

Social and Religious Studies

Primary 5

Teacher's Guide

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present Primary five 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
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UNIT 1

Our province and its location in Rwanda.

1.1. Key unit competence: Describe his/her province.

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

This unit is a continuation of what the learners did in P4, unit 1. The learners have learnt about the location, the map and socio-activities in their district. They located their district on the map of Rwanda. They also described the socio-economic activities in their district and in neighbouring districts. This knowledge will be useful in helping them to draw a map of their province. They will also discover that their province is made up of districts.

1.3. Introductory activity and guidance

a. Introductory activity

With reference to the experience and skills acquired in P4, unit 1, on the location of our district, answer the following questions:

1. Name and locate our province on a map of Rwanda.
2. Name and locate the neighbouring provinces.
3. Identify the elements of a good map and their importance.
4. Draw a sketch map of our province.

b. Guidance on the introductory activity

The teacher will ask students to read a set of questions related to introductory activity and then guide learners to discover the shape and size of their province. In the course of the lesson, let learners locate their province on the map of Rwanda. Guide learners to draw accurately the map of their province and indicate all her neighbours. At the end of the lesson, ask learners to evaluate themselves by drawing a sketch map of their province.

1.4. List of lessons

#	Lesson title	Learning objectives	Number of periods: 10
1	Our province and its location in Rwanda	<ul style="list-style-type: none">i. Locate their province on the map of Rwandaii. Identify the five provinces in Rwandaiii. Draw a map of Rwanda and show the different provincesii. Describe the location of your provinceiii. Draw the map of Rwanda and locate different provincesiii. Develop the culture of using a map to locate places	3

<p>2</p>	<p>Location of our province and neighbouring provinces</p>	<ul style="list-style-type: none"> i. Name the provinces neighbouring the province ii. Identify the districts in each province iii. Draw the map of the province iv. Describe the location of his or her province. v. Draw map of the province and locate the neighbouring provinces vi. Develop a culture of using a map to locate places 	<p>2</p>
<p>3</p>	<p>Elements of a good map and their importance</p>	<ul style="list-style-type: none"> i. Define a map ii. Outline the elements of a good map iii. State the importance of each element of a good map iv. Describe the elements of a map v. Draw the elements of a map vi. Develop culture of using elements of a map to locate places. 	<p>2</p>

4	Compass directions and Cardinal	i. Define compass directions ii. Name the cardinal points of a compass iii. Identify the groups of people who use Compasses iv. Tell the cardinal points and secondary points. v. Use compass when locating places vi. Develop culture of using a compass direction to locate places	2
	End of Unit assessment		1

Guidance on different lessons outlined above

1.4.1. Lesson title one: Our province and its location in Rwanda.

a. Learning objectives

- i. Locate their province on the map of Rwanda
- ii. Identify the five provinces in Rwanda
- iii. Draw a map of Rwanda and show different provinces

b. Teaching resources

The teacher and students should have:

- The map of Rwanda showing the different provinces and districts
- Textbooks.

c. Learning activities

Learner's activities: Refer to activity 1.1 and 1.2 of the Pupils Book Five.

Guide learners to work in pairs using the map of Rwanda provided and content in the Student-book, they will be able to answer all questions related to the map of activity 1.1 and 1.2. All these questions can be well answered with help of the content in the learner's book and observation / interpretation of the map.

Expected answers

a. Activity 1.1

1. There are four provinces and the city of Kigali in Rwanda.
2. Eastern Province is the biggest
3. Depends on the location of the school.
4. Children will draw the map in their exercise books.
5. Depends on the province where the learners live. Check the following table.

Eastern province	Western province	The city of Kigali	Southern province	Northern province
Rwamagana	Rubavu	Gasabo	Kamonyi	Rulindo
Kayonza	Nyabihu	Kicukiro	Muhanga	Gakenke
Gatsibo	Ngororero	Nyarugenge	Ruhango	Gicumbi
Ngoma	Rutsiro		Nyamagabe	Burera
Bugesera	Karongi		Huye	Musanze
Kirehe	Nyamasheke		Gisagara	
Nyagatare	Rusizi		Nyanza	
			Nyaruguru	

6. Children will locate district on the map in their books.

b. Activity 1.2

1.

- a. Northern province.....5 Districts
- b. Southern province.....8 Districts
- c. Eastern province.....7 Districts

2. Nyagatare District

Application activities

Observe the map below and locate your district, your province and other provinces of Rwanda on this it.

PROVINCES OF RWANDA



1.4.2 Lesson title two: Location of our province and neighbouring provinces.

a. Learning objectives

- i. Name the provinces neighbouring his or her province
- ii. Identify the districts in each province
- iii. Draw a map of the province and locate the neighbouring provinces
- iv. Describe the location of his or her province.

b. Teaching resources

The teacher should have:

- The map of Rwanda showing different provinces and their districts
- Textbooks

c. Learning activities

Learner's activities: Refer to the Activities 1.3 and 1.4 of the learner's Book Five.

Guide learners to work in pairs using the map of Rwanda provided and the content in the student-book, they will be able to answer all questions related to the map of activity 1.3 and 1.4. All these questions can be well answered by observation and interpretation of the map. The activity 1.4 is an application activity.

Expected answers for activity 1.3 and activity 1.4

a. Activity 1.3

1. Eastern province, Southern province and Northern province
2. Western province
3. Children will draw the map in their exercise books.

4. Depends on the provinces where the children live.

b. Activity 1.4

1. Depends on the provinces where the children live.
2. East and South
3. Nyarugenge

Application activity

Refer to activity 1.4: it is an application activity.

1.4.3. Lesson title three: Elements of a good map and their importance.

a. Learning objectives

- i. Define a map
- ii. Outline the elements of a good map
- iii. State the importance of each element of a good map.
- iv. Describe the elements of a map
- v. Draw the elements of a map

b. Teaching resources

The teacher should have the following instructional materials:

- Chalkboard illustration
- A chart with a map and its elements

c. Learning activities

1. Define a map
2. Identify the elements of a good map

Help the learners to discuss in groups the meaning of a map and to identify the elements of a good map

Answers:

1. Definition of a map: A map is something seen as drawn from above.
2. The elements of a good map are: the title, the frame, the scale and the key.

Application activities

Question: Explain the importance of a key on a map.

Answer: The key gives the meaning of the symbols of the map.

1.4.4. Lesson title four: Compass and cardinal points

a. Learning objectives

- i. Define compass directions
- ii. Name the cardinal points of a compass
- iii. Identify the groups of people who use compasses
- iv. Tell the cardinal points and secondary points.
- v. Use compass when locating places.

b. Teaching resources

The teacher should use:

- A compass showing cardinal and secondary points
- Textbooks

c. Learning activities

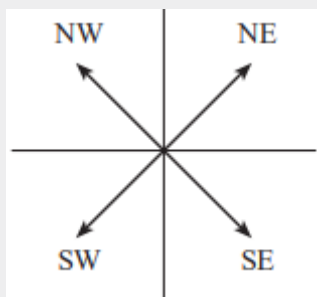
Guide learners to work in pairs using the picture provided and the content in the student-book, they will be able to answer all questions related to the picture of activity 1.5 All these questions can be well answered by observation and interpretation of the picture and with help of the content in the learner's Book.

Learner's activity: Refer to Activity in Pupil's Book

Expected answer to activity 1.5

1. Semi-cardinal points

2.



3. Soldiers, tourists, pilots, mountain climbers, ship captains and explorers. (Any three)

4. South west (SW)

5. On a map, the compass direction is used to identify the location and direction of places, water bodies and relief features. (Any three)

6. A compass is used to show the direction.

Application activities

1. Draw a sketch map of your province.

2. What are the major points of a compass?

Answers:

1. A good sketch map shows the title, the key and the major elements of the area. It should also respect the scale.

2. The major points of a compass are: North, South, West and East.

1.5.Additional content

1.5.1. Additional content/text for student

1. Content

- A map of Rwanda

2. Activities:

Introductory activity, learning activities, application activities and additional activities in box.

1.5.2. Additional information for the teacher

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

- Involve SEN learners in location, labelling and drawing of map
- Allow SEN learners to participate in recognising their districts and provinces on the map of Rwanda.
- Involve SEN learners in identifying the elements of a map and help them in locating the same on a map
- Ask SEN learners to tell the cardinal and secondary points. Guide them to find the directions with reference to the classroom.

1.6. End unit assessment / Expected answers to revision exercise

1. A province is a large administrative unit which is made up of many districts.
2. A province is known as Intara in Kinyarwanda.
3. The three provinces, that neighbour Kigali city are the Northern Province, the Eastern Province and the Southern province.
4. We find Lake Kivu in the Western Province.
5. Smallest province — The City of Kigali Province, Biggest province — The Eastern Province
6. Province - Main district
 - a. East -- i. Rwamagana
 - b. South -- ii. Nyanza
 - c. West -- iii. Karongi
 - d. North -- iv. Musanze
 - e. The City of Kigali - v. Nyarugenge.
7. A province is an administrative unit made up of many districts.
8. The Southern and the Eastern provinces share their borders with Burundi.
9. Rwanda is made up of five provinces.
10. A map is something seen as drawn from above.
11. The three elements of a good map are the key, scale and the compass direction.
12. The title or the heading tells us what the map is about.

13. The map symbols can be interpreted with the help of the key or legend.
14. A scale is needed on the map to calculate the actual distance between places on a map in relation to the ground.
15. A compass is an instrument used to find directions, but a compass direction is a figure on the map which shows the main directions as well as the secondary directions.
16. Apart from using a compass, one can also tell the direction of a place from the position of the sun, landmarks and road junctions.

1.7. Additional activities

● Remedial Activities:

1. Locate your province and district on the map of Rwanda
2. State the cardinal points

Answer:

1. The learners will locate their province and district.
2. North, South, West and East.

● Consolidation activities: Discuss the importance of maps

Answer: The map helps us to locate places on the earth surface, it shows and locate physical and human features on it.

● Extended activities:

Question: - Draw the map of our province and district

Answer: The learners will draw the map of their province with districts. Check if the scale is respected. The map should have the title and the key.

UNIT 2

Complementarity and social cohesion in the society

2.1. Key unit competence

Explain complementarity and social cohesion in the society and their importance.

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

Some prerequisites (knowledge, skills, attitudes and values) are necessary for learners that are going to be taught this unit on complementarity and social cohesion in the society. In unit 2 of P4 learners taught human basic human rights, children's rights and the importance of respecting human basic human rights and children's rights.

The following questions can be asked in the class.

- Can we live alone?
- How do different people help us?
- Why do we attend school?

From these questions, the teacher will explain the importance of complementarity and social cohesion in the society.

2.3. Introductory activity and guidance

a. Introductory activity

Complementarity is the way in which people work together to achieve a common goal such as security, development or peace.

1. Explain the importance of complementarity
2. Discuss the role of family in maintaining peace and harmony in our province
3. Give examples of human rights and explain the importance of human rights
4. Explain the consequences of disharmony in our province

b. Guidance on introductory activity

The teacher will ask students to read a set of questions related to introductory activity and will guide learners to discover the importance of complementarity in their province and the ways people complement each other. With help of these questions, learners will discover the role of family in maintaining peace and harmony in their province. Let learners give examples of human rights and explain the importance of human rights. The teacher will help students to understand the meaning of harmony and disharmony and to discover the consequences of disharmony in their province.

When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learnt in the previous lessons of P4, unit 2 on Basic human and children's rights and fight for them.

2.4. List of lessons

#	Lesson title	• Learning objectives	Number of periods: 14
1	<p>Lesson 1</p> <p>i. Definition of complementarity</p> <p>ii. Groups of people that complement each other</p> <p>iii. The role of schools in maintaining peace in province</p>	<ul style="list-style-type: none"> • Define complementarity • State the groups of people who complement each other • Give the role of schools in maintaining peace in our province • Describe the different roles and responsibilities of social institutions in society • Acknowledge the importance of complementarity in society 	2
2	<p>Lesson 2</p> <p>i. Roles of the security in maintaining peace in the province</p> <p>ii. People who provide security</p> <p>iii. Activities that police are involved in to maintain peace</p>	<ul style="list-style-type: none"> • State the role of the security organs in maintaining peace in the province • Mention the groups of people who provide security in the province 	2

		<ul style="list-style-type: none"> • State the activities that the police are involved in to maintain peace in province • Describe the different roles and responsibilities of social organisations in maintaining peace in society • Explain the importance of complementarity of people in society Attitudes and values • Acknowledge the importance of complementarity in society 	
3	<p>Lesson 3.</p> <p>i. The role of the community in maintaining peace</p> <p>ii. Identify different ways of maintaining peace in the community</p>	<ul style="list-style-type: none"> • State the role of the community in maintaining peace in province • Identify different ways of maintaining peace in the community • State the role of leaders in maintaining peace in the province 	2

3	<p>iii. The Role of the leaders in maintaining peace.</p>	<ul style="list-style-type: none"> • Describe the different roles and responsibilities of people in society. • Acknowledge the importance of complementarity in the society 	2
4	<p>Lesson 4.</p> <p>i. Indicators of complementarity among the people in the province</p> <p>ii. Importance of complementarity</p>	<ul style="list-style-type: none"> • State the indicators of complementarity among people in our province • Mention the importance of complementarity in province • Identify complementarity indicators. Attitudes and values • Acknowledge the importance of complementarity in society 	1

5	<p>Lesson 5.</p> <p>i. Definition of social cohesion</p> <p>ii. Importance of working together</p> <p>iii. Activities done by community members to promote social cohesion</p>	<ul style="list-style-type: none"> • Define social cohesion • State the importance of working together • State the activities done by community members to promote social cohesion • Participate in community service • Acknowledge the importance of complementarity in the society 	1
6	<p>Lesson 6.</p> <p>i. Definition of human rights</p> <p>ii. Examples of human rights</p>	<ul style="list-style-type: none"> • Define human rights • Suggest examples of human rights • Identify their rights. Attitudes and values • Acknowledge the importance of complementarity in the society 	1

7	<p>Lesson 7.</p> <p>i. Forms of human rights abuse</p> <p>ii. Importance of human rights</p>	<ul style="list-style-type: none"> • Identify forms of human right • State the importance of human rights in the community • Understand the importance of human rights. Attitudes and values • Acknowledge the importance of complementarity in the society 	1
8	<p>Lesson 8.</p> <p>i. Conflict management</p> <p>ii. Ways of solving conflicts in our province</p>	<ul style="list-style-type: none"> • Define conflict management • Mention ways of solving conflict in province • Identify conflict and ways to resolve it. • Acknowledge the importance of complementarity in the society 	1

9	<p>Lesson 9.</p> <p>i. Importance of peace in our province</p> <p>ii. The role of a family in maintaining peace in our province</p>	<ul style="list-style-type: none"> • Suggest the importance of peace in our province • State the role of the family in maintaining peace and harmony in the province • Describe different roles and responsibilities of family in maintaining peace • Acknowledge the importance of complementarity in the society. 	1
10	<p>Lesson 10.</p> <p>i. Definition of disharmony</p> <p>ii. Signs of disharmony</p>	<ul style="list-style-type: none"> • Define disharmony • List signs of disharmony • State the consequences of disharmony in your province • Identify bad behaviours and protect themselves from its influences 	

	iii. Consequences of disharmony in the province	<ul style="list-style-type: none"> Acknowledge the importance of complementarity in the society 	1
	End of unit assessment		1

Guidance on different lessons

2.4.1. Lesson one: Meaning of social cohesion and complementarity in the society

a. Learning objectives

- Define complementarity
- State the groups of people who complement each other
- Give the role of schools in maintaining peace in our province
- Describe the different roles and responsibilities of social institutions in society
- Acknowledge the importance of complementarity in society

b. Teaching resources

To conduct well this lesson, the teacher should have:

- Illustrations showing cohesion or complementarity in the society
- Textbooks

c. Learning activities

For this activity, the teacher will ask students to answer the questions of the activity 2.1 in the Pupils book. In pairs, learners will be guided in discussions on the role of the school in maintaining peace and the meaning of complementarity.

Expected answers to activity 2.1

1. Role of schools in maintaining peace are:
 - Teaching good behaviour to children.
 - Promoting unity and sharing among children.
 - Teaching children how to keep the peace.
 - Promoting children's rights.
 - Encouraging group work among children.
 - Teaching to forgive each other.
 - Setting school rules and regulations to be followed by all.
2. Complement means a part that combines to make something.

Application activity

Question: Discuss the role of a school in maintaining peace

Answer: A school can maintain peace by teaching good behaviour to children, promoting unity and sharing among children, teaching children how to keep peace. The schools help to promote children's rights, encourage group works, Teach children to learn how to forgive each other in case of disagreements, etc.

2.4.2. Lesson two: People in society, their roles and how they complement each other

a. Learning objectives

- State the role of the security organs in maintaining peace in the province
- Mention the groups of people who provide security in the province
- State the activities that the police are involved in to maintain peace in province

- Describe the different roles and responsibilities of social organisations in maintaining peace in society
- Explain the importance of complementarity of people in society
- Acknowledge the importance of complementarity in society

b. Teaching resources

To conduct well this lesson, the teacher should have:

- Chart showing the security organs keeping peace in the province
- Different types of illustrations showing community maintaining peace in the province
- Textbooks

c. Learning activities

1. Explain the role of the security organs in maintaining peace in the province
2. Explain the importance of complementarity of people in society.

Answers:

1. Help learners to discuss the role of the security organs in maintaining peace in the province:

They help in keeping law and order, controlling traffic, arresting criminals and protecting important places.

2. Help learners to discuss in groups the importance of complementarity in the society:

Complementarity is important because it brings development, gender equality and harmony among people.

Complementarity maintains peace and unity and allows people to express their ideas freely. It also promotes respect for one another and reduces the crime rate.

Application activity

Question: Identify the activities that the police are involved in to maintain peace in your province.

Answer: The police help to maintain peace in our province by keeping law and order.

2.4.3. Lesson three: The role of the community in maintaining peace

a. Learning objectives

- State the role of the community in maintaining peace in province
- Identify different ways of maintaining peace in the community
- State the role of leaders in maintaining peace in the province
- Describe the different roles and responsibilities of people in society.
- Acknowledge the importance of complementarity in the society

b. Teaching resources

To conduct well this lesson the teacher will have:

- Charts of leaders keeping peace in the Province.
- Textbooks

c. Learning activities

Learner's activity: Refer to Activity 2.2 of the Pupils Book Five .

Guide learners to work in groups and discuss how people maintain peace in the community, to identify people who need help in their area and things that may affect peace in their province.

Learners will also discuss the importance of complementarity for members of the community.

Expected answers to activity 2.2

1. Pupils can discuss the following points:
 - Helping the needy, orphans and people with disabilities
 - Respecting each other
 - Working together in cooperation
 - Reporting bad people to the police
 - Through dialogues
 - Sharing resources equally
2. People who need help in my area are:
 - Elderly people.
 - Poor people.
 - Physically challenged.
3. Three things that may affect peace in the provinces are:
 - Fighting/Quarrelling.
 - Arguments or disagreements.
 - Denial of basic rights.
4. It is important for community members to promote complementarity as it:
 - Brings about development.
 - Promotes gender equality.
 - Promotes harmony among people.
 - Maintains peace and unity.
 - Promotes respect for each other.
 - Reduces the crime rate.

Application activity

Question: Explain the role of leaders in maintaining peace in the province

Answer: Leaders help to maintain peace by encouraging people to cooperate, providing social services to people, solving conflicts and misunderstandings, promoting gender equality and educating people on how to maintain peace.

2.4.4. Lesson four: Importance of complementarity

a. Learning objectives

- State the indicators of complementarity among people in our province
- Mention the importance of complementarity in province
- Identify complementarity indicators.
- Acknowledge the importance of complementarity in society

b. Teaching resources

To conduct well this lesson, the teacher will need:

- Charts showing the importance of complementarity in family and community.
- Textbooks.

c. Learning activities

Identify the indicators of complementarity among people in our province

Answers:

Help learners to discuss in groups the indicators of complementarity among people in their province. Some of the indicators of complementarity among people in their province are: distribution

of responsibilities, reporting anti-social elements to the police, participating in community work, cooperation among members, protecting community assets, sharing among people, educating both girls and boys, etc.

Application activity

- **Question:** Discuss how peace is maintained in your village.
- **Answer:** Learners should explain how peace is maintained in their village by their parents and local leaders.

2.4.5 Lesson five: Social cohesion and conflict management in our province

a. Learning objectives

- Define social cohesion
- State the importance of working together
- State the activities done by community members to promote social cohesion
- Participate in community service
- Acknowledge the importance of complementarity in the society

b. Teaching resources

The teacher will need:

- Chalkboard and charts showing social cohesion and conflict management in the community.
- Textbooks

c. Learning activities

1. Define social cohesion
2. Explain the importance of working together

In groups, learners will be guided to answer the questions above: Learners will discuss in groups the meaning of social cohesion and the importance of working together.

Answers:

1. Social cohesion is the willingness of members of the society to cooperate with each other
2. It is important to work together in the community in order to develop the economy of the country, promote unity, to resolve conflicts peacefully and to maintain security.

Application activities

Question: Explain the meaning of conflict management

Answer: Conflict management is the practice of being able to identify and handle conflicts sensibly, fairly and efficiently.

2.4.6. Lesson six: Definition of human rights and examples

a. Learning objectives

- Define human rights
- Suggest examples of human rights
- Identify their rights.
- Acknowledge the importance of complementarity in the society

b. Teaching resources

The teacher will need:

- A picture showing a leader solving conflict in the society
- Textbooks

c. Learning activities

Help learners to discuss in groups and to answer the questions of activity 2.3 in the Learner's Book. The learners will be guided to discuss the examples of human rights and different ways in which human rights are abused. The learners will then identify some organisations that protect human rights.

Learner's activity: Refer to Activity 2.3 of the Learner's Book Five.

Expected answers to activity 2.3

1. Learners can discuss the following points of human rights that are practised
 - Right to elect leaders
 - Right to care and respect in old age
 - Right of education
 - Right of freedom of speech
2. The human rights abuse in my province are:
 - Denial of freedom of movement
 - Denial of fair judgment in a court of law
 - Child labour
3. The two organizations that protect human rights in Rwanda are:
 - The Rwanda Human Rights Commission
 - Amnesty International

Application activity

Question: Identify eight examples of important human rights
human rights

Answer: Eight examples of important human rights

There are many important human rights: Right to life, right to own property, right to a fair trial in a court of law, right to freedom of speech, right to freedom of press, right to form an association, right to freedom of worship, right to vote/elect leaders.

2.4.7. Lesson seven: Forms of human rights abuse and their importance in our society

a. Learning objectives

- Identify forms of human rights
- State the importance of human rights in the community
- Understand the importance of human rights.
- Acknowledge the importance of complementarity in the society

b. Teaching resources

To deliver well this lesson, the teacher will need:

- Chalkboard and charts showing human rights abuse.
- Textbooks

c. Learning activities

Help learners to discuss in groups and to answer the questions of activity 2.4 in the Learner's Book.

The learners will be guided to discuss the examples of human rights and different ways in which human rights are abused. The learners will then identify different forms of human rights abuse.

Learner's activity: Refer to Activity 2.4 of the Pupils Book Five.

Expected answers to activity 2.4

1. It is important to respect human rights in order to:
 - Avoid hard punishment
 - Promote peace and harmony
 - Promote fair justice
 - Show respect for gender
2. Two forms of the abuse of human rights in our communities:
 - Denial of freedom of worship
 - Denial of freedom of movement

Application activity

Question: Explain the meaning of human rights abuse.

Answer: human rights abuse means that people are not given the freedom to enjoy their rights. When people are denied the freedom they need to have in life, it means that their rights have been abused or not respected.

2.4.8. Lesson eight: Conflict management and Ways of solving conflicts in our province

a. Learning objectives

- Define conflict management
- Mention ways of solving conflict in province
- Identify conflict and ways to resolve it.
- Acknowledge the importance of complementarity in the society

b. Teaching resources

The teacher will use:

- Chalkboard and charts showing ways of solving conflicts in community.
- Textbooks

c. Learning activities

Help learners to discuss in groups and to answer the questions of activity 2.5 in the Learner's Book. Learners will discuss the ways of solving conflicts in their province. They will be supported by the Learner's Book and the experiences acquired from the community where they live.

Learner's activity: Refer to Activity 2.5 of the Pupils Book.

Expected answers to activity 2.5

The learners can discuss ways in which conflict is resolved in their province:

- Through dialogue
- Treating people equally
- Through equal distribution of resources
- By respecting each other
- • By respecting human rights

Application activities

Question: Explain the importance of conflict management

Answer: Conflict management helps to solve misunderstandings among people.

2.4.9. Lesson nine: Importance of peace and the role of a family in maintaining peace in our province

a. Learning objectives (formulated)

- Suggest the importance of peace in our province
- State the role of the family in maintaining peace and harmony in the province
- Describe different roles and responsibilities of family in maintaining peace
- Acknowledge the importance of complementarity in the society.

b. Teaching resources

The teacher should use:

- Charts showing the role of family in maintaining peace.
- Textbooks

c. Learning activities

Learner's activity: Refer to Activity 2.6 of the Pupils Book Five. Help learners to discuss in groups and to answer the questions of activity 2.6 in the Learner's Book. Learners will discuss the ways in which a family can maintain peace and harmony in their province. They will be supported by the Learner's Book and the experiences acquired from their families or community.

Expected answers to activity 2.6

The learners can discuss the following ways in which the family can maintain peace and harmony in the province by:

- Showing good behaviour.
- Helping others face their problems.
- Sharing with other members of the community.
- Helping to preserve culture.
- Teaching good morals

Application activity

Question: Explain the importance of peace in our province

Answer: When there is peace in a region, this helps to promote unit, avoid conflict, promote trade, promote friendship, promote development, ensure security, and provide adequate social services.

2.4.10. Lesson ten: Signs of disharmony and Consequences of disharmony in the society.

a. Learning objectives (formulated)

- Define disharmony
- List signs of disharmony
- State the consequences of disharmony in our province
- Identify bad behaviours and protect themselves from its influences
- Acknowledge the importance of complementarity in the society

b. b) Teaching resources

The teacher should use:

- Chalkboard and charts showing the Consequences of disharmony in the society.
- Textbooks

c. Learning activities

Help learners to discuss in groups and to answer the questions of activity 2.7 and 2.8.

Learners will interpret the picture provided where there are a man and a woman quarrelling and from this picture help learners to discover different causes of disharmony in their province.

Learner's activity: Refer to Activities 2.7 and 2.8 of the Pupils Book Five. The activity 2.8 is an application activity.

Expected answers

a. Activity 2.7

1. A man and a woman are quarreling in the picture.
2. Some of the causes of disharmony in our province are:
 - Disrespecting others
 - Stealing
 - Fighting (Physically)
 - Quarreling

b. Activity 2.8: this is an application activity.

1. It is important to work together as a team to maintain peace in our province, the reasons being:
 - It promotes unity
 - It avoids conflict
 - It promotes friendship
 - It provides development and security
 - Easy provision of social services
2. Conflict is when there is a misunderstanding between two or more people in an area.
3. We can avoid conflict in our province by:
 - Respecting each other
 - Through dialogue
 - Respecting human rights
 - Equally distributing resources
 - Treating people equally.

Application activity

Refer to Activity 2.8. It is an application activity.

2.5. Additional content/text for student and teacher

2.5.1. Additional content/text for student

1. Content:

i. Meaning of social cohesion:

Social cohesion refers to the strength of relationships and the sense of solidarity among members of a community.

ii. Factors of harmony:

- Good leadership
- Having enough security
- Forgiving each other
- Respecting human rights
- Treating people equally
- Equal distribution of resources

2. Activities:

Introductory activity, learning activities, application activities and additional activities in box.

2.5.2 Additional information for the teacher

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

- Guide learners to maintain peace in school.
- Allow SEN learners to respond to the brainstorming questions.
- Involve SEN learners in maintaining peace and discipline in

the school. Make them class monitors, activity coordinators, etc.

- Ask SEN learners to share their views and feeling about complementarity and how they can be an asset to society
- Engage the SEN learners in a community activity
- Make the class aware about Fundamental Rights and Human Rights along with SEN learners. Develop a positive approach among the learners towards SEN learners.
- Make the SEN learners aware of human rights abuses and how to deal with such situations. Guide the learners for a role-play to spread Human Rights awareness in the community
- Arrange a visit to a community centre where people solve conflict through dialogue.
- Guide the learners for a role-play showing a good family
- Prepare the learners for a skit on disharmony and its consequences.

2.6. End unit assessment / Expected answers to revision exercise /

i. Questions

1. What is complementarity?
2. Discuss the roles of the school in maintaining peace.
3. How do police help to keep peace in our province?
4. Explain the roles of community in maintaining peace.
5. List down four indicators of complementarity.
6. List four examples of human right.
7. Why is it important to respect human right?
8. State the importance of having peace in our province
9. Give three roles of a family in maintaining peace.
10. Define
 - a. Harmony
 - b. Disharmony
11. List effects of disharmony in our province
12. Which of these is not a way of maintaining peace?
 - a. Forgiving one another
 - b. Respecting one another
 - c. Fighting your friends
 - d. Loving your friends
13. Mention any 2 national or international organizations that advocate for human rights

ii. Answers to the questions:

1. Complementarity is the way people work together to achieve a common goal. This is done to achieve peace, development and security in the province.
2. Schools help or maintain peace in the province by:
 - Promoting the qualities of sharing and caring among the children.
 - Teaching good behaviour like how to forgive others.
3. Police officers have a role to play in maintaining peace in the area by:
 - Keeping law and order
 - Controlling traffic
 - Arresting criminals
 - Protecting important places
4. The people in the community help to maintain peace in the community by:
 - Helping the needy
 - Reporting bad people to the police
 - Working together in cooperation
 - Settling through dialogue
5. Four indicators of complementarities in the province are:
 - Reporting anti-social people to the police.
 - Protecting community assets.
 - Educating both girls and boys.
 - Protecting community assets.

6. Four examples of Human Rights are:

- The right to live.
- The right to freedom of speech.
- The right to own property.
- The right to form an association.

7. It is important to respect human rights

- To promote peace and harmony
- To promote fair justice
- It gives people freedom of speech and movement
- To avoid harsh punishment

8. It is important to maintain peace and harmony in the province as:

- It promotes unity
- It avoids conflict
- It promotes friendship
- It brings development in an area

9. The three roles of a family in maintaining peace and harmony are as follows:

- Parents should teach children to respect their elders.
- To show good behaviour
- To share what they have with others.
- To teach good morals.

10. Harmony is the understanding between any two or more people. Disharmony is when there is a misunderstanding between two or more people. This results in a negative environment which is not good for the society or community.

11. The effects of disharmony in the provinces are:

- Lack of peace.
- No unity among people.
- Domestic violence.
- Low development in an area

12. Fighting your friends is not a way of maintaining peace.

13. Any 2 national or international organizations that advocate for human rights: The Rwanda Human Rights Commission and Amnesty International.

2.7. Additional activities

• Remedial Activities

Question: Give three examples of human rights.

Answer: right to life, right to freedom of worship, right to freedom of speech, right to elect leaders, etc.

• Consolidation activities

Question: Explain the importance of complementarity.

Answer: The complementarity is important as it brings about development, it promotes gender equality, it promotes harmony among people, it maintains peace and unit, it allows people to express their ideas freely, it promotes respect for one another and it reduces the crime rate.

• Extended activities

Discuss the role of a family in maintaining peace in the community.

Answer: The parents should play the role model in maintaining peace in their family and community.

They should also give a good education to their children. This will be achieved through forgiveness, respecting elders and other people, sharing roles and responsibilities, showing good behaviour, helping others face their problems, sharing what they have with others, teaching good morals, helping to preserve our culture.

UNIT 3

Hygiene and sanitation

3.1. Key unit competence:

Recognize the importance of living in a healthy environment

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

This unit is a continuation of what the learners did in P4, unit 3. The learners have learnt here hygiene about their district. They have learnt basic hygiene practices and their importance to the environment, they have also learnt the problems caused by lack of proper hygiene to the environment. In this unit 3 of P4, learners identified water borne diseases such as malaria and ways of preventing them. This knowledge will be useful in helping them to identify how to keep clean their provinces and the importance of keeping their provinces well. Learners will discover here the importance of proper hygiene of private parts and will be given knowledge, skills and attitudes about other diseases: HIV/AIDS, STIs and TB.

3.3. Introductory activity and guidance

a. Introductory activity

Hygiene and sanitation help us to live in a health environment. Therefore, it is necessary to keep our province clean, promote personal hygiene and avoid some diseases:

1. State different ways of keeping your province clean.
2. Explain the importance of keeping your province clean.

3. Give different ways of promoting personal hygiene.
4. Explain the following terms: HIV/AIDS, STIs and TB
5. Discuss measures of preventing HIV/AIDS, STIs and TB

b. Guidance on introductory activity

The teacher will ask students to read a set of questions related to introductory activity and will guide them to discover the ways of keeping their province clean, the importance of keeping their province clean and the negative effects related to poor hygiene in their province. With help of these questions, learners will discover how hygiene of private parts is done and the effects of poor hygiene to private parts. The teacher will ask learners to differentiate the following terms: HIV/AIDS, STIs and TB. The teacher will let learners give themselves ways how HIV/AIDS and STIs are spread and measures of preventing HIV/AIDS and STIs. Then, learners will discuss the causes, signs and symptoms of TB and measures of preventing TB.

3.4. List of lessons

#	Lesson	Learning objectives	Number of periods: 10
1	Lesson 1. i. Definition of sanitation ii. Activities carried out to promote sanitation	i. Define sanitation ii. Name different activities carried out to promote sanitation iii. Understand the meaning and importance of sanitation.	1

	<p>iii. Things we use to keep our province clean</p>	<p>iv. Explain the importance of keeping your province clean.</p> <p>v. Appreciate the importance of keeping their province clean.</p> <p>vi. Show concern about living in a healthy environment.</p>	
2	<p>Lesson 2.</p> <p>i. Importance of keeping our province clean</p> <p>ii. Dangers of poor sanitation</p> <p>iii. Diseases caused by poor sanitation</p>	<p>i. Mention different ways of keeping our province clean</p> <p>ii. State the importance of keeping the province clean</p> <p>iii. Explain the dangers of poor sanitation</p> <p>iv. Discuss the diseases caused by poorsanitation.</p> <p>v. Explain the importance of keeping our province clean.</p> <p>vi. Analyse effects of poor hygiene.</p> <p>vii. Appreciate the importance of keeping our province clean.</p> <p>vii. Show concern about living in a healthy environment.</p>	1

		viii. Show concern on the importance of proper hygiene.	
3	Lesson 3. i. Personal hygiene ii. Ways of keeping good personal hygiene	i. Define personal hygiene ii. State the dangers of poor sanitation iii. Mention ways of keeping good personal hygiene iv. Describe the negative effects related to poor sanitation in our province. v. Explain the importance of keeping our province clean. vi. Analyse the effects of poor hygiene in relation to private parts. vii. Appreciate the importance of keeping our province clean. viii. Show concern about living in a healthy environment. ix. Show concern about the importance of proper hygiene of private parts.	1

4	<p>Lesson 4.</p> <p>i. Importance of personal hygiene</p> <p>ii. Dangers of poor personal hygiene</p> <p>iii. Materials or tools used to maintain personal hygiene</p>	<p>i. Mention the importance of personal hygiene</p> <p>ii. State the dangers of poor personal hygiene</p> <p>iii. Describe the negative effects related to poor sanitation in our province.</p> <p>vi. Explain the importance of keeping oneself clean.</p> <p>v. Analyse effects of poor hygiene.</p> <p>vi. Appreciate the importance of keeping our province clean.</p> <p>vii. Show concern about living in a healthy environment.</p> <p>viii. Show concern about the importance of proper hygiene.</p>	1
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5	<p>Lesson 5.</p> <p>i. Definition of STIs</p> <p>ii. Sexually transmitted infections (STIs)</p> <p>iii. AIDS (iv) How AIDS is spread</p>	<p>i. To understand sexually transmitted diseases and infections.</p> <p>ii. Describe how AIDS/ HIV and STIs are spread</p> <p>iii. Explain preventive measures for HIV/ AIDS and STIs.</p> <p>iv. Be aware of HIV/AIDS and STIs.</p> <p>v. Contribute to the prevention of HIV/ AIDS and STIs.</p> <p>vi. Tolerate and accept people affected and infected by HIV/AIDS.</p>	1
6	<p>Lesson 6.</p> <p>i. Signs and symptoms of AIDS</p> <p>ii. Prevention and control of AIDS</p>	<p>i. To know how to prevent sexually transmitted diseases and infections.</p> <p>ii. Identify the signs and Symptoms of AIDS</p> <p>iii. Explain preventative measures for HIV/ AIDS and STIs.</p> <p>iv. Be aware of HIV/AIDS and STIs.</p>	1

		<ul style="list-style-type: none"> v. Contribute to the prevention of HIV/AIDS and STIs. vi. Tolerate and accept people affected and infected by HIV/AIDS 	
7	<p>Lesson 7.</p> <ul style="list-style-type: none"> i. Ways of caring for AIDS patients ii. Effects of AIDS in the community 	<ul style="list-style-type: none"> i. Know ways of caring for AIDS patients. ii. Analyse the effects of AIDS in the community iii. Care for AIDS patients iv. Analyse the effects of disease on individual and community life v. Contribute to the prevention of HIV/AIDS and STIs. vi. Tolerate and accept people affected and infected by HIV/AIDS. 	1
8	<p>Lesson 8.</p> <ul style="list-style-type: none"> i. Other examples of sexually transmitted infection 	<ul style="list-style-type: none"> i. Identify STIs ii. Mention measures for preventing sexually transmitted diseases iii. To identify STIs, their symptoms and prevention. 	1

	<p>iii. Gonorrhoea, syphilis and trichomoniasis</p> <p>iii. Symptoms and prevention</p>	<p>iii. Be aware of STIs</p> <p>iv. Contribute to the prevention of STIs.</p> <p>vi. Tolerate and accept people affected and infected by STIs</p>	
9	<p>Lesson 9.</p> <p>i. More examples of STI</p> <p>ii. Candidiasis, Genital Warts, Pelvic Inflammatory Disease (PID), Chancroid (soft chancre), cancer of cervix and penis cancer</p> <p>iii. Signs and symptoms</p> <p>iv. General prevention of STI</p>	<p>i. Identify STIs</p> <p>ii. Understand signs, symptoms and prevention of STIs</p> <p>iii. To explain preventive measures for STIs.</p> <p>iii. Be aware of STIs</p> <p>iii. Contribute to the prevention of STIs</p> <p>iii. Tolerate and accept people affected and infected by STIs</p>	1

10	<p>Lesson 10.</p> <p>i. Tuberculosis</p> <p>ii. Signs and symptoms of tuberculosis</p> <p>iii. Prevention and control of tuberculosis</p>	<p>i. Identify the disease tuberculosis.</p> <p>ii. Mention the prevention and control of tuberculosis</p> <p>iii. Describe how TB is spread.</p> <p>iv. Describe the causes, signs and symptoms of TB.</p> <p>v. Explain preventive measures for TB.</p> <p>vi. Be aware of TB.</p> <p>vii. Contribute to prevention of TB.</p> <p>viii. Tolerate and accept people affected and infected by TB</p>	1
	End of unit assessment		

Guidance on different lessons

3.4.1. Lesson one: Sanitation and activities related to cleanliness

a. Learning objectives

- Define sanitation
- Name different activities carried out to promote sanitation
- Understand the meaning and importance of sanitation.
- Explain the importance of keeping our province clean.
- Appreciate the importance of keeping their province clean.

- Show concern about living in a healthy environment.

b. Teaching resources

To conduct well this lesson, the teacher will use:

- Illustrations showing woman sweeping the compound and the materials used in cleaning like hoe, slasher, rake, panga, broom, etc.
- Textbooks

c. Learning activities

Help learners to discuss in groups and to answer the questions of activity 3.1 in the learner's Book. Learners will interpret the picture provided where there are children cleaning their compound and a boy brushing his teeth. Help learners to identify other ways in which they can keep their environment clean and how diseases caused by poor sanitation can be prevented. From the pictures showing different things used to keep their province clean in the Learner's Book, let learners find other materials that can be used to keep their province clean.

Learner's activities: Refer to Activity 3.1 and 3.2 of the Pupils Book Five.

The activity 3.2 is an Application activity.

Expected answers

a. Activity 3.1

1. In the first picture, school children are sweeping and removing litter, which is then being put into the dustbin.
 - In the second picture a boy is brushing his teeth.Both the pictures are related to cleanliness and hygiene.
2. We can also keep our environment clean by:
 - Removing grass around our homes.
 - Draining stagnant water.

- Cleaning all drains.
 - Proper disposal of human waste.
3. 3. The diseases which are spread by poor sanitation can be prevented by cleaning the environment and keeping the area around houses free from germs.

b. Activity 3.2

To clean our province we use water, rakes, slashers and brooms.

Application activity

Refer to activity 3.2 above.

