

# **Social and Religious Studies**

**Primary 4**

**Teacher's guide**

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## FOREWORD

Dear teacher,

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

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

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

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

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

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

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

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

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

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

I wish to sincerely appreciate all people who contributed towards the development of this teacher`s guide, particularly REB staff who organized the whole process from its inception. Special gratitude goes to Ministry of National Unity and Civic Engagement (MINUBUMWE), Never Again, AEGIS TRUST who provided their expertise; secondary schools and the University of Rwanda which provided teachers and lecturers who diligently worked to the successful completion of editing this teacher`s guide. Any comment or contribution is welcome for the improvement of this textbook for the next edition.



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



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# UNIT 1

## Socio economic activities in our district

### 1.1. Key Unit Competence:

Compare socio-economic activities of his/her district with those of the neighbouring districts and recognize their importance in the development of the district.

### 1.2. Prerequisites of the unit:

This unit is a continuation of what the learners learnt in P.3. The learners have learnt about their sector. When shown the district map, can learners be able to locate their sector on it? This knowledge will be useful in helping learners to locate their district on the map of Rwanda. Learners can also identify the different activities done by their parents to get family income.

### 1.3. Introductory activity and guidance:

#### A) Introductory activity:

Displaying two charts showing districts in Rwanda and the provincial map

Projecting the map of Rwanda and provincial map on the wall in front of learners.

#### B) Guidance:

Guide learners to discover the shape, size, location and position of their district on the map of Rwanda and the Provincial map as well. At the end of the lesson, ask learners to evaluate themselves by drawing the map of their district accurately and naming its neighbouring districts.

## 1.4: List of Lessons:

#	Lesson	Learning objectives	Number of periods: 07
1	Identification of our district and its location on the map of Rwanda	Locate his/her district on the map of Rwanda	1
2	District map (size, position and location on provincial map)	Identify the size and position of their district on the provincial map	1
3	Socio economic activities in our district	Identify socio economic activities done in his/her district	1
4	Socio economic activities in the neighbouring districts	Analyze different activities done in the neighbouring districts	1
5	Comparison of economic activities in our district and neighbouring districts	Compare economic activities done in the neighbouring districts with those in his/her district	1
6	Importance of socio economic activities in our district	Explains the Importance of socio economic activities in our district	1
	ASSESSMENT	End of unit assessment	1

### **1.4.1: Lesson 01**

Identification of our district and its location

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

- Locate his/her district on the map of Rwanda
- Draw a map of his/ her district and show its neighbouring districts
- Identify the map of his/ her district on the map of Rwanda and on the provincial map as well.

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

- Map of RWANDA
- Manilla papers
- Projector
- Globes

#### **c) Learning activities:**

- The teacher displays or projects the map of RWANDA on the chalkboard
- Learners in their pairs try to locate their province and district from the map of Rwanda.
- Drawing the map of his/her district and interpret it with fellow pupils in their pairs.

### **1.4.2: Lesson 02**

District map

#### **a) Learning objective:**

- Identify the size and position of his/her district on the provincial map

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

- Map of RWANDA
- Manilla papers

- Projector
- Globes

**c) Learning activities:**

- The teacher displays or projects the provincial map on the chalkboard
- Guides learners to compare the size of their district to other districts on the map with its neighboring districts.
- At the end of the lesson, allow learners to draw a map showing their district.

**Diagnostic assessment:**

1. Explain what a district is.
2. Point out the difference between a province and a district.
3. Let the learners look at the list of 30 districts and then identify their own district.
4. Go through the basics of how to draw a map.
5. Let learners look at the map in the Pupil's Book.
6. Then give them Activity 1.1 in the Pupil's Book to complete.

**Possible answers to activity 1.1 in the Pupil's book.**

1. A district is an area in which people live.
2. A province is a large administrative unit made up of many districts where a district is an area in which people live.
3. Teacher's guidance
4. Teacher's guidance
5. Teacher's guidance
6. Teacher's guidance



## About activity

### Guidance on the Activity:

#### Learners' answers will differ.

Check that they can identify their own district, describe its size in comparison to other districts and identify neighboring districts. Learners' maps of their own districts will differ.

### 1.4.3: Lesson 03

Socio- economic activities in our district

#### a) Learning objectives

- Identify socio economic activities done in his/her district
- Defining socio economic activities
- Discussing about socio economic activities

#### b) Teaching resources

- Common goods sold in the market
- money (notes and coins)
- Manila paper
- Markets
- Resource persons

#### c) Learning activities

1. Explain what social activities are.
2. Ask learners to give examples.
3. Get learners to role-play a few social activities.
4. Explain what economic activities are.
5. Ask learners to give examples.
6. Check that they understand the concept of socio-economic activities.
7. Let the learners do the exercise 1.1 in the Pupil's Book.

## Guidance on exercise 1.1 in the PB:

### Learners' answers will differ.

An example is: growing vegetables and selling them at the market; selling mobile phones and airtime; catching fish and selling them; cooking food and selling; making clothes and selling it; organizing and planning weddings for a fee; taking tourists to visit our main assets.

### Guiding exercise:

1. What is a district?

**Answer:** An area in which people live.

2. Where is our district on the map?

**Answer:** Learners should be able to point out to the correct area on the map of Rwanda.

3. What are socio-economic activities?

**Answer:** Interaction between people when they make and sell items.

### 1.4.4: Lesson 04

Socio economic activities in the neighboring districts

#### a) Learning objectives

Analyze different activities done in the neighboring districts in comparison with his/her neighboring districts.

#### b) Teaching resources

Textbooks, atlases, internet, resource person

#### c) Learning activities:

Compare socio-economic activities in the PB

1. Explain the concept of comparison.
2. Let the learners give examples to compare the socio-economic activities in their own and in neighboring districts.
3. Check that they give accurate information.

4. Let the learners complete Question 2 and 3 of Activity 1.2 in the Pupil's Book.

### **Guidance on Activity 1.2 in the PB**

#### **Activity**

##### **Learners' answers will differ.**

They should be able to differentiate between similar and different activities.

For example, in the area where the lake is, fishing will be an activity, as well as taking people on boats.

In areas where there is no lake, fishing will not be an activity. there is no lake, fishing will not be an activity.

### **1.4.5: Lesson 5: Socio economic activities in the neighbouring districts**

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

Analyze different socio-economic activities done in the neighbouring districts

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

Maps, atlases, flip charts, internet research

#### **c) Learning activities**

Compare socio-economic activities.

1. Explain the concept of comparison.
2. Let the learners give examples to compare the socio-economic activities in their own and in neighbouring districts.
3. Check that they give accurate information.
4. Let the learners complete Question 2 and 3 of Activity 1.2 in the Pupil's Book.

## Guidance

### Guidance on Activity 1.2 in the Pupil's book.

#### Learners' answers will differ.

They should be able to differentiate between similar and different activities.

For example, in the area where the lake is, fishing will be an activity, as well as taking people on boats. In areas where there is no lake, fishing will not be an activity.

### 1.4.6: Lesson 6

Importance of socio-economic activities in our district

#### a) Learning objectives

Explain the importance of socio-economic activities in our district

#### b) Teaching resources

Textbooks, pictures, illustrations on socio economic activities.

#### c) Learning activities

The importance of socio-economic activities.

1. Go over the importance of socio-economic activities for development.
2. Check that learners understand the concept of development.
3. Let the learners do the exercise 1.2 in the Pupil's Book.
4. Let the learners brainstorm the importance of socio-economic activities.
5. Ask them to add examples to those given.
6. Let the learners participate in the debate topic given in the Pupil's Book.

#### Diagnostic assessment:

1. Discuss how socio-economic activities help to develop your district.
2. Explain why socio-economic activities are important for the development of your district.

## Guidance on how to answer the diagnostic assessment:

### Learners' answers will differ.

#### 1. An example is:

Socio-economic activities help a district to develop.

Employment helps people to earn money which they use to spend and buy.

That means more people will develop, make and sell things, since they earn more money. When people visit a district, they may want to buy or sell goods while visiting the place.

Tourism in the district will force the people to build hotels, hostels and roads.

They will open restaurants or eating places.

People who make crafts and pottery will open stalls. They will sell these items.

Tourist guides will get work. They will show tourists our country.

More money will come into the district.

#### 2. An example is:

These activities are important for our district because it helps it to grow and prosper.

For example, agriculture helps people to be employed. It also feeds people. If we did not have farms, we would not eat.

Trade helps us to earn money. Then our district can have buildings, schools and hospitals.

If we sell and buy, our economy gets strong. When our economy is strong, people in other countries will invest in our districts.

## **1.5: Additional content to the student/text for the student and teacher:**

### **1.51: Additional Content/text for the student:**

Remember: There are 30 districts in Rwanda. My district is in a specific area. It has its own size and shape. Some districts are smaller than others.

Every district has socio economic activities.

### **1.5.2: Additional Content/text for the teacher:**

Examples of socio-economic activities include: Agriculture, fishing, pottery, tourism, trade, transport and others.

Socio economic activities add to the development of our districts and this helps out area grow.

Socio economic activities bring work, money, better roads and buildings.

## **1.6: END OF UNIT 1 ASSESSMENT**

Guidance on how to answer questions of end of unit 1 assessment:

1. Allocate marks as follows:
  - Accuracy of outline of district
  - Accuracy of shape of district
  - Insertion of three important landmarks (5)
2. a. Learners' answers will differ.
  - For example: People are being transported on a cycle.
  - People are entering a store to buy items they need.
  - People are talking to each other and meeting each other.
  - People are going on a visit. (4)
- b. Learners' answers will differ. For example:
  - Growing tomatoes, selling maize, cultural events, going to church and mosque, taking tourists to our park. (2)

- c. It helps us to develop our area.
- We get more roads, better buildings, more schools and clinics.
  - There is more employment.
  - It brings people to our area and more businesses will start. (4)
  - Total marks: 15

## **1.7: Additional activities:**

Remedial questions

1. What is a district?

**Answer:** An area in which people live.

2. Where is our district on the map?

**Answer:** Learners should be able to point out to the correct area on the map of Rwanda.

3. What are socio-economic activities?

**Answer:** These are activities people do to get money.

### **Consolidation questions**

1. Which are the main socio-economic activities in your district?

**Answer:** Learners' answers will differ.

For example: selling and buying vegetables and fruit, making and selling pottery, tourism.

2. Why are socio-economic activities important?

**Answer:** This is how we meet others, make money to pay for our needs and prosper.

3. Why do socio-economic activities differ from district to district?

**Answer:** What we grow, make and sell will depend on the possibilities in our area and the environment.

Not every district has the same environment, so we base our activities on what is possible and what is around us.

### **Extension Learning:**

Imagine you are an economic adviser for your district.

How can you help your community develop socio-economic activities?

Try to answer these questions.

1. Which socio-economic activities do you think are missing from your district?

**Answer:** Learners' answers will vary. For example: We need more tourists/ tourism in our area, so we need to open a game park in our district to attract tourists to come and spend money here.

2. Why would it be useful to attract tourists?

**Answer:** Tourists bring job opportunities, more trade and money into an area.

3. How can these socio-economic activities be included? Give practical ideas.

**Answer:** We can set aside an area on the mountainside where not many people live to be a protected game area. There are already a lot of birds here, so we can advertise this as a place where tourists interested in birds can come to take photographs of our special birds. We can build small huts for them to stay in so they can spend more time in the park. We can advertise this on the internet and make a website for our new game park.



# UNIT 2

## Basic human and children rights

### **2.1: Key Unit Competence:**

Recognize basic human and children's rights and fight for them.

### **2.2: Prerequisite (knowledge, skill, attitude and values)**

The class teacher made class rules and regulations which are aimed at keeping peace in class. It is very good because it promotes friendship and harmony amongst pupils. When we have peace in our community it becomes easy to promote human rights as well. This information will help learners to understand ways of promoting peace and human rights.

### **2.3: Introductory activity and guidance:**

#### **A) introductory activity (unit level)**

Ask learners to look at the picture in the Pupil's Book.

Ask them to explain what the word peace means.

Then get the learners to look at the picture in the PB.

Let them discuss the answers to the questions in small groups

#### **B) Guidance on introductory activity**

The teacher guides learners during the discussion and helps them to give the right findings about the picture in the PB.

## 2.4: List of lessons/sub heading

#	Lesson	Learning objectives	Number of periods: 12
1	Human rights and children rights	Defines human and children rights	1
2	Basic human rights and children rights	Identifies basic human and children rights	2
3	Child abuse	Defines child abuse State different forms of child abuse  States ways of preventing child abuse	1
4	Importance of respecting basic human and children rights	Appreciate the importance of respecting human and children rights	1
5	Equity and equality in our district	Give the meaning of equity and equality	1
6	Ways of promoting equity and equality in our district and its importance	Identify ways of promoting equity and equality in our district and its importance	1
7	Gender based violence and sexual abuse	Defines gender-based violence and sexual abuse  Lists examples of gender-based violence	2
8	Ways of preventing gender-based violence and sexual abuse	Find different ways of preventing gender-based violence and sexual abuse	2
	ASSESSMENT	END OF UNIT ASSESSMENT	1

## **2.4.1. Lesson 1: Human rights, Children rights**

### **a) Learning objectives**

Defines human and children rights

### **b) Teaching resources**

- Illustration pictures
- Films
- Videos
- Manila papers
- Constitution
- Resource persons
- Internet

### **c) Learning activities**

The teacher asks learners some oral questions in the B

Expected answers for the Oral activity in the PB

1. Playing with a ball.
2. Yes, because they are together and playing.
3. Yes, there are no fences or chains and they have time to play.
4. You can move around and not be locked up; you can say what you think; you can go to school; you can play with your friends.
5. Yes, they do not look scared. There are no people with guns.
6. Nobody hurts you. You are not scared. You are cared for and looked after. Nothing bad happens to you.
7. If people like each other and do not hurt each other; if we have rights; if we respect rights and other people.

The teacher then guides learners to explain human rights and children rights.

## **Human rights:**

1. Explain what human rights are.
2. Give examples that learners can relate to.
3. Ask learners to add further examples from what they have seen and heard.
4. Give learners informal homework; ask them to be aware of human rights and look out for how these are applied, so they can discuss this in the next lesson.

### **2.4.2. Lesson 2: Basic human rights and children rights**

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

Identifies basic human and children rights

Gives examples of human rights.

Gives examples of children rights.

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

Illustration, pictures, films, videos showing basic human and children rights

#### **c) Learning activities**

Children's rights

1. Explain children's rights.
2. Let learners do the exercise 2.1 and 2.2 in the Pupil's Book.

#### **Guidance on how to answer exercise 2.1 in the PB**

1. Life. Nobody should kill or hurt you.  
Equality. We should all be treated the same.  
Freedom. Nobody should take your freedom away.  
Respect. We should all show respect to each other.
2.
  - The right to a name and nationality. I am a Rwandan citizen and my name is Suzana.
  - The right to be cared for. My grandmother looks after me.

- The right to an education. I go to school.
- The right to healthcare when I am sick. I go to the clinic when I am sick.

3. They help to protect you.

Rights keep you safe and require people to treat you in a good and fair way. We can live in a happy and peaceful way if we have rights.

### Guidance on how to answer exercise 2.2 in the PB

1. I do not harm them. I am polite and kind. I am tolerant. I accept people who are different from me. I am friends with people even if they are different from me. I never hurt others.

## 2.4.3. Lesson 3: Child abuse

### a) Learning objectives

Defines child abuse

State different forms of child abuse

### b) Teaching resources

Newspapers, Videos, pictures, illustrations, stories

### c) Learning activities

Child abuse

1. Explain the meaning of child abuse.
2. Go over the different forms of abuse.
3. Draw and explain different kinds of child abuse.
4. Let the learners do the exercise 2.3 and activity 2.2 in the Pupil's Book.

### Guidance about exercise 2.3 in the PB

1. Physical abuse is when your body is hurt by, for example, burning you with a cigarette.

Sexual abuse is when somebody makes you have sex with them or when they touch your genitals or make you touch theirs.

Emotional abuse is when you are made to be afraid all the time, or called bad names.

Neglect is when people do not look after you and you have no food to eat.

2. It is very bad. It should not happen. It makes me angry, sad and scared.

### Guidance about exercise activity 2.2 in the PB

Talk about it.

Speak up.

Do not keep it a secret.

Report it.

Avoid people you cannot trust.

Get shelter in a place of safety.

Say no.

Tell the abusers about human rights and children's rights.

## 2.4.4. Lesson 4: Importance of respecting basic human and children rights

### a) Learning objectives

Appreciate the importance of respecting human and children rights

### b) Teaching resources

Illustrations, videos, photos, flip charts

### **c) Learning activities**

1. Guiding learners to understand the importance of respecting both children and human rights;
2. The teacher guides learners to form groups and discuss more about the importance of respecting both children and human rights.

(The teacher is referred to additional notes to the teacher about this unit)

3. Ask learners do activity 2.3 in the PB

#### **Guidance on activity 2.3 in the PB**

- Talk about it.
- Speak up.
- Do not keep it a secret.
- Report it.
- Avoid people you cannot trust.
- Get shelter in a place of safety.
- Say no.
- Tell the abusers about human rights and children's rights.

## **2.4.5. Lesson 5: Equity and equality in our district**

### **a) Learning objectives**

Gives the meaning of equity and equality

### **b) Teaching resources**

Textbooks, dictionary, illustrations, videos, flip charts

### **c) Learning activities**

1. The guides learners to understand the meaning of equity and equality.
2. Learners form groups and suggest different examples under equity and equality.
3. Ask learners to do exercise 2.4 and 2.5 in the pupil's book

### **Guidance on Exercise 2.4 in the PB.**

1. We are all the same and should be treated in the same way. It means we are equal.
2. People get a fair share of what they need. It also means people are treated in a fair or just way.
3. When children get sick, then they need more food to make them strong. Here is a classroom example: In the class, there is one child who can read very well. There is another child who is almost blind and cannot see the words well. Equality means that the teacher gives both the children the same attention. Equity means that the teacher will spend more time with the child who struggles to read. Then it is fair.
4. Learners' drawings should show their understanding of the difference.
5. I would rather live in a place where there is equity and equality. Then I will be treated in a fair way. There will be peace, respect and people will be happy. I will also be safe and happy.

### **Guidance on exercise 2.5 in the PB.**

1. Learners answers will differ, depending on their districts. Ensure they are able to give practical examples from their experiences and observations.
2. We need equity and equality because then we have human and children's rights. Then there will be no abuse. Our District will progress. We will have peace. We want to live in a happy and peaceful way in our district. To do so we must have equality and equity. It means all people will be treated fairly



## **2.4.6. Lesson 6: Ways of promoting equity and equality in our district and its importance**

### **a) Learning objectives**

Identify ways of promoting equity and equality in our district and its importance

### **b) Teaching resources**

Textbooks, illustrations, charts, videos, pictures

### **c) Learning activities**

The teacher guides learners to discuss about ways of promoting equity and equality in our district and its importance:

For more guidance, refer to teachers reference notes about this unit:

## **2.4.7. Lesson 7 : Gender based violence**

### **a) Learning objectives**

Defines gender based violence and sexual abuse

Gives examples of gender based violence and sexual abuse

### **b) Teaching resources**

Textbooks, illustrations, videos, audio -visual, flip charts

### **c) Learning activities**

1. Revise the forms of abuse and check how learners did in the exercise.
2. Explain to learners the meaning of gender based violence
3. Guide learners to understand the meaning of sexual abuse.
4. Guide learners to understand the effect of gender based violence and sexual abuse and how they can be prevented.
5. Learners are guided to do exercise 2.6 in the pupil's book.
6. Ask learner to also do activity 2.5 in the PB

## Guidance on exercise 2.6 in the PB

1. Examples of gender-based violence are when a husband beats his wife, or a male family member beats a female family member, a boyfriend beats his girlfriend, a manager beats a female employee, a girl is kidnaped or sold to be married, a woman is forced to work as a slave.

Examples of sexual abuse are when other people force you to take your clothes off, take pictures of you when you are naked, make you touch them, touch you on your private parts/genitals, force you to have sex or rape you.

2. This happens when there is inequality.

When people have more power over other people, they abuse them. It also happens because of the beliefs people have that they are better than another gender.

When there is no human rights and no respect, then abuse happens. Some people were abused when they were young so they continue with the abuse because they think it is normal.

### 2.4.7. Lesson 8: How to prevent gender based violence and sexual abuse

#### a) Learning objectives:

Find different ways of preventing gender-based violence and sexual abuse.

#### b) Teaching resources

Videos, illustrations, flip charts etc

#### c) Learning activities:

1. Discuss the effects of gender-based violence and sexual abuse.
2. Ask the learners to add examples.
3. Explain how to prevent gender-based violence and sexual abuse.

4. Let the learners do the activity 2.5 and homework in the Pupil's Book.

### **Guidance on how to answer activity 2.5 in the PB**

1. Treat people as equals; do not favour boys over girls or men over women.

When this happens, tell the police, a teacher or person you trust.

Talk about it so that it does not become a secret.

Tell people about human rights. Show people you respect them.

Make sure there are strict laws so that abusers go to jail for a long time.

2. Learners present their ideas to the class.

### **Guidance on how to answer the homework in the PB**

- Treat people as equals; do not favour boys over girls or men over women.
- Make sure men and women, boys and girls have the same opportunities.
- Make sure all girls go to school.
- Share household chores so girls also have time to do their schoolwork.
- Report gender-based violence and sexual abuse.
- Tell the police, a teacher or person you trust. Talk about it so it is not a secret.
- If people know you will report it, they will be more careful to not hurt people.
- Never bully or hurt others.
- Promote equity.
- Tell people about human rights.
- Show people you respect them.
- Explain to people why gender-based violence and sexual abuse is wrong.

## **2.5. Additional content for student and teacher:**

### **Application activity:**

Make sure you are able to answer the following questions on your own.

1. Why are equality and equity in our district important?
2. What are you doing to promote equity and equality?
3. How can we prevent gender-based violence and sexual abuse?

### **Guidance on how to answer questions of the application activity:**

1. If we have equity and equality, we have human and children's rights. Then there will be no abuse. Our district will progress. We will have peace. We want to live in a happy and peaceful way in our district. To do so, we must have equality and equity. Then people will all be treated fairly.
2. I will speak up when I see unfairness. I will respect others and treat them equally. I will not follow practices that harm other people.
3. Never bully or hurt others. Promote equity. Make sure men and women, boys and girls have the same opportunities. Make sure all girls go to school. Share household chores so that girls also have time to do their schoolwork. Report any abuse. Tell the police, a teacher or person you trust. Talk about it so that it does not remain a secret. Tell people about human rights. Show people you respect them. Treat people equally.

### **2.5.2. Additional content for student:**

The ways of promoting equity and equality include;

- Promoting gender equality
- Through inclusive education
- Fighting corruption
- Reflecting on our beliefs

## 2.5.2. Additional content to the teacher:

Importance of human rights.

- It gives people freedom of speech
- It promotes peace in the society
- It helps to avoid gender-based violence
- It promotes gender equality among people.

## 2.6. End of unit 2 assessment:

Formal assessment:

1. a) human  
b) protected  
c) police  
d) promote (4)
2. 2.1 B 2.2 C 2.3 E 2.4D 2.5 A (5)
3. a) Her cousin wanted to harm her and abuse her. (1)  
b) Sexual abuse (1)  
c) Any one of these options: She shouted loudly. She said no. She was assertive. Her no was very clear. She warned him that she would tell her mother and report it the police. (1)  
d) Yes. She shouted, said no and threatened to tell. (1)  
e) Eric, you must show respect.  
Do not touch or grab a girl like that.  
Never force a girl to have sex with you. (2)

Total marks: 15

## 2.7. Additional activities:

### Remedial activities

#### Remedial questions

1. Name two basic human rights.

**Answer:** The right to equality, the right to life

2. Name two children's rights.

**Answer:** The right to a name, the right to be cared for

3. Give an example of child abuse.

**Answer:** When you are beaten in a bad way that leads to bleeding or are seriously hurt.

### Consolidation activities

#### Consolidation questions

1. How will you show self-respect, respect and tolerance of others?

**Answer:** I will like myself and not take part in risky behaviour that can harm me and I will believe in myself. I will be kind and polite to others and not discriminate against them. I will listen to others and accept that they have a right to have different viewpoints and beliefs, and that we can still be friends even if they are different.

2. What does equality and equity mean?

**Answer:** Equality is being treated the same and equity is being treated fairly so you have the same chances.

3. What is sexual abuse?

**Answer:** When a person touches you on your private parts or genitals, forces you to have sex or rapes you.

## **Extended activities:**

### **Extension learning**

1. Why does child abuse happen?

**Answer:** Some people are bullies and know that children cannot protect themselves because adults are bigger and more powerful, so they abuse their power to hurt children. Others were abused when they were children and think this is normal behavior. Sometimes when people are drunk or under the influence of drugs, they do bad things. Other people are angry and frustrated and take it out on children.

2. How can we promote gender equality?

**Answer:** Treat people equally and with respect.

Never abuse women and girls.

Give women leadership roles.

Ban forced marriages.

3. What are the effects of gender-based violence and sexual abuse in your district?

**Answer:** People suffer. Women get hurt. Girls get pregnant at a young age and drop out of school. Then they do not complete their education. There is more poverty if people do not have an education. There is also a lack of trust as the abusers will not be trusted.

# UNIT 3

## Hygiene

### **3.1. Key Unit Competence:**

Demonstrate proper hygiene practices and environment cleanliness.

### **3.2. Prerequisite (knowledge, skill, attitude and values)**

When the first covid 19 patient was confirmed in Rwanda, schools were closed and people were given preventive measures to be followed. One of them was maintaining hygiene mostly by washing our hands. Even when schools resumed, we still wash our hands regularly. This is an important practice that helps us to remove/avoid and remove germs.

### **3.3. Introductory activity and guidance**

#### **A) introductory activity (unit level)**

The teacher guides learners to practice activities that help us promote proper environmental hygiene.

Practicing washing hands, sweeping the compound, mopping the veranda etc

Going through the oral questions in the PB

#### **B) Guidance on introductory activity**

Try to organize clean water and soap such that every learner can wash hands after visiting the latrine or before eating a meal at school.

Provide learners with brooms and mops to help them sweep and mop the class veranda respectively.



Ensure that the above activities are done under your supervision  
 Guidance on the oral questions in the PB.

Oral activity

1. They are cleaning the school.
2. You stay healthy and prevent diseases.
3. Sweep, pick up waste, mop the floor.
4. To stay healthy.
5. To promote gender equality.

### 3.4. List of lessons/sub heading

#	Lesson	Learning objectives	Number of periods: 09
1	Hygiene	Identify basic hygiene practices and their importance	1
2	General cleanliness of the school compound	Practices activities involved in promoting general cleanliness of the school compound	1
3	Problems caused by lack of proper hygiene	Identifies the problems caused by lack of proper hygiene	1
4	Importance of cleanliness of our environment	States the importance of cleanliness of our environment	1
5	Diseases (water-borne diseases)	Defines what water borne diseases are Identify most common water-borne diseases	1

6	Causes, signs, effects, treatment and prevention of water-borne diseases	Explaining the different causes, signs, effects, prevention and treatment of water-borne diseases	2
7	Malaria	Identifying how malaria is spread  Suggesting ways in which malaria can be prevented	1
8	ASSESSMENT	End of unit 3 assessment	1

### 3.4.1. Lesson 1: Hygiene

#### a) Learning objectives:

Define hygiene

Identify basic hygiene practices and their importance

Practice activities done to promote hygiene

#### b) Teaching resources

Slashers, brooms, water buckets, mops, rake, liquid soap, basins, dustbins etc

#### c) Learning activities

1. Explain what hygiene means.
2. Explain the meaning of "environment".
3. Check that learners understand the concept of germs.
4. Go through the steps on how to be clean.
5. Let the learners do activity 3.1 and exercise 3.1 in the Pupil's Book.

### Guidance on how to answer activity 3.1

1. Learners should show how to wash hands in the correct way.  
They should sing a short song to show the duration; it should be at least a minute or two.
2. To prevent getting sick and to prevent spreading diseases to others.
3. Before eating, before cooking, before peeling fruit, before going to sleep at night, after going to the toilet or latrine, after gardening, after touching animals, after playing sport, after cleaning the house.

### Guidance on how to answer exercise 3.1

1. Hygiene means to keep yourself and your environment clean.
2. Something that causes diseases. It is so small we cannot see it.
3. An illness or sickness.

### Diagnostic assessment:

1. Explain the meaning of hygiene

**Answer:** Hygiene is keeping yourself and your environment clean and healthy.

2. What is environment?

**Answer:** Environment are things around us.

3. Why do we wash our hands after visiting the latrine?

**Answer:** To avoid/ remove germs

4. Explain some activities done to maintain hygiene at school.

**Answer:**

- sweeping the compound
- washing hands after visiting the latrine
- mopping
- collecting rubbish in the dustbin etc

### **3.4.2. Lesson 2: General cleanliness of the school compound**

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

Practices activities involved in promoting general cleanliness of the school compound

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

Slashers, brooms, water buckets, mops, rake, liquid soap, basins, dustbins etc

#### **c) Learning activities**

Making a review about the previous lesson through brain storming  
Hygiene

1. Explain how learners can keep the environment clean.
2. Let the learners do activity 3.2 and 3.3 in the Pupil's Book.
3. Ask the learners to give examples of how they can keep the environment clean.
4. Go through the importance of keeping the environment clean.
5. Let the learners do exercise and activity in the Pupil's Book.

#### **Guidance on activity 3.2 in the PB**

1. To prevent getting sick and to prevent spreading diseases to others.
  - To maintain the beauty of our environment.
  - To avoid bad smell
2. Learners share their ideas with others in the classroom.

#### **Guidance on activity 3.3 in the PB**

1. Learners work together in doing general cleanliness of the area around their school.
2. Learners record the areas they have managed to clean and say what they done in class and on the school's general assembly.

### **3.4.3. Lesson 3: Problems caused by lack of proper hygiene**

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

Identifies the problems caused by lack of proper hygiene

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

videos, flip charts, manila papers, charts, textbooks

#### **c) Learning activities**

- Guide learners in their pair to discuss about the problems caused by lack of proper hygiene.
- Let the learners present their view

#### **Diagnostic assessment:**

State the problems caused by lack of proper hygiene?

#### **Answers:**

- Easy spread of diseases
- Production of bad smell
- People can get sick
- Death of people

### **3.4.4. Lesson 4: Importance of cleanliness of our environment**

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

States the importance of cleanliness of our environment.

Gives reasons why our environment should be kept clean always.

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

Our environment

Flip charts

Videos

### **c) Learning activities**

It is important to keep the environment clean in the PB

1. Use this lesson for learners to clean different areas of the school, as in the Activity in the Pupil's Book.
2. Help learners to form groups and to choose areas that need cleaning.
3. Each group should choose a different area

#### **Guidance on activity**

All activities should be done under the teacher's supervision and guidance.

Learners say what they have done for example;

- mopping the class floor
- sweeping the compound
- collecting rubbish etc

### **3.4.5. Lesson 5: Diseases (water-borne diseases)**

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

- Defining what a disease and water borne diseases are
- Giving examples of water borne diseases

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

- Pictures, illustrations, videos, flip charts

#### **c) Learning activities:**

Diseases

1. Explain what diseases are.
2. Explain waterborne diseases.
3. Gives examples of water-borne diseases.

Let the learners do the revision exercise below.

#### **Suggest revision exercise questions:**

1. What is a disease?
2. Explain the meaning of water-borne diseases.
3. List at least five examples of water-borne diseases.

### Guidance on the revision exercise:

1. A disease is any illness that makes you sick.
2. Are illnesses that you can get from the germs in water.
3. Diarrhea, cholera, hepatitis A, typhoid fever, Dysentery etc

### 3.4.6. Lesson 6: Causes, signs, effects, treatment and prevention of water-borne diseases

#### a) Learning objectives

Explaining the different causes, signs and effects of water-borne diseases

Identifying ways in which water-borne diseases can be treated and prevented.

#### b) Teaching resources

Charts, dirty water, illustrations, videos

#### c) Learning activities

1. Go through the causes, effects and signs of water-borne diseases.
2. Explain how to prevent waterborne diseases.
3. Let the learners do Exercise 3.2 in the Pupil's Book.

### Guidance on how to answer 3.2 in the PB

- a) Waterborne diseases are caused by dirty water and rivers. They are also caused by drinking dirty or unsafe water. If there are faeces in the water, it becomes dirty. When people go to the toilet near or in water, it becomes dirty.
- b) The effects of these diseases are bad.

You vomit and go to the toilet a lot.

You cannot eat. You are weak.

You may pass the diseases on to others.

You can get dangerous diseases like cholera, diarrhoea, hepatitis, dysentery, typhoid and malaria.

- c) Always wash your hands after visiting the toilet or pit latrine.  
Instead of a pit latrine, build a composting toilet.  
Boil water before you drink it, or purify it before you drink it.  
Keep water sources clean.  
Never build a toilet near a water source.

### 3.4.7. Lesson 7: Malaria

#### a) Learning objectives

- Explains the cause, spread and prevention of malaria

#### b) Teaching resources

- Flip charts, illustrations, pictures etc

#### c) Learning activities:

1. Go through the causes of malaria.
2. Explain the symptoms of malaria.
3. Discuss about how malaria is spread.
4. Ask learners to do activity 3.4 and homework in the PB, plus the application activity.

#### Guidance on how to answer activity 3.4

1. Malaria is caused by plasmodia.

When a female anopheles mosquito bite you, you develop malaria. You can get very ill and if not treated, one can even die.

2. Mosquito-breeding places include: stagnant water, temporary pools, bushy areas and ponds.



### **3.5. Guidance on how to answer questions of the homework in the PB:**

- Clearing bushes around our homes
- Putting oil on stagnant water
- Draining stagnant water
- Always recycle old tins and car tyres instead of leaving them to lie around.

### **Ask learners to do the following Application activity:**

#### **Application activity:**

1. What causes malaria?
2. What spreads malaria?
3. Give any two signs and symptoms of malaria.
4. State one effect of malaria.
5. List three ways of controlling the spread of malaria.
6. How can malaria be treated?

#### **Possible answers to the application activity**

1. Plasmodia
2. Female anopheles mosquitoes
3. Fever, loss of appetite, loss of weight, vomiting
4. If not treated, it can cause death
5.
  - Sleeping under a well-treated mosquito net
  - Closing windows and doors before late evening
  - Clearing all bushes around our home
6. Malaria can be treated by taking tablets prescribed by the doctor.

### **3.5.1. Additional content for student:**

Remember to always drink boiled water to avoid suffering from water-borne diseases.

The learner will also do the following question as homework: Write four sentences to explain why it is important to clean the school.

- It prevents diseases.
- It prevents mosquitoes from breeding.
- It prevents germs from spreading.
- It maintains the beauty of our school compound.

### **3.5.2. Additional content for teacher:**

Malaria is spread by female anopheles mosquitoes but caused by plasmodia. These mosquitoes breed on stagnant water and bushy areas. Therefore, we should always sleep under a well-treated mosquito net and clear all bushes around our homes to prevent malaria.

The teacher asks learners to give more ways in which we can control the spread of malaria.

## **3.6. End of unit assessment**

Discussing about the questions of the formal assessment in the PB

Answering questions of the formal assessment.

Guidance about the formal assessment:

Formal assessment

1. Cleanliness/to be clean (1)
2. Malaria, cholera (2)
3. Diarrhea/stomachache, vomiting, unable to eat or keep food in, dehydration and serious illness that spread quickly (2)
4. It prevents diseases. (3)

It prevents mosquitoes from breeding.

It prevents germs from spreading.

5. Clean the place. Pick up waste. Throw the old water in a container out and remove the container. (2)
6.
  - a) Catching and eating a mosquito. (1)
  - b) It eats mosquitoes as well as mosquito eggs so it prevents them from breeding. (2)
  - c) Keep water sources clean. Sleep under a net. Cover your arms and legs at dusk and dawn. (2)

Total marks: 15

### 3.7. Additional activities

#### Remedial activities

Remedial questions:

1. Why do we need to wash our hands?

**Answer:** To keep clean and avoid getting sick.

2. When should we wash our hands?

**Answer:** Before eating; after going to the toilet.

3. What is hygiene?

**Answer:** Cleanliness

#### Consolidation activities

Consolidation questions

1. How can you keep your environment clean?

**Answer:** Sweep, pick up waste and do not let dirt gather. Cover food. Keep the toilet area clean. Do not use the river or water sources as a toilet.

2. Why is it important to keep the environment clean?

**Answer:** To prevent diseases so that we stay healthy.

3. What is a waterborne disease?

**Answer:** A disease you get from germs in dirty water, or from harmful insects that breed in the water, like mosquitoes.

**Extended activities:**

**Extension learning**

Imagine you are a doctor.

