

# **SOCIAL AND RELIGIOUS STUDIES**

Primary Two

**Pupil's Book 2**

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## **FOREWORD**

Dear pupil,

Rwanda Education Board is honoured to present to you this book of Social and Religious Studies for P2 as a part of Social and Religious studies subject. It will serve as a guide to competence-based teaching and learning in primary school to ensure consistency and coherence in the learning of Religious studies subject in Primary school. The Rwandan educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

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

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

For effective use of this textbook, your role is to:

- Work on given activities which lead to the development of skills
- Share relevant information with other learners through presentations, discussions, group work and other active learning techniques such as role play, case studies, investigation and research in the library, from the internet or from your community;
- Participate and take responsibility for your own learning;
- Draw conclusions based on the findings from the learning activities.

Specifically, this book is majorly divided into two parts: Social studies and Religious studies. Religious studies in again subdivided into Christian Religious studies and Islamic religious studies. Each school will choose exclusively one part. You will be able to develop skills, attitudes and values imbedded in Religious Studies of your choice with opportunity of exploring other content presented in the same book.

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

**Dr. NDAYAMBAJE Irénée  
Director General, REB**

## **ACKNOWLEDGEMENT**

I wish to express my appreciation to all the people who played a major role in translation of social and religious studies 2. It would not have been successful without active participation of different education stakeholders.

I owe gratitude to different people who participated in the translation of this Social and religious studies P2's book.

Finally, my word of gratitude goes to the Rwanda Education Board staff particularly those from the department of curriculum who were involved in the whole process of in-house textbook writing.

**Joan MURUNGI,  
Head of Curriculum, Teaching and Learning Resource  
Department**

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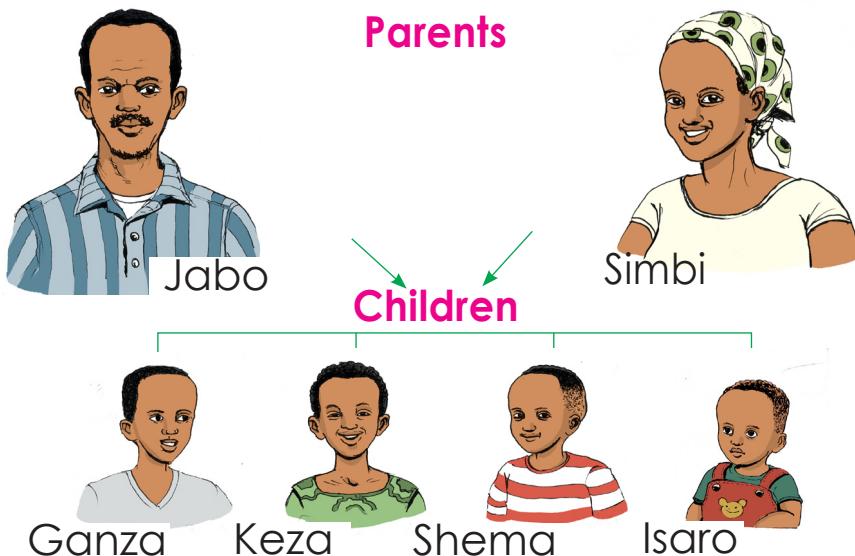
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## 1.1. A NUCLEAR FAMILY

## Activity 1

Observe the following pictures of family members, talk about them and share the relationships amongst them



We have understood that:

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

Jabo and Simbi are **parents**.

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

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

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

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

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

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

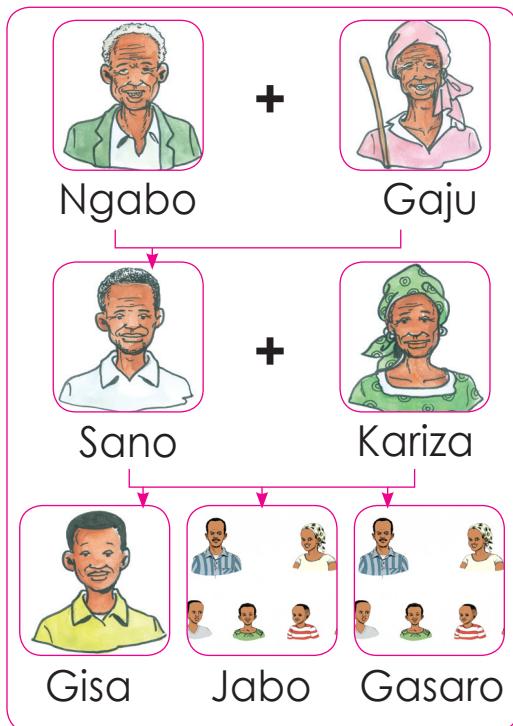
Keza and Isaro are sisters to Shema and Gato.

## 1.2. EXTENDED FAMILY

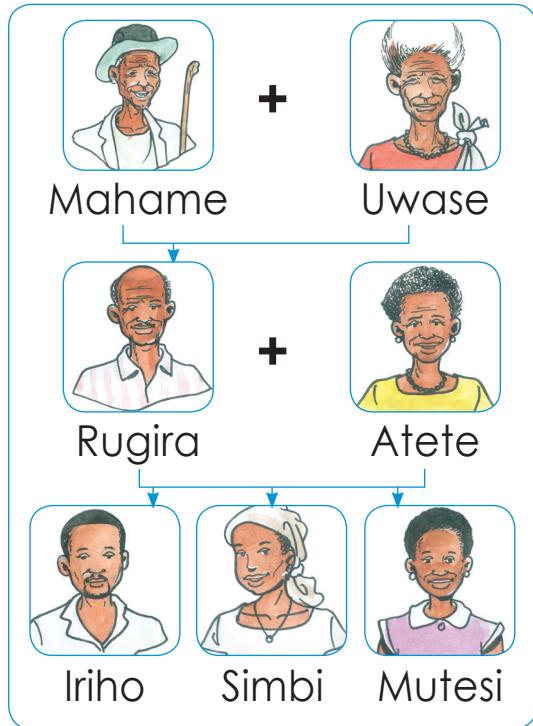
### Activity 2:

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

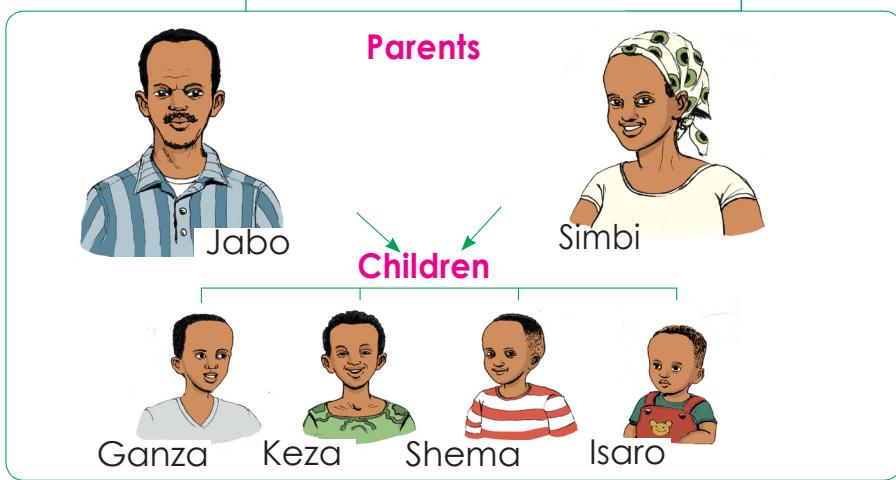
**Ngabo's family**



**Mahame's family**



**Parents**



## Ngabo's family

We have understood/learnt that:

- A. Ngabo and Gaju are **parents** to Sano  
Sano is the **son** to Ngabo and Gaju.  
Gisa, Jabo and Gasaro are **children** to Sano and Kariza.  
Sano and Kariza are **parents** to Gisa, Jabo and Gasaro.
- 
- B. Gisa, Jabo and Gasaro are **grandchildren** to Ngabo and Gaju  
Ngabo is the **grandfather** to Gisa, Jabo and Gasaro.  
Gaju is the **grandmother** to Gisa, Jabo and Gasaro.
- 
- C. Gato, Keza, Shema and Isaro are **grandchildren** to Sano and Kariza.  
Sano is the **grandfather** to Gato, Keza, Shema and Isaro.  
Kariza is the **grandmother** to Gato, Keza, Shema and Isaro.
- 
- D. Ngabo is the **great grandfather** to Gato, Keza, Shema and Isaro.  
Gaju is the **great grandmother** to Gato, Keza, Shema and Isaro.  
Gaju is the **great grandmother** to Gato, Keza, Shema and Isaro.  
Gisa is the **uncle** to Gato, Keza, Shema and Isaro.  
Gasaro is the **auntie** to Gato, Keza, Shema and Isaro.  
Gato, Keza, Shema and Isaro are **nephews** and **nieces** to Gasaro.

## 2. Mahame's family

### We have understood that:

A. Uwase and Mahame are **parents** to Rugira.

Rugira is the **San** to Uwase and Mahame.

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

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

---

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

Mahame is the **grandfather** to Simbi, Iriho and Mutesi

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

---

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

Rugira is the **grandfather** to Gato, Keza, Isaro and Shema.

Atete is the **grandmother** to Gato, Keza, Isaro and Shema.

---

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

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

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

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

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

## Summary

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

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

**Aunties** are sisters to one's father or mother

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

**Grandmother** is the mother to one's father or mother

**Grandfather** is the father to one's father or mother

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

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

## Decision/We have decided to:

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

## HOME WORK

Ask your parents /guardians the names of:

- (a) Grandfathers
- (b) Grandmothers
- (c) Uncles
- (d) Aunts
- (e) Cousins

## **EXERCISES**

### **1. Fill in using the name of the relationship**

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

### **2. Respond with your relationship to the following people:**

- (a) Your aunt's /uncle's children-----?
- (b) Your grandfather-----?
- (c) Your grandmother-----?
- (d) Your great grandfather's wife-----?
- (e) Your great grandmother's husband-----?

### **End of Unit 1 Assessment**

#### **1. Fill in using the name of the relationships**

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

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

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

**3. Explain the following words:**

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

**4. Your relationship with:**

- (a) Your father's sister
- (b) Your father's elder brother
- (c) Your father's/mother's father
- (d) Your father's/mother's mother
- (e) Your mother's brother
- (f) Your mother's young sister
- (g) Your uncle's children
- (h) Your aunt's children
- (i) Your sister's children
- (j) Your brother's children

## 5. Match words from A with words in B

A	B
1. Your mother's mother	a. Great grandmother
2. Your grandfather's father	b. Mother's brother
3. Your grandmother's mother	c. Grandmother
4. Your father's father	d. Mother's sister
5. Your mother's brother	e. last born
6. Your brother's young brother	f. Grandfather
7. Your aunts child	g. Father's brother
8. Relationship with your great grand mother	h. Great grandfather
9. Relationship with your mother's brother	i. cousin
10. Relationship with your mother's young sister	j. Great grandchild
11. The child born after all others in the family	k. Niece/Nephew

## 6. Respond to the following questions:

- What is the relationship between you and your father's sister?
- How are you related to your uncle's children?
- What is the relationship between you and your grandmother's husband?
- What is the relationship between you and your

grandfather's wife?

- (e) What is the relationship between you and your great grandmother's husband?
- (f) What is the relationship between you and your great grandfather's wife?

**7. Fill in with the missing word:**

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

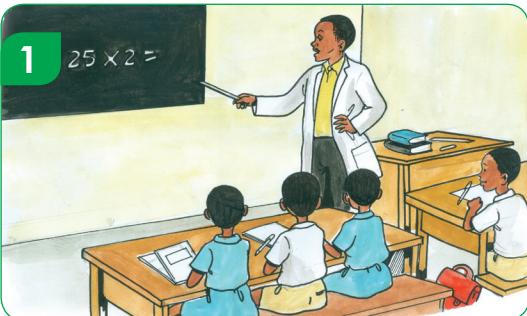
## 2.1. WORK OF PUPILS

### A. Pupils' work at school and home

#### I. At School

##### Activity 1

Observe the following pictures, talk about them and share your findings



**We have understood/Learnt that:**

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

- Able to learn well with motivation
- Obeying the school rules

**Examples:**

- Putting on school uniform and being clean
- Being honest, respecting teachers and fellow school mates
- Proper using and caring for the environment and school property
- No late coming and absenteeism without a known reason

**Decision, we have decided to:**

Perform our work at school

## II. HOME

### Activity 2

Observe the following pictures and share what you have seen



### We have understood/Learnt that:

Pupils' responsibilities at home include:

- Helping parents in home activities
- Doing cleanliness and homework

### We have decided to:

To always do our work at home

### HOMEWORK

Share with others how you finish and have your responsibilities/work at home.

### Exercises

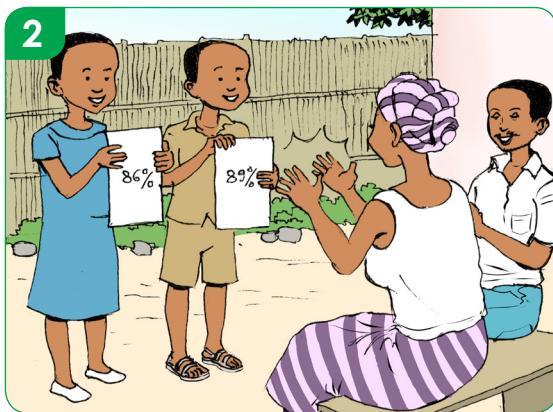
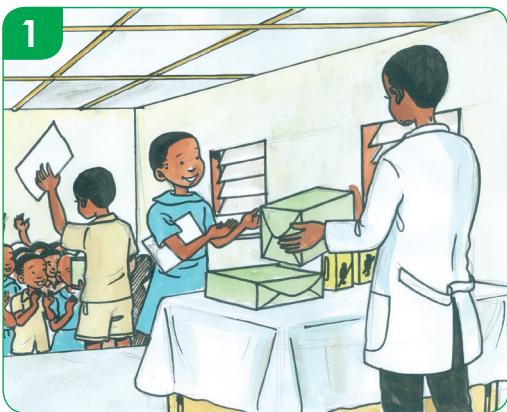
1. Give the school rules and how you obey them?
2. Give examples of what you do at school?
3. Which activities are you supposed to do at home?
4. Studying well is your responsibility. Do you practice it well? Explain

## B. Importance of doing our work

### i. School

#### Activity 3

Observe the following pictures discuss them and give what you have seen from them?



#### We have understood/Learnt that:

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

#### We have decided to:

Know the benefits of doing our work

#### Exercise

Mention one thing that happened when you did your work at school. Explain how it was?