3.4.2. Lesson two: Importance of keeping our province clean

a. Learning objectives

- Mention different ways of keeping our province clean
- State the importance of keeping the province clean
- Explain the dangers of poor sanitation
- Discuss the diseases caused by poor sanitation.
- Explain the importance of keeping our province clean.
- Analyse effects of poor hygiene.
- Appreciate the importance of keeping our province clean.
- Show concern about living in a healthy environment.
- Show concern on the importance of proper hygiene.

b. Teaching resources

During the lesson, the teacher can use:

- A picture of a man slashing the grass around his compound as teaching material.
- Textbooks

c. Learning activities

Help learners to discuss in groups and to answer the questions of activity 3.3 in the learner's Book. Learners will discuss in groups the diseases that are spread by living in a dirty environment in their province. Let then learners to discuss on how to find solution to the spread of diseases caused by living in dirty environment.

Learner's activity: Refer to Activity 3.3 of the Pupils Book

Expected answers to activity 3.3

1. The children will discuss the diseases spread by living in a dirty environment like malaria, tuberculosis, asthma, diarrhea, dysentery, typhoid and cholera.
2. We can prevent the spread of diseases in a dirty environment by:
 - Sweeping
 - Proper disposal of human waste.
 - Draining stagnant around our homes
 - Use of dustbin
 - Keeping the house clean
 - Slashing grass around our homes

Application activity

Question: Explain the importance of keeping our province clean

Answer: keeping our prince clean help to prevent diseases, avoid bad odours, keep dangerous animals away, stay healthy, avoid the spread of diseases, promote development and maintain proper hygiene.

3.4.3. Lesson three: Personal hygiene

a. Learning objectives

- Define personal hygiene
- State the dangers of poor sanitation
- Mention ways of keeping good personal hygiene
- Describe the negative effects related to poor sanitation in our province.
- Explain the importance of keeping our province clean.
- Analyse the effects of poor hygiene in relation to private parts.
- Appreciate the importance of keeping our province clean.
- Show concern about living in a healthy environment.

b. Teaching resources

During this lesson, the teacher will have:

- Pictures of person bathing.
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 3.4 in the learner's Book. Guide learners to work in pairs for the identification of the picture related to personal hygiene among the pictures provided. Learners will then be guided to discover other activities that they can do to promote personal hygiene.

Learner's activity: Refer to Activity 3.4 of the Pupils Book Five

Expected answers to activity 3.4

1. The pictures related to personal hygiene are: Picture 1 – A girl bathing; Picture 3 – A girl brushing her teeth

2. To promote personal hygiene we can:
- Cut our finger and toe nails short.
 - Wash our hands before eating.
 - Cut our hair regularly.
 - Wash our hands after visiting the toilet.

Application activity

Question: Explain the ways of keeping good personal hygiene

Answer: Bathing every day, brushing our teeth every day, washing our hands after visiting the toilet or latrine, washing our hands before eating, washing our clothes regularly, having a regular haircut, etc.

3.4.4 Lesson four: Importance of personal hygiene

a. Learning objectives

- Mention the importance of personal hygiene
- State the dangers of poor personal hygiene
- Describe the negative effects related to poor sanitation in our province.
- Explain the importance of keeping ourselves clean.
- Analyse effects of poor hygiene.
- Appreciate the importance of keeping our province clean.
- Show concern about living in a healthy environment.
- Show concern about the importance of proper hygiene.

b. Teaching resources

During this lesson, the teacher can use:

- Picture of child suffering from diarrhoea
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 3.5 and 3.6. In pairs learners will be guided to discuss how they can keep themselves clean (activity 3.5); this activity will allow learners to discover the dangers of poor personal hygiene and how to care for private parts.

The activity 3.6 is an application activity, learners will individually answer the questions provided.

Learner's activities: Refer to Activity 3.5 and 3.6 of the Pupils Book.

Expected answers

a) Activity 3.5 Children can discuss the following points: Having a bath, combing our hair, brushing our teeth before going to sleep, preventing body odour, etc.

b. Activity 3.6

1. Personal hygiene is the way in which we keep our bodies clean.
2. Four items used in keeping good personal hygiene are soap, comb, razor blade and
3. toothbrush.
4. It is important to keep good personal hygiene because:
 - It controls the spread of germs.
 - It prevents skin diseases like scabies.
 - It prevents diseases related to teeth.
 - It prevents body odour

Application activity

Refer to the activity 3.6 above.

3.4.5. Lesson five : Ways how HIV/AIDS and STIs are spread

a. Learning objectives

- Understand sexually transmitted diseases and infections.
- Describe how AIDS/HIV and STIs are spread
- Explain preventive measures for HIV/AIDS and STIs.
- Be aware of HIV/AIDS and STIs.
- Contribute to the prevention of HIV/AIDS and STIs.
- Tolerate and accept people affected and infected by HIV/AIDS.

b. Teaching resources

To conduct this lesson, the teacher will use:

- Illustrations showing ways how HIV/AIDS and STIs are spread
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 3.7. In groups of 4, learners will be guided to discuss different ways in which AIDS can be spread from one person to another. The teacher should complement or correct ideas of learners where it is necessary.

Learner's activity: Refer to Activity 3.7 the Pupils Book

Expected answers to activity 3.7

Children can discuss the following points:

- Sexual intercourse with an infected person.
- Through blood transfusion.
- From infected mother to the child.
- By sharing sharp instruments with the infected person
- Through accident

Application activity

Question: Explain the meaning of STIs

Answer: STIs means sexually transmitted infections. These are diseases which are spread from one person to another through sex intercourse with an infected person.

3.4.6. Lesson six: Measures of preventing HIV/AIDS and STIs

a. Learning objectives

- i. Identify the signs and Symptoms of AIDS
- ii. Explain preventative measures for HIV/AIDS and STIs.
- iii. Be aware of HIV/AIDS and STIs.
- iv. Contribute to the prevention of HIV/AIDS and STIs.
- v. Tolerate and accept people affected and infected by HIV/AIDS

b. Teaching resources

To conduct well this lesson, the teacher will need:

- Illustrations/pictures related to the topic
- Textbooks

c. Learning activities

1. Discuss the signs and symptoms of HIV/AIDS
2. Discuss the measures of preventing HIV/AIDS and STIs

Answers to the questions above:

1. In groups, learners will be guided to discover different signs and symptoms of HIV/AIDS such as Loss of body weight, Itchy skin rash, white coating in the mouth (oral thrush), prolonged fever, prolonged dry cough, general body weakness, etc.

2. In groups, learners will also be guided to discuss the measures of preventing HIV/AIDS and STIs such as: abstaining from sex until marriage, use condoms during sex, being faithful to your partner (fidelity), avoid sharing sharp instruments with an infected person, through health education, use screened blood for transfusion, having an AIDS test with one's partner before marriage, etc.

Application activity

Question: Discuss the best measure of preventing HIV/ AIDs

Answer: Help learners will discuss the best measure of preventing AIV/AIDs and give them advice.

3.4.7. Lesson seven: Ways of caring for HIV/AIDS patients and effects of AIDS in the community

a. Learning objectives

- i. Know ways of caring for AIDS patients.
- ii. Analyse the effects of AIDS in the community
- iii. Care for AIDS patients
- iv. Analyse the effects of disease on individual and community life
- v. Contribute to the prevention of HIV/AIDS and STIs.
- vi. Tolerate and accept people affected and infected by HIV/AIDS.

b. Teaching resources

To conduct well this lesson, the teacher will need:

- Illustrations/pictures related to the topic
- Textbooks

c. Learning activities

1. Identify ways of caring for HIV/AIDS patients
2. Give the effects of AIDS in the community

Answers to the questions above:

1. In groups, learners will be guided to discover different ways of caring for HIV/AIDS patients such as allowing them adequate rest and sleep, washing their clothes and bedding, spending spare time with patients, giving them hope, providing healthy diet, providing counselling, etc.
2. In groups, Learners will also be guided to discuss the effects of AIDS in their community. The effects of AIDS are many in the community: causes death in many people, raises the number of orphans, widows and widowers, leads to massive poverty due to the death of productive people and reduction in the labour force, leads to imposition of travel restrictions to some countries, leads to misery and hatred among people due to loss of their loved ones, causes large scale famine due to lack of enough labour force, etc.

Application activity

Question: Discuss the effects of disease on individual and community life.

Answer: from their experience in the community, learners will provide the effects of disease on individual and community, and then we supplement their answers.

3.4.8 Lesson eight: Other examples of sexually transmitted diseases (STIs) and ways to prevent them

a. Learning objectives (formulated)

- Identify STIs
- Mention measures for preventing sexually transmitted diseases
- Identify STIs, their symptoms and prevention.
- Be aware of STIs
- Contribute to the prevention of STIs.
- Tolerate and accept people affected and infected by STIs

b. Teaching resources

To conduct well this lesson, the teacher will use:

- Some illustrations/pictures related to the topic.
- Textbooks

c. Learning activities

1. Identify Sexually Transmitted Infections (STIs).
2. Explain the signs and symptoms of the following diseases: gonorrhoea, syphilis, trichomoniasis, candidiasis and genital warts.

Answers to the questions above:

1. In groups, learners will be guided to discover all Sexually Transmitted Infections (STIs). Help learners to use the Learner's Book and research to identify these diseases.
2. In groups, Learners will be helped to discover signs and symptoms of gonorrhoea, syphilis, trichomoniasis, candidiasis and genital warts. They will use textbooks and research to identify signs and symptoms of these diseases.

Application activity

Question: Explain the ways to prevent the following diseases: gonorrhoea, syphilis, trichomoniasis, candidiasis and genital warts

Answer: Guide learners to discuss in groups the ways to prevent the following diseases: gonorrhoea, syphilis, trichomoniasis, candidiasis and genital warts. They will use textbooks and research to discover the ways to prevent STIs diseases, and then supplement their answer.

3.4.9. Lesson nine: More examples of sexually transmitted diseases

a. Learning objectives

- Identify STIs
- Understand signs, symptoms and prevention of STIs
- To explain preventive measures for STIs.
- Be aware of STIs
- Contribute to the prevention of STIs
- Tolerate and accept people affected and infected by STIs

b. Teaching resources

To conduct well this lesson, the teacher will use:

- Some illustrations/pictures related to the topic
- Textbooks.

c. Learning activities

1. Explain the signs and symptoms of the following diseases: pelvic inflammatory disease (PID), chancroid (soft chancre), cancer of the cervix and penis cancer.

2. Explain the ways to prevent the following diseases: pelvic inflammatory disease (PID), chancroid (soft chancre), cancer of the cervix and penis cancer.

Answers to the questions above:

1. In groups, Learners will be helped to discover the signs and symptoms of pelvic inflammatory disease (PID), chancroid (soft chancre), cancer of the cervix and penis cancer. They will use textbooks and research to identify signs and symptoms of these diseases.
2. Guide learners to discuss in groups the ways to prevent these diseases: gonorrhoea, syphilis, trichomoniasis, candidiasis and genital warts. They will use textbooks and research to discover the ways to prevent these diseases.

Application activity

Question: Explain the ways to prevent the following diseases: pelvic inflammatory disease (PID), chancroid (soft chancre), cancer of the cervix and penis cancer

Answer: Guide learners to discuss in groups the ways to prevent the following diseases: pelvic inflammatory disease (PID), chancroid (soft chancre), cancer of the cervix and penis cancer. They will use textbooks and research to discover the ways to diseases, and then supplement their answer.

3.4.10. Lesson ten: Tuberculosis

a. Learning objectives (formulated)

- Identify the disease tuberculosis.
- Mention the prevention and control of tuberculosis
- Describe how TB is spread.
- Describe the causes, signs and symptoms of TB.

- Explain preventive measures for TB.
- Be aware of TB.
- Contribute to prevention of TB.
- Tolerate and accept people affected and infected by TB

b. Teaching resources

To conduct well this lesson, the teacher will use:

- Some illustrations/pictures related to the topic
- Textbooks.

c. Learning activities

Help learners to discuss in groups the signs and symptoms of tuberculosis, how tuberculosis is spread and how prevent or control tuberculosis. Learners will do for that the activity 3.8 on the bacteria causing TB and the full name of BCG.

Learner's activity: Refer to Activity 3.8 the Pupils Book.

Expected answers to activity 3.8

1. Tuberculosis is caused by the bacteria called micro bacterium.
2. The full form of BCG is: Bacille Calmette Guerin

Application activity

Question: Identify the measures for the prevention and control of tuberculosis

Answer: the measures for the prevention and control of tuberculosis are: immunize children at birth with the BCG vaccine, isolate children from the infected person and early treatment of tuberculosis infection.

3.5. Additional content/text for student and teacher

3.5.1. Additional content/text for student

1. Content

Application activity of lesson one: Sanitation and activities related to cleanliness. Go out of the class in different areas like offices, store, playground to do some activities related to cleanliness.

2. Activities:

Introductory activity, learning activities, application activities and additional activities in box.

3.5.2. Additional information for the teacher

In order to equip all learners with knowledge, skills, attitudes and values related to this unit on

Hygiene and Sanitation, you should do the following in the process of learning and teaching this unit:

- Arrange for learners to clean the locality near your school. Guide the learners preparing placards on the need for sanitation.
- Engage the learners in the class by using posters and charts on Personal Hygiene and diseases caused by poor hygiene.
- Inculcate the habit of personal hygiene among learners. Appoint a class monitor for a daily check of nails, hair and cleanliness of learners
- Guide SEN learners to be more cautious about personal hygiene. Arrange for the provision of a weekly nail cutting programme in school.

- Ask the learners to prepare a chart on sexually transmitted infections
- Guide the learners to work in groups and prepare flash cards on symptoms of AIDS.
- Prepare worksheets for learners on the prevention and control of AIDS
- Ask one learner to read out the name of the disease, another the symptoms and another the preventative measures from Pupil's book P-5
- Ask one learner to read out the diseases, another the symptoms and another the preventive measures from Pupil's Book P-5
- Ask the learners to visit a hospital after school and talk to a doctor regarding the symptoms of TB, and how to prevent the spread of TB. Ask them to note down the information and discuss in the class.

3.6. End unit assessment / Expected answers to revision exercise

1. Sanitation is the general cleanliness of our environment.
2. Sweeping, construction and disposal of rubbish in pits and bins and removing grass from around houses, are activities that help to keep the environment clean
3. It is important to keep the environment clean to prevent to spread of diseases.
4. To keep the surroundings clean we use a broom, a panga, slasher and water.
5. Two dangers of poor sanitation in our province are :
 - Easy spread of diseases
 - Pollution
6. Personal hygiene is the way in which we keep our bodies clean
7. It is important to keep our bodies clean as it:
 - Controls the spread of germs.
 - Prevents bad body odour.
 - Prevents skin diseases like scabies.
 - Prevents diseases related to our teeth.
8. To keep our bodies clean we can:
 - Brush our teeth every day.
 - Have a bath daily.
 - Wash our hands before eating our food.
9. a. AIDS - Acquired Immune Deficiency Syndrome.
b. HIV - Human Immuno deficiency Virus.

c. STIs - Sexually Transmitted Infections.

d. PID - Pelvic Inflammatory Disease

10. Aids can be spread in the following ways:

- Through sexual intercourse with an infected person.
- Through transfusion of infected blood.
- From an infected mother to the child.
- By sharing sharp instruments with the infected person.
- Through accidents which involves the mixture of blood with infected person.

11. Sexually transmitted infections are diseases which spread from one person to another through intercourse with an infected person.

12. Three examples of STIs are AIDS, SYPHILIS and Gonorrhoea.

13. The spread of HIV in our province can be avoided by:

- Abstaining from sex until marriage.
- Correct use of condom during sexual intercourse.

14. Tuberculosis (TB) is an infectious disease that affects the respiratory system.

15. Tuberculosis can be controlled in the following ways:

- Immunization of children at birth with BCG vaccine.
- Early treatment of tuberculosis infection.
- Isolation of children from the infected person.

16. Two signs/symptoms of tuberculosis are:

- Prolonged cough and fever.
- Prolonged fever and weight loss.

3.7 Additional activities

- **Remedial Activities**

Question: Give four examples of activities that help to keep the environment clean

Answer: Sweeping our compound, cleaning the house, slashing grasses around our homes, draining off stagnant water, having a rubbish pit and dustbins, etc.

- **Consolidation activities**

Question: Explain the importance to keep our province clean.

Answer: It is important to keep our province clean as it prevents diseases, it avoids bad odours, it keep dangerous animals away, it allows staying healthy, it avoids the spread of diseases, it promotes development and maintains proper hygiene

- **Extended activities**

The teacher will suggest questions and answers for talented learners.

Explain how Tuberculosis (TB), STIs and HIV/AIDS are spread.

UNIT 4

Civics and governance

4.1. Key unit competence:

- Explain how to manage peer pressure
- Explain the meaning of national symbols and relate leadership to development.

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

This unit is a continuation of what the learners did in P4, unit 5 about Civics and Governance in their district. The learners have learnt here in P4 National symbols, acceptable behaviour, harmony and disharmony, leadership and quality of a good leader, main leaders of their district and their roles. In P5, the learners are going to study about their province. They will acquire more knowledge, skills, attitudes and values on acceptable behaviour, National symbols and leadership.

4.3. Introductory activity and guidance

a. Introductory activity

The leaders take some decisions and actions to run our province. Civic education deals with rights and duties of citizens.

1. State the main leaders in our province?
2. Give the National symbols of Rwanda and explain their meaning

3. Explain the meaning of peer pressure
4. Give positive consequences of peer pressure and negative consequences of peer pressure
5. Explain the factors that contribute to good governance in our province.

b. Guidance on introductory activity

The teacher will guide the learners to answer the questions given by the introductory activity. Let learners provide the meaning of peer pressure, positive consequences and negative consequences of peer pressure. The teacher will help students to discover the meaning of National symbols. The learners will also be guided to find the main leaders of their province and to explain the role of a leader in their province. Let learners explain the factors that contribute to good governance in their province.

When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learnt in the previous lessons of P4, unit 5 on Civics and good governance.

4.4 List of lessons

#	Lesson title	Learning objectives	Number of periods:12
1	<p>Lesson 1.</p> <p>i. Good or acceptable behaviour</p> <p>ii. Examples of bad behaviours which cause conflicts in society</p>	<ul style="list-style-type: none"> • Give examples of good or acceptable behaviours • List examples of bad behaviour which cause conflict • To imitate good behaviour by peers and adults. • To appreciate the importance of acceptable behaviour in the society. 	1
2	<p>Lesson 2.</p> <p>iii. Influence of peer pressure</p> <p>iv. Ways of avoiding bad peer groups</p>	<ul style="list-style-type: none"> • Define peer • State different ways of avoiding bad peer groups • Imitate good behaviour by peers and adults • Appreciate the importance of acceptable behaviour in society. 	1

3	<p>Lesson 3.</p> <p>i. Symbols of Nation</p> <p>ii. National anthem</p>	<ul style="list-style-type: none"> • Name the symbols of the nation • Name the person who composed the national anthem • Sing the national anthem • Write the national anthem in their books • To recite the National Anthem correctly • Appreciate the importance of national symbols • Show respect for the National Anthem. 	1
4	<p>Lesson 4.</p> <p>i. National flag</p> <p>ii. Meaning of symbols of the National Flag</p> <p>iii.Places where the National Flag is raised</p>	<ul style="list-style-type: none"> • Give the meaning of a national flag of the country • Draw and identify the meaning of the colours on the national flag 	1

		<ul style="list-style-type: none"> • List places where the national flag is raised • Give reason why the flag is sometimes raised at half-mast • To explain different elements of the National Flag. • Appreciate the importance the National Flag • Develop the spirit of sharing. 	
5	<p>Lesson 5.</p> <p>i. National Coat of Arms</p> <p>ii. Features found on the National coat of Arms</p> <p>iii. Drawing the National Coat of Arms (iv) Meaning of symbols on the National Coat of Arms</p>	<ul style="list-style-type: none"> • Draw the Coat of Arms • Give the meaning of the symbols on the Coat of Arms • State the importance of the National Coat of Arms. 	2

	iv.Importance of National Coat of Arms	<ul style="list-style-type: none"> • Acknowledge the importance of the national coat of arms. 	
6	<p>Lesson 6.</p> <p>i. National constitution</p> <p>ii. National motto</p> <p>iii.National currency</p>	<ul style="list-style-type: none"> • Give the meaning of constitution. • Repeat the National Motto. • Name our National currency. • Explain the National Motto in both Kinyarwanda and English. • Show respect for other National symbols. 	1
7	<p>Lesson 7.</p> <p>i. Leaders in our province</p> <p>ii. Main leaders in our province</p> <p>iii.Leadership style and democracy in our province</p>	<ul style="list-style-type: none"> • Define leader, leadership and democracy • Know the main leaders in our province (iii) Know how people become leaders in our province 	2

- | | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none">• Understand the meaning of democracy (v)
State different roles of leaders in the province• Identify their leaders• Explain different ways of becoming a leader• Acknowledge the importance of good governance• Show respect and concern for leadership in his/her province• Appreciate the importance of democracy in governance in society | |
|--|--|---|--|

8	<p>Lesson 8.</p> <p>i. Roles of leaders in our province</p> <p>ii. (ii) Qualities of a good leader</p> <p>iii. Factors that contribute to good governance in our province</p>	<ul style="list-style-type: none"> • Identify the qualities of a good leader • Mention the factors which contribute to good governance in our province • State how good governance contributes to good development • Imitate qualities of good leadership • Appreciate good governance • Show respect and concern for leadership in his/her province • Acknowledge the importance of good governance • Appreciate the importance of democracy in governance in society. 	2
	Assessment		1

Guidance on different lessons

4.4.1. Lesson title one: **Good behaviour and bad behaviour**

a. Learning objectives

- Give examples of good or acceptable behaviours
- List examples of bad behaviour which cause conflict
- To imitate good behaviour by peers and adults.
- To appreciate the importance of acceptable behaviour in the society.

b. Teaching resources

The teacher can use pictures of a girl greeting elders as teaching materials.

c. Learning activities

Guide learners to work in pairs to identify the behavior on pictures above the activity 4.1 in the Learner's Book. Let learners observe the pictures and guide them to discover the good behavior on the first picture where children are fighting and the bad behavior on the second picture where children are assisting in home activities. The learners will be then invited to discuss other examples of good behavior in their province or community.

Learner's activity: Refer to Activity 4.1 of the Pupils Book Five.

Expected answers to activity 4.1

1. The behaviour in Picture with children quarrelling is bad.
The behaviour in Picture with children assisting in home activities is good.
2. Learners can discuss the following points.

Good behaviour — saying 'Thank You' or 'Sorry', respecting

parents and all elders, helping those in need, being polite.

- Bad behaviour — smoking, drinking, abuse, fighting, stealing, disobeying, throwing paper on the ground etc.

Application activity

Question:

1. Discuss the examples of good behaviour at our school
2. Discuss the examples of good behaviour at home

Answer: Learners will discuss the examples of behaviors which bring respect, peace, unity and cooperation at home and at school.

4.4.2. Lesson two: Influence of peer pressure

a. Learning objectives

- Define peer
- State different ways of avoiding bad peer groups
- Imitate good behaviour by peers and adults
- Appreciate the importance of acceptable behaviour in society

b. Teaching resources

The teacher can use:

- Picture showing children of the same age in discussion
- Textbooks

c. Learning activities

Guide learners to work in groups to identify the activity that show good behaviour and bad behaviour on pictures A and B above the activity 4.2 in the Learner's Book. This is an application activity. Let learners observe the pictures and guide them to discover the activity that shows good behaviour and the activity

that shows bad behaviour. The Picture A shows children that are smoking and the picture B shows 3 children that are discussing in harmony with their parents.

Learner's activity: Refer to the Activity 4.2 of the Pupils Book Five.

Expected answers to activity 4.2

1. a. Good behaviour (B)
b. Bad behaviour (A)
2. The learners can discuss on the following points:
 - Listen to the advice of elders.
 - Leaving bad peer groups.
 - Joining clubs such as sport.
 - Joining religious organisations.

Application activity

Question: Identify the negative consequences of peer pressure

Answer: the negative consequences of peer pressure are to:

- adopt bad habits
- take wrong decisions
- lose our identity and individuality
- become selfish
- become alienated from our family
- fail to perform well in academics

4.4.3. Lesson three: National symbols

a. Learning objectives

- Name the symbols of the nation
- Name the person who composed the national anthem
- Sing the national anthem
- Write the national anthem in their books
- To recite the National Anthem correctly
- Appreciate the importance of national symbols
- Show respect for the National Anthem

b. Teaching resources

The teacher will use a chart showing National Anthem written correctly to deliver this lesson accordingly.

c. Learning activities

1. Identify the symbols of a Nation
2. Explain the importance of the National Anthem.

Answers to the questions above:

In groups, learners will be guided to discuss the symbols of a Nation and their importance. Help learners to discuss specifically the importance of the National Anthem.

1. The symbols of a Nation:
 - The national flag
 - The national anthem
 - The national coat of arms / the national emblem.
 - The national constitution.
 - The national motto.
 - The national currency.
2. The importance of the National Anthem

The National Anthem is a song which is sung to show respect and pride for the nation. It is sung in praise of the nation.

Application activity

Question: Explain the importance of the National flag

Answer: The National flag is a symbol of identity which shows country's independence.

4.4.4 Lesson four: National flag

a. Learning objectives

- Give the meaning of a national flag of the country
- Draw and identify the meaning of the colours on the national flag
- List places where the national flag is raised
- Give reason why the flag is sometimes raised at half-mast
- To explain different elements of the National Flag.
- Appreciate the importance the National Flag
- Develop the spirit of sharing

b. Teaching resources

To conduct this lesson, the teacher will have a picture showing National Flag of Rwanda, a flag raised at a half-mast.

c. Learning activities

Learner's activities: Refer to the Activity 4.3 and 4.4 of the Pupils Book Five.

For the activity 4.3 guide learners to work in pairs to make a good observation of the Rwandan National Flag to answer this activity. Then ask learners to correctly arrange the colours of the Rwandan National flag from top to bottom and from bottom to top. Learners will also be asked to identify the colour which occupies the largest area on the National flag.

For the activity 4.4 which is given as an application activity, guide learners to discuss in groups other places where the National Flag is flown in your province. Guide learners to identify when the National Flag is flown at half mast and to give reasons why the Rwandan Flag is flown at half mast in some offices. The learners be supported by the teacher and will use their experiences from the community to answer this question.

Learner's activities: Refer to the Activity 4.3 and 4.4 of the Pupils Book Five

Expected answers

a. Activity 4.3

1. a. Blue, Yellow, Green
b. Green, Yellow, Blue
2. Blue occupies the largest area on the National Flag.

b. Activity 4.4

1. The Rwandan National Flag is hoisted in places like:
 - The Parliament Building
 - The National Bank of Rwanda
 - International Airports
2. The National Flag is raised at half mast:
 - During the days of national mourning.
 - When it is declared by the Parliament on the death of an important person.
3. The Rwandan Flag is raised at half mast in some offices which are of national importance, to show respect in memory of some event.

Application activity

Refer to the activity 4.4 above.

4.4.5 Lesson five: National coat of Arms

a. Learning objectives

- Draw the Coat of Arms
- Give the meaning of the symbols on the Coat of Arms
- State the importance of the National Coat of Arms.
- To explain different elements of national coat of arms.
- Acknowledge the importance of the national coat of arms.

b. Teaching resources

The teacher will use a picture of National Coat of Arms to conduct this lesson accordingly.

c. Learning activities

For the activity 4.5, guide learners to work in groups to make a good observation of the National Coat of Arms provided to them and to discuss the symbols on the National coat of Arms. Then, invite learners to identify and write the national motto of Rwanda in English and in Kinyarwanda.

Learner's activity: Refer to the Activity 4.5 of the Pupils Book Five.

Expected answers to activity 4.5

1. Symbols on the National Coast of Arms and their meaning:
 - The two shields: represent defence, patriotism and unity.
 - The sun: shows hope and transparency.
 - The basket: represents culture and a gift of friendship.
 - Coffee and sorghum: represent agriculture in the country.
 - Green ring with a knot at the bottom: represents a sign of unity.
 - Blue cog: technology and industrial development in Rwanda.
2. The National Motto In English – 'Unity, Work and Patriotism' in Kinyarwanda, 'Ubumwe, Uurimo, Gukunda igihugu

Application activity

Question: Draw the Coat of Arms

Answer: Learners will draw the Coat of Arms with its symbols.

4.4.6. Lesson six: National constitution, national motto and national currency

a. Learning objectives

- Give the meaning of constitution.
- Repeat the National Motto.
- Name our National currency.
- Explain the National Motto in both Kinyarwanda and English.
- Show respect for other National symbols

b. Teaching resources

To deliver accordingly this lesson, the teacher will use a picture of the National Coat of Arms and Specimen the currency.

c. Learning activities

1. Identify the meaning of constitution
2. Explain the Motto in both Kinyarwanda and English

Answers to the questions above:

In groups, with help of textbooks learners will be guided by the teacher to discuss the meaning of constitution and to explain the National motto.

1. A constitution is the supreme law of the nation.
2. The national motto of Rwanda is "Unit, Work and Patriotism". In Kinyarwanda it means "Ubumwe, Umurimo, Gukunda igihugu".

Application activity

Question: Name the National currency of Rwanda

Answer: Rwanda Franc is the National currency

4.4.7. Lesson seven: Leadership styles and democracy in our province

a. Learning objectives

- Define leader, leadership and democracy
- Know the main leaders in our province
- Know how people become leaders in our province
- Understand the meaning of democracy
- State different roles of leaders in the province
- Identify their leaders
- Explain different ways of becoming a leader
- Acknowledge the importance of good governance
- Show respect and concern for leadership in his/her province
- Appreciate the importance of democracy in governance in society

b. Teaching resources

The teacher will use a picture of a leader addressing the public to deliver the lesson accordingly.

c. Learning activities

1. Identify the main leaders in our province
2. Explain the meaning of democracy

Answers to the questions above:

In groups, learners will be guided to identify leaders of their province. Help then learners to explain the meaning of democracy.

1. Leaders in our province;
 - The Governor, who is the head of the province.
 - The Cabinet of the Governor.
 - The Executive Secretary.
 - The Coordination Committee.
 - The Directors of Department.
 - The Secretary Committee.
 - The Province Executive Secretary
2. The meaning of democracy: Democracy is the government of the people, for the people and by the people. In Democracy people have freedom to exercise their rights by electing their leaders.

Application activity

Question: Explain the role of a leader in our province

Answer: The role of a leader in our province is to promote development, to solve conflicts among people, to coordinate between the people and the government, to guide people on how to use resources and to provide social services to the people.

4.4.8. Lesson eight: factors that contribute to good governance

a. Learning objectives

- Identify the qualities of a good leader
- Mention the factors which contribute to good governance in our province
- State how good governance contributes to good development
- Imitate qualities of good leadership
- Appreciate good governance

- Show respect and concern for leadership in his/her province
- Acknowledge the importance of good governance
- Appreciate the importance of democracy in governance in society

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures of leaders undertaking different tasks as teaching aids
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 4.6 and 4.7. In groups, learners will be guided to discuss roles of the leaders in their province and the qualities of a good leader.

In groups, learners will be helped to discuss indicators of democracy and good governance in their province. Learners will then find the factors that contribute to good governance in their province.

The activity 4.8. is an application activity, let learners answer individually the questions related to this activity.

Learner's activities: Refer to the Activities 4.6, 4.7 and 4.8 of the Pupils Book Five.

Expected answers

a. Activity 4.6

1. Leaders put into consideration the views of local people when planning for the development of the area.
 - They consider the problems faced by the people
 - Leaders advise people how to use the various resources available to them

2. Five qualities of a good leader are:

- He should be a patient listener.
- He should be kind and honest.
- He should make good decisions.
- A good leader should be God-fearing.
- He should have good character.

b. Activity 4.7

1. Factors that contribute to good governance in our province are:

- Cooperation
- Democracy
- Unity
- Good Media
- Harmony
- Respect for leaders

2. Presentation to be made by the learners on the factors that contribute to good governance, and indicators of democracy.

c. Activity 4.8 (It is an application activity)

1. A leader is the person in a province who performs different activities by providing services to the people. He is given the responsibility of guiding and managing others.

2. A good leader should be:

- A good listener
- He should be kind and honest.

3. The head of the church is generally the pope or pastor.

Application activity

Refer to the Activity 4.8

4.5. Additional content/text for student and teacher

4.5.1. Additional content/text for student

1. Content:

Impact of good leadership to our communities:

- A good leadership plays a very big role in the achieving of social change because it is not possible to unite and inspire a group of people without a good leader.
- A good leadership makes the society into a positive and content society.
- A good leadership can keep the people in the society motivated and aspired
- When people have trust and faith in their leader, they are in a better frame of mind.
- Leadership helps the community to develop and grow in a responsible manner

2. Activities:

Introductory activity, learning activities, application activities and additional activities in box.

4.5.2. Additional information for the teacher

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

- Motivate the learners to guide their friends to do good work.
- Encourage SEN learners to participate in singing the National Anthem
- Guide learners through drawing and colouring the national flag of Rwanda
- Ask the learners to repeat the elements of National Coat of Arms and their significance.
- Encourage SEN learners to identify the currency
- Guide the learners to prepare a chart of important leaders along with their photographs.
- Guide and encourage learners, especially SEN learners in preparing a speech to deliver to class/school assembly.

4.6. End unit assessment / Expected answers to revision exercise

1. Four examples of good behaviour are:
 - Respecting parents and all elderly persons
 - Helping parents and brothers/ sisters
 - Listening to teachers, parents and elders
 - Being polite to everyone
2. Young children should not drink alcohol as it is not good for their health.
3. Examples of bad behaviour are follows:

At home :

 - Disrespecting parents
 - Fighting with brothers and sisters
 - Drinking alcohol
 - Throwing clothes and food around the house

At school :

- Answering back and being rude to teachers
 - Fighting with classmates
 - Disobeying orders and rules
 - Smoking
 - Making a noise and disturbing the class
4. Peer pressure is when a group of people of the same age persuade a person start doing something good or bad, in order to fit in with group.
 5. One can avoid bad peer group in the following ways :
 - Say 'No' to bad behaviour
 - Listen to the advice of elders
 - Spend time with other people, for example join a sports club
 - Leave the bad peer group
 6. A nation is a group of people with strong bonds of identity, living together within the same geographical and political boundaries under one government.
 7. The four symbols of a nation are:
 - National Anthem
 - National Flag
 - National Emblem
 - National Motto
 8. The Rwanda National Flag was designed by Alphonse Cyirimobenecyo.
 9. Blue, Yellow and Green are the three colours on the National Flag.

10. A flag is sometimes raised at half mast on days of National mourning.
11. Meaning of colours on the National Flag are :
- Blue shows peace and happiness.
 - Yellow represents wealth for the people and the country.
 - Green shows prosperity.
12. The national flag is raised in the following places:
- Public offices
 - The Parliamentary Building
 - The National Bank of Rwanda.
13. The National Motto of Rwanda is 'Unity, Work and Patriotism'.
14. The four features on the Rwanda National Coat of Arms are the:
- Sun
 - Basket
 - Coffee Plant/Sorghum
 - Two Shields
15. Symbols
- Coffee and sorghum: agriculture in the country
 - The sun: hope and transparency
 - Two shields: represent defense, patriotism and unity
 - The basket: represents culture and the gift of friendship
16. A leader is the person in our province who performs different activities by providing services to the people. He is given the responsibility of guiding and managing others.

17. Leadership is an act of guiding or managing others.
18. The political head of the province is known as the Governor.
19. The four qualities of a good leader are :
 - Kind and honest.
 - Good listener.
 - Very patient.
 - Makes good decisions.
20. Democracy is the government of the people, for the people and by the people.
21. The factors that contribute to good governance are:
 - Cooperation
 - Democracy
 - Unity
 - Good media
 - Harmony
 - Respect for leaders
22. Roles of a good leader:
 - To promote development in the area
 - To solve conflicts among people
 - To coordinate between the people and the government
 - To guide people on how to use resources
 - To provide social services to the people.

4.7. Additional activities

- **Remedial Activities**

Give four examples of bad behaviour

Answer: drinking alcohol, smoking, fighting, stealing, throwing litter on the ground, making noise in class, etc.

- **Consolidation activities**

Explain the importance of leadership in our province.

Answer: Leadership is the act of guiding or managing others. Leadership is important in our province because it helps in directing and planning resources and meeting the needs of the people.

- **Extended activities**

Explain how good governance contributes to development of the province.

Answer: Good governance contributes to development of the province as it leads to excellent security, good medical care, good transport, good communication networks, democracy, good education, etc.

UNIT 5

Economy

5.1. Key unit competence

Make a simple family budget and develop culture of resource management

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

This unit is a continuation of what the learners did in P4, unit 4 about Economy in their district. In P4, learners are introduced on Needs and wants, how the environment helps people to meet their needs, activities that increase income, things that people spend money on and importance of saving and where to save money. In P5, the learners are going to study about Economy in their province. They will acquire more knowledge, skills, attitudes and values on budget, family budget, national budget, reasons why we need to budget and problems of poor or failure to budget, importance of financial institutions and local markets.

5.3. Introductory activity and guidance

a. Introductory activity

The economy helps us to plan well for the resources and income we have, in order to meet our present needs and those of the future.

1. Give the meaning of family budget
2. Explain the importance of saving when making a family budget.

3. Give the difference between basic needs and luxurious needs and give examples.

b) Guidance on introductory activity

1. The teacher will guide the learners to answer the questions given by the introductory activity. The learners will be helped to discover the meaning of family budget, importance of budgeting and the difference between basic needs and luxurious needs. As they go through the topic, let them make a family budget and appreciate it. They should appreciate why they are supposed to make a budget and make a list of priorities. They should also understand the importance of saving when making a family budget. Guide also learners to discover the importance of financial institutions and local markets in their province.

5.4. List of lessons

#	Lesson title	Learning objectives	Number of periods: 8
1	Lesson 1. ii. Economy ii. Types of need iii.Examples of basic needs vi.Examples of luxurious needs	<ul style="list-style-type: none"> • Define economy, needs and basic needs • Identify the two types of needs • Mention the examples of basic and luxurious needs • Find out how resources help people to meet their needs • Demonstrate the importance of financial institutions and local markets • Identify basic needs 	1

2	<p>Lesson 2.</p> <p>i. Budget</p> <p>ii. Family budget</p> <p>iii.Importance of family budget</p> <p>iii.Making a family budget</p>	<ul style="list-style-type: none"> • Define budget and family budget • Make a simple family budget and plan well • State the importance of making a family budget • Prepare a family budget • Find out how resources help people to meet their needs • Demonstrate the importance a budget • Use resources properly to meet their needs • Acknowledge the importance of making a simple family budget 	2
3	<p>Lesson 3.</p> <p>iii.Savings</p> <p>iii. Importance of saving</p> <p>iii.Financial institutes in our province</p> <p>iii.Examples of financial institutions in our province</p>	<ul style="list-style-type: none"> • Define saving and financial institutes • Suggest the importance of saving • List the financial institutes in our province • Develop the habit of saving • Demonstrate the importance of financial institutions and local markets 	1

		<ul style="list-style-type: none"> • Use resources properly to meet their needs • Acknowledge the importance of financial institutions. 	1
4	<p>Lesson 4.</p> <p>i. Banks</p> <p>ii. Examples of banks in Rwanda</p> <p>iii. Importance of banks in Rwanda</p>	<ul style="list-style-type: none"> • Define a bank • Give examples of banks in Rwanda • State the importance of banks in Rwanda • Find out how resources help people to meet their needs • Demonstrate the importance of financial institutions and local markets • Use resources properly to meet their needs • Acknowledge the importance financial institutes. 	

5	<p>Lesson 5.</p> <p>i. Cooperatives</p> <p>ii. Types of cooperatives</p> <p>iii. Examples of cooperatives</p>	<ul style="list-style-type: none"> • Define a cooperative • Mention the types of cooperatives in our province • List examples of cooperatives • Identify cooperatives • Demonstrate the important cooperatives at local level • Acknowledge the role played by cooperatives. 	1
6	<p>Lesson 6.</p> <p>i. Markets</p> <p>ii. Importance of markets</p>	<ul style="list-style-type: none"> • Understand what a market is. • Mention the activities done in the market. • Understand the importance of the market. • Name the types of activities done in the market • Analyse the importance of markets • Examine the role played by the markets in the economy of a province. • Develop critical thinking 	1
	Assessment		1

Guidance on different lessons

5.4.1. Lesson title one: Needs, basic needs and luxurious needs

a. Learning objectives

- Define economy, needs and basic needs
- Identify the two types of needs
- Mention the examples of basic and luxurious needs
- Find out how resources help people to meet their needs
- Demonstrate the importance of financial institutions and local markets
- Identify basic needs

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Chart showing basic and luxurious needs
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 5.1. In groups, learners will be guided to discuss the needs in their province, the meaning of basic needs and luxurious needs.

