

**General Studies
and
Communication Skills**

**Senior 5
Teacher's Guide**

© 2020 Rwanda Education Board

All rights reserved.

This book is a property of the Government of Rwanda. Credit must
be given to REB when the content is quoted.

FOREWORD

Dear teacher,

Rwanda Education Board is honoured to present General Studies & Communication Skills teacher's guide for Senior Five which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of General Studies & Communication Skills subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

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

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

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

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.

-
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
 - Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
 - Support and facilitate the learning process by valuing learners' contributions in the class activities.
 - Guide learners towards the harmonization of their findings.
 - Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. Even though this teacher's guide contains the answers for all activities given in the learner's book, you are requested to work through each question and activity before judging learner's findings.

I wish to sincerely extend my appreciation to REB staff who organized the editing process of this teacher's guide. Special gratitude also goes to lecturers, teachers, illustrators and designers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next edition.

Dr. NDAYAMBAJE Irénée

Director General, REB

ACKNOWLEDGEMENT

I wish to express my appreciation to all the people who played a major role in editing process of this General Studies & Communication Skills teacher's guide for Senior five. It would not have been successful without their active participation.

Special thanks are given to those who gave their time to read and refine this textbook to meet the needs of competence-based curriculum. I owe gratitude to different Universities and schools in Rwanda that allowed their staff to work with REB to edit this book. I therefore, wish to extend my sincere gratitude to lecturers, teachers, illustrators, designers and all other individuals whose efforts in one way or the other contributed to the success of this edition.

Finally, my word of gratitude goes to the Rwanda Education Board staff particularly those from Curriculum, Teaching and Learning Resources Department who were involved in the whole process of editorial work.

Joan Murungi,

Head of CTRLRD

Contents

Introduction	1
Section 1: Basic information about the book.....	1
Section 2: Pedagogical approach	2
Section 3: Preparing to teach and the teaching process	6
Unit 1: Conflict management	18
1.1 Concept of conflict.....	19
1.2 Types of conflict.....	19
1.3 Causes of conflict.....	20
1.4 Consequences of conflicts.....	21
1.5 Management and transformation of conflict.....	21
1.6 Prevention of conflict.....	22
Unit 2: Leadership, governance and management.....	25
2.1 The concept of leadership.....	26
2.2 Leadership styles.....	27
2.3 Characteristics of a good leader.....	27
2.4 Challenges facing leaders.....	28
2.5 Concept of management.....	29
2.6 Functions of management.....	30
2.7 Characteristics of a good manager.....	31
2.8 Governance (notion, types and functions).....	32
2.9 Relationship between leadership, management and governance.....	37
Unit 3: International relations.....	35
3.1 Concept of imperialism.....	36
3.2 Concept of colonialism.....	37
3.3 Concept of post-colonial nationalism	38
3.4 Concept of neo-colonialism.....	39
3.5 Concept of geopolitics	40
3.6 Impact of neo-colonialism and geopolitics on developing countries.....	41

3.7 Regional and international relations	42
3.8 Regional and international integration.....	44
3.9 South-south cooperation.....	45
Unit 4: Multinational corporations.....	49
4.1 Multinational corporations operating in Rwanda and the East African Community....	50
4.2 Categories of multinational corporations.....	50
4.3 Forms of multinational corporations.....	51
4.4 Advantages and disadvantages of multinational corporations on host countries.....	52
Unit 5: Money and finance.....	54
5.1 Financial institutions	55
5.2 Methods of payment.....	60
5.3 Functions and use of documentation.....	61
Unit 6: Tourism and development.....	64
6.1 Sustainable development.....	65
6.2 Principles of sustainable development.....	66
6.3 Pillars of sustainable development.....	66
6.4 Social sustainability, economic sustainability and environmental sustainability	67
6.5 Sustainability indicators	68
6.6 Role of tourism on sustainable development.....	68
6.7 Traditional sports vs modern sports.....	70
6.8 Role of sports and leisure on sustainable development.....	71
Unit 7: Environment and sustainable development.....	74
7.1 causes of environmental pollution.....	75
7.2 Impact of environmental pollution on sustainable development	76
7.3 Relationship between poverty and environmental issues.....	78
7.4 Principles of environmental management	78
7.5 Environmental management standards.....	79
7.6 Tools used for environment management.....	80
7.7 Importance/contribution of environment management tools to sustainable development.....	81
7.8 Evolution of industries.....	82
7.9 Impact of progress of science.....	82

7.10 Impact of climate change on health and development	83
Unit 8: Importance of ICT in development.....	86
8.1 ICT as mobile phones.....	87
8.2 ICT as internet.....	88
8.3 Role of ICT in creating a global community	89
8.4 Role of ICT in developing international exchange and disseminating scientific ideas.....	90
Unit 9: Writing official documents and mass media.....	93
9.1 Composing text based on own ideas	94
9.2 writing official administrative documents correctly	96
9.3 Mass media.....	105
Unit 10: Fight against cultural discrimination	116
10.1 Concept of culture.....	117
10.2 Types of cultural discrimination.....	118
10.3 Cultural dilution.....	119
10.4 Culture diversification.....	120
10.5 Consequences of cultural diversification	120
10.6 Principles of inclusion	121
Unit 11: Gender based violence and child abuse.....	123
11.1 Definition of gender based violence and child abuse.....	124
11.2 Forms and consequences of gender based violence.....	125
11.3 Forms of child abuse.....	126
11.4 Consequences of gender based violence and child abuse.....	127
11.5 Linkage between gender based violence, HIV and AIDS and STI's.....	128
11.6 Negotiation skills	128
11.7 Mechanism to respond to gender based violence	129
Unit 12: Forms and genres of literature	131
12.1 Forms of literature.....	131
12.2 Genres of literature.....	132

Unit 13: Preservation of national heritage and culture through the arts.....	134
13.1 Types and forms of art	135
13.2 National heritage and culture preservation through arts	136
13.3 Traditional and modern arts.....	136
13.4 Importance of arts.....	137
Unit 14: Nutrition.....	140
14.1 Diet.....	141
14.2 Relationship between diet and non-communicable diseases.....	141
14.3 relationship between hygiene and communicable diseases	142
14.4 Feeding the global population.....	143

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 5 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 14 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 traumatized 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 5

Dates	Unit title	Lesson title	Learning objectives	Resources and references	Teaching methods & techniques	Observations/ self-evaluation (including proposed dates of assessment)
From January 9th (Monday) to January 13th (Friday)	Unit 1: Conflict Management	Lesson 1: The concept of conflict	Learners should be able to explain the concept of conflict.	Books, videos, testimonies, speeches, stories, case studies	<ul style="list-style-type: none"> - Group activities - Exposition method - Question and answer 	<p>The lesson was covered well and the learners were responsive.</p> <p>Strategy: Give the learners case studies to analyse.</p>

<p>From January 16th (Monday) to January 20th (Friday)</p>		<p>Lesson 2, 3 & 84: Types of conflict and causes conflict</p>	<ul style="list-style-type: none"> - Identify different types of conflict in the family, community and nation. - Indicate the causes of conflict. - Compare different types of conflict. - Discuss the causes of conflict. 	<p>Learner's text books, testimonials, stories, films and documents</p>	<ul style="list-style-type: none"> - Group activities - Exposition method - Question and answer 	<p>The lessons were not appropriately covered due to time. Strategy: Lesson to be completed in the next period</p>
--	--	--	--	---	--	--

<p>From January 23rd (Monday) to January 27th (Friday)</p>		<p>Lesson 5 & 6: Consequences of conflicts Management and prevention of conflicts</p>	<ul style="list-style-type: none"> - Assess the consequences of conflict. - Devise ways of managing and transforming conflict. - Use negotiation skills to resolve a conflict. - State & explain the various ways of managing & transforming conflict - Appreciate the various ways of managing conflicts 	<p>Learner's text books, testimonials, stories, films and documents</p>	<ul style="list-style-type: none"> - Group activities - Exposition method - Question and answer 	<p>The lessons were interactive, the learners were able to relate to some of the consequences discussed in societies Strategy: learners to attempt Test your Competence questions</p>	
<p>Comments from School Director/ DOS</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 emphasise the main points, summarise 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 Name: Nyahongoro Secondary School

Teacher's Name: Mihigo Peterson

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
ONE	GSCS	S.5	1	1 of 8	40 Minutes
Type of Special Educational Needs and number of learners				To be identified by the teacher and prepare appropriate materials to cater for them. Shortsighted students to be seated in front of the class. Teacher to write big letters.			
Unit title		Conflict management					
Key Unit Competence:		Manage conflicts					
Title of the lesson		The concept of conflict					
Instructional Objective		By the end of the lesson, learners should be able to explain the concept of conflict using examples from their community.					
Plan for this Class (location: in / outside)		In class					
Learning Materials (for all learners)		Textbooks for General Studies and Communication Skills					
References		Practical General Studies and Communication Skills Student's Book 5 page 3.					

	Description of teaching and learning activities.		
Timing for each step	Teacher activities	Learner activities	Generic competencies and cross cutting issues to be addressed
Introduction 5 minutes	-Guiding learners into interpreting a picture on conflict. (Picture on page 4 of Student's Book)	Interpret the picture on Student's Book page 4.	<ul style="list-style-type: none"> • Communication through presentation. • 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 meaning of conflict. - Monitor the discussions of the students in groups. - Guide students to read the story on pages 3-4 of Student's Book in groups. - Use answers on page 24 of the Teacher's Guide. 	<p>What do you think is the meaning conflict? Discuss groups.</p> <p>(Conflict is the disagreement between one, two or more people that results to disharmony if not well managed.)</p> <ul style="list-style-type: none"> - Read the story in the Student's Book pages 3-4. - Answer questions in the story in groups. 	<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 interpreting the picture on page 4 of Student's Book. • Inclusive education through participation of both gender and those with special needs in group work.

<p>Conclusion 10 minutes</p>	<ul style="list-style-type: none"> • Harmonise the responses from different groups and highlight the key points of the lesson. • Give different assignments, mark and presents the feed back to learners • Give the task to analyse different conflict situations and present about them. 	<ul style="list-style-type: none"> • Ask questions for clarification and further information on the given topic. • Learners take notes and attempt given assignments. • Research on the task given. 	
<p>Teacher self-evaluation</p>	<p>Lesson taught successfully since all the students actively participated and could explain the the concept of conflict with examples.</p>		

Topic Area 1: Living in Society

Subtopic Area 1: Peace and Conflicts

Unit 1: Conflict Management

Subtopic Area 2: Citizenship

Unit 2: Leadership, Governance And Management

Subtopic Area 3: International politics

Unit 3: International Relations

Number of Lessons: 8

(Student's Book pages 2-18)

Key unit competence:

To be able to manage conflicts.

Learning objectives**1. Knowledge and understanding**

By the end of this unit learners should be able to:

- (a) Explain what conflict is.
- (b) Identify different types of conflict in the family, community and nation.
- (c) Indicate the causes of conflict.
- (d) Give examples of consequences of conflict.

2. Skills

- (a) Analyse conflict situations.
- (b) Compare different types of conflict.
- (c) Discuss the causes of conflict.
- (d) Devise ways of managing & transforming conflict.
- (e) Use negotiation skills to resolve a conflict.

3. Attitudes and values

- (a) Show concern for having conflict situations addressed.
- (b) Appreciate the importance of conflict management & transformation.
- (c) Show impartiality in conflict solving.
- (d) Develop social cohesion culture and values.

Links to other subjects

This unit is related to the following subjects studied in French, Kiswahili and Kinyarwanda: Conflict transformation in History and citizenship, Conflict resolution in Religious Education. Refer to them to show the relationship among them.

Assessment criteria

Assessment should be done to establish the learner's ability to propose the strategies of managing & transforming conflicts to a peaceful/peace situation.

There should be both formative and summative assessment. The formative assessment can be done through tasks and activities provided in the Student's Book while the summative one can be done through the questions under 'Test Your Competence' as well as through additional exercises given in this book.

Materials needed

Books, videos, testimonies, speeches, stories, case studies

Information to the teacher

This unit is about conflicts and approaches of managing conflicts. It is sub divided into smaller sub units that help in covering details about various types, causes and ways of avoiding conflicts. The teacher should ensure to engage the learners in all the lessons

to ensure that not only is the knowledge gained, but other relevant skills in the process of learning are acquired. Also, the learners in their daily interactions within and outside school, must have experienced conflicts at varying levels and therefore they can be very resourceful in drawing from their daily life experiences. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to devise additional activities in the lessons. The tasks are meant to gauge the extent of learners' understanding in every section.

1.1 Concept of conflict

(Student's Book page 3-5)

Lesson 1: The concept of conflict

Lesson objective

By the end of the lesson, learners should be able to explain the concept of conflict.

Teaching/learning methods

- i. Group work
- ii. Discussions
- iii. Exposition (Explanation and description)
- iv. Question and answer method

Suggested teaching approach

1. Divide the students into mixed ability groups having boys and girls in the same group, this helps to promote gender equality. Take note of those with disabilities and mix them with others to promote inclusion. Let the learner's study the story given on the Student's Book on page 3-4.
2. Let them brainstorm on the possible cause of the conflict in the story.

3. Guide the learners as they attempt to answer the questions after the story. This will enable the learners have the aspect of what is to be studied.
4. Let the learners present their answers as you instruct them to write down in their exercise book.
5. Give any additional information to supplement on their ideas.

Generic competences to be learned

- **Critical thinking is gained** (through explaining the concept of conflict.)
- **Cooperation** (through working together in groups)

Cross cutting issues to be learned

- **Inclusive education** (through mixed abilities)

Answers to activity 1

(Student's Book Page 3-4)

1. People are fighting.
2. Ingabire and David
3. Because he says Ingabire has become a big girl.
4. He said that Ingabire had grown so tall that she choked him whenever she sat on his lap
5. They were making fun of each other. Accept any reasonable answer.
6. Competition for attention
7. Conflict is a misunderstanding or a disagreement between two or more parties

1.2 Types of conflict

(Student's Book pages 5-6)

Lesson 2: Types of conflict

By the end of this lesson, the learners should be able to name and define the various types of conflicts.

Suggested teaching/learning method

1. Observation
2. Question and answer
3. Group work

Suggested teaching approach

1. Divide the learners into groups of five to discuss the types of conflict that they know of.
2. Have them choose one of them to be the group secretary to present their findings.
3. Listen to the discussion they come up with.
4. Guide them to understand the types of conflict as discussed on page 5-6 of the Student's Book.

Generic competence to be learned

- **Critical thinking** When learners think of various types of conflict in each picture.
- **Research skills** This is acquired when finding out about types of conflict.

Cross cutting issues to be learned

- **Inclusive education:** When all the genders are actively involved and any learner with any form of impairment involved in the process of learning.

Answers to Activity 2

(Student's Book Page 5)

1. Interpersonal conflict
2. Intrapersonal conflict
3. Intragroup conflict
4. Intergroup conflict
5. Ethical conflict

1.3 Causes of conflict

(Student's Book pages 7-8)

Lesson objective

By the end of the lesson the learner should be able to explain the causes of conflict.

Suggested teaching/learning methods

- i. Guided discovery
- ii. Question and answer
- iii. Discussion
- iv. Group work

Suggested teaching approach

1. Begin by instructing the learners to read the news headlines provided in the Student's Book.
2. Ask them how they feel when reading the news headlines.
3. Engage the learners in a discussion to brainstorm on some of the causes of conflict, ensuring that all learners participate. Take into consideration inclusivity.
4. Assess the learner's findings to supplement on their ideas.
5. Go through the notes in the student's Book.

Generic competences to be learned

1. **Critical thinking:** When brainstorming on the causes of conflict.
2. **Cooperation:** When they engage in a discussion.

Cross cutting issues to be learned

- **Inclusive education:** Both genders are actively involved together with any learner with an impairment or disability.

Answers to Activity 3

(Student's Book Page 7)

Open ended answers. The answers given could refer to people's personalities, issues with money, age, upbringing, etc. You as the teacher should help the learners identify the different causes of conflicts.

1.4 Consequences of conflicts

(Student's Book pages 8 - 9)

Lesson 4: Consequences of conflicts

Lesson objective

By the end of the lesson, the learner should be able to state both positive and negative consequences of conflicts

Suggested teaching/learning methods

1. Pair work
2. Discussion
3. Question and answer

Suggested teaching approach

1. Put the students into pairs, and let them read the situation provided in the Student's Book.
2. Lead the learners into a discussion that enables them to share their ideas about the situation.
3. Ask the learners how they think the two conflicts affected the two.
4. Facilitate a whole class discussion, on how they think the two conflicts affected the two.

Use the notes on page 11 of the student's book.

Generic competences to be learned

1. **Cooperation:** Through working in pairs.
2. **Creativity and innovation:** When

suggesting how the two conflicts affected the two.

3. **Problem solving:** When thinking of how the two were affected by the conflicts.

Cross cutting issues to be learned

1. **Inclusive education:** Mixed gender grouping, take note of the impaired learners.
2. **Gender values and peace education:** When the learners work in pairs in a mixed gender that is boys and girls together.
The teacher highlights the need for peace to prevent an occurrence of a conflict.

Answers to Activity 4

(Student's Book Page 8)

Possible answers include:

1. Ishimwe may drop out of school.
2. Ishimwe may have a strained relationship with his friend.
3. Ishimwe may have a disagreement with his father.

Answers to Activity 5

(Student's Book Page 9)

Open-ended answers. Possible answers include:

1. It is not healthy to be in conflict.
2. One lacks peace when in conflict with others.

1.5 Management and transformation of conflict

(Students Book pages 10-12)

Lesson 5 and 6: Management and transforming of conflict

Lesson objective

By the end of the lesson, the learner should be able to:

1. State and explain the various ways of managing and transforming conflict.
2. Appreciate the various ways of managing conflicts.

Suggested teaching/learning methods

1. Reflective method.
2. Question and answer
3. Discussion method

Suggested teaching approach

1. Let the learners suggest possible ways of managing the conflict in Activity 1.
2. Lead them to a discussion on how the different management strategies transform the conflict into a peace situation.
3. Go through the different ways of managing conflicts as given in the Student's Book.

Generic competences to be learned

1. **Critical thinking:** When the learners reflect on the questions on the Student's Book.
2. **Problem solving:** When they reflect on how to resolve the conflicts they are involved in.

Cross cutting issues to be learned

1. **Peace education:** When the learners plan on how to resolve conflicts.
2. **Inclusive education:** Both gender actively involved and any learner with an impairment or disability as well.

Answers to Activity 6

(Student's Book Page 10)

Open ended answers. Possible answers include: getting Paul and Ingabire to explain the reasons for their response. This transforms the conflict into an opportunity for suggesting better ways of dealing with disappointment.

Activity 7

(Student's Book Page 12)

Open-ended. Possible answers include: involving an arbitrator, avoiding her when she starts telling you stories, seeking a friend to mediate.

Possible answers

1. Involve a mediator
2. Explain yourself to your friend.

1.6 Prevention of conflict

(Student's Book pages 12-14)

Lesson 7 and 8: Prevention of conflict

Lesson objective

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

- i. Explain the ways of preventing conflict.
- ii. Apply the ways of preventing conflicts in their daily life.

Suggested teaching/learning methods

1. Group work.
2. Discussion method.
3. Question and answer

Suggested teaching approach

1. In groups, instruct the learners to read the case study given in Activity 8.
2. Let them discuss their opinions on

- the solution given in the case study.
3. Guide them to suggest other ways of dealing with the conflict.
 4. Let them answer the questions in the Student's Book.
 5. Go through the notes in the Student's Book.

Generic competences to be learned

1. **Problem solving:** The learners are required to come up with the importance of discussing the matters with the people they live with.
2. **Cooperation skill:** Through group discussion.

Crosscutting issues to be learned

1. **Inclusive education:** Through including everyone in the discussion.
2. **Peace education:** When discussing the importance of matters with the people we live with.

Answers to Activity 8

(Student's Book Page 12)

1. Open-ended.
2. Open-ended.
3. (a) Mediating
(b) Counselling
(c) Talking about conflict
4. (a) Solving all problems in time
(b) Effective communication
(c) Controlling one's emotion.
(d) Practise patience.
(e) Being sensitive to other people.

Activity 9 (Student's Book Page 14)

Open-ended. Possible answers include:

1. Ways of preventing conflicts at home
 - a. Being polite when talking to other family members

- b. Controlling one's emotions when hurt
- c. Not responding to issues while angry
- d. Seeking the help of parents or older relatives when in a difficult situation
- e. Communicating your ideas clearly

2. Ways of preventing conflicts at home
 - a. Being friendly and courteous to other school mates
 - b. Controlling one's emotions when hurt
 - c. Reporting any difficult matter to the teachers
 - d. Seeking the help of student leaders and / or teachers when in difficult situations
 - e. Obeying all the school rules and regulations

1. Suggest causes of conflicts at home and school.
2. Provide the possible conflict management skills for the above conflicts.
3. Write an essay to show your appreciation that prevention of conflict would benefit people and bring respect to each other's values.

Answers to Extended work

1. Causes of conflicts
 - a. Personalities whereby one person's character differs with another and consequently the point of view of things between them also happens to be different.
 - b. Sensitivity/being hurt; some people reacts to criticism and any negative comment with so much emotion.
 - c. Difference in values; the values instilled

- in one person are very different from those instilled in another such as religious beliefs, cultural standpoints and experiences.
- d. Differences over goals or priorities such as two people in a disagreement over what could be more fulfilling.
 - e. Differences over facts; this is when the truth about a situation is not known and people have different ideas of what the truth about a particular matter is.
 - f. Difference over methods; when people agree on what to do but then fails to agree on how to do it.
 - g. Competition for scarce resources; when resources such as money or other material necessary for a task to be carried out are inadequate. People will be in a conflict
 - h. Misunderstanding; communication can lead to a misunderstanding, which can occur when people fail to get the true intentions communicated to them by others.
 - i. Competition for supremacy; this occurs when one person seeks to outdo another person
 - j. Unfulfilled expectations; when ones expectations are unfulfilled for one reason or another for instance if they are farfetched expectations.
2. Possible conflict management skills
 - a. Solving all problems in time.
 - b. Effective communication.
 - c. Controlling ones emotion.
 - d. Practice patience.
 - e. Being sensitive to other people.
 3. The essay should be written in proper language; should be coherent and should have the right punctuation.

Answers to Test your competence

(Student's Book Page 17)

1. Difference in views and interests
2. No, they wouldn't have.
3. Poor conflict management skills
4. Yes, he is.
5. I would have tried to show them that where they live is not the problem but rather, the careless lifestyles of people.
6.
 - a. Unmet expectations
 - b. Unfair competition
 - c. Inadequate resources
 (Accept any other reasonable answer.)

Number of Lessons: 8

(Student's Book pages 19-39)

Key unit competence

To be able to criticise and improve different leadership styles.

Learning objectives:

- I. Knowledge and understanding
 - a) Explain the styles of leadership.
 - b) Explain the functions of management.
 - c) Identify functions of governance.
 - d) Distinguish leadership, management and governance.
2. Skills
 - a) For particular situations given, analyse the styles of leadership applied as well as functions of management and governance exerted.
 - b) Analyse the usefulness of a good leader in the society.
 - c) Evaluate the effectiveness of various styles of leadership and their implications.
3. Attitudes and values
 - a) Show the behaviour and attitude of a good leader.
 - b) Appreciate the role of a good leader, in the development of society.
 - c) Apply effective leadership, management and governance skills in society.

Links

This unit is related to the following topics studied in French, Kiswahili and Kinyarwanda: democracy and justice in History citizenship, organisation and management of activities in Entrepreneurship. The teacher should refer to them when teaching to explain their relationship.

Assessment

Assessment should be made to establish the learner's ability to evaluate different case studies/ scenarios where different leadership styles are applied and propose improvement where necessary.

There should be both formative and summative assessment. The formative assessment can be done through tasks and activities provided in the Student's Book while the summative one can be done through the questions under 'Test Your Competence' as well as through additional exercises given in this book.

Materials needed

Books, videos, speeches, stories, and case studies.

Information to the teacher

This unit is about leadership and management. It is sub divided into smaller sub units that help in covering details about the various aspects of leadership, management and governance. The teacher should ensure to engage the learners in all the lessons to ensure that not only is the

knowledge gained, but other relevant skills in the process of learning are acquired. Also, the learners are can be resourceful in critically analysing the leadership techniques applied by different leaders at different levels. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to device additional activities in the lessons.

2.1 The concept of leadership

(Student's Book pages 20-21)

Lesson 1

Lesson objective

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

- i. Define the concept of leadership.
- ii. List and explain the leadership styles.

Suggested teaching / learning methods

- i. Question and answer method
- ii. Discussion
- iii. Exposition
- iv. Group work /pair work

Suggested teaching approach

1. Arrange the learners in pairs. Instruct them to discuss the meaning of leadership. Explain to them that they will write down their ideas and share with the class.
2. Guide the learners in a discussion. Guide their thinking by considering the leadership in their school community to discover the meaning of the term.
3. After this supervise the class and

facilitate a whole class discussion.

4. Now put the learners into groups of four giving consideration to inclusivity. Instruct to research on leadership styles. Explain that these styles differ from one leader to another.
5. Give them these questions for discussion:
 - Think of your community or the country of Rwanda, refer to your school, community district, province or national leaders.
 - Point out how they lead differently.
 - Choose two kinds of leaders in your community and analyse how they express their leadership. Do you think it reflects your understanding of the concept of leadership?
6. Ask them to appoint a secretary who will write down their ideas and give feedback to the rest of the class.

Generic Competences to be learned

- **Critical thinking:** Thinking through the meaning of leadership.
- **Research skills:** Students discover about different leadership styles while studying their own community.

Cross cutting issues to be learned

- **Inclusive education:** All learners participate in group activities.

Answers to Activity 1

(Student's Book Page 20)

1. Open-ended. Possible answers include: honest, courageous, decisive, fair etc.
2. Open-ended

Activity 2

(Student's Book Page 21)

Open-ended

2.2 Leadership styles

(Student's Book pages 21-24)

Suggested teaching approach

1. Guide learners to discuss different leaders in their community.
2. Let them identify the leadership style of these leaders.
3. Discuss different leadership styles given in the student's Book.

Answers to Activity 3

(Student's Book Page 21)

Open-ended

Activity 4

(Student's Book Page 24)

Open-ended. Possible answers include: it gives power to those being led; it listens to those being led etc

2.3 Characteristics of a good leader

(Student's Book pages 25-26)

Lesson 2

Lesson objective:

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

- i. Define a good leader.
- ii. Give the characteristics of a good leader.
- iii. Point out good leaders in the community, home, school or nation and clearly determine why they are good leaders.

