
General Studies and Communication Skills

For Rwandan Schools

Senior Four Teacher's Guide

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INTRODUCTION

Section 1: Basic information about the book

1.1 Information about the Student's Book

The General Studies and Communication Skills Student's Book for Senior 4 has been written and organised in line with the new competence based curriculum. As such, it focuses on developing the wholeness of the learner. This is done by organising the book in a way that not only makes acquisition of the desired competences possible and easy but also interesting and learner-driven. Study the organisation of the book below.

Organisation of the book

Content is based curriculum-specific topic areas. These topic areas are further subdivided into subtopic areas. Under each subtopic are a number of units. There is a page in the Student's Book for every new topic area indicating the subtopic areas under it and the units under each subtopic area. This aims at giving the learner a clear view of how content is organised and ordered within the book. Content in the book is presented in 13 thematic units.

Each unit is organised in sections that address specific knowledge and understanding but which also incorporate corresponding skills, attitudes and values for holistic learning.

Most learning objectives are based on these subsections and therefore each subsection addresses a specific learning objective within the curriculum.

1.2 Information about the Teacher's Guide

This Teacher's Guide is intended to help the teacher to successfully facilitate the learners' acquisition of the competences given in the curriculum. It gives important guidance to the teacher on how to prepare for different units and how to approach the teaching of different lessons. Specific guidance has been given on each lesson in a detailed way. However, this only serves as a guide and therefore teachers are at liberty to adapt the teaching suggestions given to their classroom situations and learners' needs.

Organisation of the Teacher's Guide

This Teacher's Guide is organised into two main parts. Part 1 is a general introduction guiding the teacher on various aspects of pedagogy. Part 2 is the main topics area. It gives details to the teacher on how to approach the teaching of each unit in the curriculum as organised in the Student's Book. The main elements of Part 2 are:

- Topic area: This is a page detailing the various Sub-topic Areas and their corresponding units covered under the topic area.
- Unit number and title: This shows number of the unit and the topic of discussion throughout that particular unit.
- Number of lessons: This shows the number of lessons that this unit

- would take. One lesson can take one or more periods.
- Key unit competence: This is the competence which will be achieved once students have met all the learning objectives in the unit.
 - Learning objectives: The content in this area is broken down into three categories of learning objectives, that is, knowledge and understanding; skills; attitudes and values.
 - Knowledge and understanding: As in the existing curriculum, knowledge and understanding gives the cognitive aspects to be learned in the unit. These are aspects to be learned through the learner's thinking, sharing of experiences and the use of the senses.
 - Skills: These refer to the practical abilities and expertise that learners will achieve at the end of the unit. It is through the skills that students apply their learning and engage in higher order thinking. These skills relate to the upper levels of Bloom's taxonomy and lead to deep rather than surface learning.
 - Attitudes and values: These refer to a particular way of thinking and behaving towards the issues raised in the topic. Meaningful engagement with the content in the unit should help learners to acquire appropriate attitudes and values that relate to the unit.
 - Links to other subjects: This shows the interconnections between the unit being studied and other units in different subjects. The teacher should explain this interconnection to the learners so that learning in each subject is reinforced across the curriculum.
- Assessment criteria: This is meant to evaluate whether learners achieved the learning objectives and therefore the intended key unit competence. This is intended to guide the teacher on what to look for when assessing learners. This informs how assessment activities are to be structured.
 - Information to the teacher: This part gives insights to the teacher on what is expected of him/ her in teaching the unit. It gives the areas that the teacher needs to emphasise or spend more time on as well as general guidance to the teacher on how to prepare for the unit. It also gives more information than what the syllabus recommends for purposes of preparing the teacher to answer tough questions from learners.

Section 2: Pedagogical approach

Using a learner centered approach:

- (a) Teachers shall act as guides, supervisors, assistants, mentors against the dominant view that they are experts who know everything.
- (b) Students shall be given opportunities to create or construct knowledge and solve problems instead of being fed with facts that may prove to be useless.
- (c) Classroom learning environments should be made learner-friendly and therefore stimulating enough to promote cooperation for effective learning.
- (d) All efforts in teaching and learning must be geared towards achieving skills and competencies relevant to real life experiences.

2.1 The role of teacher as a facilitator

Learner-centered methods shall be enhanced through the following teacher's actions:

- (a) Prepare and give students clear explanations and guidelines on what is supposed to be learnt.
- (b) Actively involve students in the learning process and provide guidance.
- (c) Promote critical thinking, inquiry-based learning or research and problem solving, decision making, creativity and innovation, communication and cooperation.
- (d) Use varied teaching and learning aids which will enable the students to acquire and demonstrate the target skills and competencies.
- (e) Appreciate each individual student and make learning relevant to real life.
- (f) Be patient while encouraging students to prioritize their strategies about how to achieve the learning objectives.
- (g) Set a realistic time needed to carry out the learning tasks and make it clearly known to the students.
- (h) Create opportunities for students to interact with each other while you remain part of the process.
- (i) All along the teaching and learning process, make deliberate efforts to assess student progression towards attaining and demonstrating the expected competencies. In this regard, timely feedback should be provided to students.

2.2 Special needs education and inclusive approach

All Rwandans have the right to access

education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectual learning challenged traditionally known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/ mainstream schools. Therefore, the schools' role is to enrol them and also set strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during teaching and learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Detailed guidance for each category of learners with special education needs is provided for in the guidance for teachers.

Below is some guidance on how to cater for each category of learners with special education needs:

(a) Learners with physical difficulties

In this group of learners, the affected areas are normally some body parts, especially the limbs. There may be partial or total loss of use of the limbs. In case the legs are affected, the learners will need assistance during activities that involve movement. This could be during a nature walk and other activities that learners have to stand for some reason. The teacher should organize for the learner's ease of

movement around. The learner should also be given time to catch up with the others.

In case the hands are affected, the learners should be given more time to finish their work. In both cases, the learners should not be pressurised to do things that can cause injury or ridicule.

(b) Learners with visual difficulties

These learners normally have problems with their eyesight. They should sit in a position where they are able to see the chalkboard without straining

Note: The learner could be longsighted or short sighted.

The material to be observed should be brought closer to the learner and a magnifying lense used where necessary. The teacher should use large diagrams, charts and labels. In some cases, the learners can be allowed to touch and feel whatever they are looking at. Other learners can assist by reading aloud. The lighting system in the classroom can also be improved.

The teacher should read aloud most of the things he/she writes on the chalkboard.

(c) Learners with hearing difficulties

The affected part in this case is the ear. The learner should have hearing aids. The teacher should use as many visual aids as possible. They should also project their voice and always talk while facing the learners. Use of gestures and signs while talking helps the learner figure out what the teacher is saying as well.

(d) Learners with speech difficulties

A common example in a normal class is the stammerer. They always speak with a lot of difficulties. The teacher should be patient with them and encourage such learners to express themselves in their own

way. Such learners should be given more written exercises.

(e) Learners with mental difficulties

The teacher should try to identify the nature and level of the mental difficulty. Learners with mental difficulties should then be given special assistance and attention at an individual level. They can be given special tests or assessments. In general, all the learners with difficulties should be reinforced promptly. This encourages and motivates them. The teacher and the rest of the class should never ridicule learners with any of the difficulties. Note that generally, people with any kind of disability can be very sensitive to any kind of negative comments or criticism.

Remind them that 'Disability is not inability'.

The teacher should avoid giving privileges where the learners do not deserve them. Treat them fairly but not with undue favours. In extreme cases it can be recommended for the learners to join a special school.

(f) Genocide traumatised learners

Studies have shown that learners from families that were affected by genocide suffer post-traumatic stress disorder (PTSD). As such, they need to be treated as a special case. As a teacher, you need to be careful when dealing with such learners. Also, the teacher needs to be in control especially when the topic under discussion touches on genocide issues. Any language that may elicit emotional reactions from learners either by fellow learners or by the teacher him or herself should be avoided.

2.3 Teaching Methods

There are various approaches that a teacher can use to facilitate learning. These include:

- (a) Direct exposition
- (b) Discovery or practical activity
- (c) Group, class or pair discussion
- (d) Project method
- (e) Educational visit/ field trips
- (f) Teacher demonstration
- (g) Experimentation

(a) Direct exposition

This is the traditional way of teaching whereby the teacher explains something while the learners listen. After the teacher has finished, the learners may ask questions. However, remember that in competence-based curriculum, this technique should be used very minimally.

(b) Guided Discovery

In this technique, the teacher encourages learners to find out answers to problems by themselves. The teacher does this by:

- Giving learners specific tasks to do.
- Giving learners materials to work with.
- Asking structured or guided questions that lead learners to the desired outcome.

Sometimes learners are given a problem to solve and then left to work in an open-ended manner until they find out for themselves.

With the introduction of the new curriculum, this is the preferred method of teaching.

(c) Group/ class discussion/ pair work

In this technique, the teacher and learners interact through question and

answer sessions most of the time. The teacher carefully selects his questions so that learners are prompted to think and express their ideas freely, but along a desired line of thought. Discussion method should take learners from known to unknown in a logical sequence and works well with small groups of learners. The disadvantage of this method is that some learners may be shy or afraid to air their opinions freely in front of the teacher or their peers. This may give the more confident learners a chance to dominate the others. However, the method should be embraced as it intends to eliminate the lack of confidence in learners. Further, it is hoped that it will help improve interpersonal and communication skills in learners.

(d) Project method

In this approach, the teacher organises and guides a group of learners or the whole class to undertake a comprehensive study of something in real life over a period of time such as a week or several weeks.

Learners using the project method of studying encounter real life problems which cannot be realistically brought into a normal classroom situation. A project captures learners' enthusiasm, stimulates their initiative and encourages independent enquiry. The teacher, using the project method, must ensure that the learners understand the problem to be solved and then provides them with the necessary materials and guidance to enable them carry out the study. In upper primary, a teacher can use the project method for topics, which cannot be adequately studied during the normal time-tabled school lessons.

Disadvantages

If a project is not closely supervised, learners easily get distracted and therefore lose track of the main objective of their study. Studying by the project method does not work well with learners who have little or no initiative.

(e) Educational visits and trips/nature walks

This is a lesson conducted outside the school compound during which a teacher and the learners visit a place relevant to their topic of study. An educational visit/nature walk enables learners to view their surroundings with a broader outlook that cannot be acquired in a classroom setting. It also allows them to learn practically through first-hand experience. In all educational visit/nature walk lessons, learners are likely to be highly motivated and the teacher should exploit this in ensuring effective learning. However, educational visits are time consuming and require a lot of prior preparation for them to succeed. They can also be expensive to undertake especially when learners have to travel far from the school.

(f) Demonstration lessons

In a demonstration, the teacher shows the learners an activity or a procedure to be followed when investigating or explaining a particular problem. The learners gather around the teacher where each learner can observe what the teacher is doing. It is necessary to involve the learners in a demonstration, for example by:

- Asking a few learners to assist you in setting up the apparatus.

- Requesting them to make observations
- Asking them questions as you progress with the demonstration.

This will help to prevent the demonstration from becoming too teacher-centred. A teacher may have to use a demonstration, for example when:

- The procedure is too advanced for learners to perform.
- The procedure is dangerous.
- The materials and equipment involved are delicate for learners to handle.
- The materials and equipment needed are too few.

The particular teaching method that a teacher chooses to use is influenced by factors such as:

- The particular group of learners in the class
- The skills, attitudes and knowledge to be learned
- Learning and teaching aids available
- The local environment
- The teacher's personal preference
- The prevailing weather
- The requirements of the Science syllabus

Section 3: Preparing to teach and the teaching process

3.1 Classroom organisation

A well organised classroom is an asset to good teaching but there is no one correct style to suit all classrooms and situations. However, the teacher should consider the following factors when organising the classroom:

- (a) Furniture should be well arranged so as to allow free movement of learners and the teacher.

- (b) Set a corner for storing materials so as not to obstruct learners or distract them.
 - (c) The number of learners in the class and their ages.
 - (d) Learners should be reasonably spread out so that they do not interfere with one another's activities.
 - (e) The series of lessons or activities going on for a number of days or weeks such as individual or group work or whole class.
 - (f) Classroom itself, that is, positions of windows, doors such that learners face the lighted areas of the room.
 - (g) Personal preferences. However, these should be in the interest of the learners. Learners should be able to see and hear you clearly at all times. You should also be able to see all learners in the class.
- (d) Materials that were inadequate for individual work can now easily be shared.
 - (e) Learners can learn from one another.
 - (f) Cooperation among learners can easily be developed.
 - (g) Many learners accept correction from the teacher more readily and without feeling humiliated when they are in a small group rather than the whole class.
 - (h) Learners' creativity, responsibility and leadership skills can easily be developed.
 - (i) Learners can work at their own pace.

The type of "grouping" that a teacher may choose depends on:

- (a) The topic or task to be tackled.
- (b) The materials available.
- (c) Ability of learners in the class (fast, average, slow).

However, the teacher must be flexible enough to adjust or change his/her type of grouping to cope with new situations.

There is no fixed number of learners that a group must have. This again will be dictated by such factors as the task to be done, the materials, characteristics of learners in your class, size and the space available. However, groups should, on average, have between four to seven learners. You can also use pair work depending on the task at hand.

3.2 Grouping learners for learning

Most of the activities will be carried out in groups. It is therefore necessary to have criteria for grouping learners. The following are different ways of grouping learners for group task:

- (a) Similar ability grouping
- (b) Mixed ability grouping
- (c) Similar interests grouping
- (d) Needs grouping
- (e) Friendship grouping
- (f) Sex grouping

In most cases, types (a), (b), (c) and (d) are preferred because:

- (a) The individual learner's progress and needs can easily be observed.
- (b) The teacher-learner relationship is enhanced.
- (c) A teacher can easily attend to the

3.3 Planning to teach

The two most important documents in planning to teach are the schemes of work and the lesson plan.

a) Schemes of work

A scheme of work is a collection of related topics and subtopics drawn from the syllabus and organised into lessons week by week for every term. It is also a forecast or plan that shows details under these subheadings:

- Week
- Key unit competency
- Lesson
- Learning objectives

- Learning resources and reference materials
- Teaching methods and techniques
- Observations/self evaluation
- Comments from school director (DOS)

In addition, the schemes of work shows the day when a specific lesson will be taught and how long it is intended to take. Below is a sample scheme of work.

Scheme of work

Academic Year: 2016

Term 1

School: Bugarama Secondary School

Subject: GSCS

Teacher's name: Karenzi F. Class: Senior 4

week	Key Unit Competences	Lessons	Learning Objectives	Resources and References	Teaching methods & Techniques	Observations/ self-evaluation (including proposed dates of assessment)
Week 1	To be able to make decisions that promote social cohesion in practical situations	Lesson 1: Objectives of studying General Studies and Communication Skills	Learners should be able to: -Explain the objective of General Studies and Communication Skills.	Learner's text books, testimonials, stories, films and documents	-Group activities -Exposition method -Question and answer	The lesson was covered well and the learners were responsive. Strategy: Gave the learners extra work of identifying more ways in which General Studies and Communication Skills is useful.

		<p>Lesson 2, 3 & 4: Society norms, positive value, human rights and religious values</p>	<p>-Define social cohesion -Explain society norms, positive values, human rights and religious values as factors of cohesion. -Explain how to behave in ways that are consistent with personal values. -Detail elements of each of the factors of social cohesion</p>	<p>Learner's text books, testimonials, stories, films and documents</p>	<p>-Group activities -Exposition method -Question and answer</p>	<p>The lessons were not appropriately covered due to time. Strategy: Lesson to be completed in the next session.</p>
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<p>Week 2</p>		<p>Lesson 5: Humanistic values</p>	<p>-be able to explain national and humanistic values as factors of social cohesion -Balance individual rights against those of society and take appropriate action</p>	<p>Learner's text books, testimonials, stories, films and documents</p>	<p>-Group activities -Exposition method -Question and answer</p>	<p>The lesson was interactive, the learners were able to relate to some of the humanistic values practised in their societies Strategy: learners to attempt Test your Competence</p>
<p>Comments from School Director/ Dean of studies.</p>						

(b) Lesson plan

A lesson plan is a detailed outline of how the teacher intends to carry out a specific lesson.

Important sub-headings of a Lesson Plan

1. Administrative details

Date..... Subject.....

Class.....

Time..... Roll.....

2. Key unit competence

This is/are the competence(s) that the learner is expected to achieve at the end of the unit.

3. Learning Objectives

These represent what the teacher anticipates pupils to achieve by the end of the lesson. Objectives should be clear and specific. They should also be stated in behavioural terms, that is, in a way that the outcome can be seen, displayed or measured. In science, one should distinguish between knowledge, skill and attitude objectives.

4. Learning/teaching resources

Any materials and apparatus that the pupils and the teacher will use during the lesson.

5. References

Any resources consulted or used by the teacher to prepare the lesson as well as any books that the pupils will use during the lesson.

6. Introduction

This is the start of the lesson. The teacher should motivate the pupils by creating learning situations that interest pupils e.g. posing a problem, telling an amusing but relevant story or episode, showing an object or picture that arouse their interest. The introduction should link what the pupils have already learnt with what they are going to learn.

7. Presentation/lesson development

This should mainly include the activities that pupils and the teacher will perform in order to achieve the stated objectives; as well as the questions that pupils will answer as they do the various activities.

It is convenient to distinguish between the pupils' and teacher's activities under two columns.

8. Summary/conclusion:(Consolidation)

This is the step in which the lesson activities are tied up or consolidated to emphasize the main points, summarize the lessons or make conclusions. The summary should correspond to the objectives stated for that lesson.

9. Comments/self-evaluation:

Teacher should write remarks on whether the objectives were achieved or not and what he or she intends to do to improve on the weak points noted during the lesson.

Sample of a Competence-based Lesson Plan

School: Bugarama Secondary School

Teacher: Karenzi F.

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
ONE	20/1/2016	GSCS	S.4	1	1 of 7	40 Minutes	30
Type of Special Educational Needs and number of learners				2 short sighted students to be seated in front of the classroom for ease of copying and reading content written on the chalkboard. The blind student to be supplied with tactile pictures and braille equipment.			
Unit title		Social Cohesion					
Key Unit Competence:		To be able to make decisions that promote social cohesion in practical situations.					
Title of the lesson		Introduction and objectives of General Studies and Communication Skills					
Instructional Objective		By the end of the lesson, learners should be able to explain orally the objectives of GSCS. This will be achieved if learners are able to give atleast three out five correct objectives.					
Plan for this Class (location: in / outside)		In class					
Learning Materials (for all learners)		Textbooks for General Studies and Communication Skills, braille equipment.					
References		Practical General Studies and Communication Skills Student's Book 4 pages 1 – 2.					

	Description of teaching and learning activities.		
Timing for each step	Teacher activities	Learner activities	Generic competencies and Crosscutting issues to be addressed
Introduction 5 minutes	-Ask learners to attempt to explain what General Studies and Communication Skills is all about.	Respond to the question raised by the teacher and ask questions related to General Studies and Communication Skills	<ul style="list-style-type: none"> • Communication through questions – answers. • Life skills through respect of each other’s opinions.
Development of the lesson 25 minutes	<ul style="list-style-type: none"> - Make groups of five students. - Help the students to choose the group leaders - Ask them to brainstorm on the objectives of General Studies and Communication Skills. i.e What do you think are the objectives of learning General Studies and Communication Skills? Write them down and then present them to the class. - Monitor the discussions of the students in groups. 	<p>Answer question giving answers such as:</p> <p>General Studies and Communication Skills enables the learners to:</p> <ul style="list-style-type: none"> i. Acquire values and attitudes that will help them to promote justice, peace and stability in the society for sustainable development of the country. ii. Acquire skills and competences that they can apply in addressing the socio-economic, financial, political, environmental and gender issues affecting them and their society. iii. Develop communication skills that will help them to express ideas and opinions in a reflective and academic manner. 	<ul style="list-style-type: none"> • Communication through discussion in groups. • Co-operation and collaboration developed through discussions in groups. • Life skills through respect of each other’s opinion. • Critical thinking through explaining why studying General Studies and Communication Skills is important. • Inclusive education through participation of both gender and those with special needs in group work.

		<p>iv. Acquire knowledge, skills, values and attitudes that will prepare them for higher education, work and life in a competitive society.</p> <p>v. Get a deeper understanding of global issues and challenges and therefore appreciate the need for national, regional and international cooperation in solving these challenges for the good of the human race.</p> <p>vi. Increase the appreciation of their culture and that of others, the environment, the society as well as its values and norms.</p>	
<p>Conclusion 10 minutes</p> <p>Explain how the study of GSCS will be useful to you.</p>	<p>-Harmonise the responses from different groups and highlight the key points of the lesson.</p> <p>-Give different assignments, mark and present the feedback to learners.</p> <p>-Give the activity to explain what makes people in Rwanda to live harmoniously and tell that they will make presentations in the next lesson.</p>	<p>-Ask questions for clarification and further information on the given topic.</p> <p>-Take notes and attempt given assignments.</p> <p>- Research on the activity given.</p>	
<p>Teacher self-evaluation</p>	<p>Lesson taught successfully as all the students actively participated and explained the objectives of General Studies and Communication Skills.</p>		

Content Map

	Unit 1 Social Cohesion	Unit 2 Individual and Society	Unit 3 Sport and Leisure
Number of Lessons	7	7	6
Introduction	<ul style="list-style-type: none"> An illustrative story comparing GSCS to a cocktail dish. Saying some of the issues that can be tackled in GSCS. 	<ul style="list-style-type: none"> A case study about friends who speak ill of others. 	<ul style="list-style-type: none"> Talking about sport competitions that students have taken part in and the benefits they got from participating in them.
Classroom Organisation	<ul style="list-style-type: none"> Whole class orientation Groups seated in semicircles or circles 	<ul style="list-style-type: none"> Whole class orientation Groups seated in semicircles or circles 	<ul style="list-style-type: none"> Whole class orientation Groups seated in semicircles or circles
Materials Required	<ul style="list-style-type: none"> Testimonials, stories, films and documents. 	<ul style="list-style-type: none"> Testimonials, stories, problematic social cases, pictures and videos. 	<ul style="list-style-type: none"> Case study, testimonies, and stories.
Activities	<ul style="list-style-type: none"> Work in groups to use a range of sources to explore social cohesion and make a presentation to the class follow with questions with answers. Discuss in groups the key challenges to cohesion and how these can be overcome. 	<ul style="list-style-type: none"> Dilemma case study opposing individual's belonging and the decision that one takes. Discuss various influences that may have impact on the individual. Discuss the types of manipulations. 	<ul style="list-style-type: none"> Group discussion about what students gain by taking part in sport and leisure activities (interschool competitions, umurenge cup, drama, etc.) Group discussion on how sports contribute to social cohesion.

Competences Practiced	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Communication skills • Cooperation, interpersonal management & life skills • Research skills • Lifelong skills 	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Communication skills • Cooperation, interpersonal management & life skills • Research skills • Lifelong skills 	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Communication skills • Cooperation, interpersonal management & life skills
Crosscutting Issues Tackled	<ul style="list-style-type: none"> • Peace, gender & value education • Inclusive education • Environment, climate change & sustainability • Genocide studies • Standardisation culture 	<ul style="list-style-type: none"> • Peace, gender & value education • Inclusive education • Environment, climate change & sustainability • Genocide studies • Standardisation culture 	<ul style="list-style-type: none"> • Peace, gender & value education • Inclusive education • Environment, climate change & sustainability • Comprehensive sexuality education • Financial education
Language Practice	<ul style="list-style-type: none"> • Working in groups • Presentation of findings • Interviewing people 	<ul style="list-style-type: none"> • Working in groups • Presentation of findings • Interviewing people 	<ul style="list-style-type: none"> • Working in groups • Presentation before the class
Vocabulary Acquisition	<ul style="list-style-type: none"> • Cohesion, resilience, benevolence, reconciliation, inclusiveness, empathy and active bystandership 	<ul style="list-style-type: none"> • Manipulations 	<ul style="list-style-type: none"> • Leisure, hobby
Study Skills	<ul style="list-style-type: none"> • Gathering information from different sources 	<ul style="list-style-type: none"> • Taking notes from other sources 	
Assessments	Test your competence	Test your competence	
Assessments	<ul style="list-style-type: none"> • Both formative and summative assessment 	<ul style="list-style-type: none"> • Both formative and summative assessment 	<ul style="list-style-type: none"> • Both formative and summative assessment

Learning Outcomes	<ul style="list-style-type: none"> • Explaining how to behave in ways that are consistent with personal values • Explaining factors of social cohesion • Explaining how factors can sometimes hinder cohesion • Devising strategies to address challenges to social cohesion • Applying active listening to other's opinions 	<ul style="list-style-type: none"> • Describing the process of decision-making • Determining consequences that may arise from various types of individual choices • Stating the roles and responsibilities of the individual at the levels of family, community, nation, world 	<ul style="list-style-type: none"> • Differentiating leisure and sport • Explaining the role of sport and leisure in personal life • Justifying the contribution of sport, leisure and competition to personal and collective identity • Promoting sport and leisure by participating in some activities
	Unit 4 Effective Communication	Unit 5 Personal Finances	Unit 6 Education and Welfare Systems
Number of Lessons	9	6	7
Introduction	<ul style="list-style-type: none"> • Discussing how to communicate information in various given contexts 	<ul style="list-style-type: none"> • Defining finances • Talking about financial management 	<ul style="list-style-type: none"> • Talking about different types of education
Classroom Organisation	<ul style="list-style-type: none"> • Whole class orientation • Groups seated in semicircles or circles 	<ul style="list-style-type: none"> • Whole class orientation • Groups seated in semicircles or circles 	<ul style="list-style-type: none"> • Whole class orientation • Groups seated in semicircles or circles
Materials Required	<ul style="list-style-type: none"> • Radio, television, books, journals, CD ROMs, online texts 	<ul style="list-style-type: none"> • Brochures of financial institutions, testimonials, stories, guest speakers, videos 	<ul style="list-style-type: none"> • Books, journals, testimonies, stories, media, film, video, pictures

Activities	<ul style="list-style-type: none"> • Role-play on different scenarios on speaking, listening and feedback • Group discussion on the concept of effective communication, presentation and Q & A • Presentations on different topics • Organise the elements of communication into a visual representation 	<ul style="list-style-type: none"> • Work in groups to compare different financial institutions services using brochures • Analyse testimonies about people who developed themselves by saving 	<ul style="list-style-type: none"> • Talk about the benefit of education & challenges met • Discuss in groups the importance of inclusive education • Group discussions about wealth & the well being of people
Competences Practiced	<ul style="list-style-type: none"> • Critical thinking • Communication skills • Cooperation, interpersonal management & life skills • Research skills • Creativity & innovation • Lifelong skills 	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Communication skills • Cooperation, interpersonal management & life skills • Research skills • Lifelong skills 	<ul style="list-style-type: none"> • Critical thinking • Communication skills • Cooperation, interpersonal management & life skills • Research skills • Lifelong skills
Crosscutting Issues Tackled	<ul style="list-style-type: none"> • Peace, gender & value education • Inclusive education • Environment, climate change & sustainability • Genocide studies • Standardisation culture 	<ul style="list-style-type: none"> • Peace, gender & value education • Inclusive education • Environment, climate change & sustainability • Genocide studies • Standardisation culture • Financial education 	<ul style="list-style-type: none"> • Peace, gender & value education • Inclusive education • Environment, climate change & sustainability • Genocide studies • Standardisation culture • Financial education • Comprehensive sexuality education
Language Practice	<ul style="list-style-type: none"> • Working in groups • Presentation before the class 	<ul style="list-style-type: none"> • Working in groups • Presentation before the class 	<ul style="list-style-type: none"> • Working in groups • Presentation before the class

Vocabulary Acquisition	<ul style="list-style-type: none"> • Verbal, non-verbal, visual, decode, encode, channel 	<ul style="list-style-type: none"> • Budget, savings, credit, expenditure, capital, invest 	<ul style="list-style-type: none"> • Formal, informal
Study Skills	<ul style="list-style-type: none"> • Project writing • Summarising information 		<ul style="list-style-type: none"> • Formulating research questions
Assessment	Test your competence	Test your competence	Test your competence
Learning Outcomes	<ul style="list-style-type: none"> • Extracting key information from read materials • Giving and receiving information effectively using various forms and ways of communication • Identifying non-verbal communication signs and their impact on people's perception • Writing a project on a chosen topic 	<ul style="list-style-type: none"> • Selecting and using financial tools interactively to achieve financial goals • Recognising financial consequences towards action taken • Demonstrate how to keep track of personal money and payment commitments 	<ul style="list-style-type: none"> • Justifying the role of education and welfare systems in economic development • Applying the skills attained at school in day-to-day life • Appreciating the importance of education & welfare systems to national development
	Unit 7 Career Planning	Unit 8 Fair Operating Practices	Unit 9 Environmental management and population dynamics
Number of Lessons	7	8	8
Introduction	<ul style="list-style-type: none"> • Talking about students' dream careers 	<ul style="list-style-type: none"> • Writing random thoughts on corruption • Talking about corruption in Africa 	<ul style="list-style-type: none"> • Talking about different types of education

Classroom Organisation	<ul style="list-style-type: none"> • Whole class orientation • Groups seated in semicircles or circles 	<ul style="list-style-type: none"> • Whole class orientation • Groups seated in semicircles or circles 	<ul style="list-style-type: none"> • Whole class orientation • Groups seated in semicircles or circles
Materials Required	<ul style="list-style-type: none"> • Books, journals, speeches, testimonies, stories, media, Internet 	<ul style="list-style-type: none"> • Books, journals, newspapers, speeches, testimonies, stories, media 	<ul style="list-style-type: none"> • Books, journals, newspapers, speeches, media, video, pictures
Activities	<ul style="list-style-type: none"> • Group discussions on different types of jobs and their pay in order to plan for their careers • Class presentations by students working groups • Role play on different types of jobs and how they are helpful to the society. 	<ul style="list-style-type: none"> • Work in groups to identify ways of controlling corruption • Discuss the causes and effects of corruption • Debate about fair competition and respect of property rights 	<ul style="list-style-type: none"> • Group discussion and presentation of a dilemma between human needs and limited resources in the environment • Field study where there is environmental degradation • Analyse the impact of bad protection of environment and how to overcome that situation
Competences Practiced	<ul style="list-style-type: none"> • Critical thinking • Communication skills • Cooperation, interpersonal management & life skills • Research skills • Lifelong skills 	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Communication skills • Cooperation, interpersonal management & life skills • Research skills • Lifelong skills 	<ul style="list-style-type: none"> • Critical thinking • Communication skills • Cooperation, interpersonal management & life skills • Research skills • Lifelong skills
Crosscutting Issues Tackled	<ul style="list-style-type: none"> • Peace, gender & value education • Inclusive education • Financial education 	<ul style="list-style-type: none"> • Peace, gender & value education • Inclusive education • Financial education 	<ul style="list-style-type: none"> • Peace, gender & value education • Inclusive education • Environment, climate change & sustainability

