hard concept, difficult words to ensure proper comprehension. Let children realize that what was done to the family of Manzi is Genocide. Facilitate them to answer questions. There are no direct answers to the questions but guide them to the objective of the lesson.

c. objective of the lesson.

Answers to learning activity 4.5

There is no precise answers to the questions, but learners will come to discover that in the story of Manzi people lacked unity and had hatred against the family of Manzi. Family of Manzi Fled away because neighbours wanted to kill them.

Let them realize other things that happened to family of Manzi such as destroying houses, destroying property among others.

Application activity 4.5

1. Lack of unity led Rwanda to.....against Tutsi in 1994.
2. List dangers of lack of values in society.
3. What can we do to live in peace?

Answers:

1. Lack of unity led Rwanda to **Genocide** against Tutsi in 1994.
2. Dangers of not having values include:
 - Hatred: People hate one another without reasons
 - Jealous: People are jealous about the success of others
 - Discrimination: people are not happy with others and do not have unity.
 - Killings: people kill others
 - Theft people steal other people’s property.
 - Genocide
3. What we can do to live and promote values in Rwandan society;
 - Promote unity.
 - Promote Rwandan Identity; Ndi umunyarwanda
 - Dignity
 - Integrity
 - Honesty
 - Truth

Self assessment pupil’s book.

- By not pouring food or drinks any how. By not making noise. By being polite. By being calm.
- Because we should not inconvenience others during Christmas festivals since they should be happy during this period.

Exercise

b d f

Peer assessment page

- Should hurry and go without delaying on the way. Not playing on the way
- Don't provoke dogs and other dangerous animals, throw stones on cars and
- houses, sliding, jump over big water channels, play a long the road.

Exercise in pupil's book.

- **Good behaviours:** *Good behaviour*, don't soak school materials, don't go to the bush, don't provoke dogs, don't throw stones, don't delay on the way.
- **Bad behaviour:** *Rain soak one self*, delay on the way, play with electricity, begging, stealing, climb moving cars, sliding, don't swim in muddy water, sliding on the banana trunk, destroying crops, slowing stones on houses and cars.

4.10 End of Unit

a. Summary of content in this unit.

- Human rights are things he/she should be given or things they should do for him/her.
- No body should be denied his/her rights.
- The disabled also have rights like others and that is why people should live with them peacefully.
- Children are asked to have integrity and behave well every where.

4.11 Additional knowledge required for a teacher.

- Know how to conduct all activities and help every learner without leaving any behind.
- Knowledge on good manners.
- Match lessons with school rules and regulations.
- Prepare and use different teaching aids.
- Know very well how to teach Social Studies basing on the syllabus of competences.

- Know to input cross-cutting issues when teaching this unit.
- Know how to create/initiate stories in case he/she finds out that what they have prepared for him/her is not enough.

Answers to enxd unit assessment of unit.4 , pupil's book.

A right to food, a right to shelter, a right to medical care, a right to life and a right to be protected.

1. a. abused b. disability c. People, disability.
 2. a. No b. Yes c. No d. No e. Yes 4. a. V c. V e. V g. X
 b. X d. X f. X

Special exercise with its answers given to slow learners.

Questions

1. How do you behave on your way to and from school?
2. How do you behave when you go with your parents/guardians to parties or
3. during Christian festivals?
4. How can relate with a disabled person in case you are staying with him/her?

Answers

1. Answers are different depending on the behaviour of every pupil.
2. Answers are different depending on the behaviour of every pupil.
3. Answers are different depending on the behaviour of every pupil.

Special exercises given to quick learners.

Questions

- Explain the difference between rights and responsibilities.
- Why should we avoid going to the bush or forest on our way to or from school?

- What are the dangers of swimming in muddy water?
- Explain the term equal rights.

Answers.

- Rights are things a person should be given in order for that person to have good welfare. While responsibilities are things someone is supposed to do.
- We can be injured, dislocation, snakes or other wild animals that can bite us, thorns and other plants can injure us.
- Dirty water causes diseases, objects in water can also injure us, thorny plants found in water can itch us.
- Equal rights. This means that both male and female should be treated in the same way.

5.1 Key Unit competence:

- Be able to adopt the culture of saving and avoiding over spending.

5.2 Lessons covered before which are related to this unit.

- Money and basic needs.

5.3 Knowledge on cross-cutting issues in this unit and how they are achieved.

- **Gender equality** in doing exercises without segregation.
- **Inclusive education:** Attention should be paid to learners with special education needs.
- **Environmental protection:** *The learner should clean where he/she sits and should keep the learning aids well.*
- **Peace and culture:** *This will be seen in the way learners listen to and respect others in whatever they do.*
- **The culture of proper using of resources:** *This can be seen in the way learners use their exercise books, school materials....*
- **Reproductive health:** *learners should not be tricked by elders who give them money aiming at abusing them sexually.*
- **Standardization culture:** *This is a culture of using things which meet and have similar features/standards.*

5.4 The learner will acquire the following skills from this unit.

- **Observation:** He/she will explain the pictures observed.
- **Cooperation:** working in groups with others.
- **Thinking:** Thinks about the exercise given to him/her collectively.
- **Using clear language:** should use clear language when explaining how he/she does save.
- **Innovation:** when making sign posts about saving.
- **Curiosity:** Should be curious about the economy.
- **Problem solving:** Should think about how he/she can start a small project which is income generating.

5.5 The vocabulary in this unit.

- Saving: Saving by keeping a side what will help you in future.
- Over spending: Misusing resources.
- Financial stability: The ability to solve one's financial problems.
- Economy: Much wealth

5.6 Major issue

- The teacher tells a pupil to read a short story on misusing money at home which makes a home incur debts.
- Asks learners to discuss about it and give ideas.
- The teacher supplements on it.
- Explains to them how other answers will be seen in the lessons to be covered in this unit.

5.7 How a teacher deals with learners with special needs.

- Give exercises in pupil's book.
- Special exercise and teaching aids should be given to those with physical disability.
- Give exercise found in pupil's book to quick learners.

5.8 Table of content on unit.5

Number	List of content	Number of periods: 6
1	Savings	4
2	End unit assessment	2

5.9 How to teach every lesson.

5.9.1 Lesson: Savings

a. Objective

Knowledge

- Identify different sources of money and expenditures.

Skills

- Explain good ways of expenditure, importance of saving and the dangers of not saving.
- Proper use of resources.

Attitudes and values

- Have a culture of saving, avoid over spending and appreciate what you have.

b. Revision questions.

- Money and basic needs.

c. Teaching aids.

- Pictures showing sources of money and expenditures.

d. Teaching- learning process.

- Prepare enough teaching aids which will help pupils to know how to save.
- Put pupils in groups.
- Respect instructions on observation, discuss about it, and explain the findings to other pupils.
- The teacher helps pupils to gather their findings and supplements on them.
- Makes correction to pupils using clear language to explain the lesson.

An example: Saving, income, over spending, profits and losses.

e. Summary of the lesson.

Guide pupils to state in summary how saving is done and its importance.

f. Assessment

Give exercises to pupils, found in pupil's book.

Answers to exercises and activity on this lesson.

Exercise

Answers are different depending on the vision of every pupil.

Self assessment

Answers are different.

Peer assessment

1 2 3 answers are different.

Exercise

Clothes, food, electricity, accommodation, car, taxes, water, milk, drugs, drinks, exercise books, firewood.

Exercise

- | | | | |
|----------|--------|--------|-------|
| 1. a. No | d. Yes | g. Yes | j. No |
| b. Yes | e. Yes | h. No | |
| c. No | f. Yes | i. No | |

2. By keeping money in the bank. By buying a domestic animal. By buying land, houses, forests, and being in cooperative
3. Pouring food. Pouring water. Tearing books. Buying many wants.

Self assessment in pupil's book.

Buying land. Buying forest. Rearing some domestic animal. Working in cooperatives with others.

It can save you in future. It helps us to meet our emergency. It helps us to start a business.

Peer assessment in pupil's book.

Saves in different times: during problems, sadness and when a person is old.

Answers are different. Some of them are; breaking utensils. Tearing books.

Tearing clothes. Pouring water any how. Breaking light bulbs.

Exercise in pupil's book.

a, , c , , is a saying which discourages saving e, f, d b are sayings which encourage saving.

A game in pupil's book.

Instructions:

- Pupils make a circle.
- They raise their arms when a teacher mentions proper ways of saving money.
- They put down their arms when the teacher mentions bad ways of using money.
- When one does what is contrary, he/she goes out of the circle.
- Those who remain become winners.

Objective: - Emphasise the lesson in form of a game.

5.10 End unit .

a. A summary of the unit.

- Saving.
- Expenditures.
- Lack of saving can cause poverty.

b. Additional knowledge required by a teacher.

- Know to teach every lesson.
- Explain savings.
- Types of savings and cooperatives.
- Prepare and use different teaching aids.
- Know how to teach Social Studies.
- Know how to teach cross-cutting issues when teaching Social Studies.

c. Answers to end unit, 5 assessment in pupil's book.

1. a. Proper use of resources for future use.
b. Misuse of resources, misuse.
- 2 a. Saving, d. to save
b. Overspending e. to overspend
c. saving
3. Answers are different. Some of them are by not pouring food any how.
By not pouring water. By not buying unwanted materials.
4. Answers are different. But some of them are having the culture of buying only wanted materials. Another lesson from saving is to be patience and to adopt ourselves in every situation.
5. Saving, Money, buy, economy, A resource, over spending, paper money,
Debt, profit.

d. Special exercise with answers given to slow learners.

Question

1. What will you do after school that will generate money?
2. State 4 examples of important things you will spend on money a after school.
3. State things you will not spend on money a after school.
4. If you are given a gift of Frw 5000, what can you use it for?

Answers

1. Answers are different depending on every pupil.
2. Answers are different depending on the choice of every pupil.
3. Answers are different depending on the choice of every pupil.
4. Answers are different depending on the choice of every pupil.

e. Special exercise with answers given to quick learners.

Read this story and answer.

Tunga is farmer. He grows food and cash crops.

He rares animals. When he harvests crops, he sells them to the business people, and the balance is used for home consumption/ home use. The milk and eggs he get from this activity is sold in towns. He uses the money he gets to buy drugs and fertilizers and banks the balance with the bank. When harvests are poor, he uses the money he banked and thus continues with his occupation.

Questions from the story.

1. Where does Tunga get the money he uses?
2. What does Tunga spend money on?
3. Does Tunga save? Explain.
4. How does his savings help him? Explain.
5. What are the likely effects of not saving? Explain.

Answers

1. Tunga gets the money he uses from his farming activities.
2. Tunga spends money on drugs and fertilizers.
3. Yes, he saves the money he remains with after selling his harvests and buying drugs and the fertilizers he uses.
4. The money he saves helps him when harvests are poor to buy seeds.
5. If he doesn't save, he can't get seeds to plant in cases of poor harvest.

UNIT

6

ADMINISTRATION OF THE CELL AND SECTOR

6.1 Key unit competence

Show the administrative leaders of the Cell, Sector and their responsibilities.

6.2 Review of previous lesson.

Administrative leaders of the Cell, Sector and their responsibilities.

6.3 Knowledge on cross-cutting issues in this unit.

- **Gender equality:** *This can be seen in how boys and girls work together in groups, other activities and how they study without problems.*
- **Inclusive education:** *Attention should be given to learners with special education needs. Talented learners should be given extra work in the book. Slow learners should be given moderate exercises. Those with disabilities should be given special care. For example those with low vision should sit in front- and if possible, use special teaching aids.*
- **Environmental protection:** *Learners should be taught how to protect the environment, that is to say planting trees, not cutting down trees or slow waste products in an open area or water bodies.*
- **Peace and culture:** *This will be seen in the way learners listen to and respect others in whatever they do.*
- **The culture of proper using of resources:** *This can be seen in the way learners handle the school items.*
- **Fight Genocide and its ideology:** *Explain the role of leaders in sensitizing citizens against fighting Genocide and its ideology.*

- **Reproductive health:** Explain the role of leaders in sensitizing the citizens about reproductive health, avoid diseases, proper housing and good feeding/ balanced diet.
- **Standardization culture:** Explain the role of leaders in sensitizing citizens about using things which meet standards of living.

6.4 Skills to be acquired by the learner in this unit.

- **Observation:** Explain what he/she has observed.
- **Cooperation:** Group work while doing some exercise during class time.
- **Thinking:** Think well before doing an exercise to minimise mistakes, and examine the aspirations of the contestants before voting them.
- **Use clear language:** While explaining what he/she has done.
- **Searching:** Know the leader he/she is going to vote.
- **Innovation:** when he/she prepares elections and heads it.
- **Curiosity:** should be curious to know about the leaders of the Cell and Sector.
- **Problem solving:** Should know how to solve his/her daily problems without involving others.
- **Reading, writing, and counting culture:** A good leader should know how to read, write and count. Learners should be taught how to read, write and count numbers.
- **Citizenship:** Learners should be taught the values a good leader should have.

6.5 Vocabulary acquired by the learner.

- **Elections:** The activity of selecting people to lead others or represent them to a certain level.
- **A candidate:** A person contesting for a certain post of leadership.
- **Voters card:** This contains the identification of a person eligible to vote.

- **Polling room:** A small room a voter votes a candidate of his/her choice without any one seeing him/her.
- **Voters list:** The list of people eligible to vote.
- **Contesting:** The time given to a candidate so that he/she can tell people what he/she will do for them in case they vote him/her into office.
- **Manifesto:** The work plan/statement a candidate tells his/ he voters.
- **Votes:** The number of people who voted a certain candidate.
- **Voting room:** The room where elections take place.
- **Announcing the winner:** to mention the winners and the losers of an election.
- **Good leadership:** Leaders who fulfil their responsibilities.
- **Good governance:** leading citizens by extending development and good services to them.

6.6 Major issue.

A teacher tells a pupil to read a story of pupils who can't differentiate the leaders of a Cell from those of a Sector.

Asks learners to know their leaders.

Explain how other answers would be got during other lessons.

6.7 How a teacher deals with those with special cases while teaching this unit.

- Give special and simple exercise to slow on page, 91.
- Prepare special teaching aids for those with physical disability.
- Gifted learners should be given extra work in the book on page,91.

6.8 Table of content on Unit.6

Number	List of content	Number of periods: 3
1	Leaders of the Cell and their responsibilities.	1
2	Leaders of the Sector and their responsibilities.	1
3	How leaders of the village are appointed and assessment.	1

6.9 Ways of teaching the lesson

6.9.1 Lesson 1: Leaders of the Cell, their responsibilities.

a. Objectives

Knowledge

- Identify leaders of the Cell.

Skills

- Differentiate leaders of the cell and their responsibilities.

Attitudes and values

- Request leaders for help and sensitizing others.
- Respect leaders.

b. Revision questions.

- Leaders of the Cell and their responsibilities.

c. Teaching aids

- Pictures showing administrative leaders of the cell, films.

d. Teaching / learning process

- Prepare enough teaching aids to differentiate leaders of the cell and their responsibilities.
- Put learners in groups.

- Respect instructions on observation and discuss about them
- The teacher gathers pupil's ideas and supplements them.
- The teacher makes correction using clear language.

An example: Fulfilling responsibilities and good governance leads to sustainable development.

e. Summary of the lesson.

Guide learners to state in summary the committee members of the Cell and their responsibilities.

f. Assessment

Give exercise to learners to state cell leaders, their responsibilities, how they are appointed....

Answers to exercise and activity on this lesson.

Self assessment in pupil's book.

1. - Service delivery like giving out land certificate.
 - Election cards.
2. Cell executive and employees who are employed by the district.

Peer assessment in pupil's book.

1. a. - collecting the number of citizens and services of the cell.
 - Sensitive the citizens to participate in development projects.
- b. the cell and represent it in other levels. Making follow up on how government programs are implemented.
- c. - Examine and approve the budget of the cell.
- d. - Make a follow up of all government programs in the cell.
 - Follow up the secretariat of the cell.
- d. - consecutive council representing the village in a cell.
 - Representative of: youth, women, the disabled, Private sector, school heads.

Exercise in pupil's book.

1. Executive committee, consecutive council and consultative council.
2. a. A cell
b. consultative council.
c. District.
d. Executive committee.

6.9.2 Sector leaders, their responsibilities and how they are appointed.

a. Objective

Knowledge

- Identify leaders at the sector level.

Skills

- Differentiate leaders at the sector level and their responsibilities.

Attitudes and values

- Look for help from sector leaders and sensitive others to do it.
- Respect leaders.

b. Revision questions

- Sector leaders, their responsibilities and how they are appointed.

c. Teaching aids

- Pictures showing administrative level, films.

d. Teaching – learning process

- Prepare enough teaching aids to help pupils differentiate leaders of the sector and their responsibilities.
- Put pupils in groups.

- Respect instructions on observation, discuss about it, and explain their findings to the fellow pupils.
- The teacher helps pupils to gather their findings and supplements on them.
- Make correcting by helping the learners to develop their communication skills by using words clearly explains the lesson.

An example: Leadership and governance

e. Summary of the lesson.

- Guide pupils to state in summary the committee members of the sector and their responsibilities.

f. Assessment

- Give pupils exercise in pupil’s book on page, 99, to identify sector leaders and their responsibilities.

Answers to exercise and activity on this lesson.

Self assessment in pupil’s book.

1. At the sector: Services are provided, civil marriage takes place, born babies are also registered from there. Land certificates.
2. Executive secretary of the sector and employees are appointed by the district.

Peer assessment in pupil’s book.

1. a. – implement government programs in the sector.
 - Good service delivery.
- b. Heads the sector and represent it in other levels.
- c. – Examine and approve economic budget and development.
- d. – Make a follow up on how government programmes are implemented.
 - Follow up the secretariat.
- e – Consecutive council representing the cell in the sector.
 - Representatives of: The youth, Women, Health centers, the disabled, private sector, heads of the school., Church leaders.

Exercise in pupil's book.

1. Executive committee, consecutive council, and security committee.
2. a. A sector.
b. Security
c. District.
d. Executive committee

6.9. 3 Way of appointing leaders of the lowest level of local government.

a. Objective.

Knowledge:

- Identify ways of appointing village leaders.

Skills:

- Explain how village leaders are appointed.