Suggested teaching/learning methods

1. Question and answer method
2. Discussion
3. Exposition
4. Group work

Suggested teaching approach

1. Start the lesson by instructing each individual to write personal characteristics they think are good.
2. After this divide them into groups of mixed abilities. Instruct them to choose a secretary who will write up a list of their ideas.
3. Supervise the class as group secretaries present answers from groups to the class.
4. Be keen to polish and consolidate their answers by supplementing with your researched knowledge.

Generic Competences to be learned

- **Cooperation:** Working together in small groups.
- **Critical thinking:** When thinking about what possible positive attributes they can identify from their leaders.

Cross Cutting issues to be learned:

- **Interpersonal management skills**
As they work together as a group.

Answers to Activity 5

(Student's Book Page 25)

Open-ended. Emphasise that there is no limitation to good characteristics. Some expected answers include honest, fair, open-minded etc.

2.4 Challenges facing leaders

(Student's Book pages 26-28)

Lesson 3

Lesson objective

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

- i. List at least seven challenges leaders face.
- ii. State the challenges that come from the leader himself or herself and the ones that arise externally.

Suggested teaching / learning methods

1. Question and answer method
2. Discussion
3. Exposition
4. Reflective activities
5. Group work

Suggested teaching approach

1. Facilitate a whole class discussion about challenges facing leaders. Give the learners a few minutes to think individually. Divide the students into groups of mixed abilities. Have boys and girls in the same group to promote cross gender interaction. Remember to mix those with disabilities with the other learners to promote inclusive education.
2. Ask each group to choose a group leader and a secretary. Explain to them that the group leader should coordinate the group discussion and the secretary will write down ideas shared. In each lesson encourage different students to take on leadership

roles. This allows for development of leadership skills of each learner.

3. After the discussion supervise as the group secretaries present ideas from groups to the class. Be sure to polish and consolidate their ideas from your research.
4. After this instruct the learners to look at the Student's Book and do Activity 6 in groups.
5. Facilitate a whole class discussion and get feedback.

Generic Competences to be learned:

- **Problem solving:** In discussing challenges they will discover ways of preventing, avoiding and overcoming them.
- **Critical thinking:** Thinking through and deciding on challenges of leadership.

Cross Cutting issues to be learned

- **Peace, gender and value:** During group discussions.

Answers

Activity 6: Answers are open ended.

(Student's Book Page 26)

Possible answers include: A policeman smoking in public would result in him being viewed negatively and referred to as irresponsible. Smoking is seen as being detrimental to health and can result in lung cancer. Therefore a policeman would be seen to be encouraging and condoning negative habits that are dangerous to one's health.

Answers to Activity 7

(Student's Book Page 28)

Sources of challenges faced by leaders:

- Lack of funding and other resources, opposition from forces in the community, and interpersonal problems within the organisation.
- The challenge of fear, lack of confidence, insecurity, impatience, intolerance all can act as barriers to leadership.
- When followers lack motivation.
- During transitions, for example a political change of president, politician or mayor.
- Leaders in most cases are faced with public criticism.
- Natural disasters and crises.
- Opposition and/or hostility from powerful forces.
- When facing one's own personal issues, like health or family issues.
- Insecurity arises when people feel that they're not able to or don't have the confidence to carry out tasks.
- Leaders also face the challenge of effective communication.
- Leader burnout is a product of being overwhelmed by the workload, frustrations, stress.
- The loss of passion and intensity that can come with familiarity and long service.
- Balancing the needs of the organisation and the needs of people.
- Maintaining focus.

2.5 Concept of management

(Student's Book pages 28-29)

Lesson 4: Concept of Management

Lesson objective

By the end of the lesson learners will be able to define the concept of management.

Suggested teaching / learning methods

- a) Question and answer method
- b) Discussion
- c) Exposition
- d) Group work

Suggested teaching approach

1. Use question and answer method to get answers from students for Activity 8 in the Student's Book.
2. Lead a class discussion and let the learners generate views on the concept and meaning of management. Keep referring to the activity just concluded.
3. Use the information in the Student's Book to consolidate the discussion.

Generic Competences to be learned

- **Critical thinking:** When discussing Activity 8 on the roles of a project manager.
- **Research skills:** When looking for the meaning and concept of management from the discussion.

Cross Cutting issues

- **Inclusive education:** Emphasise on the need for every learner to be involved and participate in the discussion. Encourage and motivate the slower and more withdrawn learners.

Answers

Activity 8

(Student's Book Page 28)

- Mr Mutanguha's role as a manager would include: creating policy, organising, planning, controlling and directing the organisation's resources in order to achieve the objectives of the organisation. He also has the power and responsibility to make decisions and oversee the running of the development project.

2.6 Functions of management

(Student's Book pages 27-28)

Lesson 5

Lesson objective

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

- i. List at least five functions of management.
- ii. State why management is necessary in their school environment.

Suggested teaching / learning methods

- a) Question and answer method
- b) Discussion
- c) Exposition
- d) Group work

Suggested teaching approach

1. Arrange the learners into groups; remember to put into consideration all the aspects of inclusivity and ask them to discuss the question on the functions of management. Instruct them to choose a group secretary to note down the ideas and answers they choose. After this, supervise a class discussion to get feedback.

Generic Competences to be learned

- **Lifelong skills:** After discussing the functions of management, learners will appreciate the functions of management and adapt them in their own situations.
- **Communication:** As learners discuss together and make presentations in class.
- **Critical thinking:** As learners think of the functions of management.
- **Interpersonal management:** This skill is developed as learners work in groups.

Further notes to the teacher

There following are the major functions of management:

- Planning
- Organizing
- Leading
- Controlling
- Coordinating
- Staffing
- A manager guides and instructs workers for day to day activities.
- Management is responsible for the quality as well as quantity of production.

- The responsibility of maintaining good relation in the organization is the duty of the management. They are the image builders of the enterprise because they are in direct contact with the workers.
- They communicate to workers on problems, suggestions, and recommendations to the higher level and higher level goals and objectives to the workers.
- They help to solve the grievances, complaints and problems of the workers.
- Management supervises and guides the sub-ordinates.
- They are responsible for providing training to the workers.
- They arrange necessary materials, machines, tools etc. for getting things done.
- They prepare periodical reports about the performance of the workers.
- They ensure discipline in the enterprise.
- They motivate workers.

2.7 Characteristics of a good manager

(Student's Book pages 29-31)

Lesson 6: A good manager

Lesson objective:

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

- Give the characteristics of a good manager.
- State the benefits and positives of having a good manager.
- Discuss a method or two of developing characteristics of a good manager.

Suggested teaching / learning methods

- Question and answer method
- Discussion
- Exposition
- Group work

Suggested teaching approach

- Guide the learners to individually write down characteristics they think are positive and good for a manager to have.
- Instruct them to get into groups of four and share their ideas. Let them choose a secretary to write down collective ideas and prepare for a class representative. Supervise a class discussion, polish their ideas and emphasise the difference between a manager and a leader. Be sure to remind them that the characteristics overlap.

Generic competences to be learned

- **Lifelong skills:** In studying characteristics of good managers, they'll develop lifelong skills.
- **Critical thinking:** Thinking through, discussing and deciding on positive characteristics.

Cross Cutting issues

- **Inclusive education:** As learners work in groups.

Answers

Activity 9

(Student's Book Page 29)

Kahigi makes a good manager as opposed to Gasero.

2.8 Governance (notion, types and functions)

Lesson 7

Lesson objective:

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

- i. Give the notion of governance.
- ii. Give the types of governance with examples of each.
- iii. List the functions of governance and give examples they are exposed to in their families, school, religious denomination or community.

Suggested teaching / learning methods

- a) Question and answer method
- b) Discussion
- c) Exposition
- d) Group work

Suggested teaching approach

1. Facilitate a class discussion on the meaning of governance. Introduce the root word 'gov'. Ask the learners to write down the words that come from the root 'gov'. Use their ideas to induce the meaning of governance.
2. Ask questions on what the terms: government, govern and governmental mean. Use this to explain governance to them.
3. Write their ideas on the board.
4. In pairs instruct the learners to do the Activity in the Student's Book.
5. Be keen to emphasise the need to respectfully work with each other while appreciating individual differences.

Generic Competences to be learned

- **Inclusive education:** As the whole class discusses, endeavour to encourage every learner to participate.

Cross Cutting issues

- **Communication:** As they discuss with each other and share their ideas with the rest of the class.
- **Research skills:** As they discover words derived from the root word 'gov'.
- **Cooperation interpersonal management and life skills:** As they learn to understand and respect individual differences while group working.

Answers

Activity 10

(Student's Book Page 32)

1. Duties of a class prefect

Open-ended. Possible answers include:

- i. To maintain discipline in the class I am assigned to.
- ii. To make sure that students are not late for school, and if they are, to report them.
- iii. Organising students during any special school event.
- iv. Acting as a link between teachers and students.

2. Functions of government

Possible answers include:

- i. Maintaining law and order
- ii. Defending citizens against external enemies

- iii. Redistributing income and resources
- iv. Providing public goods such as postal services, transport services, clean environment and security services.

(Accept any other reasonable answers.)

2.9 Relationship between leadership, management and governance

(Student's Book pages 34-35)

Lesson 8

Relationship between leadership, management and governance

Lesson objective

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

- i. State and explain ways in which the three concepts are related.
- ii. Name an element of each of the concepts and give a function of each.
- iii. Cite examples in their school environment where they experience these three concepts working together.

Suggested teaching / learning methods

- a) Question and answer method
- b) Discussion
- c) Exposition
- d) Group work

Suggested teaching approach

- 1. Guide learners to discuss the relationship between leadership, management and governance
- 2. Moderate presentations from representatives of all the groups.

- 3. Guide the students to compare their answers with the notes given in the Student's Book.

Generic Competences to be learned

- **Critical thinking:** When deciding how the three concepts are related.
- **Cooperation:** Working together in groups.

Cross Cutting issues

- **Inclusive education:** Every learner is involved in the discussion and take turns in leadership roles.

Answers

Activity 11

(Student's Book Page 34)

- 1. Governance can be said to be representing the owners or people who represent a firm, company or any institution and the will of these people. These owners will then appoint the management personnel whose mandate is to manage the organisation. These managers must have some leadership qualities for them to be accepted by the governing body as managers. This therefore shows a relationship between management, governance and leadership.
- 2. One of the functions of governance is to determine the objectives of the organisation, its vision and how this can be made the organisation's policy. Management, on the other hand, is about making decisions for implementing the policies set by the governing body of the organisation.

The leadership qualities of the managers brought on board is what will determine how well the policies are implemented or not and how well the rest of the staff in the organisation take up the vision.

3. Management comes second to the governing body of any organisation. This means there has to be an organisation that needs managers. The managers are bound to exist only if they agree to the wishes of the governing body. The qualities of a leader that exist in the manager and how acceptable they are to the governing body are also what ensure an individual stays in management in the organisation.
4. As noted, there are different types of governance and different types of leadership styles. The governing body, based on what type it is, may chose management individuals with specific leadership styles that suit their wants.

Answers to Test your competence

(Student's Book Page 38)

1. John's parents – transformational leadership.
Grace's parent's – bereaucratic leadership.
2. Benefits of transformational leadership
The follower learns critical thinking
He/she develops problems-solving skills.
He/she acquires self-confidence.
Benefits of bureautic leadership
The follower learns to follow rules.
He/she becomes obedient to authorities.
3. Disadvantages of transformational leadership
Follower may not learn how to follow orders.
Disadvantages of bureautic leadership
Followers are intimidate and lack initiative.
They do not develop critical thinking for problem solving skills.
4. Grace's family should allow her new things/her ideas

Number of Lessons: 8

(Student's Book pages 40-56)

Key unit competence

To be able to analyse the influence of imperialism, post-colonial nationalism, neo-colonialism and geopolitics on developing countries.

Learning objectives

1. Knowledge and understanding
 - a. Define imperialism, colonialism, post-colonial nationalism, neocolonialism and geopolitics.
 - b. Explain regional & international relations
 - c. Identifier the impact of neocolonialism & geopolitics
2. Skills
 - a. Assess the role of regional & international relations
 - b. Examine the impact of neocolonialism & geopolitics on developing countries
3. Attitudes and values
 - a. Show the influence of neocolonialism and geopolitics on developing countries.
 - b. Appreciate the role of regional & international relations

Links to other subjects

This topic is related to the following subjects studied in French, Kiswahili and Kinyarwanda: Interdependence in history & citizenship, Economic Integration in Economics. The teacher should refer to them to show how they are related.

Assessment criteria:

Assessment should be made to establish the learner's ability to analyse the impact of imperialism, post-colonial nationalism, neo-colonialism and geopolitics on developing countries.

There should be both formative and summative assessment. The formative assessment can be done through tasks and activities provided in the Student's Book while the summative one can be done through the questions under 'Test Your Competence' as well as through additional exercises given in this book.

Needed materials:

Books, videos, speeches, internet

Information to the teacher

This unit is about the relations that exist among nations. It is sub divided into smaller sub units that help in covering details about various aspects of international relationships. The teacher should ensure to engage the learners in all the lessons to ensure that not only is the knowledge gained, but other relevant skills in the process of learning are acquired. Also, the learners live in a country that has relations with other countries and may be aware of some of these relations and therefore they can be very resourceful in drawing from their life experience. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to device additional activities in the lessons.

3.1 Concept of imperialism

(Student's Book page 42)

Lesson 1

Lesson objective

By the end of the lesson, learners should be able to define and explain the concepts of imperialism and colonialism.

Suggested teaching/learning methods

1. Group discussion
2. Brain storming
3. Question and answer
4. Guided discovery.

Suggested teaching approach

Activity 1 (Page 41)

1. Have the students divided up in small groups of 5 members each, mixing boys and girls of different abilities and exposure. Choose a leader for each group and a secretary. Then after this, avail a History textbook with the topic History of Africa (African Nationalism) For each group, then learners search the meaning of the following concepts; imperialism, colonialism, post-colonial nationalism, neo colonialism, and geopolitics and then make notes. For cases where there is internet, you can allow the learners to briefly search for the meaning of those words.
2. Learners write down their findings and let each group choose a member to present their findings in form of a presentation. Each group can talk about one concept.
3. Guide the learners as they discuss and present their findings.

Activity 2 (Page 42)

1. Invite a fellow teacher/colleague to class to read the new classroom instructions and rules, as follows:
 - (i) Everyone must write with left hand only.
 - (ii) Girls should sit on one side of the room, boys on the other.
 - (iii) All of you must stand up to speak during class.
 - (iv) You must call your teacher by the name.
 - (v) You must write in your note book from right to left.Ask learners to discuss how these rules can affect their lives in school.
2. Explain to the learners that the new rules are the same as imperialism.

Generic competences to be learned

- **Research skills:** Learners are required to use the internet or textbook to get the meaning of the above concepts and write their findings.
- **Communication skills:** This can be achieved by the way learners are present these concepts to the class.
- **Cooperation:** When the learners try to work together and come up with these definitions.
- **Critical thinking:** When trying to come up with the ways in which the new rules can affect the learners' lives in school.

Crosscutting issues to be learned

- **Inclusive education:** Both gender is involved and learners of different abilities work together.

3.2 The concept of colonialism

(Student's Book pages 42-43)

Lesson 2

The concept of colonialism

Lesson objective

By the end of the lesson, learners should be able to differentiate between colonialism and post-colonial nationalism.

Suggested teaching/learning methods

1. Pair work
2. Case study
3. Group work
4. Class discussion
5. Explanation

Suggested teaching approach

Activity 3 (Page 42)

1. Let the learners study the sketch map of Africa showing scramble and partition on page 43 of the Student's Book in pairs.
2. Let the learners write down at least 5 countries that were colonised by the European colonialists such as France, Britain, Portugal, Germany, Belgium, Spain and Italy.
3. Let the learners share what they have found out with the rest of the class, through presentations from at least 7 learners from each pair to represent the 7 European colonial masters mentioned above.
4. Ask learners to study the sketch map in the Student Book and list the countries in Africa that were not colonised.
5. Ask learners to mention the reason why there are different foreign languages used in various countries.

6. Let the learners form groups of 5 and discuss the reasons why the Europeans were interested in African states.
7. Still in their groups, guide the learners to discuss and write some of the challenges faced by many African countries to regain their freedom.
8. Ask the learners to discuss and write the tools used by the African leaders to bring about post-colonial nationalism in the African states.
9. Have learner's select one student from each group to read a brief summary of their findings to the rest of the class.
10. Give assistance to the learners as they present their findings by supplementing on their work with researched knowledge.
11. Instruct the learners to do Activity 3 on page 41 in the Student's Book as an assignment/homework.

Generic competences to be learned

- **Interpersonal management skills:** As learners discuss together in groups and in pairs to come up with their findings.
- **Communication:** During pair work and class presentations
- **Critical thinking:** As they come up with the challenges African countries might have faced regaining independence.
- **Research skills:** This is achieved as they do the individual assignment/homework on Exercise 3.

Cross cutting issues to be learned

- **Inclusive education:** Everyone's participation in the group discussion and presentation of the

class activities.

Answers

Activity 3 (Pair work) (Page 42)

1. There are different languages because of the different colonial masters who came with different languages to Africa.
2. Europeans were interested in Africa due to the following reasons:
 - (i) To conquer strategic places.
 - (ii) Cheap African labour.
 - (iii) Cheap raw materials.
 - (iv) To create market for the European goods.
 - (v) The race for power and territorial expansion.
 - (vi) To stop Muslim Swahili slave trade.
 - (vii) For land for settlement and agriculture.
 - (viii) Due to quest for wealth.
 - (ix) To spread Christianity.
 - (x) To avoid religious persecution.

Activity 4 (Page 43)

1.
 - i. **Spain** – Spanish Guinea (now Equatorial Guinea), Rio de Orio, Spanish Morocco (part of Modern Morocco)
 - ii. **Britain** – British East Africa (Kenya and Uganda), British Togoland (eastern Ghana), Bechuanaland (Botswana)
 - iii. **France** – French Sudan (now Mali), French Congo (Congo Brazaville), French Upper Volta (now Burkina Faso)
 - iv. **Belgium** – Belgian Congo (now Democratic Republic of the

Congo), Ruanda-Urundi (now Rwanda and Burundi)

- v. **Portugal** – Angola, Mozambique, Port Guinea (Guinea Bissau)
- vi. **Germany** – Germany Togoland ((now part of Ghana and Togo), Cameroon, German East Africa (now Rwanda, Burundi, and Tanzania), German South-West Africa (now Namibia).
- vii. **Italy** – Libya, Somalia

2. Ethiopia and Liberia

3.3 Concept of post colonial nationalism

Activity 5 (page 45)

Open-ended. Accept any reasonable explanations.

Activity 6 (page 45)

1. Tools used by African leaders
 - (a) Unity
 - (b) Pan African movements
 - (c) African Literature
 - (d) Rebellions
2. Some leaders of Africa
Nkwame Nkrumah(Ghana), Julius Nyerere(Tanganyika), NamdiAzikiwe(Nigeria) Sam Nujoma(Namibia) Patrice Emery Lumumba(Republic of Congo) Nelson Mandela(South Africa) Jomo Kenyatta(Kenya) Milton Obote(Uganda) Keneth Kaunda(Zambia) Joaquim Alberto Chissano(Mozambique) Hastings Kamuzu Banda(Malawi) Leopold Sedar Senghor(Senegal) Frantz Fanon(Algeria) Robert Mugabe(Zimbabwe), Desmobd Tutu (South Africa).

3.4 Concept of neo-colonialism

(Student's Book pages 45-46)

Lesson 3

The concept of neocolonialism

Lesson objective

By the end of the lesson, learners should be able to discuss areas where neocolonialism is still significant in African states.

Suggested teaching/learning methods

1. Discussion
2. Debate
3. Question and answer

Suggested teaching procedure

1. In pairs, ask learners to discuss Activity 7 in the Students Book. Let the learners present their findings to the whole class.
2. In groups still, let learners discuss the areas of European influence in African countries.
3. Divide the class into 2 groups of learners, with mixed sexes, age and abilities, then pose a motion, "African countries are still under colonial influence despite their independence from colonialists" let the learners discuss points in their two groups of opposers and proposers to the motion.
4. Select a secretary, the time keeper and you (teacher) guide the debaters.
5. Let the opposers and proposers debate the motion.
6. Finally, give a summary of the main points in the debate. For cases where some points were not mentioned, add them to the student's list.

Generic competences to be learned

- **Communication:** This is learnt during the debate carried out by the learners.
- **Critical thinking:** When learners give their opinion about 'Are Africans totally independent or not?'

Cross cutting issues to be learned

- **Inclusive education:** Both gender is actively involved and any learner with impairment or disability is also involved.

Answers

Activity 7

(Student's Book Page 45)

No, African countries are not totally free from colonisation. These are new forms of colonisation

- (i) Formation of puppet governments
- (ii) Super power influence in friendship
- (iii) Multi-national corporations
- (iv) Foreign aid
- (v) Technological transfer
- (vi) Brain drain

Activity 8

(Student's Book Page 46)

1. (a) Formation of puppet Governments
- (b) Super power influence in friendship
- (c) Multi-national corporations
- (a) Foreign aid
- (b) Technological transfer

- (c) Brain drain
- 2. Opposers
 - a) African countries have presidents
 - b) Some countries are self-sustaining
 - c) Total independence in many African states
 - d) Some colonial powers have given up colonialism

Proposers

- a) Continuous foreign dominance
- b) Foreign aid
- c) Western culture dominance
- d) Western technology
- e) Foreign languages

3.5 Concept of geopolitics

(Student's Book pages 46 – 47)

Lesson 4

The concept of geopolitics

Lesson objective

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

- (i) Define Geopolitics.
- (ii) Discuss the reasons for the scramble and partition of Africa.

Suggested teaching/learning methods

- 1. Brain storming
- 2. Group discussion
- 3. Question and answer.

Suggested teaching procedure

- 1. Arrange learners in groups of 5, and let them discuss the reasons why European and American countries were interested in African countries

like Libya, South Africa, East African coast, West African coast, DRC and the likes.

- 2. Let learners discuss the possible reasons while writing their findings on a piece of paper.
- 3. Have each group present their views to the class.
- 4. Explain to the learners the reasons why some geographical sites have more effects than others.
- 5. Ask learners to do Activity 9 and 10 on page 41 individually in their books.

Answers

Activity 9 (Student's Book Page 46)

- 1. Reasons for Europeans interest in Africa:
 - (i) Strategic places
 - (ii) Minerals
 - (iii) Natural resources
 - (iv) Physical features like lakes, rivers, e.t.c.
 - (v) Nearness to the sea
- 2. How do physical and human features influence political activities?
 - i. Countries with natural resources are more unstable compared to countries with fewer natural resources.
 - ii. Countries with more physical features have more economic potential.

Activity 10 (Student's Book Page 47)

Reasons for scramble and partition of Africa:

- i. Need for raw materials
- ii. Need for market places
- iii. New virgin lands to settle surplus population

- iv. Need to invest their surplus capital
- v. Strategic reasons, for example, Britain occupied Egypt for the need to control all areas drained by river Nile and colonised Sudan and Uganda.
- vi. Humanitarian reasons such as to civilise Africans and spread Christianity
- vii. Men on spot e.g. explorers, chartered companies and ministries.

3.6 Impact of neo-colonialism and geopolitics on developing countries

(Student's Book pages 47 - 49)

Lesson 6

Impact of neocolonialism and geopolitics on developing countries

Lesson objectives

By the end of the lesson, learners should be able to explain the impacts of neocolonialism and geopolitics on developing countries.

Suggested teaching/learning methods

1. Question and answer
2. Group discussion
3. Group work

Suggested teaching approach

1. Have learners to divide up in a group of at least 5, with different abilities and sex.
2. Let the learners discuss the impacts of neocolonialism and geopolitics.
3. Let the learners to select a leader to control the discussion and a secretary to write down the ideas raised by the rest members.
4. Let the learners discuss the possible

ways of curbing the effects of neocolonialism and geopolitics in Rwanda.

5. 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 presentation.
6. Use this opportunity to highlight some points which might have been omitted.

Generic competences to be learned

- **Cooperation:** Working together in groups.
- **Problem solving:** When the learners try to find possible ways of curbing the effects of neocolonialism and geopolitics.
- **Communication:** As the learners try to discuss and present their work.
- **Lifelong learning:** As the learners discuss the impacts of neocolonialism and geopolitics on developing countries.

Answers

Activity 11 *(Student's Book Page 47)*

The negative impacts of neocolonialism and geopolitics include:

- (i) Loss of independence
- (ii) Exploitation of Africa
- (iii) It has promoted divisions among African countries
- (iv) Hindered economic co-operation.
- (v) Continued political instabilities
- (vi) Economic underdevelopment.
- (vii) Dependence syndrome.
- (viii) Economic indebtedness.
- (ix) Brain drain.

- (x) Cultural degradation in Africa.
- (xi) New social classes have been created in Africa.
- (xii) Human trafficking (modern day slavery)
- (xiii) Diseases and death.

The positive impacts of neocolonialism and geopolitics include:

- (i) Improved social services and infrastructure
- (ii) Modern military training
- (iii) Improved science and technology
- (iv) Democracy and multiparty politics
- (v) Women emancipation
- (vi) Effective exploitation of natural resources e.g. minerals
- (vii) Foreign aid to poor countries and countries facing wars and natural disasters.

Ways of curbing effects of neocolonialism and geopolitics include:

- i. Electing able and strong leadership
- ii. Unity among African countries
- iii. Economic growth and development
- iv. Political stability by keeping law and order.
- v. Improvement of social infrastructures.

Activity 12 (*Student's Book Page 42*)

1. Impact of neo-colonialism on developing countries

Possible answers include:

- i. Economic leakage, where profit made by multinationals is taken to home countries.
- ii. Damage to the natural and physical environment through overexploitation of resources
- iii. Negative influence on the culture of the communities in developing countries

2. Possible ways of curbing effects of neocolonialism and geopolitics
 - i. Encouraging more local based companies and industries
 - ii. Embracing sustainable development through vetting and controlling any resource exploration
 - iii. Starting cultural centres to help in the preservation of the culture of the Rwanda people.

3.7 Regional and International Relations

(*Student's Book page 50*)

Lesson 5

Regional and international relations

Lesson objective

By the end of the lesson, learners should be able to explain the importance of countries relating to each other politically, economically and socially.