Language Practice	<ul style="list-style-type: none"> Working in groups. Presentation before the class 	<ul style="list-style-type: none"> Working in groups. Presentation before the class 	<ul style="list-style-type: none"> Working in groups Presentation before the class
Vocabulary Acquisition	<ul style="list-style-type: none"> Career, vocation, job, salary, wages 	<ul style="list-style-type: none"> Property rights, intellectual property, trademark, copyright 	<ul style="list-style-type: none"> Resources, renewable, non-renewable
Study Skills			<ul style="list-style-type: none"> Recording observations during field study
Assessment	Test your competence	Test your competence	Test your competence
Learning Outcomes	<ul style="list-style-type: none"> Justifying the link between education, training, job and income 	<ul style="list-style-type: none"> Devising strategies to curb corruption 	<ul style="list-style-type: none"> Balancing between economic growth, social development and environment protection
	<ul style="list-style-type: none"> Classifying types of job and their expected pay 	<ul style="list-style-type: none"> Classifying types of job and their expected pay 	<ul style="list-style-type: none"> Proposing some techniques to make conservation of environment
	<ul style="list-style-type: none"> Appreciating different types of jobs and their pay 	<ul style="list-style-type: none"> Discovering property rights and fair competition 	<ul style="list-style-type: none"> Appreciating the need for balance between population growth, economic growth, social development and environmental protection
Learning Outcomes	.	<ul style="list-style-type: none"> Fighting against corruption 	
	Unit 10 Scientific Research, Health and Wellbeing	Unit 11 Heritage and culture	Unit 12 Gender and Society
Number of Lessons	8	7	5

Introduction	<ul style="list-style-type: none"> Brainstorming on demographics in groups 	<ul style="list-style-type: none"> Defining cultural heritage. Talking about the culture of one's society 	<ul style="list-style-type: none"> Talking about gender in groups
Classroom Organisation	<ul style="list-style-type: none"> Whole class orientation Groups seated in semicircles or circles 	<ul style="list-style-type: none"> Whole class orientation Groups seated in semicircles or circles 	<ul style="list-style-type: none"> Whole class orientation Groups seated in semicircles or circles
Materials Required	<ul style="list-style-type: none"> Books, videos, newspapers, media, guest speakers, testimonies 	<ul style="list-style-type: none"> Books, videos, newspapers, media, guest speakers, and ceremonies 	<ul style="list-style-type: none"> Books and publications on gender
Activities	<ul style="list-style-type: none"> Discuss the role of science and technology in everyday life. Analyse testimonies on diet, HIV/AIDS, hygiene and reproductive health. Group discussion on health, population and education indicators 	<ul style="list-style-type: none"> Group discussion on national heritage Discussion on advantages and disadvantages of cultural preservation Use time line to analyse different cultures in terms of lifestyle and habits. 	<ul style="list-style-type: none"> Role play and debates on gender roles and communication skills Group discussions on gender stereotypes and its effects Inviting key speakers who overcame gender bias Writing essays on gender issues Observe learners in displaying scenarios of gender roles

Competences Practiced	<ul style="list-style-type: none"> • Critical thinking • Communication skills • Cooperation, interpersonal management & life skills • Research skills • Creativity & innovation • Lifelong skills 	<ul style="list-style-type: none"> • Critical thinking • Communication skills • Cooperation, interpersonal management & life skills 	<ul style="list-style-type: none"> • Critical thinking • Communication skills • Cooperation, interpersonal management & life skills • Research skills • Lifelong skills
Crosscutting Issues Tackled	<ul style="list-style-type: none"> • Peace, gender & value education • Inclusive education • Environment, climate change & sustainability • Comprehensive sexuality education • Financial studies • Genocide studies • Standardisation culture 	<ul style="list-style-type: none"> • Peace, gender & value education • Inclusive education • Comprehensive sexuality education • Standardisation culture 	<ul style="list-style-type: none"> • Peace, gender & value education • Inclusive education • Comprehensive sexuality education
Language Practice	<ul style="list-style-type: none"> • Working in groups • Presentation before the class 	<ul style="list-style-type: none"> • Working in groups • Presentation before the class 	<ul style="list-style-type: none"> • Working in groups • Presentation before the class
Vocabulary Acquisition	Environment, degradation	• Culture, heritage	• Gender, gender equality, equity
Study Skills			
Assessments	<ul style="list-style-type: none"> • Both formative and summative assessment 	<ul style="list-style-type: none"> • Both formative and summative assessment 	<ul style="list-style-type: none"> • Both formative and summative assessment
Learning Outcomes	<ul style="list-style-type: none"> • Analysing medical dilemmas and issues of research and ethics on incidence and prevalence of HIV/AIDS by age and gender 	<ul style="list-style-type: none"> • Evaluate the role played by science and technology in the world today. 	<ul style="list-style-type: none"> • Distinguishing positive and negative cultural practices

	<ul style="list-style-type: none"> • Devise strategies to address Rwanda's socio-economic and demographic challenges. 	<ul style="list-style-type: none"> • Analysing how different cultures impact on life style and habits 	<ul style="list-style-type: none"> • Applying gender equality principles in day-to-day life
	<ul style="list-style-type: none"> • Recognising the difference of cultures and living fairly 		<ul style="list-style-type: none"> • Recognising the difference of cultures and living fairly
			<ul style="list-style-type: none"> • Applying effective communication in building healthy relationships • Applying effective communication to avert unwanted sexual pressure and abuse by peers, people in position of authority and other adults • Assert your ideas without offending
	Unit 13		
	The Arts and Society		
Number of Lessons	8		
Introduction	<ul style="list-style-type: none"> • Talking about art and different forms of art 		
Classroom Organisation	<ul style="list-style-type: none"> • Whole class orientation • Groups seated in semicircles or circles 		
Materials Required	<ul style="list-style-type: none"> • Books, videos, newspapers, media, guest speaker and ceremonies 		

Activities	<ul style="list-style-type: none"> • Search on forms of art • Visit museums and tourist sites and report back to class. • Role play on different cultures, styles & traditions 		
Competences Practiced	<ul style="list-style-type: none"> • Critical thinking • Communication skills • Cooperation, interpersonal management & life skills • Research skills • Lifelong skills 		
Crosscutting Issues Tackled	<ul style="list-style-type: none"> • Peace, gender & value education • Environment, climate change & sustainability • Financial education • Comprehensive sexuality education 		
Language Practice	<ul style="list-style-type: none"> • Working in groups • Presentation before the class 		
Vocabulary Acquisition	<ul style="list-style-type: none"> • Art, sculpture, chordophones 		
Study Skills	<ul style="list-style-type: none"> • Formulating research questions 		
Assessment	Test your competence		
Learning Outcomes	<ul style="list-style-type: none"> • Showing how the various forms of art are used 		

	<ul style="list-style-type: none">• Comparing various forms of art including architecture, painting, fashion, photography, sculpture & music from a variety of cultures, styles & traditions		
	<ul style="list-style-type: none">• Appreciating the role of various forms of art to an individual, nation & the world at large		

Topic Area 1: Living in Society

Subtopic Area 1: Peace And Conflicts

Unit 1: Social Cohesion

Subtopic Area 2: Citizenship

Unit 2: Individual and Society

Unit 3: Sport and Leisure

Number of Lessons: 7

(Student's Book pages 2-20)

Key unit competence:

To be able to make decisions that promote social cohesion in practical situations.

Learning objectives

1. Knowledge and understanding
 - a. Explain how to behave in ways that are consistent with personal values.
 - b. Explain factors of social cohesion.
 - c. Explain how factors can sometimes hinder cohesion.
 - d. Detail the elements of each of the factors of social cohesion (where applicable).
 - e. Explain challenges to social cohesion.
2. Skills
 - a. Devise strategies to address challenges to social cohesion.
 - b. Apply active listening to others' opinions.
 - c. Evaluate situations and judge when and whether it is appropriate to intervene.
 - d. Balance individual rights against those of society and take appropriate action.
 - e. Practice behaving in ways that are consistent with personal values.
3. Attitudes and values
 - a. Appreciate the importance of a cohesive society by showing behaviors, attitudes and values of a cohesive society.

- b. Develop the culture of respect for all people.
- c. Appreciate that all relationships benefit when people respect each other's values.

Links to other subjects

History and Citizenship, unity in Religion and unity in Diversity.

Assessment criteria

Assessment should be made to establish the learner's ability to:

- i. Analyse a social problem and devise strategies to address that problem.
- ii. Behave appropriately in given situations which demand a certain social cohesion.

Materials needed

Testimonials, stories, films and documents.

Information to the teacher

Rwanda is a country which has experienced the trauma of genocide. Therefore, political policies that point to the values of peace, social cohesion, unity and the skill of critical thinking without which those values cannot be developed should be a major part of this topic.

Social cohesion should be a bond that links people together. This brings out other issues such as inclusion,

gender equality, values of education and genocide issues. You need to note that these cross cutting issues will instill generic competences such as life-long skills, problem solving & cooperation attributes which contribute to behavior consistent with personal values. It is also important to link this topic to other subjects for example Religion, History and Citizenship.

By the end of this unit learners should be able to acquire the ethical, humanistic, moral and religious values that characterise the Rwandan society.

Objectives of General Studies and Communication Skills

(Student's Book page 3)

Lesson 1: Objectives of studying General Studies and Communication Skills

Lesson objective: By the end of the lesson, learners should be able to explain the objectives of General Studies and Communication Skills.

Suggested teaching/learning methods

1. Question and answer method
2. Discussion
3. Exposition (Explanation and description)
4. Group work

Suggested teaching approach

1. Divide the students into different mixed-ability groups. This ensures that no group feels superior or inferior to others. Have boys and girls in the same group to promote cross-gender interaction. Mix also those with disabilities with others to promote inclusivity in education.
2. Tell each group to choose a group

leader and secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should write down the answers agreed upon by all the members. Encourage different members to take on leadership roles as this helps them to nurture their leadership skills.

3. Explain to the learners the need for cooperation when working in a group. Also, encourage each member to participate in their discussion as this builds their communication skills. Discourage negative behavior such as booing others, laughing at others or ridiculing others during discussions.
4. Guide the learners to attempt to explain what General Studies and Communication Skills is all about. Guide their thinking by stating that general studies will cover general life issues. This should help them to come up with aspects to be studied. Give this illustrative example about General Studies and Communication Skills:
When making a delicious soup you require various ingredients, one will not suffice. Think of General studies as the subject that will open your mind to many aspects of life that will not be taught in your day-to-day subjects but are important in your acquisition of knowledge and your life experience.
5. Let them brainstorm on the objectives of General Studies and Communication Skills.
6. After this, supervise the class as group secretaries present answers from their groups to the class. Instruct the

- students to write down the objectives in their exercise books.
7. Be keen to polish their ideas and consolidate them by supplementing with your researched knowledge.

Generic competences to be addressed

- **Cooperation**(working together in groups)
- **Critical thinking** (why is general studies important)

Crosscutting issues to be addressed

- **Gender and values of education** (this will be part of the course)
- **Inclusive education** (both gender actively involved and any with an impairment or disability)

Answers

Activity 1(*Student's Book page 3*)

General Studies and Communication Skills enable the learners to:

- i. Achieve a deep understanding and correct use of the English language to enable them communicate effectively through explanations, arguments and opinions.
- ii. Read and write extensively in order to enrich their knowledge across subjects thereby enabling them to examine issues and make judgments from a broad base of contrasting disciplines.
- iii. Increase the appreciation of their culture and that of others, the environment, the society as well as its values and norms.
- iv. Apply knowledge and understanding so as to express arguments, ideas and opinions in a reflective and academic manner.

- v. Apply critical and creative thinking skills in addressing the socio-economic, financial, political, and environmental and gender issues affecting them and their society.

1.1 Concept and factors of social cohesion

(*Student's Book pages 3 - 8*)

Lesson 2, 3 & 4: Society norms, positive value, human rights and religious values

Lesson objective: By the end of the lesson learners should be able to:

- i. Define social cohesion.
- ii. Explain society norms, positive values, human rights and religious values as factors of social cohesion.
- iii. Explain how to behave in ways that are consistent with personal values.
- iv. Detail elements of each of the factors of social cohesion.

Suggested teaching /learning methods

1. Question and answer method
2. Discussion
3. Exposition (Explanation and description)
4. Group work

Suggested teaching procedure

1. Facilitate a whole class discussion on what social cohesion is.
2. Ask the learners what values are promoted by Uganda.
3. Put the learners into groups of four, endeavour to have mixed abilities together.
4. Ask the learners to answer the questions in Activity 2 in their groups.
5. Divide the following activities

representing the various factors of cohesion among the groups, and facilitate presentations of the answers provided by all groups. Discuss them explaining the factors of social cohesion.

Activity A

Society norms: Discuss the taboos in your community. What is the society's expectation on young girls and boys on sexual behaviour? What are parents required to do for their children? What are the roles of women as compared to men in the society?

Activity B

Positive values: How do you show responsibility in school and at home? Do you help out in situations even though you are not a leader? Give examples of situations where you can apply positive values.

Activity C

Human rights: If a child is homeless, hungry and lacks education, has he/she been denied any rights? Discuss.

Activity D

Religious values: What are some of the things that a religious man does when relating with other people that a pagan/ an atheist would not do? Discuss.

6. Ask the learners to do Exercise 1.

Answers

Activity 1 (Student's Book page 3)

General Studies and Communication Skills enables the learners to:

- i. Acquire values and attitudes that will help them to promote justice, peace and stability in the society for

sustainable development of the country.

- ii. Acquire skills and competences that they can apply in addressing the socio-economic, financial, political, environmental and gender issues affecting them and their society.
- iii. Develop communication skills that will help them to express ideas and opinions in a reflective and academic manner.
- iv. Acquire knowledge, skills, values and attitudes that will prepare them for higher education, work and life in a competitive society.
- v. Get a deeper understanding of global issues and challenges and therefore appreciate the need for national, regional and international cooperation in solving these challenges for the good of the human race.
- vi. Increase the appreciation of their culture and that of others, the environment, the society as well as its values and norms.

Activity 2 (Student's Book page 3)

1. People are working together
2. Social cohesion

3. When people live together harmoniously, sharing the moments of difficulties and of joy by applying positive values.

Exercise 1 (Student's Book page 5)

Open-ended. Accept examples such as inter-family work groups.

Activity 3 (Student's Book page 5)

- Shared culture
- Society norms

- Positive values
 - Religious values
 - National values
 - Empathy for one another etc
- (Accept any other reasonable answer.)

Activity 4 (Student's Book page 6)

1. Helping others/ compassion
2. Open-ended. Accept reasonable answers such as:
 - greeting strangers
 - welcoming strangers
 - shaking hands etc

Activity 5 (Student's Book page 6)

Open-ended. Possible answers include:

- Encouraging empathy
- Encouraging love for another
- Encouraging patience with one another etc

Activity 6 (Student's Book page 7)

1. Right to play, right to protection from exploitation.
2.
 - It can cause enmity between parents and child employers.
 - It can cause misunderstanding between children and the parents.
 - It can cause conflict between parents and administrators.

Activity 7 (Student's Book page 7)

Upholding human rights makes people to treat one another with love and understanding thereby fostering good relations among neighbours. This encourages harmony in society hence social cohesion. (Accept any other logical answer.)

Activity 8 (Student's Book page 7)

1. Islam and Christianity
2. Open-ended. Possible answers include:
 - Love
 - Forgiveness
 - Patience etc
3. They promote good relations among members of the society which promotes peaceful co-existence and unity (a sense of belonging).

Exercise 2 (Student's Book page 8)

1. Open-ended. Possible answers include: Love, forgiveness, patience, honesty, obedience etc
2. Open-ended. Possible answers include: stealing, fighting, lying, smoking etc
3. Open-ended. Possible answers include: it encourages to be kind to others, to show them love, to be helpful etc

Lesson 5: National and humanistic values

(Resilience, benevolence, repentance, forgiveness and reconciliation, consensus building)

(Student's Book pages 8 – 12)

Lesson objective

By the end of the lesson learners should be able to:

- i. Explain national and humanistic values as factors of social cohesion.
- ii. Balance individual rights against those of society and take appropriate action.

Teaching /learning methods

1. Group work
2. Teacher exposition
3. Question and answer

Suggested teaching approach

1. Arrange the learners in groups taking into consideration all the aspects of inclusivity and ask them to discuss the following questions. Instruct them to choose a group secretary to note down the answers they agree upon in order to present to the rest of the class after discussion.

Discussion questions

- a) Check the meaning of resilience from the dictionary and discuss how it has benefited the country of Rwanda.
- b) Check the meaning of benevolence from the dictionary and discuss how it works in families, religious groups and communities. Give as many examples as possible.
- c) If a criminal serves a long sentence in jail and is finally freed. Does he need to be repentant? Why?
- d) Who among those listed below benefits from forgiveness?
 - i. The offender (wrong doer)
 - ii. The offended (wronged/ victim)
 - iii. The communityGive examples where forgiveness is important to all the parties listed above.
- e) Forgiveness without reconciliation is incomplete. Discuss.
- f) If a family of 6, had to make an important decision, and all the members have different opinions, what would be the best approach to arrive at the best agreement? Explain your answer using an example of a decision that needs to be made.

2. Facilitate the presentations using the answers provided to expound on various national and humanistic values.
3. Go through the notes in the Student's Book with the students
4. Ask the learners to do Activities 9 – 15 in groups. Hold a class discussion of the answers they provide as you make corrections where necessary.

Answers

Answers to discussion questions

- a) Resilience is the ability to recover quickly from difficulties. Rwanda has benefited a great deal from resilience as it has been able to embrace a peaceful life after the 1994 genocide against the Tutsi that put it through a difficult time both socially and economically.
- b) Open – ended answers. Possible answers include; community contributions for education, funerals and other needs.
- c) Yes, a person who was jailed for crime needs to be repentant in order for him/ her to be able to correct his character willingly.
- d) All the parties listed benefit from forgiveness. Open – ended examples.
- e) Forgiveness without reconciliation is incomplete because reconciliation shows that even after the wrong done, people are able to regain their relationships without any hurtful feelings.
- f) The best way to come to an agreement is by taking into consideration all the opinions provided without looking down upon any member of the family.

Activity 9 (Student's Book page 9)

Open-ended. A possible explanation would be:

- In spite of what happened in 1994, the leadership of Rwanda has marshaled all resources (human and capital) to lead the country in economic recovery.
- The people of Rwanda have forgiven each other and are once again living together as good neighbours.

Activity 10 (Student's Book page 9)

Accept any relevant story/ explanation.

Activity 11 (Student's Book page 9)

Rwandans can learn the need to be compassionate and to help those in need. The story teaches us that our neighbour is that person in need of our help, whether the person is known to you or not. The best neighbour is that person who helps you when in need and not necessarily the one whose home/ house is next to yours.

Activity 12 (Student's Book page 10)

Benefits of repentance:

- It takes away the feeling of guilt.
- It takes away the feeling of being hurt and replaces it with peace.
- It brings peace where there was rivalry.
- It makes one see his/ her mistakes hence becoming wiser.
- It brings reconciliation hence social cohesion.

Activity 13 (Student's Book page 10)

Accept any relevant narration.

Activity 14 (Student's Book page 11)

1.

- (a) Through the establishment of the *Gacaca* court system
- (b) Through the establishment of the National Unity and Reconciliation Commission which uses the following approaches:
 - Ingando: a programme of peace education
 - Itorero: a leadership academy to promote Rwandan values and nurture leaders who strive for the development of the community
 - Seminars to train grassroots leaders, political party leaders, youth and women in trauma counselling, conflict mitigation and resolution, and early warning systems
 - National summits on justice, good governance, human rights, national security and national history
 - Research on the causes of conflicts in Rwanda and how to mitigate and resolve them.
- (c) Through enforcing *Umuganda* which brings neighbours together.

2. These measures have been very effective as Rwandan people now live in peace and harmony with another other.

Activity 15 (Student's Book page 11)

1. Assess the participation of all group members in the activity to establish if there was consensus on what they are doing.

2. Open-ended. Possible explanation would be that each member gave their opinion and then all members agreed on the best opinion which they all adopted.

Exercise 3 (*Student's Book page 12*)

1. Challenges of consensus building
 - Diversity in team membership in terms of age, gender etc
 - Personal differences in terms of likes and dislikes
 - Fear or unwillingness to adopt unfamiliar/ new ideas
 - Uncooperative group members
 - Opinionated group members
 - Lack of respect for group leadership
2. Ways of overcoming these challenges
 - Use diversity to bring many new ideas other than to divide you
 - Hold group interest above personal preferences
 - Encourage members to try new ideas
 - Leader should be firm to win respect from members and to help persuade uncooperative and opinionated members

Lesson 6: Active listening, inclusiveness, empathy and active bystandership

(*Student's Book pages 12 – 16*)

Lesson objective: By the end of this lesson, learners should be able to:

- i. Evaluate situations and judge whether it is appropriate to intervene.

- ii. Appreciate that all relationships benefit when people respect each other's values.

Teaching methods

- i. Pair work
- ii. Question and answer
- iii. Discussion method

Suggested teaching approaches

1. Ask the learners to carry out Activity 16 in pairs.
2. Discuss with the learners the meaning of active listening using the answers they give.
3. Explain to the learners what inclusiveness means using Activity 18 in the Student's Book page 12. Make sure to engage the learners through question and answer.
4. Ask individual learners the questions in Activity 19 of the Student's Book. Use it to discuss with the learners the aspect of empathy.
5. Use Activity 20 on the Student's Book to engage the learners on the aspect of active bystandership.
6. Facilitate a whole class discussion, on how these same factors of social cohesion can hinder social cohesion. Use the notes on pages 14-16 of the Student's Book.

Generic competences to be addressed

- **Interpersonal management skills:** This skill is developed through working in groups.
- **Research skills:** This is acquired when finding out about human rights.
- **Critical thinking:** When learners think of how various factors of social cohesion are manifested in real life, they apply critical thinking.

- **Communication:** When making presentations in class the learners practise oral communication skills.
- **Lifelong learning:** After discussing various positive values and their importance, learners are able to appreciate them and may be influenced to practise them in real life.
- **Problem solving:** When doing Activity 4, in the Student's Book, the learners are required to think of ways in which they can approach a conflict of cultures. This sharpens problem solving skills.

Crosscutting issues to be addressed

- **Gender values and Education:** When discussing human rights, the teacher is required to enlighten the learners on rights to education.
- **Genocide studies:** Human rights entail the right to life. The teacher is required to enhance the knowledge of learners on some issues such as crimes against life e.g. Murder.
- **Inclusive education:** Every child disabled in any way has a right to education and any other social service. This aspect should be emphasised under inclusivity.
- **Gender and education values:** When discussing the various social norms, gender roles are also discussed. The teacher is required to engage the learners in a discussion about the complementary nature of gender roles and discourage attitudes of superiority and inferiority of one gender over the other.
- **Standardisation Culture:** On national values, the teacher is required to instill in learners the right attitude towards living standards and decision making when it comes to standards of goods and services.

Answers

Activity 16 (Student's Book page 12)

Observe each group keenly to identify those who interrupt others as they speak.

Activity 17 (Student's Book page 12)

The women are fighting. Check facial expressions and tone of the actors to establish if they are portraying them correctly.

Activity 18 (Student's Book page 13)

1. Inclusion in schools (Possible answers)
 - Boys and girls learn and play together
 - Student leadership is open to both boys and girls
 - Disabled people study together with those without disabilities
 - Teaching staff is composed of both men and women
 - Both male and female members of staff have equal opportunity for leadership and promotion etc
2. These things promote free and peaceful interaction among students and members of staff.

Activity 19 (Student's Book page 13)

Accept any convincing story. Show empathy to students who may become emotional during this activity. Help others to see the need to empathise with those in difficult situations.

Activity 20 (Student's Book page 14)

How to judge when to intervene

- Create a reason to distract your friend from copying the homework.
- Once distracted, bring up the issue of

what he/ she is doing.

How to practice active bystandership

- First establish whether your friend is actually copying homework.
- Ask him/ her whether he/she did the homework.
- Get reasons why he/ she did not do the homework.
- Explain the repercussions of copying homework.
- Encourage him/ her to explain herself / himself to the teacher. You may help him/ her go to the teacher.

Activity 21 (*Student's Book page 15*)

Accept any reasonable answers. Use this opportunity to let the students know that is necessary to exercise responsibility even when one is granted a particular right.

Activity 22 (*Student's Book page 15*)

Though the Muslims may not be happy, you should explain to them the need for considering others' needs. You may encourage them to take what they are comfortable with but let their neighbours take the pork as well.

Activity 23 (*Student's Book page 15*)

1. Europeans wave at each other but Africans shake hands.
2. Most Europeans would not greet strangers but Africans would.
3. Europeans hug each other in greeting while Africans do not.
4. There are specific greetings for different ages among the Africans while this is not the case for the Europeans.

1.4 Challenges to social cohesion

(*Student's Book pages 16 – 18*)

Lesson 7: Individualism, discrimination

and social injustice

Lesson objective: By the end of the lesson learners should be able to:

- i. Explain how factors can sometimes hinder social cohesion.
- ii. Explain challenges to social cohesion.

Suggested teaching/learning methods

1. Question and answer
2. Discussion method
3. Group work
4. Teacher exposition: explaining and describing

Suggested teaching approach

1. Begin the lesson by asking the learners whether in the class there are loners.
2. Ask them the importance of working together with others as opposed to working individually.
3. Engage the learners in a discussion explaining some of the reasons why some people may be left out or sidelined from social activities. Emphasise on discrimination and social injustice as some of the reasons.
4. Arrange the learners in groups taking into consideration all the aspects of inclusivity and ask them to discuss Activities 25 and 26 in the Student's Book. Instruct them to ensure that all the learners take part in the discussion.

Generic competences to be addressed

- **Lifelong learning:** When answering the question on individualism in Rwanda, the learners acquire practical knowledge on the effects of individualism.
- **Critical thinking:** To identify instances of discrimination, learners

contextualise the knowledge of discrimination in real life.

- **Creativity and innovation:** When suggesting ways of dealing with challenges of social cohesion, learners sharpen their problem solving skills.

Answers

Activity 24 (Student's Book page 16)

Open-ended. Possible answers include:

- Lack of trust for others
- Fear of being mistreated
- Lack of confidence/ low self-esteem
- Desire to be independent
- A feeling of being unwanted etc

Activity 25 (Student's Book page 16)

1. Uncomfortable, unwanted etc
2. Not easy. You feel disregarded and therefore lack the motivation to reach out to that person.

Activity 26 (Student's Book page 17)

Open-ended. Possible answers include:

- Reasons given for being silenced
 - You are not experienced or old enough
 - Your contribution was late
 - You do not understand what the victim I going through etc
- It must have felt very discouraging or even embarrassing.

Exercise 4 (Student's Book page 18)

1. Dangers that would arise if a country adopted the individualism theory
 - Break down of social order
 - Civil disobedience
 - Disregard for social activities and groups in favour of individual endeavours

- Death of the *ndu umunyarwanda* philosophy
- Disregard for the needy and the poor
- Increased capitalism leading to a wider gap between the rich and poor
- Emergence of social-economic classes etc

2. Open-ended. Possible answers include:

- Religious discrimination
- Discrimination based on gender
- Tribal discrimination
- Discrimination based on age

3. Possible ways of curbing discrimination

- Encouraging brotherhood through philosophies such as *ndu umunyarwanda*
- Enacting laws against any form of discrimination
- Promoting gender equality in all sectors of the economy

4. Ways overcoming challenges to social cohesion

- Having concern for others to overcome individualism
- Passing laws discouraging any form of discrimination
- Punishing those involved in social injustice

Generic competences to be addressed

- **Research skills:** To answer question 1, learners are required to gather information from their communities and write a report to present to class.
- **Problem solving skills:** The learners are also required to come up with possible solutions to the problems of

the group of people they interview. This enhances problem solving skills.

- **Communication skills:** This is achieved through writing an essay in question 3.

1.5 Extended Work

(Student's Book page 18)

Answers

1. Sample questionnaire

Questionnaire to establish the level and effects of marginalisation among the residents of ...

Instructions: Please write your personal details and then answer all the questions in the spaces provided.

Name:.....

Age:

Marital status:

Number of children:

Occupation:

1. What social problems do you encounter in your area?
2. Which is the most difficult problem for you?
3. What efforts have you made to solve this problem?

4. Are there people who have helped you in solving this problem? If yes, who are they and how did they help?
 5. How does the government help to solve your problem?
 6. Are you satisfied with the support given by the government? Explain.
 7. What would you recommend as the best way to solve this problem?
2. Accept any logical answers.
 3. Check the ideas given, language use, flow of ideas and convincing power (appeal) of the text.

1.7 Test your Competence

Answers

1. David was unable to solve family conflicts. Doreen lacked patience. The parents of Doreen did not practice active by standership.
2. Benevolence, forgiveness, reconciliation.
3. Forgiveness, reconciliation, patience.
4. They should have tried to involve both Doreen and David in a discussion to try to bring them together. (Accept any sensible answer)
5. David's clan can ask for forgiveness. Doren's clan can embrace David's clan without conditions.

Number of Lessons: 7

(Student's Book pages 21-31)

Key unit competence:

To be able to analyse the role of the individual in society including family, marriage, local, natural and global communities.

Learning objectives

1. Knowledge and understanding
 - a. Describe the process of decision-making.
 - b. Determine consequences that may arise from various types of individual choices.
 - c. State the roles and responsibilities of the individual at the levels of family, community, nation, and world.
 - d. Explain the key features of long-term commitments, such as marriage and parenting.
2. Skills
 - a. Assess the importance of individual's identities in the promotion of social relationships.
 - b. Make responsible choices in all life situation including health, sexual health and reproductive behaviour.
 - c. Predict the impact of individual choices and their consequences on individuals and society at large.
 - d. Provide relevant advice to an individual according to the prediction made on his/her choice.
 - e. Demonstrate negotiation skills in practical situations.
3. Attitudes and values
 - a. Readiness to execute one's roles and responsibilities in any social position.
 - b. Show behaviours and attitudes of resistance to manipulation.
 - c. Show readiness to assume responsibility for one's actions.
 - d. Show willingness to disclose sexual and relationship issues in the family and with close friends.
- f. Demonstrate assertiveness skills in practical situations.

Links to other subjects

This topic is related to Unity in History and Citizenship. The teacher should make reference to these subjects when teaching to both reinforce knowledge and attitudes and show a relationship among subjects.

Assessment criteria

Assessment should be made to establish the learner's ability to:

- i. analyse a social situation in which a person has made a choice.
- ii. judge the choice made and substantiate your judgement.

Materials needed

Testimonials, stories, problematic social cases, pictures and videos.