Attitudes and value:

- Look for help from leaders and sensitize others to do the same.
- Respect leaders.

b. Revision exercise.

- Leaders of the cell, sector and their responsibilities.

c. Teaching aids

- Pictures showing election materials, like voter's card, secret safe room, ballot box.

d. Teaching/ learning process.

- Prepare enough teaching aids (voter's card, voting room, ballot box and a ballot paper....) which will show how village leaders are appointed.
- Give learners instructions on how it is done.
- Guide learners to tell others the findings from their group.

- Give every learner a chance to participate.
- The teacher supplements pupil's ideas.

e. Summary of the lesson.

- Leaders of the village are appointed by all citizens.
- It is the same at the cell and sector level, they are all appointed by district level

f. Assessment

- Give pupils activity on pupil's book on page, 103, of showing how leaders of the cell and sector are appointed.

Answers on exercise and activity on this lesson.

Self assessment .

1. How election of consultative committee of the sector is done.
2. - Explain how election is to be done.
 - Announce posts to be contested on and responsibilities of every post.
 - Campaign or be campaigned for.
 - List of candidates.
 - Verify the identities of the electorates.
 - Organize elections on every post on posts which make up executive committee of the sector and count votes.
 - Swearing in of those who have been voted.
3. - Be a Rwandan.
 - Should not be below 18 years of age.
 - Should be a person of good behaviour and character.
 - Should have the education level required for that post.
 - Should be patriotic.
 - Should be a resident of that village.

Peer assessment in pupil's book.

1. How election of consecutive councillor of the cell is done.

Those elected among the consecutive councillor of the village vote among themselves consecutive councillor of the cell.

- Explain how election is to be done.
 - State the posts to be voted on and the responsibilities on every post.
 - Campaign or be campaigned for.
 - Verify the candidates.
 - Verify the identification of electorates.
 - Check if people are voting on posts of executive committee of the cell and count votes.
 - Swearing in of those elected to be executive committee of the cell.
- 2 a. Voter's list: It consists the identification of those eligible to vote
 - b. **Ballot box:** This is a box where a ballot paper is placed after voting.
 - c. **polling room:** This is where a person votes without others seeing whom he/she has voted.
 - d. Ballot paper: It consists of identification of those to be voted.

Exercise on pages in pupil's book.

1. a. No e. Yes h. Yes
b. Yes f. No i. No
c. Yes g. Yes j. No
d. Yes

2. - Voter's card. - Voter's list
 - Ballot papers. - secret safe room/ polling room.
 - Ink.
 - Ballot box.

A game proposed by pupils in pupil's book.

Instructions:

- Ask learners to propose a game basing on what they have studied.
- Put them in groups.
- Check if what they have proposed is clear.
- Let every group play.

Objective:

- *Allow pupils to propose games and play them.*

6.10 End unit

a. Summary of the unit.

- -Administrative units of the cell and sector: Executive committee and secretariat.
- All these levels have the responsibilities of fulfilling government programs.

b. Additional knowledge required of a teacher.

- Guide all activities.
- Explain in details cell and sector leaders and their responsibilities.
- Prepare and use different teaching aids.
- Know how to teach cross-cutting issues and how to teach them.
- Know how to teach Social Studies subject.
- Know how cell and sector leaders are appointed.
- Know how a pupil can vote leaders at his/her level.

c. Answers on end unit 6, assessment pupil's book.

1. a. Secretariat and executive committee.
b. Villages.
2. Sensitize government programs among the citizens and solve problems of the citizens.
3. Secretariat is appointed by the district.
Executive committee is voted by the citizens.
4. – New born babies are registered from there write Civil marriages.
– Civil marriage, good behavioral certificate.
– Solve problems which can't be solved at the cell level.
5. – Cell executive officer reports to the sector.
– Impossible problems at the cell are solved from the sector.
6. Those elected from all villages in a cell are the ones who vote executive committee of the cell.
7. a. Candidates.
b. Votes
c. Secret safe room/ polling room
d. do campaign
8. a.
 - A cell.
 - Cell executive officer.
 - Social welfare in the cell.
 - Sector
 - Sector executive officer.
 - In charge of social welfare in the sector.
 - Civil notary.
 - Other employees like that of education, agriculture, land, Finance, and secretariat,

b.

- A cell.
- Executive committee of the cell.
- Sector
- Executive committee of the sector.

d. Special exercise given to slow learners and their answers.

Questions

1. Who votes prefects? Explain how it is done.
2. State 2 responsibilities of a person in charge of education in the sector.
3. What is the importance of cell executive officer to the citizens?

Answers

1. Prefects are voted by pupils through elections.
2. – To check if all children in sector go to school.
3. – To check if there is hygiene at school.
4. Cell executive officer helps the cell residents to develop and to have good welfare. Help citizens to understand government programs.

e. Special exercise and their answers given to quick learners.

1. State 5 characteristics of a good leader.
2. What are the most important components of a leader?
3. How does executive committee, secretariat, and consultative committee of the cell or sector complement each other?

Answers

1. - Integrity.
2. - Sacrifice.
 - Loving the job.
 - Self respect.
 - Patriotism.
3. Should be 18 years of age.
4. Should be a Rwandan.
5. - Should be a person of integrity.
 - Should be a person of good behaviour and character.
 - should not have been imprisoned and sentenced.
6. They complement each other by sharing ideas about what can promote development of either sector or cell. They also complement each other by monitoring what is taking place in their field of administration.

UNIT

7

ENVIRONMENT IN THE SECTOR

7.1 Key unit competence:

Be able to identify and locate environment in the sector by using a map.

7.2 Lesson learner before that is related to this unit.

Show the environmental features using direction.

7.3 Knowledge on cross-cutting issues in this unit.

- **Gender equality:** This is seen when boys and girls work together in groups, other activities and how they study together without problems.
- **Inclusive education:** Attention should be paid to learners with special education needs. talented learners should be given extra work. Slow learners should be given moderate exercises. Those with disabilities should be given special care, for example, those with low vision and the deaf should sit in front and if possible, use special teaching aids.
- **Proper management of the environment:** This can be seen while planting trees, not disposing off waste in water, forests,
- **Peace culture:** This will be seen in the way learners listen to and respect others in whatever they do.
- **The culture of proper using of resources:** This can be seen in the way learners handle the school items, protect the environment.
- **The culture of using things which meet standards:** This is seen when learners use products made from our environment which meet standards.

7.4. Skills acquired by the learner from this unit.

- **Observation:** observe and explain what he/she has observed.
- **Cooperation:** while doing exercises in groups or work with others to protect the environment.
- **Thinking:** while doing exercises on environment and does it well without mistakes.
- **Using clear language:** while explaining environmental related issues.
- **Creativity:** By making decisions on proper use of the environment.
- **Innovation:** By making proper use of environmental products.
- **Curiosity:** By improving knowledge on environmental related things in the sector.
- **Problem solving:** Should know how to solve own problems in day to day life.

7.5 Vocabulary acquired by the learner.

Environment: These are our surroundings which assist us in our every day life, like forests, gardens, roads, hills, rivers, Lakes.

Map is a representation of an object as seen and drawn from above.

Cardinal points: these are points which helps people to allocate places. include, North, South, East and West.

Scale: Its a map element which is used to measure the actual ground distance.

Protecting the environment: Its away of managing and conserving our environment well.

7.6 Teacher's activity.

- To tells pupils to read a story of rain which destroys crops and houses.
- Asks learners to discuss a bout it and give ideas and how it can be solved.
- Tells them that other complete answers will be seen in other lessons in this unit.

7.7 How a teacher deals with learners with special cases.

- Give exercise, to slow learners.
- Prepare special teaching aids to those with physical disability.
- Give exercise to quick learners.

7.8 Table of content on unit 7.

Number	List of content	Number of lessons:5
1	Direction. or cardinal points	1
2	Environment.	1
3	Citizens in the sector.	1
4	Important services in the sector.	1
5	End unit assessment.	1

7.9 Teaching of every lesson.

7.9.1 Direction.

a. Objectives

Knowledge

- Identify the direction used to show a place and things.

Skills

- Show where things and people are located using direction.
- Draw a map of the sector and show important places.

Attitudes and values

- Guide people using direction.
- Observe the environment.
- Have a culture of being satisfied and happy with a place.

b. Revision question

- Show the environmental components near the school using direction

c. Teaching aids

- Different maps of the sector, videos and photos.

d. Teaching/ learning process

- Prepare enough teaching aids which will help pupils to differentiate direction and use compass.
- Put pupils in groups.
- Respect instructions of observation.
- The teacher will help pupils to put together their findings and supplements it.
- Makes correction using clear language when explaining direction.

An example: showing, ...

e. Summary of the lesson.

- Guide pupils to state in summary how they use compass, how they show things in 4 important direction, read well the map of the sector.

Assessment

- Give exercise to pupils in pupil's book, of explaining how a compass is used to show 4 important direction...

Answers on exercise and activity on this lesson.

Self assessment in pupil's book.

1. North.
2. It directs people to a place they don't know well/ it shows directions.

Exercise in pupil's book.

1. The soldiers, pilots, captains, mountain climbers, tourists
2. Helps people to know the direction.
3. North.

A game of a compass in pupil's book.

Instructions:

- Pupil's make a circle, in between, put like, 5, 6 of them.
- Those in a circle cover the faces of the rest.
- They draw another small circle between them.
- And then they direct others where to pass without stepping on the line of the circle.

Objective:

- Emphasizing the lesson using a game.

Peer assessment in pupil's book.

- a. Entertainment houses, stadium,
- b. At the hospital.
- c. In the market and shops.
- d. At the police.
- e. In the bank.
- f. In the museum.
- g. Nutritional centers.
- h. Tax park
- i. At the cell/ sector
- j. Memorial site.

Exercise in pupil's book.

Important place.	People who use it.	Important place	People who use it.
Schools	Teachers and other employees.	Markets and shops.	Business people.
Health center	Doctors, Nurses and other employees.	Barracks	Soldiers
Sector offices.	Executive officer and other employees.	Police station.	Police men/ women
Tax park.	Drivers and other employees.	Stadium and entertainment houses.	Players

7.9.2 Environmental features in the sector.

a. Objectives

Knowledge.

- Identify environmental features in his/her sector.

Skills.

- Explain how the environment can be protected in the sector, its importance and the dangers of not doing it.

Attitudes and values.

- Have a culture of protecting the environment.

b. Revision exercise

The environmental features found near the school, how to protect it, the importance of protecting it and the dangers of not doing it.

c. Teaching aids

- Pictures of different things and places, photos, videos and tangible things.

d. Teaching- learning process.

- Prepare enough teaching aids to help learners read the map of the sector and show important places and services provided.
- Put pupils in groups.
- Respect instructions on observation.
- The teacher helps pupils to put together the findings and complements it.
- Makes corrections to the learners about environment in the sector.

An example: Map, Scale, ...

e. Summary of the lesson.

- Guide pupils to state in summary environmental features in the sector, how to protect it, its importance and the dangers of not doing it.

f. Assessment

- Give pupils exercise in pupil's book of stating environmental features in the sector, how to protect it, its importance and the dangers of not doing it.

Answers on exercise and activity on this lesson.

Exercise in book.

1. Natural environment and artificial/ man made environment.
2. Natural environment was created by God while man made environment were made by man.
3. **Natural environment:** Lake, land, the air we breath, River, water and others.

Man made environment: House, Aeroplane, Road, electricity, Farm.

Exercise in pupil's book.

1. a 4 c 1 e 2

2. a. Parks.
- b. Government houses.
- c. Planting trees and grass.
- d. Into water and on the road
- e. Bridge.

Self assessment in pupil's book.

1. Environment is our surroundings.
2. a. Rivers and Lakes.
- b. Forests
- c. Wild animals, Hills, Valleys, Rivers, Valleys....
- d. Water and sun.

Peer assessment in pupil's book.

1. Grass and trees protect soil from soil erosion.
2. a. Plant grass.
- b. Plant grass on its shores.
- c. Weed it well, protect it from those who burn it or cut it before it matures.
- d. Repair the damaged part and protect it from people who destroy it.

Exercise in pupil's book.

1. 1. a. Yes b. No c. No d. Yes e. Yes
2. Can ask him/her and then explain its dangers.
3. a. Permission, the leaders.
- b. Killing
- c. One, two
- d. Dustbin
- e. Bridges
- f. Terraces

Self assessment in pupil's book.

1. Crops, Rivers, Lakes, Roads, ...
2. Water lilies

Peer assessment in pupil's book.

1. Drought is caused by the destruction of environment
2. It can make a lake or river become dry.

Exercise in pupil's book.

1. a. No b. Yes c. Yes d. Yes e. Yes
2. Cholera, Diarrhoea, Typhoid, worms....
3. We lack rain and experience drought.

7.9.3 Lesson.3: Citizens in the sector.

a. Objectives

Knowledge

- Gathering the number of citizens in the village and sector.

Skills

- Explain ways of settlement in the village and the sector.

Attitudes and values

- Have the culture of observation, examining and comparing.

b. Revision questions

- The number of classmates and ways of gathering similar things and comparing its levels.

c. Teaching aids.

- Pictures of people carrying out population senses, photos, videos and films.

d. Teaching- learning process.

- Prepare enough teaching aids to help pupils know how population senses is carried out.
- Put pupils in groups.
- Observe instruction on observation.
- The teacher helps pupils to gather their findings and supplements their ideas.
- Makes correction of the lesson.

An example: Level, Population senses, ...

e. Summary of the lesson.

- Guide pupils to summarize.
- How to gather the number of people living in the village, Cell or sector.
- Ways of settlement in the village, sector and the culture of observation.

f. Assessment

Give exercise to pupils about comparing the number of citizens living in a village, cell or sector and explain ways of settlement.

Answers on exercise and activities in this lesson.

Self assessment in pupil's book.

Population census makes our school leaders prepare its economic planning.

Peer assessment in pupil's book.

- They teach pupils.
- They check if studies are well taught and represent the school on other levels.
- They maintain security of employees and pupils.
- They clean classes, gardens, toilets.

Exercise in pupil's book.

1. a. Answers are different. c. Answers are different.
 b. Answers are different. d. Answers are different.
2. 1 and d 2 and e 3 and f 4 and g 5 and b 6 and a 7 and c

Exercise in pupil's book.

- a. Answers are different.
- b. Answers are different.

Self assessment in pupil's book.

1. Sloppy area means an area which is too sloppy and can be taken by soil erosion.
2. Living in a planned settlement makes it easy for the government to plan for them.

Peer assessment in pupil's book.

1. When the area is fertile, there is infrastructure, security, free from diseases and disaster.
2. Yes, because our parents/guardians sensitivity about it and they do it.

Exercise in book.

1. Population census is an act of counting people and things aiming at planning for them.
2. I can know this when administrative leaders put the sign of danger/ remove (X).
3. In valleys, on the shores of lakes, rivers, and other places not meant for settlement on the master plan.
4. Because there is infrastructure in the city and services not easily provided in the village.
5. Should be fertile, should have enough infrastructure, should be disaster free area.
6. a. No b. Yes c. Nod. Yes e. No
7. So that it becomes easy to extend infrastructure to them.

7.9.4 Main services provided in the sector.

a. Objectives

Knowledge

Identify different services provided in the sector and show the role of the family and the school in the services provided by the sector.

Skills

- Explain the role of the family and school in different services.

Attitudes and values

- Have the culture of observation, analyse, compare and give ideas.

b. Revision exercise.

- Important places in our sector and the services provided.

c. Teaching aids.

- Pictures of people doing different things like agriculture, carpentry, mechanics, office work, ...

Teaching- learning process.

- Prepare enough teaching aids to explain important services provided by their sector.
- Put pupils in groups.
- Respect instructions of observing pictures and discuss about it.
- The teacher helps pupils to gather their findings and supplements on it
- Makes correction of the lesson.

An example: Occupation, Employer, employee, Industry, Job.

d. Summary of the lesson.

Guide pupils to state in summary different services provided in the sector and the role of the family and school in the development of services in the sector.

e. Assessment.

- Give exercise to pupils to state different services provided in the sector, the role of the family and school in the development of services in the sector.

Answers on exercise and activity on this lesson.

Self assessment in pupil's book.

1. Answers are different.
2. Answers are different.

Peer assessment in pupil's book.

1. Answers are different.
2. Answers are different.

Exercise in pupil's book.

1. Crop growing, animal rearing, artisans, office work.
2. Answers are different.
3. So that he/she can survive and does not become a problem to others.
4. It helps you.

Self assessment in pupil's book.

Answers are different.

Peer assessment in pupil's book.

Services.

- a. Love the job.
- b. They develop.
- c. Time.

Exercise in pupil's book.

Answers are different.

7.10 End unit

a. Summary of the unit

- 4 important direction helps people to know a place when it is their first time to that place. They can use a compass.
- There are 2 important types of environment namely, natural and artificial environment. We must protect it.
- Population census or employees of a place helps in economic planning.
- A family and school has a role in service development of a sector.

b. Additional knowledge required of a teacher.

- Know how to guide all learners.
- Explain in details how to use direction and a map. Environmental features in the sector, citizens in the village, cell, sector and important services in the sector.
- Prepare and use different teaching aids.
- Know how to teach cross-cutting issues while teaching Social Studies subject.
- Know very well how Social Studies is taught basing on the syllabus of competences.
- Know how to protect the environment.

c. Answers to end unit 7, assessment in pupil's book

1. A compass is an instrument which is used to direct people to a new place.
2. Health center, Market, bank, Schools.
3. a. Its natural environment.
b. Wild animals in kept in game parks and animals kept in Kraals.
c. has.
d. has.

- e. Water and space.
4. Answers are different.
 5. Answers are different.
 6. Population census helps in economic planning.
 7. They should pay taxes.

d. Special exercise given to slow learners.

1. What is a compass?
2. What is the importance of population census to the government?
3. What kind of services provided by your sector that is important than others? Explain why you love it.
4. What type of environment is more important than others found in your sector? Explain.

Answers.

1. A compass is an instrument used to show direction of a place.
2. Population census helps the government to know the total number of citizens and thus, helps to bring projects for development.
3. Answers are different depending on the choice every pupil.
4. Answers are different depending on the choice of every pupil.

e. Special exercise given to quick learners.

- Draw a map of the sector where your school is located and indicate it on the map.