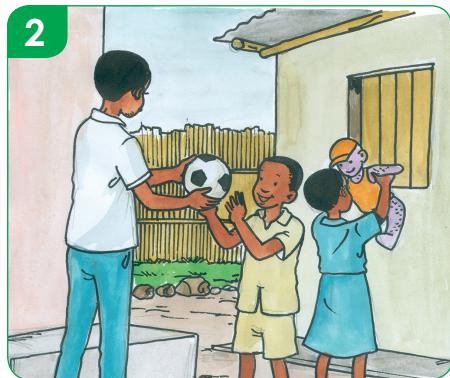
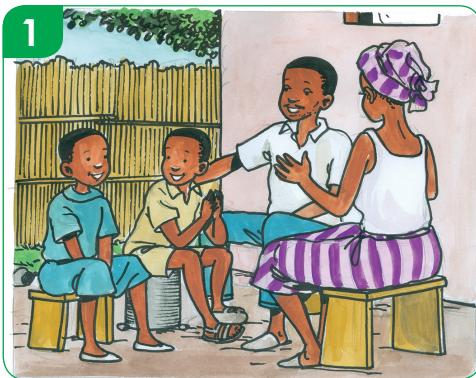
#### HOMEWORK

Share with others what your parents did for you when you did your responsibilities

## ii. Home

### Activity: 4

Observe the following pictures and explain what you



### We have understood/Learnt that:

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

### We have decided to:

Always do our responsibilities at home with the purpose

### Exercise

Have you ever received importance for doing your work at home?

- Which ones?
- Any importance from them?
- How are you going to improve so that you get more use?

### HOMEWORK

Share with others the importance you got from home and school after doing your work.

## C. Dangers for failing to do one's work

### i. School

#### Activity: 5

Observe the following pictures and talk about what you have seen



#### We have understood that:

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

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

#### We have decided to:

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

#### Exercise

Have you ever been punished at school for not doing your work? How did it happen?

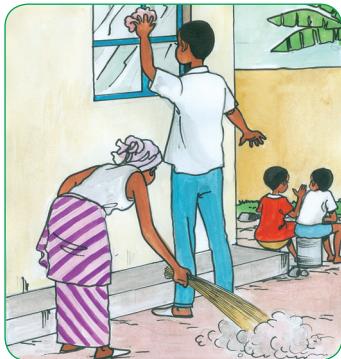
#### HOMEWORK

Discuss the common dangers of not doing your work at school.

## ii. Home

### Activity 6

Look the following pictures and share what you have seen.



**We have understood that:**

**Failure to do our work at home leads to:**

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

**We have decided to:**

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

### Exercise

There are bad activities you did at home.

- a. Name them.
- b. Give the dangers of those bad activities.
- c. What are you going to do from now onwards?

### HOMEWORK

Share with others the dangers you faced as a result of not doing the work at home.

## 2.2. Village

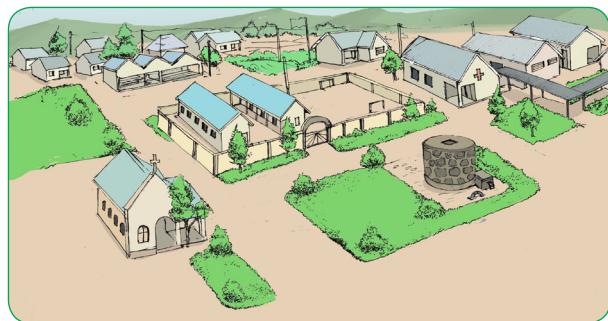
### A. Property of our village

#### Activity 7

Observe the following picture and share what you have seen

We have understood that:

**A village** is a place made up of several homesteads. It is a first governing organ. It is made up of different important places like schools, health centres, markets, roads and many others.



#### Activity 8

Move outside the classroom, see and tell all the property of the village where your school is found.

#### Exercise

1. Give four main property of the village in which your school is found.
2. Name things that show the village in which your school is found.
3. Which things which show your village?

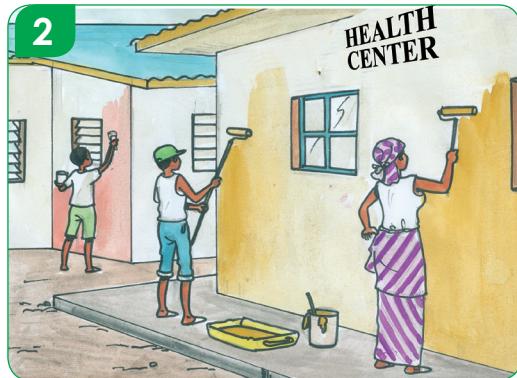
#### HOMEWORK

After reaching home, look at the property of your village and share with others at school

## B. Good ways of caring for our village property

### Activity 9

Observe the following pictures, talk about them and share with others



### We have learnt/understood that:

Property of the village should be well cared for and protected mostly through community work where people cut down bushes, clean trenches, repair important buildings like schools, health centres and many others. When the village is well cared for, people live a good life.

### We have decided to:

Care and protect important places found in our village by working together with teachers, and stop those that destroy them.

## Exercise

1. Give examples of activities done in your village through community work.
2. Give reasons why people in the village should protect and care for our village property.
3. Mention your role in protecting and caring for the property of your village.
4. What would you do if you found people destroying some of the important places in your village?
5. Fill in the table below with the following words:
  - (a) Littering pieces of papers on the road
  - (b) Dropping rubbish in the dust bin
  - (c) Cleaning classrooms
  - (d) Breaking water pipes
  - (e) Planting trees along the road

Protecting environment	Destroying environment

## HOMEWORK

You will see what your parents do in community work and then share with others

## C. Village leaders

### Activity 10

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



#### We have learnt/understood that:

Village leaders/chiefs are voted by people in the village after asking for votes.

#### Village governing committee is made up of the following members:

1. Village chief/Leader
2. Social Welfare Officer
3. Security Officer
4. Information Officer
5. Economic Development Officer

## D.RESPONSIBILITIES OF VILLAGE LEADERS/chiefs

### 1. Village leader/chief

#### Activity 11

Observe the following pictures and talk about what you have seen



**We have understood/learnt that:**

**A village leader/chief should do the following:**

- Heading the village governing committee.
- Following up government programmes and projects in the village.
- Giving reports to the cell Executive Secretary.

### 2. Responsibilities of the village Social Welfare Officer

#### Activity 12

Observe the following pictures and talk about what you have seen.



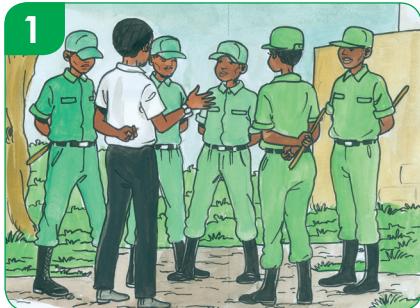
**We have understood/learnt that:**

- The village Social Welfare Officer awakes the people in the village about services such as education, paying health insurance and many others.
- The village Social Welfare Officer gives reports of activities to the village chief/village.

### 3. Responsibilities of the Security Officer in the village

#### Activity 13

Observe the following pictures and talk about what you have seen.



**We have understood/learnt that:**

**The person responsible for the security at village level does the following:**

- Heads and controls security issues at the village level.
- Gives reports of activities to the village chief/leader.

#### 4. Responsibilities of the person responsible for information

#### Activity 14

Look at the following picture and talk about what you have seen



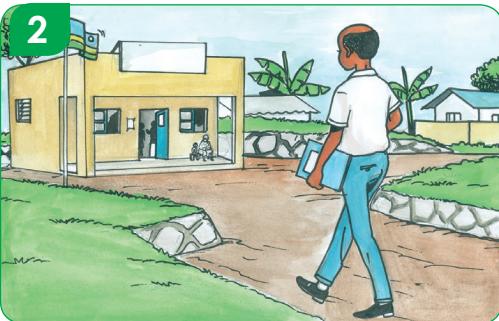
**We have understood/learnt that:**

- Collecting news in the village is done by the person in charge of information who also
- Works as the secretary of the village meetings.

## 5. Person responsible for social welfare

### Activity 15

Observe the following picture and talk about what you have seen.



We have understood/learnt that:

**The person responsible for social welfare in the village does the following:**

- Awakes people about developmental programmes and how to fight against poverty.
- Gives reports of activities to the village chief.

### Exercise

1. Which responsibilities are done by all members of the village governing committee?
2. How many members of the village governing committee are there and who are they?
3. Who are responsible for the following services in the village?
4. Fighting against poverty in the village?
5. Caring for the security in the village?

### HOMEWORK

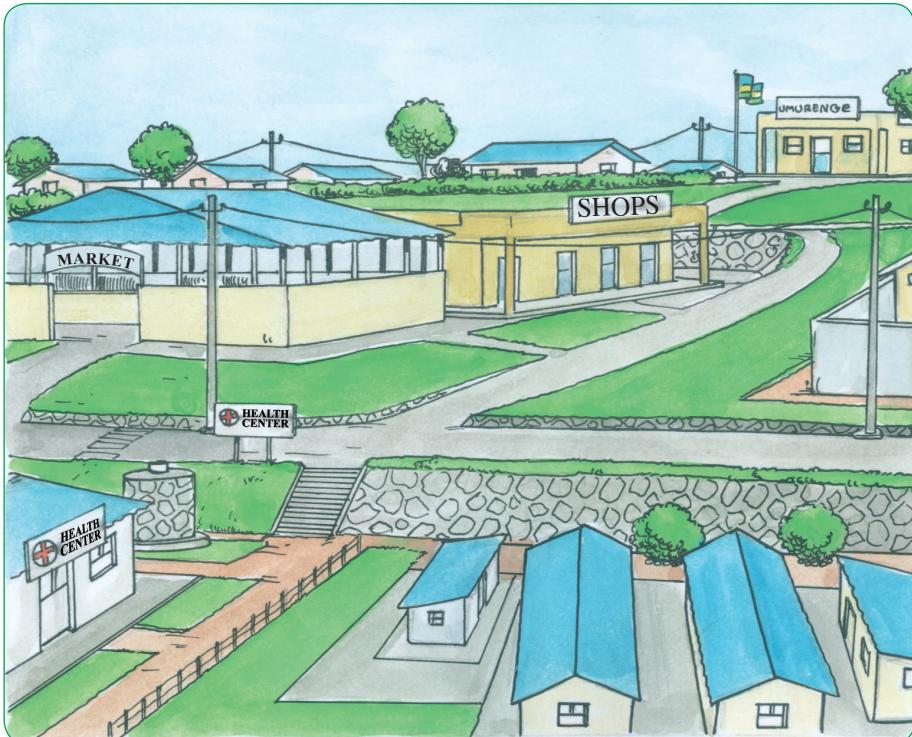
After reaching home, ask your parents if they are members of the village governing committee and if you find that they are, ask them what they do.

## 2.3. CELL

### A. Property of the cell

#### Activity 16

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



We have understood/learnt that:

- A **cell** is a place with a big group of people living in different villages.
- A cell is made up of different villages.
- A cell has many responsibilities **compared to a village**.
- A cell has many important places such as dispensaries, schools, markets, roads and many others.
- A cell has interesting places.

## Activity 18

In groups, talk about the property of a cell

## HOMEWORK

After reaching home, visit your cell offices and know its property which you will tell others at school.

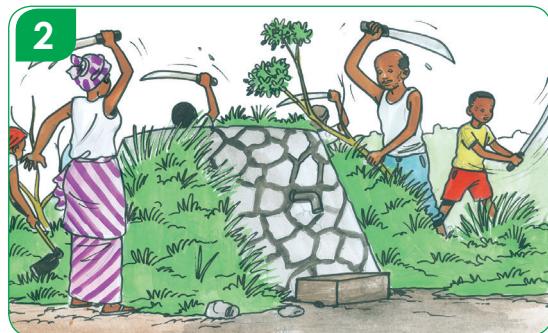
## Exercises

1. Give four examples of important things that show the cell in which your school is located.
2. Which property shows the cell in which your school is located?
3. Which property shows your cell?
4. Mention important places and beautiful things in your cell.

## B. Caring and protecting the property of a Cell

## Activity 19

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



## We have understood/learnt that:

Property of a cell should be cared for well especially during community work/umuganda by:

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

## We have decided to:

Take good care of the important places found in our cell.

Report the people who destroy important places to leaders, parents and teachers.

### Activity 20

Give ways how you would take care of the property of the cell in which your school is located.

### Exercise

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

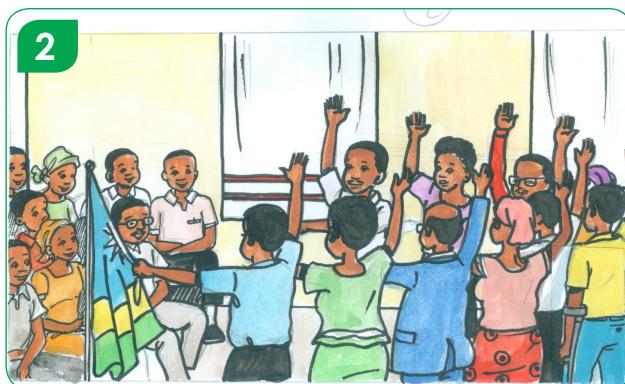
### HOMEWORK

You will see what your parents do in the community work and share with others.

## C. Cell leaders

### Activity 21

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



**We have understood/learnt that:**

A cell is an administrative place where services are provided.

**The parts or organs of the cell governing committee:**

- Members of the Cell Council.
- Executive Secretary.
- Social Welfare Officer.

## D. Responsibilities of the leaders of a cell

### Activity 22

Observe the following pictures and talk about them.



**We have understood/learnt that:**

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

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

**2. Executive Secretary:**

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

**3. Social Welfare Officer:**

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

## Exercise

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

### HOMEWORK

After reaching home, ask your parents if they are in the cell governing council and ask them what they do.

### END OF UNIT 2 ASSESSMENT

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

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

<b>Responsibilities/work at school</b>	<b>Responsibilities/work at home</b>
-	-
-	-
-	-
-	-

## **2. Answer with “YES” or “No”**

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

## **3. Circle the work of the social welfare office at the village level.**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- Studying</li> <li>- Development</li> <li>- Hygiene</li> <li>- Heading a village</li> <li>- Medical insurance</li> <li>- Family planning</li> </ul> | <ul style="list-style-type: none"> <li>- Collect information</li> <li>- Government programmes</li> <li>- Immunizing children</li> <li>- Representing the village</li> <li>- Avoiding diseases</li> <li>- Security</li> </ul> |
|---|--|

**4. Fill in with the correct word:**

- a) \_\_\_\_\_ is the smallest administrative unit amongst administrative units.
- b) -----is made up of many villages.
- c) The second administrative unit after the village is-----
- d) -----in the development of the cell supports in the leadership of the cell.

**5. Fill in the table with work matching with the different persons:**

Governing Council	Executive Secretary	Social Welfare Officer

### 3.1. Hygiene of water

#### A. Ways and methods of cleaning/treating water:

##### Activity 1

Observe these pictures and talk about what you have seen.



##### We have learnt/understood that:

Treating water is done by the following:

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

##### We have decided to:

Drink boiled and safe water using clean containers.