With help of various pictures provided in the book above activity 5.1. learners will identify basic needs and luxurious needs, and from these examples learners will be invited to differentiate basic needs from luxurious needs in their province.

Leaner's activity: Refer to Activity 5.1 of the Pupils Book Five

Expected answers to activity 5.1

1. Ask the learners to discuss the following points regarding the needs in their provinces/ locality.
2. Basic needs: Food, water, clothing, medical facilities, etc.
3. Luxuries: Motorbike, sofa, car, radio

Application activity

Question: Explain the importance of economy for our family

Answer: The Knowledge of economy helps us to plan well for the resources and income we have, in order to meet our present needs and those of the future

5.4.2. Lesson two: family budget

a. Learning objectives

- Define budget and family budget
- Make a simple family budget and plan well
- State the importance of making a family budget
- Prepare a family budget
- Find out how resources help people to meet their needs
- Demonstrate the importance a budget
- Use resources properly to meet their needs
- Acknowledge the importance of making a simple family budget

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- A chart showing a simple family budget
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 5.2. In groups, learners will be guided to discuss the needs that should be considered while making a family budget. In groups, learners will make a debate on what they would consider first while budgeting and give the reasons why.

Learner's activity: Refer to Activity 5.2 of the Pupils Book Five.

Expected answers to activity 5.2

1. Guide the learners to discuss the following points regarding the needs of a family, to be Considered while making a family budget:
 - a. Food
 - b. Education
 - c. Clothing
 - d. Medical emergency
 - e. House repair
 - f. Entertainment
2. Food, education, clothing, medical emergency, house repair.

Application activity

Question: Explain the importance of a family budget

Answer: The family budget is important as it helps us to avoid overspending, it provides us with basic needs, it avoids debt and helps us to save.

5.4.3. Lesson title three: Importance of saving and financial institutions

a. Learning objectives

- Define saving and financial institutes
- Suggest the importance of saving
- List the financial institutions in our province
- Develop the habit of saving
- Demonstrate the importance of financial institutions and local markets
- Use resources properly to meet their needs
- Acknowledge the importance of financial institutions

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures of financial institutions or people who are going to bank to save their money
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 5.3. Guide learners to discuss in groups different ways in which people use money in their province or community. From their experiences in family or community, learners will make a debate on why they need money in their daily lives.

Learner's activity: Refer to Activity 5.3 to the Pupils Book Five.

Expected answers to activity 5.3

1. People in my province/ locality use money for activities like trade, farming, paying school fees and building houses.

2. Money is used to purchase both basic and luxury items.

Application activity

Question: Explain the importance of savings

Answer: We save to avoid waste, to swap to immediate and future needs, to improve our standard of living and to use savings in future.

5.4.4. Lesson four: Importance banks and financial institutions

a. Learning objectives

- Define a bank
- Give examples of banks in Rwanda
- State the importance of banks in Rwanda
- Find out how resources help people to meet their needs
- Demonstrate the importance of financial institutions and local markets
- Use resources properly to meet their needs
- Acknowledge the importance financial institutes

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Structure of bank
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 5.4. Guide learners to discuss in groups the types of banks in their province and their functions. Learners will use their experience in their province or community to distinguish different banks and their functions.

Learner's activity: Refer to Activity 5.4 of the Pupils Book Five.

Expected answers to activity 5.4

1. Guide the learners to discuss the types of banks in their province/ locality under the following headings:
 - a. Retail banks
 - b. Commercial banks
 - c. Investment banks
 - d. Central banks
 - e. Savings and loan banks
2. The following are the functions of banks:
 - a. They keep money safe for the people.
 - b. They provide loan/credit facilities to those who need them

Application activity

Question: Explain the importance of banks in our province

Answer: Banks keep money safe, provide loans/ credit to people, help people to save money give interest on money kept in the bank.

5.4.5. Lesson five: Cooperatives

a. Learning objectives

- Define a cooperative
- Mention the types of cooperatives in our province
- List examples of cooperatives
- Identify cooperatives
- Demonstrate the important cooperatives at local level
- Acknowledge the role played by cooperatives.

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Structure of a cooperative like Mwalimu Sacco
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 5.5. Guide learners to discuss in groups different examples of cooperatives in their province, then let learners debate in groups on the importance of cooperatives in their province.

Learner's activity: Refer to Activity 5.5 of the Pupils Book Five.

Expected answers to activity 5.5

1. The following are examples of cooperatives:
 - a. Cooperative of Karaba coffee producers (KOAKAKA)
 - b. Abahuzamugambi ba Maraba Coffee Cooperative
 - c. Coopérative pour la Promotion des Activités Café (COOPAC)
 - d. Coopérative des Cultivateurs de Café de Mabanza (KOPAKAMA)
2. The following are the importance of cooperatives:
 - a. They give loans to cooperative members
 - b. Provide tools, seeds and fertilisers to farmers
 - c. Help farmers to sell and market their produce
 - d. Promote unity among the people
 - e. Promote development among the people
 - f. Give advice to their members on how to improve the quality of their products

Application activity

Question:

1. Explain the meaning of cooperative
2. Give examples of Savings and Credit cooperatives in your province

Answer:

1. A cooperative is a group of people who work together to achieve a common goal.
2. Savings and Credit cooperatives in our province: possible answers can be Umwalimu Sacco, Umurenge Sacco, Zigama CSS.

5.4.6. Lesson six: Markets in our province

a. Learning objectives

- Understand what a market is.
- Mention the activities done in the market.
- Understand the importance of the market.
- Name the types of activities done in the market
- Analyse the importance of markets
- Examine the role played by the markets in the economy of a province.
- Develop critical thinking

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures of marketplace
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 5.6. Guide learners to discuss in groups different items people sell and buy in the market. Then let learners discuss in groups on the types of markets in their province. Learners will use their experience in their province or community to distinguish different types of markets.

Learner's activity: Refer to Activity 5.6 of the Pupils Book.

Expected answers to activity 5.6

1. People sell fruit, vegetables, clothes, honey, grain and other items of daily use.
2. Guide the learners to discuss the types of markets in their province/ locality:
 - a. Vegetable and fruit market
 - b. Grain market
 - c. Clothes market
 - d. Furniture market
 - e. Electronic market

Application activity

Question: Explain the importance of markets in our province

Answer: the importance of markets in our province: people buy and sell their products, markets promote development and they are a source of government revenue.

5.5. Additional content/text for student and teacher

5.5.1. Additional content/text for student

1. Content

i. Definition of budget, family budget and national budget

Budget: A budget is a written plan that shows you what you will do with your money, family budget is a written plan that shows family income, expenditure and saving.

Family budget: A family budget is the estimation of income and expenditure of the family over a certain period of time.

National budget: A national budget is the estimation of income and expenditure of the country.

ii. The reasons why we need to budget: we need to budget to:

- to avoid impulse buying
- to pay bills on time
- to save for emergency

iii. Problems of poor budgeting: poor budgeting leads to:

- unnecessary purchase of goods
- poverty
- conflicts

iv. Possible solutions to the problems of poor budgeting

- making a shopping list before going to the market
- keeping a side some money for future use.

2. Activities:

Introductory activity, learning activities, application activities and additional activities in box.

5.5.2. Additional information for the teacher

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

- Ask the learners to categorise basic and luxurious needs with examples.
- Guide the learners to prepare a small family budget and present it to the whole class
- Give certain income and expenditure sums to the learners and guide them through solving them. Encourage SEN learners to actively participate in the activity.
- Ask the learners to visit a bank nearby their locality and note down their observations. Share these in class the next day.
- Arrange a visit to a cooperative for the learners.
- Encourage the learners to visit the markets of their province and observe how things are bought and sold. - Ask them to prepare an observational of the shops they visit under the following observational chart of:

Name of province /District	Type of shop	Size of shop	Items sold	Item types	No. of customers	Problems faced	Solution

5.6 End unit assessment / Expected answers to revision exercise

1. A budget is the estimation of income and expenditure.
2. The family budget is a plan of how the family income is expected to be spent.
3. It is important to make a family budget as it :
 - a. Stops us from overspending
 - b. Provides us with basic needs
 - c. Avoids debt
 - d. Helps us save
4. People should save because
 - It prevents wastage.
 - It helps us in meeting our future and immediate needs.
 - It improves one's standard of living.
5. The basic needs are the things that we cannot live without like food, water, clothing and medical care.
6. Examples of basic needs are:
 - a. The food we eat
 - b. The clothes we wear
 - c. Water
 - d. Medical care
7.
 - i. NGOs – Non Government Organisations
 - ii. UNICEF – United Nations Children's Emergency Fund
 - iii. MF – International Monetary Fund
8. A bank is an institution that keeps people's money safe and provides other financial services.

9. Banking is the business conducted on services offered by a bank.
10. Four examples of banks in Rwanda are:
- Commercial Bank of Rwanda
 - National Bank of Rwanda
 - AB Bank • Eco Bank
11. The Banque Nationale du Rwanda (BNR) is responsible for printing new notes and coins in Rwanda.
12. A cooperative is a group of people who work together to achieve a common goal.
13. The importance of cooperatives in our province are:
- Loans are given to cooperative members.
 - Cooperatives provide tools, seeds and fertilisers to farmers. They help farmers to sell and market their produce.
 - They promote unity among the people.
 - Cooperatives advise their members on how to improve the quality of their products.
14. Two roles of banks are:
- Banks keep money safe for people as well as pay interest on the money kept there.
 - Banks give loans and credits to people.
 - Banks help people to save money.
15. Two ways in which markets are important in our province
- People buy and sell their products
 - They are sources of government revenue

5.7. Additional activities

- **Remedial Activities:**

Questions:

1. Define basic needs and give examples of basic needs
2. Identify financial institutions which are in your province

Answers:

1. Basic needs are things that we cannot live without, like food, water, clothing and medical care, etc
2. Learners will identify different financial institutions of their provinces such banks, cooperatives, etc.

- **Consolidation activities:**

Question: Estimate the monthly income of your family, resources and make a simple family budget.

Answer: The learners should consider the needs in relation to their monthly income and resources. A good family budget should plan savings.

- **Extended activities**

Explain the role of the banks in the development of your province.

UNIT 6

Social services and important places in our province

6.1. Key unit competence

Explain the importance of social services and important places in our province and ways of preserving them.

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

This unit is a continuation of what the learners did in P4, unit 6 about Important places and Public assets in our district. They were introduced to the content about Important places in their district such as Genocide memorial sites, Public gardens, Stadium, Game park, School, Church, etc. The importance of important places and main public assets in district was taught in P4. The ways to preserve or protect public assets and important places in district were also taught in P4.

In P5, the learners are going to study about Social services and important places in their province. They will acquire more knowledge, skills, attitudes and values on institutions that provide social services in their province, important places in their province, problems faced by important places and ways of protecting them

6.3. Introductory activity and guidance

a. Introductory activity

There are many social services and important places in our province.

1. Identify the institutions that provide social services in our province
2. State social services provided in our province
3. What are the important places in our province?

B.Guidance on introductory activity

1. The teacher will guide the learners to answer the questions given by the introductory activity. Let learners discover institutions that provide social services in their province and important places found in their province. Ask them to identify some of these places near their district. Let them find out why these places are important to them and how they can be preserved.
2. When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learnt in the previous lessons of P4, unit 6 on Important places and Public assets in our district.

6.4. List of lessons

#	Lesson	Learning objectives	Number of periods: 9
1	Lesson 1. i. Social services ii. Institutes that provides social services in our province	<ul style="list-style-type: none"> • Define social services • List examples of social services in our province • Mention social service centres in our province 	2

	iii.Examples of social services	<ul style="list-style-type: none"> • Identify social services • Identify social service centres in their locality • Appreciate the efforts of social workers 	
2	<p>Lesson 2.</p> <p>i. Education services</p> <p>ii. Types of education</p> <p>iii.Importance of education</p>	<ul style="list-style-type: none"> • Give examples of different places where education is provided • Name the groups of people who provide education services • Name the two types of education • Give reasons why education is important • Analyse the importance of schools • Examine the benefits of education • Analyse different types of education • Appreciate the importance of education • Show concern towards education 	1

3	<p>Lesson 3.</p> <p>i. Security services</p> <p>ii. People who provide security services in our province</p> <p>iii. Importance of security in our province</p>	<ul style="list-style-type: none"> • Define security • Mention the groups of people who provide security services • Give the importance of security in our province • Analyse the importance of security services. • Appreciate the work of security personnel in their location. 	1
4	<p>Lesson 4.</p> <p>i. Transport services</p> <p>ii. Importance of transport</p>	<ul style="list-style-type: none"> • Define transport • Explain issue of transport • Give the mean of transport • State the importance of transport • Analyse the importance of transport services • Differentiate between modes of transport • Explain the use of transport services • Appreciate the importance of travelling 	1

5	<p>Lesson 5.</p> <p>i. Medical services</p> <p>ii. People who provide medical services</p> <p>iii. Importance of hospitals</p>	<ul style="list-style-type: none"> • Name places that provides medical services • Name the people who provide medical services • State the importance of hospitals, dispensaries and clinics • Analyse the importance of medical services. • Appreciate the importance of medical services. 	1
6	<p>Lesson 6.</p> <p>i. Banking services</p> <p>ii. People who provide banking services</p> <p>iii. Examples of banks</p> <p>iv. Importance of banks</p> <p>v. Caring for social services</p>	<ul style="list-style-type: none"> • Give the difference between a bank and banking • Mention the people who provide banking services • State the importance of banks • Understand how we can care for social service provides. • Identify important places in our province 	2

	vi. Important providers of social services in our province vii. Problems and solutions	<ul style="list-style-type: none"> • Identify problems faced by important places • Find out solutions to these problems. • Analyse the importance of banks, Social service centres. • Suggest solutions to solve the problems faced by important places in our province • Appreciate the importance of saving. 	
	Assessment		1

Guidance on different lessons

6.4.1. Lesson: Social services and Institutions that provide social services

a. Learning objectives

- Define social services
- List examples of social services in our province
- Mention social service centres in our province
- Identify social services
- Identify social service centres in their locality
- Appreciate the efforts of social workers
- Develop the spirit of sharing.

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Picture of an electrician fixing the electric pole
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 6.1. Guide learners to observe the 4 pictures above the activity 6.1 in the Learner's Book and discuss in groups the social service centre presented by each picture. From the social the social service centres identified on the pictures, guide learners to identify other places that provide social services in their province.

Learner's activity: Refer to Activity 6.1 of the Pupil Book Five.

Expected answers to activity 6.1

1. a. Hospital
b. Police Station
c. School
d. Water Supply
2. Other social service providers
 - Market
 - Bank
 - Petrol Station
 - Post Office.

Application activity

Question: Identify all social services found in our province

Answer: Learners will provide all possible social services found in their province.

6.4.2. Lesson two: Education services

a. Learning objectives (formulated)

- Give examples of different places where education is provided
- Name the groups of people who provide education services
- Name the two types of education
- Give reasons why education is important
- Analyse the importance of schools
- Examine the benefits of education
- Analyse different types of education
- Appreciate the importance of education
- Show concern towards education

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Structure of a school
- Textbooks

c. Learning activities

Guide learners to answer the questions of activity 6.2. Help learners to observe the pictures A and B above the activity 6.2 in the Learner's Book and identify the type of education is being given in pictures A and B. The teacher should have well explained the meaning of Formal education, Informal education and Non formal education before this activity. This will allow learners to do well the activity. The learners will discuss in groups the type of education is being given in pictures A and B.

The learners will then discuss in groups about the group of people that introduced formal education to Rwanda.

Learner's activity: Refer to Activity 6.2 of the Pupils Book Five.

Expected answers to activity 6.2

1. Formal education (in school) is being given in Picture A. Informal education (out of school) is being given in Picture B.
2. Missionaries who came from Europe introduced education in Rwanda

Application activity

Question: Explain the importance of Education

Answer: with help of education, we learn to read and write, we acquire different skills which help us to get jobs; education promotes moral development and brings people together (friendship).

6.4.3. Lesson three: Security services

a. Learning objectives

- Define security
- Mention the groups of people who provide security services
- Give the importance of security in our province
- Analyse the importance of security services.
- Appreciate the work of security personnel in their location.

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Picture of a man guarding a school
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 6.3. Guide learners to observe the 2 pictures above the activity 6.3 in the

Learner's Book and discuss in groups about the group of people shown in the pictures. Guide learners to discuss in groups the role of the police in their province.

Learner's activity: Refer to Activity 6.3 of the Pupils Book Five.

Expected answers to activity 6.3

1. The groups shown in picture A are police officers, and army personnel in picture B.
2. The police provide security in the area, keep law and order, arrest wrongdoers and control traffic on the road

Application activity

Question: Explain the importance of security services in our province

Answer: Security services keep law and order, protect people and their property, arrest and keep wrongdoers away from good people, control traffic on the roads, defend the country from rebels and strange attacks

6.4.4. Lesson four: Transport services

a. Learning objectives

- Define transport
- Explain issue of transport
- Give the mean of transport
- State the importance of transport
- Analyse the importance of transport services
- Differentiate between modes of transport
- Explain the use of transport services
- Appreciate the importance of travelling

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- A picture of a road and a car
- Textbooks

c. Learning activities

1. Explain the meaning of transport
2. Discuss the importance of transport in our province

Answers to the questions above:

1. In groups, learners will be guided to discover the meaning of transport. Transport is the physical movement of people and their goods from one place to another.
2. In groups, learners will be guided to discuss the importance of transport in their province.
 - It helps people to move from one place to another
 - Transport promotes trade
 - People are able to carry goods from one place to another
 - It provides employment (jobs) for people like drivers, pilots and captains.
 - It promotes tourism in an area

Application activity

Question: Identify different types of transport found in your province.

Answer: The answers can be: land transport, air transport and water transport

6.4.5. Lesson five: Medical services

a. Learning objectives

- Name places that provides medical services
- Name the people who provide medical services
- State the importance of hospitals, dispensaries and clinics
- Analyse the importance of medical services.
- Appreciate the importance of medical services

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- A picture of a doctor treating a patient in the hospital
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 6.4. Guide learners to observe in groups the pictures above the activity 6.4 in the Learner's Book and invite learners to discuss in groups the activities that are taking place in the pictures. In groups, learners will be invited to identify other places in their province where they get medical services, then learners will be asked individually to find two hospitals in their province.

Learners' activity: Refer to Activity 6.4 of the Pupil Book Five.

Expected answers to activity 6.4

1. In the above pictures:
 - Picture A: A dentist is extracting the teeth of a patient.
 - Picture B: shows a pharmacy (a chemist)
2. We get medical services from hospitals, clinics, dispensaries and health centres.
3. Depends on the area where the school is

Application activity

Question: Explain the importance of hospitals

Answer: Hospitals help to provide medical services to people in many different ways such as: treating sick people, immunising children against disease, teaching people how to control diseases and teaching people about good nutrition.

6.4.6. Lesson six: Banking service, Market services and Important places in our province

a. Learning objectives

- Give the difference between a bank and banking
- Mention the people who provide banking services
- State the importance of banks
- Understand how we can care for social service provides.
- Identify important places in our province
- Identify problems faced by important places
- Find out solutions to these problems.
- Analyse the importance of banks, Social service centres.
- Suggest solutions to solve the problems faced by important places in our province
- Appreciate the importance of saving

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- A picture of a cashier and people attending at the bank
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 6.5, 6.6, 6.7 and 6.8.

For activity 6.5, guide learners to observe the picture on Bank services in the learner’s book, then ask them to discuss in groups the examples of banks in their province.

For activity 6.6, in groups, learners will be invited to observe the picture on People buying and selling goods at the market and ask them to identify different items sold at the market in their province. Then, they will discuss in groups the examples of markets in their province.

For activity 6.7, guide learners to observe the 2 pictures above related to this activity, then ask learners to discuss the activities that are taking place in the pictures.

For activity 6.8, guide learners to observe the 4 pictures that are showing important places in their province (Stadium, Game park, King’s palace and school) and invite them to discuss other important places in their province. Then help learners to discuss in groups the use of each of these important places that they provided in their province.

Learner’s activities: Refer to Activity 6.5, 6.6, 6.7, 6.8 and 6.9 of the Pupils Book Five.

Expected answers

a. Activity 6.5

1. Examples of banks in Rwanda are National Bank of Rwanda Bank of Kigali AB Bank
2. Banks are important because of the following reasons: They provide jobs. Banks provide loans to people. They keep important documents such as – land tittle, etc. They provide foreign exchange services. They keep our money safe.

b. Activity 6.6

1. Items sold in the market include vegetables, clothes, dairy items, spices, cereals, etc.
2. Depends on the area where the school is.

c. Activity 6.7

In the first picture, the police are maintaining law and order by catching the culprits. In the second picture, the children are cleaning their school. They are sweeping and collecting paper, and putting it in the dustbin.

d. Activity 6.8

1. Other important places in our province includes churches, mosques, banks, stadiums, hospitals, etc
2. The uses of important places given above are: - Churches: Holy places of worship for Christians

Mosques: Holy places of worship for Muslims
Banks: Financial Institutions that keep people's money safe
Stadiums: Places where sporting activities take place
Hospitals: Places where people get medical services

e. Activity 6.9 (This is an application activity).

The groups of people who work in each of the social service centres given below:

- a. Schools: Teachers, lecturers, church leaders, professors
- b. Hospitals: Doctors, nurses, lab technicians, attendants

Application activity

Refer to the activity 6.9 above.

6.5. Additional content/text for student and teacher

6.5.1. Additional content/text for student

Activities:

Introductory activity, learning activities, application activities and additional activities in box.

6.5.2. Additional information for the teacher

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

- Divide the class into groups and guide them to visit service providers such as transport, insurance, electricity, communication. Prepare a report of their observation. Encourage them to present in the class
- Ask the learners to prepare a presentation on Security Services and display it in the class
- Guide the learners to design and colour their dream transport
- Guide the learners to prepare a list of hospitals and pharmacies in their locality
- Organize a trip of the learners to a nearby bank. Ask them to note down different departments in the bank and the work they do.
 - Cashier
 - Teller
 - Manager
- Encourage learners to take care of important places in their province by organising cleanliness campaign.

6.6. End unit assessment / Expected answers to revision exercises

1. Social services are services provided to the people in order to improve their wellbeing.
2. Three examples of social services in our province are: Educational services Medical services Security services
3. Two institutions which provide social services in our province are: Schools Hospitals
4. Education services are provided by: Schools Colleges
5. Two types of education are formal and informal
6. Formal education: This type of education given in school. It includes reading and writing. Informal education: This type of education is given at home and in society. It emphasises practical skills and moral development.
7. The importance of education in our province is We learn to read and write We acquire different Skills which help us to get jobs Education promotes moral development Brings people together (friendship)
8. The police and the army provide security services in our province.
9. Importance of security in our province is as follows:
 - It maintains law and order
 - It protects people and their property.
10. Transport is the physical movement of people and their goods from one place to another.
11. The three types of transport found in our province are: land, water and air.
12. Railway transport is not found in Rwanda.

13. Transport is important in our province as it helps in:
Tourism Trade
14. Hospitals Clinics Dispensaries
15. Surgeons Dentists
16. Importance of hospitals Treating sick people. Immunizing children against diseases. Teaching people how to control diseases. Teaching people about good nutrition.
17. Banks are financial institutions which keep people's money safe for future use. Banking is the act of keeping money in the bank.
18. Banks are important in Rwanda because: They provide jobs. They provide loans and foreign exchange services.
19. Markets are important as they promote trade. They are a source of revenue for the government.
20. Markets help people to fulfill their basic needs. They promote unity and cooperation.
21. Respecting people who work at social service centers.
Cleaning and guarding social service centers
22. Stadium Hospital Market School (any three)
23. These meet the demands or needs of the people. They are used by all people.
24. The two problems are: Corruption Misuse of public funds by some workers .
25. Arrest corrupt officials Increase funds for maintenance.

6.7. Additional activities

- **Remedial Activities**

Give 3 examples important social services in your province.

Answer: Educational services, Medical services, Security services, etc.

- **Consolidation activities**

Explain the role education in the development of our province.

Answer: Learners will explain the contribution of education in the development of their province: It helps to read and write, to acquire different skills which help us to get jobs. Education promotes moral development and brings people together; it is a key for development.

- **Extended activities**

Explain the role of social services in the development of our province.

Answer: Learners will explain the role of different social services in the development of the province: the role of education which is the key factor for development, the role of security, medical care, transport, bank, market, etc.

UNIT 7

Environment and climate in our province

7.1. Key unit competence

Recognize the environmental components and climate conditions in our province and their importance.

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

This unit is a continuation of what the learners did in P4, unit 7 about Weather, flora and fauna in their district. Learners were introduced to the content about weather and its elements, effects of weather to human activities, problems caused by weather and measures to overcome these problems. Then learners are introduced to the importance of flora and fauna and ways of preserving flora and fauna.

In P5, learners are going to study about the main environmental components, climate and weather in their province. Learners will also be introduced to the importance of environmental components, climate and weather in their province. Learners will study about season in their province, how human activities affect environment and how weather and climate affect people's activities in their province.

7.3. Introductory activity and guidance

a. Introductory activity

The environment is made up of both living things and non-living things. The weather is the conditions of a place recorded

for a short period of time. The climate is the average weather conditions of a place recorded for a long period of time.

2. What are the main components of environment?
3. State three activities that affect environment in our province
4. Identify ways of preserving environment in our province
5. State the elements of weather and climate

b. Guidance on introductory activity

The teacher will guide the learners to answer the questions given by the introductory activity. The learners may not be able to get the right answer but they are requested to predict possible answers. When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learnt in the previous lessons of P4, unit 7 on weather, flora and fauna.

7.4. List of lessons

#	Lesson	Learning objectives	Number of periods:14
1	Lesson 1. i. Environment ii. Environmental Components	<ul style="list-style-type: none"> • Define environment • State the components of environment • Give examples of lakes in Rwanda 	1

	<p>iii.Lakes</p> <p>iv.Examples of lakes</p>	<ul style="list-style-type: none"> • Analyse the importance of environmental components • Analyse the importance of natural and man-made environments • Participate willingly in practices that protect environment • Appreciate the importance of the environment • Appreciate the importance of the environment to man 	
2	<p>Lesson 2.</p> <p>i. Importance of lakes</p> <p>ii. Swamps</p> <p>iii. Importance of swamps</p>	<ul style="list-style-type: none"> • Explain the importance of lakes • Define a swamp • State the importance of swamps • Know the type of soil we get from swamps and use • Analyse the importance of lakes and swamps • Appreciate the importance of the Environment 	1

		<ul style="list-style-type: none"> • Show concern about preserving lakes and swamps • Advocate for good environment. 	
3	<p>Lesson 3.</p> <p>i. Forests</p> <p>ii. Types of forest</p> <p>iii. Importance of forests</p> <p>iv. Examples of natural forests</p> <p>v. Terms relating to forests</p>	<ul style="list-style-type: none"> • Define a forest • Name two types of forest • State the importance of forests • Explain the examples of natural forests • Know the terms relating to forests • Analyse the types of forest • Analyse the importance of forests • Differentiate between natural and planted forests • Identify forests in Rwanda • Advocate for good environment. 	2

4	<p>Lesson 4.</p> <p>i. Mountains and hills</p> <p>ii.Examples of mountains</p>	<ul style="list-style-type: none"> • Define a mountain, peak and hill • Give examples of mountains • Identify mountains and hills found in Rwanda • Differentiate between a mountain and a hill • Advocate for good environment. 	1
5	<p>Lesson 5.</p> <p>i. Importance of mountains and hills</p> <p>ii. Man-made environments</p> <p>iii.Examples of man-made environments</p>	<ul style="list-style-type: none"> • State the importance of mountains and hills • List examples of man-made environment • Analyse the importance of mountains and hills. • Identify man-made environment • Appreciate the importance of Environment 	1

6	<p>Lesson 6.</p> <p>i. Human activities which affect the environment</p> <p>ii. Dangers of polluting the environment</p>	<ul style="list-style-type: none"> • Name the human activities which affect the environment • Mention the dangers of polluting the environment • Analyse the importance of environmental components • Examine the dangers of polluting the environment • Show concern about human activities that pollute the environment. 	1
7	<p>Lesson 7.</p> <p>i. Ways of preserving the environment</p> <p>ii. The climate of our province</p> <p>iii. Elements of climate</p>	<ul style="list-style-type: none"> • State ways of preserving the environment • Give the difference between weather and climate • List elements of climate • Analyse the importance of preserving the environment and its components 	2

		<ul style="list-style-type: none"> • Differentiate between weather and climate • Identify the elements of climate • Participate willingly in practices that protect environment • Appreciate the importance of Environment • Show concern about human activities that pollute the environment 	
8	<p>Lesson 8.</p> <p>i. Ways that people can protect themselves from bad weather</p> <p>ii. Weather instruments and their uses</p> <p>a. Stevenson's Screen</p> <p>b. Thermometer</p>	<ul style="list-style-type: none"> • Know the ways in which people protect themselves from bad weather • Know different weather instruments like a Stevenson screen and Thermometer and their importance • Use protective measures to protect themselves from extreme climatic conditions. 	1

		<ul style="list-style-type: none"> • Identify various weather instruments. • Identify the types of thermometers and their uses. • Use various weather instruments for making correct weather observations. • Design simple weather instruments Stevenson screen and a thermometer • Participate willingly in practices for protection against extreme climatic conditions • Appreciate the importance of climate to man. 	
9	<p>Lesson 9.</p> <p>Weather instruments and their uses (c)</p> <p>Wind vane (d)</p> <p>Windsock (e)</p> <p>Anemometer</p>	<ul style="list-style-type: none"> • Draw wind vane, windsock and anemometer • Understand the uses of wind vane, windsock and anemometer 	1

		<ul style="list-style-type: none"> • Identify weather instruments. • Use weather instruments accurately. • Draw and design weather instruments. • Participate willingly in observing the climatic conditions. • Appreciate the inventions of the instruments useful to man 	1
10	<p>Lesson 10.</p> <p>i. Weather instrument and their uses.</p> <ul style="list-style-type: none"> • Hygrometer • Barometer • Rain gauge • Sunshine recorder <p>ii. Seasons in our province</p> <p>iii. Factors which influence climate in an area</p>	<ul style="list-style-type: none"> • Draw hygrometer, barometer, rain gauge and sunshine recorder and give their uses. • Aware of the terminology related to weather and climate • Name the different seasons in our province • State the factors which influence the climate of an area 	2

		<ul style="list-style-type: none"> • Identify the various instruments to measure water vapour, air pressure, rainfall and sunshine recorder. • Design simple weather instruments • Identify factors affecting the climate of an area • Appreciate the inventions made by scientists. 	
	End unit assessment		1

Guidance on different lessons

7.4.1. Lesson one: Environment and its components

a. Learning objectives

- Define environment
- State the components of environment
- Give examples of lakes in Rwanda
- Analyse the importance of environmental components
- Analyse the importance of natural and man-made environments
- Participate willingly in practices that protect environment
- Appreciate the importance of the environment
- Appreciate the importance of the environment to man

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Picture of a lake
- Textbooks

c. Learning activities

1. What are the components of environments?
2. Explain the difference between natural environment and man-made environment

Answers to the questions above:

1. In groups, learners will be guided to discuss the meaning and the components of environment. Environment means surroundings, the components of environment are: vegetation, soil, lakes and rivers, animals, air, mountains, roads and buildings, etc.
2. Natural environment is the type of environment found in nature such as plants, animals, lakes, mountains, swamps and valleys, etc. Man-made environment is the type of environment made by people in order to meet their needs such buildings, roads, dams, vehicles, etc.

Application activity

Question: Explain the importance of forests

Answer: Forests are important because we firewood and charcoal from forests, they control soil erosion, people get timber for construction purposes and for making furniture; we get herbs for local medicines, and forests help in the formation of relief rainfall.

7.4.2. Lesson two: Importance of swamps and lakes

a. Learning objectives

- Explain the importance of lakes
- Define a swamp
- State the importance of swamps
- Know the type of soil we get from swamps and use
- Analyse the importance of lakes and swamps
- Appreciate the importance of the Environment
- Show concern about preserving lakes and swamps
- Advocate for good environment

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Picture of a swamp
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 7.1, 7.2 and 7.3.

Activity 7.1: In groups, learners will be guided to observe the map of Rwanda showing different lakes in the learner's book, then ask learners to identify the districts and provinces where these lakes are located. Learners can use a wall map or another map of Rwanda showing provinces, districts and drainage of Rwanda.

Activity 7.2: in groups, with help of map of Rwanda showing lakes, learners will identify the biggest lake of Rwanda.

Activity 7.3: It is an **application activity**. In groups, help learners to discuss the type of soil we get from swamps and the importance of swamps to people in their province.

Learner's activities: Referred to Activities 7.1, 7.2 and 7.3

of Pupils Book Five.

Expected answers

a. Activity 7.1.

Learners will use a map of Rwanda showing lakes, provinces and districts.

b. Activity 7.2

1. Lakes are useful to us in the following ways:
 - For catching fish
 - They provide water for domestic, industrial and irrigational use
 - Lakes attract tourists
 - They help to cause rainfall
 - Lakes are used for water transport
 - Electricity generation
 - Lakes are used for recreation
 - Lakes help to cool their surroundings
2. The biggest and most important lake in Rwanda is Lake Kivu.

c. Activity 7.3:(It is an application activity)

1. We get clay from swamps.
2. Besides clay, we also get
 - Papyrus reed
 - Fish
 - Vegetation
3. Swamps are important to people in the province as:
 - They control floods
 - Water is obtained for domestic use
 - Fish for food

- Papyrus reeds for craft
- Swamps help in the formation of rain.

Application activity

Refer to the activity 7.3 above.

7.4.3. Lesson three: Importance of forests

a. Learning objectives

- Define a forest
- Name two types of forest
- State the importance of forests
- Explain the examples of natural forests
- Know the terms relating to forests
- Analyse the types of forest
- Analyse the importance of forests
- Differentiate between natural and planted forests
- Identify forests in Rwanda
- Advocate for good environment

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Picture of a forest
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 7.4.

In groups, learners will be guided to discuss about the different types of forests they have in their province and in other provinces of Rwanda. Then, the learners will be guided to discuss in groups the importance of forests to their province.

Learner's activity: Refer to Activity 7.4 of the Pupils Book

Five

Expected answers to activity 7.4

1. Forests are important in our province in the following ways:
 - We get firewood and charcoal from them.
 - They control soil erosion.
 - People get timber for making furniture and construction of houses.
 - We get herbs for medicines
 - Forests help in the formation of rainfall.
2. We find two types of forests in our province.
 - National forests: In this type of forest trees grow by themselves in large numbers.
 - Artificial or planted forests: In this type of forest, trees are planted by people

Application activity

Question: Name examples of natural forests in our province and other provinces

Answer: Nyungwe National park, Birunga National Park, Gishwati-Mukura National Park and Akagera National Park.

7.4.4.Lesson four: Mountains and hills

a. Learning objectives

- Define a mountain, peak and hill
- Give examples of mountains
- Identify mountains and hills found in Rwanda
- Differentiate between a mountain and a hill
- Advocate for good environment

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Picture of a mountain and a hill
- Textbooks

c. Learning activities

1. Guide the learners to locate the important mountains found in Rwanda on the map of Rwanda.
2. Explain the meaning of hill

Answers to the questions above:

1. Help learners to observe the physical map of Rwanda and to identify the important mountains of Rwanda.
2. The hill is landform that rises higher than everything surrounding it. Hills have lower elevation than mountain.

Application activity

Question: Explain the difference between a mountain and a hill

Answer: A mountain is higher than a hill, the slopes of mountain are steeper than the slope of a hill, and the top of a hill is flat.

7.4.5. Lesson five: Importance of mountains and hills

a. Learning objectives (formulated)

- State the importance of mountains and hills
- List examples of man-made environment
- Analyse the importance of mountains and hills.
- Identify man-made environment
- Appreciate the importance of Environment

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Flash cards of hills, mountains and man-made environment
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 7.5.

In groups, learners will be guided to discuss about other examples of man-made environment which are not provided by the learner's book and to explain how the man-made environment is important to them.

Learner's activity: Refer to Activity 7.5 of the Pupils Book Five

Expected answers to activity 7.5

1. Examples of man-made environment are:
 - Roads
 - Buildings
 - Bridges
 - Markets
2. The man-made environment is important to us because of the facilities it provides. Roads help us to move from one place to another, buildings provide shelter, markets help people to buy and sell goods and bridges help to connect roads across the valley.

Application activity

Question: Explain the importance of a hill

Answer: the hills provide fertile soil for agriculture, they are good for settlement, they can attract tourists who contribute to the economy.

7.4.6. Lesson six: Human activities that affect the environment and dangers of polluting the

environment

a. Learning objectives

- Name the human activities which affect the environment
- Mention the dangers of polluting the environment
- Analyse the importance of environmental components
- Examine the dangers of polluting the environment
- Show concern about human activities that pollute the environment

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- A picture of a man burning the bush
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 7.6.

In groups, learners will be asked to observe the pictures above the activity 7.6 in the learner's book, and to identify the activities that are taking place in the pictures. The learners will identify these activities (deforestation and overgrazing) and then they will be asked to discuss in groups the other ways in which people can destroy the environment.

Learner's activity: Refer to Activity 7.6 of the Pupils Book Five.

Expected answers to activity 7.6

1. In the pictures given, the environment is being destroyed by deforestation (cutting down trees) and over-grazing by cattle.
2. The environment can also be destroyed by industrialisation, construction of roads and railways, Urbanisation, etc

Application activity

Question: Explain the dangers of polluting environment

Answer: When the environment is polluted or become dirty, it leads to easy spread of diseases, a decline in the quality of the environment, soil erosion and Global warming.

7.4.7. Lesson seven: The climate in our province

a. Learning objectives

- State ways of preserving the environment
- Give the difference between weather and climate
- List elements of climate
- Analyse the importance of preserving the environment and its components
- Differentiate between weather and climate
- Identify the elements of climate
- Participate willingly in practices that protect environment
- Appreciate the importance of Environment
- Show concern about human activities that pollute the environment

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- A picture of a woman planting a tree
- Flash cards of different climatic conditions
- Textbooks

c. Learning activities

1. Identify three ways preserving the environment
2. Differentiate between Climate and weather

Answers to the questions above:

1. Help learners to discuss in groups the ways of preserving environment. These ways can be: planting trees and grass at school, practicing agro-forestry at school, avoiding bush burning, avoiding throwing rubbish in the compound of the school, etc.
2. Help learners to discuss in groups, the difference between weather and climate. Weather is the conditions of a place (sunshine, rain, wind, etc.) recorded for a short period of time. Climate is the average weather conditions of a place recorded for a long period of time, for example 30-45 years.

Application activity

Question: Identify the elements of the weather and climate

Answer: The elements of weather and climate are: rainfall, temperature, wind, humidity, air pressure, sunshine and clouds.

Lesson eight:

a. Learning objectives

- Know the ways in which people protect themselves from bad weather
- Know different weather instruments like a Stevenson screen and Thermometer and their importance
- Use protective measures to protect themselves from extreme climatic conditions.
- Identify various weather instruments.
- Identify the types of thermometers and their uses.

- Use various weather instruments for making correct weather observations
- Design simple weather instruments Stevenson screen and a thermometer
- Participate willingly in practices for protection against extreme climatic conditions
- Appreciate the importance of climate to man.

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Picture of a Stevenson's Screen and a thermometer
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 7.7 and 7.8.

Activity 7.7: Help learners to discuss in groups the various types of weather, how people protect themselves from different types of weather. Then, they will try to define air pressure and wind.

Activity 7.8: It is an application activity.

Help learners to discuss in groups how the climate affects people's way of dressing.

Invite learners to share their experiences: the clothes they wear when it is hot and the clothes they wear when it is cold. Then the learners will be given a picture of a weather station and if possible they could visit a weather station.

Learner's activities: Refer to Activity 7.7 and 7.8 of the Pupils Book Five

Expected answers

a. Activity 7.7

1. Different types of weather are:
 - Sunny weather

- Rainy weather
- Cold weather
- Windy weather

2. We can protect ourselves from the weather in different ways.

In sunny weather

- By using umbrellas
- By using sunglasses
- By using hats
- By using light clothes

Rainy weather

- By using umbrellas
- By using raincoats
- By using gumboots

Cold weather

- By wearing thick woollen clothes

Windy weather

- Planting trees in the compound to protect our houses from strong wind

1. Air pressure is the weight of the air which is exerted on the earth's surface.

- Wind is the moving air, or the air in motion.

b. Activity 7.8, (It is an application activity)

1. The climate affects people's way of dressings in hot weather people wear light clothes which keep the body cool, woollen clothes are worn to keep the body warm in cold weather.
2. We wear light clothes when it is hot because light-colored clothes do not absorb as much heat. They keep us cool.

In cold climates we wear thick woollen clothes as thick clothes prevent body heat from escape, this keeps us cold weather.

3. A weather station is a place where the weather is observed, measured and recorded

Application activity

refer to the activity 7.8 above.

