



New Primary

Social and Religious Studies

FOR RWANDA

P4

Teacher's Guide

Revised Edition 2019

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INTRODUCTION

1. How to use this Teacher's Guide

This Teacher's Guide accompanies the textbook for *New Primary Social and Religious Studies for Rwanda Grade 4*. It is designed to support teachers in implementing Rwanda's new curriculum, that was launched in January 2016. The main purpose of the curriculum is to equip Rwandans with the necessary competences (knowledge, skills, values and attitudes) to realise the goals of Vision 2020 and the recent government policies. These involve turning Rwanda into a competence-based society, which necessitates a curriculum that incorporates the best of education practices in the developing world.

Teachers are encouraged to read the Introduction to this Guide in order to understand how this meets the needs of the new competence-based curriculum. The Introduction provides a clear explanation of what a competence-based curriculum is, as well as how to develop competences in learners. It lists the cross-curricular basic competences and describes the generic competences in user-friendly terms. In addition, it lists and explains the cross-cutting issues that are integral to the curriculum, highlighting the importance of addressing these issues with young learners. Since the new competence-based curriculum requires a shift in terms of teaching, learning and assessment approaches, the introduction to this Guide also provides a clear explanation of

student-centred learning, formative and summative assessment, teaching multi-ability learners (including those with special educational needs), classroom organisation, and different infrastructures and facilities. It includes a detailed content map that outlines the key components of each learning unit in this course, as well as sample lesson plans. Finally, the introduction contains a clear explanation of Social and Religious Studies and its importance to learners in Rwanda and to society in general. The broad *Social and Religious Studies* syllabus competences are also outlined, as well as the typical resources and skills required for teaching this subject in the classroom.

Following the introduction, this Teacher's Guide consists of clear, concise and user-friendly notes for the teacher, designed to support the implementation of *New Primary Social and Religious Studies for Rwanda Grade 4*. Notes are presented unit by unit and correlate closely with the syllabus for *Social and Religious Studies*. These notes have been written as comprehensively as possible in order to provide all teachers with the support they need. Thus, less confident teachers or those working in more challenging conditions are guided step-by-step through the teaching and learning process for this subject, and more confident teachers or those working in more favourable conditions are also encouraged to extend and enrich their learners beyond the syllabus requirements.

2. How New Primary Social and Religious Studies for Rwanda Grade 4 meets the needs of the new competence-based curriculum

New Primary Social and Religious Studies for Rwanda Grade 4 aims to meet the needs of the new competence-based curriculum through the provision of a textbook and Teacher's Guide that are based on the key components of such a curriculum. Following a brief description of a competence-based curriculum, these key components are explained in further detail below.

a) What is a competence-based curriculum?

A competence-based curriculum is designed to develop learners' knowledge, skills, attitudes and values in a holistic way. Rather than focusing only on imparting subject content and skills, the curriculum also aims to cultivate particular attitudes and values that benefit learners and society as a whole. Thus, learning becomes more than just the acquisition of knowledge and skills, as it involves engaging in experiences and activities that positively influence one's understanding and approach towards what one is learning.

b) How to develop competences in learners

A competency is the ability to do a certain task successfully, as a result of having obtained a particular combination of knowledge, skills, attitudes and values. The national policy documents, which are based on the aspirations of Rwanda as a nation, focus on cross-curricular 'basic competences' and cross-curricular 'generic competences'. Basic competences are addressed in the broad subject competences and in the objectives

listed for each year and for each unit of learning. Basic competences relate to:

- literacy
- numeracy
- ICT and digital competences
- citizenship and national identity
- entrepreneurship and business development
- science and technology.

Generic competences, on the other hand, are not subject-specific and may be applied to any subject or situation. These core competences, which must be emphasised in the learning process alongside the basic competences, are as follows:

- **Critical thinking and problem-solving skills:** The ability to think creatively and widely in order to find solutions to problems in a variety of situations
- **Creativity and innovation:** The ability to take initiative and to use one's imagination to generate new ideas and construct new concepts
- **Research:** To gather and use information to formulate and answer questions, and to explain ideas, concepts and phenomena
- **Communication in official languages:** To use the language of instruction to communicate effectively and correctly through speaking and writing
- **Cooperation, interpersonal management and life skills:** To cooperate effectively with others in a team and to demonstrate positive moral values and respect towards the rights, feelings and beliefs of others; to practically and actively conserve and protect the environment; to promote personal, family and community health, hygiene and nutrition; and to respond creatively to life's challenges
- **Lifelong learning:** To advance one's knowledge and skills independently and to be equipped to deal with new

knowledge and learning challenges as one progresses through life

c) Cross-cutting issues

There are eight cross-cutting issues, which reflect the key national concerns and are integrated into the curriculum for all subject areas. These are the following:

- **Genocide studies:** This is aimed at helping learners to understand the circumstances that led to genocide in the past and the inspiring story of healing and rebuilding national unity within Rwanda. It is also aimed at encouraging learners to develop an awareness of the role and responsibility of each individual to ensure that nothing of this nature ever happens again.
- **Environment and sustainability:** This is aimed at fostering learners' understanding of the impact of human beings on the environment and their part in sustaining the environment around them. Learners need to develop knowledge of sustainability, as well as developing the skills, attitudes and values to practise and promote sustainability in their world.
- **Gender:** This is designed to get learners to recognise basic human rights and the importance of promoting female equality. They learn to understand that preventing the female population from participating fully in society has a negative impact on the development of the nation as a whole. A good understanding of gender equality enables future generations to ensure that the potential of the whole population is realised.
- **Comprehensive sexuality education:** This issue deals with topics such as HIV/AIDS, STI, family planning, gender equality and reproductive health. Addressed in an age-appropriate,

gender-sensitive and life-skills-based way, it provides learners with the appropriate knowledge, skills, values and attitudes to make positive choices about their sexuality and lifestyle. Many young people are under-informed or misinformed about sexuality and gender, and this can make them vulnerable to abuse, ill health and unplanned pregnancy or fatherhood. Comprehensive sexuality education deals with these issues in a respectful, empathetic and open way, which emphasises basic human rights.

- **Peace and Values education:** Peace education is obviously vital in the curriculum, since peace is a prerequisite for a society to flourish and for individuals to focus on personal achievement and their contribution to the nation. Peace and values education helps to ensure that young people contribute positively to society through promoting peace and being committed to avoiding conflict.
- **Financial education:** This equips learners with sound financial practices and behaviours that ensure their economic well-being and that of the nation as a whole. It provides them with the tools to participate in a developing economy, which has the potential for transforming other areas of their lives as well.
- **Standardisation culture:** This helps learners to understand the importance of standards as a key component of economic development and sustainability. The adoption of a standardisation culture has a positive impact on infrastructure, industrialisation, economic growth, trade and the welfare of the nation as a whole.
- **Inclusive education:** This involves ensuring that all learners are engaged in education, regardless of their gender or

ability, including those with learning difficulties or other disabilities. It ensures that all learners participate actively and positively in education, and it embraces different learning styles and other educational needs.

d) What is student-centred learning (SCL)?

The new curriculum requires a move towards student-centred learning (SCL) and this *New Primary Social and Religious Studies for Rwanda Grade 4* course is designed to support this move. SCL (sometimes also called Active Learning) enables learners to be actively involved in their learning, rather than being passive recipients of information passed on by the teacher or from a textbook. Thus, they learn by engaging in activities that require them to question, discuss, do practical tasks, solve problems, work in a group, think critically, use their imagination, and so on. Typically, they construct knowledge for themselves by moving from the concrete through the pictorial to the abstract. In this way, they develop skills, attitudes and values in addition to content knowledge. The creation of a learner-friendly environment is therefore based on the capabilities, needs, interests and experiences of the learners themselves. SCL also helps learners to become more responsible for their own learning and to develop awareness of their preferred learning styles. In addition, it teaches them to ‘think about their thinking’ and to have greater insight into the learning process and how they reach a particular solution, product or decision.

The shift to learner-centred or active learning necessitates a change in teaching styles too. Teachers (and textbooks) are no longer considered to be the ‘fount of all knowledge’, as their roles shift to being facilitators, organisers, advisors,

counsellors and role models.

For many teachers who are accustomed to more traditional ways of teaching this may be unsettling. However, this Teacher’s Guide is designed to support and encourage teachers in implementing SCL in the following ways:

- Suggestions are given for classroom organisation, including whole class, group, pair and individual work, ensuring that learners engage in participatory and interactive activities.
- Lists of suitable resources and materials are provided that enable learners to explore, discover and construct knowledge in a variety of different ways.
- Advice is given on how to elicit and assess prior knowledge on new topics, so that learners are able to build new understandings based on what they already know.
- A range of learning activities are included that enable learners to develop and consolidate new knowledge, skills, values and attitudes in different ways that take into account the fact that individuals progress in different ways and at different rates.
- Assessment procedures are clearly outlined in order to determine the effectiveness of the teaching and learning processes.
- Helpful questions and answers are provided that enable teachers to evaluate learning and to offer appropriate remediation, consolidation and enrichment to learners.

Thus, not only does this Teacher’s Guide support teachers in creating a suitable learner-friendly environment to foster learning both in and out of the classroom but it also supports the development of teachers themselves in their new professional roles.

e) Assessment requirements

Assessment plays a crucial role in a learner-centred, competence-based curriculum and it presents new challenges that are not applicable to a more traditional, knowledge-based curriculum. Since the focus is now on how the learner is able to apply knowledge, skills, values and attitudes in different contexts, the nature of assessment has changed both in terms of what to assess and how to assess it. The curriculum emphasises two types of assessment, namely **Formative or continuous assessment** (assessment for learning) and **Summative assessment** (assessment of learning). These two types of assessment are explained in more detail below.

Formative assessment (assessment for learning)

Formative or continuous assessment may be formal or informal, and it is used to check if learning is actually occurring. Before each learning unit, the teacher has to identify assessment criteria and procedures for evaluating learners against these criteria. Then, at the end of each learning unit, the teacher has to ensure that every learner has mastered the key unit competences before progressing to the next unit. The teacher has to assess how well each learner has mastered both the subject and generic competences described in the syllabus and, from this, will develop a picture of the learner’s all-round progress.

This Teacher’s Guide provides clear advice and guidelines to teachers for implementing formative assessment in every learning unit. Key unit competences, assessment criteria and learning objectives are signposted at the start of every unit, and advice is given on what and how to assess at the end of every unit. In

addition, suggestions are provided for assessing learners’ prior knowledge or experience at the start of a learning unit, as well as for assessing the learning process during the unit. A variety of formative assessment methods are advocated, including observation, oral questioning, peer and self-assessments, pen and paper, and so on. This Teacher’s Guide also focuses on involving the learners in the formative assessment process, so that they become more aware of and responsible for their own learning.

Summative assessment (assessment of learning)

Summative assessment is used to assess the learner’s competence at the end of a process of learning. Typically, it is used to assess whether learning objectives have been achieved and the results may be used to rank or grade learners, to decide on progression, to select for the next level of education, or for certification. Summative assessment needs to be integrative in order to show that the learner has mastered all the competences. Thus, assessment tasks require learners to apply their knowledge, skills, values and attitudes in different contexts. Summative assessment usually occurs at the end of a learning unit, at the end of a school term and at the end of a school year.

As with formative assessment, this Teacher’s Guide provides clear guidelines to teachers for implementing summative assessments at the end of every learning unit. Practical advice is given on what to assess, how to assess and how to award marks or score via simple rubrics, answer memos, checklists and so on. These are designed to assist teachers when assessing learners’ competences in an integrative way, and with making decisions about progression to the next unit or level.

f) Teaching multi-ability learners

All learners have the right to engage with their learning, regardless of their different needs or abilities, whether these are physical, emotional, social or intellectual. This Teacher's Guide therefore has a section in every learning unit which is aimed at assisting the teacher with catering for learners with different needs and abilities. These include those who require remediation, those who require consolidation, and those who require extension work. Each subsection is clearly signposted and typically includes questions (with possible answers) that can be posed to each group in order to facilitate their learning. In addition, careful thought has been given to the resources and materials listed for every learning unit, so that the needs of different learners may be met.

g) Catering for SEN learners

An integral part of teaching multi-ability learners is catering for those with special educational needs (SEN). Inclusive education involves the provision of learning materials and activities that enable those with physical, emotional, social or intellectual difficulties to actively engage in and fully benefit from the learning process. SEN learners must feel acknowledged and as much a part of the teaching and learning environment as learners without these particular needs. Thus, *New Primary Social and Religious Studies for Rwanda Grade 4* reflects positive images of the active inclusion of disabled people in its texts, illustrations and activities. Suggestions are also given to teachers in the unit notes of this Teacher's Guide to emphasise this message whenever possible, both in and out of the classroom.

h) Gender representation

Both females and males are portrayed in a positive way and every attempt is made to involve them as active participants in this course. Any kind of gender stereotyping is avoided in this course material and every effort has been made to demonstrate gender equality in the home, at school, in the work place and in all other aspects of society. Where necessary, notes have been included in this Teacher's Guide to remind and encourage teachers to emphasise the important message of gender equality, and to treat this issue with the importance and respect it deserves.

i) Different infrastructure and facilities

As with many other education systems in Africa, there is a great deal of variation amongst Rwanda's schools in terms of infrastructure, facilities, resources and conditions. This may be particularly so in urban versus rural schools. In more challenging circumstances, teachers may be tempted to ignore the requirements of a competence-based curriculum and focus solely on teaching syllabus content. Thus, *New Primary Social and Religious Studies for Rwanda Grade 4* is designed to enable all schools and learners in Rwanda to develop the required competences. It takes into account basic levels of resource provision and clearly states the minimum level of work needed for all schools and learners to meet the curriculum requirements. However, it also takes into account higher levels of resource provision and therefore incorporates a layered approach to learning activities to provide for schools with or without a computer lab, science lab, library or internet connectivity. Teaching notes may therefore consist of alternative suggestions, depending on the resources available at a particular school.

For example, they may state:

If your learners have access to the internet, then...

If your learners do not have access to the internet, then...

j) Classroom organisation

In keeping with the shift towards the active, learner-centred learning that a competence-based curriculum demands, *New Primary Social and Religious Studies for Rwanda Grade 4* emphasises the organisation of the classroom as an activity-based, learner-centred environment. Different ways of organising the classroom are suggested and encouraged, including whole class, large and small groups, paired and individual activities. As group work and pair work may be unfamiliar and therefore threatening to many teachers (and learners), it is worth spending time at the start of the course to establish some class agreements or rules about this type of interactive learning. It is also advisable for teachers to introduce paired and group work activities slowly and to gradually increase it as they (and the learners) become more familiar with it. Suggestions for implementing paired and group work activities include the following:

- Establishing a signal that your class understands means the start or end of pair or group work (for example, raising your hand, ringing a little bell, writing a particular symbol on the board).
- Having each learner turn to the person next to/behind/in front of them for pair work, in order to avoid too much movement around the classroom.
- Having each pair join up with the pair next to/behind/in front of them for small group work.

- Numbering learners from 1 to 8 and then asking all the ones to form a large group, all the twos to form another large group, and so on.
- Having a few basic rules for listening and speaking in a pair or group (such as taking turns, making sure everyone has a chance to say something, using appropriate body language, learning a few terms to express agreement or disagreement politely).
- Allocating different roles to different members of each group (for example, someone who writes down everyone's ideas, someone else who reports back everyone's ideas to the rest of the class, someone who makes sure everyone contributes to the discussion, and someone who collects all the materials for the group). These roles should be rotated.
- Pairing or grouping learners according to their abilities so that they are able to progress at their own pace and benefit from remediation activities (weaker learners) or extension activities (stronger learners).
- Mixing learners into multi-ability pairs or groups so that weaker learners can benefit from the input of stronger learners, and vice versa.

3. How to use the sample lesson plans

This Teacher's Guide contains comprehensive notes for the teacher on each learning unit in *New Primary Social and Religious Studies for Rwanda Grade 4*. Within the notes for each learning unit there are clear and concise lesson plans. Lesson planning is crucial in order to ensure that all learning objectives in each unit are covered. Thus, comprehensive

support is provided so that the full range of knowledge, skills, attitudes and values are met over time through a variety of learning activities and experiences. In this Teacher's Guide, every effort has been made to ensure the lesson plans are simple, direct and user-friendly. Below are two sample lesson plans, which indicate the kind of useful information that these plans provide for teachers of this course.

Sample lesson plans

Lesson plan format with prompts

School name:

Teacher's name:

Term	1	Unit	1
Date	xx	Lesson number	1 of 6
Subject	Social Studies	Duration	40min
Class	P4	Class size	xx
Type of SEN and number of learners:			
Topic area:	Community		
Sub-topic area:	Our district		
Unit title	Socio-economic activities in our district		
Key Unit Competence:	Compare socio-economic activities of his/her district with those of the neighbouring districts and recognise their importance in the development of the district.		
Title of the lesson	Identify my district		
Plan for this class	Classroom-based activity. Learners sit in groups.		
Learning objectives (inclusive to reflect needs of whole class)	<p><u>Knowledge & Understanding:</u> Locate district on provincial and Rwandan maps.</p> <p><u>Skills:</u> Describe location of district on provincial/Rwandan maps.</p> <p><u>Attitude & Values:</u> Be proud to live in her/his district and be respectful of people living in neighbouring districts and in other provinces.</p>		
Materials	Textbook, large map of Rwanda showing districts, crayons or coloured pencils for learners to draw maps		
References	Pupil's Book (PB) Maps featuring districts: http://www.citypopulation.de/php/rwanda-admin.php http://www.nationsonline.org/oneworld/map/rwanda-admin-map.htm http://www.statistics.gov.rw/publications/rwanda-districts-maps-0		

Timing for each step	Teacher activities	Learner activities	Competences and cross-cutting issues to be addressed
Introduction 5 minutes (approx. 10%)	<ul style="list-style-type: none"> - Explain to learners learning objectives and any associated assessment. - Review prior learning. Set up learner-centred activities to deliver objective(s). Collect learners' ideas for achieving the objective(s). - Observe learners' answers in the oral activity in Pupil's Book on page 2 to check on their prior knowledge. 	<ul style="list-style-type: none"> - Explore and feedback on relevant prior learning. - Ensure clear understanding of objectives, activities and assessment. - Provide ideas and thoughts; predict, clarify, guess. Learners work in groups to look at the pictures in the Pupil's Book (PB) on page 1 and 2 and to briefly discuss the answers to the oral activity in the Pupil's Book on page 2.	Basic competence focus <ul style="list-style-type: none"> - Lifelong learning: take the initiative to update knowledge and skills with minimum external support.
Development of the lesson 25 minutes (approx. 75%)	<ul style="list-style-type: none"> - Agree on principles for achieving learning objectives, including addressing competences and cross-cutting issues. - Outline the learning activities with clear guidelines relating to effectiveness and timing. Distribute materials. - Supervise learning activities / question / guide / prompt. Monitor progress against planned timing. - Check that learners understand where they are located on the map and understand the concept of neighbouring districts as well as size. - Observe how learners draw maps, and if they can point out their district on their maps. - Explain how to do the exercise and activity. Check on their progress. 	<ul style="list-style-type: none"> - Imagine / suggest strategies for achieving learning objectives. - Perform activities following guidelines with care. - Learners look at the map in the PB on page 4 to find their province and district as part of the activity in the Pupil's Book on page 3. - Focus on learning objectives and concentrate on learning gains from each activity. Learners look at the map in the PB on page 4. Learners do the activity in the Pupil's Book on page 3 and locate their districts. - Learners do the activity in the PB on page 3 to draw their district maps. Complete tasks and examine whether learning outcomes have been achieved. 	Generic competence focus <ul style="list-style-type: none"> - Citizenship and national identity: <ul style="list-style-type: none"> • Understand how the local infrastructure functions in relation to the global environment • Show national consciousness, a strong sense of belonging and patriotic spirit. Cross-cutting issue focus <ul style="list-style-type: none"> - Environment and sustainability: Look after your environment, you promote socio-economic activities. - Ask questions to ensure competences have been achieved and the cross-cutting issue has been understood.

Timing for each step	Teacher activities	Learner activities	Competences and cross-cutting issues to be addressed
Conclusion 10 min (approx. 15%)	<ul style="list-style-type: none"> - Capture feedback from different activities: presentations / debates / discussions / research findings. - To help consolidate and check on learning, ask these questions: <ol style="list-style-type: none"> 1. What is a district? 2. Where is our district located on the map? Emphasize on the learning outcomes. Review provinces, districts, neighbouring districts, district sizes and locating districts on map. - Ask learners who struggled with drawing maps to redraw maps as homework. 	<ul style="list-style-type: none"> - Contribute to feedback and ensure all learning outcomes are met. - Answer teacher's questions. - Ask questions if unclear. Consolidate knowledge. 	
Teacher self-evaluation	<p>Evaluation of what went well and how learning could have been improved. What steps need to be carried forward to the next lesson? Learners need a solid understanding of their district to lay the foundation for future work on identifying socio-economic activities in the district.</p>		

4. How to use the content map

In addition to comprehensive notes for each learning unit, *New Primary Social and Religious Studies for Rwanda Grade 4* also contains a content map in both the Teacher's Guide and in the textbook. The content map is intended to provide a clear and easy reference for both the teacher and the learner on the following for each learning unit:

- Number of lessons (and homework)
- Introductory activity (for example, a class discussion on a particular topic)
- Classroom organisation (whole class, groups, pairs and individual work)
- Equipment required (list of resources and materials required)
- Learning activities (list of learning activities as per the syllabus)

- Competences practised (broad subject competences and generic competences)
 - Subject practice (content of particular subject)
 - Vocabulary acquisition (list of new key words)
 - Numeracy (if applicable to the subject)
 - Study skills
 - Revision
 - Assessments (informal and formal formative and summative assessments)
 - Learning outcomes (list of learning objectives as per the syllabus).
- On the next page is the content map for *New Primary Social and Religious Studies for Rwanda Grade 4*.

Content Map

	Unit 1 Socio-economic activities in our district	Unit 2 Basic human and children's rights	Unit 3 Hygiene	Unit 4 Economy	Unit 5 Civics and governance
Number of lessons	10 lessons	10 lessons	5 lessons	5 lessons	7 lessons
Introduction	Class discussion; analysis of picture	Class discussion; analysis of picture	Class discussion; analysis of picture	Class discussion; analysis of picture	Class discussion, analysis of picture
Classroom organisation	Class, groups, pairs and individual	Class, groups, pairs and individual	Class, groups, pairs and individual	Class, groups, pairs and individual	Class, groups, pairs and individual
Equipment required	Map of Rwanda, illustrations of socio-economic activities, pictures, internet	Rwandan Constitution, posters showing human and children's rights, crayons	Illustrations of people who are cleaning the environment, brooms, water buckets, mops	Money, food items, clothes, medicines, textbooks, illustrations of people buying and selling	National coat of arms, illustrations of voting session, photos and audio-material
Activities	Discuss, draw map, read, investigate socio-economic activities, present findings	Discuss, draw, read text, explain, investigate human rights, present findings and role play	Demonstrate, discuss, clean an area, investigate, give presentations	List, role play and discuss	Observe, draw, discuss and role play
Competences practised	Basic: Literacy, Citizenship and national identity, Entrepreneurship and business development Generic: Lifelong learning, Critical thinking, Creativity and innovation, Research and problem solving, Communication skills	Basic: Literacy, Citizenship and national identity Generic: Lifelong learning, Creativity and innovation, Research and problem solving, Communication skills	Basic: Literacy, Numeracy, Science and technology Generic: Lifelong learning, Critical thinking, Creativity and innovation, Research and problem solving, Communication skills, Cooperation	Basic: Literacy, Numeracy, ICT and digital competences, Entrepreneurship and business development Generic: Lifelong learning, Critical thinking, Research and problem solving, Communication skills, Cooperation	Basic: Literacy, Citizenship and national identity Generic: Lifelong learning, Critical thinking, Creativity and innovation, Research and problem solving, Communication skills and Cooperation
Vocabulary acquisition	New words about socio-economic activities	New words about human rights, equity and equality, gender, sexual abuse and child abuse	New words about water-borne diseases, hygiene and cleanliness, environment	New words about economics and managing money	New words about symbols, leadership, harmony and disharmony
Study skills	Working out distances on maps			Maths, counting money, working out income, giving correct change, adding and subtracting, buying and selling	Researching information
Revision	Read, compare, analyse, research information, ask and answer questions	Read, ask and answer questions, make links and compare	Read, summarise, analyse and investigate	Read, analyse and add	Revise prior knowledge
Assessments	Socio-economic activities activities, homework, formal assessment	Drawings and role plays for continuous assessment, test for formal assessment	Continuous assessment for cleaning and formal activity	Continuous assessment, role-play of buying and selling, formal class test	Activities, homework and formal assessment
Learning outcomes	Identifying a district and its location on a map of Rwanda, comparing socio-economic activities of his/her district with those of neighbouring districts and recognising their importance in development of district	Recognising basic human and children's rights and fighting for them, respect and tolerance, equality and equity, sexual abuse prevention	Demonstrating proper hygiene practices and environmental cleanliness, explaining how to keep the environment clean, defining water-borne diseases	Developing a culture of prioritising and saving, explaining buying and selling, the importance of saving money, and explaining how to save money	Describing the Rwandan coat of arms, acceptable behaviour and district leadership

	Unit 6 Important places and public assets in our district	Unit 7: Weather, flora and fauna	Unit 8: Population census	Unit 9: Infrastructure	Unit 10: Traditional Rwanda
Number of lessons	6 lessons	14 lessons	6 lessons	6 lessons	6 lessons
Introduction	Class discussion and analysis of picture	Class discussion and analysis of picture	Class discussion and analysis of picture	Class discussion and analysis of picture	Class discussion
Classroom organisation	Class, groups, pairs and individual	Class, groups, pairs and individual	Class, groups, pairs and individual	Class, groups, pairs and individual	Class, groups, pairs and individual
Equipment required	Illustrations of public places and assets (wells, markets, hospitals, police stations, magistrate's courts)	Illustrations showing the weather, flora and fauna, areas for planting, seeds, recycled materials to make measuring instruments	Illustrations about population distribution	Illustrations of different types and means of transport and communication	Traditional crafts, illustrations of different political, social and economic activities in pre-colonial Rwanda and resource person
Activities	Field visits, clean a public asset, make summaries, analyse, read, ask and answer questions	Oral, make an instrument, discuss, identify, explain, plant a seedbed, observe fauna and flora and go on field trips	Oral, act in a role play, discuss, identify, explain, conduct a census	Oral, discuss, draw, identify, explain	Research, role play, present and discuss
Competences practised	Basic: Literacy, Citizenship and national identity, Entrepreneurship and business development, Science and technology Generic: Lifelong learning, Creativity and innovation, Research and problem solving, Communication skills	Basic: Literacy, Numeracy, Citizenship and national identity, Science and technology Generic: Lifelong learning, Critical thinking, Creativity and innovation, Research and problem solving and Communication skills	Basic: Literacy, Numeracy, Citizenship and national identity, Science and technology Generic: Lifelong learning, Creativity and innovation	Basic: Literacy, ICT and digital competences, Citizenship and national identity, Science and technology Generic: Lifelong learning, Critical thinking, Creativity and innovation	Basic: Literacy, Citizenship and national identity Generic: Lifelong learning, Critical thinking, Creativity and innovation, Research and problem solving, Communication skills, Cooperation
Vocabulary acquisition	New words about public assets and important places	New words about weather, fauna and flora	New words about population	New words about communication and transport	New words about pre-colonial Rwanda, governance, trade and economy
Numeracy		Measure temperature, count plants and animals	Statistics (Maths), counting and analysing statistics	Count vehicles on a road, work out mobile phone costs	
Study skills	Read, answer questions and make summaries	Read, answer questions, analyse information, research information and make summaries	Gathering information, reading, asking questions, listening to answers and adding	Read, observe, recall and do research	Researching information
Revision	Name important places and assets in district and explain how to preserve them	Describe good and bad weather, measure weather, explain the effects of weather, explain importance of preserving fauna and flora	How to conduct a population census, why it is important, what is over-population	Revise knowledge of types and importance of transport and communication and the dangers of transport and communication	Revises prior knowledge
Assessments	Continuous assessment on learners' progress on an outing; assess drawings for summative assessment	Continuous assessment, plant a seed bed, assess making weather-measuring instrument and assess drawing of animal	Role-play and peer assessment	Continuous assessment on activities, and homework activity and formal assessment in form of test	Activities, homework and formal assessment
Learning outcomes	Recognising the importance of public places and assets in the district and how to preserve them	Recognising the importance of weather, flora and fauna in the district and how to preserve them	Discussing the population census and its importance, explaining the meaning of under- and overpopulation	Recognising the importance of types and means of communication and how to preserve them	Explaining political, economic and social organisation in pre-colonial Rwanda

	Unit 1: Respect for God's creatures	Unit 2: Vocation of the Israelite people	Unit 3: God's commandments	Unit 4: The Blessed Virgin Mary
Number of lessons	8 lessons	12 lessons	8 lessons	8 lessons
Introduction	Class discussion	Class discussion	Class discussion	Class discussion
Classroom organisation	Class, groups, pairs and individual	Class, groups, pairs and individual	Class, groups, pairs and individual	Class, groups, pairs and individual
Equipment required	Bible, pictures, films about creation, the school environment, drawings	Bible, pictures, photographs, films about Patriarchs and Prophets	Bible, pictures, photographs, films about the Exodus	Bible, pictures, photographs, films about the Virgin Mary, rosary beads
Activities	Observe, discuss and present	Discuss, role-play	Discuss, present and role-play	Brainstorm, discuss, role play
Competences practised	Basic: Literacy, Citizenship and national identity Generic: Lifelong learning, Critical thinking, Creativity and innovation, Research and problem solving, Communication skills and Cooperation	Basic: Literacy, Science and technology Generic: Lifelong learning, Critical thinking, Creativity and innovation, Research and problem solving, Communication skills	Basic: Literacy, Citizenship and national identity Generic: Lifelong learning, Critical thinking, Creativity and innovation, Research and problem solving, Communication skills and Cooperation	Basic: Literacy Generic: Lifelong learning, Critical thinking, Creativity and innovation, Research and problem solving, Communication skills and Cooperation
Vocabulary acquisition	New words about the environment, classification of creatures	New words about vocations and the annunciation	New words about the commandments	New words about the Virgin Mary, intercession and veneration
Study skills	Researching information	Researching information	Researching information	Researching information
Revision	Revises prior knowledge	Revises prior knowledge	Revises prior knowledge	Revises prior knowledge
Assessments	Activities, homework and formal assessment	Activities, homework and formal assessment	Activities, homework and formal assessment	Activities, homework and formal assessment
Learning outcomes	Being able to differentiate and protect God's creatures and environment	Being able to describe God's calls on the people of Israel with regard to the annunciation of the coming Saviour	Being able to differentiate the commandments of God	Being able to explain the teachings about the Virgin Mary and her role in Christian life

	Unit 1: Islamic faith (Al-Iman)	Unit 2: Islamic faith and Qur'an	Unit 3: Islamic worship: fasting Ramadan	Unit 4: Hadith in Islamic faith	Unit 5: Virtues according to the Qur'an
Number of lessons	6 lessons	6 lessons	6 lessons	6 lessons	6 lessons
Introduction	Class discussion	Class discussion	Class discussion	Class discussion	Class discussion
Classroom organisation	Class, groups, pairs and individual	Class, groups, pairs and individual	Class, groups, pairs and individual	Class, groups, pairs and individual	Class, groups, pairs and individual
Equipment required	Qur'an, Hadith Books, wall posters and colour pens	Qur'an, poster paper, translated version of Qur'an in Kinyarwanda	Qur'an, Hadith Books, poster paper, coloured pens, video, and video player	Qur'an, The Forty Hadith of Annawiy	Qur'an, Hadith Books, ICT tools, products to be used in role-play about acts of charity
Activities	Discuss, exchange ideas and present	Recite, discuss, make a poster and share	Discuss, sketch and watch a video	Discuss, converse and present	Debate, role-play, watch films and discuss
Competences practised	Basic: Literacy, Numeracy, Citizenship and national identity Generic: Lifelong learning, Creativity and innovation, Research and problem solving, Communication skills and Cooperation	Basic: Literacy, Citizenship and national identity Generic: Lifelong learning, Critical thinking, Creativity and innovation, Research and problem solving, Communication skills and Cooperation	Basic: Literacy, Citizenship and national identity Generic: Lifelong learning, Critical thinking, Creativity and innovation, Research and problem solving, Communication skills and Cooperation	Basic: Literacy, Citizenship and national identity Generic: Lifelong learning, Critical thinking, Creativity and innovation, Research and problem solving, Communication skills and Cooperation	Basic: Literacy, ICT and digital competences, Citizenship and national identity Generic: Lifelong learning, Critical thinking, Creativity and innovation, Research and problem solving, Communication skills and Cooperation
Vocabulary acquisition	New words about Allah and angels	New words about surahs	New words about Ramadan, fasting and charity	New words about Hadiths and living in closeness with God	New words about honesty and lying, rights of neighbours and relatives
Study skills	Researching information	Researching information	Researching information	Researching information	Researching information
Revision	Revise prior knowledge	Revise prior knowledge	Revise prior knowledge	Revise prior knowledge	Revise prior knowledge
Assessments	Activities, homework and formal assessment	Activities, homework and formal assessment	Activities, homework and formal assessment	Activities, homework and formal assessment	Activities, homework and formal assessment
Learning outcomes	Being able to live with faith according to two of the six pillars of Islamic faith, performing works of submissiveness to Allah among people	Being able to only pray to Allah, respecting other beliefs, trusting in Allah in all situations and keeping away from heavy punishments from Allah to disobedient persons	Being able to approach Allah, taking care of persons in need and living humbly at Ramadan	Being able to respect the Qur'an and imitate Muhammad and His disciple's virtues	Demonstrating kindness to others, being humble in society and always performing good actions

5. Social and Religious Studies

In the Upper Primary, Social and Religious Studies form one syllabus. The first part of the syllabus focuses on Social Studies and the second part focuses on Religious Studies. However, it emphasises that these two subjects have much in common, since they both aim at helping the learner to develop individual and social values that are important in order to fit into society.