Information to the teacher

Citizens' participation is used as a way to strengthen problem solving approaches as well as promoting gender equity issues of daily life.

It develops their long life skills in the knowledge of comprehensive sexuality. You should explain the definition of the concept in the Student's Book. This unit should enable the students to assess the importance of individual's identities, making choices and personal responsibility in the promotion of social relationships.

2.1 Individual identity and multiple identities

(Student's Book pages 21-22)

Lesson 1: Belonging of the individual to various social entities

Lesson objective: By the end of the lesson the learner should be able to:

1. Differentiate individual and multiple identities.
2. Demonstrate understanding of the role of individual and multiple identities on an individual and the society.

Suggested teaching/ learning methods

1. Group work
2. Individual work
3. Class discussion
4. Explanation

Suggested teaching approach

1. Divide the learners into groups of three preferably of mixed abilities, gender, cultural background and different nationality.
2. Guide them in discussing the activity on the Student's Book page 21. Let

learners from a few groups share their views with the whole class.

3. Let the learners discuss question 1 of the activity on the Student's Book page 22. Make a record of the distinct qualities raised on the board and spend a few minutes discussing as a class the impact of these qualities on individuals and the nation or community.
4. Encourage the learners to individually take a few minutes to critically think about the distinct positive qualities they possess and how they affect the community around them.
5. Still in groups let the learners discuss question 2 of Activity 2. Then call the class to order and discuss their thoughts and ideas on the same.
6. Guide the learners by explaining the difference between individual identity and multiple identities. Use several examples that you know of and the information on the Student's Book pages 21-22.

Generic competences to be addressed

- **Critical thinking:** when discussing and identifying distinct qualities each one possesses and how useful they can be. They will need to use the knowledge drawn from their community and the nation and through personal experiences to point out individuals who have made a positive difference.
- **Problem solving:** Activity 1 will develop the learner's problem solving skills.
- **Communication skills:** These will be developed when working in groups and during the class discussions.

- **Cooperation, interpersonal management & life skills:** When discussing in groups and having a whole class discussion. They will learn skills on dealing with different opinions from others; turn taking during conversations and how to deal with criticism.
- **Lifelong learning:** These include leadership and social skills gained during group discussion.
- **Research skills:** These will be nurtured during Activity 1 and Exercise 1. The students may have to source information from other books and people with experience of multiple identities.

Crosscutting issues to be addressed

- **Peace, gender and value education:** Working together in groups promotes peace. Explain to the learners the need for peace in Rwanda. Give an insight on how individual and multiple identities should be used to promote national peace.
- **Inclusive education:** Highlight the need to include everyone in our day-to-day activities at school and demonstrate this by mixing learners with mixed abilities, of different gender and those with different special needs during the formation of groups. Where there are learners of different races, mix learners from different races. Discourage any form of discrimination during class time and insist that this should be extended even in life outside school.

Answers

Activity 1 (Student's Book page 21)

Open-ended. Possible answers include:

- One will belong to a group because he/she: shares the same vision or ambition with other members of the group.
- Has similar beliefs or faith with group members.
- Shares hobbies or profession with members of the group etc
(Accept any relevant answer)

Activity 2 (Student's Book page 22)

Open-ended. Qualities such as honest, brave, friendly, caring etc can be given.

Exercise 1 (Student's Book page 22)

Multiple identities help one to:

- fit into many social groups.
- have friends from diverse backgrounds.
- identify with many social groups etc

Lesson 2: Roles and responsibilities of the individual at the levels of family, community, nation and the world

(Student's Book pages 23-24)

Lesson objective: By the end of the lesson, learners should be able to explain the roles and responsibilities of the individual at the level of family, community and nation.

Suggested teaching/ learning methods

1. Question and answer
2. Class discussion
3. Explanation

Suggested teaching approach

1. Use question and answer method to get answers from students for Activity 3 in the Student's Book.
2. Lead a class discussion and let the learners generate views on the roles

- of individuals and family in the community and nation.
3. Lead a class discussion on how income inequalities affect what they are entitled to do as a girl or a boy back at home.
 4. Use the Student's Book to explain the role and responsibilities of the individual at different levels. Let the issue of gender equality be brought out.

Generic competences to be addressed

- **Communication skills:** These will be developed during the question and answer session in class and during the class discussions.
- **Critical thinking:** Exercise 2 in the students book provides for the development of the learners critical thinking as the learner associates his/her roles and responsibilities with national unity and development.
- **Cooperation, interpersonal management & lifelong learning:** When having the question and answer session and the class discussion. The learners will learn skills on dealing with different opinions from others.

Crosscutting issues to be addressed

- **Peace, gender and value education:** The teacher must highlight on how individual responsibilities contribute to peace in the community. The content of this lesson should be linked with gender equality in individual responsibilities. This will instill a sense of gender equality in the learner's mind.
- **Inclusive education:** Highlight the need to include everyone in our

day-to-day activities at school and demonstrate this by ensuring all learners participate actively in the class discussion. Discourage any form of discrimination during class time and insist that this should be extended even in life outside school.

- **Environment, climate change & sustainability:** the content of the lesson highlights on how individual responsibility can contribute to environment and climate sustainability.
- **Standardization culture:** the content of the lesson highlights on how with individual responsibility at all levels there would be improvement of human life and a better world.

Answers

Activity 3 (Student's Book page 23)

1. Open-ended. Possible answers include:
 - Cleaning my room
 - Washing dishes
 - Helping in the farm
 - Looking after cattle etc
2. Open-ended. Possible answers include:
 - through special groups such as clubs in the school
 - through church groups
 - as an individual in community activities etc

Exercise 2 (Student's Book page 24)

1. Open-ended. Possible answers include:
 - Cleaning my compound and its environs
 - Respecting the elders.
 - Giving a helping whenever called upon etc
2. Open-ended. Possible answers include:
 - They make us live at peace with

- our neighbours.
- They expose me to other people in my community and country.
 - They help in fulfilling the national policies and programmes that promote national unity and development etc

Lesson 3: Making choices

2.2.1 Consequences of choices

(Student's Book pages 24-25)

Lesson objective: By the end of the lesson, the learners should be able to determine the consequences that may arise from various types of individual choices.

Suggested teaching/ learning methods

1. Group work
2. Individual work
3. Brainstorming

Suggested teaching approach

1. Group the learners and guide them in discussing Activity 4. Each group should choose a representative to present the group's views to the class.
2. Introduce the term 'consequences' and let the students brainstorm on the meaning of consequences, give them the illustration that for every action there is a reaction. Relate it to the topic at hand.
3. In groups let them discuss question 1 of Exercise 3 and then work individually on questions 2 and 3.
4. Use relevant examples that you know of to reinforce the content on the view that every action has consequences.

Generic competences to be addressed

- **Problem solving:** finding appropriate means of handling negative outcomes

of decisions, in this case when one finds out they are infected with an STI. Such a task helps learners develop their problem solving skills.

- **Interpersonal management skills:** as learners discuss together ways of handling a difficult situation, they will learn how to deal with one other and others in similar situations.
- **Lifelong learning:** These include leadership and social skills gained during group discussion.
- **Critical thinking:** Task 3 in the Student's Book provides for the development of the learners critical thinking.
- **Communication:** during group discussions and class presentations. Reaching an all approved conclusion builds good communication.

Crosscutting issues to be addressed

- **Sexuality education:** reinforcing that good sexual behaviour protects against negative health outcomes.
- **Inclusive education:** Highlight the need to include everyone in our day-to-day activities at school. Demonstrate these by ensuring class discussion groups are well balanced. Discourage any form of discrimination during class time and insist that this should be extended even in life outside school.

Answers

Activity 4 (Student's Book page 24)

1. Open-ended. However, insist that the best action would be to visit a medical/ health centre for treatment.
2. Guide the learners in the debate.

Exercise 3 (*Student's Book page 25*)

1. Possible answers: withdrawal from friends, health deterioration, worry and anxiety.
2. Open-ended
3. Going to see the doctor would make you less anxious as you would be treated, counseled and given social support.

Lesson 4: Influences to the individual

(*Student's Book pages 25-26*)

Lesson objective: By the end of the lesson learners should be able to describe the different factors that can influence an individual when making choices.

Suggested teaching/learning methods

1. Class discussion
2. Pair work
3. Explanation

Suggested teaching approach

1. Facilitate a class a discussion on what possible factors people consider before they make choices. Write the ideas on the board.
2. Ask the learners to get into pairs and do Activity 5.
3. Write their thoughts on the board and compare them with the generally agreed points of consideration for choice making in the Student's Book. This should be able to bring out personal and environmental issues that affect decision-making.

Activity

Ask the learners to assume that they got late at a friend's house. What factors should they consider when making the decision on whether to spend the night there or go home in the night.

Generic competences to be addressed

- **Communication skills:** during the class discussion and while working in pairs.
- **Critical thinking:** while answering the Activity in the Teacher's Guide Book.
- **Cooperation, interpersonal management & life skills:** When having the class discussion, the learners will learn skills on dealing with different opinions from others.

Crosscutting issues to be addressed

- **Inclusive education:** Every learner is involved in the class discussion.
- **Gender and values education:** The teacher will highlight on how gender and values will influence the choices an individual makes.

Answers

Activity 5 (*Student's Book page 25*)

Possible answers include: peer pressure, financial constraints, religion of the individual, self esteem, past experiences.

Activity in the teacher's guide

Open-ended. Possible answers include:

- availability of space
- distance to your home
- means of transport available etc

Follow up activity

Ask the students to state the criteria learnt in class they used in choosing their subjects in school.

Lesson 5: Manipulations

(*Student's Book page 26- 27*)

Lesson objective: By the end of the lesson,

learners should be able to explain how manipulation can influence decision-making and the three types of manipulation

Suggested teaching/ learning methods

1. Pair work
2. Brainstorming
3. Explanation

Suggested teaching approach

1. Introduce the term manipulation and let the students brainstorm on the meaning of manipulation and how it affects the process of decision making.
2. Let the students work in pairs to do Activity 6.
3. Ask the students to tell each other one way a friend or someone they know manipulated them or someone else. Use that as a basis to explain the three types of manipulation and how to overcome manipulation.

Activity

Ask the learners to think of creative ways they can make decisions while being considerate of others. Allow them time to give feedback and write their innovations on the chalkboard.

Generic competences to be addressed

- **Communication:** when brainstorming and during pair work the learners will improve their communication skills.
- **Creativity and innovation:** will be developed while handling the activity in the teacher's guide book.
- **Critical thinking:** deciding why people make choices to impress others, this requires seeing things through other people's perspective.

Crosscutting issues to be addressed

- **Peace and values education:** working in pairs promotes peace while the teacher will highlight certain values that the students can learn and use to resist manipulation. For example, assertiveness.
- **Comprehensive sexuality education:** The content highlights of the most common effects of manipulation. The teacher can reinforce this by using examples of manipulation they have heard of and the effects of the same.

Answers

Activity 6 (Student's Book page 26)

1. Open-ended. It felt bad in the end.
2. Guilt, misfortunate happenings like; pregnancy, drug abuse, punishment from parents/teachers, drop in academics. (Any relevant answer can be accepted)

Activity in the teacher's guide book

Accept reasonable answers

Lesson 6: The process of decision-making

(Student's Book pages 27-28)

Lesson objective: By the end of the lesson learners should be able to describe the process of decision-making.

Suggested teaching/ learning methods

1. Pair work
2. Explanation
3. Individual work
4. Class discussion

Suggested teaching approach

1. Ask the students to pair and do the activity on page 27 of the Student's

- Book. Let one of the students share what they have discussed with the rest of the class.
2. From the presentations move into explaining the process of decision making. You can use the notes on the Student's Book as a guide. Let the students compare what they had said earlier with the process you have explained.
 3. Still in pairs guide the learners to do question 1 of Exercise 4 and then individually do question 2 and 3. Let them share their answers with their partners and discuss a few with the whole class.

Generic competences to be addressed

- **Problem solving:** The learner's problem solving skills will be sharpened by the process of decision making learnt in this lesson.
- **Interpersonal management skills:** as learners discuss together the process of making decisions, they will learn how to deal with one other since people are different even in their reasoning.
- **Critical thinking:** Exercise 4 in the student's book provides for the development of the learners critical thinking.
- **Communication skills:** during pair work and class presentations.

Crosscutting issues to be addressed

- **Peace and values education:** when working in pairs and class presentations. The teacher will reinforce important values that learners should strive to have which will guide them to make good decisions.

- **Inclusive education:** Highlight the need to include everyone in our day-to-day activities at school. Demonstrate these by ensuring every student participates in the class discussion.

Answers

Activity 7 (Student's Book page 27)

- Open-ended. Possible answers include:
- talking to freinds.
 - seeking guidance from parents etc

Exercise 4 (Student's Book page 28)

1. Open-ended. Possible answers include:
 - Researching on available options.
 - Analysing information gathered etc
2. Open-ended. Possible answers include:
 - i. Identify what decision you need to make.
 - ii. Discuss the matter with all community members involved.
 - iii. Research on the available options.
 - iv. Discuss on the most appropriate decision.
 - v. Pick a team to implement the decision.
 - vi. Implement the decision made.
3. Open-ended. Possible answers include:
 - i. Research on the available careers.
 - ii. Research on what is involved in each career.
 - iii. Develop options of possible career routes.
 - iv. Check your academic abilities and your ambitions or preferences.

- v. Decide on the best career based on your abilities and ambitions.

Implement your decision by taking steps that will align you to your career.

Lesson 7: Personal responsibility

(Student's Book pages 28-29)

Lesson objective: By the end of the lesson, learners should be able to take personal responsibility for any decision made.

Suggested teaching/ learning methods

1. Question and answer
2. Explanation
3. Class discussion

Suggested teaching approach

1. Use question and answer method to do Activity 8 with the learners as a class. Get as many answers as possible. Tell them to give examples that they know, of people who failed to take up their roles and what befell them later. For example; my neighbour did not store firewood properly, when it rained, she had to go borrowing in the village while other people were enjoying the warmth of their fire places.
2. Use the above exercise to explain to the learners the importance of taking responsibility. Use the Student's Book as a guide.
3. Select one student to read aloud the story in Exercise 5 and lead the class in discussing the questions on page 29 of the Student's Book. .
4. Close the discussion by stressing the importance of knowing and fulfilling one's personal responsibility.

Activity

As a class brainstorm on the activities that reflect personal responsibility, put them into categories of family, school and community. Write them on the chalkboard for reference and supplement with your own ideas.

Allow the class about five minutes of class discussion. Let them discuss the benefits of fulfilling one's personal responsibility.

Generic competences to be addressed

- **Communication skills:** These will be developed during the whole class discussion and the question and answer session.
- **Critical thinking:** When brainstorming on the activities that reflect personal responsibility, and the benefits of fulfilling one's personal responsibility.
- **Cooperation, interpersonal management & life long learning:** When doing the class discussion and the question and answer session. The learners will learn to take other people's opinions.
- **Creativity and innovation:** Creativity will be acquired as students give examples of people who failed to take responsibilities and the consequences thereafter. These can be imaginative.

Crosscutting issues to be addressed

- **Peace, and values education:** The lesson instills values in the learners that will guide them into being responsible. This is reinforced by many examples from both the teacher and the learners.
- **Inclusive education:** Highlight the need to include everyone in our day-to-day activities at school. Discourage any form of discrimination during class time and insist that this should

be extended even in life outside school.

- **Comprehensive sexuality education:** The story given in task 5 highlights the need to make responsible sexual choices and as well as take responsibility of our actions no matter what the situation is.

Answers

Activity 8 (*Student's Book page 28*)

1. Open-ended. Possible answers include:
 - Your clothes will smell.
 - People will laugh at you.
 - You will have lice etc
2. Open-ended. Possible answers include:
 - Your teacher will punish you.
 - You will not understand the concept taught well.
 - You will fail in exams etc
3. Open-ended. Possible answers include:
 - You will develop teeth cavities.
 - You will have bad breath.
 - People will avoid talking to you etc

Test your competence

1. The girl became pregnant and had to discontinue her studies for a while.
The boy felt guilty and wanted the girl to abort the baby.
2. The girl; she chose to take responsibility of her actions and gave birth instead of aborting the baby.
3. Open-ended. Possible answers include:
 - They are likely to marry in future.
 - They are not likely to ever agree so they would not have a long-term relationship.
4. The girl made the best decision. She refused to abort her baby which is a criminal offence.

UNIT 3:

SPORT AND LEISURE

Number of Lessons: 6

(Student's Book pages 32-40)

Key unit competence:

To be able to argue how sport, leisure and competition contribute to personal, collective identity shared with others and social development.

Learning objectives

1. Knowledge and understanding
 - a. Differentiate sport and leisure.
 - b. Explain the role of sport and leisure in personal life.
2. Skills
 - a. Demonstrate the need for sport and leisure time.
 - b. Justify the contribution of sport, leisure and competition to personal and collective identity.
3. Attitudes and values
 - a. Promote sport and leisure by participating in some activities.
 - b. Show fairness and honesty in sport.

Links to other subjects

This topic is related to the topic on individual and collective sports in Physical Education.

Assessment criteria

Assessment should be made to establish the learner's ability to make an essay on the role of sport and leisure to personal, collective identity shared with others and social development.

Materials needed

Case study, testimonies and stories.

Information to the teacher

This unit covers content related to sport and leisure and how they contribute to personal and collective identity. It also examines the importance of sport in social development. Ensure to involve the learners in discussions and guide them into differentiating between sport and leisure. Also make use of their familiarity with different types of sporting activities to explain how sport is important in inculcating values in members of a society, and creating identities both personal and collective.

3.1 Differences between sport and leisure

(Student's Book pages 32 - 33)

Lesson 1

Lesson objective: By the end of the lesson, learners should be able to differentiate leisure and sport.

Suggested teaching/learning methods

5. Question and answer method
6. Discussion
7. Exposition (Explanation and description)
8. Group work

Suggested teaching approach

1. Divide the students into different mixed-ability groups. This ensures that no group feels superior or inferior to others. Have boys and girls in the same group to promote cross-gender interaction. Mix also those with disabilities with others to promote inclusivity in education.
2. Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should write down the answers agreed upon by all the members. Encourage different members to take on leadership roles as this helps them to nurture their leadership skills.
3. Explain to the learners the need for cooperation when working in a group. Also, encourage each member to participate in their discussion as this builds their communication skills. Discourage negative behavior such as booing others, laughing at others or ridiculing others during discussions.
4. Guide the learners to attempt to explain what sport and leisure is. Emphasise on differentiating the two; you may use the notes on the Student's Book page 32 – 33 in addition to your researched knowledge.
5. Tell them to do Activity 1 in groups as the secretaries take down the discussion points.
6. After this, supervise the class as group secretaries present answers from their groups to the class. Instruct the students to write down what they learn from the presentations.

7. Be keen to polish their ideas and consolidate them by supplementing with your researched knowledge.

Generic competences to be addressed

- **Cooperation:** When working together in groups.
- **Critical thinking:** When answering the question: Why is General Studies and Communication Skills important?

Answers

Activity 1 (Student's Book page 32)

1. It is fun and healthy
2. You make friends

3.2 Contribution of sport and leisure to personal and collective identity

(Student's Book page 33 - 34)

Lesson 2: Contribution of sport and leisure to personal identity

Lesson objective: By the end of the lesson learners should be able to explain the role of sport and leisure in personal life.

Suggested teaching /learning methods

1. Question and answer method
2. Discussion
3. Exposition (Explanation and description)
4. Group work

Suggested teaching approach

1. Introduce the lesson by reading out the case study description about Teta, then explain it to the learners.
2. Arrange the learners in groups, taking into consideration aspects of inclusivity and ask them to discuss the questions under case study.
3. Have representatives of various groups present their answers to the

- rest of the class as you engage the learners further.
4. Use this opportunity to explain to the learners how sport and leisure help in acquisition of a personal identity.

Generic competences to be addressed

- **Cooperation and interpersonal skills:** This is acquired through group discussions and whole class discussion.
- **Communication skills:** When individual learners present to the rest of the class, they sharpen their oral communication skills.

Answers case study 1

(Student's Book page 33)

1. Open ended answers. Possible answers include:
 - She feels like no one can listen to her
 - She feels lonely
 - She feels like she does not belong with the others in class
 - She feels less important than the others
2. Open ended answers. Possible answers include:
 - Encouraging her to participate in class discussions
 - Allowing her to role play with the others in class
 - Encouraging her to participate in social activities such as drama, music and sports
3. Giving her a role to play as a leader and encourage her to face her subjects as she addresses them.

Activity 2 (Student's Book page 34)

1. The children are running
2. The national flag
3. The whole nation; all the citizens identify with one of their own. This enhances collective identity.

Lesson 3: Case study 2

(Students' Book pages 35-36)

Lesson objective: By the end of this lesson, learners should be able to demonstrate the contribution of sport, leisure and competition to collective identity.

Teaching / lesson methods

1. Question and answer
2. Pair work
3. Discussion method
4. Teacher exposition

Suggested teaching approach

1. Read the first paragraph of the story on page 35 of the Student's Book aloud and choose learners to read other parts.
2. Ask the learners what the story is about. Pick individual learners and ask them to give a summary of the story in their own words to check their understanding.
3. Ask them to do the comprehension questions in pairs.
4. Facilitate a whole class discussion of the comprehension questions. Emphasise on the aspect of collective identity demonstrating from the story how it is achieved through sport.

Generic competences to be addressed

- **Critical thinking:** To relate the idea of sport activities to identify the learners are required to think critically.

- **Cooperation and interpersonal skills:** This is achieved through pair work.

Crosscutting issues to be addressed

- **Gender equality:** When engaging the learners in a discussion about various sport activities, the teacher is required to encourage learners to take part in sport of their choice regardless of their gender and discourage any attitude of gender stereotypes when it comes to sports.

Answers to case study 2 questions

1. Triumphant, victorious, proud (mark any other correct answer)
2. He became a figure for all Rwandans to identify with; a unifying figure.
3. They all viewed themselves as Rwandans; no tribal divisions were considered during the celebration of their victory.
4. Open ended answers. Possible answers include during the Olympics, the African cup of Nations, the national athletics competitions such as the Kigali Marathon and the local and international tournament for both the basketball and volleyball teams etc.

3.3 Contribution of sport, leisure and competition to personal and social development

Lesson 4 and 5: Discussing how leisure and sport competition contribute to personal and social development

(Student's Book page 35)

Lesson objective: By the end of this lesson, learners should be able to:

- i. Show fairness and honesty in sport.
- ii. Demonstrate the need for sport and leisure time.

Teaching/ learning methods

1. Group work
2. Question and answer
3. Teacher exposition
4. Pair work

Suggested teaching approach

1. Arrange the learners in groups, taking into consideration all aspects of inclusivity, and ask them to choose a secretary to note down all what they discuss.
2. Ask them to discuss Activity 3.
3. Facilitate presentations of all the groups as you engage the learners in a rigorous discussion of the need to have social values as exercised in leisure and sport competitions.
4. Guide the learners through the points provided in the Student's Book page 36 on how sport, leisure and competition contribute to personal and social development.
5. Have the learners each give an example where sports, leisure and competition have contributed to the social development of a society and personal development.
6. Ask the learners to do Exercise 1 on page 36, of the Student's Book in pairs.

Generic competences to be addressed

- **Cooperation and interpersonal skills:** This is achieved through discussion and pair work.
- **Critical thinking:** To explain how sports, leisure and competition

contribute to social and personal development, learners are required to apply critical thinking.

- **Communication skills:** When making presentations in class, learners practise oral communication.

Crosscutting issues to be addressed

- **Peace and values education:** The teacher is required to use an example of the discipline applied in sports to explain to the learners how discipline and observance of social rules and norms help in creating a peaceful society.

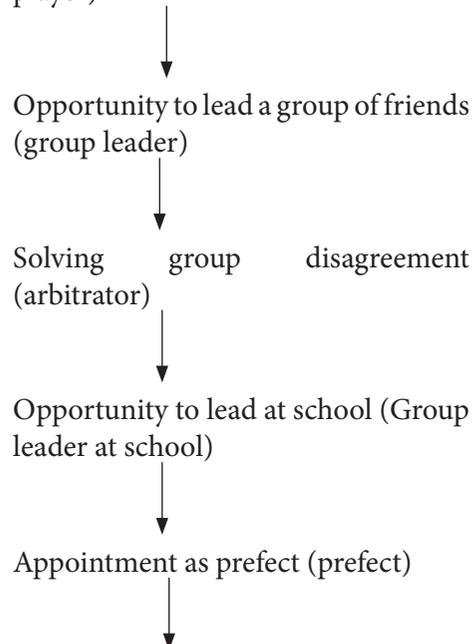
Activity 3 (Student's Book page 36)

1. a) Yes.
b) Open ended answers. Possible answers include:
Football - a match consists of two 45 minutes halves with a 15 minute rest period in between. Each team can only have a minimum of 11 players.
In basketball - only 5 people from a team can play at any match.
Players and athletes cannot take part in sports when using drugs.
2. a) They instill discipline, honesty, fairness, determination and respect for other players and people as well. These values promote peaceful coexistence through respect for others and honesty. This way social cohesion is enhanced.
b). Sports create employment and encourage critical thinking among young people this reduces social

crimes and encourages independence among the youth. This develops the society.

Answers to Exercise 1

1. Playing the Scrabble game.
2. In an effort to win, she gave out her best which helped her discover her strengths and abilities. This gave her confidence and motivated her to do more, resulting to the discovery of her leadership abilities.
3. They gave her the opportunity to participate in their game. They also gave her the opportunity to lead them. These enabled her to discover her abilities. Later, they gave her similar opportunities at school. This led to her abilities being discovered by teachers hence her appointment as a prefect.
4. Invitation to play with friends (team player)



CEO of a multinational company (CEO)

(Accept any other logical organization of the chart.)

5. Open-ended. Possible answer include;
- We can use leisure and competition to discover our strengths and talents.
 - We can use leisure and competition to perfect our talents.
 - We can use leisure and competition to motivate others in their strengths.
 - We can also use leisure and competition to help others discover their strengths and talents.

Test your competence

Answers (Student's Book page 38)

1. National and cultural groups gain recognition and prestige from various leisure and sports activities.
 2. National unity is also enhanced when teams represent their nations in competitions involving other countries.
 - 3.. Sports and leisure improve social life in the following ways:
 - i. They offer entertainment; people come together to get entertained by leisure and sport activities.
 - ii. Sport and leisure activities bring people together.
- (Accept any other correct answer.)

Topic Area 2: Society and Culture

**Subtopic Area 3: Global
Communication and
Interdependence**

Unit 4: Effective Communication

Number of Lessons: 9

(Student's Book pages 40-51)

Key Unit Competence:

To be able to use various sources of information to construct and disseminate knowledge.

Learning objectives

1. Knowledge and understanding
 - a. Explain what is communication, ways of communicating
 - b. Distinguish forms of communication.
 - c. Distinguish ways of communication.
 - d. Characterise an effective communication.
 - e. Organise the elements of communication into a visual representation.
 - f. Identify good and bad communication.
 - g. State barriers of effective communication (fear, lack of confidence).
2. Skills
 - a. Extract key information from read materials.
 - b. Give and receive information effectively using various forms and ways of communication.
 - c. Identify non – verbal communication signs and their impact on people's perception.
 - d. Write a project on a chosen topic.
 - e. Demonstrate confidence in using negotiation and refusal skills.
3. Attitudes and values
 - a. Show a critical attitude towards any information received.
 - b. Show interest towards information by searching it.
 - c. Make good use of any information received.
 - d. Demonstrate effective communication of personal needs including sexual limits.

Link to other subjects:

This topic is related to the topic of Media in English and Introduction to Networks in ICT. The teacher should make reference to these subjects when teaching this unit to show the relationship between the subjects.

Assessment criteria

Assessment should be made to establish the learner's ability to make a composition on a given topic using various sources of information and indicate references used.

Materials needed

Radio, television, books, journals, CD ROMs, online texts.

Information to the teacher

This unit shall cover content related to communication. Maximise on the subsections provided to expose the learners to all the relevant skills and applicable knowledge as guided in this book.

Make use of the learner's knowledge to engage them in contextualising the various aspects of effective communication being taught in each lesson. The unit has activities and exercises in the Student's Book for the learners to engage in discussions. Ensure to make maximum use of these sections to help the learners gain all the necessary skills.

Note that newspapers and manila papers will be required in some of the discussion sessions.

4.1 Forms and ways of communication

Lesson 1: Discussing various types of communication

(Student's Book pages 41 – 42)

Lesson objectives: By the end of this lesson, the learners should be able to:

- i. Explain what communication and ways of communicating are.
- ii. Distinguish forms and ways of communication.

Teaching/ learning methods

- i. Question and answer
- ii. Discussion method
- iii. Teacher exposition
- iv. Pair work

Suggested teaching approaches

1. First get the learners into their groups; ensure the groups are balanced in terms of ability.
2. Guide them to define the concept of communication using Activity 1 in the Student's Book page 40.
3. Have representatives of each group present their answers.
4. Use the answers they present to introduce the concept of verbal and non verbal communication.

5. Expound further, the hard and soft ways of communication by use of examples.
6. Make sure to engage the learners as much as possible.
7. Ask the learners to do the Exercise on page 42 in pairs.
8. Mark in class as you make corrections where necessary.

Generic competences to be addressed

- **Cooperation and interpersonal skills:** This is acquired through group work.
- **Communication skills:** This is acquired through presentation.

Activity 1 (Student's Book page 40)

1. Open ended answers. Possible answers include:
 - Call an assembly and explain the event to the students.
 - Write a note on the notice board explaining the event
 - Tell the class teachers about the event and ask them to tell the students etc.
2. Open ended answers. Possible answers include:
 - Talk to them directly about the issue
 - Write a letter expressing your disappointment
 - Call them and talk about the issue
 - Send a text message expressing your disappointment etc.

Activity 2 (Student's Book page 41)

1. Open ended answers. Possible answers include:
 - Carrying out face to face interviews

- Administering questionnaire
 - Referring to books and other materials ever written on the community etc.
2. Open ended answers. Possible answers include:
- Looking for any written documents on the history of Rwanda
 - Conducting interviews
 - Making observations

Activity 3 (*Student's Book page 41*)

1.
 - i. By observation,
 - ii. Carrying out interviews
 - iii. Administering questionnaires
 - iv. Referring to books and other secondary materials, etc
2.
 - a) To gather information on the community's background and cultural beliefs, the best method would be interviewing the elders from the community and observing the cultural practices that are still practised.
 - b) To gather information on the history of Rwanda, the most appropriate source would be historical books.

Exercise 1 (*Student's Book page 42*)

1.
 - (i) Communication is the process of passing information. (Mark any other correct answer)
 - (ii) Forms of communication are the methods used to pass information ie verbal and non-verbal.
2. Ways of communication; oral, written and recorded/ offline communication. (Hard ways of communication)
Online information is a soft way of communication.