Suggested teaching/learning methods

1. Discussion
2. Brain storming
3. Question and answer

Suggested teaching procedure

1. Ask learners to think of the countries which Rwanda is friendly to and the reasons why they think Rwanda is friends with those countries.
2. Let the learners individually write down their findings on a piece of paper.
3. Allow the learners to form groups of 5 and continue sharing their findings.
4. Let a member from each group present a summary of their work.
5. Use activity 13 of the Student's Book page 49. Ask learners to give their views over the two cases.

6. In their groups still, ask learners the importance of countries relating to each other politically, socially and economically.
7. Give an assignment/Homework on Activity 14 in the Student's Book page 49, to be done in their books.

Generic competences to be learned

- **Critical thinking:** On answering the question about the reasons why Rwanda is friendly with other countries.
- **Research skills:** When learners are asked to find the countries which relate with Rwanda.
- **Cooperation, interpersonal management and life skills:** When the learners share discussions and presentations in their groups.

Cross cutting issues to be learned

- **Inclusive education:** Every child is involved in the discussion and presentation.
- **Environment, climate change and sustainability:** Where learners discover that the colonialists basically colonised African states for the good climate and natural environment found in Africa, among other issues, they embrace environmental sustainability.

Answers

Activity 13

(Student's Book Page 50)

1. Individual work
Open-ended
2. Group discussion
 - (i) They have a common ethnicity like the **Bantu** in East Africa.

(ii) They share a common physical feature, e.g. Uganda, Kenya and Tanzania share Lake Victoria, the great lakes region in North America, e. t. c .

(iii) They may share the same colonial power hence speak the same national language.

(iv) Nearness to each other.

(v) Political friendship to each other by the heads of state, e.g. the presidents of Rwanda, Kenya and Uganda.

(vi) Common trade.

(vii) To help each other, either financially or in creating peace.

3. Differences
Open-ended

Activity 14

(Student's Book Page 50)

1. **Politically:** To help each other, advise, political ideas, defense
Socially: Friendship, free movement, intermarriage, exchange of ideas
Economically: Trade and commerce, economic advise, free movement of raw materials and factors of production.
2. a) Uganda, Kenya, Burundi and Tanzania-East African community
b) United states of America-Friendship
c) India, Japan and Asia- Trade, commerce and technology
d) Somalia- peace keeping force

3.8 Regional and international integration

(Student's Book pages 50)

Lesson 7

Regional and international integration

(Student's Book pages 51 - 52)

Lesson objectives

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

- i. Distinguish between regional and international relationship.
- ii. Mention any 3 regional blocks where Rwanda is a member.
- iii. Explain the costs and benefits of integration.

Suggested teaching/learning methods

1. Debate
2. Class discussion
3. Brain storming

Suggested teaching procedure

1. Divide the class in two groups, of opposers and proposers and let the two groups research about the motion "The East African Community has done more good than harm."
2. In the same groups, ask learners to discuss the terms; regional and international integration. You may use any resourceful books and the Internet.
3. Engage in a class presentation of their findings while guiding them.
4. Discuss with the learners the various regional blocks and international blocks.

5. Ask the learners to suggest the possible benefits of Rwanda joining the east African community.
6. Let each group have their secretary discuss their findings to the whole class.

Generic competences to be learned

- **Cooperation:** working together in groups
- **Communication skills:** When caring out the discussions and the debate
- **Research skills:** When trying to find the benefits of Rwanda joining the East African community.

Answers

Activity 15

(Student's Book Page 51)

1. East African Community (EAC)
2. Open-ended

Activity 16

(Student's Book Page 51)

1. Some of the international and regional blocks include where Rwanda is a member;
 - Commonwealth
 - East African Community (EAC)
 - Common Market for East and South Africa (COMESA)
 - Common Markets for the Great Lakes Region (CEPGL)
2. Role of Rwanda in the East African communities
 - i. Peace building
 - ii. Conflict resolution
 - iii. Advise to member states
 - iv. Good governance
 - v. Defense
 - vi. Share of ideas

- vii. Economic development
- viii. Market for east Africans goods

3.9 South-south cooperation

(Student's Book pages 52-53)

Lesson 8

South-South Cooperation

Lesson objectives

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

- i. Explain the meaning of South South Cooperation.
- ii. Explain the objectives of the South South Cooperation.

Suggested teaching procedure

1. Divide the class in 5 manageable groups taking into consideration, gender balance and ability of the learners.
2. Ask learners to discuss the meaning of the word cooperation.
3. Provide an Atlas or a world map or a globe to each of the groups for the learners to study.
4. Ask learners to list the names of countries found below the equator.
5. Guide the learners to discover the meaning of South South Cooperation
6. Use the student book page 46 to guide the learners on the meaning, types and the objectives of South South Cooperation.
7. In their groups, let learners brain storm the role of South-south cooperation's.
8. Let the group leaders choose one person per group to discuss their findings to the rest of the class.

9. Guide the learners into the exercise by supplementing on their discussion.

Generic competences to be learned

- **Communication skills:** Where learners discuss and present their findings to the rest of the class.
- **Research skills:** When the learners research about the role of south south cooperation.
- **Cooperation and interpersonal skills:** Through group discussions.

Cross cutting issues to be learned

- **Inclusive education:** All learners involved in the group discussions and presentations.

Answers

Activity 17

(Student's Book Page 53)

1. Open-ended
Possible answers include:
 - Tanzania, Rwanda, Bostwana
 - South American countries
 - Australia
2. Cooperation is the coming together of a group of people and working together for a common goal.

Additional notes for the teacher

Role of south south cooperation

- Foster the self-reliance of developing countries.
- Promote and strengthen collective self-reliance among developing
- Strengthen the capacity of developing countries
- Increase the quantity and enhance the quality of international development cooperation

- Increase and improve communications among developing countries
- Recognize and respond to the problems and requirements of the least developed countries, land-locked developing countries, small island developing States

• Enable developing countries to achieve a greater degree of participation in international economic activities Member states of the south south cooperation

They include: Afghanistan, Algeria, Angola, Argentina, Benin, Bhutan, Bosnia and Herzegovina, Botswana, Brazil, Burkina Faso, Burundi, Cambodia, Cameroon, Cape Verde, Central African Republic, Chad, Chile, China, Colombia, Congo, Costa Rica, Côte d'Ivoire, Cuba, Democratic People's Republic of Korea, Democratic Republic of the Congo, Djibouti, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador, Equatorial Guinea, Eritre, Ethiopia, Fiji, Gabon, Gambia, Ghana, Grenada, Guatemala, Guinea, Guinea-Bissau, Guyana, Haiti, Honduras, India, Indonesia, Iran (Islamic Republic of), Iraq, Jamaica, Jordan, Kenya, Kuwait, Liberia, Malawi, Mali, Morocco, Mozambique, Namibia, Niger, Nigeria, Rwanda, Saudi Arabia, Senegal, Sierra Leone, Singapore, Somalia, South Africa, Sudan, Tunisia, Uganda, United Republic of Tanzania, Zambia, Zimbabwe

Extended work

1. Examine the ways in which the Europeans interfered with African politics and leadership.

2. Analyse the steps that can be taken to dismantle neocolonialism.
3. In about 1000 words, write a composition about western influence on African land.
4. Discuss the various ways Rwanda can adopt to fight the effects of Neocolonialism and geopolitics in the country.

Answers to extended work

Research skills

Examine the ways in which the Europeans interfered with African politics and leadership.

- Supporting African dictators.
- Imprisoning dictators
- Assassinating many African leaders
- Foreign visits and discussions among African leaders
- Accommodating leaders in exile
- Supporting opposition leaders

Problem solving

Analyse the steps that can be taken to dismantle neocolonialism.

- Education
- Development of the economies
- Refusal of foreign aid
- Paying back all foreign debts

Communication skills

In about 1000 words, write a composition about western influence on African land.

- Open-ended. Check for proper language and logical facts.

Creativity and innovation

Discuss the various ways Rwanda can adopt to fight the effects of Neocolonialism and geopolitics in the country.

- Electing able and strong leadership
- Unity among African countries
- Economic growth and development
- Political stability by keeping law and order.
- Improvement of social infrastructures.

Answers to Test your competence
(Student's Book Page 56)

a. Impact of imperialism on developing countries

1. Being left behind in technological development and usage
2. Volatile politics
3. Undefined cultural identity
4. Huge debts by governments of these nations
5. Infiltration and dilution of the African traditional religion

b. Impact of post-colonial nationalism on developing countries

1. Emergence of political groupings agitating for true independence
2. Increased influence of religion on politics
3. Emergence of civil societies fighting for different causes affecting citizens
4. Formation of regional blocs such as the AU to advance the interests

of member states in the global community of nations

c. Impact of neo-colonialism on developing countries

1. Economic leakage, where profit made by multinationals
2. Damage to the natural and physical environment through overexploitation of resources
3. Negative influence on the culture of the communities in developing countries
4. Political instability in some countries
5. Displacement of people leading to high numbers of refugees

d. Impact of geopolitics on developing countries

1. Increased expenditure on security at the expense social needs like education and health
2. Increased cases of human rights violations from those in authority
3. Proliferation of small arms among civilians
4. Increased number of inter-ethnic conflicts
5. Increased trade in illicit drugs
(Accept as correct answers points given in the Student's Book on these concepts.)

Topic Area 2: Sustainable Development

Subtopic Area 4: Wealth Creation

Unit 4: Multinational Corporations

Unit 5: Money and Finance

Unit 6: Tourism and Development

Subtopic Area 5: Environmental

Awareness and Protection

Unit 7: Environment and Sustainable
Development

Number of Lessons: 5

(Student's Book pages 58-70)

Key unit competence

Ability to analyse the role of multinational corporations in host countries.

1. Knowledge and understanding
 - a) Define multinational corporations.
 - b) Identify multinational corporations.
 - c) Name the multinational corporation operating in Rwanda and in East African Community.
2. Skills
 - a) Recognise the advantages & disadvantages of multinational corporations.
 - b) Demonstrate the contribution of multinational corporations to the development of host countries.
 - c) Justify the contribution of multinational corporations.
3. Attitudes and values
 - a) Defend the effect of multinational corporations on host countries.

Links to other subjects

This unit is related to the following topics studied in French, Kiswahili and Kinyarwanda: Economic integration in Economics. You may refer to them to show the relationship among them.

Assessment criteria

Assessment should be made to establish the learner's ability to identify and explain the roles of multinational corporations in an economy.

There should be both formative and summative assessment. The formative assessment can be done through tasks and activities provided in the Student's Book while the summative one can be done through the questions under 'Test Your Competence' as well as through additional exercises given in this book.

Materials needed

Books, videos, TV, speeches

Information to the teacher

This unit is about Multinational Corporations. It is sub divided into smaller sub units that help in covering details about multinational corporations. The teacher should ensure to engage the learners in all the lessons to ensure that not only is the knowledge gained, but other relevant skills in the process of learning are acquired. Also, the learners live in the society where these multinational companies operate and therefore they can be very resourceful in drawing from their daily life experience. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to device additional activities in the lessons.

4.1 Multinational corporations operating in Rwanda and East African community

(Student's Book pages 59 to 61)

Lesson 1

Lesson objectives

By the end of the lesson, learners should be able to define multinational corporations and give examples of multinational corporations.

Suggested teaching/learning methods

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

Suggested teaching approach

1. Divide the students into mixed ability groups having boys and girls in the same group, this helps to promote gender equality. Take note of those with disabilities and mix them with others to promote inclusion. Let the learner's study the picture in the Student's Book.
2. Let the learners think of and list other banks and other companies operating in Rwanda and the East African countries such as: Kenya, Uganda and Tanzania.
3. Guide the learners to the meaning of a multinational corporation and let them come up with their own definitions as you supplement on their ideas.

Generic competences to be learned

1. **Critical thinking:** When the learners think of and list other corporations in Rwanda.

2. **Cooperation:** Working together in groups.
3. **Research skills:** When they are trying to come up with the definition of multinational corporations.

Cross cutting issues to be learned

1. **Inclusive education:** Achieved through mixed ability groups.
2. **Financial education:** When studying about the roles of multinational corporations, the learners get to know about their economic contribution to the country.

Answers to Activity 1

(Student's Book Page 59)

1. Country of origin: Kenya
Other host countries: South Sudan, Uganda, Tanzania, Burundi

Activity 2

(Student's Book Page 61)

1. Nakumatt supermarket
2. Simba supermarket

4.2 Categories of multinational corporations

(Student's Book pages 61 to 63)

Lesson 2

By the end of the lesson, the learner should be able to describe various categories of multinational corporations.

Suggested teaching/learning method

1. Case study
2. Question and answer
3. Group work

Suggested teaching approach

1. In groups, let the learners study the case studies provided in the Student's Book and identify the category of corporation to which they belong.
2. Supervise the learners' findings and supplement on their ideas.
3. Go through the notes given in the Student's Book.

Generic competences to be learned

1. **Critical thinking:** When learners think of various categories of multinational corporations.
2. **Research skills:** This is acquired when finding out about the various types of multinational corporations.
3. **Cooperation:** Through group work.

Cross cutting issues to be learned

1. **Inclusive education:** When all the genders are actively involved and learners with any form of impairment.

Answers to Activity 3

(Student's Book Page 61)

1. Case study 1: Global centralised corporation
2. Case study 2: Multinational decentralised corporation
3. Case study 3: International company

Activity 4

(Student's Book Page 63)

1. Expanding business through the accessibility to technology.
2. Operating wherever cheaper resources are available.
3. Through own resources and maximising on output.

Should be open-ended.

4.3 Forms of multinational corporations

(Students Book pages 64 to 65)

Lesson 3: Forms of multinational corporations

Lesson objective

By the end of the lesson the learners should be able to state and explain the forms of multinational corporations.

Suggested teaching/learning methods

- i. Guided discovery
- ii. Question and answer
- iii. Discussion
- iv. Group work

Suggested teaching approach

1. Begin by instructing the learners to read the information provided in the Student's Book.
2. In their groups let them discuss the questions that follow as they write their answers in their exercise books.
3. Lead them into a whole class discussion whereby the group leaders present their answers as you supplement on their ideas.

Generic competences to be learned

1. **Critical thinking:** When they are thinking about the meaning of the terms provided in the Student's Book.
2. **Cooperation:** When they engage in a discussion.
3. **Research skills:** Finding out the meaning of the terms.

Cross cutting issues to be learned

1. **Inclusive education:** Both genders are actively involved and any learner with an impairment or disability as well.

Answers to activity 5

(Student's Book Page 64)

1. Franchising is a multinational corporation which grants businesses in foreign countries the right to use its trademarks, brand names.
2. Branches are systems that open branches in different countries but work under the direction and control of head office.
3. Subsidiaries are branches established by multinational corporations all over the world.
4. Joint ventures are where a multinational corporation establishes a company in a foreign country in partnership with local firms.
5. Turn key projects are as a result of multinational corporations taking projects in foreign countries.

Yamaha Motor Company Ltd is a global centralised corporation.

Activity 6

(Student's Book Page 66)

Open-ended. Possible answers include: Shell Oil Corporation, Coca cola Ltd, Samsung, Rwandex Sa, Nakumatt, I & M Bank etc

4.4 Advantages and disadvantages of multinational corporations on host countries

(Student's Book page 66 - 68)

Lesson 4 and 5: Advantages and disadvantages of multinational corporations on host countries

Lesson objective

By the end of the lesson, the learner should be able to state the advantages and disadvantages of multinational corporations.

Suggested teaching/learning methods

1. Group work
2. Discussion
3. Question and answer

Suggested teaching approach

1. Put the learners into groups of mixed abilities and ask all the groups to state both the advantages and disadvantages of multinational corporations.
2. Facilitate presentation of the answers provided by all groups.

Generic competences to be learned

1. **Cooperation:** Working in groups
2. **Critical thinking:** When suggesting advantages and disadvantages of multinational corporations
3. **Lifelong skills:** After discussing various advantages of multinational corporations, learners are able to appreciate them in real life.

Crosscutting issues to be learned

1. **Financial education:** Through learning how multinational corporations lead to development of the economy.
2. **Inclusive education:** Every child disabled in any way has to be included in the discussion.

Answers to activity 7

(Student's Book Page 68)

Advantages of multinational corporations:

1. They bring in more expertise.
2. They bring in foreign exchange.
3. Promote cooperation between different countries.
4. They lead to increased level of resource exploitation.
5. They lead to production of better quality goods and services.
6. They expand the country's tax.

Disadvantages of multinational corporations

1. They lead to the problem of profit repatriation.
2. They influence the internal political ideas of the country.
3. They lead to difficult competition between the locals and the multinationals.
4. They promote discrimination in employment.

Extended work

1. What do you understand by the term Multinational corporations?
2. Assess the role of foreign capital investment in your country.

3. Compare what was done before and whether multinational corporation is making a difference and present a group discussion results.

Answers to extended work

1. Multinational corporations refer to organisations which have headquarters in one country but branches in different other countries.
2.
 - i. They bring in more expertise.
 - ii. They bring in foreign exchange.
 - iii. They promote cooperation between different countries.
 - iv. They expand the countries' tax.
 - v. They lead to production of better quality goods and services.
3. Should be open-ended answers.

Answers to Test your competence

(Student's Book Page 70)

Impact of multinational corporations on the economy of host countries

Expect the following points with illustrated explanation based on Rwandan context:

Positive impacts

1. Huge capital
2. Modern technology
3. Mass production of quality products
4. Increased employment opportunities
5. Elimination of trade barriers
6. Maintaining balance in trade
7. Increased international cooperation in trade

Negative impacts

1. Displacement of local industries
2. Economic exploitation
3. Consumer exploitation

Key unit competence

To be able to justify the role of financial institutions to the individual, the community and the country.

Learning objectives

1. Knowledge and understanding
 - a) Describe how money facilitates personal transactions.
 - b) Compare the advantages and disadvantages of using cash rather than cheques/credit cards /debit cards for payment of expenses.
 - c) Describe the function and use of documentation for banking activity (including remittances and money transfer)
 - d) Describe the features of electronic banking.(e-banking)
2. Skills
 - a) The role of money in personal transactions.
 - b) Examine the advantages and disadvantages of using cash compared to cheques for payment of expenses.
 - c) Justify the function and use of documentation for banking activity.
 - d) Use the right method of payment according to context.
 - e) Contrast different methods used payment of expenses.

Attitudes and values

- i) Use money appropriately in one's transactions.
- ii) Adopt appropriate methods of payment to one's expenses.
- iii) Appreciate the role of financial institutions and their products and services

Links to other subjects

This topic is related to the following topics studied in French, Kiswahili and Kinyarwanda: Financial Institutions in Economics. The teacher should refer to them when teaching to explain the relationship among them.

Assessment criteria :

Assessment should be made to establish the learner's ability to analyse and present in essay type the contribution of financial institutions to the economy of a given country.

There should be both formative and summative assessment. The formative assessment can be done through tasks and activities provided in the Student's Book while the summative one can be done through the questions under 'Test Your Competence' as well as through additional exercises given in this book.

Materials required:

Booklets for different institutions, brochures of different financial

institutions, Internet, testimonies, video and case studies.

Information to the teacher

This unit is about money and finances. It is sub divided into smaller sub units that help in covering details about financial institutions. The teacher should ensure to engage the learners in all the lessons to ensure that not only is the knowledge gained, but other relevant skills in the process of learning are acquired. Also, the learners live in the society where financial transactions are a daily activity and therefore they can be very resourceful in drawing from their daily life experience. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to device additional activities in the lessons.

5.1 Financial institutions

5.1.1 Types of financial institutions (banking and non-banking institutions)

(Student's Book pages 72 – 73)

Lesson 1 and 2:

Types of financial institutions

Lesson objective

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

- i. Define and explain financial institutions.
- ii. List the types of financial institutions.
- iii. Give reasons for the benefits of savings and loans institutions.

Suggested teaching / learning methods

- i. Question and answer method
- ii. Discussion

- iii. Pair work
- iv. Field work

Suggested teaching approach

1. Divide the students into pairs. Ask each pair to do Activity1 and write down ideas shared. This allows for development of communication skills of each learner, as they will have to give feedback as a pair.
2. Instruct them to write down a list of any institution in the country that deals with finances at any level. After this facilitate a whole class discussion and write down their findings on the board.
3. Encourage participation of each learner in order to build their communication skills. Encourage positive behaviour such as, respect and appreciating everyone's contribution.
4. On the board put the institutions in categories of banking and non-banking institutions.
5. As a class brainstorm on the purposes and functions of these institutions. Ask the learners to write them down in their books for reference and further discussion.

Extended activities

Organise fieldwork for learners to visit banks accessible to them. Instruct them to ask the bank staff questions regarding the services and products that they offer.

Generic competences to be learned

- **Communication:** Through pair work every individual participates and develops communication skills.

- **Cooperation, Interpersonal management and life skills:** Through working cooperatively as partners and learning to respect each other's ideas.
- **Research skills:** Through discussing and discovering what non-financial and financial institutions are.

Cross cutting issues to be learned

- **Inclusive education** (Every learner is catered for during pair work)
- **Financial education** (learning about the two types of financial institutions)

Answers to Activity 1

(Student's Book Page 72)

Organise the fieldwork carefully to make it productive for the students. Guide their discussions after the fieldwork. You may ask each group to write a report on their findings.

5.1.2 Products and services offered by financial institutions

(Student's Book pages 74 – 75)

Lesson 3

Services and products offered by financial institutions

Lesson objective

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

- List the services and products offered by financial institutions.
- Give reasons for the use of other services more than others.
- Give reasons for the benefits of savings.

- State when it is necessary to and not to take loans.

Suggested teaching / learning methods

- Question and answer method
- Discussion
- Teacher Exposition
- Group work

Suggested teaching approach

- Facilitate a whole discussion. This will give a wide range of answers as each individual will have a different experience of products and services of financial institutions.
- Ask the learners what experience they have of financial institutions and what they or others have received as a service from these institutions.
- As they give ideas write them on the board. Supplement where necessary and give as many examples as possible of each service and product.
- Now divide the learners into groups of four and ask them to decide when these products and services are necessary.
- After this supervise the groups in presenting feedback to the class. The secretary reads out the ideas to the rest of the class.
- Be sure to polish and consolidate their ideas from your research.

Generic competences to be learned

- **Communication:** Through group work every individual participates and develops communication skills.

- **Cooperation, Interpersonal management and life skills:** Through working cooperatively as partners and learning to respect each other's ideas.
- **Research skills:** Through discussing and discovering the services offered, their advantages and disadvantages.

Cross cutting issues to be learned

- **Inclusive education** (Every learner is participates in the group discussion)

Answers

Activity 2

(Student's Book Page 74)

- Expect answers like: a lady withdrawing money and a visa bank card or an ATM card.

Activity 3

(Student's Book Page 75)

Answers and ideas are open ended.

The ideas advanced by the learners should be new and beneficial to end users.

5.1.3 The role of financial institutions to the individual, community and the country

(Student's Book pages 76 – 78)

Lesson 4: The role of financial institutions

Lesson objective

By the end of the lesson learners should be able to give the functions of financial institutions to the individual, community and the country.

Suggested teaching / learning methods

- Question and answer method
- Discussion
- Exposition
- Group work

Suggested teaching approach

1. Arrange the learners into groups of mixed abilities. Take into consideration all the categories of learning to ensure every individual is involved. Motivate the learners who might be slower in comp <https://www.instagram.com/yemialade/> rehension. Prompt and encourage their engagement in the activity. Instruct them to choose a secretary to write down what they agree upon.
2. Let each group present their answers to the class.
3. Generate a summary on the chalkboard from their presentations.
4. Let them compare the summary notes with the notes in the Student's Book.

Discussion questions

- a) Define the terms: individual, community and the country.
- b) What services or products do financial institutions offer to the:
 - individual?
 - community?
 - country?

Generic Competences to be learned

- **Critical thinking** (Thinking about the importance of financial institutions)

Cross Cutting issues

- **Inclusive education:** Every learner participates in the discussions.
- **Standardisation culture:** The teacher instils the right attitude of saving funds through the services offered by financial institutions.

Answers to discussion questions

- **Individual:** Refers to a particular person
- **Community:** Refers to a group of people that share common characteristics or interests and live in the same area.
- **Country:** Refers to any region that has distinct qualities, for example Rwanda.

Note: Individuals make a community and communities make a country.

Financial Institutions provide the following services to individuals:

- **Accepting Deposits:** these deposits are put into personal or into company or association accounts, into payments of different kinds of fees. School, rent, event fees or even fines and market space rents and land fees. Individuals are able to pay directly to the bank rather than carrying cash.
- They provide bank statements which are necessary for foreign travel.
- They offer security for acquiring property.

Lesson 5

The role of financial institutions to the individual, community and the country.

Lesson objective

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

- i. Give the role of financial institutions to the country and economy.
- ii. Explain the importance of the economy to the country.
- iii. State what a country would be like without stable financial institutions.

Suggested teaching approach

- Group work
- Discussion

Suggested teaching procedure

1. Facilitate a class discussion and brainstorm on the functions of a known bank like bank of Kigali. Ask the learners to highlight the services that the bank offers. Write these on the board to guide the learners in the next discussion.
2. Arrange the learners into groups and after having chosen a secretary who will write the group ideas for discussion. Instruct the learners to consider the role of financial institutions to the community and to the country.
3. Facilitate their discussion and encourage the participation of every learner. Explain to them that they ought to respect individual differences and each other's ideas. Discourage negative behaviour.

- Supervise a class discussion and get feedback on the learners' discussion. Supplement with your own research.

Generic Competences to be learned

- Cooperation, interpersonal management and life skills:** As they interact in the class discussion and in the group, they develop the skill of working together and putting into each other into consideration.
- Critical thinking:** Thinking through the various services offered by financial institutions.
- Research skills:** Discussing and discovering functions of financial institutions.

Cross cutting issues to be learned

- Financial education:** As they learn about the benefits and roles of financial institutions.
- Inclusive education:** As they learn to participate in the lesson with the teacher endeavouring to engage each and every learner.

Answers

Activity 4

(Student's Book Page 76)

Expect answers like:

- Western union allows for money transfers between different countries and within a country. It also offers currency exchange services that is forex exchange services.

Umwalimu sacco:

- Savings accounts and salary accounts especially to teachers.
- Credit services
- The functions of the National Bank of Rwanda are:
- Issues currency and manages foreign reserves, it prints money, distributes notes and coins, intervenes in foreign-exchange markets.
- It regulates the national currency's rate of exchange with other currencies.
- It manages foreign assets reserves to maintain the value of the national currency.
- Banker to the government, it keeps government money.
- It provides bank deposit and borrowing facilities and acts as the government signatory.
- The national bank also provides bank deposit and borrowing facilities to commercial banks and acts as a lender of last resort to financially troubled commercial banks.
- Central bank ensures that commercial bank and other financial institutions conduct their business in accordance with relevant laws and regulations. It also monitors and supervises the conduct of local and regional banks.