##### Exercise

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

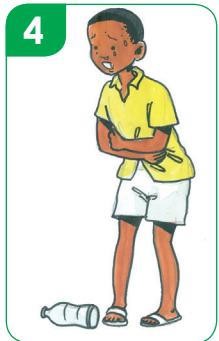
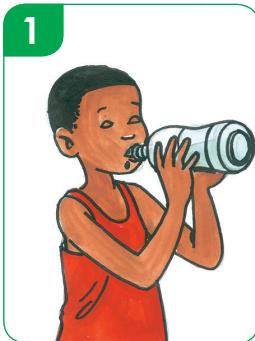
##### HOMEWORK

After reaching home, help your parents to boil water using clean containers, filter/sieve, cover and keep it safe for drinking.

## B. Importance of treating water

### Activity 2

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



### We have understood/learnt that:

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

### Activity 3

Make a sign post telling people to stop drinking dirty water and hang it in your classroom.

### Exercise:

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



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

## 3.2. Hygiene for food stuffs and drinks

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

#### Activity 4

Observe the following pictures and talk about what you see.



#### We have understood/learnt that:

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

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

## We have decided to:

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

## Exercise

1. Why should we wash our hands before washing food stuffs?
2. Give reason why it is important to wash food stuffs before cooking and eating them.
3. Give four examples of food stuffs that need washing before cooking and eating them.
4. Have you ever suffered from worms? What caused it?
5. When you roast a sweet potato or cassava, do you first wash them? Give the reason why.

## HOMEWORK

Everyone should bring one of the following:

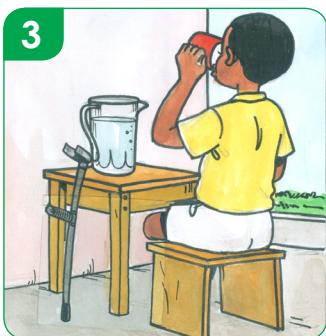
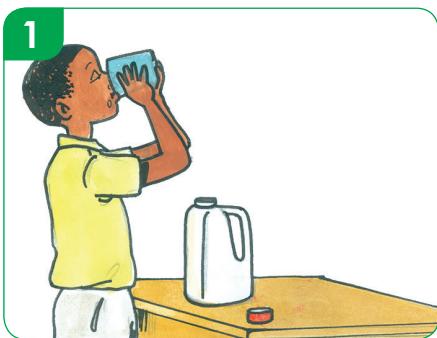
- a. A fruit
- b. A yam
- c. A sweet potato
- d. Cassava
- e. Irish potato
- f. Vegetables

Practice washing them as you were taught.

## B. Hygiene for drinks/beverages

### Activity 6

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



### We have understood/learnt that:

Drinks are taken using clean utensils.

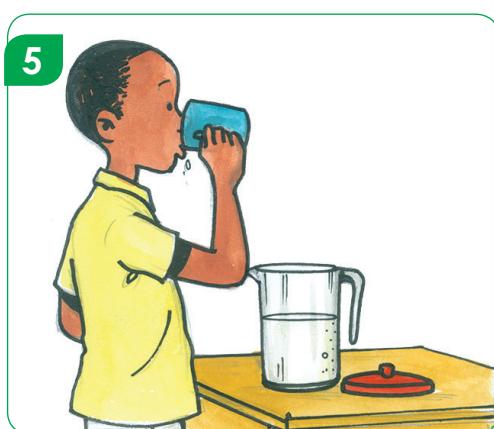
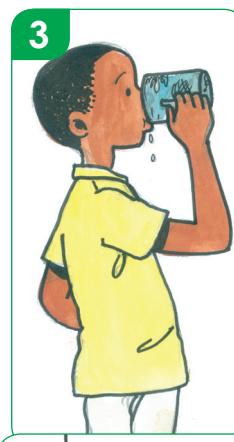
Having hygiene for drinks prevents diseases caused by dirty water.

### We have decided to:

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

## EXERCISE

1. Observe the following pictures:
  - a. Show good practices and give reasons for that.  
Show bad practices and give reasons for that.

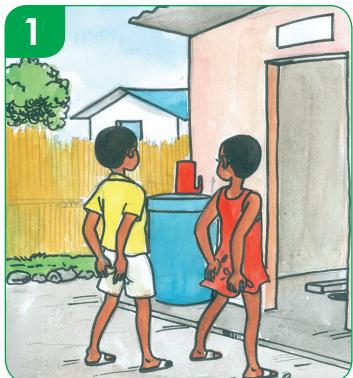


2. Why should we wash our hands before drinking water?
3. Why should we use clean drinking utensils when drinking water?
4. Give reasons why it is bad to put the mouth on a jerry can or a water tap when drinking water?
5. Give ways how you can have hygiene for beverages/drinks before drinking them.

## c. Dangers of failing to keep the hygiene of drinks/beverages

### Activity 7

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



We have learnt /understood that:

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

### Exercise

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

## D. Prevention of dangers caused by poor hygiene of food stuffs and beverages/drinks

### Activity 8

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



**We have understood/learnt that:**

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

### We have decided to:

- Cleaning food before eating it.
- Cleaning drinking utensils before use.
- Avoid the dangers of poor hygiene.

### Exercise

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

## **HOMEWORK**

1. Move around your school and see if there are pupils drinking unsafe water from the water tap. Stop them and tell them that it causes diseases
2. Observe how food stuffs and drinks are cleaned at homes. Show and share with others.

## **END OF UNIT 3 ASSESSMENT**

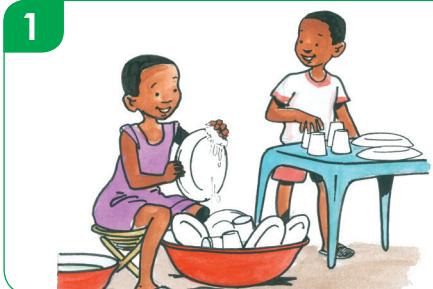
1. Name two causes of diarrhoea showing how it is prevented.
2. Arrange correctly the steps for boiling water.
  - Boiling water up to the boiling point
  - Washing the saucepan
  - Filtering/sieving water that has been boiled
  - Putting the boiled water in the jerry can
  - Putting water in the clean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

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

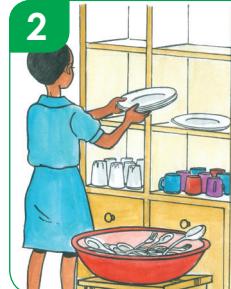
### Activity 1

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

1



2



3



4



### We have understood/learnt that:

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

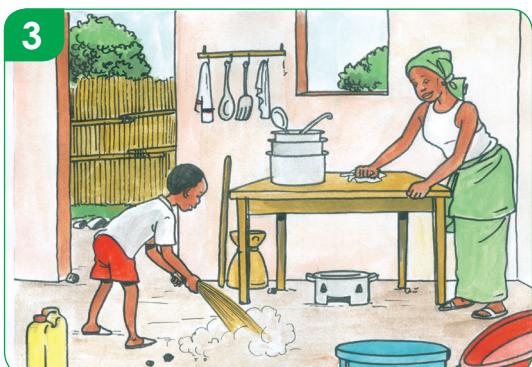
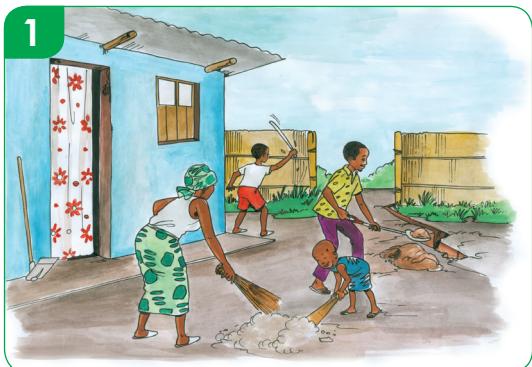
- a) **Infectious diseases:** Cholera, dysentery, skin diseases, etc.
- b) **Non-infectious diseases caused by dirt:** Typhoid, worms, lice, jiggers, diarrhoea, etc.

### Activity 2

Practice washing kitchen utensils you use at school

## Activity 3

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



### We have learnt/understood that:

Cleaning where we live and washing clothes prevents us from diseases caused by poor hygiene **for example**, lice and jiggers.

## Activity 4

Choose one of the following practices and work it out:

- Washing light clothes
- Sweeping in front of the classroom
- Mopping the classroom
- Mopping the toilets

## Activity 5

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



### We have understood/learnt that:

We prevent non infectious diseases caused by poor hygiene through:

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

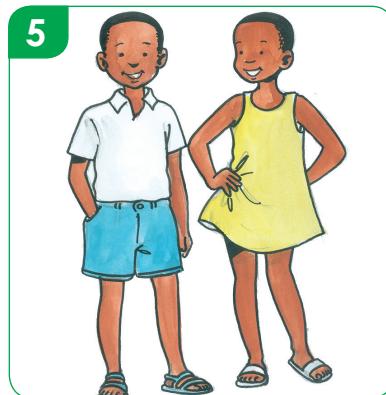
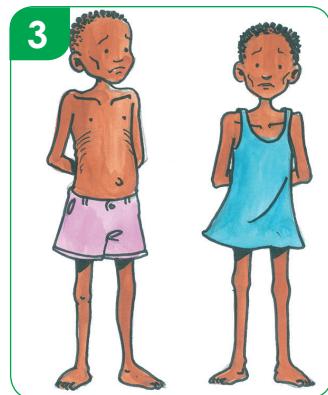
### EXERCISE

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

## 4.2. Non-infectious diseases caused by poor feeding

### Activity 6

Observe the following pictures and talk about what you have observed/seen.



### We have understood/learnt that:

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

**Body building foods** like meat, eggs, beans, peas, etc.

**Energy giving foods** like cereals (maize, sorghum, millet and wheat), root tubers like cassava, yams, potatoes, etc.

**Vitamins** like vegetables and fruits of all kinds.

## **Exercise**

1. Give two examples of non-infectious diseases caused by poor feeding.
2. What are the components of a balanced diet?
3. Name two examples of balanced diet foods for each of the following:
  - a) Body building foods.
  - b) Energy giving foods.
  - c) Vitamins.
4. How can you avoid diseases caused by poor feeding?

## **Activity 7**

Plant vegetables in the school garden, weed the existing vegetable gardens and feed animals in their kraals at school.

## **HOMEWORK**

1. See if there are vegetable gardens at your homes and irrigate them, if not make plans to plant them, and then after share with others.
2. If there are domestic animals at home and school, give them feeds/grass, if they are not there, encourage them to have them for they will help you have good feeding, then after share with others.

## END OF UNIT 4 ASSESSMENT

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

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

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

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

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

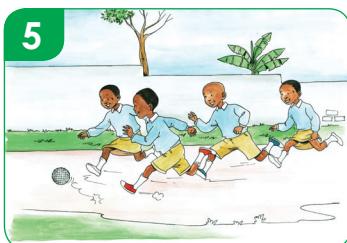
Energy giving foods	Body building foods	Vitamins

## 5.1. Children's rights

### A. Children's rights

#### Activity 1

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



#### We have understood/learnt that:

Children have the following rights:

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

#### Exercise

Read out the following statements and mention the respected human rights

- a. Mutesi got wet in the rain and she was given warm clothes.

- b. After school, Kagabo was given food.
- c. While playing, Keza got injured and she was taken to the dispensary.
- d. Muhire lost all his parents and is now looked after by Mbabazi.
- e. My young brother will start school tomorrow.

## HOMEWORK

Write down the rights of children on a piece of paper and hang it in your classroom and home.

## B. Importance of respecting children's rights

### Activity 2.

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



### We have understood/learnt that:

Respecting children's rights makes them:

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

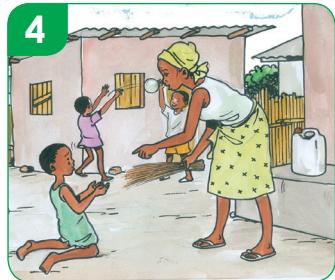
### Exercise

1. Explain the importance of respecting children's right.
2. Are your rights respected? Give reasons why?

## C. Abusing against children and reasons for its cause

### Activity 3

Mwitegerezze aya mashusho muyaganireho muvuge ibyo tuyabonaho.



**We have understood/learnt that:**

**A child can be disrespected through the following:**

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

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

### Activity 4

Make placards of words condemning people who abuse children's rights, hang them at school and home.

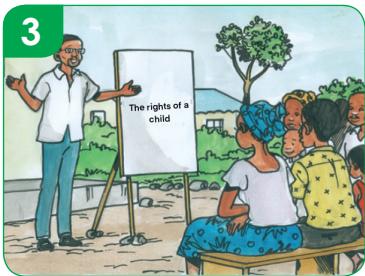
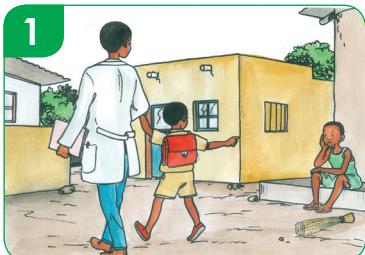
### Exercise

Give three examples of things which can lead denial of children's rights.

## D. Preventing the abuse of children's rights

### Activity 5

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



We have understood/learnt that:

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

We have decided to:

Always report abusers to our parents and teachers.

### Activity 6

Write on pieces of papers how you would avoid the abuse against children and hang them in your classroom.

### Exercise

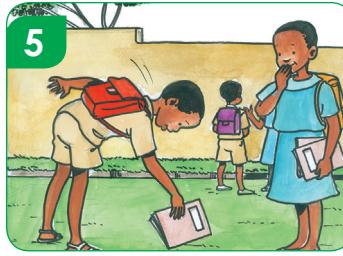
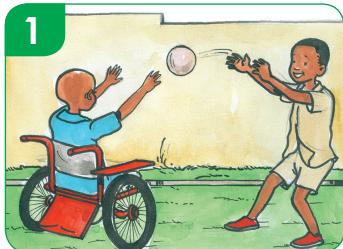
1. Mention what you would do to the following:
  - a) When you are abused.
  - b) When you see your friend being abused.
2. Have you ever been abused? How did you handle it?

## 5.2. The culture of peace

### a. Living in peace in games /sports and studies

#### Activity 7

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



#### We have understood/learnt that:

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

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

Not making noise in our classroom.

Studying with others in groups.

Working with others in different activities.

Explaining and helping children with disabilities.

#### We have decided to:

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

## **Exercise**

1. Give ways how you relate with others in peace when:
  - a) Playing
  - b) Studying together
2. Name things you should not do when playing with others.
3. Give examples of bad things you should avoid when studying with others.
4. Read the following story and answer the questions given.
  - Mutesi is in Primary Two
  - When she reaches school, she greets her peers.
  - When working in groups, she makes a lot of noise.
  - When asked for help in studies, she responds happily.
  - During holidays, she plays with her friends only.
  - When you lend her a book, she gives it back after reading it.
  - a) What shows that Mutesi doesn't behave well with others in games and sports?
  - b) What shows that Mutesi behaves well in games and sports and studies?
  - c) What is Mutesi's behaviour in her studies?