The role of Social and Religious Studies in Rwanda

Social Studies involves studying people in their physical and social environment. It helps to understand how society develops and how globalisation occurs. It also focuses on the development of personal values and on citizenship. Social Studies is an integrated subject composed of humanities and life skills subjects. Many cross-cutting issues such as comprehensive sexuality, gender equality, financial education, genocide studies, etc are addressed effectively in Social Studies.

Religious Studies contributes to the well-being of society, because it promotes values such as respect, tolerance, faithfulness, generosity, honesty, peace, goodness and so on. It helps learners to make positive decisions and good judgements, and it develops responsible citizens who live harmoniously and peacefully with one another.

Social and Religious Studies and the learner

- Teaching Social Studies through a competence-based syllabus helps to develop learners' interest and curiosity in people and how they relate to their social and physical environment. It also gives them the necessary knowledge, skills, attitudes and values to participate positively in developing themselves and their society.

- Teaching Religious Studies through a competence-based syllabus helps learners to understand, question, appreciate and analyse religious and other social ideas, so that they are able to make good decisions and tackle life's challenges effectively. It also helps to build their moral, spiritual and intellectual integrity as it encourages them to think about the greater purpose of life and what it means to be human.

Broad Social and Religious Studies syllabus competences

The syllabus lists a number of broad Social and Religious Studies competences. As explained earlier in the introduction to this Teacher's Guide, these broad syllabus competences are to be developed with the generic competences, so that learners are able to communicate, use their imagination and apply critical thinking and problem-solving skills in a wide range of different situations both in and outside the classroom.

Social and Religious Studies syllabus for Upper Primary

The syllabus lists the following key competences for Social Studies at the end of Primary Four:

- Describe his/her district;
- Demonstrate awareness of national issues such as gender equality, the importance of saving, health and well-being, living in harmony with others;
- Describe the main elements of traditional Rwanda.

The syllabus for Religious Studies is divided into two parts – Christian religious education and Islamic religious education. Both have equal value in developing the learner's competence.

For Christian religious education, the

key competences for the end of Primary Four are as follows.

- Differentiate and protect God's creatures and the environment;
- Describe God's different calls to the people of Israel with regard to the annunciation of the coming Saviour;
- Differentiate the commandments of God;
- Explain the teachings about the Virgin Mary and her role in Christian life.

For Islamic religious education, the key competences for the end of Primary Four are:

- Be able to select and discuss some verses of the Qur'an and Hadiths;
- Explain specific chapters and some verses of the Qur'an;
- Explain the different steps in Islamic worship services and what each step signifies;
- Summarise the message from Hadiths as the 2nd source of the Islamic faith;
- Demonstrate good moral behaviour and manners towards others according to the Qur'an and Hadith teachings.

Since all learning occurs best in context, *New Primary Social and Religious Studies for Rwanda Grade 4* is designed to provide learners in Primary Four with a range of meaningful and stimulating contexts that appeal to learners at the Upper Primary level. Learners' knowledge, skills, attitudes and values are developed through different activities using a range of resources, including people, animals, plants, pictures, charts, maps, museums, libraries, audio-visual equipment, etc. Each key unit competence in both *New Primary Social and Religious Studies for Rwanda Grade 4* is addressed effectively, and practical and helpful advice is given

on how to assess whether learners have met this competence.

In addition, since English is introduced as the medium of instruction in this year, particular attention is given to the vocabulary and language needed for studying both *Social and Religious Studies* in English. Finally, since both subjects (particularly Religious Studies) deal with people's beliefs and cultural practices, support is provided to teachers for dealing with these issues in a sensitive, open and respectful way. Thus, *Social and Religious Studies Student-centered learning* is designed to support and encourage teachers to embrace the challenge of implementing the new competence-based *Social and Religious Studies* syllabus for Primary Four.

Sub-topic: Our district

UNIT 1 Socio-economic activities in our district (Pupil's Book page 1–14)

Key unit competence: Compare socio-economic activities of his/her district with those of the neighbouring districts and recognise their importance in the development of the District.

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Locate his/her District on the provincial and Rwandan maps.
- Identify social-economic activities of his/her district.

Skills

- Describe the location of his/her district on the provincial and Rwandan maps.
- Analyse different economic activities carried out in his/ her district in comparison with her/his neighbouring districts.
- State how socio-economic activities contribute to the development of the district
- Explain the importance of socio-economic activities in the development of the district.

Attitudes and values

- Acknowledge the importance of social-economic activities in his/her district.
- Respect work as a source of income.

1. Content summary

- Identification of our District and its location on the map of Rwanda.
- District map: size and position on the provincial map.
- Socio-economic activities in our district (Agriculture, Fishing, crafts, pottery)
- Tourism, Trade, Employment etc.)
- Socio-economic activities in their neighbouring Districts.
- Comparison of economic activities in our district and neighbouring districts
- Importance of socio-economic activities in our District.

2. Background notes

It is important that learners understand where their district is, and what their community in the district is.

3. Key vocabulary

social contact, economic, socio-economic, natural resources, neighbouring districts, restaurants, invest

4. Competencies practised

Basic

- Literacy: Reading a variety of texts accurately and quickly.

General Generic

- Critical thinking: Weigh up evidence and make appropriate decisions based on experience and relevant learning
- Research and problem solving: Be resourceful in finding answers to questions and solutions to problems.
- Communication skills in languages subjects and other subjects: Using oral and written language to discuss, argue and debate a variety of themes in a logical and appealing manner.
- Cooperation: Cooperating with others as a team in whatever task may be assigned

Specific

- Describe the location of district on provincial and Rwandan maps
- Analyse and compare different economic activities
- State how socio-economic activities contribute to the development of the district
- Explain the importance of socio-economic activities in the development of the district.

5. Cross-cutting issues

Financial education

- Pupils learn what it means to buy and sell goods.

Environment and sustainability

- Pupils learn to look after and respect the environment. Point out that if we sustain our environment, we promote socio-economic activities. Many of our socio-economic activities depend on a healthy, clean and well-preserved environment.

6. Classroom organisation

Learners will do mostly group work, but there is also an individual and a paired exercise, as well as a class activity.

7. Teaching materials

map of Rwanda, illustrations of socio-economic activities

8. Before you start

Let the learners look at the picture in the Pupil's Book on page 3. Then get them to do the oral activity in the Pupil's Book on page 3. This will help you to assess the learners' prior knowledge, while at the same time introducing them to the topic. If learners are not sure what a market or marketplace is, do some remedial work and explain so that they understand.

9. Teaching steps: (6 lessons)

Lesson 1 Identify my district PB p. 3

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

Lesson 2 Socio-economic activities in our district PB p. 6

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

Lesson 3 Socio-economic activities in neighbouring districts PB p. 8

1. Revise the socio-economic activities in the district.
2. Revise the map of Rwanda and let the learners revise and identify their neighbouring districts.
3. Then ask the learners to suggest what activities there are in other districts.
4. Let the learners discuss the socio-economic activities in other districts.
5. Ask them to add to the examples given.
6. Let the learners do Question 1 of the activity in the Pupil's Book on page 9.

Lesson 4 Compare socio-economic activities PB p. 9

1. Explain the concept of comparison.
2. Let the learners give examples to compare the socio-economic activities in their own and in neighbouring districts.
3. Check that they give accurate information.
4. Let the learners complete Question 2 and 3 in the Pupil's Book on page 9.

Lesson 5 The importance of socio-economic activities PB p. 10–13

1. Go over the importance of socio-economic activities for development.
2. Check that learners understand the concept of development.
3. Let the learners do the exercise in the Pupil's Book on page 12.
4. Let the learners brainstorm the importance of socio-economic activities.
5. Ask them to add examples to those given.
6. Let the learners participate in the debate topic given in the Pupil's Book on page 13.

Lesson 6 Formal assessment PB p. 12

Use this lesson to give the learners a test on Topic 1 (Pupil's Book page 14). It is important that you assess their understanding and knowledge of this topic, as this forms the basis of much of the work the learners will do in this subject. Revise as needed if learners do not yet fully understand this section.

10. Support for learners with special educational needs

Some learners have difficulties in using a map. Help them by asking them to move their fingers over the map. Guide them to trace their district with their fingers.

Get learners to use a stick draw to an outline of a district map in the ground or sand in the schoolyard. This map should be large enough for learners to stand in. Then let them call out the names of the districts, which neighbour their district. Get learners to mime the different socio-economic activities that happen in their and their neighbouring districts. The others must guess from their mimes, which activities these are.

You can get them to play a number of games in this map outline. This will help them to feel more familiar and at ease when using maps.

Remedial questions

1. What is a district?
Answer: An area in which people live.
2. Where is our district on the map?
Answer: Learners should be able to point out to the correct area on the map of Rwanda.
3. What are socio-economic activities?
Answer: Interaction between people when they make, buy and sell items.

Consolidation questions

- Which are the main socio-economic activities in your district?
Answer: Learners' answers will differ. For example: selling and buying vegetables and fruit, making and selling pottery, tourism.
- Why are socio-economic activities important?
Answer: This is how we meet others, make money to pay for our needs and prosper.
- Why do socio-economic activities differ from district to district?
Answer: What we grow, make and sell will depend on the possibilities in our area and the environment. Not every district has the same environment, so we base our activities on what is possible and what is around us.

11. Extension Learning

Imagine you are an economic adviser for your district. How can you help your community develop socio-economic activities? Answer the questions.

- Which socio-economic activities do you think are missing from your district?
Answer: Learners' answers will vary. For example: We need more tourists/tourism in our area, so we need to open a game park in our district to attract tourists to come and spend money here.
- Why would it be useful to attract tourists?
Answer: Tourists bring job opportunities, more trade and money into an area.
- How can these socio-economic activities be included? Give practical ideas.
Answer: We can set aside an area on the mountainside where not many people live to be a protected game area. There are already a lot of birds here, so we can advertise this as a place where

tourists interested in birds can come to take photographs of our special birds. We can build small huts for them to stay in so they can spend more time in the park. We can advertise this on the internet and make a website for our new game park.

12. Assessment

Formative

Check if learners can do all the exercises and activities in this unit. Observe how they work with the map and if they can locate their district, as well as neighbouring districts.

Record a continuous assessment mark for the activity in the Pupil's Book on page 9 and the exercise in the Pupil's Book on page 12.

Summative

Allocate marks for the activity in the Pupil's Book on page 3 where learners have to draw a map of the district. Use this rubric.

	Poor	Must improve	Good	Excellent
Map shape/outline	1-2	3	4	5
Map accuracy	1-2	3	4	5
Effort	1-2	3	4	5
Total: 15				

13. Suggested answers

Oral activity

PB p. 3

- People are walking to a market. They are gathering at a market.
- They are buying and selling goods.
- The shop/market/cafe
- Food/milk/vegetables/meat/matches/clothes/shoes
- Learners will list local places.

Activity 1.1

PB p. 4

1-5. Learners' answers will differ. Check that they can identify their own district, describe its size in comparison to other districts and identify neighbouring districts. Learners' maps of their own districts will differ. See the marking rubric on page 4 of this Teacher's Guide as a reference.

Exercise 1.1

PB p. 7

1-2. Learners' answers will differ. An example is: growing vegetables and selling them at the market; selling mobile phones and airtime; catching fish and selling them; cooking food and selling; making clothes and selling it; organising and planning weddings for a fee; taking tourists to visit our main assets.

Activity 1.2

PB p. 9

1-2. Learners' answers will differ. They should be able to differentiate between similar and different activities. For example, in the area where the lake is, fishing will be an activity, as well as taking people on boats. In areas where there is no lake, fishing will not be an activity.

Exercise 1.2

PB p. 12

1. Learners' answers will differ. An example is: Socio-economic activities help a district to develop. Employment helps people to earn money which they use to spend and buy. That means more people will develop, make and sell things, since they earn more money. When people visit a district,

they may want to buy or sell goods while visiting the place. Tourism in the district will force the people to build hotels, hostels and roads. They will open restaurants or eating places. People who make crafts and pottery will open stalls. They will sell these items. Tourist guides will get work. They will show tourists our country. More money will come into the district.

2. Learners' answers will differ. An example is: These activities are important for our district because it helps it to grow and prosper. For example, agriculture helps people to be employed. It also feeds people. If we did not have farms, we would not eat. Trade helps us to earn money. Then our district can have buildings, schools and hospitals. If we sell and buy, our economy gets strong. When our economy is strong, people in other countries will invest in our districts.

Activity 1.3

PB p. 12

Learners should come to the conclusion, after they have presented the facts, that socio-economic activities are good for our district.

Self-assessment

PB p. 13

1. Learners' answers will differ. Check that they can list socio-economic activities in their own districts as well as in neighbouring districts, and show the differences.

2. Some activities are the same because our areas are similar. People need the same things. People grow the same things.

3. Some of the activities are different because we live in different areas with different resources. We have different opportunities, needs and possibilities.

Formal assessment

PB p. 14

1. Allocate marks as follows:

- Accuracy of outline of district ✓
- Accuracy of shape of district ✓
- Insertion of three important landmarks ✓✓✓ (5)

2. a. Learners' answers will differ.

For example:

People are being transported on a cycle. ✓ People are entering a store to buy items they need. ✓ People are talking to each other and meeting each other. ✓ People are going on a visit. ✓ (4)

b. Learners' answers will differ. For example:

Growing tomatoes, selling maize, cultural events, going to church and mosque, taking tourists to our park. ✓✓ (2)

c. It helps us to develop our area.

We get more roads, better buildings, more schools and clinics. ✓✓ There is more employment. ✓ It brings people to our area and more businesses will start. ✓ (4)

Total marks: 15

UNIT 2 Basic human and children's rights

(Pupil's Book page 16–29)

Key unit competence: Recognise basic human and children's rights and fight for them

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Identify basic human and children's rights.
- State forms of child abuse and ways of preventing them.
- Give the meaning of equality and equity.
- State different forms of sexual abuse.

Skills

- Respect principles of human and children's rights.
- Analyse how equity and equality is carried out in our district.
- Identify ways of promoting equity and equality in our district.
- Identify elements of gender-based violence.

Attitudes and values

- Show self-respect, respect and tolerance of the other.
- Report child abuse practices and cases to parents, guardians, teachers and police.
- Appreciate the importance of basic human rights and children's rights.
- Exhibit behaviours that promote equity and equality.
- Show concern on gender-based violence and sexual abuse.
- Communicate willingly in matters concerning sexual abuse.
- Describe elements of gender-based violence and sexual abuse.
- Find out different ways of preventing gender-based violence and sexual abuse.

1. Content summary

Human rights

- Basic human rights and children's rights.

Child abuse

- Importance of respecting basic human and children's rights.
- Need for self-respect, respect and tolerance of the Equity and Equality in our District
- Definition of equity and equality.

- Ways of promoting equity and equality in our District.
 - Importance of equity and equality in our district and in society.
 - Gender-based violence and sexual abuse
- #### Sexual abuse
- Effects of gender-based violence and sexual abuse
 - Ways of preventing gender-based violence and sexual abuse.

2. Background notes

Basic human rights are cited in the Rwandan Constitution as well as in the Universal Declaration of Rights. The African Union also has a declaration on the rights of the child.

3. Key vocabulary

power, protect, fair, respect, harm, tolerant, accept, different, child abuse, private parts, genitals, uncomfortable, forced, emotions, neglected, prevent, equality, equity, gender, effects, secret

4. Competencies practised

Basic

- Literacy: Reading a variety of texts accurately and quickly
- Citizenship and national identity: Advocating for a harmonious and cohesive society and working with people from diverse cultural backgrounds.

General Generic

- Creativity and innovation: Respond creatively to the variety of challenges encountered in life
- Research and problem solving: Be resourceful in finding answers to questions and solutions to problems
- Communication skills in languages subjects and other subjects: Developing and communicating messages and speech appropriate to the target recipient or audience.
- Cooperation: Cooperating with others as a team in whatever task may be assigned and Practising respect for the rights, views and feelings of others and Demonstrating a sense of personal and social responsibility and making ethical decisions and judgments.

Specific

- Respect principles of human and children's rights.
- Analyse how equity and equality is carried out in our district.
- Identify ways of promoting equity and equality in our district.
- Identify elements of gender-based violence.
- Describe elements of gender based violence and sexual abuse.
- Find out different ways of preventing gender-based violence and sexual abuse

5. Cross-cutting issues

Peace and Values Education

- Pupils learn that we need to live in a peaceful way with each other. Emphasise that we must never hurt other people.

Gender

- Pupils are reminded that men and women, and boys and girls, must be treated equally. They are encouraged to respect each other.

6. Classroom organisation

Learners work alone, in pairs and in groups.

7. Teaching materials

Rwandan Constitution, posters showing human and children's rights, crayons to draw with

8. Before you start

Ask learners to look at the picture in the Pupil's Book on page 15. Ask them to explain what the word peace means. Then get the learners to look at the picture on page 17. Let them discuss the answers to the questions in small groups.

9. Teaching steps: (10 lessons)

Lesson 1 Human rights *PB p. 17*

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

Lesson 2 Children's rights *PB p. 19*

1. Explain children's rights.
2. Let learners do the exercise in the Pupil's Book on page 19.

Lesson 3 Respect and tolerance *PB p. 20*

1. Give examples of respect and tolerance.
2. Ask the learners to add examples.
3. Let the learners do the exercise and activity in the Pupil's Book on page 20.

Lesson 4 Child abuse *PB p. 20–22*

1. Explain the meaning of child abuse.
2. Go over the different forms of abuse.
3. Let the learners do the exercise in the Pupil's Book on page 22.

Lesson 5 Child abuse *PB p. 22*

1. Revise the forms of abuse and check how learners did in the exercise.
2. Let the learners do the activity in the Pupil's Book on page 22.

Lesson 6 How to prevent child abuse *PB p. 23*

1. Go over the ways of preventing child abuse.

2. Explain how to report child abuse.
3. Remind learners that it is best not to keep abuse a secret; talking about it is best.
4. Let the learners do the activity in the Pupil's Book on page 23.

Lesson 7 Equality and equity *PB p. 24*

1. Carefully explain the meanings of equality and equity.
2. Let the learners do the exercise in the Pupil's Book on page 24.
3. Check that they understand the difference.

Lesson 8 Importance of equity and equality in our district and society *PB p. 25*

1. Explain why equality and equity in our district is important.
2. Ask the learners to add ideas on how to promote equality and equity.
3. Let the learners do the exercise and activity in the Pupil's Book on page 25.

Lesson 9 Sexual abuse *PB p. 26–27*

1. Explain the meaning of sexual abuse.
2. Explain the meaning of gender.
3. Discuss gender-based violence and sexual abuse.
4. Ask the learners to do the exercise in the Pupil's Book on page 26.

Lesson 10 Preventing gender-based violence and sexual abuse *PB p. 27–29*

1. Discuss the effects of gender-based violence and sexual abuse.
2. Ask the learners to add examples.
3. Explain how to prevent gender-based violence and sexual abuse.
4. Let the learners do the activity in the Pupil's Book on page 28.

10. Support for learners with special educational needs

It is especially important for learners with special needs to know they have the same human rights and children's rights as everybody else. Ask learners to role-play how and where to report abuse and rights violations.

Get learners to make a poster with the names of people they can report to, and the contact details of trusted adult in their area.

Ask learners to identify a safe house in the area with a trusted adult, as a place they can run to in the case of abuse.

Remedial questions

1. Name two basic human rights.
Answer: The right to equality, the right to life
2. Name two children's rights.
Answer: The right to a name, the right to be cared for
3. Give an example of child abuse.
Answer: When you are beaten in a bad way that leads to bleeding or are seriously hurt.

Consolidation questions

1. How will you show self-respect, respect and tolerance of others?
Answer: I will like myself and not take part in risky behaviour that can harm me and I will believe in myself. I will be kind and polite to others and not discriminate against them. I will listen to others and accept that they have a right to have different viewpoints and beliefs, and that we can still be friends even if they are different.
2. What does equality and equity mean?
Answer: Equality is being treated the same and equity is being treated fairly so you have the same chances.

3. What is sexual abuse?
Answer: When a person touches you on your private parts or genitals, forces you to have sex or rapes you.

11. Extension learning

1. Why does child abuse happen?
Answer: Some people are bullies and know that children cannot protect themselves because adults are bigger and more powerful, so they abuse their power to hurt children. Others were abused when they were children and think this is normal behaviour. Sometimes when people are drunk or under the influence of drugs, they do bad things. Other people are angry and frustrated and take it out on children.
2. How can we promote gender equality?
Answer: Treat people equally and with respect. Never abuse women and girls. Give women leadership roles. Ban forced marriages.
3. What are the effects of gender-based violence and sexual abuse in your district?
Answer: People suffer. Women get hurt. Girls get pregnant at a young age and drop out of school. Then they do not complete their education. There is more poverty if people do not have an education. There is also a lack of trust as the abusers will not be trusted.

12. Assessment

Formative

Observe how learners do in the exercises and activities. For a continuous assessment mark, assess:

- learners' drawings of the different kinds of abuse in the Pupil's Book on page 22.
- learners' drawings showing the difference between equality and equity in the Pupil's Book on page 24.

- Learners' role-play showing equality and equity in the Pupil's Book on page 25.
- learners' answers to the assessment activity in the Pupil's Book on page 28.

Summative

Give learners the formal assessment in the Pupil's Book on page 29 as a test.

13. Suggested answers

Oral activity

PB p. 17

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

Exercise 2.1

PB p. 19

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

- The right to be cared for. My grandmother looks after me.
 - The right to an education. I go to school.
 - The right to healthcare when I am sick. I go to the clinic when I am sick.
3. They help to protect you. Rights keep you safe and require people to treat you in a good and fair way. We can live in a happy and peaceful way if we have rights.

Exercise 2.2

PB p. 20

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

Activity 2.1

PB p. 20

1. This is the only way we can promote human rights. We cannot expect others to respect our rights if we do not do the same. We can only live in peace if we respect rights.

Exercise 2.3

PB p. 22

1. Physical abuse is when your body is hurt by, for example, burning you with a cigarette. Sexual abuse is when somebody makes you have sex with them or when they touch your genitals or make you touch theirs. Emotional abuse is when you are made to be afraid all the time, or called bad names. Neglect is when people do not look after you and you have no food to eat.
2. It is very bad. It should not happen. It makes me angry, sad and scared.

Activity 2.2 *PB p. 22*

1. Learners' drawings will differ. Check that they understand the different types of abuse.

Activity 2.3 *PB p. 23*

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

Exercise 2.4 *PB p. 24*

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

Exercise 2.5 *PB p. 25*

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

Activity 2.4 *PB p. 25*

Learners' role-plays will differ. Check that they can model good behaviour showing respect, fairness and non-discrimination.

Homework *PB p. 25*

I learnt that I must show respect to all other people.
I have to be fair towards others.
I must not discriminate against others, even if they are different from me.
I must be kind and helpful to everybody.

Exercise 2.6 *PB p. 26*

- a) Examples of gender-based violence are when a husband beats his wife, or a male family member beats a female family member, a boyfriend beats his girlfriend, a manager beats a female employee, a girl is kidnaped or sold to be married, a woman is forced to work as a slave.
Examples of sexual abuse are when other people force you to take your clothes off, take pictures of you when you are naked, make you touch them, touch you on your private parts/genitals, force you to have sex or rape you.
- b) This happens when there is inequality.

When people have more power over other people, they abuse them. It also happens because of the beliefs people have that they are better than another gender. When there is no human rights and no respect, then abuse happens. Some people were abused when they were young so they continue with the abuse because they think it is normal.

Activity 2.5 *PB p. 28*

Treat people as equals; do not favour boys over girls or men over women. When this happens, tell the police, a teacher or person you trust. Talk about it so that it does not become a secret. Tell people about human rights. Show people you respect them. Make sure there are strict laws so that abusers go to jail for a long time.

Homework *PB p. 28*

Treat people as equals; do not favour boys over girls or men over women. Make sure men and women, boys and girls have the same opportunities. Make sure all girls go to school. Share household chores so girls also have time to do their schoolwork.

Report gender-based violence and sexual abuse. Tell the police, a teacher or person you trust. Talk about it so it is not a secret. If people know you will report it, they will be more careful to not hurt people.

Never bully or hurt others. Promote equity. Tell people about human rights. Show people you respect them.

Explain to people why gender-based violence and sexual abuse is wrong.

Self-assessment *PB p. 28*

1. If we have equity and equality, we have human and children's rights. Then there will be no abuse. Our district will progress. We will have peace. We want to live in a happy and peaceful way in

- our district. To do so, we must have equality and equity. Then people will all be treated fairly.
2. I will speak up when I see unfairness. I will respect others and treat them equally. I will not follow practices that harm other people.
 3. Never bully or hurt others. Promote equity. Make sure men and women, boys and girls have the same opportunities. Make sure all girls go to school. Share household chores so that girls also have time to do their schoolwork. Report any abuse. Tell the police, a teacher or person you trust. Talk about it so that it does not remain a secret. Tell people about human rights. Show people you respect them. Treat people equally.

Formal assessment *PB p. 29*

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

Total marks: 15

UNIT 3 Hygiene

(Pupil's Book page 30–38)

Key unit competence: Demonstrate proper hygiene practices and environment cleanliness

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Identify basic hygiene practices and their importance to the environment.
- Identify waterborne diseases.
- Identify signs, symptoms and treatment of malaria.

Skills

- Carry out activities that promote good hygiene of their surrounding environment.
- Explain the importance of proper hygiene and problems caused by lack of proper hygiene to the environment.
- Explain waterborne diseases, causes, effects and prevention.
- Suggest different ways of preventing malaria.

Attitudes and values

- Appreciate and practise proper environmental hygiene.
- Show respect towards keeping environment clean.
- Show concern about waterborne diseases and malaria.
- Contribute to prevention of waterborne diseases and malaria.

1. Content summary

Hygiene

- Hygiene definition and hygiene practices.
- Problems caused by lack of proper hygiene.
- Importance of cleanliness of the environment.

Diseases

- Waterborne diseases (causes, effects and prevention).
- Malaria (causes, signs effects, treatment, prevention).

2. Background notes

Hand-washing is a core way to stop the spread of diseases. This habit should be taught to children at school. Try to organise clean water so that learners can wash their hands at school after they have been to the latrine and before they eat.

3. Key vocabulary

hygiene, environment, diseases, germs, spread, diarrhoea, cause, faeces, effect, preventable, purify

4. Competencies practised

Basic

- Literacy: Reading a variety of texts accurately and quickly.
- Science and technology: Apply science and technology skills to solve practical problems encountered in everyday life including efficient and effective performance of a given task

General Generic

- Lifelong learning: Coping with the evolution of knowledge and technology advances for personal fulfilment
- Critical thinking: Weigh up evidence and make appropriate decisions based on experience and relevant learning
- Creativity and innovation: Take initiative to explore challenges and ideas in order to construct new concepts.
- Research and problem solving: Explain phenomena based on findings from information gathered or provided
- Communication skills in languages subjects and other subjects: Developing and communicating messages and speech appropriate to the target recipient or audience
- Cooperation: Cooperating with others as a team in whatever task may be assigned and Advocating for personal, family and community health, hygiene and nutrition

Specific

- Carry out activities that promote good hygiene of their surrounding environment.
- Explain the importance of proper hygiene and problems caused by lack of proper hygiene to the environment.
- Explain water borne diseases, causes, effects and prevention.
- Suggest different ways of preventing malaria.

5. Cross-cutting issues

Inclusive education

- Remind pupils to always help others to keep clean. They should offer to help others who, for example, are not able to wash themselves. An awareness of the difficulties in completing every-day tasks such as washing, for people who are for example paralysed, is promoted.

Environment and sustainability

- Pupils are reminded to look after the environment and keep it clean. They realise the consequences of living in a dirty environment.

6. Classroom organisation

Learners work alone, in pairs and in groups.

7. Teaching materials

posters showing a clean environment and how to wash hands, mops, brooms, water buckets, soap

8. Before you start

Ask learners to look at the picture in the Pupil's Book on page 30. Ask them why we should wash our hands. Then let the learners look at the picture in the Pupil's Book on page 32. Let them discuss the picture in groups.

9. Teaching steps: (5 lessons)

Lesson 1 Hygiene

PB p. 32–33

1. Explain what hygiene means.
2. Explain the meaning of 'environment'.
3. Check that learners understand the concept of germs.
4. Go through the steps on how to be clean.
5. Let the learners do Activity 3.1 in the Pupil's Book on page 33.

Lesson 2 Hygiene *PB p. 34*

1. Explain how learners can keep the environment clean.
2. Let the learners do Exercise 3.1 in the Pupil's Book on page 34.
3. Ask the learners to give examples of how they can keep the environment clean.
4. Go through the importance of keeping the environment clean.
5. Let the learners do Activity 3.2 in the Pupil's Book on page 34.

Lesson 3 It is important to keep the environment clean *PB p. 34*

1. Use this lesson for learners to clean different areas of the school, as in Activity 3.3 in the Pupil's Book on page 34. Help learners to form groups and to choose areas that need cleaning.
2. Each group should choose a different area.

Lesson 4 Diseases *PB p. 35*

1. Explain what diseases are.
2. Explain waterborne diseases.
3. Go through the causes and effects of water-borne diseases.
4. Explain how to prevent waterborne diseases.
5. Let the learners do Exercise 3.2 in the Pupil's Book on page 35.

Lesson 5 Diseases *PB p. 36–38*

1. Go through the causes of malaria.
2. Explain the symptoms of malaria.
3. Let the learners do Question 1 of the activity on page 36.
4. Ask them to do Question 2 as a homework activity, or organise an outing for them to do the clean-up of mosquito breeding places in the area.

10. Support for learners with special educational needs

Get learners to role-play the spread of malaria. Some of them can role-play being mosquitoes, while others can be victims of mosquito bites. Also get them to role-play the different ways of preventing malaria.