7.4.9. Lesson nine: Weather instruments

a. Learning objectives

- Draw wind vane, windsock and anemometer
- Understand the uses of wind vane, windsock and anemometer
- Identify weather instruments.
- Use weather instruments accurately.
- Draw and design weather instruments.
- Participate willingly in observing the climatic conditions.
- Appreciate the inventions of the instruments useful to man

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures showing wind vane, windsock and anemometer
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 7.9.

Activity 7.9: Help learners to interpret in groups the data presented by the Six's thermometer in place.

The Six's thermometer measures the lowest and the highest temperature of the day.

Learner's activity: Refer to Activity 7.9 of the Pupils Book Five.

Expected answers to activity 7.9

The minimum temperature is 24°C

The maximum temperature is 30°C

Application activity

Question: Explain the use of the following instruments: Wind vane, windsock and anemometer.

Answers:

- i. Wind vane: It is used to show the direction of the wind.
- ii. Windsock: it used to measure the direction and strength of the wind.
- iii. Anemometer: it is used to measure the speed of the wind

7.4.10. Lesson ten: Weather instruments and Seasons in our province

a. Learning objectives

- Draw hygrometer, barometer, rain gauge and sunshine recorder and give their uses.
- Aware of the terminology related to weather and climate
- Name the different seasons in our province
- State the factors which influence the climate of an area
- Identify the various instruments to measure water vapour, air pressure, rainfall and sunshine recorder.
- Design simple weather instruments
- Identify factors affecting the climate of an area
- Appreciate the inventions made by scientists.

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Flash cards of Hygrometer, Barometer, Rain gauge, Sunshine recorder
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 7.10.

Activity 7.10: Guide learners to discuss in groups the questions provided by this activity. The learners should make research and use textbooks to find the answers.

Learner's activity: Refer to Activity 7.10 of the Pupils Book Five

Expected answers to activity 7.10

1. Temperature is the degree of hotness or coldness of a place.
2. Heat is a form of energy and temperature is the degree of hotness or coldness of a place.
3. The clinical thermometer: it is used to measure the temperature of the human body.
4. The two liquids used in a thermometer are mercury and alcohol.
5. The Barometer, Six's Thermometer and the Hygrometer are kept in the Stevenson's Screen.
6. The wind vane will face to the west.
7. It is advisable for a wind vane to be put in an open flat area to avoid obstructing wind movement.
8. The Stevenson's Screen is painted white in order to reflect the sun's heat

Application activity

Question: Identify seasons in our province

Answer: we have 4 seasons in our province :

- i. Short rainy season (Umuhindo); this season lasts from September to December.
- ii. Short dry season (Urugaryi); it starts from December until early February.
- iii. Long rainy season (Itumba); it lasts from February to May.
- iv. Long dry season (Iki); it lasts from June to August.

N.B. The duration of these seasons can vary in some regions.

7.5. Additional content/text for student and teacher

7.5.1 Additional content/text for student

Activities:

Introductory activity, learning activities, application activities and additional activities are in box.

7.5.2. Additional information for the teacher

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

- Take the learners out into the environment. Visit the school garden, and ask them to identify natural and man-made features.

- Visit a lake or swamp with the learners and guide them to note down what they observed and present their observations to the class.
- Guide the learners to draw pictures of mountains and hills and colour them in.
- Guide a group discussion in the class by forming groups. Topic: The importance of forests.
- Show images of deforestation, afforestation, over-grazing and burning bushes to generate interest among learners, especially SEN learners.
- Organise the learners to start a tree planting drive in their locality and school
- Show pictures of weather instruments to the learners in the class and explain them how to use them. Ask the learners to draw them in their notebooks. Allow the learners to use a thermometer to measure their body temperature.
- Guide the learners to prepare a wind vane and place it above the school building.
- Allow the learners to use Hygrometer, Barometer and Rain gauge and record the observations. Guide the learners to prepare a rain gauge. Prepare a puzzle worksheet for weather instruments and ask learners to complete in the class

7.6. End unit assessment / Expected answers to revision exercise

1. Climate is the average weather conditions of a place, recorded for a long period of time, for example 30-45 years.
2. The four elements of the weather are:
 - Rainfall
 - Temperature
 - Humidity
 - Pressure
3. The climate is the weather condition recorded for a long period of time (30–45 yrs). Weather is the condition of the atmosphere for a short period of time and changes frequently.
4. A meteorologist is a person who studies weather conditions.
5. i. Windsock(e) Direction of wind
ii. Barometer (d) Air Pressure
iii. Thermometer(a) Temperature
iv. Rain gauge (b) Rainfall
v. Hygrometer (c) Humidity
6. a. Strong wind – Plant trees to block strong wind
b. High temperatures – Use umbrellas, sunglasses and hats
c. Very low temperatures – Wear thick woollen clothing
7. A forest is a large area covered with trees and different kinds of undergrowth.
8. Forests are useful to us in the following ways:
 - They control soil erosion
 - They provide timber for furniture and construction purposes

- They help in the formation of rainfall
 - They provide fuel
9. Afforestation: Planting of trees
- Deforestation: Cutting of trees
 - Agro-forestry: Planting of trees with crops
 - Re-afforestation: Planting of trees where they have been cut down
 - Swamps: Waterlogged areas with dense vegetation
 - Lakes: Large depressions filled with water
10. Environment means the surroundings of man
11. Four lakes found in Rwanda are:
- Lake Muhazi
 - Lake Rweru
 - Lake Burera
 - Lake Ruhondo
12. Lakes are important in the following ways:
- People catch fish in lakes
 - Lakes attract tourists
 - People get water for domestic, industrial and irrigational use
13. Swamps are important to us in the following ways:
- They control floods
 - We get clay and papyrus reeds for craft
 - We catch fish in swamps
 - We get water for domestic use from swamps
 - They also help in the formation of rainfall
14. Two types of forests are:
- Natural forests
 - Artificial or planted forests
15. Two forests found in Rwanda are:
- Birunga Forest
 - Nyungwe Forest

16. Two forests found in Rwanda are:

- Birunga Forest
- Nyungwe Forest

17. Mountains are important our environment:

- They help in the formation of relief rainfall
- They provide fertile soil for agriculture
- Mountains attract tourists
- They provide material (stones etc) for construction

18. Four examples of man-made environments are:

- Roads
- Buildings

7.7. Additional activities

• Remedial Activities

Give 3 examples of natural environment and 3 examples of man-made environment.

Answer: learners will provide different types of environment, help them to differentiate components of natural environment from components of man-made environment.

• Consolidation activities

Explain the dangers of the destruction of environment.

Answer: Learners will provide different problems related to the destruction of environment such as soil erosion, spread of diseases, lack of drinking water, poor air quality, etc.

• Extended activities

Explain how climate have affected people's activities in our province.

UNIT 8

Population

8.1.Key unit competence:

Analyse consequences of overpopulation and ways to control population growth

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

This unit is a continuation of what the learners did in P4, unit 7 about Population census in their district. Learners were introduced to the content about Population census and its importance, factors of population increase, effects of population increase and measures to control high population increase in their district.

In P5, learners are going to study about population distribution in their province, factors that affect population distribution, problems associated with overpopulation and importance of controlling population growth.

8.3.Introductory activity and guidance

a. Introductory activity

The study of population is necessary as it helps in the provision of social services to the people. Our province can be among the most populated provinces of Rwanda and there is fear that the rate at which population growth is increasing and presents great challenges to the development of our province.

The proper strategies to solve the problems related to the rapid population growth should be taken.

1. Explain the population distribution in our province (sparsely populated areas, over populated areas).
2. Discuss the factors influencing population distribution in our province.
3. Discuss measures that should be taken to control rapid population growth.

b. Guidance on introductory activity:

The teacher will present a map of population distribution of Rwanda and ask learners to observe carefully the map and identify the population density of their province in relation to that of other provinces of the country. The learners will try to answer the questions given by the introductory activity. The learners may not be able to get the right answer but they are requested to predict possible answers. When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learnt in the previous lessons of P4, unit 8 on Population census where different concepts on population are provided.

8.4.List of lessons/sub-heading

#	Lesson	Learning objectives	Number of periods:7
1	Lesson 1. i. Population ii. Factors which influence population distribution	<ul style="list-style-type: none"> • Define population • Know the terms associated with population • State the factors which influence population distribution • Explain factors that influence population distribution 	1
2	Lesson 2. i. Problems caused by high population ii. Population census	<ul style="list-style-type: none"> • Analyse the problems caused by high population • Define population census • Give reasons why population census is carried out every ten years • Identify the problems associated with increase population. • Examine ways of controlling population growth. 	1

		<ul style="list-style-type: none"> • Participate in the census process. • Appreciate the importance of controlling population growth. • Show concern about over population and population growth. 	
3	<p>Lesson 3.</p> <p>i. Information needed during population census</p> <p>ii. Reason why the government carries out population census</p>	<ul style="list-style-type: none"> • Know the information needed during population census • State the reasons why the government carries out population census • Be aware of the information required for conducting a census of any place. • Examine the importance of conducting census. • Appreciate the importance of counting population. 	1

4	<p>Lesson 4.</p> <p>i. Population growth</p> <p>ii. Ways of controlling population growth</p> <p>iii. Importance of controlling population growth</p>	<ul style="list-style-type: none"> • Define population growth • Name ways of controlling population growth • Give the importance of controlling population growth • Participate in controlling population growth • Appreciate the importance of controlling population growth. • Show concern about overpopulation and population growth. 	2
5	<p>Lesson 5.</p> <p>i. Population density</p> <p>ii. Calculations involved in population density</p>	<ul style="list-style-type: none"> • Define population density • Know calculations for population density • Calculate population density of a place. 	1
	Assessment		1

Guidance on different lessons

8.4.1. Lesson one: Factors that influence population distribution

a. Learning objectives

- Define population
- Know the terms associated with population
- State the factors which influence population distribution
- Explain factors that influence population distribution

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures of city population and village population
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 8.1.

Activity 8.1. Help learners to discuss in groups the factors that may lead to overpopulation and the factors that may lead to sparse population. Then, invite the learners to discuss in groups the problems caused by overpopulation in area.

Learner's activity: Referred to Activity 8.1 of Pupil's Book Five

Expected answers to activity 8.1

1. Factors leading to overpopulation:
 - a. Presence of fertile soils for agriculture
 - b. Favourable climate
 - c. Availability of social services
 - d. Improved medical care

- e. Improved security
- f. Industrialisation
- g. Urbanisation

Factors leading to sparse population:

- a. Water problems
- b. Less or no occupation
- c. Diseases
- d. Lack of food
- e. Unfavourable climate

2. An overpopulated area faces many problems such as:

- a. High crime rate like stealing and rape.
- b. Poor sanitation and hygiene.
- c. Destruction of the environment.
- d. Shortage of land.
- e. Shortage of food.
- f. Disease spreads easily
- g. High unemployment

Application activity

Question: Explain the factors for dense population

Answer: The factors that lead to a dense population are:

- Presence of fertile soil for agriculture in a region.
- Favourable climate
- Availability of social services
- Improved medical care
- Improved security
- Industrialisation
- Urbanisation

8.4.2. Lesson two: Problems caused by high population growth

a. Learning objectives

- Analyse the problems caused by high population
- Define population census
- Give reasons why population census is carried out every ten years
- Identify the problems associated with increase population.
- Examine ways of controlling population growth.
- Participate in the census process.
- Appreciate the importance of controlling population growth.
- Show concern about over population and population growth

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Images of people carrying out population census
- Textbooks

c. Learning activities

1. Give an example of an area which has a high population growth in your province or in other provinces.
2. Discuss the problems caused by high population growth.

Answers:

1. In pairs, learners will be asked to give an example of an area which has a high population growth. They can give here an example of an urban area.
2. In groups, learners will discuss the problems caused by high population growth. There are many: high crime rate, poor sanitation and hygiene, destruction of the environment, shortage of land, shortage of food, disease spreads easily, high unemployment, etc.

Application activity

Question: Give the reasons why population census is carried out every ten years.

Answer: The government carries out a population census every ten years in order to:

- plan for the citizens
- know the birth and death rate
- know the number of people in our country
- demarcate electoral areas
- determine the level of poverty
- determine the level of unemployment
- determine the level of literacy

7.4.3. Lesson three: Population census

a. Learning objectives

- Know the information needed during population census
- State the reasons why the government carries out population census
- Be aware of the information required for conducting a census of any place.
- Examine the importance of conducting census.
- Appreciate the importance of counting population

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- A sample questionnaire used during census
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 8.2.

Activity 8.2. Learners will be guided to discuss in groups the meaning of population census and the information required during population census. Then, the learners will discuss in groups the reasons why the government carries out population census.

Learner's activity: Referred to Activity 8.2 of the Pupil's Book Five

Expected answers to activity 8.2

1. Guide the learners to find out the name of the Minister of Finance and Economic Planning
2. Population census is the official counting of the population of a country.
3. Information about age, sex, education, number of children, assets, religion, etc.
4. The government carries out population census to:
 - a. Plan for the citizens' welfare
 - b. Know the birth and death rate of a country
 - c. Know the number of people in the country
 - d. Demarcate electoral areas
 - e. Determine the level of poverty
 - f. Determine the level of unemployment
 - g. Determine the level of literacy

Application activity

Question: Give the information needed during a population census

Answer: During a population census the following information is never missing: the level of education, the age, the sex, the number of children, etc.

8.4.4. Lesson four: Population growth

a. Learning objectives

- Define population growth
- Name ways of controlling population growth
- Give the importance of controlling population growth
- Participate in controlling population growth
- Appreciate the importance of controlling population growth.
- Show concern about overpopulation and population growth

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- A picture of a woman going for family planning
- Textbooks

c. Learning activities

1. Explain the meaning of population growth
2. Discuss the importance of controlling population growth

Answers to the questions above:

1. In groups, learners will discuss the meaning of population growth, and then the teacher will give them the right meaning of population growth. Population growth is an increase in the number of people living in an area at a given time
2. In groups, learners will discuss the importance of controlling population growth. They can also debate about the importance of controlling population growth. The teacher will supplement the answers of learners. The importance of controlling population growth is to promote development, ensure easy family planning for citizen, provide good social services, reduce crime rate, reduce unemployment, control

the spread of diseases, etc.

Application activity

Question: What are the ways of controlling population growth?

Answer: The government helps to control population growth by:

- encouraging family planning
- educating people about the dangers of population growth
- discouraging early marriage
- discouraging polygamy
- providing incentives to families which have accepted family planning methods.

8.4.5. Lesson five: Population density

a. Learning objectives (formulated)

- Define population density
- Know calculations for population density
- Calculate population density of a place.

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

1. Pictures of different places: one with high population density another one with low population density.
2. Textbooks

c. Learning activities

1. Explain the meaning of population density
2. In 2020, the population of an area was 500,000 people. What was the population density of this area in 2020 if its area is 10,000 km²?

Answers to the questions above:

1. In groups, learners will discuss the meaning of population density. The Population density is the average number of people living in an area, per square kilometre.
2. The population density of this area is the total population divided by the total surface area = 50 persons / km²

Application activity

Question: Give the most densely populated areas in your province and the reasons why

Answer: The answers of learners will be discussed in the lessons.

8.5. Additional content/text for student and teacher

8.5.1. Additional content/text for student

Activities:

Introductory activity, learning activities, application activities and additional activities in box.

8.5.2. Additional information for the teacher

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

- Guide the learners to draw posters depicting population in urban and rural settings.
- Allow the learners to organise a debate on advantages and disadvantages of overpopulation.

- Guide the learners to carry out a census for the school. Make different groups and give them the data to be filled out during the census
- Ask the learners to repeat the ways of controlling population growth
- Provide various numerical problems to the learners and ask learners to calculate the population density of a place.
- Ask learners to learn the formula:

$$\text{Density of Population} = \frac{\text{Number of people living in an area}}{\text{Total area}}$$

8.6. End unit assessment / Expected answers to revision exercise

- a. Population is the total number of people living in a specified area.
 - b. Population density is the total number of people living in an area, per square kilometer.
 - c. Population census is the general counting of people living in an area.
 - d. Population growth is the increase in the number of people living in an area, at a given time.
 - e. Population distribution is the manner in which people are spread in an area.
 - f. Sparse population is when there are few people living in an area.
 - g. Optimum population is where the number of people living in an area is equal to the available resources of that area.
 - h. Overpopulation is when the number of people living in an area is more than the available resources of that area.

2. The four factors that influence population distribution are:
 - Water availability
 - Climate
 - Security
 - Availability of jobs
3. The most densely populated province in Rwanda is Kigali.
4. Three problems caused by high population growth in Rwanda are:
 - High crime rate
 - Poor sanitation and hygiene
 - Shortage of food
 - Unemployment
5. 5. Four reasons why the government should carry out the population census are:
 - To know the birth and death rate
 - To know the number of people in our country
 - To demarcate electoral areas
 - To determine the level of unemployment
6. The Ministry of Finance and Economic Planning is responsible for organizing the population census.
7. The four problems Rwanda faces due to its high population are:
 - shortage of food
 - shortage of land
 - spread of disease
 - unemployment

8. To control the growth of population, the Government of Rwanda can use the following:

- Encourage family planning
- Discourage early marriage
- Discourage polygamy
- Provide incentives to families which follow the rules set by the government

9. Age

- Sex
- Level

10. • To promote development

- To provide good social services
- To reduce high crime rate
- To reduce unemployment
- To control the spread of diseases

8.7. Additional activities

• Remedial Activities:

Question: explain the following terms: Population density, population distribution and population explosion.

- Population density: it is the total number of people living in an area per square kilometre.
- Population distribution: it is the way people are spread in an area.
- Population explosion: it is a sudden increase in the number of people in an area

- **Consolidation activities:**

Question: Explain the consequences of overpopulation in our province

Answer: overpopulation can lead to high crime rate, poor sanitation and hygiene, destruction of the environment, shortage of land, shortage of food, disease spreads easily and high unemployment.

- **Extended activities:**

Question: Discuss the measures that should be taken to control rapid population growth

Answer: The measures that should be taken to control rapid population growth are: encouraging family planning, educating people about the dangers of population growth, discouraging early marriage, discouraging polygamy, providing incentives to families which have accepted family planning methods.

UNIT 9

Infrastructures

9.1. Key unit competence

Explain the importance of transport and communication in our province

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

This unit is a continuation of what the learners did in P4, unit 9 about infrastructure in their district. The learners have learnt in P4 about transport and communication in their district. In transport, learners acquired some knowledge, skills, attitudes and values on types and importance of transport, problems related to transport and measures to overcome those problems.

In communication, they have received some knowledge, skills, attitudes and values on types and importance of communication, problems related to communication and measures to overcome those problems in their district.

In P5, the learners are going to study about their province. They will acquire more knowledge, skills, attitudes and values on transport: types and means of transport in their province, importance of transport in their province, problems related to transport and measures to overcome those problems. They will also acquire more knowledge, skills, attitudes and values on communication in their province: types and means of communication, importance of communication, problems related to communication and measures to overcome those problems in their province.

9.3.Introductory activity and guidance

a. Introductory activity

In my province, people use head transport, bicycle and vehicle to bring their harvest to the market, and most of them use telephone for communication.

1. Outline the types of transport used in our province.
2. Explain the importance of transport in our province.
3. Discuss the difficulties and dangers associated with transport in our province and ways of overcoming them .
4. Explain the importance of different types of communication usually used in our province
5. Discuss the difficulties and dangers associated with communication in our province and ways of overcoming them.

b. Guidance on introductory activity

The teacher will ask learners to read the questions related to introductory activity. The learners will try to answer the questions. The learners may not be able to get the right answer but they are requested to predict possible answers. When the learners fail to come up with right answers to the questions related to introductory activity, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. This implies that learners will associate this lesson with the content learnt in the previous lessons of P4, unit 9 on infrastructure.

9.4.List of lessons/sub-heading

#	Lesson	Learning objectives	Number of periods:11
1	Lesson 1. i. Define infrastructure ii. Main infrastructure of a country iii.Importance of infrastructure	<ul style="list-style-type: none"> • Define infrastructure • Identify the main infrastructure in the province • Analyse the importance of infrastructure. • Identify basic facilities needed for development. • Appreciate the importance of infrastructure. 	1
2	Lesson 2. i. Define transport ii. Types of transport iii.Means of transport used in road transport	<ul style="list-style-type: none"> • Explain the term transport • Mention the types of transport in the province • Identify the means used in road transport • Identify different means of road transport. 	1

		<ul style="list-style-type: none"> • Appreciate the availability of transport system in our locality/ province • Show concern about the proper use of transport in our province. 	
3	<p>Lesson 3.</p> <p>i. Means of water transport</p> <p>ii. Means of air transport</p>	<ul style="list-style-type: none"> • List the means used in water transport • State the dangers of using water transport • Identify the means used in air transport • Identify the means of water and air transport • Show concern about the proper use of transport in our province. 	1

4	<p>Lesson 4.</p> <p>i. Means of rail transport</p> <p>ii. Places where means of transport are found</p>	<ul style="list-style-type: none"> • Name the means used in rail transport • Mention the places where we find different means of transport • Explain different uses of rail transport • Appreciate the importance of transport in our province • Show concern about the proper use of transport in our province. 	1
5	<p>Lesson 5.</p> <p>i. Importance of having good transport</p> <p>ii. Difficulties faced by different means of transport</p>	<ul style="list-style-type: none"> • State the importance of having good transport • Mention the difficulties facing transport in the province • Identify the causes of traffic accidents 	1

		<ul style="list-style-type: none"> • Explain the importance of transport in a locality/province • Appreciate the importance of transport in our province • Show concern about the proper use of transport in our province. 	
6	<p>Lesson 6.</p> <p>Ways of overcoming the problems facing transport</p>	<ul style="list-style-type: none"> • Identify different ways of solving problems facing transport in our province • Recognise the dangers, difficulties of transport, and suggest measures to overcome them • Participate in solving transport issues. • Show concern about the proper use of transport in our province 	1

7	<p>Lesson 7.</p> <p>i. Communication</p> <p>ii. Forms of communication</p> <p>iii. Means of communication</p>	<ul style="list-style-type: none"> • Define communication • Identify two main forms of communication • State the traditional means of communication • Explain the importance of communication. • Appreciate the use of communication system. 	1
8	<p>Lesson 8.</p> <p>i. Modern means of communication</p> <p>ii. Difference between modern and traditional communication</p> <p>iii. Radio stations in Rwanda</p>	<ul style="list-style-type: none"> • Identify different means of modern communication • Name the radio stations in Rwanda • Use modern means of communication. • Appreciate the importance of communication 	1

9	<p>Lesson 9.</p> <p>i. Definition of telecommunication</p> <p>ii. Telecommunication companies in Rwanda</p> <p>iii. Importance of communication</p>	<ul style="list-style-type: none"> • Define telecommunication • List the means of telecommunication in their province • Mention the importance of having good communication in our province • Identify various communication network providers • Use those communication networks • Appreciate the services provided by the communication network companies • Appreciate the importance of means of communication. 	1
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10	Lesson 10. (i) Problems facing communication (ii) Solutions to the problems facing communication	<ul style="list-style-type: none"> • Knowledge • Outline the problems facing communication in the province • Suggest solutions to the problems facing communication • Identify difficulties faced by communication services and measures to overcome them. 	1
	Assessment		1

Guidance on different lessons

9.4.1. Lesson one: The main infrastructure systems in the province

a. Learning objectives

- Define infrastructure
- Identify the main infrastructure in the province
- Analyse the importance of infrastructure.
- Identify basic facilities needed for development.
- Appreciate the importance of infrastructure

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures of basic infrastructural facilities
- Textbooks

c. Learning activities

1. Explain the meaning of infrastructure.
2. What are the main infrastructures in our province?

Answers to the questions above:

1. In groups, learners will be guided to find the meaning of infrastructure and its importance: Infrastructure refers to the fundamental facilities of a country or area.
2. In groups, learners will discuss in groups the main infrastructures in their province. Learners can talk about electricity, water, transport, communication, education system, health system, etc.

Application activity

Question: Explain the importance of the infrastructure

Answer: the infrastructure is important as it provides services and facilities which are necessary for the economic development of a country.

9.4.2. Lesson two: Types and means of transport in our province

a. Learning objectives

- Explain the term transport
- Mention the types of transport in the province
- Identify the means used in road transport
- Identify different means of road transport.
- Appreciate the availability of transport system in our locality/ province
- Show concern about the proper use of transport in our province.

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures/flash cards of different means of road transport
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 9.1.

In groups, learners will be asked to observe the pictures above the activity 9.1 in the learner's book, they will identify the types of transport which are seen on the pictures. Then the learners will discuss the types of transport found in their province and the types of transport which are found in their province.

Learner's activity: Refer to Activity 9.1 of the Pupil's Book Five.

Expected answers to activity 9.1

1. Four types of transport:
 - Road
 - Air
 - Water
2. Road transport
3. Air transport

Application activity

Question: Identify the means used in road transport

Answer: The means used in road transport include cars, buses, lorries, pickups, bicycles and motorcycles.

9.4.3. Lesson three: Means used in water transport and air transport

a. Learning objectives

Knowledge

- List the means used in water transport
- State the dangers of using water transport
- Identify the means used in air transport
- Identify the means of water and air transport
- Show concern about the proper use of transport in our province

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Images/flash cards of different means of water and air transport
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 9.2 and 9.3.

Activity 9.2: Guide learners to discuss in groups water transport is not commonly used in their province, to name any four means of water transport, then ask each learner to draw any two means of water transport.

Activity 9.3: Ask learners to discuss in groups the means of air transport, why air transport is not used by many people and to give two International Airports of Rwanda.

Learner's activity: Refer to Activities 9.2 and 9.3 of the Pupil's Book Five.

Expected answers

a. Activity 9.2

1. Water transport is not commonly used in our province because it is the slowest mode of transport.
2. Four means of water transport:
 - Ship
 - Boat
 - Ferry
 - Canoe
3. Guide the learners to draw sketches of any two means of water transport, of their choice, and name them.

b. Activity 9.3

1. Three means of air transport are:
 - Aeroplane
 - Helicopter
 - Rocket
2. Air transport is not used by many people because it is very costly
3. Kigali International Airport.

Application activity

- Question:**
1. Identify the means used in water transport
 2. Identify the means used in air transport

Answers:

1. The means used in water transport are: boats, ferries, canoes, ships/vessels and dhows.
2. The means used in air transport are: aeroplane, helicopter, parachute and rocket.

9.4.4. Lesson four: Rail transport

a. Learning objectives

- Name the means used in rail transport
- Mention the places where we find different means of transport
- Explain different uses of rail transport
- Appreciate the importance of transport in our province
- Show concern about the proper use of transport in our province

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Images of railway transport
- Textbooks

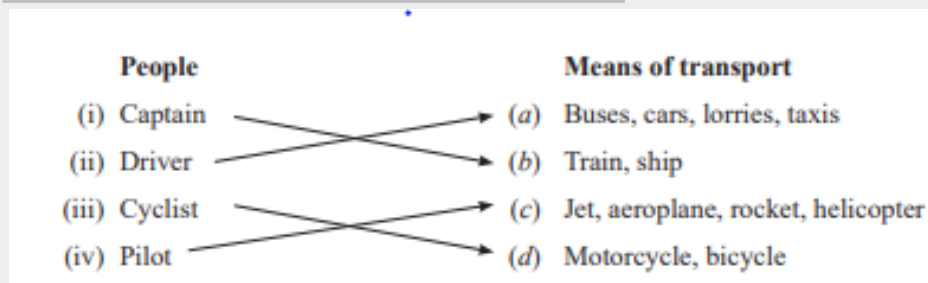
c. Learning activities

Help learners to answer the questions of activity 9.4.

Activity 9.4: In groups, learners will observe the table of different people and means of transport they are associated with. Learners are then asked to match the people to the means of transport. They can use textbooks or research to answer the question.

Learner's activity: Refer to Activity 9.4 of the Pupil's Book Five .

Expected answers to activity 9.4



Application activity

Question: Identify the means used in rail transport

Answer: The means used in rail transport are: trains

9.4.5. Lesson five: Importance of transport in our province

a. Learning objectives

- State the importance of having good transport
- Mention the difficulties facing transport in the province
- Identify the causes of traffic accidents
- Explain the importance of transport in a locality/province
- Appreciate the importance of transport in our province
- Show concern about the proper use of transport in our province

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures showing good transport
- Textbooks

c. Learning activities

1. Identify the main causes of road accidents
2. Explain the importance of transport in a locality/province

Answers to the questions above:

1. In groups, learners will be guided to discuss the main causes of road accidents. Let learners express their ideas and supplement their answers if it is necessary. The main causes of road accidents are: drunken driving, speeding, rash driving, wrong overtaking, bad roads, etc.

2. In groups, learners will discuss the importance of transport in their province. Let learners express their ideas and supplement their answers if it is necessary. The importance of transport is to allow movement of people from one place to another, to transport agricultural produce to market, to promote trade, to promote tourism, to promote all economic activities, etc.

Application activity

Question: Explain difficulties related to transport in our province

Answer:

- **Poor roads:** This affects the movement of people and their goods from one place to another. **Bad weather:** Heavy rains can spoil roads in our province.
- **Landscape:** The land may make it impossible or expensive to construct roads or build railway lines in some areas.
- **Strong winds:** These can make boat capsize.
- **Accidents:** These are caused by poor roads, overloading, bad weather conditions and speeding. To be speeding is to be above the speed limit.
- **Narrow roads:** Roads are narrow in some areas, leading to traffic jams which cause delays people from moving quickly.
- **Few means of transport:** This makes it difficult for some people to get to work on time

9.4.6. Lesson six: Ways of solving problems related to transport in our province

a. Learning objectives

- Identify different ways of solving problems facing transport in our province
- Recognise the dangers, difficulties of transport, and suggest measures to overcome them
- Participate in solving transport issues.
- Show concern about the proper use of transport in our province

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Chart of road signs and safety rules and regulations for the roads
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 9.5

For this activity, guide learners to discuss in groups the problems facing transport services in their province and how to solve these problems, and then learners will discuss the causes of road accidents in their province.

Learner's activity: Referred to Activity 9.5 of the Pupil's Book Five

Expected answers to activity 9.5

1. Guide the learners to discuss the following problems affecting transport:
 - Poor roads
 - Bad weather
 - Landscape

- Strong winds
 - Accidents
 - Narrow roads
 - Few transport means
2. The problems affecting transport services can be solved in the following ways:
- Tarmacking and building wider roads
 - Repairing roads
 - Avoiding speeding and overloading
 - Providing greater means of public transport in the province
 - Enforcing strict laws against drink driving
 - Following traffic rules and regulations
 - Converting all seasonal roads to metalled roads
3. The following are the cause of road accidents:
- Bad roads with potholes
 - Rash driving
 - Drunken driving
 - Over speeding
 - Jumping red lights
 - Use of mobile phones while driving
 - Not using safety equipment like seatbelts and helmets
 - Incorrect overtaking and lane driving
 - Overloading vehicles

Application activity

Question: Explain the problems related to transport in your province.

Answer: Learners will discuss the problems related to transport in their province.

9.4.7.Lesson seven: Forms and means of communication

a. Learning objectives

- Define communication
- Identify two main forms of communication
- State the traditional means of communication
- Explain the importance of communication.
- Appreciate the use of communication system

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Images/flash cards of different means of communication
- Textbooks

c. .Learning activities

Help learners to answer the questions of activity 9.6 and 9.7 in the Learner's Book Five.

Activity 9.6: Help learners to discuss in groups the means of communication which were used long ago and the ones people use today.

Activity 9.7: Help learners to observe in groups the pictures showing the means of communications in the learner's book, invite learners to identify these means of communication, and to discuss other possible means of communication. Help learners to discuss about the fastest means of communication in their province.

Learner's activities: Refer to Activities 9.6 and 9.7 of the Pupil's Book Five.

Expected answers

a. Activity 9.6 Guide the learners in the discussion by making them aware of the means of communication used in the olden days. Help them to compare those with the means used nowadays.

b. Activity 9.7 (It is an application activity)

1. Learner's individual responses.
2. Learner's individual responses.
3. Learner's individual responses.
4. Blow horn and drums

Application activity

Refer to the activity 9.7. above.

9.4.8. Lesson eight: Modern communication

a. Learning objectives

- Identify different means of modern communication
- Name the radio stations in Rwanda
- Use modern means of communication.
- Appreciate the importance of communication

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures of different means of communication
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 9.8 in the Learner's Book Five.

The learner’s book talks about Radio Rwanda, Kiss FM, Isango Star, Radio10, Magic FM, Radio Flash FM and Contact FM. Ask learners to discuss in groups other examples of stations radio found in Rwanda. Guide learners to discuss in groups the major advantage of modern means of communication over traditional ones.

Learner’s activity: Referred to Activities 9.8 of the Pupil’s Book Five

Expected answers to activity 9.8

1. Guide the learners to collect information on the following radio stations in Rwanda and discuss:
 - a. Radio Rwanda
 - b. K FM,
 - c. Kiss FM
 - d. Isango Star
 - e. Radio10
 - f. Magic FM
 - g. Radio Flash and
 - h. Contact FM.

2. The following are the major advantages of modern means of communication over traditional means

Modern means of communication	Traditional means of communication
More effective and efficient	Not effective and efficient
Easy to handle	Only specialized people could use
More variety ,like mobile, TV, computer, newspaper, etc.	No or less variety like, blow horn, drums and fire

Application activity

Question: Identify the modern means of communications in our province and discuss those which are mostly used.

Answer: Learners will state the modern means of communications found in their province and discuss about those which are mostly used.

9.4.9. Lesson nine: Importance of communication

a. Learning objectives

- Define telecommunication
- List the means of telecommunication in their province
- Mention the importance of having good communication in our province
- Identify various communication network providers
- Use those communication networks
- Appreciate the services provided by the communication network companies
- Appreciate the importance of means of communication.

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Images of layers of various communication network companies
- Textbooks

c. Learning activities

1. Identify the means of telecommunication in our province
2. Explain the importance of having good communication in our province

Answers to the questions above:

1. Help learners to discuss in groups the means of communication in our province.

Let learners observe pictures that show different means of communications in the learner's book and ask them to identify the means of communications shown by the pictures.

2. Help learners to discuss in groups the importance of having good communication in their province. Let learners express their ideas and supplement them if it is necessary. Communication is key factor for development, it promotes peace and harmony, friendship, trade, tourism and other economic activities.

Application activity

Question: Identify various telecommunication companies in our province

Answer: Possible answers: MTN and Airtel-Tigo

9.4.10. Lesson ten: Problems facing communication and solutions

a. Learning objectives (formulated)

- Outline the problems facing communication in the province
- Suggest solutions to the problems facing communication
- Identify difficulties faced by communication services and measures to overcome them.

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- illustrations
- Textbooks

c. Learning activities

1. Identify the problems that affect communication in our province.
2. Suggest solutions to the problems that affect communication in our province.

Answers to the questions above:

1. Help learners to discuss in groups the problems that affect communication in their province, then supplement the answers of learners. The problems that affect communication are many: communication is expensive, communication is also affected by poor network, lack of skilled workers, poor service delivery by some telecommunication network companies, poor transport system, limited market, etc.
2. Invite learners to discuss in groups possible solutions to the problems that affect communication, and then supplement the answers of learners. The system of Communication can be improved by providing good road networks, setting strict laws to control telecommunication networks, training skilled workers to improve customer care services, educating people about the importance of communication.

Application activity

Question: Discuss the importance of communication in our province

Answer: Good communication networks are important as they promotes: peace and harmony, trade, development, tourism and other economic activities

9.5. Additional content/text for student and teacher

9.5.1. Additional content/text for student

Activities:

Introductory activity, learning activities, application activities and additional activities in box.

9.5.2. Additional information for the teacher

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

- Ask the learners to record the various facilities they enjoy, or lack of the facility and share with the class.
- Prepare a crossword worksheet for the different means of transport and allow the learners to complete it in class
- Organise a picture recognition test in the class and allow the learners to identify different means of transport. Prepare a jumbled word exercise for the learners based on different means of transport. Call the learners one by one and see who gives the correct word quickly.
- Ask the learners to discuss the various causes of road accidents.
- Make the learners aware of the road safety rules and regulations, by conducting a mock drill in school
- Make the learners aware about the traditional methods of communication
- Allow the learners to discuss the modern means of communication. Encourage the habit of listening to the radio, among the learners.

- Allow the learners to debate the advantages and disadvantages of the different means of communication.
- Allow the learners to write a short paragraph on the 'Importance of communication in your province/locality'.
- Allow the learners to identify the logos of different communication companies

9.6. End unit assessment

1. Transport is the movement of people and goods from one place to another.
2. a. Road
b. Air
c. Water
d. Rail
3. Air
4. Road transport — cars, buses, lorries, bicycles and motorcycles
5. Air transport — aeroplane, helicopter
6. Most expensive means of transport
7. Communication is the sending and receiving of messages
8. The telephone
9. Cars, buses, lorries, bicycles and motorcycles
10. a. Poor roads
b. Bad weather
c. Narrow roads
d. Overloading

11. Repairing roads and widening them
 - Tarmacking roads
 - Following strict laws against drinking driving
 - Avoiding over speeding and over loading
12. Water transport
13. Radio, television, newspaper and telephone
14. a. Mobile Telecom Network (MTN)
 - b. Airtel Tigo
15. a. It promotes peace and harmony
 - b. It promotes trade
 - c. Creates friendship
 - d. Promotes development
 - e. Promotes tourism
16. a. Poor Network
 - b. Lack of skilled workers
 - c. Poor transport leads with difficulty to timely delivery of newspapers.
 - e. Telecom poles fall due to heavy rains.
17. a. Setting strict laws that control telecommunication networks
 - b. Educating people on the importance of communication
 - c. Training more skilled workers
 - d. Providing a good road network

9.7. Additional activities

● Remedial Activities

Question: State different means of communication found in our province.

Answer: radio, television, newspaper, magazine, telephone and letter.

● Consolidation activities

Question: Explain the importance of transport in our province.

Answer: The importance of transport: it is to allow movement of people from one place to another, to transport agricultural produce to market, to promote trade, to promote tourism, to promote all economic activities, etc.

● Extended activities

Question: Explain the importance of communication in our province.

Answer: Communication promotes peace and harmony, trade, friendship, development, tourism and other economic activities.

10.1. Key unit competence

Analyse important events of colonial Rwanda

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

This unit is a continuation of what the learners did in P4, unit 5 about Traditional Rwanda in their district. The learners have learnt here in P4 about the meaning of pre-colonial Rwanda, the political organisation of pre-colonial Rwanda, the social organisation in pre-colonial Rwanda, the economic and commercial activities in pre-colonial Rwanda.

In P5, the learners are going to study about their province. They will acquire more knowledge, skills, attitudes and values on the causes of colonisation, the reactions of Rwanda's resistance towards colonial rule, the influence of foreigners in Rwanda and the Rwanda's road to independence.

10.3. Introductory activity and guidance

a. Introductory activity

Rwanda was first colonised by Germany and later by Belgium. There were various causes of colonisation, the impact of colonisation was important in Rwanda and the resistance to colonisation was significant.

1. State the reasons of colonization of Rwanda.

2. What are the reasons that explain the resistance of King Musinga to colonial rule?
3. Who were the groups of foreigners who came to Rwanda during the colonial period?
4. Explain the reforms of King Rudahigwa and their effects.

b. Guidance on introductory activity

Let learners observe different photos of leaders of colonial Rwanda and foreigners who came to Rwanda during colonial period. In the course of the lessons, ask learners to identify the leaders and the foreigners shown on pictures.

Guide learners to answer the questions related to introductory activity. The learners may not be able to get the right answer but they are requested to predict possible answers. When the learners fail to come up with right answers to the questions, the teacher will not immediately provide the required answers rather he /she should let learners get the real answers through the course of learning and teaching process. The learners will associate this content with the content learnt in the previous lessons of P4, unit 10 on Traditional Rwanda.