An answer

Maps are different depending on where pupils study from.

8.1 Key unit competence:

Be able to identify and locate environment in the sector by using a map.

8.2 Lessons learner before that are related to this unit.

Types of transport, communication and its importance.

8.3 How to teach cross-cutting issues in this unit.

- **Gender equality:** *This is seen in the way boys and girls work together in groups, other activities and how they study together without problems.*
- **Inclusive education:** *Attention should be paid to learners with special education needs. Gifted learners should be given extra work in the work. Slow learners should be given moderate exercises. Those with disabilities should be given special care, for example, those with low vision and the deaf should sit in front and if possible, use special teaching aids.*
- **Proper management of the environment:** *This can be seen while planting trees, not disposing off waste in water, forests, extra.*
- **Peace culture:** *This will be seen in the way learners listen to and respect others in whatever they do.*
- **The culture of proper use of resources:** *This can be seen in the way learners handle the school items, protect the environment....*
- **Reproductive health:** *Learners should be tricked by elders by being given just phones and other communication materials and solicit them for sexual intercourse.*

- **The culture of using things which meet standards:** This is seen when learners use products made from our environment which meet standards.

8.4 Skills to be acquired by the learner in this unit.

- **Observe** and state what he/she has observed.
- **Cooperation:** The learner should cooperate with others during group work or in other activities at school.
- **Thinking:** Think on the exercise given to him/her before doing it.
- **Using clear language:** Should use clear language when explaining what he/ she has done.
- **Creativity:** In knowing a bout transport and communication in his/her the sector.
- **Innovation:** should be creative when drawing materials used for transport and communication.
- **Curiosity:** Be curious about improving knowledge on transport and communication.
- **Problem solving:** should work with others to solve problems related to transport and communication.

8.5 The vocabulary to be acquired by the learner in this unit.

Transport: Its away of transporting people or goods.

Communication: Its away used in calling, receiving calls and sending written messages.

Sign posts: These are posts made of metals or wood used to direct the pedestrian and drivers.

8.6. Teacher's activity.

- The teacher tells a pupil to read a story about a person who doesn't know how to use transport and communication.
- Asks pupils to discuss about it and give ideas to solve this problem.
- Explains to them that other complete answers will be seen in other lessons in this unit.

8.7 How a teacher handles learner with special cases.

- Give exercise to slow learners.
- Those with disabilities should be given special care, for example those with low vision and deaf should sit in front, and if possible, use special teaching aids.
- Gifted learners should be given extra work in the book.

8.8 Table of content on unit. 8.

Number	List of content	Number of periods:5
1	Transport in the sector.	2
2	Communication in the sector.	2
3	End unit assessment.	1

8.9 Teaching of every lesson

8.9.1 Transport in the sector.

a. Objective

Knowledge.

- Identify ways used to transport people and goods in the sector.

Skills.

- Explain road signs and its importance.
- Analyse the problems faced by road users and how to avoid them.

Attitudes and values.

- Have the culture of good behaviour on the road.

b. Revision questions

- Types of transport and its importance.

c. Teaching aids.

- Road signs, pictures of different types of transport.

d. Teaching-learning process.

- Prepare enough teaching aids to explain transport of people and goods, road signs, and problems of road transport.
- Put pupils in groups.
- Respect instructions of observation and discuss a bout it.
- The teacher helps pupils to gather their findings and supplements on it.
- Makes correction using clear words to explain the lesson.

An example: Road signals, Signals, Indications, Warning signs ...

e. Teacher's activity

- Guide pupils to state in summary means used to transport people and goods in the sector, road signals/ traffic signs, its importance and the problems of this means of transport.

f. Assessment

- Give pupils exercise in pupil's book on the following:
- Means used to transport people and goods in the sector.
- Road signals which directs pedestrians, bicycles, motorcycles and cars.
- The importance of road/ traffic signals.
- Problems of transport.

Answers on exercise and activity on this lesson.

Exercise in pupil's book.

a and 2 b and 5 c and 4 d and 1

Self assessment in pupil's book.

1.
 - a. Used at the cross-roads to avoid accidents.
 - b. Stops road users to do activities which inconveniences or can cause accidents.
 - c. Shows or directs a place and its activities.
 - d. Shows how the road is made.
2. Used at the cross-roads.

Peer assessment in pupil's book.

1.
 - a. Warning.
 - b. Gives a go ahead.
 - c. Indicators.
2. Respect road signs and take care of cars, motorcycles and bicycles.

Exercise in pupil's book.

1.
 - a. Yellow light, Red light.
 - b. Green, pedestrians.
 - c. Red, they stop and they cross.
2. Triangle: Warning, Rectangle: warns while that in a circle: allows you to go ahead.
3. a and 5 b and 1 c and 2 d and 3 e and 6 f and 4
4. Indication signals. warning signals.
Instructional signals. Light signals.
5. – No way through.
– Zebra- crossing point. - Tax park/bus park.
6. Red colour: Cars, bicycles, motorcycles stop for pedestrians to cross the road.

- Green colour: Cars, motorcycle go and pedestrians wait for red colour in order to cross.
 - Yellow colour: It is an indication that red colour is about to come.
7. 1. North:
- Don't play on the road.
 - Crossing at Zebra crossing point.
2. Leaders of drivers and motorcycles.
- Use minimum speed.
 - Don't drink and drive.
8. Answers are different.
9. Answers are different.

Exercise in pupil's book.

1. Respect road signals reduces accidents.
2. Can make an accident.
3. Road signals indicate, they warn and stop road users from using it wrongly.
4. People can die, cars, motorcycles can be destroyed....

Self assessment in pupil's book.

1. Road signals.
2. Much rain, much air, ...

Peer assessment in pupil's book.

1. Driving when a person is drunk and not respecting road signals.
2. a. Storm b. Much wind c. Sliding

Exercise in pupil's book.

Poor roads, lack of enough repairmen.

8.9.2 Communication in the sector.

a. Objectives.

Knowledge.

- Identify materials of communication.

Skills.

- Differentiate materials of communication and show its importance.

Attitudes and values.

- Have a culture of proper use of communication.

b. Revision exercise.

- Types of communication and its importance.

c. Teaching aids.

- Materials of communication (Telephone, envelope, papers...)

d. Teaching-learning process.

- Prepare enough teaching aids to defferenciate materials of communication, its importance....
- Put pupils in groups.
- Respect instructions of observation and discuss a bout it.
- The teacher helps pupils to gather their findings and then supplements their ideas.
- Makes correction of the lesson using clear language.

An example: Giving information, communication, cooperation....

e. Summary of the lesson.

- Guide learners to state in summary materials of communication they know, importance of communication and proper ways of using communication in the sector.

f. Assessment.

- Give exercise to pupil's book on the following:
- Materials of communication.
- Importance of communication.
- Proper ways of using communication in the sector.

Answers on exercise and activity on this lesson.

Exercise in pupil's book.

1. a and 2/3/4/5 b and 4/1/2/3/5 c and 1 d and 1/5
e and 2
2. a, b, c I can advise him/her to stop it because it can cause accidents or destroy his/her life.

Self assessment in pupil's book.

1. Telephone, computer, megaphone, radio, television, ...
2. a. Radio b. Television c. Telephone d. Megaphone/
microphone.

Peer assessment in pupil's book.

1. Receiving a call on the right ear.
2. Don't go near communication materials which are too noisy.
3. Spoils ears., accident, loss, ...

Exercise in pupil's book.

- a. No b. Yes c. Yesd. No e. Yes

8.10 End of unit.

a. Summary of the unit.

- Road transport, water transport, head transport, air transport.....
- Transport should respect road signals.
- Communication uses different materials but, it should be used well so that it doesn't cause theft, accidents....

b. Additional knowledge required of a teacher.

- Know how to help all learners.
- Explain different ways of transport and communication in different sectors.
- Prepare different teaching aids.
- Know how to teach cross-cutting issues while teaching Social Studies.
- Know how to teach Social Studies subject basing on competences.
- Know how transport and communication is done in different sectors.
- Know how to solve problems related to transport and communication.

Answers to end unit.8 assessment, in pupil's book.

1. Air transport, head transport, road transport, water transport, ...
2. a. 3, read, Green, Yellow.
b. Colours.
c. Read signal, Green and Yellow.
3. a and 6 b and 4 c and 5 d and 1 e and 2
f and 3

4. Can cause accidents and destroy cars, motorcycles, death of people,
5. Telephone, Computers, television, microphone, speaker, whistle....
6. Receiving a call on the left ear, by not being near the television because it spoils one's eyes/sight...

d. Special exercise with its answers given to slow learners.

1. What are the dangers of using communication materials?
2. State the importance of sign posts made of these figures:
 - a. Triangle.
 - b. Circle.
 - c. Rectangle.
3. How many colour make up traffic lights? Mention them and explain the importance of each traffic light.

Answers

1. Suffer from ears, burn people or things, accident...
2.
 - a. Warns road users.
 - b. Gives a go ahead to road users.
 - c. Indicators to road users.
3. Its in 3 colours, namely: Red, Yellow and Green.
 - a. Red traffic light: Cars and motorcycles stop and pedestrians cross.
 - b. Yellow traffic light: Cars, motorcycles go slowly and pedestrians stop.
 - c. Green traffic light: Cars, motorcycles go and pedestrians stop.

e. Special exercise with its answers given to quick learners.

1. Draw
 - a. 2 indication signals.
 - b. 2 warning signals.
 - c. 2 stopping signals.
2. Draw at least 2 signals we did not see in pupil's book and state its signals.

Answers

- It will be different depending on the choice of every pupil.

UNIT

9

MAJOR HISTORICAL EVENTS OF OUR SECTOR.

9.1 Key unit competence:

- Be able to explain the major historical events in the sector and place them on the timeline.

9.2 What was learnt before that is related to this unit.

- Major historical events of the sector and the school.

9.3 Cross-cutting issues in this unit and how to teach them.

- **Gender equality:** *This is seen in how the boys and girls work together in groups, other activities and how they study together without problems.*
- **Inclusive education:** *Attention should be paid to learners with special education needs. Gifted learners should be given extra work in the book. Slow learners should be given moderate exercises. Those with disabilities should be given special care, for example, those with low vision and the deaf should sit in front and if possible, use special teaching aids.*
- **Proper management of the environment:** *This can be seen while planting trees, not disposing off waste in water, forests, using well learning aids,....*
- **Peace culture:** *This will be seen in the way learners listen to and respect others in whatever they do.*
- **The culture of love:** *Learners should love their sectors, villages and its history.*
- **Fight Genocide ideology:** *Learners Should fight Genocide ideology at School, in the village, their sector, extra.*

- **Reproductive health:** Learners Should fight against Sexual abuse and violence at school, village and sector.

9.4 Skills to be acquired by the learner in this unit.

- **Observe,** and explain what he/she observed.
- **Cooperation:** This will be seen in the way learners cooperate with each other while working in groups.
- **Thinking:** learners should think about the exercise given to him/her and do it well without mistakes.
- **Using clear language:** This can be seen in the way learners explain work done.
- **Creativity:** This can be seen in the way learners identify the historical events of their sector.
- **Innovation:** This can be seen in the way learners make things which show the
 - history of their sector.
- **Curiosity:** Be curious to improve knowledge on the history of different places.
- **Problem solving:** This can be seen in the way learners work together to improve the history of their sector and avoiding bad history which may have characterized his/her sector.

9.5 The vocabulary a learner will acquire in this unit.

- **History:** It's the teaching of the present and past events.
- **Time line:** It's a line showing the real time certain things happened, what is happening, and what might happen in the near future.

9.6 Teacher's activity. (major issue)

- The teacher tells a pupil to read a story related to a person who can't differentiate time and give information of what happened in his/her home area.
- Ask pupils to discuss about the story and give ideas.
- Explains to learners that other answers will be got in lessons of this unit.

9.7 How a teacher handles learners with special cases.

- Give exercise to slow learners.
- Those with disabilities should be given special care, for example those with low vision and deaf should sit in front, and if possible, use special teaching aids.
- Gifted learners should be given extra work in the book.

9.8 Table of content of lessons Unit 9.

Number	List of content	Number of periods:5
1	The history of our sector.	4
2	End unit assessment.	1

9.9 Teaching of every lesson.

9.9.1 The history of our sector.

a. Objective

Knowledge

- Identify major historical events of our sector.

Skills

- Show how the timeline is used.
- Indicate their major historical events on the timeline.

Attitudes and values.

- Be able to adopt the culture of patriotism and know where you are coming from and where you are going.
- Remember history.

b. Revision questions.

- Major historical events of his/her home and school.

c. Teaching aids.

- Pictures showing major historical events of the sector, photos, films, videos.

d. Teaching- learning process.

- Prepare enough teaching aids to help pupils know the history of their sector.
- Put pupils in groups.
- The teacher helps pupils to put together their findings and supplements on their ideas.
- Makes correction by helping pupils to use clear language, using clear words which explains the lesson.

An example: History, Hero, the past...

e. Summary of what was learnt.

- Guide pupils to state in summary major historical events of their sector and using timeline.

f. Assessment.

- Give pupils exercise in pupil's book, pages,150 and 151 on the following:
- Major historical events of his/her sector.
- Timeline.
- Using timeline.

Answers on exercise and activities on this lesson.

Exercise in pupil's book.

1. History is an activity done by people or things which happened longtime ago.
2. Heroes who lived there, heroism..
3. It makes a person decide on what to do depending on its geographical set up.
4. Gets old or read books.

Exercise in pupil's book.



Self assessment in pupil's book.

1. Answers are different depending on where every pupil comes originates from?
2. The timeline helps to know what happened since olden times.

Answers in pupil's book.

1. a. On 1 January every year.
b. On 1 February every year.
c. On 4 July every year.
d. On 1 October
2. a. On 7 April, every year.
b. On 1 July: Every year.
c. On 4 July: Every year.

9.10 End of unit.

a. Summary of content in unit.9

- Every sector has its historical events. Like having heroes, musicians, artisans, bravery..... this history helps shape the future.

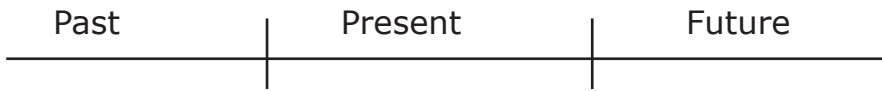
b. Additional knowledge required of a teacher.

- Know how to guide activities and cater for every pupil.
- Explain in details historical events of different sectors and put it on the timeline.
- Prepare and use different teaching aids.
- Know how to teach cross-cutting issues in this unit.
- Know how to teach Social Studies subject based on the syllabus of competences.

c. Answers to end unit.9 assessment on page, 153, pupil's book.

1. On things which happened there like heroism/ war..

2.



3. Answers are different depending on where every pupil originates from.
4. Answers are different depending on the history of every school.
5. Heroes day 1/2 every year
Liberation day 4/7 every year
Remember Genocide against the Tutsi on 7/4 every year
6. a. Past is past events while the present is now.
b. The present is now while the future means the days that will come.
c. The past means past days while the future means the days to come.
7. History means acts of people or things which happened in the olden time.
8. Longtime ago. This phrase is used to mean things which happened in olden times.

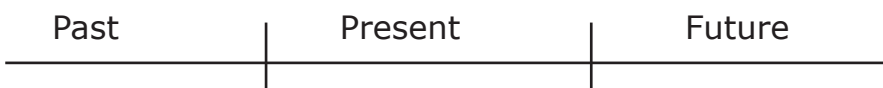
d. Special exercise with answers given to slow learners.

1. What is the most historical event of your sector or your school?
2. Draw a timeline.

Answers

1. Answers are different because pupils come from different areas.

2.



e. Special exercise and answers given to quick learners.

What does the following dates teach us?

- a. On 1st January every year: We celebrate new year.
- b. On 1 February every year: Heroes day.
- c. 8th march international women's day.
- d. On 7th April, every year: We remember the Genocide against the Tutsi.
- e. On 1 May: Labour day.
- f. 26th June African child's day.
- g. On 1 July: Every year: Independence.
- h. On 4 July: Every year: Liberation day.
- i. On 1 October: Every year: Patriotism day.
- j. On 25 December: every year: Christmas.

Answers

- a. New year
- b. Heroes day.
- c. International women's day.
- d. Remember Genocide against the Tutsi.
- e. Labour day.
- f. African child day.
- g. Independence.
- h. Liberation day.
- i. Patriotism day.
- j. Christmas.

f. Answers to end of P.3 assessment in pupil's book.

1. Family members stay together at peace, work together and develop.
2. Avoid misusing it, overspending it and protect it.
3. When they are not greedy, by not begging, by using well what they have.
4. They do community work, security patrols, they pay taxes....
5. Clean all classes, garden and toilets, manage well the school items.
6. Personal property is an individual's property while public property is property shared and enjoyed by all citizens. It is some times called government property.
7.
 - a. It is caused by a mosquito called Anopheles mosquito.
 - b. It is caused by poor hygiene or being near a person suffering from it.
 - c. Breathing air and sharing the same drinking straw.
8.
 - a. voiding unprotected sex.
 - b. Avoid being near people suffering from it, not sharing combs.
 - c. Not being near some body suffering from it, immunize your self.
9. I use clean water, soap, but don't put it inside the vagina, wear underpants which is ironed, I clean my anus going front wise, I avoid wearing wet under wears or tight ones.
10.
 - a. No
 - b. Yes
 - c. No
11.
 - a. Rights.
 - b. Responsibilities.
 - c. To harm people.
 - d. Protect people
 - e. Walking around and inconveniencing.
 - f. Playing and delaying on the way.

12. Projects of children (answers are different)
13. When you have lost a relative, in different times, during old age.
14. Answers are different.
15. Secretariat, executive committee and consultative committee.
16. a. Voters list.
b. Ballot paper
c. Voters card.
d. Ballot box.
e. Voting secret room.
17. Disasters are caused by soil erosion, floods, drought, diseases like malaria, Cholera and Diarrhoea.
18. Know the number of citizens in order to plan for them.
19. A fertile area, a place which has no slopes, a place which is not affected by floods, a place near infrastructure.
20. A person can be taken by floods, people can die.
21. People can exchange goods; information can be got easily.
22. Past, present, Future.
23. a. To stop it, because its destructive.
b. To stop it, because they can destroy the garden.
c. Stop it because it can cause an accident and death.
24. a. **A map** is a picture of a place normally drawn using a scale.
b. **A map** shows a particular place, scale, direction, key...
c. **A map** is a picture of a place drawn using a scale.
d. **A map** shows a particular place, scale used, direction and the key while a **compass** shows direction only which indicates, North, South, East and West.