1. How would you know that a patient has malaria?

**Answer:** He/she would have these symptoms: feeling tired, coughing, sweating, fever, joint pains, headache.

2. How would you treat a malaria patient?

**Answer:** Prescribe tablets and lots of rest.

3. What advice will you give people to prevent malaria?

**Answer:** Keep the environment clean, do not let mosquitoes breed in stagnant water, and sleep under treated mosquito net, using coils, using mosquito repellers, using insecticide.

# UNIT 4

## Economy

### 4.1. Key Unit Competence

Develop culture of making priorities and savings.

### 4.2. Prerequisite (knowledge, skill, attitude and values)

Learners have learnt about economy in P3 and the importance of money. It is therefore necessary to note that they the necessary knowledge, skills and attitudes. This will help them to build on and learn this unit with ease.

### 4.3. Introductory activity and guidance

#### a) Introductory activity (unit level)

- Go through the oral activity in the PB
- Role play what happens in the market

#### b) Guidance on introductory activity

#### Suggested answers to the oral activity.

#### Oral activity

1. Waiting for fish; buying and selling fish.
2. To give people food.
3. Sell, cook and eat.
4. Yes (depending on the district).
5. Yes.

Learners role play as buyers while others act as sellers. As they role play, guide them to understand that we can buy what we want or need depending on our choices. It is therefore important to first make a shopping bill before going to the market.

#### 4.4. List of lessons/sub heading

#	Lesson	Learning objectives	Number of periods: 09
1	Needs and wants	Defines need and wants Identify some of the needs and wants in the society.	2
2	How the environment helps people to meet their needs	Explains ways how the environment helps people to meet their needs and wants	1
3	Money	Defines money and its uses	1
4	Activities that increase income	Lists all the activities that increase income	1
5	Things that people spent money on	Analyses most of the common things that people spend money on	1
6	Circumstances that affect people spending	Suggests Circumstances that affect people spending	1
7	Importance of saving and where to save money	Identifies places where money is saved and the importance of saving money	1
	ASSESSMENT	END OF UNIT 4 ASSESSMENT	1

### 4.4.1. Lesson 1 Needs and wants

#### a) Learning objectives

Define a need and a want

Identify some of the needs and wants in the society

#### b) Teaching resources

Diagrams, illustrations, pictures, flip charts showing needs and wants

#### c) Learning activities

Needs and wants

1. Explain the difference between needs and wants.
2. Ask learners to give examples to check their understanding.
3. Mention examples of needs and wants
4. Let learners do the activity 4.1 in the Pupil's Book.

#### Guidance on activity 4.1 in the PB

1. Learners' lists will vary. They should include needs such as food, shelter and clothes.
2. Their wants could include items such as a bicycle, a car or a radio.
3. Some needs and wants will be the same; others will be different.

However, most needs will include food, shelter and clothes.

4. Learners discuss about their lists.
5. The teacher guides learners on how to compare needs and wants.

## **4.4.2. Lesson 2 How the environment helps people to meet their needs**

### **a) Learning objectives**

Explains different ways how the environment helps people to meet their needs and wants

### **b) Teaching resources**

Natural components of the environment

### **c) Learning activities**

The environment helps people with their needs.

1. Revise the meaning of environment with the learners.
2. Explain how the environment helps us.
3. Ask the learners to add real examples from their own experiences.
4. Point out that we need to use the environment in a responsible way.
5. Let the learners do the activity 4.2 in the PB

### **Guidance on activity 4.2 in the PB**

1. Learners' role plays will differ.
2. They should be able to demonstrate how the local environment helps to meet needs and wants.

## **4.4.2. Lesson 3: Money**

### **a) Learning objectives**

- Defines money
- Explains the different kinds of money as in notes and coins
- Mentions ways how money can be used

### **b) Teaching resources**

Money (coins and notes), videos, illustrations



### **c) Learning activities**

1. Explain the meaning of money and the concept of buying and selling.
2. Ask the learners to add items that people spend money on.
3. Ask the learners to suggest how people earn an income.
4. Let the learners do the revision exercise below.

#### **Revision exercise:**

1. What is money?
2. Give two ways in which people use their money.
3. Explain the concept of selling and buying.

#### **Guidance on the revision exercise**

1. Money is what we use to buy things or the medium of exchange for goods and services.
2. People use their money to;
  - buy medicine
  - pay transport
  - buy land
  - pay workers
  - buy food etc
3. Selling is to give something in exchange of money while buying is to give money in exchange of something.

### **4.4.4. Lesson 4: Activities that increase income**

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

Explains what income is

Gives the difference between income and expenditure

Lists all activities that increase income

## **b) Teaching resources**

Diagrams showing men at work, photos, illustrations, videos, flip charts

## **c) Learning activities**

1. Explains the meaning of income.  
Income is the money that you earn
2. Guiding learners to understand the meaning of expenditure  
Expenditure means the money that we spent/the action of spending money.
3. The teacher now helps learners to discuss about all activities that increase income and list them down as their findings.  
Compare learner's findings with those in the PB.
4. Let learners do exercise in the PB

### **Guidance on exercise 4.1 in the PB**

1. Money that you earn.
2. They work, sell things, make things, have a job or career.
3. Make food and sell it, grow fruit and vegetables and sell them, sell eggs, clean people's cars, cycles and motorcycles, make clothes, knit jerseys, weave hats, go to the market for others, write stories for the radio, do hair, make useful items from recyclable goods such as using tins to be candle holders, clean yards for neighbors.
4. The harder you work, the more money you could earn.
5. Let each group choose three ideas to share and explain why these are the best ideas.

## **4.4.5. Lesson 5: Things that people spend money on**

### **a) Learning objectives**

Analyse the most common things that people spend money on.

### **b) Teaching resources**

Role play, diagrams, money in coins and notes

### **c) Learning activities**

1. Learners role play some of the way how people spend their money.
2. They can also discuss about common things that people spend money on.
3. Guide learners to do activity 4.3 in the PB

#### **Guidance on activity 4.3 in the pupil's book**

- Learners' shopping lists will differ.
- Check that they have realistic prices and can determine items they do not really need.
- Check that learners understand the concept of a waste of money.

### **4.4.6. Lesson 6: Circumstances that affect people's spending**

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

- Describe under which circumstances do people spend a lot of money on.
- Lists down these circumstances

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

Diagram showing people at a party, bar, picnic, expo or any other social gathering.

#### **c) Learning activities:**

- The teacher guides learners to form groups
- Ask learners to discuss about the circumstances that make people spend a lot of money.
- Compare learner's findings from the discussion to what is given as teachers notes on this unit.

## Ask learners to do activity 4.4 in the PB

### Guidance on how to answer activity 4.4 in the PB

1. Their needs and wants such as food, transport, clothes, education, recreation and housing.
2. How much money they have, what their needs and wants are, how large their families are, and where they live.
3. Learners role play buying and selling.

## 4.4.7: Lesson 7: Saving money

### a) Learning objectives

- Describe the term saving
- Identifies places where money can be saved
- Gives the importance of saving money

### b) Teaching resources

Textbooks, pictures, illustrations

### c) Learning activities

- Explain to learners the concept of saving as keeping money secure for future use.
- Guides learners to discuss about ways in which money can be saved
- Guide learners to understand the importance of saving money.
- Ask the learners to add ideas on how to save money.
- Let the learners do Activity 4.5 in the Pupil's Book.

### Guidance on activity 4.5 in the PB

1. To not waste money and to keep money in a safe place so you can use it later.
2. Money is worth a lot. If you save money, you will be able to use it for important things and for unexpected things.
3. At a bank or with an elder person who you trust.

4. In a bank, money box, with another person, in a safe place.
5. A bank is best because you can earn interest on your money.

### **4.5.1. Additional content for student**

#### **Remember these:**

- It is very important to make a budget before spending any money.
- Saving money in the bank is the best because you can earn interest on your money.

#### **Application activity:**

Make a money box or buy it and decorate it with words and pictures that

Say why it is important to save money.

### **4.5.2. Additional content for teacher**

Other circumstances on which people spend a lot of money:

1. Buying private assets
2. Finding better treatment of a disease
3. Social gatherings such as parties
4. Court fines
5. Disasters and catastrophes etc

### **4.6. End of unit 4 assessment:**

Guidance on the end of unit 4 assessment in the PB

Formal assessment

1. Something you can not live with out. . (1)
2. Something you wish to have . (1)

3. A house and food. (2)
4. The trees provide shade, wood for fire and fruits to eat. The rivers provide water to drink and for washing. (2)
5. Growing maize and ground nuts; making and selling hats. (2)
6. Food and clothes. (2)
7. Mukesha wants to buy a new dress. The family have saved money to buy a radio. They cannot afford both.
  - a) Buy the radio and then next time they have money buy Mukesha's dress, or buy a smaller radio and some material and Mukesha's family can help her to make the dress. (1)
  - b) Growing vegetables, keeping chickens and selling eggs, braiding other people's hair. (1)
  - c) Put her money that she earns into a box and never open the box until she has enough for a dress. (1)
  - d) So you can buy want you need and also if there is a sudden illness or need in the family to pay for medicines or transport. (1)
  - e) We buy what we need and want with money. (1) Total marks: 15

## 4.7. Additional activities

### Remedial activities:

### Remedial questions:

1. What is the difference between a need and a want?

**Answer:** A need is something you can not do without. A want is something you wish to have.

2. What does the environment give us?

**Answer:** It provides us with our needs and wants.

3. What is money?

**Answer:** Money is something used in exchange for goods and services.

### **Consolidation activities**

#### **Consolidation questions**

1. What does buying and selling mean?

**Answer:** To buy is to get something you need or want in exchange for money.

To sell is to give something in exchange for money.

2. What affects how we spend money?

**Answer:** How much money we have and what our needs and wants are.

3. Why is it important to save money?

**Answer:** Money is worth a lot and should never be wasted. Saving money helps you to buy bigger things and pay for emergencies or important things like education.

4. How can you save money?

**Answer:** Put it in a bank or give it to a trusted elder to keep for you

### **Extended activities:**

#### **Extension learning**

1. Which activities are best at generating income?

**Answer:** Those that provide for people's needs and what they need most.

2. What is the best way to prioritize between needs and wants?

**Answer:** Make a list to compare and first check the needs before you look at the wants.

3. Where can you get the most interest on your money if you save it?

**Answer:** Check the different bank rates.

# UNIT 5

## Civics and governance

### 5.1. Key Unit Competence

Describe the Rwandan coat of arms, acceptable behavior and District leadership.

### 5.2. Prerequisite (knowledge, skill, attitude and values)

Parents and teachers advised learners to always behave well and respect elders. This information will help us to live with others in peace and harmony. This information will help the understand how to avoid risky behaviour, promote peace and harmony and other key concepts in this unit.

### 5.3. Introductory activity and guidance

#### a) Introductory activity (unit level)

Through brain storming, the teacher asks learners oral questions of the introductory activity in the PB.

#### b) Guidance on introductory activity

Learners answer the oral questions asked by the teacher using the following possible answers.

#### **Discuss these questions in your groups.**

1. Does every soccer/football team have a leader?

Yes

2. Why does the team have a leader?

**Answer:** The leader gives the team direction and makes sure they work together as a unit.



3. Does your class have a leader?

Answers will vary but usually a class has a class captain and often one person serves as an official leader.

4. Does our country have leaders?

Yes, we have a prime minister and government officials.

5. Why do we need leaders?

So that our country is organized and run in the best possible way.

6. Would you like to be a leader? Why?

Answers will vary.

#### 5.4. List of lessons/sub heading

#	Lesson	Learning objectives	Number of periods
1	National symbols	<ul style="list-style-type: none"><li>- Defines a national symbol</li><li>- Identify different national symbols of Rwanda</li></ul>	1
2	Rwandan coat of arm	<ul style="list-style-type: none"><li>- Identifies different features of the National coat of arm</li></ul>	1
3	Acceptable behaviour	<ul style="list-style-type: none"><li>- Practice acceptable behaviors in the society</li></ul>	1
4	Harmony and disharmony among peers	<ul style="list-style-type: none"><li>- Define harmony and disharmony</li><li>- Acknowledge the importance of harmony among peers</li></ul>	1
5	Factors that can cause disharmony	<ul style="list-style-type: none"><li>- Mention the factors that can cause disharmony.</li></ul>	1

6	Consequences of disharmony	- Identifies the consequences of disharmony in the society	1
7	Leadership, qualities of a good leader and procedure of becoming a leader	- Defines who a leader is - Discovers all the qualities of a good leader - Explains different ways in which one can become a leader	1
8	Main leaders in our district and their responsibilities	- Names the main district leaders and their roles	1
9	END OF UNIT ASSESSMENT	Answering questions of the end of unit assessment with the right responses	1

### 5.4.1. Lesson 1: National symbols

#### a) Learning objectives

- Defines a national symbol
- Identifies different national symbols of Rwanda

#### b) Teaching resources

Photos of national symbols, flip charts, audio-materials

#### c) Learning activities

1. Draw a picture of the Rwandan national coat of arms.
2. Put all your drawings on the walls around the class.
3. Learners should also list other national symbols like National anthem, National flag, National currency etc.
4. They should list the different symbols (features) on it
5. Singing the national anthem.
6. Ask learners to do activity 5.1 in the PB.

### **Guidance on activity 5.1 in the PB:**

See learner's drawings and guide them to draw the correct diagrams of The National coat of arms of Rwanda.

Learners draw and display the Rwandan coat of arms.

### **5.4.2. Lesson 2: Rwandan coat of arm**

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

Identifies different features of the national coat of arm and their meanings

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

Textbook, picture of the Rwandan coat of arm, flip charts etc.

#### **c) Learning activities**

Drawing and shading features of the National coat of arm of Rwanda.

Guide learners explain each of the pictures/ symbols /features of the national coat of arm

Ask learners to do number 2 of Activity 5.1 in the PB.

### **Guidance on Activity 5.1 in the PB**

1. **Motto:** Ubumwe(unity), Umurimo (work) and Gukunda igihugu (Patriotism).
2. **Green ring with a knot:** development through hard work.
3. **The sun:** transparency and enlightenment.
4. **Basket:** Rwandan culture of saving, solidarity and sharing.
5. **Cogwheel:** science and technology, and industrial development.
6. **Shields:** patriotism, defense of national sovereignty, integrity and justice.

### 5.4.3. Lesson 3: Acceptable behavior

#### a) Learning objectives

- Learners accept to practice acceptable behaviour in the society
- Role play about acceptable behaviour in the society

#### b) Teaching resources

Flip charts, illustrations, pictures, videos about acceptable behaviour.

#### c) Learning activities

- The teacher guides learners to form groups and discuss about acceptable behaviour in the society
- Learners suggest and agree about which behaviour is acceptable in the society.
- Ask learners to do the application activity below and activity 5.2 in the PB

#### Application activity:

Identify any four acceptable behaviour in the society;

- Cleaning our environment.
- To say 'Thank you' or to appreciate.
- Asking for forgiveness.
- Respecting others.
- Helping parents.
- Listening to teachers, parents and elders.
- Greeting people.
- Being polite.
- Being orderly and smart.

#### Guidance on the activity 5.2 in the PB

- Guide learners to observe different coat of arms of East African Countries.
- Learners point out correct coat of arms to their respective countries.

- Talk about having respect for the coats of arms of other countries

#### **5.4.4. Lesson 4: Harmony and disharmony in the society**

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

Define harmony and disharmony

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

Pictures, flip charts, videos, and illustrations about harmony and disharmony

##### **c) Learning activities**

- Defining harmony
- Defining disharmony
- Acknowledge the importance of harmony among peers.

Ask learners to do the following application activity below and exercise 5.1 in the PB

##### **Application activity:**

1. Define the following.
  - i. Harmony
  - ii. Disharmony
2. State the importance of harmony among peers.

(For guidance on the application activity, please refer to additional content to the teacher on this unit in this book)

##### **Guidance on how to answer exercise 5.1 in the PB**

##### **Exercise 5.1 PB**

1. Because he is hardworking and helpful.
2. Fetches water, sweeps the compound, mops the floor, washes dishes.
3. Forgives them but reports it to the teacher.
4. Learners draw a picture.

### **5.4.5. Lesson 5: Factors that can cause disharmony in the society**

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

- Explain the causes of disharmony
- Identifies some of the consequences of disharmony

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

Charts, videos, illustrations

#### **c) Learning activities**

- The teacher explains factors that may cause disharmony in the society.
- Guides learners to give their own opinion as to why they think that these factors may lead to disharmony.

(Please refer to additional content to the teacher on this unit in this book)

Ask learners to do activity 5.3 and 5.4 in the PB

#### **Guidance of how to answer activity 5.3 and 5.4**

##### **Guidance on activity 5.3**

1. A possible list:
  - Being rude
  - Lying, being dishonest or cheating
  - Taking alcoholic drinks when under 18 yrs or drugs .
  - Treating people badly, especially treating women and children badly
  - Fighting
  - Being lazy or not helping other people
  - Damaging property.
2. a) Actions such as being rude, not sharing books, being untidy, laughing at other learners, bullying. Answers will vary.  
b) Being considerate and polite will reduce disharmony.
  - Learners present their findings to the rest of the class.

### **Guidance on activity 5.3 in the PB**

1. Answers will vary but could include helping others, being polite, respecting the opinions and beliefs of others.
2. Learners role-play the situations. They should show ways of resolving conflict and promoting harmony.

### **5.4.6. Lesson 6 Leadership, qualities of a good leader, procedure of becoming a leader.**

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

- Define who a leader is.
- Gives qualities of a good leader
- Analyse the ways of becoming a leader

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

- Photo of the president
- Videos of leaders addressing people

#### **c) Learning activities:**

- Leadership in our district
1. Introduce the topic of leadership and ask learners to think about what is needed in a good leader.
  2. Describe qualities of a good leaders
  3. Explain different ways in which one can become a leader

Guidance on ways of becoming a leader:

People can become leaders in different such as:

- Voting through secret ballot
  - Being appointed
  - Through inheritance
4. Ask learners to do activity 5.5 and 5.6 in the PB

### Guidance on activity 5.5 in the PB

- Learners should identify leadership through a church leader, a charity organisation leader, a business manager and a teacher.
- Learners should also give some examples of good leaders in their own society.

### Guidance on activity 5.6 in the PB

Answers will vary, but could include being supportive, being respectful, being helpful, not criticizing etc.

## 5.4.7. Lesson 7 Main leaders in our district

### a) Learning objectives

Identify the main leaders in our province and district

### b) Teaching resources

Charts, videos, pictures

### c) Learning activities

1. The main leaders of our district
2. Asks learners to mention some titles of leaders
3. Discuss leaders in the community and explain how your district is run.

(Refer to student's additional content on this unit)

4. Ask learners to do activity 5.7 in the PB

### Guidance on activity 5.7 in the PB

The names of the leaders will vary according to the district.

Learners draw an organigram showing the mayor at the top and the other leaders below the mayor.



### 5.5.1. Additional content for student

Always remember that we should always live together in peace and harmony.

Main leaders in our province:

Administrative area	Title
Country	President
Province	Governor
District	Mayor
Sector	Executive secretary
Cell	Executive secretary of cell
Village	Chief of village

Learners do the Self-assessment in the PB

#### Guidance on the Self-assessment in the PB

1. - Respecting human rights.  
- Treating people equally  
- Respecting each other  
- Equal distribution of resources among others.
2. The act of directing others towards a goal or purpose
3. Learners choose any leader of their district.
4. Learners draw the national coat of arms of Rwanda and explain the meaning of at least four elements in it.

### 5.5.2. Additional content for teacher

Harmony simply means living together in peace.

Disharmony is misunderstanding between two or more people.

Importance of harmony among peers

- It promotes friendship
- It promotes unity
- It leads to development

- It avoids conflicts

### Causes of disharmony in the province

There are many causes of disharmony in our province such as:

- Religious differences: Some people may not live peacefully with their neighbours because of their religions.
- Lack of respect of human rights: Some leaders use their powers wrongly on people without respecting their rights.
- Political differences: Many political parties in an area may create misunderstanding among the members because of different political wills and ideology.
- Corruption: This leads to unequal distribution of resource by the government officials to the beneficiaries.
- Theft and misunderstanding among people: Some people steal the assets of their neighbours which makes them not to live in peace in the community.

### Consequences of disharmony in the province

When there is disharmony, people are affected in many ways such as:

- Loss of life (death): When there is disharmony people can kill one another.
- Lack of peace: When people are not living in harmony they do bad acts like fighting, quarreling, stealing among others
- No unity among people: Once there is disharmony, people never love one another and they can't work together to achieve their common goal.
- Human right abuses: People tend not to respect one another leading to human right abuses like rape, corporal punishment, unfair judgment among others.
- Domestic violence: When there is disharmony, families also don't have peace because of misunderstanding among the family members. It can cause fighting, quarrelling and can also lead to divorce.

- Low development in an area: Disharmony makes people not to work together in order to get good development. This brings about low or under development because people do not have a common understanding among themselves.
- Being biased: When people are biased there will be no fair prejudice or justice in the community. People tend to judge unfairly against someone they don't like.

## 5.6. End of unit assessment

Formal assessment PB p. 58

1. Harmony occurs when we work and live together peacefully and disharmony occurs when there is conflict. (2)
2. Conflict over land, intolerance of different beliefs, lack of respect for other tribes. (Answers will vary) (3)
3. Answers will vary.  
Damaging local property leads to disharmony. (4)
4. Mayor (1)
5. Learners can choose any 2 symbols (2 marks for drawing and 2 for explanation).
6. One mark for each quality chosen from the list. (2)
7. So that they will be effective, so that we can trust them, so that we achieve our goals. (2)
8. Behaviour that society approves of, for example caring for the aged. Examples will vary. (2)
9. The national coat of arms of Rwanda (1)
10. Green ring with a knot: development through hard work.  
Basket: Rwandan culture of saving, solidarity and sharing.  
Cogwheel: science and technology, and industrial development.  
Shields: patriotism, defense of national sovereignty, integrity and justice. (4) Total marks: 25

## 5.7. Additional activities

### Remedial activities:

1. Point to the Rwandan national coat of arms.

**Answer:** Learners should be able to do this.

2. Write down forms of acceptable behaviour.

**Answer:** Respecting other people, being polite, being tolerant, helping each other and being kind, working hard, taking responsibility if we make a mistake.

3. What is the title of the person in charge of our district?

**Answer:** Mayor

### Consolidation activities:

Write a short explanation of why harmony is important in a country and how our national coat of arms helps to create harmony.

**Answer:** Learners use the information provided in the unit.

### Extended activities:

1. What is the motto on the Rwandan coat of arms and what does it stand for?

**Answer:** Ubumwe (unity), Umurimo (work) and Gukundaigihugu (patriotism)

2. Find out the name of your local leader/chief.

**Answer:** Answers will vary.

3. What would you do if you noticed someone in your class being very rude to another learner?

**Answer:** Report it to your teacher.

# UNIT 6

## Important places and public assets in our district

### 6.1. Key Unit Competence

Recognize the importance of public places and assets in the district and how to preserve them.

### 6.2. Prerequisite (knowledge, skill, attitude and values)

Learners have ever been taken out by their parents to important places for their leisure and recreation during weekends, holidays or festivals. In some of these places, they find a good number of people who visit them for a similar purpose. This means that they have the necessary knowledge about important places in or out of our district. This will give a smooth ground for the teacher to develop this unit with ease.

### 6.3. Introductory activity and guidance

#### a) Introductory activity (unit level)

The teacher introduces the unit by asking learners some oral questions from an oral activity in the PB.

#### b) Guidance on introductory activity:

#### Suggested answers for the oral activity:

#### Oral activity

1. A person who travels from one country to another to visit a place of interest.
2. Yes/no; in the street, at a hotel, at a national park, in a bus.
3. They spend money here and learn more about our country.

4. Our national parks, important places and beautiful places.
5. To a national park or a museum.
6. Example: I would like to see the three national parks.

#### 6.4. List of lessons/sub heading

#	Lesson	Learning objectives	Number of periods: 9
1	Important places in our district	Identify important places in our district	1
2	Importance of important places in our district	State the importance of important places in our district	1
3	Preserving important places	Suggest ways of preserving important places	1
4	Public asset and public places	Names some public assets and public places in his or her district	1
5	Main public assets in your district	Identify the main public assets in your district	1
6	Importance of public assets in our district	Explain ways in which public assets in our district are important	1
7	Ways of preserving and protecting public assets	Identifies ways of preserving and protecting public assets	1
8	Problems of failing to protect public assets	Explain what may happen when public places are not protected	1
9	Assessment	Answer questions of the end of unit assessment	1

### 6.4.1. Lesson 1: Important places in our district

#### a) Learning objectives

- Identify important places in our district
- Lists examples of important places in our district

#### b) Teaching resources

- Flip charts showing some of the important places in our district

#### c) Learning activities:

Important places in our district

1. Explain what an important place is.
2. Ask learners to list important places they have seen or heard about.
3. Ask learners to do the exercise 1.1 in the PB and the application activity below.

#### Guidance on exercise 1.1 in the PB

1. A place that has value, is of interest and where people want to go.
2. Learners' answers will differ. Not all would have been to an important place.
3. Yes. This will help me to learn more about my country.

#### Application activity:

1. Name any four important places in our district.
2. Name any two national parks found in Rwanda.

#### Guidance on how to answer the application activity above:

1. - Museums  
- Genocide memorial sites  
- Game parks and national parks  
- Public gardens
2. - Akagera National Park  
- Nyungwe National Park

- Volcanoes National Park

## **6.4.2. Lesson 2: Importance of important places in our district**

### **a) Learning objectives**

State the importance of important places in our district

### **b) Teaching resources**

Pictures and videos showing important places, flip charts

### **c) Learning activities**

1. Ask learners to discuss about the importance of important places in our district.
2. Guide learners to discuss about the importance of important places in our district.

### **Guiding question:**

3. Discuss about the importance of importance of important places in our district
4. Ask learners to do activity 6.1 in the PB and the application activity below.

### **Guidance on activity 6.1 in the PB**

1. Learners' answer will differ. Check that they know how to read the map.
2. They are of national interest and part of who we are as a nation.
3. Learners' answers will differ. Check that they have accurate information.
4. There is not enough money for its upkeep. Some people steal or break things there. The place is too small. Some people do not look after the place. There is no money to pay people to take care of the place.
5. Volunteer/give of your time freely to look after it and keep it clean.  
Do fund-raising to get money to improve the structures.



6. Learners draw their favourite important places in their district.
7. Learners display their own drawing to others and discuss about them freely.

### **Application activity:**

State the importance of some important places in our district:

#### **Guidance on the application activity**

i) Museums:

This is where things of value are kept and shown.

They help us to know more about our history.

ii) Genocide Memorial sites:

They help us to honor and remember the victims of genocide against the Tutsi in 1994.

iii) Game parks and national parks:

It is where our animals and plants are looked after.

iv) Public gardens:

- It is where most weddings are held.
- People can visit them to spend their leisure.

### **6.4.3. Lesson 3: Preserving important places**

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

Suggest ways of preserving important places

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

Visiting important places

#### **c) Learning activities**

Preserve and protect public assets

1. Ask the learners why they think we need to preserve and protect our public assets.

2. Check if they understand the meaning of preserve and protect.

Remember: Preserve: means to keep / look after

Protect: means to keep something safe.

3. Let the learners do the question of homework in the Pupil's book.

### **Guidance about homework:**

Important places should be preserved and protected because of the following reasons;

- They are sources of government revenue.
- They attract tourists.
- They help to keep facts about the history of our country
- They help us to organize social gatherings like weddings
- They help us to get medication when we are sick etc.

## **6.4.4. Lesson 4: Public asset and public place**

### **a) Learning objectives**

- Defines private assets and public places
- Names some public assets and public places

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

Flip charts, pictures, videos and other illustrations

### **c) Learning activities:**

Public assets

1. Explain the meaning of a public asset and private assets
2. Ask the learners to give examples.
3. Let the learners do the exercise 6.2 in the Pupil's Book.

### **Guidance on exercise 6.2 in the PB**

1. Something that belongs to all Rwandan people, for example a water source such as a well, market, hospital, police station, magistrate's court.

2. Learners' answers will differ. They should be able to list the main public assets.
3. Learners' answers will differ. They should be able to point out the use and why we need the asset. For example, the well is a source of water and we use the water for drinking and washing; we cannot live without water.
4. No, I would not like to live in such a place. I will suffer because there will be no police station, there will be no market to go to so I won't be able to buy or sell, there will be no hospital when I am sick, and there will be no water to drink.

### **6.4.5. Lesson 5: Main public assets in your district**

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

Identifies the main public assets and private assets in your district

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

Flip charts, videos, photos, illustrations showing important places in our district

#### **c) Learning activities**

1. Ask learners to mention some examples of main public assets in your district.
2. Guide learners to discuss about main public assets in your district.
3. Remember that learners answers will differ according to their home district.
4. Ask learners to do the application activity below.

#### **Application activity:**

1. List down examples of main public assets in your district.

## Guidance on application activity

Learners classify main public assets and private assets in their districts such as: Public schools, market places, private clinics, police stations, public buses, courts, water sources etc.

### 6.4.6. Lesson 6: Problems of failing to protect public assets

#### a) Learning objectives

Identifies problems that may result from failing to protect public places

#### b) Teaching resources

Textbooks, Flip charts, videos, photos, illustrations showing important places in our district

#### c) Learning activities

1. Ask learners to discuss about problems that may result from failing to protect public places.
2. Learners present what they have discussed to the teacher.
3. Let learners do the application activity below.

#### Application activity:

Identify any three problems that may result from failing to protect public places.

#### Guidance about the lesson:

- Closure.
- Lack of customers.
- Loss of skilled workers etc.

### **6.4.7. Lesson 7: Ways of preserving and protecting public assets**

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

Identifies ways of preserving and protecting public assets

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

Charts and diagrams showing ways of preserving and protecting public assets

#### **c) Learning activities:**

- Ask learners to discuss about ways of preserving and protecting public assets
- Ask learners to do the activity 6.2 in the pupil's book and application activity below:

#### **Guidance on activity 6.2 in the PB**

1. Learners' drawings will differ.
2. Allow learners to explain their drawing in class.

#### **Application activity:**

Identify any four ways of preserving and protecting public places in our district:

- Clearing bushes around them
- Painting them
- Repairing the broken furniture
- Cleaning them
- Planting grasses and flowers in the compound etc.

## **6.5. Additional content for student and teacher**

### **6.5.1. Additional content for student:**

Self-assessment in the PB:

Guidance on the self-assessment in the PB

Learners will assess themselves.

1. Learners' lists will differ, depending on the district. Check for accuracy.
2. Learners' lists will differ, depending on the district. Check for accuracy.
3. These are national treasures where we preserve our animals and plants so that everybody can see and enjoy them. In our museums we learn about our history. We learn from the past in order not to make the same mistakes again; therefore, we have national memorial sites.
4. We all use the places as they belong to all of us.
5. Always treat the places with care and respect. Follow the rules there. Never break or steal or litter. Give of your free time to help to look after the place.

### **6.5.2. Additional content for teacher**

Environment and sustainability

- Pupils learn that our important places help us take protect and care for the environment. They realise it is necessary to respect and look after all our important places.
- Problems that may result from failing to preserve and protect public places.
  - Closure.
  - Lack of customers.
  - Loss of skilled workers etc.

### **6.6. End of unit assessment:**

Assess learner using the following suggested questions of the end of unit assessment.

1. Identify any four important places in your district.
2. Mention any two problems faced by important places in our district.
3. Explain the importance of important places.
4. Differentiate between public assets and private assets.

5. Name any four examples of public and private assets in our district.
6. Point out any two ways of protecting and preserving public assets in our district.
7. Think about how your district would be without public assets. Write two sentences to explain why it is important to preserve our public assets.

**Guidance on the end of unit assessment.**

1. Public hospitals, National parks, Museum, Genocide memorial sites, public gardens etc.
2.
  - Poor service delivery
  - Lack of enough space
  - Poor hygiene.
  - Lack of enough skilled workers
3.
  - i) Museums:  
This is where things of value are kept and shown.  
They help us to know more about our history.
  - ii) Genocide Memorial sites:  
They help us to honor and remember the victims of genocide against the Tutsi in 1994.
  - iii) Game parks and national parks:  
It is where our animals and plants are looked after.
  - iv) Public gardens:  
It is where most weddings are held.
4. Public assets belong to all people (Rwandans) while private assets belong to an individual or few people.

Public assets	Private assets
Museums	Private cars
Genocide memorial sites	Private guest house
Public gardens	Private clinics
National parks	Private houses

5. Renovating all public assets
  - Hiring security guards to provide security for public assets at night
  - Installing surveillance cameras
  - Planting grass, trees and flowers in the compounds of public assets
6. It makes them last for long.
  - It maintains the standards of public assets.
  - It helps public assets to attract more clients.

## **6.7. Additional activities:**

### **Remedial activities:**

#### **Remedial questions**

1. What is an important place?

**Answer:** A place of value for our nation.

2. What is a public asset?

**Answer:** A useful facility that all of us can use.

3. What does it mean to preserve a public asset?

**Answer:** To look after it and keep it in good working condition

#### **Consolidation activities**

#### **Consolidation questions**

1. What are important places in our district?

**Answer:** Museums, national parks, memorial sites, public gardens.

2. What are public assets in our district?

**Answer:** Wells, hospitals, magistrate's courts, police stations.

3. How can we look after our important places and public assets?

**Answer:** Keep them clean, follow the rules when you visit, offer your help to maintain and keep them clean, respect the places.



## **Extended activities:**

### **Extension learning**

Imagine you are the manager/head of an important place such as a national park.

1. What message will you give the visitors about how to behave?

**Answer:** Treat the place with respect. Show you care and make sure you leave only footprints, not anything else. Do not harm the animals or plants. Do not spoil the visit for others by behaving in a bad or rude way. Do not make a mess in the latrines. Treat the place with the same respect as you would treat your own home.

2. How will you preserve the park?

**Answer:** Make sure that visitors follow the rules. Never kill the animals or chop down the trees.

Organise for volunteers to help care for the place. Raise funds so that we can keep the place in a good condition. Advertise for tourists to visit the park so we can earn enough money to keep the place in good working order.

3. How will you explain to visitors that the place is important?

**Answer:** This place is part of our heritage and country. We are very proud of this place. Many people visit this place. Here we preserve animals and plants. This means future generations will also be able to enjoy and see the plants and animals. If we do not have this place, the animals and plants may become extinct.

# UNIT 7

# Weather, flora and fauna

## 7.1. Key Unit Competence

Recognise the importance of weather, flora and fauna in the district and how to preserve them.

## 7.2. Prerequisite (knowledge, skill, attitude and values)

This unit is a continuation of what the learners learnt in the previous unit. The learners have learnt about weather as the daily condition of the atmosphere recorded at the given period of time. When given a chart showing different types of weather, can learners be able to identify them? This knowledge will be useful in helping learners to differentiate different types and elements of weather. Learners can also identify the importance of weather, flora and fauna.

## 7.3. Introductory activity and guidance

### a) Introductory activity (unit level)

Ask learners oral questions about the introductory activity in the PB

### b) Guidance on introductory activity

Learners answer the oral questions asked by the teacher using the following expected answers;

1. So that plants can grow and animals can keep warm.
2. So that plants can grow and animals can drink water.
3. Learners' answers will differ. Encourage them to give reasons for their choices.

- Learners' answers will differ. Encourage them to give reasons for their choices.

From their responses, you will hear if they understand the difference between hot and cold and can do a quick revision exercise if they do not.

- Learners' answers will differ. Check if they understand the concept of wind, and revise if they do not.

#### 7.4. List of lessons/sub heading

#	Lesson	Learning objectives	Number of periods:19
1	Weather and its elements	Define weather and its elements	2
2	Weather and its instruments	Identifies weather instruments and their importance	3
3	Effects of weather to human activities and vegetation	Explains the effect of weather on human activities and vegetation	1
4	Problems caused by weather	States different problems caused by weather	1
5	Measures to overcome problems caused by weather	Give measures taken to overcome problems caused by weather	1
6	Flora	Explains the definition and meaning of flora	2
7	Importance of flora in our district	Gives the importance of flora in our district	1

8	Problems for failing to protect and preserve flora	Explain different problems that may result from failing to protect and preserve flora	1
9	Fauna	Explains the definition and meaning of flora	2
10	Importance of fauna	Gives the importance of fauna	1
11	Problems for failing to protect and preserve fauna	Explain different problems that may result from failing to protect and preserve fauna	1
12	Ways of preserving fauna	Identifies ways of preserving fauna	1
	ASSESSMENT	Answering questions of the end of unit assessment	2

### 7.4.1. Lesson 1: Weather and its elements

#### a) Learning objectives

- Define weather and its elements
- State main elements of weather.