4.2 Effectiveness of communication

Lesson 2 & 3: Speaking and listening

(*Student's Book page 43*)

Lesson objective: By the end of the lesson learners should be able to characterise an effective communication.

Suggested teaching /learning methods

1. Discussion method
2. Teacher exposition (Explanation and description)
3. Question and answer

Suggested teaching approach

1. Introduce the lesson by informing the learners that this lesson will help them enhance their skill of listening and speaking.
2. Arrange the learners into groups considering all aspects of inclusivity and ask them to discuss Activity 4.
3. Instruct all learners to note down in their exercise books the points passed across in the discussion.
4. Give all the learners an opportunity to make a short presentation on the topic they have discussed in groups and make corrections especially on communication, laying emphasis on audibility, confidence and eloquence of the speaker and attentiveness that includes eye contact to the listeners.
5. Ensure that all learners ask the class questions after their presentations. This is to check whether the communication was effective or not.
6. Organise the learners accordingly, to do the Exercise on page 43 of the Student's Book.

Generic competences to be addressed

- **Cooperation and interpersonal skills:** This is achieved through group discussions.
- **Communication skills:** This is achieved through presentations.

Crosscutting issues to be addressed

- **Comprehensive sexuality education:** When doing Activity 4 on speaking and listening, the learners are required to discuss ways of curbing the spread of HIV/ AIDS in Rwanda.
- **Environment and sustainability:** The exercise on technology advancement (Exercise 2) requires learners to express their views about the advantages and disadvantages of technology advancement. Some of the disadvantages of technology advancement include pollution of the environment. The teacher should take this opportunity to bring this aspect up.

Activity 4 (Student's Book page 43)

Abstinence is the act of keeping away from sexual activities. When one abstains, they are sure they will not contract HIV/ AIDS. This is because the virus is mostly spread through sex. (Accept any other that brings out the relationship between HIV/AIDS and abstinence. Also ensure the questions formulated by the groups are relevant to the topic.)

Exercise 2 (Student's Book page 43)

1. Possible advantages of technology include:
 - Has made communication easy through mobile phones and the media

- Has made education affordable as one can learn from their house online
 - Has facilitated medical solutions for most fatal diseases
 - Has facilitated agricultural advancements that have led to more affordable farm products etc.
2. Open ended answers. Possible answers for proposers include:
 - It has made research in education easy through the internet.
 - People can access books and libraries online and take part in educational discussions for free.
 - Students can exchange educational ideas through the internet with students from other countries etc.

Possible answers for opposers.

- It has negatively affected learners' concentration through the social Medias.
- It has exposed young people to antisocial behaviours as everything is accessible through the internet using phones and computers.
- It's an expensive method of learning as the gadgets used and internet is expensive.

Lesson 4: Writing and reading

(Student's Book pages 43 – 44)

Lesson objective: By the end of this lesson, learners should be able to:

- i. Extract key information from read materials.
- ii. Write a project on a chosen topic.

Teaching/ learning method

1. Teacher exposition
2. Pair work
3. Individual work

Suggested teaching approach

1. Tell the learners that this lesson will help them enhance their reading skills.
2. Distribute pieces of newspapers to pairs of learners, and ask them to do Activity 5 in the Student's Book page 43.
3. Give an opportunity for all the pairs to read their opinions about the articles they read, aloud as you correct them where necessary. Ensure that the learners understand the importance of reading and writing skillfully.
4. Emphasise on the various ways of reading, and the things to look at when writing such as coherence and clarity.
5. Give the learners the Exercise on page 44 to do individually.

Generic competences to be addressed

- **Communication skills** – The learners practise communication skills through writing.

Activity 5 (Student's Book page 43)

Open ended answers. Check that it:

- Has all the important facts
- Is 1/3 of the original text
- Has simple language
- Follows the order of ideas used in the original text.

Exercise 3 (Student's Book page 44)

1. Open ended answers. Possible answers include:
 - They boost confidence. Friends will always stand by each other.
 - They keep each other from being lonely. They are there for each other all the time.

- They always listen to each other. When one has a problem the other listens and offers advice.
- They accept and love each other regardless of who they are.
- They encourage each other.

Lesson 5: Feedback in effective communication

(Student's Book pages 44 – 45)

Lesson objective: By the end of this lesson, learners should be able to characterise an effective communication.

Teaching/ learning methods

1. Question and answer
2. Teacher exposition
3. Group work
4. Presentation

Suggested teaching approach

1. Ask the learners what they understand by the term feedback.
2. Give them an example, whereby someone applies for a job and awaits feedback for a long time. Ask them how feedback would be important for such a person.
3. Use more examples to demonstrate the importance of feedback in communication. Guide them to appreciate the role of feedback in a business.
4. Arrange the learners in groups, considering all aspects of inclusivity, and appoint a secretary for each group.
5. Ask them to do the Exercise on page 45 in the Student's Book in groups.
6. Facilitate presentations of the group work and ensure that all the groups are represented.

Generic competences to be addressed

- **Critical thinking and problem solving skills:** This is exercised when answering the questions raised by the teacher during the lesson.
The Exercise also requires learners to think critically in order to think of a situation where feedback is critical.
- **Communication skills:** This is enhanced through class presentations.
- **Cooperation and interpersonal management:** Acquired through team work during group discussions.

Activity 6 (Student's Book page 44)

1. a) Open ended answers. Possible answers include:
 - To prevent boredom
 - To motivate them to think
 - To help them transform the society as the main reason of education is to transform the society etc.
- b) - by asking questions.
 - By nodding when the teacher is explaining
 - By answering questions as asked etc.

Exercise 4 (Student's Book page 45)

1. Open ended answers. Possible answers include:
 - Teacher and student communication
 - Parent and child communication
 - Employer and employee communication

4.3 Representation of elements of communication in the form of a cycle

(Student's Book page 45-47)

Lesson 6: Elements of communication

Lesson objective: By the end of this lesson, learners should be able to organise the elements of communication into a visual representation.

NB: In this lesson, manila papers will be required.

Teaching/ learning methods

1. Teacher exposition
2. Demonstration
3. Group work

Suggested teaching procedure

1. Introduce the lesson by asking the learners how communication takes place. You may give them the example of the story shown below:
Keza was making a phone call to her mother to tell her that she was feeling sick and would like to go to hospital. Her mother assured her that the following day, she would pick her from school and take her to hospital.
2. Ask them to identify the elements of communication from that story.
3. Use the story to explain various elements of communication.
4. Use the cycle on page 46 of the Student's Book, to demonstrate how elements of communication work, in a communication process.
5. Distribute manila papers and ask the learners to do the Exercise on page 46 of the Student's Book in groups.
6. Inspect the charts drawn, and ask them to share with other groups. Have groups interchange their charts as a way of sharing ideas.

7. Have the correctly drawn charts hung on the walls of the classroom.

Generic competences to be addressed

- **Creativity and innovation:** The learners are required to apply creativity in order to come up with new ways to represent the elements of communication in a chart.

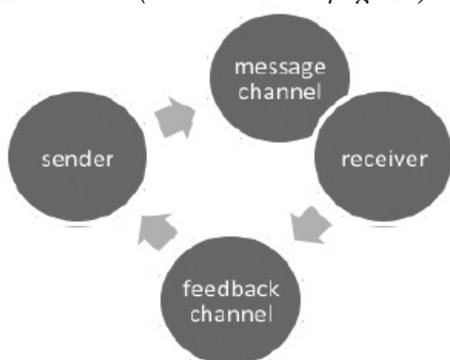
Activity 7 (Student's Book page 45)

The transmission of information involves a number of elements. They include:

- Sender – the person speaking
- Channel – the medium used to pass information
- Message – the information being passed
- Receiver – the person listening to the message
- Feedback – the answer given to the sender by the receiver

(Accept any answer that mentions any elements of an effective transmission channel.)

Exercise 5 (Student's Book page 46)



Lesson 7: Communication barriers

(Student's Book page 46-47)

Lesson objective: By the end of this lesson,

learners should be able to explain the barriers of communication.

Teaching/ learning methods

1. Group work
2. Presentations
3. Individual work

Suggested teaching approach

1. Introduce the lesson by asking the learners why it is important to study English language?
2. Guide them into figuring out how difficult it would be for people from all over the world to understand each other unless they understand a common language.
3. Arrange the learners in groups taking into consideration all aspects of inclusivity and ask them to choose a group secretary.
4. Ask them to discuss other barriers of communication as the secretary writes down the points discussed.
5. Have representatives of each group present on at least one barrier to communication, explaining with examples.
6. Make corrections where necessary, while adding to the points where you feel they have not been exhausted.
7. Ask the learners to do the Exercise on page 47 individually.

Exercise 6 (Student's Book page 47)

1. Open ended answer. Possible answers include:

- Noise
- Language barrier
- Hearing problems
- Emotional interference
- Insufficient knowledge of the subject

Generic competences to be addressed

- **Cooperation and interpersonal skills in groups:** Working together in groups leads to respect for others.
- **Communication skills:** This is achieved through class presentations.

4.4 Reading and summarising texts and books

Lesson 8: Summary writing

(Student's Book pages 47– 49)

Lesson objective: By the end of this lesson, learners should be able to effectively read and summarise texts.

Teaching/ learning methods

1. Discussion method
2. Teacher exposition

Suggested teaching approach

1. Introduce the lesson by reading out Activity 8 on the Student's Book page 47 to the learners.
2. Engage the learners in a discussion on the features of a good summary.
3. Take them through the key points in summary writing while using examples in each one of them to give more explanation.
4. Arrange the learners in groups taking into consideration all aspects of inclusivity and ask them to choose a group secretary.
5. Ask the groups to discuss the Exercise on page 48 of the Student's Book and write a summary using the guidelines you have discussed in class.
6. Mark the summaries and give the group with the best summary an opportunity to read out their summary to the rest of the class.

Generic competences to be addressed

- **Cooperation and interpersonal management:** This is realised through group discussions.
- **Communication skills:** This is realised through writing and reading.

Crosscutting issues to be addressed

- **Peace and values education:** The passage on 'The Umuganda' is about the unity, empathy and welfare spirit demonstrated on Umuganda day. During discussions learners learn more about the need for positive values in our social lives.

Answers

Activity 8 (Student's Book page 47)

The paragraph should mention:

- Replacement of the lost uniform.
 - Need for games wear
 - The cold and need for an extra sweater
 - That the dictionary be sent to her in school
 - A question on how the wedding was
- The paragraph should be short. Explanations should be avoided.

Exercise 7 (Student's Book page 48)

Check these in the answers:

- Community life gives one a sense of belonging
- Umuganda which means contribution is a cultural practise in Rwanda
- It began in 2007
- Every member of society takes part
- There's a public lecture from attending officials after the cleaning
- Through Umuganda Rwanda has become the cleanest country in Africa
- It promotes safety as well

4.5 Project writing

Lesson 9: Steps in project writing

(*Student's Book page 49-50*)

Lesson objective: By the end of this lesson, learners should be able to:

- i. Write a project on a chosen topic.
- ii. Make good use of any information received.
- iii. Show interest towards information by searching it.
- iv. Show a critical attitude towards any information received.

Teaching/ learning methods

- i. Teacher exposition
- ii. Project work
- iii. Pair work

Suggested teaching approach

1. Begin the lesson by reviewing the Activity 1 of the first lesson of this unit.
2. Discuss with the learners the most appropriate way to gather information for each question.
3. Take them through the guidelines on page 49 of the Student's Book as you engage them in a rigorous discussion of all the relevant knowledge and skill they need to apply when doing a project.
4. Tell the learners to use the groups they used in Activity 1, and divide the two questions among themselves.
5. Instruct them to practically gather the required information by whichever method they find appropriate; give them two weeks to write a report.
6. Organise for presentations of the reports written. Emphasise on the correct format of a project report.
7. Collect the projects to mark and ensure to advise them accordingly in

order for them to write better reports in future.

8. Ask the learners to do the Exercise in the Student's Book.

4.6 Extended work

Generic competences to be addressed

- **Research skills:** Learners are required to gather information on school drop outs in their community and write a report on it. This enhances research skills.

Activity 9 (*Student's Book page 49*)

- Check that the students have used at least two methods of collecting data, and have used both primary and secondary sources.
- Check that the report is correctly written in the right format.
- Ensure the purpose of the research has been achieved through the report.
- Check that they have acknowledged their source of information in their report.

Test your competence

Open ended answers. Possible answers include:

- Lack of a library or poorly equipped library
- Few number of teachers
- Lack of interest in the language by the learners etc.

Check for grammar and spellings.

Check for recommendations to the challenges highlighted by specific learners.

Check for good flow of points and arguments.

Topic Area 3: Sustainable Development

Subtopic Area 4: Wealth Creation

Unit 5: Personal Finances

Unit 6: Education and Welfare Systems

Unit 7: Career Planning

Subtopic Area 5: Ethics

Unit 8: Fair Operating Practices

Subtopic Area 6: Environmental Awareness and Protection

Unit 9: Environmental Management and Population Dynamics

Number of Lessons: 6

(Student's Book pages 53-63)

Key unit competence:

To be able to make informed financial judgments and decisions.

Learning objectives**1. Knowledge and understanding**

- Explain key financial terms and the concept of saving and investing.
- Select and use financial tools interactively to achieve financial goals.
- Recognise financial consequences towards action taken.

2. Skills

- Analyses some of the social, moral, ethical and environmental implications of certain financial decisions.
- Demonstrate how to keep track of personal money and payment commitments

3. Attitudes and values

- Be confident with key financial terms and the concept of saving.
- Respond wisely to dynamic personal and economic circumstances
- Take financial responsibility and planning for self and the family.

Links to other subjects

Money management in Entrepreneurship.

Assessment criteria

Assessment should be made to assess

the learner's ability to analyse a situation of a person who saved without satisfying all basic needs and another who enjoyed his money without saving because he/ she did not have enough money and justifies his/ her decision.

Materials

Brochures of financial institutions, testimonials, stories, guest speakers, videos etc.

Information to the teacher

You notice, as a teacher, that this unit deals with finance-related issues. Therefore, use it to equip learners with enough knowledge about money since it is key for human survival. You should, as much as possible, endeavour to make them aware of the significance of consistent saving and investing habits in an individual's life. Sensitise and educate them about how to keep track of the money they spend in their day-to-day life, and the implication of their financial decisions on themselves and society as well. In other words, enable them to draw much about financial responsibility from this unit.

Try to engage them in numerous interactive activities so that they can practically discover and share vast knowledge for themselves as opposed to complete teacher-centred teaching-learning situations. In case of groups, make

sure you cater for mixed abilities so as to forge meaningful academic interactions. This is one way of controlling any distractions like idle talk among friends.

Ensure that you try to instill a sense of financial responsibility in the learners. Instill in them skills of mature financial planning and the implications on an individual and the environment around him or her. Apply effective teaching / learning methodologies that can bring about the desired results in creating positive change.

5.1 Sources of revenue

Lesson 1

(Student's Book pages 53-54)

Lesson objective: by the end of this lesson the learners should be able to tell the different sources of revenue in their country and in their community.

Suggested teaching/learning methods

1. Pair work
2. Explanation
3. Individual work

Suggested teaching approach

1. Inform the learners that they are free to work in pairs. Let them discuss Activity 2 on the Student's Book page 53.
2. Guide them through most of Rwanda's economic activities e.g. agriculture as the back bone, mineral extraction, tourism, business (both at national and international levels) etc.
3. Use the above as a basis of explaining the information in the Student's Book.
4. They can use the knowledge drawn from the national level in their own

individual communities e.g. small scale daily farming, subsistence farming with surplus for sale, small scale businesses etc. to do the exercise below the notes.

Generic competences to be addressed

1. **Critical thinking:** through pair work discussions and individual work to try to justify how different economic activities generate revenue for Rwanda.
2. **Cooperation, interpersonal management and life skills:** through pair work and pair discussions. The learners will learn to cooperate and how to take turns in conversations.
3. **Communication:** Acquired through verbal contributions in class during pair work.
4. **Research skills:** The learner may have to do some research so as to find out the sources of revenue in their country. Encourage them to do this in order to get true and detailed information.

Crosscutting issues to be addressed

1. **Genocide studies:** In discussing issues related to Rwanda's economic affairs, learners should be made aware of the genocide and its effect on the country's revenue and economy.
2. **Standardisation culture:** The teacher will highlight Rwanda's stalled coffee and tea for marketing according to repels from the international market.
3. **Environment, climate change and sustainability:** Let the teacher highlight on the need for environmental and climate conservation so as to stabilize the sources of revenue in both the

- community and country levels.
4. **Financial education:** This lesson will impart knowledge to the learners on the relationship between environmental factors (sources) and revenue which is highly important.

Answers

Activity 1 (Student's Book page 53)

Personal finances may be defined as individual or family financial management in the way we obtain, budget, save and spend money over a period of time. It involves financial risks and future life events.

Activity 2 (Student's Book page 53)

1. Sources of revenue - Tourism, taxes and imports
2. Open ended answers. Possible answers include:
 - Selling goods and services.
 - Employment
 - Selling personal property
 - Personal savings
 - Donations or gifts from friends

Exercise 1 (Student's Book page 54)

1. Open ended answers. Possible answers include:
 - Taxes (property tax, income tax, import duty etc)
 - Fines and penalties charged on those whom have broken the law
 - Fees charged on services rendered by the government
 - Tourism
 - Leases and rents on public property
 - Loans from international lenders

- Grants and donations from international donors

5.2 The concept of saving to an individual and the wider society

Lesson 2

(Student's Book pages 54-55)

Lesson objective: By the end of this lesson the learners should demonstrate understanding of the importance of saving at both the societal and the individual level.

Suggested teaching/learning methods

1. Group work
2. Class presentation
3. Explanation
4. Individual work

Suggested teaching approach

1. Introduce the lesson by informing the learners that the culture of saving our hard earned money is the only sure way that can lead to individual as well as community economic development. Tell them that every income earning party, whether an individual, a business activity, companies, the government must save part of their remedies, so that many investments can take place in the country. Therefore, poor saving habits impact negatively in an individual and the entire society.
2. Group the learners ensuring a balance in abilities and achievements. Let them do the activity on page 54 and later present their answers to the class.
3. End the lesson by explaining the difference between personal

and national/public savings and their importance. You can use the information on the Student's Book as a guide.

Generic competences to be addressed

1. **Critical thinking:** when doing Activity 3 and Exercise 2. The learners will discuss the impact of poor saving skills at a young age and at an old age.
2. **Communication skills:** Acquired through active group discussion and class presentation.
3. **Lifelong learning:** The learner will acquire these skills through representative presentations; one may acquire skills in public speaking.
4. **Cooperation, interpersonal management and life skills:** will be acquired during group discussions and class presentation. The learners will learn how to deal with other people's opinions and to deal with criticism.

Crosscutting issues to be addressed

1. **Peace and values education:** The learners will be informed in the importance of peace for savings and the teacher will reinforce these using examples that they know of. Values too will be imparted such as patience, which are important when saving.
2. **Inclusive education:** Grouping learners irrespective of their sex, physical or any other impairment enhances inclusiveness in education, hence creating a sense of belonging and unity.
3. **Financial education:** The concept of saving is a finance-related issue. Therefore, there is a stand-alone sub topic. Learners talk about the

concept severally in the long run.

4. **Standardisation culture:** The teacher will highlight on the relationship between saving and improvement of people's living standards.

Answers

Activity 3 (Student's Book page 54)

1. Spending money without saving leads to lack of finances to spend on basic needs.
2. Saving helps an individual to have enough to spend on basic needs.

Exercise 2 (Student's Book page 56)

Personal savings is what people save in order not to consume their income. National savings are tax revenues less public expenditure.

5.3 The importance of saving and the role of interest in saving

Lesson 3: The role of savings

(Student's Book pages 56-57)

Lesson objective: By the end of the lesson the learners should be able to tell the role of savings in an economy.

Suggested teaching /learning methods

1. Class discussion
2. Explanation

Suggested teaching approach

1. Guide the learners in a class discussion and let them tell the importance of savings to the whole class. They can give examples of their personal experiences, i.e. if they have ever saved money, what they did with it later, whether it was helpful etc.
2. Use that discussion as a basis to discuss

the notes on the Student's Book. Explain using numerous examples on who saves money (individuals, family, government, companies etc) and the importance of doing so.

Activity

Let the students research on individuals or companies that are keen on savings i.e. which method of savings they prefer and the role it plays in their lives and the society if any.

Generic competences to be addressed

1. **Critical thinking:** as the class discusses the role of saving to an economy.
2. **Communication skills:** As they discuss, they are developing their communication skills.
3. **Cooperation, interpersonal management and life skills:** acquired during the class discussions. The learner will learn to follow conversations from different people and how to take other people's opinions.
4. **Research skills:** will be acquired during the activity given in the Teacher's Guide Book

Crosscutting issues to be addressed

1. **Inclusive education:** All learners participate in the class discussion irrespective of their sex or impairment.
2. **Financial education:** Discussing concepts of saving and interest may give knowledge about financial issues. This way individual economic development can to be realized in future.
3. **Standardisation culture:** The teacher will highlight on the relationship

between saving and improvement of people's living standards.

Activity 4 (Student's Book page 56)

1. a) Saving is the income not spent. People save for future use. Saving is mostly done in a bank. It is important to save regardless of the income earned.
b) Saving helps individuals and companies have money to spend in the future. Individuals may save for future education or investments while companies and organisations save for expansion of investments and to cater for future uncertainties.

Lesson 4: The role of interest in saving

(Student's Book page 57)

Lesson objective: By the end of this lesson, the learners should demonstrate an understanding of the term interest and its role in savings.

Suggested teaching/ learning methods

1. Brain storming
2. Listening to examples
3. Explanation

Suggested teaching approach

1. Introduce the term 'interest' to the learners and let them brain storm on its meaning.
2. Let them tell aloud their experiences of borrowing or lending money. They can also tell the experiences of other people they know.
3. Use this as a basis to explain the meaning of the term interest and its role in saving. Being more

experienced you can give a personal example to the learners.

Activity

Tell the students to research on how interest has affected people's willingness to save or borrow money from individuals, companies or the government.

Generic competences to be addressed

1. **Communication skills:** As they brain storm and give oral examples aloud, they are developing their communication skills.
2. **Cooperation, interpersonal management and life skills:** acquired during the class discussions. The learner will learn to follow conversations from different people and how to take other people's opinions.
3. **Research skills:** will be acquired during the activity given in the Teacher's Guide Book

Crosscutting issues to be addressed

1. **Inclusive education:** All learners participate in the class activity irrespective of their sex or impairment.
2. **Financial education:** Discussing concepts of saving and interest may give knowledge about financial issues. This way individual economic development can be realized in future.

Exercise 3 (Student's Book page 57)

Savings refer to a part of one's assets, usually deposits in savings accounts. Savings are all what has been saved over a period of time.

Lesson 5: Social, moral, ethical and environmental implications of financial decisions

(Student's Book pages 58-60)

Lesson objective: By the end of this lesson the learners should be able to analyse some of the social, moral, ethical and environmental implications of certain financial decisions.

Suggested teaching/learning methods

1. Class discussions
2. Individual work
3. Explanation

Suggested teaching approach

1. Notice that learners at school, especially those in boarding section tend to lack proper pocket money management, which even affects their class performance.
2. Remember to create humour by narrating your own experience when you were in secondary. It could be the way you would spend all your pocket money at the canteen and go hungry during the examination week at the end of the term.
3. Inform them that wrong financial decisions can even breed malpractices like theft at school and withdrawal especially when others are enjoying from their good savings at the canteen.
4. Guide them into the discussion on ways they make wrong financial decisions at school and outside school such as; over buying at the canteen, buying non durable items however much stylish, spending on expensive phones and long phone calls, visiting discotheques, drinking and buying cigarettes and drugs, etc.

5. Make the discussion deep and extensive since it concerns adolescent life mostly. Highlight how wrong financial decision can lead to wrong sexual engagements i.e. with older people so as to get more money and how dangerous it is.
6. You can now (in about 20 minutes) stop the discussion and guide them on how to attempt the task in Activity 5. They should show the implication of financial decision on the mentioned discipline.

Generic competences to be addressed

- **Critical thinking:** This will be developed when the learners are discussing Activity 6 and doing exercise 4.
- **Communication skills:** As the learners discuss, they are developing their communication skills.
- **Cooperation, interpersonal management and life skills:** This will be acquired during the class discussions. The learner will learn to follow conversations from different people and how to take other people's opinions.

Crosscutting issues to be addressed

- **Inclusive education:** All learners participate in the class discussion irrespective of their sex or capabilities.
- **Financial education:** Discussing implications will prepare the learners to take responsibility of their financial decisions.
- **Environment, climate change & sustainability:** The teacher will highlight on the need to make financial decisions that will ensure maintenance and conservation of the environment.

- **Peace and values educations:** The teacher will impart values that will guide learners in making good financial decisions e.g. honesty- will prevent corruption, illegal business etc.

Answers

Activity 5 (Student's Book page 58)

Open-ended answers. Probable answers include:

- over buying at the school canteen
- buying non durable items
- spending on very expensive things such as phones
- long phone calls
- drinking and buying cigarettes and drugs

Exercise 4 (Student's Book page 59)

1. Taking drugs
2. They are spending so much of their money on irrelevant and unhealthy activities.

Lesson 6: Keeping track of personal money and payment commitments.

(Student's Book page 60-61)

Lesson objective: by the end of this lesson the learners should be able to demonstrate how to keep track of personal money and payment commitments.

Suggested teaching/ learning methods

1. Group work
2. Individual work
3. Brainstorming

Suggested teaching approach

1. Group the learners and guide them in discussing how they keep track of their personal money that they have given someone else. How do they

- ensure it all comes back to them? Ask them if keeping track of their personal money is helpful to them. Each group should choose a representative to present the group's views to the class.
- Use that discussion to explain the notes on the Student's Book.
 - Still in groups let the student's go through the unit summary and encourage them to ask concepts that are not clear to them. They should then do the revision test on page 61.

Activity

Ask the student's what they would do if someone who owes them money does not pay them back.

Generic competences to be addressed

- Problem solving:** finding appropriate means of handling non-committed debtors. Such a task helps learners develop their problem solving skills.
- Interpersonal management skills:** as learners discuss together ways of keeping track of personal money, they will learn how to deal with one other.
- Lifelong learning:** These include leadership and social skills gained during group discussion.
- Critical thinking:** The exercise 5 in the Students Book provides for the development of the learners critical thinking.
- Communication skills:** during group discussions and class presentations. Reaching an all approved conclusion builds good communication.

Crosscutting issues to be addressed

- Inclusive education:** Highlight the need to include everyone in our day-to-day activities at school. Demonstrate these by ensuring

class discussion groups are well balanced. Discourage any form of discrimination during class time and insist that this should be extended even in life outside school.

- Peace and values education:** the learners will be reminded how keeping track of personal money and payment commitments can maintain peace among people and values such as hard work so as to meet their payment commitments.
- Financial education:** Discussing the importance of keeping track of personal money creates future responsible citizens who will ensure stability of the economy.

Answers

Exercise 5 (Student's Book page 61)

Open ended answers. Probable answers include:

- over buying at the school canteen
- buying non durable items
- spending on very expensive things such as phones
- long phone calls
- drinking and buying cigarettes and drugs

Test your competence

- No, it was not justified. This is because he saved at the expense of providing for his family.
- No, it was not responsible, she spent all her money on luxury and never saved, nor catered for her basic needs.
- Issac: Do not over-save. Meet your basic needs first.
Eliis: Do not spend all the money on luxury. Save some.

Number of Lessons: 7

(Student's Book pages 64 - 74)

Key Unit Competence:

To be able to analyse critically how education & welfare systems contribute to economic development.

Learning objectives

1. Knowledge and understanding
 - a. Distinguish between formal and informal education.
 - b. Recognise the role of education and welfare in economic development.
2. Skills
 - a. Justify the role of education and welfare systems in economic development.
 - b. Apply the skills attained at school in day to day life.
3. Attitudes and values
 - a. Exhibit positive social values/ social awareness and critical thinking.
 - b. Appreciate the importance of education & welfare systems to national development.
 - c. Readiness to behave in inclusive way.

Link to other subjects

This topic is related to Economics. The teacher should make reference to this subject when teaching this unit to show the relationship between the two subjects.

Assessment criteria

Assessment should be made to establish the learner's ability to analyse the role of

education & welfare systems to economic development.

Materials needed

Books, journals, testimonies, stories, media, film, video, pictures

Information to the teacher

This unit shall cover content related to education and welfare systems. Maximise on the subsections provided to expose the learners to all the relevant skills and applicable knowledge as guided in this book.

Make use of the learner's knowledge to engage them in contextualising the various ideas being taught in each lesson. The unit has provisions for the learners to engage in discussions and debates as provided in the Student's Book. You may need to check the subsections involving debates in order to prepare for them in time. Ensure to make maximum use of these sections to help the learners gain all the necessary skills.

6.1 The Concept of Education

Lesson 1: Types of education

(Student's Book pages 64-65)

Lesson objectives: By the end of this lesson, the learners should be able to distinguish between formal and informal education.

Teaching methods

- i. Question and answer
- ii. Discussion method
- iii. Teacher exposition

Suggested teaching approaches

1. First get the learners into their groups and guide them to define the concept of education. Ensure the groups are balanced in terms of ability.
2. Make sure they tackle the concept in detail by talking about the different types of education; formal and informal.
3. Elicit from the discussions they give as many examples of formal and informal education as possible.
4. Ensure to write the learners contributions on the chalkboard before you expose them to the actual knowledge content.
5. Probe them with questions that help them to critically discuss the relationship between them as learners and the concept of education.
In trying to discuss the relevance of the definitions of education, they are helped to think and analyse issues critically.
6. Ask individual learners to give examples of formal and informal education.
7. After the groups have exhaustively brainstormed, on the concepts of education and welfare systems, you may then give them Activity 1 to do in groups.
8. Allow for presentations of what the learners have done in groups as you correct and add to their knowledge where necessary.

Generic competences to be addressed

- **Cooperation and interpersonal skills:** This is acquired through group work.

- **Critical thinking:** When relating their status as learners to the concept of education, learners involve critical thinking.

Crosscutting issues to be addressed

- **Inclusive education:** When discussing about education, the teacher is required to emphasise to learners about an all inclusive education system as the ideal system.
- **Financial education:** The outcome of education is employment. The teacher is required to enlighten the learners on career planning during education and the financial goals in career planning.
- **Gender education:** The learners should be enabled to embrace an attitude of equal education opportunities for both girls and boys.

Activity 1 (*Student's Book page 64*)

- i. Education is the process of imparting knowledge, skills, morals, attitudes and values from one person to another.
- ii. Formal and informal education
- iii. Welfare is socially-provided support to those unable to support themselves or those in need. Welfare systems are programs that provide support to the needy individuals and families of a society.