10.4. List of lessons

#	Lesson	Learning objectives	Number of periods:14
1	Lesson 1. i. Definition of colonialism ii. Countries that colonised Rwanda	<ul style="list-style-type: none"> • Define colonisation • Name the two countries that colonized Rwanda • Identify countries that colonised Rwanda 	1

	iii. Other countries which colonised neighbouring countries	<ul style="list-style-type: none"> • Develop the spirit of nationalism 	1
2	<p>Lesson 2.</p> <p>Causes of colonisation</p> <p>i. Economic reasons</p> <p>ii. Political reasons</p> <p>iii. Social reasons</p>	<ul style="list-style-type: none"> • - Explain the causes of the colonization of African countries: • (a) Political reasons • (b) Social reasons • (c) Economic reasons • - Identify the cause of colonisation in Rwanda. • - Develop the spirit of nationalism 	1
3	<p>Lesson 3.</p> <p>i. Forms of colonization</p> <p>ii. Resistance of Rwandans towards colonization</p> <p>iii. Impact of Rwandan resistance to colonial rule</p>	<ul style="list-style-type: none"> • State the two forms of colonization • Give reasons for resistance towards colonization • Suggest the impact of resistance towards colonization • Identify the forms of colonisation in Rwanda. • Respect the resistance movement in Rwanda • Develop the spirit of nationalism 	1

4	<p>Lesson 4.</p> <p>i. Groups of foreigners in Rwanda</p> <p>ii. Reasons for foreigners to come to Rwanda</p>	<ul style="list-style-type: none"> • Mention groups of foreigners who came to Rwanda • Give reasons for their coming to Rwanda • Identify the reasons for the coming of foreigners to Rwanda. • Develop the spirit of nationalism. 	1
5.	<p>Lesson 5.</p> <p>i. Define explorers</p> <p>ii. Identify the explorers who came to Rwanda</p> <p>iii. Problems that the explorers faced</p>	<ul style="list-style-type: none"> • Explain the term explorers • Name different groups of explorers who came to Rwanda • Suggest the problems which were faced by those explorers • Identify different explorers who came to Rwanda. • Develop the spirit of nationalism 	1

6	<p>Lesson 6.</p> <p>i. Define missionaries</p> <p>ii. Groups of missionaries who came to Rwanda</p> <p>iii. Reasons for missionaries to come to Rwanda</p>	<ul style="list-style-type: none"> • Define missionaries • Identify the groups of missionaries who came to Rwanda • Suggest reasons for the coming of missionaries in Rwanda • Identify the reasons for missionaries to come to Rwanda • Develop the spirit of nationalism • Develop respect towards religion 	1
7	<p>Lesson 7.</p> <p>i. Achievements for the coming of missionaries</p> <p>ii. Positive achievements</p> <p>iii. Negative achievements</p> <p>iv. Problems faced by the missionaries</p>	<ul style="list-style-type: none"> • Identify the positive and negative effects of missionaries arriving • Mention the problems faced by the missionaries. • Identify the problems faced by the missionaries. • Develop the spirit of nationalism • Develop respect towards religion 	1

8	<p>Lesson 8.</p> <p>i. Traders</p> <p>ii. Reasons for traders to come to Rwanda</p> <p>iii. Role played by Carl Peters</p> <p>iv. Colonialist</p>	<ul style="list-style-type: none"> • Who were traders? • Give reasons for traders to coming to Rwanda • Identify the role played by Carl Peters in the development of trade • Examine the reasons for the coming of traders to Rwanda. 	1
9	<p>Lesson 9.</p> <p>i. Rwanda's road to independence</p> <p>ii. King Rudahigwa</p> <p>iii. Political parties that participated in the struggle for independence in Rwanda</p> <p>iv. Reasons for forming political parties</p>	<ul style="list-style-type: none"> • Know about King Mutara III Rudahigwa and his their reforms. • Name three political parties that participated in the struggle for Rwanda's independence • State reasons for the formation of political parties in Rwanda • Analyse the reasons for the formation of political parties in Rwanda. 	1

		<ul style="list-style-type: none"> • Appreciate and respect the efforts of King Mutara Rudahigwa • Develop the spirit of nationalism 	
10	<p>Lesson 10.</p> <p>i. Independence of Rwanda</p>	<ul style="list-style-type: none"> • Define independence • Give reasons why Rwandans wanted independence • Examine the demand for independence by the Rwandan people. • Develop the spirit 	1
11	<p>Lesson 11.</p> <p>ii. Government</p> <p>iii.Types of government</p> <p>iii.Organs of the government</p> <p>iv.Executive (roles and members of executive)</p>	<ul style="list-style-type: none"> • Define a government • Name the two types of government • State the duties of the government • Understand the role played by the executive organ of the government • State the role of the executive • Name the duties of the president • Identify various types and organs of government in Rwanda 	

		<ul style="list-style-type: none"> • Develop the spirit of nationalism. 	1
12	<p>Lesson 12.</p> <p>i. Legislature</p> <p>ii. Division of the chambers of legislature (iii)</p> <p>Function of legislature</p>	<ul style="list-style-type: none"> • Define legislature. • Identify the powers and roles of the legislative. • Assess the role played by the legislature in the government. • Develop the spirit of law making. 	1
13	<p>Lesson 13.</p> <p>i. Members of the judiciary</p> <p>ii. Functions of the judiciary</p> <p>iii. Duties of government</p>	<ul style="list-style-type: none"> • List the members of the judiciary • Identify the role of the judiciary • Understand the duties performed by the government • Identify the number of members in the upper and the lower chambers of the Rwanda • Analyse the functions of judiciary • Examine the duties of government • Develop the spirit of judgment. 	1
	Assessment		1

Guidance on different lessons

10.4.1. Lesson one: Definition of colonisation and European countries that colonised Rwanda

a. Learning objectives

- Define colonisation
- Name two countries which colonized Rwanda
- Develop the spirit of nationalism

b. Teaching resources

To conduct well this lesson, the teacher will use:

- Images of colonial people who came to Rwanda
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 10.1 in the Learner's Book Five.

Invite learners to discuss in groups the reasons why Africa was colonised, to identify two European countries that colonised Rwanda, to name two African countries which were not colonised and explain why.

Learner's activity: Refer to Activity 10.1 of the Pupils Book Five page 113.

Expected answers to activity 10.1

1. Main reason led the colonization of African countries were :
 - a. Need for Minerals
 - b. Nature resources
 - c. Fertile soil
 - d. Need for enough labour

2. Germany and Belgium
3. Liberia and Ethiopia
4. Ethiopia had strong leaders and a strong army. Liberia was set aside for freed slaves from America.

Application activity

Question: Name the countries that colonized Rwanda and give the duration of their colonization.

Answer: Germany: from 1897 up 1916; Belgium: from 1916 up to 1962.

10.4.2.Lesson two: Causes of colonisation in Rwanda

a. Learning objectives

Explain the causes of the colonization of African countries:

- a. Political reasons
 - b. Social reasons
 - c. Economic reasons
- Identify the cause of colonisation in Rwanda.
 - Develop the spirit of nationalism

a. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Textbooks
- Pictures

b. Learning activities

Help learners to answer the questions of activity 10.2 in the Learner's Book Five.

Tell learners some economic reasons of colonisation of Rwanda provided by the Learner's Book, and then invite them to discuss

in groups other economic reasons why Europeans colonized Rwanda.

Learners will be asked to discuss the cash crops introduced by colonialist in Rwanda.

Learner's activities: Refer to Activity 10.2 of the Pupils Book Five.

Expected answers to activity 10.2

1. Europeans colonized Rwanda
 - Due to interest in legitimate trade
 - Cheap labour from Rwanda
 - Favourable climate for growing crops for European markets
 - Rwanda was rich in minerals
 - To invest their surplus capital
2. Coffee and Tea

Application activity

Question: Explain the political reasons of Europeans for colonizing Rwanda.

Answer: The political reasons of Europeans for colonizing Rwanda were the following:

- Germany and Belgium wanted to increase their colonies in Africa.
- The Europeans wanted to settle in Rwanda
- They wanted to establish civilization in Rwanda
- They wanted to protect missionaries and traders who were in Rwanda
- They wanted to discover more about the interior of Rwanda

10.4.3.Lesson three: Forms of colonisation and resistance towards colonisation in Rwanda.

a. Learning objectives

- State the two forms of colonization
- Give reasons for resistance towards colonization
- Suggest the impact of resistance towards colonization
- Identify the forms of colonisation in Rwanda.
- Respect the resistance movement in Rwanda
- Develop the spirit of nationalism

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures
- Textbooks

c. Learning activities

1. Discuss the reasons for resistance of King Musinga to colonial rule.
 - The king was not happy with the Belgium system of direct rule.
 - The king's power was weakened.
 - The king was not allowed to appoint the chiefs.
 - The administrators divided the people of Rwanda.
 - The king did not support the spread of western civilization, especially Christianity.
 - The king was not respected by the missionaries
2. Explain the impact of resistance of King Musinga to colonial rule.
 - There was a misunderstanding between King Musinga and the Belgians

- There was a misunderstanding between King Musinga and the catholic church
- King Musinga was deposed on November 12th, 1931 and later sent away (exiled) in DRC.

Application activity

Question: Explain the reasons why King Musinga was not supported by the missionaries.

Answer: Musinga did not accept the Christianity.

10.4.4. Lesson four: Impact of foreigners who came to Rwanda

a. Learning objectives

- Mention groups of foreigners who came to Rwanda
- Give reasons for their coming to Rwanda
- Identify the reasons for the coming of foreigners to Rwanda.
- Develop the spirit of nationalism

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 10.3 in the Learner's Book Five.

Guide learners to discuss in groups why the Belgians exile King Musinga from his kingdom. Ask learners to tell in which year Musinga died and the name of the King who succeeded King Musinga.

Learner's activities: Refer to Activity 10.3 of the Pupils Book Five.

Expected answers to activity 10.3

1. 1944
2. King Musinga resisted Belgian colonialism and did not support the conversion of Rwandan people to Christianity.
3. King Mutara III Rudahigwa Charles succeeded King Musinga.

Application activity

Question: Explain the reasons for coming of foreigners to Rwanda

Answer: The foreigners wanted to:

- find the source of the River Nile.
- learn more about the physical features of Africa.
- spread Christianity
- promote legitimate trade
- get raw materials for their home markets.
- invest their surplus capital.
- find a market for their goods

10.4.5.Lesson five: Different explorers who came to Rwanda

a. Learning objectives (formulated)

- Explain the term explorers
- Name different groups of foreigners who came to Rwanda
- Suggest the problems which were faced by those explorers
- Identify different explorers who came to Rwanda.
- Develop the spirit of nationalism

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures
- Textbooks

c. Learning activities

1. Explain the meaning of explorer
2. Identify different groups of foreigners who came to Rwanda

Answers to the questions above:

1. The meaning of explorer: An explorer is a person who leaves his or her country to go to others and discover new land /rivers and lakes
2. Groups of foreigners who came to Rwanda: Explorers, Missionaries, Traders and Colonialists.

Application activity

Question: Identify 2 explorers who came to Rwanda

Answer: Oscar Bauman, Adolf Von Gotzen

10.4.6.Lesson six: The missionaries who came to Rwanda

a. Learning objectives (formulated)

- Define missionaries
- Identify the groups of missionaries who came to Rwanda
- Suggest reasons for the coming of missionaries in Rwanda
- Identify the reasons for missionaries to come to Rwanda
- Develop the spirit of nationalism
- Develop respect towards religion

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures
- Textbooks

c. Learning activities

1. Identify the groups of missionaries who came to Rwanda.
2. Discuss the reasons why missionaries came to Rwanda

Answers to the questions above:

1. The groups of missionaries who came to Rwanda: The Roman Catholics is the first group. 1900. The Church Missionaries Society (CMS) is the second group, they were protestants.
2. The reasons why missionaries came to Rwanda: The Missionaries came to Rwanda to:
 - Spread Christianity.
 - Teach people how to read and write.
 - Spread western culture

Application activity

Question: Identify the first three catholic missions in Rwanda.

Answer: the first Catholic mission was built at Save in 1900 with, the second catholic mission was built at Zaza in 1901, the third catholic mission was at Nyundo in 1901.

10.4.7. Lesson seven: Positive and negative effects of missionaries who came in Rwanda

a. Learning objectives

- Identify the positive and negative effects of missionaries arriving

- Mention the problems faced by the missionaries.
- Identify the problems faced by the missionaries.
- Develop the spirit of nationalism
- Develop respect towards religion

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures
- Textbooks.

c. Learning activities

Help learners to answer the questions of activity 10.4 in the Learner's Book Five.

Guide learners to discuss in groups the positive and negative achievements of missionaries in Rwanda. Supplement their ideas if it is necessary.

Learner's activity: Referred to Activity 10.4 of the Pupils Book Five

Expected answers to activity 10.4

1. Positive Achievements

- They spread Christianity
- They stopped the slave trade
- They built schools and introduced formal education
- They built hospitals and churches

2. Negative Achievements

- They undermined African culture
- Their activities led to religious wars in East Africa.
- They paved the way for colonisation and the loss of independence.

Application activity

Question: Explain the problems faced by missionaries

Answer: Many problems and difficulties were faced by missionaries while spreading Christianity. Many missionaries lost their lives, some of these problems include:

- Tropical diseases like malaria
- They were attacked by wild animals like lions
- Lack of easy means of transport
- They lacked enough funds to run their activities
- Harsh climate
- Language barrier.

10.4.8.Lesson eight: Traders who came to Rwanda

a. Learning objectives

- Who were traders?
- Give reasons for traders to coming to Rwanda
- Identify the role played by Carl Peters in the development of trade
- Examine the reasons for the coming of traders to Rwanda.

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures
- Textbooks

c. Learning activities

1. What is the role played by Carl Peters in the development of trade in Rwanda?
2. Discuss the reasons why traders came Rwanda

Answers to the questions above

1. Carl Peters established a trading company in Rwanda called the German East Africa Company (GEACo).
2. Traders came to Rwanda to carry out legitimate trade and to invest surplus capital

Application activity

Question: Identify the main items of trade that traders came to find in Rwanda

Answer: These items are the following: Minerals, animal skins, animals.

10.4.9.Lesson nine:

a. Learning objectives

- Know about King Mutara III Rudahigwa and his reforms.
- Name three political parties that participated in the struggle for Rwanda's independence
- State reasons for the formation of political parties in Rwanda
- Analyse the reasons for the formation of political parties in Rwanda.
- Appreciate and respect the efforts of King Mutara Rudahigwa
- Develop the spirit of nationalism

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Image of King Yuhi Musinga and King Mutara Rudahigwa
- Images of leaders of political parties of Rwanda during the colonial rule.
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 10.5 in the Learner's Book Five.

Guide learners to discuss in groups the systems of Ubuhake and Uburetwa in colonial Rwanda, and then ask learners to tell the year in which King Mutara Rudahigwa died and the name of the King who replaced Mutara III Rudahigwa Charles.

Learner's activities: Referred to Activity 10.5 of the Pupils Book Five.

Expected answers to activity 10.5

1. Ubuhake: was a dependence based on possession of cows where a client worked for his patron to be given a cow.
Uburetwa: was a duty for each man to work two days per week for a political administrative leader without any compensation.
2. King Mutara III Rudahigwa Charles died in July 1959.
3. Kigali V Jean Baptiste Ndahindurwa became the new king after Mutara III.

Application activity

Question:

1. Identify the main changes of King Mutara Rudahigwa in the social and economic System
2. Explain the reasons that justify the formation of political parties in Rwanda.

Answers:

1. King Mutara Rudahigwa stopped the Ubuhake and Uburetwa systems.
2. Political parties were formed to
 - Open ways for independence.

- Contribute resources during the struggle for independence.
- Sponsor candidates during the struggle for independence.
- Provide leadership during the struggle for independence

10.4.10.Lesson ten: Independence of Rwanda

a. Learning objectives (formulated)

- Define independence
- Give reasons why Rwandans wanted independence
- Examine the demand for independence by the Rwandan people.
- Develop the spirit of nationalism

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 10.6 in the Learner's Book Five. In groups, learners will be asked to name the first President of the Republic of Rwanda, the political parties that led Rwanda to Independence and to tell when Rwanda got her Independence. Help learners to use textbooks and research to answer these questions.

Learner's activity: Referred to Activity 10.6 of the Pupils Book Five

Expected answers to activity 10.6

1. Gregoire Kayibanda. was first president of the republic of Rwanda

2. Muhutu Social Movement (MSM)

- Association Pour La Promotion Sociale de la Masse (APROSOMA)
- Union Nationale Rwandaise (UNAR)
- Ressement Democratique Rwandais (RADER)
- Movement Democratique Rwandaise (MDR-PARMEHUTU)

3. 1st July 1962

Application activity

Question: Identify 4 reasons why Rwanda wanted her independence

Answer: Rwanda wanted her independence because:

- People were being mistreated and exploited by the Belgians.
- The Belgians were forcing them to grow cash crops for their home industries.
- Rwandans had developed patriotism.
- Educated Rwandan were able to rule their own country
- Rwandans had heard enough over exploitation by foreigners
- African countries like Ghana had already got their independence and this encouraged Rwandans to demand theirs.

10.4.11. Lesson eleven: The government of Rwanda

a. Learning objectives

- Define a government
- Name the two types of government
- State the duties of the government

- Understand the role played by the executive organ of the government
- State the role of the executive
- Name the duties of the president
- Identify various types and organs of government in Rwanda
- Develop the spirit of nationalism

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 10.7 in the Learner's Book Five.

Guide learners to discuss in groups the meaning of government and the three organs of the government, and then ask learners to tell the name of the current president of the Republic of Rwanda and the name for the ministry is responsible for Education, Security and Infrastructure.

Learner's activities: Referred to Activity 10.7 of the Pupils Book Five.

Expected answers to activity 10.7

1. A government is a group of people, who have been given the executive powers to rule a country.
2. Legislative
 - Executive
 - Judiciary
3. H.E Paul Kagame (Current president of Rwanda)
4. a. Education: Ministry of Education, Rwanda

- b. Security: Ministry of Internal Security, Rwanda
- c. Infrastructure: Ministry of Infrastructure, Rwanda

Application activity

Question: Explain the functions of executive.

Answer: The Executive performs the following functions.

- Implements laws.
- Collects and spends revenue.
- Protect people and their property.
- Implements government policies.
- Maintains law and order

10.4.12. Lesson twelve: The legislature

a. Learning objectives (formulated)

- Define legislature.
- Identify the powers and roles of the legislature.
- Assess the role played by the legislature in the government.
- Develop the spirit of law making

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures
- Textbooks

c. Learning activities

1. Define legislature.
2. Explain the roles of the legislative.

Help learners to discuss in groups the meaning of Legislature, and then guide them to discuss the roles of the legislative.

1. The Legislature is one of the three main organs of the government, it is a the branch of the government that makes laws.
2. The Legislature performs the following functions:
 - Makes laws
 - Approves the National budget
 - Checks the powers of the Executive
 - Amends laws
 - Keeps a check on how the government spends public money

Application activity

Question: The legislative of Rwanda is divided into two chambers. Name these chambers.

Answer: - The **upper chamber** which is called the **Senate** and is made up of 26 members.

The **lower chamber** which is called the **Chamber of deputies** and is made up of 80 members.

10.4.13.Lesson thirteen: The judiciary

a. Learning objectives

- List the members of the judiciary
- Identify the role of the judiciary
- Understand the duties performed by the government
- Identify the number of members in the upper and the lower chambers of the Rwanda
- Analyse the functions of judiciary
- Examine the duties of government

- Develop the spirit of judgment

b. Teaching resources

To conduct this lesson accordingly, the teacher will use:

- Pictures
- Textbooks

c. Learning activities

Help learners to answer the questions of activity 10.9 in the Learner's Book Five.

Present to learners some responsibilities and duties of the government provided in the Learner's Book, and then help them to discuss in groups other duties of the Government and what can an individual be asked to contribute to the development of the country.

Learner's activity: Refer to Activity 10.9 of the Pupils' Book.

Expected answers to activity 10.9

1. Duties of the government
 - To see that the rule of law is respected
 - To protect the rights of its citizens
 - To uphold the constitution
 - To protect citizens and their property
 - To ensure peace and security
2. In order to contribute towards the development of a country, an individual can follow and obey all laws, maintain peace and unity.

Application activity

Question:

1. Define judiciary.
2. Explain the roles of the judiciary.

Answer:

1. Help learners to discuss in groups the meaning of judiciary, and then guide them to discuss the roles of the judiciary.
2. The judiciary is one of the three main organs of the government, it is a the branch of the government which administers justice according to law.
3. The judiciary have following functions:

The judiciary interprets the law, determine the constitutionality of the law, and apply it to individual cases.

10.5. Additional content/text for student and teacher

10.5.1 Additional content/text for student

Activities:

Introductory activity, learning activities, application activities and additional activities in box.

10.5.2 Additional information for the teacher

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

- Show a political map of Rwanda
- Guide the learners to prepare a flowchart of the reasons for the colonisation of Rwanda
- Organize a visit to National Historical Museum of Rwanda
- Allow the learners to list the reasons led foreigners come in Rwanda.
- Make the learners aware about the names of the explorers along with their countries
- Allow the learners to discuss the positive achievements of the missionaries.
- Ask the learners to visit the church in your locality/ province and find out about its history. Record the information and discuss in class
- Ask the learners to collect the symbols of different political parties in Rwanda and prepare a collage
- Show images of the struggle for independence by the Rwandan people
- Prepare a flowchart of the various types and organs of government in Rwanda so that learners can easily grasp the topic.
- With the help of the flowchart, make the learners aware of the role played by the executive branch of the government.
- With the help of the flowchart make the learners aware of the role played by the legislative organ of the government.
- With the help of a flowchart, make the learners aware about the role played by the judicial organs of the government.

10.6. End unit assessment / Expected answers to revision exercise

1. When a country is under the total control of a stronger country.
2. Germany and Belgium.
3. Explorers, missionaries and traders
4. To spread Christianity
 - • They wanted to spread western civilization
 - • They wanted to stop the slave trade
 - • The foreigners wanted to educate the people
5. The Rwandans resisted colonial rule because of the following reasons
 - The king's power was lowered
 - The Belgian administration divided Rwandans
6. 1st July, 1962
7. A group of people given the executive power to rule a country.
8. Organ of government Duty
 - i. Executive (c) Implement laws
 - ii. Judiciary (a) Interpret and enforce law
 - iii. Legislature (b) Make laws
9. They stopped the slave trade.
 - They introduced formal education.
 - They built hospitals.
10. Because of the defeat of Government in the First World War.
11. Ethiopia and Liberia were not colonised

12. Oscar Bauman

13. King Mutara III Rudahigwa died in July 1959 in Bujumbura.

14. a. A colony is the control of a weaker by a stronger country with the aim of having a permanent settlement.

b. Protectorate is a weaker country controlled by stronger one without any interest.

15. King Mutara III Rudahigwa is still remembered because of his selfless activities and struggle to promote unity among Rwandans

10.7. Additional activities

● Remedial Activities:

Question: What are three groups of foreigners who came to Rwanda during colonial period?

Answer: Explorers, Missionaries, Traders and Colonialists.

● Consolidation activities:

Question: Explain the main negative effects of the missionaries in Rwanda.

Answer: The missionaries undermined African culture and they paved the way for colonialism and loss of independence.

● Extended activities

The teacher will suggest questions and answers for talented learners.

Question: Discuss the impact of colonisation of social and political organisation of Rwanda.

Answer: Learners will develop negative and positive effects of colonisation.

CHRISTIAN RELIGIOUS STUDIES

Part 2

Notion of the Bible

1.1. Key unit competence

The learner will be able to exhibit the positive practical values in the society based on the biblical truth.

1.2. Prerequisite knowledge and skills

From the previous primary levels and from school of catechumen (for some), learners qualify the Bible, tell its main parts, mention some books of the Bible, identify some values from the Bible.

1.3. Cross-cutting issues to be addressed

- Address Environment and sustainability as teaching Creation and the mission given to human (Genesis 1:28).
- Address Peace and values as identifying the values and importance of the Bible
- Address Standardisation culture as teaching the authenticity of the Bible

1.4. Guidance on the introductory activity

Form groups and provide Bible to each. In case the number of the Bibles is not enough, make copies of biblical texts and distribute them to different groups. Learners exchange their views on the truth of the Bible and how the contents of the Bible convince human behaviour. Basing on the said biblical letters and word *Prophecy* as they are said in students' book, ask learners about their chronological period (former and later). Ask learners to identify other books that can be classified into those two groups.

Answers to the introductory activity 1

1. Apart from evidences above, other evidences of the truth of the Bible are: the accomplishment of the Prophecies, coherence and unity of the biblical teaching, the link between the Old and New Testament as Jesus testified, the biblical history that fit in world history for example the life of Jesus
2. Looking at history and the link between the content of biblical books for example: basing on Prophets and the letters of Paul, I can classify the books of the Bible into the Ancient Alliance and New alliance
3. All aspects of biblical contents are authoritative for human life and beliefs because:
 - they testify themselves to be true and authoritative Word of God
 - the Holy Spirit within leads the heart of believers
 - the prophecies justify their truthfulness
 - they have ability to change human minds
 - they are all in accordance (unity of teachings)
4. By our understanding the Bible is a Christian sacred book because it contains the Word of God into the Old and New Testament.

1.5. List of lessons (including assessment)

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Meaning of the Bible	<p>Knowledge and Understanding: Define the Bible</p> <p>Skills: Distinguish the Bible from other books</p> <p>Attitudes and Values: Show the respect for Bible</p>	2
2	Major parts of the Bible	<p>Knowledge and Understanding: Recall major parts of the Bible</p> <p>Skills: Explain clearly the major parts of the Bible</p> <p>Attitudes and Values: Trust and appreciate the message from both Old and New Testament</p>	2
3	Structure of the Bible (Books of the Old Testament)	<p>Knowledge and Understanding: Identify some biblical books formation.</p> <p>Skills: Describe the structure of the old testament</p> <p>Attitudes and Values: Recognise the rank of each book into the Bible</p>	2

4	Authenticity of the Bible	<p>Knowledge and Understanding: Give the meaning of the term authenticity</p> <p>Skills: Explain the biblical authenticity</p> <p>Attitudes and Values: Trust in the Word of God</p>	2
5	Authorship of the Bible	<p>Knowledge and Understanding: State briefly steps in which the Bible was written</p> <p>Skills: Discuss the Bible writing process</p> <p>Attitudes and Values: Recognize the spiritual importance of the Bible</p>	2
6	The Canon of the Bible	<p>Knowledge and Understanding: Give reasons why biblical number of books differ in number</p> <p>Skills: Explain various biblical canon</p> <p>Attitudes and Values: Appreciate each biblical canon for spiritual growth</p>	2

7	The Inerrancy of the Bible	<p>Knowledge and Understanding: Give reasons why the biblical content is always correct and true</p> <p>Skills: Explain why the Bible is considered not to have the error.</p> <p>Attitudes and Values: Live biblical values</p>	2
8	Basic elements of the Bible	<p>Knowledge and Understanding: Identify the basic elements of the Bible, define redemption in Christian way</p> <p>Skills: Discuss the importance of basic elements in bible</p> <p>Attitudes and Values: Live biblical values</p>	4
9		<p>Knowledge and values: Define the term authority</p> <p>Skills: explain the biblical authority</p> <p>Attitudes and values: Submission under biblical authority</p>	2

10	<p>Knowledge and Understanding: Mention the field of life to the Bible can be important book</p> <p>Skills: Explain the social and spiritual importance of the Bible</p> <p>Attitudes and Values: Appreciate the biblical use in Christian life</p>	2
Remediation and End Unit Assessment		2

1.6. Guidance on different lessons outlined above

1.6.1. Meaning of the Bible

a. Prerequisites/Revision/Introduction:

Use an introduction by telling learners that in the word there are many books with different use including the Bible. Form group of learners and ask them to exchange about the meaning of the Bible and what they know on its authorship. Facilitate learners' work and guide their presentation.

b. Teaching resources

Possible resources to be used in learning and teaching process of this lesson are the Bible, different secular books, dictionaries and student exercises books.

c. Learning activities

In inclusive groups learners consult dictionaries and exchange ideas on the meaning of the bible. They manipulate different books including the Bible. They write and present what they found to the whole class.

Answers to the learning activity 1.1

1. The Bible is different from other books by **the following elements**: it is called Holy Book and Word of God; it is written by sacred authors, its message is constant, coherent and authentic, it was written in different languages, it is used in different fields, it updates itself from generation to generation...
2. The Bible is Word of God but written by:
 - People chosen by God (sacred author)
 - It is an inspiration of God to people not a dictation (authors were guided by the Spirit of God)
 - It was written in different languages, cultures...
 - God spoke and taught His people through His sacred authors
 - It is defended from any error because its Author by excellence is God omniscient

Answers to the application activity 1.1

1. The Bible is a **library** because it is a set of many sacred books; although it is considered as one book.
2. The writers of the Bible are called sacred authors because they wrote what God inspired into them. They were guided by the Spirit of God
3. The Bible is a set of books of Word of God grouped into the Old Testament and New Testament.
4. Face to the Bible our behaviours as Christian should be: read it frequently, respect it, pray God consistently, help other, increase our faith, repenting sins, become moral people.

1.6.2. Major parts of the Bible

a. Prerequisites/Revision/Introduction:

Make a revision whereby learners in pair remind one another the meaning of the Bible, on its authorship and the link according to it we can classify the books of the Bible. Give time to pair to share with the class what they remember.

b. Teaching resources

Possible resources to be used in learning and teaching process of this lesson are the Bible, different secular books, dictionaries and student exercises books

c. Learning activities

Guide learners in library. Learners exploit the Bible and other books of religion. They make a research on biblical books related to the Old Alliance and New Alliance. They discuss the different Christian Bibles commonly used by their different denominations. They write the results and present the findings to the whole class.

Answers to the learning activity 1.2

1. The books **that can be related to the Alliance at Sinai are:** Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Samuel, Kings, psalms, the proverbs and the prophets. **The books that are related to the new Alliance are** all evangelists, the Acts of Apostles, the letters of Paul and other letters, and the book of. Apocalypse.
2. The Christian denominations do not use the same Bible. There is Catholic Bible and Protestant Bible that have inequality number of

Answers to the application activity 1.2

1. The Bible has two main parts: the Old Testament and the New Testament. The Old Testament records the preparation of Salvation while the New Testament records the accomplishment of Salvation. Without one; another will be incomprehensible
2. The Old Testament for Catholic Bible contains 46 books while Protestant Bible contains 39 books. Both Catholic and Protestant New Testament contain 27 books for each
3. These books are linked to the Old Alliance: Genesis, Exodus, Leviticus, Numbers and Deuteronomy
4. Four evangelists are: Matthew, Mark, Luke and John
5. Both at home and at school the commandments of God help me: not to be a slave of daily idols, to use the name of God appropriately, to consecrate the day to God, to respect all people, to respect life, to live moral sexuality, to tell the truth, to avoid jealousy, to respect others' property.

1.6.3. Structure of the Bible (Old Testament)

a. Prerequisites/Revision/Introduction:

Make an introduction by asking oral questions about meaning of the Bible, on the main parts of the Bible and some examples of biblical books into main parts of the Bible

b. Teaching resources

Use of Bible is important because learners find out the groups of books and position of each book within group. Other resources are: book of Social studies and Religion P5, the learners' exercise notebooks

c. Learning activities

Learners are given the collections of books on papers (Pentateuch, historical books, poetic/wisdom books and prophetic books. Hand out a list of books of the Old Testament to each group and ask learners to link each book to its collection.

Answers to the learning activity 1.3

This is how the books fit in the following collections of the Bible but remember these seven books: **Tobit, Judith, 1 Maccabees, 2 Maccabees, Wisdom, Sirach and Baruch** are not appearing in the Protestant Bible:

- **Law of Moses (Pentateuch) - 5 books:** Genesis, Exodus, Leviticus, Numbers and Deuteronomy
- **16 Historical books (Israelites' life after they reached their Promised Land):** Joshua, judges, Ruth, 1 Samuel, 2 Samuel, 1 Kings, 2 Kings, 1 Chronicles, 2 Chronicles, Ezra, Nehemiah, Tobit, Judith, Esther, 1 Maccabees, 2 Maccabees
- **7 Poetic and wisdom books:** Job, psalms, proverb, Ecclesiastes, song of Songs, Wisdom, Sirach
- **18 Prophetic books: 3 Major Prophets** (Isaiah, Jeremiah, Ezekiel)
- **15 books as Minor Prophets** (Lamentations of Jeremiah, Baruch, Daniel, Hosea, Joel, Amos, Obadiah, Jonas, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi.

Answers to the application activity 1.3

1. The main parts of the Bible are the Old Testament and New Testament
2. a) The groups of the Old Testament for catholic Bible are Pentateuch (5 books), Historical books (16 books), poetic and wisdom books (7 books) and prophetic books (18 books)

- b. The groups of the Old Testament for Protestant Bible are Pentateuch (5 books), Historical books (12 books), Poetic and wisdom books (5 books) and prophetic books (17 books)
1. The books which are in catholic Bible not in protestant Bible are: **Tobit, Judith, 1Maccabees, 2Maccabees, Wisdom, Sirach and Baruch**
 2. Four values we get from the Old Testament are: Obey divine and societal rules (commandments and civil laws), live the spiritual honesty (Faith, Hope, praying, repenting, and trusting in God), attend the spiritual ceremonies (the holy assembly, festivals) and perform works of charity.

1.6.4. Authenticity of the Bible

a. Prerequisites/Revision/Introduction

You are proposed to use introduction by telling short story for example: two girls Uwizeye and Uwiringiye are two pupils in Primary 5. A boy Makenga is their classmate. When the teacher of religion comes to teach Makenga always disagree with the class on what they read from the Bible. Uwizeye and Uwiringiye try to show him that the biblical teachings are true and credible. They give biblical internal evidences like accomplishment of the prophecies but Makenga still contrast by judging the Bible as a human invented story. From this story, create the link to the lesson

b. Teaching resources

The Bible will be used for internal evidences of the authenticity of the Bible. The learners' exercise notebooks are needed to write and present their ideas.

c. Learning activities

By think-pair-share, learners identify position on the truth of the Bible, with evidences. When they present their findings, the facilitator completes them by external evidences

Answers to the learning activity 1.4

Our position to the authenticity of the Bible: We accept and trust the content of the Bible for many reasons:

- The author don't take the message in their names but in the name of God.
- From Genesis up to Apocalypse God speaks to His people through authors
- The bible declares to be inspired by God.
- Jesus Real God and true person He is the Word of God. When He was on earth He declared to be the way, the truth and the life (Jn 14:6).
- The message of the Bible updates itself from generation to generation.
- There is unity in the contents and message of the Bible.
- What God said by his messengers was accomplished?

Answers to the application activity 1.4

1. The authenticity of the Bible talks about its accuracy, truth, realness or its reality as the Word of God.
2. **A. Physical evidences (external evidence)**
 - There are **copies of the manuscripts** and through history these copies show that the Bible has been transmitted accurately.
 - **Archaeological finds:** the Archaeological Study of the Bible presents many notes and articles documenting how archaeology has again and again proven that the Bible does

correspond to historical reality.

B. The coherence and consistence of biblical message (internal evidences)

- The Bible presents a logical theology, worldview, moral norms, and beliefs and religious guidelines. There is no contradiction within the Bible.
 - Jesus Himself validated the truth of the Old Testament (Matthew 22:35- 39), that leads the whole Bible to be trusted.
3. The content of the Bible corresponds to the world history for example: the birth of Jesus, His ministry, condemnation, Death and Resurrection are recognized by the history of the world: Death of Jesus dated in 33AC was under the reign of roman emperor Tiberius Caesar (14AC-37AC) and his governor Pontius Pilate (26AC-36AC).

1.6.5. Authorship of the Bible

a. Learning objectives

The learner will be able to Explain the authorship of the Bible

b. Teaching resources

The main resources are the Bible, the students' books and learners' notebooks

c. Learning activity 1.5:

1. Who wrote the Bible? In which places?
2. Who is the author of Genesis, Exodus, song of songs, Psalms, the book of Acts, letter to Galatians and Apocalypse
3. Did God write the Bible with His hands?

Guidance on learning activity 1.5

The teacher will avail textbooks and indicate the pages to be explored by learners in their respective groups. Each group will be given a questionnaire of learning activity. Guided by the teacher, learners will write the agreed answers and they present them.

Answers to the learning activity 1.5

1. The Bible was written by the chosen people (Sacred authors) but they were inspired by God
2. The author of Genesis(Moses); Exodus (Moses); Song of songs (Salomon); Psalms (David); the Acts (Luke); letter to Galatians (Paul); Apocalypse (John apostle)
3. No, God did not write the Bible; he inspired the writers of His Word

Answers to the application activity 1.5

Questions:

1. Explain the inspiration of the Bible
2. Why is the Bible prevented from error in its teachings?
3. Names the biblical evangelists
4. Who is the Author of book of Exodus?
5. What is the style transmitting the message did Paul use into the Bible
6. The Bible, Divine Word and human word. Explain

Answers:

1. Inspiration of the Bible: God breathed His Word into mind of writers. The biblical content and message were from God

2. The Bible is prevented from error because the sacred authors were guided the Spirit of God who cannot make error.
3. The biblical Evangelists are Matthew, Mark, Luke and John
4. The author of Exodus is Moses
5. Paul used the style of letters/Epistles
6. The Bible is divine word because it was inspired by God; it is human word because it was written by people.

1.6.6.The Canonicity of the Bible

a. Learning objectives

Able to explain the main biblical canons

b. Teaching resources

The catholic and protestant Bibles are necessary; the teachers' guide and learners' notebooks will also be used.

c. Learning activity 1.6

1. Use all possible source of information to explain why the Catholic Bible consists of 73 books while the protestant one consists of 66 books.

Guidance on learning activity 1.6:

Group learners according to the number of Bibles you have. Invite them to explore the table of content of both bibles, protestant and catholic Bible and find the common books for them and the surplus books which are found in one Bible not in both. Tell them to explain why not in both Bible and to present their findings.

Answers to the learning activity 1.6

The common number of books for both Bible is 66 books. There are 6 books into catholic Bible more than protestant Bible. Why? Because the protestant Church refused those books which were originally written in Greek. Those books are: Tobit, Judith, 1st Maccabees, 2nd Maccabees, Wisdom, Sirach (Ecclesiasticus) and Baruch.

Answers to the application activity 1.6

Questions:

1. What do you understand by Canonicity?
2. The Old Testament knew two canons, precise the number of books for each
3. Why did Jews translate the Hebrew canon into Greek language?
4. List the books of Deuterocanonical (apocrypha books)
5. How many books does the New Testament consist of?

Answers:

1. Canonicity is a standards based church acceptance of a book as the inspired book
2. The Old Testament knew two canons: Protocanonical with 39 books and Deuterocanonical with 7 books
3. The Jews translated the Hebrew canon (Protocanonical) into Greek in order to send it to their people who lived in Greek world (Greek diaspora).
4. The books of Deuterocanonical are: Tobit, Judith, 1st Maccabees, 2nd Maccabees, Wisdom, Sirach (Ecclesiasticus) and Baruch.

5. the New Testament consist of 27 books for all Christian bibles.

1.6.7.The inerrancy of the Bible

a. Learning objectives

Able to prove the inerrancy of the Bible biblically

b. Teaching resources

The Bible, the learners' textbooks and learners' notebooks will be used

c. Learning activity 1.7

From what you heard during the Mass or holy assembly or what you read; identify the biblical proof testify that the Word of God is true and it is without error.

Guidance to learning activity 1.7

Invite learners to pair and use textbooks, bible, share personal information in order they remind one another the biblical proof of biblical inerrancy.

Answers to the learning activity 1.7

Some proof of inerrancy of the Bible:

- Jesus Himself, Word of God testified that He is the way, the Truth and the Life (John 14:6)
- The words of God are pure words like silver refined in a furnace on the ground, purified seven times (**Psalms12:6**)
- So Jesus said to the Jews who had believed in Him, "If you abide in my word, you are truly my disciples, and you will know the truth, and the truth will set you free (John 8:31-32)
- The sum of your word is truth, and every one of your righteous rules endures forever (Psalms119-160)

- Sanctify them in the truth; your Word is truth (John 17:17)

Answers to the application activity 1.7

1. The two proof of inerrancy of the Bible

- The word of God is a proper God's inspiration (2Timothy 3:16-17)
- Only Jesus True Word of God is the way, the Truth and the life (John 14:6)

2. Terms explanations:

- **Infallibility:** this term refers to the impossibility of error
- **Inerrancy of the Bible:** it is biblical infallibility shows that the Bible is without error or fault and there are no contradictions in all its teachings
- **Authenticity of the Bible:** the teachings of the bible are absolutely true or genuine
- **Authority of the Bible:** The Bible has the **ultimate authority (it rules and convinces)** for Christians because it is the inspired Word of God and it is a special mean of God's revelation to humanity in its true teachings.

1.6.8. Basic elements of the Bible (Redemption, sin, prophecies, right and wrong)

a. Prerequisites/Revision/Introduction:

Diagnose learners' prerequisites on the lesson by asking questions that can raise diverse answers for example: according to Christians who is called Saviour? What is a sin? Mention the biblical prophets you know, differentiate wrong from right.

b. Teaching resources

The Bible, the library and learners' exercise notebooks will help learner to do their learning activity

c. Learning activities

Learners make research in library where they find out the spiritual life of the first human kinds. They get information about the growth of sin in human kind. They read other books and comments about the biblical prophets. They write report and thereafter present their findings in the classroom.

Answers to the learning activity 1.8

1. Human spiritual life **before sin** was perfect. Adam and Eve were pure by body, mind and Soul. The spiritual life of Adam and **Eve after sin** was characterised by shameful state: they lost happiness, they went far from God, and they lost inner-peace.
2. Four biblical events prove the growth of sin in the world: the disobedience of Adam and Eve, the assassination of Abel by his brother Cain, the immorality of people followed by the flood and the lack of humility (Babel tower) punished by separation of languages.
3. Some biblical prophets Isaiah, Jeremiah, Ezekiel, Amos, Daniel, Jonas, Joel, Nahum, Micah,
4. To accomplish human Salvation, Verb of God took flesh like human (Jesus Christ). He accepted to die on the cross in order to fulfil what were promised and prepared into the Old Testament. Human Salvation was then accomplished through Death and Resurrection of Jesus Christ.