#### b) Teaching resources

- Illustrations showing types and elements of weather.
- Environment

#### c) Learning activities

1. The teacher displays or projects illustrations showing the weather and its elements.
2. Learners through their pairs identifies the illustrations under the teacher's guidance
3. Let the learners do the exercise 7.1 in the Pupil's Book

### Guidance on exercise 7.1 in the PB

1. Weather is the daily condition of the atmosphere.  
Weather is the conditional change of the day.
2. Temperature, wind, air pressure, moisture, sunshine, clouds.
3. Learners match the pictures with an element of the weather

## 7.4.2. Lesson 2: Weather and its instruments.

### a) Learning objectives

- Identifies weather instruments and their importance

### b) Teaching resources

- Illustrations showing weather instruments and their functions
- Recycled materials to make measuring instruments

### c) Learning activities

1. The teacher displays or projects illustrations showing the weather instruments.
2. Practically, learners can make some weather instruments like a rain gauge or thermometer by following the steps given in the Pupil's book.
3. Learners through their pairs identifies the illustrations under the teacher's guidance
4. Drawing different weather instruments and describing their functions
5. Ask learners to do the following guiding exercise and activity 7.1 in the PB.

1. Match the items in A with those in B.

<b>A</b>	<b>B</b>
i) Windsock	a) To measure the temperature
ii) Barometer	b) To measure the amount of rainfall
iii) Thermometer	c) To measure humidity
iv) Rain gauge	d) To measure air pressure
v) Hygrometer	e) To measure the speed of wind

2. Why should a rain gauge be placed in an open place?
3. State the function of a wind vane.
4. A place where weather is measured is called.....

### Suggested answers for the guiding exercise

1. i)-----e)  
ii)-----d)  
iii)-----a)  
iv)-----b)  
v)-----c)
2. To measure the accurate amount of rainfall received.
3. It shows the direction of wind
4. A weather station

### Guidance on activity 7.1 in the PB

(To make a rain gauge, follow all the steps in the PB)

1. Groups make a rain gauge and measure the rain. They share their measurements with the rest of the class.
2. For homework, learners make a thermometer.  
They check the level of water at different times of the day.  
They compare the weather over a few days and share their measurements with the rest of the class.
3. Learners write a sentence to say what they have learnt about the weather.

### 7.4.3. Lesson 3: Effects of weather to human activities and vegetation

#### a) Learning objectives

- Explains the effect of weather on human activities and vegetation

#### b) Teaching resources

- Illustrations of different pictures showing how weather affects human activities and vegetation
- Tree seedlings for planting

#### c) Learning activities

1. The teacher displays or projects illustrations of different pictures showing how weather affects human activities and vegetation.
2. Learners through their pairs identifies the illustrations under the teacher's guidance
3. Plant some tree seedlings as a way of preventing the effects of weather on human activities and vegetation.
4. Asks learners to do an exercise 7.2 in the PB.

#### Guidance on exercise 7.2 in the PB

1. Good weather is safe and comfortable and bad weather can be dangerous and is uncomfortable.
2. If it rains too much, we have floods and lose our homes, plants, animals and even our lives.  
If it does not rain enough, we don't have enough water and then have a drought. We cannot live without water.
3. They suffer and die if there is no water and if there is nothing to eat because of drought

#### **7.4.4. Lesson 4: Problems caused by weather**

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

- States different problems caused by weather.

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

- Illustrations of different pictures showing different problems of weather.
- Environment

##### **c) Learning activities**

1. The teacher displays or projects illustrations of different problems of weather
2. Learners through their pairs identifies the illustrations under the teacher's guidance
3. Explain the problems caused by weather.
4. Let the learners do the exercise 7.3 in the PB

##### **Guidance on exercise 7.3 in the PB**

- Wind storms can make boats sink
- Landslides can destroy houses and roads.
- Floods can lead to easy spread of diseases
- Crops can be destroyed by drought or too much rainfall.
- Too much rain water can cause soil erosion.

#### **7.4.5. Lesson 5: Measures to overcome problems caused by weather.**

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

- Give measures taken to overcome problems caused by weather.

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

- Environment
- Illustrations showing different measures of overcoming weather problems.
- Tree seedlings



### **c) Learning activities**

1. The teacher displays or projects illustrations of different ways of overcoming weather problems
2. Learners through their pairs identifies the illustrations under the teacher's guidance.
3. Ask the learners what they think we can do to overcome weather problems.
4. List their examples on the board and ask learners to read them.
5. Explain and add further examples.
6. Let the learners do the activity 7.2 in the Pupil's Book.

#### **Guidance on the activity 7.2 on in the PB**

1. - We can grow different crops at the same time. Some of the crops must be plants that do not need a lot of water. We can plant crops in such a way that they prevent the soil from getting too dry.
  - We can protect the trees in the forest.
  - We should not build our houses next to rivers and lakes.
  - We should try to save water
2. Learners' drawings should show practical ideas and they should be able to explain their drawings. For example, they can draw how to plant a tree, or how to save water.

### **7.4.6. Lesson 6: Flora (vegetation)**

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

- Explains the definition and meaning of flora.
- Identifies examples of flora in the environment

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

- Illustrations showing examples of flora
- Text books
- Environment

### **c) Learning activities**

1. Leads learners outside the classroom and guides them as they discover different examples of flora in the environment.
2. Learners through their pairs identifies flora under the teacher's guidance
3. Explain the meaning of flora.
4. Ask the learners to give examples from what they have seen.
5. Ask learners to do the following guidance exercise;

### **Guiding exercise about the lesson:**

1. What is meant by flora?
2. List at least three examples of flora.

### **Answers to the guiding activity**

1. Flora are all plants that grow in an area.
2. Trees, plants and flowers

## **7.4.7. Lesson 7: Importance of flora in our district.**

### **a) Lesson objectives**

- Gives the importance of flora in our district

### **b) Teaching resources**

- Illustrations showing importance of flora
- Text books
- Environment

### **c) Learning activities**

1. The teacher displays or projects illustrations of various importance of flora
2. Learners through their pairs identifies the illustrations under the teacher's guidance
3. Realize some of the key importance in their groups through discussions.

4. Ask the learners why they think flora is important.
5. Explain the importance of flora.
6. Let the learners answer Question 1 of the activity 7.3 in the Pupil's book.

### Guidance on activity in the PB

1. Flora is necessary for us to live.
  - We depend on plants as they produce oxygen for us to stay alive.
  - We need plants for food.
  - Flowers help to beautify the environment.
  - Trees help in formation of rainfall.
  - Flora provides shade when it is hot.
  - Medicines to heal us when we are sick.
  - We can make money from making items from plants and wood.

## 7.4.8. Lesson 8: Problems to failing to protect and preserve flora.

### a) Lesson objectives

- Explain different ways of preserving and protecting flora.
- Explain different problems that may result from failing to protect and preserve flora

### b) Teaching resources

- Illustrations showing different ways of preserving and protecting flora.
- Text books
- Environment

### c) Learning activities

1. The teacher displays or projects illustrations showing different problems that may result from failing to protect and preserve flora
2. Learners through their pairs identifies the illustrations under the teacher's guidance

3. Realize some of the key problems in their groups through discussions.
4. Ask learners to do the following guiding exercise and activity 7.4 in the PB

### **Guiding exercise to learners:**

1. Identify four ways of preserving flora.
2. Outline the problems that may result from failing to protect and preserve flora.

#### **Guidance on the guiding exercise**

1. - Plant two trees for every tree you chop down. (Cut one plant two)
  - Avoid farming in all open places
  - Preserve forests and bushes
  - Create more national parks to preserve flora.
2. Drought
  - Soil erosion
  - Lack of home for wild animals like birds.
  - Desertification
  - Death of some wild animals

#### **Guidance on Activity 7.4 in the PB**

1. Alert the learners to what is required of them after the class outing. Advise them to take a pencil and notebook with them to make notes on what they observe.
2. Learners' summaries should be accurate and include a number of things they saw; for example, they should not only say they saw green
  - They should point out the different shades of green when they refer to colours.
  - They should also look beyond the obvious and look out for what else they can see, and be able to describe this in their summaries.

3. Learners' drawing will vary.
4. Learners' presentations should be clear and they must keep to the topic.
5. Learners' answers will differ.

Examples are: plant a tree for every tree we chop down, only take what we need, preserve our local plants, avoid overgrazing, avoid farming in all open spaces, create more national parks to preserve our flora.

### **7.4.9. Lesson 9: Fauna**

#### **a) Lesson objectives**

- Explains the definition and meaning of fauna.
- Identifies examples of fauna in the environment

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

- Illustrations showing examples of fauna
- Text books
- Environment

#### **c) Learning activities:**

1. Explain the meaning of fauna.
2. Leads learners outside the classroom and guides them as they discover different examples of fauna in the environment.
3. Learners through their pairs identifies fauna under the teacher's guidance
4. Ask the learners to give examples of fauna from what they have seen.
5. Ask learners to do the following guidance exercise;

#### **Guiding exercise about the lesson.**

1. What is meant by fauna?
2. List at least three examples of fauna.

### Answers to the guiding activity

1. Fauna are all the animals in an area.
2. Animals, birds, reptiles and fish.

### 7.4.10. Lesson 10: Importance of fauna in our district.

#### a) Lesson objectives

- Gives the importance of fauna in our district

#### b) Teaching resources

- Illustrations showing importance of fauna
- Text books
- Environment

#### c) Learning activities

1. The teacher displays or projects illustrations of various importance of fauna
2. Learners through their pairs identifies the illustrations under the teacher's guidance
3. Realize some of the key importance in their groups through discussions.
4. Explain to learners what fauna is.
5. Ask the learners to give examples from what they have seen.
6. Explain the importance of fauna.
7. Let the learners do the exercise 7.4 in the PB

### Guidance about how to answer exercise 7.4 in the PB

1. We need to respect all forms of life; we need to show our humanity by being kind to animals; we need fauna to survive.
2. Be kind to animals. Leave enough trees and plants for them to eat/areas for them to live in.

Never hurt or kill animals. If you need to kill animals because you need to eat them, do so in a careful and painless way. Do not kill animals only because you are scared of them/do not know their functions.

3. Animals have seeds in their faces. They help plants to spread. Ants harvest and transport seeds to their nests. The plants grow there. Birds and bats help to turn up the soil. Birds, insects and bats help to pollinate flowers and plants. The songs of birds make us happy. To look at animals makes us feel peaceful and love nature. Our wild animals bring many tourists here. We eat some animals as a food source. Birds, bats and frogs help with insect control.
4. Learners' drawings will differ. Check that they know what fauna is and can explain their favourite/their preference.

### **7.4.1. Lesson 11: Problems to failing to protect and preserve fauna.**

#### **a) Lesson objectives**

- Explain different problems that may result from failing to protect and preserve fauna

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

- Illustrations showing different problems that may result from failing to protect and preserve fauna
- Text books
- Environment

#### **c) Learning activities:**

1. The teacher displays or projects illustrations showing different problems that may result from failing to protect and preserve fauna.
2. Learners through their pairs identifies the illustrations under the teacher's guidance

3. Realize some of the key problems in their groups through discussions.
4. Ask learners to do the following guiding exercise below and activity 7.5 in the PB

### **Guiding exercise to learners:**

1. Outline the problems that may result from failing to protect and preserve fauna.
2. Suggest any four ways of preserving fauna.

### **Guidance on the guiding exercise:**

3. Some animals may become extinct.
  - Lack of tourist attractions
  - Lack of enough animal products like meat, milk, hides and skins.
  - Lack of manure to farmers
  - Lack of pets at home.
  - There would be decreased plant reproduction because birds and insects help in pollination of flowers.
4.
  - Respect all fauna.
  - Do not cause bush fires
  - Do not throw stones at animals
  - Never poach.
  - Avoid deforestation.

### **Guidance on activity 7.5 in the PB**

1. Learners should be able to name the fauna they see.
2. Learners should be able to express what they liked the most.
3. Answers will differ. Examples are: happy, peaceful, interested, caring, full of love, wonderment, joy, respect.
4. Learners should be able to count the different types of fauna they saw.
5. Learners' drawings should show the animal they liked.



6. Never kill, unless you need to eat it. Never take bird eggs out of their nests. Do not throw stones at any animals. Keep enough land for fauna. Avoid using all the land for farming. Do not chop down many trees. Never kill elephants for their tusks and rhino for their horns. Do not use any animal parts to make crafts for tourists. Avoid overfishing. Only take what you need. Have more national parks where fauna can be preserved.
7. Learners' answers will differ. An example is: I will be careful to not cause a bush fire. I will not try to go too near to wild animals; I will not disturb them.

### **7.5.1. Additional content for student:**

Flora and fauna keep nature in balance. That means that all is well when we have flora and fauna. Therefore, we should always try whatever possible to preserve flora and fauna.

### **7.5.2. Additional content for teacher:**

#### **Guidance on homework on in the PB:**

1. A flood is when it rains a lot and the water comes quickly and washes away anything in its way.  
The dams and rivers burst their banks and the water pours out, breaking bridges and flowing very fast and flowing where it should not be going.
2. Floods happen when it rains a lot and there is soil erosion due to overgrazing and building too many houses, and trees are chopped down and new ones are not planted.
3. The floods cause people to drown and lose all their possessions, their homes, farms and animals. They can also get sick from the germs in the water.
4. Learners' drawings should show heavy rain or hail, or a storm with houses collapsing and roofs being blown off, or a drought with a hot sun and dry land.

## 7.6. End of unit assessment:

### Guidance on the end of unit assessment in the PB:

#### Group assessment

Each group can assess another group's poster.

Learners' posters should show pictures or drawings of how to preserve our fauna and flora. They can draw what they saw during their field trips (outside the classroom) as well and explain how these fauna and flora could be preserved.

Learners should be able to answer the questions the class asks.

## 7.7. Additional activities

### Remedial activities:

1. What is weather?

**Answer:** The air around us; hot or cold, dry or wet.

2. What are the elements of weather?

**Answer:** Temperature, wind, moisture, air pressure, sunshine, clouds

3. What are fauna and flora?

**Answer:** Fauna are Living things such as animals, birds, reptiles, insects, fish and flora are growing things like plants and trees

### Consolidation activities:

#### Consolidation questions

1. What instruments can you use to measure the weather?

**Answer:** Rain gauge, thermometer, wind sock, wind vane.

2. Why is flora important?

**Answer:** We cannot live without flora; we need the oxygen and food.

3. How can you preserve fauna?

**Answer:** Have protected areas where no hunting is allowed and where there are enough indigenous plants and trees for food sources.

### **Extended activities:**

#### **Extension learning**

Imagine you are a weather reporter on the radio or the TV. Tell your listeners/viewers the answers to these questions.

1. How would you describe good weather?

**Answer:** It will not cause discomfort; people, plants and animals will not suffer; it will be normal weather for the district.

2. Warn the community about flooding. How does it happen?

**Answer:** Be careful; climb to high ground! Flooding happens when it rains too much in a short time, in areas where there is soil erosion, overgrazing takes place and too many trees are chopped down.

3. What is the effect of bad weather on our fauna and flora?

**Answer:** if there is a drought, they can die without water. If it rains too much.

## **7.7. Additional activities**

### **Remedial activities:**

1. What is weather?

**Answer:** The air around us; hot or cold, dry or wet.

2. What are the elements of weather?

**Answer:** Temperature, wind, moisture, air pressure, sunshine, clouds

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**Answer:** Fauna are Living things such as animals, birds, reptiles, insects, fish and flora are growing things like plants and trees

## **Consolidation activities:**

### **Consolidation questions**

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**Answer:** Rain gauge, thermometer, wind sock, wind vane.

2. Why is flora important?

**Answer:** We cannot live without flora; we need the oxygen and food.

3. How can you preserve fauna?

**Answer:** Have protected areas where no hunting is allowed and where there are enough indigenous plants and trees for food sources.

## **Extended activities:**

### **Extension learning**

Imagine you are a weather reporter on the radio or the TV. Tell your listeners/viewers the answers to these questions.

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**Answer:** It will not cause discomfort; people, plants and animals will not suffer; it will be normal weather for the district.

2. Warn the community about flooding. How does it happen?

**Answer:** Be careful; climb to high ground! Flooding happens when it rains too much in a short time, in areas where there is soil erosion, overgrazing takes place and too many trees are chopped down.

3. What is the effect of bad weather on our fauna and flora?

**Answer:** if there is a drought, they can die without water. If it rains too much.

# UNIT 8

## Population census

### 8.1. Key Unit Competence:

Discuss the population census and its importance.

### 8.2. Prerequisite (knowledge, skill, attitude and values)

In 2022, the government of Rwanda carried out population census, this was done by door to door counting of people in Rwanda.

This makes it clear that learners already have the necessary knowledge required to learn this unit. The teacher can even ask some learner to speak out what they saw and provide some of the information that was asked by enumerators during population census.

### 8.3. Introductory activity and guidance

#### a) Introductory activity (unit level)

Through brain storming, the teacher asks learners oral questions of the introductory activity in the PB.

#### b) Guidance on introductory activity

Learners answer oral questions of the introductory activity using the following expected answers:

1. A population census is taking place in our country.
2. Yes/no
3. Ages would vary – 6 years or younger for some.
4. Yes/no
5. Learners will do a count – this could vary, depending on the

class size and who is present or absent.

6. Visit each class. Count the learners in each class.

Then total the amounts to get the number of learners in the school.

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

#	Lesson	Learning objectives	Number of periods: 11
1	Population and population census	Define population and population census	1
2	Forms or types of population	Explain dense and sparse population	1
3	Population census and its importance	Define population census Gives the importance of population census	1
4	Importance of high population	States the importance of high population	1
5	Problems of high population	Identifies problems of high population	1
6	Importance of less population	Give the importance of less population	1
7	Disadvantages of less population	Mention the disadvantages of less population	1
8	How is population census conducted?	Explain how population census is conducted	1
9	Factors that affect population increase or decrease	Identifies factors of population increase or decrease	1

10	Measures taken to control high or low population	Explains the effects of population increase in our district	1
11	ASSESSMENT	Answering questions of the end of unit 8	1

### 8.4.1. Lesson 1: Population and population census

#### a) Learning objectives

Defines what population and population census is.

#### b) Teaching resources

Atlases, internet, illustrations about population census, videos

#### c) Learning activities

1. Explain the meaning of population.
2. Explain the concept of population census.
3. Ask the learners what they think the purpose of a population census is.
4. Add to their answers by describing the information a census gives us.
5. Let the learners do the guiding exercise given and exercise 8.1 in the PB

#### Guiding exercise:

1. What is population?
2. What is population census?
3. Give any two importance of population census.
4. Population census is carried out after every ....years.
5. A person who carries out population census is called .....
6. List three stages followed when carrying out population census.
7. What information is needed while collecting data during population census?

### **Suggested answers to the guiding exercise:**

1. Population is the number of people living in an area.
2. Population census is the general counting of the number of people in an area.
3. It helps the government to see;
  - Where more employment is needed
  - Who needs more help
  - Where there are not enough schools
  - How many people are sick
4. ten years
5. an enumerator
6. - Planning stage  
- Data collection stage  
- Result production stage
7. Age, gender, marital status, number of children, language spoken, country of origin, education etc.

### **Guidance on how to answer exercise 8.1 in the PB**

1. A count happens at a specific time (after 10 years).  
All the people in the country are counted. A person in each family has to answer questions.
2. How many people live in Rwanda and how the population changes, and what the needs of the population are.

## **8.4.2. Lesson 2: Forms or types of population**

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

Defines the forms or types of population

Explain the meaning dense and sparse population

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

Textbooks, atlas, illustrations, flip charts



### **c) Learning activities:**

- Guide learners to understand the forms or types of population.
- Ask learners do define dense and sparce population.
- The teacher explains clearly the forms or types of population.
- Learners do the guiding exercise below.

### **Guiding exercise:**

1. Explain the meaning of dense population.
2. What do you understand by sparce population?

#### **Guidance about the exercise**

1. Dense/over/high population is when there are very many people living in an area.
2. Sparce/under population is when there are not enough people living in an area.

## **8.4.3. Lesson 3: Population census and its importance**

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

- Define population census
- Gives the importance of population census

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

Textbooks, flip charts, illustrations about population census

### **c) Learning activities:**

- Guide learners to understand the definition population census
- The teacher explains the importance of population census
- Learners do the exercise 8.2 in the PB and activity 8.1 in the PB

### Guidance on how to answer exercise 8.2 in the PB

1. Make sure you are at home on the day of the census so you can be counted.

You must be counted because every person is important.

2. It gives our government the necessary information so they know how to plan, how to budget and what to prioritise in the different districts.

### Guidance on activity 8.1 in the PB

The teacher guides learners to organize the activity following what is described in the PB.

## 8.4.4. Lesson 4: Importance of high population

### a) Learning objectives:

- Factors influencing population growth in an area
- Identifying the importance of high population

### b) Teaching resources:

Textbooks, charts, satellite photos, videos

### c) Learning activities:

1. Guide learners to understand what high population.
2. Ask learners to form groups and discuss about the importance of high population.
3. Learners do the following guiding question as;

### Guiding question:

1. What factors influence population growth in an area?
2. State any three importance of high population.

### Guidance about the exercise

1. Polygamy, high birth rate, early marriage etc.
2. The teacher should guide learners to make more research about it. Compare your research to the following; enough labour, enough security personnel, source of government revenue through taxes etc.

## 8.4.5. Lesson 5: Problems of high population

### a) Learning objectives:

- Explains the meaning of high population
- Understands problems of high population

### b) Teaching resources:

Textbooks, pictures etc.

### c) Learning activities:

1. The teacher explains what high population is.
2. The teacher guides learners to understand problems of high population.
3. Guide learners to discuss about the effects of over-population.
4. Let the learners do the following guiding exercise and question 1 of activity 8.2 in the PB

### Guiding exercise:

List five problems faced when there is over-population.

Guidance on the how to answer the question of the guiding exercise:

Problems faced when there is over-population include;

- Lack of enough houses, schools, food and work.
- Lack of enough jobs (unemployment)
- It may lead to conflict as people could fight for living space.
- It may lead to easy spread of diseases.
- Over population can lead to insecurity.

- It can also lead to increased crime rates.
- It can lead to bad effect to the environment.
- Poor sanitation and hygiene

### **Guidance about question 1 activity 8.2 in the PB**

#### **Question:**

What are the effects of over-population?

In over-population there are not enough houses, schools, food and work as there too many people competing for the resources and space.

It may lead to conflict as people could fight for living space.

It may also lead to starving because of lack of enough food.

People might stay away from school because there are not enough schools.

### **8.4.6. Lesson 6: Importance of less population**

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

Identifying the importance of a less population

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

Videos, pictures, flip charts

#### **c) Learning activities:**

1. Guide learners to understand the importance of a less population
2. Ask learners to discuss about the importance of less population.
3. Learners make more research about the importance of less population.
4. Learners do the following guiding question.

State any two importance of less population

### Guidance on the question

- It is easy to share resources
- There is low crime rate since all people can be easily identified.
- People have enough land for farming
- It is easy for the government to plan for its citizens

## 8.4.7. Lesson 7: Disadvantages of less population

### a) Learning objectives:

Mentions some of the disadvantages of less population

### b) Teaching resources:

Videos, charts

### c) Learning activities:

1. Guide learners to understand the disadvantages of less population.
2. Ask learners to discuss about the disadvantages of less population.
3. Learners make more research about the disadvantages of less population.
4. Learners do the following guiding question and question 1 of activity 8.2 in the PB

State any two disadvantages of less population.

### Answers

- Lack of enough labour
- It may lead to little development
- There is increase in tax revenues.
- Failure of businesses due to lack of customers
- It may lead to low standards of living.

## Guidance on question 1 of activity 8.2 in the PB

### Question:

What are the effects of under-population?

Under-population is a problem as not enough people are available to run the area, look after older people and farm. Then not enough food is produced and the economy suffers.

### **8.4.8. Lesson 8: How population census is conducted**

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

Explains how population census is conducted

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

Textbooks, internet etc.

#### **c) Learning activities**

1. Guide learners to discuss how a population census may be conducted
2. Guide learners to understand that a census can be conducted through three stages.
3. Explain the three stages through which a population census can be conducted.
4. Identify what is done in each stage and the data/information needed when conducting a population census.
5. The teacher is referred to the teacher's additional notes about this unit.
6. Let learners do the following guiding questions about what has been learnt.

#### **Guiding questions:**

1. Explain what you understand by "enumerator"?
2. What role is played by enumerators during population census?
3. List three stages of conducting population census.

### Guidance on the exercise

1. Enumerators are people who have been trained to conduct population census.
2. They conduct population census.
3.
  - Planning stage
  - Data collection stage
  - Result production stage

## 8.4.9. Lesson 9: Factors of population affecting population increase or decrease

### a) Learning objectives

Identifying factors that affect population increase or decrease

### b) Teaching resources

Textbooks, illustrations

### c) Learning activities

1. Guide learners to discuss about factors that may lead to increase of decrease of the population of an area.
2. Learners present their views to the teacher.
3. Guides learners to understand more about these factors.
4. Ask learners to do the following guiding questions.

### Guiding questions:

1. List down any four factors that affect population increase in an area.
2. Give any four factors of population decrease in an area.

### Guidance about the guiding questions

1. Presence of fertile soils for agriculture.
  - Favourable climate
  - Availability of social services.
  - Improved security

- Industrialism
  - Urbanisation
2. Lack of water
- Lack of water
  - Lack of employment
  - Disease
  - Shortage of food
  - Unfavourable climate

### **8.4.10. Lesson 10: Measures taken to control high or low population**

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

Ways in which government can control

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

Identifies ways in which government can control population growth

#### **c) Learning activities**

1. Learners discuss ways in which government can control population growth.
2. Guide learners to develop their discuss about some of the ways in which can control population growth.
3. Ask learners to do number 2 of exercise 8.2 in the PB

#### **Guidance on how to answer exercise 8.2 in the PB**

- a) To control high or over population;
- Encouraging family planning
  - Educating people about the dangers of population growth
  - Discouraging early marriages
  - Discouraging polygamy



- Providing incentives to families which have accepted family planning methods.
  - Educate people about the wisdom of only having one or two children.
- b) To control under/low population
- To encourage high birth rates.
  - Reduce high death rate.
  - Ask people to move to a less populated district.
  - Create jobs, good infrastructure.
  - Improve the provision of social services like medical care.

## **8.5. Additional content for student and teacher:**

### **8.5.1. Additional content for student:**

The student should also understand the following definitions:

Over population: means when too many people are living in an area.

Under population: means there are not enough people living in an area.

### **8.5.2. Additional content for teacher:**

Conducting population census:

Population census is conducted by enumerators.

Enumerators are people who have been trained to conduct population census.

There are three stages in conducting a population census. They are;

- Planning stage
- Data collection stage
- Result production stage

### 1. Planning stage:

During this stage, purpose of conducting the census is determined.

The method that will be used is selected.

Goals to be achieved at the end of the census are also set.

The amount of money required for the process is determined.

Enumerators and clerks are selected and trained.

The people in an area are told about the census. They are told when it will be done through announcements in churches, televisions, newspapers and radios.

The people are also informed about the importance of being counted. This is done through community meetings and publicity campaigns.

### 2. Data collection stage:

This is a stage where the actual counting is done. The enumerators visit homes and count people. They also get information on:

- Age
- Gender
- Country of origin
- Marital status
- Housing condition
- Number of children
- Education
- Employment
- Language spoken

The information is collected is recorded down. The houses where people have been counted are marked.

### 3. Result production stage

This is the last stage of population census. It takes a very long time. It is also a difficult process. All the information that was collected is brought together. The following activities take place at this stage.

- The information is collected by removing mistakes.

- Any missing information is filled in.
- The total population is calculated.

Once all the results have been processed, they are made available to people.

## **8.6. End of unit assessment:**

1. It gives important information to our government to ensure good planning, budgeting and provision of facilities.
2. Educate people on why having fewer children is necessary as they will then have a better chance in life. Explain that there are not enough resources for too many people. The whole world is over-populated and every country should try to promote smaller families. So, in my district we also need to do so.
3. Learners' answers will differ.

An example is: How many people live in your household?

What are their ages?

How many are male?

How many are female?

How many attend school?

What is your income per month?

What kind of work do you do? Is anybody here ill?

Do you have enough medical help? Is there enough food here?

What means of transport do you use?

## 8.7. Additional activities:

### Remedial activities

#### Remedial questions

1. What is a population?

**Answer:** Number of people who live in a place.

2. What is a census?

**Answer:** A survey or poll.

3. What is a population census?

**Answer:** Gathering information about the people in a country.

### Consolidation activities

#### Consolidation questions

1. How is a population census conducted?

**Answer:** People are counted and interviewed by enumerators on a specific day throughout the whole country.

2. Why is a population census important?

**Answer:** It helps government to plan, budget and provide resources where they are needed most.

3. What is over-population?

**Answer:** When there are too many people living in an area and too more people are born than the area can support.

### Extended activities:

#### Extension learning:

Imagine you are a statistician. A statistician is a person who analyses data such as the results of the census.

1. Explain to the people in your district how the government will use the information from the census.

**Answer:** We are using this to see if there are enough houses in your district. We counted, for example, that in some areas more than 10 people are living in a one-roomed house. This is telling us there is a housing shortage.

2. How would you know if there are enough schools in a district?

**Answer:** We counted the number of children and we counted the number of schools. Then we divided the number of children by the number of schools.

3. What would you say to people who do not want to answer questions?

**Answer:** We do not take your name. Your information is confidential. We will only give the numbers to say how many females are 60 years old, for example, but we will not put your name with this information. So you are safe! We need the information. If some people do not answer, then we cannot get accurate and correct information.

# UNIT 9

## Infrastructure

### 9.1. Key Unit Competence

Recognize the importance of types and means of transport and communication and how to preserve them.

### 9.2. Prerequisite (knowledge, skill, attitude and values)

In real life experience, some learners have ever travelled on a motorcycle or by car. Others might have ever sailed in a boat. Others have ever seen or flew in an aeroplane. Now, since they already have this knowledge is about transport, it will enable the teacher to start on and introduce this unit to the learners.

### 9.3. Introductory activity and guidance:

#### a) Introductory activity (unit level)

The teacher asks learner oral questions of the introductory activity in the PB.

#### b) Guidance on introductory activity:

Learners answer oral questions of the introductory activity using the following expected answers.

#### Suggested answers

#### Oral activity in the PB

1. They walk, ride a cycle, use minibus taxis, cars and buses.
2. Example answers are: walking, cycling and taking a minibus taxi.
3. Example answers are: music, stories and the news.

4. We listen to what is happening and no matter where we live we can all hear the same news.

#### 9.4. List of lessons/sub heading

#	Lesson	Learning objectives	Number of periods: 10
1	Transport	Define transport	1
2	Types and means of transport	Identify types and means of transport	2
3	Importance of transport	Give the importance of transport	1
4	Difficulties and dangers related to transport in our district	Identifies difficulties and dangers related to transport in our district	1
5	Communication and its importance	Defines and explains communication	1
6	Types and means of communication in our district	Identifies types and means of communication in our district	1
7	Difficulties and dangers related to communication in our district	Find out dangers and difficulties of communication	1
8	Measures to overcome those difficulties	Point out measure to overcome dangers and difficulties in communication	1
	ASSESSMENT	Answer questions of the end of unit 9 assessment	1

## 9.4.1. Lesson 1: Transport

### a) Learning objectives

Defines infrastructure (refer to additional notes for the student at the end of this unit)

Gives examples of infrastructure

Defines transport

### b) Teaching resources

- Textbook, bicycle, picture, illustrations, videos

### c) Learning activities

1. The teacher guides learners to understand what infrastructure is and gives examples of it. (Refer to additional notes for the student at the end of this unit)
2. Explain what transport is and why we use it.  
Transport is the movement of people and their goods from one place to another.
3. Ask the learners to give examples of transport they have ever used, seen or heard about.
4. Let the learners do the activity 9.1 in the Pupil's Book.

#### Guidance on activity 9.1

1. A: Road transport B: Air transport C: Road transport  
D: Road transport E: Road transport F: Road transport  
G: Water transport H: Road transport
2. Road transport, Air transport, Water transport
3. Road transport, Air transport
4. Drawings will differ.



## 9.4.2. Lesson 2: Types and means of transport

### a) Learning objectives

- Identifying different types of transport
- Giving examples of means of transports
- Identifies the different types of transport.

NB: (refer to additional notes for the teacher at the end of this unit)

### b) Teaching resources

Flip charts, bicycle, pictures, videos, car dolls, truck dolls, aeroplane dolls

### c) Learning activities:

- Make a review about the previous exercise.
- Guide learners to understand types of transport
- Ask learners to mention means of transport under the different types of transport.
- Supervise learners as they do the diagnostic assessment below:

### Suggested revision exercise:

1. Name any three types of transport found in Rwanda.
2. Give any four means of transport.
3. Which types of transport;
  - i. is the quickest?
  - ii. is the slowest?
  - ii. is the most expensive?
  - iv. is used the most common type of transport?
4. Have you ever seen a train? What do you think it is used for?

## Guide on suggested revision exercise

1. - Road transport  
- Air transport  
- Water transport
2. Aeroplane, motorcycle, boats, bicycle, motorcycles, trains, helicopter etc
3. i. air transport ii. Water transport iii. Air transport iv. Road transport
4. Yes or No, It is used for carrying bulky goods.

### 9.4.3. Lesson 3: Importance of transport

#### a) Learning objectives

Give the importance of transport

#### b) Teaching resources

Flip charts with different means of transport

#### c) Learning activities

Importance of transport

1. Ask the learners if transport is important. Ask them to give reasons.
2. Explain the importance of transport.

#### Refer to Pupil's book

1. Ask learners to do questions of the application activity and activity 9.2 in the PB

#### Application activity:

1. Give four importance of transport.
2. Give the different between fragile and perishable goods.

## Answers

1. • It promotes trade  
• It helps to transport agricultural produce to the market

- It promotes tourism
  - Easy movement of people from place to another
  - Easy transportation of fragile and perishable goods
3. Fragile goods are those goods that break easily, like glasses and tiles while
- Perishable goods are goods which get spoilt easily like flowers, fruit, and fish.

### Guidance on activity 9.2 in the PB

Be polite.

Respect all road users, whether it is a car or a bicycle.

Keep to the speed limit.

Always wear a seat belt.

Never carry more passengers than you are allowed.

If you are a pedestrian, watch out for cars and do not cross the road in a dangerous place.

Look before you cross.

#### 9.4.4. Lesson 4: Difficulties and dangers related to transport in our district

##### a) Learning objectives

Identify the difficulties and dangers related to transport in our district

##### b) Teaching resources

Textbooks, videos, flip charts, pictures

##### c) Learning activities

Difficulties and dangers of related to transport in our district.

1. Explain the difficulties and dangers of transport in our district.

2. Ask the learners to add other problems of transport they may have experienced.
3. Give the learners a few ideas on how to overcome the difficulties of transport in our district.
4. Let the learners do Exercise 9.1 and Activity 9.4 in the Pupil's Book

### **Guidance on exercise 9.1 in the PB**

1.
  - Sometimes transport is too expensive.
  - Crashes and accidents happen when drivers speed or overload.
  - Sometimes robberies happen on transport.
  - Strong winds can make boats capsize.
  - Few means of transport.
  - Poor and narrow roads.
  - Some mountainous areas are difficult to reach.
2.
  - Have strict rules of the road and take away drivers' licences when they break these rules.
  - Make sure the roads are in good order.
  - Subsidise public transport so everybody can afford it.

## **9.4.5. Lesson 5: Communication and its importance**

### **a) Learning objectives**

- Defines and explains what communication is.
- Identifies the importance of communication.

### **b) Teaching resources**

Telecommunication devices such as radio

### **c) Learning activities**

- The teacher explains to learners what communication is.
- The teacher allows learners to listen to a radio and tell what they've listened
- Learners give any other common means of communication

a part from radio.

- The teacher asks learners to do questions of the guiding exercise and exercise 9.2 in the PB

### **Guiding exercise:**

1. What is communication?
2. Give any four means of communication used in our district.

### **Suggested answers**

1. Communication is the exchange of information.  
Communication is the sending and receiving of information.
2. Use of radios, televisions, newspapers, whistle, letters etc.

### **Guidance on exercise 9.2 in the PB**

1. We need communication so that we can talk to and listen to each other.  
This is how we pass information on to each other.  
We use communication to share messages and learn more.  
We need communication to do business and to develop.  
Communication is the bridge between people, districts, countries and helps us to understand each other and learn from each other.
2. We would be isolated and cut off from the rest of the world.  
We would not develop as a district or country.  
We will not know what is happening in other parts of the country or world. We will not understand each other.  
We will not be able to get information. We will not receive important messages we need for our health and safety.  
It would be a very lonely place.

We will not progress and develop.

It will be very boring because we will not be able to share stories, music and news.

### **9.4.6. Lesson 6: Types and means of communication in our district.**

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

Identifies types and means of communication in our district

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

Telecommunication devices, newspapers, radio, television etc

#### **c) Learning activities:**

1. Reviewing the previous lesson
2. Explain the types of communication.

There are two types of communication.

1. Traditional communication
2. Modern communication

The teacher helps learners to give means of communication under each type:

#### **Traditional means of communication**

- use of drums
- use of horns

#### **Modern means of communication**

- Radio
- Television
- Newspaper
- Magazine
- Telephone

3. Discussing about means of communication
4. Ask learners to do Activity 9.3 in the PB

### Guidance about how to answer activity 9.3 in the PB

1. - Traditional communication  
- Modern communication
2. Learners' drawings will differ.