PART TWO: RELIGIOUS STUDIES
SECTION 1: CHRISTIAN RELIGIOUS
STUDIES

UNIT

1

AFTER GOD CREATED A MAN, HE GAVE HIM A MISSION

1.1 Key Unit competence

Mention the mission that God gave man after creating him, to love work and respect those in authority.

1.2 Prerequisite

- Basic knowledge about the origin of creatures and how they were created.

1.3 Cross-cutting issues

- Inclusive education, gender equality and equity, peace culture, standard, taking care of environment, economic education.

1.4. Guidance to the introductory activity

Teacher will take learners outside and will ask them to observe all the mixture of creatures and then they will differentiate the created by God from the created by man.

1.5. List of lessons

	Lesson title	Lessons objectives	Number of periods
1	Work and transform world into better place	<ul style="list-style-type: none">- Knowledge and understanding: Know what are God calling him to do- Skills: Explain the mission that God gave man and how it should be implemented- Attitudes and values: perform everywhere activities that make world better place	1

2	To increase in number	<ul style="list-style-type: none"> - Knowledge and understanding: mention the mission that God gave man after creating him - Skills: Explain the mission that God gave man and how it should be implemented - Attitudes and values: Perform everywhere activities that make world better place 	1
3	To rule over the world	<ul style="list-style-type: none"> - Knowledge and understanding: Know what are God calling him to do - Skills: Explain the mission that God gave man and how it should be implemented - Attitudes and values: Perform everywhere activities that make world better place Participate in groups that take care of environment 	11
4	End unit assessment		1

1.6 Guidance to lessons

1.6.1. Work and transform the world into better place

a. Specific object:

Knowledge: To know what God is calling him to do

Skills: Explain the mission that God gave to man and how to implement it.

Attitudes and values: to perform everywhere activities that make the world better place.

b. Materials: Bible, objects made by human (objects, household items, photograph showing family)

c. Methodology:

Introduction

The teacher will take learners outside to observe all things that are around the school.

Back in class, they will mention what they have seen. In the groups, he will ask them to observe the picture and answer the questions about the picture.

Answers: introductory activity

Things created by God:

- **Fowl:** birds, eagles, chicken, duck, crane etc.
- **Reptiles:** snake, Lizards, snakes etc.
- **Animals:** Goat, cow, cat, dog etc.
- **Vegetation:** natural trees like eucalyptus., fruitful trees, herbs etc.
- **Two people:** man and woman (Adam and Eve) are standing up in the Garden of Eden.

Things made by humans:

House, car, chair, umbrella, bag etc...

Lesson delivery

To work and make the world better place

Teacher will ask learners to observe picture and then they will answer questions about it:

1. Observe the above different pictures.
2. Mention different activities that people are doing on those pictures.

Answers: activity 1.1 in student's book.

Activities that people are doing: cultivating, carpentry of different household items (table, chair, etc.), those who are building a house.

In charge of security (Police, soldiers, DASSO), shopping, teaching, nursing.

When learners finish group sharing, the teacher helps them to make it perfect with some corrections.

Answers of application activity 1.1

1. Helping parents in the works they ask us to do, keeping different domestic animals (goats, pigs, chicken etc), maintaining the garden, cultivating, fighting against erosion, etc.
2. Not destroying the environment like plants, protecting animals, not throwing rubbish anywhere.

1.6.2. To increase in number

a. Specific objectives:

- **Knowledge:** mention the mission that God gave man after creating him
- **Skills:** explain the mission that God gave man and how to implement it.
- **Attitude values:** do activities that make world better place

b. Materials: Bible, objects made by humans, student's book, picture that show family)

c. Methodology:

Introduction

In groups teacher will ask learners to observe the picture and then they say what they have seen from the picture:

Answers of activity 1.2

On the picture there are seven people of the family as following: husband and his wife, and their five children

Lesson delivery

Introduction

Teacher will put children into groups, and will ask them what they see from the picture, then he will help them to read Bible (Genesis 2:28a.)

Learners in group will read the Bible (Genesis 2:28).

Teacher can ask learners others questions related on people increasing in number, he will be focusing on explanation about family member's life.

The teacher will give the lesson's summary to the learners.

Application 1.2

Answers to application activity 1.2

1. a) Blessing
b) Earth
2. God gave Adam and eve the responsibility of increasing in number. Adam and Eve gave birth, their children also gave birth and so on was continuity

1.6.3. Rule over the earth

a. Specific objectives:

- **Knowledge:** Know what God calls us to do in life
- **Skills:** Explain the mission that God gave to humanity in life
- **Attitude values:**
- Perform the activities everywhere that make the world better place
- Participate in activities that care of environments

b. Materials: Bible, student book, picture with mixture of livings

c. Methodology:

Introduction

The teacher will do revision on the mission that God gave man: to work and rule over the world and increase in number.

Lesson delivery

The teacher can take learners out and ask them to observe different activities that man is performing on earth.

In groups, the teacher will ask learners to observe the picture 1.3, then after they will answer questions to exercise 1.3 in student's book and they will share responses.

In groups, learners we read he Bible (Genesis 1:28), the teacher also will read for them the verses.

UNIT

2

AVOIDING SIN AND ASKING FOR FORGIVENESS

2.1. Key unit competence

A learner will be able to do what is good and ask for forgiveness for the wrong he /she has done and following morals everywhere.

2.2. Prerequisite

- Basic knowledge about what sin is and how to behave when he is wrong.

2.3. Cross-cutting issues

- Taking care of the environment, gender equality and equity, inclusive education.

2.4. Guidance to the introductory activity

The teacher will show to the learners the pictures about sin of Adam and Eve then he will ask them introductory questions.

2.5. List of lessons

	Lesson title	Lessons objectives	Number of periods
1	Sins and its roots (Genesis 3 :1-7)	<ul style="list-style-type: none">- Knowledge: Explaining what is sin- Skills: Explaining the ways of<ul style="list-style-type: none">- avoiding sins- Attitude and values: disliking and<ul style="list-style-type: none">- avoiding sin and its roots in daily life	1

2	Ways of avoiding sin (Matthew 26 :41)	<ul style="list-style-type: none"> - Knowledge: explaining what sin is - Skills: Explaining ways of avoiding sins - Attitude and values: disliking and avoiding sin and its roots in daily life 	1
3	Consequences of sins (Genesis 4:1-15)	<ul style="list-style-type: none"> - Knowledge: Explaining what sin is - Skills: Showing the consequences of sins - Attitude and values: disliking and avoiding sin 	11
	Ways of repenting sins and asking for forgiveness (Luke 15:17-24))	<ul style="list-style-type: none"> - Knowledge: explaining what sin is - Skills: show the consequences of sins - Attitude and values: disliking and avoiding sin 	1
	Moral values that resist roots of sin	<ul style="list-style-type: none"> - Knowledge: mention the effect of asking for forgiveness - Skills: Show consequences of sin - Attitude and values: living honestly and respecting commandments of God. 	
4	End unit assessment		1

2.6. Guidance to lessons

2.6.1 Sins and its roots (Genesis 3: 1-7)

a. Specific objectives:

- **Knowledge:** explain what sin is.
- **Skills:** explain the ways of avoiding sin.
- **Attitude and values:** hate and avoid sin and its roots in the daily life.

b. Materials: Bible, pictures of prodigal son.

c. Methodology:

Introduction

The teacher put the learners into group and ask the to observe picture and then they will answer the questions about the pictures.

1. What is the man on this picture doing?
2. Do you think the fruits is picking are similar to other trees in the garden? Some of answers that they can give:
3. Eve is in garden picking fruits.
4. No. The tree that she is picking fruits from is better than others

Lesson delivery

The teacher asks what the learners have seen, and from the given answers he will choose those related to lesson.

The teacher will read the story about stubborn child that is in student's book. He gives time to the learners in group to answer the questions about read story.

1. What did that child do?
2. What is sin
3. Do you always observe trees, what is the role of its roots?

Teacher gives introduction about sin explanation and its roots.

Answers to application activity 2.1

1. Answer by yes or no
 - a. Yes
 - b. No
 - c. No
2. Roots of sin and their sins

Roots of sin	Sin
Pretending	Arrogance
Greed	Being controlled by the things of the world
Jealousy	Betraying, backbiting, killing
Lust	Stealing,
Anger	fighting, killing, quarreling
Selfish, gluttony	Stealing,
Laziness, inactivity	Stealing, backbiting, provoking

3. Every learner will give answers related to his life.

2.6.2. Ways of avoiding sins (Matthew 26:41)

a. Specific objectives

- **Knowledge:** explain what sin is
- **Skills:** explain the ways of avoiding sin
- **Attitude and values:** hate and avoid sin and its roots in the daily life

b. Materials: Bible, pictures that show people who are praying.

c. Methodology

Introduction

The teacher starts by asking the learners questions about roots of sin.

The teacher put learners into group and asks them to observe pictures from student's book. The learners continue answering questions on pictures,

1. What are people on these pictures doing?
2. What does respect to God help you in your daily life?

Answers

People (Christians) seated are praying and a pastor in front is teaching them. People seated in in temple, the priest in front is teaching them.

Lesson delivery

Teacher directs learners where to read the word of God (Matthew 26:41) then after he helps them to listen the word of God.

Teacher gives brief introduction about that day's lesson 28

Application activity

Answer to application activity 2.2

1. Two ways of avoiding sin are praying and listening to the word of God.
2. Encouraging in praying and listening to the word of God

2.6.3 Consequences of sins (in our relationship with others, in Adam's and Eve's discendance)

a. Specific objectives:

- **Knowledge:** explain what sin is.
- **Skills:** Show the consequences of sin.
- **Attitude and values:** hate and avoid sin and its roots in the daily life.

b. Materials: Bible, pictures that show misbehaved people held by security officers

c. Methodology

Introduction

Teacher teaches lesson by asking learners questions about the previous lesson

Lesson delivery

Learners observe pictures and answer questions about its.

1. How many people are on the first picture?
2. Are the people on the first picture happy or sad? Where are they and what are they doing?
3. How are the people on the second picture?

Answers

1. Two people
2. They are sad, Adam and Eve are hidden in garden of Eden covering themselves with leaves
3. A police man detaining three problem makers

Teacher helps learners to read and to understand the word of God from Bible:

- a. Consequence of sins in our relationship with others: (Genesis 3:16-17).
- b. Consequent of sin on Adam's and Eve's dependence: (Genesis 4:1-15; Malachi 3: 19)

Teacher gives summary on consequence of sins and on our relationship with others and consequences of sin on Adam's and Eve's discendance.

Application

Answer to application activity 2.3

1. Adam and Eve gave birth to two sons: Cain and Abel
2. He wanted to kill him
3. Because the Lord didn't look with favor on Cain's offering

4. God cursed him, as punishment he could not have crops from the ground, and be a restless wanderer on the earth
5. No, for instance Cain and Abel, even where we live there are many examples
6. When parents don't love them at the same level, properties etc....
7. Disobedience, stealing, insulting etc.

2.6.4 Ways of repenting sins and asking for forgiveness (Luke 15:17-24)

a. Specific objectives:

- **Knowledge:** mention the importance of asking for forgiveness
- **Skills:** show consequence of sins.
- **Attitude and values:** living honestly and following God's commandments

b. Materials: Bible, picture of child kneeling down in front of his parents asking for forgiveness because of mistakes he have committed (prodigal son)

c. Methodology:

Introduction

Teacher start the lesson by asking learners questions about previous lesson (consequences of sins)

Lesson delivery

In group the teach leads learners to observe pictures in student's book; then after he asks questions about the pictures.

1. Observe these pictures and say what you see from them
2. What can you do when you realize that you commit sin against your parents?
3. How can you ask for forgiveness from someone you have offended?

Answers

1. A child down in front of his parents and a Christian in front of the priest
2. You ask for forgiveness
3. The ways to ask for forgiveness from someone you have offended are as follow:
 - To feel pain of your sin
 - To repent your sin to God
 - Ask for forgiveness your neighbor that you have offended
 - If there is damage your repair or replace what you have damaged

The teacher helps learners to read and understand the word of God (Luke 15:21).

Then after the teacher gives the summary of the lesson to the learners.

Application

Answers to application activity 2.4

1. The ways to ask for forgiveness from someone you have offended are as follow:
 - To feel pain of your sin
 - To repent your sin to God
 - Ask for forgiveness your neighbor that you have offended
 - If there is damage your repair or replace what you have damaged
2. Every learner gives his answers. Then after this lesson he will promise to do what is good like: felling pain of wrong doing, asking for forgiveness immediately, repent sin to God, etc...

2.6.5. Moral values that overcome roots of sin.

a. Specific objectives:

- **Knowledge:** mention the importance of asking for forgiveness
- **Skills:** discuss the consequences of sin.
- **Attitude and values:** living honestly and following God's commandments.

b. Materials: Bible, picture of parent giving advice to his/her child

c. Methodology:

Introduction

Teacher start by asking learners questions about previous lesson (ways of asking for forgiveness). He can start with a story, conversation or song.

Lesson delivery

Teacher puts learners into group, he asks them to observe picture then after they will answer questions about it.

1. What are the people on this picture?
2. Do your caregivers or parents at home give you advice?
3. Share some of advice they give and how you implement

Answers that can be given

1. A parent (old man) and his three children seated he give them advice on moral values.
2. A learner says if they give him/her advice on moral values.
3. Some of advice that he/she can be given: respect everyone, have brother love etc. The teacher gives summary of the lesson.

Answers to application 2.5

1.

Moral values	Roots of sin that they overcome
Humility	Arrogance
Not being controlled by the things of the world	Greed
Brotherly love	Jealousy
Patience	Anger
Pure heart	Lust
Sacrifice	Gluttony
Zeal	Laziness

2. He is honest, humble, and respectful to everyone (learners can give more answers)
3. Learner will answer by his own understanding

Answers to End unit assessment

1. He ate fruits from forbidden tree.
2. a. Yes
b. No
c. No
d. No
e. No
3. Praying and listening the Word of God.
4. Asking for forgiveness from someone that you have offended and repent.
5. Praying help people to avoid sin.
6. Cain and Abel
7. Because of Jealousy
8. They reconcile and ask one another forgiveness.

9. Individual response.
10. Humility
 - Not being controlled by the things of the world
 - Brotherly love
 - Patience
 - Pure heart
 - Zeal

2.7. Additional activities

Questions:

1. Who are the people who first committed sin?
2. What can you do when you face a challenging temptation that can push committing sin?
3. Make a role play about good behavior of asking for forgiveness.

Answers:

1. Adam and Eve
2. I ask power of success from God.
3. learners will make different role plays

2.8. Additional information

1. To help the learner to discover and have sense of innovation.
2. To encourage the learner working in team in order to help one another.
3. To vote for a learner who will lead others in group, to give him responsibility but group and leaders should be changing.
4. Small or big group should be with girls and boys, weak and strong so that they help one another.
5. Additional exercise to weak and strong learners but weak ones should be of easy exercise or they can be given more time.
6. Mixing easy with complex questions help learner to do more.

UNIT

3

JESUS THE SAVIOR OF HUMANITY

3.1. Key Unit competence

- A learner will be able to explain the life of Jesus as a deliver and a savior.

3.2. Prerequisite

Basic knowledge about God's plan of saving humanity.

3.3. Cross-cutting issues

Inclusive education, gender equality and equity, peace culture, standard, taking care of environment, economic education.

3.4. Guidance to the introductory activity

The teacher shows pictures that show life of Jesus when he was born, they will compare with other's children birth time.

3.5. List of lessons

	Lesson title	Lessons objectives	Number of periods
1	Birth of Jesus (Jesus was born In Bethlehem) (Matthew 1:18-25, Luke 2:1-7)	<ul style="list-style-type: none">- Knowledge: Mention in summary about the life of Jesus on earth- Skills: explain the birth of Jesus- Attitude and values: helping and sacrificing fro others in daily life with example Jesus' life	2

2	The Magi came to worship Jesus (Matthew 2: 1-12)	<ul style="list-style-type: none"> - Knowledge: mention the life of Jesus on earth - Skills: explain the life of Jesus on earth - Attitude and values: helping and sacrificing for others in daily life with example Jesus' life 	1
3	Jesus escape to Egypt (Matthew 2: 13-24)	<ul style="list-style-type: none"> - Knowledge: mention the life of Jesus on earth. - Skills: explain the birth of Jesus. - Attitude and values: helping and sacrificing for others in daily life with Jesus examples. 	1
4	Jesus raises Lazarus From the dead. (John 11:1-44)	<ul style="list-style-type: none"> - Knowledge: mention the life of Jesus on earth - Skills: explain some of Jesus miracles - Attitude and values: helping and Sacrificing for others with Jesus examples 	1
5	Jesus raised Jairus' Daughter from the dead (Matthew 9:18-26; Luke 8: 40-56; Mark 5:	<ul style="list-style-type: none"> - Knowledge: mention briefly about Jesus's life on earth - Skills: explain some of Jesus miracles - Attitude and values: Helping and sacrificing for others in daily life with Jesus examples 	

6	<p>Jesus cast out the demons.</p> <p>Matthew 8: 28-34</p>	<ul style="list-style-type: none"> - Knowledge: mention briefly about Jesus's life on earth - Skills: Explain some of Jesus miracles - Attitude and values: helping and sacrificing for others in daily's life with Jesus examples 	1
7	<p>Jesus healed the sick (Matthew 15: 29-31)</p>	<ul style="list-style-type: none"> - Knowledge: Mention briefly Jesus's life on earth - Skills: Explain some of miracles - Attitude and values: Helping and sacrificing for others in daily's life with Jesus' examples 	1
8	<p>Jew against Jesus (John 7 :1, Luke 19 :47)</p>	<ul style="list-style-type: none"> - Knowledge: know some of bible's stories redemption. - Skills: explain last time of man's redemption. - Attitude and values: believe in Jesus and follow him as savior. 	1
9	<p>Jesus passion (Luke 22:47-53; Marc 14:43-50; John 18:2-11.</p>	<ul style="list-style-type: none"> - Knowledge: mention stories from the Bible related to Man's redemption - Skills: explain last time of man's redemption - Attitude and values: believe in Jesus and follow him as savior 	1

10	<p>Death of Jesus</p> <p>Matthew 27:45-56;</p> <p>Luke 23 :44-48;</p> <p>John 19 :28-30)</p>	<ul style="list-style-type: none"> - Knowledge: Know stories from the Bible related to man's redemption. - Skills: Explain the last time of man's redemption - Attitude and values: believe in - Jesus and follow Him as savior 	1
11	<p>Jesus resurrection</p> <p>(Luke 24: 1-11,</p> <p>Matthew 28 :1-15)</p>	<ul style="list-style-type: none"> - Knowledge: from the bible related to man's redemption - Skills: Explain the last time of man's redemption - Attitude and values: believe in Jesus and follow Him as Savior 	1
12	<p>Ascension of Jesus</p> <p>(acts 1: 6-11)</p>	<ul style="list-style-type: none"> - Knowledge: Mention stories from the Bible related to man's redemption - Skills: Explain the last time of man's redemption - Attitude and values: Believe in Jesus and follow him as Savior 	1
13	<p>Unit final assessment</p>		1

3.6. Guidance to lessons

3.6.1. Birth of Jesus (Jesus was born in Bethlehem) (Matthew 1:18-25, Luke 2:1-7)

a. Specific objectives:

- **Knowledge:** mention briefly Jesus's life on earth.
- **Skills:** Explain Jesus birth.
- **Attitude and values:** helping and sacrificing for others in daily's life following Jesus examples

b. Materials: Bible, picture showing a mother holding a baby, film about Jesus

c. Methodology

Introduction

In group learners are asked to observe picture and answer questions about the picture.