Get learners to discuss where to obtain treated mosquito nets, and how to mend these if they are torn.

Remedial questions

1. Why do we need to wash our hands?
Answer: To keep clean and avoid getting sick.
2. When should we wash our hands?
Answer: Before eating; after going to the toilet.
3. What is hygiene?
Answer: Cleanliness.

Consolidation questions

1. How can you keep your environment clean?
Answer: Sweep, pick up waste and do not let dirt gather. Cover food. Keep the toilet area clean. Do not use the river or water sources as a toilet.
2. Why is it important to keep the environment clean?
Answer: To prevent diseases so that we stay healthy.
3. What is a waterborne disease?
Answer: A disease you get from germs in the water, or from harmful insects that breed in the water, like mosquitoes.

11. Extension learning

Imagine you are a doctor.

1. How would you know that a patient has malaria?
Answer: He/she would have these symptoms: feeling tired, coughing, sweating, fever, joint pains, headache.

2. How would you treat a malaria patient?
Answer: Prescribe tablets and lots of rest.
3. What advice will you give people to prevent malaria?
Answer: Keep the environment clean, do not let mosquitoes breed in still water, and sleep under a net.

12. Assessment

Formative

Allocate marks for continuous assessment for Activity 3.3 on page 34 in the Pupil's Book and Activity 3.4 on page 36.

Use this rubric to guide your marking.

	Poor	Must improve	Good	Excellent
1. Group found area that needs cleaning or mosquito breeding places.	1–2	3	4	5
2. Group is prepared with the necessary cleaning equipment.	1–2	3	4	5
3. Group can explain what and where they cleaned, and why it was important.	1–2	3	4	5

Summative

Let learners do the formal assessment in the Pupil's Book on page 38 as a homework exercise for marks.

13. Suggested answers

Oral activity *PB p. 32*

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

Activity 3.1 *PB p. 33*

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

Exercise 3.1 *PB p. 34*

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

Activity 3.3 *PB p. 34*

See the rubric for marking above.

Exercise 3.2 *PB p. 35*

1. a) Waterborne diseases are caused by dirty water and rivers. They are also caused by drinking dirty or unsafe water. If there are faeces in the water, it becomes dirty. When people go to the toilet near or in water, it becomes dirty.
b) The effects of these diseases are bad. You vomit and go to the toilet a lot. You cannot eat. You are weak. You may pass the diseases on to others. You can get dangerous diseases like cholera, diarrhoea, hepatitis, dysentery, typhoid and malaria.

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

Activity 3.4

PB p. 36

1. Malaria is caused by mosquitoes. When a malaria mosquito bites you, you develop malaria. You can get very ill and even die.
2. See the rubric on page 14 of this TG to assess how well learners clean up and destroy a mosquito breeding place.

Peer assessment

PB p. 37

1. Illness and serious diseases. Water sources get many germs and are breeding places for mosquitoes that cause malaria.
2. Learners' drawings should show a dirty water source or an old container filled with still water, and the mosquito eggs and larvae as well as the mosquitoes.

Formal assessment

PB p. 38

1. Cleanliness/to be clean ✓ (1)
2. Malaria ✓, cholera ✓ (2)
3. Diarrhoea/stomach upsets, ✓ vomiting, unable to eat or keep food in, dehydration and serious illness that spread quickly ✓ (2)
4. It prevents diseases. ✓ (3)
It prevents mosquitoes from breeding. ✓
It prevents germs from spreading. ✓
5. Clean the place. ✓ Pick up waste. Throw the old water in a container out and remove the container. ✓ (2)
6. a) Catching and eating a mosquito. ✓ (1)
b) It eats mosquitoes as well as mosquito eggs so it prevents them from breeding. ✓ (2)
- c) Keep water sources clean. ✓ Sleep under a net. Cover your arms and legs at dusk and dawn. ✓ (2)

Total marks: 15

UNIT 4 Economy

(Pupil's Book page 39–47)

Key unit competence: develop culture of making priorities and savings.**Learning objectives****At the end of this unit, learners should be able to:****Knowledge and understanding**

- Define needs and wants.
- Identify needs and wants in society.
- Identify different activities that generate income.
- Give examples of circumstances that affect people spending.

Skills

- Explain how the environment helps to meet human needs.
- Prioritise between needs and wants.
- Make a list of things that people spend money on.
- Explain importance of saving.

Attitudes and values

- Use environment properly to meet his /her needs.
- Be devoted to work (hard working).
- Use available resources properly.
- Develop a culture of saving.

1. Content summary

Needs and wants

- How the environment helps people to meet their needs.

Money

- Activities that increase income.
- Things people spend money on.
- Circumstances that affect people spending.
- Importance of saving and where to save money.

2. Background notes

If there are facilities in your area, ask a local bank representative to address the

class on how a bank works, or arrange a class outing to a local bank.

3. Key vocabulary

tourists, buy, transport, sell, emergency

4. Competencies practised**Basic**

- Literacy: Communicating ideas effectively through speaking using correct phonetics of words
 - Numeracy: Computing accurately using the four mathematical operations
- Entrepreneurship and business development: Applying entrepreneurial attitudes and approaches to challenges and opportunities in school and in life.

General

- Lifelong learning: Coping with the evolution of knowledge and technology advances for personal fulfilment
- Critical thinking: Weigh up evidence and make appropriate decisions based on experience and relevant learning
- Research and problem solving: Be resourceful in finding answers to questions and solutions to problems.
- Communication skills in languages subjects and other subjects: Developing and communicating messages and speech appropriate to the target recipient or audience.
- Cooperation: Cooperating with others as a team in whatever task may be assigned

Specific

- Explain how the environment helps to meet human needs.
- Prioritize between needs and wants.
- Make a list of things that people spend money on.
- Explain importance of saving.
- Create a saving means.

5. Cross-cutting issues

Environment and sustainability

- Pupils realise the importance of protecting the environment as part of sustaining our economy.

Financial Education

- Pupils know why it is important to save money. They learn that they should use money with great care. They learn not to waste money as it is a valuable resource.

6. Classroom organisation

Learners work alone, in pairs and in groups.

7. Teaching materials

money, illustrations of people buying and selling, items to demonstrate buying and selling such as food and clothes

8. Before you start

Let the learners look at the picture in the Pupil's Book on page 39. From this, you can introduce the concept of buying and selling. Also refer them to the pictures of markets in the Pupil's Book on pages 1 and 3.

9. Teaching steps: (5 lessons)

Lesson 1 Needs and wants *PB p. 41*

1. Explain the difference between needs and wants.
2. Ask learners to give examples to check their understanding.
3. Let learners do the activity in the Pupil's Book on page 37.

Lesson 2 The environment helps people with their needs *PB p. 42–43*

1. Revise the meaning of environment with the learners.
2. Explain how the environment helps us.
3. Ask the learners to add real examples from their own experiences.
4. Point out that we need to use the environment in a responsible way.
5. Let the learners do the activity in the Pupil's Book on page 41.

Lesson 3 Money *PB p. 43–45*

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

4. Let the learners do the exercise and activities in the Pupil's Book on page 44 and 45.

Lesson 4 It is important to save money *PB p. 45–46*

1. Explain why it is important to save money.
2. Ask the learners to add ideas on how to save money.
3. Let the learners do Activity 4.5 in the Pupil's Book on page 46.

Lesson 5 Formal assessment *PB p. 47*

Give this assessment as a class test.

10. Support for learners with special educational needs

Use coins in class to help learners count money. Help them to realise the value of money by asking them the different amounts of money.

Remedial questions

1. What is the difference between a need and a want?
Answer: A need is something you have to have and a want is something you would like to have.
2. What does the environment give us?
Answer: It provides us with our needs and wants.
3. What is money?
Answer: We use it to buy things and we get money if we sell things or when we have a job.

Consolidation questions

1. What does buying and selling mean?
Answer: To buy is to get something you need or want in exchange for money. To sell is to give something in exchange for money.
2. What affects how we spend money?
Answer: How much money we have and

what our needs and wants are.

3. Why is it important to save money?
Answer: Money is worth a lot and should never be wasted. Saving money helps you to buy bigger things and pay for emergencies or important things like education.
4. How can you save money?
Answer: Put it in a bank or give it to a trusted elder to keep for you.

11. Extension learning

1. Which activities are best at generating income?
Answer: Those that provide for people's needs and what they need most.
2. What is the best way to prioritise between needs and wants?
Answer: Make a list to compare and first check the needs before you look at the wants.
3. Where can you get the most interest on your money if you save it?
Answer: Check the different bank rates.

12. Assessment

Formative

Observe how learners do in the exercises and activities. Allocate a mark for continuous assessment from your observations of their role play of buying and selling (Activity 4.2 in the Pupil's Book on page 43). Use this checklist to help you to allocate a mark.

Marking checklist

Criteria	Mark
1. Group identifies what people spend money on.	2
2. Group identifies what affects how people spend money.	2
3. Group role-plays how to buy and sell.	2
4. Group understands the idea of buying and selling.	2
5. Group suggests useful items to sell to cover both needs and wants.	2
Total marks: 10	

Summative

Let the learners do the formal assessment in the Pupil's Book on page 47 as a class test.

13. Suggested answers

Oral activity *PB p. 41*

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

Activity 4.1 *PB p. 42*

- 1–4. Learners' lists will vary. They should include needs such as food and clothes. Their wants could include items such as a bicycle or a radio.
5. Some needs and wants will be the same; others will be different. However, most needs will include food, shelter and clothes.

Activity 4.2 *PB p. 43*

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

Exercise 4.1 *PB p. 44*

1. Money that you earn.
2. They work, sell things, make things, have a job or career.
3. Make food and sell it, grow fruit and vegetables and sell them, sell eggs, clean people's cars, cycles and motorcycles, make clothes, knit jerseys, weave hats, go to the market for others, write stories for the radio, do hair,

make useful items from recyclable goods such as using tins to be candle holders, clean yards for neighbours.

4. The harder you work, the more money you could earn.
5. Let each group choose three ideas to share and explain why these are the best ideas.

Activity 4.3 *PB p. 45*

- 1–5. Learners' shopping lists will differ. Check that they have realistic prices and can determine items they do not really need. Check that learners understand the concept of a waste of money.

Activity 4.4 *PB p. 45*

1. Their needs and wants such as food, transport, clothes, education, recreation and housing.
2. How much money they have, what their needs and wants are, how large their families are, and where they live.
3. Use the checklist in this TG on page 17 to allocate marks.

Activity 4.5 *PB p. 46*

1. To not waste money and to keep money in a safe place so you can use it later.
2. Money is worth a lot. If you save money, you will be able to use it for important things and for unexpected things.
3. At a bank or with an elder person who you trust.
4. In a bank, money box, with another person, in a safe place.
5. A bank is best because you can earn interest on your money.

Self-assessment *PB p. 46*

Learners assess how well they can do the items in the checklist of learning.

Formal assessment *PB p. 47*

1. Something you have to have in order to survive. ✓ (1)
2. Something that is nice to have that you wish for. ✓ (1)
3. A house ✓ and food. ✓ (2)
4. The trees provide shade, wood for fire and fruits to eat. ✓ The rivers provide water to drink and for washing. ✓ (2)
5. Growing maize and ground nuts; ✓ making and selling hats. ✓ (2)
6. Food ✓ and clothes. ✓ (2)
7. Mukesha wants to buy a new dress. The family have saved money to buy a radio. They cannot afford both.

- a) Buy the radio and then next time they have money buy Mukesha's dress, or buy a smaller radio and some material and Mukesha's family can help her to make the dress. ✓ (1)
- b) Growing vegetables, keeping chickens and selling eggs, braiding other people's hair. ✓ (1)
- c) Put her money that she earns into a box and never open the box until she has enough for a dress. ✓ (1)
- d) So you can buy what you need and also if there is a sudden illness or need in the family to pay for medicines or transport. ✓ (1)
- e) We buy what we need and want with money. ✓ (1)

Total marks: 15

UNIT 5 Civics and governance

(Pupil's Book page 48–58)

Key unit competence: Describe the Rwandan coat of arms, acceptable behaviour and District leadership.

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Identify different elements of Rwanda coat of arms.
- Define harmony and disharmony.
- Define a leader and leadership.
- Name the main district leaders and their roles.

Skills

- Describe the Rwandan coat of arms.
- Draw the national coat of arms.
- Explain causes, consequences of disharmony and ways of promoting harmony.
- Describe qualities of a good leader.
- Draw a district organigram.

Attitudes and values

- Acknowledge the importance of Rwanda coat of arms.
- Show respect for national symbols.
- Acknowledge the importance of harmony among peers.
- Show concern about bad behaviour and report to elders.
- Practice acceptable behaviours.
- Imitate good behaviours from peers and adults.
- Acknowledge the importance of leaders in our district.
- Show respect and collaborate with leaders.

1. Content summary

National symbols

- Rwandan coat of arms.
- Acceptable behaviour
- Harmony and disharmony among peers.
- Factors that can cause disharmony.
- Consequences of disharmony.
- Ways of promoting harmony.

Leadership

- Leadership and qualities of a good leader.

- Main leaders of our district, their respective positions and roles.
- How leaders are elected.

2. Background notes

Symbols are used in most organisations as well as for national identity. It is important to be aware of their value in creating group cohesion.

3. Key vocabulary

symbol, patriotism, emblem, harmony, transparency, disharmony and enlightenment

4. Competencies practised

Basic

- Literacy: Reading a variety of texts accurately and quickly
- Citizenship and national identity: Demonstrating respect for cultural identities and expressing the role of the national language in social and cultural context and Showing national consciousness, a strong sense of belonging and patriotic spirit.

General Generic

- Lifelong learning: Exploiting all opportunities available to improve on knowledge and skills.
- Critical thinking: Think reflectively, broadly and logically about challenges encountered in all situations
- Research and problem solving: Be resourceful in finding answers to questions and solutions to problems
- Communication skills in languages subjects and other subjects: Using oral and written language to discuss, argue and debate a variety of themes in a logical and appealing manner.
- Cooperation: Cooperating with others as a team in whatever task may be assigned.

Specific

- Describe the Rwandan coat of arms.
- Draw the national coat of arms.
- Explain causes, consequences of disharmony and ways of promoting harmony.
- Describe qualities of a good leader.
- Draw a district organigram.

5. Cross-cutting issues

Peace and Values Education

- Pupils learn the importance of promoting peace and harmony. They are reminded to avoid conflict.

Standardisation Culture

- Pupils realise that leaders are our role-models. They set the standards which we should follow. This helps us to develop as a nation.

6. Organisation

In this lesson learners will be working in pairs and working in groups. You will need to organise the classroom to allow for this. There are also drawing activities and wall space will need to be allocated to display the drawings of the Rwandan coat of arms.

7. Teaching materials

Pictures of the Rwandan flag and coat of arms, pictures of other coats of arms, poster paper, crayons and coloured pencils, Pupil's Book, Teacher's Guide

8. Before you start

Introduce the lesson by asking the learners what emblem is on the football jersey of the national team. Talk about why there is an emblem on the jersey and introduce the topic of team spirit. The emblem leads to national team spirit and national identity. Most learners will be aware of the emblem on the football jersey, but make sure that you explain this to any learners who have not seen it before. Also explain the meaning of the emblem on your school badge if you have one. Assess prior learning as remedial work is necessary if the learners do not have the requisite prior knowledge.

9. Teaching steps: (7 lessons)

Lesson 1 National symbols *PB p. 50*

1. Use the questions on page 50 to introduce the topic and discuss national symbols.
2. Introduce the Rwandan coat of arms and explain the meanings of the different picture on the coat of arms.

Lesson 2 The national coat of arms of Rwanda *PB p. 51*

1. Learners draw the Rwandan coat of arms and explain each of the pictures/ symbols.

Lesson 3 Coats of arms of neighbouring countries *PB p. 52*

1. Show learners some pictures of the coats of arms of different countries.
2. Talk about the use of animals as symbols and get the learners to suggest some of the animals and draw them.
3. Talk about having respect for the coats of arms of other countries.

Lesson 4 Living in harmony *PB p. 52–53*

1. Explain why having a national identity helps us to live in harmony as a country.
2. Ask learners to think about what happens when we do not live in harmony.
3. Work through the case study.

Lesson 5 Living in harmony *PB p. 54*

1. Complete this section, working through the activities on acceptable and unacceptable behaviour.

Lesson 6 Leadership in our district *PB p. 55*

1. Introduce the topic of leadership and ask learners to think about what is needed in a good leader.
2. Describe bad leaders.

Lesson 7 The main leaders of our district *PB p. 55–56*

- Discuss leaders in the community and explain how your district is run.
- Activities and exercises can be completed in class or at home.
- The self-assessment and formal assessment can be used for assessment or revision.

10. Support for learners with special educational needs

It is important to build the self-esteem of learners with special needs. Make an effort to praise them often, for example for trying and persevering.

Ask learners to role-play what to do when others are rude to them.

Ensure all learners get turns to be a leader when they do group work. It is especially important for learners with special needs, to also have this opportunity.

Remedial questions

1. Point to the Rwandan national coat of arms.
Answer: Learners should be able to do this.
2. Write down forms of acceptable behaviour.
Answer: Respecting other people, being polite, being tolerant, helping each other and being kind, working hard, taking responsibility if we make a mistake.
3. What is the title of the person in charge of our district?
Answer: Mayor

Consolidation questions

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

Answer: Learners use the information provided in the unit.

11. Extension learning

1. What is the motto on the Rwandan coat of arms and what does it stand for?
Answer: Ubumwe (unity), Umurimo (work) and Gukundaigihugu (patriotism)
2. Find out the name of your local leader/chief.
Answer: Answers will vary.
3. What would you do if you noticed someone in your class being very rude to another learner?
Answer: Report it to your teacher.

12. Assessment

Formative

Grade formative assessments: Red=No, Amber=Not Sure or Green=Yes.

The learner:	
can read and answer the questions	
can identify types of symbols	
takes part in role-plays	
discusses the issues	
shows creativity in drawing	
shows critical thinking around harmony and leadership	
can do research and solve problems	
shows cooperation within the group	

Summative

The learner:	Has not answered questions at all	Has answered questions but not completed drawings	Some attempt to answers questions and complete drawings. Spelling mistakes	Has completed all questions correctly and neatly with no spelling mistakes
	0	15	17	20

[This is advice on WHAT to assess and how to award marks or a score via a simple rubric – do not include extra questions.]

13. Suggested answers

Oral activity *PB p. 50*

Learners draw and display the Rwandan coat of arms. They should list the meanings of the different symbols. The meanings are in the Pupil's Book. If necessary, explain the meanings of the different symbols.

Activity 5.1 *PB p. 51*

- Discuss these questions in your groups.
1. Does every soccer/football team have a leader?
Yes
 2. Why does the team have a leader?
Answer: The leader gives the team direction and makes sure they work together as a unit.
 3. Does your class have a leader?
Answers will vary but usually a class has a class captain and often one person serves as an unofficial leader

4. Does our country have leaders?
Yes, we have a prime minister and government officials.
5. Why do we need leaders?
So that our country is organized and run in the best possible way
6. Would you like to be a leader? Why?
Answers will vary

Activity 5.2 *PB p. 52*

See Pupil's Book p. 52 for the correct coats of arms.

Homework *PB p. 52*

Learners draw pictures of animal and suggest its totem quality. Examples: eagle – speed; elephant – patience; tortoise – purposefulness/endurance; lion – strength/power; owl – wisdom.

Exercise 5.1 *PB p. 53*

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

Activity 5.3 *PB p. 54*

1. A possible list:
 - Being rude
 - Lying, being dishonest or cheating
 - Taking drugs
 - Treating people badly, especially treating women and children badly
 - Fighting
 - Being lazy or not helping other people
 - Damaging property.
2. a) Actions such as being rude, not sharing books, being untidy, laughing at other learners, bullying. Answers will vary.

b) Being considerate and polite will reduce disharmony.

Activity 5.4 *PB p. 54*

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

Activity 5.5 *PB p. 55*

Learners should identify leadership through a church leader, a charity organisation leader, a business manager and a teacher.

Activity 5.6 *PB p. 55*

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

Activity 5.7 *PB p. 57*

The names of the leaders will vary according to the district. Learners draw an organigram showing the mayor at the top and the other leaders below the mayor.

Self-assessment *PB p. 57*

1. Learners can use the list in the Pupil's Book.
2. The act of directing others towards a goal or purpose
3. Learners choose any leader of their district.
4. Learners draw the national coat of arms of Rwanda and explain the meaning of at least four elements in it.

Formal assessment *PB p. 58*

1. Harmony occurs when we work and live together peacefully and disharmony occurs when there is conflict. (2)
2. Conflict over land, intolerance of different beliefs, lack of respect for other tribes. (Answers will vary) (3)
3. Answers will vary. Damaging local property leads to disharmony. (4)
4. Mayor (1)
5. Learners can choose any 2 symbols (2 marks for drawing and 2 for explanation). (4)
6. One mark for each quality chosen from the list. (2)
7. So that they will be effective, so that we can trust them, so that we achieve our goals. (2)

8. Behaviour that society approves of, for example caring for the aged. Examples will vary. (2)
9. The national coat of arms of Rwanda (1)
10. Green ring with a knot: development through hard work. Basket: Rwandan culture of saving, solidarity and sharing. Cogwheel: science and technology, and industrial development. Shields: patriotism, defense of national sovereignty, integrity and justice. (4)

Total marks: 25

UNIT 6 Important places and public assets in our district

(Pupil's Book page 59–68)

Key unit competence: Recognise the importance of public places and assets in the District and how to preserve them.

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Identify important places in our district.
- Mention the problems facing important places in our district.
- Identify main public assets in our district.

Skills

- Describe important places in our district.
- Find out ways of preserving important places.
- Explain the importance of these places.
- Differentiate public assets from private assets.
- Explain the importance of public assets.
- Describe different ways of preserving public assets.

Attitudes and values

- Show concern on how important places must be preserved.
- Acknowledge the importance of public assets.
- Show concern on preserving public assets.

1. Content summary

Important places in our district

- Important places in our District (Museums, Genocide memorial sites, Game parks, public gardens) and their importance.
- Preserving important places.

Public assets

- Main public assets in our district.
- Importance of public assets in our district.

- Ways of preserving and protecting public assets.

2. Background notes

Learners should go for three outings in this topic. Plan the outings well before the time. A suggestion is to let learners do two outings in class time and one outing in their free time, such as on a Saturday.

3. Key vocabulary

preserve, beautiful, public asset, private, valuable

4. Competencies practised

Basic

- Literacy: Expressing ideas, messages and events through writing legible texts in good handwriting with correctly spelt words.
- Citizenship and national identity: Advocating for the historical, cultural and geographical heritage of the nation within the global dimension.
- Science and technology: Develop a sense of curiosity, inquisitiveness and research to explain theories, hypotheses and natural phenomena.

General Generic

- Lifelong learning: Seeking out acquaintances more knowledgeable in areas that need personal improvement and development.
- Creativity and innovation: Use imagination beyond the knowledge that is provided in order to generate new ideas to enrich learning.
- Research and problem solving: Explain phenomena based on findings from information gathered or provided
- Communication skills in languages subjects and other subjects: Developing and communicating messages and speech appropriate to the target recipient or audience.
- Co-operation: Perform practical activities related to environmental conservation and protection.

Specific

- Describe important places in our district.
- Find out ways of preserving important places.
- Explain the importance of these places.
- Differentiate between public and private assets.
- Explain the importance of public assets.
- Describe different ways of preserving public assets.

5. Cross-cutting issues

Environment and sustainability

- Pupils learn that our important places help us take protect and care for the environment. They realise it is necessary to respect and look after all our important places.

Genocide Studies

- Pupils know why they should protect important places. They study the example of the Genocide Memorial Centre. This reminds them that we must all make sure we never have any genocide again.

6. Classroom organisation

Learners work alone, in pairs and in groups.

7. Teaching materials

crayons, illustrations of public places and assets, information on places to use for a class outing, cleaning tools like buckets and brooms

8. Before you start

Ask learners to look at the picture in the Pupil's Book on page 59. Ask the learners if any have been to this national park. Ask them what they saw there. Then let the learners look at the picture in the Pupil's Book on page 61 before they answer the questions orally in groups. Check if they understand the concept of a tourist. Explain if they do not. Then let them continue discussing the picture.

9. Teaching steps: (6 lessons)

Lesson 1 Important places in our district

PB p. 62

1. Explain what an important place is.
2. Ask learners to list important places they have seen or heard about.
3. Explain the different types of important places.

- Get learners to do the exercise on Pupil's Book page 61.

Lesson 2 Important places in our district PB p. 63–64

- Continue by letting the learners explore important places.
- Get them to look at and discuss the pictures in the Pupil's Book on page 63.
- Ask the learners to find important places on the map in the Pupil's Book on page 64 in their district.
- Let the learners do the activity in the Pupil's Book on page 64.

Lesson 3 Public assets PB p. 65

- Explain the meaning of a public asset.
- Ask the learners to give examples.
- Let the learners do the exercise in the Pupil's Book on page 65.

Lesson 4 Preserve and protect public assets PB p. 66

- Ask the learners why they think we need to preserve and protect our public assets.
- Check if they understand the meaning of preserve and protect.
- Let the learners do the activity in the Pupil's Book on page 66.

Lesson 5 Visits and outings PB p. 67

- Organise for the class to visit an important place that is nearby.
- Let the learners answer the questions on Visit 1 in the Pupil's Book on page 67 in writing when they return.

Lesson 6 Visits and outings PB p. 67–68

- Organise a visit to a public asset near the school.
- Let the learners answer the questions on Visit 2 in the Pupil's Book on page 67 in writing when they return. Visit 3: Note: You could use class time or a Saturday to get the learners to clean up a nearby public asset for Visit 3.

10. Support for learners with special educational needs

Explain the meaning of the term important places again so that learners understand the concept.

Get learners to draw important places. Let them share in small groups why these places are important.

Ask learners to role-play visiting an important place, before they go on an outing. Let them demonstrate what they should do, what to look for, and what questions to ask.

Remedial questions

- What is an important place?
Answer: A place of value for our nation.
- What is a public asset?
Answer: A useful facility that all of us can use.
- What does it mean to preserve a public asset?
Answer: To look after it and keep it in good working condition.

Consolidation questions

- What are important places in our district?
Answer: Museums, national parks, memorial sites, public gardens.

- What are public assets in our district?
Answer: Wells, hospitals, magistrate's courts, police stations.
- How can we look after our important places and public assets?
Answer: Keep them clean, follow the rules when you visit, offer your help to maintain and keep them clean, respect the places.

11. Extension learning

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

- What message will you give the visitors about how to behave?
Answer: Treat the place with respect. Show you care and make sure you leave only footprints, not anything else. Do not harm the animals or plants. Do not spoil the visit for others by behaving in a bad or rude way. Do not make a mess in the latrines. Treat the place with the same respect as you would treat your own home.
- How will you preserve the park?
Answer: Make sure that visitors follow the rules. Never kill the animals or chop down the trees. Organise for volunteers to help care for the place. Raise funds so that we can keep the place in a good condition. Advertise for tourists to visit the park so we can earn enough money to keep the place in good working order.
- How will you explain to visitors that the place is important?
Answer: This place is part of our heritage and country. We are very proud of this place. Many people visit this place. Here we preserve animals and plants. This means future generations will also be able to enjoy

and see the plants and animals. If we do not have this place, the animals and plants may become extinct.

12. Assessment

Formative

Use any one of the three outings to add to learners' continuous assessment marks. Use this rubric to guide your marking.

	Weak	Must improve	Good	Excellent
1. Group behaved well during the visit. They followed the rules. They observed, asked questions, made notes.	1–2	3	4	5
2. Group was able to answer the questions in writing after the visit.	1–2	3	4	5
3. Group benefited from the visit and learned more about important places/public assets.	1–2	3	4	5
Total marks: 15				

Summative

Use Exercise 6.2 in the Pupil's Book on page 66 for summative assessment.

Marking checklist to guide you in marking learners' drawings

The learner:	Mark
1. can identify a public asset	2
2. can draw a public asset	2
3. can show how to look after the public asset by drawing useful, practical and doable actions	4
4. can explain her/his drawing to the class.	2
Total marks: 10	

13. Suggested answers

Oral activity

PB p. 61

1. A person who travels to visit our country.
2. Yes/no; in the street, at a hotel, at a national park, in a bus.
3. They spend money here and learn more about our country.
4. Our national parks, important places and beautiful places.
5. To a national park or a museum.
6. Example: I would like to see the three national parks.

Exercise 6.1

PB p. 62

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

Activity 6.1

PB p. 64

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

Advertise so people know about the places and more tourists will visit. Have guards to look after the places so people do not steal. Make sure learners visit these places so they can learn to appreciate them.

6. Learners' drawings should show they could identify an important place in the district and know about its features.

Exercise 6.2

PB p. 65

1. Something that belongs to all Rwandan people, for example a water source such as a well, market, hospital, police station, magistrate's court.
2. A public asset belongs to all of us and we can use it. A private asset only belongs to a few people and not everybody can use it.
3. Learners' answers will differ. They should be able to list the main public assets.
4. Learners' answers will differ. They should be able to point out the use and why we need the asset. For example, the well is a source of water and we use the water for drinking and washing; we cannot live without water.
5. No, I would not like to live in such a place. I will suffer because there will be no police station, there will be no market to go to so I won't be able to buy or sell, there will be no hospital when I am sick, and there will be no water to drink.

Activity 6.2

PB p. 66

1. Learners' drawings will differ. See the marking guide in this TG on page 27.

Self-assessment

PB p. 68

Learners will assess themselves.

1. Learners' lists will differ, depending on the district. Check for accuracy.
2. Learners' lists will differ, depending on the district. Check for accuracy.
3. These are national treasures where we preserve our animals and plants so that everybody can see and enjoy them. In our museums we learn about our history. We learn from the past in order not to make the same mistakes again; therefore we have national memorial sites.

4. We all use the places as they belong to all of us.
5. Always treat the places with care and respect. Follow the rules there. Never break or steal or litter. Give of your free time to help to look after the place.

Sub-topic: Environmental geography

UNIT 7 Weather, flora and fauna

(Pupil's Book page 69–81)

Key unit competence: recognise the importance of weather, flora and fauna in the District and how to preserve them.

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- State main elements of weather.
- Suggest ways of preventing effects of bad weather.
- Define flora.
- Define fauna.
- Identify different ways of preserving fauna.

Skills

- Design simple weather instruments (rain gauge, thermometer).
- Differentiate between bad weather and good weather.
- Describe how weather affects human beings and vegetation.
- Explain the importance of flora.
- Discuss ways of preserving flora.
- Explain the importance of fauna.

Attitudes and values

- Acknowledge the importance of weather.
- Recognise man's role in contributing to good weather.
- Acknowledge the importance of flora.
- Show respect to flora.
- Contribute to community practices that protect vegetation.
- Acknowledge the importance of fauna.
- Show respect to fauna. Participate in community practices that protect fauna.

1. Content summary

Weather

- Weather and its elements.
- Simple instruments used to measure and record elements of weather.
- Effects of weather to human activities and vegetation.
- Problems caused by weather.

- Measures to overcome problems caused by weather.

Flora

- Flora and its importance in our district.
- Ways of preserving flora.

Fauna

- Fauna and its importance.
- Ways of preserving fauna

2. Background notes

Plan well in advance for the field trips. You may wish to collect weather reports from newspapers or the radio to show the learners the various symbols for weather.

3. Key vocabulary

measure, elements, humidity, storm, temperature, pressure, weight, drought, landslides, overcome, depend, oxygen, fauna, flora, balance, pollinate, favourite, poach

4. Competencies

Basic

- Literacy: Reading a variety of texts accurately and quickly.
- Numeracy: Computing accurately using the four mathematical operations.
- Science and technology: Develop a sense of curiosity, inquisitiveness and research to explain theories, hypotheses and natural phenomena

General

- Lifelong learning: Exploiting all opportunities available to improve on knowledge and skills.
- Critical thinking: Weigh up evidence and make appropriate decisions based on experience and relevant learning
- Creativity and innovation: Take initiative to explore challenges and ideas in order to construct new concepts.
- Research and problem solving: Be resourceful in finding answers to questions and solutions to problems.
- Communication skills in languages subjects and other subjects: Communicate clearly and confidently using a range of linguistic, symbolic, representational and physical expression.
- Cooperation: Perform practical activities related to environmental conservation and protection.