Answers to Activity 5

(Student's Book Page 78)

Answers are open-ended. The learners should endeavour to express the necessity of money for any transaction to take place.

5.2 Methods of payment

(Student's Book pages 78 – 82)

Lesson 6: Modes of payment

Lesson objective

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

- i. List methods of making payment.
- ii. Explain which methods of payment are convenient and why they are.
- iii. State the methods of payment that have hidden charges to clients and customers.

Suggested teaching / learning methods

- i. Question and answer method
- ii. Discussion
- iii. Exposition
- iv. Group work

Suggested teaching approach

1. Put the learners into groups of mixed abilities. Take into consideration, gender, life experience and knowledge of the community.
2. Ask each group to prepare a role play in which they will act out different transactions. They should creatively think of ways to pay for different items.
3. Explain to the learners the need for cooperation when working in a

group. Encourage participation of each learner in order to build their communication skills.

4. Guide the learners into preparing for the role play by giving ideas of possible methods of payment .
5. Give the groups time to present their role plays and supervise the activity.
6. Ask the learners to point out the methods of payment acted and supplement with your own research.
7. Introduce them to the methods of payment discussed in the Student's Book.

Generic Competences to be learned

- **Communication Skills:** As they prepare for and present the role play.
- **Lifelong skills:** Working together instils the skill of team work and learners appreciate the positive characteristics in others.

Cross Cutting issues

- **Inclusive education:** The teacher encourages every learner to participate.

Answers

Activity 6

(Student's Book Page 78)

1. Liquid cash is use for making payments across the counter.
2. A debit card is used to make ATM withdrawals as well as to make payments in stores.
3. A cheque is mostly used to make payment for business transactions.

Activity 7

(Student's Book Page 82)

Advantages of using cash

- It's quick and easy to use cash.
- It's convenient.
- Once cash has been used the business is finished.
- The process of clearing bank cards takes longer than when one uses cash.

Disadvantages of using cash

- It can be stolen.
- It's bulky to carry around.
- Impulsive buying, which means one can buy items they don't need.
- Difficult to count when in, large sums.

2. Airtel or MTN mobile money is used when:

- Money is to be exchanged between two or more people through sending and receiving.
- It is used to pay service bills like water and electricity bills, bus tickets and even rent costs.
- Airtel or MTN mobile money can be used as a saving scheme.

Note: Be open to any other ideas from the class. Airtel or MTN mobile money is a form of mobile money transfer and payment.

5.3 Functions and use of documentation

(Student's Book pages 82 – 84)

Lesson 7: Uses of documentation

Lesson objective:

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

- i. List three types of documentation required.

- ii. Explain at least five functions and uses of documentation.

Suggested teaching / learning methods

- i. Question and answer method
- ii. Discussion
- iii. Exposition
- iv. Group work

Suggested teaching approach

1. Divide the students into groups of four, Instruct them to consider Activity 7 in the Student's Book. Instruct them to write down their ideas and be ready to share them with the class. Explain to them that in this unit the class will be learning about the function and use of documentation.
2. Supervise a class discussion and write the feedback you get on the board emphasising the importance of having documentation in any circumstance. Show that without documentation one is basically insecure.

Generic Competences to be learned

- **Research skills:** The learners discover and discuss the benefits and consequences of not having documentation and the need for it.
- **Critical thinking :** Thinking about how transactions and everyday life would be different without documentation

Cross Cutting issues to be learned

- **Inclusive education:** As each learner fits in a group and is able to express him or herself
- **Financial education:** As learners discover the importance of documents.

Activity

Give learners a scenario to study. A young man is travelling to Europe from Africa; he loses all his documents mysteriously as he boards the flight. He is stopped at the airport and cannot prove who he is. He is then arrested and put in police custody.

- How do you think he feels about his situation?
- Suggest ways in which he can be helped.

Answers

Activity 8

(Student's Book Page 82)

1. A school identity card; school uniform
2. A national identity card
3. To identify oneself when need arises.

5.3.1 Functions of documentation

Lesson 8

Lesson objective

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

- i. Give the functions of documentation.
- ii. List at least two documents.

Suggested teaching / learning methods

- i. Question and answer
- ii. Discussion
- iii. Exposition

Suggested teaching approach

1. Instruct the learners to look at Activity 9 in the Student's Book. Refer to the sub unit just completed. Ask the learners to explain how that documentation is necessary for the

activities being carried out in the banking hall.

2. Emphasise the need for responsibility towards taking care of personal and financial documentation.
3. Be sure to polish and consolidate their ideas from your research.

Generic Competences to be learned

- **Lifelong skills:** As they learn to have and maintain proper documentation.

Cross Cutting issues to be learned

- **Inclusive education:** The teacher asks the learners questions and endeavours to engage even the slow and withdrawn learners.

Answers to Activity 9

(Student's Book Page 83)

The activities taking place in the picture include: cash withdrawals, cash deposits, cheque deposits etc.

The following are the importance of documentation for these activities

1. To keep track of financial transactions.
2. To serve as records for use in personal accounting.
3. For personal planning and budgeting.
4. Helps one keep track of finances.
5. For future reference in case of a dispute.

Activity 10

(Student's Book Page 84)

- Online banking also known as internet banking or e-banking, is an electronic payment system that enables customers of a bank or other financial institution to conduct

- financial transactions through the financial institution's website.
- It connects a customer to the bank website, then to the banking system operated by a bank.
 - The customer does not have to travel physically to the bank.
 - A customer uses internet to register with the institution for the service, and sets up a password and customer information.

How to use ebanking:

1. The customer visits the financial institution's secure website, and enters the online banking facility using the customer number and password.
2. The customer can get account balances and list of latest transactions, electronic bill payments, and funds transfers between a customer's or another's accounts.
3. A customer can download copies of statements, which can be printed at the customer's premises.
4. It also enables the customer to order cheque-books, statements, report loss of credit cards, stop payment on a cheque, advise change of address, and other routine transactions.
5. Equity Bank, bank of Kigali, Cogebank are some of the banks that offer the ebanking services.

Extended work

Find out the challenges being faced by financial institutions and discuss in groups on how they can be solved.

Answers to Extended work

Challenges facing banks

1. Not making enough money

2. Unmet consumer expectations especially in technology
3. Increased competition in the industry
4. Regulatory pressure

Possible solutions

1. Diversify operations
2. Employ the services of technology experts
3. Strive for excellence in service delivery
4. Attend to all statutory demands on time

Answers to Test your competence

Essay should be written in continuous prose. The following are some major points that should be highlighted:

1. They contribute to economic development of the country through payment of taxes.
2. They provide support to government programmes such as national savings and building of the economy.
3. They participate in stock market trade. This promotes trade and contributes to the economic growth of the country.
4. They provide platforms for foreign direct investment thus promoting economic growth.
5. They also act as foreign exchange bureaus, providing the daily exchange for foreign currencies. This promotes international/ cross-border trade.
6. They also lend money to government. This avails money to government thereby enabling implementation of government development projects.

Number of Lessons: 6

(Student's Book pages 92 - 112)

Key unit competence

To be able to argue on the contribution of tourism on sustainable development.

Learning objectives

1. Knowledge and understanding.
 - a. Define sustainable development.
 - b. Define tourism.
 - c. Explain the contribution of sport & leisure to sustainable development.
2. Skills
 - a. Justify the contribution of sport & leisure to sustainable development.
 - b. Demonstrate the importance of tourism to sustainable development.
3. Attitudes and values
 - a. Promote sport & leisure.
 - b. Show concern of tourism to sustainable development.
 - c. Appreciate win /loss in sporting activities.
 - d. Form relevant clubs of sport and leisure.

Links to other subjects:

This topic is related to the following topics: Tourism in Geography, Individual & Collective Sports in Physical Education. The teacher should make references to them when teaching to explain to the

learners the relationship among them.

Assessment criteria

Assessment should be made to establish the learner's ability to analyse the role of tourism, sport and leisure on sustainable development.

There should be both formative and summative assessment. The formative assessment can be done through tasks and activities provided in the Student's Book while the summative one can be done through the questions under 'Test Your Competence' as well as through additional exercises given in this book.

Needed materials

Books, videos, TV, speeches

Information to the teacher

This unit is about tourism and development. It is sub divided into smaller sub units that help in covering details about the importance of conserving the environment for purposes of sustainable development. The teacher should make sure that all learners are engaged in all lessons to ensure that not only the knowledge is gained, but other relevant skills required in the process of learning. The learners can be very resourceful in drawing from their life experiences. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to devise additional activities in the lessons. To tackle this unit exhaustively, you will need to organise for a tour to a tourist's

site for the learners to appreciate the role of tourism and wildlife in economic development.

6.1 Sustainable development

(Student Book pages 93 - 95)

Lesson 1

Lesson objective

By the end of the lesson, learners should be able to define and explain sustainable development.

Suggested teaching/learning methods

1. Group discussion
2. Brain storming
3. Question and answer
4. Observation

Suggested teaching approach

1. Have the students divided up in small groups of 5 members each. Let them study the picture on page 91, Activity 1 in the Student's Book.
2. Let the learners discuss if the business in the picture will bring about sustainable development in their groups.
3. Guide the learners to define development and sustainable development through discussion.
4. Using the Student's Book page 92. Guide the learners through Activity 2. Let them give their opinions.
5. Guide the learners as they study the process of making papers from trees.
6. In groups still, ask the learners to discuss Activity 3 on page 93 in the Student's Book. Learners should write their points down and the secretary for each group reads them to the whole class at the end of the discussion.

7. Guide the learners as they discuss and present their findings.

Generic competences to be learned

- **Communication skills:** This can be achieved from group discussion.
- **Cooperation:** When the learners to work together.
- **Critical thinking:** When discussing the challenges faced in their everyday lives.

Crosscutting issues to be learned

- **Inclusive education:** Both gender is involved and learners of different abilities.
- **Environment, climate change & sustainability:** Learners will learn the importance of preserving the environment for sustainable development.

Answers

Activity 1

(Student's Book Page 93)

- Expect answers such as: No, such a business does not contribute to sustainable development as it can lead to depletion of resources, that is extinction of wildlife.

Activity 2

(Student's Book Page 94)

- Open-ended answers. Learners should be able to identify conflicting needs that they would like to fulfill. **For example:** Concerning the issue of herd of cattle, there is a need to find an area where they can drink from but not directly in the river. They

can pollute the water. Some times it creates conflicts between the cattle keepers and the users of the river.

Activity 3

(Student's Book Page 95)

Open-ended. Accept any reasonable answers. Possible answers include: using reasonable sustainably, saving resources for tomorrow etc.

6.2 and 3 Principles and Pillars of sustainable development

(Student's Book pages 95 -98)

Lesson 2: Principles and Pillars of sustainable development

Lesson objective

By the end of the lesson, learners should be able to discuss the principles and pillars of sustainable development.

Suggested teaching/learning methods

1. Group work
2. Class discussion
3. Question and answer

Suggested teaching approach

1. Let the learners sit in groups of 5 and discuss Activity 4 on page 93 of the Student's Book.
2. Still in their groups, ask them to read about the principles of sustainable development in the Student's Book pages 93 to 95.
3. Have students select from the given principles and write down the areas of these principles which Rwanda is trying to abide with.

4. In their books, let the learners write down at least 4 measures Rwanda can adopt to protect the natural environment.
5. Let the learners study the picture and read about the new project and discuss in groups whether they support the project or not.

Generic competences to be learned

- **Interpersonal management skills:** This is acquired as learners discuss together in groups.
- **Problem solving:** When the learners come up with measures to preserve the society, economy and natural environment.
- **Research skills:** This is achieved as they do the individual assignment/homework in Task 2.

Cross cutting issues to be learned

- **Inclusive education:** Everyone's participation in the group discussion and presentation of the class activities.
- **Environment, climate change & sustainability:** Learners will learn the importance of preserving the environment for sustainable development.

Answers

Activity 4

(Student's Book Page 95)

- Open-ended. Expect answers such as, using renewable sources of energy, minimising on the use of polythene bags.

6.4 Social sustainability, economic sustainability and environmental sustainability & sustainability indicators

(Student's Book page 98 - 100)

Lesson 3

Social sustainability, economic sustainability and environmental sustainability & sustainability indicators

Lesson objective

By the end of the lesson, learners should be able to discuss the three pillars of sustainability and the indicators of sustainability.

Suggested teaching/learning methods

1. Group discussion
2. Question and answer

Suggested teaching procedure

1. Get the learners in groups of 5 and let the learners discuss Activity 5.
2. Have them discuss the interaction between social, economic and environmental sustainability.
3. Ask the learners to discuss how each of the three pillars affects or is affected by the other for example how economic growth can affect the society and natural environment.
4. Let learners discuss how they can ensure sustainability among the three pillars of sustainable development.
5. Still in their groups, ask the learners to list the signs/indicators of sustainable development in the three pillars mentioned above.
6. As a home work/assignment, let the learners research and list, in their books the indicators of sustainable development for Rwanda.

Generic competences to be learned

- **Communication:** During the discussion carried out by the learners.
- **Critical thinking:** As they study the diagram and discuss the relationship among the pillars of sustainable development.
- **Research skills:** When the learners reflect on the indicators of sustainable development in Rwanda and look for answers.

Cross cutting issues to be learned

- **Inclusive education:** Both gender is actively involved and any learner with impairment or disability is able to engage in discussion with other learners.
- **Environment, climate change and sustainability:** As the learners discuss the economic and social effects on the environment.

Answers

Activity 5

(Student's Book Page 98)

1. Economic sustainability - refers to the ability of an economy to support a defined level of economic production indefinitely.
2. Social sustainability - the ability of a social system, such as a country, to function at a defined level of social wellbeing indefinitely.
3. Environmental sustainability - the rate of renewable resource harvest, pollution creation, and non-renewable resource depletion that can be continued indefinitely.

Activity 6

(Student's Book Page 99)

Costs of economic growth

1. Development of slums
2. High crime rates
3. Environmental degradation
4. Pollution
5. Inflation
6. Inefficiency
7. Income inequality
8. Over population
9. Scarcity of resources

Activity 7

(Student's Book Page 99)

Economic indicators

1. Number of hours of paid employment at the average wage required to support basic needs.
2. The availability of job opportunities, and diversity in size of operating companies.
3. Wages paid and spent in the local economy.

Social indicators

1. Number of students trained for jobs that are available in the local economy.
2. The housing structure should be fine
3. Number of voters who vote in elections
4. Number of voters who attend town meetings.

Environmental indicators

1. Number of tonnes of waste produced by households in a district annually.
2. Number of tonnes of products produced which are durable, repairable, or readily recyclable or compostable,
3. Total energy used from all sources.
4. Ratio of renewable energy used at

renewable rate compared to non renewable energy.

5. Percentage of hectares covered by ago-forestry trees
6. Number of lakes and rivers available in Rwanda.
7. Total energy used from all sources
8. Ratio of renewable energy used at renewable rate compared to nonrenewable energy
9. Water quality and quantity

6.6 Role of tourism on sustainable development

(Student Book page 100 - 104)

Lesson 4: Role of tourism on sustainable development

Lesson objective

By the end of the lesson, learners should be able to explain the positive and negative roles of tourism to the pillars of sustainable development.

Suggested teaching/learning methods

1. Group discussion
2. Question and answer
3. Brain storming
4. Observation

Suggested teaching procedure

1. In groups, let the learners discuss the importance of tourism on sustainable development and have at least a representative to discuss their findings to the rest of the class.
2. Avail the learners with the Student's Book and in their groups try to discuss the positive and negative roles of tourism to the pillars of sustainable development.
3. Let the learner's research and write

down answers to Activity 10 as a home work/assignment. Guide the learners on how to go about the assignment.

Generic competences to be learned

- **Critical thinking:** On the definitions of the terms.
- **Cooperation, interpersonal management and life skills:** When the learners share discussions and presentations in their groups.
- **Communication skills:** As learners exchange ideas.

Cross cutting issues to be learned

- **Inclusive education:** Every child is involved in the discussion and presentation.
- **Environment, climate change and sustainability:** Where learners discover the role of tourism on sustainable development.

Answers

Activity 8

(Student's Book Page 100)

Open-ended. Possible answers include:

1. Yes. As an individual, I learnt about the environment and my country's heritage. By paying entry fee, I contributed to government revenue which would be used for the maintenance of these sites.
2. Tourism: plays an important role in conserving biodiversity. It attempts to minimize its impact on the environment and local culture so that it will be available for future generations.while contributing to generate income, employment, and

the conservation of local ecosystems, Tourism reduces poverty and provides more enjoyable experiences for tourists.

- a). The mountain gorillas are the world's most endangered apes, they are found only in small portions of protected mountain forests in northwest Rwanda, southwest Uganda, and eastern DRC. The mountain gorilla are one of many species unique to these forests. Their lifestyle and organization can attract the tourists.
- b). It ensures continued income from tourists.

Activity 9

(Student's Book Page 101)

1. Utilise resources related to tourism optimally.
2. Conserve the country's cultural heritage.
3. Distribute rewards of tourism to all stakeholders equitably.
4. Recognise the communities around tourist attraction sites and give them some responsibilities for protecting them.

Activity 10

(Student's Book Page 102)

Importance of tourism on sustainable development

1. Tourism creates jobs.
2. The tourism industry provides opportunities for small-scale business enterprises.
3. The improvements to infrastructure and new leisure amenities that result from tourism also benefit the local community.

4. Tourism encourages the preservation of traditional customs, handicrafts and festivals.
5. It promotes good inter-cultural relations.
6. It promotes conservation of wildlife and natural resources.
7. It also helps generate funding for maintaining animal reserves and marine parks.

Activity 11

(Student's Book Page 104)

1. Tourist activities in Rwanda
 - (i) Mountain climbing
 - (ii) Visiting memorial sites
 - (iii) Gorilla tracking
 - (iv) Visiting lakes, rivers, forests
 - (v) National museums
2. Negative effects can be reduced by:
 - (i) Sensitisation of the public.
 - (ii) Gazeting areas for wild life.
 - (iii) Environmental protection.
 - (iv) Establishing strict laws on poaching.
 - (v) Creating jobs for the unemployed.
 - (vi) Population control.

6.7 Traditional sports Vs. modern sports

(Student's Book pages 104 - 105)

Lesson 5: Traditional sports Vs. modern sports

Lesson objective

By the end of the lesson, learners should be able to explain the differences between traditional and modern sports.

Suggested teaching/learning methods

1. Discussion
2. Observation
3. Brain storming
4. Question and answer

Suggested teaching approach

1. Ask learners to think of some of the sporting activities played by the local people and the other sporting activities seen on TV played by the European countries.
2. Let the learners in groups come up with a list of local sporting activities and foreign sporting activities. Guide the learners as they come up with their lists.
3. Avail the Student's Book and ask learners to observe the pictures on Activity 12.
4. Randomly, choose learners from the groups to come up with the definition of traditional sports and modern sports.
5. Let each group come choose one representative who reads out to the whole class the lists of the different traditional and modern sports.
6. Learners should be able to make their notes on the definitions and the various examples.

Generic competences to be learned

- **Critical thinking:** On the definitions of the terms.
- **Cooperation, interpersonal management and life skills:** When the learners share discussions and presentations in their groups.
- **Communication skills:** As learners exchange ideas.

Cross cutting issues to be learned

- **Inclusive education:** Every child is involved in the discussion and presentation.
- **Environment, climate change and sustainability:** Where learners discover from the environment the various sports.
- **Standardisation culture:** Learners learn the role of traditional sports on culture.
- **Peace, gender and values education:** As most of the sports promote peace and values.

Answers

Activity 12

(Student's Book Page 104)

1. a. Modern sport
b. Traditional sport
c. Modern sport
d. Traditional sport
2. Rwandan sports: wrestling, hunting, board game, arm wrestling, tug of war, etc
European sports: baseball, basketball, football, swimming, motor racing, tennis, golf, rugby, boxing, cricket, etc
3. Traditional sports are sports that form the backbone of a community while modern sports are those which were introduced after the European influence on African states.

Activity 13

(Student's Book Page 105)

Open-ended answers. Traditional sports include wrestling, tug of war etc. Modern

sports include football, hockey, volley ball, basket ball, tennis etc.

6.8 Role of sports and leisure on sustainable development

(Student's Book pages 106 - 107)

Lesson 6: Role of sports and leisure on sustainable development

Lesson objectives

By the end of the lesson, learners should be able to explain the role of sports and leisure on sustainable development.

Suggested teaching/learning methods

1. Observation
2. Group discussion
3. Group work

Suggested teaching approach

1. Let the learners form groups of 5. Avail them with reading materials such as newspapers, magazines, books, novels, and the internet. Let them discuss in groups how these materials lead to sustainable development.
2. Have learners choose a leader from each group to share their group discussion to the rest of the class.
3. Avail each group with the Student's Book and let the learners discuss the positive and negative roles of sports and leisure to sustainable development.
4. Still in their groups, ask the learners to discuss Activity 15 and have one member from each group share the findings to the rest of the class.
5. Supplement to the learners contributions.

Generic competences to be learned

- **Cooperation:** Working together in groups.
- **Communication:** As the learners try to discuss and present their work.
- **Lifelong learning:** As the learners discuss the importance of sports and leisure.

Cross cutting issues to be learned

- **Inclusive education:** Every child is involved in the discussion and presentation.
- **Standardisation culture:** Learners learn the role of sports leisure on culture.
- **Peace, gender and values education:** As most of the sports and leisure activities promote peace and values.

Answers

Activity 14

(Student's Book Page 106)

Contribution of sports and leisure to sustainable development

a. Positive contribution

1. Promoting health and the prevention of non-communicable diseases;
2. Achieving quality education through values-based learning;
3. Promoting gender equality;
4. Promoting sustainable cities and human settlements;
5. Contributing to peaceful and non-violent societies;
6. Developing human capital and human potential;

7. An important venue to share critical health information and education;
8. Addressing war-related trauma and promoting healing;
9. Helping to preserve the natural environment.

b. Negative contribution

1. Some sport and leisure activities are dangerous to people's health e.g. sky diving.
2. Some leisure activities can affect natural environment.
3. Some leisure activities destroy cultural values.
4. Some strain the economy financially since they have to be paid for them.

Activity 15

(Student's Book Page 107)

1. Role of sports and leisure
 - (i) Promotes health and the prevention of non-communicable diseases.
 - (ii) Promotes friendship
 - (iii) Share of knowledge and skills
 - (iv) Achieve quality education through values-based learning
 - (v) Promote gender equality
 - (vi) Promote sustainable cities and human settlements.
 - (vii) Contribute to peaceful and non-violent societies
 - (viii) Develop human capital and human potential
 - (ix) Protect young people from unhealthy and dangerous behaviours such as alcohol

- (x) Some sports like hunting, swimming and golf can help to preserve the natural environment.
2. How Rwanda benefits from sports activities:
 - i. Foreign exchange
 - ii. Cultural development
 - iii. Health development
 - iv. International relationships
 - v. Government revenue through taxes
 - vi. Gender balance and equality

Extended work

Visit a museum or a genocide memorial center in Rwanda and explain the role of that site to the community.

Answers to Extended work

Open – ended answers.

Test your competence

(Student's Book Page 112)

- a. The role of tourism to sustainable development
 1. Tourism creates jobs.
 2. The tourism industry provides opportunities for small-scale business enterprises.
3. The improvements to infrastructure and new leisure amenities that result from tourism also benefit the local community.
4. Tourism encourages the preservation of traditional customs, handicrafts and festivals.
5. It promotes good inter-cultural relations.
6. It promotes conservation of wildlife and natural resources.
7. It also helps generate funding for maintaining animal reserves and marine parks.
- b. The role of sports and leisure to sustainable development
 1. Promoting health and the prevention of non-communicable diseases;
 2. Achieving quality education through values-based learning;
 3. Promoting gender equality;
 4. Promoting sustainable cities and human settlements;
 5. Contributing to peaceful and non-violent societies;
 6. Developing human capital and human potential;
 7. An important venue to share critical health information and education;
 8. Addressing war-related trauma and promoting healing;
 9. Helping to preserve the natural environment.

Number of Lessons: 11

(Student's Book pages 113-131)

Key unit competence

To be able to propose solutions to the impact human activities have on environment.

Learning objectives

By the end of this unit, learners should be able to do the following:

1. Knowledge and understanding
 - i. Identify tools for environment management.
 - ii. Explain how industries have evolved throughout the world.
 - iii. Explain the impact of the progress of industries on climate change.
 - vi. Explain the interrelationship between environment, society and economy.
2. Skills
 - i. Interpret the relationship between poverty and environment.
 - ii. Detect causes of environment pollution in Rwanda.
 - iii. Portray the evolution of industries.
 - iv. Show how progress in science has led to climate change.
 - v. Interrelate Standards and tools used for environment management.
 - vi. Assess the impact of environment pollution on health and sustainable development.
3. Attitudes and values:
 - i. Appreciate the contribution of environmental management to sustainable development
 - ii. Cooperate in preventing environment pollution.
 - iii. Show concern for the progress of science as it leads to climate change.
 - iv. Advocate for reducing climatic change as a result of science progress.

Links to other subjects

This topic is related to the following topics studied in French, Kiswahili and Kinyarwanda: Water & air pollution in chemistry; data collection, data representation, data interpretation in mathematics and in Geography. The teacher should refer to them when teaching to show the relationship among them.

Assessment criteria

Assessment should be done to establish the learner's ability to propose solutions to ensure human activities do not compromise environment protection by analysing a case study/scenario that shows the relationship between human activities and the environment.

There should be both formative and summative assessment. The formative assessment can be done through tasks and activities provided in the Student's Book while the summative one can be done

through the questions under 'Test Your Competence' as well as through additional exercises given in this book.

Materials needed

Books, charts and graphs showing economic growth, case studies.

Information to the teacher

This unit is about environment and sustainable development. It is sub divided into smaller sub units that help in covering details about the importance of conserving the environment for purposes of sustainable development. The teacher should ensure to engage the learners in all the lessons to ensure that not only is the knowledge gained, but other relevant skills in the process of learning are acquired. Also, the learners are aware of some of these aspects of environmental sustainability due to the fact that they have experienced or witnessed adverse effects resulting from pollution of environment. Therefore they can be very resourceful in drawing from their life experience. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to device additional activities in the lessons.