6.2 The role of education in economic development

Lesson 2: Discussion on how education helps in improving the economy of a country

(Student's Book pages 65 -67)

Lesson objective: By the end of the lesson,

learners should be able to justify the role of education in economic development.

Suggested teaching /learning methods

1. Question and answer method
2. Discussion method
3. Exposition (Explanation and description)
4. Individual work

Suggested teaching approach

1. Introduce the lesson by asking the learners what they think is the difference in their communities and the country, between the present day Rwanda and the pre-colonial days, in terms of lifestyle.
2. Probe them by focusing on dressing, houses, entrepreneurship, technology, people's occupation, etc.
3. Guide them using the factors named above to see how education impacts on the lives of people as a country.
4. Arrange them into groups ensuring that learners of mixed ability are put together and ask them to do the Activity on page 65, of the Student's Book as the secretary writes down the points they discuss.
5. Give representatives of various groups an opportunity to present their points as you engage the learners in a discussion of all the answers presented by various groups. Ensure to make corrections on the information given by various groups where possible.
6. Use the notes provided in the Student's Book pages 65 – 67, in addition to your researched knowledge to add on to what the learners have presented.
7. Ask the learners to do the exercise

provided in the Student's Book page 67 individually.

Generic competences to be addressed

- **Critical thinking skills:** The learners need to apply skills of critical thinking in order to compare the situation in Rwanda in the traditional days and the modern days; after education was introduced.
- **Cooperation and interpersonal skills:** This is achieved through group discussions.
- **Communication skills:** Through participation in the discussion verbal contributions may enhance the skills of articulate communication in an individual as a lifelong skill.

Answers

Activity 2 (*Student's Book page 65*)

Formal education impacts an individual with knowledge, skills, right attitudes and the ability to think critically to fit in society. Individuals with formal education are exposed to this society making it easy for them to find good jobs. Informal education does not provide individuals with the appropriate knowledge or skills to fit in the current society. Therefore, individuals who have gone through the informal education are not able to secure good jobs.

Exercise 1 (*Student's Book page 67*)

The role of education to economic development is:

1. Education reduces poverty and social inequality by promoting the underprivileged with resources and opportunities for upward social mobility and social inclusion. This means that, since education to all

people ensures that all regardless of social background have equal opportunities in the skilled labour market. It reduces poverty in the sense that the more educated an individual is, the greater income he/she is likely to have and consequently, the higher the standards of living.

2. An increase in the number of people, who acquire knowledge and skills, means an increase in population of people who can play a meaningful role in society. However, when young people drop out of school, they are deprived of such skills. This creates social exclusion at individual and societal levels. Such children experience poverty and unemployment. They engage in criminal activities e.g. theft, drug taking, robbery and burglary due to frustration and poverty. This destructs the harmony of the society and derails economic development as policies are consequently more focused on curbing crime other than emphasizing economic development.
3. Since the process of education is aimed at producing intellectually and technically skilled people, it is then a fact that it is through education that human capital of a country is acquired. Without a productive workforce, there would be no economic development. Human capital is part of resources of a country and together with other resources, it is utilised to drive the economy to growth.
4. The more the educated people in

an economy, the more the tax base through salary deductions to the government treasury, and the more the spending on commodities especially consumables.

5. It enriches people's understanding of themselves and the world. This improves the quality of people's lives, which leads to social benefits both to the individual and society.
6. Educated people are productive and creative. They make good entrepreneurs and advance technology. In this way there is economic development arising from education.
7. Education also helps to secure social progress, which improves income distribution. It empowers people and strengthens nations. It does so by equalizing all people and by so doing creates a level ground for all to maximise their potential abilities and overcome poverty.
8. Promotion of the advancement of the millennium development goals through universal education and gender equality ensures that education systems are not discriminative.
9. By promoting democracy, which is giving power to the people, education promotes economic growth, as the people are able to participate in matters of national development by being involved in decision making at a national level. Educated people are knowledgeable and among other things, they are aware of their rights and responsibilities in the society. As such therefore, they are able to take part in national activities at the

community level and determine their living conditions.

10. Education increases the overall productivity and intellectual flexibility of the labour force. Therefore, it positions the country at a more competitive level in the world market, which is characterised by changing technologies and production methods.
11. Also, through social interaction with people from different social or ethnic groups, education contributes significantly to nation building and interpersonal tolerance.

6.3 Inclusive education

(Student's Book pages 67-69)

Lesson 3: Characteristics and importance of inclusive education

Lesson objective: By the end of this lesson, learners should show readiness to behave in an inclusive way.

Teaching/ learning method

1. Question and answer
2. Teacher exposition
3. Debate
4. Pair work

Suggested teaching approach

1. Introduce the lesson by giving the learners an example of a discriminatory learning environment. For example; you may describe a school where:
 - i. All the classes are up stairs, and this characteristic of the school has excluded some learners with physical disability from the school

as they cannot access classrooms.

- ii. The school also encourages the local language of the majority of the learners; hence those who do not speak that language are left out in many discussions.
 - iii. The school has a policy to excommunicate the learners who don't do well.
2. Ask the learners whether they admire that school, and ask them to give reasons. Give all the learners an opportunity to express their opinions about the advantages and disadvantages of such a school.
 3. Then using that understanding, introduce to the learners the concept of inclusive education and its benefits.
 4. Guide the learners to understand how it contributes to social cohesion.
 5. Divide the learners into two groups and assign different individual learners the roles of a speaker, a sergeant at arms and a time keeper and ask them to debate the motion 'Inclusive education contributes to good performance' as provided in the Activity in the Student's Book page 67. Have one group propose and another oppose.
 6. Supervise the debate as you check whether the learners have fully understood the concept of inclusive education. Also correct the opinions they give where necessary, to ensure learners do not mislead one another.
 7. Leave them the exercise on page 69 of the Student's Book to do in pairs.

Generic competences to be addressed

- **Critical thinking** – The question at the beginning of the lesson about a discriminatory learning environment

requires critical and analytical thinking.

- **Communication skills** – The debate requires articulate verbal expression. This may enhance a learner’s lifelong skill of public speaking and articulate communication.

Crosscutting issues to be addressed

- **Peace, gender and values education**
– Inclusive education caters for all learners without drawing lines on aspects of sex, creates equality and therefore, peace and the values of self esteem and a sense of belonging to the learners.
- **Genocide education** – Inclusive education may appear more appropriate to learners at any level, who could be impaired due to the effects of the 1994 Tutsi genocide. This creates a sense of calm in their minds and dashes away the trauma.
- **Inclusive education** – It’s a standalone sub topic, which covers a key cross cutting issue in the Rwandan Society.

Activity 3 (Student’s Book page 67)

1. A learner with disability is studying in the library with other learners.
2. Open ended answers. Possible points for proposers include:
 - The learners with special needs are relatively able to learn and can contribute a lot towards learning so as to improve the general performance.
 - Learners are gifted differently. Every child irrespective of their physical ability or social background has a role to play in education. A child from a low social class can perform

better than one from a high social class.

- Inclusive education facilitates better interaction for all hence promoting interpersonal skills among all the learners.

Possible points for the opposers include:

- Lack of a convenient environment in some schools promotes poor performance among learners with special needs e.g. a school with all classes up stairs.
- Lack of learning enough learning resources for the learners with special needs leads to poor performance e.g poor lighting in classes, lack of enough teaching aids etc.

Exercise 2 (Student’s Book page 69)

For a long time, the misconception was that the children with impairment should be educated in separate classes or schools. People misconceived the idea of special education to mean a separate form of education for learners with disabilities. This, however, cannot produce positive results; instead, having them learn with other learners motivates them to achieve their dreams, and abolishes feelings of discrimination.

6.4 Welfare systems

Lesson 4 and 5: Types of welfare systems

(Student’s Book pages 69 – 70)

Lesson objective: By the end of this lesson, learners should be able to:

- i. Name the various types of welfare systems and describe them.
- ii. Appreciate the importance of welfare systems to national development.

Teaching/ learning methods

1. Question and answer
2. Teacher exposition
3. Group work
4. Presentation

Suggested teaching approach

1. Ask the learners what the community does to help out families that are in needs to help them feed and educate children.
2. Ask them what is done to raise money for burial expenses in the community.
3. Use the answers they give to explain to them what welfare refers to. Extend their understanding to the national level; you may do this by giving them examples of services provided by the government of Rwanda in form of Welfare. This builds critical thinking.
4. Arrange the learners in groups mixing learners of varying abilities and ask them to discuss and summarise the various types of welfare systems as explained in the Student's Book page 69 –70.
5. Choose representatives to present at least one type of welfare system; ensure all groups have a type of welfare system to talk about in their presentations. Emphasise that the presentations should include examples, and engage the rest of the class as presentations go on.
6. Choose learners to perform a skit demonstrating an example of a welfare activity as explained in the Activity in the Student's Book page 69.

Generic competences to be addressed

- **Critical thinking and problem solving skills:** This is exercised when answering the questions raised by the teacher during the lesson.
- **Creativity and innovation:** To perform a play, calls for a creative and innovative mind.
- **Communication skills:** This is enhanced through class presentations.
- **Cooperation and interpersonal management:** Acquired through team work in the preparation of the role play and in discussion groups.

Crosscutting issues to be addressed

- **Inclusive education:** The role play creates a picture about inclusive education since it's about welfare aspects.
- **Genocide studies:** The discussions and role play enlightens the learners on how best to cater for the Rwandan genocide against the Tutsi survivors in aspects of welfare.
- **Financial education:** Learners are exposed to the implication of welfare provision on the side of government as well as the society members.

Answers

Activity 4 (Student's Book page 69)

- (i) Community members can offer financial support to a widow by offering moral and material support.
- (ii). Guide the learners to avoid commotion in the class. Ensure they do the fundraising in an orderly way. The master of ceremony must show mastery of communication skills.

6.5 The importance of welfare systems in economic development

(Student's Book pages 71)

Lesson 6: Discussions on how welfare systems contribute to national development

Lesson objective: By the end of this lesson, learners should be able to:

- i. Recognise the role of welfare in economic development.
- ii. Justify the role of welfare in economic development.

Teaching/ learning methods

1. Group work
2. Presentations
3. Individual work

Suggested teaching approach

1. Arrange the learners in groups taking into consideration all aspects of inclusivity and ask them to choose a group secretary.
2. Review the previous lesson on types of welfare systems, and use the knowledge learned from that lesson to probe the learners to brainstorm the answers to the Activity in the Student's Book.
3. Ask the secretaries to note down the points that the group members agree on.
4. Choose a representative of each group to present the answers provided by the group.
5. Listen to the presentations, making corrections where necessary and adding information where you feel there are gaps left.
6. Ask the learners to revise further using the notes provided on the

Student's Book page 71, and add more ideas to what they already have.

7. Ask them to do the Exercise that follows, to check their understanding.

Generic competences to be addressed

- **Cooperation and interpersonal in groups:** Working together in groups leads to respect for others.
- **Communication skills:** This is achieved through class presentations.

Crosscutting issues to be addressed

- **Peace, gender and values education:** This can be catered for in groups. The learners are mixed in terms of sex, and therefore they are required to maintain the values of peace and respect as they discuss.
- **Genocide issues:** Welfare in terms of health and education may directly reflect a relevant need since some learners/students may be either directly or indirectly affected by the 1994 Tutsi genocide in Rwanda.
- **Comprehensive sexuality education:** A discussion on health welfare may involve government's initiatives on health education, which may include sexuality education.

Answers

Exercise 4

- Some welfare systems focus on matters of health. That is social effort is made to ensure that all equitable and affordable access to primary care. This helps to create a healthy labour force, which is a backbone in the process of economic development. In this way, it increases the life expectancy of the labour force in an economy.

- Welfare systems support education, which is an important aspect of economic development as it plays a great role in reducing poverty and inequality. Welfare systems strive to reduce the gap between the rich and the poor. This lays the basis for sustained economic development.
- Considering that education is a tool for human capital, which is necessary both at individual and national levels, welfare systems can be said to indirectly promote economic development.

Activity 5 (Student's Book page 71)

Yes, welfare systems help in improving the economy of a country. This is because they help in improving the living standards of the poor hence raising the country's economy.

6.6 Challenges facing education for all

(Student's Book pages 72)

Lesson 7: The major challenges facing the education sector

Lesson objective: By the end of this lesson, learners should be able to explain the challenges facing education for all.

Teaching/ learning methods

1. Discussion method
2. Teacher exposition
3. Pair work
4. Debate

Suggested teaching approach

1. Introduce the lesson by talking about the 'Education for All' policy and how it is meant to enhance inclusivity.

2. Arrange the learners in groups taking into consideration all aspects of inclusivity and ask them to choose a group secretary.
3. Ask the groups to discuss the challenges facing the 'education for all' by studying the various points presented in the Student's Book pages 72, and summarise them.
4. Ask the secretaries to note down the points that the group members agree on.
5. Choose a representative of each group to present the answers provided by the group.
6. Listen to the presentations, making corrections where necessary and adding information where you feel there are gaps left.
7. Ask the learners to revise further using the notes provided on the Student's Book page 72, and add more ideas to what they already have.
8. Ask them to do the Exercise that follows in pairs, to check their understanding.
9. Create time to facilitate a debate on the motion 'inclusive education enhances quality education' as provided in the Activity in the Student's Book page 72.

Generic competences to be addressed

- **Communication skills:** This is realised through oral presentations.
- **Cooperation and interpersonal management:** This is realised through group discussions.

Crosscutting issues to be addressed

- **Inclusive education:** The topic of discussion is 'education for all'. During the discussion, learners are likely to

acquire attitudes of inclusivity in their activities, within and outside class.

Answers

Activity 6 (Student's Book page 72)

Open-ended.

Possible points for the proposers include:

- Majority of the donors have neglected to fund EFA goals outside of primary education. As a result, pre-primary education and adult literacy remain underfunded.
- Donors have largely failed on their commitment to deliver aid more effectively. Effective international coordination and distribution of aid to education have been almost entirely absent.
- Low transition rate from primary to secondary school. For example, in the Philippines, just 69% of primary school graduates from the poorest families continued into lower secondary, compared with 94% from the richest households.
- Some students drop out of school before they reach their last grade. This reduces the government's effort to make education available for all.
- In most countries, there are high levels of illiteracy among adults. This makes it hard for parents to support education of their children in such activities as helping them in homework.
- Child employment and child labour reduce opportunities for children to attend school. For example, children may be involved in quarrying activities or picking tea leaves.

Possible points for the opposers include:

- Most countries have increased their national funding for the education sector.
- There are many international organisations supporting the implementation of EFA e.g World Bank, Education International etc
- Many people have been sensitized on the need for awareness hence increased global awareness on the need for education.
- Most economies have their economies gradually shifting from being agriculture-based to being knowledge-based.
- Modern youth may not fail to attend school as the benefits of education are clear to all.

Exercise 5 (Student's Book pages 72)

The following are some of the major challenges facing education for all in Rwanda:

- Little support from donors on pre-primary education and adult literacy
- Lack of international support in coordination and distribution of aid to education
- Low transition rate from primary to secondary school.
- High rate of school drop out
- High levels of illiteracy among adults
- Child employment and child labour which reduce opportunities for children to attend school

Generic competences to be addressed

- **Creativity and innovation:** This is acquired by creating a poem on

- benefits and challenges of education.
- **Research skills:** Learners are required to gather information on the most appropriate welfare system for Rwanda. This enhances research skills.

Extended work answers

Benefits of education include:

- Promotes health as people learn healthy habits they can use in their lives.
- Boosts economic growth as it gives people an opportunity to compete fairly.
- It reduces poverty as education gives people an opportunity to earn decent jobs.
- Promotes gender equality. Education gives opportunity to all people irrespective of gender.
- Reduces child marriages. Young children are encouraged to receive education. This prevents them from marrying and getting married while young.

Refer to challenges given in Exercise 5

Test your competence

Answers

1. The following are roles of education in economic development:
 - a. Education reduces poverty and social inequality by providing the underprivileged with resources and opportunities for upward social mobility and social inclusion.
 - b. It increases the number of people who acquire knowledge and skills hence an increase in the number of people who

- c. can play a meaningful role in society.
- c. It produces a productive workforce which contributes to economic development.
- d. It broadens a country's tax base through having more employable people hence higher income for the government.
- e. Education enriches the people's understanding of themselves and the world thus improving the quality of people's lives.
- f. Educated people make good entrepreneurs and help in advancing technology thus promoting economic development.
- g. Education also helps to secure social progress which improves income distribution.
2. In Rwanda, there are two welfare systems: social security and insurance.
 - i. Social security

The Rwanda Social Security Board (RSSB) administers social security in the country. It takes care of such social security aspects as pension, occupational risks and health insurance. The following are examples of social security in Rwanda:

- a. La Rwandaise d'Assurance Maladie (RAMA) – This offers social security to government employees.
- b. Universal Health Insurance (Mutuelles de Santé)- This provides universal health insurance coverage (Mutuelles de Santé) to all Rwandans. It is offered through the Ministry of Health.
- c. Ubudehe programme – This provides support to the Rwandans living below the poverty line.
- d. Girinka programme – This involves

giving a cow for every poor family.

e. Umurenge VUP – This is a fund for the for the most vulnerable and extreme poor in Rwanda.

ii. Insurance

a. RSSB Medical scheme – This offers medical insurance to all government employees and employees from some private organisations.

b. Military Medical Insurance (MMI) – This offers medical insurance to employees in the military.

c. Community Based Health Insurance (CBHI) – This offers medical insurance to all Rwandans.

d. Insurance from private insurers – These offer various covers and policies such as the following:

- Education policy – caters for education of all members
- Accidents and losses – covers members

against accidents and losses

- Motor vehicles cover – covers insured vehicles and their users
- Health cover – covers medical bills of the insured
- Property cover – covers business and private premises, equipment and other installations
- Agriculture cover – covers livestock and crops

They contribute to Rwanda's economic growth in the following ways:

- a. They support education which promotes economic development.
- b. They promote good health hence creating a healthy workforce which is the backbone of economic development.
- c. They assure social security leading to economic growth.
- d. They offer opportunities for all to grow and support economic growth of a country.

UNIT 7:

CAREER PLANNING

Number of Lessons: 7

(Student's Book pages 75-83)

Key Unit Competence:

To be able to explain the importance of career planning

Learning objectives

1. Knowledge and understanding
 - a. Explain the concept of career planning.
 - b. Distinguish types of jobs and the expected pay.
 - c. Recognise the importance of career planning.
 - d. Explain the importance of setting short and long term goals.
2. Skills
 - a. Justify the link between education, training, job and income.
 - b. Classify types of jobs and their expected pay.
 - c. Examine the importance of career choice.
3. Attitudes and values
 - a. Show interest about the link between education, training, jobs and income.
 - b. Appreciate different types of jobs and their pay.

Links to other subjects

Entrepreneurship for employment, career choices in English.

Assessment criteria

Ability to analyse the importance of career planning.

Materials

Books, journals, speeches, testimonies, stories, media, Internet

Information to the teacher

You notice that this is a very sensitive unit in the lives of the learners. The reason behind this is that at their age, they are money-sensitive. The fact is that adolescents are always interested in issues related to money, and as they study, they are keen and worried about their future in terms of training and jobs. Therefore, handle it carefully because it should leave learners with true knowledge or at least a picture of what they should pursue in future.

Try to engage them and guide them in a variety of activities such as class discussions, group work and presentations about the various sub-units you will handle in this unit. Tell them the importance of career planning at an early age so that they may not be confused in future. Educate them about the importance of planning for a career that is in line with the academic disciplines where they perform best, not because of what members in their family have done.

In all the activities, let the learners be fully involved so that they can discover any new knowledge themselves other than learning everything from the teacher.

7.1 The link between education, training, job and income

(Student's Book page 75-76)

Lesson 1

Lesson objectives: By the end of the lesson, learners should be able to:

- i. Explain why young people tend to prefer certain jobs to some others.
- ii. Justify how education and training can enhance one's promotion at work.
- iii. Tell how education and training are linked to jobs and income.

Suggested teaching/learning methods

1. Question and answer method
2. Discussion
3. Exposition (Explanation and description)
4. Group work

Suggested teaching approach

1. Begin this lesson by asking learners to share with the class the kind of career or even job they would like to pursue in future. Try to probe them by requesting those who would like to be teachers to raise up their hands. You may be surprised that none will raise a hand. You can share with them your personal experience when you were young. However, don't leave it at that, try to advise them not to disregard certain careers due to peer or home pressure, they should rather go for a course where they have ability in relation to the subjects they study.
2. After this, engage them in a discussion about the most liked jobs in Rwanda today. Try to ask them why some professions or jobs are preferred to others. You will find out most likely,

it is because of high pay and prestige in society. As they discuss, they are communicating, therefore remember to correct their grammatical errors in case they are noticed.

3. Also, try to prompt them to discuss the difference between education and training. Encourage them to think deeply so as to tell the actual difference. This enhances their critical thinking as learners. As they discuss, try to be keen about the silent ones and encourage them to contribute.
4. When this discussion has been exhaustively done, you can now pair the learners and instruct them to discuss how education and training can enhance promotion at work. Be keen about these partners and make sure there is no biased partnering e.g on grounds of friendship. Let one of them note down their ideas which he/she will present to the class later. This is one way of developing their communication skills.

Generic competences to be addressed

- **Critical thinking:** Catered for as learners are discussing issues related to different careers and why they are preferred to others.
- **Communication skills:** As learners discuss, they are communicating and as the teacher corrects their grammatical errors, he/she is developing their communication abilities.
- **Cooperation, interpersonal management and life skills:** Through this class discussion, the learners are relating over the issues being discussed. Also, through pair work, the partners learn to work

together and manage each other so as to agree on certain key ideas they have to present to the school.

Crosscutting issues to be addressed

- **Inclusive education:** Pair work is done without consideration of the learners' races or any physical impairment.
Peace, gender and values education: All learners are given the same ground to air out their views without considering their gender. This builds the values of respect for other people's views.

Answers

Activity 1 (Student's Book page 75)

1. Open ended answers. Possible answers include; Medicine, law, education, engineering etc.
2. Education imparts general knowledge, skills, values, beliefs and habits for success in life. Training aims at imparting specific skills to enable a person to carry out a certain task.

Exercise 1 (Student's Book page 76)

Open ended. Possible answer:
Proper education leads to a competent individual who can be easily trained by an organisation in their field of specialty in the end producing an efficient individual at work who produces effective results and achieves the set goals and objectives of the organization eventually being the best employee capable of guiding the others at work thus viable for promotion.

7.2 Types of jobs and the expected income

(Student's Book pages 76-77)

Lesson 2 and 3

Lesson objectives: By the end of the lesson, learners should be able to:

- i. Tell the different types of jobs which people have practised as careers.
- ii. Show vast knowledge about the remunerations of certain jobs in their community

Suggested teaching/learning methods

1. Question and answer method
2. Discussion
3. Exposition (Explanation and description)
4. Group work

Suggested teaching procedure

1. Briefly take the learners through a review of the previous lesson. This naturally sets the minds of the learners for the lesson. This should take about 6 minutes.
2. After this, you can now write the lesson's topic on the chalkboard. Tell the learners that this is a sensitive topic to discuss about, jobs and their remunerations. This arouses their interest to discuss it.
3. Ask them to get back to their last groups, however, you should change their chairpersons and secretaries so that many of them can practise leadership roles.
4. As they brainstorm in both the activity and the exercise, let the secretary note down their ideas, which he/she

will present to class after the group discussions. This improves their communication skills as they speak. You can write their views on the chalkboard (for each group) so that they can compare notes.

5. Make sure you are there to manage the groups so that they don't engage in any unnecessary idle talk or any other distractions. Therefore, empower the leaders as usual to maintain effective group leadership. Tell them the importance of unity at work in the desire for good results.

Generic competences to be addressed

- **Critical thinking:** enhanced as learners try to think about what some jobs can pay in form of salary and incentives to their workers.
- **Cooperation, interpersonal management and life skills:** acquired as learners work together in a group peacefully to raise their ideas.
- **Leadership skills:** this may be a life skill if well practised like the chairpersons of the groups do.

Crosscutting issues to be addressed

- **Financial education:** learners are ever dreaming about money, therefore, discussing jobs and the income or incentives earned may be closely related to financial education.
- **Peace, gender and values education:** group activities are trans-gender. Therefore girls and boys working together successfully cater for it. Inclusive education. Obviously, the grouping of learners includes them all. There is no room for divisionism based on race, gender, etc

Answers

Activity 2 (Student's Book page 76)

1. Open-ended. The answers here may vary greatly depending on the community the learners come from. However, accept any two jobs identified by the learners.
2. Accept well explained reasons. Ensure the reasons encourage the learners positively in their education.

Exercise 2 (Student's Book page 79)

The level of education required as well as the length of time required to gain certain skills i.e. in medicine and law it takes a longer period for one to gain the necessary experience. Therefore experiences as well as professional skills determine the amount of pay. Others like individual learners interests also determines the output thus productivity of the worker.

7.3 Career planning process

(Student's Book page 79-81)

Lessons 4 and 5

Lesson objectives: By the end of the lesson, learners should be able to:

- i. Tell what a career plan is.
- ii. Explain why it is important to carry out a career plan.

Suggested teaching/learning methods

1. Question and answer method
2. Discussion
3. Exposition (Explanation and description)
4. Group work

Suggested teaching procedure

1. First, warm the learners up by asking them the careers they would wish to pursue in future. Obviously you will receive amazing responses from them. You could ask them a question like: What are you trying to do so that you can realise your dream in future? Such a probing question may help you to check their level of thinking so that you help them accordingly as they are partnered. This should take about 10 minutes.
2. When this is done, carefully partner the learners yourself to avoid any friendship bias. Instruct them to share with each other about their future dream careers and how they plan to reach them. Tell them that as learners and for educated people, it is important to know and practise career planning for individual professional development and success.
3. Encourage them to listen to each other's views respectfully and carefully and advise accordingly. This builds values of respect for others and enhances effective communication.
4. After brainstorming, instruct each pair to present to the class by one talking about their partner's dream career and how they plan to reach them. For example- This is Christine. Her dream is to become an environmentalist. She says she wants to study Geography hard and pass it so that she can achieve her dream.
5. Endeavour to keep time please. As they share with the class, try to refine their plans so that they can plan better. Through speaking, they are developing their communication

skills. When this has been catered for, you can now expose them to the lesson content of the day.

Generic competences to be addressed

1. **Critical thinking:** As learners brainstorm on a concept like career and career planning, they have to think deeply.
2. **Cooperation, interpersonal management and life skills:** As the partners share, they communicate and work peacefully so that they can relate in a way that can enable them to benefit from each other.
3. **Communication skills:** Enhanced as the partners share with each other about their dream career and as they present their partner's future dream career.

Crosscutting issues to be addressed

1. **Peace, gender and values education:** through learners working together in pairs and in a trans-gender situation. This helps to build in them values of respect for other people.
2. **Inclusive education:** Partnering learners calls for inclusivity. They should be paired despite their skin colour or ethnic backgrounds or race.

Answers

Activity 3 (Student's Book page 79)

1. Career refers to an occupation that one has been involved in for a long period of time and which offers opportunities for progress.
2. Open-ended. Ensure they are well informed on whichever career they

intend to pursue and that they have the right reasons for pursuing it. Possible answers include:

- Law - Developed interests after watching a lawyer defend an innocent girl in a court of law and would love to do the same for his/her community. They will work hard in school to achieve that.
- Medicine – developed interest after a doctor treated him/her and they got better. They will work hard in class to achieve it. etc.

Exercise 3 (*Student's Book page 81*)

1. Enables an individual to focus his/her abilities, opportunities and efforts towards one major goal.
2. It also enables individuals to maximise their potential with an aim of achieving their aspiration.
3. Career choice also places individuals at their most suitable career hence enhancing productivity.
4. It helps individuals develop skills.
5. It enhances productivity in one's field.
6. It brings the uniqueness of individuals therefore enabling complementarity at work.
7. It can always create a team of employees prepared enough for their fields of work.
8. Career planning reduces labor turn over that is the number of people losing jobs.

7.4 Importance of career choice in achieving personal financial goals

(Student's Book page 81-82)

Lessons 6 and 7

Lesson objective: By the end of the lesson,

learners should be able to explain how their future career would help them achieve their financial goals.

Suggested teaching/learning methods

1. Question and answer method
2. Discussion
3. Exposition (Explanation and description)
4. Group work

Suggested teaching approach

1. First, engage the learners in a brief discussion as a class about their future dream career and why they think it is the best to stabilise them financially. You may sample only 5 students as the rest listen. Ask them each if they have any plan B in case the major one fails. This should take about 10-15 minutes.
2. You can now form new groups with new leadership i.e the chairperson and the secretary. Instruct each group to agree on a future career which they think can quickly stabilise someone financially in the achievement of their financial goals. The chairperson should be empowered to ensure discipline, and the secretary should take down their ideas which he/she will read after the group discussions.
3. You should still ask them to critically refer to any successful figure they know and recount (in an essay form) how that developed step by step to reach the peak of his/her dignity. It could be one from their country or any other society on the globe.
4. Encourage them to agree on certain issues amicably without any chaos or boing one another. In other words, inform them about cohesive living

and the need for peace and respect for all. Tell them that such attributes and values are key in fostering unity among members of a community.

5. After the discussion, ask the secretaries to share with the class their group's ideas to the class. As they speak, remember they are practicing public speaking, so try to correct their grammatical errors for the benefit of the whole class.

Generic competences to be addressed

- **Critical thinking:** As learners try to think about a career they hope to stabilize them quickly financially in future. This tests their deep thinking at their age.
- **Communication skills:** This is through talking to one another as they discuss and when the secretary is presenting the work of the group.
- **Cooperation and interpersonal management:** The group members work together as a family and are able to generate the correct information. This builds each one's interpersonal relations.
- **Life-long learning:** As the chairperson takes the lead of the group with full empowerment by the teacher, their skills in leadership are being enhanced as young people.

Crosscutting issues to be addressed

- **Financial education:** Developed as learners discuss financial stability in terms of the career of pursuance in future.
- **Peace, gender and values education:** By encouraging the group members to work together peacefully with respect for one another's views and in a trans-gender situation.

- **Inclusive education:** All learners form the groups despite their races or gender.

Answers

Activity 4 (Student's Book page 81)

Open-ended . Possible answers include:

- It pays well
- He/she loves that particular career. Doing it will be fulfilling etc.

Exercise 4 (Student's Book page 82)

Open-ended. Possible steps include:

- They worked hard and passed in their primary and secondary
- They studied up to the university and passed
- They were good at what they do
- People love their services etc.

7.5 Extended Work

(Student's Book page 82)

This can be given out as homework. Students can seek for help from their parents and guardians. It is supposed to be an opportunity to critically think about their future careers.