Specific

- Design simple weather instruments
- Differentiate between bad weather and good weather.
- Describe how weather affect human beings and vegetation.
- Explain the importance of flora.
- Discuss ways of preserving flora.
- Explain the importance of fauna.

5. Cross-cutting issues

Environment and sustainability

- Pupils learn about the role of weather and to take care of the environment. They learn about how to protect the environment from bad weather.
- Pupils learn about the vital role of fauna. they know why we should look after all animals and protect them.

6. Classroom organisation

Learners work alone, in pairs and in groups.

7. Teaching materials

illustrations showing the weather, flora and fauna, area for planting, seeds, recycled materials to make measuring instruments

8. Before you start

Let learners look at the picture in the Pupil's Book on page 70 before they do the oral activity.

9. Teaching steps: (14 lessons)

Lesson 1 Weather

PB p. 70–71

1. Ask the learners if they feel hot or cold, dry or wet. Then ask them what 'weather' means.
2. Explain the concept of weather.

- Go through the elements of weather. Check that learners understand each element.
- Let the learners do the exercise in the Pupil's Book on page 71.

Lesson 2 Simple instruments used in weather *PB p. 72*

- Ask the learners if they have heard a weather report on the radio.
- Ask them what information the report gave.
- Ask the learners how the reporter knew what the weather would be.
- Explain the concept of measurements.
- Explain why we need to measure the weather.
- Give the learners examples of how we can measure the weather. Ask them to add ideas.

Lesson 3 How to make a rain gauge *PB p. 72*

- Collect the necessary materials to make a rain gauge.
- Demonstrate to learners how to make a rain gauge.
- Then let them make their own rain gauges by following the steps in the Pupil's Book on page 72.
- Guide them in how to make the readings over a lesson of time.

Lesson 4 How to make a thermometer *PB p. 73*

- Collect the necessary materials to make a thermometer.
- Demonstrate to the learners how to make a thermometer.
- Then let them make their own thermometers by following the steps in the Pupil's Book on page 73.

- Check that learners know how to take readings of the temperature.

Lesson 5 Effects of weather *PB p. 74–75*

- Ask the learners to give examples of the effects of weather from what they have seen or heard.
- Let them do the exercise in the Pupil's Book on page 75.
- Go through the case study with learners and check that they understand it.
- Let the learners answer the questions related to the case study in the Pupil's Book on page 75.

Lesson 6 Problems caused by weather *PB p. 75–76*

- Revise with the learners their answers to the case study in the Pupil's Book on page 75. Check their understanding.
- Explain the problems caused by weather. Revise learners' answers to the case study.
- Let the learners do the exercise in the Pupil's Book page 76.

Lesson 7 Measures to overcome weather problems *PB p. 76*

- Ask the learners what they think we can do to overcome weather problems. List their examples on the board.
- Explain and add further examples.
- Let the learners do the activity in the Pupil's Book on page 76.

Lesson 8 Flora *PB p. 77*

- Explain the meaning of flora.
- Ask the learners to give examples from what they have seen.
- Ask the learners why they think flora is

important.

- Explain the importance of flora.
- Let the learners answer Question 1 of the activity in the Pupil's Book on page 77.

Lesson 9 Plant a seedbed *PB p. 77*

- Identify an area on the school grounds to use for a seedbed well ahead of the time. Select seeds that grow easily and fast, such as sunflower, maize, pumpkin or beans. Select seeds that will grow easily in the climate and area.
- Let the learners prepare the seedbed for planting.
- Let the learners do Question 2 of the activity in the Pupil's Book on page 77.
- Remind learners to look after the seedbed and to take turn to water and care for it.
- Check that the produce is shared fairly among the whole class.
- Ask the learners to talk about the importance of planting.

Lesson 10 Ways of preserving flora *PB p. 78*

- Go through the ways of preserving flora.
- Ask learners to suggest further ways and give examples from their own experience.

Lesson 11 Field trip *PB p. 78*

- Organise a field trip for learners to a nearby swamp, forest, mountain or lake.
- Go through the activity in the Pupil's Book on page 78 with them before the trip so that they are aware of what they have to do after the field visit.

- Let the learners do the activity in the Pupil's Book on page 78.

Lesson 12 Fauna *PB p. 79*

- Explain to learners what fauna is.
- Ask the learners to give examples from what they have seen.
- Explain the importance of fauna.
- Let the learners do the exercise in the Pupil's Book on page 79.

Lesson 13 Ways of preserving fauna *PB p. 80*

- Ask the learners to suggest how we can preserve fauna.
- Add to their ideas and help them to understand how to preserve our fauna.
- Ask the learners to role-play how we can preserve and protect our fauna.

Lesson 14 Field trip *PB p. 80*

- Identify a suitable place to visit for a field trip, such as a nearby game park.
- Discuss the activity in the Pupil's Book on page 80 with the learners before they go on the field trip, so that they know what is required.
- Let the learners do the activity in the Pupil's Book on page 80.

10. Support for learners with special educational needs

Ask learners to talk about the weather for a few minutes on different days to consolidate their knowledge about hot, cold, dry, wet, sunny, and cloudy.

Get learners to role-play bad weather such as a flood, and show what happens.

Remedial questions

1. What is weather?
Answer: The air around us; hot or cold, dry or wet.
2. What are the elements of weather?
Answer: Temperature, wind, moisture, air pressure, sunshine, clouds
3. What are fauna and flora?
Answer: Living things such as animals, birds, reptiles, insects, fish and growing things like plants and trees.

Consolidation questions

1. What instruments can you use to measure the weather?
Answer: Rain gauge, thermometer, wind sock, wind vane.
2. Why is flora important?
Answer: We cannot live without flora; we need the oxygen and food.
3. How can you preserve fauna?
Answer: Have protected areas where no hunting is allowed and where there are enough indigenous plants and trees for food sources.

11. Extension learning

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

1. How would you describe good weather?
Answer: It will not cause discomfort; people, plants and animals will not suffer; it will be normal weather for the district.
2. Warn the community about flooding. How does it happen?
Answer: Be careful; climb to high ground! Flooding happens when it rains too much in a short time, in areas where there is soil erosion, overgrazing takes place and too many trees are chopped down.
3. What is the effect of bad weather on our fauna and flora?
Answer: if there is a drought, they can die without water. If it rains too much

or the sun does not shine, the plants will die and animals suffer, and the weaker ones will die.

12. Assessment

Formative

1. For continuous assessment, assess through observation how learners plant their seedbed in Activity 7.3 in the Pupil's Book on page 77. Use this checklist as a marking guide.

The group can:	Mark
1. prepare a seedbed	4
2. plant seeds	2
3. water, weed and care for the plants	4
4. cooperate as group members to take turns	2
Total marks: 12	

You could also allocate marks for continuous assessment for learners' responses to the case study in the Pupil's Book on page 75, and for their behaviour on the field trips.

Summative

Allocate marks for making either the rain gauge or thermometer. Use this rubric as a guide.

	Weak	Must improve	Good	Excellent
1. Group made the basic rain gauge/ thermometer. They were able to follow the steps as outlined in the PB.	1-2	3	4	5
2. The rain gauge/ thermometer can measure the rainfall/ temperature. Learners are able to make basic readings.	1-2	3	4	5

3. Group worked well as a team, cooperated, all group members participated and contributed to making the item.	1-2	3	4	5
Total marks: 15				

Another option is to allocate a mark of 6 for the drawing of an animal and 4 for the sentence on respect for and preserving fauna as part of the activity in the Pupil's Book on page 78.

Total marks: 10

13. Suggested answers

Oral activity

PB p. 70

1. So that plants can grow and animals can keep warm.
2. So that plants can grow and animals can drink water.
3. Learners' answers will differ. Encourage them to give reasons for their choices.
4. Learners' answers will differ. Encourage them to give reasons for their choices. From their responses, you will hear if they understand the difference between hot and cold and can do a quick revision exercise if they do not.
5. Learners' answers will differ. Check if they understand the concept of wind, and revise if they do not.

Exercise 7.1

PB p. 71

1. The way the air is around us. It can be hot or cold, dry or wet, windy or still.
2. Temperature, wind, air pressure, moisture, sunshine, clouds.
3. Learners match the pictures with an element of the weather.

Activity 7.1

PB p. 73

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

Exercise 7.2

PB p. 75

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

Case study

PB p. 75

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

Exercise 7.3

PB p. 76

1. Floods, droughts, wind storms, sudden changes in temperature, too hot or too cold, with people getting sick.

Activity 7.2

PB p. 76

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

Activity 7.3

PB p. 77

1. Flora is necessary for us to live. We depend on plants as they produce oxygen for us to stay alive. We need plants for food, keeping water clean, to look pretty and make us happy, to provide shade when it is hot and grass to build roofs, medicines to heal us when we are sick, and to make money from making items from plants and wood.
2. Check that learners know how to prepare a seed bed, plant seeds, water and remove weeds.

Activity 7.4

PB p. 78

1. Alert the learners to what is required of them after the class outing. Advise them to take a pencil and notebook with them to make notes on what they observe.
2. Learners' summaries should be accurate and include a number of things they saw; for example, they should not only say they saw green – they should point out the different shades of green when they refer to colours.
They should also look beyond the obvious and look out for what else they can see, and be able to describe this in their summaries.
3. Learners' drawing will vary.
4. Learners' presentations should be clear and they must keep to the topic.
5. Learners' answers will differ. Examples are: plant a tree for every tree we chop down, only take what we need, preserve our local plants, avoid overgrazing, avoid farming in all open spaces, create more national parks to preserve our flora.

Exercise 7.4

PB p. 79

1. We need to respect all forms of life; we need to show our humanity by being kind to animals; we need fauna to survive.
2. Be kind to animals. Leave enough trees and plants for them to eat/areas for them to live in. Never hurt or kill animals. If you need to kill animals because you need to eat them, do so in a careful and painless way. Do not kill animals only because you are scared of them/do not know their functions.
3. Animals have seeds in their faeces. They help plants to spread. Ants harvest and transport seeds to their nests. The plants grow there. Birds and bats help to turn up the soil. Birds, insects and bats help to pollinate flowers and plants. The songs of birds make us feel peaceful and love nature. Our wild animals bring many tourists here. We eat some animals as a food source. Birds, bats and frogs help with insect control.
4. Learners' drawings will differ. Check that they know what fauna is and can explain their favourite/their preference.

Activity 7.5

PB p. 80

1. Learners should be able to name the fauna they see.
2. Learners should be able to express what they liked the most.
3. Answers will differ. Examples are: happy, peaceful, interested, caring, full of love, wonderment, joy, respect.
4. Learners should be able to count the different types of fauna they saw.
5. Learners' drawings should show the animal they liked.
6. Never kill, unless you need to eat it. Never take bird eggs out of their nests. Do not throw stones at any animals. Keep enough land for fauna. Avoid using all the land for farming.
Do not chop down many trees. Never kill elephants for their tusks and rhino for their horns. Do not use any animal parts to make crafts for tourists. Avoid overfishing. Only take what you need. Have more national parks where fauna can be preserved.
7. Learners' answers will differ. An example is: I will be careful to not cause a bush fire. I will not try to go too near to wild animals; I will not disturb them.

Group assessment

PB p. 81

Each group can assess another group's poster.

Learners' posters should show pictures or drawings of how to preserve our fauna and flora. They can draw what they saw during their field trips as well and explain how these fauna and flora could be preserved. Learners should be able to answer the questions the class asks.

Sub-topic: Economic geography

UNIT 8 Population census

(Pupil's Book page 82–88)

Key unit competence: discuss the population census and its importance.

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Define population, population census.
- Identify effects of over population.

Skills

- Describe population census, its importance and how it is conducted.
- Find out some measures of controlling population.

Attitudes and values

- Acknowledge the importance of population census and cooperate in giving information.
- Show concern about population.

1. Content summary

Population census

- Definition of population,
- Population census and its importance
- How is a population census conducted?
- Factors of population increase/ decrease.
- Effects of population
- Increase/decrease and measures to control high/low population increase in our district.

2. Background notes

It will be helpful to give learners some of the results of the previous census. See this website for useful information: <http://www.statistics.gov.rw/survey-period/fourth-population-and-housing-census-2012>

3. Key vocabulary

enumerators, population, census, control, under-population, over-population, resources, and extinct.

4. Competencies practised

Basic

- Literacy: Reading a variety of texts accurately and quickly
- Numeracy: Computing accurately using the four mathematical operations
- Citizenship and national identity: Showing national consciousness, a strong sense of belonging and patriotic spirit.
- Science and technology: Reason deductively and inductively in a logical way.

General Generic

- Lifelong learning: Exploiting all opportunities available to improve on knowledge and skills.
- Creativity and innovation: Respond creatively to the variety of challenges encountered in life.
- Cooperation: Demonstrating a sense of personal and social responsibility and making ethical decisions and judgments.

Specific

- Describe population census, its importance and how it is conducted.
- Find out some measures of controlling population.

5. Cross-cutting issues

Inclusive Education

- Pupils learn about the importance of very person being counted in the census. They know that they should help people who cannot speak, see or hear, to be counted in the census.

Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health)

- Pupils learn why it is important to avoid over-population. They realise they need to plan their families carefully.

6. Classroom organisation

Learners work alone and in pairs and groups.

7. Teaching materials

Illustrations on population distribution

8. Before you start

Let the learners look at the picture in the Pupil's Book on page 83. Then ask them to share their answers orally in groups. From their discussions, you will be able to get a sense of what they already know about the census.

9. Teaching steps: (6 lessons)

Lesson 1 Population census PB p. 83–84

1. Explain the meaning of population.
2. Explain the concept of population census.
3. Ask the learners what they think the purpose of a population census is.
4. Add to their answers by describing the information a census gives us.
5. Let the learners do the exercise on page 84 in the Pupil's Book.

Lesson 2 A population census is important PB p. 84–85

1. Ask the learners why they think we have a population census every few years.
2. Add to their answers by explaining why a census is important.
3. Let the learners do the exercise in the Pupil's Book on page 85.

Lesson 3 A population census is important PB p. 85

1. Get learners to revise the meaning of 'population' and 'census'.
2. Check their answers on why a population census is important.
3. Let the learners do Activity on page 85 in the Pupil's Book.

Lesson 4 Population control PB p. 86

1. Explain population control.
2. Explain the difference between under- and over-population.
3. Ask the learners when each of these happens.
4. For homework, ask the learners to observe whether they think there is under- or over-population in their community.

Lesson 5 The effects of over- and under-population *PB p. 86–87*

- Go over the effects of over- and under-population.
- Ask the learners to suggest other effects.
- Let the learners do Questions 1 and 2 of Activity 8.2 on page 87 in the Pupil's Book.

Lesson 6 The effects of over-population *PB p. 87–88*

- Explain how to control population growth.
- Let the learners do Questions 3 and 4 of Activity 8.2 on page 87 in the Pupil's Book.

10. Support for learners with special educational needs

Collect a census form and go over the questions and possible answers with learners.

Check that they understand the questions. Reword any questions that they may find difficult.

Remedial questions

- What is a population?
Answer: Number of people who live in a place.
- What is a census?
Answer: A survey or poll.
- What is a population census?
Answer: Gathering information about the people in a country.

Consolidation questions

- How is a population census conducted?
Answer: People are counted and interviewed by enumerators on a specific day throughout the whole country.
- Why is a population census important?
Answer: It helps government to plan,

budget and provide resources where they are needed most.

- What is over-population?
Answer: When there are too many people living in an area and too more people are born than the area can support.

11. Extension learning

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

- Explain to the people in your district how the government will use the information from the census.
Answer: We are using this to see if there are enough houses in your district. We counted, for example, that in some areas more than 10 people are living in a one-roomed house. This is telling us there is a housing shortage.
- How would you know if there are enough schools in a district?
Answer: We counted the number of children and we counted the number of schools. Then we divided the number of children by the number of schools.
- What would you say to people who do not want to answer questions?
Answer: We do not take your name. Your information is confidential. We will only give the numbers to say how many females are 60 years old, for example, but we will not put your name with this information. So you are safe! We need the information. If some people do not answer, then we cannot get accurate and correct information.

12. Assessment

Formative

Give the learners a mark for their role-play of a census. Use this rubric as a marking guide for the activity in the Pupil's Book on page 85.

	Weak	Must improve	Good	Excellent
1. Some group members were enumerators. They demonstrated what an enumerator does. Others were the population to be counted and answered questions.	1	2	3	4
2. The questions on the lists are suitable. The answers will provide information. The questions would lead to useful information.	1	2	3	4
3. Learners wrote their findings on the board in an accurate summary. (For example, they inserted the results in a table.)	1	2	3	4
4. The group indicates how the school can use the information. (For example, if many learners walk very far each day, the school could try to arrange transport. If the classes are too overcrowded, the school could try to build another classroom. If some learners do not have books, the school could try to order more.)	1	2	3	4
Total marks: 16				

You can also check learners' answers to the activity in the Pupil's Book on page 88 for a continuous assessment mark.

Summative

Give the learners a mark out of 10 for their self-assessed answers of the assessment activity on page 88 in the Pupil's Book.

13. Suggested answers

Oral activity *PB p. 83*

- A population census is taking place in our country.
- Yes/no
- Ages would vary – 6 years or younger for some.
- Yes/no
- Learners will do a count – this could vary, depending on the class size and who is present or absent.
- Visit each class. Count the learners in each class. Then total the amounts to get the number of learners in the school.

Exercise 8.1 *PB p. 84*

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

Exercise 8.2 *PB p. 85*

- Make sure you are at home on the day of the census so you can be counted. You must be counted because every person is important.
- It gives our government the necessary information so they know how to plan, how to budget and what to prioritise in the different districts.

Activity 8.1*PB p. 85*

See the marking rubric on page 38 of this TG.

Activity 8.2*PB p. 88*

1. Under-population is a problem as not enough people are available to run the area, look after older people and farm. Then not enough food is produced and the economy suffers. In over-population there are not enough houses, schools, food and work as there too many people competing for the resources and space. It may lead to conflict as people could fight for living space.
2. - To encourage high birth rates
- Reduce high death rate
- Encourage education among young people
- Create jobs and good infrastructure
3. For over-population
- Educate people about the wisdom of only having one or two children.
- Give incentives in the form of bonuses if people have fewer children
- Ask people to move to a less populated district.

Self-assessment*PB p. 88*

1. It gives important information to our government to ensure good planning, budgeting and provision of facilities.
2. Educate people on why having fewer children is necessary as they will then have a better chance in life. Explain that there are not enough resources for too many people. The whole world is over-populated and every country should try to promote smaller families. So, in my district we also need to do so.
3. Learners' answers will differ. An example is: How many people live in your household? What are their ages? How many are male? How many are female? How many attend school? What is your income per month? What kind of work do you do? Is anybody here ill? Do you have enough medical help? Is there enough food here? What means of transport do you use?

Sub-topic: Economic geography

UNIT 9 Infrastructure

(Pupil's Book page 89–98)

Key unit competence: recognise the importance of types and means of transport and communication and how to preserve them.

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Give different types and means of transport.
- Give different types and means of communication.

Skills

- Explain different forms of transport and their importance.
- Find out dangers and difficulties of transport and measures to overcome them.
- Explain different forms of communication and their importance.
- Find out dangers and difficulties of communication and measures to overcome them.

Attitudes and values

- Acknowledge the importance of transport in our district.
- Show concern about proper use of roads.
- Acknowledge the importance of communication in our district.
- Show concern about proper public communication.

1. Content summary

Transport

- Types and means of transport in our District.
- Importance of transport
- Difficulties and dangers related to transport in our district.
- Measures to overcome those difficulties in our district.

Communication

- Types and means of communication in our district.
- Importance of communication in our district.

- Difficulties and dangers related to communication in our district.
- Measures to overcome those difficulties.

2. Background notes

For this unit, refer to the work the learners have already done. Point out that they used transport for their field visits. Point out that we use communication every day in class. Remind them that we get the weather report on the radio, which is a means of communication.

3. Key vocabulary

vehicle, passengers, collide, speeding, roadworthy, isolated, cancer

4. Competencies practised

Basic

- Literacy: Using oral and written language to discuss, argue and debate a variety of themes in a logical and appealing manner
- ICT and digital competences: Locating, extracting, recording and interpreting information from various sources.
- Citizenship and national identity: Understanding the historical and cultural roots of Rwandan society and how the local infrastructure functions in relation to the global environment

General Generic

- Lifelong learning: Taking the initiative to update knowledge and skills with minimum external support.
- Critical thinking: Explore and evaluate alternative explanations to those presented by others
- Creativity and innovation: Use imagination beyond the knowledge that is provided in order to generate new ideas to enrich learning.
- Cooperation: Cooperating with others as a team in whatever task may be assigned.

Specific

- Explain different forms of transport and their importance.
- Find out dangers and difficulties of transport and measures to overcome them.
- Explain different forms of communication and their importance.
- Find out dangers and difficulties of communication and measures to overcome them.

5. Cross-cutting issues

Standardisation Culture

- Pupils learn about communication types and means that help us to promote economic growth and trade.

Peace and Values Education

- Pupils are warned to use communication ways with care. They should show respect others and avoid harming them in their communication.

6. Classroom organisation

Learners work alone, in pairs and in groups.

7. Teaching materials

Illustrations of different types and means of transport and communication

8. Before you start

Let the learners look at the pictures in the Pupil's Book on page 90. Then let them do the oral activity. From their answers, you will be able to determine how much they already know about transport and communication, and where you need to revise.

9. Teaching steps: (6 lessons)

Lesson 1 Transport PB p. 90–91

1. Explain what transport is and why we use it.
2. Ask the learners to give examples of transport they have used, seen or heard about.
3. Let the learners do the activity on page 81 in the Pupil's Book.

Lesson 2 Transport PB p. 92

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

Lesson 3 Difficulties and dangers of transport PB pp. 92–94

1. Ask the learners why they think that transport can be difficult and dangerous.

2. Add to their ideas and explain the different problems of transport.
3. Let the learners do the exercise in the Pupil's Book on page 93.
4. Explain what behaviour is acceptable on the road.
5. Let the learners do the activity in the Pupil's Book on page 94 as a homework task.

Lesson 4 Communication PB p. 94–95

1. Ask the learners what they think communication is about.
2. Explain what communication means.
3. Ask the learners to call out examples of different types of communication they have used, seen or heard about.
4. Let the learners do the activity in the Pupil's Book on page 94.

Lesson 5 Importance of communication PB p. 95

1. Ask the learners if communication is important and to give reasons for their answers.
2. Ask learners to share what they think a world with no communication would be like. Add to what the learners say by explaining the importance of communication.
3. Ask the learners to take turns to present short one-minute speeches on the importance of communication.

Lesson 6 Difficulties and dangers of communication PB p. 96

1. Explain the difficulties and dangers of communication.
2. Ask the learners to add other problems of communication they may have experienced.

3. Give the learners a few ideas on how to overcome the difficulties of communication.
4. Let the learners do Activity 9.4 in the Pupil's Book on page 96.

10. Support for learners with special educational needs

Go through basic road safety for pedestrians and users of public transport, with learners. Ask them to role-play how to cross a road, how to get out from a taxi or a bus, and how to queue for transport. Let them practice the basics of road safety and demonstrate what they will do to stay safe.

If possible, collect a safety belt and let learners practice how to fasten and open the belt.

Remedial questions

1. What is transport?
Answer: The means we use to get from one place to another.
2. What is communication?
Answer: The way we give each other messages and information.
3. How do we communicate with each other?
Answer: By talking, posting letters, sending emails, phoning, and via the radio, TV and internet.

Consolidation questions

1. What are the different types of transport?
Answer: Buses, cars, trucks, aeroplanes, bicycles, motorcycles, cycle-cabbies, minibus taxis.
2. Why is communication important?
Answer: To give and receive information, to be in contact with each other, to relate to each other, to pass important notices on, like for example when the census day will be or to give people warning of bad weather.

3. What are some dangers in communication?

Answer: Spreading lies, passing on bad pictures, misunderstandings.

11. Extension learning

Imagine you are a social worker working with people who are living with disabilities. A social worker is a person who supports and helps other people.

1. How would you help people who cannot see to cross busy roads?

Answer: I would hold their hand and check carefully left, right and left again. I will also ask for a speed bump to be made near a popular/busy crossing and a sign to be put up so drivers know they must slow down as blind people may be crossing.

2. How would you help people who cannot hear to communicate?

Answer: I will learn sign language and if they don't know sign language I will teach it to them.

3. How would you help people who cannot walk to get into a minibus taxi?

Answer: I will ask the driver to put a wide, sturdy plank down so the person does not have to climb the steps and can roll the wheelchair up the plank. I will help push the wheelchair up the plank.

12. Assessment

Formative

Give a continuous assessment mark for Exercise 9.1 on page 93 in the Pupil's Book.

Let learners peer-assess each other on Activity 9.4 on page 96 in the Pupil's Book and record this for continuous assessment.

Summative

Give learners the formal assessment on page 98 in the Pupil's Book as a test.

13. Suggested answers

Oral activity

PB p. 90

1. They walk, ride a cycle, use minibus taxis, cars and buses.
2. Example answers are: walking, cycling and taking a minibus taxi.
3. Example answers are: music, stories and the news.
4. We listen to what is happening and no matter where we live we can all hear the same news.

Activity 9.1

PB p. 91

1. A: bus
B: aeroplane
C: truck
D: minibus taxi
E: car
F: motorcycle
G: boat
H: bicycle
2. Minibus taxis, buses, cars, boats, aeroplanes.
3. Trucks, aeroplanes
4. Drawings will differ

Exercise 9.1

PB p. 93

1. Sometimes transport is not available, or too expensive. Crashes and accidents happen when drivers speed or overload. Sometimes robberies happen on transport.
2. Have strict rules of the road and take away drivers' licences when they break these rules. Make sure the roads are in good order. Subsidise public transport so everybody can afford it.

Activity 9.2

PB p. 94

Be polite. Respect all road users, whether it is a car or a bicycle. Keep to the speed limit. Always wear a seat belt. Never carry more passengers than you are allowed. If you are a pedestrian, watch out for cars and do not cross the road in a dangerous place. Look before you cross.

Exercise 9.2

PB p. 95

1. We need communication so that we can talk to and listen to each other. This is how we pass information on to each other. We use communication to share messages and learn more. We need communication to do business and to develop. Communication is the bridge between people, districts, countries and helps us to understand each other and learn from each other.
2. We would be isolated and cut off from the rest of the world. We would not develop as a district or country. We will not know what is happening in other parts of the country or world. We will not understand each other. We will not be able to get information. We will not receive important messages we need for our health and safety. It would be a very lonely place. We will not progress and develop. It will be very boring because we will not be able to share stories, music and news.

Extension

3. Check that learners keep to the topic and can make valid statements in one minute on the importance of communication.

Activity 9.3

PB p. 94

1. TV, letters, computers/internet, email, social media, telephone, mobile phone, newspapers, radio, films, books and magazines, posters, talking to each other.
2. Learners' drawings will differ. Check that they understand the different types and means of communication.

Activity 9.4

PB p. 96

1. Communication can be expensive, for example mobile phones and the internet. Not everybody has access as there is no satellite reception in some rural areas. The internet is dangerous if people use it the wrong way as your identity can be stolen. People can send bad pictures from their mobile phones and harm you that way. People can tell lies in newspapers and the radio and this can lead to war.
2. Always use the media in a responsible way. Do not tell lies about others and spread hate. Never pass on bad messages. Be careful when you use the internet. Do not give all your personal information to strangers. Put pressure on mobile phone companies to make their products and airtime more affordable.

Self-assessment

PB p. 97

1. Keep the roads in a good condition. Do not get into an overloaded minibus taxi. Report drivers who are drunk and drivers who send SMSs or answer their mobile phones while driving. Always be respectful of other pedestrians and passengers on the road. Follow the rules of the road.
Use media such as newspapers and the radio with care and do not spread lies and hatred. Keep your personal information safe and do not share it on the internet.
2. If we do all of what is mentioned in Question 1, there will be fewer accidents. We will also use the media more responsibly, thus preventing miscommunication and misunderstandings.

Formal assessment

PB p. 98

1. Learners' answers will differ. ✓ (2)
2. An example: Our local water source/well is a public asset. This is where we can collect water from. We stand in a line to collect the water until it is our turn. ✓ The police station houses police officers. There is a guard in front of our police station. Inside there is a big table and a book where complaints are recorded. This is the building where you can go to make a complaint or to report a crime. ✓ (4)

3. Learners' answers will differ. ✓ (2)
4. Learners' answers will differ. ✓ (2)
5. Any four of these: Cloud, ✓ moisture, ✓ wind, ✓ temperature, ✓ sunshine, air pressure. (4)
6. Learners' answers will differ. ✓ (2)
7. Learners' answers will differ. ✓ (4)
8. Learners' answer will differ. An example is a tree. ✓ (1)
9. Learners' answer will differ. An example is a crocodile. ✓ (1)
10. Preserve fauna by not killing or harming animals, preserving animals in parks, not destroying their habitats, arresting poachers. ✓ (4)
11. Population is the number of people who live in a place. ✓ (1)
12. A population census is a count of the population and gives information about who they are, what they do, their resources, problems, movements, ages, etc. ✓ (1)
13. Enumerators ✓ visit each household ✓ on a specific day ✓ to count the people and ask questions. ✓ (4)
14. Examples: boat, plane, car, minibus taxi, bus, motorbike, bicycle ✓ (4)
15. Wear your seatbelt. ✓ Keep to the speed limit. ✓ Check your vehicle to make sure it is roadworthy and safe. ✓ Do not drive while drinking or answering your phone or texting on your phone. ✓ (4)

Total marks: 40

Sub-topic: Main elements of history of Rwanda and the region

UNIT 10 Traditional Rwanda

(Pupil's Book pages 100–107)

Key unit competence: Explain political, economic and social organisation in pre-colonial Rwanda

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Describe political, social and economic organisation of pre-colonial Rwanda.

Skills

- Explain how Rwanda was politically governed in the pre-colonial era.
- State the importance of political, social and economic activities in the pre-colonial Rwanda.

Attitudes and values

- Acknowledge the importance of political, social and economic organisation in pre-colonial Rwanda.

1. Content summary

Pre-colonial Rwanda

- Rwandan political organization in the pre-colonial period.
- Rwandan social organization in the pre-colonial period. (Rwanda traditional culture, beliefs, customs, norms and values).
- Rwandan economic and commercial activities in the pre-colonial period. (Rwanda traditional crafts, traditional agriculture).
- Comparison between traditional and modern agriculture traditional and modern trade.

2. Background notes

Pre-colonial Rwanda is the time before colonial powers came into the area. This unit helps learners to identify with their own traditions and their cultural heritage.

You can find background information on the history of Rwanda on the internet at www.africa.upenn.edu/NEH/rwhistory.htm

3. Key vocabulary

traditional, pre-colonial, sorghum, barter, economy

4. Competencies practised

Basic

- Literacy: Reading a variety of texts accurately and quickly
- Citizenship and national identity: Relating the impact of historical events on past and present national and cultural identity

General

- Lifelong learning: Seeking out acquaintances more knowledgeable in areas that need personal improvement and development

- Research and problem solving: Be resourceful in finding answers to questions and solutions to problems.
- Communication skills in languages subjects and other subjects: Using oral and written language to discuss, argue and debate a variety of themes in a logical and appealing manner.
- Cooperation: Cooperating with others as a team in whatever task may be assigned.

Specific

- Explain how Rwanda was politically governed in the Pre-colonial era.
- State the importance political, social and economic activities in the pre-colonial Rwanda.

5. Cross-cutting issues

Standardisation Culture

- Pupils realise that we can learn a great deal from life in pre-colonial Rwanda.

Financial Education

- Pupils realise that trade has always been important to us.