Answers of introductory activity

1. A pregnant woman is waiting for a baby
2. A new born is covered with warm clothes, they take care of him (learners will give more answers).

Lesson delivery

Teacher ask learners in group to observe picture number 3.1, then after they answer activity questions

Teacher helps the learners in group to read from the Bible (Luke 2:1-7, 21).

Briefly the teacher explains to learners the story about the birth of Jesus. Answers to activity.

1. Learners will give more answers about the picture
2. Christmas remains us the birth of Jesus Christ.

Answers to application activity 3.1

1. Jesus was born in Bethlehem city.
2. Mary and Joseph were living in Nazareth.
3. After Jesus was born, they laid him in a manger as there was no room for them to stay in the inn.
4. After giving birth, the parents lay down the child on bed in maternity at hospital.
5. The Christians celebrate the birth of Jesus on Christmas.

3.6.2. The magi came to worship Jesus (Mathew 2:1-12)

a. Specific objectives:

- **Knowledge:** briefly mention the life of Jesus on earth
- **Skills:** explain the birth of Jesus
- **Attitude and values:** helping and sacrificing for others following Jesus examples

b. Materials: Bible, student book, pictures

Introduction

Teacher asks questions about previous lesson on Jesus's birth.

Lesson delivery

The teacher puts the learners into groups and asks them to observe the pictures and then after he asks them to do exercises related to the pictures.

Answers to activity 3.2

1. On picture number 3.2.1 there are shepherds holding staff , they came to see baby Jesus laid in a manger. There are also Mary and Joseph nearby the manger where Jesus is laying.
2. On picture there are men with long clothes, they came to see Jesus they worship him and offered to him precious things that they came with. Help the learners in group to read from the Bible (Matthew 2:1-2 and Matthew 2:11).

Give the summary of the lesson.

You can close the lesson learners singing a song about the birth of Jesus

Answers to assessment number 3.2.

1. The Magi came to worship Jesus.
2. They came from the East.
3. They worshiped Jesus and presented to him offering.
4. The ways I use to thank and worship God: praying, singing, attending church service, giving offering ...

NB: On question number 4 learners can give more answers thus help them to get the right ones.

3.6.3. Jesus escaped to Egypt (Matthew 2:13-24)

a. Specific objectives:

- **Knowledge:** briefly to talk about Jesus's life on earth
- **Skills:** Explain the birth of Jesus
- **Attitude and values:** Helping and sacrificing for others in daily's life following Jesus's examples.

b. Materials: Bible, pictures about people helping others, film about Jesus.

c. Methodology:

Introduction

Ask questions about previous lesson "the magi came to worship Jesus"

Lesson delivery

Ask learners in group to observe picture in student's book and ask them to say what they see from it.

Learners answer question on activity 3.1

Answers to activity 3.1

On the picture there is a man carrying materials, behind him there is a woman carrying a baby. They look like refugees.

Help learners to read from the Bible in Matthew 2: 13-14. Give them the summary of the lesson "Jesus escaped to Egypt."

Answers to application activity 3.3.

1. Angel of the Lord.
2. In Egypt.
3. Herod.
4. Jealousy caused Herod to kill Jesus.
5. Selfishness provokes man to be Jealous to his neighbor.
6. Being righteous, promoting love, militating for justice.

NB: learners can give more answers on questions number 4, 5, and 6, help them to keep the right ones.

3.6.4. Jesus raised Lazarus from the dead (John 11:1-44)

a. specific objectives:

- **Knowledge:** briefly mention the life of Jesus on earth.
- **Skills:** Explain some of Jesus's miracles.
- **Attitude and values:** Helping and sacrificing for others following Jesus's examples.

b. Materials: Bible, pictures about people helping others, film about Jesus.

c. Methodology:

Introduction

Ask the learners about what the people do when someone dies and what they do for the dead one.

Lesson delivery

Ask the learners to make group and tell them to observe pictures and in student's book.

Ask them to answer application activity in student's book.

Answers to activity 3.4

1. People on picture have sorrow because someone died.
2. Sickness, losing yours (children, parents, brothers, friends...), losing your properties (houses, land, domestic animals...)
3. Being him, making him patient, comforting him, and helping him in some activities....

Help learners in group to read from the Bible (John 11:43-44), and help them to understand what is read.

Summarize the lesson "Jesus raised Lazarus from the dead."

Answers to assessments 3.4

1. Jesus raised Lazarus from the dead.
2. Taking him to hospital, praying for him and comforting him....
3. (Learners can share some issues then pray for them).

3.6.5. Jesus raised Jairus daughter from the dead (Matthew 9:18-26; Luke 40-56; Mark 5 : 21-43).

a. Specific objectives:

- **Knowledge:** briefly talk about Jesus's life on earth
- **Skills:** Explain some of Jesus's miracles
- **Attitude and values:** helping and sacrificing for others following Jesus's examples

b. Materials: Bible, pictures about people helping others, film about Jesus

c. Methodology:

Introduction

Ask learners questions about the previous lesson "Jesus raised Lazarus from the dead"

Lesson delivery

Put learners into group and ask them to observe picture in student book and ask them to answer questions to activity.

Answers to activity number 3.5

1. A young daughter laid on the bed, around there her parents.
2. Jesus was with three disciples.
3. Parents take him/her to hospital, call upon the pastor or priest to pray for him/her, take him/her to traditional practitioner...
4. No. some are healed, others are dead.

Help learners in group to read from the Bible (Matthew 9:18 -19; 23-26). Then summarize the lesson « Jesus raised Jairus's daughter from the dead»

Answers to application activity 3.5

1. His daughter was sick.
2. He knelt down for him
3. Yes. God helps his believers

3.6.6. Jesus cast out the demons (Matthew 8:28-34)

a. Specific objectives:

- **Knowledge:** Briefly talk about Jesus's life on earth
- **Skills:** Explain some of Jesus's miracles
- **Attitude and values:** helping and sacrificing for others following Jesus's examples

b. Materials: Bible, pictures about people helping others, film about Jesus

c. Methodology:

Introduction

Ask questions about previous lesson "Jesus raised Jairus's daughter from the dead".

Lesson delivery

Put learners into group and ask them to observe picture and ask them to answer questions in application activity 3.6

Answers to activity number 3.6

1. Those in destroyed clothes are like having mental problem and the one well dressed is Jesus and he has compassion upon them.
2. (may be some of learners have seen them others have not)
3. They have bad behaviors: clothes, works and words...
4. Yes, someone with mental problem can be healed.
5. We want them to be healed

Help learners in group to read from the Bible in Mathew 8:30-32, help them to understand what they have read.

Summarize the lesson "Jesus cast out the demon."

Answers to application activity 3.6

1. Bad spirits are against God.
2. Jesus commended them to go into the pigs that were nearby.
3. Demons, bad spirits, deceitful,
4. Demon possessed has bad behaviors, bad words to God, he does what is against the will of God, ...
5. Praying for him, and ask servant of God to pray for him...
6. To follow the will of God: praying, go to church.

3.6.7. Jesus healed the sick (Matthew 15:29-31)

a. Specific objectives:

- **Knowledge:** talk about Jesus's life on earth
- **Skills:** explain some of Jesus's miracle
- **Attitude and values:** helping and sacrificing for others following Jesus's examples.

b. Materials: Bible, pictures that show people helping others, Film about Jesus.

c. Methodology:

Introduction

Ask questions to the learners to revise the previous lesson "Jesus cast out the demons."

Lesson delivery

Learners in group answer questions to the activity 3.7

Answers to activity 3.7

1. Those who are lame, blind, deaf, dumb, and those who are suffering from malaria ... (learners can give more sickness)
2. They believe that he can heal them.

Help the learners in group to read from the Bible in Matthew 15:30-31), and help them to understand what they have read.

Summarize the lesson "Jesus healed the sick."

Answers to assessment 3.7

1. Jesus healed the sick he wants the people to have welfare.
2. They were amazed because they saw the sick healed though they were in bad condition.
3. They brought sick people to him and after healing they worshiped him.
4. He asks us to believe in Him and be willing from his power.

5. Helping him, praying for him, comforting him ... (Learners can give more answers. Help them to make the right ones)

3.6.8. Jew against Jesus (John 7:1, Luke 19:47)

a. Specific objectives:

- **Knowledge:** know the stories from the Bible related to man's redemption.
- **Skills:** explain the last time man's redemption
- **Attitude and values:** believe in Jesus and follow him as savior.

b. Material: Bible, pictures showing people helping others, Film about Jesus

c. Methodology

Introduction

Ask questions to learners to revise the previous lesson: "Jesus healed the sick."

Lesson delivery

Put learners into group and ask them to observe picture 3.8 and ask them to answer questions to activity 3.8.

Answers to questions 3.8

1. No, they are not happy.
2. They are pointing to Jesus.
3. When I commit mistake, when they are jealous of me. (Learners can give more answers.) Help learners in group to read from the Bible in Matthew 2:20 and Luke 19:47 help them to understand what they have read.

Summarize the lesson "Jew against Jesus."

Answers to application activity 3.8

1. They hated Jesus because of jealousy.
2. Participating peace activity group, praying, being honest... (Learners can give more answers but help them to keep the right ones.)
3. Helping him, comforting him when in problems, giving him advice ... (learners can give more answers.)

3.6.9. The passion of Jesus (Luke 22:47-53; Mark 14:43-50; John 18:2-11.

a. Specific objectives:

- **Knowledge:** know stories from the Bible related to man's redemption.
- **Skills:** explain the last time of man's redemption.
- **Attitude and values:** Believe in Jesus and follow him as a savior.

b. Materials: Bible, pictures showing people helping others, Film about Jesus.

c. Methodology:

Introduction

Ask questions that help learners to revise previous lesson "Jew against Jesus."

Lesson delivery

Put learners into group and ask them to observe picture, then after ask them to answer questions to activity 3.9

Answers to activity 3.9

A person kneeling down (Jesus) soldiers are beating him.

Help learners into group to read from the Bible in Matthew 26:67-68; John 19:1-3; Luke 23:23).

Help learners to understand clearly what they have read from the Bible then give the summary of the lesson.

Answers to application activity 3.9

- They were jealous to him.
- In order to save and deliver us from our sins.
- Believing in him, accepting Him, loving Him, praying him, and observe his prescriptions...

3.6.10. Death of Jesus (Matthew 27:45-56; Luke 23:44-48; John 19:28-30)

a. Specific objectives:

- **Knowledge:** know stories from Bible related to man's redemption.
- **Skills:** Explain the last time of man's redemption
- **Attitude and values:** believing in Jesus and follow him as savior

b. Material: Bible, pictures showing people helping others, Film about Jesus.

c. Methodology:

Introduction

Help learners to revise previous lesson (the passion of Jesus.)

Lesson delivery

Ask learners to observe and in group ask the questions about the picture

Answers to activity 3.10

1. On the picture there are three persons.
2. Jesus was crucified on the cross.
3. (Learners give more answers).

In group help them to read from the Bible in (Matthew 27:45-56).

Help them to understand what they have read from the bible and give the the summary of the lesson.

Answers to application 3.10

1. Jesus died because of our sins.
2. (Learners give more answers).
3. (Learners give more answers).
4. Loving Him and loving others, believing in him, willing from him ... (learners give more answers).

3.6.11. Resurrection of Jesus (Luke 24: 1-11, Matthew 28:1-15)

a. Specific objectives:

- **Knowledge:** Know the stories in the Bible about the human salvation
- **Skills:** Explain the last events of human salvation
- **Attitude and values:** Believing in Jesus and following Him as savior

b. Materials: Bible, pictures about tomb, Film about Jesus.

c. Methodology:

Introduction

Ask questions that help learners to revise the previous lesson (death of Jesus)

Lesson delivery

In group ask them to observe picture and ask them to answer questions to activity

Answers to activity 3.11

1. On picture there are two ladies and one angel.
2. Ladies are sad but angel is happy.
3. The ladies are wondering where Jesus has been put from the tomb but angel is telling them that he resurrected.

Help the in group to read from Bible in Matthew 28:5 -6. Then help them to understand what they read from the Bible and summarize the lesson.

Answers to assessment 3.11 (in student's book.)

1. The angel told the ladies that the crucified Jesus resurrected from the dead.
2. They went to see where Jesus was laid and he was not there
3. They had love and faith (learners can give more answers but help them to keep the right ones.)

3.6.12. Ascension of Jesus (Acts 1:6-11)

a. Specific objectives:

- **Knowledge:** Know the stories in the Bible about human salvation
- **Skills:** Explain the last event of human salvation
- **Attitude and values:** believing in Jesus and following Him as savior

b. Materials: Bible, pictures about tomb, Film about Jesus.

c. Methodology:

Introduction

Ask questions that help learners to revise the previous lesson (resurrection of Jesus) In group ask the learners to observe ask them to answer questions to activity 3.12

Answers to activity 3.12

1. On the picture there are twelve people.
2. He went onto heaven.
3. Jesus (they may know the story of Eliajah they may mention It. Receive all answers and move on.)
4. Help them reading from the Bible Acts 1:9-11. Help them understanding what they have read from the Bible and summarize the lesson.

Answers to application activity 3.12

1. Ascension of Jesus.
2. It means that Jesus will come back in his glory and will take into heaven his believers.
3. Believing in him.
4. Praying, repenting sins, believing.

Answers to End unit assessment

1. Jesus was born in Bethlehem.
2. Worshiping Him and presenting to Him special offering.
3. In Egypt.
4. Jealous.
5. Taking him to Hospital, praying for him, helping him... (learners may give more answers.)
6. Jairus went to Jesus because his daughter was sick and he wanted Jesus to heal her.
7. Praying for him, calling upon the pastor or the priest and ask him to pray for him.
8. (Learners may give more answers.)
9. (Learners may give more answers.)
10. In order to save and deliver us from our sin.
11. They told them that Jesus resurrected.

3.7. Additional activities

Questions:

1. When a woman is pregnant what is she waiting for?
2. Mention three other miracles that Jesus performed.
3. Who knew for the first time that Jesus resurrected?
4. Explain what a man can do to inherit eternal life.

Answers

1. Baby/child/ she is waiting for giving birth.
2. Change water into wine, walking on water, healing leprosy, bread multiplication...
3. Women went early morning on the seventh day (on Sunday they went to the Jesus tomb).
4. Confessing sin and believing in Jesus Christ as your king and savior.

3.8. Additional information

1. To help the learner to discover and have sense of innovation.
2. To encourage the learner working in team in order to help one another.
3. To vote for a learner who will lead others in group, to give him responsibility but group and leaders should be changing.
4. Small or big group should be with girls and boys, weak and strong so that they help one another.
5. Additional activities to weak and strong learners but weak ones should be of easy activities or they can be given more time.
6. Mixing easy with complex questions help learner to do more.)

UNIT

4

PEACE AND JUSTICE

4.1. Key Unit Competence

A learner will be able to show activities of love and humbleness in building peace of the heart.

4.2. Prerequisite

Knowledge about importance of peace within family and how it makes happiness in every day life.

4.3. Cross-cutting issues

Culture of peace, gender equality and equity, inclusive education, taking care of the environment.

4.4. Guidance to introductory activity

Help learner to read story about people who had conflict and later they asked each other for forgiveness and did reconciliation.

4.5. List of lessons

	Lesson title	Lessons objectives	Number of periods
1	Explanation of peace and justice	<ul style="list-style-type: none">– Knowledge: mention what that build inner peace into people– Skills: show the consequences of peace disturbance.– Attitude and values: do activities that promote peace everywhere	2

2	Conflict resolution (at home).	<ul style="list-style-type: none"> - Knowledge: mention what tha build inner peace into people - Skills: show importance of peace - Attitude and values: prevent inner peace disturbance into people 	2
3	Moral values that Promote peace and Justice	<ul style="list-style-type: none"> - Knowledge: mention what build inner peace into people - Skills: show importance of peace - Attitude and values: prevent inner peace disturbance into people 	2
4	Connection between peace and justice	<ul style="list-style-type: none"> - Knowledge: recite what can cause Inner peace disturbance - Skills: explain the connection between peace and justice - Attitude and values: prevent inner peace disturbance 	1
5	End unit assessment		1

4.6 Guidance to lesson

4.6.1. Explanation of peace and justice

a. Specific objectives:

- **Knowledge:** Mention what that build inner peace.
- **Skills:** show the consequence of peace disturbance.
- **Attitude and values:** do activities that promote peace everywhere

b. Material: Bible, pictures, film about peace and justice activities

c. Methodology:

Introduction

Have a conversation with learners in group and talk about peace in their respective and what happen where there is peace and where there is no peace.