Check that they understand the different types and means of communication.

Forms of Communication

### 9.4.7. Lesson 7: Difficulties and dangers related to communication in our district

#### a) Learning objectives

Find out the dangers and difficulties related to communication

#### b) Teaching resources

Illustrations, newspaper articles about areas with poor network, stories etc

#### c) Learning activities

Difficulties and dangers of communication PB

1. Explain the difficulties and dangers of communication.
2. Ask the learners to add other problems of communication they may have experienced.
3. Let the learners do number one of activity 9.4 in the Pupil's Book.

### Guidance on activity 9.4 in the PB

1. Communication can be expensive, for example mobile phones and the internet.

Not everybody has access as there is no satellite reception in some rural areas.

The internet is dangerous if people use it the wrong way as your identity can be stolen.

People can send bad pictures from their mobile phones and harm you that way.

People can tell lies in newspapers and the radio and this can lead to war

### **9.4.8. Lesson 8: Measures to overcome those difficulties and dangers related to communications**

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

Suggest possible measures to overcome those difficulties and dangers related to communications

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

Audio-visual, stories, news articles about poor network, illustrations

#### **c) Learning activities**

1. Give the learners a few ideas on how to overcome the difficulties of communication.
2. Let the learners do number two of Activity 9.4 and activity 9.5 in the Pupil's Book.

#### **Guidance on activity 9.4 in the PB**

Suggest different ways how to overcome communication difficulties and dangers.

1. Always use the media in a responsible way.
2. Do not tell lies about others and spread hate.
3. Never pass on bad messages.
4. Be careful when you use the internet.
5. Do not give all your personal information to strangers.
6. Put pressure on mobile phone companies to make their products and airtime more affordable.
7. Setting strict laws against the bad use of internet.



### **Guidance on activity 9.5 in the PB**

1. I would take him/her at zebra crossing and hold his/her hand while crossing the road.
2. I would help people who cannot hear to learn and understand use of sign language or writings (messages) to communicate by taking them to a near school of people with disabilities.
3. I would help to hold them as they enter the minibus or put a stop for them to ride on their wheel bicycle as they enter a minibus or taxi.

## **9.5. Additional content for student and teacher**

### **9.5.1. Additional content for the student:**

#### **Guidance on self-assessment in the PB**

1. Keep the roads in a good condition.  
Do not get into an overloaded minibus taxi.  
Report drivers who are drunk and drivers who send SMSs or answer their mobile phones while driving.  
Always be respectful of other pedestrians and passengers on the road.  
Follow the rules of the road.  
Use media such as newspapers and the radio with care and do not spread lies and hatred.  
Keep your personal information safe and do not share it on the internet.
2. If we do all of what is mentioned in Question 1, there will be fewer accidents.  
We Shall also use the media more responsibly, thus preventing miscommunication and misunderstandings.

## 9.5:2. Additional information for the teacher:

What is Infrastructure?

Infrastructure refers to the fundamental facilities of a country, city, or an area.

Infrastructure includes services and facilities necessary for the economy to function well.

The main infrastructure systems of a country include:

- Transportation
- Communication
- Sewage and water systems
- Electricity

Means of transport in our province

Means of transport:

This means the various modes of transport used, carry goods from one place to another.

Means of road transport

The means used in road transport include cars, buses, lorries, pickups, bicycles and motorcycles.

Road transport is the most popular transport in our province.

Means of water transport:

The means used in water transport include boats, ferries, canoes, ships/vessels and dhows to travel on water.

Water transport is mainly used on lakes, rivers, oceans and seas.

This transport is the slowest and cheapest means of transport.

Means of air transport:

The means used in air transport aeroplanes, helicopters, parachutes, rockets, jets etc

Air transport is the quickest and the most expensive means of transport.

Therefore, it is suitable for travel over long distances.

Perishable goods are also easily transported by this means.

The place from which an aeroplane takes off and lands is called an airport.

There are two main airports in Rwanda.

-Kigali international airport in Kicukiro and Kamembe airport in Rusizi.

Means of Rail Transport:

The means used in rail transport is a train.

This type of transport is suitable for transporting bulky or heavy goods.

Rail transport is not found in Rwanda.

However, the construction plan is on.

#### TYPES OF TRANSPORT

There are four major types of transport.

They are:

- Road transport: This type of transport uses roads.
- Air transport: This type of transport is used to travel by air.
- Water transport: This is the type of transport used to travel on water.
- Rail transport: This is a type of transport which travels on rails.

Note this carefully:

Some animals for example donkeys and horses can also be used for transport.

## 9.6. End of unit assessment

Guidance on formal assessment in the PB

1. Learners' answers will differ. (2)
2. An example: Our local water source/ well is a public asset. This is where we can collect water from. We stand in a line to collect the water until it is our turn. The police station houses police officers. There is a guard in front of our police station. Inside there is a big table and a book where complaints are recorded. This is the building where you can go to make a complaint or to report a crime. (4)
3. Learners' answers will differ. (2)
4. Learners' answers will differ (2)
5. Any four of these: Cloud, moisture, wind, temperature, sunshine, air pressure. (4)
6. Learners' answers will differ. (2)
7. Learners' answers will differ. (4)
8. Learners' answer will differ. An example is a tree. (1)
9. Learners' answer will differ. An example is a crocodile. (1)
10. Preserve fauna by not killing or harming animals, preserving animals in parks, not destroying their habitats, arresting poachers. (4)
11. Population is the number of people who live in a place. (1)
12. A population census is a count of the population and gives information about who they are, what they do, their resources, problems, movements, ages, etc. (1)
13. Enumerators visit each household on a specific day to count the people and ask questions. (4)
14. Examples: boat, plane, car, minibus taxi, bus, motorbike, bicycle (4)
15. Wear your seatbelt. Keep to the speed limit. Check your vehicle to make sure it is roadworthy and safe. Do not drive while drinking or answering your phone or texting on your phone. (4) Total marks: 40

## 9.7. Additional activities

### Remedial activities:

#### Remedial questions

1. What is transport?

**Answer:** The movement of people and their goods we from one place to another.

2. What is communication?

**Answer:** The exchange of information.

3. How do we communicate with each other?

**Answer:** By talking, posting letters, sending emails, phoning, and via the radio, TV and internet.

### Consolidation activities:

#### Consolidation questions

1. What are the different types of transport?

**Answer:** Buses, cars, trucks, aeroplanes, bicycles, motorcycles, cycle-cabbies, minibus taxis.

2. Why is communication important?

**Answer:** To give and receive information, to be in contact with each other, to relate to each other, to pass important notices on, like for example when the census day will be or to give people warning of bad weather.

3. What are some dangers in communication?

**Answer:** Spreading lies, passing on bad pictures, misunderstandings.

### Extended activities:

#### Extension learning:

Imagine you are a social worker working with people who are living with disabilities.

A social worker is a person who supports and helps other people.

1. How would you help people who cannot see to cross busy roads?

**Answer:** I would hold their hand and check carefully left, right and left again. I will also ask for a speed bump to be made near a popular/busy crossing and a sign to be put up so drivers know they must slow down as blind people may be crossing.

2. How would you help people who cannot hear to communicate?

**Answer:** I will learn sign language and if they don't know sign language, I will teach it to them.

3. How would you help people who cannot walk to get into a minibus taxi?

**Answer:** I will ask the driver to put a wide, sturdy plank down so the person does not have to climb the steps and can roll the wheelchair up the plank. I will help push the wheelchair up the plank.

# UNIT 10

## Traditional rwanda

### 10.1. Key Unit Competence

Explain political, economic and social organisation in pre-colonial Rwanda.

### 10.2. Prerequisite (knowledge, skill, attitude and values).

In primary three unit 8, learners learnt about the history as the study of past events. They also discussed about the main historical events in their sector. It is therefore very important to notice that they already have the necessary knowledge, skills and attitudes. The content in this unit is more detailed and goes beyond what they have seen.

### 10.3. Introductory activity and guidance:

#### a) Introductory activity (unit level)

Discussing about post-independent Rwanda under the guidance of the teacher.

The teacher asks learners oral questions of the introductory activity in the PB.

#### b) Guidance on introductory activity

Let learners observe the picture in the PB and answers the questions of the introductory activity. The following are expected answers to the introductory activity in the PB:

1. The woman is weaving a basket.
2. Yes/no
3. Yes/no: It is done by hand using needle, papyrus fibers and thread from rice sack .

#### 10.4. List of lessons/sub heading:

#	Lesson	Learning objectives	Number of periods: 9
1	Pre-colonial Rwanda, Meaning of colonization	Define pre-colonialism Identifies what is meant by colonialism/colonization	1
2	The political organization of pre-colonial Rwanda	Explain how Rwanda was politically organized in the pre-colonial era	1
3	Rwandan social organization in pre-colonial period	Explains how Rwanda was socially organized in pre-colonial period	2
4	Rwandan economic organization in pre-colonial period	Explain how Rwanda was economically organized in the pre-colonial period	2
5	Comparison between traditional and modern agriculture	Compare between traditional and modern agriculture	1
6	Comparison between traditional and modern trade	Compare between traditional and modern trade	1
7	ASSESSMENT	Self-assessment End of unit assessment	1



### **10.4.1. Lesson 1: Pre-colonial Rwanda, meaning of colonization**

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

Explain the meaning of pre-colonial Rwanda

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

Textbooks, flip charts, videos, visiting historical sites, museums and other illustrations on pre-colonial Rwanda

#### **c) Learning activities**

1. Guide learners to understand what is meant by Pre-colonial Rwanda.
2. Talk about the history of Rwanda and explain that Rwanda had a long history before colonization.
3. Discuss the meaning of Pre-colonial Rwanda and Colonization
4. Explain to learners about the King and his Kingdom.
5. Talk about the culture, behaviours and practices that were done by Rwandans during Pre-colonial Rwanda period.
6. Ask learners to write the following guiding exercises and answer them in groups.

#### **Guiding exercise**

1. What does the term “pre-colonial Rwanda” mean?
2. Explain the meaning of colonialism.
3. What was the title of the king in the pre-colonial Rwanda
4. Mention any two handicraft activities that were done by people in pre-colonial Rwanda.

#### **Possible answers**

1. The time before Rwanda came under the control of foreign powers.
2. Colonialism/colonization: is when a country is under the total control of a stronger foreign country.

Colonization is the process by which a strong country takes over control of a weaker country.

3. Umwami
4. Weaving, pottery, carving, smelting etc.

### **10.4.2. Lesson 2: Rwandan political organization in the pre-colonial period**

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

Explain how Rwanda was politically organised in the pre-colonial era

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

Videos, pictures, flip charts, textbooks etc.

#### **c) Learning activities**

Political organisation in the pre-colonial period.

1. Explain what is meant by the term 'political organisation'.
2. Talk about the categories of chiefs that helped the King to rule the Kingdom.
3. Through a guided discussion, guide learners to understand the responsibilities of chiefs in helping the King to rule his Kingdom.
4. Learners do activity 10.1 in the PB and questions on the guiding exercise.

#### **Guidance on activity 10.1 in the PB**

Drawing should show the king at the top and advisors beneath him (land, cattle and military chiefs).

### Guiding exercise:

1. What was the title of the king and queen mother during pre-colonial period in Rwanda?
  - a) King.....
  - b) Queen mother .....
2. The king had ..... who helped him to rule the kingdom. (advisers, chiefs)
3. Give three categories of chiefs who helped the king to rule his kingdom.
4. State what was the responsibility of each of the following category of chiefs.
  - a) Cattle chiefs.....
  - b) Land chiefs.....
  - c) Military chiefs.....

### Guidance on possible answers for the guiding exercise

1.
  - a) Umwami
  - b) Umugabekazi
2. Chiefs
3.
  - Cattle chiefs
  - Land chiefs
  - Military chiefs
4.
  - Cattle chiefs were responsible for all issues related to animals.
  - Land chiefs were responsible for all the issues related to land.
  - Military chiefs were responsible for all the defense and expansion of the Kingdom.

### 10.4.3. Lesson 3: Rwandan social organization in the pre-colonial period

#### a) Learning objectives

Explain how Rwanda was socially organized in the pre-colonial period.

Explain ways how people related to one another in the society.

Define a clan and explain what clans used to identify themselves.

Gives examples of food that was eaten during pre-colonial period

#### b) Teaching resources:

Textbooks, flip charts, pictures, videos etc.

#### c) Learning activities

Social organisation in the pre-colonial period

1. Explain what is meant by the term 'social organisation'.
2. Talk about clans and how they were identified
3. Ask the learners to identify the food that was eaten during the pre-colonial period.
4. Guide learners to understand how people in the pre-colonial Rwanda were organized socially in term of culture, beliefs, customs, norms and values.
5. Let the learners do the activity 10.2, activity 10.3, exercise10.1 and other guiding exercise about what has been learnt.

#### Guidance on activity 10.2 in the PB

Learners draw a picture of any social event in their community, for example a wedding party or naming of children.

#### Guidance on activity 10.3 in the PB

1. Learners draw pictures of traditional drums.
2. Drums would have been used for music and dance, for sending announcements and as an alarm signal

### Guidance on exercise 10.1 in the PB

1. Pre-colonial Rwanda was ruled by a king.
2. An animal totem.
3. Millet, sorghum, beans, cassava, sweet potatoes and bananas.

NB: Rwandans rarely ate meat.

### Questions of the guiding exercise:

1. Explain the meaning of social organisation.
2. What is a clan?
3. Mention two things that were taken as a sign of wealth by people in pre-colonial Rwanda.
4. Who was taken to be the creator of all things in pre-colonial Rwanda?
5. In which way did Rwandans in the pre-colonial period contribute to the rise of their Kingdom?

### Possible answers on the guiding exercise

1. Social organization means the way that people relate to one another in the society.
2. A clan is a group of people with a common ancestor.
3. Cattle, Children
4. Imana
5. They paid taxes(produce)  
- They joined the army to defend the Kingdom.

### 10.4.4. Lesson 4: Rwandan economic organization in pre-colonial period

#### a) Learning objectives

Rwanda economic organization in pre-colonial period

#### b) Learning objectives

- Explain how Rwanda was economically organized in the pre-colonial era
- Economic and commercial activities done in pre-colonial Rwanda

#### c) Teaching resources:

Videos, photos and pictures

#### d) Learning activities:

Economic and commercial activities in pre-colonial Rwanda

1. Discuss the economy of modern Rwanda and compare it with pre-colonial times.
2. Let the learners complete Activity 10.4 in the PB and do questions of the guiding exercise:

#### Guidance on activity 10.4 in the PB

Weaving	Pottery	Carving	Smelting
Baskets	Pots	Masks	Bracelets
Mats	Jugs	Drums	Armlets
Ropes, Winnowers	Bowls	Gourds	Anklets
Granaries	Plates	Other musical instruments	Rings
Crowns	Calabashes	Mortars	Hoes
		Pestles	Arrow heads
		Sculptures of animals	Spears
			Knives
			Hammers

### 10.4.5. Lesson 5: Comparison between traditional and modern agriculture

#### a) Learning objectives

- Explain what is meant by agriculture.
- Compare traditional and modern agriculture

#### b) Teaching resources:

Videos, photos and pictures

#### c) Learning activities:

1. The teacher asks learners to form groups.
2. Guide learners in their groups to compare traditional agriculture with modern agriculture.
3. Learners give in their views and make a table to compare their views.
4. Ask learners to do the guiding exercise below.

#### Guiding exercise:

1. What is agriculture?
2. How do we call a person who carries out agriculture?
3. Compare traditional agriculture with modern agriculture.

#### Guidance about the guiding exercise

1. Agriculture is the growing of crops and rearing of domestic animals.
2. A farmer/ An agriculturalist

Traditional agriculture	Modern agriculture
Ploughing was mainly done by using hoes	Ploughing at large scale is done using a tractor
Crops were grown seasonally	Crops can be grown at any time due to irrigation
Farmers got low yields (produce)	Farmers get high yields (produce)

People used poor methods of farming	Farmers use improved methods of farming
Farmers mainly reared local breeds	Farmers rear both local and exotic breeds

### 10.4.6. Lesson 6: Comparison between traditional and modern trade

#### a) Learning objectives:

- Explain how Rwanda was economically organized in the pre-colonial era
- Economic and commercial activities done in pre-colonial Rwanda

#### b) Teaching resources:

Videos, photos and pictures

#### c) Learning activities:

1. The teacher asks learners to form groups.
2. Guide learners in their groups to compare modern trade with traditional trade.
3. Learners give in their views and make a table to compare their views.
4. Ask learners to do activity 10.5 in the PB
5. Guide learners also do number 1 of the self-assessment in the PB.

#### Guidance on activity 10.5 in the PB

1. Answers will vary but could include farming, weaving, basketwork, pottery etc.
2. Learners to role-play bartering goods for sale.

They should understand the concept of exchange without using money.

Guidance about the question about question 1 of self-assessment in the PB: (see the table below)



## 10.4.7. Lesson 7: Self-assessment

### a) Learning objectives

Answering questions of the End of unit 10 assessment

### b) Teaching resources

Textbooks

### c) Learning activities

Doing questions of self-assessment in the PB

Guidance about self-assessment in the PB

Comparison between traditional and modern trade:

<b>Traditional trade</b>	<b>Modern trade</b>
- Goods were exchanged or bartered.	- Goods are paid for with money.
- The main goods traded were weapons, animals and their products, fish, honey, agricultural products.	- The main goods traded are animals and animal products, agricultural products, finished products from factories, products from lakes and rivers.
- Goods were often carried on heads.	- Goods are carried on trucks, bicycles, wheelbarrows as well as heads.
- There was no advertising.	- Goods are advertised through newspapers, billboards, internet, radio and TV

2. Rwanda was ruled by a king, assisted by the chiefs.
3. Millet, sorghum, beans, cassava, sweet potatoes and bananas; very little meat.

## **10.5. Additional content/text for student and teacher:**

### **10.5.1. Additional content for student:**

A colonialist is a person who supports the practice of gaining political control over other countries and occupying them with settlers.

Learners do homework from the Pupil's book:

Guidance about homework from the PB:

The class should share their findings.

Some learners may have experienced difficulty because their parents may not know much about pre-colonial Rwanda.

### **10.5.2. Additional content for teacher:**

Colonialism/colonization: is when a country is under the total control of a stronger foreign country.

Colonization is the process by which a strong country takes over control of a weaker country.

Rwanda was first colonised by Germany and later by Belgium.

## **10.6. End of unit assessment:**

Guidance on the end of unit assessment in the PB.

Formal assessment:

1. Before Rwanda was colonised by foreign powers. (1)
2. Chiefs of land, chiefs of cattle, chiefs of military. (3)
3. Traditional culture is the way of life of people, their dress, homes, dances, songs and customs.  
Traditional beliefs include their religious and spiritual beliefs.  
(2)
4. Answers will vary according to the district. (1)
5. Agriculture, iron smelting, crafts and hunting. (4)

6. The family would have lived as a clan.  
The father would have been the head of the family.  
The sons would have inherited the land.  
The father might have had more than one wife.  
The family would most probably have kept cattle.  
Elders would have been respected. Visitors would have been welcomed with a meal.  
(Any 4 relevant answers). (4)
7. Learners' answers will vary.  
Examples: food, weapons, tools, crafts (2)
8. Learners' answers will vary.
9. Examples: weaving, smelting, pottery, carving (3) Total marks: 20

## 10.7. Additional activities

### Remedial activities:

#### Remedial questions

1. What was the ruler in pre-colonial Rwanda called?

**Answer:** King

2. How many kinds of chiefs helped the ruler?

**Answer:** 3

3. What were the main economic activities in pre-colonial Rwanda?

**Answer:** Agriculture, iron-smelting, making crafts and hunting.

#### Consolidation activities

#### Consolidation questions:

1. Explain the political structure of pre-colonial Rwanda.

**Answer:** Learners should describe the king and three groups of chiefs who helped him.

2. Describe the typical foods of a family from that time.

**Answer:** Millet, sorghum, beans, cassava, sweet potatoes and bananas. Meat was rarely eaten.

3. Name four different groups of crafts that were practiced.

**Answer:** Weaving, pottery, smelting, carving.

**Extended activities:**

**Extension learning:**

1. What word is used for having more than one wife?

**Answer:** Polygamy

2. Name two different types of goods that can be made using iron smelting.

**Answer:** Jewellery, tools or weapons.

3. What part did food play in the customs of pre-colonial Rwanda?

**Answer:** It was offered to guests but rarely consumed in public.

**Part two:  
Religious Studies**

**PART III: UNIT DEVELOPMENT**

# UNIT 1

## Respect of god's creatures

### 1.1. Key unit competence

A learner will be able to differentiate God from His creatures and protect them.

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

Before undertaking this unit, the learner should have prerequisite about how God created everything and the mission given by God to the Man to protect God's creatures learned in lower primary precisely in social and Religious studies. This information will be the baseline for undertaking this unit on higher level. As a professional teacher, you will first make quick assessment to exactly be aware of these prerequisites and build on

### 1.3. Introductory activity and guidance

#### A) Introductory activity

Read carefully and answer the following questions

1. Do you know the difference between a wild animal and a domesticated animal?
2. What are the names of some domesticated animals?
3. How do the domesticated animals benefit us?
4. What happens if we do not take care of our animals and farms?

## **B) Guidance on the introductory activity:**

At the beginning of this unit one, put learners into different groups and guide them to do an introductory activity you find in the pupil's book. It will help learners be interested, know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. It also helps them identify God's creatures which is the origin of attribution of different meaningful names.

### **Answers:**

1. Wild animals are animals that live in bushes. whereas domesticated animals are animals that live at homes alongside human beings.
2. Example of domestic animals are: Goats, sheep, cows, dogs etc.
3. Animals are source of: money, food, milk, skins. Some can also be used to do physical work like carrying things.
4. It can cause illness and death.

## **1.4. List of lessons/sub-heading**

<b>#</b>	<b>Lesson title</b>	<b>Learning objectives</b>	<b>Number of periods</b>
1	Names and attributes of God (love, almighty)	Learners will be able to identify different names and attributes of God	2
2	Names and attributes of God (Omnipotence and Omnipresence)	Learners will be able to identify different names and attributes of God	2
3	Names and attributes of God (Omniscience and transcendence)	Learners will be able to identify different names and attributes of God	2

4	The purpose of Creation	Leaners will be able to outline God's creatures and their importance	2
5	Uniqueness of God's creatures	Leaners will be able to explain the role of God's creatures in everyday life	2
6	Interdependence of God's creatures	Leaners will be able to State positive measures and activities taken for protection of environment and creature.	2
7	The beauty of God's creatures	Leaners will be able to explain the beauty of God's creatures in everyday life	2
8	Major categories of what God created.	Leaners will be able to appreciate the categories God's creatures in everyday life.	2
9	Protection of God's creature and care for environment	Learners will be able to take a positive attitude of helping others and caring for environment	2
10	Effect of Protecting of God's creatures	Learners will be able to Show respect of God as the creator.	2
11	Remediation ad End unit assessment		2



### **1.4.1. Names and attributes of God (love, almighty)**

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

Learners will be able to Identify different names and attributes of God

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

The teacher uses the Bible, drawings/ Illustrations of God's creatures, pictures, films about creation, school environment, the internet, the learner's textbook, the Teacher's guide of Social and Religious studies other reference books related to religious studies.

#### **c) Learning activities 1. 4.1**

1. Give the definition of the word attribute.
2. Identify the two attributes you know referring to God.

#### **Guidance on learning activity**

The teacher organizes learners in different groups and Introduce the lesson by asking learners the meaning of the word attributes. Then after ask them to give examples of different attributes of God they know to refer to God. Then after, they present their findings to the whole class.

#### **Proposed answers**

1. The word attributes means qualities or characteristics.
2. The attributes are:
  - omnipotent
  - omniscient
  - omnipotent

Other names of God are: Lord, Almighty God, Elohim, Abba, Light, King of Kings, Lord of Lords, and Allah.

#### **d) Application activity 1.4.1**

1. List two other names of God used by Christians .
2. What is the name/attribute given to God in Islam?
3. Name any four wild animals found in Rwanda

### Suggested answers

1. Examples: Lord, love, almighty etc.
2. Allah
3. The wild animal found in Rwanda are: Elephant, lion, zebra, crocodile, and others.....

## 1.4.2. Names and attributes of God (Omnipotence and Omnipresence)

### a) Learning objectives

Learners will be able to Identify different names and attributes of God

### b) Teaching resources

The teacher should use Bible, drawings/ Illustrations of God's creatures, pictures, about creation, school environment, the internet, learner's textbook, the Teacher's guide of Social and Religious studies and other reference books related to Religious education.

### c) Learning activities 1 .4.2

1. Explain any two attributes of God

The teacher organizes the learners into groups of 3 up to 5 learners and ask them to do the learning activity 1.2 which is in the learner's book. Afterwards, the learners present their work to the whole class and the teacher makes harmonization.

### Suggested answers to the learning 1.4.2

God is love: God loves us so much that He gave us His only son Jesus. If we believe in Him we can have eternal life. God is Almighty: When we say God is almighty, it means he can do anything. He has power and authority over all the creation.

### **d) Application activity 1.4.2**

1. What is the difference between being omnipotent and omnipresent?
2. Discuss reason why God has many attributes.

#### **Suggested answers to application activity 1.4.2**

1. God is omnipotent means all-powerful. God is omnipotent because He is all-powerful in the universe whereas God is omnipresent means that God is everywhere at the same time.
2. Learners will give different answers and the teacher intervenes for harmonization.

### **1.4.3. Lesson 3: Names and attributes of God (Omniscience and transcendence.)**

#### **a) Learning objective**

Identify different names and attributes of God

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

The teacher can use the Bible, drawings/ Illustrations of God's creatures, pictures, films about creation, school environment, the internet, learner's textbook, the Teacher's guide of Social and Religious studies and other reference books related to Religious education.

#### **c) Learning activity 1. 4.3**

The teacher organizes the learners into groups of 4 up to 6 learners and ask them to do the learning activity 1.4 which is in the learner's book. Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

1. Identify any four attributes of God.
2. Describe at least the two attributes of God

### Suggested answers

1. love, almighty, omnipotent, omnipresent
2. **God is love:** God loves us so much that He gave us His only son Jesus. If we believe in Him we can have eternal life.

**God is Almighty:** When we say God is almighty, it means he can do anything. He has power and authority over all the creation.

### d) Application activity 1.4.3

1. Define the word attribute.
2. Describe the following attributes: God is omniscient and God is transcendent

### Suggested answers

1. Attribute means qualities or characteristics.
2. God is omniscient means all-knowing. God is all-knowing We cannot hide anything from Him. God is transcendent means going beyond our human experience

## 1.4.4. Lesson 4: The purpose of Creation

### a) Learning objective

Learners will be able to outline God's creatures and their importance

### b) Teaching resources

The teacher can use the Bible, drawings/ Illustrations of God's creatures, pictures, films about creation, school environment, the internet, Film, learner's textbook, the Teacher's guide of Social and Religious studies and other reference books related to Religious Studies.

### **c) Learning activity 1.4.1**

Read Genesis chapter 1 again and write what was created on each of the six days.

#### **Guidance to the teacher**

The teacher organizes the learners into groups of 3 up to 5 learners and ask them to read the story of creation in Genesis 1: 1-31 and write down what happened on each day or a timeline of how God created the world in six days and purpose of each creature. Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

#### **Suggested answers to the learning 1.4.4**

All the plants, animals, birds and fish, as well as human beings, were created by God. The Bible tells us that God created the universe in six days and on the seventh day He rested. First He created Earth, which was covered with water. Then He separated day from night and the oceans from the land. After this He created the plants, then the birds and fish. Next came the animals and, finally, human beings. At the same time, God blessed all the creatures and plants and told them to reproduce and fill the earth.

### **d) Application activity 1.4.4:**

Describe the importance of each creature created by God in six days.

#### **Suggested answers**

- Bees pollinate flowers and provide honey to humans.
- Some domestic animals provide meat, milk and skins to people.
- Dogs keep security for people.
- Some wild animals hunt and eat other animals.
- Some animals eat plants
- People eat some plants and some aquatic animals like fish.
- Water is useful to humans and animals.

### **1.4.5. Uniqueness of God's creatures.**

#### **a) Learning objective**

Learners will be able to explain the role of God's creatures in everyday life.

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

The teacher can use the Bible, drawings/ Illustrations of God's creatures, pictures, films about creation, school environment, the internet, learner's textbook, the Teacher's guide of Social and Religious studies and other reference books related to Religious education.

#### **c) Learning activity 1.4.5**

Identify and write down how you are different from your partners

#### **Guidance to the teacher**

The teacher organizes the learners into groups of 4 up to 6 learners and ask them to do the learning activity 1.4.5 Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

#### **Expected answers**

Physical appearance, taste, tolerance, ways of appreciating things, intellectual capacity and so on.

#### **d) Application activity 1.4.5**

Explain how human beings are unique from other creatures like plants and animals.

#### **Expected answers**

Human beings, plants and animals are all living things but human beings are unique in the following levels: knowledge, wisdom, power, conscience, will, etc.

## 1.4.6. Lesson 6: Interdependence of God's creatures

### a) Learning objective:

Learners will be able to list positive measures and activities taken for protection of environment and creature.

### b) Teaching resources:

The teacher can use the Bible, drawings/ Illustrations of God's creatures, pictures, films about creation, school environment, the internet, learner's textbook, the Teacher's guide of Social and Religious studies and other reference books related to Religious education.

### c) Learning activity 1.4.6

Discuss interdependence between animals and plants.

### Guidance to the teacher

The teacher organizes the learners into different groups of 3 up to 5 learners and ask them to discuss about interdependence between animals themselves and plants. Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson

### Expected answer

Some animals depend on others for food and some animals depend on plants for food.

### d) Application activity 1.4.6

1. Explain interdependence between humans and other God's creatures as living things.
2. Read Genesis 1:28. What does God say about our relationship with the animals

### Expected answers

1. Human beings depend on animals and plants for food and the plants depend on human beings for nutrients from dead and decaying animals. Also domestic animals depend on humans for provision of food.
2. God said I" am putting you in charge of the fish, the birds and all the wild animals." This means that we are expected to take care of the Earth and everything that lives on it.

### 1.4.7. Lessaon7: The beauty of God's creatures

**Additional Information for the teacher (For the added content according to the Ministerial order.**

#### **a) Learning objective**

Learners will be able to explain the beauty of God's creatures in everyday life

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

The teacher can use the Bible, drawings/ Illustrations of God's creatures, pictures, films about creation, school environment, the internet, learner's textbook, the Teacher's guide of Social and Religious studies and other reference books related to Religious education.

#### **c) Learning activity 1.4.7**

Discuss how you make your school clean more than it is today.

The teacher organizes the learners into different groups of 3 up to 5 learners and ask them to discuss about what they can do in order to make our school clean more than it is today. . Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson

### Expected answer

Examples: Planting flowers, cleaning the school every day, to put dust bins to each class etc. The teacher will intervene for harmonization



### **d) Application activity 1.4.7**

1. Explain how you are going to maintain the beauty at your home.

#### **Expected answer**

Each learner will give his/her own answer and the teacher will intervene for harmonization

### **1.4.8. Lesson 8: Major categories of what God created.**

#### **a) Learning objective:**

Learners will be able to appreciate the categories of God's creatures in everyday life.

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

The teacher can use the Bible, drawings/ Illustrations of God's creatures, pictures, films about creation, school environment, the internet, learner's textbook, the Teacher's guide of Social and Religious studies and other reference books related to Religious education.

#### **c) Learning activity**

**1.4.8** Read the story of creation in Genesis 1: 1-31 and write down different names of God's creatures in your notebook.

#### **Guidance to the teacher**

To introduce this lesson the teacher can organize learners into different groups and ask them to read the story of creation in Genesis 1: 1-31 and write down different names of God's creatures in their notebooks. Thereafter, learners present their work to the whole class.

#### **Suggested answer to learning activity 1.4.8**

The Bible teaches us that God created the universe and everything in it in six days and on the seventh day He rested. First, He created Earth, which was covered with water. Then He separated day from night and the oceans from the land. After this He created the plants, then the birds and fish. Next came the animals and, finally, human beings.

#### **d) Application activity 1.4.8:**

Reread Genesis 1: 1–31 and classify the identified creatures in their respective categories.

#### **Expected answer**

Findings will be criticized and harmonized and guidance of the teacher.

### **1.4. 9. Protection of God’s creature and care for environment**

#### **a) Learning objective**

Learners will be able to take a positive attitude of helping others and caring for environment.

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

The teacher can use the Bible, drawings/ Illustrations of God’s creatures, pictures, films about creation, school environment, the internet, learner’s textbook, the Teacher’s guide of Social and Religious studies and other reference books related to Religious education.

#### **c) Learning activity 1.4.9**

Discuss how you can help to maintain your school as a part of caring environment.

#### **Guidance to the teacher**

The teacher organizes the learners into groups of 6 up to 5 learners and ask them to discuss how they can protect their school in the way of caring environment Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

#### **Expected answers**

For example, you can collect waste paper, clean up rubbish or make a vegetable garden, cleaning classrooms and the school compound, planting flowers, constructing a fence if possible, etc.

#### **d) Application activity 1.4.9**

Discuss different activities we can do to protect environment in our community.

#### **Expected answers**

1. Plant more trees, pick up rubbish, broken glasses and bottles, try to save water, use good agricultural methods, terracing, replacing cut trees, etc.
2. If we pollute our lakes the water will no longer be fit to drink. The fish will die and we will not be able to use them for food. Plants will no longer grow alongside the lakes, which feed both us and the animals. Animals that come down to the lakes may get tangled in rubbish and drown.

#### **1.4.10. Lesson 10: Effects of Protecting of God's creatures and importance**

##### **a) Learning objective**

Learners will be able to Show respect of God as the creator.

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

The teacher can use the Bible, drawings/pictures, films about creation about protection of environment, school environment, the internet, learner's textbook, the Teacher's guide of Social and Religious studies and other reference books related to Religious education.

##### **c) Learning activity 1.4.10**

Draw the most interesting thing in learner's living area.

##### **Guidance to the teacher**

To introduce this lesson the teacher can divide learners into different groups and tell them to draw the most interesting thing in their living area. The teacher will harmonize the answers.

### Expected answers

Learners will provide different answers and the teacher will intervene for facilitating them :

God's creatures are composed by animals, humans, plants, water, earth and its components. Protecting them contributes to good health and wealth of living things including humans, animals and plants. The following are examples of effects and importance of protecting God's creatures.

#### d) Application activity 1.4.10

1. Identify different God's creatures found in your community and write down the importance of each creature

### Expected answer

Learners will provide different answers and the teacher will intervene for harmonization.

## 1.5. Additional content/text for student and teacher

### 1.5.1. Addition content/text for learner

#### Lesson 1.4.7: The beauty of God's creatures

**Learning activity 1.4.7** Discuss how can you make your school clean more than it is today.

**A beauty :** is a combination of qualities such as shape, colours, and form that pleases the beautiful senses especially the sight.

Any creature like humans, animals, plants, rocks, water are created by God in his loving care, and fill the world. But only humans are ones created in image of God. After creation God observed the beauty of different creatures and blessed them to reproduce. The beauty of God's creatures manifest in their uniqueness of mans' importance, interdependence, Fertility and aesthetic purposes. The diversity of creatures with different colors makes the beauty of the world.

### **Application activity 1.4.7**

Explain how you can maintain the beauty of your home.

### **1.4. 8: Major categories of what God created.**

**Learning activity 1.4.8** Read the story of creation in Genesis 1: 1–31 and write down different names of God’s creatures.

God’s creatures can be classified into two categories such as visible and invisible creatures. The visible category is represented by animals, humans and plants. The invisible category is represented by the heaven including angels. All these creatures have complementarity.

### **Application activity 1.4.8**

Reread Genesis 1: 1–31 and classify the identified creatures in their respective categories.

### **Lesson 1.4. 10: Effects of Protecting of God’s creatures and importance**

**Learning activity 1.4.10:** Draw the most interesting thing found in your living area. The teacher will harmonize the response.

### **Effects of Protecting God’s creatures and importance**

God’s creatures are composed by animals, humans, plants, water, earth and its components. Protecting them contributes to good health and wealth of living things including humans, animals and plants. The following are examples of effects and importance of protecting God’s creatures.

Plants are source of oxygen, medicine, food, firewood and so on.

Animals take seeds in their feascas. They help plants to spread.

Ants harvest and transport seeds to their nests. The plants grow there.

Birds and bats help to turn the soil. This helps to give the soil air. Then plants grow well.

Birds, insects and bats help to pollinate flowers and plants. To pollinate is to make sure more of the plants grow.

Bird song makes us happy.

To look at animals makes us peaceful and love nature.

Our wild animals bring many tourists here.

We eat some animals as a food source.