6. Classroom organisation

You will need to organise your classroom for both group and individual work. You will also need a space for role play.

7. Teaching materials

Pictures of traditional Rwandan way of life, drums and examples of crafts, paper, crayons and coloured pencils for drawing

8. Before you start

Look at the picture on page 100 and talk to the learners about traditional crafts. If you have managed to get hold of some traditional craft items you can show these to the class and discuss how they are made. Use this to introduce the topic of the history of Rwanda. Some remedial

work may need to be done if the learners do not have the requisite prior knowledge.

9. Teaching steps: (6 lessons)

Lesson 1 Pre-colonial Rwanda *PB p. 100*

1. Talk about the history of Rwanda and explain that Rwanda had a long history before colonisation.
2. Discuss the meaning of political, social and economic history and how each of these describes a different aspect of pre-colonial Rwanda.
3. Explain the political organisation and give time for learners to draw the diagram in the Pupil's Book on page 102.

Lesson 2 Pre-colonial Rwanda *PB p. 102*

1. Let learners do the homework activity in the Pupil's Book on page 102.
2. Revise the homework research that learners have completed.

Lesson 3 Social organisation in the pre-colonial period *PB p. 102*

1. Explain what is meant by the term 'social organisation'.
2. Talk about culture and what it means. Ask the learners to describe important aspects of Rwandan culture.
3. Let the learners do the activity in the Pupil's Book on page 103.

Lesson 4 Social organisation in the pre-colonial period *PB p. 102*

1. If possible, find a CD or DVD of traditional music and dance to share with the class.
2. Let the learners do Activity 10.3 in the Pupil's Book on page 104.
3. Ask the learners to complete Exercise 10.1 in the Pupil's Book on page 104.

Lesson 5 Economic and commercial activities *PB p. 105*

1. Talk about economic activities.
2. Explain how Rwandan people made a living in pre-colonial times.
3. Let the learners do Activity 10.4 in the Pupil's Book on page 105.

Lesson 6 Economic and commercial activities *PB p. 106*

1. Discuss the economy of modern Rwanda and compare it with pre-colonial times.
2. Let the learners complete Activity 10.5 in the Pupil's Book on page 106.

10. Support for learners with special educational needs

Invite an elder to present the history of Rwanda in pre-colonial times in the form of a story. Ask the learners to retell the story in their own words.

Remedial questions

1. What was the ruler in pre-colonial Rwanda called?
Answer: King
2. How many kinds of chiefs helped the ruler?
Answer: 3
3. What were the main economic activities in pre-colonial Rwanda?
Answer: Agriculture, iron-smelting, making crafts and hunting.

Consolidation questions

1. Explain the political structure of pre-colonial Rwanda.
Answer: Learners should describe the king and three groups of chiefs who helped him.
2. Describe the typical foods of a family from that time.
Answer: Millet, sorghum, beans,

cassava, sweet potatoes and bananas. Meat was rarely eaten.

3. Name four different groups of crafts that were practised.
Answer: Weaving, pottery, smelting, carving.

11. Extension learning

1. What word is used for having more than one wife?
Answer: Polygamy
2. Name two different types of goods that can be made using iron smelting.
Answer: Jewellery, tools or weapons.
3. What part did food play in the customs of pre-colonial Rwanda?
Answer: It was offered to guests but rarely consumed in public.

12. Assessment

Formative

Grade formative assessments: Red=No, Amber=Not Sure or Green=Yes.

The learner:	
can read and answer the questions	
can identify types of crafts	
knows the importance of pre-colonial Rwanda	
discusses the issues	
shows creativity in drawing	
shows critical thinking around harmony and leadership	
can do research on traditional activities in their district	
shows cooperation within the group	

Summative

The learner:	
Has not answered questions at all	0
Has answered questions but not completed explanations	10
Has described an activity in their district	12
Has completed all questions correctly and neatly with no spelling mistakes	15

13. Suggested answers

Oral activity *PB p. 101*

1. Weaving baskets to sell.
2. Yes/no
3. Yes/no

Activity 10.1 *PB p. 102*

Drawing should show the king at the top and advisors beneath him (land, cattle and military chiefs).

Homework *PB p. 102*

Class should share their findings. Some learners may have experienced difficulty because their parents may not know much about pre-colonial Rwanda.

Activity 10.2 *PB p. 103*

Learners draw a picture of any social event in their community, for example a wedding or a birthday feast.

Activity 10.3 *PB p. 104*

1. Learners draw pictures of traditional drums.
2. Drums would have been used for music and dance, for sending announcements and as an alarm signal.

Exercise 10.1

PB p. 104

1. By a king.
2. An animal totem.
3. Millet, sorghum, beans, cassava, sweet potatoes and bananas.

Activity 10.4 *PB p. 105*

Weaving	Pottery	Carving	Smelting
Baskets	Pots	Masks	Bracelets
Mats	Jugs	Drums	Armlets
Ropes	Bowls	Gourds	Anklets
Winnowers	Plates	Other	Rings
Granaries	Calabashes	musical instruments	Hoes
Crowns		Mortars	Arrow heads
		Pestles	Spears
		Sculptures of animals	Knives
			Hammers

Activity 10.5 *PB p. 106*

1. Answers will vary but could include farming, weaving, basketwork, pottery etc.
2. Learners to roleplay bartering goods for sale. They should understand the concept of exchange without using money.

Self-assessment *PB p. 106*

1. Learners draw a table to compare traditional and modern Rwandan trade.

Traditional	Modern
<ul style="list-style-type: none"> • Goods were exchanged or bartered. • The main goods traded were weapons, animals and their products, fish, honey, agricultural products. • Goods were often carried on heads. • There was no advertising. 	<ul style="list-style-type: none"> • Goods are paid for with money. • The main goods traded are animals and animal products, agricultural products, finished products from factories, products from lakes and rivers. • Goods are carried on trucks, bicycles, wheelbarrows as well as heads.
	<ul style="list-style-type: none"> • Goods are advertised through newspapers, billboards, internet, radio and TV.

2. Rwanda was ruled by a king, assisted by the chiefs.
3. Millet, sorghum, beans, cassava, sweet potatoes and bananas; very little meat.

Formal assessment *PB p. 107*

1. Before Rwanda was colonised by foreign powers. (1)
2. Chiefs of land, chiefs of cattle, chiefs of military. (3)
3. Traditional culture is the way of life of people, their dress, homes, dances, songs and customs. Traditional beliefs include their religious and spiritual beliefs. (2)
4. Answers will vary according to the district. (1)
5. Agriculture, iron smelting, crafts and hunting. (4)
6. The family would have lived as a clan. The father would have been the head of the family. The sons would have inherited the land. The father might have had more than one wife. The family would most probably have kept cattle. Elders would have been respected. Visitors would have been welcomed with a meal. (any 4 relevant answers). (4)
7. Learners' answers will vary. Examples: food, weapons, tools, crafts (2)
8. Learners' answers will vary. Examples: weaving, smelting, pottery, carving (3)

Total marks: 20

Sub-topic: Creation and God's revelation

UNIT 1 Respect for God's creatures

(Pupil's Book pages 138–146)

Key unit competence: A learner will be able to differentiate and protect God's creatures and environment.

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Identify different names of God and those of creatures.
- Outline their importance in daily life.
- State positive measures taken for protection of environment and creature.

Skills

- Illustrate different creatures
- Explain how God created creatures.

Attitudes and values

- Appreciate the importance of each God's creatures.
- Respect and protect Creatures and environment.
- Take a positive attitude of helping others and caring for domestic animals found in his/her home environment.

1. Content summary

- Names and attributes of God (love, almighty, omnipotence, omnipresence, transcendence, omniscience).
- God created every creature for a purpose.
- Interdependence and uniqueness of God's creature.
- Protection God's creatures and environment.

2. Background notes

Before starting this unit you will need to prepare by reading the Bible verses referred to. If you can find a film about creation, this would be very interesting for learners to watch. This unit is very

important in that it teaches about respect for God's creatures. Learners should become aware of our responsibility to maintain the planet for future generations. They should gain an awareness of the interdependence of different species and why we must take care not to upset the balance of nature. If time permits, research the ecology of Rwanda and get hold of pictures of endangered species to show to your class.

3. Key vocabulary

interdependent, transcendent, Almighty, domesticated, omnipresent, creation, omnipotent, environment, omniscient

4. Competencies practised

Basic

- Literacy: Reading a variety of texts accurately and quickly.
- Citizenship and national identity: Advocating for a harmonious and cohesive society and working with people from diverse cultural backgrounds.
- Science and technology: Reason deductively and inductively in a logical way.

Generic

- Listening carefully for understanding and seeking clarification when necessary.
- Lifelong learning: Taking the initiative to update knowledge and skills with minimum external support.
- Critical thinking: Think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion.
- Creativity and imagination: Use imagination beyond the knowledge that is provided in order to generate new ideas to enrich learning.
- Communication skills: Communicating ideas and information confidently and effectively through speaking and writing and other forms of communication using correct language structures and relevant vocabulary in a range of social and cultural contexts.
- Cooperation: Cooperating with others as a team in whatever task may be assigned.

5. Cross-cutting issues

Peace and values education

- We must respect each other and work together for peace and harmony. We must avoid fighting and conflict.

Environment and sustainability

- Pollution is a major problem and leads to global warming. We need to reduce pollution.

6. Classroom organisation

Learners will complete both group and individual work. Arrange desks to allow for drawing. The project on taking care of the school grounds will require them to go outside and look around the school grounds.

7. Teaching materials

Bible, drawings, pictures, films about creation, school environment, paper, and crayons.

8. Before you start

Introduce the lesson by explaining that we are responsible for looking after our planet. Ask learners to think about what happens if we do not take care of our planet. If you can suggest areas of Rwanda where environmental damage has occurred, you can also talk about this. Briefly discuss the problem of litter and pollution and encourage learners to suggest ways to combat these problems. Remedial work needs to be done if the learners do not have the requisite prior knowledge.

9. Teaching steps: (8 lessons)

Lesson 1 The names and attributes of God

PB p. 110–111

1. Introduce the subject of God's names.
2. Talk about the different names and their meanings.
3. Tell the story of Moses and the burning bush.
4. Let the learners complete Activity 1.1 on page 111 in the Pupil's Book.

Lesson 2 The names and attributes of God *PB p. 111–112*

1. Explain the meaning of the word attributes and teach the class about the attributes of God.
2. Let the learners complete Activity 1.2 and Exercise 1.1 on page 112 in the Pupil's Book.
3. Let learners complete the homework activity on page 112 in the Pupil's Book.

Lesson 3 The creation *PB p. 112*

1. Explain the story of the Creation.
2. Let the learners complete Activity 1.3 on page 113 in the Pupil's Book.

Lesson 4 Everything is interdependent *PB p. 113*

1. Discuss the interdependence of all creatures.
2. Use Activity 1.4 on bees in the Pupil's Book on page 113 to help learners understand.

Lesson 5 Everything is interdependent *PB pp. 113–114*

1. Let learners complete Activity 1.5 on page 114 in the Pupil's Book.
2. Continue with the discussion of interdependence of all animals.
3. Let learners do the homework activity on page 114 in the Pupil's Book.

Lesson 6 All creatures are unique *PB p. 114*

1. Talk about the uniqueness of all organisms (creatures) and how some organisms are becoming extinct.
2. Let the learners complete Activity 1.6 on page 114 in the Pupil's Book.

Lesson 7 God expects us to take care of His creation *PB p. 115*

1. Read the Bible verse from Genesis 1:28.
2. Talk about taking care of the environment.
3. Use Activity 1.7 on page 116 in the Pupil's Book to get learners to think of ways to take care of the environment.

Lesson 8 God expects us to take care of His creation *PB p. 117*

1. Let learners continue with the work on the environment project.
2. Let learners complete the self-assessment.
3. Give remedial and extension work where needed.

10. Ability group Remedial questions

1. God is l_____.
Answer: love
2. Write the meanings of 'Almighty' and 'transcendent'.
Answer: Almighty means having all power and authority; transcendent means greater than all of creation.
3. How many Biblical days did God take to create the world?
Answer: 6

Consolidation questions

1. God created everything with a _____.
Answer: purpose
2. What does God expect us to do regarding His creation?
Answer: Look after it.
3. What does being unique mean?
Answer: Being only one of a kind.

11. Extension learning

1. Why are there so many different names for God?

Answer: Because each name describes a different attribute of God.

2. Why does the extinction of a species cause problems?
Answer: Because all species are interdependent and if one species disappears it has an effect on the remaining species. For example, one species may be food for another.
3. Why is pollution a bad thing?
Answer: Because it harms the environment, land, air and water.

12. Assessment

Formative

Grade formative assessments: Red=No, Amber=Not Sure or Green=Yes.

The learner:	
can read and answer the questions	
can identify the names of God and God's attributes	
knows the importance of taking care of God's creatures	
discusses the issues	
can complete the drawings	
shows critical thinking around caring for the environment	
can identify types of creatures	
cooperates within a group on ways to care for the school grounds	

Summative

There is no formal assessment after this unit.

13. Suggested answers

Oral activity *PB p.110*

1. Wild animals are not dependent on human beings for food and are not used by us. Domesticated animals are ones that are raised and looked after by human beings for their meat, wool, eggs, milk, etc.

2. Use the pictures for suggestions: dogs, cows, goats, horses, sheep and chickens.
3. Meat, wool, eggs, leather, skin, milk, transport, etc.
4. Neglected animals and farms can suffer. Animals can get sick and die. Farms can become unproductive.

Activity 1.1 *PB p.111*

Learners must list all the names that they use to refer to God, for example Father, Lord, etc.

Activity 1.2 *PB p.112*

a) 1 Corinthians 13	Love in action
b) Romans 6:23	Eternal life
c) John 3:16	The gift of His only son
d) John 4:24	God is spirit
e) Matthew 19:26	With God everything is possible
f) Hebrews 1:3	The universe is upheld by God

Exercise 1.1 *PB p.112*

1. Examples: Lord, Almighty God, Elohim, Abba, Light, King of Kings, Lord of Lords, Lord of the Hosts
2. Allah
3. Almighty, omniscient, omnipotent, omnipresent, transcendent. Learners must also give a description.
4. Omnipotent means all-powerful and omniscient means all-knowing.

Homework *PB p. 112*

Learners draw a picture of God and write a short description about each of the six attributes of God.

Activity 1.3*PB p.113*

1. Learners read the story of creation in Genesis 1.
2. Learners draw a picture showing a timeline of how God created the world in six days. They should show each of the six days.

Activity 1.5*PB p.114*

1. The bat and birds live in the air, the crocodile and fish live in water, the lion and goat live on land.
2. Only the goat is domesticated.

Homework*PB p. 114*

Learners must write a short report on how to love and care for their pets properly. They should mention feeding and cleaning the living area of the pet. If it is a dog, they should mention walking with it. If it is a fish, they need to clean the water.

Activity 1.6*PB p. 114*

1. In pairs, learners must talk about how they are different from their partner.
2. Learners must explain what makes human beings seem different from other creatures like plants and animals.

Activity 1.7*PB p. 116*

Divide learners into groups. In their groups they must make a plan of how they can help look after their school. They must share their ideas with the rest of the class. Examples are: collecting refuse, starting a vegetable garden, cleaning the buildings.

Self-assessment*PB p. 117*

1. Answers will vary but could include being kind, helping them, saying nice things, playing with them.
2. love
almighty
omnipotent
omnipresent
transcendent
omniscient
3. Learners draw a picture of a house and garden that has been looked after and cared for.

Sub-topic: Salvation of humanity

UNIT 2 Vocation of the Israelite people

(Pupil's Book pages 118–126)

Key unit competence: A learner will be able to describe different God's calls of the people of Israel in regard to annunciation of the coming saviour.

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- State the names of the Patriarchs.
- Understand the call of each of them.
- Identify the God's plan to save his nation.

Skills

- Describe the different calls of the patriarchs.
- Explain the role of each patriarch in the salvation history.

Attitudes and values

- Appreciate the God's plan to save his nation.
- Detecting and appraising different calls from God.
- Respect call of other persons and participate in Christian activities

1. Content summary

- The call of Abraham.
- The covenant between God and Abraham.
- Abraham the father of all believers.
- God's covenant with the other Patriarchs (Noah, Jacob/Israel, Moses).

2. Background notes

Before starting this unit, you need to be familiar with the Bible stories of Noah, Moses, Abraham and Jacob. Make sure you research them. You will also need to research the area in which you teach to find out names of local male community

leaders and people with a vocational call. If there is a monastery or convent in your area, try to find out something about it and the daily lives of its inhabitants. You can also try to find out about a local charity and their work. Pictures of people with call would make this lesson more interesting. Try to research and find pictures of famous international people with call, for example Gandhi or Mandela.

3. Key vocabulary

patriarch, obedience, vocation, covenant, sacrifice, corruption

4. Competencies practised

Basic

- Literacy: Reading a variety of texts accurately and quickly. Comprehending language through listening and reading.
- Using oral and written language to discuss, argue and debate a variety of themes in a logical and appealing manner.
- Citizenship and national identity: Advocating for a harmonious and cohesive society and working with people from diverse cultural background.
- Science and technology: Develop a sense of curiosity, inquisitiveness and research to explain theories, hypotheses and natural phenomena.

Generic

- Communication skills: Expressing ideas, messages and events through writing legible texts in good handwriting with correctly spelt words.
- Creativity and innovation: Generate original ideas and apply them in learning situations.
- Communication skills: Communicate clearly and confidently using a range of linguistic, symbolic, representational and physical expression.
- Developing and communicating messages and speech appropriate to the target recipient or audience.
- Cooperation: Cooperating with others as a team in whatever task may be assigned.

5. Cross-cutting issues

Peace and values education

- We must respect all religious beliefs. We must recognise the importance of values and their contribution to a peaceful and moral society.

Standardisation culture

- People have different skills and do different jobs. All jobs are useful and important.

6. Classroom organisation

Learners must be able to work in groups and in pairs as well as alone. Space will be needed for the role plays.

7. Teaching materials

Bible, pictures, photographs, films about Patriarchs and Prophets

8. Before you start

Some learners will not know the story of Abraham sacrificing Isaac. Remedial work may be necessary. Let the learners look at the picture in the Pupil's Book on page 119 and answer the questions.

9. Teaching steps: (12 lessons)

Lesson 1 God's plan for His people *PB p. 119*

1. Introduce the new topic using the picture on page 118 and talk about sacrifice.
2. Talk to the learners about obedience and trust.
3. You can get learners to play a game where, in groups, one learner is blindfolded and must follow instructions from the remainder of the group. This teaches them about trust.

Lesson 2 God's plan for His people *PB pp. 119–120*

1. Read about God's plan for mankind and how he used the patriarchs.
2. Explain what a patriarch is to learners.
3. Talk about the importance of good leaders. Use examples of male leaders in your community.

4. Let the learners do Activity 2.1 in the Pupil's Book on page 120.

Lesson 3 The call of Abraham *PB pp. 120–121*

1. Talk about sacrifice and discuss how parents often sacrifice for their children in order to give them a good upbringing.
2. Discuss the test God gave to Abraham in asking him to sacrifice his only son.
3. Link this to the sacrificing of Jesus for us, by God.
4. Let the learners do Activity 2.2 in the Pupil's Book on page 121.

Lesson 4 The call of Moses and Jacob *PB pp. 121–123*

1. Talk about the call of Moses and Jacob.
2. If time permits, allow learners to draw pictures of Moses and the burning bush.
3. Ask the learners questions about famous people who have been inspired to follow a call (use pictures if available).
4. Let the learners do Exercise 2.1 in the Pupil's Book on page 123.
5. Give learners the homework activity in the Pupil's Book on page 122 to complete at home.

Lesson 5 Having a call from God *PB p. 123*

1. Revise the previous lesson on calls of the patriarchs and remind the learners of what is meant by having a call.
2. Make a list of different types of calls on the board.
3. Let the learners do Activity 2.3 in the Pupil's Book on page 123.

Lesson 6 Having a call from God

1. Research and talk about people in the neighbourhood with calls.
2. Let the learners draw up a report and draw pictures.

Lesson 7 Special talents *PB p. 124*

1. Talk about special talents. Some learners may find this hard so be very encouraging.
2. Use the lesson to promote good self-worth.
3. Make suggestions of special talents and explain to learners that we are all important and valuable in God's plan, however small we may think our contribution can be.
4. Let the learners do the homework activity in the Pupil's Book on page 124.

Lesson 8 Special talents *PB p. 124*

1. Learners can brainstorm their special talents in groups and then draw pictures.

Lesson 9 God's plan to save the world *PB p. 124*

1. Recap on the patriarchs and on God having a plan.
2. Read the Bible reference with the learners.
3. Talk about God needing to have the plan together at the right time and in the right place. Give examples of perfect timing.

Lesson 10 God's plan to save the world *PB p. 124*

1. Allow groups to practise and perform their role-plays.

Lesson 11 Revision *PB p. 125*

1. Use this lesson for revision, as there is a lot of content in this unit.

Lesson 12 Assessment *PB p. 125*

1. Let learners do the self-assessment in the Pupil's Book on page 125.
2. The assessment can be used for assessment or revision.

10. Ability group

Remedial questions

1. Name 3 Old Testament patriarchs.
Answer: Noah, Moses, Abraham or Jacob
2. Who did God send to lead us back to Him?
Answer: Jesus
3. Another word for a vocation is a _____.
Answer: call

Consolidation questions

1. The patriarchs were not perfect. What quality did they have in common?
Answer: Obedience to God.
2. Why did God want to create a special place for the Israelites?
Answer: Because He had chosen them to fulfil His plan for mankind. He needed to keep them separate from other nations.
3. Why is it important to be aware of your own special talents?
Answer: So that you can use them for the purpose that God gave them to you/ to be of value in God's plan.

11. Extension learning

1. Research people and groups in Rwanda who, in your opinion, have a call.
Answer: Answers will vary but could include local religious leaders or a charity worker.

2. What type of countryside did Moses lead the Israelites through?
Answer: Desert
3. Draw a picture of the Ark that Noah built and show the animals being led inside.
Answer: Allow for creativity.

12. Assessment

Formative

Grade formative assessments: Red=No, Amber=Not Sure or Green=Yes.

The learner:	
knows the names of the patriarchs	
can explain their roles	
understands the meaning of having a call	
understands the significance of the Annunciation	
can identify own special talents	
shows critical thinking around leadership and patriarchs	
has completed homework	
can cooperate in group roleplay	

Summative

The learner:	Has not completed formal assessments at all	Has made some attempt to answer questions, but there are mistakes or inaccurate answers	Has completed all questions correctly and neatly with no mistakes
	0	10-15	15-20

13. Suggested answers

Oral activity *PB p. 119*

1. Abraham
2. He is sacrificing his son Isaac.
3. God
4. To test his faith
5. Yes.

Activity 2.1 *PB p. 120*

Learners must make a list of the names of important male leaders in their communities. Answers will vary according to the district.

Activity 2.2 *PB p. 121*

Divide learners into groups. Learners must make a list of the excuses Abraham might have first given God before sacrificing Isaac. Examples: "Can I give you a goat instead?" or "He is not old enough."

Homework *PB p. 122*

Learners must describe the life and call of Noah, Moses and Jacob. They must explain the promises God made to them. Each of the patriarchs had a part to play in God's plan. Noah saved his family and the animals from the flood so that God might start again with a pure people. Moses led the Israelites out of Egypt so that they could find a new land to settle in. Jacob started the 12 tribes that became the Israelites.

Exercise 2.1 *PB p. 123*

1. A father
2. Abraham, Noah, Moses and Jacob
3. To set an example and lead His people
4. Literally, a covenant. In the Bible, an agreement between God and His people, in which God makes promises to His people and, usually, requires certain conduct from them. In the Old Testament, God made agreements with Noah, Abraham and Moses.

Activity 2.3 *PB p. 123*

Learners must look at the pictures in their books and say what they think are the call of the people in the pictures:

- Doctor: to help make people better
- Fireman: to help and rescue people and animals and protect property
- Nun: to guide and lead people spiritually
- Teacher: to educate, teach and lead people

Homework *PB p. 124*

1. Learners must make a list of their own special talents. Lists will vary from learner to learner. Encourage learners to think positively about themselves. This helps them to develop a good self-image.
2. Learners must explain three ways that they can use their talents to help other people. Answers will vary.

Activity 2.4 *PB p. 124*

Divide learners into groups. Learners must do a role-play about the patriarchs. Learners must include their call and covenants and explain their significance in the forthcoming annunciation.

Self-assessment *PB p. 125*

1. A vocation is another name for a call.
2. Noah, Abraham, Moses and Jacob were Old Testament patriarchs.
3. They were His chosen people.

Formal assessment

PB p. 126

1. The attributes of God are love, being almighty, omnipotent, omnipresent, transcendent and omniscient. (2)
2. For God so loved the world that He gave His one and only Son, that whoever believes in Him shall not perish but have eternal life. (2)
3. Learners' answers will vary. (3)
4. Love is important; it is indispensable. (2)
5. God created man to worship Him and to look after His creatures on earth. (2)
6. Not destroying their habitat, not ill-treating animals, protecting endangered species, limiting pollution. Answers will vary. (4)
7. Because God asked him to. (1)
8. The twelve tribes of Israel. (1)
9. When we have a call we are listening to the voice of God telling us what He would like us to do with our lives. A call will always tell us to help others or do something good; it will never tell us to hurt another person. Another name for a call is a vocation. (3)
10. God sent Jesus as a perfect man to die for our sins so we could be forgiven through his death and be saved. (1)
11. call: vocation or task
patriarch: male leader
covenant: promise
talent: skill or ability (4)

Total marks: 25

Sub-topic: Worship

UNIT 3 God's commandments

(Pupil's Book pages 127–137)

Key unit competence: A learner will be able to differentiate the commandments of God

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Recall the Ten Commandments.
- Identify the greatest commandment.
- Outline the consequences of breaking God's commandments

Skills

- Explain God's commandment.
- Classify God's commandment.
- Discuss the consequences of breaking Commandments as well as the importance of Commandments in daily life.

Attitudes and values

- Appreciate the importance of the greatest commandment in the daily life.
- Positive attitude of participating in humanitarian actions and voluntary services.
- Perform works of charity.

1. Content summary

- The ten Lord's commandments.
- Why did God give commandments?
- Categories of commandment.
- The greatest commandment (unconditional love and charity).
- Consequences of breaking Commandments (spiritual, moral and social).
- Importance of Commandments in Christian life.

2. Background notes

Before the lesson, you will need to prepare by reading the Bible texts. If you can find a film about the Exodus, arrange for it to be shown. If not, make sure you have

pictures that you can show learners. It is also a good idea to write the Ten Commandments on a poster or on the board for display.

3. Key vocabulary

adultery, commandments, consequences

4. Competencies practised

Basic

- Literacy: Reading a variety of texts accurately and quickly.
- Citizenship and national identity: Advocating for a harmonious and cohesive society and working with people from diverse cultural backgrounds.

Generic

- Listening carefully for understanding and seeking clarification when necessary.
- Lifelong learning: Taking the initiative to update knowledge and skills with minimum external support.
- Critical thinking: Think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion.
- Creativity and imagination: Use imagination beyond the knowledge that is provided in order to generate new ideas to enrich learning.
- Communication skills: Communicating ideas and information confidently and effectively through speaking and writing and other forms of communication using correct language structures and relevant vocabulary in a range of social and cultural contexts.
- Cooperation: Cooperating with others as a team in whatever task may be assigned.

5. Cross-cutting issues

Standardisation culture

- Corruption is a form of lying and stealing.

Peace and values education

- When we love one another, we live peacefully together and respect each other and our differences.

6. Classroom organisation

Learners must work in groups and in pairs as well as alone. Allow space for role-plays. Learners will need crayons for the drawing activity.

7. Teaching materials

Bible, pictures, photographs, films about the Exodus

8. Before you start

Use the picture in the Pupil's Book on page 127 to start a discussion about family values and families that worship together.

9. Teaching steps: (8 lessons)

Lesson 1 The Ten Commandments *PB p. 129*

1. Talk about the picture on page 127 and give reasons why families worship.
2. Use this to introduce the topic of Moses leading the Israelites through the desert.
3. Remind learners of the previous lesson on the patriarchs.
4. Tell the story of how Moses went up Mount Sinai and how God revealed His commandments.
5. Let the learners do Activity 3.1 in the Pupil's Book on page 130.

Lesson 2 Why did God give the commandments? *PB p. 130*

1. Discuss laws and why we need laws to live by.
2. Ask the learners what would happen in school, at home and in the country if we had no laws.
3. Let the learners complete Activity 3.2 in the Pupil's Book on page 130.

Lesson 3 Categories of commandments *PB p. 131–133*

1. Explain the difference between moral and civil laws.
2. Give examples to learners and ask them to suggest laws that we need to live by.
3. Allow learners time to complete Activity 3.3 in the Pupil's Book on page 132. They will need paper and colouring crayons.

4. Ask the learners to complete Exercise 3.1 in the Pupil's Book on page 133.
5. Give the learners the homework activity in the Pupil's Book on page 133.

Lesson 4 The greatest commandment *PB p. 134*

1. Discuss how Jesus simplified the commandments into two for us.
2. Explain how by following His commands we will obey the Ten Commandments.
3. Read Matthew 22:36-40 with the class.
4. Allow time for the learners to complete Activity 3.4 in the Pupil's Book on page 134.
5. Give the learners the homework activity in the Pupil's Book on page 134.

Lesson 5 The consequences of breaking the commandments *PB p. 135*

1. Talk to the learners about what happens when we break rules at home or at school.
2. Discuss the concept of all actions having consequences.
3. Read Job 11:20, Isaiah 44:17-18, Romans 8:13 and Psalms 31:10 with the class and make sure they understand these texts.

Lesson 6 The consequences of breaking the commandments *PB p. 135*

1. Continue with previous lesson.
2. Let the learners do Activity 3.5 in the Pupil's Book on page 135.
3. Listen to the group presentations.

Lesson 7 The consequences of breaking the commandments *PB p. 135*

1. Use the lesson for a role-play activity of a mother punishing her son for doing something wrong.

Lesson 8 Revision and assessment *PB p. 136*

1. Revise the unit.
2. Let the learners complete the self-assessment in the Pupil's Book on page 136.
3. The assessment and formal assessment can be used for assessment or revision.

10. Ability group

Remedial questions

1. How many commandments did God give Moses?
Answer: 10
2. What is the first commandment?
Answer: Do not worship any other god but Me.
3. What was the Greatest Commandment that Jesus gave us?
Answer: Love the Lord your God with all your heart and with all your soul and with all your mind.

Consolidation questions

1. Name the two categories of laws that God gave to Moses.
Answer: Moral and civil laws.
2. Explain what a consequence is.
Answer: An event that is a result of something we do or do not do.
3. Are all consequences bad?
Answer: No, only the consequences of wrong behaviour are bad; right behaviour is usually rewarded.

11. Extension learning

- Why do we need moral laws?
Answer: Moral laws deal with values and ethics, and help people to know the right way to behave.
- Why did God need to give the Ten Commandments to Moses?
Answer: Because the Israelites were not living in a way that pleased God and because they were building idols to worship.
- Why do you think Jesus gave us His Commandments?
Answer: To make it simpler for us to obey God.

12. Assessment

Formative

Grade formative assessments: Red=No, Amber=Not Sure or Green=Yes.

The learner:	
can read and answer the questions	
can identify and understand the Ten Commandments	
takes part in role plays	
understands the concept of consequences	
executed the drawings well	
shows critical thinking around reasons for commandments	
can do research and solve problems	
shows cooperation with group presentations	

Summative

The learner:	Has not answered questions all at	Made some attempt to answers questions and complete drawings, but with mistakes	Has completed all questions correctly and neatly with no mistakes
	0	0–15	15–20

13. Suggested answers

Oral activity

PB p. 129

- They are in church.
- They are worshipping God.
- Sunday
- The Bible

Activity 3.1

PB p. 130

- You shall have no other gods before Me.
- You shall not make idols.
- You shall not take the name of the LORD your God in vain.
- Remember the Sabbath day, to keep it holy.
- Honour your father and your mother.
- You shall not murder.
- You shall not commit adultery.
- You shall not steal.
- You shall not bear false witness against your neighbour.
- You shall not covet.