## **HOME WORK**

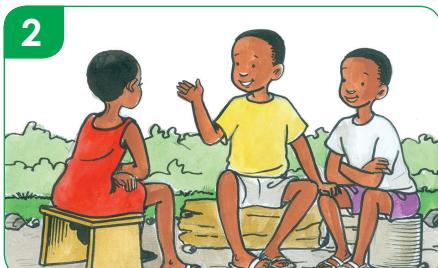
1. During break time, see if all pupils are playing peacefully. For those playing, violently, inform them of the good of playing peacefully.
2. Check yourselves if you study in peace with others and correct the wrong acts with the help of your teachers.

## 5.3. INCREASING THE CULTURE OF PEACE

### A. Conversations

#### Activity 8

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



**We have understood/learnt that:**

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

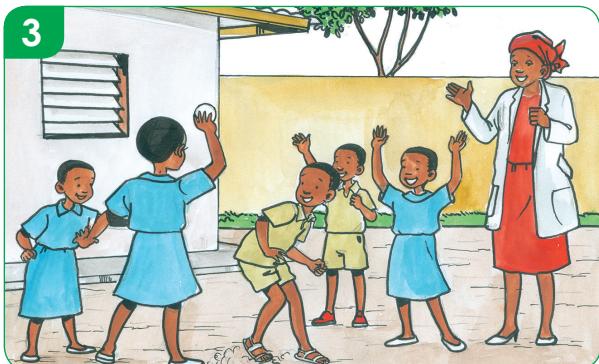
#### Exercise

1. Do you ever talk together in your class? How do you do it?
2. Mention the important things you should avoid when talking with others.

## B. Different activities at school

### Activity 9

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



**We have understood/learnt that:**

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

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

### Exercise

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

## 5.4. GOOD BEHAVIOURS AT SCHOOL

### A. Respecting school rules and regulations

#### Activity 10

Observe the following pictures, talk about and share them.



We have understood/learnt that:

We should respect school rules and regulations by:

- Putting on school uniform.
- Behaving well as required at school.
- Managing time.
- Respecting teachers and school leaders.
- Doing homework and other activities given by teachers.
- Taking care of school buildings and other materials.

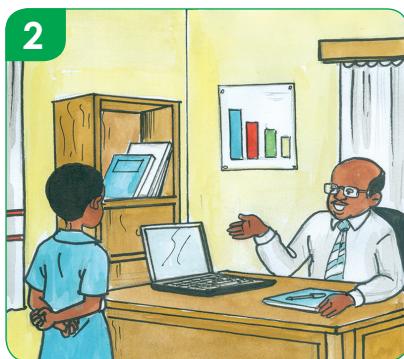
#### Exercise

1. Name at least three school rules and regulations

## B. SCHOOL LEADERS' GOOD BEHAVIOURS

### Activity 11

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



**We have understood/learnt that:**

**We should:**

- Respect school leaders
- Receive something from school leaders with both hands
- Greet school leaders by shaking hands



**We have decided to:**

- Greet school leaders and teachers humbly.
- Respect school leaders and teachers.
- Have honesty

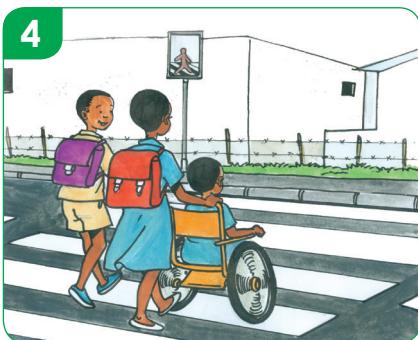
### Exercise

In short, tell how you behave when they send you to the school head teacher.

## C. Good behaviours towards our classmates

### Activity 12

Observe the following pictures, talk about them and share them



**We have understood/learnt that:**

**We should behave well towards our classmates by:**

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

### Exercises

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

## 5.5. PRIVATE PARTS

### A. Practices that lead to misusing our private parts

#### Activity 13

Observe the following pictures, talk about them and share what you have observed.



**We have understood/learnt that:**

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

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

**We have decided to:**

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

#### Exercises

1. What would you do if there is an abuser?
2. If you are given biscuits, sweets and chocolates, would you allow someone to touch your private parts?

#### HOMEWORK

Ask parents/guardians how you can avoid practices that misuse our private parts.

## 5.6. DISABILITY

### A. Meaning of disability

#### Activity 14

Observe the following pictures, talk about them and share what you have observed.

1



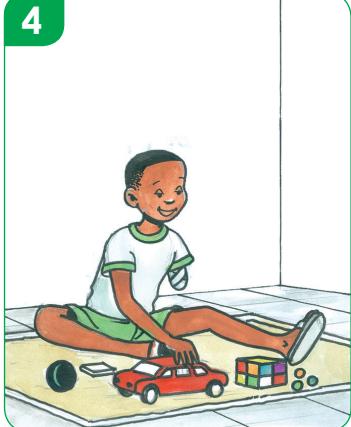
2



3



4



We have understood/learnt that:

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

We have decided to:

Take care of people with disabilities.

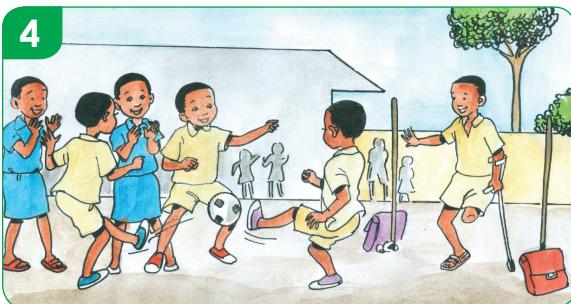
#### Exercises

1. Explain the term disability.
2. Name some of the causes of disabilities.

## B. Rights of people with disabilities

### Activity 15

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



**We have understood/learnt that:**

**People with disabilities have the following rights:**

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

## We have decided to:

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

## Exercises

1. Do people with disabilities have equal rights like others? Give reasons why?
2. Explain what you would do if you saw someone abusing a person with a disability.
3. Mention four rights of people with disabilities.
4. Why should we protect our classmates with disabilities from the abuse of their rights?

## END OF UNIT 5 ASSESSMENT

### 1. Answer with YES or NO

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

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

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

<b>Rights</b>	<b>Violation/abuse</b>

## **3. Fill in the spaces provided using the words given:**

*(Hurting, selfish, ask for forgiveness, working together, listening to all, speak when given time to do so)*

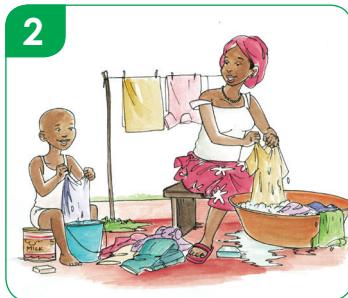
- a) In conversations it's necessary to -----
- b) -----in groups helps us support one another
- c) When I make mistakes I-----
- d) It is good to ----- to avoid disorganising others
- e) -----friends when playing is a bad habit
- f) We should avoid being -----and share with our friends.

## 9.1. BASIC NEEDS IN LIFE

### A. Luxury needs/term basic needs.

#### Activity 1

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



We have understood/learnt that:

**Basic needs are things that help people to live.**

They are food, medication, clothes and shelter.

#### Exercises

1. Explain the **term basic needs**.
2. Give four examples of basic needs.
3. What happens to a child who lacks basic needs?

## B. Luxury needs/non-basic needs

### Activity 2

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

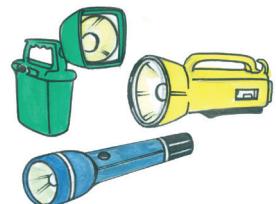
1



3



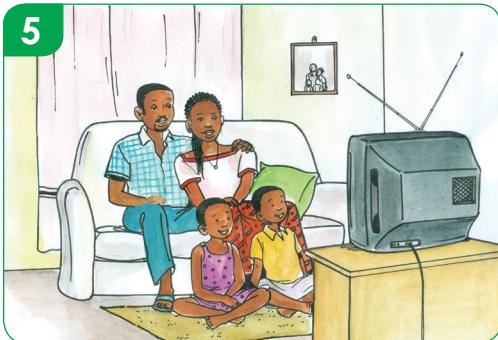
3



4



5



**We have understood/learnt that:**

**Luxury needs/non-basic** needs are things a person wants and if not got a person can still live. Examples include cars, motorcycles, bicycles, aeroplanes, sofa sets, cupboards, radios, television sets, computers, torches, etc.

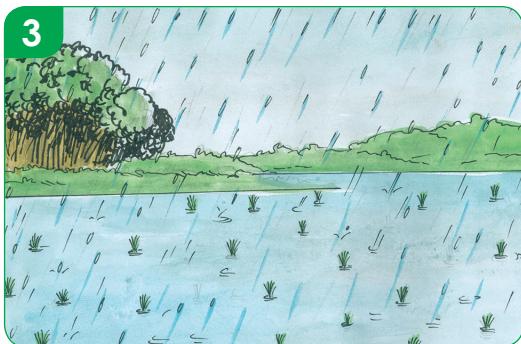
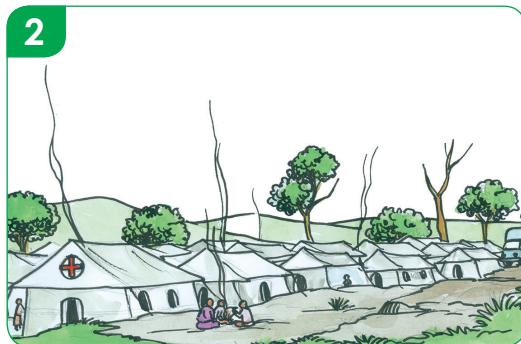
### Exercise

1. Name four examples of non-basic needs
2. What is the difference between basic needs and non-basic needs?

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

### Activity 3

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



**We have understood /learnt that:**

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

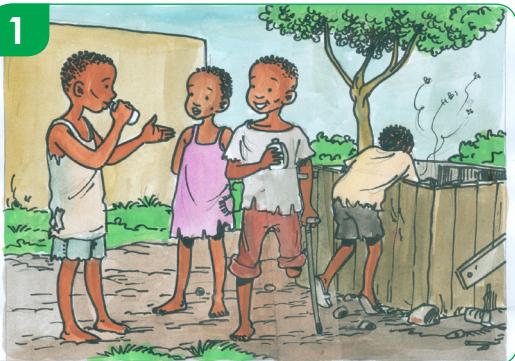
### Exercise

1. Give two examples of disasters that can make people lack basic needs.
2. Have you ever lacked basic needs at home? What caused it?

## D. Problems caused by lack of basic needs

### Activity 4

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



**We have understood/learnt that:**

**Problems causing lack of basic needs:**

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

### Exercise

- a. Have you ever faced problems because of lack of basic needs?
- b. What did you do?

### HOMEWORK

After reaching home, see if there are families faced by lack of basic needs. Talk about how you can help them.

## 6.2. MONEY

### A. Importance of money in a family

#### Activity 5

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



**We have understood/learnt that:**

**Money is important in the following ways:**

- We use it to buy what we want and need.
- We use money for buying transport tickets.
- We use money to help our friends.
- We use money to pay people who work for us/ workers' salaries.

**We have decided to:**

Manage our money well.

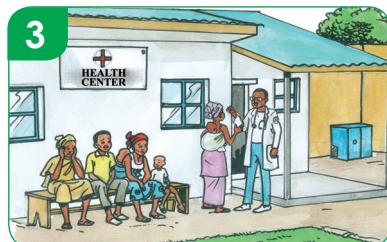
#### Exercise

1. Mention the importance of money.
2. Mention the importance of money in your family.

## B. Reasons of lacking money in our families

### Activity 6

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



**We have understood/learnt that:**

**Reasons of lacking money are:**

Lack of jobs

Laziness

Disasters

Large numbers of children.

Misusing it/wastage

Violence

**We have decided to:**

- Avoid wasting water.
- Avoid putting on electricity lights unnecessarily

### Exercise

1. What is your role in avoiding the lack of money in your family?
2. Give causes of lack of money in your family.

### HOMEWORK

Talk about the causes of lack of money in your family and share how families can solve it.

## C. Problems caused by lack of money

### Activity 7

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



**We have understood/learnt that:**

**Dangers of lacking money at home include:**

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

### Exercise

1. Have you ever lacked money in your family? What did you do about it?
2. Name the dangers of lacking money at home.

### HOMEWORK

While at home, look at your neighbourhood the dangers of lacking money. When you get back to school, share your findings and decide what you can do.

## D. Best practices of using money

### Activity 8

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



**We have understood/learnt that:**

**Best practices of controlling money are:**

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

### Exercise

1. Give the importance of making a list of what you want to buy.
2. Explain the good practices of controlling money.

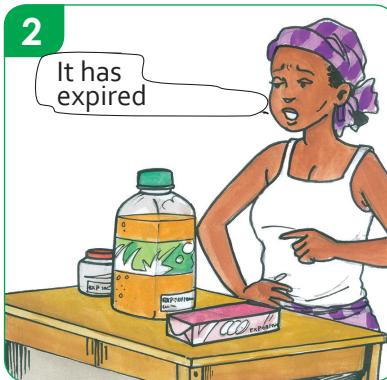
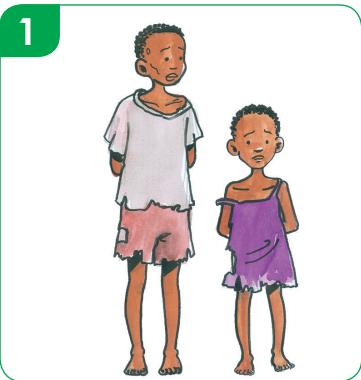
### HOME WORK

In groups, share how you use money at home.

## E. Dangers of misusing money

### Activity 9

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



**We have understood/learnt that:**

**Dangers of misusing money at home are:**

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

**We have decided to:**

Avoid misusing money

### HOMEWORK

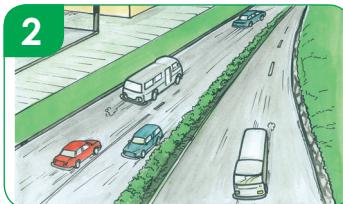
Together with your parents, talk about the dangers of misusing money and share with your classmates.

## 6.3. PUBLIC ASSETS

### A. Important public assets found in the cell and the village

#### Activity 10

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



**We have understood/learnt that:**

**Public assets are goods used by all people without owning them.**

Most important public assets in the village and cell are:

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

**We have decided to:**

Use public assets well

#### Exercise

1. Give examples of public assets.
2. Who protects public assets?

## B. Caring for the public assets in villages and cells

### Activity 11

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



#### We have understood/learnt that:

Together with local council leadership, we have responsibilities for protecting and caring for public assets by:

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

#### We have decided to:

Report destroyers of public assets to our parents and teachers.

### Exercise

Give ways how you can help in protecting and caring for public assets in your area.