Birds, bats and frogs help with insect control

Animals, humans and plants need water in order to survive.

### **Application activity 1.4.10**

Identify different God's creatures found in your community and write down the importance of each.

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

God's twin purposes for creation are to reveal God's character and nature, and to provide for what God has made. Humanity's use of creation must promote the ability of creation to reveal God and to provide for humans and other creatures on the earth now and in the future. We learn creation to be aware why we are all God's creatures and why we are different. This can develop critical thinking within pupils that leads them to respect of God's creatures. Studying this unit shows that God created the world by the power of His spoken word. It also exposes the beautiful nature of God

### **1.6. End unit assessment**

1. Give three names that are used by Christians for God
2. Explain the meaning of the following attributes describing God: almighty, omnipotence, omnipresence, transcendence and omniscience.
3. Look at the following words and pick out the ones that describe the attributes of God: love, dominating, unreachable, almighty, omnipotent, impatient, omnipresent, uncaring, transcendent, weak. Omniscient.

4. Match the Bible references in the left-hand column of the table with the correct description in the right-hand column.

Corinthians 13	Eternal life
Romans 6:23	The gift of His only son
John 3:16	Love in action
John 4:24	With God everything is possible
Matthew 19:26	The universe is upheld by God
Hebrews 1:3	God is spirit

### Expected answers

- Omnipresent, Omnipotent, Lord, Father and so on
- God is Almighty: When we say God is almighty, we are stating our belief in His powers and authority over all the creation.

God is omnipresent: Omnipresence means that God everywhere at the same time, within His creation.

God is omnipotent: Omnipotent means all-powerful. God is omnipotent because he has all the powers to do everything in the universe.

God is omniscient: Omniscient means all knowing. God is all knowing. We cannot hide any fact from His knowledge

God is transcendent: Transcendent means going beyond our human experience

- Love, almighty, omnipotent, omnipresent, , **omniscient**
- 

a) 1 Corinthians 13	Love in action
b) Romans 6:23	Eternal life
c) John 3:16	The gift of His only son
d) John 4:24	God is spirit
e) Matthew 19:26	With God everything is possible
f) Hebrews 1:3	The universe is upheld by God

## 1.7. Additional activities

### Remedial activities

1. God is I\_\_\_\_. **Answer: love**
2. Write the meanings of 'Almighty' and 'transcendent'.

**Answer:** Almighty means having all power and authority; transcendent means greater than all of creation.

3. How many Biblical days did God take to create the world?

**Answer:** 6

### Consolidation activities

1. 1. God created everything with a \_\_\_\_\_. **Answer: purpose**
2. What does God expect us to do regarding his creation?

**Answer:** Look after it.

3. What does being unique mean?

**Answer:** Being only one of a kind.

### Extended activities

1. Explain why there are so many different names of God.

**Answer:** The names of God inspire trust

Names of God are windows through which His character is seen.

Names of God constitute a difficult for human thought.

Names of God describe His character.

Names of God help to identify the one true God.



# UNIT 2

## Vocation of Israelites people

### 2.1. Key unit competence

A learner will be able to describe different God's calls of the people of Israel in regard to annunciation of the coming saviour.

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

Learners know already that man was created in God's image, because He has a special plan for him. They know also the way God loved humanity and his salvation plan. The teacher will ask them what make difference between man created in God's image and resemblance from other creations. They know some examples of people in the Bible that honored God. He /she asks them to state them and briefly recall their stories and the importance of obeying God. Teacher will also ask them how they appreciate the God's plan of salvation. God in His wise revealed Himself and His plan first by forming for Him a small group of people "Israel". Teacher uses the group works to give learners opportunity to discuss the life of different persons who communicated with God.

### 1.3. Introductory activity and guidance

#### a) Introductory activity

Read (Luke: 1:68-79).and answer to the following questions

1. Whose song is this?
2. When did he sing this song?
3. How is the song?
4. What is the message from the song?
5. State the greatest things God has done for His people.

## b) Guidance:

Teacher welcomes the learners to the new unity and asks them remember on the first unit. He invites the learners to form the groups and distribute the copies on which written the song of Zechariah. He asks them to choose one from each group to read the song: Then after they answer the questions on the text in their respective groups. Teacher guides the learners in their presentation.

### Answers for introductory activity:2.3

1. Zechariah
2. During the circumcision and naming ceremony of his son John the Baptist.
3. This is the hymn of praise and thanksgiving, a song of blessing and hope. But it is a song that also speaks of times of hardship.
4. Remember that God is present in your daily life and do not forget everything God has done for you and your community, then glorify Him.
5. He has visited his people and redeemed them. He has raised up for them a mighty savior. He will give light to those in darkness, those who dwell in the shadow of death, and guide them into the way of peace.

## 2.4. List of lessons/sub-heading

No	Lesson title	Learning objectives	Number of periods: 22
1	The call of Abraham	Recall the history of Abraham	2
2	The promises to Abraham	Describe different promises to Abraham	2
3	Abraham Sacrifices his Unique Son Isaac	Discuss the sacrifice of Isaac	2

4	Abraham the father of all Believers	Explain the role Abraham in the salvation history.	2
5	Covenant between God and Israelites people	State the God's plan to save his nation.	2
6	God's covenant with Jacob	Recall the history of Jacob	2
7	God's covenant with Moses	Describe the call of Moses	2
8	The story of Joseph	Recall the story of Joseph.	2
9	The call of Samuel	Describe the call of Samuel	2
10	God talks to Israelites through prophets	Explain the role of prophets in the God's plan to save his nation.	2
11	Remediation ad End unit assessment		2

**Guidance on different lessons/subheading outlined above**

### **2.4.1. Lesson 1: The call of Abraham**

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

"Learner will be able to recall the history of Abraham"

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

Bible, learner's textbook, teacher's guide, catechism, pen, exercises notebook, pictures of patriarch Abraham, chalks, blackboard and photocopy of magnificat (Blessed Virgin Mary hymn). Teacher may use Audio-visual materials and sign language if available to help learners with special needs

### c) Learning activities 2.4.1

Observe the picture in front of you and try to answer related questions

1. Do you know the name of the man with the knife?
2. What is happening?
3. Who told him to do this?
4. Why was he told to do this?
5. Do you think this was a part of God's plan?

**Guidance :** The teacher after distributing picture of Abraham ,turns around every group to avoid social loafing. He/ she therefore invites them to present the findings from the activity.

#### Possible answers for learning activities 2.4.1

1. Abraham
2. He wanted to offer his unique son Isaac as a sacrifice.
3. God Himself.
4. God wanted to test his faith.
5. Yes, it is a part of God's plan to save man. Because Isaac is the image of Jesus the unique son of God who will suffer and die for us.

### d) Application activity:2.4.1

Teacher prepares the questions to be done by learners at the end of the lesson to evaluate the achievement of assigned objective.

1. Who is Abraham?
2. Explain how God tested the faith of Abraham.
3. By which value did Abraham show his strong faith in God
4. What is the lesson learnt from the call of Abraham?

### Possible answers for Application activities 2.4.1

1. Abraham is the man chosen by God to be the father of all believers.

Abraham was the first Hebrew patriarch and is revered in Judaism, Christianity, and Islam. According to the Bible, he was called by God to journey to a new land, where he founded a new nation.

2. For the first time, God asked him to leave from his house and go to another land He will show him. For the second time God asked him to give his unique son Isaac as a sacrifice. In all Abraham obeyed.
3. Obedience
4. The lesson is: To believe in God, to obey Him and fulfil His will.

### 2.4.2: Lesson 2: The promises to Abraham.

#### a) Learning objective

Learners will be able to describe different promises to Abraham

#### b) Teaching resources

Bible, learner's textbook, teacher's guide, catechism, pen, exercise notebooks, pictures of patriarch Abraham, chalks and blackboard. (Genesis 12:1,5; Luke 1:46-55)

Teacher may use Audio-visual materials and sign language if available to help learners with special needs

#### c) Learning activities 2.4.2

The teacher makes the groups and learners discuss the friendship between God and Abraham. He invites them to listen the word from genesis 25. Then after they present what God promised to Abraham.

- In groups discuss about the challenges facing Abraham's covenant as well as the proof of his obedience to God by sacrificing his unique Son Isaac.

The teacher turns around every group to avoid social loafing. He/ she therefore invites them to present the findings from the activity

#### **Possible answers for learning activity 2.4.2**

- To leave his family, his properties and go where he did not know.
- To sacrifice his only one son while he was old.

#### **d) Application activities.2.4.2**

1. State three promises to Abraham.
2. Explain challenges of Abraham in his call.
3. What is the lesson you get from Abraham's faithfulness?

#### **Possible answers for Application activities 2.4.2**

1. A land (Canaan), Descendants, Protection both for him and his descendants.
2. To leave his house, his property and go where he did not know.  
To offer as a sacrifice his only one son when he was old.
3. God is the almighty, everything belongs to Him.

### **2.4.3. Lesson 3: Abraham Sacrifices his Unique Son Isaac**

#### **a) Learning objective**

Learner will be able to discuss the sacrifice of Isaac

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

Bible, learner's textbook, teacher's guide, catechism, pen, exercises notebook, pictures of Isaac sacrifice, chalks and blackboard. (Genesis 22:1-19)

Teacher may use Audio-visual materials if available to help learners with special needs

### c) Learning activities 2.4.3

Read (Genesis 22:1-19) take now your son, your only son whom you love Isaac and go to the land of Moriah, and offer him there as a burnt offering on one of mountains of which I will tell you. When they came to the place of which God had told him, Abraham built the altar there and laid the wood in order and bound Isaac his son and laid him on the altar .

**Guidance** :The teacher makes the groups of learners and let them discuss the sacrifice of Isaac, Then after they comment on the positive values of Abraham, The teacher turns around every group to avoid social loafing

#### Possible answers for learning activity 2.4.3

Abraham was a special person. He obeyed and respected God on high level. God loves us and tests our faith. God is the best trainer

### d) Application activities.2.4.3

1. What was the reaction of Abraham when God asked him to sacrifice his son?
2. Did Isaac know the plan of his father?
3. How did God save Isaac?
4. How did God reveal Himself to Abraham in this time?

#### Answers for Application activities 2.4.3

1. He started to obey.
2. He did not because he asked his father where there is an animal to sacrifice and his father answered God will give it.
3. God stopped Abraham and show him the sheep to sacrifice in the place of his son.
4. God revealed Himself as a merciful God, a parent, omnipresent and love.

## **2.4.4. Lesson title 4: Abraham the father of all Believers**

### **a) Learning objective**

Learner will be able to explain the role of Abraham in the salvation history.

### **b) Teaching resources**

Bible, learner's textbook, teacher's guide, catechism, pen, exercises notebook, pictures of Abraham, chalks and blackboard.

Teacher may use Audio-visual materials and sign language if available to help learners with special needs

### **c) Learning activities 2.4.4**

"in the family of Kagabo there is an old man called Sentama. He is 85 years old. All members of the family respect him. He is their grandfather. Their family is organised by him. They meet regularly for exchange ideas, share drinks ,solve family problems...when there is a conflict The last conclusion every time comes from Sentama. We feel united because we have one father who gather us together The neighbours appreciate the role of Sentama to organise his family. Our village chief has chosen Sentama to be in the group of wise men in our village"

### **Questions:**

1. Choose the correct answer
  - Sentama is an.....( weak man-important man-disorganised man)in the society.
  - Sentama is ..... (appreciated by his family and neighbours -neglected because he is old- bad and jealous man)
2. How do we call the important old men in our community?
3. Refer to your village suggest any three roles of elders in the family.



**Guidance:** Teacher makes learner's group and give a scenario to be discussed then after respond to the given questions that follow.

#### Answers for learning activities 2.4.4

1.
  - Important man
  - Appreciated by his family and neighbours.
2. The elders  
Advice –guardian of traditional culture-intervene in conflict resolutions as wise men. peacemakers

#### d) Application activities 2.4.4

1. How the Israelites consider Abraham in their community?
2. What does it mean to be a father of a community/family?
3. How elders are treated in our society today?
4. Explain the role of Abraham in history of salvation as the father of all believers.

#### Answers for Application activities 2.4.4

1. As their father, ancestor.
2. A sign of their unity, Solidarity, the close relationship and the source of Blessings.
3. In our different families they are forgotten, rejected by the family members. They live in miserable situation they became a burden and marginalized. But in some other families it is a proud to have elders they are well treated and enjoy their advanced age.
4. As the story unfolds, we find that God chose Abram (Abraham) through which to carry out the promises.

## 2.4.5. Lesson 5: Covenant between God and Israelites people

### a) Learning objective

Learner will be able to State the God's plan to save his nation.

### b) Teaching resources

Bible, learner's textbook, teacher's guide, catechism, pen, exercises notebook, pictures of Israelites, chalks and blackboard. (Genesis.....)

Teacher may use Audio-visual materials if available to help learners with special needs

### c) Learning activities

**Scenario:** Gatete and Rutayisire are good neighbours, they are always together in different circumstances. They are solidary. They have promises between them that make strong their friendship. None can be selfish in front of his friend, none can suffer while other has the means. Each one wishes the blessing to another one and they support each other. Their neighbours appreciate their relationship.

### Question:

1. What can you say about the relationship between Gatete and Rutayisire?
2. What does it make strong their friendship?
3. Do you know other people who have promise between them?

**Guidance:** Teacher makes learner's group and give a scenario to be discussed then after they respond to the given questions. The teacher turns around every group to avoid social loafing. He/ she therefore invites them to present the findings from the activity

### **Possible answers for learning activities 2.4.5**

1. Gatete and Rutayisire are good friends because they share all circumstances of life.
2. The promises done between them make strong their friendship.
3. Promise between married people, promise between employee and employer, between the Leaders and their people, promises in our youth organisation....

### **d) Application activity 2.4.5**

1. What is a covenant?
2. When two people sign a covenant?
3. What is the characteristic of the covenant between God and Abraham?

### **Possible answers for application activities 2.4.5**

1. A covenant is a promise or agreement made between two people.
2. When they are friends and they want to keep permanent their good relationship.
3. It is a covenant of love because it expects the salvation of humanity. In this covenant God promised blessing to Abraham and his descendants and make them His own special people. In return, Abraham was to remain faithful to God can be a channel through which God's blessings could flow to the rest of the world.

## 2.4.6. Lesson title 6: God's covenant with Jacob.

### a) Learning objective

Learner will be able to recall the history of Jacob.

### b) Teaching resources

Bible, learner's textbook, teacher's guide, catechism, pen, exercises notebook, pictures of Jacob with his sons, chalks and blackboard.

Teacher may use Audio-visual materials and sign language if available to help learners with special needs

### c) Learning activities 2.4.6

**Task:** everyone in the pair share at least his /her four ancestors from his fathers, grandfather...

After each one share in the plenary.

**Guidance:** The teacher asks learners to work in group of two and tell them to share their ancestors. The one who knows many will present in the whole class.

### Possible answers for learning activities 2.4.6

My Father's name: is..... My grandfather's name is: ..... My grandparent's name is.....:and so on.

### d) Application activity: 2.4.6

1. Who is "ancestor"?
2. State the three ancestors of Israelites successors of Abraham?
3. Who is Jacob?
4. What is the covenant that God made with Jacob?

### Possible answers for application activities 2.4.6

1. A person typically more remote than a grandparent from whom one is descended.
2. Abraham –Isaac-Jacob-Joseph.
3. Jacob is the son of Isaac and Rebecca, the brother of Esau. He is the grandson of Abraham and Salah. At the start Jacob is a confident and charismatic man favoured by his God.
4. God chose him to be the leader of Israel. He told Jacob to change his name to Israel. Jacob had 12 sons and a daughter. His sons were the founders of the 12 tribes of Israel. Gods kept the promise to Abraham that he will bless his descendants.

### 2.4.7. Lesson title 7: The story of Joseph

#### a) Learning objective

Learner will be able to Recall the story of Joseph.

#### b) Teaching resources

Bible, learner's textbook, teacher's guide, catechism, pen, exercises notebook, pictures of Joseph, chalks and blackboard. (Genesis.....)

Teacher may use Audio-visual materials and sign language if available to help learners with special needs

#### c) Learning activities 2.4.7

Revision on the history of patriarch Jacob.

1. State the names of Jacob's sons.
2. Who was loved more by father
3. Why did brothers of Joseph hate him?

**Guidance:** Teacher makes group discussion on the patriarch Jacob and invites learners to respond to questions given.

The teacher turns around every group to avoid social loafing.

### Possible answers for learning activities 2.4.7

1. Jacob, through his two wives and his two concubines had 12 biological sons; Reuben, Simeon, Levi, Judah, Dan, Naphtali, Gad, Asher, Issachar, Zebulun, Joseph and Benjamin
2. Joseph because he had been born to him when he was old.
3. His brothers hated Joseph because their father loved him more than the rest of them. They couldn't say a kind word to him. Another reason was that Joseph was always at home enjoying the love of his father instead of following the brothers to keep the animals.

### d) Application activity 2.4.7

1. What evil did the brothers of Joseph do for him?
2. Discuss the presence of God in all circumstances of Joseph's life.
3. Justify how Joseph is the image of Jesus.
4. What lesson learnt in story of Joseph?

### Possible answers for application activities 2.4.7

1. They sold him to Egyptian after the attempt to kill him.
2. From his childhood God show that he had a plan for Joseph. Loved by his father, privilege of interpretation of dreams, saved from death when his brothers wanted to kill him. Becoming a high person in Egypt. Protection when **Potiphar's** wife slandered him and accused him of attempting to rape her (Genesis 39:10-19). This resulted in Potiphar becoming enraged as expected and putting Joseph in prison (Genesis 39:20) God's presence is dangerous, but essential for His people. ... people to continue in their ways, withholding judgment until after they die.

3. Joseph is a true image of Jesus: both Jesus and Joseph were hated by theirs and try to put them to death. But God saved them from death. Joseph hated by his brothers and be sold after attempt to kill him. Jesus hated by Jewish people and killed him. After struggle God made them strong persons to save his people's
4. Obeying your parents is important, do what is pleasing to God, regardless of the consequences, Relying on God's guidance will help you .God's dreams for you can make others uncomfortable , Nothing stops God's plans.

### **2.4.8. Lesson title 8: God's covenant with Moses**

#### **a) Learning objective**

Learner will be able to describe the call of Moses.

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

Bible, learner's textbook, teacher's guide, catechism, pen, exercises notebook, pictures of Israelites from Egypt, chalks and blackboard. (Exodus.....)

Teacher may use Audio-visual materials and sign language if available to help learners with special needs

#### **c) Learning activities 2.4.8**

Discuss on God's faithfulness and find answer to the questions below:

1. By example Justify How God fulfilled his promise to the descendants of Abraham.
2. Who is the rejected son of Jacob?

**Guidance:** Teacher makes learner's group and give them opportunity to discuss about the previous lessons on patriarchs, especially how God remained faithful to the promise done with Abraham .The teacher turns around every group to avoid social loafing. He/ she therefore invites them to present the findings from the activity

### Possible answers for learning activities 2.4.8

- 1. Blessing and descendants:** God has kept the covenant with Isaac , Jacob and Joseph'  
**Protection:** in different difficult time God stayed near his people ( famine,war,slaves..)
2. The rejected son of Jacob is Joseph. He was the loved son of his father, this is the reason why his brothers hated him until they attempted to kill him.

### d) Application activity:2.4.8

1. Who is Moses?
2. When did God call Moses?
3. Why did God call him?
4. Explain how liberation of Israelites related to the God's plan of salvation?

### Possible answers for application activities 2.4.8

1. Moses was an Israelite; he was raised in Egypt at a time when the Israelites were slaves of the Egyptians.
2. While Moses was herding sheep and goats, he came across a bush with burning flames in the desert. It is in this time God appeared to him in burning bush.
3. God chose him to liberate his people from Egyptian slavery.
4. To leave from Egyptian slavery means to make his people free. And to strengthen the relationship between God and his people. To remind Israelites that it His own people. To show his powerful over the nations.



## 2.4.9. Lesson title 9: The call of Samuel

### a) Learning objective

Learner will be able to describe the call of Samuel.

### b) Teaching resources

Bible, learner's textbook, teacher's guide, catechism, pen, exercises notebook, pictures of Samuel and Eli. Chalks and blackboard.

Teacher may use Audio-visual materials if available to help learners with special needs

### c) Learning activities 2.4.9

In group discuss on different persons chosen by God to be the intermediary and find answers to the questions below

1. Why did God continue to talk to His people after exodus?
2. Give examples of other people called by God to serve His people.
3. How does God talk to us today?

**Guidance** : Teacher makes learner's group and give them questions about the communication of God with his people through other people.

#### Possible answers for learning activities: 2.4.9

1. God did not let his people go alone after exodus, He continue to communicate and form his people through different persons: judges, kings, prophets...
2. Samuel, David, Hezekiah, Isaiah.....and after through Jesus His son.
3. Through our parents, teachers, priests, pastors....

### d) Application activity 2.4.9

1. When was Samuel called by God?
2. Who has help him to know whose voice was that?
3. What did he do after to know that was God who called him?
4. What do we learn from the call of Samuel?

### Possible answers for application activities 2.4.9

1. When he was a child and stayed in the temple under ministries of Eli.
2. A priest called Eli.
3. He did as the priest Eli has told him "say what you want your servant is listening you"
4. God calls someone without any discrimination: age, knowledge, power

### 2.4.10. Lesson title 10: God talks to Israelites through prophets.

#### a) Learning objective

Learner will be able to Explain the role of prophets in the God's plan to save his nation.

#### b) Teaching resources

Bible, learner's textbook, teacher's guide, catechism, pen, exercises notebook, pictures of prophets.

Chalks and blackboard.

Teacher may use Audio-visual and sign language materials if available to help learners with special needs

#### c) Learning activities 2.4.10

Using the given questions, Analyze the close relationship between God and his People.

1. What is the role of elders in the society?
2. Who are today in charge of announcing the word of God to his people?
3. Who was the foretold of the coming of Messiah?

**Guidance:** Teacher makes pair groups and give to learners questions which help them to remember the role of elders in the society as seen in previous lessons. He turns around them to support their ideas.

### **Possible answers for learning activities: 2.4.10**

1. Advice – guardian of tradition –sign of unity in the family
2. Priest –Pastors-Catechists –deacons-parents in the family-
3. Prophets.

### **d) Application activity 2.4.10**

1. What is a call?
2. What was the call of Israel?
3. Who is a prophet?
4. What is the lesson learnt from the call of prophets?

### **Possible answers for application activities 2.4.10**

1. When we have a call we are listening to the voice of God telling us what He would like us to do with our lives. A call will always tell us to help others or do something good. It will never tell us to hurt another person. Another name for a call is a vocation
2. The Israelites had a vocation to serve God and to prepare for Jesus the Messiah.
3. Someone chosen by God to speak in his place what He wants to His people. A prophet has a privilege to know what will come in future before it happens.
4. Be ready for God’s mission; don’t fear even there is bad consequence; remain faithful to God’s message.

## **2.5. Additional content/text for student and teacher**

### **2.5.1. Addition content for pupils:**

#### **The story of Joseph: 2.4.7:**

#### **Learning activity 2.7:**

#### **Discuss the life of different patriarchs Patriarchs and their contribution to build the people of God**

Joseph was one of Jacob's 12 sons. His father loved him more than any of the others and gave him a coloured cloak. His brothers were jealous of him and sold him into slavery. He was taken to Egypt and eventually became steward to Potiphar, one of Pharaoh's officials, (Genesis 37:36, Genesis 39:1). Later, Joseph became Potiphar's personal servant, and subsequently his household's superintendent. Joseph's dreams first get him into trouble, but his ability to understand them leads him to be chosen by the Pharaoh and to save the world. Now Joseph was the governor of the land, the one who sold grain to all its people. So when Joseph's brothers arrived, they bowed down to him with their faces to the ground. As soon as Joseph saw his brothers, he recognized them, but he pretended to be a stranger and spoke harshly to them. But Joseph saved his brothers: "I am Joseph, your brother!" he said. "You sold me into Egypt, but I know God sent me here to save a small part of your family by giving them food. Go home and get all of your family members and come back to Egypt. You will have enough food here."

#### **The call of Samuel: 2.5.9**

#### **Learning activity 2.9 Discuss the call of Samuel**

The boy Samuel ministered before the LORD under Eli. In those days the word of the LORD was rare; there were not many visions. One night Eli, whose eyes were becoming so weak that he could barely see, was lying down in his usual place. The lamp of God had not yet gone out, and Samuel was lying down in the temple of the LORD, where the ark of God was. Then the LORD called Samuel. Samuel answered, "Here I am." And he ran to Eli and said, "Here I am; you called me." But Eli said, "I did not call; go back and lie down." So he went and lay down. Again the LORD

called, "Samuel!" And Samuel got up and went to Eli and said, "Here I am; you called me." "My son," Eli said, "I did not call; go back and lie down." Now Samuel did not yet know the LORD: The word of the LORD had not yet been revealed to him. The LORD called Samuel a third time, and Samuel got up and went to Eli and said, "Here I am; you called me." Then Eli realized that the LORD was calling the boy. So Eli told Samuel, "Go and lie down, and if he calls you, say, 'Speak, LORD, for your servant is listening.'" So Samuel went and lay down in his place. The LORD came and stood there, calling as at the other times, "Samuel! Samuel!" Then Samuel said, "Speak, for your servant is listening." And the LORD said to Samuel: "See, I am about to do something in Israel that will make the ears of everyone who hears of it tingle. At that time I will carry out against Eli everything I spoke against his family--from beginning to end. For I told him that I would judge his family forever because of the sin he knew about; his sons made themselves contemptible, <sup>[2]</sup> and he failed to restrain them. Therefore, I swore to the house of Eli, 'The guilt of Eli's house will never be atoned for by sacrifice or offering.'" Samuel lay down until morning and then opened the doors of the house of the LORD. He was afraid to tell Eli the vision, but Eli called him and said, "Samuel, my son." Samuel answered, "Here I am." "What was it he said to you?" Eli asked. "Do not hide it from me. May God deal with you, be it ever so severely, if you hide from me anything he told you." So Samuel told him everything, hiding nothing from him. Then Eli said, "He is the LORD; let him do what is good in his eyes." The LORD was with Samuel as he grew up, and he let none of his words fall to the ground. And all Israel from Dan to Beersheba recognized that Samuel was attested as a prophet of the LORD. Since Samuel was not a Levite nor a priest, he would not have been involved in any of the sacrifices. When Samuel was just a boy, he received his first calling from God in 1 Samuel chapter 3. Samuel was lying down one night when he heard a loud voice calling out his name. God called Samuel four times that night long ago. God was patient with Samuel; finally, Samuel understood and listened to what God was telling him. God patiently calls us, too. God calls us to listen to him and understand what he wants us to do. One night Samuel received a revelation from the Lord. Samuel learned to

recognize the voice of the Lord. The Lord spoke through him, and the people recognized him as a prophet.

**God talks to Israelites through prophets:2.5.10:** A prophet is a man called by God to be His representative on earth. When a prophet speaks for God, it is as if God were speaking. Prophets are God’s spokesmen; their function is to speak for God, speaking forth God by God’s revelation and not speaking of themselves. A prophet is a man called by God to be His representative on earth. When a prophet speaks for God, it is as if God were speaking. A prophet is also a special witness for Christ, testifying of His divinity and teaching His gospel. A prophet teaches truth and interprets the word of God. In religion, a prophet is an individual who is regarded as being in contact with a divine being and is said to speak on behalf of that being, serving as an intermediary with humanity by delivering messages or teachings from the supernatural source to other people.

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

### **Zechariah’s Song**

*"Praise be to the Lord, the God of Israel,  
because he has come to his people and redeemed them.*

*He has raised up a horn<sup>[a]</sup> of salvation for us*

*in the house of his servant David*

*(as he said through his holy prophets of long ago),*

*salvation from our enemies*

*and from the hand of all who hate us—*

*to show mercy to our ancestors*

*and to remember his holy covenant,*

*the oath he swore to our father Abraham:*

*to rescue us from the hand of our enemies,*

*and to enable us to serve him without fear*

*in holiness and righteousness before him all our days.*

*And you, my child, will be called a prophet of the Most High;*

*for you will go on before the Lord to prepare the way for*

*him,*

*to give his people the knowledge of salvation  
through the forgiveness of their sins,  
because of the tender mercy of our God,  
by which the rising sun will come to us from heaven  
to shine on those living in darkness  
and in the shadow of death,  
to guide our feet into the path of peace.”*

## **2.6. End unit assessment**

1. Who is the wife of Abraham?

**Answer:** Sarah

2. Who was the servant of Sarah?

**Answer:** Hagar is a biblical woman. According to the Book of Genesis, she was an Egyptian slave, a handmaiden of Sarah, whom Sarah gave to her own husband Abram as a wife to bear him a child. Abraham's firstborn son, through Hagar is Ishmael

3. Abraham and Sarah gave birth when they were old. How was it possible? Explain how did God protect Moses during his childhood?

**Answer:** God is almighty, nothing is impossible to him.

State any five from ten plagues of Egyptians

**Answer:** The plagues are: water turning to blood, frogs, lice, flies, livestock pestilence, boils, hail, locusts, darkness and the killing of firstborn children

4. What challenges did Israelites face in wilderness?

**Answer:** Soon after the Israelites left Egypt, they complained that they did not have enough food.

5. Justify that a prophet is spokesman of God.

**Answer:** in the beginning and the end of the book of each prophet he starts by saying this is the word of.

6. What is another name for a patriarch?

**Answer:** male Elder.

7. Give the names of four patriarchs from the Old Testament.

**Answer:** Abraham –Isaac-Jacob-Joseph.

8. What did God want the patriarchs to do?

**Answer:** to be the Leaders of His people.

9. Why many tribes were descended from Jacob?

**Answer:** because many tribes came from his 12 sons.

## 2.7. Additional activities

### ● Remedial Activities:

1. Who are the sons of Isaac?

**Answer:** Esau and Jacob

2. Why did Rebekah betray Esau?

**Answer :** Because Esau had not always made right choices, Rebekah knew he was not worthy. He had rejected the teachings of his parents by marrying a daughter of the Canaanites. Rebekah knew by inspiration that Jacob should receive the birth right blessing.

3. Discuss the Israelites situation in Egypt after the death of Joseph

**Answer :** Pharaoh limited the personal freedom of the Hebrews, put heavy taxes on them, and recruited their men into forced labour battalions under the supervision of harsh taskmasters. Thus the children of Israel had to build cities, erect monuments, construct roads, work in the quarries, and hew stones or make bricks and tiles.

4. Who is the foretold saviour in old testament?

**Answer:** Micah prophesies that Jesus will be born in Bethlehem (**Micah 5:2**); Wonderful Counsellor, Mighty God, Everlasting Father, and Prince of Peace (**Isaiah 9:6**)



5. Match each word with its correct meaning.

Word	Meaning
Calling	A promise made by God
Patriarch	A skill or ability
Covenant	A vocation or task that God gives us to do
Talent	Male leader of a family

**Answer :**

- Calling is a vocation or task that God gives us to do
- Patriarch is a Male leader of a family
- Covenant is a promise made by God
- Talent is a skill or ability

● **Consolidation activities:**

1. What is the objective of God's plan to humanity?

**Answer :** God's ultimate purpose in redemptive history is to create a people, from every tribe and nation, to dwell in his presence, glorifying him through their lives and enjoying him forever.

2. God's plan of salvation is a process. Explain.

**Answer :** Salvation is believed to be a process that begins when a person first becomes a Christian, continues through that person's life, and is completed when they stand before Christ in judgment.

3. Show how Jesus is the fulfilment of God's promise.

**Answer:** Jesus came as the fulfilment of this promise. Born from David's royal line, Jesus sits upon the throne forever. He was sent specifically to save and deliver sinners.

● **Extended activities:**

1. Whose answer to God is this?

- a) Lord, say your servant I am listening you.
- b) Please the Lord send another one.
- c) Here I am your servant my Lord let be done your will.

2. Show the resemblances and differences between Jesus, Moses and Joseph

**Answer:**

<b>Name answer</b>	<b>Jesus</b>	<b>Joseph</b>	<b>Moses</b>
Differences	<ul style="list-style-type: none"> <li>- Unique son of God born to a virgin.</li> <li>- Died on the cross</li> <li>- Resurrected from death</li> <li>- ascended in heaven</li> <li>- will come back</li> </ul>	<ul style="list-style-type: none"> <li>- Son of Jacob.</li> <li>- normal death</li> <li>- chosen from 12 sons of Jacob.</li> </ul>	<ul style="list-style-type: none"> <li>- Son of Jochebed and Amram</li> <li>- normal death</li> <li>- chosen from his family (three children)</li> </ul>
<p><b>Resemblances</b></p> <p>Rejected stone by builders which became cornerstone</p>	<ul style="list-style-type: none"> <li>- God protected him from Herod when he was a baby.</li> <li>- Jealous of priests</li> <li>- He saved all God's people ( even those who crucified him )</li> </ul> <p>From the sin.</p>	<ul style="list-style-type: none"> <li>- God protected him when his brothers wanted to kill him.</li> <li>- Jealous of his brothers.</li> <li>- He saved his brothers (even those who sold him)</li> <li>- From famine</li> </ul>	<ul style="list-style-type: none"> <li>- God protected him when Pharaoh commanded to kill all Israelites boys.</li> <li>- Hatred from Egyptians</li> <li>- He liberated Israelites 's people</li> </ul> <p>(without discrimination) from Egyptian slavery</p>

# UNIT 3

## God's Commandments

### 3.1. Key unit competence

A learner will be able to explain the importance of the Commandments and laws in the society

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

For easy understanding of this unit, the learner should have these preliminary knowledge, skills and attitudes on creation and sin of man and its consequences, on ways of promoting peace among -people (unit 1&4 in P1), the roots of sins (unit 2 in P2) and on the attitudes to avoid sins (unit 2 in P3). To create connection with the current unit, the teacher will ask the related questions on these prerequisites.

### 3.3. Introductory activity and guidance

#### a) Introductory activity 3:

Discuss the situation in the country without laws and explain how God prevented His people from sins when they were in journey from Egypt.

#### b) Guidance on the introductory activity:

The teacher will give time to Think-Pair and share ideas about the given case. He/she will guide the learners' discussion and orient their ideas presentation in plenary.

## The predicted answers can be:

- 1. The situation in the country without laws:** the disorder and crimes will increase, human rights will be violated, people will be irresponsible, laziness and damaging someone's properties will increase, social conflict and war will be permanent
- 2. To prevent Israelites from sin in the exodus from Egypt,** God fixed the laws (the Commandments) in order to organize His people. Those commandments are the summary of moralities, spiritual life, social life, duties and prohibited in general.

### 3.4 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	The ten commandments of God (general introduction)	Explain the Sinai event	2
2	The ten commandments ( first three commandments)	Explain spiritual values from the first three God's commandments in Christian life	2
3	The ten commandments (fourth to seventh commandments)	Explain the moral, spiritual and social values from the fourth to the seventh God's commandments	2
4	The ten commandments (eighth to tenth commandments)	Explain the moral and social values from the eighth to tenth God's commandments	2
5	Categories of the ten commandments	Categorize God's commandments	2

6	The greatest commandment (Golden rule)	Identify the greatest commandment	2
7	The importance of commandments in Christian life	Explain the importance of God's commandments in our daily life	2
8	Consequences of breaking God's Commandments (personal and spiritual)	Outline the personal and spiritual consequences of breaking God's commandment	4
9	Consequences of breaking God's Commandments (moral and social)	Discuss the moral and social consequences of breaking Commandments	4
10	Rules, regulations and laws in the society	Identify the consequences of not respecting rules, regulations and laws in the society	2
11	Importance of rules, regulations and laws in society	Discuss the importance of respecting rules, regulations and laws in the society	2
	Assessment		2

### 3.4.1. The ten commandments of God

#### a) Learning objectives

Explain the Sinai event

#### b) Teaching resources

The possible teaching resources are the Bible, learners' textbook, images or pictures of Moses, Sinai Mount and of two tablets write on God's commandments, learners' hand notebooks etc.

#### c) Learning activities

##### Learning activity 3.4.1

Largely, talk about the Sinai event.

##### Guidance on learning activity 3.4.1

In inclusive groups learners will observe, comment and describe the shown images about Sinai event, exploit the textbook and present their ideas. In plenary the teacher will help learners to read and analyse the related text from the Bible. They thereafter memorise and recite the ten commandments of God.