7.1 Causes of environmental pollution

(Student's Book pages 114 - 116)

Lesson 1: Causes of environmental pollution

Lesson objective

By the end of the lesson the learner should be able to state the causes of pollution.

Suggested teaching/learning methods

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

Suggested teaching approach

1. Divide the students into a mixed ability groups having boys and girls in the same group, this help promote gender equality. Take note of those with disabilities and mix them with others to promote inclusion. Let the learner's study the pictures availed on the Students Book on page 110 and state what they have observed.
2. Ask the learners to list other possible causes of environmental pollution.
3. Facilitate the learners' discussion as you supplement on their ideas.

Generic competences to be learned

1. **Critical thinking:** When the learners think about other causes of environmental pollution.
2. **Cooperation** (working together in groups).

Cross cutting issues to be learned

1. **Inclusive education** (through mixed abilities)
2. **Environmental, climate changes and sustainability** (this will be part of the course)

Notes to the teacher

1. Air pollution refers to the contamination of air by smoke and harmful gases. Some examples of air pollution include:

- i. Exhaust fumes from vehicles;
 - ii. The burning of fossil fuel, such as coal, oil or gas;
 - iii. Harmful off gassing from things such as coal, oil or gas;
 - vi. Radiant spills.
2. Land pollution refers to the degradation of the earth's surface caused by misuse of resources and improper disposal of waste. Some examples include:
- i. Litter found on the road sides.
 - ii. Litter found on the road side;
 - iii. Illegal dumping on natural habitat;
 - iv. Oil spills that happen inland mining;
 - v. Logging practices such as deforestation.
3. Light pollution refers to the brightening of the night sky inhabiting the visibility of stars and planets. Some examples include:
- i. Street lamps;
 - ii. Extra, unnecessary light around home;
 - iii. Cities that run lights all **night long**.
4. Noise pollution refers to any loud sound that is either harmful or annoying to humans and animals. Some examples include:
- i. Air planes
 - ii. Helicopters and motor vehicles;
 - iii. Construction and demolitions;
 - iv. Human activities such as sporting and music.
5. Water pollution refers to the contamination of any water body like lakes, rivers, oceans, ground water etc. Other causes of water pollution include:

- i. Raw sewage;
- ii. Industrial waste spills;
- iii. Farm runoffs;
- iv. Illegal dumping of substance in water bodies.

Answers to Activity 1

(Student's Book Page 114)

- a. Industrial effluent
- b. Industrial fumes

Activity 2

(Student's Book Page 116)

Causes of environmental pollution include:

- i. Raw sewage;
- ii. Farm runoffs;
- iii. Construction and demolitions;
- iv. Street lamps;
- v. Illegal dumping of in natural habitats.
- vi. Plastic packaging materials
- vii. Unsustainable Mining
- viii. Improper disposal of wastes
- ix. Open burning of wastes, wetlands and forests
- x. Dumping waste and debris in the wetlands
- xi. Emissions from vehicles, energy activities and industrial activities.

7.2 Impact of environment pollution on sustainable development

(Student's Book pages 116-118)

Lesson 2: Impacts of environmental pollution on sustainable development

Lesson objective

By the end of the lesson, the learner should be able to state the impacts of

environmental pollution on sustainable development.

Suggested teaching/learning method

1. Discussion
2. Question and answer
3. Group work

Suggested teaching approach

1. In groups let the learners' study the picture on the Student's Book in Activity 3.
2. Let them discuss how pollution impacts on sustainable development.
3. Supervise the learners' findings and supplement on their ideas.

Generic competence to be learned

1. **Problem solving:** When they discuss on the impacts of pollution on sustainable development.
2. **Cooperation:** Through group work.

Cross cutting issues to be learned

1. **Inclusive education:** When all the genders are actively involved and all learners with disabilities included.
2. **Environment, climate change and sustainability** (it emphasizes on the need to preserve the environment)

Answers to Activity 3

(Student's Book Page 116)

Pollution can lead to diseases which affects the labour force of the country and consequently its economy. The following are some of the negative health effects arising from pollution:

1. Air pollution causes:
 - Reduces lung function;
 - Asthma attacks;

- Leads to cancer;
 - Causes premature deaths.
2. Water pollution causes:
 - Water borne diseases such as typhoid and cholera & Hepatitis A etc
 - Leads to respiratory infections;
 - Leads to hormonal problem;
 - Damage to the nervous system.
 3. Soil pollution leads to poor food production.
 4. Animal pollution causes:
 - Acidic rain destroys fish life in lakes and streams;
 - Leads to excessive ultra violet radiation;
 - Ozone may damage lung tissue of animals;
 - Oil pollution affects development of marine organisms.

Answers to Activity 4

(Student's Book Page 118)

Impacts of pollution on health and development:

- Oil pollution affects development of marine organisms;
- Poor food production as a result of soil erosion;
- Air pollution leads to lung infection;
- Water borne diseases leads to typhoid and cholera;
- Animal pollution leads to hormonal problems.

7.3 Relationship between poverty and environment issues

(Student's Book pages 118 - 119)

Lesson 4: Relationship between poverty and environment issues

Lesson objective

By the end of the lesson the learners should be able to explain the relationship between poverty and environment issues

Suggested teaching/learning methods

- i. Research work
- ii. Question and answer
- iii. Discussion
- iv. Group work

Suggested teaching approach

1. Guide the learners to conduct a research to find out why pollution is more prevalent in informal settlements.
2. Lead them into a whole class discussion whereby the group leaders present their answers as you supplement on their ideas

Generic competences to be learned

1. **Cooperation:** When they engage in a discussion.
2. **Research skills:** When finding out why pollution is more prevalent in informal settlements.

Cross cutting issues to be learned

1. **Inclusive education:** Both genders and learners with different abilities actively involved.
2. **Environment, climate changes and sustainability:** When researching on

why pollution is more prevalent in informal settlements.

Answers to Activity 5

(Student's Book Page 118)

- Poor disposal of waste.
- Poor removal of waste.
- Unplanned settlements.
- No control measures about pollution.

Activity 6

(Student's Book Page 119)

Essay should be in continuous prose.

Possible answers are:

- Growing up in poor environment leads to limited exposure.
- Less employment opportunities.
- Less education opportunities.
- Poor choices and preferences.
- Depletion of natural resources due to overuse.

7.4 Principles of environmental management

(Student's Book page 120 - 121)

Lesson 4: Principles of environmental management

Lesson objective

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

- i. Define environmental management.
- ii. Explain various principles used in environmental management.

Suggested teaching/learning methods

1. Group work
2. Discussion
3. Question and answer

Suggested teaching approach

1. Put the learners into groups of mixed abilities; ask all the groups to think of how cleanliness of the environment has contributed to continued development of Rwanda.
2. Facilitate presentation of the answers provided by all groups.
3. Emphasise on the principles of environmental management to supplement on the learners' ideas.

Generic competences to be learned

1. **Cooperation:** Working in groups
2. **Critical thinking:** When thinking of how cleanliness has led to continued Rwanda's development.
3. **Lifelong skills:** After the discussions, the learners are able to appreciate the principles of environmental management and apply them in daily life

Crosscutting issues to be learned

1. **Environment, climate change and sustainability:** Through learning the principles of environmental management.
2. **Inclusive education:** Every child disabled in any way has to be included in the discussion.

Answers to Activity 7

(Student's Book Page 120)

Rwanda has employed the following practices to maintain a clean environment.

- The rule of no use of polythene bags, has managed to prevent pollution compared to other countries.
- Polluters pay principle which suggests that polluters should be made to

pay a price related to the amount of environmental damage caused.

- Protection and sustainability which ensures that the environment is not compromised by economic development.
- Equity principle which refers to equal opportunities to safe and healthy environment.
- Sensitisation principle which emphasises on embarking on campaigns to have constant reminders of the necessity to conserve the environment.

7.5 Environmental management standards

(Student's Book pages 120-122)

Lesson 5: Environmental management standards

Lesson objective

By the end of the lesson, the learner should be able to explain the various environmental management standards.

Suggested teaching/learning method

1. Group work
2. Discussion

Suggested teaching approach

- Organise the learners into groups. Endeavour to have mixed abilities together.
- Ask all the groups to research on the various importances of environmental standards.
- Facilitate presentation of the answers provided by all groups.

Generic competences to be learned

- **Research skill:** When they conduct research on the importance of environmental standards
- **Cooperation:** When they work in groups
- **Lifelong skills:** After discussing environmental management standards importance, learners are able to appreciate them and may be influenced to practice them.

Cross cutting issues to be learned

1. **Inclusive education:** Working in mixed abilities and the fact that every child disabled in any way has a right to education.
2. **Environment, climate changes and sustainability:** When they learn about importance of environmental management standards. REMA has a mission to promote and ensure the protection of the environment and sustainable management of natural resources through decentralized structures of governance and seek national position to emerging global issues with a view to enhancing the well-being of the Rwandan people.

Answers to Activity 8

(Student's Book Page 121)

1. Rwanda Standards Board (RSB) is a public institution that undertakes all activities pertaining to the development of Standards, Conformity Assessment and Meteorology services in the country. Rwanda Environment Management Authority (REMA) is non-sectorial

institution mandated to facilitate coordination and oversight of the implementation of national environmental policy and the subsequent legislation.

2. Open-ended. Possible criteria include:
 - a. Sustainability
 - b. Impact to environment
 - c. Impact to underground water resources
 - d. Impact to weather and climate
 - e. Impact to human and animal health
 - f. Impact to social lives
 - g. Impact to other natural resources(Acceptable any reasonable criterion.)

Answers to Activity 9

(Student's Book Page 122)

Expect answers such as:

- Helps to minimise waste.
- Enables us to maintain excellent public relations.
- Enables us to identify and eliminate waste.

7.6 Tools used for Environment management

(Student's Book pages 122 - 123)

Lesson 6 and 7: Tools used for environment management

Lesson objective

By the end of the lesson the learner, should be able to identify the tools used for environment management in Rwanda.

Suggested teaching/learning methods

1. Research work
2. Group work
3. Discussion

Suggested teaching approach

1. In groups of mixed abilities, let the learners conduct a research about tools used for environment management.
2. Facilitate a whole class discussion where the learners present their answers.
3. Ensure that you supplement on their ideas.

Generic competences to be learned

1. **Research skills:** When the learners research on tools used for environment management.
2. **Problem solving:** When the learners identify the tools used for environment management.

Cross cutting issues to be learned

1. **Environment, climate changes and sustainability:** When the learners identify the tools used for environment management.
2. **Inclusive education:** Learners working in mixed ability groups.

Answers to Activity 10

(Student's Book Page 122)

Environment management tools include:

- i. Environment impact Assessment (EIA) refers to a systematic process to predict, identify, and evaluate the environment effects that a project is likely to have.

- ii. Environment reporting tool is used to find out if there are threatened species such as pollutant emissions.
- iii. Inspection tool helps individual to determine or find out whether their area of interest has natural environment significance and whether it is protected.
- iv. Audit is whereby waste management system is audited to ensure accountability of the environment impact assessment processes. Environmental education inspires environmental stewardship and responsible citizenship to ensure participation and mainstreaming environment and climate change in others development sectors including urbanization.

7.7 Importance / contribution of environment management tools to sustainable development

(Student's Book pages 125 - 127)

Answers to Activity 11

(Student's Book Page 123)

1. REMA assessed conformity to environment standards.
2. They inspected whether illegal structures had been constructed on wetlands.
3.
 - i. They help in planning and auditing management systems.
 - ii. Help minimise environmental impact.
 - iii. Help in labeling management systems.
 - vi. They promote sustainability of infrastructures.
 - v. Ensure social and environmental safeguards.

7.8 Evolution of industries

(Student's Book pages 125 - 127)

Lesson 8: How industries have evolved over years

Lesson objective

By the end of the lesson the learner should be able to explain how industries have evolved throughout the world.

Suggest teaching/ learning methods

1. Group work
2. Discussion
3. Research work

Suggest teaching approach

- In groups of learners with mixed abilities ask them to carry out a research on stages that led to industrialisation.
- Let them write their findings, then facilitate a whole class discussion; this enables you to supplement on their ideas.

Generic competences to be learned

1. **Research skills:** When they carry out a research on how industries have evolved.
2. **Critical thinking:** When the learners are thinking about how industries have evolved over time.

Cross cutting issues to be learned

1. **Environment, climate change and sustainability:** When the learners learn about the impact of industries on sustainable development.

Answers to Activity 12

(Student's Book Page 125)

1. Examples of industries in Rwanda: K.K General Trading, Inyange Industries, Safal group etc.
2. Industries have evolved over time due to the following factors:
 - i. Improved agricultural productivity;
 - ii. Due to population increase, labour conditions have improved;
 - iii. Continuous production demonstrated by paper machine influenced the development of continuous rolling of iron;
 - iv. Increased spinning and weaving of wool.

7.9 Impact of progress of science

(Student's Book page 127-128)

Lesson 9: Impact of Industries on climate change

Lesson objective

By the end of the lesson the learner should be able to explain the impact of the progress industries on climate change.

Suggested teaching/learning methods

1. Group work
2. Discussion

Suggested teaching approach

1. Ask the learners to study the picture in Student's Book page 100 in groups.
2. Let them discuss on the impacts of the progress of science (industries) on climate change.

- Facilitate a whole class discussion, as the group leaders present their points in class.
- Supplement on the learners' ideas.

Generic competences to be learned

- Critical thinking:** When learners think of the impacts of science on climate change.
- Communication skill:** When making presentation in class.

Cross cutting issues to be learned

- Environment, climate change and sustainability:** When discussing the impacts of science on the climate change.
- Inclusive education:** When working in groups all learners participate.

Answers to Activity 13

(Student's Book Page 127)

- Damages to sensitive ecosystems such as wet land that regulate water flow.
- Global warming that has led to temperature increase due to emission of carbon dioxide and green house gases from human activities.
- Decreased sea ice habitat, hence leading to droughts.
- Shift in animal habitats such as migration of birds and animals.

Answers to Activity 14

(Student's Book Page 128)

Expect answers such as:

- Causes damages to sensitive ecosystem such as wetlands that regulate water flows.
- Deforestation
- Global warming that has led to

temperature increase due to emission of gases from human activities.

- Damages that lead to droughts.
- Damage to human settlements.
- loss of biodiversity.

Accept any other correct answer.

7.10 Impact of climate change on health and development

(Student's Book page 128-129)

Lesson 10 and 11: Impact of climate change on health and development

Suggested teaching/learning method

- Group work
- Discussion method
- Teacher exposition: Explaining and describing.

Suggested teaching approach

- Begin by reviewing the previous lesson; this will enable the learners to think of causes of climate change.
- In groups of mixed ability, let the learners study the picture provided in the Student's Book Activity 15.
- Instruct them to brainstorm on some of the impacts of climate change on health and development.
- Engage the learners in a discussion explaining some of the impacts of climate change on health and development.

Generic competences to be learned

- Cooperation:** When the learners are working together in groups.
- Critical thinking:** To identify how human activities impact on health development.

Cross cutting issues to be learned

1. **Environment, climate change and sustainability:** When discussing impacts of climate change on health development.

Answers to Activity 15

(Student's Book Page 128)

Destruction of forests leads to flooding. After some time there, is shortage of rainfall. This leads to droughts.

Drought affects health in the following ways:

- Leads to infectious diseases
- Rise in rates of mortality
- High temperature poses major health risks such as heat stroke.

(Accept any other possible answer.)

Activity 16

(Student's Book Page 129)

Implications of extreme weather conditions

1. Drought which leads to famine hence malnutrition.
2. Floods which may lead to outbreak of waterborne diseases.
3. Low temperatures may lead to health complications such as asthma.

4. Very high temperatures can cause heat stroke.
5. Floods may lead to increase of disease-causing organisms, such as mosquitoes, leading to spread of diseases such as malaria.

Extended work

Pay a visit to areas affected by weather change and relate what you have learnt in this unit to the situation there.

Answers to Extended work

Answers should be open-ended.

Answers to Test your competence

(Student's Book Page 131)

Role of environmental management on sustainable development

1. Reduction of levels of poverty.
2. Reduction of cases of extreme hunger.
3. Reduced cases of malnutrition.
4. Increased standards of hygiene and better health.
5. Increased levels of literacy.
6. Sustainable growth hence stronger economy.
7. Increased job creation.

Topic Area 3: Sciences

Subtopic Area 6: Scientific Research and Innovation

Unit 8: Importance of ICT in
development

Number of Lessons: 5

(Student's Book pages 133-152)

Key unit competence

To be able to justify the role of ICT in developing international exchange.

Learning objectives

By the end of this unit, learners should be able to do the following:

1. Knowledge and understanding
 - a) Explain how ICT keeps people connected, economically, socially and politically independent.
 - b) Show the importance of using ICT in quick international exchange.
 - c) Describe the use of ICT in the international exchange, cooperation and dissemination of ideas.
2. Skills
 - a) Analyse the role of ICT in people's connection and interdependence.
 - b) Examine the importance of using ICT in quick information exchange, cooperation and dissemination of ideas.
 - c) Identify different uses of ICT.
3. Attitudes and values

Appreciate and adopt the use of ICT for personal, family and community.

Links to other subjects

This unit is related to the following topics studied in French, Kiswahili and Kinyarwanda: Impact of computers in daily life. The teacher should refer to it to show relationship between them.

Assessment criteria

Assessment should be made to establish the learner's ability to analyse and present in essay type the contribution of ICT in people's and international exchange.

Materials required

Computers, internet, mobile phones, and case studies.

Information to the Teacher

This covers content related to importance of ICT in development. It is sub divided into smaller sub units that help in covering details about various ICT platforms. The teacher should ensure to engage the learners in all the lessons to ensure that not only is the knowledge gained, but other relevant skills in the process of learning are acquired. Also, the learners are in the know about the many ICT applications used today and therefore they can be very resourceful in drawing from their own knowledge. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to device additional activities in the lessons.

In case there is availability of internet facility, you may need to involve the learners in practical lessons in order to demonstrate to them how some of the social media platforms operate.

8.1 ICT as mobile phones (sms, digital camera, scan, networking)

(Student's Book pages 134-136)

Lesson 1

Lesson objective

By the end of the lesson learners will be able to define and give examples of each of the elements of ICT.

Suggested approach

1. Question and answer
2. Discussion
3. Illustrations
4. Group work

Suggested teaching procedure

1. Divide the learners into groups of four. Instruct them to choose a leader and a secretary. Encourage the leader to moderate the group activities and to ensure that the group respects every individual.
2. Insist on the need to cooperate as a group in order to achieve the goal. The secretary should write down the ideas and in the next activity roles should be changed so every learner experiences leadership.
3. Guide the learners in discussing the elements of ICT and provide examples.
4. As the class discuss how the use of mobile phones has changed our way of life, illustrate the many changes from transactions to communication.

5. Supervise the class in giving feedback.

Generic Competences to be learned

- **Communication:** As they learn about different elements of communication
- **Cooperation, interpersonal management and lifelong skills:** As they work together and in showing respect for different ideas and opinions.
- **Research skills:** As they discuss and discover the different elements of ICT.
- **Critical thinking:** When answering the question; 'How different would our way of life be without mobile phones?'

Cross Cutting issues to be learned

- **Inclusive education:** As the teacher instils the need to work together despite personal differences.

Answers

Activity 1

(Student's Book Page 134)

Expect answers like:

- Communication, phone calls, texts, emails.
- Exchanging audio files, pdf documents, photos and videos.
- Money transacting method, through mobile money.
- In rural communities they are used as money saving methods.
- Used for financial transactions
- Water, electricity and other services can be paid for using mobile phones.

Be open to receive any other correct answers that arise from the discussion.

Activity 2

(Student's Book Page 136)

1. SMS makes communication faster and cheap.
2. Digital cameras improve the quality of pictures taken and make their production easy.
3. Scanning makes it easy to share documents with others.
4. Networking makes it possible to share information across electronic gadgets and machines.
5. Phones with all these make sharing information fast, easy and cheap.

8.2 ICT as internet (Email, face book, twitter, Google maps, YouTube...) digital camera, scan, Networking)

(Student's Book pages 137-142)

Lesson 2

Lesson objective

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

- i. Explain how these elements have made communication easy and quick.
- ii. Explain how each of these elements work.

Teaching/ learning methods

1. Question and answer
2. Teacher exposition
3. Discussion method

Suggested teaching approaches

1. Ask learners the following questions:
 - i. What are the ways in which

communication can be passed on through the Internet? Which ones do you think are more efficient.

- ii. Describe and make a list of the ways in which the Internet connects people.
 - iii. How is the internet developing national and international development?
 - iv. Do you think it's important for people to be connected? Why or why not?
2. Coordinate a whole class discussion of the questions and guide learners on the answers to the questions.

Generic Competences to be learned:

- **Critical thinking:** Thinking of why or why not connection between people is necessary.
- **Communication skills:** Learning different, efficient and convenient methods of communication.
- **Research skills:** Discovering ways of communication and how the internet fosters national and international development.

Cross Cutting issues to be learned:

1. **Inclusive education:** Continually insist on the need to have all learners engaged in the lesson. This teaches the learners to respect individual differences.

Answers to Activity 3

(Student's Book Page 137)

Open-ended. Possible functions include:

1. Wordpress – developing mobile

- themes and plug-ins.
2. Buzz – getting the latest news, updates and promotions by Buzzers near you.
 3. Flickr – hosting images and videos.
 4. Twitter – sharing and broadcasting information.
 5. Twitpic – sharing photos and videos.
 6. LinkedIn – business and professional networking.
 7. Facebook – social networking.
 8. Foursquare – location-based social networking.
 9. Ebuddy – social networking.
 10. Google – searching the Internet.
 11. Gowalla – location-based social networking.
 12. Digg – social networking.

8.3 Role of ICT in creating a global community

(Student's Book pages 142 – 145)

Lesson 3 and 4

Lesson objective

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

- i. Explain the contribution of ICT to the creation of a global community.
- ii. Give individual and clear examples of how ICT connects people socially and economically.
- iii. Define the term global community.

Teaching/ learning methods

1. Discussion method
2. Presentation
3. Teacher exposition

Suggested teaching approaches

1. Arrange the learners in groups taking into consideration factors of inclusivity.
2. Ask them to discuss Activity 4.
3. Ask representatives of every group to make presentations of the points discussed.
4. Facilitate a whole class discussion to make corrections where necessary.

Generic competences to be learned

- **Cooperation, interpersonal management and lifelong skills:**
As they work together and in showing respect for different ideas and opinions.

Answers

Activity 4

(Student's Book Page 142)

1. ICT gives business people an opportunity to invent new ways of solving social problems. ICT ministries also set aside funds to promote such innovations.
2. ICT links entrepreneurs from different parts of the world together. It also links innovators with funding organisations and individuals from around the globe. Solutions innovated through ICT can also be shared globally. This results in globalisation.

Activity 5

(Student's Book Page 145)

- Socially through emailing, twitter, facebook and instagram.
- Economically through the Internet showing stock market rate daily

currency exchange rates, financial and global market news.

- Through global news covering all nations of the world, CNN, BBC and Aljazeera.
- Through global talk shows that give advice on different situations for example the famous Oprah Winfrey show, the Larry King live on CNN.

8.4 Role of ICT in developing international exchange and disseminating scientific ideas

(Student's Book pages 146 – 147)

Lesson 5: International exchange and disseminating of scientific ideas

Lesson objective

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

- i. Give ways in which ICT has enabled dissemination of ideas.
- ii. Explain how this has improved health and science globally.

Suggested approach

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

Suggested teaching procedure

1. Facilitate a whole class discussion on how ICT has developed international exchange and disseminated information. Use the example of East African conglomeration initiative to become a regional village. Show them how ICT helps to

spread information on different developments.

2. Guide them into discussion by instructing them to consider how ICT has sensitised people on diseases like HIV/AIDS, malaria and Ebola.
3. Guide the class to discuss their findings. After this ask them to discuss how ICT has enabled international exchange. Guide them to consider the use of Facebook, twitter, amazon and ebay, instagram and email. Let them give feedback.
4. Supervise the discussion and polish their ideas.

Generic Competences to be learned

- **Interpersonal management skills:** This skill is developed through working together in groups.
- **Research skills:** This skill is acquired when finding out how ICT has influenced international exchange and dissemination of research.
- **Communication skills:** As learners discuss and make presentations.

Cross Cutting issues to be learned

- **Inclusive education:** Every child has a right to education and is involved in the class activities.

Activity 6

(Student's Book Page 146)

Answers

Expect students to talk about the use of ICT disseminating information using such platforms as email, youtube and social media states.

Activity 7

(Student's Book Page 147)

1. The role of ICT in quick information exchange:
 - a. Quick and easy to use;
 - b. Can be used by several people at the same time for example wifi, whatsapp;
 - c. User friendly;
 - d. Economical or cheap;
 - e. Convenient.

Answers to test your competence

(Student's Book Page 152)

1.
 - a. ICT has been used to disseminate information.
 - b. Mr Iwaso can use ICT, through internet banking (e-banking), to transfer funds from one account to another, either in the same country or in different countries.
2. The use of ICT in international exchange, cooperation and dissemination of ideas
 - a. Through international news, on satellite television.
 - b. Teleconferencing
 - c. Internet for dissemination of ideas.

Topic Area 4: Culture

Subtopic Area 7: Global media

Unit 9: Writing official documents
and mass media

Subtopic Area 8: Culture Diversity

Unit 10: Fight against cultural
discrimination

Subtopic Area 9: Gender

Unit 11: Gender-based violence and
child abuse

Subtopic Area 10: Literature

Unit 12: Forms (oral and written)
and genres of literature

Subtopic Area 11: Area

Unit 13: Preservation of national
heritage and culture through the arts

Key unit competence

To be able to judge and react effectively to the information received.

Learning objectives**1. Knowledge and understanding:**

By the end of this unit, the learner should be able to:

- a) Describe the writing process.
- b) Identify the parts of an administrative letter.
- c) Determine the parts of a business letter.
- d) Identify the parts of a CV.
- e) Describe how to write an announcement.
- f) Explain the role of mass media.
- g) Demonstrate the effects of global media on a culture.
- i) Explain the impact of advertising & role models in the media on financial decision making.
- j) Identify unrealistic images in the mass media concerning sexuality and sexual relations.
- k) Describe the impact of these images on gender stereotyping.
- i) Critically assess the potential influence of mass media messages about sexuality and sexual relations.
- m) Identify ways in which the mass media could make a positive contribution to promoting safer sexual behaviour and gender equality.