Activity 3.2

PB p. 130

Divide learners into groups and then ask them to follow the instructions.

- In their groups, learners must discuss why God gave commandments to His people. Answers should include the following: so that we will know how to live our lives; so that we only worship one god; so that we please Him.
- Learners must make a list of ways in which they can show love to God. Answers will vary, but could include: by worshipping Him; by obeying His laws; by helping others; by being grateful.

Activity 3.3

PB p. 132

This activity is meant to help learners recognise what a false god is and how much time can be wasted on material possessions. Learners should be led to realise the need for balance and that time needs to be spent developing the spiritual side of life. Do not be judgmental but encourage learners to be thoughtful in their approach to this activity.

Exercise 3.1

PB p. 133

- A moral law is a religious law about worshipping God, whereas a civil law is about how to treat other people.
- It hurts their feelings and damages their reputation.
- You can go to church, you could catch up on homework, you could help your parents, etc.

Homework

PB p. 133

Learners must practise saying the Ten Commandments and learn them off by heart.

Activity 3.4

PB p. 134

- Learners must draw a picture showing one of the ways that they can show their love for God.

Homework

PB p. 134

Learners must write a short story in which they shared something good with their neighbour. It can be a birthday party or a book that they have read. Encourage learners to share their stories in lesson time. Allow them to draw pictures to go with the story if they wish.

Activity 3.5

PB p. 135

Learners must make a group presentation about the effects of breaking the commandments. Allow each group to select one commandment and then share their presentation with the class.

Activity 3.6

PB p. 135

Divide learners into groups. Learners must act out short plays about a mother punishing her son for not doing the given jobs at home. Make sure they explain why the son should respect his mother and do his jobs. This activity teaches awareness of respect and obedience.

13. Self-assessment

PB p. 136

- You shall have no other gods before Me.
You shall not make idols.
You shall not take the name of the LORD your God in vain.
Remember the Sabbath day, to keep it holy.
Honour your father and your mother.
You shall not murder.
You shall not commit adultery.
You shall not steal.
You shall not bear false witness against your neighbour.
You shall not covet.
- 'Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like it: 'Love your neighbour as yourself.'

3. It would be anything that you place before God in importance. Using the book of Exodus as an example, the Israelites made a golden calf and began to worship it. The calf was itself a part of creation. It could not represent God so it became a false idol. Only God can be worshipped as God.
4. We should respect and obey our parents because they gave us life and they care for us and look after us.

Formal assessment PB p. 137

1. Money can be a false idol if we think that it is more important than God and place it before God. (2)
2. God gave the Ten Commandments to tell the people of Israel how to live their lives. (1)
3. God's blessings, we know how to live our lives, we can live together in peace. (3)
4. We must remember the Sabbath day by keeping it holy because it is His day. This means that on Sabbath we do worthwhile things, such as attending church, visiting the sick or lonely, walking in nature, writing letters, doing family history or reading. (2)

5. God wrote the commandments on stone while speaking to Moses on Mount Sinai. (1)
6. You shall have no other gods before Me.
You shall not make idols.
You shall not take the name of the LORD your God in vain.
Remember the Sabbath day, to keep it holy. (4)
7. Do not murder. Do not commit adultery. Do not steal. Do not lie. Do not desire things that do not belong to you. (6)
8. Love the Lord your God with all your heart and with all your soul and with all your mind. (1)

Total marks: 20

Sub-topic: Christian worship

UNIT 4 The Blessed Virgin Mary

(Pupil's Book pages 138–146)

Key unit competence: The learner will be able to explain the teachings about the Virgin Mary and her role in Christian life.

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Know who is the Blessed Virgin Mary according to the Holy Scriptures.
- Know the place of the Blessed Virgin Mary in the Catholic Church

Skills

- Explain clearly the important events experienced by the Blessed Virgin Mary.
- Describe the role of the Blessed Virgin Mary in the Christian worship.

Attitudes and values

- To be devoted to the Blessed Virgin Mary.
- To appreciate the teachings about the Virgin Mary.

1. Content summary

- The Blessed Virgin Mary's role in the salvation and redemption.
- The place of the Blessed Virgin Mary in the Catholic Church tradition.
- Mary's protection and Intercession.
- Devotion and veneration of Mary.

2. Background notes

Research and understand the role of Mary in the Catholic Church. The use of a rosary in prayer is interesting to teach learners about. You can find out more on www.rosary-center.org/howto.htm and you can also teach learners how to use a rosary. If time permits, you can also research churches and shrines that are dedicated to Mary. Information on

Lourdes is available on <https://sacredsites.com/europe/france/lourdes.html>.

3. Key vocabulary

Messiah, venerate, virgin, intercede, Annunciation

4. Competencies practised

Basic

- Literacy: Reading a variety of texts accurately and quickly.
- Expressing ideas, messages and events through writing legible texts in good handwriting with correctly spelt words.
- Communicating ideas effectively through speaking using correct phonetics of words.

Generic

- Citizenship and national identity: Advocating for a harmonious and cohesive society and working with people from diverse cultural backgrounds.
- Creativity and innovation: Generate original ideas and apply them in learning situations.
- Communication skills: Communicating ideas and information confidently and effectively through speaking and writing and other forms of communication using correct language structures and relevant vocabulary in a range of social and cultural contexts.
- Cooperation: Practising respect for the rights, views and feelings of others.

**5. Cross-cutting issues
Peace and values education**

- Crucifixion was a painful way to die. Nowadays human rights organisations keep a watch for punishments that include torture and cruelty.

6. Classroom organisation

Learners will work in groups and in pairs as well as alone.

7. Teaching materials

Bible, pictures, photographs, films about the Virgin Mary, rosary

8. Before you start

Most of the learners will be able to recognise the painting of the Virgin Mary and Jesus. Show other pictures as well and introduce the subject of Mary as an important figure in the Catholic Christian tradition.

9. Teaching steps: (8 lessons)

Lesson 1 The life of Mary *PB p. 140*

1. Introduce the topic of Mary and tell learners about the Virgin birth.

2. You will need to spend time explaining the concept of the immaculate conception.
3. Let the learners start with Activity 4.1 in the Pupil's Book on page 141 by reading Luke 1:28 and Luke 1:42.

Lesson 2 Mary, mother of Jesus *PB p. 142*

1. Let learners complete Activity 4.1.
2. Talk about Mary's role as a mother when Jesus was growing up.
3. Let the learners do Exercise 4.1 in the Pupil's Book on page 142.
4. Give the homework exercise in the Pupil's Book on page 142 for homework.

Lesson 3 The importance of Mary in the Catholic Church *PB p. 142*

1. Discuss the role of mothers and the importance of mothers in society.
2. Talk about mistreatment of women in general.
3. Let the learners do Activity 4.2 in the Pupil's Book on page 142.

Lesson 4 Devotion to the Blessed Virgin Mary *PB p. 143*

1. Spend time on the important issue of respecting the rights of others.
2. Show pictures of famous people who have stood up for the rights of others.
3. Let the learners do Activity 4.3 in the Pupil's Book on page 143.

Lesson 5 Mary intercedes on our behalf *PB p. 144*

1. Explain the concept of intercession and how Mary prays on our behalf.
2. Read the 'Hail Mary' with the class.

Lesson 6 Mary intercedes on our behalf *PB p. 144*

1. Talk to learners about miracles that have happened through Mary's intervention.

Lesson 7 Mary intercedes on our behalf *PB p. 145*

1. Use this lesson as time for learners to do Activity 4.4 in the Pupil's Book on page 145 and create a prayer to Mary.
2. Ask learners to share their prayers with the class.
3. Ask the learners to do the homework activity in the Pupil's Book on page 145 at home.

Lesson 8 Revision and assessment *PB p. 145*

1. Revise the unit with the learners.
2. Let them do the peer assessment in the Pupil's Book on page 145.
3. The assessment and formal assessment can be used for assessment or revision.

**10. Ability group
Remedial questions**

1. Who was Mary?
Answer: The mother of Jesus Christ.
2. How does she help us nowadays?
Answer: She intercedes on our behalf.
3. What did the angel Gabriel tell her?
Answer: That she would have a baby who would be Christ the Saviour.

Consolidation questions

1. What happened to Mary after the crucifixion of Jesus?
Answer: She was looked after by John.
2. Why do Catholics hold Mary in such high regard?

Answer: Because she was the mother of Jesus and as such is the mother to all Christians.

3. What is the link between Mary and the Old Testament?
Answer: She fulfilled the Old Testament prophecy regarding the birth of Jesus.

11. Extension learning

1. What is a rosary used for?
Answer: Praying. A prayer is said for each bead.
2. Who was Bernadette Soubirous?
Answer: A young French girl to whom the Virgin Mary appeared. The place where she appeared is now a shrine visited by many people asking for miracles.
3. Why did God bless Mary?
Answer: Because she was pure of spirit and obedient to God.

12. Assessment

Formative

Grade formative assessments: Red=No, Amber=Not Sure or Green=Yes.

The learner:	
can read and answer the questions	
can understand the importance of the Blessed Virgin Mary	
can read and interpret the Scripture references	
understands the concept of the immaculate conception	
executes prayers well	
shows critical thinking around intercession	
understands the role of Mary in the Catholic Church	
has completed all the tasks	

Summative

The learner:	Has not answered questions at all	Has made some attempt to answer questions and complete drawings, but there were mistakes	Has completed all questions correctly and neatly with no mistakes
	0	0–15	15–20

13. Suggested answers

Oral activity

PB p. 140

1. Mary
2. Jesus
3. Love and caring
4. She is the mother of Jesus, the Son of God.

Activity 4.1

PB p. 141

1. Learners must read Luke 1:35 and write down in their own words what the angel Gabriel said to Mary. "The Holy Spirit will come over you, and the power of the Most High will overshadow you. So the holy one to be born will be called the Son of God."
2. Learners must read Luke 1:38 and explain how Mary reacted when Gabriel spoke to her. "I am the Lord's servant," Mary answered. "May your word to me be fulfilled." Then the angel left her.
3. Learners must act out a short play about the angel Gabriel speaking to the Virgin Mary.

Exercise 4.1

PB p. 142

1. Nazareth
2. Joseph
3. The angel Gabriel told Mary that she was to be the mother of the promised Messiah though she was a virgin. The baby would have an earthly mother, Mary, but His father would be the Holy Spirit of God. He would be the Son of God.
4. It marks the coming of God's Son to earth.

Homework

PB p. 142

Learners must think about how Mary must have felt when she watched Jesus, her son, dying on the cross. Learners must write a list of many words that describe how she must have felt. Examples will include words like sorrow, grief, etc.

Activity 4.2

PB p. 142

1. Learners must read together Mary's song of praise to God in Luke 1:46-48.
2. He is her saviour, He has remembered her, He has done great things for her, He has shown mercy, He has scattered the proud, He has lifted the lowly, He has fed the hungry, He has kept promises made to her ancestors and shown mercy to the descendants of Abraham.

Activity 4.3

PB p. 143

1. Learners must read Luke 1:28 and Luke 1:42. God had a high regard for Mary. The angel went to her and said, "Greetings, you who are highly favoured! The Lord is with you."
2. All of the words are positive and describe Mary.

3. Learners must make a list of three things that they can do to help their mothers. Lists will vary according to their mothers' needs, but could include being helpful in the home, caring for younger siblings, doing the shopping, etc.

Activity 4.4

PB p. 145

Learners must make up a prayer to Mary for something that they would like help with. They must write their prayer on a piece of paper and decorate it. This should be quite simple but with correct spelling and the appearance must be appealing.

Homework

PB p. 145

Learners must write a short report explaining why Mary is so important in the Catholic Church. Answers will cover some or all of these points:

- People do not realise that to attack the Blessed Mother is to also attack the work of the Father who sent His only Son to atone for the sins of the world.
- He was born of a perfect vessel that was fitting for God and the Saviour of the world, which was the Blessed Virgin.
- It is to Mary that we look to model our devotion to Christ as she led a perfect life of devotion to Her Son.
- She is the mother of the Church as Jesus at the cross gave her not only to John but also to the Church.

Self-assessment

PB p. 145

1. "The Holy Spirit will come on you, and the power of the Most High will overshadow you. So the holy one to be born will be called the Son of God."
2. She can intercede (speak/argue) on our behalf to God and Jesus.
3. Answers will vary but will include things like kindness, caring, love, etc.

4. Learners must make up their own prayer to Mary. This can be for a specific person who is ill or needs help or a general prayer.

Formal assessment

PB p. 146

1. Mary (1)
2. She is the mediator between God and mankind. (2)
3. The announcement by Gabriel to Mary of the forthcoming birth of Jesus. (2)
4. His birth was foretold in the Old Testament. (1)
5. Blessed Mother, Virgin, Madonna, Our Lady. (2)
6. There are many, but some of the most important qualities of Mother Mary are:

- Mary was highly favoured. God was with her. She was chosen to be the mother of Jesus' humanity. This tells us that Mary was a young woman of outstanding moral and spiritual character.
- Mary was submissive to God. She knew, she would lose Joseph; she would be a social outcast; she had no idea how she would raise the child, but she accepted to conceive the child.
- Mary was a woman of faith.
- Mary was humble.
- Mary was spiritual. She was a devout worshipper.
- Mary was thoughtful.
- The most appropriate role model for women. As a motherly figure, Mary exemplifies strength of godliness, strength and maternal instinct.
- One of the most valuable strengths Mary possessed was her ability to persevere.
- The Angel Gabriel greeted Mary as 'full of grace' or the one who enjoys 'God's favour'. (3)

- | | |
|---|--|
| <p>7. She prays on our behalf and asks God to honour our requests.</p> <p>8. When we venerate we show great respect for another human being, but only God can be worshipped. Worship is akin to adoration. (4)</p> <p>9. John. (1)</p> <p>10. She was full of grace and free of any stain of original sin. (2)</p> <p>11. It is a rosary, used for praying to Mary.</p> | <p>The beads are used to count the component prayers. (2)</p> <p>12. The angel Gabriel told Mary she would be pregnant and give birth to God's son, despite being a virgin. The son would save people from sin. (3)</p> <p style="text-align: right;">Total marks: 25</p> |
|---|--|

Sub-topic: Islamic monotheism and oneness of God

UNIT 1 Islamic faith (Al-Iman)

(Pupil's Book pages 147–156)

Key unit competence: Be able to live with faith according to two of the six pillars of Islamic faith. To perform works of submissiveness to Allah among people.

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Explain the 1st Pillar of Islamic Faith (Belief in the Oneness of Allah).
- Classify Shirk (polytheism) as the opposite of Tawheed (monotheism) into two main categories: major Shirk and minor Shirk.
- Explain the 2nd Pillar of Islamic Faith (Belief in Angels).
- List some names of Angels.
- Classify the Angels according to their responsibilities.

Skills

- Explain the oneness of God, his Beautiful names and his attributes.
- Explain reasons why Angels were created.
- Explain some duties of Angels.

Attitudes and values

- Avoid any worshipping of other deities (Shir'ki) as greater sin in Islam.
- Obey message from God as conveyed by his Angels to the disciples.

1. Content summary

- The two pillars being focused on are:
- Belief in Allah.
- Belief in the Angels.
- Responsibilities and duties of some Angels (Jibreel, Mikail, Israfil)
- Keepers of Paradise.
- (Malik, Munkar and Nakir, Malakul'maw'ti).

2. Background notes

You will need to be familiar with the most important beliefs of Islam. Spend some time researching if you are unfamiliar with it. It might be possible to invite an Islamic cleric to come and chat to the learners.

3. Key vocabulary

attribute, polytheistic, monotheistic, genderless

4. Competencies practised

Basic

Literacy

- Reading a variety of texts accurately and quickly.
Expressing ideas, messages and events through writing legible texts in good handwriting with correctly spelt words.
- Communicating ideas effectively through speaking using correct phonetics of words.

Citizenship and national identity

- Advocating for a harmonious and cohesive society and working with people from diverse cultural backgrounds.

Generic

Lifelong learning

- Exploiting all opportunities available to improve on knowledge and skills.

Critical thinking

- Think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion

Creativity and innovation

- Generate original ideas and apply them in learning situations.

Research and problem solving

- Be resourceful in finding answers to questions and solutions to problems.

Communication skills in languages subjects and other subjects

- Expressing ideas, messages and events through writing legible texts in good handwriting with correctly spelt words.
- Listening carefully for understanding and seeking clarification when necessary.
- Communicate clearly and confidently using a range of linguistic, symbolic, representational and physical expression.

Cooperation

- Cooperating with others as a team in whatever task may be assigned.

5. Cross-cutting issues

Genocide studies

- Forgiveness is very important. When bad things happen, we need to forgive and make sure that they do not happen again.

Peace and values education

- Respect for parents, other people and ourselves is important.

6. Classroom organisation

Learners will work in groups and in pairs as well as alone.

7. Teaching materials

Qur'an, Hadith Books, wallpapers, coloured pens

8. Before you start

The pictures on page 149 of the Pupil's Book show different aspects of Islam. Use these to introduce the topic and also to introduce non-Muslim learners to a religion which they may know little about.

9. Teaching steps: (8 lessons)

Lesson 1 The six pillars of Iman *PB p. 149*

1. Use the oral activity to introduce the lesson.
2. Explain the meaning of the six pillars of Iman.
3. Let the learners complete Activity 1.1 in the Pupil's Book on page 150.

Lesson 2 Belief in Allah *PB pp. 150–151*

1. Explain the meaning of the first pillar of Iman.
2. Discuss the 99 names of Iman.
3. Let the learners complete Activity 1.2 in the Pupil's Book on page 151.

Lesson 3 The meaning of Shirk *PB pp. 151–153*

1. Explain the meaning of shirk.
2. Discuss the difference between major and minor shirk.

3. Let the learners do Activity 1.3 in the Pupil's Book on page 153.
4. Ask the learners to do Exercise 1.1 in the Pupil's Book on page 153.

Lesson 4 Belief in the angels *PB pp. 153–154*

1. Talk about the angels and discuss their attributes.
2. Show pictures and allow time for the learners to start with their posters as part of Activity 1.4 in the Pupil's Book on page 155.

Lesson 5 Belief in the angels *PB pp. 152–154*

1. Discuss the duties and responsibilities of the angels.

Lesson 6 Belief in the angels *PB p. 155*

1. Talk about Paradise and the keepers of Paradise.
2. Let the learners complete Activity 1.4 in the Pupil's Book on page 155.

Lesson 7 Belief in the angels *PB p. 155*

1. Discuss what is common to Christianity and Islam.
2. Ask the learners to do Exercise 1.2 in the Pupil's Book on page 155.
3. Ask the learners to do the homework activity in the Pupil's Book on page 155.

Lesson 8 Revision and assessment

PB p. 156

1. Revise the unit.
2. Let the learners do the self-assessment in the Pupil's Book on page 156.

10. Ability group

Remedial questions

1. Name the first two pillars of Iman.
Answer: Belief in Allah alone. Belief in His angels.
2. Name the three main angels of Allah.
Answer: Gabriel, Raphael and Michael
3. What is the name of the prophet of Allah?
Answer: Muhammad

Consolidation questions

1. List the three components of belief in Allah.
Answer: The oneness of the lordship of Allah. The oneness of the Worship. The oneness of the names and the qualities of Allah.
2. What does shirk mean?
Answer: Worshipping something other than God.
3. How does Allah command us to treat our parents?
Answer: With gentleness and humility.

11. Extension learning

1. Name the angel who is guardian of paradise.
Answer: Ridwan
2. What does monotheistic mean?
Answer: Believing in only one God
3. Can major shirk be forgiven?
Answer: Not without asking for forgiveness from Allah and repenting

12. Assessment

Formative

Grade formative assessments: Red=No, Amber=Not Sure or Green=Yes.

The learner:	
can read and answer the questions	
can understand the pillars of Iman	
can understand the 10 names of Allah	
understand the concept of shirk	
can describe and talk about angels in Islam	
shows critical thinking around obedience	
can draw a poster showing the responsibilities of angels	
has completed all the tasks	

13. Suggested answers

Oral activity

PB p. 149

1. Islam
2. They are praying.
3. Mecca. The center of the Islamic world and the birthplace of both the Prophet Muhammad (peace be upon him) and the religion he founded.
4. Learners' answers will vary.

Activity 1.1

PB p. 150

Refer to the image on p. 149 of the *Learner's Book* and ask the learners to draw the six pillars of the Iman.

Activity 1.2

PB p. 151

Learners must draw a table like the one in the Pupil's Book. They must choose three of the names of Allah and write them down.

Next to each name they must explain what this name means to them. Answers will vary as the learners have several different names and meanings to choose from. An example of a correct answer is below.

Name of Allah	What this means to me
<i>Ar-Rahman</i>	The All-Merciful means God is merciful
<i>Ar-Rahim</i>	The All-Beneficent means God is generous
<i>Al-Malik</i>	The Absolute Ruler means God is all-powerful

Activity 1.3

PB p. 153

1. Learners must look at the pictures and talk about what forms of shirk are being depicted. Shown are the worship of goods (car), money and idols.
2. Worship of money and materialism. Worship of statues and charms, worship of money and power.
3. Using examples learners must show the existence of other types of shirk in Rwanda and explain their consequences. Examples may include boasting and showing off. There are many day-to-day examples that learners can use, e.g. polytheism, using charms, putting people above Allah.

Exercise 1.1

PB p. 153

1. The oneness of the lordship of Allah. The oneness of the Worship. The oneness of the names and the qualities of Allah.
2. There is only one way to worship.

3. *Ar-Rahman*: The All-Merciful. *Ar-Rahim*: The All-Beneficent.
Al-Malik: The Absolute Ruler.
Al-Quddus: The Pure One.
4. Shirk means worshipping something other than God. You are worshipping a rival to Allah. If we behave or think in a way that is not in keeping with believing only in Allah, then we are committing shirk, or sin.

Homework

PB p. 153

1. Learners must make a list of all the ways that they can show obedience to their parents. Answers will vary but will include things like doing what their parents tell them to do, helping their parents, being polite to their parents, showing respect to their parents, being at home on time, etc.

Activity 1.4

PB p. 155

Learners must make a poster showing the responsibilities of angels. They can decorate it and put it on their classroom wall. Responsibilities include:

- taking care of human beings
- executing Allah's commands around the universe
- serving Allah in the hereafter.

Exercise 1.2

PB p. 155

1. There is life after death and there is one God.
2. The three greatest angels are Mikail, Israfeel and Jibreel. These angels are also mentioned in the Bible. Mikail (Michael) is responsible for rain, directing it wherever God wishes. Israfeel (Raphael) is responsible for blowing the Horn, which will be blown at the onset of the Day of Judgment. Jibreel (Gabriel) is God's heavenly messenger to mankind. He conveys the revelation from God to His human messengers.

Homework

PB p. 155

Angels can protect us and guide us.

Self-assessment

PB p.156

1. 99
2. Learners must match the name of the angel with the correct description.
3. The correct name for sin in Islam is shirk.
4. The first pillar of Iman is belief in Allah. The second pillar is belief in His angels.
5. Light

Sub-topic: The Qur'an

UNIT 2 Islamic faith and the Qur'an

(Pupil's Book pages 157–163)

Key unit competence: Be able to only pray to Allah, to respect other beliefs, to trust in Allah in all situations and to keep him/her away from heavy punishments from Allah to the disobedient persons.

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Read and recite correctly the Surat about trusting in Allah, about punishments and awards from God at the end of age.
- List the actions that will be heavily punished by Allah.
- List the attitudes that help to be prevented from heavy punishment that God will deliver to the disobedient persons.

Skills

- Analyse the Surat Al-Kaafiroona
- Interpret the Surat Al-Quraysh.
- Explain Surat Al-Humazat.
- Distinguish wrong from right actions in his/her life.

Attitudes and values

- Respect the diversity but keep the own faith.
- Appreciating the importance of security in Islam.
- Always trust in God especially in trials.
- Have fear of God. (Observe the commandments of Allah).

1. Content summary

- Surat Al-Kaafiroona moral and spiritual meaning.
- Surat Al-Quraysh moral and spiritual meaning.
- Surat Al-Humazat moral and spiritual meaning.
- Surat Al'Fil and its moral and spiritual meaning.
- Surat Al'Mauna and its moral and spiritual meaning.

2. Background notes

You will need to research the relevant suras so that you are familiar with them. You will also need to obtain copies of the Qur'an in English and Kinyarwanda. In this topic we also touch on the concept of human rights and religious freedom. Get hold of newspaper articles or information downloaded from the internet to help learners understand the importance of tolerance especially within Rwanda. Make a display of the information on a classroom wall.

3. Key vocabulary

revealed, flourish, thrive, slander, immune

4. Competencies practised

Basic

Literacy

- Reading a variety of texts accurately and quickly.
- Expressing ideas, messages and events through writing legible texts in good handwriting with correctly spelt words.
- Communicating ideas effectively through speaking using correct phonetics of words.

Citizenship and national identity

- Advocating for a harmonious and cohesive society and working with people from diverse cultural backgrounds.

Generic

Lifelong learning

- Generate original ideas and apply them in learning situations.

Research and problem solving

Communication skills in languages subjects and other subjects

- Communicating ideas and information confidently and effectively through speaking and writing and other forms of communication using correct language structures and relevant vocabulary in a range of social and cultural contexts.

Cooperation

- Cooperating with others as a team in whatever task may be assigned.
- Social responsibility and making ethical decisions and judgments.
- Practising respect for the rights, views and feelings of others.

5. Cross-cutting issues

Peace and values education

- The Universal Declaration of Human rights promote world peace and tolerance. Religious rights are protected by the Rwandan Constitution and other laws and policies.

6. Classroom organisation

Learners will work in groups and in pairs as well as alone. Allow space for drawings to be done.

7. Teaching materials

Qur'an, poster paper, translated version of Qur'an in Kinyarwanda

8. Before you start

Use the oral activity to introduce the topic of the Qur'an and discuss its importance with learners.

9. Teaching steps: (8 lessons)

Lesson 1 The Qur'an PB p. 158

1. Use the opening question of the oral activity in the Pupil's Book on page 158 to introduce the topic.
2. Show the learners a copy of the Qur'an and explain its importance.
3. Let the learners complete Activity 2.1 in the Pupil's Book on page 159.

Lesson 2 Surat Al-Kafirun PB p. 159

1. Read the Surat Al-Kafirun and discuss its meaning.
2. Let the learners do Activity 2.2 in the Pupil's Book on page 159.

Lesson 3 Human rights PB p. 160

1. Talk about human rights and discuss ways in which human rights can be violated.

- Ask the learners to add suggestions and to draw pictures of human rights or human rights violations.

Lesson 4 Surat Al Quraish *PB p. 160*

- Read the Surat Al Quraish and discuss its meaning.
- Let the learners do Exercise 2.1 in the Pupil's Book on page 160.

Lesson 5 Surat Al-Humazah *PB p. 160*

- Read the Surat Al-Humazah and discuss its meaning.
- Ask the learners to complete Activity 2.4 in the Pupil's Book on page 160.
- Let the learners do Exercise 2.2 in the Pupil's Book on page 160.

Lesson 6 Surat Al-Fil *PB p. 161*

- Read the Surat Al-Fil and discuss its meaning.
- Let the learners do Activity 2.4 in the Pupil's Book on page 161.

Lesson 7 Surat Al-Ma'un *PB p. 162*

- Read the Surat Al-Ma'un and discuss its meaning.
- Let the learners do Activity 2.6 in the Pupil's Book on page 162.
- Ask the learners to complete Exercise 2.3 in the Pupil's Book on page 162 for homework.

Lesson 8 Revision and assessment *PB p. 163*

- Revise the unit.
- Let the learners do the peer assessment in the Pupil's Book on page 163.

- The assessment can be used for assessment or revision.

10. Ability group

Remedial questions

- What is the Qur'an?
Answer: The holy book of Islam
- What language was the Qur'an written in?
Answer: Arabic
- The Qur'an was written over ____ years.
Answer: 23

Consolidation questions

- The Holy Qur'an is the book of _____.
Answer: Islam
- The Qur'an was revealed to _____.
Answer: The prophet Muhammad (peace be upon him)
- Name the 5 suras we have examined in this unit.
Answer: Surat Al-Kafirun, Surat Al Quraish, Surat Al-Humazah, Surat Al-Fil, Surat Al-Ma'un

11. Extension learning

- What is the verse that all the chapter of the Qur'an, except one, begin with?
Answer: In the name of Allah the most merciful and the most kind.
- What is the value of reading the suras?
Answer: We learn more about Allah and more about how to live our lives as Allah wants us to live them.
- What happens when we do not respect each other's right to religious freedom?
Answer: We are not obeying the instructions of Allah. We do not live in harmony and we do not respect the rights of others.

12. Assessment

Formative

Grade formative assessments: rRed=No, Amber=Not Sure or Green=Yes.

The learner:	
can read and answer the questions	
understands how the Qur'an was written	
understands the five suras	
understands the meaning of the suras	
can describe and talk about human rights	
shows critical thinking around obedience and respect	
can draw a poster	
can join in group role play	

13. Suggested answers

Oral activity *PB p. 158*

- The Qur'an
- The Qur'an is the holy book of Islam.
- Followers of the Islam faith
- After the Bible

Activity 2.1 *PB p. 159*

Examine a copy of the Qur'an with the learners. Help them by pointing out the suras and the ayat.

Activity 2.2 *PB p. 159*

Recite the following six lines of the Surat Al-Kafirun with the learners.

- O Disbelievers!*
- I worship not that, which you worship,*
- Nor will you worship that which I worship.*
- And I shall not worship that which you are worshipping,*
- Nor will you worship that which I worship.*
- To you be your religion, and to me my religion*

- Learners discuss the meaning of this sura in their groups.
- It means you can believe in your religion and I can believe in mine and we can respect each other's beliefs.
- Answers will vary, but they should show tolerance for other's belief systems.

Exercise 2.1 *PB p. 160*

- He has protected them on their trading journeys. He has fed them and kept them safe from fear.
- If we trust in Allah He will keep us safe.
- It tells us that it is important to be safe as a tribe or group of people.

Activity 2.3 *PB p. 161*

Divide learners into groups. Let them recite the following nine lines of the Surat Al-Humazah.

- Woe to him who mocks other people by his actions or by his words
- Who has gathered wealth and counted it
- He thinks that his wealth will make him last forever.
- Nay! Verily, he will be thrown into Al-Hutama
- And how could you know what Al-Hutama is?
- The Fire of Allah that is kindled.
- Which penetrates up to the hearts
- It is locked encompassing them in it.
- In pillars stretched forth

Learners must do a short role play about mocking other people and the consequences. Groups can take turns to demonstrate their role play. One person in the play should explain why it is hurtful to be mocked or slandered. Learners should understand that making fun of other people or telling lies about them is very damaging and hurtful.

Exercise 2.2

PB p. 161

1. They will be thrown into Al-Hutama (hell).
2. It will not last forever.
3. They will be thrown into Al-Hutama (hell).

Activity 2.4

PB p. 161

Divide the learners into groups. Let them recite the following five lines of the Surat Al-Fil.

1. *Have you not seen how your Lord dealt with the people who had the Elephant?*
 2. *Did He not make their plot go astray?*
 3. *And He sent against them birds, in flocks.*
 4. *Striking them with stones of backed clay.*
 5. *And He made them like eaten straw.*
1. Elephant: powerful, brave, mighty, courageous, strong.
Birds: tiny, courageous, brave, sent by God, great army.
 2. That He is all-powerful.
 3. It is very similar to the story of David and Goliath in the Bible in that something small defeats something much bigger.
 4. Allah has the power to protect His people.

Activity 2.6

PB p. 162

Divide the learners into groups. Let them recite the following seven lines of the Surat Al-Ma'un.