## END OF UNIT 6 ASSESSMENT

1. Put the following words in their order according to basic and non-basic needs in the table below:

- |                      |           |              |
|----------------------|-----------|--------------|
| - Food               | - Clothes | - Television |
| - Drinks             | - Housing | - Computer   |
| - Drugs/<br>Medicine | - Car     | - Books      |

Basic needs	Non - basic needs

2. Name the causes of lack of basic needs in life.
3. What are some of the practices done by people who lack basic needs?
4. What would you use the money given to you after winning a competition?
5. What makes family members to lack money?
6. Name the crimes committed by people who don't have money.
7. Give the importance of making a list of making what you want to buy before buying goods.
8. Differentiate between public needs and personal needs.

### 9. Put the following in their groups:

- |                |                    |
|----------------|--------------------|
| -Keza's garden | -A dispensary      |
| -A market      | -A parent's school |
| -A road        | -Tito's house      |

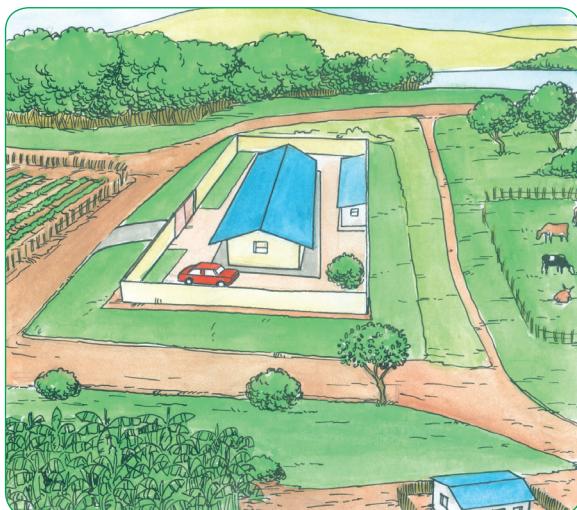
Public assets	Personal/private assets

## **7.1. DIRECTIONS**

### **A. Giving direction of important places using compass directions**

#### **Activity 1**

Look at this picture and share what you have seen.



**We have understood/  
learnt that:**

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

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

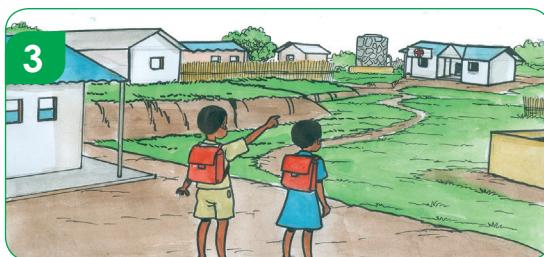
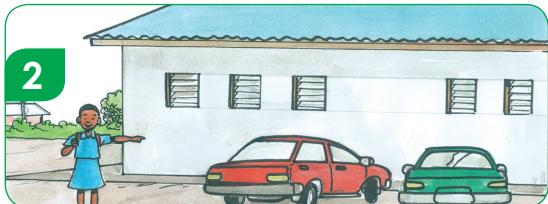
#### **HOME WORK**

Look at important things near your home and share with others at school using directions.

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

### Activity 2

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



**We have understood /learnt that:**

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

### Activity 3

Move out of your classroom, look at the school surroundings and name things that are: in front, behind, above and down.

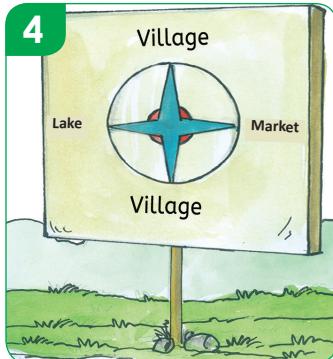
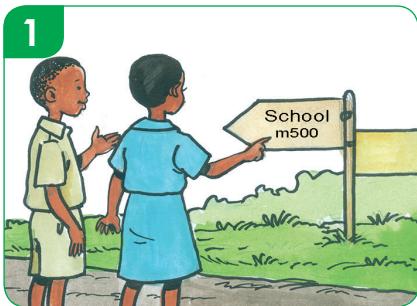
### Exercise

1. What is the direction of your classroom from P1, P3 and P4?
2. What is the direction of P2 from the head teacher's office?
3. Where is the direction of the playground from your classroom?

## C. Ways for giving directions

### Activity 4

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

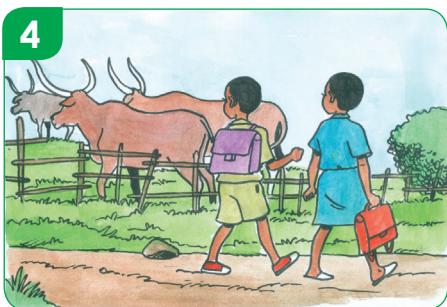


**We have understood/learnt that:**

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

## Activity 5

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



**We have understood/learnt that:**

**There are different surroundings near our school and they include:**

- Farms
- Dispensaries
- Markets
- Gardens
- Churches
- Administrative offices
- Banks
- Roads
- Playgrounds
- Shops
- Forests
- Bridges
- Parks
- Wells

## Activity 6

Make a study tour in your village, look at its environment and share with others in class what you seen.

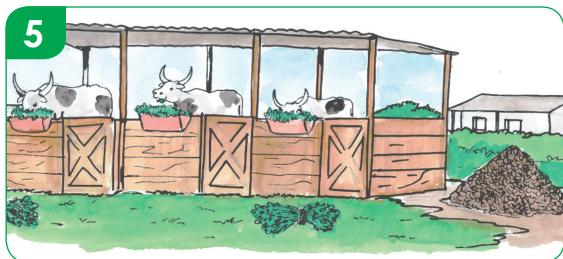
## Exercise

Draw your school showing its surroundings.

## B. Protecting the environment

### Activity 7

Talk about what you see in the following pictures.



**We have understood/learnt that:**

**People protect the environment through:**

- a. Planting trees
- b. Sanitation and hygiene
- c. Maintaining roads
- d. Fighting against soil erosion
- e. Building dispensaries
- f. Planting flower gardens
- g. Cleaning trenches
- h. Building schools
- i. Cleaning public water points
- j. Practicing zero grazing

**We have decided to:**

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

## C. Importance of protecting the environment where people live.

### Activity 8

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



**We have understood/learnt that:**

**The importance of protecting the environment is that:**

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

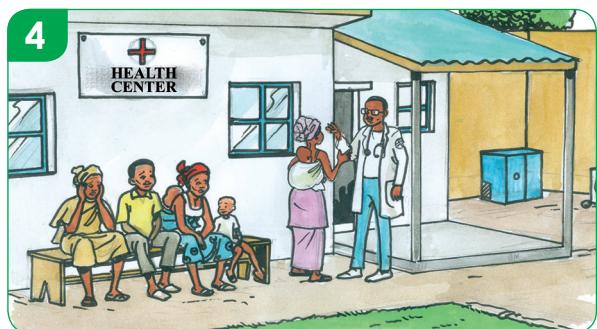
### Exercise

1. Why should we protect and care for the environment?
2. How do you protect the environment where you live?

## D. Dangers of not protecting the environment

### Activity 9

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



**We have understood/learnt that:**

**Misusing the environment leads to the following:**

- Insecurity for the people who live in the bushes.
- Soil erosion destroys gardens and plants.
- People suffer from malaria and other diseases caused by poor hygiene.

### Exercise

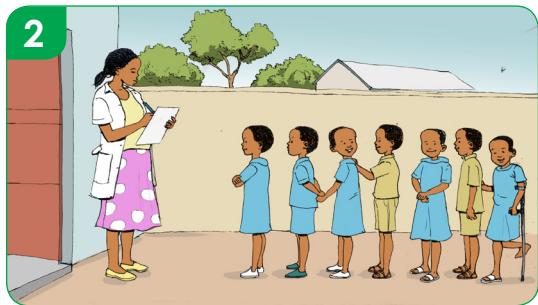
1. Give examples of diseases caused by misusing the environment.
2. Name the dangers of soil erosion and the falling of heavy materials.

## 7.2. CITIZENS

### A. The number of pupils studying together

#### Activity 10

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



**We have understood/learnt that:**

**If you want to know the number of pupils, you count them and then write the numbers.**

The importance of counting pupils include the following:

- It helps to know the exact numbers of pupils.
- It helps to know the age of pupils.
- It helps to know their sex.
- It helps to know where they live.
- It helps to know their parents' names.
- It helps to know the class they are in.
- It helps to know when and where they were born.

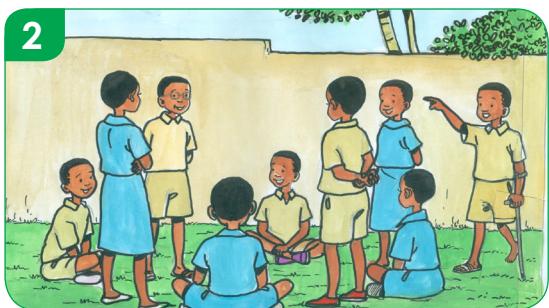
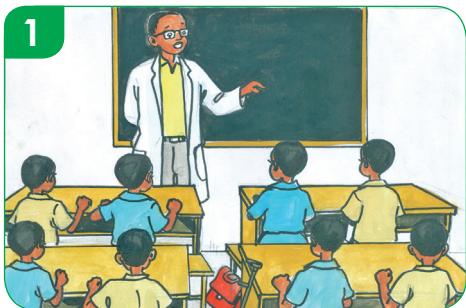
#### Exercise

1. How does your teacher know the pupils who have come to school and those who have not?
2. What do teachers do to know the numbers of pupils?

## B. Ways of ordering and putting the numbers of similar things together

### Activity 11

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



### We have understood/learnt that:

People can be counted in **different groups** like boys, girls, absent, promoted, not promoted, age mates and people with disabilities.

### Activity 12

**Count the pupils you study with and put them in the following groups:**

- a) Boys and girls
- b) Pupils playing football and dancers
- c) Promoted and not promoted
- d) Present and absent

## END OF UNIT 7 ASSESSMENT

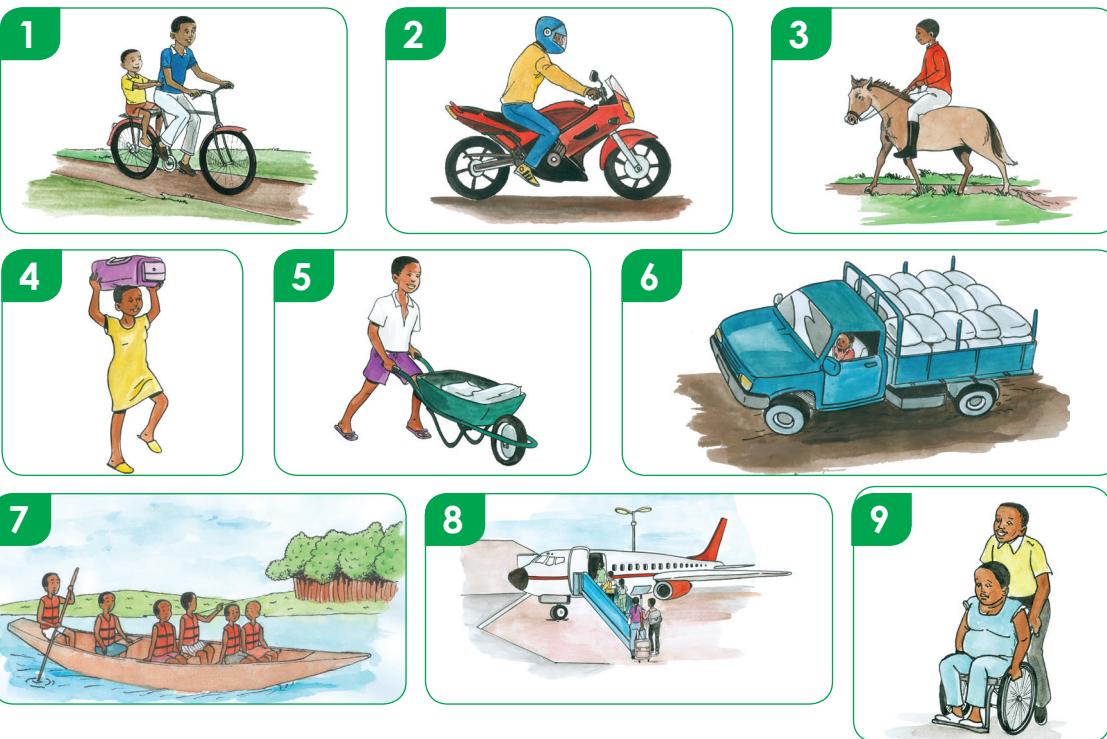
1. Name the things we use when giving directions of different places.
  2. Give ten words you can use in giving directions of different places.
  3. Mention four examples of environment components found on your way to and from school.
- 4. Answer with YES or NO**
- Planting trees destroys the environment.
  - Cleaning classrooms protects the environment.
  - Practicing zero grazing protects the environment.
  - Fighting against soil erosion destroys the environment.
5. Give the importance of protecting the environment.
  6. What are the dangers of destroying the environment in your village?
  7. Why do teachers count the pupils in a school?
  8. Fill in the spaces below using the words given (boys, girls, not promoted, pupils with disabilities)
    - a) We are 37 in class; there are 17----- and 20 girls.
    - b) If you want to know pupils who were promoted and -----you check in the report.
    - d) We study together with the able pupils and the -----in our class.

## 8.1. TRANSPORT

### A. Means of transport

#### Activity 1

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



#### We have understood/learnt that:

Transport is done on **land**, **water** and **air**.

- On land, we use cars, bicycles, motorcycles, etc.
- On water, we use boats.
- In the air, we use aeroplanes.

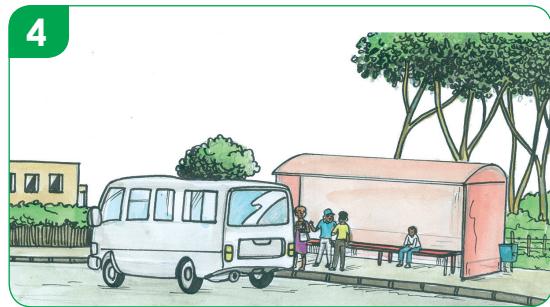
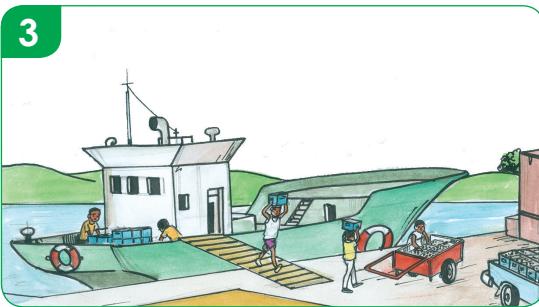
#### Exercise

1. Name the means of transport in your cell.

## B. Importance of transport means

### Activity 2

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



We have understood/learnt that:

**Transport helps us to:**

- Visit different places
- Trade with others
- Ease our movements
- Go home and come school

**Exercise**

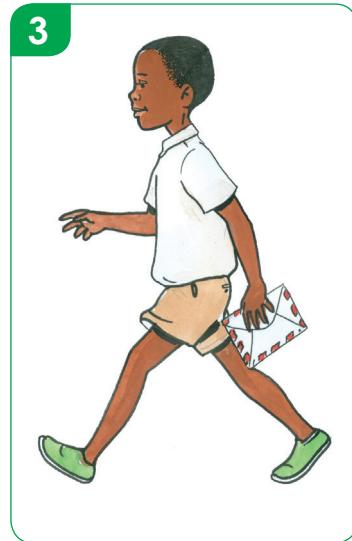
1. Give the importance of transport.
2. Explain the importance of transport in your cell.