Lesson delivery

Help the learners to read and understand the story from student books and ask them to answer questions about the story.

1. Who are main characters in this story?
2. What made kamali annoyed?
3. When you have conflict with you neighbor how do you solve it?
4. Who helped Kamali and Karabo to be united and live in peace?

Answers

1. Karabo and Kamari.
2. Because Karabo got much max than Kamari.
3. We do reconciliation ourselves or we ask a help from our friend to help in mediation.

Ask learners to observe picture. Ask them to answer questions about the picture..

1. Mention the differences between these persons.
2. Have you seen smilar people?
3. If some one offends you and doesn't ask for forgiveness what can you do?
4. What is justice?
5. What are activities that people can do to maintain peace?
6. What is correlation between justice and peace?

Answers

1. There are people in long dress (lawyers) sat and others people up standing.
2. Every learner will say if he had seen them.
3. I can report him.
4. Giving everyone what he has right on it.
5. Not being a problem to others and ask for forgiveness when I do wrong.

Then after give them the summary of the lesson

Answers to application activity 4.1

1. a) Peace b) God
2. Giving to everyone what he has right on it and on right time and fight against injustice.
3. In prayer

4.6.2. Conflict resolution

a. Specific objectives:

- **Knowledge:** Mention what build inner peace into people
- **Skills:** Show the importance of peace
- **Attitude and values:** Prevent all kinds of inner peace disturbance.

b. Material: Bible, picture of people in conflict, film about peace and justice activities.

c. Methodology:

Ask the learners questions about the previous lesson (definition of peace and justice)

Lesson delivery

In group ask them to observe pictures in the student book. After that you ask them to answer about the pictures.

1. What are people on first picture doing?
2. How are the people on the second picture?
3. Why do people fight?

Answers

1. They are fighting
2. A leader is making reconciliation between husband and wife at home.
3. People fight because of misunderstanding

Give them the summary of the lesson

Assessment

Answers to assessment number 4.2

1. Anger, grudge, gluttony, heart hardness, nepotism
2. Every learner shares his relationship with others and they handle their problems
3. Every learner shares his own observation.

Approaching to them, helping in reconciliation, asking them to ask for forgiveness one another.

4.6.3. Moral values related to peace and justice.

a. Specific objectives:

- **Knowledge:** Mention all that can disturb peace.
- **Skills:** Show the importance of peace.
- **Attitude and values:** Prevent all that can disturb inner peace in people.

b. Materials: Bible picture of people that are talking about peace and justice; husband and wife going to church service, film about peace and justice activities.

c. Methodology:

Introduction

Ask the learners questions about previous lesson (conflict resolution).

Lesson delivery

Ask learners in group to observe pictures in the student book and ask them to answer questions about them.

1. What are the people on first picture doing?
2. Does family on second picture have peace?
3. What shows that the family has peace?

Answers

1. A leader is addressing to his people about best thing of having peace.
2. Yes
3. Agreement, love, respect others

Summarize the lesson

Answers to assessment 4.3

1. a. God want us to be in peace.
b. Love our enemies
c. Love.
d. Truth.
e. Patience.
f. Forgiveness.
g. Have compassion Togetherness.
h. Impartiality.
i. Humility.
j. Respect.
k. No revenge.

2. All people (children, elderly, friends, our enemies) without any segregation.
3. Love, truth, patience. Compassion. Respect
4. by being honest, by being trustworthy, by being kind, by helping others.

4.6.4. Relationship between peace and justice

a. Specific objective:

- **Knowledge:** Outline obstacles of the inner peace
- **Skills:** Explain the connection between peace and justice.
- **Attitude and values:** Prevent anything that can disturb people's inner peace

b. Materials: Bible, picture of group of people talking about peace and justice, stories.

c. Methodology:

Introduction

Ask learners questions about definition of peace and justice.

Lesson delivery

Help learners to read story from student book and ask them to answer questions about the story.

1. What are students doing?
2. What caused player to beat the referee?
3. How could behave the student who beat the referee after the game?
4. What did the referee after he was beat and his shirt was destroyed?
5. How did teacher resolve the problem?

Answers

1. They are playing
2. Because his team was defeated

3. He could feel sorry of his wrong doing and ask for forgiveness.
4. He told to the teacher
5. He asked the student's parents to pay back the shirt and he asked the student to ask the referee for forgiveness.

Summarize the lesson and give them assessment

Answers to application activity 4.4

1. Not being problem maker, being honest etc. (they can give more answers).
2. There is peace when there is justice.
3. They give more answers. Some of them are. Being honest, having the truth, praying God, respecting others

Answers to End Unit assessment 4.5

1. From God.
2. Giving everyone what he has right to and in the right time.
3. Anger, grudge, gluttony, heat hardness, nepotism etc.
4. Having moral values (love, truth, patience, forgiveness, having compassion, impartiality, ...)
5. (every learner gives his own answer)
6. I can help them to reconcile.
7. Young people, elders, and also our enemies
8. Love, truth, patience, forgiveness, compassion.
9. I can promote moral values by, having truth, being honest, respecting others, not backbiting others and not being greedy

4.7. Additional activities

Questions:

1. What stops people from being honest?
2. What can I do so that you may not have conflict with your neighbors?
3. In group make a role play to show the consequences of activity that disturb peace and justice, in people's life, at home and within the country.

Answers:

1. Self-love, fear, obedience without conscience... (They can give more answers).
2. Avoid making someone uncomfortable, listening to everyone ... (they can give more answers).
3. (They make more role plays).

4.8. Additional information

1. To help the learner to discover and have sense of innovation.
2. To encourage the learner working ingroups in order to help one another.
3. To vote for a learner who will lead others in group, to give him responsibility but group and leaders should be changing.
4. Small or big group should be with girls and boys, weak and strong so that they help one another.
5. Additional activities to weak and strong learners but weak ones should be of easy exercise or they can be given more time.
6. Mixing easy with complex questions help learner to do more.

SECTION 2: ISLAMIC RELIGIOUS STUDIES

UNIT

1

THE PILLARS OF ISLAMIC FAITH

1.1. Key Unit Competences

The student will be able to respect, worship only Allah

1.2. Prerequisite:

1.3. Cross cutting issues:

Culture and peace education: To learn the pillars of Islamic faith which guide them to embrace the culture of peace based on Allah's call to live and work for peace.

Environment and sustainability: To learn the pillars of Islamic faith, which will guide pupils to know that Allah will judge everyone depending on his/her actions, and be encouraged to take more care of environment because destroying environment is a sin punishable by Allah.

1.4. Guidance to the Introductory Activity

Introductory activity using relevant photos which guide pupils to express their knowledge about Islamic faith.

1.5. List of Lessons

	Lesson title	Lessons objectives	Number of periods
1	Six Pillars of Islamic Faith	Respect the rule of reading the Qur'an Recite Short chapters of Qur'an Memorize and explain short chapters of the Qur'an	

2	The God that is worthy to worship is Allah the creator of the universe	Explain the advantages of memorizing and reading the Qur'an Memorizing and reading chapters of the Qur'an	
3	The Angels of God	Believing in God all the time. Abiding by God's	
4	Attributes of Allah	commandments as stated in the Qur'an	

1.6 Lessons

1.5.1 Six Pillars of Islamic Faith.

- a. **Specific objective:** By the help of examples and God's words written in the Holy Qur'an plus the words of Prophet Muhammad (Peace be upon Him), the pupil will be able to recite without hesitation the six pillars of Islam.
- b. **Materials:** Qur'an. other religious Books which contain the content about islamic pillars of faith.
- c. **Lesson Revision**

Teacher's Activity	Learner's Activity
<ul style="list-style-type: none"> - Show pupils some examples from the Qur'an and find out whether they understand something about Allah 	<ul style="list-style-type: none"> - Observe the photos. - Discuss what you see on the photos - In groups, answer the questions.....???
<ul style="list-style-type: none"> - Ask learners what they understand about the pillars of Islam 	

1.5.2 Six Pillars of Islam.

- a. Specific Objective:** By the help of examples and God's words written in the Holy Qur'an plus the words of Prophet Muhammad (Peace be upon Him), the pupil will be able to recite without hesitation the six pillars of Islam
- b. Teaching and Learning Resources:** Photos, God's word as found in Qur'an and God's Prophet Muhammad (iia) plus other books concerning Islamic faith.
- c. Methodology:**

Introduction: Talk to pupils about God's creation, ask them to list the origin of all living and non-living things.

Ask the pupils about the end of all creation and find out their ideas of how long God's creations will live. Frame the question around the deceased people known to some pupils. Ask the pupils their thoughts about the deceased.

Teacher's Activity	Learner's Activity
<p>Divide the pupils into six groups that correspond to the six pillars of Islamic faith, and read to them some guidelines to follow.</p> <p>Distribute to each group a paper bearing one different pillar of Islamic faith; guide them to discuss the names and responsibilities of Angels.</p> <p>-Follow up the pupils in their groups to ensure that they are able to follow the instructions.</p>	<p>Pupils will form groups and chose a leader among them and follow the instructions given</p> <p>During their group discussions, each group will discuss about one pillar given to them and share ideas about the names and responsibilities of the Angels</p> <p>Each group will have one representative go in front and explain to the rest and later allow them time to pose some questions.</p>

Request the pupils to share their work within their groups

Closely follow the pupils in their groups and help them come out with better answers than what they had discussed in their groups.

Pupils will follow corrections done by the teacher and write some notes in their exercise books.

Pupils will answer revision questions.

Answers to the End Unit assessment

- The faith that is required is that of heart, uttered by tongue and all the body parts through the acts of obedience of Allah's Commandments.
- The six pillars of Islamic faith are:
 - Believe in Allah
 - Believe in Angels of Allah
 - Believe in the books of Allah
 - Believe in the prophets
 - Believe in the day of judgement
 - Believe in Allah's predetermination

UNIT

2

MEMORISING AND EXPLAINING THE CHAPTERS.

2.1. Key Unit Competence

The pupil will be able to memorize the six chapters.

2.2. Basic Competences

Cooperation, social life and daily life skills.

2.3. Cross-cutting issues

Culture and Peace Education: After studying the Chapter called Humaza (The backbiter), the pupils will develop the culture of peace and leave in harmony with their friends by avoiding backbiting because it is a sin before Allah.

Financial Education: After studying the chapter about Takathur (greed), and understanding the punishment meant for the greedy, pupils will embrace financial education which will make them understand the importance of managing well their property and that of their friends too.

2.4. Guidance to the introduction activity

Find out from the pupils whether they have memorized any chapters from the Qur'an. Ask them the importance of memorizing some chapters from the Qur'an in their lives as Moslem. After hearing their responses, help them know which chapters Moslem can memorize to help them in their daily lives and how important it is to repeat the chapters because Allah rewards those who do it.

2.5 List of lessons

Lessons	Lesson objective
1. Reading Chapter Al-Humazat.	Repeatedly reading the Qur'an and memorizing some chapters
2. Trusting in Allah all the time.	Reading Chapter Al-As'r
3. Reading Chapter at Takathuru.	Explaining the short chapters of the
4. Reading Chapter Al Qari'at.	Qur'an of the after memorizing them
5. Reading Chapter Al Adiyaati	Reciting some short chapters from the memory
	Reciting the Qur'an by following the reciting rules
	Analyzing the importance of reciting the chapters from the Qur'an

2.5.1: Reading Chapter Al-Humazat.

- a. **Specific Objective:** By using texts written in Arabic and chapter al-Humazat, a pupil will be able to properly read chapter al-Humazat and explain its meaning.
- b. **Teaching and Learning Resources:** Extracted texts from chapter al-Humazat, in the Holy Qur'an.
- c. **Methodology:**

Introduction:

Distribute Qur'an to pupils, ask them to open chapter (104), and to name the chapter.

Lesson Delivery:

Teacher's Activity	Pupil's Activity
<p>Sit the pupils into groups of two, ask them to open Qur'an Chapter (104).</p> <p>Sit in a position where all the the pupils are able to see and hear you when reading the chapter.</p> <p>Read for the pupils and ask them to repeat after you line by line</p> <p>Make the pupils to repeat several times; let them do it in pairs or a group of three.</p> <p>Request the pupils to recite in pairs and to correct each other in case one makes an error.</p> <p>Keenly follow how the pupils support each other in reciting and try to support those who are still struggling. Give special support to those still struggling.</p> <p>Request one pupil to loudly recite for the class and try to repeat and correct where the pupil did not recite correctly.</p> <p>Tell the pupils the meaning of chapter al-Humazat and ask them what it teaches them.</p>	<p>Repeatedly reading the Qur'an and memorizing some chapters</p> <p>Reading Chapter Al-As'r</p> <p>Explaining the short chapters of the Qur'an of the after memorizing them</p> <p>Reciting some short chapters from the memory</p> <p>Reciting the Qur'an by following the reciting rules</p> <p>Analyzing the importance of reciting the chapters from the Qur'an</p> <p>Learners sit in groups of two and open the Qur'an chapter (104).</p> <p>Learners will attentively listen to the teacher's lesson.</p> <p>Learners will recite what the teacher has read to them line by line by imitating the teacher</p> <p>Learners will be asked to recite in turns depending on the teacher's wishes.</p>

In turns a pair of pupils will support each other in reciting until each one does it better.

Pupils who have not mastered reciting, will seek the help from the teacher.

In turns, pupils are asked to loudly recite for the class, later the teacher will recite for the whole class.

Pupils will be guided to follow the explanation from chapter al-Humazat and learn from it the importance of avoiding vices of backbiting and greed which could hinder them from praying to Allah because those who commit these sins will be put into hell called Hutwamat.

Application activity 2.1

Responses to application activity 2.1

1. Chapter al-Humazat strongly warns us from backbiting and becoming greedy, and teaches us how to avoid them.
2. Chapter al-Humazat teaches about how those who backbite others and are greedy, Allah will condemn them to hell called Hutwamat. Those, whom Allah has condemned to hell, will have their hands tied on a long tree so that they are not able to escape.
3. Follow how pupils are reciting.

2.5.2: Reciting chapter Al-As'r.

- a. Specific objective:** By using an Arabic text not necessarily from the Holy Qur'an plus the explanations from chapter al-Asr, the pupil will be able to recite well chapter al-Asr and to state the message from the **chapter**.
- b. Teaching and Learning Resources:** Extracted texts from chapter al-Asr, in the Holy Qur'an.
- c. Lesson delivery:**

Introduction:

Start by distributing Qur'an to pupils and ask them to chapter (103), ask them which chapter is found there.

Lesson Delivery:

Lessons	Lesson objective
Divide pupils into group of two, each group should have a Qur'an, ask them to open chapter (103)	Pupils sit in group of twos and open chapter (103) in the Qur'an.
Sit in a position where all the pupils are able to see and hear you when reading the chapter.	In silence, pupils will follow the teacher
Repeatedly read to the pupils, verse by verse, ask them to repeat after you, they can read in group of two or three pupils.	Pupils should read by imitating the example of how the teacher reads the verse.
Ask each pupil to recite to each other in their group of two and try to correct each other where necessary. They should do it in turns.	Pupils will be asked to read for their colleagues who will be listening attentively.

Follow how the pupils support each other in reciting and find out those who have not yet mastered reciting and support them in reciting in a special way.

Help the pupils by telling them the meaning of chapter al-Asr and help them state the message gained from the chapter.

Pupils will read and listen to each other in turns and correct each other when necessary

Pupils will go on helping each other to recite, those who have not yet mastered it, will in a special way be supported by the teacher.

A teacher will pick a pupil to recite loudly as others follow, and later follow suit.

Pupils will properly follow the meaning of chapter al-Asr, and follow the teaching of how-to do-good deeds, to have true counsels and counsels of perseverance

Application activity 2.2

Responses to application activity 2.2

1. This chapter shows that all the people are in loss except:
 - Those who believe in Allah and do good deeds.
 - Those who counsel each other in truth
 - Those who support each other through perseverance.
2. Listening to pupils reading and explaining chapter al-Asr

2.5.3 Reciting chapter at Takathuru.

- a. **Specific Objective:** By using an Arabic text not necessarily from the Holy Qur'an plus the explanations from chapter al Takathuru, the pupil will be able to recite well chapter al Takathuru and to state the message from the chapter
- b. **Teaching and Learning Objectives: Extracted texts from chapter al-Takathuru, in the Holy Qur'an.**
- c. **Teaching Method:**

Introduction:

Start by distributing Qur'an to pupils and ask them to recite chapter (102), ask them which chapter is found there.

Lesson Delivery

Teacher's Activity	Learner's Activity
Sit the pupils in the groups of two each, let them use the Qur'an and open chapter (102)	Pupils sit in groups of two each and open the Qur'an chapter (102)
Sit in a position where each pupil will be able to see and hear you. Recite the whole chapter to attentive pupils.	Pupils will silently listen to the teacher's lesson
Read to the pupils and ask them to repeat after you.	While seated, pupils will repeat how the teacher recites the chapter line by line.
Ask the pupils to read the chapter more than once; ask them to recite in groups of two or three.	The teacher will call upon different pupils to recite in turns while others are silent
Ask the pupils to sit in pairs, ask one pupil to read while the other is attentively listening and correcting where necessary. They should do it in turns.	Pupils will support and correct each other in reading the chapter.

Follow the pupils as they support each other in reading and identify the ones who have not mastered it and help them in reciting better.

Ask one pupil to read loudly while others are listening; correct them where they do not recite well, recite for them at the end

Tell the pupils the meaning of chapter al Takathura, and ask them what message they have got from it.

Pupils will continue to support each other in reading; the teacher will offer special help those who have not mastered reciting well.

The teacher will pick one pupil to read loudly while others are listening, later they all follow when the teacher is reciting.

Pupils will follow the message of the Chapter al Takathuru then get the message which reminds them not to be greedy and forget to pray to Allah who protects them from perishing in

Jahanam where those who overlook Allah.

Application activity 2.3

Responses to application activity 2.3

1. It is stated in chapter six: « surely, you will see the hell »
2. Allah warns people about being taken by focusing on gathering wealth until they enter into their graves, and Allah tells people to avoid that.
3. Follow how the pupils read the chapter al takathur.