#### Answers to learning activity 3.4.1

The Sinai event refers to the reception of God's Commandments by Israelites who were represented by Moses at Sinai Mount. Those commandments guide two relationships: some guide the relationship between God and people while others guide the relationship between people and people. Those ten commandments are called **Decalogue** and are the following:

1. You shall have no other gods before me
2. You shall not make for yourself an idol and worship it
3. You shall not misuse the name of the Lord your God
4. Remember the Sabbath Day and keep it holy
5. Honour your father and your mother
6. You shall not murder (kill a person)
7. You shall not commit adultery
8. You shall not steal

9. You shall not give false testimony against your neighbour
10. You shall not covet your neighbour's house, wife, manservant, maidservant, etc. adultery

#### **d) Answers to the application activity 3.4.1:**

##### **Questions:**

1. what does the word Decalogue mean?
2. where did God give His commandment to Israelites?
3. mention the ten commandments of God
4. from these Commandments which values should you live among your neighbors: you shall not steal and honour your father and your mother

##### **Answers**

1. The word Decalogue means Ten Commandments of God
2. God gave His Commandments to Israelites at Sinai Mount also called HOREB mount.
3. The ten commandments of God are: You shall have no other gods before me,  
You shall not make for yourself an idol and worship it, you shall not misuse the name of the Lord your God, Remember the Sabbath Day and keep it holy, honour your father and your mother, you shall not murder (kill a person), You shall not commit adultery, you shall not steal, you shall not give false testimony against your neighbour, you shall not covet your neighbour's house, wife, manservant, maidservant.
4. Values from the given commandment a) you shall not steal: not cheating quiz and not steal my classmates' materials  
b) Honour your father and your mother: to respect all people: children, youth, adult people, old, men and women, sick people, classmates, teachers, leaders.

### **3.4.2. The ten commandments (first three commandments)**

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

Explain the spiritual values from the first three God's commandments in Christian life

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

The possible teaching resources can be the Bible, learners' textbook, learners' hand notebooks etc.

#### **c) Learning activities**

##### **Learning activity 3.4.2**

After mentioning the 3 first Commandments of God discuss their similarity, their moral and spiritual values.

##### **Guidance to learning activity**

Learners individually recall the first three commandments of God. They read the biblical text (Exodus 20:3-7) and analyse it. In group, they discuss the possible values from first three first commandments and they present their findings to the whole class.

##### **Possible answers for learning activity 3.4.2**

1. The first three commandments of God are: You shall have no other gods before me, you shall not make for yourself an idol and worship it and You shall not misuse the name of the Lord your God.
2. Their similarity is that all of them talk about the relationship between God and people. They are in the same category of how people must love God in his glory, supremacy and holiness
3. The moral and spiritual values we get from these commandments are: to be monotheistic believers, pray and only trust in God almighty, working hard in order to survive but not be slaves of things, use the name of God not in vain but in the right way.



## **d) Possible answers to the application activity 3.4.2:**

### **Questions:**

1. Recall the first three commandments of God
2. In which category of commandment are they?
3. Identify the values we get from each commandment among first three commandments of God
4. Money is for us; we are not for money. Discuss the affirmation

### **Answers**

1. The first three commandments of God are
2. These first three commandments above are in category of which guide the relationship between God and people
3. Values from the 1<sup>st</sup> commandment: regular prayer and trust in only one God, a serious control of everything that can become our daily life's idols like money, greed, lust, pride or honour, use the name of God when praying, singing, praising him, worshiping instead of using it in malicious way.
4. Money is for us; we are not for money: we work in order we get money to be used for our needs and wants. We use money to solve problems of daily life. Money is for us when we get it and use it in positive way. In contrary we will be for money when use wrong ways to get money or when we use it out of the will of God for example: killing a person in order to get his/her possession. By conclusion we have to control money instead of being controlled by money.

### **3.4.3 Lesson 3: The ten commandments (the fourth to the seventh commandments)**

#### **a) Learning objectives (formulated)**

Explain the social, moral and spiritual values from the fourth to the seventh God's commandments

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

The teacher can avail the Bible, learners' textbooks and learners' hand notebooks.

#### **c) Learning activities 3.4.3**

After reading Exodus 20: 8-14, discuss the problems God wanted to solve when he gave from the fourth to the seventh commandment?

#### **Guidance:**

Read the biblical text to the whole class. Hand out one textbook to each group of learners. Tell learners to share ideas and to search into textbook about the problems God wanted to solve in his family at Sinai mount. The teacher facilitates learners' activities and guide their presentation

#### **Possible answers for learning activity 3.4.3**

The people had no time to pray and to thank God who liberated them from Egyptian slavery and who made many miracles for them. The relationship was not good especially between parents and children. They did not care about their spiritual life. God wanted to solve the problem of disrespect for life (all acts aim at destroying human life). He wanted also to stop the problem of immorality related to sexuality

### **d) Possible answers to the application activity 3.4.3:**

#### **Question:**

How do the 4<sup>th</sup> to the 7<sup>th</sup> Commandments of God help you to live morally and spiritually in the society?

#### **Answers**

The 4<sup>th</sup> commandment helps us to recognise God as my creator, to purify my soul, to pray and thank God and to know that He is the source of all including the time. The 5<sup>th</sup> commandment helps us creates good relationship among relatives and in the society in general. The 6<sup>th</sup> urges us to protect life by avoiding all acts that can willingly destroy human life

### **3.4.4. Lesson 4: The ten commandments of God (the eighth to tenth commandment)**

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

Explain the moral and social values from the eighth to tenth God's commandments

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

The teacher will avail possible materials such: The Bible, learners' textbook, learners' hand notebooks, images of a pickpocket

#### **c) Learning activities 3.4.4**

1. After you describe the image (of a pickpocket), what are the possible causes of stealing and telling lies?
2. Use the possible sources and find out the virtues related to biblical text already read that can help us to prevent vices in above question and to live morality in the society.

#### **Guidance:**

after analysing the word of God together (Exodus 20:15-17); distribute the textbooks, the multiplied images of a pickpocket and ask them describe the image and to make research in pair on the cause of stealing, telling lies and to suggest the social and moral virtues to prevent them

### Possible answers to the learning activity 3.4.4

1. a) **Stealing can be caused** by jealousy, laziness, peer pressure, low self-esteem, famine, being excluded in the society, mental illness, greediness, selfishness, ignorance etc.
- b) **Lying can be caused by many reasons:** defensive (self-protection), vindictive (to lie intentionally to harm others as revenge), disappointment, manipulation, when a person is intimidated, when a person wants to get attention of other people, curiosity, to maintain superiority, to avoid consequences or trouble, to cover/ to mask or to show whom you are not, to control, habit, funny or entertainment, desires, sympathy, laziness, indifference, perception (believe in the own lie, covet (Christine Hammond, MS, LMHC, 2018)
3. **The social and moral virtues** that help us to avoid stealing, lying and covet are: truthfulness, honesty, make good choice, self-confidence, virtue of forgiving and ask forgiveness, leave bad friends, recognize your mistakes, accept changes, empathy, regular prayer, hardworking, accept your level, justice, critical thinking etc.

### d) Possible answers to the application activity 3.4.4:

#### Questions:

1. Identify last three among God's commandments
2. How are those last three commandments going to help you morally, spiritually and socially

#### Answers

1. You shall not steal, you shall not give false testimony against your neighbour, you shall not covet your neighbour's house, wife, manservant, maidservant.
2. From these last three commandments I get virtues of empathy, live peaceful life, honesty, repentance, tolerance, resist my negative character, avoid laziness, self-confidence, praying, accept the differences, listening to others, etc.

### 3.4.5. Lesson 5: Categories of God's Commandments of God

#### a) Learning objectives

Categorize god's commandments

#### b) Teaching resources

The possible resources for this lesson are the Bible, image of Moses with two tablets write on the Commandment, learners' textbooks, and the learner's notebooks.

#### c) Learning activity 3.4.5

Read Exodus 31:18 and Exodus 32:15, describe the image of Moses then respond to the questions that follow:

1. Justify the number of tablets on them written the commandments.
2. Which commandments are written on each tablet? Indicate the dimension for each Commandment

#### Guidance on activity:

In pair learners discuss and justify the number of tablets on them written the Commandments. They orally recite each Commandment and tell the tablet (category) on it is written. They also precise whether the Commandment is an obligation or forbidden

#### Possible answer to the Learning activity 3.4.5

1. God gave two tablets of Commandments to Moses that means the Commandments of God were into two categories: which guide the relationship between God and people (Love for God) and which guide the relationship between People and people (love for neighbours).

#### The Commandment for the relationship between God and people are:

- You shall have no other gods except me (obligation)
- You shall not make an idol for yourself and worship it (forbidden)

- You shall not misuse the name of God your God (forbidden)
- Remember the Sabbath day and keep it holy (obligation)

**The commandments for the relationship between people and people are:**

- Honour your father and your mother (obligation)
- You shall not murder (forbidden)
- You shall not commit adultery (forbidden)
- You shall not steal (forbidden)
- You shall not give false testimony against your neighbour (forbidden)
- You shall not covet (forbidden)

**d) Possible answers to the Application activity 3.4.5**

**Questions and answers**

Categorize each commandment below and show its dimension:

You shall not steal (Love for neighbour, Forbidden)

Honour your father and your mother (Love for God, Obligation)

You shall not murder (Love for neighbour, Forbidden)

You shall not commit adultery (Love for neighbour, Forbidden)

you shall have no other gods before me (Love for God, Obligation)

Remember the Sabbath Day and keep it holy (Love for God, Obligation)

**3.4.6. Lesson 6: The Greatest Commandment/Golden rule**

**a) Learning objectives**

Identify the greatest commandment

**b) Teaching resources**

Mainly the Bible, learner's textbooks and learners' notebooks,

### **c) Learning activities 3.4.6**

In pair, identify the similarities from two different biblical texts read for you Matthew 22:34-40 and Matthew 7:12

#### **Guidance:**

The teacher will make sure that learners already analysed and understood both biblical texts (in learning activity 3.4.6). He/she invite learners to pair and to find out the common and the different elements from both texts. Facilitate the work and guide the learners' presentation of consensus.

#### **Possible answer to the Learning activity 3.4.6**

The common elements from both biblical texts:

- Both are picked from the same gospel of Matthew
- They both emphasize on thinking about your neighbour in whatever you do
- They both reflect love God through your neighbour; as differences Matthew 22:34-40 Jesus confirms that love God and neighbour are two similar and they make one and greatest commandment "Love" within all commandments and prophecies are summarized. So to love God with all our heart means open our heart to God and trust him as our best friend. To love God with our entire mind means, renew your mind with the Word of God and do everything consciously. To love our neighbour means to love and help everyone who needs us without distinction and remembering that we can be in situation where we need love from our neighbours. To be in good relationship with God then requires the link between these theological virtues: Faith, Hope and love

### **d) Answers to the Application activity 3.4.6**

#### **Questions:**

1. Identify the greatest commandment of God
2. How will you prove your love to God through your classmates or schoolmates?

3. What are the three virtues that prove you love God and you want to live in communion with Him

### Answers

1. The greatest commandment of God is Love (love for God and love for neighbour)
2. I will prove my love for invisible God through my visible neighbours by the works of love like: lending school materials to them, helping poor classmate, visiting sick schoolmates, give them pieces of advices, living tolerance, prudence, justice and temperance and empathy.
3. The virtues that prove my wish to live in communion with God are faith, hope and love.

### 3.4.7. Lesson 7: Importance of God's Commandments in Christian life

#### a) Learning objectives

Explain the importance of God's Commandments in daily life

#### b) Teaching resources

Bible, learner's textbooks and learners' notebooks are necessary for this lesson.

#### c) Learning activities 3.4.7

Referring to the Bible, your own experience and available textbooks, in pair, explain the importance of God's Commandments in every day's life

#### Guidance:

The teacher will help learners to read and understand the word of God found in John 15:10. Invite learners to think, pair and share ideas about the importance of God's Commandments in every day's life. They exploit textbooks to complete their own ideas and then they present in plenary.



### **Possible answer to the Learning activity 3.4.7**

The commandments of God play at the same time the spiritual moral and social importance as follow:

- Safeguard believers against idol worship and they promote true worship (monotheism and communion with God Almighty)
- Create good relationship between God and believers
- Make believers pious and religious
- Promote good relationship between parents and children and among believers in general, they preserve human life
- Create stability in families and preserve the values of marriage
- Protect properties and condemn theft
- Teach believers value of honesty, morality and hardworking
- Enhance peaceful co-existence in the Church and in the society.

### **d) Possible answers to the Application activity 3.4.7**

#### **Questions:**

Identify the spiritual and moral importance of God's commandments to you as learners

### **Possible answers to the application activity 3.4.7**

- The spiritual importance of God's commandments: regular prayer and repentance, to leave our daily idols (to control our possessions, our thoughts and emotions)
- The moral importance of God's Commandments: to respect our classmates, teachers, parents and leaders; respect for others' school materials, keeping chastity and virginity, living value of truth, self-control, etc.

### 3.4.8. Lesson 8: Personal and spiritual consequences of breaking God's Commandments

#### a) Learning objectives

Discuss the personal and spiritual consequences of breaking God's Commandments

#### b) Teaching resources

Bible, learner's textbooks, learners' notebooks, images of an arrested thief and of Sodom and Gomorrah.

#### c) Learning activity 3.4.8

1. Describe the given images (an arrested person) and (the cities in destruction by fire) and then discuss the possible causes and effects.
2. What can be the effects of destroying divine laws?

#### Guidance:

In their inclusive groups, learners describe the given image. They listen to the reader of the Word of God (Genesis 19:21-26) and then, they discuss the reasons why those situations on the images happened

#### Answer to the Learning activity 3.4.8

1. **Image 1** shows an arrested thief because of probably stealing others' properties  
**Image 2** shows a city called Sodom in destruction by a fire because they disobey God  
The consequences to follow: the thief will be imprisoned and the people from cities will die,
2. the effects of breaking God's Commandments are: to become guilty (uncomfortable) James 2:10; self-pollution (Isaiah 24:5); the wage of sin is death (Romans 6:23); the horizontal and vertical relationships are destroyed (Isaiah 59:2); lack of the glory of God (Romans 3:23), eternal death (Matthew 25:46)

## **d) Possible answers to the Application activity 3.4.8**

### **Question:**

Identify the personal and spiritual consequences of breaking God's Commandments

### **Possible answers to the application activity 3.4.8**

**Personal consequences:** corporal punishment, be separated with family and community (in isolation), corporal accident, sickness, sleepless, poverty, conflict and hatred, failure, suicide

**Spiritual consequences:** lack of inner peace, guiltiness or culpability, traumatism, going far from God, losing faith and hope, persevere in sins, losing sense of prayer, repentance and forgiveness.

## **3.4.9. Lesson 6: Social and moral consequences of breaking God's Commandments**

### **a) Learning objectives**

Discuss the moral and social consequences of breaking God's Commandments

### **b) Teaching resources**

The Bible, learner's textbooks and learners' notebooks can be used for this lesson.

### **c) Learning activities 3.4.9**

Discuss the reason why many people in prisons and its impacts to the society? Did they obey God's Commandments?

### **Guidance:**

After analysing the word of God (James 2:10), the teacher will give time to the learners to explore textbooks and to discuss the moral and social consequences of breaking God's Commandments.

### **Possible answers to the Learning activity 3.4.9**

We observe many people in different prisons because they made or they are suspected to make crimes. They are taken away for reasons of re-educating them, protecting them or protecting the remaining community. Those people did not respect at the same time civil, social, and the divine laws.

### **d) Possible answers to the Application activity 3.4.9**

#### **Question:**

Identify the moral and social consequences of breaking God's Commandments

### **Possible answers to the application activity 3.4.9**

**Moral consequences:** violent behaviours increase, damaging and destroying people properties, human rights are disrespected, sexual immorality increases, vices of lying and dishonesty increase, people are no longer guided by self-control but by instinct.

**Social consequences:** social conflict, social instability occur, war, diseases and famines, lack of hope and lack of social cohesion, social unity is destroyed, disobedience among people.

## **3.4. 10. Lesson 10: Rules, regulations and laws in the society**

### **a) Learning objectives**

Identify the consequences of not respecting rules, regulations and laws in the society

### **b) Teaching resources**

The Bible, learner's textbooks and learners' notebooks can be used for this lesson.

### c) Learning activity 3.4,10

Use the available resources to respond to the questions below:

1. What happen when a pupil disobeys school rules?
2. What happen when a director of governmental agency breaks regulations?
3. What happen when a Leader in executive sector breaks the laws?

#### Guidance:

Handout textbooks to each pair of learners and tell them to find out the consequences of breaking rules, regulations and laws. The teacher has to facilitate this activity by explaining to learners the differences between rules, regulations and laws (**see the differences in 3.5.1 Additional content for student**). Learners will use their notebooks and present their agreed findings. The biblical text to read is (Romans 2:12)

#### Possible answers to the Learning activity 3.4.10

1. **When pupil breaks school rules:** he/she can be advised, his/her parents can be called to come to school to give him/her piece of advice, he/she can be sent home for short period of self-reflection, the behavioural marks can be reduced. It creates the learner's failure. He/she can be chased out from the school by some determined mistakes.it is then a loss to the learner, to the parents and to the school.
2. **When a director in governmental agency breaks regulations:** he/she can be asked to give explanations, to be advised and warned. If he/she perseveres in mistakes he/she will lose his/her post and taken to court. It creates also the loss to the institution.
3. When a leader in executive sector breaks the law he/she can be advised, warned, chased and taken to court. The government then loses workers.

## d) Answers to the Application activity 3.4.10

### Question:

Identify the consequences of breaking rules in the society

### Possible answers to the application activity 3.4.10

Breaking the rules in the society has many negative impacts:

- **To the rules breaker:** negative award in term of missing his/her social status, job, honour, isolated, blamed, judged and imprisoned. He/she will then economically and psychologically suffer, regret, lack inner peace.
- **To the society:** the society will face the problem of consumers who do not produce, covering the loss caused by criminals, fund embezzlement, loss of time, low speed in development, famine, school dropout, insecurity, sins and crimes increase.

## 3.4.11. Lesson 11: Importance of Rules, Regulations and Laws in society

### a) Learning objectives

Discuss the importance of respecting rules, regulations and laws in the society

### b) Teaching resources

The Bible, learner's textbooks and learners' notebooks can be used for this lesson.

### c) Learning activity 3.4.11

The Bible says "walk in obedience to all the Lord your God has commanded you, so that you may live and prosper and prolong your days in the land that you will possess" (Deuteronomy 5:33)

### Guidance:

With the teacher, learners will analyse John 15:10. In pair, learners will also read and analyse **Deuteronomy 5:33** and thereafter they discuss the importance of respecting social rules, regulations and laws.

### Possible answers to the learning activity 3.4.11

In Deuteronomy 5:33, God said to his people that the obedience to his laws is the main condition to live more, to succeed, and to occupy the promised Land eternally. **As importance of respecting rules, regulations and laws in the society we can say:** it creates harmony in the society, the acceptance behaviours are respected as standards, it provides access to justice, people in the society are safe, the people achieve common goal, the vulnerable are protected in the society, peace is maintained in the society, there is social progress in the society, the environment is protected, human rights become a reality, the social and religious values are promoted.

### d) Answers to the Application activity 3.4.11

#### Question:

Identify the importance of respecting rules, regulations and laws in the society for the children and for the adult people

#### Possible answers

When rules, regulations and laws are respected:

- Children benefit from it: access to holistic education, there will be no heavy child labour, all kinds of violence decrease
- Adult people benefit from it: peace and harmony reign, equality to justice, conflict and hatred and corruption decrease, understanding and sharing.

## **3.5. Additional content/text for student and teacher**

### **3.5.1. Additional content/text for student**

#### **3.2. The first three commandments**

##### **Learning activity 3.2**

After mentioning the 3 first commandments of God, discuss their similarity, their moral and spiritual values

The first three commandments of God guide the relationship between God and people:

**You shall have no other gods.** This commandment requires to only and consciously love and trust in God above all things. To go far from idols and all other things that can substitute God in our heart.

##### **You shall not make for yourself an idol and worship it**

In life struggle we have to be aware of everything that destroy our relationship with God until we substitute God by other things. Whatever make us forgetting God and it occupies our heart it becomes our idol. God created us in His image (Genesis 1:27) to use things and to make the earth better not the slaves of them. We have then to control not to be controlled by money, honour, richness, feelings, emotions, wants, temperament...

##### **You shall not misuse the name of the Lord your God**

The name of God has to be respected because the name of God is holy and whoever do so will be punished (Exodus 20:7). Using the name of God in fraudulence is a total insult. God said also "do not swear falsely by my name and so profane the name of your God" (Leviticus 19:12). They speak against you with malicious intent; your enemies take your name in vain (Psalms 139:20). We use the name of God when praying, praising, worshiping, adoring, singing for Him with pure heart.



### **Application activity 3.2**

1. Recall the first three commandments of God
2. In which category of commandment are they?
3. Identify the values we get from each commandment among first three commandments of God
4. Money is for us; we are not for money. Discuss the affirmation

### **3.3. The 4<sup>th</sup> to the 7<sup>th</sup> commandment of God**

#### **Learning activity 3.3**

After reading Exodus 20: 8-14, discuss the problems God wanted to solve when he gave from the fourth to the seventh commandment?

#### **Remember the Sabbath Day and keep it holy**

This commandment also guides the relationship between God and people. God stopped creating not because He was tired but to give responsibilities to the person in His image of continuing the work of creation. The meaning of the Sabbath then is to consecrate the day to God and thank him for the work he did. To consecrate the day to God and thank him is not simply consider the Day as a day of rest but it is linked to a conscious prayer and proving love for God by works of love (John5:1-18; Mark 2:23-27)

#### **Honour your father and your mother**

This commandment guides the relationship between people and people. God wanted the mutual and unconditional respect among his people. Because the way people live among them prove the way they live with God. This commandment is not only limited to the love between relative but to all our neighbours.

#### **You shall not murder (kill a person)**

It guides the relationship between people and people. God values and protects life (Genesis 20:13). Killing a person is to pull curse (Genesis 4:11-15). Any intention or act aims at killing like murdering, poisoning, suicide, exterminating or genocide are forbidden

## **You shall not commit adultery**

This commandment guides the relationship between people and people. The bible says that our bodies are the temple Holy Spirit (1Corinthians 6:12-19. All kinds of adultery, fornication, sex based violence, raping and incest are impure in God's eyesRomans1:29; Matthew 15:19; Hebrew 13:4; Ephesians 5:3

### **Application activity 3.3**

How do the 4<sup>th</sup> to the 7<sup>th</sup> Commandments of God help you to live morally and spiritually in the society?

### **3.4. The 8<sup>th</sup> to the 10<sup>th</sup> commandment of God**

#### **Learning activity 3.4**

1. After you describe the image (of a pickpocket), what are the possible causes of stealing and telling lies?
2. Use the possible sources and find out the virtues related to biblical text already read that can help us to prevent vices in above question and to live morality in the society.

These three last commandments are in the category of commandments that guide the relationship between people themselves. Those Commandments are :**You shall not steal,You shall not give false testimony against your neighbour, You shall not covet your neighbour's house, wife, manservant, maidservant,etc.** They mainly provide the social and moral importance in term of values: truthfulness, honesty, make good choice, self-confidence, virtue of forgiving and ask forgiveness, leave bad friends, recognize your mistakes, accept changes, empathy, be satisfied with what you have, hardworking, accept your level, justice, critical thinking etc.

#### **Application activity 3.4**

1. Identify last three among God's commandments
2. How are those last three commandments going to help you morally, spiritually and socially

### 3.5. Categories of God's Commandments

#### Learning activity 3.5

Read Exodus 31:18 and Exodus 32:15, describe the image of Moses then respond to the questions that follow:

1. Justify the number of tablets on them written the commandments.
2. Which commandments are written on each tablet? Indicate the dimension for each Commandment.

#### a) Decalogue

God started His plan to save humanity by calling Abraham. He promised him fecundity, the Land and the Saviour. He liberated the Abraham's descendants from Egyptian slavery. God concluded Alliance with His people at Mount Sinai (Exodus 19:7-25) and the Sign of that Alliance is the **Ten Commandments of God** known as **Decalogue** (Exodus 20: 3-17). From each commandment values are linked as shown below:

1. **You shall have no other gods except me:** Never adore or worship any kinds of idols. Be monotheistic believers.
2. **You shall not make an idol for yourself and worship it:** Never substitute God by daily idols like money, pride, honour, power, technology when they are wrongly used.
3. **You shall not misuse the name of God your God:** Do not use the name of God in vain
4. **Remember the Sabbath day and keep it holy:** Consecrate the day to God and thank Him for the work of creation He did.
5. **Honour your father and your mother:** Love all not only your relatives
6. **You shall not murder:** Respect for life since fertilization until the death.
7. **You shall not commit adultery:** Respect for others' body, value the marriage and live sexual moral in the society.
8. **You shall not steal:** Respect for others' property, work hard for getting the daily bread

9. **You shall not give false testimony against your neighbour:** be truthful, realistic and honest
10. **You shall not covet:** Wish for others what you wish being done for you.

### **b) Categories of Commandments of God**

The book of Exodus testifies God Himself as the Author of **two tablets of covenant** and giving them to Moses (Exodus 31:18). The Exodus 32:19 shows that those tablets were broken by Moses and rewritten by God Himself (Exodus 34:1)

God ordered Moses to prepare two stone tablets like the former ones in order God rewrite on the words that were on the broken ones. **The commandments of God were then in two categories:**

- **The commandments for the relationship between God and people**

According to Godfrey E.N. Nsubuga, this category groups the first four commandments that talks about God's instructions to Israelites about spiritual activities: monotheistic way of praying God, worshiping and honouring Him (GODFREY E.N. NSUBUGA: 2016)

- **The commandments for the relationship between people and people**

There are six commandments about morality, social relationship: Children responsibilities, respect of human life, respect of marriage and sexual chastity. Without consider the categories of the commandments we find each commandment in **two dimensions: Obligations** shown by **imperative verb** for example: honour your father and your mother and the **prohibited** or forbidden shown by **shall not** for example: You shall not murder

### **Application activity 3.5**

Categorize each commandment below and show its dimension:

You shall not steal

Honour your father and your mother

You shall not murder

You shall not commit adultery

you shall have no other gods before me

Remember the Sabbath Day and keep it holy

### **3.6. The greatest Commandment/Golden rule**

#### **Learning activity 3.6**

In pair, identify the similarities from two different biblical texts read for you Matthew 22:34-40 and Matthew 7:12

#### **a) Greatest Commandment into the Old Testament**

The Old Testament also talks about the double greatest commandment of God: Hear O Israel! The Lord is our God, the Lord one! Love the Lord your God with all your heart, and with all your soul and with all your strength" (Deuteronomy 6:4-6).

This commandment is not only limited to love for God but also it has to be prove to our neighbour as it is commended in book of Leviticus "you shall love your neighbour as yourself" (Leviticus 19:18).

#### **b) Greatest Commandment into the New Testament**

When a lawyer and expert of the law asked Jesus what the most important Commandment is Jesus responded: Love the Lord your God with all your heart and with all your soul and with your mind. This is the first and the greatest commandment. The second is like it: love your neighbour as yourself. (Matthew 22:35-40). All the law and the prophets hang on these two commandments"

Courtnage Richard comments the first part of the greatest commandment like this:

**With all your heart:** never hide anything form God. He is your best confidant; trust God with your heart. He will give you wisdom and direction, keep commandments into your heart and be moral "If you love me, keep my commandments" (John14:15)

**With all your soul:** display the fruits of self-control and having a humble spirit. A balance between spiritual life, dogmas of your beliefs, feelings, emotions, and daily life is necessary

**With all your mind:** renew your mind with the Word of God and do everything consciously

**With all your strength:** ask from God to give you the supernatural strength to do what God is calling you to do. Do what you have to do beyond how you feel

Love your neighbour as yourself: before we love others we must know that we are loved. God loved us before: we must first receive God who is love and then we love others for God who is inside us (Philippians 2:13). Danielle Bernock confirms "Before we can give this love we need to receive it ourselves. You cannot give what you do not have". We remember a clear meaning of the one who is our neighbour was given by Jesus in a parable of Good Samaritan (Luke 10: 25-37). Referring to the Bible, Danielle Bernock identified some characteristics of loving your neighbour:

- Acting with compassion
- Looking out for neighbours' wellbeing (1 Corinthians 13:1-13)
- Serving from heart that means kindness (1 Corinthians 13:4)
- Speak kindly
- Sharing joy and sorrow: rejoice with those who rejoice, mourn with those who mourn (Romans 12:15)
- Forgiving (Ephesians 1:4)

Jesus shows love as new and greatest commandment and as a tangible mark of His disciple "By this everyone will know that you are my disciples" John 13:35

### **c) The Golden Rule**

The Golden rule is **defined as ethical principle of treating other people as one's self would prefer to be treated.** Biblically the Golden rule is founded in two synoptic Gospels Matthew and Luke: So in everything, do to others what you would have them do to you, for this sums up the law and the Prophets" (Matthew 7:12). Similarly, Luke said "Do to others as you would have them do to you" Luke 6:31

Brannon Deibert defined it in moral context: the golden rule covers the empathic essence of morality. It is a simple yet

powerful way of saying that we should recognize the respective dignity of our fellow man and not forget we all are capable of inflicting immoral actions.

The golden rule particularly, guides the Christian relationships and interactions and social life in general.

### **Application activity 3.6**

1. Identify the greatest commandment of God
2. How will you prove your love to God through your classmates or schoolmates?
3. What are the three virtues that prove you love God and you want to live in communion with Him

### **3.10. Rules, Regulations and Laws in society**

#### **Learning activity 3.10**

Use the available resources to respond to the questions below:

1. What happen when a pupil disobeys school rules?
2. What happen when a director of governmental agency breaks regulations?
3. What happen when a Leader in executive sector breaks the laws?

Rules, regulations and laws are almost similar except small differences. They all aim at organizing the society in term of behaviours and conducts.

**Rules:** rules describe what is generally considered to be the proper sequence of conduct

**Regulations:** are standard or rules adopted by administrative agencies that govern how laws will be applied. They are a bit more formal than rules. They exactly prescribe the required conducts or action. Regulations concern those who deal directly with the agency that is applying them. So, an agency can have its own regulations for applying major securities of laws. (Christopher Coble, Esq,2015)

**Laws:** are rules that govern everyone equally. Laws are made by legislatures (parliament or senate) and they become statutory laws just after being voted. It requires a process (legislators' debate) more than regulations and rules.

In case one is broken it affects others it causes negative consequences like: **To the rules breaker:** missing job, honor, be isolated, blamed, judged and imprisoned. He/she will then economically and psychologically suffer, regret, lack of inner peace. **To the society:** the society will face the problems: support consumers who do not produce, covering the loss caused by criminals, fund embezzlement, loss of time, low speed in development, famine, school dropout, insecurity, sins and crimes increase.

### **Application activity 3.10**

Identify the consequences of breaking rules in the society

### **3.11. Importance of rules, regulations and laws in society**

#### **Learning activity 3.11**

The Bible says "walk in obedience to all the Lord your God has commanded you, so that you may live and prosper and prolong your days in the land that you will possess" (Deuteronomy 5:33)

Without rules, regulations and laws, the society would be chaotic and people would be able to do whatever they wanted. It could lead to violence, theft, and other crimes. Laws protect our rights as citizens.

The society within rules, regulations and laws are respect we will find harmony, access to justice, people are safe, the people achieve common goal, the vulnerable are protected, peace is maintained, there is social progress in, the environment is protected, human rights become a reality, the social and religious values are promoted.

### **Application activity 3.11**

Identify the importance of respecting rules, regulations and laws in the society for the children and for the adult people



### 3.5.2. Additional information for the teacher

#### Other laws to Israelites

Apart from the Decalogue, the Israelites were given other laws such:

- Laws about idols and Altars
- Laws about Hebrew servants
- Laws about personal injuries
- Laws about sins condemned to death
- Laws about stealing domestic animals
- Laws about property protection
- Laws about social and family responsibilities (Exodus22:15-16)
- Laws about justice and mercy
- Laws about three annual festivals Exodus23:14 cont.): festival of unleavened bread for seven days; festival of harvest of fruits and crops and the festival of ingathering of crops from fields.

### 3.6. End unit assessment

1. What do you understand by Sinai event?
2. Give the meaning of the word Decalogue
3. Tell the other name of Sinai mount
4. Who were the leaders of Israelites people at Sinai Mount?
5. Explain the importance of Decalogue in Christian life
6. Differentiate between rules, regulations and laws
7. Explain the importance of respecting laws in society

#### Answers to the end unit assessment:

1. The Sinai event refers to reception of God's Commandments as sign of Alliance at Sinai Mount by the people of God who were led by Moses.
2. The word Decalogue means Ten Commandments of God.

3. The other name of Sinai Mount is Horeb Mount
4. The leaders of Israelites at Sinai Mount were Moses and Aaron
5. Decalogue in Christian life is source of spiritual life, morality, good relationship, guidelines of social life, values and virtues that help Christians to stay in good relationship with God and with neighbours
6. Both rules and regulations are used to apply laws; but rules are about general conducts accepted by the society; regulations are specific rules in specific agency aim at enforcing laws while laws are made legislatures to govern everyone equally.
7. When laws are respected in society: peace and harmony reign, equality to justice, conflict and hatred decrease, there will be no violence, human rights are respected, progress in the society, crimes and sins decrease.

### **3.7. Additional activities**

#### **Remedial Activities (Questions):**

1. How many commandments did God give to His people at Sinai Mount?
2. Mention the first five Commandments of God
3. Show the category and the dimension for each commandment of God
  - Honour your father and your mother
  - You shall not steal
  - Remember the Sabbath day and keep it holy
  - You shall not commit adultery
4. What values you learn from these commandments: you shall not give false testimony against your neighbour; you shall not murder

### **Answers to remedial activity:**

1. God gave 10 Commandments to His people
2. The first five Commandments of God are: You shall have no other gods before me
  - You shall not make for yourself an idol and worship it
  - You shall not misuse the name of the Lord your God
  - Remember the Sabbath Day and keep it holy
  - Honour your father and your mother
3. Category and dimension of the given Commandments:
  - Honour your father and your mother (it guides the relationship between people and people; Obligation)
  - You shall not steal (it guide the relationship between people and people; Forbidden)
  - Remember the Sabbath day and keep it holy (it guides the relationship between God and people; Obligation)
  - You shall not commit adultery (it guide the relationship between people and people; Forbidden)

### **Consolidation activities:**

**Question:** How are you going to live each God's commandment in your daily life?

### **Answer to the consolidation activity:**

From God's Commandments my daily behaviours will be: conscious regular prayer, repentance, not to be slave of things, to attend the holy assembly, to respect all people without distinction, respect and protect life, prevent all kinds of sexual immoralities, be truthful, avoid laziness and jealousy, respect for others' properties and be satisfied from who I am and what I have.

### **Extended activities:**

#### **Question**

Think and play a sketch about the Sinai event

**Answer:** Learners' creativity

# **ISLAMIC RELIGIOUS STUDIES**

# UNIT 1

## Islamic faith (al-iman)

### 1.1. Key unit competence

Be able to live with faith according to two of the six pillars of Islamic faith.

To perform works of submissiveness to Allah among people.

### 1.2. Prerequisite

Before undertaking this unit, a learner should have prerequisite about what he/she learnt in lower primary relevant to aspects of Islam. This information will be the baseline for undertaking this unit on higher level. As a professional teacher, you will first make quick assessment to exactly be aware of these prerequisites and build on

### 1.3. Introductory activity and guidance

#### a) Introductory activity

The introductory activity are pictures A, B, C, D showing different aspects of Islam.

Use these pictures to introduce the unit and also to introduce non-Muslim learners to a religion which they may know little about Islamic faith and related questions. As a teacher, organize learners ask them to reflect on activity before providing the answers.

1. What faith do the pictures represent?
2. Why are the men kneeling in picture B?
3. What is shown in picture A?
4. What is the name of the building in picture D?

## b) Guidance on the introductory activity

At the beginning of this unit one, you will need to be familiar with the most important beliefs of Islam. Spend some time researching if you are unfamiliar with it. It might be possible to invite an Islamic cleric to come and chat to the learners. Divide learners into different groups and guide them to do an introductory activity you find in pupils' book. It will help learners be interested, know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning.

### Proposed answers to the introductory activity

1. Islam
2. They are praying.
3. Mecca. The center of the Islamic world and the birthplace of both the Prophet Muhammad and the religion he founded.
4. Learners' answers will vary.

## 1.4. List of lessons/ sub-heading

#	Lesson title	Learning objectives	Number of periods 18
1	The first two pillars	Learner will be able to explain the 1st Pillar of Islamic Faith (Belief in the Oneness of Allah)	2
2	Belief in Allah	Learner will be able to explain the 1st Pillar of Islamic Faith (Belief in the Oneness of Allah)	2
3	Belief in Angels	Learner will be able to explain the 2nd Pillar of Islamic Faith (Belief in Angels)	2

4	Responsibilities and duties of Angel Djibril	Learner will be able to Classify the Angels according to their responsibilities and explain some duties of them.	2
5	Responsibilities and duties of Angel Mikael	Learner will be able to Classify the Angels according to their responsibilities	2
6	Responsibilities and duties of Angel Islafil	Learner will be able to Classify the Angels according to their responsibilities and explain some duties of them.	2
7	Keppers of the paradise(Malik, Munkar Nakir Malakul'maw't)	Learner will be able to explain reasons why Angels were created.	2
8	Shirk	Learner will be able to Classify Shirk	2
9	End unit assessment		2

### 1.4.1. The two pillars

#### a) Learning objectives

Learner will be able to explain the 1st Pillar of Islamic Faith (Belief in the Oneness of Allah)

#### b) Teaching resources

Qur'an, Hadith Books, wallpapers, coloured pens

### c) Learning activities 1. 4.1

1. On which day of a week do Muslims go for prayers?
2. Name any two beliefs you know in Islamic faith.

#### Guidance on learning activity

The teacher organizes learners in different groups and introduce the lesson by asking learners to provide answers on the introductory activity. Then after, they present their findings to the whole class.