## 8.2. COMMUNICATION

### A. Means of communication

#### Activity 3

Observe the following pictures, talk about them and share what you have seen with others.



We have understood/learnt that:

In communication, we use:

Television sets

Letters

Internet

Radios

Newspapers

Traffic signs

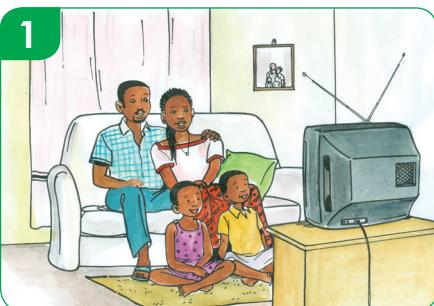
#### Exercise

Give examples of communication tools used in your area.

## B. Importance of communication

### Activity 4

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



We have understood/learnt that:

**Communication leads to:**

- Sharing knowledge
- Doing research
- Advertising
- Knowing where to buy from
- Calling for help
- Chatting
- Sharing information/news

### Exercise

Explain the importance of communication tools found where you live.

## END OF UNIT 8 ASSESSMENT

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

Road transport	Air transport	Water transport

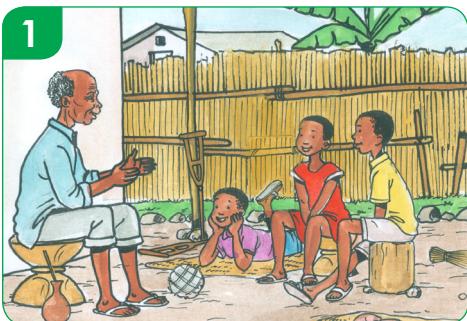
3. Give the importance of transport.  
4. List at least two communication tools you have at home.  
5. Fill in the table below

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

## 9.1. MAIN HISTORICAL EVENTS OF OUR HOME

### Activity 1

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



**We have understood/learnt that:**

**History** is the study of past events. **Our home has the following historical events:**

- Harvesting plenty of crops
- Strong economy
- Heroes and heroic actions
- People of honesty
- Singers and dancers
- Togetherness meetings
- Teamwork spirit.

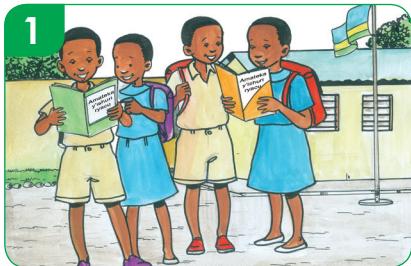
### HOMEWORK

Ask your parents/guardians about the historical events that happened in the area where you live and in the nearby areas and then share with others.

## 9.2. MAIN HISTORICAL EVENTS OF OUR SCHOOL

### Activity 2

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



**We have understood/learnt that:**

**Main historical events of our school are:**

- Employing people around it
- Producing many leaders
- Winning competitions
- Having dancing troupe/group
- Having good teachers

### Activity 3

Visit the head teacher and ask him/her about the school's history on the following:

- |                              |                                      |
|------------------------------|--------------------------------------|
| a. When the school was built | d. The school's achievements         |
| b. Who built it              | e. The school's performance contract |
| c. The first head teacher    |                                      |

### HOMEWORK

Discuss the historical events shared by the head teacher and share what you have learnt from them.

## **END OF UNIT 9 ASSESSMENT**

1. Read and put a tickü on the main historical events found in the history of places.
  - Heroic actions
  - Famine
  - Bad leadership
  - Wars
  - Festive seasons
  - Insecurity
  - Research
  - Famous persons
  - Bad actions
  - Good governance
2. What is the meaning of history?
3. Explain if it is important to know our history.
4. What would you do to know the history of a place?
5. Which schools would you prefer, given their history?

## **END OF YEAR ASSESSMENT ONE**

1. Give the difference between a nuclear family and an extended family.
2. Name the responsibilities/work of pupils at school.
3. List the responsibilities/work of pupils at home.
4. Mention the good of doing responsibilities/work at home.
5. How many colours does the national flag of Rwanda have? Mention them.
6. Name the important places in your village.
7. How many members make up the village governing council? Mention them.
8. Give the important places of your cell.
9. Name the leadership administrative units/levels of a cell.
10. Explain how you treat the water for drinking at home.
11. Why do we clean/wash fruits before eating them?

12. Give the dangers of poor hygiene for food stuffs and drinks.
13. Name two examples of non-infectious diseases caused by poor feeding.
14. List down the basic rights of children.
15. Give the ways used by the people near the school to protect its surroundings.
16. What are the dangers caused by destroying the environment?

## **END OF YEAR ASSESSMENT TWO**

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

# **PART TWO: RELIGIOUS STUDIES**

# **SECTION ONE:**

# **CHRISTIAN RELIGIOUS STUDIES**

**Key Unit competence**

The pupil will be able to differentiate humans from other creatures.

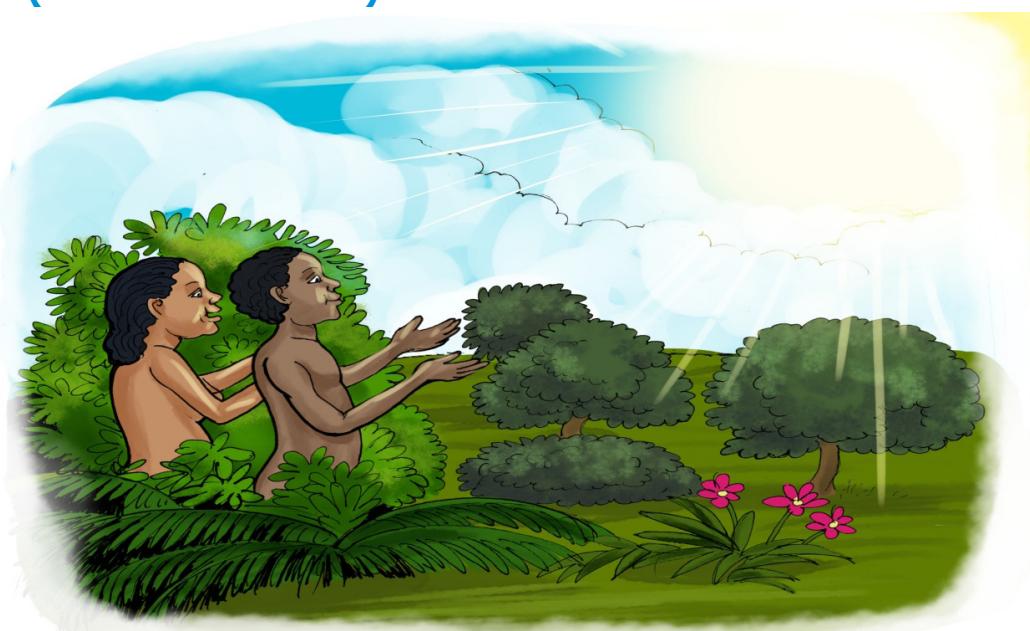
**Introductory activity 1**

Look at the picture and answer the following questions.



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

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



### Learning activity 1.1

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

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

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

God said “**multiply, fill the earth**”.

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



### Application Activity 1.1



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

## 1.2. Names that show existence of God in Rwandan culture

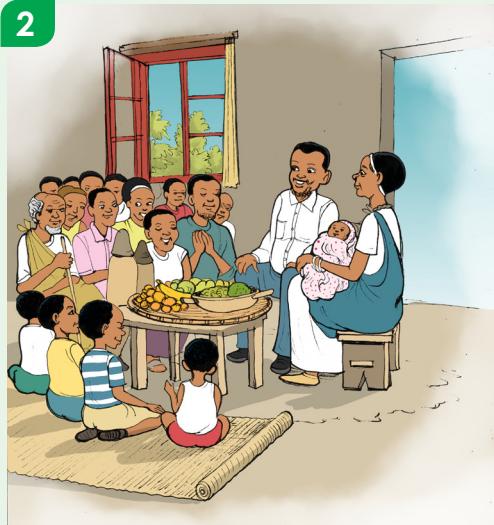
### Activity 1.2

Look at the pictures below and answer questions

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

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

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

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



### Application Activity 1.2



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

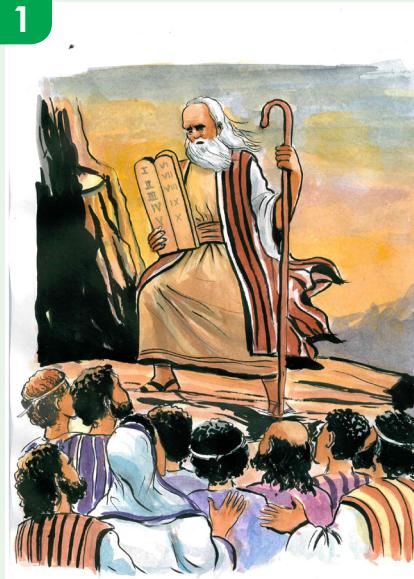
Names regarding God	Other names

## 1.3 God Creator, Father and Love

### Activity 1.3

Look at the pictures below and answer questions

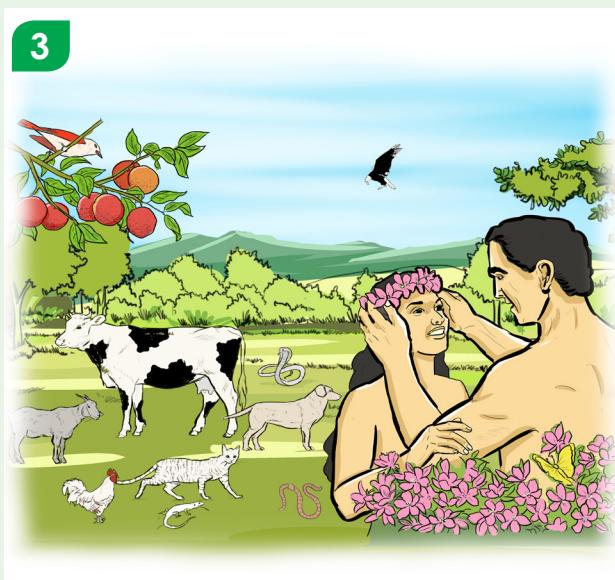
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What do you see in the above pictures?

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

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



### Application Activity 1.3



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

## 1.4 A Human being is the master of creatures

### Learning activity 1.4



Look at the picture above and the following question

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

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

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

## Things humans can do to protect environment

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



### Application Activity 1.4



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

## END UNIT ASSESSMENT 1

### 1. Choose the word in the bracket and fill the sentences

- Human beings were created in the image of ..... (God, Animals, plants)
- Human beings are different from animals because God gave him ..... (legs, Head, Love and intelligence)

### 2. I have known that I am God's special creature:

- What Can I do to continue to be like him?
- What can I do to live well with others?

### 3. Match the name with the explanation

<b>Names</b>	<b>Explanation</b>
Bizumuremyi	God is Father
Harerimana	God is the creator
Niyomugenga	God is Love
Iradukunda	God is Master of all creature

**Key unit Competence:**

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

**Introductory activity 2**

Look at the picture and answer questions



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

## 2.1 Meaning of sin and roots of sin

### Learning activity 2.1

Look at the picture and answer questions



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

A sin is a wrong things people do, and it harms others. A sin separates us from God and from our friends. Someone commits a sin when he does somethings wrong with **freedom** and **knowledge**. Adam and Eve committed sin and disobeyed God.

The sin they committed is **disobedience**. Even we too, disobey God when we steal, disobey our parents, teachers, our fellow pupils and our guardians, fight and we sin when we do wrong thing. Things which cause us to sin are called roots of sin.

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



### Application Activity 2.1



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

## 2.2. Consequences of sin to God and to people

### Learning activity 2.2

Look at the pictures and answer questions.



1



2

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

After disobeying God, Adam and Eve were separated from God. They went and hid themselves. God also was not happy and sent them away from the **Paradise** in the **garden of Eden**.

They went to dig the soil (Genesis 3:23-24). Therefore, when we commit sins, we are separated from God our Creator. Our parents and our friends become unhappy.

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

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



### Application Activity 2.2



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

## 2.3 How to prevent sins

### Activity 2.3

Look at the picture below and answer questions.