1. *Have you seen him who denies the Final Judgment?*
2. *Then such is the man who repulses the orphan (with harshness),*
3. *And encourages not the feeding of the indigent.*
4. *So woe to those praying ones,*
5. *Who are careless of their prayers,*

6. *Those who (want but) to be seen (of men),*
7. *But refuse (to supply) (even) neighbourly needs.*

1. People who do not bother to pray to Allah and people who do not take care of orphans and homeless people.
2. Learners work in groups to create a poster showing the heavy punishments reserved by Allah for those who disobey him.

Exercise 2.3

PB p. 162

1. Denying that there is a final judgment. Being unkind to orphans. Not helping the homeless. Being careless in praying. Not helping their neighbours.
2. Praying. Taking care of orphans, the homeless and your neighbours.
3. Being humble and truthful.

Peer assessment

PB p. 163

1. Learners must match the sura in the lefthand column of the table with the correct description of its lesson in the righthand column.

Sura	Description
Surat Al-Kafirun	Respect other religions but remain faithful to Allah
Surat Al-Quraish	If we believe in Allah He will bless us with a stable society
Surat Al-Humazah	Do not slander other people
Surat Al-Fil	Allah's power is great
Surat Al-Ma'un	Respect your neighbours and take care of the poor

2. Learners complete the sentences.
 - a) The Qur'an was revealed to Muhammad over 23 years.
 - b) The Qur'an is made up of chapters and suras.
3. 'In the name of Allah the most merciful and the most kind'.

Sub-topic: Islamic law

UNIT 3 Islamic worship: fasting Ramadan

(Pupil's Book page 164-172)

Key unit competence: to be able to approach firmly Allah, take care of persons in needs and live humility at Ramadan.

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Comment on the month of Ramadan, how the period is decided.
- Judge the role of fasting in Ramadan in changing Muslim attitudes.
- Understand the rules of Fasting in Ramadan.
- Understand the night of decree and its meaning during Ramadan.

Skills

- Illustrate the virtues of Ramadan. Month.
- Analyse the lunar calendar and how it is used to calculate the period of Ramadan.
- Research the night of decree and its meaning during Ramadan.

Attitudes and values

- Respect the period of fasting.
- Appreciate Ramadan and its importance to Muslims all over the world.
- Respect those who fast.
- Value the closeness to God during Ramadan.
- Exploit the night of Decree.

1. Content summary

- What is Ramadan, virtues of the month of Ramadan?
- Why fasting is necessary in Ramadan.
- Those who are exempted from fasting during Ramadan.
- How the timing of Ramadan is decided.
- The night of Decree, how to count and exploit it.

2. Background notes

Find out as much as you can about Ramadan and about how Eid is celebrated

in your district. If you can get hold of any Eid delicacies you can bring these to school for learners to try. Learners may ask about how the timing of the moon is sighted, in which case you need to explain that the moon rises and sets at different times each day according to where on the planet you are. This does create a problem and usually Ramadan is synchronised with Mecca. Learners may also ask what happens if the sky is clouded.

3. Key vocabulary

lunar, fasting, restraint, communal

4. Competencies practised

Basic

Literacy

- Reading a variety of texts accurately and quickly.
- Expressing ideas, messages and events through writing legible texts in good handwriting with correctly spelt words.
- Communicating ideas effectively through speaking using correct phonetics of words.
- Listening carefully for understanding and seeking clarification when necessary.

Citizenship and national identity

- Advocating for a harmonious and cohesive society and working with people from diverse cultural backgrounds.

Science and technology

- Develop a sense of curiosity, inquisitiveness and research to explain theories, hypotheses and natural phenomena

Generic

Lifelong learning

- Exploiting all opportunities available to improve on knowledge and skills.

Critical thinking

- Think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion

Creativity and innovation

- Generate original ideas and apply them in learning situations.

Research and problem solving

- Explain phenomena based on findings from information gathered or provided

Communication skills in languages subjects and other subjects

- Communicating ideas and information confidently and effectively through speaking and writing and other forms of communication using correct language structures and relevant vocabulary in a range of social and cultural contexts.

Cooperation

- Cooperating with others as a team in whatever task may be assigned.

5. Cross-cutting issues

Peace and values education

- Different countries, cultures and religions follow different calendars. We must respect differences.

Standardisation culture

- Taking care of the poor and needy in our community is very important.

6. Classroom organisation

Learners will work in groups and in pairs as well as alone.

7. Teaching materials

Qur'an, poster paper, Hadith Books, coloured pens, video and video player

8. Before you start

Ramadan is an extremely important time in the Islamic year. Introduce the topic using the opening pictures and the oral activity in the Pupil's Book on page 165.

9. Teaching steps: (9 lessons)

Lesson 1 What is Ramadan? PB p. 166

1. Ask learners the opening questions and then introduce the subject of Ramadan.
2. Explain to learners why Ramadan is very important and how it is calculated.

3. Let the learners do Activity 3.1 in the Pupil's Book on page 166.

Lesson 2 How the timing of Ramadan is decided PB p. 167

1. Continue with the explanation of how the timing of Ramadan is calculated.
2. Let the learners do Activity 3.2 in the Pupil's Book on page 167.
3. Ask the learners to do the homework activity in the Pupil's Book on page 167.

Lesson 3 Why do Muslims fast? PB p. 168

1. It is important that learners understand the importance of Ramadan.
2. Explain the meaning of restraint.
3. Let the learners do Activity 3.3 in the Pupil's Book on page 168.

Lesson 4 Breaking the fast (Iftar) PB p. 168

1. Talk about Iftar.
2. Try to bring some pictures of Iftar meals or ask a local Muslim mother to give you an Iftar menu to add interest to the lesson.
3. Let the learners do Activity 3.4 in the Pupil's Book on page 168.

Lesson 5 Practices and prayers during Ramadan PB p. 169

1. Talk about the activities during Ramadan.
2. Let the learners discuss how one can try to be a better person.
3. Let the learners do Activity 3.5 in the Pupil's Book on page 169.
4. Let the class do Exercise 3.1 in the Pupil's Book on page 169.

Lesson 6 The Night of Decree PB p. 170

1. Discuss the importance of the Night of the Decree.
2. Let the learners do Activity 3.6 in the Pupil's Book on page 170.
3. Ask the learners to do the homework activity in the Pupil's Book on page 170.

Lesson 7 People who are exempt from fasting PB pp. 170–171

1. Explain to the learners that some people are exempt from fasting during Ramadan.
2. Ask the learners to suggest who these people might be.
3. Use the Pupil's Book information to talk about fasting.
4. Let the learners do Activity 3.7 in the Pupil's Book on page 171.

Lesson 8 Eid-al-Fitr PB pp. 171–172

1. Talk about Eid.
2. Show pictures of people celebrating Eid.
3. Let the learners complete Activity 3.8 in the Pupil's Book on page 172.

Lesson 9 Revision and assessment PB p. 172

1. Use the lesson to complete any outstanding activities or to revise the unit.
2. Let the learners do the peer assessment in the Pupil's Book on page 172.
3. The assessment can be used for assessment or revision.

10. Ability group

Remedial questions

1. What is Ramadan?
Answer: The holy month of fasting for Muslims
2. What is the Night of the Decree?
Answer: The most powerful night of Ramadan when Allah doubly blesses all prayers
3. When is Eid celebrated?
Answer: At the end of Ramadan

Consolidation questions

1. Name the groups of people who are exempt from fasting.
Answer: Children under the age of puberty, the elderly, the sick, travellers and soldiers, anyone who has a medical condition, women during their menses and post-natal bleeding, the pregnant and the nursing mothers
2. When do Muslims fast during Ramadan?
Answer: From sunrise to sunset
3. When is Ramadan?
Answer: The ninth month of the Muslim year

11. Extension learning

1. Why is Iftar important at the end of each day during Ramadan?
Answer: Because it is a time for communities and families to eat together and be thankful that they have food
2. Why do some Muslims spend the last few days of Ramadan in prayer in the Mosque?
Answer: Because this is the holiest time in Ramadan and they want to come closer to Allah

3. Why do some Muslims give cards and presents at the end of Ramadan?
Answer: As a celebration

12. Assessment

Formative

Grade formative assessments: red, amber or green.

The learner:	
can read and answer the questions	
understands how Ramadan is calculated	
understands the importance of Ramadan	
understands the meaning of the Night of the Decree	
can describe and talk about caring for other people	
shows critical thinking around people who are exempt from fasting	
understands the meaning of restraint	
can create a card for Eid	

13. Suggested answers

Oral activity

PB p. 165

1. People are being fed during Ramadan.
2. You may help poor people. You may pray. You may read the Holy Qur'an.
3. You may not eat, drink, smoke, fight or swear.

Activity 3.1

PB p. 166

Learners should draw a diagram showing the 4 cycles of the moon. You may need to assist them with a diagram on the board or a picture of the different stages. Use the image on Pupil's Book p. 147.

Activity 3.2

PB p. 167

1. Australia, Rwanda, Nigeria, France, America.
2. Ramadan is the month in which the Qur'an was revealed to the Prophet Muhammad as guidance for all mankind. Ramadan is a holy month of coming closer to Allah by fasting, praying, loving our neighbours and nourishing orphans and the poor.
3. Yom Kippur (the Day of Atonement) is observed by the Jewish faith. Lent is observed by the Roman Catholic Church.

Homework

PB p. 167

Ramadan is important because it is a time to remember that the Qur'an was revealed to the Prophet Muhammad (peace be upon him). It is also a time to come closer to Allah by trying to become a better person.

Activity 3.3

PB p. 168

Learners must draw a picture of a person and add labels to show how each part of the body observes Ramadan. Example: mouth does not take in food during the daytime, mouth and tongue do not gossip or swear, ears do not listen to gossip, eyes do not look at wrong things.

Activity 3.4

PB p. 168

Learners work in pairs to decide what would make a special Iftar meal. They must write a menu for an Iftar meal in Rwanda. They should include local delicacies.

Activity 3.5

PB p. 169

Learners must set one day aside this week to try and be a better person. They must keep a diary of how the day went and share this with the class.

Exercise 3.1

PB p. 169

1. During Ramadan people do their best to reconnect with Allah. They try to improve their character and their morality. They try to become better people.
2. The month of Ramadan begins after the first visual sighting of the 9th crescent moon of the year by the unaided eye. This can vary slightly from one country to another. Ramadan lasts for 29 or 30 days depending on when the new moon is seen. Sometimes Muslims disagree about the exact timing of the beginning and end of Ramadan.
3. During Ramadan Muslims all over the world go without food and drink during the daylight hours.

Activity 3.6

PB p. 170

Learners must make a list of blessings that might come to them and their family from praying during the Night of the Decree. Examples: security, health, happiness or finding a job.

Homework

PB p. 170

Muslims believe that this was the night on which Allah first started to reveal the Qur'an to the prophet Muhammad. Therefore the night has special power and is a good time to pray, because Allah especially blesses it.

Activity 3.7*PB p. 171*

1. Because they are breastfeeding a baby, sick, pregnant, travelling.
2. The people are exempt from fasting because they need food and water during the day.

Activity 3.8*PB p. 171*

Learners must draw an Eid Mubbarak card to give to a friend. Encourage learners to be creative and make their cards especially decorative.

Peer assessment*PB p. 172*

1. Learners must describe a typical day during Ramadan for a young Muslim boy or girl. The important thing is that the learners recognise that they will fast during the day.

2. The month of Ramadan begins after the first visual sighting of the 9th crescent moon of the year by the unaided eye. This can vary slightly from one country to another. Ramadan lasts for 29 or 30 days depending on when the new moon is seen. Sometimes Muslims disagree about the exact timing of the beginning and end of Ramadan.
3. Ramadan is the month in which the Qur'an was revealed to the Prophet Muhammad (peace be upon him) as guidance for all mankind. Ramadan is a holy month of coming closer to Allah by fasting, praying, loving our neighbours and nourishing orphans and the poor.

Sub-topic: History of Islam

UNIT 4 Hadith in Islamic Faith

(Pupil's Book pages 172-179)

Key unit competence: The learner will be able to respect the Qur'an and imitate Muhammad and his disciples' virtues.

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Memorise 10 Hadiths from the An-Nawawi Book Entitled "The Forty Hadith"
- List some Hadiths that testify the source of Islamic Faith.
- Identify the disciples of Muhammad who authentically transmitted Hadiths.
- Outline some Hadiths and their precepts.

Skills

- Explain the importance of Hadiths in Islamic worship.
- Describe the role of Muhammad's disciple in keeping the originality of Hadith.
- Distinguish hadith from the Qur'an.
- Apply 10 Hadiths that increase good relationship among people selected from the An-Nawawi Book Entitled "The Forty Hadith"

Attitudes and values

- Refer to the Hadiths in order to discern and to take decision in worshipping.
- Be honest in the society and strive for being believable.

1. Content summary

- Basic concept about Hadiths
- Genuineness of Hadiths (authenticity)
- The close relationship between hadiths and Qur'an.

2. Background notes

You will need to spend some time making sure you understand the importance of the Hadiths and the method in which they were collected. Authenticating the Hadiths happened over many hundreds of years.

3. Key vocabulary

narrators, ethics, Sunnah, Hadiths

4. Competencies practised

Basic

Literacy

- Reading a variety of texts accurately and quickly.
- Expressing ideas, messages and events through writing legible texts in good handwriting with correctly spelt words.

Citizenship and national identity

- Advocating for a harmonious and cohesive society and working with people from diverse cultural backgrounds

Generic

Lifelong learning

- Exploiting all opportunities available to improve on knowledge and skills. pages

Creativity and innovation

- Use imagination beyond the knowledge that is provided in order to generate new ideas to enrich learning.

Communication skills in languages subjects and other subjects

- Communicating ideas and information confidently and effectively through speaking and writing and other forms of communication using correct language structures and relevant vocabulary in a range of social and cultural contexts.

Cooperation

- Cooperating with others as a team in whatever task may be assigned.

5. Cross-cutting issues

Peace and values education

- Be sure of facts before passing information on to others. Gossip and false information can be very harmful.

Gender

- Respect for your neighbour includes respect for all people, including women.

6. Classroom organisation

Learners will work in groups and in pairs as well as alone. Learners will need space in which to make their posters.

7. Teaching materials

Qur'an, paper and crayons, The Forty Hadiths of An-Nawawi

8. Before you start

In this unit we study the Hadiths and how to live life in accordance with the example

set by the Prophet Muhammad. Use the picture in the Pupil's Book on page 174 to open a debate on helping others.

9. Teaching steps: (5 lessons)

Lesson 1 The Hadiths *PB p. 174*

- Explain the Hadith to learners.
- Let the learners do Activity 4.1 in the Pupil's Book on page 175.
- Talk about honesty.

Lesson 2 The genuineness of the Hadiths *PB pp. 175–176*

- Discuss with the learners the problem of making sure the Hadiths are accurate and from Muhammad.
- Talk about how scholars have tested them.
- Play the broken telephone game Activity 4.2 in the Pupil's Book on page 176.
- Let the learners complete Exercise 4.1 in the Pupil's Book on page 177.

Lesson 3 An-Nawawi's Forty Hadiths *PB pp. 177–178*

- Talk about An-Nawawi and describe the forty Hadiths of An-Nawawi to the learners.
- Start reading the 10 Hadiths in the Pupil's Book on page 177.
- Discuss how they talk about good relationships with neighbours.

Lesson 4 An-Nawawi's Forty Hadiths *PB pp. 177–178*

- Complete the previous lesson.
- Let the learners do Activity 4.3 in the Pupil's Book on page 178.
- Ask learners to do the homework activity in the Pupil's Book on page 178.

Lesson 5 Revision and assessment *PB pp. 174–179*

- Complete any outstanding work on the 10 Hadiths of An-Nawawi.
- Revise the unit.
- Ask the learners to complete the group assessment.
- The assessment can be used for assessment or revision.

10. Ability group

Remedial questions

- Why are children taught the Hadiths?
Answer: So they may learn more about how to live according to Islam
- What is a Hadith?
Answer: A saying or proverb or tale told by the Prophet Muhammad (peace be upon him)
- How many Hadiths did An-Nawawi compile?
Answer: 40

Consolidation questions

- What is the second source of laws in Islamic worship?
Answer: The Hadiths
- Why is the chain of narrators important?
Answer: To verify the authenticity of the Hadiths
- What are the Sunnah?
Answer: The practices, customs and traditions of the Prophet Muhammad

11. Extension learning

- Name two scholars of the Hadiths.
Answer: Ahmad ibn Hanbal, Al-Bukhari or Muslim
- How did Muhammad's disciples record the sayings of Muhammad?

Answer: They memorised them and told other people

- Do all branches of Islam study the same Hadiths?
Answer: No, different branches study different Hadiths

12. Assessment

Formative

Grade formative assessments: Red=No, Amber=Not Sure or Green=Yes.

The learner	
understands how the Hadiths were created	
appreciates the importance of the Hadiths	
can memorise the 10 Hadiths of An-Nawawi in the Pupil's Book	
understands the meanings of the 10 Hadiths of An-Nawawi in the Pupil's Book	
can describe and talk about being a good neighbor	
shows critical thinking around the problem of recording messages	
is able to work in a group to discuss the Hadiths	
can create a poster of the 10 Hadiths of An-Nawawi	

13. Suggested answers

Oral activity *PB p. 174*

- Muslim
- She is helping a needy person by feeding them.
- She is following the example of Muhammad.
- Learners must discuss if they have helped anyone recently.

Activity 4.1*PB p. 175*

- The Hadiths are important for the following reasons:
 - They reveal Allah’s messages.
 - They explain the meaning of Allah’s messages.
 - They give laws to live by.
 - They teach moral ideals.
 - They preserve Islam.
- There is no difference.
- Answers will vary. Examples may include weddings and birthdays.

Activity 4.2*PB p. 176*

Learners must play the game of broken telephone. The aim of this game is to make learners understand how important it is to be sure that a message had not been changed as it is passed on.

Exercise 4.1*PB p. 177*

- Muhammad’s (peace be upon him) followers memorised His teachings while he was alive. These were later written down and collections were made of them. These collections are known as Hadiths.
- Within the first two centuries after the Prophet’s (peace be upon him) death, scholars studied the stories, tracing the origins of each quotation and the chain of narrators through whom the quotation was passed on.
- The Sunnah.
- The practices, customs and traditions of the Prophet Muhammad (peace be upon him) are considered to be a perfect example of how He lived and how Muslims should live today.

Activity 4.3*PB p. 178*

- Learners must make a poster showing the ten Hadiths of An-Nawawi listed in the Pupil’s Book on page 157–158. They need only to use the heading at the top of each one.
- Learners must discuss in their group how these Hadiths help good relationships between people.

Homework*PB p. 178*

Learners must learn the 10 Hadiths of An-Nawawi by heart. They need only to learn the explanatory line.

Group assessment*PB p. 179*

- 1.1 Actions are based on intentions. Actions are according to intentions, and everyone will get what was intended.
 - 1.2 The declaration of faith. Islam has been built on five [pillars]: testifying that there is no god but Allah and that Muhammad is the Messenger of Allah, performing the prayers, paying the Zakah, making the pilgrimage to the House, and fasting in Ramadan.
 - 1.3 Stay away from what is prohibited. What I have forbidden for you, avoid. What I have ordered you [to do], do as much of it as you can.
 - 1.4 Love for your neighbour what you love for yourself. None of you will believe until you love for your brother what you love for yourself.

- 1.5 Do not be angry. A man said to the Prophet, ‘Give me advice.’ The Prophet, peace be upon him, said, ‘Do not get angry.’
- 1.6 Follow up a bad deed with a good deed. Be conscious of Allah wherever you are. Follow the bad deed with a good one to erase it, and engage others with beautiful character.
- 1.7 Do not neglect religious obligations. Verily Allah the Almighty has laid down religious obligations (fara’id), so do not neglect them.
- 1.8 Righteousness is about having a good character. Righteousness is in good character, and wrongdoing is that which wavers in your soul, and which you dislike people finding out about.
- 1.9 Entering paradise. A man questioned the Messenger of Allah (peace be upon him) and said: “Do you think that if I perform the obligatory prayers, fast in Ramadan, treat as lawful that which is halal, and treat as forbidden that which is haram, and do not increase upon that [in voluntary good deeds], then I shall enter Paradise?” He (peace be upon him) replied, “Yes.”

- 1.10 Be steadfast in your belief. “I said, ‘O Messenger of Allah, tell me something about Islam which I can ask of no one but you.’ He (peace be upon him) said, ‘Say “I believe in Allah” — and then be steadfast.”
2. Within the first two centuries after the Prophet’s (peace be upon him) death, scholars studied the stories, tracing the origins of each quotation and the chain of narrators through whom the quotation was passed. This was done to make sure that they were accurate recordings of what Muhammad (peace be upon him) had said. For the sayings to be accurate the chain needed to be unbroken.
3. The Hadiths are important for the following reasons:
 - They reveal Allah’s messages.
 - They explain the meaning of Allah’s messages.
 - They give laws to live by.
 - They teach moral ideals.
 - They preserve Islam.
4. The Qur’an
5. The Sunnah

Sub-topic: Morality (Adabu)

UNIT 5 Virtues according to the Qur'an (Pupil's Book pages 180–187)

Key unit competence: The learners demonstrate kindness to others, be humble in society and perform good actions always.

Learning objectives

At the end of this unit, learners should be able to:

Knowledge and understanding

- Identify the importance of telling the truth for self and for society.
- Recall the impacts of lying to society in general.
- List basic works of charity to the persons in need.
- Identify the rights of neighbours in Islam.

Skills

- Compare effects of lying with effects of telling the truth to society.
- Explain the characteristics of politeness and obedience between people.
- Plan and perform works of charity.
- Describe the rights of neighbours.

Attitudes and values

- Be truthful in the society.
- Avoid any kind of lying.
- Engage for helping persons in needs.
- Serve parents especially in their old age and the relatives.
- Be kind to the neighbours and respect their rights.

1. Content summary

- Be truthful (Aswid'q).
- Strive to be believable in society.
- Works of charity to the persons in need.
- Duties of children for the parents, teachers, leaders and colleagues.
- The rights of relatives and neighbours.

2. Background notes

In this lesson we examine various forms of dishonesty in society. You can use newspaper cuttings or information from the internet to give examples of how

dishonesty affects society. You will also need to research and find out about charities that operate in your district.

3. Key vocabulary

moral, corruption, bribery, and ethics.

4. Competencies practised

Basic

Literacy

- Expressing ideas, messages and events through writing legible texts in good handwriting with correctly spelt words.

- Communicating ideas effectively through speaking using correct phonetics of words.

Citizenship and national identity

- Advocating for a harmonious and cohesive society and working with people from diverse cultural backgrounds.

Generic

Lifelong learning

- Take initiative to explore challenges and ideas in order to construct new concepts.

Critical thinking

- Think reflectively, broadly and logically about challenges encountered in all situations

Creativity and innovation

- Generate original ideas and apply them in learning situations.

Research and problem solving

- Be resourceful in finding answers to questions and solutions to problems.

Communication skills in languages subjects and other subjects

Cooperation

- Cooperating with others as a team in whatever task may be assigned.
- Practicing respect for the rights, views and feelings of others.
- Practicing positive ethical and moral attitudes with respect to socially acceptable behaviour.

5. Cross-cutting issues

Standardisation Culture

- Corruption means dishonest conduct by those in power, usually including fraud or bribery. Recently there has been a big

scandal concerning FIFA and alleged corruption. This spoils the reputation of international football. (FIFA stands for Fédération Internationale de Football Association.)

Environment and sustainability

- Safe, clean drinking water is still a problem in areas of Rwanda. Charity: Water is a nonprofit organisation that brings clean and safe drinking water to people in developing nations. We must remember that water is precious. We must not waste it.

6. Classroom organisation

Learners will work in groups and in pairs as well as alone. Learners will need space in which to make their posters.

7. Teaching materials

Qur'an, Hadith Books, ICT tools, and products to be used in role-play about acts of charity

8. Before you start

This unit teaches about morality and the effects of dishonesty. Use the picture in the Pupil's Book on page 181 as an introduction to behaviour in the classroom.

9. Teaching steps: (6 lessons)

Lesson 1 The importance of telling the truth PB p. 181

1. Use the oral activity in the Pupil's Book on page 160 to introduce the subject of behaviour. Ask the learners to suggest different scenarios in the classroom that prevent them from learning. Talk about the effects of being dishonest.
2. Let the learners complete Activity 5.1 in the Pupil's Book on page 182.

Lesson 2 The importance of telling the truth for yourself PB p. 182

1. Ask the learners to think about how they feel if they are dishonest.
2. Talk about self-worth and the importance of being honest with yourself.
3. Introduce the topic of truthfulness in society.

Lesson 3 The importance of telling the truth for society PB p. 183

1. Continue with the topic of the effects of dishonesty on society.
2. Let the learners do Activity 5.2 in the Pupil's Book on page 183.

Lesson 4 The importance of telling the truth for society PB p. 183

1. Talk about corruption and explain what it is and what the effects are.
2. Let the learners do Exercise 5.1 in the Pupil's Book on page 183.

Lesson 5 Politeness and obedience PB pp. 183–184

1. Talk about politeness and obedience.
2. Relate the importance of this to the Qur'an.
3. Let the learners suggest ways to show their respect to parents.
4. Let the learners do Activity 5.3 in the Pupil's Book on page 184.

Lesson 6 Helping persons in need PB pp. 184–187

1. Discuss why we should help other people.

2. Let the learners think about how they could help others in their community.
3. Ask the learners to create the role play in Activity 5.4 in the Pupil's Book on page 185. You may need to put aside extra time for this.
4. Let the learners complete Activity 5.5 in the Pupil's Book on page 187.
5. Ask the learners to do the homework activity in the Pupil's Book on page 185.

10. Ability group

Remedial questions

1. Corruption and bribery are forms of _____.
Answer: Lying
2. How must we treat our neighbours?
Answer: Properly
3. What does Islam say about orphans and those in need?
Answer: We must help them.

Consolidation questions

1. If we are dishonest, it has an effect on _____ and on _____.
Answer: If we are dishonest, it has an effect on ourselves and on society.
2. What does the Qur'an say about the way to treat our parents?
Answer: We must treat them with respect and be obedient.
3. Telling lies about other people is an example of _____.
Answer: Dishonesty

11. Extension learning

1. What does corruption mean?
Answer: Dishonest or fraudulent behaviour by those in power
2. Why are ethics important in business?
Answer: Because we need to have high standards of truthfulness in business
3. Name two charities in your district.
Answer: Answers will vary.

12. Assessment

Formative

Grade formative assessments: Red=No, Amber=Not Sure or Green=Yes.

The learner:	
understands the importance of telling the truth	
can discuss the effects of lying on society	
can debate and suggest works of charity in their district	
can list the rights of neighbours	
has completed all activities	
has completed homework	
can cooperate in group role play	

Summative

The learner:	Has not completed formal assessment at all	Has made some attempt to answer questions, but there are spelling mistakes or inaccurate answers	Has completed all questions correctly and neatly with no spelling mistakes
	0	10–15	15–20

13. Suggested answers

Oral activity

PB p. 181

1. Happy
2. No
3. Being respectful of other people, especially our elders, is part of behaving in accordance with religious laws
4. Being respectful of property is part of behaving in accordance with religious laws

Activity 5.1

PB p. 182

Learners must make a list of 5 ways in which they could be dishonest. Answers will vary. Examples may include lying, cheating, corruption, etc.

Activity 5.2

PB p. 183

1. Learners must discuss the impacts of lying for the person telling the lies and for society. Learners must understand that lying lessens trust between people and that society gets hurt.
2. Learners must talk about how they feel when they know that they have told a lie. Learners must show that by lying they let themselves down.

Exercise 5.1

PB p. 183

1. Learners must make a list of the ways in which lying can occur in society. Answers will vary but will include things like bribery, corruption, cheating, etc.
2. Corruption is dishonest actions that destroy people's trust in the person or group, like the news of corruption in how your bank is run, that makes you close your account and invest your money somewhere else.

Activity 5.3

PB p. 184

Learners work in pairs. They must make up a conversation about borrowing a book. One of them should do the asking and the other one should lend the book. They must do this in a way that shows respect and politeness from both the borrower and the lender. Then they must swap roles.

Activity 5.4

PB p. 185

- Learners work in groups to do a role play of an act of charity helping people in need.
- It is important to help those in need. The Prophet Muhammad (peace be upon him) taught that one must give a portion of one's wealth to charity. This is what the Hadith narrated by Abu Huraira says:
"Allah said, 'O son of Adam! Spend, and I shall spend on you.'" [Sahih Al-Bukhari] Volume 7, Book 64, Number 264
 - It is also the duty of children to look after their parents when they become too old to look after themselves.

The Qur'an commands us to show kindness to parents in the following words:
Your Lord has decreed that you worship nothing but Him, and that you be kind to parents. Whether one or both of them attain old age in your life, say not to them a word of contempt, nor repel them but address them in terms of honour. (Al-Isra' 17:23-14)
 - You should do as requested.

Homework

PB p. 185

- Learners must ask their parents and neighbours to help them make a list of all the charity organisations in their community. The lists will differ according to the communities in which the learners live.
- Learners must write down one way in which they could help another person. Answers will vary, but examples may include things like helping an old person cross the street, helping their parents with household chores, etc.

Activity 5.5

PB p. 187

Learners work in groups and discuss ways that they should treat their neighbour.

Self-assessment

PB p. 187

- To lie, steal, cheat or deceive in any way.
- During Ramadan Muslims help the poor, feed the hungry, visit the sick in hospital and build homes for the homeless.
- Learners can name any three of the following:
 - Protecting his interests when he is absent.
 - Show him respect.
 - Help him when he has a problem.
 - Not looking for faults.
 - Trying to persuade him to refrain from bad habits.
 - Helping him if he is in trouble.
 - Forgiving him if he has done any wrong.
 - Practising the highest Islamic ethical code.

Formal assessment

PB p. 188

- (Any three)

<i>Ar-Rahman</i>	1	The All-Merciful
<i>Ar-Rahim</i>	2	The All-Beneficent
<i>Al-Malik</i>	3	The Absolute Ruler
<i>Al-Quddus</i>	4	The Pure One
<i>As-Salam</i>	5	The Source of Peace
<i>Al-Mu'min</i>	6	The Inspirer of Faith
<i>Al-Muhaymin</i>	7	The Guardian
<i>Al-'Aziz</i>	8	The Victorious
<i>Al-Jabbar</i>	9	The Compeller
<i>Al-Mutakabbir</i>	10	The Greatest
- Gabriel, Raphael and Michael (3)
- Believing in many gods and worshipping statues are both forms of shirk (1)

- The fast of Ramadan begins at sunrise and ends at sunset. (2)
- Children, travellers, old people, the infirm, women during their menses, pregnant and feeding mothers (3)
- The level of truthfulness falls. Other people may be encouraged to lie/Lying may become a generally accepted practice/It becomes harder for people to trust each other or organisations in society/Social unity is weakened/ Eventually nobody is able to believe anyone else and society collapses. (Any 1 effect) (1)

- Angels are made of light – true. (1)
- The Hadith (1)
- The Angel of Death (1)

Jannah	The name for Paradise
The Islamic calendar	Lunar calendar
Hadith	Collected saying of Muhammad
Night of the Decree	Most powerful night in the Islamic year

(4)

Total marks: 20

UNIT 1 Socio-economic activities in our district

1. Choose the correct word or words in the box, to complete each sentence. (6)

thirty economic activity district five social activity neighbourhood

- a. A is an area in which people live.
- b. A is the area around you.
- c. In Rwanda we have provinces.
- d. In Rwanda we havedistricts.
- e. The contact or meeting between people is called a
- f. To make, buy or sell goods is called an

2. Explain how socio-economic activities add to the development of our District. (4)

.....