Answers

Open ended answers. The major steps are:

- Knowing yourself, the learner has to know what their interests and talents are
- Finding out the available options to suit their likes and interests. This includes finding out the academic qualifications required
- Making decisions on things to do to achieve that career
- Taking the step of acting on the decisions made

7.7 Test your competence

Answers

Check the following points:

Importance of career planning

1. It enables an individual to focus his/her abilities, opportunities and efforts towards one major goal.
2. It enables individuals to maximise their potential with an aim of achieving their aspirations.
3. It places individuals at their most suitable career hence enhancing productivity.
4. It helps individuals develop skills.
5. It enhances productivity in one's field.
6. It brings the uniqueness of individuals together therefore enabling complementarity at work.
7. Career planning reduces staff turnover. Staff turnover is the number of people losing jobs.

UNIT 8:

FAIR OPERATING PRACTICES

Number of Lessons: 8

(Student's Book pages 84-87)

Key Unit Competence

To be able to analyse critically fair operating practices.

Learning objectives

1. Knowledge and understanding
 - a. Recognise forms of corruption.
 - b. Explain the causes and effects of corruption (the role of values and behavior)
 - c. Argue about fair competition and respect of property rights.
2. Skills
 - a. Devise strategies to curb corruption.
 - b. Make an analysis on the forms of corruption.
 - c. Discover property rights and fair competition.
3. Attitudes and values
 - a. Fight against corruption.
 - b. Show interest in fair competition.
 - c. Respect the property of others.
 - d. Show fairness and honesty in everyday interactions and activities.

Links to other subjects

Citizenship in History and Citizenship.

Assessment criteria

Ability to evaluate fair operating practices and respect of property rights through a case study.

Materials

Books, journals, newspapers, speeches, testimonies, stories, media

Information to the teacher

You notice that this unit tackles a very critical topic. Fair operating practices involve a thorough look at the vice of corruption which has plagued most sub-Saharan societies of which Rwanda is not an exception. Therefore, ensure that by the end of this unit, all learners have more knowledge about different vicious practices in our societies and how they can be overcome in order to create a situation of fairness, honesty and fair competition.

Involve the learners in a number of interactive activities where they can independently discover facts about the different sub-units other than relying on the teacher for everything. However, you must ensure that you are there to give the necessary guidance as they work together. These may involve class discussions, group engagement, debates, presentations, etc.

Try and justify to the learners the reason they should learn about such sensitive concepts like fair completion, corruption, etc. so that they may know how to handle themselves in order to uproot them in the society. Do this because it is very key for the young generation to be made aware of such immoral acts among humans. Tell them that corrupt tendencies like bribery are belittling and tarnish one's image/respect in society.

In case of groups, ensure to go for mixed ability grouping so that there is balanced self-esteem among all members of the different groups.

8.1 The concept of corruption

(Student's Book page 84-85)

Lesson 1

Lesson objectives: By the end of the lesson, learners should be able to:

- i. Define the term corruption.
- ii. Identify any corrupt practices in our societies and try to explain how they are supposed to be handled.

Suggested teaching/learning methods

1. Individual work
2. Pair work
3. Class presentation
4. Class discussion

Suggested teaching approach

1. First write the topic of the lesson on the chalkboard. Emphasise it by reading it loud. You can now ask them to read it loud as well. This grips their minds and they will be drawn to the topic immediately.
2. You may now give them about 2-3 minutes to think about it individually and silently. You may ask them to write anything about it as they think. This naturally will capture their minds towards this vicious concept that has plagued Africa.
3. After this, you may carefully partner them and instruct them to share what they take for the definition of corruption. One of them should write down what they both agree on

for the definition. After they have brainstormed, ask one of them (each pair) to present to the class what they have agreed on to be the definition for the concept of corruption. This should take about 15 minutes. Such presentations help to build their communication skills. Write their answers- each pair on the chalkboard. As they are exposed to the lesson content, they may be esteemed if they find their answer correct.

4. Let the learners get back to their usual sitting order and engage them in a discussion entirely about the corruption cancer that has plagued the entire Africa. Try to engage the silent learners as well so that they can be helped to participate as well as develop their speaking skills.
5. After this exhaustive analysis, introduce them to the exercise and instruct them to attempt it individually. This helps to build skills of problem solving among them at individual level. This is very important in one's life.

Generic competences to be addressed

- **Critical thinking:** Catered for when the partners and the class members are discussing the concept of corruption.
- **Problem solving skills:** Developed when learners are attempting the exercise on individual level. This builds self-reliance.
- **Communication skills:** Enhanced through the discussion and between the partners because they have to present themselves in a way that is understood. Even when one of the pairs is presenting.

- **Cooperation, interpersonal management and life skills:** As the partners work together, there is that cordial relationship, and during the entire class discussion.

Crosscutting issues to be addressed

- **Peace, gender and values education:** Enhanced through trans-gender partnering as well as class discussions and encouraging them to have respect for each other's views.
- **Inclusive education:** Catered for as learners discuss in pairs without any considerations of disabilities, ethnic backgrounds, etc.

Answers

Activity 1 (Student's Book page 84)

Corruption refers to dishonest or fraudulent conduct by those in power.

Exercise 1 (Student's Book page 85)

Open-ended. Possible answer include:

1. Giving and taking bribes
2. Theft of public resources
3. Embezzlement of institutional funds
4. Nepotism in awarding tenders etc

8.2 Forms of corruption

(Student's Book pages 85 - 87)

Lesson 2

Lesson objectives: By the end of the lesson, learners should be able to identify and explain the different forms of corruption.

Suggested teaching/learning methods

1. Group work
2. Class presentation

3. Pair work
4. Individual work

Suggested teaching approach

1. You notice that this unit involves dramatization in form of a role play and in groups. Therefore, first group the learners and select a chairperson for each group. Make sure you form the groups catering for mixed abilities so that no group feels superior or inferior over others.
2. When this has been done, instruct the learners to prepare in about 5 minutes for a role performance about an act of corruption. Empower the chairpersons to ensure discipline and order during the preparations. This helps to enhance good relations and respect for one another as the group members prepare for the role play. Tell them that unity is important for any development to take place. Tell them that each performance takes 5 minutes only.
3. As they perform, be close to manage the audience. Maintain order in case there is any comic scene that may tempt to laugh loud or shout as a particular group is performing. Encourage the performers to speak loudly so that their message can be heard well. This enhances articulate communication among the performers.
4. After the performances, pair up the learners to discuss the ways in which corruption is practiced in most African societies. This helps them to relate well and listen to each other's views. Ask each pair to agree on who to present their views to the class.
5. You may now ask them to attempt the exercise individually. Writing calls

for deep thinking and self-reliance in problem solving.

Generic competences to be addressed

- **Critical thinking:** Developed when the learners are preparing for the role-play and as the individuals write about corruption.
- **Problem solving:** The condition of learners attempting an exercise individually builds self-reliance in problem solving rather than performing in groups only.
- **Research skills:** As the pairs discuss, it may prompt them to make a simple research.
- **Communication skills:** As they prepare their role play, the group members are communicating. Also when they are performing, they express themselves, as well as when the partners present their views to the rest of the class.
- **Cooperation, interpersonal management and life skills:** Catered for when the different groups are preparing for the role play. Also when the partners are brainstorming on the practices of corruption.

Crosscutting issues to be addressed

- **Peace, gender and values education:** Developed through trans-gender activities in an orderly and peacefully.
- **Inclusive education:** As learners are performing despite their race or ethnicity, this caters for inclusivity.

Answers

Activity 2 (Student's Book page 85)

1. Open-ended. Ensure the characters

are audible enough. Guide them to make sure the demonstration is on corruption. There could be exchange of money for favours or misuse of public money etc.

2. Open-ended. Possible answer include:
 - Giving and taking bribes
 - Theft of public resources
 - Embezzlement of institutional funds
 - Nepotism in awarding tenders etc

Exercise 2 (Student's Book page 87)

Possible forms of corruption: bribery, embezzlement, nepotism, patronage, institutional corruption, professional corruption, political corruption, and administrative corruption.

8.3 The causes and effects of corruption

(Student's Book pages 87-88)

Lesson 3 and 4

Lesson objectives: By the end of the lesson, learners should be able to:

- i. Identify and explain the causes of the rampant corruption in Africa.
- ii. Explain the impact of corruption on individual societies.

Suggested teaching/learning methods

1. Group work
2. Class presentation
3. Pairwork

Suggested teaching procedure

1. Instruct the learners to form groups. You can still maintain the ones of the previous lesson and simply change the leaders.

2. Ask them to brainstorm on the causes of corruption in Africa. Remember to tell them to analyse the contribution of governments to this vice. This is one way of promoting deep analytical thinking.
3. As they discuss, let the secretaries note down their ideas which they will present after the discussion. As they present, remember to correct their grammatical errors. This improves their language usage and communication skills.
4. When this has been done, pair up the learners and ask them to discuss what they think should be done to corrupt officers especially in their country. This builds good interpersonal relations, articulate communication and respect for other people's views. Let one of them present to the class after they have discussed.

Generic competences to be addressed

- **Critical thinking skills:** Enhanced as groups discuss the governments' contribution to corruption in Africa, and when the partners are handling a sensitive matter like what should be done to corrupt officers.
- **Communication skills:** Developed when the secretaries and one of the partners are presenting their ideas. Even when the groups are brainstorming on the causes and effects of corruption.
- **Cooperation, interpersonal management and life skills:** Catered for when learners are working together in their groups.

Crosscutting issues to be addressed

- **Peace, gender and values education:** Catered by grouping learners of all gender together and balancing them in terms of gender for leadership roles. Also by asking them to work peacefully with maximum respect for one another's views.
- **Inclusive education:** Inclusivity is enhanced by having learners with disabilities and those with any other racial backgrounds working together in groups.
- **Financial education:** As learners discuss issues related to embezzlement of funds or public money.

Answers

Activity 3 (Student's Book page 87)

1. It denies members of the society economic, political and infrastructural development.
2. It instills the culture of impunity among members of the society hence increased rate of crime.
3. It contributes to social inequality in the society by widening the gap between the rich and the poor.
4. It leads to denial or gross violation of certain human rights.
5. The authority and integrity of public administration structures is undermined.
6. It causes inflation hence increased cost of living.
7. It encourages marginalisation of some regions while others get developed.
8. Due to erosion of trust among members of the society, the social fabric that promotes social cohesion is destroyed.

9. It creates apathy among members of the public leading to a weak civil society.
10. It entrenches poverty among the masses.
(Accept any logical explanations.)

Effects of corruption

(Student's Book pages 88-90)

Lesson 5

Lesson objective: By the end of this lesson the learners should demonstrate proper understanding of the effects of corruption.

Suggested teaching/learning methods

1. Group work
2. Explanation and description
3. Class presentation

Suggested teaching approach

1. Ask the learners to share aloud in class their experiences on corruption or those of people they know. Give them case studies of the effects of corruption so they can get know the magnitude of the effects of corruption in real life.
2. When this has been done, instruct the learners to read through the notes on the student's book as you explain giving vivid examples.
3. Arrange the learners in well balanced groups and ask them to prepare a short performance showing any of the effects of corruption learnt in class. Allow ten minutes for this and let them perform in class.
4. As they perform, be close to manage the audience. Maintain order in case there is any comic scene that may tempt

to laugh loud or shout as a particular group is performing. Encourage the performers to speak loudly so that their message can be heard well. This enhances articulate communication among the performers.

5. After the performances, pair up the learners to discuss the effects of corruption in an institution or ministry that they know of in the country.
6. Wind up by discussing some of their answers.

Activity

Ask the learners to individually imagine that they are working in a bid industrial company, they know that their boss is corrupt and this has brought conflicts and financial constraints to the company. What should they do?

Generic competences to be addressed

- **Critical thinking:** Developed when the learners are preparing for the role-play and as they discuss the effects of corruption in their country.
- **Problem solving:** The condition of learners attempting the activity in the teachers guidebook individually builds self-reliance in problem solving rather than performing in groups only.
- **Research skills:** As the group discusses, they may have to carry out a simple research so as to know the effects of corruption in specific institutions and ministries.
- **Communication skills:** As they prepare their role-play, the group members are communicating. Also when they are performing, they express themselves.

- **Cooperation, interpersonal management and life skills:** Catered for when the different groups are preparing for the role-play.

Crosscutting issues to be addressed

- **Peace, gender and values education:** Developed through trans-gender activities in an orderly manner and peacefully.
- **Inclusive education:** As learners are performing despite their race or ethnicity, this caters for inclusivity.
- **Standardisation culture:** The teacher will highlight how corruption negatively affects standardisation and improvement of human living standards.

Answers

Exercise 3 (Student's Book page 90)

Open ended answers. Possible answers include:

- Report them to authorities if found in the act
 - Avoid giving them bribes and instead follow the right channels when found in the wrong
 - Take them to court
- Dismiss them from work.

8.4 Fair competition

(Student's Book page 90-91)

Lesson 6

Lesson objectives: By the end of the lesson, learners should be able to:

- Explain the concept of fair competition and property rights correctly.
- Show how fair competition creates an ideal society.

Suggested teaching/ learning methods

1. Class discussion
2. Debating
3. Pair work

Suggested teaching approach

1. First engage the learners in a short discussion reflecting on the previous lesson. This sets their brains to speak, hence appropriate for them since they are going to debate. Briefly interpret to them what fair competition and property rights imply.
2. Write the motion on the chalkboard and allow them about 5 minutes to prepare. You may allow them to ask what they don't understand during this time.
3. Open up the debate by asking one courageous learner to speak so that the rest may pick a leaf. Remember to encourage the silent learners to present their views. This empowers them to always get involved in public speaking as time goes. Do this for all of them to feel that they are catered for; this is very important to learners naturally.
4. After the debate, before you expose them to the lesson content in form of note taking, partner them and ask them to brainstorm on the ways their society tries to be fair to everybody, show how this is beneficial to everybody. Pair work builds interpersonal management and cooperation.

Generic competences to be addressed

- **Critical thinking:** A debate activity enhances depth in one's thinking skills.

- **Problem solving skills:** As learners debate, they react to challenges from opponent speakers. This is one way of teaching them self defence and mental problem solving.
- **Communication skills:** Catered for when learners speak during the debate.
- **Cooperation, interpersonal management and life skills:** Debate or public speaking is a life skill. Also, as learners work in pairs, they are being educated to cooperate with others and respect their views.

Crosscutting issues to be addressed

- **Inclusive education:** All learners are given a level ground to present their ideas despite their race, deformities, etc
- **Peace, gender, and values education:** As learners debate and talk about fair competition and property rights, peace is being catered for in their minds. Also such trans-gender activities improve gender sensitivity.

Answers Activity 4 (Student's Book page 90)

Open ended answers. Possible answers for proposers include:

- People want things the easy way
- It is easier to get something through corruption than through the right way
- People favour those they know only in our society

Possible answers for opposers include:

- Teach the young people the importance of fair competition and respect
- Institutions with fair practices are doing better than those which are not etc.

Exercise 4 (Student's Book page 91)

1. Open-ended. Possible answers include:
 - i. It promotes friendship among competitors.
 - ii. It promotes honesty and fairness in business transactions.
 - iii. It enhances business growth hence economic growth and poverty reduction.
 - iv. It ensures that good quality products are produced.
 - v. It lowers prices for consumers.
 - vi. It makes a wide variety of goods available for consumers.
 (Accept any other logical answer.)

8.5 Respect for property rights

(Student's Book pages 91-94)

Lesson 7 and 8

Lesson objectives: By the end of the lesson, learners should be able to:

- i. Identify and justify their property rights as children.
- ii. Explain the concept of respect of property rights.
- iii. Identify why some people may not be aware of their full property rights.

Suggested teaching/learning methods

1. Class discussion
2. Class presentation
3. Explanation and description

Suggested teaching approach

1. First engage learners in a short discussion about some of the conflicts husbands always have with their wives over property. They can refer to their

- own local communities. This should last about 7 minutes.
2. Select about 5-6 members and give them 4-5 minutes to prepare a role play about a husband and wife in a disagreement over property. Make sure that you ensure maximum discipline among the audience as the performers are acting. Control the audience in case they try to shout during the performance. This activity should last about 15 minutes. This promotes the performers' speaking skills.
 3. When the role-play has been done, engage the class in a discussion on the concept of respect property rights. Encourage all of them to try and speak and tell them why it is important to practice speaking in public. This motivates them and improves their public speaking skills.
 4. Remember to educate them critically about some of the most important property rights that humans have. Some of them may be innocently unaware of their due rights to property. Remember some of them could be orphans and some family members are busy exploiting the property that was left behind by their parents. This should be catered for during lesson development.

Generic competences to be addressed

- **Critical thinking:** Developed when learners are planning their role-play and during the class discussion.
- **Problem solving skills:** Performing a disagreement between a husband and wife over property may instill in the learners a sense of amicable problem solving.

- **Communication skills:** As learners plan and perform a role-play, they communicate. This builds their communication skills.
- **Cooperation, interpersonal management and life skills:** Catered for when learners are working together preparing the role-play. Also during the discussion, there is an element of interpersonal relations and respect for one another's views.

Crosscutting issues to be addressed

- **Inclusive education:** Portrayed through mixing learners as they perform despite their racial backgrounds or any physical deformities.
- **Peace, gender and values education:** Catered for by engaging all learners in the activity in a trans-gender situation.

Answers

Activity 5 (Student's Book page 91)

Open-ended.

1. Two boys fighting for pens.
2. The boy who is holding the pens.
3. The boy holding the pens.

Exercise 5 (Student's Book page 93)

Possible answers

1. Lack of information on the need to get property rights (ignorance).
2. Long procedures in attaining property rights.
3. High fees charged to pay for property rights.
4. Exploitation of small businesses by big businesses and middlemen.

8.6 Extended work (Student's Book page 93)

Answers

Open-ended. Possible answers include:

1. Selling goods and offering services at the prevailing market price.
2. Selling quality goods. Open ended answers. Possible answers include:
Bribery - the act of giving money, goods or other forms of incentives to someone in exchange for a good or service that the recipient would otherwise not receive.
 - Embezzlement – theft or misuse of money or other resources put under one's responsibility but belongs to someone else.
 - Nepotism – favouring closely related people over others in distribution of resources or jobs.
 - Patronage – here a public officer gives favours like jobs in return for something else.

Ensure the learners have related this to their community.

3. Buying supplies from approved distributors.
4. Allowing others to sell similar goods near you or your vicinity.
5. Making goods available to customers at all times.

8.7 Test your competence

1.
 - a. He sold his goods at higher prices.
 - b. -He packed goods for his customers.
-He avoided goods from black market.
 - c. They got quality goods.
2.
 - a. No, he did not respect property rights, this is because he took people's property without their consent.
 - b. - It can lead to violence
- It encourages corruption.
(Accept any sensible answer)

UNIT 9:

ENVIRONMENTAL MANAGEMENT AND POPULATION DYNAMICS

Number of Lessons: 8

(Student's Book pages 97 -106)

Key unit competence:

To be able to overcome environmental degradation.

Learning objectives

1. Knowledge and understanding
 - a. Explain the causes and effects of environmental degradation.
 - b. Identify ways of environmental conservation.
 - c. Recognise the link between high population growth, economic growth, social development and environment protection.
 - d. Explain the benefits of renewable energy resources.
2. Skills
 - a. Balance between economic growth, social development and environment protection.
 - b. Propose some techniques to make conservation of environment.
3. Attitudes and values
 - a. Appreciate the need for balance between population growth, economic growth, social development and environmental protection.

Information to the teacher

This unit needs a careful and systematic analysis. The reason is that you are dealing with a very sensitive issue of humans

and their inseparable attachment to the environment. Therefore, endeavour to educate the learners about the challenge ahead of them in order to save their own natural habitat- the environment.

Tell them that it is every individual's responsibility to manage and conserve the environment. Request them to put into practice the policy of the government of national unity of "Cut one tree, plant two". Urge them to be nature conservationists as individuals because any depletion of the environment bears adverse effects, which affect each one individually before we talk of society as a whole. Deeply teach how to exploit the environment sustainably by balancing their use of the limited natural resources as well as conserving them for the future generation.

In order to achieve your unit objectives, engage all learners in different interactive activities such as group work, presentations, discussions, etc. so that all learners can discover knowledge independently, instead of waiting to get everything from the teacher. This helps to improve their interpersonal relations as well as improve their communication skills. Encourage them to embrace group activities because it is a united effort that can work together to conserve the environment.

In the different groups, select leaders that is the chairperson and the secretary, who will help you to maintain effective class management during the different interactive activities. This helps to build

leadership attributes within them as a life-long skill.

9.1 Rwanda and global environmental degradation

(Student's Book pages 97-100)

Lesson 1 and 2

Lesson objective: By the end of the lesson, learners should be able to explain the causes and effects of environmental degradation.

Suggested teaching/ learning methods

1. Individual work
2. Group work
3. Exposition
4. Whole class discussion

Suggested teaching approach

1. Instruct the learners to brainstorm on the concepts of environment and environmental degradation individually. This enhances their in-depth thinking as individuals. Let this take about 4 minutes.
2. Instruct them to brainstorm on the two concepts as a class. Try to engage the silent learners during such discussion. This develops their communication skills and values of respect for other people's ideas.
3. As they discuss, correct their grammatical mistakes so as to better their language usage. Also, write their responses on the chalkboard. This creates self-esteem in them when they are exposed to the lesson content and they find they had many correct answers. It also motivates them to participate in future class discussions.
4. Go through the notes in the Student's Book page 97.

5. When the discussion has been exhaustively done, pair them up and instruct them to discuss the constituents of the environment and how humans depend on the environment. This builds interpersonal management and communication skills.
6. Go through the notes on the importance of natural environment.
7. Get them into mixed ability groups. Let them discuss the causes of global degradation.
8. Guide them to report their answers to the class.
9. Using the notes in the Student's Book pages 97-99, correct any wrong answers then add those that they did not give.

Generic competences to be addressed

- **Critical thinking:** Catered for when learners are deeply thinking to brainstorm on the concepts of environment and environmental degradation.
- **Communication skills:** Developed when learners are brainstorming as a class, also when the pairs are discussing, they communicate.
- **Cooperation, interpersonal management and life skills:** Enhanced through cordial relations during the discussion.
- **Life-long learning:** The group leaders get an opportunity to practise their leadership skills at such a young age.

Crosscutting issues to be addressed

- **Environment and sustainability:** Enhanced through this being a stand-alone unit.
- **Inclusive education:** Catered for as learners work together despite racial differences and deformities.

- **Peace, gender and values education:** Developed as learners brainstorm or discuss on a level platform without sidelining anybody over gender issues; this builds self-esteem and therefore peace.

Answers

Activity 1 (*Student's Book page 97*)

- Open ended answers. Possible answers include:
 - Cutting down the trees.
 - Disposing garbage in the environments.
 - Allowing harmful chemicals to flow into rivers.
 - Emission of harmful gases into the air by factories and vehicles.

Exercise 1 (*Student's Book page 99*)

The constituents of the environment are: Atmosphere, water resources, soil, oceans, forests, living species.

How human beings depend on these environmental constituents:

- Human beings depend on the atmosphere for oxygen. When the air is polluted, people breathe in chemicals and sometimes bad smell makes life uncomfortable. Polluted air can also cause diseases such as respiratory system diseases.
- Water is life. Without water life is impossible; human beings therefore depend on water and therefore destruction of water resources is a threat to human life.
- The soil is another aspect of the environment that is vital to human life. Soil produces crops that feed human beings. When soil is polluted and its

value diminished, human beings suffer insufficiency in terms of food as crops become less productive.

- Forests are water catchment areas for rainfall hence, when forests are destroyed through cutting down trees and other human activities, calamities such as droughts and famine can occur.

Effects of environmental degradation

(*Student's Book page 99*)

Lesson 3

Lesson objective: By the end of the lesson, learners should be able to explain the effects of environmental degradation.

Suggested teaching/ learning methods

1. Individual work
2. Pair work
3. Exposition
4. Whole class discussion

Suggested teaching approach

1. Allow the learners time to get out and observe effects of environmental degradation outside the classroom. This should take around 5 minutes.
2. Let them get back then in pairs discuss what they have observed.
3. Let each pair write down what they have seen then present their answers to the class.
4. Guide the learners to engage in a whole class discussion on the answers given.
5. In a plenary, discuss the general effects of environmental degradation.
6. Guide the learners to go through the notes in the Student's Book pages 99-100. Let them take short notes individually.

Generic competences to be addressed

- **Critical thinking skills:** Developed as the groups are brainstorming on such critical concepts.
- **Communication skills:** Through communicating in the group and when the secretary is presenting their views to the class.
- **Cooperation, interpersonal relations and life skills:** As group members work together, they are practicing cooperation and good human relations.

Crosscutting issues to be addressed

- **Environment and sustainability:** Catered for throughout the unit because the unit is about environment and sustainability.
- **Inclusive education:** Inclusivity is catered for by mixing up learners despite their physical impairment, ethnic backgrounds, etc.
- **Peace, gender and values education:** Through boys and girls working together in groups.

Answers

Activity 2 (Student's Book page 99)

Effects of environmental degradation around my school

1. Air pollution
 2. Global warming
 3. Loss of biodiversity
 4. Depletion of the ozone layer
 5. Water pollution
 6. Droughts
 7. Destruction of touristic sites
- (Accept any other correct answer.)

9.2 Conservation of the environment (Student's Book page 100 - 101)

Lesson 4: Characteristics of Rwanda's environment

Lesson objective: By the end of the lesson, learners should be able to:

- (i) Explain the characteristics of Rwanda's environment.
- (ii) Identify some of the activities that humans carry out and endanger the environment.
- (iii) Analyse how deforestation has contributed to environmental depletion.

Suggested teaching/learning methods

1. Individual work
2. Pair work
3. Exposition
4. Whole class discussion

Suggested teaching approach

1. Form groups as usual and make sure you cater for mixed ability. Let this be your work in order to avoid the learners' bias. Select leaders to the groups and tell them that this lesson is going to be entirely group-based. Empower the chairperson to maintain group discipline for easy class management. Instruct the secretary to note down the group's ideas which he/she will present after brainstorming.
2. Ask each group to brainstorm on the activity given in the Student's Book on page 100. Tell them that it is important to know what Rwanda's environment is endowed with before they think of conserving it. In other words, they should know what they

- need to conserve.
3. Let them draw knowledge from their local communities and analyse how human activities deplete the environment.
 4. They can as well refer to their books of Geography for a simple within-class research.
 5. Ask them to pay particular emphasis on the critical vice of deforestation. This enhances practical transfer of knowledge and in-depth thinking.
 6. After the group discussions, let the secretaries present to the class what their group has come up. Research helps to instill in them research skills in academic-related projects in order to discover their own knowledge. Presenting and working together in a group develops their communication skills.

Generic competences to be addressed

- **Critical thinking skills:** Developed as the groups are brainstorming on such critical concepts.
- **Communication skills:** Through communicating in the group and when the secretary is presenting their views to the class.
- **Cooperation, interpersonal relations and life skills:** As group members work together, they are practicing cooperation and good human relations.

Crosscutting issues to be addressed

- **Environment and sustainability:** Catered for throughout the unit because the unit is about environment and sustainability.
- **Inclusive education:** Inclusivity is catered for by mixing up learners

despite their physical impairment, ethnic backgrounds, etc.

- **Peace, gender and values education:** Through boys and girls working together in groups.

How to conserve the environment

Lesson 5

Lesson objective: By the end of the lesson, learners should be able to:

- i. Explain what is meant by environmental conservation.
- ii. Tell what humans can do in order to conserve the environment.

Suggested teaching/ learning methods

1. Individual work
2. Group work
3. Pair work
4. Exposition
5. Whole class discussion

Suggested teaching approach

1. First take learners through a warm up exercise by reviewing the previous lesson. This should take about 5 minutes. This helps set their readiness to speak.
2. After this, you write the lesson topic on the chalkboard. Engage them in a whole class discussion. Endeavour to involve the reserved learners so that it can boost their public communication skills.
3. Ensure to give the learners enough time to talk about how they can conserve the environment. This helps you to gauge how much they know about environment-related issues. It also enhances their deep thinking about issues that affect human beings.

4. After the class activity, introduce them to the exercise by pairing them and instruct them to brainstorm on the concept of environmental conservation. Ask them to refer to their own life in their communities and share with each other how they have tried to contribute to environmental conservation. Such a learning situation helps to build interpersonal management awareness.
5. Encourage them to speak whatsoever. When this is done, you may now ask each pair to have one of them to present their views to the rest of the class. Try to correct their grammatical errors as they present. This helps to improve their communication skills.

Generic competences to be addressed

- **Critical thinking skills:** Catered for as the class is engaged in a discussion.
- **Problem solving skills:** When the pairs work on the exercise without relying on the whole class.
- **Cooperation, interpersonal management and life skills:** Developed as the pairs work together over the exercise.
- **Communication skills:** As learners discuss and when the pair representative is presenting.
- **Life-long learning:** Practised as learners present to the rest of the class. This may build permanent courage in them as good public speakers.

Crosscutting issues to be addressed

- **Environment and sustainability:** This is automatically catered for since this is a stand-alone unit.
- **Peace, gender and values education:** Developed as the pairs work together

despite their gender with maximum observation for values like respect for each other's views.

Answers

Activity 3 (Student's Book page 100)

1. Planting trees where there were none (afforestation).
2. Planting trees where they have been cut (reafforestation).
3. Digging terraces.
4. Proper disposal of garbage and other wastes.
5. Using renewable sources of energy. (Accept any other logical answers.)

Exercise 2 (Student's Book Page 101)

Pupil's own answers for example:

1. Disposing wastes appropriately e.g. in compost pit
2. Planting trees
3. Recycling papers

9.3 The relationship between economic growth, social development and environmental protection

(Student's Book page 101 - 103)

Lessons 6 and 7

Lesson objective: By the end of the lesson, learners should be able to tell the relationship between economic growth, social development and environmental protection.

Suggested teaching/learning methods

1. Individual work
2. Group work
3. Exposition
4. Whole class discussion

Suggested teaching approach

1. For purposes of good time management, you can maintain the groups you used in the previous lesson. You can change the leadership, that is, the chairperson and the secretary. When this has been done, choose a representative from each group to present a 5 minutes talk about the impact of conflict or war on the environment.
2. However, do this in agreement with the group. This is because you should endeavour to equip the groups with a level of independence. Remember you are largely a facilitator in their discussions.
3. Give them at least 5 minutes for preparations. After this, let group representatives give their talk.
4. Facilitate a whole class discussion on the talks given.
5. Go through the notes in the Student's Book with the learners.
6. In their groups, let them attempt Exercise 4 on page 103.
7. Let group secretaries present the answers by each group to the class.