2.5.4: Reading Chapter Al Qari'at.

- a. Specific objective:** By using an Arabic text not necessarily from the Holy Qur'an plus the explanations from chapter al Qari'at, the pupil will be able to recite well chapter al Al Qari'at and to state the message from the chapter.
- b. Teaching and Learning Resources:** Extracted texts from chapter al-qari'at, in the Holy Qur'an.

Lesson Delivery:

Introduction:

Start by distributing Qur'an to pupils and ask them to recite chapter (101), ask them which chapter is found there

Lesson Delivery

Teacher's Activity	Learner's Activity
<p>Sit with the pupils in groups of two with the Qur'an, ask them to open chapter (101). Sit in front of pupils where they can all see and hear you read the whole chapter. Pupils should listen to you in silence.</p> <p>Read for pupils and ask them to repeat after you line by line</p> <p>Ask the pupils to repeat several times.</p> <p>You can ask two or three pupils to repeat.</p> <p>Ask the pupils in a group of two to read in turns.</p> <p>Let the one listening try to correct the one reading in case there is an error in reading.</p> <p>Follow the way the pupils are supporting each other in reading and identify and give some special support to those who are still struggling to read</p>	<p>Pupils sit in groups of two each and open the Qur'an chapter (101)</p> <p>Pupils will silently listen to the teacher's lesson</p> <p>While seated, pupils will repeat how the teacher recites the chapter line by line.</p> <p>The teacher will call upon different pupils to recite in turns while others are silent</p> <p>Pupils will continue to support each other in reading; the teacher will offer special help those who have not mastered reciting well.</p> <p>The teacher will pick one pupil to read loudly while others are listening, later they all follow when the teacher is reciting.</p>

Ask one pupil to read loudly while others are listening and correct him/her where there is an error in reading

Tell the pupils the meaning of chapter

Al Qari'at and ask them to say the message they have learnt from it.

Pupils will follow the message of chapter Al Qari'at and get the message of how they should increase the deeds that will make Allah save them from the hell of Haawiyah.

Application activity 2.4

Responses to application activity 2.4

This chapter talks about the punishment of hell called Haawiyah which will be the dwelling place for those whose deeds will be less than those whose deeds will be good.

Among the miracles that will happen on the judgement day, is the way people will be scattered over the mountains like butterflies, and mountains become light like flying cotton.

Follow how pupils are reading chapter AL Qari'at.

2.5.5: Reading Chapter Al Adiyaati.

- a. Specific Objective:** By using an Arabic text not necessarily from the Holy Qur'an plus the explanations from chapter al Adiyaati, the pupil will be able to recite well chapter Al Adiyaati and to state the message from the chapter.
- b. Teaching and Learning Resources:** Extracted texts from chapter al Adiyaati, in the Holy Qur'an.
- c. Lesson Delivery:**

Introduction:

Start by distributing Qur'an to pupils and ask them to recite chapter (100), ask them which chapter is found there.

Teacher's Activity

Put the pupils in groups of two; ask them to open the Qur'an chapter (100).

Sit in front of the pupils in a position where every pupil will be able to see and hear you as you read the whole chapter. Pupils should be seated and in silence.

Read for the pupils and ask them to repeat after you line by line.

Ask the pupils to repeat reading more than once. You can ask two or three pupils to do it.

Request pupils seated in their groups to read and correct to each other in case one does not read well.

Follow how the pupils are supporting each other to read and identify those who have not mastered to read well and

give them special help.

Request a pupil to read loudly while others follow and correct the part where he does not read properly. Lastly read for them.

Tell the pupils the meaning of chapter Al Adiyaati and ask them to state the message they have got from it.

Learner's Activity

Pupils sit together in groups of two and open the Qur'an chapter (100)

In silence, pupils will listen carefully to the recitation of the teacher.

In their position's pupils will repeat line by line the example of the teacher's recitation

Pupils will repeat, and the teacher will ask some to recite while others listen to them.

In turns, pupils will support each other in reciting and correcting one another until all are able to read well.

Pupils will continue to support each

other to recite, those who have not mastered reading well, will ask for special support from their teacher.

A pupil will be requested to recite loudly, others follow suit. Later they will all imitate their teacher.

Pupils will properly follow the explanation of chapter Al Adiyaati so that they can pick the lesson of how to avoid bad deeds of not appreciating and greed

Application activity 2.5

Responses to application activity: 2.5

1. In this chapter Allah sworn by the horses from first verse up to verse No 5 as follows:

By Horses running in crowds knocking down their legs and igniting the sparks, and by the horses that raid the attack very early in the morning raising dust, and invent the army of enemy.

After this oath, Allah wants to affirm that man is ungrateful to Him and that he is greedier and the man bears witness to that.

2.6. End unit assessment 2

1. Listen to how pupils read the verses and how the message corresponds to the verses.
2. Explanations of Al-Asr is:

In Allah's name, the Merciful, the Gracious.

- I swear by time,
- In truth, a person is at loss,
- Only those who accepted good deeds, and have right advice and have courage of perseverance.

Those whom Allah says that are not at loss are:

- Those who believe in Allah and perform good deeds.
- Those who encourage right advise
- Those who encourage patience.

3. Chapter Al Qariat verses 6-7 states that those with good deeds will be better than those with bad deeds and will inherit the life full of happiness. Verses 8-9 states that those whose bad deeds will be greater than good deeds will go to hell called Haawiyah.

UNIT

3

TRADITIONS OF PROPHET MUHAMMAD AND OPTIONAL PRAYERS (SUNNAT)]

3.1. Key Unit competence

The pupil will be able to be a role model and invite others for prayer.

3.2. Prerequisite

Cooperation, living in harmony with others and life skills in daily lives. Working in groups makes pupils put together their energy.

3.3. Cross cutting issues:

Peace and Values Education: Learn the traditions of the prophets and performing prayer will help pupils to have good culture of peace and to live in harmony with others and learn about the righteous life of Allah's prophet Muhammad (peace be upon him) and understand that the importance of prayer is to help people leave bad deeds and do good deeds.

Environment and sustainability: To learn the traditions of Allah's prophet

will help pupils conserve the environment because they will understand how Allah's prophet lived in harmony with Allah's creation.

3.4. Introductory Activity

Brainstorming by use of pictures/photos that can help pupils to show what they know about the traditions of prophet Muhammad (peace be upon him) and other issues concerning the optional prayer.

3.5. List of lessons

	Lesson tittle	Objectives of the lesson
1	Additional prayers before and after obligation prayer	To explain basic regulations of prayer Mention additional rules of prayer
2	Two calls (adhana and iqamat) of prayers	Follow the rules of prayer
3	Allah's punishment of people who ignore prayers (swalat).	Reminding nullifies of prayer and their consequences in the life of a Muslim
4	Dhuma prayer and it's rules	Attending djuma prayer and call other people to prayer
5	Responsibilities of parents concerning prayers	

3.6. Guidance to Lessons

3.6.1. Optional prayers before and after performing obligation prayer.

- a. **Specific objective:** Using photos and Allah's word from the Holy book Qur'an and Allah's prophet (peace be upon him), the pupil is able to recite with out hesitation the six pillars of Islamic faith.
- b. **Teaching and Learning resources:** Photos, Allah's word from the holy book Qur'an and Allah's prophet Muhammad (peace be upon him) and other books that contain Islamic faith.
- c. **Methodology:**

Introduction:

Show to pupils pictures of people praying and ask them the type of appendices prayer that they know.

Lesson delivery

Teacher's Activity	Learner's Activity
<p>Place pupils into five groups which are equivalent to five obligatory prayers and give them instruction to be followed.</p> <p>Tell each group the prayer which they will discuss, give them a paper written on the prayers done before and after the prayer in each group</p> <p>Tell the pupils to converse about what you gave them and move around explaining to each group.</p> <p>Request the pupils to go in front and explain to others what they have been doing in their groups.</p> <p>Put together what has been done by pupils and explain to them for better understanding.</p> <p>Inform the pupils that besides those prayers recited when one enters the mosque, there are other appendices prayer which the prophet of Allah gave to Moslem for them to recite depending on reason and time like eclipse of he suns and drought.</p> <p>The prophet of Allah encourages Moslem to work depending on a given reason like eclipse of the sun, drought, when you enter the mosque.</p> <p>Help the pupils to remember and to hold together the lesson.</p>	<p>Pupils will join groups made by their teacher and follow teacher's instructions. After the pupils have heard the about the prayer they will recite, they will observe prayers recited before and after</p> <p>In groups, pupils will talk about what was given to them and listen to to some explanations from the teacher.</p> <p>In groups pupils will convers about what they have been given by their teacher.</p> <p>A group will go forward and explain to the rest what they did, this will be done by other groups, after which there will be a session of questions.</p> <p>Pupils will follow the teacher.</p> <p>Pupils will listen and know that their appendices prayer which are recited according to a given reason</p> <p>Pupils have to be attentive and to understand that there are appendices prayer which are cited depending on on a reason and time like eclipse of the sun and drought. They will write in their exercise books.</p>

Application activities 3.1

Responses to application activities 3.1

1. Optional prayers before and after obligation prayer

No	compulsory Prayer	units (rakat) of prayer	Additional prayer before	Additional prayer after
1	Al Faj'ri	2	2	-
2	Adhuhuri	4	2+2	2
3	Al Asri	4	2+2	-
4	Al Magh'rib	3	2	2
5	Al Isha	4	2	2

2. The second type of optional prayers: are prayers that are performed occasionally depending on the specific situation and unusual periods of time such as time of eclipse, shortage of rain.

Examples:

- Al Kusufi (prayer of eclipse).
- Is'tis'qau (prayer for rain during long period).
- Tarawehe (optional prayers muslims perform during nights of holly months of ramadwan).
- Tahajudi (optional prayers muslims perform in the last part of night after waking up from sleep).
- Witri (optional prayer muslims perform at night before sleeping)
- Sunatu Dwuha (optional prayer of sunset).
- Atahiyatul Masjid (optional prayer of greeting the mosque)
- Istikharat (optional prayer of seeking guidance from Allah to make the best choice). Etc....

3.6.2: Two calls of prayer (Adhana and iqamat).

- a. **Specific objective:** with the help of audio sound of two calls of prayer, and notes of two calls of prayer,

student will be able to recite the two calls aiming at calling people for prayers

b. Teaching aids: audio sounds of two calls of prayer

Lesson delivery:

- Ask learners questions about prayers and what alert them to the time of prayer
- Ask learners to differentiate the two calls of prayers.

Introduction

Lesson delivery:

Teacher's activity	Pupil's activity
<p>Sit the pupils in a form of a circle and ask them to listen to you attentively.</p> <p>Switch on the radio and play the call to prayer (adhana) voice from the start to the end.</p> <p>Give to pupils the writings about the call to prayer (adhana) and the explanations, and play the voice of call to prayer for pupils to listen to as they follow it on the papers which they have.</p> <p>Switch off the radio and ask the pupils to repeat the call to prayer (adhana).</p> <p>Follow the same steps used to teach about call to prayer (adhana) to teach about how c (iqamat) is said.</p> <p>Help pupils to recall and summarize the entire lesson.</p>	<p>Pupils sit in circle form and listen the teacher attentively.</p> <p>They will listen to how the call to prayer (adhana) is recited from the start to the end.</p> <p>Pupils will follow by listening and observing words cited in call to prayer (adhana) and watch its explanations.</p> <p>Pupils will try to repeat the words from call to prayer (adhana) and say its explanation.</p> <p>Pupils will accomplish what the teacher wants them to do.</p> <p>Pupils will answer revision questions.</p>

Application activity 3.2

Answers to the application activity 3.2

Words used in first call of prayer (dhana): "Allahu ak'bar: allah is great (*4), ash'hadu an la ilaha ila llahu: I testify that there is God to be worshiped except Allah (*2), ash'hadu ana muhamada rasulu llah: I testify that muhammad is the prophet of Allah(*2) haya ala swalat:come for prayer(*2), haya alal falah: come for victory(*2) allahu ak'bar - allahu ak'bar, la ilaha ila llah: Allah is great (*2) there is no God to be worshiped except Allah."

Note: for morning prayer (alfadjir) after haya ala swalat we add swalatu khayiru mina nawumi: prayer is better than sleep (*2)

The second call of prayer (Iqamat) is the call that alert the beginning of prayer such that muslims stand up and start to pray.

Words used the second call: "Allahu ak'bar: Allah is great (*2), ash'hadu an la ilaha ila llahu: I testify that there is God to be worshiped except Allah (*1), ash'hadu ana muhamada rasulu llah: I testify that muhammad is the prophet of Allah(*1) haya ala swalat:come for prayer(*1), haya alal falah: come for victory(*1) qad qamat swalat: its time for prayer (*2) allahu ak'bar - allahu ak'bar:, Allah is great (*2) la ilaha ila llah: there is no God to be worshiped except Allah."

3.6.3 Punishments that Allah prepared for people who ignore prayers.

- a. **Specific objective:** using the verses that talk about people who ignore prayers and punishments that Allah prepared for them with prophetic teachings about that student will be able to warn others and call them up to attend prayers regularly to avoid Allah's prayers.
- b. **Teaching aid:** Qur'an, hadith(teachings) of the prophet peace be upon him
- c. **Lesson delivery:**

Introduction:

Ask students the importance and consequences of prayers.

Lesson Delivery:

Teacher's activity	Pupil's activity
<p>Seat with pupils in a form of circle sitting arrangement and then ask learners to pay attention to the explanation.</p> <p>Ask learners to mention some reasons that stop people from attending prayers .</p> <p>Show the pupils pictures of hellfire Read for them the verses Qur'an 19: 59, Qur'an 107: 4-5 and ask them to comment about them.</p> <p>Narrate to learners the hadith of prophet Muhammad where he said "the deference between Muslims and non Muslim is prayer" the ask them to mention lesson learn from the hadith.</p> <p>Ask learners what they are going to do after learning the punishments of ignoring prayer.</p> <p>Help learners to review and compile the main ideas gathered from discussion.</p>	<p>Pupils sit with the teacher silently and listen to the teacher's explanations attentively.</p> <p>Pupils try to mention the reasons that stop people from attending the prayers.</p> <p>Learners listen attentively to the verses of Quran in which Allah declared the punishments for the people who ignore prayers</p> <p>Pupils listen attentively to the hadith of prophet peace be upon him about the difference between Muslim and non Muslim and draw from it</p> <p>Pupils after learning the punishments for people who ignore prayers are expected to attend prayers regularly and call others to attend prayers regularly</p>

Application 3.3

Answers to the application activity 3.3

Allah says: 4.the great punishments will to those who pray, 5. those how pray carelessly (not praying on the specific times of prayers) Qur'an 107: 4-5

Besides this great punishment prepared for them, the prophet of Allah said that the deference between us and non Muslims is prayers (swalaat) so the person who ignore prayers becomes infidel and will be punished like other infidels.

3.6.4. Friday (djuma) prayer.

- a. Specific objective:** using the Quranic verses and teachings of prophet of Allah learners will be able to attend and follow the rules of djuma prayer.
- b. Teaching aids:** Qur'an, and hadiths of prophet of Allah, Muhammad peace be upon him.
- c. Lesson delivery:**

Introduction:

Show the picture to students and ask them some questions about Friday prayer to see whether they know anything about it.

Teacher's activity	Pupil's activity
Sit with pupils in a form of cycle sitting arrangement ask them to pay attention to your explanation.	Pupils sit with the teacher and pay attention
Show the pupils picture of people praying in congregation then ask pupils to list the types of prayer that Muslims pray in congregation.	Pupils try to mention types of prayer where Muslims pray in big congregation.
Recite for pupils the verse of Qur'an 62-9-10, translate it and ask pupils to draw lessons from it.	Pupils listen attentively to the recitation and translation of the verse of Qur'an and learn from it that Allah ordered people to stop all activities and head to the mosques once they hear the call alerting the Friday prayer time
Give the opportunity of reading the rules of Friday prayer to students and you explain for them where necessary.	Pupils read one after one the rules of Friday prayer and try to explain them
Pupils sit with the teacher and pay attention	Students copy in their books the notes about the rules of Friday prayer

Pupils try to mention types of prayer where Muslims pray in big congregation.

Pupils listen attentively to the recitation and translation of the verse of Qur'an and learn from it that Allah ordered people to stop all activities and head to the mosques once they hear the call alerting the Friday prayer time

Pupils read one after one the rules of Friday prayer and try to explain them

They answer review questions of the lesson and compile the main points

Application activity 3.4

Answers to application activity 3.4

The first and great rule of congregational Friday prayer is stated in the holy Qur'an where Allah says:

"oh, you who believe when the call is made for congregation of Friday prayer then proceed for remembrance of Allah and drop all business that is better for you if you only knew" Qur'an: 62-9-10.

Other rules include:

- Take bath, teeth brush and apply perfume for men.
- Reach to mosque early.
- Perform the optional prayer of two unites before the preacher's arrival on palpatate.
- Settle and avoid any distraction while the preacher is delivering the surmon.
- frequent wishing of peace and blessings for the prophet Muhammad peace be upon him on the day of Friday.
- Drop all activities immediately once you hear the call (Adhana).
- Its good for Muslim to recite the chapter 18 (the cave) before or even after Friday prayer

- Do a lot of supplications in order to meet the special time of Allah’s acceptance of supplications as prophet of Allah said that during that specific time any supplication made by Allah’s servants is responded.
- Its prohibited for Muslims stepping over other to go and seat in front lines

3.6.5. Responsibilities of parents concerning prayers (swalat).

- Specific objective:** using the Qranic verses and sayings of prophet of Allah learners will learn the responsibilities of parents concerning the prayers and share them with his or her parents, will also improve the amount of respect they give to the parents after learning that what parents ask them it is out of responsibilities given to them by Allah.
- Teaching aids:** Qur’an and hadiths of prophet of Allah Muhammad peace be upon him.

Lesson delivery:

Introduction:

Show the picture to learners and ask the what their parents do to motivate them to perform prayers.

Lesson delivery:

Teacher’s activity	Pupil’s activity
<p>Put the students in groups and ask them to discuss the responsibilities of parents about prayers starting from what they see at their respective homes.</p> <p>Move around the groups following up what they are doing and support where needed.</p>	<p>In groups learners share ideas about responsibilities of parents about prayers</p> <p>Students ask teacher for whenever they encounter any hardship Group representatives present their work to all students and</p>

Ask group representatives their findings to others and.