2. Skills

By the end of this unit, the learner should have the skills to:

- a) Compose a first draft from pre-writing; turn into sentences and paragraphs.
- b) Use graphic organizers to organize general information.
- c) Generate topics and ideas related to the topics.
- d) Edit a written document.
- e) "Publish" a final draft.
- f) Compose an administrative letter.
- g) Write a business letter (inquiry).
- h) Write their own CVs.
- i) Justify the role of mass media.
- j) Analyse the effect of global media on culture.
- k) Explore how local media contest and the relationship among them.
- l) Assess the impact of local media and global media on lifestyle, culture and behaviour.

3. Attitudes and values

By the end of this unit, the learner should acquire the values to:

- i) Appreciate the best ways of writing official and administrative documents.
- ii) Recognise the role of mass media.
- iii) Think critically about information from the media and use them appropriately.

- iv) Give and get feedback on a draft; Identify points that are not clear, places that need more information, events that are not in order.

Links to other subjects

This unit is related to the following topics studied in French, Kiswahili and Kinyarwanda: Media in English, career opportunities in English. The teacher should refer to them in order to show the relationship among them.

Assessment criteria

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

- i. Criticise a news article or advert through culture or financial situation by appreciating or complaining to the relevant authorities.

There should be both formative and summative assessment. The formative assessment can be done through tasks and activities provided in the Student's Book while the summative one can be done through the questions under 'Test Your Competence' as well as through additional exercises given in this book.

Materials required

Books, computers, internet, journals, newspapers, different forms of letters and CVs, radio and TV

Information to the Teacher

This unit is meant to help learners acquire knowledge, skills and attitudes that are useful in communication. It is sub divided into smaller sub units that help in covering details about various types of formal documents and media communication. The teacher should ensure to engage the learners in all the lessons

to ensure that not only is the knowledge gained, but other relevant skills in the process of learning are acquired. Also, the learners may be very resourceful in sharing their experiences about: various types of writing; media consumption and how it impacts their lives. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to device additional activities in the lessons. The Exercises are meant to gauge the extent of learners' understanding in every section.

9.1 Composing text based on own ideas

9.1.1 The writing process

(Student's Book page 157)

Lesson 1

Concept of rewriting

Lesson objective

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

- i. Draft and plan for writing.
- ii. Explain each of the steps in the writing process.
- iii. Write a document based on own ideas.

Suggested teaching approach

1. Individual /class work
2. Exposition

Suggested teaching procedure

1. Instruct learners to read the question in Activity 1. Give them five minutes to discuss the process they each took with their partner.

2. Choose some learners to give you what they discussed. Write their ideas on the board for discussion.
3. Supplement their feedback with your own research notes.
4. For Activity 2, have learners in pairs think of interesting topics to write about.
5. Choose three topics from those given.
6. Discuss with the class the points for writing on the topic.
7. Emphasise that it is important to have a plan when preparing to write a document.

Generic competences to be learned

- **Communication skills:** Writing is a means of communication, and when learners learn how to come up with properly written documents, their communication skills are sharpened.

Answers to Activity 1

(Student's Book Page 157)

Open-ended

Activity 2

(Student's Book Page 157)

Open-ended

9.1.1 (b) First draft from prewriting

(Student's Book pages 158 – 159)

Lesson 2

Lesson objective

By the end of this lesson, learners will be able to: able to:

- i. Have a main focus for writing.
- ii. Use the notes from the prewriting to start the draft.

Teaching/ learning methods

1. Individual work
2. Teacher exposition
3. Discussion

Suggested teaching approach:

Guide the learners into discussing the picture on pollution. Instruct the learners to write ideas about the picture and prepare to write a composition.

Cross cutting issues to be learned

Environmental sustainability:

When discussing about the picture, the learners get an opportunity to think about causes of pollution.

Answers to Activity 3

(Student's Book Page 158)

Open-ended

Activity 4

(Student's Book Page 159)

Open-ended. The composition should show the effects of industrialisation on air pollution. The important part is the organisation of the ideas.

9.1.1 (c) Feedback on a draft

(Student's Book pages 159 – 160)

Lesson 3

Lesson objective

By the end of this lesson, learners should be able to give a feedback on a draft.

Teaching/ learning methods

1. Discussion method

2. Presentation
3. Teacher exposition

Suggested teaching approach

1. Refer to the article in Activity 5 and instruct the learners to read through and highlight the main points in it. Explain to them that feedback gives the opportunity to correct any mistakes and put ideas in the right order.
2. In groups of fours, guide the learners in correcting the article.
3. Choose three learners to read out their articles and make corrections.

Activity 5

(Student's Book Page 159)

1. Points are mixed up. They need reorganisation points are not well explained.

Activity 6

(Student's Book Page 160)

Open-ended

9.1.1 (d) Use of feedback to revise the draft

(Student's Book pages 160 – 161)

Lesson 4

Lesson objective

By the end of the lesson, learners should be able to use feedback to revise a draft.

Teaching/ learning methods

1. Teacher exposition
2. Demonstration

Suggested teaching approach

Explain to the learners that feedback

helps us to improve what is already there, by correcting mistakes which have been noted.

Cross cutting issues to be learned

- **Peace and gender values:** The article is about domestic violence. The learners therefore have an opportunity to discuss the importance of peace in the society.

Answers

Activity 7

(Student's Book Page 160)

Revised version

Domestic violence

'Cases of domestic violence have increased in our societies today. Several families have broken up; people have suffered physical and physiological harm all because of conflict mismanagement at the family level. This article aims at fostering peace values and skills of conflict management among family members. These two are key tools in eradicating domestic violence and can go a long way in improving the society we live in.'

Answers to Activity 8

(Student's Book Page 161)

Open-ended

9.2 Writing official administrative documents correctly

(Student's Book pages 161 – 179)

9.2.1 Types of writing

(Student's Book pages 161)

Lesson 5

Announcements, application, resignation and complaints

Lesson objective

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

- i. Distinguish each of these documents.
- ii. State when each of these documents is required to be used.
- iii. To write individual samples of each document.

Teaching/ learning methods

1. Individual work
2. Group work
3. Discussion method

Suggested teaching approach

1. Guide the learners to Activity 9 in the Student's Book. The task is to find differences in the two letters.
2. After they have individually looked at the two letters, arrange the learners into groups of four and instruct them to find and write out the differences in the letters.
3. Supervise a whole class discussion and get feedback, write the ideas on the board, explain and supplement their findings.

Answers to Activity 9

(Student's Book Page 161)

Open-ended

9.2.2 Parts of an administrative, inquiry and business letter

(Student's Book pages 162 – 164)

Lesson 6

Lesson objective

By the end of the lesson, the learner should be able to tell the parts of an administrative, inquiry and business letter.

Teaching/ learning methods

1. Question and answer method
2. Group discussion
3. Teacher exposition

Suggested teaching approach

1. Refer to the guidelines for writing an administrative letter. Instruct the learners to highlight the parts of the letter.
2. Guide them into discussing what each part of the letter is about.
3. Instruct the learners to think about the time they saw a letter from an office at school or at home instructing them to act in a particular manner. Ask them to explain what the letter looked like.

Answers to Activity 10

(Student's Book Page 162)

Open-ended

Activity 11

(Student's Book Page 164)

Open-ended. Below is a sample letter.

Kigali Secondary School

P.O Box --- Kigali

5th September 2016

Admission Letter

Dear Joseph,

Congratulations for your success in the interview conducted on 2nd September 2016. You are hereby offered a place in Senior 2 in Kigali Secondary School. You are expected to report to school on 7th September 2016 at 8 am.

You are required to come with all the materials and equipment stated in the attached form titled 'Requirements' and a banking slip to show payment of school fees. Read carefully the attached copy of school rules and regulations and sign it. Bring the signed copy on the reporting day.

Failure to report on the stated date and time will lead to an automatic loss of the position offered.

We wish you all the best during your study at Kigali Secondary School.

Yours faithfully,

SSSSSign

Rosette Ikiriza

For School Principal.

Activity 12

(Student's Book Page 164)

1. Sender's address
2. Date
3. Receivers' address
4. Salvation
5. Title
6. Body
7. Closing tag
8. Signature/Name

9.2.3 How to write an application letter

(Student's Book pages 165 – 166)

Lesson 7

Lesson objective

By the end of the lesson, the learner should be able to properly write an application letter.

Teaching/ learning methods

1. Brainstorming
2. Individual work
3. Discussion method

Suggested teaching approach

1. Start this lesson by brainstorming on the meaning of an application letter. Ask them to suggest situations where an application would be required. Write their ideas on the board.
2. After this direct the learners to individually study the application letter in Activity 1 and to identify the parts.
3. Point out that each part of the letter is very important because it offers information that is required.

4. Emphasise the need to read through any letter before it is sent, to correct mistakes and errors.

Activity 13

(Student's Book Page 165)

Open-ended. Below is a sample application letter.

Gregoire Antoinne

P.O Box ---

Amata

0700 000 000

2nd September, 2016

The Human Resources Manager

Amata Radio Station

P.O Box ---

Amata.

Dear Sir/ Madam,

Re: Application for the position of a radio presenter

Following your recent advertisement on the print media in Kigali, I hereby apply for the position mentioned above in your esteemed radio station.

I hold a diploma in Mass Communication having graduated in 2015 from Kigali Institute of Mass Communication. I am passionate about advancing community issues and seeking solutions to problems afflicting the community. If given the opportunity, I will engage experts during my shows to talk about common problems in our society and suggest possible solutions.

Sir/ Madam, find attached my credentials for your perusal.

I look forward to hearing from you soon.

Yours faithfully,

sign

Gregore Antoinne

9.2.4 Writing a resignation letter

(Student's Book pages 166 – 170)

Lesson 8

Lesson objective

Learners will be able to:

- i. Write and justify a resignation letter.
- ii. Explain situations when a resignation letter needs to be written.

Teaching/ learning method

1. Brainstorming
2. Discussion method

Suggested teaching approach

1. Facilitate a whole class discussion and brainstorm on a resignation letter. Start by defining the term resignation. Write the learners' ideas on the board.
2. Now ask the learners to suggest situations in which a resignation letter is to be written. Explain to the learners that this letter is written when an individual decides to leave a job. There are numerous reasons why people will leave a job.
3. Instruct the learners to read the notes in the Student's Book and point out the parts of a resignation letter while explaining why each section is necessary.

Generic Competences to be learned

- Communication: They develop the skill of effectively and politely

- communicating when leaving a job.
- Lifelong skills: Learners may at some point in their lives write a letter of resignation.

Activity 14

(Student's Book Page 166)

Open-ended. Below is a sample resignation letter.

Peter Kana
P.O Box ---
Amata
0700 000 000

2nd September, 2016

The Principal
Sawela Secondary School
P.O Box ---
Amata.

Dear Madam,

Re: Notice of resignation from the position of a school bursar

I hereby formally convey my decision to resign from my position as a school bursar with effect from 1st January 2017. It has come a time that I need to pursue other personal interests and ambitions. This makes it untenable for me to continue serving as your bursar.

It has been 10 years since I joined this school. I thank the school administration, through your office, most earnestly for the support and opportunity they have given me in all those years. It is my hope that a replacement will soon be found.

I am willing and ready to orientate my

replacement if required to do so.

Yours faithfully,
sign
Peter Kana

Activity 15

(Student's Book Page 170)

Open-ended. This letter will be similar to the one given in Activity 14.

9.2.5 Letter of complaint

(Student's Book page 170 - 172)

Lesson 9

Lesson objective

By the end of the lesson, learners will be able to

- Explain in what circumstances a letter of complaint is to be written.
- Write a letter of complaint.

Teaching/ learning methods

- Group discussion
- Question and answer method
- Teacher exposition

Suggested teaching approach

- Arrange the learners into groups of four. Instruct them to choose a secretary who will write down the ideas discussed in the group. Remind them of the need for order and respect for each other. It is important that learners develop the skill of peaceful and respectful coordination with each other.

2. Ask them to point out what the purpose of the letter is. Give them five minutes to read and discuss their ideas. After this, supervise a whole class discussion to get feedback.
3. Supplement their ideas with your own researched knowledge.

Generic Competences to be learned

- **Cooperation, interpersonal management and life skills:** As they discuss and interact working towards a common goal.
- **Research skills:** As they discuss and find out the purposes of a letter of complaint.
- **Communication skills:** They develop the skill of effectively communicating when expressing a complaint and seeking for help.

Cross Cutting issues to be learned

- **Inclusive education:** The teacher arranges the learners into groups of mixed abilities and supervises the activity, encouraging the participation of every learner.

Answer to Activity 16

(Student's Book Page 170)

Open-ended. Below is a sample resignation letter.

Careen Akayesu
P.O Box ---
Rubavu
2nd September, 2016
The Manager
Tamu Restaurant
P.O Box ---
Rubavu.

Dear Madam,

Re: Complaint about ill treatment in your restaurant

This is to register my complaint about ill treatment that we received from a waiter who served us on 1st June 2016. He took too long and when we requested whether there was a problem, he responded rudely to us.

Though we were eventually served, I feel it is not right to treat customers this way. We all felt mishandled and unappreciated as clients to your business.

Kindly advise the to be courteous to clients.

Yours faithfully,
sign

Careen Akayesu

Parts of a letter of complaint

Lesson 10

Lesson objective

At the end of the lesson, learners will be able to list the parts of a letter of complaint.

Teaching/ learning methods

1. Teacher exposition
2. Question and answer

Suggested teaching approach

1. Instruct the learners to refer to the Student's Book for this section. Ask them to decide from the explanations what part each of them represents.

2. Explain again and list for them the situations when this letter can be written.

9.2.6 Curriculum Vitae

(Student's Book page 172 - 174)

Lesson 11

Lesson objective

At the end of this lesson, learners will be able to:

1. State the parts of a cv
2. List the elements of a cv
3. Explain the importance of having a clear and well structured CV.

Suggested teaching approach

1. In groups of four and of mixed abilities, direct the learners to study the CV in their books. Explain to them that as they study the document they should be able to tell what the parts of a CV are.
2. Explain to them the importance of having a clear and well written CV.

Generic Competences to be learned

- **Cooperation, interpersonal management and life skills:** As they discuss and interact working towards a common goal.
- **Communication skills:** They develop the skill of effectively communicating when applying for a job.

Cross Cutting issues to be learned

- **Inclusive education:** The teacher arranges the learners into groups of

mixed abilities and supervises the activity,encouraging the participation of every learner.

Answer to Activity 17

(Student's Book Page 172)

Open-ended

Activity 18

(Student's Book Page 174)

Open-ended

Activity 19

(Student's Book Page 174)

Open-ended

9.2.7 Memo

(Student's Book pages 174-175)

Lesson 12

Lesson objective

By the end of this lesson, learners will be able to:

1. Define and explain what a memo is.
2. Give situations where a memo is to be written.

Teaching/ learning methods

1. Question and answer
2. Discussion method

Suggested teaching approach

1. Facilitate a whole discussion and while referring to Activity 20 instruct the learners to explain what a memo is.

Answer to Activity 20

(Student's Book Page 174)

1. Open-ended. Here is a sample memo.

Memorandum

To: All members of Drama Club

From: Patron, Drama Club

Date: 15th September 2016

Subject: Launch of the Drama Week

This is to remind you of the launch of the Drama week on 20th September 2016. Let us all plan to attend the launch as agreed in our meetings.

C. Mutoni
Patron, Drama Club

2. Parts of a memo
 - a. Heading (memo/ memorandum)
 - b. To
 - c. From
 - d. Subject
 - e. Body
 - f. Initials of the sender

9.2.8 Report

(Student's Book page 175-176)

Lesson 13

Lesson objective

By the end of the lesson, learners will be able to write out a sample of a report while following the guidelines.

Teaching/ learning method

Group discussion

Suggested teaching approach

1. Arrange the learners into groups of four and instruct them to prepare a report. Organise them in such way that two of the learners prepare the first two sections the other two prepare the last two sections.
2. Guide the learners into deciding on what to write about. Suggested topics like reporting on a school debate or trip or on a class meeting.

Generic Competences to be learned

- **Communication skills:** They develop skills in communicating through writing reports.
- **Lifelong skills:** They learn to prepare for future responsibilities where they will have to make reports.

Cross Cutting issues to be learned

- **Inclusive education:** As the teacher divides learners into groups and gives them individual activities they experience a sense of responsibility and they are all involved in the lesson.

Notes to the teacher

Functions of a report

- To inform
- Report can be used for the description of an activity, for example a meeting or seminar that has been carried out, or results of national exams.
- A report reassures the audience that there is progress being made about an activity or project and gives its expected end.
- A report provides a brief look at some of the findings or some of the work of the project.

- A report gives evaluation of a project or activity and suggests ways to solve any difficulties.

Answer to Activity 21

(Student's Book Page 175)

Open-ended. Below is a sample report.

Report on the debate at Nyamata Secondary School

1. Introduction

Senior 5 made a trip to Nyamata Secondary School on 10th May 2016 for a debate with the school. Below are details of what happened during this trip.

2. Selected opposers

The following members had been chosen to represent our school as the main speakers during the debate:

- i. Sylvestre Bizimungu
- ii. Viola Bagasora
- iii. Mathias Inyumba
- iv. Rose Kalimanzira
- v. Victoire Mugesera

3. The journey to Nyamata Secondary School

The participants together with the other members of S5 class used the school bus to travel to Nyamata Secondary School. On our way, Rose Kalimanzira became unwell and she started vomiting. She also complained of headache. When we got to Nyamata Secondary School, our class teacher rushed her to the nearby health centre.

4. The debate

The debate started a few minutes after our arrival. Since Rose was still at the health centre, our class teacher appointed Leon Kabuye to stand in for Rose Kalimanzira. He was given all the points that Rose was to give during the debate. Both sides of the debate looked very well prepared and it was such a spectacle watching the see saw of argumentation. While Leon did his best, he was somewhat not as articulate as the other members, mainly because he was not prepared for the task. This saw him unable to answer a few questions that were directed to him after his speech. Though other members came to his rescue at the end, it seems the damage had already been done.

5. Debate results

At the end, it was announced that the debate had been won. Comments were given that some of our representatives seemed unsure of the points they had given. By and large, Nyamata Secondary School representatives came out more credible in their arguments.

6. Conclusion

Our class representatives did very well during the debate but the unfortunate occurrence of Rose Kalimanzira affected our final performance. We learned quite a lot. In future, we shall have more members prepared in advance for such an occurrence. We appreciate the support of the school administration in making this trip a success.

Signature: _____

Victoire Mugesera, S5 Class Prefect

Date: 13th May 2016

9.2.9 Minutes

(Student's Book pages 176-179)

Lesson 14

Lesson objective

By the end of the lesson, learners will be able to:

1. Define the term 'minutes'.
2. List three things to avoid when writing minutes.

Teaching/ learning methods

1. Whole class discussion
2. Teacher exposition

Suggested teaching approach

1. Facilitate a whole class discussion and introduce the lesson with Activity 12. Ask learners to suggest ways they would keep a record of things discussed in a meeting.
2. Write their ideas on the board and then explain to them that the most common and efficient method of keeping records is through writing minutes.

Generic Competences to be learned

- **Communication skills:** They acquire the aspect of communicating by using short hand.
- **Lifelong skills:** Learners develop the skill of writing minutes which they will encounter in their careers.

Answer to Activity 22

(Student's Book Page 176)

Open-ended. Follow the sample given in Student's Book.

Answer to Activity 23

(Student's Book Page 179)

Open-ended. Use the sample given in the Student's Book as a guide.

9.3 Mass Media

(Student's Book pages 179 – 201)

Lesson 14 and 15: The role of mass media

(Student's Book pages 179-180)

Lesson objectives

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

- i. Explain the role of mass media to individuals and to the community.
- ii. Explain the different time periods; modern, traditional and colonial.

Teaching/ learning methods

1. Pair work
2. Exposition
3. Question and answer
4. Discussion

Suggested teaching approach

1. Facilitate a whole class discussion and have them brainstorm on the elements of mass media. Ask the learners to write the ideas down in their books. Continue the discussion by asking them to suggest two roles of mass media.
2. Now arrange them in pairs and instruct them to research on other roles of mass media. They can consult from other learners in the classroom. Supervise this activity to maintain order. Explain to the

learners that research is about finding information from an outside source.

3. Call the class to order and let the learners give feedback. Remind the class to respect each other's ideas and discourage negative behaviour during the discussion.
4. Polish and supplement their ideas with your own research.
5. Emphasise the point that mass media has numerous benefits as well as negatives. Encourage the learners to learn from the positive role of mass media.

Generic Competences to be learned

- **Research skills:** As they discover and discuss other roles of mass media from other class mates.
- **Communication skills:** As they give feedback during the discussion.
- **Cooperation, interpersonal management and life skills:** As learners discuss and discover from one another they realise that every individual is useful.
- **Critical thinking:** Thinking through and explaining how technology aids communication.

Cross cutting issues

- **Inclusive education:** As the learners work in pairs and together as a class.

Answer to Activity 24

(Student's Book Page 179)

1. They are forms of mass media
2. They relay information to the public

Answer to Activity 25

(Student's Book Page 180)

Open-ended. Guide students on the debate.

Lesson 16: Mode of communication (traditional, colonial period, modern period)

(Student's Book pages 181 – 184)

Lesson objective

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

- i. To explain each period of time.
- ii. Show with examples how communication was carried in each period of time.
- iii. Explain how communication has changed since the traditional period up until now.

Teaching/ learning methods

1. Group work
2. Exposition
3. Question and answer
4. Discussion

Suggested teaching approach

1. Start by asking the learners to describe the picture on page 173 of their text books. Ask them questions regarding the period, the people and the activity in the picture.
2. Now arrange them in groups and guide them towards thinking about a gathering of people with a common purpose.
3. The group secretary should write down ideas of what they think is taking place. Ask them to explain what model of communication

is being used, its advantages and disadvantages.

4. Supervise the feedback session. Keep referring to the activity and picture being discussed.

Generic Competences to be learned

- **Communication skills:** Learners will discover how to effectively communicate and which mode to use.
- **Critical thinking:** Learners study the picture and come up with advantages and disadvantages of the mode of communication being used.

Cross cutting issues to be learned

- **Inclusive education:** As every learner is involved in the class discussion and group activities.

Activity 26

(Student's Book Page 181)

- 1 a. Use of a horn
 - b. Use of Morse code
 - c. Use of modern technology (computers and mobile phones)
2. Using smoke

Advantages	Disadvantages
<ol style="list-style-type: none"> 1. It is cheap. 2. It is a localised way of communication. 	<ol style="list-style-type: none"> 1. Weather elements could affect effective delivery of message. 2. Message could easily be misinterpreted. 3. Message could only reach a certain distance.

Using Morse code

Advantages	Disadvantages
<ol style="list-style-type: none"> 1. Message could be privately delivered. 2. It was not affected by weather elements. 	<ol style="list-style-type: none"> 1. Only the literate could understand the message. 2. It required a special machine to create the message.

Using modern technology

Advantages	Disadvantages
<ol style="list-style-type: none"> 1. They are faster. 2. They can communicate message to distant places. 3. They can reach a big audience at once. 	<ol style="list-style-type: none"> 1. It is expensive to buy the gadgets. 2. If not checked, they can cause moral decay. 3. The emotional connection is minimized when using technology.

Activity 27

(Student's Book Page 184)

Open-ended. Possible answers:

1. Texts and chats have replaced face-to-face conversations.
2. Social media groups have replaced group gatherings/meetings.
3. Constant chatting makes people not to pay full attention when conversing face-to-face with others.

(Accept any other sensible answers.)

Lesson 17: Local media and global media: impact on lifestyle, culture and behaviour

(Student's Book pages 185 – 188)

Lesson objective

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

- i. Define and distinguish each of the terms used.
- ii. Give the impact of media on the elements of lifestyle, culture and behaviour.
- iii. Show with examples how each element has changed given the impact of the media.

Teaching/ learning methods

1. Discussion
2. Question and answer
3. Exposition

Suggested teaching approach

1. Start the lesson by discussing the picture in this sub unit. Ask the

learners what they think is happening in the picture.

2. Facilitate a whole class discussion and ask the learners to explain how such programmes have impacted lifestyle, culture and behaviour of Rwandan people. Encourage them to give examples of any changes in the way of life in their community.
3. Guide them by asking about changes in the food that's being eaten now, the fashions that have been adapted and the changes in manners.
4. From your research list the changes you have noticed. Explain to them that the media has greatly impacted our way of life, but it's the individual's responsibility to keep the values of their culture especially those that reinforce positive values.

Generic Competences to be learned

- **Communication skills:** They develop good communication skills as they discuss respectfully with each other.

Cross cutting issues to be learned

- **Peace, gender and values education:** The teacher encourages learners to persevere positive values against negative impact from the mass media.
- **Standardisation culture:** The teacher emphasises that the standard of a community is measured by the culture. Learners develop the skill of keeping the right standard of lifestyle, values and culture.

Answers to the Activity 28 (Student's Book Page 185)

1. a. Ni Nyampinga – a girl-led movement in Rwanda
- b. CNN – a US TV channel

Media	Impact on lifestyle	Impact on culture	Impact on behaviour
a. Ni Nyampinga	Helps girls to embrace the Rwandan way of life	Entrenches the Rwandan culture in girls	Helps girls to embrace socially and morally acceptable behaviour
b. CNN	Exposes viewers to western way of living making them to copy it	Leads to dilution of our culture	In some cases, it introduces socially unacceptable behaviour

Activity 29

(Student's Book Page 188)

Open-ended. Expect varied answers, but they should all point to some effects of media on culture as explained in the Student's Book.

Lesson 18: Relationship between local media and global media

(Student's Book pages 188 – 189)

Lesson objective

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

- i. Give distinct examples of local media agents and last local media agents.
- ii. Show a clear relationship between the local and global media.

Teaching/ learning methods

1. Exposition
2. Question and answer
3. Discussion

Suggested teaching approach

1. Draw the learners' attention to the picture in this sub unit. Ask questions about the picture and discuss as a class how the picture affected Rwandans. Encourage participation of each learner.
2. Ask the learners how the international community would have been impacted by this picture. Remember to write down all the ideas that arise.
3. Explain the relationship between local and global media. Show that global media picks news from local media agents.
4. Describe the interdependent relationship between local and global media.

Generic Competences to be learned

- **Communication skills:** The discussion of the president working sets a good example for all Rwandans;

the mass media enables the whole nation to view the programme and develop this value.

Cross cutting issues to be learned

- **Peace, gender and values education:** From the discussion of the picture of the president participating in 'umuganda' learners understand the value of being part of a community and good leadership skills.