1. Describe what you see in the pictures?
2. Why do you think the child in the picture refused the gift given to him?
3. Explain what you see in the picture 3?
4. What can you do to prevent sins in your life

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

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



### Application Activity 2.3



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

## END UNIT ASSESSMENT 2

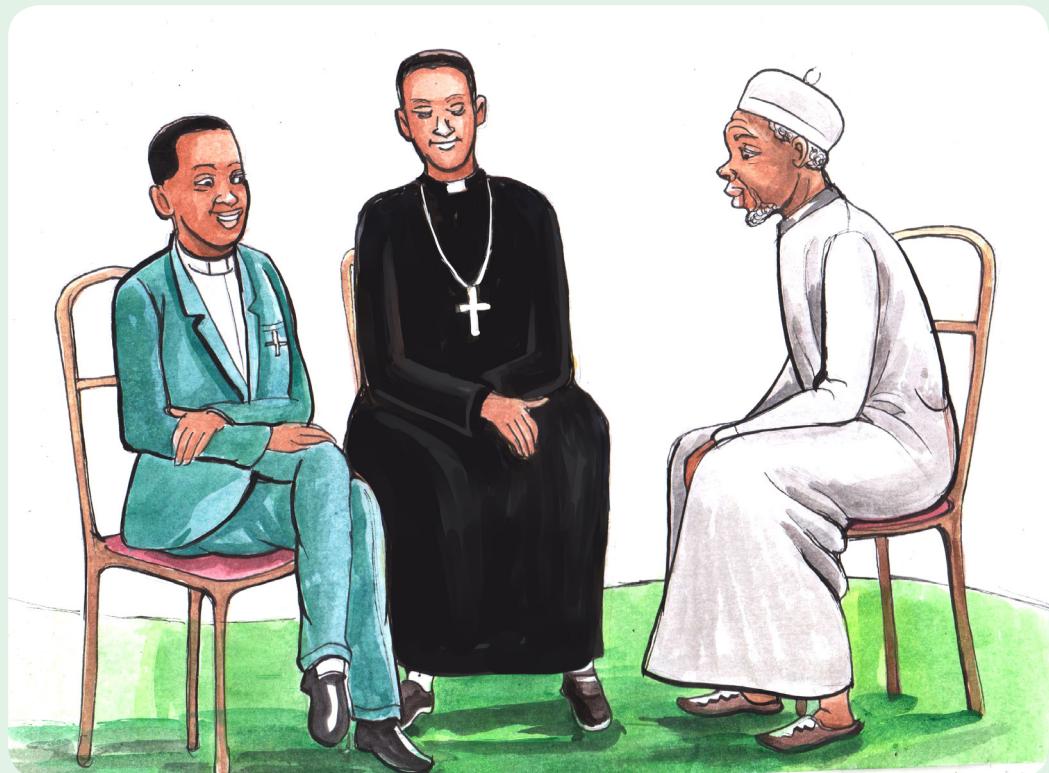
1. What was the sin committed by Adam and Eve?
2. What were the consequences of the sin committed by Adam and Eve?
3. Why should we prevent sins in our lives?
4. What sins do children commit to their parents or guardians?
5. Give two examples of roots of sins.
6. Answer **true** or **false**:
  - a.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

**Key unit competence:**

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

**Introductory activity 3**

**Look at the picture below and answer questions.**

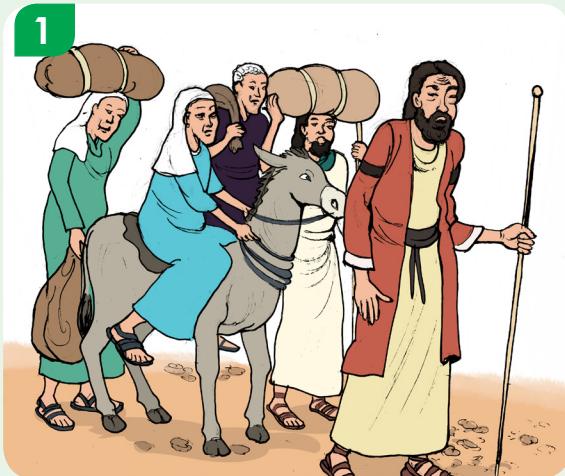


1. Who are people in this picture?
2. What are responsibilities of the people in the picture?

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

#### Activity 3.1

Look at the picture below and answer questions.



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

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

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

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

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



### Application Activity 3.1



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

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

### Activity 3.2

Look at the picture below and answer questions.

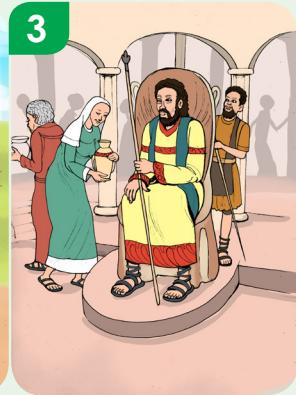
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1. How many children did Jacob reproduce?
2. What is the name of the boy that Jacob loved most?
3. Why do you think Jacob's sons sold their brother Joseph?
4. How did Joseph reach Egypt?
5. Mention at least two things that characterised Joseph in Egypt?

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

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

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



### Application Activity 3.2

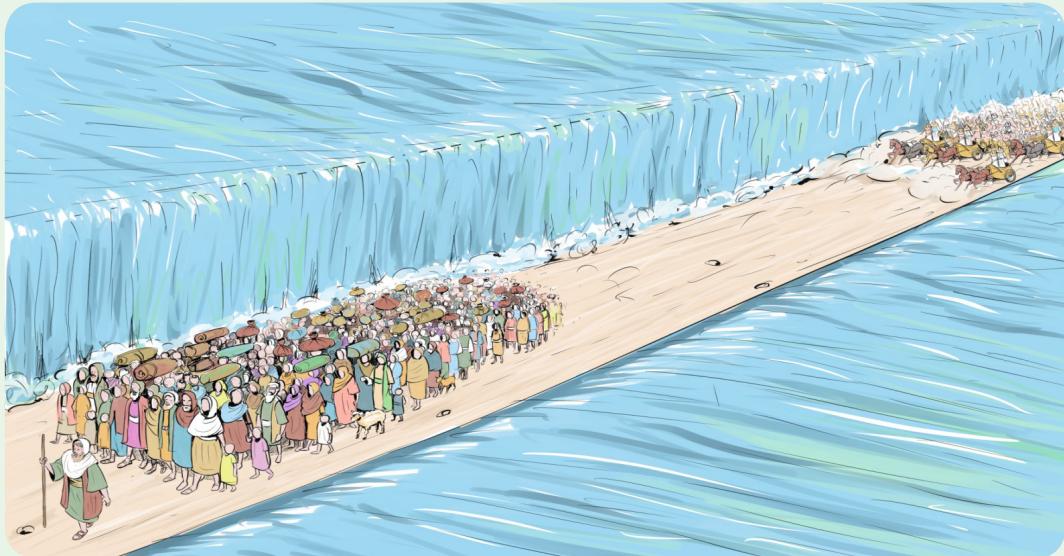


1. Why did Joseph's brothers sell him?
2. How did Joseph reach Egypt?
3. Mention two things that characterised Joseph in Egypt?
4. Fill the following sentences with words in bracket  
Joseph explained dreams .....  
(His Father Jacob, Pharaoh)
5. What lesson do we learn from the story of Joseph?

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

#### Activity 3.3

Look at the picture below and answer questions.



1. Describe what you see in this picture?
2. What marked the life of Israel in Egypt?
3. Who led Israel from Egypt?

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

Their life was in danger.

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



### Application Activity 3.3

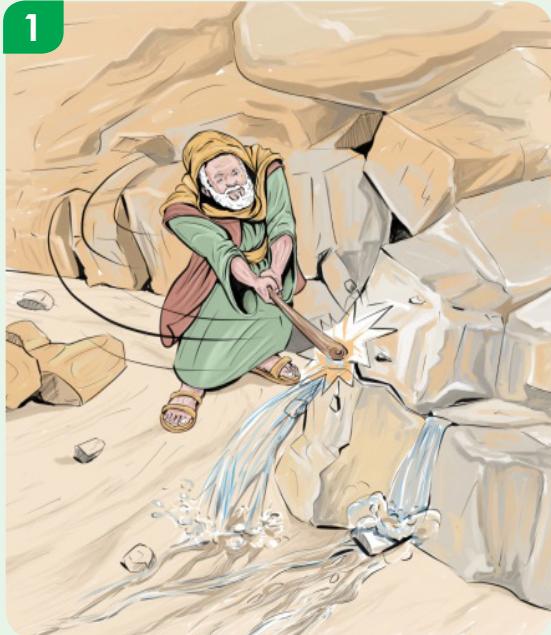


1. Fill the sentence using words in the bracket (Abraham, Joseph, Moses, Slavery)
  - a. God used..... to save Israelite from Egypt.
  - b. When Israelites were in Egypt, they were under .....
  - c. Isaac was the son of.....
2. Why were Israelites treated badly in Egypt?

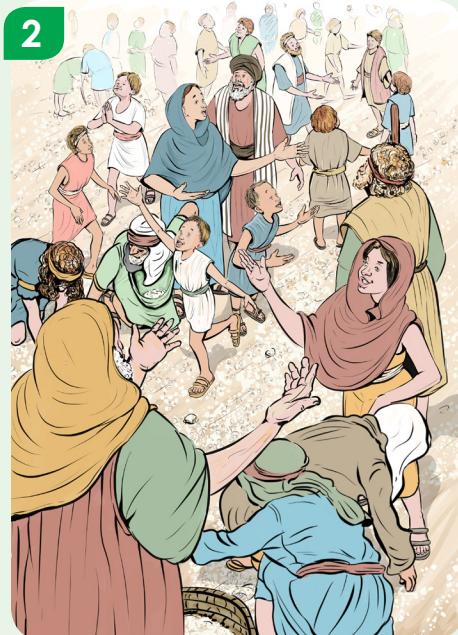
### 3.4. God showed his love to Israel in the desert

#### Activity 3.4

Look at the picture below and answer the questions



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2

1. Describe what you see in the picture?
2. After crossing the red sea? Where did Israelites go?
3. Mention the problems that Israelites encountered in the desert?
4. How did Israelite find water and food?

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

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

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



### Application Activity 3.4



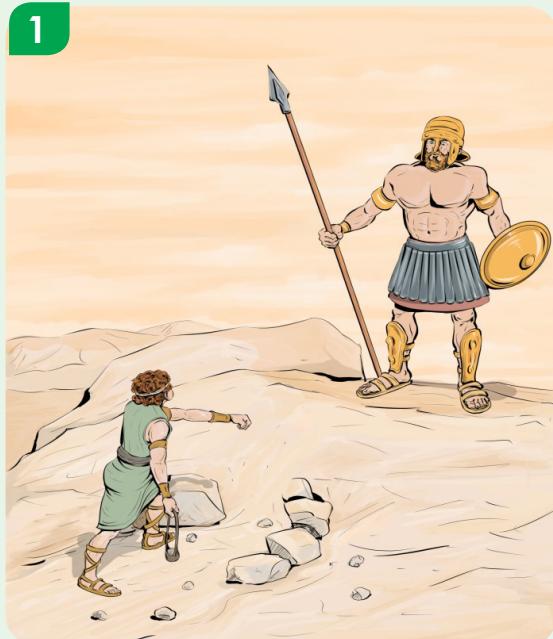
1. What are the problems that Israelites faced in the desert.
2. What did God feed Israelites in the desert?

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

#### Activity 3.5

Look at the picture and answer the questions.

1



2



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

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

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

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



### Application Activity 3.5



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

### 3.6. God revealed himself through Jesus Christ

#### Activity 3.6

Look at the picture and answer the questions.



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

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

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



### Application Activity 3.6



1. Where was Jesus born?
2. Give two things that show that Jesus was the Son of God
3. Who baptised Jesus ?
4. Fill the following sentence:  
Jesus rose..... from the dead (Lazarus, Abel, Simeone )

## **END UNIT ASSESSMENT 3**

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

## **Key Unit competence**

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

### **Introductory activity 4**

**Look at the picture below and answer questions**



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

## 4.1. Meaning of the Message from God and peace

### Activity 4.1

2



1



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

God's message is the message of Love and peace. Peace is the gift from God. We cannot reach it alone without his help. The Bible teaches us that peace comes from God. After his resurrection Jesus said to his disciples: «Peace be with you» (John 20:19-20). Peace is very necessary and we must take it wherever we go. God always reminds us that we should live in peace.

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

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



### Application Activity 4.1



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

## 4.2. Obstacles to peace

### Activity 4.2

Look at the picture below and answer questions

1



2



3



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

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

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



### Application Activity 4.2



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

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

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

### Activity 4.3

Look at the picture below and answer questions

1



2



1. Basing on these pictures above what are activities that are symbols of peace.
  - a. At home
  - b. At school
2. What shows that a family is peaceful?
3. Identify activities which promotes peace that are in your school?

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

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

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



### Application Activity 4.3



#### Answer the following questions:

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

## 4.4. Peace and Justice

### Activity 4.4

Look at the picture below and answer questions .



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

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

All things that are problems to inner peace and Justice should be avoided. It is advisable to provide information and take wrong doers to justice. Because it is one way of restoring Justice.

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



### Application Activity 4.4



**Fill the following sentences:**

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

## 4.5. Importance of peace and Justice

### Activity 4.5

Look at the pictures below and answer questions.



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

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

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

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



### Application Activity 4.5



Explain the importance of Justice at home and at school?

## END UNIT ASSESSMENT 4

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

## **SECTION 2: ISLAMIC RELIGIOUS STUDIES**

### **Introductory activity 1**

Umutesi Hadija is a student in GS Kavumu Muslim School.

She wants to know much about her religion. One day, she asked Kabera. Kabera said that to wear like a Muslim is enough. Nothing else is needed.

What does it mean to be a muslim? what are the requirement to become a muslim?



## 1.1. Belief in One God (Allah)

### Activity 1.1

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

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

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

**In summary Muslims believe that:**

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

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



## Application Activity 1.1



### Answer the following questions

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

What is the difference between God and his creatures? What do Muslim believe about God?

## 1.2. Belief in Angels

### Activity 1.2

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



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

## The following are examples of Angels:

- **Gabriel** : He is the leader of all Angels. He is in charge of delivering God's message to Prophets
- **Michael**: He is in charge of providing food and rain to the creatures.
- **Israfil** : He is in charge of blowing the trumpet on the day of Judgement/last day.



### Application Activity 1.2



What is the second pillar of Islamic faith?

What are the responsibilities of the following Angels?

Michael.....

Gabriel.....

Israfil .....

## 1.3. Belief in Holy Scriptures

### Activity 1.3

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

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

## These Holy Books are the following:

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



### Application Activity 1.3



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

## 1.4. Belief in God's and prophets

### Activity 1.4

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

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

**The following are examples of Prophets.**

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

**Some prophets and their characteristics**

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

<b>4</b>	Job	He suffered much but he remained faithful to God
<b>5</b>	Moses	He was sent to Egypt to confess the existence of one God. He was sent to Egypt to rescue the Israelites from slavery.
<b>6</b>	Jesus	He is a great prophet. He is the sign of the Almighty of God. He was conceived by the power of Allah.



### Application Activity 1.4



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

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



### Activity 1.5

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

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

### What Muslim believe in regard to resurrection

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

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

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



### Application Activity 1.5



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

## 1.6. Belief in the predestination



### Activity 1.6

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

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

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

The following are important to know about predestination

## **God plans all good things**

- God is the Ruler/creator of the Universe. He gives us whatever we need more especially food.
- God gives his creatures sun, rain, air, water, wealth, and other good things that people own.

## **God plans problems and temptations**

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

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

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



### **Application Activity 1.6**



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

## END UNIT ASSESSMENT 1

1. State pillars of faith in Islam
2. What advice can you give to people who worship idols, money or objects?
3. Fill the following sentences using the following word: Gabriel, Michael, Israfil, , Malakul Mawti
  - a. ..... will blow the trumpet on the last day
  - b. ..... is the leader of all angels
  - c. ..... he is in charge of taking souls of people during death.
  - d. ..... He is in charge of providing food and rain to the creatures
4. Why did Allah give Holy scriptures to his people
5. Differentiate Qur'an and other books
6. Who is the last prophet?
7. Why does God allow evil and temptation to his people? While he loves them?

**UNIT  
2**

**MEMORIZING, RECITING AND  
EXPLAINING SOME SURAT IN  
QUR'AN**

**Key Unit competence**

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

**Introductory activity**

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



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

### Activity 2.1

What is the meaning of the chapter al Fatihat?

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

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



## Application Activity 2.1



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

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



### Activity 2.2

Explain the chapter al Fiili?

## **Chapter 105: al-fîl (Elephant) revealed at Mecca it has five lines**

Bismillahi, rahmani, rahiim	In the name of Allah, gracious the merciful
1. Alam tara kayfa fa'ala rabuka bi asw'habil fiili, 2. Alam yaj'al kaydahum fii tadw'lil 3. Wa ar'sala alay'him twayiran abaa biil 4. Tar'miihim bihijiratin min sijil 5. Faja'alahum ka'asw'fi ma'akul	1. Have you not considered (oh Muhammad) how your Lord dealt with people of the elephant? 2. Did he not make their plan go wrong? 3. And he sent them birds in flocks 4. Striking them with stones of hard clay 5. And he made them like eaten leaves.