Teacher Read for the students the verse of Qur'an 20: 132 and Hadith of prophet of Allah and ask learners to list the responsibilities of parents the prayers out of the verse and hadith read by the teacher

Help learners to review and compile the main points

After listening carefully to the teachers explanations of quranic verse and hadith of the prophet learners will draw from it lessons that parents have responsibility of ensuring that everyone attends to prayers as they also have to stick on prayers, they also have to start reminding their kids at age of seven and when they are ten years old reinforce them with some punishments once they ignore prayers

Learners review and compile main points with teacher

Application activity 3.5

Answers to the application activities 3.5

in the holly Qur'an 20: 132 Allah says "and enjoin your people at home to perform prayers and patiently adhere to it, we ask you no sustenance, but we sustain you and good ending will be for those how fear Allah"

3.7 End unit assessment.

There are two types of optional prayer: Additional prayers have two parts: the additional prayers performed before and after obligation prayer and optional prayers performed occasionally depending on a certain situation of specific time such as prayer of eclipse and prayer of rain.

Both calls of prayer Adhana and Iqaamat are recited in the same manner, the only difference is in iqamat where you add qad qamat swalat(*2) after hay aalal falah when it is exactly the time of prayer and then continue up to the end, its important to note that what is said in adhan four times in iqamat it is said twice, and what is said twice in adhan its said only once in iqamat.

The Quranic verses that talk about punishments of people who ignore prayers include:

- Allah says in holy Qu'ran« but they were succeeded by generation who ignored the prayers and followed the their appetites, they will meet perdition” Qur'an 19: 59.
- The great punishments will to those who pray, 5. those how pray carelessly (not praying on the specific times of prayers) Qur'an 107: 4-5
- “oh, you who believe when the call is made for congregation of Friday prayer then proceed for remembrance of Allah and drop all business that is better for you if you only knew” Qur'an: 62-9-10

Other rules include:

1. Take bath, teeth brush and apply perfume for men.
2. reach to mosque early.
3. Perform the optional prayer of two unites before the preacher's arrival on palpatate.
4. Settle and avoid any distraction while the preacher is delivering the sermon.
5. Frequent wishing of peace and blessings for the prophet Muhammad peace be upon him on the day of Friday.
6. Drop all activities immediately once you hear the call (Adhana).
7. Its good for Muslim to recite the chapter 18 (the cave) before or even after Friday prayer
8. Do a lot of supplications in order to meet the special time of Allah's acceptance of supplications as prophet of Allah said that during that specific time any supplication made by Allah's servants is responded.
9. Its prohibited for Muslims steeping over other to go and seat in front lines

3.8 The summary of unit 3

The unity teaches about the optional prayers which include the additional prayers before and after obligation prayers and the optional prayers that are performed depending on certain reason and specific time.

3.9 Addition knowledge for the teacher:

Optional prayers and other optional deeds are not obligatory, a Muslim who does that gets rewards from Allah but there are no punishments for the one who did not do that.

3.10 Addition activity:

1. Does a Muslim who fails to do optional deeds of worship gets punishments from Allah?

NO, a Muslim who does that gets rewards from Allah but there is no punishments for the one who did not do that.

UNIT

4

VALUES OF PROPHETS BEFORE MUHAMMAD

4.1. Key Unit competence

Learner will be able to follow the values of prophets before Muhammad peace be upon all of them.

4.2. Prerequisite

Have knowledge on the creation of the earth and whatever it contains.

4.3. Crosscutting issues:

Peace and Values Education: learning history and values of Allah's prophets before prophet Muhammad all will help students to develop the culture of peace among others and live with them harmoniously because they will learn the values and tradition of prophets and how they lived even people who never believed in them

Environment and sustainability: Learning the values and tradition of Allah's prophets before Muhammad peace be upon them will help students to care about the environment because they will put across on how prophets lived well with the entire creatures of Allah.

4.4. Guidance to the introductory activity

Learning activity using the pictures that help students to reflect what they about the values and traditions of Allah's prophets before Muhammad peace be upon them all.

4.5 list of lessons

	Title of lesson	Lesson objective	Number of periods
1	History of prophet Ibrahim	To narrate brief stories and names of some prophets of Allah before Muhammad To mention some of prophets before Muhammad	1
2	The history of prophet nuhu	Mentioning some trials and 1 challenges faced by prophets before Muhammad To mention differences and similarities between the message of prophets before Muhammad and his message To explain how the prophets before Muhammad managed to endure with hardships they went through to accomplish their mission To follow their traditions and values To observe patience and integrity through trials and hardships of every day's life	1
3	The history of prophet Mussa	To give advice on how a today's Muslims can improve one their faith	1
4	The history of prophet Ismael and Issa		1

4.6 Guidance to the Lessons

4.6.1 The history of prophet Ibrahim

- a. **Specific objective:** using pictures and Allah’s words we find in the holly book of Qur’an student will be able to argue others to improve on their faith and integrity among others.
- b. **Teaching aids:** pictures, the words of Allah in Qu’ran and teachings of prophet of Allah peace be upon him and other books of Islamic belief
- c. **Lesson delivery:**

Introduction

Show the introductory pictures to learners and ask them to comment on pictures.

Lesson procedure

Teacher’s activity	Pupil’s activity
Put pupils in groups and ask the discuss the life of prophet Ibrahim out of notes you will provide with them	Pupils in groups share ideas on life of prophet Ibrahim basing on notes given to them
Move around in every group while listening to students’ ideas about history and tradition of prophet ibrahim	Pupils share ideas as compering their behaviors to the values of prophet Ibrahim aiming at learning from him.
Ask group representatives to present the groups findings to all pupils.	Group representatives present their work containing the manners learnt from prophet Ibrahim pupils pay attention and listen to the explanation of teacher about values of prophet Ibrahim
Compile the work of students and read for them Quranic verses 16:120-121 that talks about values of prophet Ibrahim	
Help pupi to review and compile main points	Pupils answer to the review questions and compile with teacher the main points

Application activity 4.1

Answers to the application activity 4.1

1. Prophet Ibrahim was exemplary in the following:
 - He was humble to Allah,
 - Worshiping only Allah,
 - He did never get involved in any idolatry activity
 - He was always thankful to Allah.
2. Following what is stated in the holy Qur'an 37: 102 when Ibrahim had dreams about sacrificing his son and decided to fulfill the commandments of Allah, a Believer should learn from him to be courageous to fulfill Allah's commandments, be humble and avoid idolatry.

4.6.2. The history of prophet Nuhu

- a. Specific objective:** using pictures and words of Allah learners will be able to explain the responsibilities that Allah had given to prophet Nuhu, be faithful and patient to every day's trials
- b. Teaching aids:** pictures, the words of Allah in Qu'ran and teachings of prophet of Allah peace be upon him and other books of Islamic belief
- c. Lesson delivery:**

Introduction

Show the introductory pictures to students showing the ark of Nuhu and ask them to comment about it.

Lesson procedure.

Teacher's activity	Pupil's activity
<p>Put pupils in groups and give them notes then ask them to discuss about brief life of prophet nuhu</p> <p>Move around all groups complimenting the ideas of pupils asking them to compare the values of prophet nuhu to their behaviour</p> <p>Stop the groups discussions and ask groups representatives to present the work to all students</p> <p>Compile the findings of pupils and read for the the verse of Qur'an 11: 27-29 which talks about what happened to prophet nuhu</p> <p>Read for the students the verse of Qur'an 11: 36-40 explaining to the how Allah saved prophet nuhu Help learners review and compile main point</p>	<p>Pupils form up groups read, read the notes and discuss about life of prophet nuhu</p> <p>Pupils share their ideas in groups trying to compare their behaviour to the values of prophet nuhu</p> <p>Group representatives present the work to all pupils including what the think they have to learn from prophet nuhu</p> <p>pupils pay attention to teacher's explanation about the hardships faced by prophet nuhu</p> <p>Pupils attentively listen to how Allah saved prophet nuhu and learn from it that who so ever obeys Allah finally</p> <p>Allah saves him from any hardships</p> <p>Pupils answer to review question and compile the main points</p>

Application Activity 4.2

Answers to application activity 4.2

The lesson every Muslim should learn from the history of prophet nuhu is to never give on the duties assigned by Allah no matter the hardships and what infidels put him or through because Allah will judge them.

A believer should also know that whatever happens to him or her once he or she puts her trust in Allah, definitely Allah will save him or her from any hardship he or she might go through.

4.6.3. the history of prophet Musa

- a. Specific objective:** using the pictures and words of Allah learners will be able to explain the responsibilities that Allah gave to prophet Musa, and narrate the history of his life
- b. Teaching aids:** pictures, the words of Allah in Qu’ran and teachings of prophet of Allah peace be upon him and other books of Islamic belief
- c. Lesson delivery:**

Introduction

Introduce your lesson by showing the students the pictures and ask students questions related to that

Lesson procedure

Teacher’s activity	Pupil’s activity
Seat with students in form of circle sitting arrangement and narrate to them the story of prophet Musa	Pupils seat with teacher and listen attentively to the story of prophet Musa
Ask pupils some questions about the story you narrated to them	pupils answer the questions
Read for the pupils the verses of Qur’an 20: 9-41 that talk about revelation of prophet Musa and ask students to comment about that	pupils listen and try to draw lessons from the words of Allah about the revelation of Musa
Ask them to compare his challenges and the mission he was given by Allah of taking Israelis from slavery	Pupils comment about the fact that Musa was raised in the house of pharaoh and then after he was sent to save Israelis from his slavery
Help pupils to review and compile main points	Pupils answer review questions and compile the main points

Application Activity 4.3

Answers to the application activity 4.3

1. The lesson every believer should learn from the story of prophet Musa is that no matter what challenges and trials a believer could go through he or she should not lose the trust in Allah because Allah is always by the side of people who trust him and his support comes always on time

4.6.4. The history of prophet Ismael and Issa

- a. Specific objective:** using the pictures and words of Allah we find in his holy book learners will be able to narrate the story of birth of prophet Ismail and prophet Issa and the story of their life in brief.
- b. Teaching aids:** pictures, the words of Allah in Qur'an and teachings of prophet of Allah peace be upon him and other books of Islamic belief
- c. Lesson delivery:**

Introduction

Introduce your lesson by showing the students the pictures and ask students questions related to that

Lesson procedure

Teacher's activity	Pupil's activity
Put your pupils in groups and ask them to discuss about the history of prophet Issa and Ismail we find verses of quran 11: 69-73 and 2: 42-47	In groups learners read the history of prophet Issa and Ismail we find verses of quran 11: 69-73 and 2: 42-47
Ask learners to analyse the birth of the two prophets and their lives	Learners analyse the birth of the two prophets and their lives
Move around all groups listen to their ideas and explain for them where it is needed	Learners continue to share ideas and ask the teacher for explanation where they get stuck
Ask group representatives to present the groups findings to all students	Ask group representatives to present the groups findings to all students
Help students to review and compile main points	Students answer review questions and compile the main points

Application Activity 4.4

Answers for the application activity 4.4

1. The lesson every Muslim should draw from the history of prophet Issa and Ismail is that he or she has to observe patience in everything and endeavour to put in practice Allah's commandments and be characterized by good manners in his or her life.
2. Read the brief history of prophet Ismail and prophet Issa in Qur'an 11: 69-73 and
3. Qur'an 2: 42-47.

4.7 End unit assessment.

- The message of all prophets was to call people to worship and obey only one God. The prophet of Allah Muhammad peace be upon him said "as prophets and messengers we are like brothers from different mothers but same father" that why the message of all prophets was to tell people that Allah is the only God worthy to worship.
- The history of prophet of Allah Musa indicates that Musa was born in a period of time when the king pharaoh was hunting and killing every male baby who was born that time, but Musa was raised from his own home this teaches us that nothing can happen to you except what Allah has planned for you no matter the hatred of people we should not get scared Allah is our savior and protector.
- The meaning of word of Allah that is known in the history of creation of prophet of Allah Issa is the commandment of Allah by saying be and it happened that Mariam got pregnancy of Issa without any man, its among the will and power of Allah in creation that whenever he the Almighty wants to create something he says be and it exists and that how prophet Issa was born.

4.8 The summary of unit 4:

This unit teaches the traditions and values of prophets of Allah who existed before prophet Muhammad peace be upon all of them and that we have to imitate the values that characterized them which include patience, being humble and worship only one God.

4.9 Additional information for the teacher:

The prophets of Allah that were mentioned in the holly Quran are 25 and the last of them is prophet Muhammad. All the prophets were sent to the respective family members and specific groups of people, but prophet Muhammad was born sent to the entire mankind and jinn.

4.10 additional activities:

1. what was the message of all prophets?

All prophet had same message of calling people to worship only one God.

UNIT

5

INTEGRITY AND LIVING WITH OTHERS

5.1 Key competence

Students will be able to respect all people all times and chill and interact with them regardless of social class they may be in.

5.2 Prerequisite

Prior knowledge on important values in the society such as cooperation, harmonious living with others.

5.3 Cross-cutting issues

Peace and Values Education: learning about integrity and living with others harmoniously will help students to adapt the culture of peace since they will learn the appropriate behaviour for a God-fearing person.

Environment and sustainability: learning about integrity and living with others harmoniously will help students to care about the environment since they will learn the manners of living well with all creatures.

5.4 Guidance to the introductory activity

Learning activity will be supported by pictures showing what students know about the Islamic integrity and living harmoniously with others

5.5 List of lessons

	Title of lesson	Lesson objective	Number of periods
1	Rules of integrity in different times	<ul style="list-style-type: none"> - Mention manners in time of taking meal or drink, greetings, sleeping, waking up visiting other people's homes caring about the guests, respecting the mosque - mention the most important acts of receiving the guests 	1
2	Self respect and respecting others	<ul style="list-style-type: none"> - mention the difference between mosque and other houses explain the supplications used before eating and drinking and other rules in different times - Praying to Allah in different times in daily life mention the difference between mosque and houses - explain the supplications used before eating drinking and other rules in different times - praying to Allah in different times in daily life 	1

5.6 Guidance to Lesson

5.6.1 Rules and regulations in different situations in life

- a. **Specific objective:** using pictures and words of Allah we find in his holy book learners will be able to portray good manners and avoid immorality.
- b. **Teaching aids:** pictures, the words of Allah in Qur'an and teachings of prophet of Allah peace be upon him and other books related Islamic belief
- c. **Lesson delivery:**

Introduction

Introduce your lesson by showing to students the introductory pictures and ask them some questions related to them.

Lesson procedure.

Teacher's activity	Pupil's activity
Put pupils in groups and give them the notes about verses of Qur'an 49: 11-13 and the hadiths of prophet Muhamad concerning the manners and then ask them to discuss about them	Pupils in groups discuss about verses of Qur'an 49: 11-13 and the hadiths of prophet Muhamad concerning the manners
Move around in every group while listening to pupils' ideas and help them accordingly	Pupils share ideas in group discussions and ask teacher for help whenever they get stuck
Stop group discussions and Ask group representatives to present the groups findings to all students	Group representatives present their work and what they learnt from verses of Qur'an and the hadiths of prophet Muhamad concerning the manners
Compile the works of students and explain more for them	Pupils listen to the explanations of the teacher
Help pupils to review and compile the main points	Pupils answer review questions and compile the main points

Application activity 5.1

Answers for the application activity 5.1

Allah says in the holy Qur'an 49: 11- 13 advising people what they have to avoid and what they have to know in order to live the harmonious life which include:

- Avoid backbiting each other.
- Avoid nicknaming each other bad names.
- Avoid doubting each other because some of it is sin
- Avoid spying each other.
- Know that the reason why Allah created us differently not to segregate each other but to know each other and the best of people is most fearing of Allah among them.

5.6.2 Self respect and respecting other.

- a. Specific objective:** using pictures and words of Allah we find in the holy book of Qur'an learners will be able to respect themselves and respect others.
- b. Teaching aids:** pictures, the words of Allah in Qur'an and teachings of prophet of Allah peace be upon him and other books related Islamic belief
- c. Lesson delivery:**

Introduction

Introduce your lesson by showing to students the introductory pictures and ask them some questions related to that

Lesson procedure.

Teacher's activity	Pupil's activity
Put pupils in groups and give them the notes about verses of Qur'an in chapter 24 (the light) 4-5 and same chapter verses 27-29 and then ask them to discuss about them	Pupils in groups discuss about verses of Qur'an in chapter 24 (the light) 4-5 and same chapter verses 27-29
Compile the work of learners and explain more for them	Group representatives they will share what they have gained from the verses of Qur'an they received
Helps learners to review and to compile the main points.	Learners will listen to the explanation of the teacher
	Learners will answer the revision question and compile the main points

Application Activity 5.2

Answers for the application activity 5.2

In quranic verses 4- 5 and 27-29 in chapter 25 Allah the almighty mentions the appropriate manners of respecting others which include:

- Avoid deceiving them (especially accusing fornication to muslim women).
- Keep others secrets of bad things they do and advice them to stop doing that
- Avoid judging others.
- Seek for permission if you want to enter in homes of others.
- Avoid entering people's homes when they are absent.
- Go back happily if they did not permit you to enter their homes.
- Greet the people you find at home.
- Don't look at other people's private parts.
- Protect other people honor.

5.7 End of unity assessment

Answers to the end unity assessment

1. There are a lot of verses in Qur'an that talk about the appropriate manners, it includes the following:
 - Qur'an 49: 11-13
 - Qur'an chapter 24: 4-5 and same chapter verses 27-29
2. The habit of self respect and respecting others and avoidance of what could harm theirs should characterize me knowing that others will respect me only once I respect them.
3. A Muslim doesn't greet only the people he or she knows but he or she greets even the strangers.

5.8 Summary of unity 5

This unity taught about integrity and good manners in different times and situation of life and self respect and respecting others.

5.9 additional knowledge for the teacher

Islam explains peace and in all its teachings it advocates for peace and living with others in peace, the most effective means of achieve that is to self respect and respect others and be characterized by good manners.

5.10 Additional activities

1. What should characterize a true Muslim?

A Muslim should be characterized by good manners of self respect and respect others.

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