Answers to Activity 30

(Student's Book Page 188)

Open-ended

Lesson 19: Effects of global media on culture

(Student's Book pages 190)

Lesson objective

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

- i. Show with examples the effects of global media on culture.
- ii. List both positive and negative effects on culture.
- iii. State whether or not culture requires any changes.

Teaching/ learning methods

- Debate

Suggested teaching approach

1. Facilitate a class debate on the motion given in the activity section. Give the learners about fifteen minutes to prepare. Guide the learners to discuss

points supporting the motion the global media has done more good to our culture. Another group should prepare points which state that global media has negatively affected our culture.

2. Arrange the learners and have the debate for the rest of the lesson. Emphasise the fact that mass media cannot be avoided and it is important to find ways to preserve culture.

Generic Competences to be learned

- **Creativity and innovation:** As they think of points for the debate.
- **Cooperation, interpersonal management and life skills:** As learners prepare for the class debate they work together towards a common purpose.

Cross cutting issues to be learned

- **Standardisation culture:** The teacher emphasises that despite the great influence of mass media on culture, every community has a standard of culture that should be preserved and followed.
- **Inclusive education:** The teacher arranges the learners into two equal opposing groups and encourages participation of each learner.

Answers to Activity 31

(Student's Book Page 190)

Organise the debate early in advance. Allow students to air their views freely. This is about advantages and disadvantages of global media.

Lesson 20: Impact of advertising & role models, in the media, on financial decision making

(Student's Book pages 191 – 192)

Lesson objective

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

- i. Give clear examples of how advertising and role models have influenced changes in individuals through their choices. That is different life choices.
- ii. Explain how individuals have changed their financial expenditure because of advertising or famous people and celebrities.

Teaching/ learning methods

1. Debate
2. Exposition
3. Discussion

Suggested teaching approach

1. Facilitate a class discussion on the picture representing the advert for a telecom company. Ask the learners to explain what is happening in the picture. Ask them who the lady in the advert is and why is she in a telecommunications advert.
2. Ask them to brainstorm on how adverts affect individual to purchase items being advertised. Write on the board how advertisements influence the community and individuals.
3. Arrange the learners into two equal groups and instruct them to prepare for a debate on the motion 'role models in an advert attract more customers than the product'. One

group will support the motion and the other will oppose the motion.

4. Guide their preparation by giving ideas. Instruct them to use ten minutes to prepare for the debate. After this, supervise the debate and maintain order.

Generic Competences to be learned

- **Communication skills:** As learners prepare for and present in the debate they are developing their communication skills.
- **Cooperation, interpersonal management and life skills:** Consistent grouping and team work develops good interpersonal skills.

Cross cutting issues to be learned

- **Inclusive education:** The learners are divided into two equal groups and each learner is engaged in preparing for the debate.

Answers to Activity 32

(Student's Book Page 191)

Open-ended

Lesson 21: Influence of pornographic media on gender stereotyping

(Student's Book pages 193 – 194)

Lesson objective

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

- i. Define pornographic media and gender stereotyping.
- ii. State how pornography has influenced gender stereotyping.
- iii. Explain why pornographic media is becoming more popular.

Teaching/ learning methods

1. Group work
2. Exposition

Suggested teaching approach

1. Arrange the learners into groups and instruct them to discuss the questions from the Student's Book. The secretary should write down the ideas they come up with. Supervise a whole class discussion and get feedback. Use this time for exposition on the topic to be discussed. Ask questions that prompt their thinking. Emphasise that gender stereotyping should be discouraged.
2. Ask learners in five minutes to discuss about how they would feel if someone made a generalised comment about their tribe, nationality or gender.
3. As they give feedback explain that generalisations are not always right.
4. Encourage them to discourage gender stereotyping whenever they get the opportunity.

Generic Competences to be learned

- **Critical thinking:** Thinking about how pornography influences gender stereotyping.

Cross cutting issues to be learned

- **Peace, gender and values education:** As the teacher emphasises that gender stereotyping should be discouraged. Every individual is unique.

Answers to Activity 33

(Student's Book Page 193)

1. Girls should learn household duties;

boys should go to school. Wives should be the homemakers.

2. "She was also exposed to a lot of sexual activity by this older man who was more experienced. He would have sex with Jane every night and would leave her badly bruised."
3. It enhances gender stereotyping.

Lesson 22: Negative mass media portrayals of men and women

(Student's Book pages 195 – 196)

Lesson objective

By the end of the lesson, learners will be able to :

- i. Show with examples how the media has negatively portrayed men and women.
- ii. Explain why the media gives negative portrayals.

Teaching/ learning methods

1. Discussion
2. Exposition

Suggested teaching approach

1. Instruct the learners to discuss the activity under this subsection. Guide them to look at the pictures and discuss what is happening. The secretary will write down their ideas. Ask them to consider if the picture explains what is common in our society.
2. Facilitate a whole class discussion and brainstorm on negative portrayals. Brainstorm on examples of negative portrayals in the community. Write their ideas on the

board. Supplement with your own research and explain with examples of negative portrayals.

Generic Competences to be learned

- **Critical thinking:** Thinking about how the picture represents negative gender portrayals.

Cross Cutting issues to be learned

- **Inclusive education:** Learners are involved both in the class and group work.

Answers to Activity 34

(Student's Book Page 195)

1. Picture 3 and 4.
2. This promotes gender stereotyping. They promote the view that certain jobs are only suited for a certain gender.

Lesson 23: Influence of mass media on one's self-esteem

(Student's Book pages 196 – 198)

Lesson objectives

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

1. Define self – esteem.
2. Explain how the mass media can influence self-esteem.

Teaching/ learning methods

1. Group work
2. Discussion
3. Exposition
4. Question and answer

Suggested teaching approach

1. Divide the learners into two equal groups. Instruct one group to think about and discuss the idea that people do not feel good about themselves. They should write down their ideas. They will explain in what ways people feel bad about themselves. The other group will discuss how the media creates feeling of low self esteem.
2. Supervise a feedback session and instruct the group secretaries to present their ideas. Write them on the board and polish their ideas with your own research. Remember to discuss the positive and negative effects of mass media.

Generic competences to be learned

- **Critical thinking:** As they consider the effects of the mass media on self - esteem.

Cross Cutting issues to be learned

- **Standardisation culture:** The teacher emphasises the need for learners not be influenced in their self perspective. In other words to be confident in who they are.

Answers to Activity 35

(Student's Book Page 196)

1. Open-ended. Possible answers include: By broadcasting programmes that only show success of the well endowed in society etc.
2. Low self-esteem. Guidance and counselling can help regain his self esteem.

Lesson 24:

Negative and inaccurate mass media portrayals of men and women can be challenged

(Student's Book pages 198)

Lesson objective

By the end of the lesson, learners will be able to list ways of challenging negative and inaccurate portrayals of men and women.

Teaching/ learning method

- Discussion

Suggested teaching procedure

- Facilitate a class discussion, encourage learners to think of and suggest ways in which negative portrayals can be challenged. Write their ideas on the board. Discourage learners from disregarding and laughing at the ideas of other learners.
- Keep a record of their ideas and prepare them for a reflective exercise later on.

Generic Competences to be learned

- **Creativity & innovation:** As learners creatively think of ways to challenge negative portrayals.
- **Problem solving:** Finding solutions to the problem of negative portrayals of men and women.

Cross Cutting issues to be learned

- **Peace, gender and values education:** Learners experience of the negative portrayals of men and women are challenged.

Lesson 25: Impact of mass media to influence behaviour positively and promote equal gender relations

(Student's Book pages 199 – 201)

Lesson objective

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

- i. Explain how mass media can be used to influence behaviour positively.
- ii. Ways in which mass media can promote equal gender relations.
- iii. Give examples of programmes, articles or publications that promote equal gender relations.

Teaching/ learning methods

1. Pair work
2. Discussion method

Suggested teaching approach

1. Arrange the learners into pairs and instruct them to study the picture in the Student's Book. Ask them to discuss the picture and explain what is happening.
2. Call the class to order and ask them to explain how this advert promotes equal gender relations.

Generic Competences to be learned

- **Lifelong skills:** Discovering how to affect behaviour positively which is important for every day life.
- **Research skills:** Learners find information from media articles.

Cross cutting issues to be learned

Comprehensive sexuality education

This lesson teaches learners on how to live responsibly and be wise not to be misled by the media.

Answers to Activity 36

(Student's Book Page 199)

It shows that both men and women can participate in a fashion show. This encourages both gender to work together thereby promoting equal gender relations.

Activity 37

(Student's Book Page 201)

1. Use mass media to teach young people about reproductive health.
2. Use radio and TV programmes to articulate messages in young people's terms, in language that won't embarrass them and may even make safe sex more attractive.
3. Communicate safe sex messages through a variety of channels e.g.

pamphlets, brochures, and the Internet and in a variety of formats e.g. campaigns, news coverage, and educational messages inserted into regular entertainment programming.

4. Use mass media to advocate for elimination of violence against women and promote gender equality.
5. Give awards to the most gender-sensitive TV commercials and radio programmes that challenge society's stereotypes of what women and men should be like.
6. Include new about and for women.

Answers to Test your competence

(Student's Book Page 205)

Open-ended

UNIT 10: FIGHT AGAINST CULTURAL DISCRIMINATION

Number of Lessons: 8

(Student's Book pages 206 – 225)

Key unit competence

To be able to examine and avoid any form of cultural discrimination.

Learning objectives

1. Knowledge and understanding
 - a) Explain what culture is.
 - b) Identify types of cultural discrimination.
 - c) Infer the causes of cultural dilution.
 - d) Demonstrate the existence of different cultures.
2. Skills
 - a) Classify the causes of cultural dilution.
 - b) Point out the diverse cultures that exist in Rwanda.
 - c) Diverse strategies of addressing cultural discrimination.
3. Attitudes and values
 - i) Acknowledge diversification of culture.
 - ii) Advocate against cultural discrimination.
 - iii) Justify the disadvantages of cultural dilution.
 - iv) Appreciate the importance of inclusion.

Links to other subjects

This unit is related to the topic 'connections and comparisons' in literature. The teacher should refer to it to show the relationship between the two topics.

Assessment criteria:

Assessment should be made to establish the learner's ability to analyse cultural diversification and devise strategies of avoiding cultural dilution and discrimination.

Assessment should be done to establish the learner's ability to propose the strategies of managing & transforming conflicts to any conflict situation.

There should be both formative and summative assessment. The formative assessment can be done through tasks and activities provided in the Student's Book while the summative one can be done through the questions under 'Test Your Competence' as well as through additional exercises given in this book.

Materials required:

Books, videos, speeches and TV stories.

Information to the teacher

This unit is meant to expose the learner to the various factors that pertain to culture such as cultural discrimination, dilution and diversification. The teacher should ensure to engage the learners in all the lessons to ensure that not only is the knowledge gained, but other relevant skills in the process of learning are acquired. Also, the learners in their daily interactions within and outside school, must have experienced some of these cultural dynamics and therefore they can

be very resourceful in drawing from their daily life experiences. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to devise additional activities in the lessons. The exercises are meant to gauge the extent of learners' understanding in every section.

10.1 Concept of culture

(Student's Book pages 207 -208)

Lesson 1 and 2

Lesson objective

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

- i) Define cultural discrimination.
- ii) Give the types of cultural discrimination.

Teaching/learning methods

1. Question and answer
2. Discussion
3. Illustrations
4. Group work

Suggested teaching approach

1. Facilitate a whole class discussion and introduce the term cultural discrimination. Instruct the learners to get into groups of four. Direct them to Activity 1 in the Student's Book. Guide them in discussing the events represented in the pictures.
2. Use this opportunity to encourage the quiet, withdrawn and slower students to give feedback.

3. Ask the learners to highlight what the pictures express. Explain what culture is from their ideas. Encourage respect for individual differences.
4. Write down their ideas on the board, and use them in addition to your knowledge to explain the concept of cultural discrimination.

Generic Competences to be learned

- **Cooperation, interpersonal management and lifelong skills:** As they work together and in developing respect for different ideas and opinions and decide together what the pictures represent.
- **Research skills:** As they discuss and discover the activities and practices of culture.

Cross Cutting issues to be learned

- **Inclusive education:** As the teacher instils the need to work together despite cultural differences.

Answers to Activity 1

(Student's Book Page 207)

- A. Food
- B. Dance
- C. Art/ basketry

Activity 2

(Student's Book Page 208)

Open-ended. Possible include:

1. Naming of children in a public ceremony
2. Intore dancing
3. Umuganda Day
4. Imigongo Cow Dung Paintings

10.2 Types cultural discrimination

(Student's Book pages 208 – 209)

Lesson 3

Lesson objective

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

- i. Define cultural discrimination.
- ii. Give the types of cultural discrimination.

Teaching/ learning methods

- a) Group /individual work
- b) Discussion
- c) Exposition

Suggested teaching approach

1. Instruct the learners to write in their books individually their ideas on how they have ever experienced discrimination of any sort in their community.
2. Now facilitate a whole class discussion. Encourage learners to highlight their ideas on the board. Use this opportunity to explain that discrimination of any type is not acceptable.
3. Divide the learners into groups of four.
4. Ask them to think of solutions to each of the types of discrimination.
5. Supervise a whole class discussion, as the secretaries make presentations of the possible solutions to the problem of discrimination.

6. Correct and add to their ideas from your own research.

Generic Competences to be learned

- **Problem solving:** As they think and develop possible solutions to the problem of discrimination.
- **Research skills:** As they discover and discuss the different types of discrimination.
- **Cooperation, interpersonal, management and life skills:** As they discuss in groups and learn to work together and appreciate individual qualities and differences.

Cross Cutting issues to be learned

- **Standardisation culture:** As the teacher emphasises that there should be no discrimination of any kind.
- **Inclusive education:** As each learner participates individually and in group work.

Answers

Activity 3

(Student's Book Page 208)

Open-ended. Possible answers include:

- 1 a) The Rwandan traditional food is delicious.
- b) The economic activity of nomads is primitive.
- c) Islamic dressing is enslaving.
2. More information about the discriminated groups can reduce discrimination.

10.3 Cultural dilution

(Student's Book pages 210 – 211)

Lesson 4

Lesson objective:

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

- i. Define cultural dilution.
- ii. List factors that cause cultural dilution.

Teaching/ leaning methods

1. Group work
2. Discussion
3. Exposition

Suggested teaching approach

1. Divide the learners into groups of four. Ensure that the groups have learners of mixed gender, ethnicity and ability.
2. Instruct them to choose a leader and a secretary, let them know that throughout the unit, these roles will be shared. The purpose is to have each learner experience and develop leadership skills and gain responsibility.
3. Guide them to turn to the Student's Book and attempt Activity 5. The secretary should write down the ideas that come from the discussion about the impact of cross cultural marriage.
4. Supervise as they hold a class discussion and write their ideas on

the board. Supplement with your own knowledge of cultural mixes in society.

Generic Competences to be learned

- **Critical thinking:** As learners discuss the activity in the Student's Book on results of cross cultural marriages.
- **Research skills:** As learners discover and discuss the consequences of cross culture.

Cross cutting issues to be learned

- **Inclusive education:** As learners engage in group work.

Answers to Activity 4

(Student's Book Page 210)

Open-ended. Possible answers include: possible dilution of each spouse's culture etc.

Activity 5

(Student's Book Page 211)

Expect these answers:

1. Effects of globalisation
2. The arrival and settlement of immigrants
3. Rural urban migration
4. When a society grows they slowly lose their original cultural practices.
5. Inter marriages

Note: Be open to any other ideas on the causes of cultural dilution.

10.4 Culture diversification

(Student's Book pages 212 – 215)

Lesson 5

Lesson objective:

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

- i. Explain cultural diversity.
- ii. Explain the benefits of cultural diversification.

Teaching/ learning methods

1. Group/class discussion
2. Exposition

Suggested teaching approach

Facilitate a whole class discussion. Guide the learners into sharing their ideas of cultural diversity. Use the example of Rwandan communities that consist of Congolese, Burundians, Ugandans and other European cultures. Instruct them to give ideas on how each culture is different. Use this to explain the benefits of cultural diversity. Consider the weakness of each cultural aspect discussed.

Generic Competences to be learned

- **Communication skills:** As learners give feedback during class discussion.
- **Lifelong skills:** As learners discuss the different cultures living around them, they learn to appreciate cultural differences and live together in harmony.
- **Research skills:** As they find out about unique characteristics of the different cultures now settled in Rwanda.

Answers to Activity 6

(Student's Book Page 212)

Open-ended. Possible answers include: Africans wear different clothes and eat different foods depending on their culture.

Activity 7

(Student's Book Page 215)

Expect answers like Rwanda is culturally diverse.

- There are a large number of nationalities and cultures now living in Rwanda for example: Turkish people, Congolese, Burundians, Kenyans, Tanzanians, Ugandans, Britons and Americans, Egyptians, French and many more.
- These different nationalities have each settled in Rwanda with their unique culture. So food, dressing and behaviour is now so diverse.

10.5 Consequences of cultural dilution

Lesson 6 and 7

Consequences of cultural dilution

(Student's Book pages 215 – 218)

Lesson objective

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

- i. List and explain the consequences of cultural dilution.
- ii. Explain the principles of cultural dilution.

Teaching/ learning methods

1. Question and answer method
2. Teacher exposition
3. Discussion method

Suggested teaching approach

1. Facilitate a group discussion. Instruct the learners to get into groups and discuss Activity 8 in the Student's Book. Guide them in reading the poem and discussing the consequences of cultural dilution. Supervise the feedback session. Make sure you have some previous information on the book 'The Song of Lawino'. It will give you more ideas to supplement the lesson.
2. Ask the learners to suggest other consequences of cultural dilution.
3. Write them on the board and instruct the learners to write the ideas in their notes.

Answers to Activity 8

(Student's Book Page 218)

Open-ended. Possible answers include: suspicion among members of society, envy or even hatred among family members etc.

Activity 9

(Student's Book Page 219)

Consequences of cultural dilution

- People whose culture is under dilution are made to think that they are not very intelligent and experienced in whatever they do and must be helped or supported.
- Cultural dilution makes the affected groups to lose their collective rights, they are dominated, lose their

identity, social, civil, economic and political opportunities.

- Cultural dilution leads to loss of language.
- Lack of written literature about groups of people who suffer dilution also increases their risk of extinction.
- Dilution hinders social integration or cohesion. This is because the culture is diluted and ignored and the people are subjected to discrimination and other forms of harassment and denial.
- Societies suffering dilution will lose their core values, beliefs, and practices, such as morals or religious orientations. New influences take control especially due to global influence or new immigrants.
- The youth among others may greatly lose their moral fabric and adopt immoral practices for survival like prostitution and theft.

10.6 Principles of inclusion

(Student's Book pages 219 – 220)

Lesson 8

Teaching/ learning method

1. Discussion method
2. Teacher exposition

Suggested teaching procedure

1. Facilitate a whole class discussion of Activity 10.
2. Supplement their points as they take notes.

Answers to Activity 10

(Student's Book Page 219)

The need for unity and inclusion. Accept any relevant answer.

Activity 11

(Student's Book Page 220)

Expect answers like: Embracing all learners irrespective of their cultural background.

Answers to Test your competence

(Student's Book Page 224)

1. The American Peace Corps staff getting assimilated into the Rwandan culture.
 2.
 - a. Compromising
 - b. Pre-training on the new culture
 3. Strategies to avoid cultural dilution and discrimination such as:
 - a. Tolerance for all people and the diversity that exist within society. People should appreciate and value the co-existence as a blessing and view each member as a valuable resource in society.
 - b. Respect for all human rights, freedoms, and rules of law irrespective of the diverse cultures that may exist.
 - c. Provision of equitable opportunities to all members
 - d. Recognition of each member's worth and allowing each member to make a contribution to the society while at the same time helping other members to realise their targets.
- e. Involvement of all members in society, including free participation in all in civic, economic, social and political activities in their society.
 - f. Exploration of all the multiple culture identities within society, making each proud and passionate about co-existence and diversity.
 - g. Prevention of prejudice and negative perspectives by creating a community that will support active participation of every individual in the society.
 - h. Fighting cultural intolerance requires law: Each Government is responsible for enforcing human rights laws, for banning and punishing hate crimes and discrimination against minorities, whether these are committed by State officials, private organisations or individuals.
 - i. Fighting intolerance requires education: the society should be educated to respect and tolerate every culture represented by an individual.

Note: Be open to any other ideas from the learners.

Number of Lessons: 9

(Student's Book pages 226 - 241)

Key unit competence

To be able to protect him/her and stand against GBV and child abuse.

Learning objectives

1. Knowledge and understanding:
 - a. Define and describe gender-based violence, including rape and its prevention.
 - b. Identify forms of GBV and child abuse.
 - c. Identify perpetrators of GBV and child abuse.
 - d. Recall the health, social and economic consequences of GBV and child abuse.
 - e. Identify specific strategies for reducing gender-based violence, including rape and sexual abuse.
2. Skills:
 - a. Explain how gender role stereotypes contribute to forced sexual activity and sexual abuse.
 - b. Apply negotiation skills such as refusal.
 - c. Analyse relationship between GBV, HIV/AIDS and STIs.
 - d. Differentiate forms of GBV and child abuse.
 - e. Actively advocate and demonstrate against all forms of GBV.

3. Attitudes and values:

- a. Effective refusal to unwanted sexual attention.
- b. Show concern to victims/survivors of GBV and child abuse.
- c. Reporting (disclosure and seeking legal redress).

Links to other subjects:

This unit is related to the following subjects studied in French, Kiswahili and Kinyarwanda: Health and wellbeing in Social studies, human rights, duties and responsibilities in History and citizenship, individual & the society in History.

Assessment criteria:

Assessment should be done to establish the learner's ability to analyse a case study/scenario on gender-based violence and child abuse, make a judgment if the action taken was appropriate and propose alternative actions.

There should be both formative and summative assessment. The formative assessment can be done through tasks and activities provided in the Student's Book while the summative one can be done through the questions under 'Test Your Competence' as well as through additional exercises given in this book.

Needed materials

Books, videos clips, posters

Information to the teacher

This unit is about Gender based violence. It is sub divided into smaller sub units that help in covering details about the various forms of gender based violence, its causes, effects and possible measures to curb it. The teacher should ensure to engage the learners in all the lessons to ensure that not only is the knowledge gained, but other relevant skills in the process of learning are acquired. Also, the learners can be resourceful in sharing stories that open to the issues of Gender based violence. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to device additional activities in the lessons. Note that some learners may be victims of GBV, and therefore, all lessons must be taught with sensitivity.

11.1 Definition of gender based violence and child abuse.

(Student's Book pages 227 – 228)

Lesson 1

Lesson objective

By the end of the lesson, learners should be able to define and explain gender based violence and child abuse.

Teaching/learning methods

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

Suggested teaching approach

1. Have the students divided up in small groups of 5 members each and let each one tell a short story of any form of violence or child abuse which might have happened in their community.
2. Let the learners discuss the various forms of gender based violence and child abuse.
3. Guide the learners to come up with a definition of gender based violence and child abuse.
4. Let learners answer Activity 1 in their groups.

Generic competences to be learned

- **Communication skills:** This can be achieved when learners are discussing and telling stories.
- **Cooperation, interpersonal management and life skills:** When the learners to work together.

Crosscutting issues to be learned

- **Peace, gender and values education:** When the learners discuss gender based violence.
- **Inclusive education:** Both gender is involved and learners of different abilities.

Answers

Activity 1

(Student's Book Page 223)

Open-ended answers

Activity 2

(Student's Book Page 224)

Open-ended answers. Possible answers include: rape, wife beating etc. Civic education on the impacts of gender-based violence is necessary.

11.2 Forms and consequences of gender based violence

(Student's Book pages 228 - 230)

Lesson 2: Physical, psychological, sexual and economic violence

Lesson objective

By the end of the lesson, learners should be able to discuss the various forms of gender based violence.

Teaching/learning methods

1. Pair work
2. Class discussion
3. Question and answer

Suggested teaching approach

1. Let the learners read the story on page 217 of the Student's Book and analyse the forms of violence presented in it.
2. Let the learners on their own read about the various forms of gender based violence in the Student's Book.
3. In pairs, let the learners do Activity 4 in their exercise books.

Generic competences to be learned

- **Cooperation, Interpersonal management and life skills:** As learners discuss and share ideas in pairs.
- **Problem solving:** When the learners come up with measures to

reduce the various forms of gender based violence in Rwanda.

- **Critical thinking:** By coming up with the possible causes of gender based violence in Rwanda.
- **Communication:** While presenting their findings to the whole class.

Cross cutting issues to be learned

- **Peace, gender and values education:** When discussing GBV.
- **Inclusive education:** Everyone's participation in the group discussion and presentation of the class activities.

Answers to Activity 3

(Student's Book Page 224)

Question 1

- Physical violence
- Sexual violence
- Emotional violence

Question 2

- Alcoholism/ drug abuse

Question 3

- Umwere ran away from home
- She later committed suicide

Activity 4

(Student's Book Page 226)

Question 1

- Drug abuse
- Early marriages
- Poverty
- Low levels of education
- Over population

- Cultural practices
- Polygamous families
- Cultural decay

Question 2

- Fight drug abuse.
- Abolish early marriages.
- Creating jobs for the citizens.
- Control population.
- Ban outdated cultural practices.
- Keeping law and order.

11.3 Forms of child abuse

(Student's Book pages 227 - 228)

Lesson 3: Forms of child abuse

Lesson objective

By the end of the lesson, learners should be able to explain the various forms of child abuse.

Teaching/learning methods

1. Group discussion
2. Observation
3. Question and answer

Suggested teaching approach

1. Get the learners in groups of 5 and let the learners study the pictures on Activity 5 and discuss the various forms of child abuse.
2. Guide the learners through each form of child abuse through open discussion.
3. As a homework/assignment, let the learners research and list, in their books the indicators of sustainable development for Rwanda.

Generic competences to be learned

- **Communication skills:** During the discussion carried out by the learners.
- **Critical thinking:** As they study the pictures and come up with the different forms of child abuse.
- **Research skills:** When the learners search for the effects of child abuse to the society.

Cross cutting issues to be learned

- **Inclusive education:** All learners are actively involved.
- **Peace education:** When trying to come up with the ways of ensuring peace among the children.