#### Proposed answers to learning activity 1.4.1

1. Friday
2. Belief in Allah alone  
Belief in His angels  
Belief in His books  
Belief in His messengers  
Belief in the Last Day  
Belief in the pre-ordainment of all things (*Al-Qadr*).

### d) Application activity 1.4.1.

1. List three names that are used by Muslims for Allah.
2. What are the three important aspects of belief in Allah?
3. Explain the most important pillar of faith.

#### Suggested answers to application activity 1.4.1

1. Ar-RahmanAr-Rahim, Al-Malik
2. The oneness of the lordship of Allah  
The oneness of the Worship  
The oneness of the names and the qualities of Allah
3. Believing in Allah and Allah alone is the most important pillar of faith which means believing in the way He is described through the Qur'an and the Sayings of Prophet Mohammad (peace be upon him).



## 1.4.2. Belief in Allah

### a) Learning objective

Learner will be able to explain the 1st Pillar of Islamic Faith (Belief in the Oneness of Allah).

### b) Teaching resources

Qur'an, Hadith Books, wallpapers, documentaries, movies, and other relevant materials

### c) Learning activities 1.4.2

1. Give the two first pillars in Islamic faith.
2. What is the most important pillar in Islamic Faith.

### Guidance on learning activity

To introduce this lesson, the teacher can make review to the previous lesson and then organizes the learners into groups of 3 up to 5 learners and tell them to do the learning activity 1.2. Afterwards, the learners present their work to the whole class and the teacher makes harmonization.

### Suggested answers to the learning 1.4.2

1. Belief in Allah  
Belief in His angels
2. Belief in Allah

### d) Application activity 1.4.2

1. What does it mean belief in Allah?
2. Explain the three names/attributes of Allah

### Suggested answers to application activity 1.4.2

1. Belief in Allah means believing in the way He is described through the Qur'an and the Sayings of Prophet Mohammad (peace be upon him).
2. Ar-Rahman: The All-Merciful Means God is merciful  
Ar-Rahim: The All-Beneficent Means God is generous  
Al-Malik: The Absolute Ruler means God is all-powerful.

### 1.4.3. Belief in Angels

#### a) Learning objective

Learner will be able to explain the 2nd Pillar of Islamic Faith (Belief in Angels)

#### b) Teaching resources.

**Qur'an**, Hadith Books, wallpapers, documentaries, movies, and other relevant materials

#### c) Learning activity 1.4.3

1. Identify examples of Allah's/God's invisible creatures.
2. What do you understand by Angels.?

#### Guidance to learning activity

To start this lesson, the teacher can make review on the second pillar of Islamic faith and then organizes the learners into groups of 4 up to 6 learners and ask them to do the learning activity. Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

#### Suggested answers to learning activity 1.4.3

1. Wind, air, angels and so on.
2. Angels are genderless God's creatures and do not require sleep, food or drink.

#### d) Application activity 1.4.3

1. What is the importance of Angels in our daily life?
2. Explain different ways you can show respect to your parents.

#### Suggested answer to application activity 1.4.3

1. Angels can protect and guide us.
2. Learners must make a list of all the ways that they can show obedience to their parents. Answers will vary but will include things like doing what their parents tell them to do, helping their parents, being polite to their parents, showing respect to their parents, being at home on time and so on.

### 1.4.4. Lesson 4: Responsibilities and duties of Angel Jibreel (Gabriel)

#### a) Learning objective

Learner will be able to Classify the Angels according to their responsibilities and explain some duties of them

#### b) Teaching resources

Qur'an, Hadith Books, wallpapers, documentary movies, and other relevant materials.

#### c) Learning activity 1.4.4

1. Define the term angel
2. Write down the three names of angels that you know.

#### Guidance on learning activity 1.4.4

To start this lesson, The teacher can make review on the belief of Angels and then organizes the learners into different groups and ask them to do the learning activity. Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson

#### Suggested answer to learning activity 1.4.4

1. Angels are genderless God's creatures and do not require sleep, food or drinks.
2. Mikail, Israfeel and Jibreel

#### d) Application activity 1.4.4

Discuss responsibilities of Angel Jibreel

#### The possible answer

Jibreel (Gabriel) is Allah's heavenly messenger to mankind. He conveys the revelation from Allah to His human messengers.

### 1.4.5. Lesson 5: Responsibilities and duties of Angel Mikael

#### a) Learning objective

Learner will be able to Classify the Angels according to their responsibilities

#### b) Teaching resources

Qur'an, Hadith books, wallpapers, documentary movies, and other relevant materials

#### c) Learning activity 1.4.5

Discuss and find the correct answer. The Qur'an describes how at the moment of Jesus' conception, Allah sent Gabriel to Mary in the form of: a) a man b) a woman c) an animal

#### Guidance to learning activity

The teacher organizes the learners into different groups and ask them to do the learning activity. Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

#### Expected answer to learning activity 1.4.5

**A man:** Then We sent to her Our Angel, and he appeared before her as a man in all respects." (Qur'an 19:17 )

#### d) Application activity 1.4.5

Explain the responsibilities of angel Mikail (Michael).

#### Expected answer to application activity 1.4.5

Mikail (Michael) is responsible for rain, directing it wherever Allah wishes.

### **1.1.6. Lesson 6: Responsibilities and duties of Angel Israfeel**

#### **a) Learning objective**

Learner will be able to Classify the Angels according to their responsibilities and explain some duties of them.

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

Qur'an, Hadith books, wallpapers, documentary movies, and other relevant materials

#### **c) Learning activity 1.4.6**

Give three examples of jobs of angels

#### **Guidance to learning activity**

The teacher organizes the learners into different groups of 3 up to 5 learners and ask them to discuss about jobs of angels. Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson

#### **Expected answer to learning activity 1.4.6**

Taking care of human beings, executing Allah's commands around the universe and serving Allah in the hereafter

#### **d) Application activity 1.4.6**

Explain responsibilities of angel Israfeel.

#### **Expected answer application activity 1.4.6**

Israfeel (Raphael) is responsible for blowing the Horn, which will be blown at the onset of the Day of Judgment.

### **1.4.7. Lesson 7: Keepers of the paradise (Malik, Munkar)**

#### **a) Learning objective**

Learner will be able to explain reasons why Angels were created.

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

Qur'an, Hadith books, wallpapers, documentary movies, and other relevant materials.

#### **c) Learning activity 1.4.7**

Name two angels that appear in both Islamic and Christian literature

#### **Guidance to learning activity**

The teacher organizes the learners into different groups of 3 up to 5 learners and ask them to discuss about the learning activity above. Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson

#### **Expected answer to learning activity 1.4.7**

Angel Israfeel (Raphael), angel Mikail (Michael) and angel Jibreel (Gabriel)

#### **d) Application activity 1.4.7**

Explain the role of two angel keepers of paradise.

#### **Expected answer to application activity 1.4.7**

The angels Munkar and Nakeer will question souls in the grave about their faith and deeds

### **1.4.8. Lesson 8: Keppers of the paradise Nakir Malakul'maw't**

#### **a) Learning objective**

Learner will be able to explain reasons why Angels were created

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

Qur'an, Hadith books, wallpapers, documentary movies, and other relevant materials

#### **c) Learning activity 1.4.8**

Describe how angels can help you in your everyday life.

#### **Guidance to learning activity**

The teacher organizes the learners into different groups and ask them to discuss about the learning activity above. Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson

#### **Suggested answer to learning activity 1.4.8**

Answers will vary; learners must make a list of all different ways and how angels can help them in everyday life

#### **d) Application activity 1.4.8**

Describe keepers of paradise.

#### **Expected answer**

The keepers of paradise are angels that guard the doors of Jannah and serve the people inside.

### **1.4.9. Lesson 9: Shirk commitment in Rwandan community**

#### **a) Learning objective**

Learner will be able to Classify Shirk

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

Qur'an, Hadith books, wallpapers, documentary movies, and other relevant materials

### **c) Learning activity 1.4.9**

What do you understand by the term worship?

#### **Guidance to learning activity**

The teacher organizes the learners into groups of 3 up to 5 learners and ask them to the meaning of worship according to an individual belief. Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

#### **Expected answers to the learning activity 1.4.9**

Answers can vary according to an individual belief. Example: worship is giving of our entire self-thoughts and our emotions to God's use.

### **d) Application activity 1.4.9**

1. There are two different categories of shirk. List them.
2. With examples, show the difference between the two categories of shirk.

#### **Expected answers to application activity 1.4.9**

1. There are two main categories of shirk: Major shirk and Minor shirk.
2. Major shirk occurs when we worship other gods; for example, praying to pictures, prophets, religious people or praying to the dead and cannot be forgiven if you die without first asking Allah for forgiveness Whereas Minor shirk happens when our intentions are not pure for example boasting or showing off, because you are making yourself more important than you really are, Shirk can also be hidden.



## **1.5. Additional content/text for learners and teacher**

### **1.5.1. Additional content/text for learner**

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

Followers of Islam are called Muslims. Muslims are monotheistic and worship one, all-knowing God who in Arabic is known as Allah. Followers of Islam aim to live in a life of complete submission to Allah; they believe that nothing can happen without Allah's permission, but humans have free will according to the Islamic statement of witness or shahada: there is no God but Allah. Muslims believe He created the world in six days and sent prophets such as Noah, Abraham, Moses, David, Jesus, and lastly Muhammad who called people to worship only Him, rejecting idolatry and polytheism. This can develop critical thinking within pupils that leads them to respect Allah and Islamic Faith.

## **1.6. End unit assessment**

1. Explain the meaning of the first pillar of Iman.
2. Discuss how different forms of shirk are committed in Rwanda
3. Discuss the duties and responsibilities of the angels
4. Discuss what is common to Christianity and Islam

### **Proposed answers to end unit assessment**

1. Means believing in the way He is described through the Qur'an and the Sayings of Prophet
2. Different forms of shirk are committed in different ways in Rwanda depending on living area. Meaning that the answers will vary.
3. Mikail (Michael) is responsible for rain, directing it wherever Allah wishes. Israfeel (Raphael) is responsible for blowing the Horn which will be blown at the onset of the Day of Judgment. Jibreel (Gabriel) is Allah's heavenly messenger to mankind.

4. Both Christianity and Islam are monotheistic religions.

## **1.7. Additional activities**

### **Remedial activities**

1. Name the first two pillars of Iman.
2. Name the three main angels of Allah.
3. What is the name of the prophet of Allah?

### **Proposed answers**

1. Belief in Allah alone. Belief in His angels
2. Gabriel, Raphael and Michael
3. Muhammad

### **Consolidation activities**

1. List the three components of belief in Allah.
2. What does shirk mean?
3. How does Allah command us to treat our parents?

### **Proposed answers**

1. The oneness of the lordship of Allah. The oneness of the Worship. The oneness of the names and the qualities of Allah.
2. Worshipping something other than God
3. Answer: With gentleness and humility

### **Extended activities**

1. Name the angel who is guardian of paradise.
2. What does monotheistic mean?
3. Can major shirk be forgiven

### **Proposed answers**

1. Ridwan
2. Believing in only one God? Answer
3. Not without asking for forgiveness from Allah and repenting

# UNIT 2

## Islamic faith and qur'an

### 2.1. Key Unit Competence

Able to pray to Allah, respect other people's belief, trust Allah in all situations and keep away from heavy punishments from Allah

### 2.2. Prerequisites (knowledge, skills, attitudes and values)

From three previous years, learners have learnt on Islam. In different groups learners exchange their experience. Then after, teacher guides them in their presentation. They develop Communication skills, critical thinking, problem solving cooperation and interpersonal management.

### 2.3. Introductory activity and guidance

#### a) Introductory activity: (pp148)

Look at the picture below and answer the questions.

1. What is the book in the picture below?
2. Why is this book important?
3. Who uses this book?
4. Do you know if it was written before or after the Bible

#### b) Guidance on the introductory activity.

Teacher makes group of four learners, distribute them the pictures of Qur'an then invites them to answer to the questions.

## 2.4. List of lessons/sub-heading

No	Lessons	Learning activity	Periods
1	Sura Al-Kafiroona and its moral and spiritual teachings	- Read and recite correctly the Surat about trusting in Allah	2
2	Sura Al-Qurayish and its moral and spiritual teachings	- Interpret the Surat Al- Quraysh.	2
3	Sura Al-Hummazat and its moral and spiritual teachings	- Explain Surat Al-Humazat.	4
4	Sura Al-Fil & Al'Mauna and their moral and spiritual teachings	List attitudes that help people to be prevented from heavy punishment from Allah.	4
5	The reward for the ones who obeyed God.	Distinguish wrong from right actions in his/her life	2
6	The actions that are heavily punished by Allah as well as the attitudes to prevent them.	Have fear of God. (Observe the commandments of Allah).	2
7	Remediation and End Unit Assessment		2

## **2.4.1. Lesson 1: Sura Al-Kafiroona and its moral and spiritual teachings**

### **a) Learning objective**

Read and recite correctly the Surat about trusting in Allah

### **b) Teaching resources**

Possible teaching resources and materials are Qur'an, illustration, learners books, hadiths (prophet traditions books), Islamic theology illustration.

### **c) Learning activity 2.1:**

Examine a copy of the Qur'an. Point out the suras and the ayat

#### **Guidance for learning activity**

Teacher uses pair work; he/she distributes copies of quran. Learners observe a text given, analyse it and try to point out suras and ayat. This will help them to be familiar with Quran.

### **d) Application activity 2.1:**

1. Discuss the meaning of the surah Al-kafirun.
2. Write down what you think line 6 means.
3. Think of ways that you can respect religious diversity in Rwanda.

#### **Possible answers for the application activity 2.1**

1. It asks Muslims to remember the distinction between belief and disbelief both in past and present.
2. The sixth line means the freedom of religions it insists on the respect of religious diversity
3. Avoid disturbing other prayer groups-respect the other holy scriptures-listening of other doctrines -accepting that diversity is a richness not a crisis.

## 2.4.2. Lesson title 2: Sura-Al-Qurayish and its moral and spiritual teachings.

### a) Learning objective

Interpret the Surat Al- Qurayish.

### b) Teaching resources

Possible teaching resources and materials are Qur'an, illustration, learners books, hadiths (prophet traditions books), Islamic theology.

### c) Learning activity 2.2:

Recite the lines of the Surat Al-kafiroona and state its importance.

### Guidance for learning activity

Teacher helps learners to recall what they studied in last lesson about the Surat Al-kafiroona. Then introduce the new surat-Al-Qurayish

#### Possible answers for learning activity 2.2

Surah Al-Kafirun is an important chapter in the holy book of the Quran. The passage warns people against idolatry and teaches them the right approach to follow when dealing with people who do not believe in Allah.

### d) Application activity 2.2

1. What has God done for the Quraysh?
2. What does this surah say about trusting in Allah?
3. What does this surah tell us about national security and its importance in Rwanda?

#### Possible answers for application activity 2.2

1. God choose from Quraysh tribe: The Prophet Muhammad SAWS, Quraysh were the strongest among the Meccan tribes who were responsible for the maintenance of the Kaaba.

2. Allah also says: "And put your trust in Allah, and sufficient is Allah as a Trustee. Allah! Make us among those who believe in You and put their trust in You.
3. Alhamdulillah, we are grateful to Allah Subhanahu Wataala that Allah Subhanahu Wataala has blessed us to live in a peaceful, safe and harmonious country.

### 2.4.3. Lesson 3: Sura Al-Hummazat and its moral and spiritual teachings

#### a) Learning objective

Explain Surat Al-Humazat.

#### b) Teaching resources

Possible teaching resources and materials are Qur'an, illustration, learners books, hadiths (prophet traditions books), Islamic theology illustration.

#### c) Learning activity 2.3:

Recite the following lines of the Surat Al-Humazah.

Woe to him who mocks other people by his actions or by his words

Who has gathered wealth and counted it

He thinks that his wealth will make him last forever.

Nay! Verily, he will be thrown into Al-Hutama

And how could you know what Al-Hutama is?

The Fire of Allah that is kindled.

Which penetrates up to the hearts

It is locked encompassing them in it.

In pillars stretched forth

**Guidance:** Teacher organizes groups and asks learners to do a role-play about the consequences of mocking other people.

### **Possible answers of learning activity 2.3**

In the role-play learners try to show how is bad to mock other people. They show direct consequences like: harassment, angry, violence, hatred, revenge etc...In this role-play one group is mocking others while another group defends the person being mocked.

#### **d) Application activity 2.3:**

1. What will happen to people who mock other people?
2. What does this surah tell us about people who think their wealth will last forever?
3. What punishments will these people receive

### **Possible answer for application activity 2.3**

1. By mocking others we may actually be looking down at one of God's special people. Mocking others is a disease and like all diseases it is an unnatural twist of human nature. Mocking others to putting a knife through their soul, and murdering their morale and confidence. You may choose to defend the person being mocked, deflect attention from him, or just leave the gathering, whatever is possible for you.
2. He/She will be thrown into Al-Hutama.
3. Every time you mock someone else for a flaw or a sin that they are committing know that you may be tested with the same sin. It will be either inflicted on you as a punishment for your mockery or your focusing on someone else's flaws will cause you to become ignorant of your own.



## 2.4.4. Lesson 4: Sura Al-Fil & Al'Mauna and their moral and spiritual teachings

### a) Learning objective

List attitudes that help people to be prevented from heavy punishment from Allah.

### b) Teaching resources

Possible teaching resources and materials are Qur'an, illustration, learners books, hadiths (prophet traditions books), Islamic theology illustration.

### c) Learning activity 2.4

*Recite the following seven lines of the Surat Al-Ma'un.*

*Have you seen him who denies the Final Judgement? 1*

*Then such is the man who repulses the orphan (with harshness),  
2*

*And encourages not the feeding of the indigent. 3*

*So woe to those praying ones, 4*

*Who are careless of their prayers, 5*

*Those who (want but) to be seen (of men), 6*

*But refuse (to supply) (even) neighbourly needs. 7*

1. Discuss the meaning of the Surat Al-Ma'un.
2. Create a poster showing the heavy punishments reserved by Allah for those who disobey him.

### Guidance for learning activity:

The teacher asks learners in small groups to discuss the difference between suras learnt before. S/he facilitate them to find correct answers and s explain why some acts accepted while others are forbidden.

### Possible answers for learning activity 2.4

- Surah Al-Kafiroon : asks Muslims to remember the distinction between belief and disbelief both in past and present
- Surah Al-Quraysh: just as Allah (swt) reminded them of His blessings, tangible and intangible, we as believers are encouraged to see His blessings in our lives.
- Sura al-Hummazat : The main point of humazah surah is on the consequences of man's loss. It criticizes people who insult others, whether via word or deed, and believe that their money would protect them from death, and it portrays the destiny of Hell that awaits them.
- The main theme of Surat al-Fil (Tanzil - Quran Navigator ) is the triumph of truth over falsehood. In a clear term, truth will always triumph on falsehood no matter how sophisticated the falsehood is.

### d) Application activity 2.4

#### Individually answer to the following question:

1. List the actions that will be punished heavily by Allah at the end of the age.
2. List the actions that will be rewarded by Allah at the end of the age.
3. What attitudes will help you avoid the punishment of Allah?

### Possible answers for learning activity 2.4

1. To kills a believer intentionally, his punishment is Hell, Permanent Chastisement is Exclusively For unbelievers, The Life and Property of a Muslim are Protected, Suicide is Murder, Abortion is Haraam, Those Who Are Disobedient to Their Parents.
2. **Being nice to guests** Simply because it is necessary, **Going to work** with the intention of taking care of one's family for the sake of Allah, **Eating** – Because with the intention of giving oneself energy to worship Allah (SWT)?

3. Providing less punishment is more likely to lead the child to actually change his or her beliefs about the appropriateness of the behavior, but the punishment.

### **2.4.5. The reward for the ones who obeyed God.**

#### **a) Teaching objective**

Distinguish wrong from right actions in his/her life

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

Possible teaching resources and materials are Qur'an, illustration, learners books, hadiths (prophet traditions books), Islamic theology illustration.

#### **c) Learning activity 2.5**

**Activity:** Discuss in your groups the rewards for those who help others in different ways in our society

**Guidance:** teacher by this important traditional phrase "gira neza wigendere ineza uzayisanga imbere" (do good deeds for others the, feedback will come after) He asks learners to discuss the importance from helping others in the community. He/she turns around to guide discussions and then invites learners to present.

#### **d) Application activity 2.5:**

1. Show how God multiply the good deeds of his righteous servants.
2. What can you say for those who spend their wealth in the way of Allah?
3. Discuss Surat Al-Baharat 2:261
4. How do God record someone who intends to do a bad deed and does not do it?

### Answer for application activity 2.5

1. Each person will be rewarded according to their intention. Allah the Generous, in His infinite mercy, will multiply the good deeds of His righteous servants up to seven hundred times as much or even more
2. It is like a seed which grows seven spikes, in each spike is a hundred grains. Allah multiplies His reward for whom He wills, for Allah is vast and know
3. Like a single seed from which springs forth hundreds of grains, Allah will cause the good deeds of His righteous servants to grow and multiply in a similar manner.
4. Allah will record for him one complete good deed.

### 2.4.6. Lesson 6: The actions that are heavily punished by Allah as well as the attitudes to prevent them.

#### a) Learning objective

Have fear of God. (Observe the commandments of Allah).

#### b) Teaching resources

Possible teaching resources and materials are Qur'an, illustration, learners books, hadiths (prophet traditions books), Islamic theology illustration.

#### c) Learning activity 2.6:

In the groups learners discuss about different crimes heavily punished in Rwanda.

### Possible answers for learning activities 2.6

- Viol
- Cannabis business (marijuana) and other drugs with cocaine
- Murder
- Corruption
- Genocide ideology.

#### **d) Application activity 2.6:**

1. What rationale behind the severe punishment in Islam?
2. Identify the 4 major vices that carry a severe punishment.
3. By example explain how in some circumstances the Islamic punishment designated to theft cannot be applied.

#### **Possible answers for application activity 2.6**

1. It encourages a path away from deviance and advocates for the reformation of society as a whole. The objective behind Islamic punishments is betterment of the individual. Rather than being slandered or tortured for their actions, they are told why their actions are deemed unacceptable and why they must not be repeated.
2. Adultery, slandering, murder and theft
3. The person in the situation with no other provisions. He stole in order to survive during a time of difficulty. In this case did not steal to acquire worldly appreciation or to gain an unfair advantage over others; the Islamic punishment designated to theft cannot be applied.

## **2.5 . Additional content for learner /teacher**

### **2.5.1. Additional content for learner**

#### **SURAH AL-KAFIRUN**

#### **Learning activity: 2.1**

#### **Try to answer the following question.**

1. Examine a copy of the Qur'an. Point out the suras and the ayat.

*Surah Al-Kafiroon asks Muslims to remember the distinction between belief and disbelief both in past and present.. The verses inform Muslims how they need to have firm faith in their religion and answer anyone who does not believe in Allah. In Islam, Allah is believed to be the one and only true God. And, the Quran is said to be a revelation from him. The passage warns*

*the followers of Islam against idolatry. Like many other chapters in the holy Quran, Surah Al-Kafirun is also in the form of an invocation and guides believers on what they should do or ask aloud to continue walking on the path suggested by the almighty. Reciting Al-Kafirun is considered a holy act. It is believed that doing so washes away the sins and earns the blessings of Allah. The Prophet himself repeated the verses from this chapter during the Fajr and Maghrib prayers and the two Rakahs after performing Tawaf Umrah around Kaaba.*

### **Application activity: 2.1**

1. Discuss the meaning of this surah.
2. Write down what you think line 6 means.
3. Think of ways that you can respect religious diversity in Rwanda.

## **SURAH-EL-QURAYSH**

### **Learning activity:2.2:**

Recite the lines of the Surat Al-kafiroona and state its importance. The message of surah Quraish (Arabic: شيرق قروس), Allah is the protective and preserver from all fears in our life, he is the Powerful God, the bestower of Honors who granted Quraish with their neighborhood to the sacred house "Ka'aba". Quraish had a lot of respect, prominence & power at that time. Also, it is a source of significant income through pilgrims. Sura al-Fil describes how God saved the Kaaba from destruction, while sura Quraysh describes the favors of God (the Lord of the House) on Quraysh. Allah granted Quraish many gifts, one of them being preserving from fear and starving, their dignity and special place among Arabian tribes, but they forgot and took their idols without Allah.

## **Application activity 2.2**

1. What has God done for the Qurayish?
2. What does this surah say about trusting in Allah?
3. What does this surah tell us about national security and its importance in Rwanda?

## **SURAT AL-MA'UN 2.3**

### **Learning activity 2.3**

*Recite the following seven lines of the Surat Al-Ma'un.*

1. Discuss the meaning of the Surat Al-Ma'un.

**Guidance:** the teacher gives to learners the text of Surah-Al-Ma'un for reading and in their groups try to discuss the message within this surah.

### **Possible answersb 2.3:**

The message of this Surah is pure, the title itself Ma'un refers to acts of kindness, charity, or any kind of small help. Surah al-Ma'un is the 107th Surah of The Quran. Consisting of just seven Ayahs, this Surah deals with piety and charitable actions. Surah al-Ma'un, literally "**Small Kindness**", discusses the actions of those who consider themselves Muslims, but behave otherwise. Such people deprive orphans of their rights, indulge in false vanity, and even in prayer, they rarely remember Allah and pray without any commitment. Furthermore, it also tells us that hypocrites tend to treat people in a harsh manner, to the extent that they deny orphans their rightful share, are unkind towards others, and never offer charity to the poor and needy.

### **Application activity 2.3:**

#### **Individually answer to the following question:**

1. List the actions that will be punished heavily by Allah at the end of the age.
2. List the actions that will be rewarded by Allah at the end of the age.
3. What attitudes will help you avoid the punishment of Allah?

## THE REWARD FOR THE ONES WHO OBEYED GOD

### **Learning activity 2.5**

Discuss in your groups the rewards for those who help others in different ways in our society.

All actions are judged by motives, and each person will be rewarded according to their intention. Allah the Generous, in His infinite mercy, will multiply the good deeds of His righteous servants up to seven hundred times as much or even more. The example of those who spend their wealth in the way of Allah is like a seed which grows seven spikes, in each spike is a hundred grains. Allah multiplies His reward for whom He wills, for Allah is vast and know. Surat Al-Baqarah 2:261. Like a single seed from which springs forth hundreds of grains, Allah will cause the good deeds of His righteous servants to grow and multiply in a similar manner. Whoever intends to perform a good deed but does not do it, then Allah will record it as a complete good deed.

### **Application activity 2.5**

1. Show how God multiply the good deeds of his righteous servants.
2. What can you say for those who spend their wealth in the way of Allah?
3. Discuss Surat Al-Baqarah 2:261
4. How do God record someone who intends to do a bad deed and does not do it?

### **2.5.6. The actions that are heavily punished by Allah as well as the attitudes to prevent them.**

#### **Learning activity:**

In the groups learners discuss about different crimes heavily punished in Rwanda.

The concept of punishment in Islam may be deemed harsh by some, but when the rationale behind it is understood, it becomes clear that it is not intended to impose baseless cruelty. It encourages a path away from deviance and advocates for the



reformation of society as a whole. The objective behind Islamic punishments is betterment of the individual. Rather than being slandered or tortured for their actions, they are told why their actions are deemed unacceptable and why they must not be repeated.

Allah says in the Holy Quran, "These are the limits set by Allah, so approach them not. Thus, does Allah make His commandments clear to men so that they may become secure against evil" (2:188). In this verse, Allah exhorts us to stay away from the limits so that we can secure ourselves against evil. This verse highlights that the intention is not to be cruel or unjust. If that was the case, this verse would mention something about how punishment is deserved, but rather it focuses on the protection and security of the individual and society as a whole. In the Holy Quran, there are 4 major vices that carry a severe punishment: adultery, slandering, murder and theft.

### **Application activity 2.5.**

1. What is rationale behind the severe punishment in Islam?
2. Identify the 4 major vices that carry a severe punishment.
3. By example explain how in some circumstances the Islamic punishment designated to theft cannot be applied.

### **Additional information for teacher:**

- **Difference between surah and ayats:** A surah, is the equivalent of "chapter" in the Qur'an. There are 114 surahs in the Quran, each divided into ayats. The chapters or surahs are of unequal length; the shortest surah has only three verses while the longest contains 286 verses.
- **Surah Al-Kafiroon :** asks Muslims to remember the distinction between belief and disbelief both in past and present
- **Surah Al-Quraysh:** just as Allah (swt) reminded them of His blessings, tangible and intangible, we as believers are encouraged to see His blessings in our lives.

- **Sura al-Hummazat** cIt criticizes people who insult others, whether via word or deed, and believe that their money would protect them from death, and it portrays the destiny of Hell that awaits them.
- **The main theme of Surat al-Fil** (Tanzil - Quran Navigator) is the triumph of truth over falsehood. In a clear term, truth will always triumph on falsehood no matter how sophisticated the falsehood is.
- **Al-Ma'un** (Arabic: نواعملا, al-mā'ūn, "Small Kindnesses, Almsgiving, Acts of Kindness, is the 107th chapter (surah) of the Qur'an, with 7 ayat or verses.

## 2.6. End unity assessment.

1. Match the surah with the correct description.

Sura	Description
Surat Al-Kafirun	Do not slander other people
Surat Al-Quraish	Respect your neighbours and take care of the poor
Surat Al-Humazah	Respect other religions but remain faithful to Allah
Surat Al-Fil	Allah's power is great
Surat Al-Ma'un	If we believe in Allah He will bless us with a stable society

2. Complete the sentences.
  - a) The Qur'an was revealed to the Prophet Muhammad (peace be upon him) over \_\_\_\_\_ years.
  - b) The Qur'an is made up of \_\_\_\_\_ and \_\_\_\_\_ .
3. What is the thought with which every Muslim should commence their actions

## Answers for End unit assessment

Sura	Description
Surat Al-Kafirun	Respect other religions but remain faithful to Allah
Surat Al-Quraish	If we believe in Allah He will bless us with a stable society
Surat Al-Humazah	Respect your neighbours and take care of the poor
Surat Al-Fil	Allah's power is great
Surat Al-Ma'un	Do not slander other people

2. Complete the sentences.

- The Qur'an was revealed to the Prophet Muhammad (peace be upon him) over \_\_\_ in 610 CE. \_\_\_ years.
- The Qur'an is made up of \_\_\_surah\_\_\_ and \_\_\_ ayats\_\_\_ .

## 2.7. additional activities

### Remedial activities :

a) Identify any two major vices that carry a severe punishment in Islam.

**Answer:** Learner ticks two vices from: adultery, slandering, murder and theft

b) Distinguish surah from ayat.

**Answer:** surah is like **chapter** while ayat is like **verse**

c) List any three actions that will be rewarded by Allah at the end of the age

**Answer:** Allah the Generous, in His infinite mercy, will multiply the good deeds of His righteous servants up to seven hundred times as much or even more.

- Those who spend their wealth in the way of Allah
- Those who give themselves as sacrifice and those with determination
- When a woman spends in charity from her house's meal without wasting it, then she will have a reward from what she spent. Her husband will have a reward from what he earned and the storekeeper will have a similar reward.

### **Consolidation activities:**

1. Who is Quraysh tribe?

**Answer:** Quraysh were the strongest among the Meccan tribes who were responsible for the maintenance of the Kaaba. God blessed Quraysh tribe: He chose from him the Prophet Muhammad ,

2. What does it influence people to mock other people?

**Answer:** They are miserable inside. Maybe because in earlier years they were mistreated or mocked or ignored. Poor self worth. Poor self esteem. Ignorance. Lack of self care. Poor skills and abilities. Unable to research. Closeminded. Lack of patience and understanding. Poor grammatical skills

3. What does this sura Al-hummazat tell us about?

**Answer:** The main point of humazah surah is on the consequences of man's loss.

### **Extended activities :**

a) Discuss the severe punishment in islam.

**Answer:**

- It encourages a path away from deviance and advocates for the reformation of society as a whole.
- The objective behind Islamic punishments is betterment of the individual. Rather than being slandered or tortured for their actions,
- they are told why their actions are deemed unacceptable and why they must not be repeated.

b) What does hypocrite mean?

**Answer:** Hypocrites are those who pray only for outward appearance, and have no sincerity in prayer. Furthermore, it also tells us that hypocrites tend to treat people in a harsh manner, to the extent that they deny orphans their rightful share, are unkind towards others, and never offer charity to the poor and needy.

# UNIT 3

## Ramadan fasting in Islamic worship

### 3.1. Key unit competence

To be able to approach firmly Allah, take care of persons in need and live in humility at Ramadan.

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

This unit will be understood well when the teacher reminds them the related contents already seen in the previous levels: the 1<sup>st</sup> unit in P1 which is also the 1<sup>st</sup> unit in P2 (the pillars of Islamic faith). They should also have information on Pillars of Islam and to the reasons and importance of Ramadan fasting.

### 3.3. Introductory activity and guidance

#### a) Introductory activity 3

Observe the pictures (see Learners' textbook where is written Introductory activity) and then respond to the questions that follow:

1. Describe the picture (what is happening?)
2. Among the signs under the picture, which show us three things that we may do during Ramadan?
3. Which are the five things that the signs tell us we are not allowed to do during Ramadan?

#### b) Guidance on the introductory activity:

Print many copies of pictures of Muslims who are sharing *iftar* (meal eaten by Muslims after sunset during Ramadan) and pictures of the signs shows what are forbidden for Muslims during Ramadan month. Invite learners to study and to describe the

pictures. Tell them to discuss the necessity of Ramadan fasting, the exemptions, its timing and the importance of friendship and relationship.

### Answers to the introductory activity 3

1. The picture shows the Muslims who are sharing iftar, prayer and studying the Quran.
2. The signs which are under the picture show the forbidden practices for Muslims during the Ramadan Fasting including smoking, drinking, eating and fighting
3. The obliged practices are: prayer, read the Holy Quran and help poor people

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

#	Lesson title	Learning objectives	Number of periods
1	The Meaning of Ramadan and the necessity of Islamic fasting	Define the Ramadan Month and explain the necessity of fasting	2
2	The timing of Ramadan and exemptions (forbidden) during Ramadan	Explain how Ramadan fasting is decided and the rules of Fasting.	2
3	The night of decree (Laylatul Qadr)	Explain the meaning of the night of decree in Islam	2
4	Practices and prayers during Ramadan	Identify practices and prayers during Ramadan	2

5	Importance of friendship and relationship	Identify the importance of friendship and relationship in Muslim community	2
	Assessment	Able to approach firmly Allah, take care of persons in need and live in humility at Ramadan.	2

**Guidance on different lessons/subheading outlined above**

**3.4.1. Lesson 1: The Meaning of Ramadan and the necessity of Islamic fasting**

**a) Learning objectives**

Define Ramadan and discuss why Muslims fast During Ramadan.

**b) Teaching resources**

The teacher will avail the Quran, learners' textbooks and learners' notebooks.

**c) Learning activity 3.4.1**

1. What do you understand by Ramadan?
2. Why is Ramadan fasting necessary?

**Guidance on learning activity**

The teacher will form the inclusive groups whereby learners explore the textbooks and exchange information of what they know on Ramadan Month. They also discuss the necessity of fasting during Ramadan. The teacher will facilitate the activity and guide learners' presentation of findings.



### Answers to the Learning activity 3.4.1

1. The term Ramadan came from Arabic word **Ramadān**, literally means "**the hot month**" from **ramad**, meaning dryness. Remember the Islamic calendar is a lunar calendar that consists of 354 days so, 12 months slowly cycle through different seasons.

**Ramadan** then, is the ninth month of the Muslim Year whereby Muslims practice special fasting, praying, repentance and help people in need.

2. It is necessary for Muslims to fast during Ramadan because:
  - It is a good time to purify soul (the spiritual rewards (thawab) of fasting are believed to be multiplied during Ramadan).
  - Muslims come closer to Allah
  - Muslims practise restraints of their tongues from gossiping; eyes from looking unlawful things; from stealing, from listening to idle talk and going in sinful places, food and drinks, Tabaco, products and sexual relations.

### d) Answers to the application activity 3.4.1:

#### Questions

1. Draw a diagram showing the cycles of the moon by its phases
2. Define the Ramadan month
3. Identify three importance of Ramadan fasting for Muslims

#### Answers

1. Learners display the drawing of the main phases of the moon as the teacher has shown
2. Define Ramadan: Ramadan means the ninth month of Islamic year whereby Muslims practise fasting in special ways.