Answers to the application activity 1.8

1. The impact of sin to the human kinds are: Adam and Eve were chased in Eden garden (in happiness), the sin of Cain caused the curse of the soil, the immorality of people was punished by the flood (sign of purification of the world) and the Babel tower was followed by separation of languages

(God dislikes negative solidarity).

2. A Prophet is a called one by God to teach in His name and to remind His people to keep the Alliance. There are two categories of Prophets: former prophets (who never wrote any books) and later prophets (Writers)
3. Biblically, a prophet of God was characterised by (privileges of prophets): to perform miracles, prediction and prophecy about the coming of Messiah
4. From model of Jesus Christ our Redeemer I must love all my neighbours without segregation, sacrifice myself to others in our daily activities, and strive for unity, sharing and build peace in my class.

1.6.9.The authority of the Bible

a. Prerequisites/Revision/Introduction:

Make an introduction with short dialogue about the importance of correct and authoritative instruction of school leaders. Never forget to highlight the consequences of the students who refuse to behave under authority of leaders.

b. Teaching resources

Avail the Bible, flipcharts and markers. The learners' exercise notebooks should be needed.

groups to respond them by walking gallery: each group moves from corner to the next by writing its answers to the posted question.

c. Learning activities

Prepare four galleries. Fix one flipchart containing one question. Invite four inclusive

Answers to the learning activity 1.9

1. We call our leaders authorities because their instructions to us are convincing, authoritative and true guidelines of daily believers.
2. The authoritative advices help us: to be polite and responsible, they are source of morality, they influence the positive result of our learning.
3. The Bible is an authoritative book because it orders and guides our beliefs, our practices, and our social relationship. By the Bible we submit under God's will, we are convinced by the true Word of God.
4. Under the authority of the Bible, I consciously pray God; I increase my morality and ethical values, I repent my sins, I struggle for unity and reconciliation, I avoid laziness, I live virtue of self-control...

Answers to the application activity 1.9

1. Biblical authority has **sense of** exercising, executing or implementing the given right or order. The Bible as the authentic guideline, we have to work under its teachings
2. God's biblical authority to all creatures is explained in 3 levels: **at home** (Children are to obey parents (**Ephesians 6:1-2**)). **In Civil leadership** (Citizens are to submit to the governing authorities (**1 Peter 2:13-14**)) **and in the Church** (The believer is obliged to obey those holding authority in those kingdom).
3. As Christian, I can you refuse the ordered authority in my denomination when my leader's authority is not in God's will.
4. Children must behave under parents' right authority by obedience, respect, assist them in domestic works. They must consider their parents as God's representative in family as domestic church (Lumen Gentium 11).

1.6.10.Importance of the Bible in Christian life

a. Prerequisites/Revision/Introduction

Make global revision by asking oral questions on the previous lessons (the meaning of the Bible, its main parts, authenticity of the Bible and authority of the Bible). It will help learners to recap the whole unit

b. Teaching resources

The Bible and learners' notebooks are necessary the influences of the Bible to different fields of human life. Teacher should be around groups and give clear instructions. If not, learner can spend their time on financial and economic importance as an example.

c. Learning activities

Group discussion on the importance of the Bible help learners to almost exhaustive

Answers to the learning activity 1.7

Answers to the learning activity 1.10

The Bible is among means of God's revelation and it has spiritual importance. In addition, the Bible has general importance to the society as follow:

- It highlights the guidelines for social relationship: solidarity, kindness and sharing empathy, peaceful life, tolerance and anger control, fellowship, social justice (Prophet Amos) etc.
- It is a book for teachers and students
- It is used by witnesses to affirms that they tell the truth (justice)
- It is used by leaders to take oaths of offices for commitment
- It orients political leaders (Romans23:1;Exodus 9:16)
- It comforts soul in the society (Proverbs3:5-6;Matthew 5:4)

- It makes inner-peace into people (Philippians 4:70)
- It is source of moralities and values (Ex20:1-17)

Answers to the application activity 1.10

1. As Christian pupils, our moral behaviours at school like at home are: obedience, politeness, kindness, tolerance, sharing, avoid laziness, empathy, praying, forgiveness, honesty and truthfulness
2. I can live the value of empathy and kindness at school defending my classmatesto fail courses, helping poor pupils at my school, never damaging my classmates' materials and living temperance?
3. Five spiritual importance of the Bible are:
 - The Bible is essential for spiritual growth: prayer in order to win devil (Psalms 141:5),call for repentance (Joel 2:12-27), it highlights the fruits of the Spirit (Galatians 5:22-23),New heart and new spirit (Ezekiel 36:26)
 - It comforts soul of sick people (John33:16) and height hope for eternal life
 - It calls us to be role model (Matthew 5:13)...
 - It is used in religious ceremonies
 - It calls us to go away from sins

1.7.Additional content for the student and the teacher

1.7.1.Additional content for the student

Additional content for the student and the teacher

1.7.2.The authorship of the Bible

Learning activity 1.5:

1. Who wrote the Bible? In which places?
2. Who is the author of Genesis, Exodus, song of songs, Psalms, the book of Acts, letter to Galatians and Apocalypse
3. Did God write the Bible with His hands?

- **By authorship of the bible**, we understand its **source, its writers, the main message and the addressees or to whom the Bible was written.**
- God is by superiority the Author of the Bible because the content of the Bible is the proper word of God. The **source of the Bible is God himself.**
- **The Bible is divine Word and human word:** The Bible as a book did not fall out of Heaven; it is the Word of God written by **inspired Authors** (sacred authors) called by Him. God breathed His word into mind of authors (**inspiration of the Bible**). They are sacred authors because they were inspired by God and they wrote under guidance of the Spirit of God. This the reason why the Bible is without error in its teachings.
- The Bible was written by many and **different authors** (individuals or schools) in **different places**; over many **different years**, using **different ways (styles) of speaking** or transmitting message and **they wrote to different people.**
- **The content:** they wrote history between God and people: story of creation and fall of man (Genesis 1-3); laws and norms of life (Exodus 20-23); divine callings; men's reactions like praises, thanksgivings, interrogations; preparation of human Salvation into the Old Testament and its accomplishment into the New Testament by Death and Resurrection of Jesus Christ

Some examples of known authors and their books:

- The 5 books of Torah (Law) are attributed to Moses
- The 1st and the 2nd Chronicles by Ezra
- Psalms: majority are from David
- Proverbs by Salomon and others
- 18 Prophetic books by 17 prophets because the book of Lamentations is also written by Jeremiah
- 4 Evangelists
- Paul wrote 13 letters
- Etc.

Some examples of books with unknown authors: judges, job, Esther, letter to Hebrews etc.

Application activity 1.5:

1. Explain the inspiration of the Bible
2. Why is the Bible prevented from error in its teachings?
3. Names the biblical evangelists
4. Who is the Author of book of Exodus?
5. What is the style transmitting the message did Paul use into the Bible?
6. The Bible, Divine Word and human word. Explain

1.7.3 Canonicity of the Bible

Learning activity: 1.6

Use all possible source of information to explain why the Catholic Bible consists of 73 books while the protestant one consists of 66 books.

1.7.4 Concepts definitions

a. Canon: Word canon comes from Greek word *Kanon* that

means rule or standards. **Canon** then refers to **a list of books of the Bible accepted by the Church according to the standards.**

b. Canonicity: a process within the Church describes, judges and confirms the standards for books to be recognized as inspired scripture. The Church approves a book to be a guide of Religious teaching.

1.7.5 The Old Testament have two main canons:

a. The first Canon: it is also called **Hebrew Canon (39 books written in Hebrew)**; Protocanonical (prime) or Jamnia canon (area in South Tel-Aviv. It was confirmed by Doctor of Laws in 90 AC after destruction of Jerusalem in 70AC.

The translation of those Hebrew books in Greek language with additional Greek books for Jews who lived in Greek diaspora resulted the **Greek Canon or Canon of Alexandria or Septuagint**. Why were they called Septuagint? Because 70 scientific translators separately finished translating them at the same time.

b. Deuterocanonical (2nd canon) and Apocrypha books

The **Deuterocanonical books** of the Bible are 7 books considered by Roman catholic and orthodox church to be sacred. Those books were refused by Protestant church because their origin and message for protestants were doubtful. This is the reason they call them **Apocrypha books**. Those books are: Tobit, Judith, 1st Maccabees, 2nd Maccabees, Wisdom, Sirach (Ecclesiasticus) and Baruch.

The Catholic Church Bible in total consists of 73 books (46 for OT and 27 for NT) while the protestant Bible consists of

66 Books (39 for OT and 27 for NT). The ETB (**Ecumenical Translation of the Bible**) is the common Bible for roman, orthodox and protestant church that contains both canons: Proto canonical and Deuterocanonical. There was no problem about Canonicity of the New Testament because 27 books were accepted as books that talk about the authenticity of Gospel.

Application activity 1.6:

1. What do you understand by Canonicity?
2. The Old Testament knew two canons, precise the number of books for each
3. Why did Jews translate the Hebrew canon into Greek language?
4. List the books of Deuterocanonical (apocrypha books)
5. How many books does the New Testament consist of?

1.7.6.Inerrancy of the Bible

Learning activity 1.7

From what you heard during the Mass or holy assembly or what you read, identify the biblical proof testify that the Word of God is true and it is without error

Inerrancy is a term used to describe Bible as error-free in its original writings. It indicates that the Bible contains neither material error nor internal contradictions in the original writings.

The **biblical inerrancy then** is a belief that the **Bible is without error or fault** in all its writings or biblical infallibility. Infallibility of the belief that what the Bible says about Faith and Christian practice is wholly useful and true or authentic.

Being authoritative and infallible prove that the Bible is directly from God (Inspiration of the Bible by God) as we find it in **2Timothy 3:16-17**: All scripture is given by inspiration of God and profitable for teaching, for reproof, for correction, and for training in righteousness). **Inspiration of the Bible** means that God breathed His Word into minds and thoughts of Chosen authors (sacred authors) who wrote the Bible in their own styles of writing and speaking (**literary kinds**).

Below are the biblical texts that prove the inerrancy of the Bible

- For no prophecy was ever produced by the will of man, but men spoke from God as they were carried along by the Holy Spirit (**2Peter 1:20-21**)
- And we also thank God constantly for this, that when you received the word of God, which you heard from us, you accepted it not as the word of men but as what it really is, the word of God, which is at work in you believers (**1Thessalonians 2:13**)
- The words of God are pure words like silver refined in a furnace on the ground, purified seven times (**Psalms 12:6**)
- Every word of God proves true; he is a shield to those who take refuge in him (**Proverbs 30:5**)
- In hope of eternal life, which God, who never lies, promised before the ages began (**Titus 1:2**)
- If he called them gods to whom the word of God came and scripture cannot be broken (**John 10:35**)
- For truly, I say to you, until heaven and earth pass away, not an iota, not a dot, will pass from the law until all is accomplished. (**Mt 5:18**)
- The grass withers, the flowers fade, but the word of our God will stand forever (**Isaiah 40:8**)
- So that by two unchangeable things, in which it is impossible

for God to lie, we who have fled for refuge might have strong encouragement to hold fast to the hope set before us (**Hebrews 6:18**)

- Jesus said to him: "I am the way, and the truth, and the life. No one comes to the Father except through me." (**John 14:6**)

Application activity 1.7:

1. Biblically, identify two proof of inerrancy of the Bible
2. Explain these terms: inerrancy of the Bible, authenticity of the Bible, infallibility and authority of the Bible (is without error; there impossibility of error for bible, bible is true and genuine; the Bible message convince readers and believers)

1.7.7 Additional information for the teacher

The Canonicity of the Bible

The canonicity refers to legal church confirmation of book to be inspired by God. The book is then meant and accepted by the Church as Sacred book. The term canon means **rule** or **standards**. Two canons happened to the Old Testament:

1. Protocanonical

This list of books is also called **Hebrew canon, first canon** or **Canon of Jamnia**. It contains 39 books written in Hebrew. It was confirmed at Jamnia (South Tel-Avive). Those books were translated in Greek with additional Greek books at Alexiandria for Jews who live in Diaspora. This Greek canon was called Greek canon, **canon of Alexandria** or **Septuagint** with symbol **LXX**.

2. Deuterocanonical or Apocrypha books

It is the second list of books that were originally written in Greek.

This list of seven books was **refused by Protestants** basing on their origin and their message. They call them **Apocrypha books** (hidden origin and unclear message). The Ecumenical Bible for Roman Catholic, Orthodox and Protestants contains both Proto canonical and Deuterocanonical.

1.8. Summary of Unit 1

The Bible is Word of God. All the biblical books are result of both divine and human authorships. There is a reciprocal relationship between both main parts of the Bible. The internal and external evidences confirm the Bible to be authentic. The structure of biblical books varied according to the centuries but today the Old Testament and the New Testament have four collections for each. The Bible contains many elements that complete one another: preparation and accomplishment of Salvation, sin and how it was won, the wrong and right... The biblical teachings are authoritative. They have power to convince and to transform because they are belonging to the highest and powerful Authority (God). The Bible has not only the religious and spiritual importance. But also it has social importance. The Bible positively influences all human life aspect.

1.9. End unit assessment 1

Answers to the End unit assessment 1

1. The Bible is a set of books of Word of God grouped into the Old and New Testament.
2. The main parts of the Bible are: the New Testament and the Old Testament.
3. Two internal evidences of authenticity of the Bible are: coherence and the unity of doctrines of the Bible. Some biblical contents correspond to the history of the world.
4. Both the tree of knowledge and of life are symbolic: they symbolize which was forbidden and which was allowed to do.
5. Three internal evidences of Biblical authority are: self-proclamation to be inspiration of God, the ability to transform and the prophecy.
6. The sin has many effects: it leads to losing inner-peace, destroying relationship, to death and finally to eternal death.
7. Former prophets are the ones who never wrote any books while later prophets prophesy and wrote books.
8. Importance of the Bible to us at school is: help to obey school rules and leaders, bible guides our relationships at school, it teaches us to help one another, we use it to study the subject of Religion and social studies.
9. Practically, our social life basing on the truth of the Bible is explained by:
 - Faith accompanied by works

- Worship accompanied by fellowship
- Fasting for helping
- The holistic development: development of body mind and soul

1.10. Additional activities

Remedial Activities

Ask the following questions for slow learners:

1. Define the Bible.

Answer: The Bible is a set of books of Word of God grouped into the Old and New Testament.

2. What are the main parts of the Bible?

Answer: The main parts of the Bible are the Old Testament and New Testament

3. Give the meaning of the following terms:
 - a. Testament

Answer: Testament means Alliance

- b. Pentateuch

Answer: Pentateuch refers to five books of law of Moses

4. What is the first book of the Bible?

Answer: The first book of the Bible is Genesis

5. From the prophet Amos, how are you going to live in the society?

Answer: From the Prophet Amos I decide to be just, honest, realistic and to value others

6. Respond by True or False:

a. The human salvation was fulfilled in Isaac, child of promise of Abraham

Answer: False

b. The Bible is a dictation of God to authors

Answer: False

Consolidation activities

The teacher gives these questions to deeply develop learners' competences.

1. Why is the Bible Divine word and human word?

Answer: The Bible is divine Word because it was inspired by God. It is human word because it was written by human beings

2. The Protestants call the biblical books that they do not have "**Apocrypha books**" why?

Answer: Seven books are called Apocrypha by Protestants because for them their origin is hidden and their message is not clear.

3. What is the last book of the Old Testament?

Answer: The last book of the Old Testament is the Prophet Malachi.

4. By two examples explain the former prophets.

Answers: The former Prophets are the ones who never left any books: Nathan, Elijah, and Elisha...

5. Referring to the definition of term Prophet what values you decide to restore at your school?

Answers: To understand the meaning of prophet helps me to live well at my school with different values: Obedience, respect, observe God's rules and school rules...

Extended activities

The teacher gives these questions for gifted and talented students.

1. The Bible is a dictation of God to Authors. Discuss and contrast.
2. The Bible updated itself from generation to another. Explain.

Answer: The Bible updates itself because its message corresponds, can be interpreted, fit the life of people from generation to generation.

3. The Bible is defended from any doctrinal error. Explain.

Answer: The Bible is defended from any doctrinal error because its writing was guided by the Spirit of God. We can read and not understand the Bible. The problem is not the error of biblical message but the limitation of our knowledge. It is good to invite the Holy Spirit to help us understand it.

UNIT 2

The first Christian Community

2.1. Key unity competence

The learners will be able to explain the major events in the history of primitive church.

2.2 .Prerequisite knowledge and skills, attitudes and values

Learners are from different Christian communities. The teacher will ask them what they know about the Christian community. He /she asks them to tell how they appreciate the work done by God. The mission of the church in the daily life. Teacher uses the questions that refer to critical and problem solving, research, communication, cooperation, interpersonal management and life skills and long-life learning.

2.3.Cross cutting issues to be addressed:

In this unit cross-cutting issues are peace and values, genocide studies education, inclusive education and standardization culture

2.4.Introductory activity

Teacher welcomes the learner to the new unity and asks them remember on the first unit. He distributes materials and invites the learners to form the groups. He asks them to open their textbooks at the unit 2. He also asks them to read the

case study: introductory activity. Then after they answer the questions on the text in their respective groups. Teacher guides the learners in their presentation.

Suggested Answers to the introductory activity

1. Mukamwiza and Munezero’s family was irreligious.
2. They did not serve them. Because they followed their neighbours and were baptized in Christian church.
3. Mukamwiza and Munezero decided to join the Christian church.
4. Yes, I have.
5. On this question, different answers will be provided, but the teacher focuses on the church and the power of Gospel and read for the learner Acts 1:2-3, 8

2.5 List of lessons (including assessment)

#	Lesson title	Learning objectives, knowledge and understanding, skills, attitudes and values	Number of periods
1	Meaning of Pentecost	<p>Knowledge understanding: Relate the definition of Pentecost and its importance.</p> <p>Skills: Describe the spiritual power of Gospel.</p> <p>Attitudes and values: Appreciate the gift of Holy Spirit in everyday life.</p>	2

2	Spiritual significance of the Pentecost for Christians	<p>Knowledge understanding: State the actions of the Holy Spirit in the early church.</p> <p>Skills: Explain clearly the actions of the Holy Spirit.</p> <p>Attitudes and values: Supply the Holy Spirit in everyday Christian life.</p>	2
3	Birth and mission of primitive church	<p>Knowledge understanding: State factors that led to the birth of the first Christian communities</p> <p>Skills: Explain how the first Christian Community started</p> <p>Attitudes and values: Appreciate the social and spiritual life of the first Christian communities</p>	4
4	Early /Primitive Church life	<p>Knowledge understanding: Relate the mission of first Christian community Church.</p> <p>Skills: Explain clearly and locate the first Christian community on historical map.</p> <p>Attitudes and values: Appreciate the work done by the first Christians.</p>	2

5	The primitive church Mission	<p>Knowledge understanding: Relate the organization of the first Christian community</p> <p>Skills: Describe clearly the organization of first Christian community.</p> <p>Describe the family organization</p> <p>Attitudes and values: Learn from the testimonies of the first Christians (or the father of the church).</p>	2
	Problems encountered by the Primitive Church	<p>Knowledge and understanding: Identify problems encountered by the primitive church</p> <p>Skills: Assess problems encountered by the primitive church</p> <p>Attitude and values: Appreciate the effort of the first Christians to spread the Good new</p>	2
6	Persecution	<p>Knowledge understanding: Relate the causes of persecution.</p> <p>Skills: Explain clearly the causes and the effects of persecution of Christians.</p> <p>Attitudes and values: Learn from the first Christians.</p>	2

7	Spread of the Gospel	<p>Knowledge understanding: Relate the expansion of the Gospel in the world.</p> <p>Skills: Describe the importance of Gospel.</p> <p>Attitudes and values: Appreciate the actions of Gospel in the daily life.</p>	2
8	Evangelization in Rwanda	<p>Knowledge understanding: Explain the how Evangelization in Rwanda was done</p> <p>Skills: Assess the impact of Evangelization in Rwanda</p> <p>Attitudes and values: Appreciate the actions of done by the first missionaries in Rwanda</p>	4
Remedial and End unit Assessment			2

2.6.Guidance on different lessons

2.6.1.Meaning of Pentecost.

a. Prerequisite/revision/Introduction:

Use a warm up to introduce the lesson by asking the questions whether they know Pentecost. The oral questions are possible.

b. Teaching material resources and teaching aids:

Bible, learner's textbook, teacher's guide, dictionaries, pen, exercises notebook and pictures.

c. Learning activity

The teacher makes the groups and reads for them the biblical passage **Acts 1:2**. He asks them to observe the illustration. Then after they answer the questions on activity 2.1. The teacher turns around every group to avoid social loafing. He/ she therefore invites them to present the findings from the activity.

Suggestion Answers to the learning activity 2.1

1. I/we see illustration or pictures persons
2. I/we think they are inside the house.

It is the gift of Holy Spirit to Jesus's followers, the starting of Christian church. After gathering the answers, they summarize lesson. The application activity 2

Suggestion Answers to the application activity 2.1

1. Pentecost is the day baptism in fire and in Holy Spirit. It is the day when the Holy Spirit was poured upon the disciples of Jesus.
2. Because it is the day that marked the baptism in the Holy Spirit; the beginning of the Christian church

It is the day of the fulfilment of Jesus promise.

3. The Holy Spirit strengthens the trust in God.

2.6.2 Spiritual significance of Pentecost for Christians

a. Prerequisites/Revision,/introduction

The teacher reviews the last lesson by asking what they remember of it. oral questions are possible.

b. Teaching resources and teaching aids

Bible, learners' textbook, teacher's guide, Syllabus.

c. Learning activity 2.2

The teacher helps the learners to be in small groups. They read the biblical passages in activity 2.6.2 in their respective groups. Therefore, they answer the questions. The teacher guides the learners to draw the conclusion. He/she has to integrate Crosscutting issues as proposed in the unity.

Suggestion Answers to the learning activity 2.2

1. In the following passages, the Holy Spirit is important in the following ways:
 - a. Gal. 5:22:** the Holy Spirit provides good fruits: love, joy, peace, long suffering, gentleness, goodness and faith.
 - b. John 16:13 Guides** to all truth and shows us all things in the future.
 - c. John 14:26.** The Holy Spirit teaches us all things.
2. The spiritual experience is personal. Learners will provide different answers for clear information, he/she reads Ephesians 4:11-12.

Suggested Answers to the application activity 2.2

1. For the Jews Pentecost is the feast of weeks to the Lord (Leviticus 23:15-16).
 - b. For the Christians the Pentecost refers:
 - The descent of Holy Spirit to apostles.
 - Many people were baptized and converted into Christianity
 - Pentecost day marks the fullness of God's coming to the earth and interacting with humanity.
 - The Pentecost was the fulfilment of Jesus's promise.
2. Activities or attitudes that can testify the presence of the Holy Spirit in one's life are joy, peace, love, guidance, patience, to bear good fruits, longsuffering, gentleness, tolerance, telling truth, practice actions of charity.

2.6.3 Birth and Mission of the Church

a. Prerequisite/revision/introduction

Warm up by greetings. The learners proceed to brainstorming to the birth the church and its mission.

b. Teaching resources/teaching aids

Bible, learners' textbook, teacher's guide, map that locates the first Christian Church.

c. Learning activity

The teacher's guide the learners to form small groups where they relate the activity 1.1.3 he/she provides for them appropriate materials to the activity.

Suggestion Answers to the learning activity 2.3

1. The mission of Apostles contained in the passage is:

- to make disciples of all nations
 - to baptize them in the name of the Father and of the Son and Of the Holy Spirit,
 - Teaching them to observe what Jesus had commanded them.
2. To proclaim the Good News of God, the Word of salvation; to teach about the kingdom of God, to try to build the society that reflects Jesus's life, full of peace. The teacher has to integrate the crosscutting issues from the ones suggested in the unit.

Suggested Answers to the application activity 2.3

1. It distributed the tongues of fire to disciples and rested on them.
2. On the day of Pentecost.
3. Jesus Christ is the founder of the Church.
4. To preach the news of God; the Word of Salvation and reconciliation,
 - To build the community of joyful believers in Jesus Christ who love God and his Word.
 - To love one another and love those without Christ by bringing them the Good News.
 - To confront injustice and alleviate suffering society.
 - Doing more express God's love for the world.
 - To teach the believers how to serve God.
 - To glorify God through worship.
 - Remember the events Rwandan society passed throughout in 1994, Genocide for Tutsi.

2.6.4. Primitive Church Life

a. Prerequisites/ Revision/introduction

Welcome the learners to the new lesson. Let them tell what they know about the birth of the church,

b. Teaching resources and teaching aids

Bible, syllabus, learner's textbooks, dictionaries, teacher's guide, chalkboard, chalk, desks/tables, etc.

c. Learning activity 2.6.4

The biblical passage Acts 4:32-36. Put the learners in small groups of 6 each. He/she asks them to exploit the activity 2.4. The teacher respects the gender balance.

Suggested Answers to the learning activity 2.4

1. a) **Primitive:** rudimentary primary, belonging to an early stage of development
b. Church: also called mystical body of Christ is a gathering of God's people and believers in Christ, lead by the Holy Spirit towards God the father.
c. They are praying.
2. The family is organized in the following way: parents and children. Parents are father, mother or guardians. Parents are responsible of what happen in the family.

In guidance to work on presentation, the teacher has to integrate the crosscutting issues as stipulated in the Unit.

Suggested Answers to the application activity 2.4

a. i) **Primitive**: derivative, origin.

ii. Church: building where Christians gather for worshipping God; assembly of Christians, invisible body composed of all the saved believers, a local congregation of saints. The House of God (1 Timothy 3:15)

iii. Primitive Church: first Christian community, first Assembly of God.

b. The Primitive Church had no specific organization. The Holy Spirit directed, guided, and controlled them.

i. Social activities: they shared their property. All things were common property. There was no needy in the primitive church. Help the poor in the community.

ii. Spiritual activities: they were praying, singing psalms, reading Bible and sharing the Holy Communion.

2.6.5. Early / Primitive Church mission

a. Learning objective

Clarify the mission of primitive church

b. Teaching resources

Bible, learner's textbook, teacher's guide, dictionaries, exercises notebook and pictures

c. Learning activities

Learners in their groups discuss the mission of the church.

1. Who is the founder of the Christian church?
2. What did he do to preach the good news to all nations?

Guidance: In the previous grade or levels learners have already acquired information about Jesus and his mission. Teacher in the beginning of lesson help learners by asking oral questions about Jesus and his church.

Possible answers to the learning activity 2.5

1. Jesus Christ is the founder of Christianity.
2. He chose twelve apostles, He trained them for a certain period and on Pentecost gave them the Holy Spirit who supported them. He promised them a continuous assistance.

a. Application activity

1. Discuss the triple mission of the church from Pentecost
2. Who were in charge of governing of the primitive church?
3. What is the role of lay Christians in the mission of the church today?

Possible answers for application activity 2.5

1. Teach the message of salvation of Jesus Christ (teaching mission). Rule all Christians (governing mission). Help people to be holy (sanctification mission).
2. The college of apostles with Peter at the head.
3. They are collaborators of church ministries (hierarchy) in all three missions.

2.6.6. Problems encountered by the primitive Church

a. Learning objectives

Identify the problems encountered the primitive church

Guidance :teacher makes groups of learners then asks them to imagine problem which encountered a new born organization.

Possible answers to the learning activity 2.6

1. Challenges:

- **conflicts based on different cultures:** it is not easy to live together in harmony in the new community when people come from different cultures. Everyone wants to keep and impose his culture to others.
- **Hesitation/confusion:** some time people do not see the durability of their initiative. They are confused so they are not well engaged.
- **Favoritism:** when all members in one group are not treated the same, some are favored while others are neglected. This may be the cause of leaving or beginning of internal conflict.
- **Financial problems:** when the new organization can not satisfy its needs this can also discourage its growth and so far the members
- **Discipline:** some people resist for change, they misconduct. Their management becomes a challenge.
- **Centralized leadership:** when Leaders are selfish and do not want to share responsibilities with other members. Those Leaders fail to fulfill well their responsibility. This causes conflict based on disorganization like disorder.

b. Application activity:

1. Why did Grecian Jews complain against Hebraic Jews?
2. How did apostles react about the distribution of food?
3. Discuss the importance of sharing responsibilities in group, family in society, etc.
4. Imagine other challenges might happen in early church.

Possible answers to the application activity 2.6

1. Their widows were being overlooked in the daily distribution of food.
2. They gathered all the disciples together and ask them to choose seven men from among them who are known to be full of the Spirit and wisdom, to be in charge of food distribution. While apostles will continue the ministry of the word of God
3. We are all engaged – there is a quick development –people live in harmony...
4. The lie of Ananias and Sapphira, the stoning of Steven and others., misunderstanding between Jews and gentiles about Jewish tradition (circumcision, forbidden meet...).

2.6.7.Christianity and persecution of the Church

a. Prerequisite/revision/introduction

The teacher welcome the learners to the new lesson and worm up the class, sketch related to hostile people.

b. Teaching resources and teaching aids

Bible, learners' textbook, exercises notebook,

c. Learning activity

The teacher organizes the learners in pair, asks the learners to observe the illustration and invites them to answer the questions related to it. The teacher reads the passage Acts 7:54-60 for the class.

Suggestion answers to the learning activity 2.7

- a. There are people throwing stones to a person.
- b. i) Some people feel ashamed, fear of the acts.

With the help of the Holy Spirit, they hold on their faith. They persevere.

- ii. Others feel discouraged, fear of the death, execution. They decide to give up, to leave out Christian faith, and to abandon their faith.
- c. Not to respect emperor orders, accused of rebellion, Jews resisted to their culture. Because of their faith. The teacher has to integrate the crosscutting issues from the ones purposed in this unity.

Suggested Answers to the application activity 2.7

- a. Acts 6:1-15** Stephen was accused of the blasphemous words against God and Moses; false witnesses, speaking against holy place and Moses' law.
- b. Acts 12:1-5** Herod the king mistreated some Christians who belonged to the church. James was killed with sword. Peter was arrested (imprisoned).
- c. The answer is wide. For Christians full of the faith, or/ and for non-Christian.
- d. However, the teacher focuses on Christian faith
- e. The same the question above, the question is open. Teachers guides the learners to the actions of charity. Example of a **Good Samaritan**.

2.6.8. Spread of the Gospel

a. Prerequisite/revision/introduction

After welcoming the learners to the new lesson, the teacher asks the learners what they know about the Gospel.

b. Teaching resources and teaching aids/materials

Bible, learners textbook, syllabus and teacher's guide.

c. Learning activity

After reading the **passage Mark 1:15** to the learners, the teacher asks them to observe, in pair, the illustration and answer the questions in **learning activity 2.6**.

Suggestion answers to the learning activity 2.8

1. Every learner reflects on an interesting piece of news that he or she wants to tell to his/her neighbour/friends. He/she explains the ways to use in order to reach the receiver(s).
2. The teacher reads again Mark 1:15. The missionaries brought us Jesus good News.
3. The Christians always want to tell the Good News of Jesus, word of salvation. The teacher integrates one or more than one proposed crosscutting issues.

Suggested Answers to the application activity 2.8

Passage	Miracles
Acts 3:9-10	Jesus lifted up to the heaven; Two men in white clothing stood beside the disciples.

Acts 8:5-12	Diseases were cured: unclean spirit men were cleaned, paralyzed and lame were healed, many people were converted in Jesus Good news, men and women were baptized.
Acts 8:4-8	Philip performed the signs.
Acts 9:32-35	Aeneas paralyzed for 8 years were healed in Jesus Christ by Peter. Lydia and Sharon who lived with Aeneas turned to god and other people who experienced the miracles.
Acts 9:36-41	In Jesus's name, apostle Peter resurrected Dorcas.

Addition content for learner:

2.6. 9. Problem encountered by first Christian community

Learning activity 2.9

A scenario: In our village four years ago, women have created an organization for sustainable development through job creation. From the beginning until now the internal conflicts remain a major preoccupation which handicap the well development. In your group discuss as much as possible the challenges encountered in the new born organizations.

Acts 6:1-7

1. In those days when the number of disciples was increasing, the Grecian Jews among them complained against the Hebraic Jews because their widows were being overlooked in the daily distribution of food.
2. So the Twelve gathered all the disciples together and said, "It would not be right for us to neglect the ministry

of the word of God in order to wait on tables.

3. Brothers, choose seven men from among you who are known to be full of the Spirit and wisdom. We will turn this responsibility over to them and will give our attention to prayer and the ministry of the word.”
4. This proposal pleased the whole group. They chose Stephen, a man full of faith and of the Holy Spirit; also Philip, Procorus, Nicanor, Timon, Parmenas, and Nicolas from Antioch, a convert to Judaism.
5. They presented these men to the apostles, who prayed and laid their hands on them.
6. So the word of God spread. The number of disciples in Jerusalem increased rapidly, and a large number of priests became obedient to the gospel.

Application activity 2.9

Discuss at least 4 problems that were encountered by the first Christian community

2.10. Spread of the Gospel

Learning activity 2.10

Basing on your experience and faith discuss responsible people to spread the Gospel. .

The gospel is the good news about Jesus Christ and His offer of salvation to all who believe in Him. It is the message that God loves us, that He has a plan for our lives, and that we can have eternal life with Him. Beginning with the son of God, the religion was spread around the world first by Jesus’s disciples,

then by emperors, kings, and missionaries. Jesus said, "Go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you Through crusades, conquests, and simple word of mouth, Christianity has had a profound influence on the last 2,000 years of world history

Some biblical verses tell as the spread of the Gospel. Jesus Christ tells His disciples to **"go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit"** (Matthew 28:19).

- in Luke 4:43 "But he said to them, I must preach the good news of the kingdom of God to the other towns as well; for I was sent for this purpose"
- in Acts 1:1 "In the first book, O Theophilus, I have dealt with all that Jesus began to do and teach".
- In 1 Corinthians 9:14 In the same way, the Lord commanded that those who proclaim the gospel should get their living by the gospel
- In John 3:16 For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life
- Acts 1:8 But you will receive power when the Holy Spirit has come upon you, and you will be my witnesses in Jerusalem and in all Judea and Samaria, and to the end of the earth.

Application activity 2.10

1. Define the word "gospel"
2. What is the mission that Jesus gave to his disciple in Mathew 28:19?
3. Explain the importance of the "Baptism" in Christian life.
4. Discuss the Pentecost event and its impact in the spreading of the gospel.

2.11. Generalization in Rwanda

Learning activity 2.11

1. Refer to the mission given by Jesus to the apostles and discuss their fruits in Rwanda.
2. State at least any 5 Christian churches present in your region.
3. Identify any three charitable acts that justify the presence of the Gospel in Rwanda.

Brief history of generalization of Rwanda

September 15, 1899 : Bishop Hirth left his Kamoga residence at the head of a missionary caravan towards Rwanda. This caravan included Father Alphonse Brard, Father Paul Bartholomew and Brother Anselm ; it passed through Burundi where was the residence of the German military authority on which Rwanda depended. It arrived in Shangi on January 20, 1900 where a first mass was to be celebrated on the Rwandan territory.

February 2, 1900 : the caravan introduced itself to the Royal Court of Nyanza ; it was received in audience by a representative of King YUHI V Musinga before continuing its march towards the South. On February 4, 1900, Bishop Hirth left Fathers Brard and Paul Bartholomew and Brother Anselm to Mara for the foundation of the Church in Rwanda ; he returns to his residence in Tanzania through Gisaka.

February 8, 1900 : the three missionaries who remained in Rwanda settled in SAVE where they found the first mission dedicated to the Sacred Heart of Jesus. Other missions would be successively founded in Zaza (1st Novembere,1900), Nyundo (25th April,1901), Rwaza (20th November,1903), Mibirizi (20th December,1903), Kabgayi (20th January,1906), Rulindo

(26th April,1909), Murunda (17th May,1909) and Kansi (13th Decembere,1910).

In **April 1903**, a celebration of 26 first baptisms at Save will be followed, in 1904, by a first Christian marriage in Rwanda and the recruitment of the first Rwandan seminarians. The latter will be trained in Ihangiro, Tanzania, near Bishop Hirth's episcopal headquarters. Rwanda has found the first Rwandan priests after 17 years ; those are Balthazar GAFUKU, Donat REBERAHO who were ordained priests on 07/October 1917 and Joseph BUGONDO in 1919.

Rwanda was one of the last areas of Africa to receive Christian Missionaries A Belgian Protestant missionary society took over the German mission stations, and new societies entered, in particular the Seventh Day Adventists, and the Anglicans (the "Ruanda Mission"). The first missionaries intervened in different domain of national level. For example, in education: Western education was introduced in Rwanda in the 20th century, when Christian missionaries began to establish churches and schools throughout the region.

Application activity 2.11:

1. When did the first missionaries arrive in Rwanda? Who are they?
2. Who was the king of Rwanda at this time?
3. Identify any three first missions of White fathers in Rwanda.
4. Discuss the fruits of the gospel in Rwanda

2.7.Summary of the unit 2

The Christian community took place on the Pentecost day at Jerusalem. The day when Jesus fulfilled the promise to his disciple. On that day, the disciples received the power and mission to testify

their faith in Jesus Christ, and to change other nations. Christ is the founder of the church. The Holy Spirit received by the disciples is a fulfillment of Jesus' promise.

Since Pentecost, all God's people experienced life in God. The first Christian community was born in the Jewish community melted to Roman culture (many gods). They accused that religion of rebellion, disobedient, refusal to serve Roman gods. For the multiple accusations, the first Christians were persecuted. Persecution contributed to positive and negative effects on the early church. -Death and mistreatment of apostles (Stephen, James, Peter)

- Rejection of Christianity faith, back to the vice services, deception
- Adoption of false doctrines
- Escape to other cities
- Foundation (expansion) of Christian community in the foreign countries. (Church of Antioch)

The first Christian church (primitive church) was a family of Christ. The believers shared their belongings according to the needy. The Holy Spirit guided and strengthened the Christian believers.

Because Christ fought against fear, redeemed the world from the sins, the Christians who received the Gospel have to stand firm in Jesus Christ the Savior against false doctrines. Today's church has the mission to rebuild Jesus community, joyful society, full of peace and love in Christ. Therefore, the Christians always commemorate the two main events: in the church: death and resurrection of Jesus, Pentecost. From these events, raise the force, strengths and faith referring to the fight against the obstacles or persecutions, to pertain to Jesus's Kingdom.

2.8. Additional information for the student and the teacher

Additional information for the teacher

Holy Spirit

Spirit has different meanings. In the Bible Old testament, spirit in Hebrew is **ruah**, **pneuma in Greek (New Testament)**. Ruah can: mean spirit, breath of life, storm, wind, vitality or something like soul. It refers to energy activity and power, (Micah 3:8) . In Genesis, spirit is the power of God. It is described as idle breathe in Ezekiel 37:9-10 that means spirit is source life.

Expansion of the church

Apart from the good behavior of the church members and the miracles done by Apostles, Christianity was expanded by factors below:

- **Greek language** became the common language after the successful conquest of Alexander the Great from Greek. The people were able to communicate in Greek language and practice their culture.
- **Roman peace (pax romana)**
- **Quick return of the Lord:** in the early centuries of Christianity, the Christians expected quick return of the Lord. The Apostles felt that it was little time to organise a church. They devoted all to approach the Gospel. The Christianity was able to spread.
- **Christianity was the only religion:** the apostles were convinced that Christianity was the only religion, which can save humankind. This encouraged the Apostles to spread the Gospel with zeal.
- **Prosperity:** to die as martyr was heroic act and Christianity produced many martyrs.
- **Brotherhood** of the church members: Christianity appealed

to all classes. There was no slave, gentile, or Jew.

- **Travelling:** evangelization, merchant and traders facilitated the expansion of Christianity.
- **Diaspora:** Many Christians were scattered in many countries of the world because of persecution. Reaching there, they started to preach the Gospel.
- **Constantine emperor favoured the spread of Christianity:** He allowed his soldiers to be baptized; he supported the Church in different facilities: he gave a land to the Church.
- **Roads facilities:** roads built by the Roman Empire facilitated the Apostles to spread the Good News.
- The Judaism and Christian Church:

The Judaism knew many sects according to their doctrines and practices. The most influential are: Pharisees, the Sadducees, the zealots, Essenes, and heterodox group. Pharisees, Sadducees and zealots were much sad by the Bible.

The Pharisees were traditionalists, interested in theocracy and religion characters of Jewish domination. As they were stressed to obedience to Torah, they were conservative in their theology.

The Sadducee respected the Pentateuch not traditions of the Jews. They did not accept the resurrection of the dead they were associated with the political leadership. The Christianity was born in this context. It was against these sects. That is why the Romans succeeded to persecute the Early Church.