Generic competences to be addressed

- **Critical thinking skills:** Developed as learners prepare their speeches in the activity.
- **Communication skills:** Catered for as the group representatives present their group ideas to the class.
- **Cooperation, interpersonal management and life skills:** This is a generally group based

lesson. Therefore there is a lot of cooperation and interpersonal relations practice.

Crosscutting issues to be addressed

- **Environment and sustainability:** This is obvious because it is a stand-alone unit on environmental issues.
- **Inclusive education:** Catered for because all learners with different impairments or ethnic backgrounds operate in the same groups with equal opportunities of operation.

Answers to Activity 4

(Student's Book page 101)

Impact of war on environment

- Leads to destruction of natural resources such as forests.
- Destroys the home for the wild animals.
- Leads to death of the fauna and flora especially those in the forests.
- Harmful chemicals may be used during the war hence causing health problems to the people in that country.

Exercise 3 (Student's Book page 103)

Possible answers

- It has led to destruction of forests.
- It has led to desertification.
- It has led to depletion of natural resources.
- It has brought about environmental degradation.
- It has led to global warming.

9.4 The benefits of renewable energy resources in comparison with unsustainable finite resources

(Student's Book page 103 - 105)

Lesson 8

Lesson objectives: By the end of the lesson, learners should be able to describe the benefits of renewable energy resources in comparison with unsustainable finite resources.

Suggested teaching/learning methods

1. Individual work
2. Group work
3. Exposition
4. Whole class discussion

Suggested teaching approach

1. To capture the attention of the learners, first write the topic of the lesson on the chalkboard and ask them to contemplate about it individually in about 3 minutes.
2. When this is done, open up a general class discussion on energy resources and engage all of them during this activity. By doing this, you are building their communication skills in public. Try to ask them probing questions such as:
Why is it more advantageous to use electric cookers than natural wood when cooking at home?
3. This helps you to test their knowledge about the impact of non-renewable energy resources on the environment. It also caters for deep analytical thinking.

4. When this activity has been exhaustively done, form mixed ability groups and introduce the learners to the exercise. You may use the former leadership. However, ask the chairperson to try and maintain class discipline when the groups discuss. Be close to supervise them but allow them chance to discover their own knowledge without your contribution.
5. Let the group secretaries present their group answers to the class.
6. Have a whole class discussion on the answers presented by each group.

Generic competences to be addressed

- **Critical thinking:** Developed as learners discuss as a class and in groups.
- **Communication skills:** Enhanced as learners speak during the discussion and when the secretaries present the group ideas to the class.
- **Cooperation, interpersonal management and life skills:** Catered for when the learners relate well over the class discussions and during the group discussions.

Crosscutting issues to be addressed

- **Environment and sustainability:** Take note of the fact that this is a stand-alone unit about environmental issues, so this is automatically catered for.
- **Peace, gender and values education:** Enhanced by selecting chairpersons of different gender in groups and empowering them equally. This is a sign of gender-sensitivity. Also you notice that this is a trans-gender class situation.

- **Inclusive education.** The learning environment caters for all learners despite impairments, social class or ethnic differences.

Answers

Activity 5 (Student's Book page 103)

1. Non-renewable energy resources: petrol, diesel, coal, gas, paraffin.
2. Renewable energy resources: wind, water, solar and geothermal.

Exercise 4 (Student's Book page 105)

1. Petroleum and petroleum products, charcoal, coal etc
2. **a. Renewable energy resources**

Merits

1. They never run out.
2. They are cheap to maintain.
3. They produce little or no waste products hence have minimal impact on the environment.
4. Renewable energy projects can extend economic benefits to many regional areas.

Demerits

1. They are difficult to generate in large quantities.
2. Their supply is unreliable.
3. The cost of renewable energy technology is also by far higher than the fossil fuel generation.

b. Non-renewable energy resources

Merits

1. They occur in large amounts.
2. They seem widely available and affordable.
3. The non-renewable energy sources base can help the governments to possess bargaining tool to help their economy stay afloat despite struggling with their trade practices.

Demerits

1. Once they are used up they cannot be replaced.
2. Their production and use may cause a lot of pollution.

9.6 Test Your Competence

Check the essay for good flow of points.

- Problem faced by Charles: Overstocking and soil erosion.
- Approches he used: building gabions.

Other possible conservation measures:

- planting trees
- avoiding overstocking
- digging terraces

Number of Lessons: 8

(Student's Book pages 108-124)

Key unit competence:

To be able to analyse the role of science and technology to improve healthy behaviours.

Learning objectives

1. Knowledge and understanding

- Explain the role played by science and technology in today's world.
- Identify Rwanda's socio-economic and demographic indicators in relation to education, population and health in Rwanda.

2. Skills

- Analysed medical dilemmas and issues of research and ethics on incidence and prevalence of HIV/AIDS by age and gender.
- Evaluate the role played by science and technology in the world today.
- Devise strategies to address Rwanda's socio-economic and demographic challenges.

3. Attitude and values

- Appreciate the role of science and technology in the world today.
- Make use of health education.

Links to other subjects

Nutrition, sexual behavior and response, sexual responsibilities in Biology.

Assessment criteria

Ability to analyse the impact of health education, progress and innovation of

science and technology and medical issues on people's life.

Materials

Books, videos, newspapers, media, guest speakers, testimonies

10.1 Rwanda's socio-economic and demographic indicators

(Student's book pages 109 -111)

Demographic indicators of Rwanda population**Lesson 1**

Lesson objective: By the end of this lesson, the learner should be able to demonstrate knowledge on Rwanda's demographic indicators in relation to education, population and health in Rwanda.

Suggested teaching/ learning methods

1. Group work
2. Brain storming
3. Exposition

Suggested teaching approach

1. Introduce the link between research, health and wellbeing.
2. Let learners study the pictures in the student's book page 108.
3. Let them talk about the pictures.

Activity

Ask the learners to find out how literacy of women has contributed to Rwanda's economy.

Generic competences to be addressed

- **Critical thinking:** when discussing and identifying the contribution of various demographic indicators to the economy of Rwanda. Learners will have to refer to the society to answer that exercise.
- **Communication skills:** These will be developed when working in groups and during the brain storming session.
- **Cooperation, interpersonal management & life skills:** When discussing in groups the learners will learn skills on dealing with different opinions from others; turn taking during conversations and how to deal with criticism.
- **Lifelong learning:** These include leadership and social skills gained during group discussion.
- **Research skills:** These will be nurtured during the activity given in the Teacher's Guide Book. The students may have to source information from members of their communities.

Crosscutting issues to be addressed

- **Peace, gender and values education:** Working together in groups promotes peace. Explain to the learners the need for peace in Rwanda. Give an insight on how the different demographic factors can promote national peace.
- **Inclusive education:** Highlight the need to include everyone in our

day-to-day activities at school and demonstrate this by mixing learners with mixed abilities, of different gender and those with different special needs during the formation of groups. Where there are learners of different races, mix learners from different races. Discourage any form of discrimination during class time and insist that this should be extended even in life outside school.

- **Comprehensive sexuality education:** This can be catered for by talking about issues related to sex like HIV/AIDS and how it has affected various demographic factors i.e. a certain age group.
- **Financial education:** Through issues like Rwanda's employment rate.

Answers

Introduction

Picture 1: A child getting a polio vaccination

Picture 2: A child being weighed in hospital

Picture 3: A child with the mother in a hospital

Picture 4: A sickly child in a hospital bed

10.1.1 Incidence and prevalence of HIV/AIDS by age and gender

(Student's book pages 109-111)

Lesson 2

Lesson objective: By the end of the lesson the learners should be able to tell the incidences and prevalence of HIV/AIDS by age and gender and its effect on the country's economy.

Suggested teaching/learning methods

1. Brain storming
2. Class discussion
3. Question and answer

Suggested teaching approach

1. Guide the learners to brainstorm on the high occurrence of the HIV/AIDS in the sub Saharan Africa, Rwanda inclusive. Try to engage them to think deeply and provide answers that reflect the stand of affairs even in their own country. Try to engage the learners that are always silent in your lessons. This helps to break their fear of public speaking time after time.
2. You can now expose to the lesson content and Activity 1.
3. Guide them on how to discuss the impact of HIV/AIDS on the economic structures of Rwanda. This enhances interpersonal relations in a learner's life.

Generic competences to be addressed

- **Critical thinking:** This can be catered for by asking the learners to brainstorm on the high occurrence of HIV/AIDS in the sub Saharan Africa. This is because it requires them to think deeply. Question and answer session also caters for this.
- **Communication skills:** It is obvious that as the learners present their views, they speak. Therefore, this can help to improve their self-expression.
- **Cooperation, interpersonal management & life skills:** When having the class discussion, the learners will learn skills on dealing with different opinions from others especially on such sensitive topics.

Crosscutting issues to be addressed

- **Comprehensive sexuality**
Education: This can be catered for as learners brainstorm on sex-related issues like HIV/AIDS prevalence.
- **Peace, gender and values education:** For example, when learners are discussing HIV/AIDS prevalence by sex in the Rwandan community. Teacher should also highlight the values the students can adopt to avoid the spread of HIV/AIDS.
- **Genocide studies:** It may be one cause of the rampant spread of the HIV/AIDS infection in the early 1990s.
- **Standardisation culture:** the teacher will highlight how prevalence of HIV/AIDS has affected standardisation of living conditions.

Answers

Activity 1

(Student's Book page 109)

- a. There is 0.9% prevalence of HIV among those aged below 15 years.
- b. There is 1.6% prevalence of HIV among those aged between 15 and 24 years. It is higher than among those aged below 15 years.
- c. There is 2.9% prevalence of HIV among those aged above 25 years. HIV prevalence is highest in this age bracket.

Exercise 1

(Student's Book page 111)

1. HIV prevalence among men is low between ages 15 and 24. However, it increases with age between ages 25 and 49 then starts dropping from age 50.

2. HIV prevalence among women is low at ages 15 – 19 and increases with age, reaching a climax of 8.4% between ages 40 and 44. At 45 years, it starts dropping to a point where there is no HIV at age 50 onwards.
3. For both sexes, HIV prevalence is low between age 15 and 19. However, it starts increasing as age increases from the age of 20 years. It is at its highest between the age of 40 and 44 years after which it starts going down.

10.1.2 Infant and maternal mortality rate

(Student's book pages 111-113)

Lesson 3

Lesson objective: By the end of the lesson the learner should show understanding of infant and maternal mortality rate and how it can be regulated.

Suggested teaching/learning methods

1. Brain storming
2. Class discussion

Suggested teaching approach

1. Instruct the learners to brainstorm on the concept of infant and maternal mortality. Engage them by rewarding their responses accordingly, and try to motivate the quiet ones. This helps to improve their self-expression skills and interpersonal management skills.
2. You can continue and engage them in a guided discussion about the situation of infant and mortality in the Rwandan community. Endeavour

to make them all participate. Use the notes on the Student's Book as a guide.

3. Let the learners attempt Activity 2 in the Student's Book.

Generic competences to be addressed

1. **Communication skills:** This can be catered for as learners present their views.
2. **Cooperation, interpersonal management and life skills:** As learners work together in class, they cooperate and relate with one another well in order to come up with correct answers. This enhances their interpersonal relations at a young age.

Crosscutting issues to be addressed

1. **Comprehensive sexuality education:** This can be achieved as learners discuss issues related to infant and maternal mortality.
2. **Inclusive education:** during the class discussion let all students participate and guide the students to patiently listen to others' views.

Answers

Activity 2 *(Student's Book page 111 - 112)*

1. There was a considerable drop in both male and female child mortality from 1978 to 1991. However, there was an increase in 2002 after it went down again reaching a record low of 53 male child deaths and 44 female child deaths in 2012.
2. Open-ended. The drop in mortality can be attributed to improved quality

of health care. In the years between 1991 and 2002, the effects of the 1994 genocide against the Tutsi might have contributed to poor health care leading to increased child mortality. This changed as strategies were put in place to mitigate this unfortunate effect.

3. Open-ended. Accepts any logical answer.

Exercise 2 (*Student's Book page 112*)

There are different causes of child mortality according to the chart. The leading cause is diarrhoea which causes 23% of all the deaths. Other causes of child mortality are: pneumonia (15%), birth asphyxia (10%), prematurity (9%), neonatal sepsis (8%), malaria (6%), injuries (4%), congenital abnormalities (3%) while measles and HIV/AIDS contributed death of 1% each. A combination of other unnamed diseases contributed to 20% child mortality.

Exercise 3 (*Student's book page 113*)

1. Some of the causes of HIV/ AIDS prevalence in Rwanda include:
 - Irresponsible sexual behaviour
 - Instances of war that predispose women to rape and sexual harassment
 - Poverty leads people especially young women to commercial sex
 - Mother to child infection due to poor technology and sensitisation
 - Ignorance that makes people unwilling to know their status
2. The reasons for the improvement on the maternity related deaths in Rwanda since 1994 are basically- There has been a great stride taken in

health and maternal care provision. The government has invested in training doctors, nurses and midwives which, as a result, has improved health reproductive care for mothers

10.2 Medical research and ethics on HIV/AIDS

(*Student's Book page 113-114*)

Lesson 4

Lesson objective: By the end of this lesson the learners should be able to define comprehensively the terms medical research and ethics.

Suggested teaching/learning methods

1. Group work
2. Brainstorming
3. explanation

Suggested teaching approach

1. Organise the learners in groups of mixed abilities and let them brainstorm on Activity 3. You can guide them by writing on the board the diseases they will say aloud, they can then discuss some that they are familiar with like malaria, tuberculosis etc.
2. Link that activity with the notes on the Student's Book and highlight the need for medical research and ethics especially when dealing with HIV/AIDS.

Generic competences to be addressed

1. **Critical thinking skills:** This can be enhanced as learners try to think deeply about such diseases like malaria and how its causes or ways of cure and prevention were discovered.

2. **Communication skills:** Enhanced through the group discussion. The learners are all encouraged to participate actively and challenge their group members' answers.
3. **Cooperation, interpersonal management and life skills:** As the learners work together in the discussion.
4. **Lifelong learning:** This can be acquired during the group discussions. They include confidence, leadership skills and patience with others.
5. **Research skills:** The learners may have to conduct a quick research so as to get a background of some diseases when doing Activity 5.

Crosscutting issues to be addressed

1. **Comprehensive sexuality education:** i.e. as learners discuss some sex-related diseases whose cause, cure and prevention are known e.g. syphilis, gonorrhoea, etc.
3. **Peace and values education:** The teacher will highlight how ethics during research and handling of diseases like HIV/AIDS can promote peace and the values the learners can uphold in line with the ethics followed in specific occasions.

Answers

Activity 3 (Student's Book page 113)

As this is an open-ended question, you may get the learners informed that all health related issues are researched about by medical researchers. They advance ways of how to prevent and treat diseases in future. They find

out facts about health issues so that governments do not make decisions based on assumptions. It is the reason the government of Rwanda has come up with The Health Sector Research Policy, which establishes research projects on HIV/AIDS, malaria and tuberculosis.

10.2.1 Ethics on HIV/AIDS research

(Student's Book pages 114 -116)

Lesson 5

Lesson objective: By the end of this lesson the learners should demonstrate understanding of ethics guiding research on HIV/AIDS.

Suggested teaching/learning methods

1. Brain storming
2. Class discussion
3. Pair work

Suggested teaching approach

1. Guide the learners to brainstorm on some critical ethical HIV/AIDS related issues that the Rwandan community has tried to observe. Make sure you engage all learners to improve their critical thinking skills and encourage them to speak as they share with the class.
2. Use that discussion to add some of the ones they left out during the discussion. You can use the Student's Book as a guide.
3. Guide the learners to work in pairs to do Exercise 4. Let a few share their thoughts with the whole class. For the exercise, you notice that it is an open-ended question, so you need to tell the pairs that there are no specific answers to it. It depends on how one would handle the situation.

Generic competences to be addressed

1. **Communication skills:** This is enhanced through the class discussion and the pair work.
2. **Critical thinking:** During pair work, the individual learner gives their views on how they would help a friend with HIV/AIDS problem.
3. **Cooperation, interpersonal management and life skills.**
As the learners work together in the discussion.

Crosscutting issues to be addressed

1. **Comprehensive sexuality education:** Through discussing HIV/AIDS related issues.
2. **Peace, gender and values education:** The teacher will highlight the gender differences that should be followed ethically during research. Values such as sensitivity to others will be highlighted.
3. **Inclusive education:** during the class discussion let all students participate and guide the students to patiently listen to others' views.

Answers

Activity 4 (student's Book page 114)

If I were a researcher, I would apply the following ethics to get information from patients suffering from HIV/ AIDS:

- Ensure that those from whom I am gathering data are doing it at free will.
- Give the participants sufficient information about the research so that they are well informed on how the information they give will be used.
- I would also maintain the information given as anonymous to

avoid revealing the identity of those involved.

- Avoid invasion of privacy by making sure that those I interview are fully aware of the research and have given consent.
- Avoid involving children in the absence of their parents or guardians.
- By not taking photographs of victims
- By giving the accurate information; not exaggerating or documenting inaccurate data.

Exercise 4 (Student's Book Page 116)

Possible answer:

- Show him/her love
 - Help him/her when in need
 - Do not share his/her condition with others without his/her permission
- Any other correct answer.

10.3 The role of health education in promoting sustainable health behaviour in relation to HIV/AIDS and reproductive health

(Student's Book page 116 - 119)

Lesson 6

Lesson objective: By the end of this lesson the learner should be able to:

- (i) Demonstrate understanding of the role of health education in promoting sustainable health behavior in relation to HIV/AIDS and reproductive health.
- (ii) Show willingness to follow the health education issues taught in class.

Suggested teaching/learning methods

1. Group discussion
2. Explanation

Suggested teaching approach

1. First group your learners and instruct them to discuss why it is important to have knowledge about the effects of eating an unbalanced diet, unhygienic habits and irresponsible sexual behaviour. Try to engage them all so that they can freely speak out their minds and endeavor to manage the groups effectively.
2. Use this discussion to highlight the various issues that people need to be educated on in order to promote sustainable behaviour in relation to HIV/AIDS and reproductive health. The Student's Book can be used as a guide.

Activity

Ask the learners how they would solve this: your friend has been having irresponsible sex and is getting sick often, she fears to tell her parents or teachers. What would you advice her to do?

Generic competences to be addressed

1. **Communication skills:** Can be developed through presenting their views to the group and class.
2. **Cooperation, interpersonal management and life skills:** As the groups try to discuss the task.
3. **Critical thinking:** will be developed during the activity in the Teacher's Guide book. It will also sharpen the learner's problem solving skills.

Crosscutting issues to be addressed

1. **Comprehensive sexuality education:** Through discussing issues like sexual irresponsibility.

2. **Gender and values education:** The teacher will highlight the role of different genders in health education and the values that promote sustainable health behavior.
3. **Inclusive education:** the learners will work in groups of mixed abilities and genders. This will give the learners an insight of inclusivity in education and in the community.

Answers

Activity 5 (Student's Book page 116)

A balanced diet helps to provide the body with enough and balanced body nutrients.

Unhygienic habits such as eating without washing hands cause many diseases through eating germ-contaminated food.

Irresponsible sexual behaviour may lead to contracting sex-related diseases, unwanted pregnancies, etc.

Exercise 5 (Student's Book page 119)

In order to get the right information from reliable sources other than experiments and being misguided by peers.

10.4 The impact of progress and innovation in science and technology including ICT

(Student's Book pages 119-122)

Lesson 7 and 8

Lesson objectives: By the end of this lesson the learner should be able to evaluate the role played by science and technology in the world today.

Suggested teaching/learning methods

1. Class discussion
2. Explanation and description
3. Group work

Suggested teaching approach

1. Engage and guide the learners through a discussion about a world without any technology. Try to encourage them all to contribute so that the quiet learners, sometimes due to language problems may be motivated to participate.
2. Use their answers from the discussion to explain the content on the Student's Book.
3. When this has been done, you can now group them and introduce them to the exercise.

Generic competences to be addressed

1. **Communication skills:** Through the class guided discussion and the group work as the learners try to present their views.
2. **Critical thinking:** As the learners try to tell how different life would be without technology. For some of them that is totally un-imaginable.
3. **Cooperation, interpersonal management and life skills:** As learners discuss the topic in class, the teacher will emphasize on the need to cooperate and tolerate other people's opinions.

Crosscutting issues to be addressed

1. **Standardisation culture:** Through discussing this topic on how technology has improved people's living standards.

2. **Inclusive education:** The learners will work in groups of mixed abilities and genders. This will give the learners an insight of inclusivity in education and in the community.

Answers

Activity 6 (Student's Book page 119)

A world without technology would be a total mess and difficult for one to live in because it would be backward in all aspects of development, for example:

1. Infrastructure in terms of buildings, communication and transport means would be almost nil. This is unimaginable.
2. Agricultural and industrial production would be very low.
3. There would be no electricity which is crucial for development and improving human living standards.
4. Generally, the rate of ignorance would be very high in such a world.
5. Without computers manual work would be very tedious.

Exercise 6 (Student's Book page 122)

The different groups should identify many roles that science and technology has had on the Rwandan health sector and these are:

1. Science and technology has improved research in the health sector.
2. It has enabled physicians to carry out operations easily other than flying patients to other countries, etc.

Test your competence

Answers

1. The following are the effects of health

education on the lives of the people of people:

- a. It has imparted skills on how to relate appropriately with people of the opposite sex.
 - b. It has saved lives and improved reproductive health.
 - c. It has equipped women with knowledge on the necessary measures to take during and after pregnancy hence they have healthy children and also live healthy lives.
 - d. It has equipped adolescents with knowledge on how to manage and prevent the spread of sexually transmitted infections.
 - e. It has reduced cases of unsafe abortions and maternal deaths.
2. a. New medicines have been discovered

and have been discovered to cure deadly diseases.

- b. New equipment have been developed which have made treatment of diseases like cancer easier.
 - c. New diagnostic technology has emerged thus making testing of diseases like cancer easier.
 - d. Because of new technology, treatment of many is faster and more effective.
 - e. Knowledge in medical research and other medical matters can easily be shared across the globe hence making it easier to get medical solutions.
- (Accept any other sensible answer.)

Topic Area 5: Culture

Subtopic Area 8: Cultural Diversity

Unit 11: Heritage and Culture

Subtopic Area 9: Gender

Unit 12: Gender and Society

Subtopic Area 10: Arts

Unit 13: The Arts and Society

UNIT 11:

HERITAGE AND CULTURE

Number of Lessons: 9

(Student's Book pages 126-142)

Key Unit Competence:

To be able to appreciate national heritage, cultural preservation and recognise their impact.

Learning objectives

1. Knowledge and understanding
 - a. Recognise national heritage.
 - b. Explain the role of cultural preservation.
 - c. Describe harmful social and cultural practices that have a negative impact on health.
 - d. Identify key cultural norms and sources of messages relating to our life style.
2. Skills
 - a. Distinguish positive and negative cultural practices.
 - b. Analyse how different cultures impact on life style and habits.
3. Attitudes and values
 - a. Inherit national positive heritage.
 - b. Recognise the difference of cultures and live fairly.

Link to other subjects

This topic is related to the topic of Connections and comparisons in Literature. The teacher should make reference to these subjects when teaching this unit to show the relationship between the subjects.

Assessment criteria

Assessment should be made to establish the learner's ability to analyse the national heritage and cultural diversity.

Materials needed

Books, videos, newspapers, media, guest speakers, and ceremonies.

Information to the teacher

This unit shall cover content related to culture. Maximise on the subsections provided to expose the learners to all the relevant skills and applicable knowledge as guided in this book.

Make use of the learner's knowledge to engage them in contextualising the various aspects of culture being taught in each lesson. Endeavour to utilise their cultural knowledge and diversity to further exemplify how systems of culture are interrelated and the role they play in organising the society to be the way it is.

Ensure to create emphasis on the dynamic nature of culture in the process of maintaining the positive practices and eradicating any practice that is detrimental to the society's well being.

The unit has activities and exercises in the Student's Book for the learners to engage in discussions. Ensure to make maximum use of these sections to help the learners gain all the necessary skills.

11.1 Elements of national heritage

(Student's Book pages 127 - 135)

Lesson 1 and 2

Lesson objectives: By the end of this lesson, the learners should be able to recognise national heritage.

Teaching/ learning methods

- i. Question and answer
- ii. Discussion method
- iii. Teacher exposition
- iv. Individual work

Suggested teaching approaches

1. First get the learners into their groups; ensure the groups are balanced in terms of ability.
2. Guide them to do Activity 1 in the Student's Book page 126 in groups.
3. Have representatives of each group present their answers.
4. Use the answers they present to introduce the concept of heritage, and then explain further about the elements of national heritage.
5. Facilitate a whole class discussion of the answers they give, while making corrections where necessary.
6. Add to their knowledge using the notes on elements of national heritage as provided in the Student's Book in addition to your researched knowledge. Explain on each element using examples, while at the same time engaging the learners to add on the examples.
7. Let the learners do the activities in the introduction of each element in their groups as the secretaries write down the answers they agree on.
8. Organise for presentations; have different groups present on different

elements of national culture as you make corrections where necessary.

Generic competences to be addressed

- **Cooperation and interpersonal skills:** This is achieved through group work. As the learners discuss, they interact with each other while sharing ideas and cooperate to agree on specific answers.
- **Communication skills:** This is achieved through presentations in class. Learners enhance their oral communication skills when they make presentations.

Activity 1 (Student's Book 126)

1. Mwami palace
2. Dancers wearing traditional costumes
3. Buildings of the National Museum of Rwanda
4. Police working with civilians
5. Baboons
6. A mountain / volcano

Activity 2 (Student's Book 127 - 128)

Picture 1: The Rwanda national flag
Picture 2: People wearing dressed in traditional dress
Picture 3: People in modern dress code

Activity 3 (Student's Book 130)

Supervise students as they narrate stories.

Activity 4 (Student's Book 131 - 133)

Picture 1: Items weaved in the traditional Rwandan way
Picture 2: Dancers in traditional costumes
Picture 3: Different types food
Picture 4: The Rwanda basket
Picture 5: Drums
Picture 6: Rwandan house

11.2 The role of cultural preservation

(Student's Book pages 135 – 136)

11.2.2 The role of cultural preservation

Lesson 4

Lesson objective: By the end of the lesson learners should be able to explain the role of cultural preservation.

Suggested teaching /learning methods

1. Discussion method
2. Teacher exposition (Explanation and description)
3. Question and answer

Suggested teaching approach

1. Introduce the lesson by discussing Activity 5 with the learners, to help them understand the concept of preservation.
2. Facilitate presentations by all groups, as you make corrections where necessary. Add to their knowledge using the notes in the Student's Book and further information you may have from research.

Generic competences to be addressed

- **Cooperation and interpersonal skills:** This is achieved through group discussions.
- **Communication skills:** This is achieved through presentations.

Answers

Activity 5 (Student's Book 135)

1. It safeguards a community's traditions,

good practices and ways of life from being eroded.

2. It enables in a country to keep its heritage and maintain it.
3. It guides on performance of cultural practices such as naming of children, payment of dowry and burying the dead.

Activity 6 (Student's Book 136)

We can preserve culture in the following ways:

1. Participating in family traditions.
2. Learning to speak the ancestral language that an individual is born into.
3. Sharing knowledge and information about each culture's way of dress, music, art and storytelling.
4. Keeping traditional artwork in museums as cultural artifacts.
5. Through social gatherings where songs, proverbs and stories can be shared.
6. Maintaining family history through giving children names of dead ancestors in order to keep their legacy and name alive.

11.3 Impact of differing cultures on lifestyles and habits

(Student's Book pages 136 – 139)

Lesson 5 and 6

Lesson objective: By the end of this lesson, learners should be able to:

- i. Analyse how different cultures impact on lifestyle and habits.
- ii. Recognise the difference of cultures and live fairly.

Teaching/ learning methods

1. Teacher exposition
2. Group work
3. Presentation

Suggested teaching procedure

1. Engage the learners in a class discussion on Activity 7 and guide them to understand the term 'lifestyle and habits.'
2. Arrange the learners in groups taking into consideration all aspects of inclusivity and ask them to choose group secretaries.
3. Tell them to discuss how culture can influence habits and lifestyles using examples from their social lives.
4. Have representatives of each group present their answers.
5. Discuss with them the answers they give using the notes provided in the Student's Book and any other additional information.
6. Ask learners to summarise the points they have discussed in their exercise books.

Generic competences to be addressed

- **Cooperation and interpersonal skills:** this is achieved through group discussions.
- **Critical thinking:** The learners are required to think critically in order to figure out how culture impacts on life style.

Crosscutting issues to be addressed

Standardisation culture: Lifestyle involves the standards of living. When discussing this topic, the teacher is required to emphasise to the learners the advantages of high living standards.

Answers to Activity 7 (*Student's Book page 136*)

Possible answer:

In class, girls may prefer certain games that are considered to be less roughly played, such as handball and hide and seek among others, while boys are likely to be more inclined to rougher games such as soccer and rugby. This is a belief instilled in the students by the culture from which they have grown and is stereotypical, as any gender can play all games. There are no specific games for girls and boys.

Other factors that impact on lifestyle

Lesson 7

(*Student's Book page 139*)

Lesson objective: By the end of this lesson, learners should be able to:

- i. Explain the factors that impact on lifestyle.
- ii. Identify key cultural norms and sources of messages relating to our lifestyle.

Teaching/ learning methods

1. Group work
2. Presentations
3. Individual work

Suggested teaching approach

1. Arrange the learners in groups taking into consideration all aspects of inclusivity and ask them to choose a group secretary.

2. Have representatives of each group present on at least one factor that impacts on lifestyle.
3. Discuss with them the answers they give using the notes provided in the Student's Book and any other additional information.
4. Ask learners to summarise the points they have discussed in their exercise books.
5. Make corrections where necessary, while adding to the points where you feel they have not been exhausted.

Generic competences to be addressed

- **Cooperation and interpersonal skills:** Working together in groups leads to respect for others.
- **Communication skills:** This is achieved through class presentations.
- **Critical thinking:** Learners are required to apply critical thinking skills in order to use the knowledge they have on culture and come up with opinions on how it influences habits and lifestyles.

11.4 Influences of culture on what is considered acceptable and unacceptable sexual behaviour.

(Student's Book pages 139-140)

Lesson 8

Lesson objective: By the end of this lesson, learners should be able to describe harmful social and cultural practices that have a negative impact on health.

Teaching/ learning methods

1. Question and answer
2. Teacher exposition
3. Discussion method

Suggested teaching approach

1. Introduce the lesson by engaging the learners in a discussion of Activity 8.
2. Have as many learners give their opinions as possible.
3. Arrange the learners in groups taking into consideration all aspects of inclusivity and ask them to choose a group secretary.
4. Ask the groups to discuss Exercise 1 on page 140 of the Student's Book as the secretaries take down the notes.
5. Allow for presentation by each group and add on to what they have while making corrections where necessary.