3. Ramadan has importance for Muslims because it is a good time to purify soul

Muslims come closer to Allah, Muslims practise restraints of their tongues from gossiping; eyes from looking unlawful things; from stealing, from listening to idle talk and going in sinful places.

### 3.4.2. Lesson 2: Timing of Ramadan and exemptions (which are forbidden) during Ramadan

#### a) Learning objectives

Explain how Ramadan fasting is decided and the rules of Fasting.

#### b) Teaching resources

The Quran, learners' textbooks, learners' notebooks and images of moon cycles in its phases

#### c) Learning activity 3.4.2

How is the Ramadan period determined and which are forbidden during Ramadan fasting?

#### Guidance on learning activity

In inclusive groups learners will discuss which are forbidden during the Ramadan and they make research into textbooks about the period of Ramadan. Using the Quran, the teacher will complete the learners' findings.

#### Answers to the Learning activity 3.4.2

- a) During Ramadan Muslims abstain from eating any food in day hours, drinking any liquids, smoking cigarettes, and engaging in any sexual activity from dawn to sunset
- b) In the Islamic Calendar, the **new crescent moon** marks the **start of a new month**. Although it takes 29,5 days for the moon to go through all of its phases. An Islamic month therefore can have either 29 days or 30 days. The end of Ramadan is marked by the festival of Eid-al-Fitr, when Muslims gather to give thanks to Allah for a successful month.

- So, Ramadan **starts** with the sighting of **Crescent moon of ninth month** and it takes **end** by Eid-al –Fitr festival

**Moon cycle or lunation:** time the moon travels through its lunar phases.

The moon has 8 phases: 4 primary phases and 4 intermediate phases: The New moon, waxing crescent, First Quarter, waxing gibbous, Full Moon, waning gibbous, Third Quarter, Waning crescent.

#### **d) Answers to the application activity 3.4.2:**

##### **Questions:**

1. When will you know that Ramadan fasting should start?
2. What marks the end of Ramadan fasting?
3. Which practices are forbidden/the exemptions during Ramadan?

##### **Answers**

1. I will know that Ramadan fasting should start when I observe the first/new crescent moon of the 9<sup>th</sup> month of Islamic year
2. The end of Ramadan fasting is marked by the festival of Eid-al –Fitr
3. The following practices are forbidden before sunset during Ramadan fasting: eating; drinking, smoking; stealing; fighting; gossiping tongue, looking unlawful things, entertainment, ...

### 3.4.3. Lesson 3: The night of decree “Laylatul Qadr” (its time and benefits)

#### a) Learning objectives

Explain the night of decree

#### b) Teaching resources

The Quran, learners’ textbooks, learners’ notebooks and images of moon cycles in its phases

#### c) Learning activity 3.4.3

use your textbooks to complete your knowledge and respond to the following questions:

1. What do you know about the sacred night celebrate about the end of Ramadan?
2. What do Muslims benefit from that night?

#### Guidance on learning activity

Distribute the textbooks to the groups of learners and invite them to search and to exchange information on the Night of decree and its benefit for Muslims. The teacher will guide the work and the learners’ presentations

#### Answers to the Learning activity 3.4.3

- The Night of decree or **Night of power, night of Value, night of destiny, night of Measures** is one of the most sacred nights in the Islamic calendar. It **takes place in the last ten days** of Ramadan and was the night in which the Quran was revealed to the Prophet Muhammad (Peace and blessings upon Him)
- **Benefits for Muslims:** Muslims believe that the night of decree comes **with blessings and mercy of God in abundance, sins are forgiven, supplications are accepted, and that the annual decree is revealed to the Angels who carry it out according to the God’s grace.**

**Annual decree** (Allah's predeterminations for next year): it happens in night of decree where Allah sends down his decrees from Heaven to the earth (God predetermines/preordains the actions of creation for the next Year): those actions are deeds, sustenance, births, deaths etc.

#### **d) Answers to the application activity 3.4.3:**

##### **Questions:**

1. Explain the night of decree in Islam
2. When was the Night of decree celebrated?
3. What are believed by Muslims about Night of decree
4. Tell some Allah's predeterminations in Annual decrees

##### **Answers**

1. It is a sacred night in Islamic Calendar in that night the holy Quran was revealed to Muhammad, PBUH (peace and Blessings Upon Him)
2. This night of Decree is fixed in last ten days of the Ramadan fasting
3. Muslims believe this night to bring to them: blessings, mercy, forgiveness of sins, and annual decrees
4. The predeterminations in Annual decrees are: deeds, sustenance, births and deaths.

### **3.3.4. Lesson 4: Practices and prayers during Ramadan**

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

Identify the Muslims' practices and prayers during Ramadan

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

The Quran, learners' textbooks, learners' notebooks and images of Muslims paying and performing works of love

### c) Learning activity 3.4.4

1. Ramadan as special period it requires special prayers. Identify them
2. Explain the Islamic practices during Ramadan period

#### Guidance on learning activity

Ask learners to describe the shown images, to explore the textbooks, to exchange about Muslim prayers and practices during Ramadan. They write report and helped by teacher's information from the Quran; they present the findings.

#### Answers to the Learning activity 3.4.4

##### 1. Prayers:

Three special prayers during Ramadan are:

- **Taraweeh** (performed only in Ramadan): it is a Sunnah of the Prophet, PBUH that He used to practice; and Muslims are encouraged to do likewise but it is not obligatory. Taraweeh is performed at night after breaking fast after evening prayers. For Muslims, Taraweeh is a great way to absorb the virtues of the Quran in a Congregational setting because the Quran is read in its entirety during Ramadan.
- **Laylat-ul-Qadr**: a prayer of Night of Decree
- **Dhikr**: a prayer recited repeatedly in the remembrance of God (Way to connect with God): Glory be to God, praises to Allah)

##### 2. Practices:

- abstain from many things
- praying at least 5 times per day
- charitable giving
- reading the Quran
- Good behaviours

### **d) Answers to the application activity 3.4.4:**

#### **Questions:**

1. What are you required to perform during the Ramadan?
2. Explain the Islamic prayer called Dhikr
3. Explain the importance of Taraweeh during Ramadan

#### **Answers**

1. During Ramadan we are required to practice: consistent prayer, abstain according to Islamic laws, to help others, to read the Quran, and adopt positive behaviours and virtues
2. Dhikr is a prayer of glorifying and praising God
3. By an Islamic prayer Taraweeh, Muslims together get virtues of the Quran completely.

### **3.4.5. Lesson 5: Importance of friendship and relationship**

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

Identify the importance of friendship and relationship in Muslim community

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

The Quran, learners' textbooks, learners' notebooks will be needed for this lesson

#### **c) Learning activity 3.4.5**

1. What do you understand by the terms friendship and relationship?
2. Identify the types of relationships
3. Explain the importance of positive relationship

### Guidance on learning activity:

Give learners the time to explore the textbook and research about the meaning and types of relationships. They will also exchange knowledge about the meaning of friendship. Guided by the teacher they will present their findings.

### Answers to the Learning activity 3.4.5

- **Friendship:** It is a dyadic relationship, meaning that it involves a series of interactions between two individuals known to each other. **So friendship is an element of relationship.**

#### Some types of friendship:

- **Lifelong friends:** friends who think to be friend forever
- **Close friends:** friend, who you can tell everything, who makes you feel comfortable without fear of judgment
- **Best friends:** persons who you value above other friends in your life, in whom you confide.
- **Social group friends:** persons who you socialize with; but not mainly close friends (acquaintances/colleagues)
- **Relationship** is any connection between people, which can be either positive or negative. To be in relationship does not always mean there is physical intimacy, emotional attachment or commitment involved reason why there are many **types of relationships:**

#### Basic types (within other types are included) :

- family relationships
- friendships
- Acquaintances: relationship which is less intimate than friendship (simple knowing of one another)
- romantic relationships: characterized by feelings of love and attraction for another person. It often involves feelings of infatuation (Passion), intimacy, and commitment
- sexual relationships
- work relationships



### **Sub-types in types of relationship above:**

- **Platonic:** close friendship without sex or romance (closeness, fondness, understanding, respect, care, support, honest, acceptance)
- **Co-dependent relationships:** by mutual dependence (One another)
- **Occasional relationship:** relationships happen while they were not expected for example dating relationships that may include sex
- **Open relationship:** an agreement of non-monogamous relationship where both partners have sex with other people
- **Toxic relationship:** an unhealthy relationship that can harm you emotionally, physically or psychologically.

### **Importance of relationship in community**

Relationships provide: a sense of association, trust, cooperation, purpose, support, better health, longevity or durability, decreasing of anxiety and depression, increasing of empathy, unity, sharing, progress or development.

### **d) Answers to the application activity 3.4.5:**

#### **Questions:**

1. Define the term relationship
2. Explain the danger of romantic relationships
3. Identify the importance of positive relationship at school

#### **Answers**

1. The term relationship refers to the interpersonal connection which can be either positive or negative.
2. The romantic relationship not controlled can be dominated by lust and people may fall in eros or satisfying sexual drives
3. Relationship at school promote: friendship, trust, unity, strength, success, sociability, joy, sharing, empathy, cooperation and collaboration

### 3.5. Additional content/text for student and teacher

#### 3.5.1. Additional content/text for student

#### 3.5.2. Additional information for the teacher

#### Differences between Sunnah and Hadith

##### a) Sunnah

Sunnah, an Arabic word it means “habitual practice”, also spelled Sunna, **collections of social and legal customs and practice** of the Islamic community.

These are the **traditions and practices of the Islamic prophet** Muhammad that **constitute a model for Muslims to follow**. The Sunnah is what all the Muslims of Muhammad’s time evidently saw and followed and passed on to the next generations. Through actual practice in his life, prophet has demonstrated to us the **rules of conduct in Islam that are of great significance and importance**.

##### b) Hadith

Alongside with the Quran there is Hadith (documented sayings of the Prophet Muhammad). Hadith has become a major source of Sharī’ah, or Islamic law. Hadith was written by Islamic scholars called Muhaddithin. Hadith literature is **Islamic literature that contains narrations of the life of the Prophet and all things that he accepted or approved**.

#### What is the difference between Hadith and Sunnah?

Sunnah	Hadith
- Sunnah is always authentic	- Hadith can be authentic as well as false.
- Sunnah (practices, customs and traditions of Prophet) was seen by Muslims of the time of Muhammad, PBUH	- Hadith have been written and interpreted by scholars of Islam. Thus, these are dependent upon their ways of thinking, their character, and their memory and intellect.

- Sunnah has been passed on from one generation to another, so there is little chance of any error.	- Possibility of error because of comments from different Islamic philosophies
- Sunnah are related with certain (sure) aspects of life	- Hadith are not limited to aspects of life about them it is sure.
- Sunnah means a path that has been compressed by Allah through his Prophet as messenger	- Are what is written about the prophet of Allah
- Sunnah is words and Practices of the Prophet	- Hadith is only recorded words about the Prophet
- It is transmitted from generation to the next one until now (from Muhammad's time)	- Hadith is not known by all Islamic generations

### 3.6. End unit assessment 3

1. Explain the importance of Ramadan fasting for Muslims
2. What are least 5 obliged practices during Ramadan fasting
3. List the people who are not allowed to fast during Ramadan fasting
4. Explain the night of decree during Ramadan
5. Explain the predeterminations of Annual decrees in night of decree
6. Explain three main prayers during Ramadan
7. Describe whom the best friends are.

### Answers to the end unit assessment 3:

1. Ramadan is important because it is a good time to purify soul, Muslims come closer to Allah, Muslims practise restraints of their tongues from gossiping; their eyes from looking unlawful things; from stealing, from listening to idle talk and not going in sinful places
2. Abstain from many things as stipulated by Islamic law: consistent prayer, abstain according to Islamic laws, to help others, to read the Quran, and adopt positive behaviours and virtues
3. Those people are not allowed to fast: all children under puberty, sick people, elder, pregnant women and breastfeeding ones.
4. It is a sacred night in Islamic Calendar, it is celebrated during last 10 days of Ramadan. In that night the holy Quran was revealed to Muhammad, PBUH.
5. Predeterminations of annual decrees are sent in night of decree for the next year: Allah sends down preordains actions of creation for the next year these are **deeds, sustenance, births, deaths** etc.
6. **Taraweeh** (performed only in Ramadan): It is performed at night after breaking fast after evening prayers. For Muslims, Taraweeh is a great way to absorb the virtues of the Quran in a Congregational setting because the Quran is read in its entirety during Ramadan. **Laylat-ul-Qadr**: a prayer of Night of Decree. **Dhikr**: a prayer recited repeatedly in the remembrance of God (Way to connect with God): Glory be to God, praises to Allah).
7. The best friends are people who you value above other friends in your life, in whom you confide.

## **3.7. Additional activities**

### **Remedial Activities**

1. Recall the pillars of Islam
2. Define Ramadan
3. Tell the period of Ramadan fasting
4. Identify the basic types of relationships
5. Which are forbidden practices during Ramadan fasting?

### **Answers to the remedial answers:**

1. The pillars of Islam are: Chahada, Salat, Zakat, Saoum and Hajj
2. Ramadan means the ninth month of Islamic year whereby Muslims practise fasting in special ways.
3. Ramadan fasting starts with the new Crescent moon of the 9<sup>th</sup> month of Islamic calendar and it takes end by the festival of Eid-al-Fitr
4. Basic types of relationship are: family relationships, friendships, Acquaintances, romantic relationships, intimacy, and commitment; sexual relationships, work relationships, and situational relationships.
5. During daily hours in Ramadan fasting it is forbidden: eating; drinking, smoking; stealing; fighting; gossiping tongue, looking unlawful things, entertainment

### **Consolidation activities**

1. Recall the main 4 phases of lunar cycle in Islamic calendar
2. Among the three types of love as relationship which the worst?
3. Recall 6 pillars of Islamic Faith
4. Explain the pillar called Salat
5. Explain the importance of positive relationship in society

### **Answers to the consolidation questions:**

1. The New moon, First Quarter, Full Moon and Third Quarter.
2. The love called Eros is the worst because it aims at satisfying sexual passion or lust
3. Six pillars of Islamic faith are: belief in Allah, in Angels, in Messengers, in Sacred books, in Last judgment, and in Preordainment.
4. The pillar of Salat means performing a prayer 5 times per day
5. Importance of positive relationships in society: Socialization, trust, exchange, cooperation, support, better health, longevity or durability, decreasing of anxiety and depression, increasing of empathy, unity, sharing, progress or development

### **Extended activities:**

**Question:** Look for further information about the types of Sunnah

**Answer:** we find three types of Sunnah:

- a) The Sayings (Sunnah Qaqliyyah)
- b) The Actions of Muhammad, PBUH (Sunnah Al Filiyya)
- c) The practices (Sunnah Taqirriyyah): these are the famous practices of Muhammad'companions

# UNIT 4

## Hadith in Islamic faith

### 4.1. Key unit competence

The learner will be able to respect the Qur'an and imitate Muhammad and his disciples' virtues

### 4.2. Prerequisite

Qur'an is a sacred book for Islam, believed to be the word of God, revealed to Prophet Muhammad peace be upon him. The word "Islam" simply means submission or surrender, and also derives from a word meaning peace. Muhammad and his successors are models of faithful people to Allah. Their sayings and practices serve as important references to the Muslims today.

### 4.3. Introductory activity

#### a) Introductory activity:

Look at the pictures below and answer the following questions:

1. What religious faith do you think this woman belongs to?
2. What is she doing?
3. Why do you think she is doing this?
4. Have you helped anyone in your community recently?

#### b) Guidance on the introductory activity:

Teacher orally asks questions learners to remind how to live our lives following the example of the Prophet Muhammad. Then after he/she makes groups and invites learners to observe the picture in their books pp 164 then answer the questions below.

### Possible answers for introductory activity

1. She is a Muslim because her wearing mode which cover her body.
2. She is serving food to people in needs.
3. It is a good culture The Prophet Muhammad (peace be upon him) said: "Whoever feeds someone who is hungry will have his sins forgiven, and whoever helps someone to travel will have his sins forgiven. "Feeding the hungry, giving food to the needy, and helping people with their needs are all good deeds that can earn us a place in Paradise
4. Learners will respond differently to this question. Teacher will appreciate those who have helped others and encourages those who did not for charitable acts.

#### 4.4. List of lessons/sub/heading

No	Lesson title	Learning objectives	Number of period
1	Basic concepts about hadiths	Memorize 10 Hadiths from and List some Hadiths that testify the source of Islamic Faith.	2
2	Genuineness of hadiths	Identify the disciples of Muhammad who authentically transmitted Hadiths.	2
3	Relationship between Hadiths and Qur'an	Distinguish hadith from the Qur'an	4
4	Remediation and End unit assessment and remediation		2



### 4.4.1: lesson 1: Basic concepts about hadiths

#### a) Learning objectives

Memorize 10 Hadiths from and List some Hadiths that testify the source of Islamic Faith.

#### b) Teaching resources

Possible teaching resources and materials are Qur'an, illustration, learners books, hadiths (prophet traditions books), Islamic theology illustration

#### c) Learning activity 4.1

In your group discuss and find the best meaning of Qur'an as main historical source of Islamic faith .

**Guidance:** teacher makes groups of learners and give them time to discuss and formulate the best meaning of Qur'an as the main source of Islamic faith

#### Possible answers 4.1

The Islamic sacred book, believed to be the word of God as dictated to Muhammad by the archangel Gabriel and written down in Arabic. The Koran consists of 114 units of varying lengths, known as suras ; the first sura is said as part of the ritual prayer. These touch upon all aspects of human existence, including matters of doctrine, social organization, and legislation

#### d) Application activity4.1:

1. Discuss the reasons why studying the Hadiths might help you.
2. Talk about the difference between a custom and a practice.
3. Make a list of some customs in your community.

### Possible answers for application activity 4.1

1. Determining authenticity of hadith is enormously important in Islam because along with the Quran, the Sunnah of the Islamic prophet—his words, actions, and the silent approval—are considered the explanation of the divine revelation (wahy), and the record of them (i.e. hadith) provides the basis of Islamic law (Sharia). Briefly, hadith give direction on everything from details of religious obligations (such as *Ghusl* or *Wudu*, ablutions for prayer)
2. **Customs:** is the usual way of doing things, a usage or practice common to many or to a particular place or class or habitual with an individual, or conventions that regulate social life while a practice is the actual application or use of an idea, belief, or method, as opposed to theories relating to it. repeated exercise in or performance of an activity or skill so as to acquire or maintain proficiency in it.
3. **List of customs in Rwanda :** child name giving ceremony at 8<sup>th</sup> day- celebration of event in the family(marriage, harvest/umuganura...)-the necessity of dowry -wash hands after funeral ceremony (gukaraba).

#### 4.4.2. Lesson 2: Genuineness of hadiths

##### a) Learning objective

Identify the disciples of Muhammad who authentically transmitted Hadiths

##### b) teaching resources

Possible teaching resources and materials are Qur'an, illustration, learners books, hadiths (prophet traditions books), Islamic theology illustration

##### c) Learning activity 4.1:

**Activity :** Play the game of broken telephone.

### **Guidance :**

1. Sit in a circle and choose a person to start the game.
2. That person thinks of a message and whispers it to the person next to him/her.
3. The message is passed all around the circle in a whisper until it gets back to the person who started it. Has the message changed? You can play this game several times.

### **Possible findings after the game 4.1:**

- The message has changed.
- There is a risk that oral transmission does not continue faithfully .
- To keep the faithful message better to write it and every refer to the writing.

### **d) Application activity 4.1:**

1. What is a Hadith?
2. How are they tested for accuracy?
3. What is the second most important piece of literature in Islam?
4. Why do Muslims want to know about the actions and sayings of the Prophet Muhammad (peace be upon him)?

### **Possible answers 4.1**

1. The Hadith is the collected traditions of the Prophet Muhammad, based on his sayings and actions.
2. Many hadith not in sahih collections are perfectly authentic. And the science of hadith reached such a level of perfection that "no further research is necessary or fruitful".
3. The second most important source of authority for Muslims, after the Qur'an, is the Sunnah. The Sunnah are the practices, customs and traditions of the Prophet Muhammad (peace be upon him) that are considered to be a perfect example of how He lived.

4. Determining authenticity of hadith is enormously important in Islam because along with the Quran, the Sunnah of the Islamic prophet—his words, actions, and the silent approval—are considered the explanation of the divine revelation (wahy), and the record of them (i.e. hadith) provides the basis of Islamic law (Sharia).

### 4.4.3. Lesson 3: Relationship between Hadiths and Qur'an

#### a) Learning objective

Distinguish hadith from the Qur'an

#### b) Teaching resources

Possible teaching resources and materials are Qur'an, illustration, learners books, hadiths (prophet traditions books), Islamic theology illustration

#### c) Learning activity 4.2:

In your groups discuss different sources of Islamic tradition and show their differences

1. List at least three sources of Islamic tradition.
2. Determine the difference between those Islamic tradition sources

**Guidance:** Teacher makes small groups of learners and distribute them flipcharts. The teacher gives a sign to write, after one minute he gives another sign to stop writing and go to another flipchart. The exercise continues until each group write on five flipchart.

#### Possible answers for learning activity 4.2

- **Qur'an:** The sacred book of Islam, the final revelation of God to mankind, and a completion and confirmation of previous scriptures.

- **Hadith:** Collection of the sayings and practices of the Prophet Muhammad (PBUH). Hadith is the second source of reference for Muslim all over the world after the Holy Al-Quran
- **Torah:** The *Tawrat* (Torah or *the Law*) revealed to *Musa* (Moses).
- **Zabur:** The *Zabur* (Psalms) revealed to *Dawud* (David)
- **Injil:** The *Injil* (the Gospel) revealed to *Isa* (Jesus).

#### d) Appwlication activity 4.2:

Make a poster showing the ten Hadiths of An-Nawawi listed here. You need to use only the heading at the top of each one.

With three examples discuss how the Hadiths of An-Nawawi help good relationships between people

#### Possible answers for application 4.2

1. **Stay away from what is prohibited** What I have forbidden for you, avoid. What I have ordered you [to do], do as much of it as you can.
2. **Love for your neighbour what you love for yourself** None of you will believe until you love for your brother what you love for yourself.
3. **Follow up a bad deed with a good deed.** Be conscious of Allah wherever you are. Follow the bad deed with a good one to erase it, and engage others with beautiful character.
4. **Righteousness is about having a good character** Righteousness is in good character, and wrongdoing is that which wavers in your soul, and which you dislike people finding out about.

## **4.5. Addition content for learner and teacher:**

### **4.5.1. Addition content for learners:**

### **4.5.2. Additional information for teacher:**

#### **Basic elements of hadith:**

- In its classic form a hadith has two parts—the chain of narrators who have transmitted the report (the isnad), and the main text of the report (the matn).
- After the death of Muhammad, his sayings were transmitted orally. According to Islamic tradition, Umar ibn al-Khattab, the second caliph, started the process of collecting all the hadiths together into one unified volume, but gave up the endeavor “for fear the Quran would be neglected by the Muslims” (according to Muhammad Zubayr Siddiqi).
- Hadith, Arabic Ḥadīth (“News” or “Story”), corpus of the sayings or traditions of the Prophet Muhammad, revered by Muslims as a major source of religious law and moral guidance. It comprises many reports of varying length and authenticity. The individual reports are also called hadith (plural: hadiths)

#### **Successors of Prophet Muhammad (S)**

- We have Twelve Imams and their names are as follows  
The successors of Prophet Muhammad (s), who guided the people after him, are called Imams.:
  1. Imam Ali al-Murtadha
  2. Imam Hasan al-Mujtaba
  3. Imam Husayn al-Shaheed
  4. Imam Ali al-Sajjad
  5. Imam Muhammad al-Baqir
  6. Imam Ja’far al-Sadiq
  7. Imam Musa al-Kadhim

8. Imam Ali al-Ridha
9. Imam Muhammad al-Taqi
10. Imam Ali al-Naqi
11. Imam Hasan al-Askari
12. Imam Muhammad al-Mahdi

#### 4.6. End unit assessment:

1. Write down the meanings of ten of An-Nawawi's forty Hadiths.

**Answer:**

- a) **Actions are based on intention:** Actions are according to intentions, and everyone will get what was intended.
- b) **The declaration of faith Islam has been built on five [pillars]:** testifying that there is no god but Allah and that the Prophet Muhammad (peace be upon him) is the Messenger of Allah, performing the prayers, paying the Zakah, making the pilgrimage to Mecca, and fasting in Ramadan. This tradition reinforces unity between believers.
- c) **Stay away from what is prohibited** What I have forbidden for you, avoid. What I have ordered you [to do], do as much of it as you can.
- d) **Love for your neighbour what you love for yourself** None of you will believe until you love for your brother what you love for yourself.
- e) **Do not be angry** A man said to the Prophet, peace be upon him, "Give me advice." The Prophet, (peace be upon him), said, "Do not get angry."
- f) **Follow up a bad deed with a good deed.** Be conscious of Allah wherever you are. Follow the bad deed with a good one to erase it, and engage others with beautiful character.

- g) **Do not neglect religious obligations** Verily Allah the Almighty has laid down religious obligations (fara'id), so do not neglect them.
- h) **Righteousness is about having a good character** Righteousness is in good character, and wrongdoing is that which wavers in your soul, and which you dislike people finding out about.
- i) **Entering paradise A man questioned the Messenger of Allah (peace be upon him) and said:** "Do you think that if I perform the obligatory prayers, fast in Ramadan, treat as lawful that which is halal, and treat as forbidden that which is haram, and do not increase upon that [in voluntary good deeds], then I shall enter Paradise?" He (peace be upon him) replied, "Yes."
- j) **Be steadfast in your belief I said,** "O Messenger of Allah, tell me something about Islam which I can ask of no one but you." He (peace be upon him) said, "Say 'I believe in Allah' — and then be steadfast."

2. Explain how scholars make sure that the Hadiths are truly sayings of the Prophet Muhammad (peace be upon him).

**Answer:** Hadith is history as it pertains to sayings and behaviors of the prophet of Islam, and his close companions and family. It is a very useful source to draw patterns and remove ambiguity in understanding of Islam. Hadith is considered true as much as history is considered true. In its whole, it contains nuggets of truth from history, and thus is very valuable. Just like any other historic source, it may contain inaccuracies and invalid statements. You trust the Quran because of the scholars, use Hadith as an important source of establishing Quran's authenticity.

3. Discuss how learning the Hadiths can help a Muslim to practice his/her faith.

**Answer:** with hadith Muslims refer to the lives of prophets of Allah how to behave righteously in front of Allah and with your neighbor.



4. What is the most important book in Islam?

**Answer:** Qur'an

5. What is the second most important book in Islam?

**Answer:** Hadiths

6. Who is the second caliph in Islamic history?

**Answer:** Umar ibn al-Khattab.

7. What did He do ?

**Answer:** He started the process of collecting all the hadiths together into one unified volume, but gave up the endeavor "for fear the Quran would be neglected by the Muslims

## 4.7. Additional activities

### Remedial activities:

1. Differentiate Qur'an from hadith

**Answer:** Qura'n is The sacred book of Islam, the final revelation of God to mankind while Collection of the sayings and practices of the Prophet Muhammad (PBUH)

2. State the other 3 books considered as important in islam

**Answer :**Zabur-Torah-injir.

### Consolidation activities:

1. Discuss the accuracy of hadith

**Answer:** Many hadith not in sahih collections are perfectly authentic. And the science of hadith reached such a level of perfection that "no further research is necessary or fruitful".

2. What can you study from the prophet Muhamad?

**Answer:** Honesty- He upheld the truth at all times- His focused approach and dedication towards his holy mission- His compassionate attitude turned enemies into friends- His modest attitude as a ruler

### **Extended activities:**

1. What do you know about the successors of prophet Muhammad?

### **Answer :**

- The rightful successor to Muhammad was **Abu Bakr**, Muhammad's father-in-law and closest friend. Followers of this branch of Islam accept all four of Islam's first leaders, including **Abu Bakr** and **Ali**, Muhammad's cousin, as the rightful successors of Muhammad.
- **The four first readers of islam** : who led the Muslim community following the death of the Islamic prophet Muhammad: Abu Bakr ( r. 632–634), Umar ( r. 634–644), Uthman ( r. 644–656), and Ali ( r.
- They are the Followers of this branch of Islam accept all four of Islam's first leaders,
- Our Holy Imams acquitted themselves well of their responsibility as successors of the Holy Prophet of Islam. They did their best to guide the people and suffered great hardships to achieve this purpose

# UNIT 5

## VIrtuals according to qur'an

### 5.1. Key unit competence

To be able to demonstrate kindness to others be humble in society and perform good actions

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

Before undertaking this unit, pupils should have prerequisite about what he/she learnt in lower primary relevant to living in harmony in a society. This information will be the baseline for undertaking this unit on higher level. As a professional teacher, you will first make quick assessment to exactly be aware of these prerequisites and build on

### 5.3. Introductory activity and guidance

#### a) Introductory activity

1. Are these pupils look happy or sad?
2. If they are rude to their teacher, will he/she still want to teach them?
3. Why is it important that we respect our teachers?
4. How should we treat school property

#### b) Guidance on introductory activity

This unit teaches about morality and the effects of dishonesty. The teacher organizes learners in different groups and ask them to observe the picture and orient them to do the questions on an introductory activity to behavior in the classroom.

### Proposed answers on introductory activity

1. Happy
2. No
3. Being respectful of other people, especially our elders, is part of behaving in accordance with religious laws
4. Being respectful of property is part of behaving in accordance with religious laws

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

No	Lesson title	Learning objectives	Number of periods: 22
1	Being truthful (Aswid'qi)	Learner will be able to Identify the importance of telling the truth for self and for society	2
2	Striving to the trustworthy in the society and striving to be believable in the society.	Learner will be able to Recall the impacts of lying to the society in general	2
3	Duties of children to parents	Learner will be able to Serve parents especially in their old age and the relatives	2
4	Duties of children to colleagues, leaders and teachers	Learner will be able to Identify the rights and duties of children in Islam and explain the characteristics of politeness and obedience between people	4

5	Right of relatives and neighbors	Learner will be able to Identify the rights of neighbours in Islam	2
6	Remediation and end unit assessment		2

**Guidance on different lessons/subheading outlined above**

### **5.4.1. Lesson 1: Being truthful (Aswid'qi)**

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

Learner will be able to Identify the importance of telling the truth for self and for society

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

Qur'an, Hadith Books, ICT tools, and products to be used in role-play about acts of charity.

#### **c) Learning activities 5.4.1**

Discuss the importance of being trustful in society

**Guidance:** The teacher organizes the learners into groups of 3 up to 5 and ask them to discuss the importance of being trustful in society. Answers will vary according to reasoning Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

He/ she therefore invites them to present the findings from the activity.

#### **Suggested answer learning activity 5.4.1**

If we are always truthful, we build strength of character that allows us to be of great service to Allah and to others.

#### **d) Application activity 5.4.1**

Give and explain some examples of trustfulness.

### **Suggested answers to application activity 5.4.1**

Not saying things about people that are not true.

Owning up for your actions, even if you will get into trouble.

Explaining how a situation really happened.

### **5.4.2. Lesson 2: Striving to be the trustworthy in the society and striving to be believable in the society.**

#### **a) Learning objective**

Learner will be able to Recall the impacts of lying to the society in general

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

Qur'an, Hadith Books, ICT tools, and other relevant materials

#### **c) Learning activities 5.4.2**

Discuss and write down the personal qualities in society

#### **Guidance to learning activity**

The teacher organizes the learners into different groups of 3 up to 5 and ask them to discuss personal qualities in society. Answers will vary according to individual reasoning Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

### **Proposed answers to learning activity 5.4.2**

Examples of personal qualities: kind, trustworthy, humility, hardworking, team work, and so on.

#### **d) Application activities 5.4.2**

Discuss the impact of lying for the person telling the lies and for society

### Suggested answers for application activity 5.4.2

The level of truthfulness falls, so other people may be encouraged to lie

Lying may become a generally accepted practice

It becomes harder for people to trust each other social unity is weakened

Nobody can believe anyone else and society collapses.

### 5.4.3. Lesson 3: Duties of children to parents

#### a) Learning objective

Learner will be able to Serve parents especially in their old age and the relatives

#### b) Teaching resources

Books, ICT tools, and: Qur'an, Hadith and relevant materials.

#### c) Learning activity 5.4.3

Identify different activities you do at home.

**Guidance:** The teacher makes the groups of learners and let them to discuss the activities they perform at home Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

### Suggested answers for learning activity 5.4.3

Collecting fire wood, fetching water, washing clothes, sweeping, looking after animals, cooking, etc.

#### d) Application activity 5.4.3

Discuss the duties of children to parents.

### Suggested answers to application activity 5.4.3

Being polite and helping parents to accomplish different activities as a Muslim. Parents work hard to look after themselves when they become too old to look after themselves

#### **5.4.4. Lesson title 4: Duties of children to colleagues, teachers and leaders.**

##### **a) Learning objective**

Learner will be able to Identify the rights and duties of children in Islam and explain the characteristics of politeness and obedience between people.

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

Books, ICT tools, Qur'an, Hadith and other relevant materials

##### **c) Learning activities 5.4.4**

Role play. Kwizera and Mugisha are two pupils in primary four. In this class there is another pupil called with bad behavior at school. Kwizera and Mugisha are advising him to change behaviour and respect colleagues, teachers and school leaders as duties of children.

Make up a conversation about borrowing a book. One of you should do the asking and the other should lend the book. Do this in a way that shows respect and politeness from both the borrower and the lender.

##### **Guidance:**

Make review on previous lesson and form different groups of learners and tell them to take role of Mugisha, Kwizera, a pupil with a bad behaviour and so on and make up role play in front of others showing respect each other. Afterwards, the learners make up role play in front of others. The teacher makes harmonization and conclusion of the lesson.

##### **Expected answer to learning activity 5.4.4**

The way of showing respect can differ from a group to another but the teacher can orient them how to show respect and politeness to colleagues, teacher and leaders.

##### **d) Application activity 5.4.4**

Discuss different ways that you should treat your colleagues, teachers and leaders.



### Suggested answers

Showing respect to colleagues, teachers and leaders  
Showing respect to colleagues, teachers and leaders

Listening to the views of colleagues, teachers and leaders

Not using bad language

Not shouting

Doing as requested

Giving help when needed.

## 5.4.5. Lesson 5: Right of relatives and neighbors

### a) Learning objective

Learner will be able to Identify the rights of neighbours in Islam

### b) Teaching resources

Books, ICT tools, Qur'an, Hadith and other relevant materials.

### c) Learning activity

Identify different children's rights that you know

**Guidance:** The teacher organizes the learners into different groups of 3 up to 5 and tell them to identify different children's rights they know. Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

### Suggested answers to learning activity 5.4.5

Right to health, education, family life, play and recreation, living and to be protected and so on.

### d) Application activity 5.4.5

According to Islam explain how you can maintain right of relatives and neighbours.

### **Proposed answers to application activity 5.4.5**

Protecting their interests when they are absent  
Showing them respect  
Helping them when they have a problem  
Not looking for faults  
Trying to persuade them to refrain from bad habits  
Helping them if they are in trouble  
Forgiving them if they have done any wrong  
Practicing the highest Islamic ethical code.

## **5.5. Additional content for learners/teachers**

### **5.5.1. Additional contents for learners**

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

Virtue ethics is recognised as one of the essential themes of normative theory also known as moral theory. Normative theorists tend to focus on various aspects of our judgement such as actions, and judging actions. This unit will help learners to know how Muslims can behave and what are requested to do in different circumstances. The teacher will focus on the points that can engage learners to adopt good behaviour.

## **5.6. End unit assessment**

1. Define ethics.
2. Discuss the benefits of helping other people
3. Give an example of an Islamic charity in Rwanda that work to help orphans and others who are socially disadvantaged.

### **Suggested answer**

Helping others feels good  
It creates a sense of belonging  
It gives you a sense of purpose  
Helping other can help you live longer

3. International Islamic Charity Organization is an example of an Islamic charity that works to help the needy in Rwanda

## **5.7. Additional activities:**

### **Remedial activities**

1. Corruption and bribery are forms of.....
2. How must we treat our neighbors?
3. What does Islam say about orphans and those in need?

### **Suggested answers.**

1. Lying
2. Properly
3. We must help them

### **Consolidation activities**

1. If we are dishonest, it has an effect on.....and on.....
2. What does the Qur'an say about the way to treat our parents?
3. Telling lies about other people is an example of \_\_\_\_

### **Suggested answers**

1. Ourselves and on society.
2. We must treat them with respect and be obedient
3. Dishonesty

### **Extension activities**

1. What does corruption mean?
2. Why are ethics important in business?
3. Name two charities in your district. Answer.

### **Suggested answers**

1. Dishonest or fraudulent behavior by those in power.
2. Because we need to have high standards of truthfulness in business.
3. Answers will vary and the teacher will intervene for harmonisation.

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