3. Use this space to draw a map of our District. Draw the main socio-economic activities in our District, in your map. (10)

Total marks: 20

UNIT 1 Socio-economic activities in our district

1. (6)
- a. district.
 - b. neighbourhood
 - c. five
 - d. thirty
 - e. social activity
 - f. economic activity

2. Employment helps people to earn money. When people have money to spend and buy, more people will grow, make and sell things. They will also earn more money. Many people could visit a district to buy or sell goods. Roads will be built. The more roads we get, the easier it is for people to do business in a district. Tourism in a district means that people will build hotels and hostels. They will open restaurants. People who make crafts and pottery will open stalls to sell these items. Tourist guides will get work. So more money will come into the district. people who play sport will compete with others in neighbouring districts. they will pay for food and accommodation. This helps to create jobs. Weddings give work to wedding planners, cooks, decorators and choirs. All these works make our District to grow. (Any FOUR relevant answers.) (4)

3. Pupils/ Learners maps should accurately show their Districts. Allocate five marks for the drawing of the map. Pupils/Learners drawings of the main socio-economic activities will vary depending on the district. Allocate five marks for the identification of socio-economic activities. See the PB page 5 for an example of a map of districts. (10)

Total marks: 20

UNIT 2 Basic human and children's rights

1. Complete the table. Give the meaning of each of the terms in column A. (5)

A	B
1. Respect	1.
2. Tolerance	2.
3. Acceptance	3.
4. Difference	4.
5. Gender	5.

2. List SIX children's rights. (6)

.....
.....
.....
.....
.....
.....

3. Match the type of abuse in Column A, with the description in column B. (4)

A	B
3.1 Neglect	a. A person hurts your body. You are kicked or burnt.
3.2 Sexual abuse	b. A person uses bad words to hurt you.
3.3 Physical abuse	c. Nobody looks after you or cares for you.
3.4 Emotional abuse	d. A person touches you on your genitals.

4. Choose the correct answer from the options A or B. Make a circle around the correct answer. (5)

- 4.1 A human right is something that belongs to all of us because...
 A. we are from our District B. we are human
- 4.2 If you respect yourself, then you...
 A. are kind to yourself B. hurt yourself
- 4.3 To protect a person means to...
 A. abuse them B. care for them
- 4.4 When a husband beats his wife, it is called...
 A. a private matter B. gender based violence
- 4.5 To prevent sexual abuse, you should...
 A. keep it a secret B. report it to the police.

UNIT 2 Basic human and children's rights

Total marks: 20

1.
 1. To treat people in a polite and kind way. To show you value people.
 2. To accept other people. To allow others to be different. To understand other people.
 3. To agree to take people as they are. To allow people to be who they are, without wanting to change them.
 4. Diversity and not being similar. The state of not being the same.
 5. Gender gives you a male or female role.
 (Any appropriate explanations) (5)

2. The right to a name and nationality
 The right to be cared for.
 The right to play.
 The right to food.
 The right to shelter and a home
 The right to be kept safe from abuse
 The right to be cared for by a parent or guardian.
 The right to your freedom. You may not be kidnapped. You may not be taken away to work as a slave.
 The right to be safe. You cannot be used as a soldier in a war.
 (Any appropriate SIX rights) (6)

3. 3.1 c; 3.2 d; 3.3 a; 3.4 b. (4)

4.
 4.1 B
 4.2 A
 4.3 B
 4.4 B
 4.5 B (5)

Total marks: 20

UNIT 3 Hygiene

1. Fill in the missing word.
 - a) Malaria is a waterborne disease. When there is still and dirty water, can breed. (2)

2. These are some of the symptoms of malaria: headache, cough, fever, joint pain, vomiting, nausea, tiredness and muscle pain. Draw the outline of a body. Write the symptoms of malaria in, next to the body part that will be affected. (8)

3. Explain how you can keep your environment clean. (4)

.....

.....

.....

.....

4. Jon does not like to wash his hands. He says it is not needed.
 - a. Explain to Jon why he should wash his hands. (2)

.....

.....

 - b. Tell Jon when he should wash his hands. (4)

.....

.....

Total marks: 20

UNIT 3 Hygiene

1. a) mosquitoes (2)
2. Allocate (1) mark for the body outline. It can be a stick figure or any kind of body outline, but should show for example at a head, neck, chest, stomach, arms, and legs. Allocate the rest of the marks as follows:
 - Headache: next to head (1)
 - Cough: next to mouth area or chest area (1)
 - Fever: any body part (1)
 - Joint pain: next to any joint e.g. wrist, elbow, knee, hip areas (1)
 - Vomiting: next to mouth (1)
 - Nausea: next to stomach or throat area (1)
 - Musclepain: next to arms or legs. (1)

3. Keep the area where you live clean. Clean your house, classroom and school area. Never litter. Pick up waste. Never throw empty containers outside. They get filled with rainwater. Where mosquitoes breed. Sweep and wash the floor. Keep the area in and around the toilet / pit latrine clean. Cover food so that flies don't sit on it. Do not go to the toilet in or near water source. (Any FOUR appropriate suggestions.) (4)

4. a. It is very important to keep your hands clean. This is because germs on your hands can make you and others sick. If you do not wash your hands, you can spread diseases. You can also get sick. (2)
- b. Always wash your hands before you: peel fruit and vegetables, cook food, eat, go to sleep. (Any TWO of the above) Always wash your hands after you: go to the toilet or pit latrine, touch an animal, garden or farm. (Any TWO of the above) (4)

Total marks: 20

UNIT 4 Economy

1. Explain how the environment helps us to meet our needs and wants. (2)

2. How will you use the environment properly? Give FOUR ideas. (4)

3. To prioritize is to choose what is most important. Make circles around the FIVE items that you will prioritize. (5)

 food clothes to attend a party school books
 tickets to a concert transport money umbrella
 airtime/money to sms friends sweets cooldrinks
 shoes medicine toys pen and paper
4. Your friend does not save money. Explain to your friend how you can save money. (4)

5. Choose the best ways to make money from this list. Make a Tick ✓ next to the FIVE best ways. (5)
 - Farm and sell your produce.
 - Cook food and sell it at marketplaces, near schools and public places.
 - Cook food and sell it in quiet places where there are not many people.
 - Beg by the roadside.
 - Sell the same items everybody else is selling at the market.
 - Sell items that people need, and that not everybody else is selling, at the market.
 - Drive people in a bus, car or bicycle from one place to another.
 - Join a get-rich-quick plan you saw advertised.
 - Make clothes and sell them.

Total marks: 20

UNIT 4 Economy

1. It gives us food and water so we can live well. It also gives us shade and protection from the sun, wood we get from trees to build houses, make fires to cook food, make carvings to sell. We get grass to make baskets and mats. We have animals that are loved by all, including tourists. They visit our country to see our animals. This helps us to get money. (Any TWO relevant ideas) (2)
2. I will not waste anything. I will save water and close the tap. I will fix leaking taps. When I carry water I will not spill it. I will not chop down a tree if I do not need to. I will plant a tree for every tree I chop down. I will protect our wild animals and will not kill them. Any FOUR relevant suggestions. (4)
3. To prioritize is to choose what is most important. Make a circle around the FIVE items that you will prioritize. (5)
 Food, school books, transport money, umbrella, shoes, medicine, pen and paper.
 Any FIVE of the above. (5)
4. Think carefully before you spend money. Ask if you really need to spend the money. Compare prices. Find out if there is something the same, that costs less money. Wait for an item to be on sale or to be cheaper. Put your money into a bank. Then you can earn interest on your savings. Put your money in a money box. Give your money to elders to keep it safe. (Any FOUR relevant ideas.) (4)
5. Farm and sell your produce. Cook food and sell it at the market, near schools and public places. Sell items that people need, and that not everybody else is selling. Drive people in a bus, car or bicycle from one place to another. Make clothes and sell them. (5)

Total marks: 20

UNIT 5 Civics and governance

1. Choose the suitable words in the table to complete the sentences. (5)

leader	unacceptable	disharmony	council	approve
--------	--------------	------------	---------	---------

- Acceptable behaviour is actions that people of.
- People do not agree with this kind of behaviour, because it is
- This happens when people do not get on with each other. It is called
- The person who guides people is called a
- The is responsible for the running of the district.

2. Use this space to draw the Rwandan National Coat of Arms.



3. Fill the table in to list and explain the meaning of five of the symbols in our National Coat of Arms. (10)

Symbol	Meaning
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Total marks: 20

UNIT 5 Civics and governance

1. a. approve; b. unacceptable; c. disharmony; d. leader; e. council (5)

2.



Allocate five marks for the correct drawing of the Rwandan National Coat of Arms. (5)

3.

Symbol	Meaning
1. Green ring with a knot.	1. Development through hard work.
2. Sun.	2. Transparency and enlightenment.
3. Sorghum and coffee.	3. Diversified agricultural production.
4. Basket.	4. Our culture of saving, solidarity and sharing.
5. Cogwheel.	5. Science and technology, and industrial development.
6. Shields.	6. Patriotism, defence of national sovereignty, integrity and justice.
7. Motto.	7. Ubumwe (unity), Umurimo (work) and Gukunda igihugu (patriotism).

(Any FIVE of the above symbols and their correct meanings. Allocate five marks for symbols and five marks for meanings). (10).

Total marks: 20

UNIT 6 Important places and public assets in our district

- 1. Name any FOUR important places. (4)

- 2. Explain why important places are of value. (5)

- 3. Give FOUR reasons why we need to preserve and protect public assets. (4)

- 4. Make a drawing to show how you will clean a public asset. Name the public asset. Write the words next to your pictures to explain how you will clean this asset. (7)

Total marks: 20

UNIT 6 Important places and public assets in our district

- 1. Ethnographic Museum in Huye, National Art Gallery in Nyanza-Rwesero, King's Palace Museum in Nyanza-Rukari, Presidential Palace Museum in Kigali-Kanombe, Natural History Museum (Kandt House) in Kigali-Nyarugenge, Environmental Museum at Karongi, National Liberation Park Museum, Umurindi w'intwari, Akagera National Park, Nyungwe Forest National Park, Volcanoes National Park. (Any FOUR important places) (4)
- 2. At an important place we can see lovely things, enjoy nature, get many tourists to visit, learn more about nature and animals, protect these animals, get jobs to earn money, learn more about our culture, learn more about our history, preserve our culture, be reminded not to make the mistakes of the past, feel proud to be Rwandan. (Any FIVE relevant points) (5)
- 3. We need to look after our public assets so that everybody can use them. All of us should benefit from these assets. We need to keep water clean so that everybody can get clean water from the well. We need to look after our buildings so people can use them. For example, we need our hospitals and courts to be in good working order. (Any appropriate FOUR reasons) (4)
- 4. Allocate TWO marks for naming an appropriate public asset. Allocate TWO marks for drawings of cleaning items such as brooms and buckets. Allocate THREE marks for any relevant cleaning activities. (7)

Total marks: 20

UNIT 7 Weather, flora and fauna

1. Complete the table by filling in the elements of weather and their descriptions. (12)

A Elements of weather	B Descriptions
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

2. Describe FOUR ways in which flora is important in our district. (4)

1.
2.
3.
4.

3. Describe FOUR ways in which fauna is important in our district. (4)

1.
2.
3.
4.

Total marks: 20

UNIT 7 Weather, flora and fauna

1.

A Elements of weather	B Descriptions
1. Temperature.	1. It shows us how hot or cold it is.
2. Wind.	2. This is the movement of air.
3. Air pressure.	3. The pressure or heaviness put on something by the weight of the air.
4. Moisture.	4. This includes rain, mist and humidity. Humidity is the amount of moisture in the air.
5. Sunshine.	5. When the sun is shining in the daytime.
6. Clouds.	6. When there are clouds in the sky. Sometimes the clouds cover the sun. Then we say it is cloudy.

(Allocate six marks for the six elements and six marks for the correct descriptions, one mark per answer.) (12)

2.

1. We depend on plants as they produce oxygen. We need this to breathe.
 2. We use plants for food.
 3. Plants help to keep water clean. They also help to keep the air clean.
 4. We use plants to make medicines.
- (Any FOUR relevant answers) (4)

3.

1. Birds, bats and frogs help with insect control.
 2. Our wild animals bring many tourists here.
 3. Birds and bats help to turn up the soil. This helps to give the soil air. Then plants grow well.
 4. Animals have seeds in their feces. They help plants to spread.
- (Any FOUR relevant answers) (4)

Total marks: 20

UNIT 8 Population census

1. Fill in the missing words in each of these sentences. (5)
 - a. The number of people who live in a place is called a
 - b. A survey or poll is also called a population
 - c. A population census gives us information on how many live in Rwanda.
 - d. When there are not enough people living in an area, we say it is
 - e. When too many people live in an area, we say it is

2. What information does the population census give us? (5)

.....

.....

.....

.....

3. Imagine you are an enumerator working for the census. Explain what your task will be. (4)

.....

.....

.....

4. Your friend does not want to be counted. Your friend wants to run away from the enumerator. Explain to your friend why it is important to be counted on census day. (6)

.....

.....

.....

.....

Total marks: 20

UNIT 8 Population census

1.
 - a. population
 - b. census
 - c. people
 - d. under-population
 - e. over-population.

(5)

2. It gives us information about the people who live in Rwanda. It tells us how many people live in Rwanda, how the population changes, how many people are women and how many are men, the ages of the people, where people live, which areas have more people and which areas have less people, what work people do, how many are unemployed, the level of education people have, how many schools are in each area, how many children go to school, how healthy or sick people are, how many hospitals are in the area, how many people are poor and how many people do not have enough food to eat. (Any SIX appropriate responses.) (6)

3. I will do house-to-house visits on census day in the area given to me. I will explain to each household that I am an enumerator and describe the aim of the census. I will count the number of people in each house. I will also collect information about them. (Any FOUR relevant points) (4)

4. The census information helps our government to know how best to help the people. It gives information on the socio-economic conditions of the people. This helps our government to see where more employment is needed, who needs more help, where there are not enough schools, how many people are sick and how much money should be saved to help people in need. (Any FIVE relevant points) (5)

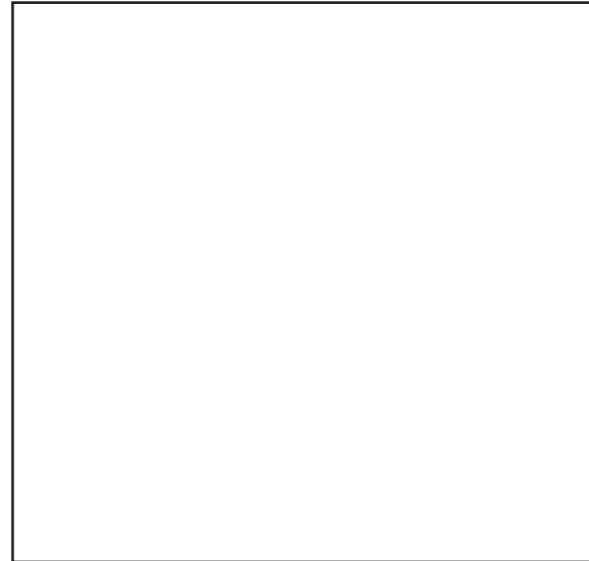
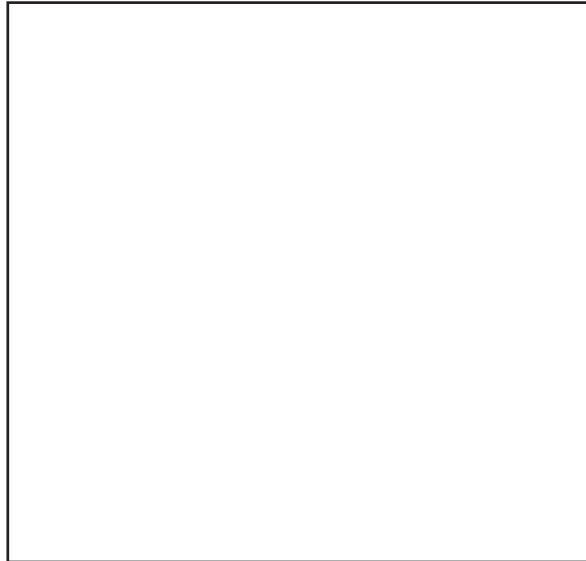
Total marks: 20

UNIT 9 Infrastructure

1. Draw TWO different types of transport. Write a word next to each drawing, to say what type of transport it is. (6)

Transport A

Transport B



2. What are four difficulties and dangers of transport? (4)

.....

3. Explain how you will solve the four problems of transport you listed. (4)

.....

4. List THREE different types of communication. (3)

.....

5. Explain how to overcome THREE difficulties and dangers of communication. (3)

.....

Total marks: 20

UNIT 9 Infrastructure

1. Learners can draw any of the types of transport, for example car, minibus, bicycle, truck, van, motorbike, bus, aeroplane, boat. They should correctly identify the transport. Allocate two marks for each drawing, and one mark for each correct type of transport named. (6)

2. Difficulties: It may be expensive. The roads may be damaged from rain and overuse, there may not be transport to use. goods can get lost or stolen during transport, the transport can arrive late or not arrive on the correct day. (Any TWO appropriate difficulties) (2)

Dangers: When the weather is bad, it is difficult to drive as the drivers can't see properly and the roads are wet, so it's easy to slip and collide. Robberies happen on the road. Your transport may break down and you can be left alone by the side of the road, far away from home. Crashes and accidents happen. A tyre can burst. A vehicle can overturn. Two vehicles can collide. A minibus with too many passengers can crash because it is overloaded. Some vehicles speed and cause crashes. Some vehicles are not roadworthy and cause accidents. Some passengers do not use safety belts so they get hurt when there is a crash. Some car drivers do not respect bicycles and bump into them or run them off the road. The drivers of trucks can be tired and fall asleep while driving. Some pedestrians walk in the road. They cause crashes. Animals in the road also cause crashes. (Any TWO appropriate dangers) (2)

3. Answers will differ according to the difficulties and dangers listed. Example answers are: Educate people to follow the rules of the road. This means no speeding. Educate pedestrians to keep to the side of the road and to look carefully before crossing a road. If you are a passenger, always fasten your seat belt. Make very strict laws to put people in jail for a long time if they drink and drive. (Any FOUR relevant suggestions) (4)

4. We talk to each other face to face. We telephone each other. We use landline telephones or mobile phones. We use the media. The media includes for example, radio, Television (TV), newspapers, the internet. We listen to the radio. We use the internet to send emails. We write letters to each other. We post the letters. (Any THREE types of communication) (3)

5. Answers will differ. An example is: Educate people how to use the internet in a safe and responsible way. Get mobile phone companies to reduce the costs. Ban bad messages such as lies, from the TV and radio. (Any THREE relevant suggestions) (3)

Total marks: 20

UNIT 10 Traditional Rwanda

1. Match the words in column A, with the correct explanation in Columns B. (12)

A	B
1. Traditional Rwanda	a Chiefs.
2. Ruled in pre-colonial time	b Social event
3. Clan.	c Military chiefs.
4. Inheritance	d Title of king
5. Umwami	e Cattle chiefs
6. They looked after the defence of the kingdom.	f The creator of all things
7. Imana	g land was passed on from parents to their children
8. They helped to rule the kingdom	h Culture, behaviours and practices that have been passed down from one generation to another.
9. Wedding party	l Group of people with a common ancestor
10. They were responsible for the well-being of animals.	j King
11. A very powerful woman	k A sign of wealth
12. Children	l The queen mother

2. Fill in examples under each heading in the table to show the difference between traditional and modern trade. (8)

Traditional trade	Modern trade
1.	1.
2.	2.
3.	3.
4.	4.

Total marks: 20

UNIT 10 Traditional Rwanda

1.

1. h
2. j
3. i
4. g
5. d
6. c
7. f
8. a
9. b
10. e
11. l
12. k

(Allocate one mark per answer).

(12)

2.

Traditional trade	Modern trade
1. Goods were exchanged or bartered.	1. People pay for goods with money.
2. Goods traded were mainly weapons, animals and their products, fish, honey and agricultural products.	2. Goods traded include completed products made in factories.
3. People often carried goods on their heads.	3. Goods are transported on bicycles, in trucks, wheelbarrows, boats, aeroplanes and cars.
4. There was no advertising.	4. Goods are advertised in newspapers and magazines, on billboards, on the Internet, and on radio and TV.

(Allocate four marks for traditional trade and four marks for modern trade.)

(4)

Total marks: 20

UNIT 1 Respect for God’s creatures

1. Name any four wild animals that live in Rwanda. (4)
 2. Read Genesis 1:28. What does God say about our relationship with the animals? (2)

 3. Explain the meaning of the following attributes describing God: almighty, omnipotence, omnipresence, transcendence and omniscience. (5)

 4. Read Genesis chapter 1 again and write what was created on each of the six days in the blocks. (6)
- | | |
|--|--|
| | |
| | |
| | |
5. Write a few sentences explaining what will happen if we pollute the lakes in Rwanda. (3)

Total marks: 20

UNIT 1 Respect for God’s creatures

1. Any four animals that are not domesticated. e.g. elephant, lion, zebra, crocodile, etc. (4)
2. God said " I am putting you in charge of the fish, the birds and all the wild animals." This means that we are expected to take care of the Earth and everything that lives on it. (2)
3.

God is Almighty: When we say God is almighty, we are stating our belief in His powers and authority over all the creation.

God is omnipresent: Omnipresence means that God everywhere at the same time, within His creation.

God is omnipotent: Omnipotent means all-powerful. God is omnipotent because he has all the powers to do everything in the universe.

God is omniscient: Omniscient means all knowing. God is all knowing. We cannot hide any fact from His knowledge

God is transcendent: Transcendent means going beyond our human experience. (5)
4. Pupils should be able to put in each block what was created on each day. They can use their bibles and work in pairs. (6)
5. If we pollute our lakes the water will no longer be fit to drink. The fish will die and we will not be able to use them for food. Plants will no longer grow alongside the lakes, which feed both us and the animals. Animals that come down to the lakes may get tangled in rubbish and drown.

(any three 3)
Total marks: 20

UNIT 2 Vocation of the Israelite people

1. Write a report explaining why Noah built the ark.
You can draw a picture at the same time. (4)

2. Describe briefly how, even nowadays, people can have a call from God.
Give an example. (2)
-
-

3. Who did God send as part of His plan to save the world? (1)

4. Make a list of your own special talents and suggest ways that you could use them to help other people and serve God. (4)
-
-
-
-

5. Read *John 8:12, 10:9, 14:6* and write down what Jesus said about His purpose. (2)
-
-

6. Draw a picture of Moses and God speaking to him through the burning bush. (2)
-

Total marks: 15

UNIT 2 Vocation of the Israelite people

1. Answers will vary. God called Noah to build an ark and to save the animals of the world and his own family. He told Noah that there would be a flood because He was about to destroy the sinful people on Earth. He asked Noah to trust Him and do as he was asked. Noah had to believe in what God was telling him to do long before he really got to see the whole picture of what God was planning. (4)
2. A call means hearing an instruction from God. Examples could include a doctor, teacher, nurse, fireman etc. (2)
3. Jesus. (1)
4. Answers will vary. Pupils should recognise some good qualities or skills that they have, for example running, drawing and explain how they can use this to help other people. (4)
5. Jesus said:
"I am the Light of the world,
the door to Salvation,
the Way, the Truth, and the Life." (2)
6. Pupils should draw a picture of Moses and the burning bush. (2)

Total marks: 15

UNIT 3 God's commandments

- Fill in the missing words in the ten Commandments below
 Do not worship any other _____ than Me.
 Do not make _____ or images in the form of God.
 Do not misuse the _____ of God.
 Remember the _____ day by keeping it holy.
 Treat your _____ and _____ with respect and obedience.
 Do not _____.
 Do not commit _____.
 Do not _____.
 Do not _____.
 Do not desire things that do not _____ to you. (1/2 x 10 = 5)
- Explain why God gave the Ten Commandments to the Israelites. (2)

- Write down what Jesus said was the most important commandment. (2)

- Write a short paragraph explaining ways in which we can make sure we live in peace with each other. (5)

- What is envy? (1)

Total marks: 15

UNIT 3 God's commandments

1. Do not worship any other god than Me.
 Do not make idols or images in the form of God.
 Do not misuse the name of God.
 Remember the Sabbath day by keeping it holy.
 Treat your mother and father with respect and obedience.
 Do not murder.
 Do not commit adultery.
 Do not steal.
 Do not lie.
 Do not desire things that do not belong to you. (5)
2. God gave the Ten Commandments to tell the people of Israel how to live their lives. He wrote them on stone so that no one could argue about them. (2)
3. Love the Lord your God with all your heart and with all your soul and with all your mind. (2)
4. Answers will vary but could include, being respectful, helping each other, behaving according to the ten commandment, not arguing, being tolerant of each other's beliefs. (5)
5. Envy is when we want something that someone else has. (1)

Total marks: 15

UNIT 4 The Blessed Virgin Mary

1. Write a short report about the life of Mary. (5)
.....
.....
.....
.....
.....
2. Fill in the missing words:
Mary is extremely _____ in Christianity. She has a _____
place in the Catholic Church. (2)
3. Create two prayers that you could say when using a rosary. (2)
.....
.....
4. What is the word used to describe respect and praise to Mary as mother of Jesus? (1)
.....
5. Write down any three words that can be used to describe Mary. (3)
.....
6. Write down the words of the Ave Maria. (2)
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Total marks: 15

UNIT 4 The Blessed Virgin Mary

1. Pupils should briefly describe the annunciation and, birth of Jesus and Mary's life as mother of Jesus. (5)
2. Mary is extremely important in Christianity. She has a special place in the Catholic Church. (2)
3. Answers will vary. Encourage pupils to share their prayers with the class. (2)
4. Venerate. (1)
5. Pure, virtuous, blessed, Mother of God, sinless, loving, caring, motherly. (3)
6. Hail Mary, full of grace.
Our Lord is with you.
Blessed are you among women, and blessed is the fruit of your womb,
Jesus.
Holy Mary, Mother of God,
pray for us sinners, now and at the hour of our death.
Amen (2)

Total marks: 15

UNIT 1 Islamic faith (Al-Iman)

1. Draw a picture and name the six pillars of Islam. (6)

2. Describe the three important aspects of belief in Allah. (3)

.....
.....
.....

3. What do we mean by the term "monotheistic religion"? (1)

.....

4. Describe the qualities of angels, according to Islam. (4)

.....
.....
.....
.....

5. Name one of the three greatest angels. (1)

Total marks: 15

UNIT 1 Islamic faith (Al-Iman)

1. The six pillars of Islam are:
• Belief in Allah alone
• Belief in His angels
• Belief in His books
• Belief in His messengers
• Belief in the Last Day
• Belief in the pre-ordainment of all things. (6)

2.
• The oneness of the lordship of Allah
• The oneness of the Worship
• The oneness of the names and the qualities of Allah. (3)

3. Monotheistic means a belief in only one God. (1)

4. Angels were created out of light before humans were created on earth. Angels are genderless and do not require sleep, food, or drink. The angels never get bored or tired of worshipping God. Angels possess great powers given to them by God and can take on different forms. Angels are obedient to the will of Allah, worshipping Him and carrying out His commands. Angels have no free choice, so they cannot disobey. (any four facts) (4)

5. Mikail, Israfeel or Jibreel. (1)

Total marks: 15

UNIT 2 Islamic faith and Qur'an

1. What is the Qur'an, who wrote it and when? (3)
.....
.....
.....

2. Where do children go to learn the Qur'an? (1)
.....

3. Draw a picture of the elephants and tiny birds that the Sura al Fil tells us about (3)



4. Explain what the surat Al Maun tells us about giving to others. (2)
.....
.....

5. Write out the lines of the Surat Al-Humazah that tell us what happens to people who think only of their wealth and who mock other people. (4)
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

6. What does the Rwandan Constitution say about religious freedom? (1)
.....

Total marks: 15

UNIT 2 Islamic faith and Qur'an

1. The Qur'an is the holy book of Islam. Muslims believe the Qur'an was revealed by God to Muhammad through the angel Gabriel over a period of approximately 23 years, starting on 22 December 609 CE, when Muhammad was 40, and finishing in 632, the year of his death. (3)

2. To Madrassah (1)

3. Pictures will vary. The sura tells of how Allah destroyed a great army of elephants using tiny birds who pelted them with small stones of petrified clay. (3)

4. Allah will judge those who pray to Him but don't help another person when they see the person is in need. (2)

5. Woe to him who mocks other people by his actions or by his words
Who has gathered wealth and counted it
He thinks that his wealth will make him last forever.
Nay! Verily, he will be thrown into Al-Hutama
And how could you know what Al-Hutama is?
The Fire of Allah that is kindled.
Which penetrates up to the hearts
It is locked encompassing them in it.
In pillars stretched forth (4)

6. In Rwanda the Constitution and other laws and policies protect religious freedom. (1)

Total marks: 15

UNIT 3 Islamic worship

1. Explain what happens in Ramadan. (3)
.....
.....
.....

2. Draw four small pictures showing the four phases of the moon. (4)

--	--	--	--

3. Why do Muslims fast during Ramadan? (2)
.....
.....

4. What is Iftar? (1)
.....

5. Name any three groups of people who are exempt from fasting. (3)
.....
.....
.....

6. What happens during Eid al Fitr? (2)
.....
.....

Total marks: 15

UNIT 3 Islamic worship

1. Ramadan is a holy month of approaching Allah by fasting, praying, loving our neighbours and nourishing orphans and the poor. (3)

2. Learners should use the pictures in the learner's book and showing the waxing, waning, full and no-moon. (4)

3. Ramadan is a time to purify the soul, pay attention to God, and practice restraint. (2)

4. Iftar is the breaking of the fast and happens after sunset each day during Ramadan. (1)

5. (any three) (3)
- Children under the age of puberty
 - The elderly
 - The sick
 - Travellers and soldiers
 - Anyone who has a medical condition
 - Women during their menses and post-natal bleeding
 - The pregnant and the nursing mother.

6. Families and friends get together to feast after the long month of Ramadan. Many Muslims start by attending communal prayers, listening to a sermon and giving charity in the form of food. (2)

Total marks: 15

UNIT 4 Hadith in Islamic faith

- 1. What are the Hadiths? (1)
- 2. Explain how we know that the hadiths are really the teachings of Muhammad? (3)
- 3. List three ways in which studying the 40 Hadiths of Iman An-Nawawi will help you. (3)
- 4. Where was Iman An-Nawawi born? (1)
- 5. What does the following hadith mean?
"Muhammad does not speak from his desires; indeed, what he says is revelation."
(Surah an-Najm, 53: 3-4) (2)

Total marks: 10

UNIT 4 Hadith in Islamic faith

- 1. The teachings of Muhammad. (1)
- 2. Muhammad’s followers memorised his teachings while he was alive. These were later written down and collections were made of them. These collections are known as Hadith. Different groups of Muslims accept different collections of Hadith as reliable sources of authority. (3)
- 3. Studying these Hadiths will help you to:
 - To evaluate and judge your actions
 - To evaluate and judge your motives for your actions
 - To evaluate and judge your dealings with other people. (3)
- 4. In the village of Nawa near Damascus. (1)
- 5. Muhammad did not speak from His own authority but in the authority and words of Allah. (2)

Total marks: 10

UNIT 5 Virtues according to the Qur'an

1. _____ means breaking rules to gain an advantage and not taking something that isn't yours is _____ . (2)
2. Explain any three ways in which society is hurt by dishonesty. (3)

3. What is corruption? Give an example if you can. (2)

4. What does the Qur'an say about how we should treat our parents? (2)

5. What do we mean by the word 'charity'? (1)

Total marks: 10

UNIT 5 Virtues according to the Qur'an

1. Cheating means breaking rules to gain an advantage and not taking something that isn't yours is stealing. (2)
2. (any three) (3)
 - The level of truthfulness falls. Other people may be encouraged to lie
 - Lying may become a generally accepted practice
 - It becomes harder for people to trust each other or organisations in society
 - Social unity is weakened
 - Eventually no-one is able to believe anyone else and society collapses. (3)
3. Corruption means dishonest or fraudulent conduct by those in power, typically involving bribery. Learners should give their own example. (2)
4. Being polite and helpful to one's parents is the duty of every Muslim. It is also the duty of children to look after their parents when they become too old to look after themselves. (2)
5. Charity means helping those in need, either with our money or our efforts. (1)

Total marks: 10