Generic competences to be addressed

- **Cooperation and interpersonal management skills:** This is realised through group discussions.
- **Communication skills:** This is realised through class presentation.

Crosscutting issues to be addressed

- **Comprehensive sexuality:** The discussions in this lesson are focused on ways in which in the cultural context some sexual behaviour is considered unacceptable.

Answers to Activity 8 *(Student's Book page 139)*

Possible answers:

Some of the taboos include:

- Homosexual relationships
- Premarital sex
- Incest

Any other correct answer

Answers to Exercise 1 *(Student's Book Page 140)*

Social and cultural practices that are

harmful to health include:

- Female Genital Mutilation
- Polygamy
- Wife inheritance

11.5 Ways in which culture, human rights and social practices influence gender equality and gender roles

Lesson 9

(Student's Book pages 140 – 141)

Lesson objective: By the end of this lesson, learners should be able to distinguish positive and negative cultural practices.

Teaching/ learning methods

- i. Teacher exposition
- ii. Discussion method
- iii. Pair work

Suggested teaching methods

1. Facilitate a whole class discussion on Activity 9. Use the answers given by the learners to explain further on gender roles in society as constructed by culture.
2. Put the learners into groups of four, endeavour to have mixed abilities together. Ask all the groups to do Activity 10.
3. Have each group choose a representative to present at least one human right they have talked about in the group.
4. Engage the learners in a discussion about ways in which the human rights influence gender equality and roles.
5. Guide the learners to understand how discrimination influences gender equality and gender roles.

Extended activity

Ask the learners to distinguish between positive and negative cultural practices.

Generic competences to be addressed

- **Cooperation and interpersonal skills:** This is achieved through discussions and pair work.

Answers to Activity 9 (Student's Book Page 140)

Possible answers

1. Roles that female members of the family that would seem inappropriate for the male members to do include:

- Baby seating
- Cooking
- Washing utensils
- Cleaning the house

Any other correct answer

2. The roles played by men and women are socially constructed. The society has expectations of what men should do, and what women should do. It is therefore a social framework, that people within a society develop and live by.

Answers to Activity 10 (Student's Book Page 141)

Human rights include:

- Right to life
- Freedom from torture and inhuman or degrading treatment
- Right to liberty and security
- Freedom from slavery and forced labour
- Right to a fair trial
- No punishment without law
- Respect for your private and family life, home and correspondence

-
- Freedom of thought, belief and religion
 - Freedom of expression
 - Freedom of assembly and association
 - Right to marry and start a family
 - Protection from discrimination in respect of these rights and freedoms
 - Right to peaceful enjoyment of your property
 - Right to education
 - Right to participate in free elections

Test your competence

Answers

The following aspects of Rwandan national heritage should be mentioned:

1. Fabric: Itorero, ndi umunyarwanda
2. Stories: Ibitekerezo, Ibisigo, ubucurabwenge
3. Culture: food, clothing, housing, art, traditional ceremonies and dances

Number of Lessons: 5

(Student's Book pages 143-153)

Key Unit Competence:

To be able to relate or interact effectively with families, peers at school and community.

Learning objectives

1. Knowledge and understanding
 - a. State the meaning of gender, gender equality and equity.
 - b. To identify the benefits of gender equality and complementarity.
 - c. To identify the gender roles and gender stereotypes.
 - d. To state the impact of gender stereotypes on individuals, families and society.
2. Skills
 - a. To apply gender equality principles in day-to-day life.
 - b. To detect gender bias and discrimination in any situation/ environment.
 - c. To apply effective communication in building healthy relationship.
 - d. To apply effective communication to avert unwanted sexual pressure and abuse by peers, people in position of authority and other adults.
 - e. To assert your ideas without offending.
 - f. To negotiate your way for any circumstance.
 - g. Demonstrate relevant communication skills (e.g. assertiveness refusal) in resisting sexual abuse.
3. Attitudes and values
 - a. Display cooperation between peers and opposite sex.
 - b. To treat others equally.
 - c. To show tolerance towards others' perspectives/ beliefs.
 - d. To show respect to opposite sex, age and disabilities.
 - e. Appreciate the right words to use in effective communication.
 - f. To show empathy in communication.

Link to other subjects

This topic is related to the topic of media in Social Studies Family and Community, Human Rights Duties and Responsibilities, Conflict Transformation in History and Citizenship and Reproduction and Reproductive Health in Biology. The teacher should make reference to these subjects when teaching this unit to show the relationship between the subjects.

Assessment criteria

Assessment should be made to establish the learner's ability to analyse a case study or circumstance with gender issues/ stereotype behaviours and suggest solutions to address those issues.

Materials needed

Books and publications on gender.

Information to the teacher

This unit covers content related to gender equality and equity. Maximise on

the subsections provided to inculcate an attitude of promoting gender equality in learners. Also expose the learners to all the relevant skills and applicable knowledge as guided in this book.

Make use of the learner's knowledge to engage them in explaining the various stereotypes advanced in the society and opening their minds to the benefits of gender equality both to the individual and the society. The unit has activities and exercises in the Student's Book for the learners to engage in discussions and debates. Ensure to make maximum use of these sections to help the learners gain all the necessary skills.

12.1 Gender equality and equity

Lesson 1

(Student's Book pages 143 – 144)

Lesson objectives: By the end of this lesson, the learners should be able to state the meaning of gender, gender equality and gender equity.

Teaching/ learning methods

- i. Question and answer
- ii. Individual work
- iii. Discussion method
- iv. Teacher exposition

Suggested teaching approaches

1. Begin the lesson by asking the learners what they understand by the term 'gender.' Have as many learners as possible brainstorm on its meaning as you gauge the level of their understanding.
2. Use the social set up of the society the learners live in to trigger a clearer understanding of gender.

3. Ask the learners to do Activity 1 of the Student's Book individually.
4. Have the learners describe how the female gender differs from the male gender; elicit from them the common perceptions about the two genders in the society.
5. At this point guide their understanding of gender, correcting the misconceptions of stereotypes that may be expressed.
6. Introduce the concept of equality, equity and complementarity.
7. Arrange the learners in groups; ensure the groups are balanced in terms of ability.
8. Facilitate a whole class discussion of the concepts of gender, gender equality and gender equity. You may also introduce gender complementarity in the discussion.

Generic competences to be addressed

Cooperation and interpersonal skills:

This is acquired through group work.

Answers to Activity 1 *(Student's Book Page 143)*

1. Gender means the characteristics of male and female according to culture, while society refers to people living together in an ordered community.
2. Possible answers: men, women; adults, children

Answers to Activity 2 *(Student's Book page 143)*

1. Gender equality means that women and men, girls and boys, enjoy the same rights, resources, opportunities and protection. Gender equity on the

- other hand, is the process of avoiding discrimination on the basis of sex (male/ female).
2. Students should give their opinion on what they think about the society, and support their answers with tangible illustrations.
 3. Human beings need equality as without it, some people feel oppressed by others and this can lead to disharmony in the society.

How to promote gender equality

Lesson 2

(Student's Book pages 144 – 146)

Lesson objective: By the end of the lesson learners should be able to apply gender equality principles in day to day life.

Suggested teaching/learning methods

1. Discussion method
2. Teacher exposition (Explanation and description)
3. Individual work

Suggested teaching procedure

1. Introduce the lesson by informing the learners that this lesson will help them learn ways of exercising and fostering gender equality in their various spheres of life.
2. Begin by reviewing the previous lesson.
3. Ask them to use the definitions and understanding of gender equality they gained from the previous Lesson, to mention using examples how gender equality can be exercised. Give them various contexts such as school, at home in the offices in leadership, etc.

4. Guide them to think critically while giving examples.
5. Ask them to sit in the groups they used in the previous lesson and do Activity 3. Instruct the secretaries to take notes of the discussion.
6. Facilitate presentations of the points they discussed in groups and add to their answers where necessary.
7. Ask the learners to do Exercise 1 individually.

Generic competences to be addressed

- **Cooperation and interpersonal skills:** This is achieved through group discussions.
- **Communication skills:** This is achieved through presentations.
- **Critical thinking:** To do Activity 3, learners are required to think critically.

Crosscutting issues to be addressed

- **Gender education:** The topic of discussion encourages gender equality.
- **Inclusive education:** By advocating for gender equality, the teacher together with the learners embrace the need for all children whether male or female, to pursue education.

Answers to Activity 3

(Student's Book page 144)

1. Gender equality can be promoted in the following ways:
 - Ensuring fair representation of both men and women at all levels, even leadership positions
 - Doing away with stereotypes and beliefs that portray one gender as incapable of doing certain things
 - Ensuring opportunities and

resources are equally availed for both genders. E.g. An education for system

- Discourage gender violence and sexual harassment by establishing law that forbids such acts

2. Reasons why the government should promote gender quality:

- It is important for the government to promote gender equality because gender equality enables all people, both men and women to participate fully towards building the nation and developing the economy without any form of oppression or discrimination. It also enhances peace as all people feel recognised and needed.

Exercise 1 (Student's Book page 146)

- i. Gender refers to the social understanding of being male or female. It goes beyond the biological meaning to a cultural meaning.
- ii. Gender equality means that women and men, girls and boys, enjoy the same rights, resources, opportunities and protection.
- iii. Gender equity is the process of avoiding discrimination on the basis of sex (male/ female). This can be by; engaging both sexes in decision making, allocating resources equally and providing equal opportunities.

12.2 Benefits of gender equality and complementarity

Lesson 3

(Student's Book pages 146 – 147)

Lesson objective: By the end of this lesson, learners should be able to:

- i. Identify benefits of gender equality and complementarity.

- ii. Assert their ideas without offending.
- iii. Negotiate their way for any circumstance.
- iv. Demonstrate relevant communication skills (e.g. assertiveness, refusal)

Teaching/ learning method

1. Teacher exposition
2. Question and answer
3. Discussion method
4. Debate

Suggested teaching approach

1. Tell the learners that in this lesson they will learn how gender equality benefits the individual and the society as a whole.
2. Ask them guiding questions such as what they think is an ideal society; is it a society in which one gender is perceived to be inferior to the other or a society in which both genders are accorded equal respect. You may expound this example by demonstrating to them the characteristics of a society where one gender is discriminated against and another where both genders are valued.
3. Use the ideas they give to trigger more thinking on the benefits of gender equality.
4. Do not discourage differing views from what the topic advances, instead use them as a basis for a rigorous debate.
5. Arrange the learners in two groups and assign different learners various roles to facilitate the debate. Allow the learners to choose between supporting gender equality and opposing it.

6. Ask them to debate the motion in Activity 4 of the Student's Book.
7. Conclude the debate with a discussion geared towards fostering positive attitude towards gender equality. Emphasise that gender equality is beneficial to both the individual and the society.
8. Ask the learners to do Exercise 2 on the Student's Book page 147.

Generic competences to be addressed

- **Communication skills** – The learners practise communication skills through orally presenting their ideas during the debate.
- **Lifelong learning:** This lesson exposes the learners to real life social challenges, and at the end the learners are able to embrace gender equality. They are likely to apply the knowledge they gain in this lesson while relating with other people both at school and at home.
- **Critical thinking:** The learners are required to think critically about the benefits of gender equality and express their opinions in the debate.

Answers

Exercise 2 (Student's Book page 147)

Benefits of gender equality and complementarity

1. When women are presented with equal opportunities as men, they are able to acquire education as opposed to when they do not enjoy gender equality.
2. Career progression for women becomes easier when there is gender equality and complementarity.
3. Women are able to enjoy financial independence and new roles in

society when gender equity is put in practice.

4. When women are given the same opportunities as men, there is human development in the society.
5. When all members of the society have the opportunity to earn, there is likely to be improved economic growth.
6. When women get equal opportunity as men, they also enjoy freedom, choice and happiness.
7. Gender equality improves economic and social conditions for everyone. When both parents are earning, families are healthier and better fed. Their income, savings and investments go up. This extends to the community and the entire nation.
8. When both girls and boys live free from rigid stereotypes that limit their potential, they are able to exploit their full potential in a way that benefits themselves and the society they live in.
9. In organisations and institutions where there is gender balance, there is likely to be better decision-making and more effective implementation of these decisions as everyone is involved in decision and therefore own the decisions made.

12.3 Gender roles and gender stereotypes

Lesson 4

(Student's Book page 147 – 150)

Lesson objective: By the end of this lesson, learners should be able to identify gender roles and stereotypes.

Teaching/ learning methods

1. Question and answer
2. Teacher exposition
3. Role play
4. Group work
5. presentation

Suggested teaching approach

1. Ask the learners what they understand by the term 'stereotype'.
2. Give them an example, of girls versus boys. Ask them what beliefs are held about girls and women as compared to boys and men in their community.
3. Take as many answers as possible. Encourage the learners to give whatever opinions they have without worrying whether they are right or wrong.
4. Choose two learners to role play the dialogue between Jacob and his father on page 147 of the Student's Book.
5. Ask the learners what they would say about that skit concerning gender equality. Give several learners an opportunity to give their views on the dialogue. Guide them to compare what is happening in that skit to what happens in their homes or community.
6. Facilitate a whole discussion on the reversal of gender roles in the modern society. Use the notes in the Student's Book in addition to your researched knowledge to guide the learners.
7. Ask the learners to sit in groups and discuss the Exercise on page 150 of the Student's Book.
8. Give all groups an opportunity to present their answers in class as you make corrections where necessary.

Generic competences to be addressed

- **Critical thinking and problem solving skills:** This is exercised when the learners compare what happens in the dialogue they read in class with what happens in their real lives. The Exercise also requires learners to think critically to identify the stereotypes in their communities.
- **Communication skills:** This is enhanced through class presentations.
- **Cooperation and interpersonal management:** Acquired through team work during group discussions.

Answers

Activity 5 (Student's Book page 147)

Open-ended

Activity 6 (Student's Book page 148)

1. Nursing is assumed to be suited to ladies/ women.
2. Police/ military jobs are seen as a man's role.
3. Household chores such as cooking are presumed to be a woman's role.
4. Mechanic work should be done by men according to gender roles.

Exercise 3 (Student's Book page 150)

Open-ended

12.4 The impact of gender stereotypes on individuals, families and society

(Student's Book page 150-151)

Lesson 5: Case study

Lesson objective: By the end of this lesson, learners should be able to state the impact of gender stereotypes on individuals, families and society.

Teaching/ learning methods

1. Teacher exposition
2. Discussion method
3. Pair work
4. Group work

Suggested teaching approach

1. Introduce the lesson by asking the learners how they think, stereotypes affect them as individuals. Ask individual learners to share with the rest of the class, any instance when they felt they were being discriminated against because they are either boys or girls. Give them examples of boys being asked to carry heavier loads than girls of their age; girls having so many house chores to attend to when their male siblings are idle and so on.
2. Engage them in a discussion about the leadership positions, could be in church, in class, in the government, etc do they find female leaders operational? Ask them the benefits of having both genders in leadership positions.
3. Introduce the case of career choice focusing the discussion on the impact of gender stereotypes on career choices. Contextualise the argument by mentioning the freedom to pursue one's dreams without any hindrances of societal expectations.
4. Engage the learners in a discussion about the society's expectation about maleness in character and occupation and how this affects individuals, and deprives the society of proper use of human potential in different individuals.
5. Ask the learners to do Exercise 4

in pairs, and mark their answers correcting them where necessary.

6. Guide the learners on how to go about answering the question given below, and give them one week to discuss in groups and write down the answers to present at a later date, under your supervision.

Generic competences to be addressed

- **Critical thinking:** For the learners to conceptualise how gender stereotyping affects them as individuals and as a society they are required to think critically.

Answers to Activity 7 (*Student's Book Page 150*)

Students should give opinions that discourage the stereotype that it is the role of girls and not boys to maintain cleanliness.

Exercise 4

Answers (*Student's Book page 151*)

The following are the impacts of gender stereotypes on individuals, families and society.

- i. The assumption that women are more emotional than rational is demeaning to the female gender and makes them look inferior to the male gender. This can lead to disrespect in the family and consequently break the harmony that should be in a family.
- ii. Gender stereotyping also can cause discrimination of family members in sharing roles. The girl child for example may be overwhelmed with responsibilities such as preparing meals, cleaning, laundry and buying grocery while her male siblings engage in fun activities.

- iii. Another problem with stereotyping at the family level is the ability to provide for the family. The question on who is to fend for the family does not have a fixed answer as any member of the family can be the breadwinner depending on the situation. Stereotyping that presumes that the man should fend for the family can be detrimental when the man in the family is not able to earn for one reason or the other. He may feel incapable of doing his duty even when he is not to blame. This can also have a negative impact on the family because the idea that a woman should not earn for the family, is a hindrance to improving the living standards of the family as the income comes from one source.
- iv. The ideal masculinity of not expressing emotions can also cause psychological distress on the boy child. This results from suppressing feelings in fear of being regarded as a coward.
- v. Stereotyping can also deter individuals from pursuing their career of interest, hence denying them a fulfilled life. For example, a female student may have interest in a mechanical job, but the fear of not meeting the expectations of the society may hold her from pursuing her dream hence not achieving her full potential.
- vi. An individual's self esteem can also be affected by stereotypes. When women are viewed as the carriers of burden who must always be submissive and have no place in

decision making, their sense of value is ideally killed, yet they are a central part of the society in real sense and can make great leaders.

Extended Activity

In pairs, explain how the media has affected gender roles in society.

Answers

Ways in which the media has affected gender roles in society:

- The media portrays gender stereotypes through videos, songs, news items and other forms of communication and in this way it encourages gender inequality.
- (Mark any other correct answer)
- The essay written by the learners should be of appropriate length, proper language and coherent.

Test your competence

Answers

1. There is gender discrimination against Rose.
2. Rose is given the responsibility of taking care of children because that is seen as feminine.
3. The stereotype is that women cannot be leaders. That is why whenever she applied for a promotion she was told: 'You are a woman'.
4.
 - stop gender discrimination.
 - Stop gender stereotyping.
 - Give equal opportunities to all.
 - Embrace meritocracy during promotions.

Number of Lessons: 8

(Student's Book pages 154-171)

Key unit competence:

To be able to compare various forms of art.

Learning objectives

1. Knowledge and understanding
 - i. Identify the forms of art.
 - ii. Distinguish various forms of art.
 - iii. Show characteristics of fine arts by region.
 - iv. Link different forms of arts and where they are used.
2. Skills
 - i. Show how the various forms of art are used.
 - ii. Compare various forms of art including architecture, painting, fashion, photography, sculpture & music from a variety of cultures, styles & traditions.
3. Attitudes and values
 - i. Appreciate the role of various forms of art to an individual, nation & the world at large.
 - ii. Use the forms of art in day to day life.

Links to other subjects

This unit is related to the following topics; Civilisation in History forms of literature in Literature and individual and society in History. The teacher should show the relationship between these topics when teaching.

Assessment criteria

Assessment should be made to establish the learner's ability to be able to analyse the role of art to an individual, nation and global community.

Materials required

Books, videos, newspapers, media, guest speaker and ceremonies

Information to the teacher

This unit shall cover content related to arts and their functions in the society. Maximise on the subsections provided to expose the learners to all the relevant skills and applicable knowledge of art as guided in this book and the Student's Book.

Engage the learners in giving examples while explaining the various aspects of art. Make use of their knowledge and build around it to introduce other new aspects that they need to learn.

The unit has activities and exercises in the Student's Book for the learners to engage in discussions. Ensure to make maximum use of these sections to help the learners gain all the necessary skills.

13.1 History of arts

(Student's Book page 154)

Lesson 1

Lesson objectives: By the end of this lesson, the learners should be able to explain the history of art.

Teaching/ learning methods

- i. Question and answer
- ii. Discussion method
- iii. Teacher exposition

Suggested teaching approaches

1. Ask the learners to brainstorm on how they think art came to be.
2. Trigger their thinking by asking them about ancient art; whether it existed in the ancient days.
3. Ask them to give their opinions on how art was expressed in the olden days.
4. Use the notes in the Students Book and any other addition knowledge applicable to explain to them the history of art.
5. Arrange them in groups and ask them to do Activity 1 in the Student's Book page 154.
6. Have representatives of various groups make presentations of what they discussed as you make corrections where necessary.

Generic competences to be addressed

- **Cooperation and interpersonal skills:** This is acquired through group work.
- **Communication skills:** This is acquired through presentation.

Activity 1 (Student's Book pages 154)

1. Art is a collection of creative human activities and the expression of those activities. It involves creativity.
2. Drawing, painting, sculpture, photography, craft, design, music, poetry etc.
3. Open ended answers. Possible

answers include: Drawing, painting, sculpture, photography, craft, design, music, poetry etc.

13.2 Forms and uses of art

(Student's Book pages 155)

13.2.1 Forms of art

Lesson 2

Lesson objective: By the end of the lesson learners should be able to:

- i. Identify the forms of art.
- ii. Distinguish the various forms of art.

Suggested teaching /learning methods

1. Question and answer
2. Discussion method
3. Teacher exposition (Explanation and description)
4. Presentation

Suggested teaching procedure

1. Introduce the lesson by informing the learners that in this lesson, they will learn about the different art forms.
2. Ask the learners what art they see or take part in when at home. Take as many answers as possible while engaging the whole class in a discussion of the answers brought forward.
3. Arrange the learners into groups considering all aspects of inclusivity and ask them to discuss Activity 2 on page 155 of the Student's Book.
4. Instruct all learners to note down in their exercise books the points passed across in the discussion.
5. Give group representatives each an art form to make a short presentation on and make corrections where

necessary while filling the gaps that may be left during the presentation.

Generic competences to be addressed

- **Critical thinking:** The learners are required to apply critical thinking to decide whether an activity is an art or not.
- **Cooperation and interpersonal skills:** This is achieved through group discussions.
- **Communication skills:** This is achieved through presentations.

Activity 2 (Student's Book pages 155)

1. - The visual arts
- Performing arts
- Media arts
- Culinary arts
- Literature
2. Value of art to a society:
- To entertain
- To give pleasure
- To communicate ideas
- To promote social cohesion
- To preserve history etc.

Uses of art

(Student's Book page 156)

Lesson 3

Lesson objective: By the end of this lesson, learners should be able to show how the various forms of art are used.

Teaching/ learning method

1. Question and answer
2. Teacher exposition
3. Discussion method
4. Presentation

Suggested teaching approach

1. Introduce the lesson by asking the learners what type of art they like most.
2. Ask them to give reasons why they like that form of art.
3. From the answers they give, guide them to derive some of the uses of art.
4. Ask them to sit in their groups and discuss the uses of art provided on page 156 of the Students Book.
5. Divide the uses they have discussed among various groups, have each group present on at least two uses of art. Emphasise that they explain using examples from their own experiences or those from the community.

Generic competences to be addressed

- **Lifelong learning:** By leaning how useful art is in life, the learners also learn to appreciate art and use it positively.
- **Communication skills:** This is enhanced when learners make presentations in class.
- **Cooperation and interpersonal skills:** This skill is fostered through group discussions.

13.3 Characteristics of fine art by region (African, European, Asiatic, Egyptian, Greek, Italian, American, Chinese)

(Student's Book pages 156 – 160)

Lesson 4

Lesson objective: By the end of this lesson, learners should be able to:

- i. Show characteristics of fine arts by region.
- ii. Link different forms of arts and where they are used.

Teaching/ learning methods

1. Question and answer
2. Teacher exposition
3. Group work
4. presentation

Suggested teaching approach

1. Arrange the learners in groups, considering all aspects of inclusivity, and appoint a secretary for each group.
2. Ask them to do Activity 3 on page 156 of the Student's Book in groups.
3. Facilitate presentations of the group work and ensure that all the groups are represented.
4. Use the group presentations to engage the learners in a discussion of how art in different regions has been influenced by cultural beliefs and history.
5. Elicit as many examples as possible from the learners.

Generic competences to be addressed

- **Critical thinking:** This is exercised when learners attempt to get answers of the Activity from the communities they live in.
- **Communication skills:** This is enhanced through class presentations.
- **Cooperation and interpersonal management:** Acquired through team work during group discussions.

Activity 3 (Student's Book pages 156)

Open ended answer. Possible answer:

Art reflects the cultural, environmental and historical context of the regions they are created in. Any work of art

therefore reflects an aspect of culture or history of a particular region. Art from Africa shows the cultural, environmental and historical aspects of the African continent. For example, drawings from Africa will reflect the social, political and religious settings of Africa.

Exercise 1 (Student's Book pages 160)

- African art is characterised by, pottery, paintings, sculptures, carvings, weaving etc.
- Chinese art is characterised by calligraphy, ceramics, engravings, jewellery, paintings, photography, sculptures, weaving, woodwork etc.
- Asia is characterised by dance and theatre performances.
- Greek art is characterised by aspects of painting, sculptures etc
- American art is characterised by painting, sculpture etc.

13.4 Various forms of art classifying them by region

(Student's Book pages 160 – 166)

Lesson 5

Lesson objective: By the end of this lesson, learners should be able to compare various forms of art including architecture, painting, fashion, photography, sculpture & music from a variety of cultures, styles & traditions.

Teaching/ learning methods

1. Teacher exposition
2. Group work
3. Presentations
4. Pair work

Suggested teaching approach

1. Arrange the learners in groups mixing learners of varying abilities and ask them to discuss and summarise the various forms of art by regions as presented in the Student's Book pages 160 – 166.
2. Choose representatives of each group to present at least one region explaining how its cultural beliefs and historical experiences have shaped its culture.
3. Emphasise that the presentations should include examples, and engage the rest of the class as presentations go on.
4. Use Activity 4 to engage the learners in a deeper discussion on different aspects of culture in different regions.

Generic competences to be addressed

- **Critical thinking:** This is exercised when learners compare art in various regions and relate it to their culture and historical experiences.
- **Communication skills:** This is enhanced through class presentations.
- **Cooperation and interpersonal management skills:** Acquired through team work during group discussions.

Activity 4 (Student's Book pages 160)

1. Open ended answers. Possible answers include:
 - Traditional song requires a costume but a secular song does not
 - Traditional song conveys a particular message for a specific function while secular song addresses nothing specific etc.
2. Mushanana

13.5 Classification of arts by fine arts and applied arts

(Student's Book page 166-167)

Lesson 6

Lesson objective: By the end of this lesson, learners should be able to use the forms of art in day to day life.

Teaching/ learning methods

1. Question and answer
2. Teacher exposition
3. Discussion method
4. Presentation

Suggested teaching approach

1. Introduce the lesson by engaging the learners in a discussion of Activity 5 in the Student's Book pages 166.
2. Guide them into differentiating between fine and applied arts using examples they are familiar with.
3. Arrange the learners in groups taking into consideration all aspects of inclusivity and ask them to choose a group secretary.
4. Ask them to discuss Exercise 2 on page 167 of the Students Book.
5. Have representatives of each group use one diagram to explain at least one difference.
6. Make corrections where necessary, while adding to the points where you feel they have not been exhausted.

Generic competences to be addressed

- **Cooperation and interpersonal skills:** Working together in groups leads to respect for others.

- **Communication skills:** This is achieved through class presentations.

Activity 5 (*Student's Book pages 166*)

Open ended answers. Possible answers:

- Used for cooking
- Used for decorating
- Used as flower vases etc.

Exercise 2 (*Student's Book pages 167*)

Fine arts are all the work of art made for beauty or aesthetic purposes. They include sculptures, paintings, music and photography that are only used for decorative purposes. (Check that the objects drawn are purely for decorative purposes.)

Applied arts are the application of design and decoration in objects used every day to make them aesthetically pleasing. (Check that the objects drawn are used in everyday activities e.g decorated pots for cooking and fetching water.)

13.6 Rwandan unique arts and craft

(*Student's Book pages 167 – 168*)

Lesson 7

Lesson objective: By the end of this lesson, learners should be able to show the uniqueness of Rwandan culture.

Teaching/ learning methods

1. Discussion method
2. Question and answer
3. Teacher exposition
4. presentations

Suggested teaching approach

1. Introduce the lesson by reading out Activity 6 on the Student's Book page 167 to the learners.
2. Engage the learners in a discussion on the traditional handicraft mostly done in Rwanda.
3. Ask them to draw examples from their homes and communities.
4. Arrange the learners in groups taking into consideration all aspects of inclusivity and ask them to choose a group secretary.
5. Ask the groups to discuss the other forms of art apart from handicraft; as the secretary notes down all the points they agree on.
6. Choose representatives of each group to present at least one type of art that is unique in Rwanda.
7. Emphasise that the presentations should include examples, and engage the rest of the class as presentations go on.
8. Make corrections and additions where necessary.

Generic competences to be addressed

- **Cooperation and interpersonal management:** This is realised through group discussions.
- **Communication skills:** This is realised through class presentations.

Activity 6 (*Student's Book pages 167*)

Check for the following:

- Traditional handicraft which includes, ceramics, basketry, woodcarvings and contemporary paintings.
- Music and dance

- Architecture, mention of the different forms of houses built over time.

13.7 Importance of the various forms of art to an individual, nation and global community

(Student's Book pages 169 – 170)

Lesson 8

Lesson objective: By the end of this lesson, learners should be able to appreciate the role of various forms of art to an individual, nation and the world at large.

Teaching/ learning methods

- i. Discussion method
- ii. Teacher exposition
- iii. Pair work

Suggested teaching methods

1. Arrange the learners into groups, mixing learners of different abilities and ask them to discuss Activity 7 in the Student's Book page 169.
2. Discuss with them the answers they give using the notes provided in the Student's Book and any other additional information.
3. Ask learners to summarise the points that have been discussed in their exercise books.
4. Ask the learners to do Exercise 3 in the Student's Book page 170 in pairs.

Generic competences to be addressed

- **Cooperation and interpersonal skills:** Working together in groups leads to respect for others.
- **Communication skills:** This is achieved through class presentations.
- **Lifelong learning:** This is acquired when learners gain an understanding of how unique their culture is. They learn to appreciate it more.

Answers

Activity 7 (Student's Book pages 169)

Open ended answers. Possible answers include:

- Traditional music, such as *Intore*
- Secular music etc.

Exercise 3 (Student's Book pages 170)

1. Importance of arts:
 - To entertain
 - To give pleasure
 - To communicate ideas
 - To promote social cohesion
 - To preserve history etc.
2.
 - Music to entertain
 - Paintings to communicate ideas
 - Sculptures and carvings to preserve history
 - Weaving, paintings and drawings to decorate.

13.8 Test your competence

Answers

The following are the roles of art to an individual, national and the global community:

1. Art is a way of communicating beliefs and expressing ideas about the human experience.
2. It provides an opportunity for pleasure.
3. Sculptures serve as symbols as they hold meanings that can be shared by the entire community.
4. Art preserves a community's or a nation's history.
5. Art can be used to express the national identity of a group of people.
6. Art can be a means of distinguishing various nations.