Gospels: Gospel means Good News related to Christ, the kingdom of God and salvation. There are four Gospels: the Gospel according Matthew, Gospel according to Mark, Gospel according to John and Gospel according to Luke.

Map showing the journeys of Apostle Paul in his mission



1.6. End unit assessment / Expected answers to revision exercise

a. Pentecost

Answer: It is the day when the Holy Spirit was poured on the apostles. The starting day of Christian Church.

b. Primitive church

Answer: The first Christian Church.

c. Persecution

Answer: Mistreatment, hostility.

d. Christianity

Answer: The religion based on teaching of the news of Jesus Christ of Nazareth.

e. Apostasy

Answer: Wilful falling from rebellion against Christianity; rejection of the Christ by one who has been a Christian.

2. Enumerate two factors that permitted the expansion of Christianity.
 - a. Persecution of the Christians. The Christians escaped and fled to other cities/countries where they spread the Good News of Jesus guided by the Holy Spirit. The Church of Antioch was born in this situation.
 - b. Missionaries: example of Apostle Paul who made three journeys.
3. Why do the Christians attribute a great importance to the Pentecost day?

Answer:

- The Holy Spirit came upon the disciples.
 - The fulfillment of the promise to the disciples.
 - The starting of the first Christian Church.
 - The disciples received the strength to continue Jesus' mission.
4. Reflect on interesting news that you want to tell your friends. Explain how it reaches them.

Answer: The learners individually think on interesting News to tell to their friends. Especially Jesus Christ's Good News. They explain how it can reach to the receivers. Means they can use. Conference, journals, newspapers, radio, television, theatre presentation, dramatic games, social media, ICT's, songs, pictures, predication.

5. **Answer:** It reached us by predication/preaching, reading Word printed, and missionaries.
6. Discuss the important news Christians always want to tell the others.

Answer: Jesus' Good News, the word of salvation.

- He died in our behalf. He is our sacrifice Jesus took the sins of the world (John 1:29). He reconciled us with our Father.
 - He raised from the dead. He saved us from our sins. (Acts 3:40)
 - They teach us to confess our sins.(Acts3:38)
 - To be one in Jesus (John17:11)
 - The love of God (John 3:16).
7. Read Acts 6:1-15 and tell the force of Holy Spirit.

Answer: The Holy Spirit:

- Organizes the community.
 - Provides authority, responsibilities, satisfy the needy.
 - Holy spirit gives power, wisdom.
 - Stephen before the Council shined in his face like the face of an angel.
8. State the triple mission of the church from Pentecost.

Answer: Teaching the good news of God 2. Sanctifying God's people, 3. Governing or leading the people of God

9. What kind of sin did Ananias and Sapphilah commit?

Answer: Ananias and Sapphira decided to scheme against the Lord. They lied to the Spirit and the Church about their generous giving.

10. Who is Stephen?

Answer: Stephen is one of the first disciples of Jesus. One from the first deacon chosen in early Christian community and the first disciple of Christ stoned by Jewish persecutors.

11. How can you collaborate in the spreading of the Gospel?

Answer: Reading the Bible and share the biblical message to my colleagues, participate in group of prayers, becoming an active member in Christian youth organization.

12. Who are the first missionaries in Rwanda from the white fathers?

Answers : Bishop Hirth ,Father Bourard ,father Bartholomew and brother Anselm.

13. What do you appreciate about the first missionaries?

Answers: Perseverance: They came during Rwanda didn't have roads, the means of transport very difficult, no clean water, no shops. They are not tired but didn't give up.

2.10 Additional activities

Remedial activity

1. What is Pentecost?
2. Why do the Christians attach much importance to the Pentecost?
3. What are the fruits of receiving Holy Spirit?
4. Who is the founder of Early Church?
5. Identify the mission of Church as mentioned in Matthew 28:19-20, "go therefore and make disciples of all the nations baptize them in the name of the Father and the Son and the Holy Spirit, teaching them to observe all that I commanded you, and so I am with you always, even to the end of the age."
6. Discuss the life of first Christians

7. Who is apostle Paul?

Suggested answers

1. It is the day when the disciples received the Holy Spirit.
The starting of the Church.
 2. Because of fulfillment of Jesus' promise.
The starting of Christianity
The disciples were baptized in Holy Spirit and received mission.
 3. There are joy love, gentleness, long suffering, patience, tolerance, happiness, and charity actions.
 4. The founder of the Early Church is Jesus Christ.
 5. The mission they received from God refers to:
 - a. Make disciple of all the nations.
 - b. Baptize them.
 - c. Teach them to observe the commandment of God as recommended.
1. Answer :
 - They were united
 - They shared together the word of God and the food
 - None had his/her own property. They sold their properties and present the cost to the apostles.
 2. Peter was a fisherman from Galilee. He is sometimes called "Cephas," the Aramaic form of his name, which means "rock." He is often called the leader of the twelve apostles, and by some accounts was the first to call Jesus "Messiah.". According to tradition, he traveled to Rome and served as the first Bishop of Rome before being crucified upside-down

Consolidation activity

1. What is primitive church?
2. Where did the church start?
3. State 2 spiritual activities and 2 social activities of the first Christian community.
4. Define and State two causes of persecution.
5. How was Stephen put up death?

Suggested answers

1. The Primitive Church is the first Christian community created on the day of Pentecost.
2. At Jerusalem
3. a. Praying, singing.
b. Sharing their possession among the believers, they sold their property and supply to the needy.
4. a. Persecution means hostility ill-treatment related to the race, political or religious beliefs.
b. New religion, refusal the orders of emperor, accused to disobey the Moses' law
5. He was stoned.
6. Who are the three first Rwandan ordained priest?

Answer : Gafuku Barthazar-Reberaho Donat- Joseph BUGONDO

7. What was the belief of Rwandan before 1900?

Answer: The traditional belief by which they believed in God. This faith is showed in the naming their children, (Habimana-Nizeyimana-Uwimana...) they believed in one God for all nations but loved more Rwanda. "Imana yirirwa ahandi igataha iRwanda

8. Discuss the problem encountered by first Christian.

Answer: persecution-misunderstanding based on different culture and tradition.

Extended activity

1. Mention any three main events of Christianity.
2. Explain how is the Gospel spread today (means).
3. Discuss this assertion "on *the cross Jesus gathered to him all humanity*"

Suggested answers

1. The three events of Christianity are:- death and resurrection of Jesus - Pentecost, birth of the church - persecution of church.
2. Today, the Gospel is spread through evangelization, in churches preaching, through internet, radio, television, newspaper, journals.
3. **Possible Answers** : On the cross He prayed for those who crucified Him, He forgave the sinner with him on the cross .So He died for all of us

Acts of Charity

3.1. Key unit competence

The learner will be able to show the relationship between acts of charity and Faith

3.2. Prerequisite knowledge and skills

From different homilies (predication) in their denominations, learners heard talked kind deeds like Kind Samaritan. During previous school years and the acquired values at home, learners have been educated to be kind. You may ask questions about the identification of kind deeds, meaning of Faith, characteristics of true Christian, the commandments of God, means of God's revelation to us and link between our spiritual life and acts of charity.

3.3. Cross-cutting issues to be addressed

The content of the whole unit reflects *peace and Values education*. This Peace is understood in terms of inner-peace. The social and Christian values are highlighted in every lesson of the unit.

3.4. Guidance on the introductory activity:

Hand out copies of biblical text to be analyzed to learners' groups. Read the Bible loudly while learners are listening and following on their papers. Learners discuss the questions that follow the given biblical texts. They write and present their consensus.

Answers to the introductory activity 3

1. We positively appreciate the kind deed in Luke 10:35-35 because the priest and other people considered being workers of God nothing did for the needy. The Samaritan who was in his business sacrifices his time and benefits to care and to save the person in danger of death. So he really became kind to him. He knew that everybody is his neighbor. His Faith is greater than the one of those pride priests.
2. Yes I agree with the affirmation in James 2:17: faith has to be accompanied by works to prove it or to justify; if not it will be superficial.
3. Basing on 1Jn 4:20, I love God through my classmates or neighbor by helping, respecting him/her, explaining course, being kind to them.

3.5 List of lessons

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Meaning of kind deeds	<p>Knowledge and Understanding: Identify different acts of charity.</p> <p>Skills: Describe the different acts of charity.</p> <p>Attitude and Values: Be kind person to others.</p>	2

2	Meaning of Faith	<p>Knowledge and Understanding: Give the meaning of Faith.</p> <p>Skills: Explain the relationship between acts of charity and faith.</p> <p>Attitude and Values: Live Faith as gift from God.</p>	2
3	Faith and kind deeds as identity of a true Christian	<p>Knowledge and Understanding: describe a true Christian.</p> <p>Skills: Explain clearly the relevance of acts of charity.</p> <p>Attitude and Values: Perform kind deeds in society.</p>	2
4	Greatest commandment	<p>Knowledge and Understanding: Explain the greatest commandment.</p> <p>Skills: Link the greatest commandment to Decalogue.</p> <p>Attitude and Values: Love others.</p>	2
5	Love neighbor as your love yourself	<p>Knowledge and Understanding: Explain the greatest commandment.</p> <p>Skills: Link the greatest commandment to Decalogue.</p> <p>Attitude and Values: Love others.</p>	

6	Love God	<p>Knowledge and Understanding: Identify who is your neighbour.</p> <p>Skills: Explain love for neighbour as an exchange of love of God for us.</p> <p>Attitude and Values: Value everyone.</p>	2
7	God visible in the needy in the Bible	<p>Knowledge and Understanding: Identify the means of God's revelation.</p> <p>Skills: Prove how God is in people in need.</p> <p>Attitude and Values: Show concern towards the vulnerable people.</p>	2
8	Acts of charity as the measures of spiritual commitment	<p>Knowledge and Understanding: Mention the main spiritual acts of Christian.</p> <p>Skills: Link spiritual acts and acts of charity.</p> <p>Attitude and Values: Appreciate the spiritual and moral values.</p> <p>The learner will be able to show the relationship between acts of charity and Faith.</p>	

	Assessment		2
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3.6. Guidance on different lessons outlined above

3.6.1. Meaning of kind deeds

a. Prerequisites/Revision/Introduction

Detect prerequisites on the meaning of kind deeds. Ask learners to describe a kind deed and to identify the kind deeds they know.

b. Teaching resources

In this lesson the Bible, dictionaries, students' notebooks are supportive teaching aids.

c. Learning activities

After consulting dictionaries about kind deeds, learners pair and share what they know about services of Caritas and Compassion. They share experiences on kind deeds they performed in their life.

Answers to the learning activity 3.1

1. The word *caritas* came from Latin to mean Agape or unconditional love. The word *Compassion* came from Latin *Compassio/compati: cum* and *passio* that means "Suffer with". In this context both *caritas* and *compassion* have sense of works of love.
2. We performed many kind deeds for people in need: helping old people, visiting sick people, giving food to the poor...

Answers to the application activity 3.1

1. A Kind deed means a good or benevolent action (Unpaid action of love). It can be called also Charity that has sense of works of love for the needy.

2. Five kind deeds to perform at our schools: Explain courses to slow learners, give school materials to poor classmates, washing clothes to sick pupils, Caring pupils with physical disability, taking notes for sick pupils.

3.6.2. Meaning of Faith

a. Prerequisites/Revision/Introduction

Introduce learners in lesson by either a short song reflecting ask questions about biblical models of believers (who strongly believed in God) like Abraham, Simon Peter when he accepted to throw the net into deep water while he had missed any fish (Luke 5:1-5), people who brought the sick person to Jesus through the roof of a house(Luke 5:17-39)

b. Teaching resources

Teaching and learning resources in this lesson are the Bible and learners' exercise notebooks are necessary.

c. Learning activities

A debate can be used for this lesson: one side supports John who says that we must only believe according to visible facts while other side supports Mary who says that Faith is to believe what we do not. They will finally agree with the meaning of Faith.

Answers to the learning activity 3.2

This is my position about Faith: Referring to the Holy Scriptures especially we find that our ancestors in faith had strong trust. Abraham accepted to follow God towards unknown destination, he believed to give birth while Sarah already reached bareness, Jesus told to Thomas " *blessed are those who have not seen and yet have believed*"(John20:29). So Faith is untouchable gift received by whom we are (our interior) not what we are.

Application activity 3.2

1. Faith is complete submission of human intellect and his will to God. By the whole being, man gives his assent (agreement) to God the Revealer.
2. Three characteristics of Faith
 - Faith is a grace: faith is a Revelation from God.
 - Faith is human act: believing has to be proved by authentic human act. In Faith, human intellect and will co-operate with divine grace.
 - Faith is certain: it is more certain than human knowledge because it is founded on the Word of God who cannot lie
3. Faith is a gift from God because it is an interior (heart) help of the Holy Spirit.
4. Faith requires personal commitment because the grace of God has to fit human free agreement as an answer "Obedience to God's revelation"

Answers to the application activity 3.2

1. A Kind deed means a good or benevolent action (Unpaid action of love). It can be called also Charity that has sense of works of love for the needy.
2. Five kind deeds to perform at our schools: Explain courses to slow learners, give school materials to poor classmates, washing clothes to sick pupils, Caring pupils with physical disability, taking notes for sick pupils.

3.6.3.Faith and kind deeds as identity of a true Christian

a. Prerequisites/Revision/Introduction:

Revision here is necessary: ask oral questions about the meaning of faith, kind deeds, and characteristics of true Christian.

b. Teaching resources

Learners' notebooks and the Bible are helpful teaching aids.

c. Learning activities

Different groups read the given biblical reference and then discuss the related question

Answers to the learning activity 3.3

"Faith itself if it is not accompanied by actions is dead" (James 2:14-26): James confirms that our inside has to be explained by our outside. On one side, faith cannot prove itself. On the other side, good works cannot come from nowhere. There is a great relationship: good works justify the existence of Faith and good works are produced from the true Faith. We will be saved by faith (Romans 10:9); but we will be judged by our deeds (Romans 2:6-11).

Answers to the application activity 3.3

1. The theological virtues are Faith, Hope and Love
2. The link between Faith and kind deeds: Kind deeds justify faith while faith becomes the principal root of kind deeds.
3. According to Luke 6:36, I become merciful by helping my classmate to understand courses, helping poor pupils, caring people with disability, living empathy...

3.6.4 Greatest commandment

a. Prerequisites/Revision/Introduction

Diagnose prerequisites knowledge and skills on the commandments of God (lower primary and catechesis school). The focus is on the ten commandments of God and their convergence point that is love.

b. Teaching resources

The Bible, students' exercise notebooks and papers.

c. Learning activities

Form groups and distribute papers written on biblical references and their correspondence texts. Guide learners' comment on "to love=to obey all commandments of God". Facilitate learners' presentations.

Answers to the learning activity 3.4

Love is the center theme of Decalogue. In every commandment of God, **love** is reproduced as follows:

1. You shall have no other gods except me: love God through monotheistic life.
2. You shall not make an Idol for yourself and worship it: love God through never substitute God with daily idols like money, pride, honour, power, technology when they are wrongly used.
3. You shall not misuse the name of God your God: love for God when you become realistic and when you do not take oaths in name of God for nonsense.
4. Remember the Sabbath day and keep it holy: love for God when you consecrate the day to God and thank Him for the work He did.

5. Honour your father and your mother: love for all not only relatives.
6. You shall not murder: love for others' life.
7. You shall not commit adultery: you respect for others' body, values of marriage and sexual moral in the society.
8. You shall not steal: respect for other's property.
9. You shall not give false testimony against your neighbours: be just and honest for your neighbours.
10. You shall not covet: wish for others what you wish is done for you.

Answers to the application activity 3.4

1. Recall the ten commandments of God (see them above in Learning activity 3.4)
2. The greatest commandment of God is: 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.
3. The greatest commandment helps me to live well at my school as the Bible says "so in everything, do to others what you would have them do to, for this sums up the Law and the Prophets" (Matthew 7:12)

3.6.5: Love of neighbour as oneself

a. Learning objectives

Learners will be able to apply the greatest commandment in daily life.

b. Teaching resources

The teacher can use the Bible, drawings/ Illustrations of people's love among them, the internet, the learner's textbook, the Teacher's guide of Social and Religious studies other reference books related to Religious education

c. Learning activity:3.5

1. Who is your neighbor?
2. Do you love your neighbor? How?

Guidance on learning activity

The teacher organizes learners in different groups and Introduce the lesson by asking learners to do two questions of this. Then after, they present their findings to the whole class.

Proposed answers

1. Your neighbor is not only your relative but also everybody who need your help (Luke 10:27-37)
2. yes, by respecting his/her life, helping him/her when he/ she is in needy.

d. Application activity 3.5

1. Explain what you learnt more in this lesson about your neighbor.
2. Explain How you can show love to your neighbors

Suggested answers

1. I learnt that everybody is my neighbor, I take initiative of helping, respecting, supporting and being kind to everyone.
2. The proof that I love God is practically to love

3.6.6. Love of God

a. Learning objective

Learner will be able to explain unconditional love

b. Teaching resources

The teacher can use the Bible, drawings/ Illustrations showing the love of God. the internet, the learner's textbook, the Teacher's guide of Social and Religious studies other reference books related to Religious education

c. Learning activity: 3.6

1. Do you love God? How?
2. Have you seen God with your own eyes? How can you prove your love to God?

Guidance on learning activity

The teacher organizes learners in different groups and Introduce the lesson by asking learners to do two questions of learning activity. Then after, they present their findings to the whole class.

Suggested answers

1. Yes we love God: because we try to keep His commandments, we praise, we
2. No, we have never seen God by our own eyes (1John4:12). We see God in our neighbors because God is in us (1John4:13).

d. Application activity.3.6

1. What will be the proof that you know God?
2. Today we are disciples of Jesus. What should be the sign that we are belonging to Christ?
3. How can you love God through your classmate with physical disability.

Suggested answers

1. The proof that I love God is practically to love my neighbors.
2. Jesus Christ gave the signs of His belongings: love one another (John13:35).
3. I love God through your classmate by explaining course to my classmates, giving school materials to poor pupils, caring people with disability, living empathy, never damage classmate material

3.6.7 Love God and neighbours as yourself

a. Prerequisites/Revision/Introduction

Ask questions of revision because learners already knew the greatest commandment of God and they can also link love with Decalogue.

b. Teaching resources

The Bible; students' exercise notebooks and student's book of social Studies and Religious education P5 are helpful teaching aids.

c. Learning activities

Think-Pair-Share technique can help in learning and teaching of the lesson "Love God and neighbours as yourself.

Answers to the learning activity 3.7

1. Yes, we love God: because we try to keep His commandments, we praise, we worship and we glorify Him.
2. No, we have never seen God by our own eyes (1John4:12). We see God in our neighbours because God is in us (1John4:13). We are all created in image of God (Genesis 1:26-27), so we love God through our neighbour by respecting his/her life, helping him/her when he/she is in needy...

Answers to the application activity 3.7

1. My neighbour is not only my relatives but everybody who need my support or my help.
2. The proof that I love God is practically to love my neighbour.
3. Jesus Christ gave the signs of His belongings: love one another (John 13:35).
4. I love God through your classmate by explaining course to my classmates, giving school materials to poor pupils, caring people with disability, living empathy, never damage classmate material.

3.6.8 God visible in the needy in the Bible

a. Prerequisites/Revision/Introduction

Introduce the lesson by telling short story about benefit of performing a kind deed for example: **Kindness is never wasted**: one day an ant fell in swimming pool. It laundry cried for a help. The dove that was around took a stick and plunged it into swimming pool and the ant was saved. Another day, the same dove was safe in the tree. It was under-informed that the hunter was ready to shoot on it. The saved ant that was in the grasses stung the hunter's ankle. When the hunter was crying the dove left the place.

b. Teaching resources

The Bible, students' notebooks and other materials to perform a sketch for kind deed are necessary.

c. Learning activities

In pair Learners discuss and contrast "To perform good work for God when you meet Him physically". They organise a sketch about kind deed and its future benefit. They present it to the class.

Answers to the learning activity 3.8

Tom said “Whenever I physically meet God, I am ready to perform kind deed to Him”

In the context of authentic Word of God read in Matthew 25:34-40; **I do not agree** with Tom. The reasons can be: God has no physical shape and size, He is immortal and invisible (1 Timothy 1:17; Colossians 1:15-20). God does not depend on us, he is “All sufficient” (John 1:4). He does not need our help to survive. God wants us to help Him through our neighbours.

Answers to the application activity 3.8

1. Matthew 6:3 “But when you give to the needy, do not let your left hand know what your right hand is doing”: when you help never publish, keep secret, God has just known and you are just rewarded.
2. To give is more blessed than to receive. The donor gets dual blessing: The receiver prays for him/her and God blesses him/her for the performed kind deed.
3. Four kinds of people in needy are poor people, orphans, sick people and people with disability

3.6.9 Acts of charity as the measures of spiritual commitment

a. Prerequisites/Revision/Introduction

Introduce learners in lesson by asking questions about spiritual activities for a true Christian.

b. Teaching resources

The Bible, students’ notebooks and Students’ book P5 of Social studies are important to teach and to learn this lesson

c. Learning activities

Two techniques can be used: the first is group discussion to respond to the questions that are related to the given biblical text: good/bad tree and their fruits. The second is role-play whereby learners produce good fruits among their classmates.

Answers to the learning activity 3.9

“A bad tree cannot bear good fruits, each tree is recognized by its own fruits” (Luke 6:43-44):

1. The good and bad tree symbolize a true believer by body and Soul (good tree) and believer by name only (bad tree)
2. The fruits from good tree symbolize good/kind deeds. The fruits from bad tree symbolize bad works among others.
3. We produce good fruits among our classmates by all possible kind deeds done at school (presented in role-play)

Answers to the application activity 3.9

1. When we do kind deed, we nothing lose because we are more blessed (Acts 20:35) and our award is the Kingdom of God (Mt 25:34-40)
2. The elements of our spiritual life praying in possible forms, Faith or heart submission to God, Repentance as healing of soul and works of love as justification of faith.
3. Referring to James, faith only is not enough to be holy, it has to be accompanied by works (James 2:14-26).

3.7. Summary of the unit

The kind deeds are all works of love. Faith is a strong and total human submission to God. Faith in God is not separated from love for Him. This means to observe His commandments. We love God through our neighbors especially helping all those who

are in need. As Christians our spirituality should be to be in accordance of practical daily life.

3.8. Additional Information for the student and the teacher

3.8.1. Additional information for the student

Love of neighbours as oneself.

Learning activity: 3.5

1. Who is your neighbor?
2. Do you love your neighbor? How?

Jesus Christ answered "love your neighbor as yourself" (Matthew 22:34-39) This is the second commandment. Your neighbor is not only your relative but also everybody who need your help (Luke 10:27-37)

Jesus explains and confirmed these categories "All the law and the Prophets hang on these two commandments" (Matthew 22:40). He had just finished declaring the greatest commandment in love of neighbor as oneself.

If anyone says I love God but hates his brother, he is a liar; for if we don't love people we can see, how can we love God, whom we cannot see" (1John4:20).

Jesus ordered love as mean of evangelization. By this all men will know that are my disciples, if you love one another (John13:35).

If anyone says I know Him but does not keep His commandments, he is a liar, and the truth is not in him (1John2:4).

If anyone claims to be in the light but hates his brother, he is still in the darkness (1John2:9).

No one has ever seen God; but if we love one another, God remains in us, and His love is perfected in us (1John4:12).

“Love one another”, that is what Jesus said. All Christians believe it, but there is often a disconnect between what folks believe and what they practice. Jesus says, “A new command I give you: Love one another. As I have loved you ... By this all men will know that you are my disciples.” Jn. 13:34-35. It is not easy to love a close relative when they betray the family and hurt a lot of people who are close to them. Jesus showed us the hero of the story. It was a father who had an extravagant love for his son. The story was told to show us how God loves us, and also to show us how to love our families. We are taught to love our families, like this father loved his son.

This is further emphasized in 1st Corinthians. We read, ***“If I speak with the tongues of men and of angels, but have not love, I am only a resounding gong or a clanging cymbal. If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but have not love, I am nothing. If I give all I possess to the poor and surrender my body to the flames, but have not love, I gain nothing.” 1Cor. 13:1-3***

The scriptures show us four kinds of churches that have a good emphasis, but if they lack

The teaching on love is extremely practical. It tells us what love is and expects us to do it. We read, ***“Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails. ... And now these three remain: faith, hope and love. But the greatest of these is love.” 1Cor. 13:4-13***

We are learning to love from Jesus himself as Jesus loved. This

kind of love is possible if we live a consecrated life unto the Lord and have the power of the Holy Spirit in us.

Application activity:3.5

1. Explain what you learnt more in this lesson about your neighbor .
2. Explain How you can show love to your neighbors.

3.6: Love of God

Learning activity: 3.6

1. Do you love God? How?
2. Have you seen God with your own eyes? How can you prove your love to God?

The love of God is the benevolent disposition or inclination in God that stirs him to bestow both physical and spiritual benefits upon those created in his image. the most exalted of all such benefits is God's selfless gift of himself to his creatures in Jesus Christ.

We see the love of God most clearly in that he gave himself to us in his Son, through which God gave us the most beautiful, and eternally satisfying experience possible, that is, the knowledge and enjoyment of God himself. God loves all his creation unconditionally. As John states so clearly, "God is love" (1 John 4:8). Love of God is an essential revelation of the divine nature, a fundamental and eternal perfection. His love, like all other divine attributes, reflects the whole of his being in specific actions and relationships"

The Characteristics of God's Love

There is, first, love of the Father for the Son (John 3:35; 5:20) and of the Son for the Father (John 14:31). Second is God's

providential love over all of his creation.

- **Love as Grace:** Our focus here is on the fourth expression of God's love, namely, the affection he displays toward his elect people, the beloved of God. We must remember that, insofar as not all of God's creatures receive and experience his love in precisely the same manner or to the same degree. This implies the Love of God as the creator
- The love of God as manifested in special grace is the love of God as saviour, which consists of redemption, the efficacy of regenerating grace, and the irrevocable possession of eternal life. This means that we do not deserve the love of God but he loves us unconditionally.
- **Love and the Death of Christ:** This love of God, then, is the source or cause of the atoning work of Christ. Christ died for them because God loved them. "For God so loved the world, that he *gave* his only Son" (John 3:16a). Again, as Paul states, "the life I now live in the flesh I live by faith in the Son of God, who loved me and *gave* himself for me" (Gal. 2:20b; see also Eph. 5:1–2, 25; 1 John 4:9–10)
- **Love as Eternal:** The saving love of God is eternal. It was "before the foundation of the world" (Eph. 1:4–5) that he set his saving love upon us and predestined us unto adoption as sons (cf. 2 Thess. 2:13). Charles Spurgeon describes this *eternal* love:

God's Love and the Christian Life

The eternal and irrevocable love which God has for his people also secures far more than merely the reconciliation of sinners. The love that God has for us also makes possible our love for one another: "No one has ever seen God; if we love one another, God abides in us and his love is perfected in us" (1 John 4:12; see also 1 John 2:5). God's love for us has been "poured into our hearts through the Holy Spirit who has been given to us" (Rom.

5:5). Paul's effusive language points to the unstinting lavishness of God's gift. Jesus Christ answered "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. In the Old Testament, Ten God's commandments were written on two tablets (Exodus 24:12). They were into two categories: commandments for relationship between God and people and others for the relationship between People and people. Jesus explains and confirmed these categories "All the law and the Prophets hang on these two commandments" (Matthew 22:40). He had just finished declaring the greatest commandment in two: love God and neighbor.

Application activity 3.6

1. What will be the proof that you know God?
2. Today we are disciples of Jesus. What should be the sign that we are belonging to Christ?
3. How can you love God through your classmate with physical disability

3.9. Acts of charity as the measures of spiritual commitment

Learning activity 3.9

Basing on your personal spiritual experience explain the relationship between acts of charity and the spiritual growth.

Based on your individual experiences, you may have your own meaning for the word charity, or charitable behavior. Charity means is that any action that creates feeling, which leads one to act voluntarily with kindness or goodwill towards another.

There are a number of synonyms or similar words to describe charity or charitable behavior that may be more comfortable for you; perhaps they resonate more with your values and beliefs. Here are a few based on Merriam-Webster dictionary definitions:

- **Altruism:** “unselfish regard for or devotion to the welfare of other’s feelings and behavior that show a desire to help other people and a lack of selfishness”
- **Benevolence:** “disposition to do good: (a): an act of kindness, (b): a generous gift”
- **Compassion:** “a feeling of wanting to help someone who is sick, hungry, in trouble, etc.; sympathetic consciousness of others’ distress together with a desire to alleviate it”
- **Generosity:** “the quality of being kind, understanding, and not selfish: the quality of being generous; especially: willingness to give money and other valuable things to others”

Examples of charitable acts: Visiting the sick, caring for the lonely, providing shelter for the homeless, giving meals to the hungry, helping the needy among others. All of these are examples of charity and of charitable behavior.

Four Aspects of Charity

More specifically, some ways to be charitable include:

Time: Giving of one’s time, however long or short that may be. Giving time is not so much about quantity, as it is about quality about being present with another to support them in a “hands on” way. This might mean serving meals in that shelter, helping out during disaster relief, volunteering to drive seniors to appointments, baking dinner for a sick neighbor, or any number of activities that help you get to know those you are serving.

Essence: Giving of one’s personal energy and vitality. You may have some personal qualities in abundance and want to share them with others enthusiasm, hope, grace, gratitude, patience, love – or you may want to increase these qualities in your own life. Each of these qualities brings energy to the space you share with someone when you are truly present with them. Examples:

Hearing an exhausted young mother laugh; listening patiently while a man struggles to share his story of being out of work; offering encouragement to someone who feels disheartened. Your own energy and vitality shifts to being more positive and optimistic when you share your authentic self with another.

Talent: Giving of one's skills and knowledge, such as teaching, gardening, cooking, knitting, or singing; or sharing wisdom from life experience. Everyone has gifts and talents that they are passionate about. These talents come easily and give you joy when you have a chance to express and share them.

Money: Giving of one's financial resources to provide aid, food, shelter, or clothing; or making a donation to a local or global cause. The sum of money given is not as important as the spirit of the gift. You could start off by giving what you can afford, knowing that even spare change is helpful, and then increase the amount when you are ready, willing, and able to do so.

You may want to take time to think about these four aspects of being charitable and evaluate which ones have most meaning for you and where to begin. You may also want to reflect on these questions:

Charitable Behavior and the Golden Rule

We all wish to be treated with respect and dignity, and to feel valued and listened to. In the spirit of charity, we would strive to do the same for others. One way to look at this principle is through the lens of reciprocity, known to many as the "Golden Rule," which states, "Do to others as you wish done to you." Here is an ethical code that instructs us to treat others the way we would want to be treated.

Although different cultures and faith traditions might have different words and language, all human cultures have a version of the Golden Rule. It advises us to treat our neighbours, families,

and colleagues as we would wish to be treated, and shows how we can all apply empathy, understanding, and right action as our moral guideposts.

Depending upon your age or upbringing, you might remember the Golden Rule (or something similar) being introduced into your school, as part of your family values, or as a faith-based principle. It is a universal ethic, with the power to cut across gender, culture, age, beliefs, and social-economic status.

Wisdom traditions, such as the Golden Rule, date far back in our collective history and are expressed in a multitude of societies

Our spiritual life includes faith, prayer, hope repentance and fasting. The fruits from them are measured in works we do and how we react for others. The sacrifices of King Saul became vain because of lack of doing the right "Obedience is better than sacrifice (1Samuel15:22). Remember we shall be judged by our works (Romans 2:6-11). Our heart disposition is proved by our external works. The acts of charity are then tangible testimonies of Our Spiritual commitment:

Works of charity please God "And do not forget to do good works and to share with others, for with such sacrifices God is pleased" `Hebrew 13:16.

2Corinthians 9:8 we have to do good works to others because God gave us more than what we need.

We pray and thank God through good works (1Thessalonissians 5:16-19

Our good works from faith excite others to glorify our Father in heaven (Matthew 5:16);

We are created to be workmanship of God in Christ and for good works (Ephesians 2:10).

So also faith by itself, if it does not have works, is dead (James 2:14-26);

We are called to be rich in good works (1Timothy 6:17-19),

Only to prophesy in the name of God but also in good works (Matthew 7:21-23)

Let all that you do be done in love (1Corinthians 16:14)

And let us consider how to stir up one another to love and good works (Hebrew 10:24).

Works of love is including the fruits of repentance (Luke 3:8).

Application activity 3.9

With concrete examples, explain the relationship between the acts of charity, faith and spiritual development

3.9.1 Additional information for the teacher

Biblical characteristics of love

Love is all. Love the greatest of the acts you can perform. According to the Bible, Love is more valued even than our lives. Love is never temporally measured, it is eternal. Paul confirms:

"I may speak in different languages of people or even angels. But if I do not have love, I am only a noisy bell or a crashing cymbal. I may have the gift of prophecy. I may understand all the secret things of God and have all knowledge, and I may have faith so great I can move mountains. But even with all these things, if I do not have love, then I am nothing. I may give away everything I have, and I may even give my body as an offering to be burned. But I gain nothing if I do not have love. Love is patient and kind. Love is not jealous, it does not brag, and it is not proud. Love is not rude, is not selfish, and does not get upset with others. Love does not count up wrongs that have been done. Love takes no pleasure in evil but rejoices over the truth. Love patiently

accepts all things. It always trusts, always hopes, and always endures. Love never ends” (1Corinthians13:1-8).

3.9.End unit assessment

Answers to the end unit assessment 3

1. A kind deed refer to work of love or work of charity
2. I am called to love my neighbour. My neighbour is not only my relatives but also all those who are in critical situation and who really need my help.
3. Faith is a gift from God and personal commitment because it is the grace deposed by God in our inside. It is also personal commitment because God needs our answer (Obedience) to His stimulation or revelation.
4. The link between Faith and works is this: works are fruits of Faith and at the same time they prove the existence of Faith.
5. Any kind of help to my classmates justify my love for God.
6. Giving is better than receiving because when we do kind deed, we nothing losebecause we are more blessed (Acts20:35) and our award is the Kingdom of God (Mt 25:34-40).
7. The theological virtues are Faith, Hope and Love. To live it helps us to be righteous to be in communion with God.

3.10. Additional activities

Remedial Activities

Ask the following questions to help slow learners to reach key unit competences

1. What is a kind deed?
2. How can you characterize Faith?
3. You can do kind deed to God wherever you are. Explain.
4. Explain the spirituality of true Christian.

Answers to remedial activities1

1. A kind deed is a work of love performed to a needy without other conditions
2. Faith is **grace** because God reveals to you by His will. It is **gift** because it is help of the Holy Spirit. It is **human act** because it is proved by human works and it is **certain** because it is founded on the Holy Scriptures.
3. Wherever I am I can perform kind deed to God because people in needy are everywhere and God is in them.
4. The Spirituality of a true Christian is characterized by a consistent life of prayer, repentance, fasting and helping others.

Consolidation activities

Ask the following questions to consolidate the learners' competences

1. Faith is certain. Explain.
2. God needs your help in your class. Explain.
3. Describe a true Christian.

Answers to consolidation activities

1. Faith is certain because it is more assured than human science due to its foundation
2. God needs my help in the class because my classmates were created in His image. God also wants me to love Him through my classmate in needy (slow learners, poor learners, sick people, learners with disabilities...)
3. A true Christian is characterised by not only to be baptised but also:
 - Spiritual acts: Faith, prayer, repentance, fasting,
 - Social acts: sharing and helping, solidarity,
 - Morality: keep God's commandments, obey moral and ethical rules

Extended activities

Asking this questions for talented learners:

Q: Biblically, prove that the kind deeds are Christian duties.

Answers to the extended activities

- Love one another is sign we are born of God and we knew Him (1John4:7)
- Love is a sacrifice "Above all, keep loving one another earnestly, since love covers a multitude of sin" (1Peter4:8)
- All commandment are summarised in love "For the whole law is fulfilled in one word "You shall love your neighbour as yourself" (Galatians5:14)
- Owe no one anything, except to love each other, for the one who loves another has fulfilled the law(Romans 13:8) Beloved, if God so loved us, we also ought to love one another(1John4:11)

- Love does no wrong to a neighbour; therefore love is the fulfilling of the law (Roman 13:10)
- So now faith, hope and love abide, but the greatest of these three is love (1Corinthians 13:13)

Islamic Religious Studies

Submissiveness to Allah

1.1. Key unity competence

The learner will be able to be a close friend of God and reflect the values of integrity and honesty in the society.

1.2. Prerequisite knowledge and skills

From three previous grades learners have learnt on Islam. In different groups learners exchange their experience. Then after, teacher guide them in their presentation. Communication skills and they develop critical thinking, problem solving cooperation and interpersonal management.

1.3. Cross cutting issues to be addressed

In this unit cross-cutting issues are peace and values, genocide studies education, inclusive education and standardization culture

1.4. Introductory activity

The teacher welcomes the learners. He asks a question concerning submission to Allah.

He /she also distribute the materials.

- Muslims can be full obedient to Allah the Creator by following all his rules and avoiding all that made forbidden.

Learners observe the illustration and analyze it. Their learning accedes to activity.

- Islam literary is derived from the Arabic root “sa-li-ma” which means peace, purity, submission and obedience. In the religious sense, Islam means a full submission to the will of God and obedience to His law.

After learners’ presentation and the summary of lesson they proceed to application activity 1.1

- Among spiritual acts of submissiveness to Allah include: Faith, prayers, fast and good behavior.

1.5 Lessons of unit 1

#	Lesson title	Learning objectives, knowledge and understanding, skills, attitudes and values	Number of periods
1	The meaning of Islam.	<p>Knowledge understanding: Define Islam and the conditions to be called Muslim.</p> <p>Skills: Differentiate Islam from Iman “Faith.” Assess the acts that dishonor the name of “Muslim”</p> <p>Attitudes and values: Self-engagement to worshipping Allah.</p> <p>Participate actively in the activities of Islamic life.</p>	2

2	The inclusiveness of Islam	<p>Knowledge and understanding: Outline the benefits of Islam.</p> <p>Skills: Characterize Muslim and Kaafr.</p> <p>Attitude and values: Being model for others Muslims and to others.</p> <p>Appreciate the inclusiveness of Islam.</p>	2
3	Islam as the door to Paradise	<p>Knowledge and understanding: Outline the benefits of Islam</p> <p>Skills: Self engagement to worshipping Allah Participate to activities of Islamic life</p> <p>Attitudes and values: Appreciate the submissiveness to Allah.</p> <p>Evaluate the submission to Allah.</p>	2
4	The meaning of Ihsan with examples in our life	<p>Knowledge and Understanding: Understand the meaning of Ihsan.</p> <p>Skills: Identify the acts justifying Ihsan</p> <p>Values and attitudes: Appreciate the acts that justify Ihsan in everyday life.</p>	2

5	Significance of Ikhlas	<p>Knowledge and understanding: Identify the acts of Ikhlaas.</p> <p>Skills: Identify the ways through which people manifest sincerity.</p> <p>Values and attitudes: Appreciate the acts of ikhlaas in everyday life, Islam and in the community.</p>	
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1.6.Guidance to the lesson lessons outlined above

1.6.1.Meaning of Islam

a. Prerequisite/revision/introduction

I’Islam. Teacher organize the learners in different groups and help them to present what they know about I’Islam.

b. Teaching material resources and teaching aids

Possible teaching resources and materials are Qur’an, illustration, learners books, teachers guide.

c. Learning activity 1.1

Teacher distributes materials, organizes the groups invites the learners to discuss and answer the question on the learning activity.

He/she helps learner to provide the real meaning of Islam.

Answers to the learning activity 1.1

Islam literary is derived from the Arabic root “sa-li-ma” which means peace, purity, submission and obedience. In the religious sense, Islam means a full submission to the will of God and obedience to His law.

Answers to the application activity 1.1

Among spiritual acts of submissiveness to Allah include: Faith, prayers, fast and good behavior.

1.6.2. The inclusiveness of Islam

a. Prerequisite/revision/introduction

Teacher worms up the class by greetings. Reviews the previous lesson by oral questions.

b. Teaching material resources and teaching aids

Possible teaching resources and materials are Qur'an, illustration, learners books, teachers guide.

c. Learning activity 1.6.2

Teachers helps learners to form small groups where they discuss the inclusiveness of Islam through the learning activity 1.6.2 he guides their presentation.

Answers to the learning activity 1.2

The inclusiveness of Islam is that fact that Islam is for all times and places. Regardless of whom a person may be or where he may be, Islam should be his religion and his way of life. The correct understanding of this point revolves around the perfection of the religion and the manner in which it is able to guide humankind during all eras.

The last prophet was sent to all mankind.

Answers to the application activity 1.2

1. Islam laws talk about all aspects of life and they are addressed to all mankind and never updated because since the revelation of Qur'an they are being followed and nothing misses in.

2. The Qur'an verse 5:3 makes it clear that Islam is the religion to all mankind and it is complete for everything that people will need.