### **Application Activity 2.2**



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

## 2.3. Reading and reciting the Surat Qurayish.



### Activity 2.3

Explain the Surat Qurayishi?

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

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

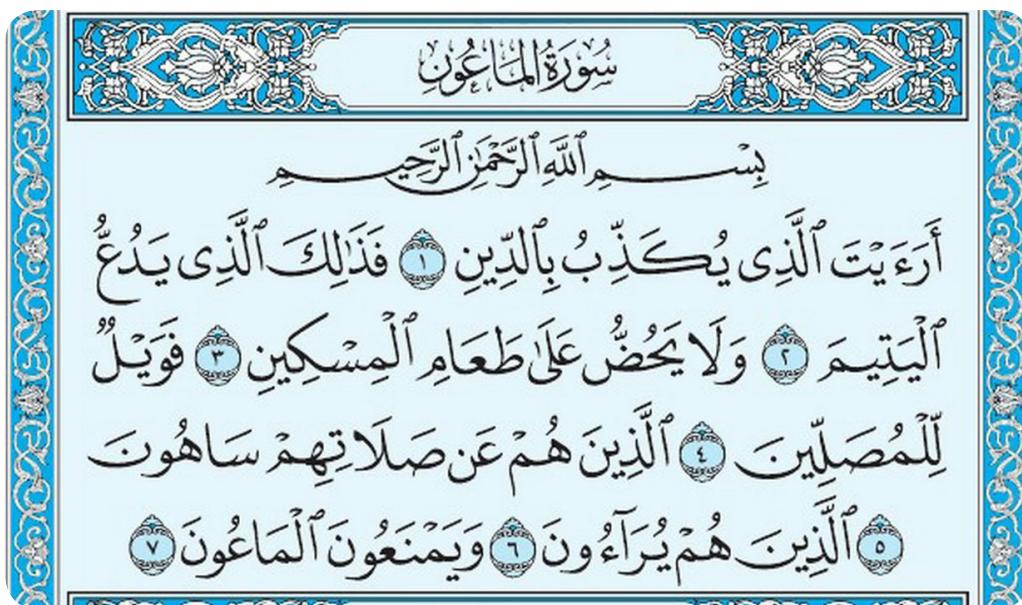


## Application Activity 2.3



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

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



#### Activity 2.4

Explain chapter Al Ma-Una?

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

Bismillahi, rahman, rahiim	In the name of Allah, the gracious the merciful,
1. Ara ayta ladhi yukadhibu bidiini	1. Have you seen the one who denies the recompense of the last day?
2. Fadhalika ladhi yad'u liyatim	2. It is he who mistreat the orphan
3. Wala yahudwu ala twa'amil miskiini	3. And does not encourage the feeding of the poor,
4. Fawayilu lilmuswalina,	4. So Woe to thos who pray,
5. Aladhina hum an swalatihim saahuna	5. But who are heedless of their prayers,
6. Aladhina hum yura'una	6. Those who made show of their deeds,
7. Wa yamna'una I' ma-una	7. And withhold the assistance.



## Application Activity 2.4



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

## 2.5. Reading and reciting chapter Al Kawthar.



## Activity 2.5

Explain the chapter al Kawthar?

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

Bismillahi, rahmani, rahim	In the name of Allah the gracious, the merciful.
1. Ina a'twaynaka I'kawuthar	1. Indeed we have granted you (Oh Muhammad) Al- Kawthar,
2. Faswalil rabika wan'har	2. So pray to your Lord and Sacrifice
3. Ina shaani aka huwa I abutar	3. Indeed your enemy is the one who looses.



## Application Activity 2.5



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

### 2.6. Reading and reciting Surat Al Kafiruna.



## Activity 2.6

Explain the chapter al Kafiruna

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

Bismillahi, rahmani, rahiim	In the name of Allah, the gracious, the merciful.
1. Qul yaa ayuhal kafiruna	1. Say “Oh disbelievers”
2. Laa a’budu maa ta’abuduna	2. I do not worship what you worship,
3. Wala antum abiduna maa a’budu	3. Nor are you worshippers of what I worship.
4. Wala ana a’bidu maa abad’tum	4. Nor I will be a worshipper of what you worship
5. Wala antum abiduna maa a’budu	5. Nor you will be worshippers of what I worship .
6. Lakum diinukum waliya diini	6. For you is your religion and for me is my religion



## Application Activity 2.6



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

## 2.7. Reading and reciting A-Nasw'ru.



## Activity 2.7

Explain briefly the A- Nasw'ru?

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

Bismillahi, rahmani, rahiim 1. Idha ja-a nasw'rullahi wal fat'hu 2. Wa ra'ayta nasa yad'khuluna fii dini llahi af'waja 3. Fasabih bihamdi rabika wastagh'firuhu, inahu kana tawaba.	In the name of Allah, The gracious, the merciful, 1. When the victor of Allah has come and the conquest, 2. And you see the people entering to the Religion of Allah in multitudes, 3. Then exalt him with praise of your Lord and ask forgiveness of him, he indeed is ever accepting of repentance.
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## Application Activity 2.7



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

### 2.8. reading, reciting the Al Masad.



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

تَبَّأْتَ يَدَآ أَيْ لَهَبٍ وَتَبَّ مَا أَغْنَى عَنْهُ مَا لَهُ وَمَا

كَسَبَ سَيَصْلِي نَارًا ذَاتَ هَبٍ وَامْرَأَتُهُ

حَمَالَةَ الْحَطَبِ فِي جِيدِهَا حَبْلٌ مِنْ مَسَدِهِ

## Activity 2.8

Explain the chapter Al Masad?

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

Bismillahi, rahmani, rahiim	In the name of Allah the entirely merciful, the especially merciful.
1. Tabat yadaa abii lahabin wataba	1. Condemned are the hands of Abu Lahab be ruined and he is condemned
2. Maa agh'na an'hu maluhu wama kasaba	2. His wealth did not avail him or that which he gained
3. Sayasw'la naran dhata lahabi	3. He will burn in the fire of flame
4. Wamra'atuhu hamalata l'hatwab	4. And his wife as well, the carrier of firewood
5. Fii jiidiha hab'l'u min masadi	5. Around her neck is the rope of fiber



## Application Activity 2.8



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

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



## Activity 2.9

Explain the chapter **Al-Ikhlas**.

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

Bismillahi, rahmani, rahiim	In the name of Allah, the gracious, the merciful.
1. Qul huwallahu ahad	1. Say “He is Allah who is One,”
2. Allahu swamad	2. Allah, the eternal refuge,
3. Lam yalid wa lam yulad wa	3. He neither begets nor was begotten.
4. lam yakun lahu kufuwan ahad	4. And there is nothing comparable to him.



### Application Activity 2.9



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

## 2.10. Read and explain Al-Falaq.

سورة الفلاح

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
قُلْ أَعُوذُ بِرَبِّ الْفَلَقِ ۝ ۱ مِنْ شَرِّ مَا خَلَقَ ۝ ۲ وَمِنْ  
شَرِّ غَاسِقٍ إِذَا وَقَبَ ۝ ۳ وَمِنْ شَرِّ النَّفَّاثَاتِ فِي  
الْعُقَدِ ۝ ۴ وَمِنْ شَرِّ حَاسِدٍ إِذَا حَسَدَ ۝ ۵

### Activity 2.10

Explain the chapter **Al-Falaq**?

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

Bismillahi, rahmani, rahiim. 1. Qul aw'dhu birabil falaq 2. Min shari ma khalaqa 3. Wa min shari ghasiqin idha waqaba 4. Wa min shari nafathati fil u'qadi 5. Wa min shari hasidin idha hasada	In the name of Allah, the entirely merciful and the especially merciful, 1. Say " I seek refuge in the Lord of Daybreak", 2. "From the evil of what He created" 3. And from the evil of darkness when it gathers," 4. "And from the evil of the blowers in the knot practising sorcery," 5. And from the evil of an envious when he envies".
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### **Application Activity 2.10**



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

## 2.11. Reading and reciting chapter A-Naas.



### Activity 2.11

Explain chapter a Naas?

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

Bismillahi, rahmani, rahiim	In the name of Allah, the gracious, the merciful,
1. Qul awudhu birabi naasi	1. Say "I seek refuge in the Lord of Mankind,"
2. Maliki naasi	2. "The King of Mankind,"
3. Ilahi naasi	3. "God of Mankind,"
4. Min sharil wasiwaasil khanasi	4. "From the evil of retreating the whisperer"
5. Aladhi yuwasiwisu fi swuduuri naasi	5. Who whispers evil into the heart of Mankind,
6. Minal jinati wa naasi	6. Fro among the Jinns and Mankind,



### **Application Activity 2.11**



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

## END UNIT ASSESSMENT 2

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

### 3.1. Five obligatory prayers

#### Introductory Activity 3

God asks people to worship him and to ask what they need in prayers. Do you think prayer is important.

According to you how many times should a person pray?

*Al Fajr*  
*Adhuhr*  
*Al Asr*  
*Al Maghrib*  
*Al Isha*

## Activity 3.1

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

**The following are five obligatory prayers:**

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

**Prophet Muhammad taught obligatory prayers and their parts**

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



## Application Activity 3.1



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

### 3.2. Rules of Prayers in Islam

#### Activity 3.2

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

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

- Being a Muslim
- Respect hygienic rules as required
- Having reached adult age
- Prayer is obligatory to everyone who is alive

- Prayer is obligatory to a Muslim who is not mentally ill



### Application Activity 3.2



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

### 3.3. How to pray





- **Hygiene before praying**

**God says:**

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

**Muhammad said**

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

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

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



### Application Activity 3.3



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

### 3.4. The role/importance of prayer

#### Activity 3.4

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

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

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

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



#### Application Activity 3.4



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

### **3.5. Punishment to those who do not do prayers**

#### **Activity 3.5**

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

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

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



#### **Application Activity 3.5**



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

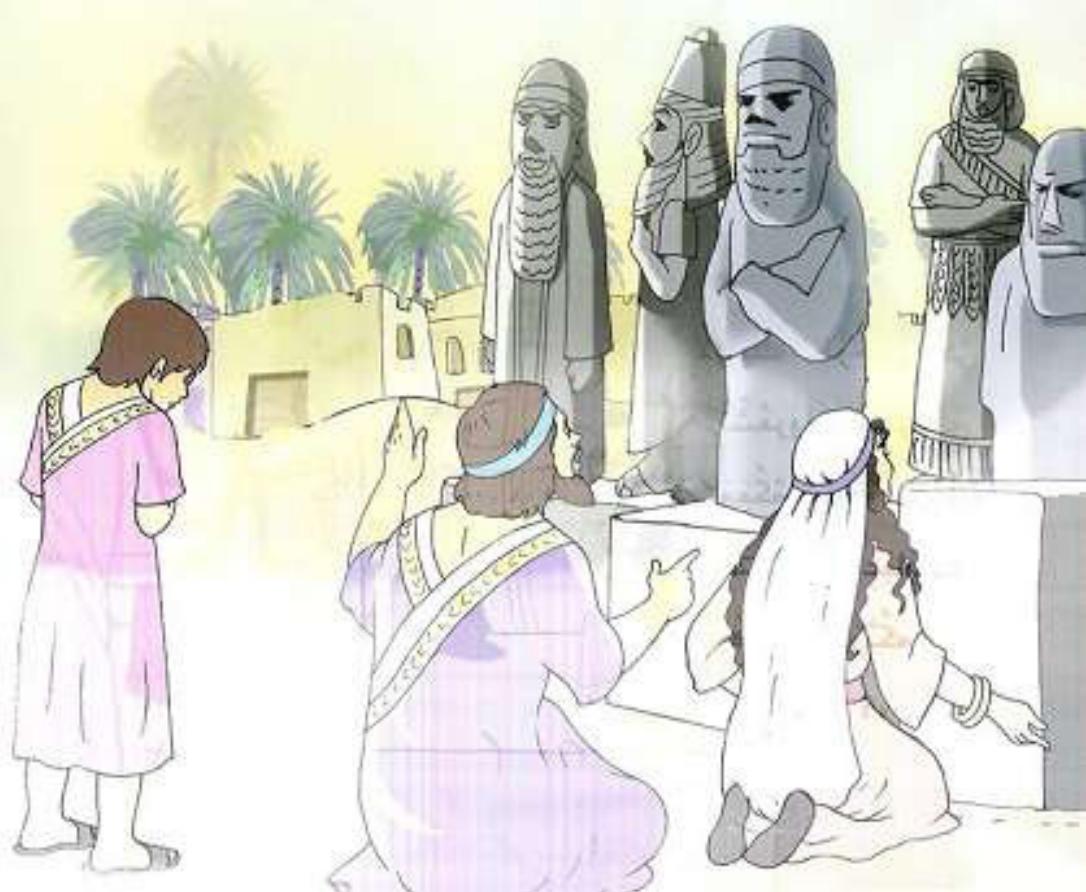
## END UNIT ASSESSMENT

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

### **Introductory Activity 4**

Narrate briefly what you know about Islam?

#### **4.1. Life of Arabs before Muhammad**



## Activity 4.1

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

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

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



### Application Activity 4.1



1. Discuss five practices of Arabs before the prophet Muhammad

## 4.2. Revelation of Prophet Muhammad



### Activity 4.2

Explain the revelation of prophet Muhammad and the key message of revelation to People.

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

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

- Tell people to believe in one God and in His prophet Muhammad

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



### Application Activity 4.2



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

### 4.3. Birth/beginning of Islam

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ  
اَللّٰهُمَّ اسْلَمْنَا وَأَنْشَأْنَا

### Activity 4.3

Explain briefly the birth / beginning of Islam

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

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

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



#### Application Activity 4.3



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

#### 4.4. Life of first four Caliphs of Prophet Muhammad



#### Activity 4.4

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

The first Arabs who converted to Islam are the following:

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

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

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

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

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



#### Application Activity 4.4



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

## **END UNIT ASSESSMENT 4**

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

### **Introductory activity 5**

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

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



## Activity 5.1

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

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

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

A good person is the one who gives peace to others. A good person is always humble A good Muslim live well with others respecting differences and uniqueness. .A human being must be respected because he has special dignity because he was created by God.



### Application Activity 5.1



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

## 5.2. Love others as you love yourself



### Activity 5.2

Explain the sentence to love others as you love yourself”

Identify activities you can do to show perfect love to your friends?

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

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



## Application Activity 5.2



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

### 5.3. Respect for all people in all times

#### Activity 5.3

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

1. Why is Halima liked and appreciated by the neighbours?
2. What lesson can you learn from Halima?

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

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

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

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



### Application Activity 5.3



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

## **END UNIT ASSESSMENT 5**

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

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