1.6.3. Islam as the door to Paradise to Muslims

a. Prerequisites/revision/introduction

Learners have heard and listened of paradise in their daily life. The teacher asks, in brainstorming, what learners know about paradise.

b. Teaching material resources and teaching aids

Qur'an, hadiths (prophets traditions books) , learners book, Islamic theology illustration

c. Learning activity 1.6.3

In-group discussion, learners present paradise as the door to eternal paradise and Islam as true happiness and inner peace. Teacher guide their presentation.

Answers to the learning activity 1.3

The verse Quran, 4:57 shows that Islam is the door to eternal Paradise because it states things which help people to inherit Paradise.

Answers to the application activity 1.3

1. Islamic tradition describes heaven as having eight doors or gates. Each door has a name that describes the types or characteristics of the people who will be admitted through it. The exact nature of these doors is unknown, but they were mentioned in the Quran and their names were given by the Prophet Muhammad (peace be upon him).
2. According to the Quran, paradise is a peaceful, lovely place, where injury and fatigue are not present and Muslims are never asked to leave. Muslims in paradise wear gold,

pearls, diamonds, and garments made of the finest silk, and they recline on raised thrones. In Jannah, there is no pain, sorrow, or death— there is only joy, happiness, and pleasure.

3. Believing in Allah and doing good deeds like praying, fasting, helping needy people etc.

1.6.4. The meaning of Ihsan with examples in our life

a. Prerequisites/revision/introduction

The teacher reviews the previous lesson in pair. Learners exchange what they remember about it.

b. Teaching resources and teaching materials

Qur'an, hadiths (prophet traditions books), learners book, Islamic theology illustration

c. Learning activity

After receiving teaching materials, teacher groups learners and invites them to exploit the learning activity 1.4.

Answers to the learning activity 1.4

Ihsan or `Ih san (favour) is an Arabic term which derived from the word Husn (beauty). Therefore doing favours to one another is considered beautiful in the eyes of Allah.

The application activity assesses whether learners have understood the meaning of Ihsan.

Answers to the application activity 1.4

1. Ihsan or `Ih san (favour) is an Arabic term which derived from the word Husn (beauty). Therefore doing favours to one another is considered beautiful in the eyes of Allah.

Ihsan refers also to "Perfection" or "Excellence" That definition

comes from the Hadith of Gabriel in which Muhammad states, “[**Ihsan** is] to worship God as though you see Him, and if you cannot see Him, then indeed He sees you”. (Al-Bukhari and Al-Muslim).

2. Ihsan helps a true believer to be sure that Allah is seeing him/her in everything he/she says or does in his life, so she/he does good deeds that will lead her/him to paradise.

1.6.5. Significance of Ikhlāas (sincerity)

a. Prerequisites/revision/introduction

In pair, learners review what they learnt on Ihsan by oral questions

b. Teaching resources and teaching materials

Qur’an, hadiths (prophet traditions books), learners book, Islamic theology illustration

c. Learning activity

The teacher distributes teaching materials, organizes the learners in-group. Learners proceed to learning activity, answers the questions and perform presentation. Teacher helps learners to exchange the experience.

Answers to the learning activity 1.5

Ikhlās means “Sincerity” or “the purity” or “the refining” or isolation. In Islam, it denotes purifying our motives and intentions to seek the pleasure of Allah.

It is purifying one’s deeds from all contamination by *polytheism*, in order to worship Allah in the correct way.

The application activity allows learners to understand the significance of Ikhlāas.

Answers to the application activity 1.5

Doing righteous deeds: The more deeds we do, the easier they will become, the more close we will get to Allah and our hearts will become more sincere and pure.

Seeking knowledge: If we understand what we are doing and why, we can perform all actions in accordance with the *Islamic laws*. Doing so will make our hearts softer, more pure.

To check our intentions always: Imam Ahmad said that we should ask ourselves before performing an action, "Is this for the sake of Allah?"

1.7. Summary unit |

Unit One (Submissiveness to Allah) emphasizes on the meaning of Islam, The inclusiveness of Islam, Islam as the door to Paradise, the meaning of Ihsan with examples in our life and the significance of Ikhlas.

1.8. Additional Information

It is well known that the word Islam means submission, and the basic Islamic demand is that human beings submit themselves to God, and to no one else and nothing else. Human beings should struggle to defeat their weaknesses, control their urges, and gain mastery over themselves. Only by gaining mastery over the self can that self be meaningfully submitted to God. If the self is controlled or mastered by the ego, urges, fears, anxieties, desires, and whim, then attempting to submit this highly compromised self is not very meaningful, one cannot submit what he does not control in the first place.

1.9. End unit assessment 1

1. Islam literary is derived from the Arabic root "sa-li-ma" which means peace, purity, submission and obedience. In the religious sense, Islam means a full submission to the will of God and obedience to His law.
2. The inclusiveness of Islam is that fact that Islam is for all times and places. Regardless of whom a person may be or where he may be, Islam should be his religion and his way of life.
3. Islam laws talk about all aspects of life and they are addressed to all mankind and never updated because since the revelation of Qur'an they are being followed and nothing misses in. Ihsan or `Ih san (favour) is an Arabic term which derived from the word Husn (beauty). Therefore doing favours to one another is considered beautiful in the eyes of Allah.
4. Ihsan refers also to "Perfection" or "Excellence" That definition comes from the Hadith of Gabriel in which Muhammad states, "[**Ihsan** is] to worship God as though you see Him, and if you cannot see Him, then indeed He sees you". (Al-Bukhari and Al-Muslim).
5. Ikhlaṣ means "Sincerity" or "the purity" or "the refining" or isolation. Islamically it denotes purifying our motives and intentions to seek the pleasure of Allah. It is purifying one's deeds from all contamination by *polytheism*, in order to worship Allah in the correct way.

1.10. Additional activities

Remedial activity

Question: What is your religion?

Answer: My religion is Islam, which is submission and obedience to the Order of Allah and His Messenger with love, hope and fear.

Consolidation activity

Question: Who are the friends of Allah?

Answer: Those people are the friends of Allah who are pious and righteous, fear Him much, abstain from all kinds of sins and perform all kinds of goods, and hold fast to the Qur`an and Sunnah.

Extended activity

Question: What does it mean to submit to Allah?

Answer: Muslims believe that there is only one God, and the Arabic word for God is Allah. A simple definition, or meaning, of Islam is to live in 'submission' to the will of Allah. In practice, this means that a Muslim must try to live their daily lives by showing faith in Allah.

UNIT 2

The grave sins in the Qur'an

2.1.Key unit competence

The learner will be able to be vigilant in aspects of life, be truthful be aware from kinds of deviations against the will of Allah.

2.1.Prerequisite knowledge and skills

From family education, teachings of initiation for children, lessons in the previous years and every day's prayer, learners are informed about the grave sins. Ask then questions about deities and about sin of murdering, disobeying, lying and stealing.

2.2.Cross-cutting issues to be addressed

Address *peace and values* as learners identify the impacts of grave sins to the society.

Address *genocide studies* as learners identify the consequences of murdering to the society.

2.3. Guidance on the introductory activity

The teacher orders the individual thinking about ways to be aware of sins; to distinguish Haraam and Halaal with an example. Tell learners to pair and supplement one another. Invite pairs to share to the whole class what they find as consensus.

Answers to the questions introductory activity 2

1. The ways a Muslim can be aware of sins are:

- Obey the Quran teachings
- Follow Prophets' traditions
- To know them in order to be aware of them
- To avoid bad peer pressure
- Search advices for adult and responsible persons
- Never frequent bars, night clubs...
- The difference between Haraam and Halaal:

	Meaning	Example
Haraam	Any prohibited thing because it harms human life	The forbidden food and drinks, clothes...
Halaal	All things that are allowed to do.	Every important thing for human life and done in positive way.

2.5. List of lessons

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Worship other deities	<p>Knowledge and understanding: List the grave sins to be prevented from.</p> <p>Skills: Explain the Islamic laws (shariat) that prevent grave sins according to the Quran.</p> <p>Attitudes and Values: Avoid sins, be sincere to Allah.</p>	2
2	Murder and its consequences to the society	<p>Knowledge and understanding: Identify impacts of grave sins to the society.</p> <p>Skills: Prove that life is the main gift from Allah and protect it.</p> <p>Attitudes and Values: Suggest strong measures to respect life and protect all human rights then to love God through His creatures.</p>	2

3	The danger of disobeying parent	<p>Knowledge and understanding: Define the sin of disobeying.</p> <p>Skills: Identify the danger of disobeying parent.</p> <p>Attitudes and Values: Follow the guidance of Allah’s messengers(SW).</p>	2
4	Lying and its impact to the society	<p>Knowledge and understanding: Define lying.</p> <p>Skills: Highlight the impacts of lying.</p> <p>Attitudes and Values: Be prudent and truthful.</p>	2
5	Stealing and its consequences to the society	<p>Knowledge and understanding: Recite ayaat that commend to live self-control and to respect the possession of others.</p> <p>Skills: Identify the impacts of stealing to the society.</p> <p>Attitudes and Values: Mobilise others to avoid sins.</p>	2
Assessment		The learner will be able to be vigilant in aspects of life, be truthful be aware from kinds of deviations against the will of Allah.	2

2.6.Guidance on different lessons outlined above

2.6.1.Worship other deities

a. Prerequisites/Revision/Introduction

Check the learners' prerequisites by asking oral questions about different deities prohibited to be worshipped by Muslim.

b. Teaching resources

The Qur'an, learners' exercise notebooks, book of Social studies and Religion P5 are important to teach and learn this lesson

c. Learning activities

Form the learners' inclusive groups. Learners discuss and exploit the books about the forbidden worship of deities in Muslim' life. They write in their exercise notebooks and they present their findings.

Answers to the learning activity 2.1

Four deities worshiped apart from Allah can be: A cow, a woman, a snake, an onion etc

Answers to the application activity 2.1

1. Worshiping other deities apart from Allah is a greater because Allah ordered usto worship Him alone and promised punishment for those who worship others.

Allah says: *Verily, whosoever sets up partners in worship with Allah, then Allah has forbidden Paradise for him, and the Fire will be his abode. And for the polytheists and wrongdoers, there are no helpers*" [Qur'an 5:72]

2. People worship other things apart from Allah because they believe in them andbelieve that they are able to help them in their life.

2.6.2. Murder and its consequences to the society

a. Prerequisites/Revision/Introduction

An introduction can be used by telling short story about impacts of genocide against Tutsi in Rwanda. Learner will understand that murdering is a more dangerous sin against human life.

b. Teaching resources

The Quran, book of Social studies and Religion P5 and learners' hand notebooks are helpful.

c. Learning activities

Group learners and tell them to advise all those people who kill the innocent neighbour. Each group secretary moves from his/her group to other groups to explain the advice identified by his/her group. The class thereafter summarizes the findings.

Answers to the learning activity 2.2

Advice to someone who kills the innocent neighbours [AYATs from THE QURAN]:

- The Qur'an protects human life
- The right to life is inviolability
- Human being is a part of environment, protect it
- Murdering always leads to the loss
- There is no reason to kill someone willingly
- Never do for others what you do not wish being done to you
- Never make you losing the paradise by murdering innocent people
- People should prevent themselves from Allah's punishment

Answers to the application activity 2.2

- The Killer will be punished by Allah
- The Killer can be taken to prison or other punishments, and his/her family members begin to suffer
- Murder creates enmity in the society.
- People can kill themselves because of one person.

2.6.3 Dangers of disobeying parents

a. Prerequisites/Revision/Introduction

Make an introduction by asking questions about the rights and responsibilities of children. Guide and orient the learner's answers in context of the lesson of the day.

b. Teaching resources

The Qur'an, Students' books have to be used in this lesson

c. Learning activities

The learners read the Qur'an about duties of children. In their respective groups they comment what they have just read and thereafter they present their work.

Answers to the learning activity 2.3

The duties of children to parents include:

- Obedience to parents' advice and instructions
- Humility and gratitude to them
- Assist parents in domestic tasks
- Caring them when they reach the advanced age
- Be responsible and committed at home like at school

Answers to the application activity 2.3

1. We should obey our parents because Allah ordered us to. Our parents suffer a lot because of us and whoever disobeys them will be punished by Allah.
2. The advice to them is that disobeying Allah is among great sins that will lead people to hellfire, so they have to stop disobeying Allah.

2.6.4. Lying and its impacts to the society

a. Prerequisites/Revision/Introduction

Make an introduction by asking questions on bad behaviours that should be avoided by children wherever they are.

b. Teaching resources

The school library, the Quran, learners' exercise notebooks and book of Social studies and Religion P5 are helpful

c. Learning activities

Learners visit the library to look for information about the danger of telling lie. They read the Quran to see the Islamic position on telling the lies. They present the findings to the whole class.

Answers to the learning activity 2.4

1. No, Islam does not allow telling lies.
2. Telling lies can be the root of many problems to the society such as conflicts, war, fighting, and death. The lie leads the society to backslide.

Answers to the application activity 2.4

1. For the reason of uniting a broken family or to save an innocent's life, the lie can be accepted.

2. Truthfulness is commanded by Allah as a part of faith and is an indispensable quality of the believers. The truth leads people to being trusted.

2.6.5 Stealing and its consequences to the society

a. Prerequisites/Revision/Introduction

To introduce this lesson the teacher can apply the used introduction to the previous lesson (Lesson 2.6.4). Among bad behaviours to avoid, learners will express stealing.

b. Teaching resources

The Qur'an, learners' exercise notebooks, book of Social studies and Religion P5 are important to teach and learn this lesson

c. Learning activities

The organized learners, in their creativity perform a sketch on the consequences of stealing to the society. They read the Quran in order they find out the punishment to the sin of stealing.

Answers to the learning activity 2.5

1. Sharia states that the punishment of a thief is to cut them their right hand.
2. The consequences of stealing to the society are many but among others we can say loss of people's properties, conflicts and society backslide.

Answers to the application activity 2.5

It is because stealing makes people lose their property. The evidence that stealing is a heinous act is because Allah has cursed a thief.

The Prophet (peace be upon him) said: "*Allaah has cursed the thief.*"

2.7. Summary of the unit

The unit two (the grave sins in the Quran) emphasizes on worship other deities, murder and its consequences to the society, The danger of disobeying parent, lying and its impact to the society, stealing and its consequences to the society

2.8. Additional Information

You may need also to tell learners these seven ways of avoiding sins.

i. Know your enemy

The most important strategy in warfare is to know the enemy. The more you know about your enemy the easier it makes your battle. Likewise, life is a battle against shaytan- The enemy of our souls- We need to study about him and his tactics he uses to lead people astray.

ii. Always look to Allah for help

Allah wants to help you and He is always with you. As Muslims we have direct access to Allah. When you wake up in the morning everyday ask Allah to protect you from evil temptations of this world. Make a habit to confess your sins and ask Allah for forgiveness before you go to bed.

iii. Spend time with Allah

A daily relationship with Allah is the basic principle to control our self from sins. Spend some time reading the Qur'an and indulging in Zikr. Make it a habit. It will help you to stay focused on Allah in your daily activities.

iv. Avoid sinful situations

A Muslim would be very careful to avoid sins and to avoid situations that are likely to cause sin. Sins often comes searching for you, so if you find yourself in a certain situation that you are more likely to fall in sin; it's the time for you to walk away from that place.

v. Know the consequences

Sin is a wall that separates us from Allah and it can enslave us and destroy our whole life. Countless lives have been ruined today because of pursuing things that Allah has forbidden. Remember that Allah has blessed us with a healthy body and a sound mind, as a result being ungrateful for his gifts will draw severe punishments.

vi. Fill your mind with Allah

Thinking about something often can bring it to life; therefore avoid thinking about things that would arise evil temptations in your mind. Try to fill your mind with the remembrance of Allah.

vii. Repent immediately when you fail

If you fail and fall into sin, repent immediately. You should regret it and be determined never to indulge in any sinful behavior in the future.

2.9. End unit assessment

Answers to the end unit assessment 2.6

1. Some of the great sins to avoid are:
 - worshipping others deities apart from Allah
 - disobeying parents
 - killing
 - stealing
2. Worshipping other deities apart from Allah can be a greater sin because all prayers and worships must be oriented to Allah alone.

3. Murder leads to insecurity in the society. Murder makes the society lose productive members of the society.
4. My advice to disobedient children is that they have to stop disobedient and be good children. Disobedience is a sin.
5. Truthfulness is commanded by Allah as a part of faith and is an indispensable quality of the believers. The truth leads people to being trusted.

2.10. Additional activities

Remedial Activities

What sins in Islam are unforgivable?

Answer: Within Islam, **shirk** is an unforgivable crime if it remains unpardonable before death: Allah may forgive any sin if one dies in that state except for committing **shirk**.

Consolidation activities

State other great sins apart from what we have studied

Answer:

- Despair of Allah's mercy.
- Zina (adultery)
- Consumption of alcohol % other intoxicants.
- Gambling.
- Backbiting (saying bad things about a person who is not there)

Extended activities

Is drinking a sin in Islam?

Answer: In **Islam**, consumption of any intoxicants (khamr, specifically, alcoholic beverages) is generally forbidden in the Qur'an through several separate verses revealed at different times over a period of years. At first, it was forbidden for Muslims to attend prayers while intoxicated.

Pillars of Islamic Religion

3.1. Key unity competence

The learner will be able to perform Swalat, to help the poor, to praise Allah and ask peace and blessings for Muhammad.

3.2. Prerequisite knowledge and skills

From the previous year and lessons, learners have heard and learnt pillars of Islam. Indifferent groups, learners exchange their experience. Then after, teacher guide them in their presentation. They develop critical thinking. Communication skills, problem solving, cooperation and interpersonal management.

3.3. Cross cutting issues to be addressed

Peace and values, genocide studies education, inclusive education and standardization culture.

3.4. Introductory activity

The teacher welcomes the learners. He/she asks learners to answer questions concerning pillars of Islam.

3.5.Lessons of unit 3

#	Lesson title	Learning objectives, knowledge and understanding, skills, attitudes and values	Number of periods
1	Three first Islamic pillars	<p>Knowledge understanding: Describe the parts of shhaadat. State and mean the time of swalat. State the funeral prayers and burial rules in Islam.</p> <p>Skills: Preform Swalat and pay religious charity in order to help poor and persons in needy.</p> <p>Attitudes and values: Be honesty to the shahaadat. Respect the time of Swalat.</p>	2
2	Zakat	<p>Knowledge and understanding: Identify the recipient of Zakaat. Discuss about why zakat is obligatory in Islam.</p> <p>Skills: Relate zakat with Swalat. Differentiate between the compulsory charity (zakat) and voluntary charity (sadaka).</p> <p>Values and attitudes: To offer Zakaat. To attach importance to zakat.</p>	2

3	Sadaka	<p>Knowledge and understanding: Identify importance of sadaka.</p> <p>Skills: Differentiate between the compulsory charity (zakat) and voluntary charity (sadaka).</p> <p>Attitudes and values: To help the needy by giving sadaka. To appreciate the importance of sadaka.</p>	2
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3.6. Guidance to lessons

3.6.1. Three first Islamic pillars

a. Prerequisite/revision/introduction

Teacher organizes the learners in different groups and helps them to present what they know about Islamic pillars.

b. Teaching material resources and teaching aids

Possible teaching resources and materials are Qur'an, illustration, learners books, hadiths (prophet traditions books), Islamic theology illustration, Video showing swalat.

c. Learning activity 3.1

Teacher distributes materials, organizes the groups, invites the learners to discuss and answer the question on the learning activity 3.1.

Answers to the learning activity 3.1

- Shahaadat
- Swalat
- zakat
- Swaw

- and Haji

After learners' presentation and the summary of lesson, they proceed to application activity 3.1

Answers to the application activity 3.1

1. Muslims pray five times daily.
2. Prayers help those who pray to focus on good deeds and avoid bad deeds.
3. When Muslims die, others have to wash them then shroud the deceased in a Kafan (a white burial cloth). After that, there is funeral prayer before burying him or her.

3.6.2.Zakat

a. Prerequisites/revision/introduction

- In pair learners review what they have got in the previous lesson.
- Teacher distributes the learning materials, gives instructions to the learning activity 3.2.

b. Teaching resources and teaching materials

Qur'an illustration, learners books, hadiths (prophet traditions books), Islamic theology illustration, Video.

c. Learning activity

Teacher invites learners to observe illustration, discuss and answer the question on the learning activity.

Answers to the learning activity 3.2

Zakat is the compulsory giving of a set proportion of one's wealth to charity. It is regarded as a type of worship and of self-purification. Application activity emphasizes deep understanding.

Answers to the application activity 3.2

1. We should help people to enable them and to thank Allah for He has given us. It is also Allah's command to give needy people.
2. The benefits of Zakat, apart from helping the poor, are as follows:
 - Obeying God
 - Helping a person acknowledge that everything comes from God on loan and that we do not really own anything ourselves
 - Acknowledging that whether we are rich or poor is God's choice
 - Learning self-discipline
 - Freeing oneself from the love of possessions and greed
 - Freeing oneself from the love of money
 - Freeing oneself from love of oneself
 - Behaving honestly

3.6.3.Sadaka

a. Prerequisites/revision/introduction

By oral questions, learners answers the questions referring to the previous lesson. Zakat and its importance.

b. Teaching resources and teaching materials

Qur'an, (illustration textbook), learners books, hadiths (prophet traditions books), Islamic theology illustration.

c. Learning activity 3.3

Teacher helps learners to form group.Learners observe the illustration it their textbooks. They discuss on activity 3.3 and the teacher guides their presentation.

Answers to the learning activity 3.3

'Sadaqa or Sadaka' literally means 'righteousness' and refers to the voluntary giving of alms or charity. But in Islamic terminology; Sadaqa has been defined as an act of "Giving something to somebody without seeking a substitute in return and with the intention of pleasing Allah." Meanwhile, Sadaqa is what the person gives from what he possesses, like Zakat, hoping to get closer to Allah.

Answers to the application activity 3.3

1. Learners will give different answers, listen to each of them.
2. There are social and spiritual benefits of giving Sadaka.

Social contribution

- It enhances the well-being of the people in Islamic society.
- It helps in fulfilling the requirement of the poor Muslims.
- It lightens the debt of the Muslim debtors.
- It helps in taking care of those whose hearts have been (recently) reconciled (to the Truth).
- It helps the stranded Muslims to complete their journey.
- It helps in the healing of various Sicknesses (according to the prophet Muhammad peace be upon him).

Spiritual effects

- It purifies human's heart from the sins of greed, and the obsessive love of wealth.
- It removes bad luck.
- It guarantees heaven.

3.7. Summary of the unit

Unit three (pillars of Islamic faith) emphasizes on shahada, Zakat and Sadaka and their importance.

3.8. Additional information

The following are the five pillars of Islam in detail

i. Shahadah: The Declaration of Faith

The Shahadah is a beautiful, profound, yet simple statement which brings one into Islam. All the person has to say is: "La ilaha illa Allah, Muhammad rasul Allah." "I bear witness that there is no deity worthy of worship but God, and I bear witness that Muhammad is the Messenger of God."

These few words in themselves are very powerful and sometimes we don't realize that. We think about all the details in Islam, all of the sayings of the Prophet (pbuh), and many times we forget the Quran. Sometimes we become concerned about legal rulings and we forget that "La ilaha illa Allah Muhammad rasul Allah" is really the foundation of everything. It is an absolute commitment to worship nothing other than Allah and to put all of one's reliance on Allah, and to follow the Prophet (pbuh) as His Messenger, who was sent to mankind to embody the divine message just as other Prophets before Him.

ii. Establishing Prayer

The second pillar of Islam, after the declaration of faith, is the establishment of prayer. It is very interesting terminology that is used in "the establishment of prayer." The verb used in Arabic implies effort. The verb is "to establish," as if one is making something stand. Essentially you are making something stand, so you are making your prayer stand, you are making the prayer

happen; you are pushing it to a curve, you are sticking with it, and you are leaning upon it. It is also a foundation for your relationship with Allah.

It is important that we make the effort and we put forth the proper means in order to pray our prayers on time. One of the easiest effort is to make the intention to always make the prayers at the beginning of their time.

iii. Paying the Zakaah (Obligatory Charity)

The third pillar of Islam is foundational. Allah (swt) describes the believers in Surah Al-Mu'minun as those who observe and establish the institution of Zakaah in society:

“And they who are observant of Zakah.” (The Quran 23:4)

Allah has made it obligatory on the Muslims to pay a certain percentage, 2.5%, in Zakaah when their wealth exceeds a minimum amount and a year has passed since that amount has been accumulated. It could be gold, silver, or any sort of wealth.

iv. Fasting the Month of Ramadan

“Oh you who believe, fasting is prescribed upon you, as it was prescribed to those before you, that you may attain God-consciousness (taqwa)” (The Quran 2:183)

v. Making Pilgrimage to the House of Allah (Hajj)

Hajj is to make pilgrimage to the house of Allah, the Kabah, in Mecca to perform the traditional rights that were performed by the Prophet (sas). Hajj is one of the most beautiful human experiences and one of the greatest migrations on earth. It is absolutely incredible to experience the unity of millions of Muslims making pilgrimage to the Kaaba from every corner of the world.

3.9. End unit assessment

Answer end unit assessment

1. The following are what every Muslim must put into actions
 - Shahaadat
 - Swalat
 - zakat
 - Swaw
 - Haji
2. They are important because they are pillars of Islam to be followed. Once one ignores them, they are no longer Muslims.
3. Muslims are ordered 5 prayers per day. Those prayers are:
 - Fajr – the dawn **prayer**. It is two rakat Salat.
 - Dhuhr – the early afternoon **prayer**. It is four rakat Salat.
 - Asr – the late afternoon **prayer**. It is four rakat Salat.
 - Maghrib – the sunset **prayer**. It is three rakat Salat.
 - Isha'a – the night **prayer**.
4. When Muslims die, others have to wash them then shroud the deceased in a Kafan (a white burial cloth). After that, there is funeral prayer before burying him or her

3.10.Additional activity

Remedial activities

What are the pillars of Islam?

Answer:

1. Testimony of Faith (There is no true God except Allah and Muhammad is the Messenger of Allah)
2. To establish Salat (prayers).
3. To pay Zakat.
4. To observe Saum (fasting) in Ramadan.
5. Hajj (pilgrimage to the Sacred House) if one can afford the journey.

Consolidation activities

Choose the right answer

How many times should a Muslim perform pilgrimage (Hajj) in his/her life?

1. It is mandatory to perform once in a lifetime, if they have enough provisions
 2. It is mandatory to perform twice in a lifetime
 3. It is not mandatory at all for Muslims to perform pilgrimage
 4. It is mandatory for Muslims to perform at least five times
- The first answer is the right one.

Extended activities

What is the first pillar of Islam?**Answer:** In a well-known hadith, Muhammad defines Islam as witnessing that there is no god but God and that Muhammad is God's messenger, giving of alms (zakat), performing the ritual prayer, fasting during the month of Ramadan, and making a pilgrimage to the Kaaba: the Five Pillars of Islam are inherent in this declaration of faith.

Expansion of Islam

4.1. Key unit competence

The learner will be able to manage and solve conflict, drawing from the past to develop the present and future of Islamic life.

4.2. Prerequisite knowledge and skills, attitudes and values

For the success of this unit, pupils should have the prior knowledge about expansion of Islam, basic notions on oppression and hardships of the first Muslim community in Makkah, finality of prophet hood of Muhammad (peace be upon him), arrival and expansion of Islam in Rwanda and the establishment of A.MU.R (Association des Musulmans au Rwanda) known nowadays as R.M.C (Rwanda Muslim Community). The teacher should value the learners' answers and orient them in the way that they understand deeply throughout activities. Thus, learners are the important actors in content elaboration.

4.3. Cross-cutting issues to be addressed

Peace and values education is interested in order to develop understanding about how to behave when we are oppressed through faith.

Standardization culture is necessary in terms of trading and meeting with different people of different cultures for example when they preached the Islamic faith at the first times in Makkah and in Rwanda

4.4. Guidance on the introductory activity

Ask to learners about basic elements of fundamental beliefs of different religions in general. After that, you will ask them to give the pillars of Islam and their contribution in expansion of Islam in the world (especially in in Makkah and in Rwanda) by considering that some difficulties will be possible in that mission.

Thereafter learners will go in library to explore the small textbooks on biography of Muhammad’s disciples and learners will discuss about how Islam expanded in the world and how it arrived in Rwanda. The learners present the result from what they shared on Islamic history. Learners visit some A.M.U.R’s achievements in their areas.

4.5 List of lessons (including assessment)

#	Lesson title	Learning objectives (from the syllabus including knowledge and understanding, skills, attitudes and values):	Number of periods
1	Oppression and hardships of the first Muslim community in Makkah	Knowledge and understanding: Identify oppression and hardship faced by first Muslim Community in Makkah. Skills: Explain the challenges faced Muslims in Makkah. Attitudes and values: Be patient in facing life challenges and tolerance with oppressors.	2

2	Finality of prophethood of Muhammad (peace be upon him)	<p>Knowledge and understanding: Give the causes of immigration of Muhammad from Makkah towards Madina.</p> <p>Skills: Explain the causes of Muslim migration from Makka to A' Habasha and Madina</p> <p>Attitudes and values: Be devoted to the Muhammad's message.</p>	2
3	Arrival and Expansion of Islam in Rwanda	<p>Knowledge and understanding: Highlight the expansion of Islam. around the world. Recount how Islam came in Rwanda.</p> <p>Skills: Explain the first times of Islam in the world. Propose and apply the strategies to spread the message of Allah to everybody</p> <p>Attitudes and values: Involve in Islamic expansion and its development. Perform the appropriate Dawat to neighbors.</p>	3
4	Assessment and remediation		

4.6 Guidance to the lessons

4.6 Guidance on different lessons outlined above

4.6.1 Oppression and hardships of the first Muslim community in Makkah

a. Prerequisites/Revision/Introduction:

Introduce this lesson by asking them different questions: If someone brings the new belief or faith in a given society, how is he received? What are the difficulties does he face?

b. Teaching resources

Picture and Quran

c. Learning activities

In groups, ask learners to observe and describe the picture on the learning activity 4.1 in the student book. Give them time to respond to the questions and exchange their knowledge from description. After that, ask them to discuss about the difficulties faced by the followers of the Prophet (saw) in Makkah? They write on their notebooks the findings and they present them.

Answers to the learning activity 4.1

Difficulties faced by the followers of the Prophet (saw) in Makkah: a lot of pressure was put on first Muslims in order to force them out of Islam,

they were many attempts to kill the companions; some of these attempts were successful, an attempt to distort the prophet's message, Quraysh accused Muhammad (peace be upon him) of being a poet, a priest, a liar, a mad man, and a spy so that those listening to him would get confused and leave him.

Answers to the application activity 4.1

The Prophet Muhammad (peace be upon him) and his followers were oppressed because of their new teachings that expressed the faith of Muslims (faith in Allah).

4.6.2 Finality of prophethood of Muhammad (peace be upon him)

a. Prerequisites/Revision/Introduction

You should ask some questions related to the prophets and their mission in general: Ask learners to give other examples of prophets that they know and thereafter, ask them to give the roles of prophets to the community.

b. Teaching resources

Picture and Quran

c. Learning activities

Introduce this lesson by asking them to observe the picture and to talk about the prophet Muhammad (peace be upon him) in general. After that, put them in groups and they discuss about the message of Prophet Muhammad (peace be upon him) in Makkah. After that, they present their findings.

Answers to the learning activity 4.2

Yes, the last prophet is the prophet Muhammad (peace be upon him).

Answers to the application activity 1.1

1. Muhammad was sent to all mankind and Jinns.
2. No, Muslims must believe in all prophets and messengers of Allah because it is among the pillars of Islamic faith.

4.6.3 Arrival and Expansion of Islam in Rwanda

a. Prerequisites/Revision/Introduction

Introduce this lesson by asking learners with their colleagues to talk about Arrival and Expansion of different religions in Rwanda (which religion, when, by who). After the teacher orients the learners to discover the title of the lesson.

b. Teaching resources

Picture and Qur'an

c. Learning activities

In small groups, the learners observe and describe the picture. Then after, ask to learners why they appreciate the Arrival and Expansion of Islam in Rwanda and to talk about that they know about the contribution of the mission of A.MU.R (Association des Musilms au Rwanda) known nowadays as R.M.C (Rwanda Muslim Community) in Rwanda to Rwandan society.

Answers to the learning activity 4.3

Islam was first introduced into Rwanda by Muslim traders from the East Coast of Africa in the 18th century.

Answers to the application activity 4.3

1. The pressure was put on first Muslims in order to force them out of Islam and they killed them
2. The factors are: the coming of Europeans to Rwanda with their Clerks and administrative assistants, Muslims traders and transporters travelled a lot and made a number of relationships, looking, at Muslims lifestyle, Muslims had a bit advances utensils, clothes and other things compared to what Locals had, looking also to Muslims social and economic security, people converted to Islam.

4.7. Summary of the unit

The teacher has to ask learners the questions for each lesson and their answers must form the synthesis of the unit.

4.8. Additional Information

The teacher has to give some information about the causes of first Muslim Immigration from Makkah to the land of AL'HABASHA and the relationship between migrants from Makkah and the people of Madina (Muhaajiriina and answaar).

4.9. End unit assessment

1. Muhammad (pbuh) was sent to all mankind and Jinns.
2. The people of Makkah were hard core worshippers of idols.
3. The factors are: the coming of Europeans to Rwanda with their Clerks and administrative assistants, Muslims traders and transporters travelled a lot and made a number of relationships, looking at Muslims lifestyle, Muslims had a bit advanced utensils, clothes and other things compared to what Locals had, looking also to Muslims social and economical security, people converted to Islam.

4.10. Additional activities

Remedial Activities

Question: Do you know the last prophet of Islam?

Answer: Yes, the last prophet is the prophet Muhammad (peace be upon him).

Consolidation activities

Question: To which people do you think the prophet Muhammad was sent?

Answer: Muhammad (pbuh) was sent to all mankind and Jinns.

Extended activities

Question: Are Muslims allowed to make distinctions among prophets and Messengers?

Answer: No, Muslims must believe in all prophets and messengers of Allah because it is among the pillars of Islamic faith.

Halaal and Haraam (Recommended and Prohibited acts)

5.1.Key unit competence

The learner will be able to live an integral life and to Obey Allah and neighbour.

5.2.Prerequisite

The learners have prior knowledge about the nutrition and health: the importance of eating good food diet and consequences of unhealthy food and drinks, etc. This information will help them understand why God prohibits some food and drinks.

5.3.Cross-cutting issues to be addressed

- **Inclusive Education:** This will be addressed as the teacher facilitates learners to explore the diet that is appropriate for people with specific health issues and conditions. e.g. sick people; food for the morning, evening, feast, etc.
- **Gender:** The teacher will emphasize the fact that laws regarding food and drinks are common for both male and female. Both are supposed to observe them for a healthy life.
- **Environment and sustainability:** This cross-cutting issue will be addressed as learners discuss the consequences of unlawful behavior and practices on the environment.

5.4.Guidance on the introductory activity

The teacher asks learners in small groups to give the difference between Halaal and Haraam in Islam. S/he facilitate them to find as many as possible examples; explain why some acts accepted while others are forbidden.

Possible answers to the introductory activity 5

In Islam, some acts are lawful while others are prohibited. The prohibition of some food and drinks aims at promoting a healthy life of people. Some food may cause diseases. For instance, eating the dead animal can causes severe health issues: transmissible diseases, bacteria, parasites, etc. slaughtering an animal must be done in a lawful way. Taking alcoholic drinking and drugs may affects the human life.

5.5 List of lessons (including assessment)

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Halaal food and drinks	Knowledge: List Guidelines and principles of unlawful food and drinks. Skills: Explain the importance of lawful food and the consequences of forbidden food and drinks. Attitudes: Never eat forbidden food.	2

2	Prohibited food and drinks	<p>Knowledge: List forbidden food and drinks.</p> <p>Skills: Explain the importance of lawful food and the consequences of forbidden food and drinks.</p> <p>Attitudes: Avoid alcohols and other unlawful practices.</p>	2
3	Alcohol consumption from Islamic perspectives	<p>Knowledge: Enumerate the dangers of alcoholic drinks and drugs</p> <p>Skills: Prevent forbidden food and drinks.</p> <p>Attitudes: Advise neighbours on good behaviours.</p>	2

5.6. Guidance on different lessons

5.6.1 Halaal food and drinks

a. Prerequisites/Revision/Introduction

The notion of halaal and haram have been presented in the introductory activity so that learners have a clear understanding. The teacher may underline the acts related to food and drinks and sort out those that are lawful versus unlawful.

b. Teaching resources

Surahs and ayahs from the Qur'an related lawful and unlawful food or drink (halaal and haraam). Images of halaal food and drinks.

c. Learning activity

Answers to the learning activity 5.1

The teacher facilitates learners to observe the image and ask them to explain what they understand by halaal and haraam acts. As they discuss, the teacher asks them to find out permitted food in Islam and give reasons why Allah did forbid some food.

Answers to the application activity 5.1

The teacher brings the print out copies of questions or write them in advance on flipchart. Learners may work in small groups to encourage peer learning. The teachers facilitate in addressing the mistakes.

1. Allah appointed everything for each purpose, the proper food for eating. Lawful food is the only to be eaten as far as God has predestined. It is important to be thankful to Allah as He has provided food for life.
2. Answers to question 2
 - When it is not killed in an Islamic way
 - A dead animal
 - An animal slaughtered for sacrifice to deities
3. Answer to question 3
 - Strangled to death
 - Beaten to death
4. In case there are no other alternatives to save life.

5.6.2 Prohibited food and drinks

a. Prerequisites/Revision/Introduction

Learners have knowledge about the lawful and unlawful practices in Islam. From this information they will deepen their understanding the reasons why Allah prevents some food and

drinks. The teacher will specify those food/drink items so that learners discuss their consequences.

b. Teaching resources

Surahs and ayahs from the Qur'an related to lawful and unlawful food or drink (halal and haram). Images of haram food and drinks.

c. Learning activity

Answers to the learning activity 5.2

Learners observe the image of unlawful food and drink and explain why Allah forbade people to consume them.

Answers to the application activity 5.2

- 1. Food:** Muslims are not to eat a halal animal when it was not well slaughtered, a dead animal; an animal slaughtered for sacrifice.

Drinks: alcoholic drink

2. Some food and drinks have negative consequences to the health and society

Application activity 5.2

Discuss the prohibited foods for Islam

The following foods are prohibited in Islam

Animal is treated poorly or tortured while being slaughtered, the meat is haram. Forbidden food substances include alcohol, pork, carrion, the meat of carnivores, and animals that died due to illness, injury, stunning, poisoning, or slaughtering not in the name of God.

5.6.3 Alcohol consumption from Islamic perspectives

a. Prerequisites/Revision/Introduction

Learners have the prior knowledge about the lawful and unlawful (halaal and haraam) in Islam. The teacher facilitates them to sort those related to drink consumption. Then, in small groups learners discuss types and consequences of alcoholic consumption and drug abuse.

a. Teaching resources

Surahs and ayahs from the Qur'an related lawful and unlawful food or drink (halaal and haraam). Images of haraam drinks.

b. Learning activity

Answers to the learning activity 5.3

Learners observe the images related to lawful and unlawful drinks. The teacher asks them to discuss why Allah forbids some drinks. Thereafter, learners extend their discussion on effects of alcohol consumption on health, family and the society.

Answers to the application activity 5.3

The teacher assigns learners to investigate the consequences of alcohol and intoxicants on the families. Learners may give views and experiences of alcoholic consumption and drug abuse. Afterward, they take the question as homework so that they can expand their analysis and understanding.

1. Social problems, financial troubles, fights, dependence, dispute, violence, dependence, etc.

5.7. Summary of the unit

The teacher lead learners to sum up the unit by highlighting the lessons learnt from thoroughly. Learners work in small groups

and present in plenary. Highlight the key values and practices to be maintained.

5.8. Additional Information

The teacher will find additional verses and surat from the Qur'an about lawful and food and drinks and interdictions.

5.9. End Unit Assessment

1. Give the meaning of Halaal and Haraam.

Answer: Halaal refers to lawful, accepted acts or while haraam means forbidden or unlawful.

2. Which of the animals are eaten by Muslims?

Answer: All animals apart from forbidden ones; e.g. cows, goat, sheep.

3. Are animals without hooves recommended to eat in Islam?

Answer: No, they are not allowed.

4. Name four animals which are not eaten by Muslims

Answer: Pig, rat, lion, cat

5. What are the dangers of being a drunkard?

Answer: dizziness, loss of coordination, diarrhea, vomiting, lack of judgment, or even passing out.

6. Give three examples of intoxicants

Answer: alcohol, Narcotics, Heroin, cocaine

5.10. Additional activities

Remedial Activities

Slow learners will be given simple questions. e.g. Naming prohibited animals, lawful food, etc.

Consolidation activities

Learners will have deep information about slaughtering animals.

Extended activities

Extend the knowledge about the diet issues, healthy and unhealthy food, lawful and unlawful food as well as the consequences of alcoholism and drugs on health.

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