Answers

Activity 5

(Student's Book Page 227)

1. Using child soldiers
2. Child labour
3. Physical abuse
4. Child labour

Activity 6

(Student's Book Page 228)

1. Effects of child abuse
 - (i) Death
 - (ii) Malnutrition
 - (iii) High crime rates
 - (iv) School drop outs
 - (v) Early marriages
 - (vi) Early and unwanted pregnancies

- (vii) STDs and STIs
- (viii) Low self esteem
- (ix) Psychological effects

11.4 Consequences of gender based violence and child abuse

(Student's Book pages 228 – 230)

Lesson 4

Lesson objective

By the end of the lesson, learners should be able to explain the consequences of gender based violence and child abuse.

Teaching/learning methods

1. Group discussion
2. Question and answer

Suggested teaching approach

1. Allocate the learners into groups of 4 preferably of mixed abilities, gender and background.
2. Guide them in discussing the consequences of gender based violence. Make a record of the points raised on the black board for easy visibility by every individual.
3. Let the learners make notes as the discussion goes on in the class.

Generic competences to be learned

- **Cooperation, interpersonal management and life skills:** When the learners share discussions in their groups.

- **Communication skills:** As learners exchange ideas about the consequences of gender based violence.

Cross cutting issues to be learned

- **Inclusive education:** Every child is involved in the discussion and presentation.
- **Peace, gender and values education:** As the learners discuss the consequences of gender based violence.
- **Comprehensive sexuality education:** When tackling health consequences of GBV on the victims.

Answers to Activity 7

(Student's Book Page 228)

- (i) Death
- (ii) Malnutrition
- (iii) High crime rates
- (iv) School drop outs
- (v) Early marriages
- (vi) Early and unwanted pregnancies
- (vii) STDs and STIs
- (viii) Low self esteem
- (ix) Psychological effects

Activity 8

(Student's Book Page 230)

- (i) Strain on medical system
- (ii) High economic expenses
- (iii) Affecting availability of human resources
- (iv) Expensive, drain on community resources
- (v) Psychological torture

11.5 Linkage between gender based violence, HIV and AIDS and STIs

(Student's Book pages 230 – 231)

Lesson 5

Lesson objective

By the end of the lesson, learners should be able to explain the relationship between gender based violence and HIV and AIDS and STIs.

Teaching/learning methods

1. Discussion
2. Brain storming
3. Question and answer

Suggested teaching approach

1. Ask the learners to form groups of 3 of mixed abilities and gender.
2. Guide the learners to discuss the ways in which gender based violence can lead to spread of HIV and AIDS and STIs.
3. Let each group choose a representative to share the group's findings with the rest of the class.
4. Using the Student's Book guide the learners to discuss the various ways in which gender based violence can lead to HIV and AIDS and STIs.
5. Ask learners to do Activity 10.

Generic competences to be learned

- **Critical thinking:** When answering the question on the ways in which gender based violence can cause HIV and AIDS and STIs.
- **Cooperation, interpersonal management and life skills:** When

the learners share discussions and presentations in their groups.

- **Communication skills:** As learners exchange ideas and make presentations to the whole class.

Cross cutting issues to be learned

- **Inclusive education:** Every child is involved in the discussion and presentation.

Answers to Activity 9

(Student's Book Page 230)

Rape, sexual molestation, etc.

Activity 10

(Student's Book Page 231)

1. Gender based violence exposes the victim to dangers of contracting HIV and AIDS.
2. Some forms of gender based violence result in actual infection of HIV e.g rape.
3. Gender based violence hinders HIV and AIDS victims from taking their medication correctly.

11.6 Negotiation skills

(Student's Book page 232)

Lesson 6

Lesson objectives

By the end of the lesson, learners should be able to come up with strategies to avoid chances of gender based violence.

Teaching/ learning methods

1. Role-play/drama
2. Group discussion
3. Group work

Suggested teaching approach

1. Let the learners form groups of 5. Ask them to read and act out the skit in Activity 11.
2. Ask the learners in their groups to come up with short skits like the one in Activity 11 about how they can avoid gender based violence.
3. Still in their groups, guide the learners to do Activity 12 in their books.

Generic competences to be learned

- **Cooperation:** Working together in groups.
- **Communication:** As the learners act out the skit and discuss Activity 12.
- **Lifelong learning:** As the learners discuss the negotiation skills to gender based violence.

Cross cutting issues to be learned

- **Comprehensive sexuality education:** When the learners come up with strategies of avoiding sex related relationships with their peers.
- **Inclusive education:** Every child is involved in the discussion and presentation.
- **Standardisation culture:** Learners learn the role of preserving Rwandan culture.
- **Peace, gender and values education:** Through mutual understanding and respect to the opposite gender which leads to peace.

Answers to Activity 11

(Student's Book Page 232)

Open – ended.

Activity 12

(Student's Book Page 232)

The answers can be open-ended, but could include:

- i. Avoiding unhealthy relationships
- ii. Avoiding unhealthy company
- iii. Always move with a company of a friend with the same sex
- iv. Avoid free gifts and offers from the opposite sex

11.7 Mechanism to respond to gender based violence

(Student's Book pages 232)

Lesson 7

Lesson objective

By the end of the lesson, learners should be able to come up with a mechanism of how to respond to gender based victims.

Teaching/learning methods

1. Group/Class discussion
2. Question and answer

Suggested teaching approach

1. Let the learners divide up in groups of 5.
2. Let the learners discuss and write down ways in which they would respond and advise a gender based violence victims.

3. Have learners choose a representative to discuss to the class the groups findings.
4. Individually, let each learner do Activity 13 as an assignment/home work in their book.

Generic competences to be learned

- **Interpersonal management skills:** As learners discuss together in groups and in pairs to come up with their findings.
- **Problem solving:** As learners come up with ways of addressing cases of GBV in communities.
- **Communication:** During pair work and class presentations.
- **Research skills:** This is achieved as they do the individual assignment/homework on Activity 13.
- **Lifelong learning:** On preventive measures and response to gender based violence victims.

Cross cutting issues to be learned

- **Inclusive education:** Everyone's participation in the group discussion and presentation of the class activities.
- **Peace, gender and values education:** When the learners discuss responses to gender based violence.

Answers to Activity 13

(Student's Book Page 233)

Open – ended. Possible answers include:

1. Psychological counselling
2. Seeking court redress
3. Perpetrators of gender based violence should be punished by law and justice given to victims
4. Health care counseling to victims
5. Community awareness and training for both genders
6. Capacity building for local women organisations

Extended work

Visit a community that still advocates for FGM and gather information on this practice, then analyse it in groups.

Answers to Extended work

Open – ended.

Test your competence answers

(Student's Book Page 234)

1. Sexual harrassment
2. Jared and Joseph
3. No. They only recorded a statement from Joseph and nothing more was done.
4. a. Arrest Joseph;
b. Record a statement from him;
c. Take him to court.

Key unit competence

To be able to read and analyse the forms (oral and written) and genres of literature

Learning objectives

1. Knowledge and understanding:
 - a) Explain the forms (oral and written) of literature.
 - b) Explain the genres of literature.

2. Skills

Differentiate forms (oral and written) and genres of literature.

3. Attitudes and values:

Appreciate the role of literature.

Links to other subjects

This topic is related to the topic 'Collecting and analysing historical sources in History'. The teacher should refer to it when teaching to show relationship between them.

Assessment criteria

Assessment should be made to establish the learner's ability to examine the role of literature.

There should be both formative and summative assessment. The formative assessment can be done through tasks and activities provided in the Student's Book while the summative one can be done through the questions under 'Test Your Competence' as well as through additional exercises given in this book.

Materials needed

Videos, journals, newspapers, and media images.

Information to the teacher

This unit is meant to help learners acquire knowledge, skills and attitudes that are useful in communication. It is sub divided into smaller sub units that help in covering details about various types of formal documents and media communication. The teacher should ensure to engage the learners in all the lessons to ensure that not only is the knowledge gained, but other relevant skills in the process of learning are acquired. Also, the learners may be very resourceful in sharing their experiences about: various types of writing; media consumption and how it impacts their lives. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to device additional activities in the lessons. The Exercises are meant to gauge the extent of learners' understanding in every section

12.1 Forms of literature (Oral and Written)

(Student's Book pages 238 - 239)

Lesson 1 and 2: Forms of literature (oral and written)**Lesson objective**

By the end of the lesson the learner should be able to explain the forms of literature (oral and written).

Suggested teaching/learning methods

1. Group work
2. Discussions
3. Case study

Suggested teaching approach

1. Divide the students into mixed ability groups having boys and girls in the same group, this helps to promote gender equality. Take note of those with disabilities and mix them with others to promote inclusion. Let the learners study the case studies provided.
2. Ask the learners to state the similarities and differences between the cases studies.
3. Facilitate the learners' discussion as you supplement on their ideas

Generic competences to be learned

1. **Critical thinking:** When the learner compares the two case studies.
2. **Cooperation** (working together in groups).

Cross cutting issues to be learned

1. **Inclusive education** (through mixed ability groups)
2. **Standardisation culture:** When the learners learn about how culture is promoted through literature.

Answers to Case studies

The major difference:

- Case study 1 and 2 are based on facts while case study 3 is an imaginative writing.

The similarity:

- Case study 1 and 2 fall under the category of non-fiction while case study 3 is a fiction form of literature.

12.2 Genres of literature

(Student's Book pages 241)

Lesson 3 and 4

Lesson objective

By the end of the lesson, the learner should be able to list and explain various genres of literature.

Suggested teaching/learning method

1. Discussion
2. Question and answer
3. Group work

Suggested teaching approach

1. In groups, let the learners' examine the various literature books provided in the Student's Book.
2. Lead them into a discussion to identify their differences in presentation.
3. Supervise the learners' findings and supplement on their ideas.

Generic competence to be learned

1. **Critical thinking:** When identifying the differences between the genres of literature in the Student's Book.
2. **Cooperation:** Through group work and discussion.

Cross cutting issues to be learned

1. **Inclusive education:** When all the genders are actively involved and any learner with any form of impairment included.
2. **Standardisation culture:** Emphasises on how literature is used to express culture.

Answers to Activity 1

(Student's Book Page 241)

- Play is composed of dialogue, and stage directions.
- A novel is written in prose (continuous paragraphs).
- Songs and poems are written in stanzas.
- Speeches, essays and narratives are shorter than novels, and are written in paragraphs.

Activity 2

(Student's Book Page 242)

- Helps in preserving culture
- It reflects the society
- Records the history of the society.

Extended work

Research from videos, journals, newspapers and any other media how comedy as a form of literature has evolved.

Answers to Test your competence

(Student's Book Page 242)

Role of literature in society

1. Highlighting the ills in the society.
2. Condemning the ills in the society.
3. Making a call to the community or its leadership to respond to certain issues affecting the community.
4. Retells the history of a community.
5. Gives identity to the community from which it originates.

(Accept any other logical answers.)

Number of Lessons: 8

(Student's Book pages 245 - 252)

Key unit competence

To be able to appreciate national heritage and culture preservation in the arts.

Learning objectives

1. Knowledge and understanding
 - a) Explain the types and forms of art.
 - b) State the benefits of preserving national heritage and culture through art.
2. Skills
 - a) Differentiate the types and forms of art.
 - b) Determine the importance of arts.
 - c) Practice cultural preservation through art.
 - d) Observe the different forms of art.
3. Attitudes and values:
 - a) Appreciate national heritage preservation in the arts.
 - b) Advocate for the preservation of national heritage and culture.
 - c) Use available resources to make arts.

Links to other subjects

This unit is related to the topic; 'Unity of history'. The teacher should make references to it when teaching to show the relationship.

Assessment criteria

Assessment should be made to establish the learner's ability to analyse the role of the arts in preserving national heritage and & culture.

There should be both formative and summative assessment. The formative assessment can be done through tasks and activities provided in the Student's Book while the summative one can be done through the questions under 'Test Your Competence' as well as through additional exercises given in this book.

Materials needed

Videos, journals, newspapers and media images.

Information to the teacher

This unit covers content related to culture and its importance in the society. It is sub divided into smaller sub units that help in covering details about various forms of art and the role they play in our social lives. The teacher should ensure to engage the learners in all the lessons to ensure that not only is the knowledge gained, but other relevant skills in the process of learning are acquired. Also, the learners may be very resourceful in sharing their ideas about cultural expression in their communities. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to device

additional activities in the lessons. The Exercises are meant to gauge the extent of learners' understanding in every section.

13.1 Types and forms of art

(Student's Book pages 246 – 247)

Lesson 1 and 2: Types and forms of art

Lesson objectives

By the end of the lesson the learner should be able to explain the types and forms of art.

Teaching/learning methods

1. Group work
2. Discussions
3. Demonstration

Suggested teaching approach

1. Divide the students into mixed ability groups having boys and girls in the same group, this helps to promote gender equality. Take note of those with disabilities and mix them with others to promote inclusion.
2. Instruct the learners to demonstrate the *Amaraba* dance of Rwanda.

Generic competences to be learned

1. **Lifelong skill:** When learners demonstrate the *Amaraba* dance.
2. **Cooperation** (demonstrating the dance in groups).

Cross cutting issues to be learned

1. **Inclusive education** (through mixed ability grouping)
2. **Standardisation culture:** Through the demonstration of *Amaraba* dance.

Answers to Activity 1

(Student's Book Page 246)

Steps of dancing the Amaraba dance

The arms expand wide with delicate motions of the wrist. The torso leans slightly forward and pulsates in a circular manner. Dancers wear ankle bells to emphasise the percussive footwork that accompanies the drum line. The dancer's feet imitate the drum rhythms in swift syncopation. Because this is a dance of dualities, the upper body moves like water, and the feet move assertively as thunder. Inspired by the long-horned cows of East Africa, the dance imitates their strut, postures and personalities.

(Note: Amaraba literally means "something beautiful." It was traditionally performed by young women.)

Activity 2

(Student's Book Page 247)

1. Pottery - molding pots from clay and creating beautiful patterns on them.
2. Architecture - is a process of planning, designing and constructing buildings.
3. Basketry - this is the art of weaving baskets artistically from sisal.
4. Paintings - this a picture made by putting paint on canvas or a board.
5. Carving - cutting a hard material such as wood into an admirable shape.
6. Dance - Reflects different dances, dance moves and ornaments worn when performing the dance.

Activity 3

(Student's Book Page 248)

Open-ended answers

13.2 National heritage and culture preservation through arts

(Student's Book pages 248 – 249)

Lesson 3 and 4: National heritage and preservation of culture

Lesson objective

By the end of the lesson, the learner should be able to explain how various forms of art are used to preserve culture and national heritage.

Teaching/learning method

1. Discussion
2. Observation
3. Group work

Suggested teaching approach

1. In groups, let the learners' observe the exhibitions in the Student's Book.
2. Lead them into a discussion to identify their roles in preserving culture.
3. Supervise the learners' findings and supplement on their ideas.

Generic competence to be learned

1. **Lifelong skills:** Through observation, the learners are able to appreciate the culture.
2. **Cooperation:** Through group work and discussions.

Cross cutting issues to be learned

1. **Inclusive education:** When all the genders are actively involved and

learners with disability included as well.

2. **Standardisation culture:** Emphasises on the preservation of culture through various forms of art.

Answers to Activity 4

(Student's Book Page 248)

Through the art shown, we are able to:

- Keep a memory of the past social structure and activities.
- Gives a sense of belonging associating to our roots.
- Preserve culture through traditional music and dance such as Amaraba and intore.
- Preserve culture through the Rwandan paintings which characterise a Rwandan culture.

Answers to Activity 5

(Student's Book Page 249)

Expect aspects such as, paintings, carvings, basketry etc.

13.3 Traditional and modern arts

(Student's Book pages 249 – 250)

Lesson 5 and 6: Traditional and modern arts

Lesson objective

By the end of the lesson, the learners should be able to explain the role of both modern and traditional arts in preserving culture and national heritage.

Teaching/learning methods

1. Group work
2. Discussion

3. Question and answer
4. Observation

Suggested teaching approach

1. Put the learners into groups of mixed abilities; instruct them to observe the pictures of musical instrument provided in the Student's Book.
2. Ask them to distinguish between the modern and traditional instruments. Lead them to a whole class discussion, as they state the role of the instruments in preservation of culture.
3. Facilitate presentation of the answers provided by all groups.

Generic competences to be learned

1. **Cooperation:** Working in groups.
2. **Critical thinking:** When the learners distinguish between modern and traditional instruments
3. **Lifelong skills:** After the discussions, the learners are able to appreciate the modern and traditional instruments used to promote culture.

Crosscutting issues to be learned

- **Inclusive education:** Every child disabled in any way has to be included in the discussion.

Answers to Activity 6

(Student's Book Page 249)

- a. Inanga
- b. Ingome
- c. Umwirongi
- d. Piano
- e. Guitar
- f. Saxophone

Answers to Activity 7

(Student's Book Page 250)

The debaters should present logical and factual arguments.

13.4 Importance of arts

(Student's Book pages 250 - 251))

Lesson 7 and 8: Importance of arts

Lesson objective

By the end of the lesson, the learner should be able to state the importance of arts.

Teaching/learning method

1. Group work
2. Discussion
3. Research work

Suggested teaching approach

1. Organise the learners into groups. Endeavour to have learners with mixed abilities together.
2. Ask all the groups to research on the importance of arts.
3. Facilitate a presentation of the answers provided by all groups.

Generic competences to be learned

- **Research skill:** When they conduct a research on importance of environmental standards.
- **Cooperation:** When they work in groups.

Cross cutting issues to be learned

- **Inclusive education:** Working in mixed ability groups.

Answers to Activity 8

(Student's Book Page 250)

Art plays an important role:

- Helps students to be creative thus develop their talents.
- Enhances interpersonal communication.
- Provides avenue for self-expression.
- Preserves history.
- It provides entertainment.

Extended work

1. Make a visit to various museums in Rwanda, and study the various forms of art displayed.
2. Outline the roles served by historic sites today.

Answers to Extended work

Expect answers such as:

- Preserve culture.
- Provides entertainment.
- Help us to be creative.
- Preserve history.

Answers to Test your competence

(Student's Book Page 252)

Forms such as:

- Painting
- Pottery
- Sculptures
- Carving
- Basketry

Explanations should be open-ended.

Topic Area 5: Science

Subtopic Area 12: Health Education

Unit 14: Nutrition

Number of Lessons: 5

(Student's Book pages 260-268)

Key unit competence

To be able to propose and personally implement good practices of diet and hygiene.

Learning objectives

1. Knowledge and understanding:
 - a. Explain the term balanced diet.
 - b. Explain what communicable diseases and non-communicable diseases are.
 - c. Describe factors that affect feeding the global population.
2. Skills
 - a. Make and implement healthy choices around diet.
 - b. Detect ways and factors of feeding the global population.
3. Attitudes and values
 - a. Appreciate the role of taking a balanced diet.
 - b. Act upon ways of feeding the global population.

Links to other subjects

This topic is related to the following topics studied in French, Kiswahili and Kinyarwanda: Food nutrients and diet in Biology. The teacher should refer to them which teaching to show their relationship.

Assessment criteria

Assessment should be done to establish the learner's ability to propose and personally implement good practices of diet and hygiene.

There should be both formative and summative assessment. The formative assessment can be done through tasks and activities provided in the Student's Book while the summative one can be done through the questions under 'Test Your Competence' as well as through additional exercises given in this book.

Needed materials:

Books, videos, journals, newspapers, media images and testimonies.

Information to the teacher

This unit is about nutrition and its implications as pertains health. It is sub divided into smaller sub units that help in covering details about various aspects of diet. The teacher should ensure to engage the learners in all the lessons to ensure that not only is the knowledge gained, but other relevant skills in the process of learning are acquired. The learners should be given the opportunity to discuss their diets in relation to what they learn. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to device additional activities in the lessons.

14.1 Diet

(Student's Book pages 255 – 256)

Lesson 1

Lesson objective

By the end of the lesson, learners should be able to distinguish using examples between diet and a balanced diet.

Teaching/learning methods

1. Observation
2. Brain storming
3. Question and answer

Suggested teaching approach

1. In pairs, let learners observe the four different types of diets in Activity 1.
2. Let the learners identify the dishes that they think are balanced and the ones that they think are not balanced.
3. Guide the learners to do Task 1 in their books

Generic competences to be learned

- **Cooperation, interpersonal management and life skills:** When the learners work together.
- **Lifelong learning:** When learners learn the value of what they eat.

Crosscutting issues to be learned

- **Standardiation culture:** While comparing traditional foods and modern foods.
- **Inclusive education:** Both gender is involved and learners of different abilities.

Answers to Activity 1

(Student's Book Page 255)

1 and 2 are balanced. 3 and 4 are not.

14.2 Relationship between diet and non-communicable diseases

(Student's Book pages 256 – 258)

Lesson 2 and 3

The relationship between diet and non-communicable diseases

Lesson objective

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

- (i) Differentiate between communicable and non-communicable diseases.
- (ii) Explain the relationship between diet and non-communicable diseases.

Teaching/learning methods

1. Pair work
2. Case study
3. Group work
4. Class discussion
5. Explanation

Suggested teaching approach

First lesson

- Let the learners divide up in pairs and read and discuss Activity 3 of the Student's Book about Uwimama and Muvunyi.
- In pairs, let the learners brainstorm and discuss what they think the learners were suffering from. Let the learners analyse and decide the responses of questions 1,2 and 3. Guide the learners to discuss the above questions as a class through

question and answer approach.

Second lesson

- Ask the learners to brainstorm the differences between hypertension and diabetes.
- Let the learners relate to the scenario of Uwimama and Muvunyi to come up with the possible signs of these diseases.
- Ask learners to discuss the possible causes of the above diseases.
- Guide the learners to come up with suggestions on the prevention and control of non-communicable diseases.
- Guide the learners to do Activity 4 from the Student's Book.

Generic competences to be learned

- **Interpersonal management skills:** As learners discuss together in groups and in pairs to come up with their findings.
- **Communication:** During pair work and class discussions.
- **Critical thinking:** When learners come up with responses for Activity 4.
- **Problem solving:** This is achieved as the learners advise Uwimama and Muvunyi.

Cross cutting issues to be learned

- **Inclusive education:** Everyone's participation in the pair work and class discussion.

Answers

Activity 2

(Student's Book Page 256)

- Communicable diseases are diseases that can be passed from one person to another, or from an animal to a person, while non - communicable diseases are diseases that cannot be contacted from another person or animal. For example, hypertension and diabetes are non - communicable diseases, while typhoid and TB are communicable.

Activity 3

(Student's Book Page 256-257)

1. Uwimana is suffering from hypertension. Muvunyi is suffering from diabetes
2. Too much of the fatty foods (Fats).
3. Open-ended answers.

Activity 4

(Student's Book Page 258)

1. To watch their diet and observe hygiene.
2. Role of a balanced diet
 - i. Prevention of non-communicable diseases like diabetes and hypertension.
 - ii. The brain functions properly.
 - iii. No excessive fats in the body.
 - iv. Longer life expectancy.
 - v. Physical strength

14.3 Relationship between hygiene and communicable diseases

(Student's Book pages 259)

Lesson 4

Lesson objective

By the end of the lesson, learners should be able to discuss the relationship between hygiene and communicable diseases.

Teaching/learning methods

1. Group discussion
2. Observation
3. Question and answer

Suggested teaching approach

1. Have the learners sit in groups of 5 and let them observe the two pictures under Activity 5.
2. Still in groups, let the learners discuss the dangers of such acts as the secretary writes down the points.
3. Let the secretary for each group present the dangers to the whole class.
4. Guide the learners to discuss the modes of communicable disease transmission using the Student's Book.

Generic competences to be learned

- **Communication:** During the classroom discussion carried out by the learners.
- **Problem solving:** When learners find various ways in which infectious diseases can be prevented and controlled in Rwanda.
- **Research skills:** When learners research on how malaria is spread.

Cross cutting issues to be learned

- **Inclusive education:** Both gender including learners with disability are actively involved.
- **Environment, climate change and sustainability:** Communicable diseases are as a result of poor use of resources such as water and air.

Answers

Activity 5

(Student's Book Page 259)

- a. This can contaminate the meat which can cause disease.
- b. This contaminates the soil and water resources, thus leading to spread of diseases.

14.4 Feeding the global population

(Student's Book pages 260 – 261)

Lesson 5

Lesson objective

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

- (i) Discuss the various challenges faced by many countries to feed the population.
- (ii) Explain the solutions to these challenges.

Teaching/learning methods

1. Observation
2. Group discussion
3. Question and answer

Suggested teaching approach

1. Have learners divide up in a group of at least 5.
2. Ask learners to observe the picture on Activity 6 page.
3. In their groups, let the learners discuss the possible causes of food shortages in many parts of the world as they note down the points.
4. Let the learners also discuss the possible solutions to the food crisis.
5. Guide the learners with the points given in the Student's Book.
6. Divide up the learners in 2 groups of mixed abilities and let them debate the motion, "The world's food crisis is as a result of a high population growth rate"

7. Use this opportunity to highlight some points which might have been omitted.
8. Guide the learners on how to answer the questions in Activity 7 as an assignment.

Generic competences to be learned

- **Cooperation:** Working together in groups.
- **Problem solving:** When the learners try to find possible ways of preventing and controlling the problem of global food crisis.
- **Communication:** As the learners discuss and present their work.
- **Lifelong learning:** On the causes of food shortages in Africa.

Cross cutting issues to be learned

- **Inclusive education:** When learners learn, discuss and share information together.
- **Environment, climate change and sustainability:** As learners refer to the climate and the environment as the causes of the global food crisis.

Answers

Activity 6

(Student's Book Page 266)

Possible causes of food shortages include:

- (i) Poverty in many countries.
- (ii) Natural disasters like floods and earthquakes.
- (iii) Poor soils in some countries.
- (iv) Wars and political instabilities.
- (v) High food wastage in developed countries.

- (vi) Land rights and ownership.
- (vii) Diversification of land use to non-productive use.
- (viii) Inefficient agricultural practices.
- (ix) Over fishing.
- (x) Poor crop yield.
- (xi) Drought.
- (xii) Shortage of water.

Activity 7

(Student's Book Page 267)

1. Possible measures to control food problem in developing countries include:
 - a. Governments should provide farms to landless people.
 - b. Governments should put arable and open lands under irrigation schemes.
 - c. Initiate land reforms so that farmers can get ownership documents for their farms. They can use these documents to get farm inputs on credit.
 - d. Practising sustainable farming to increase yield.
 - e. Having small kitchen gardens in urban areas.
 - f. Giving food aid to the hungry sections of the population.

(Accept any other reasonable answer.)
2. Impact of small kitchen gardens:
 - a. All-year-round production of foodstuffs such as vegetables required for the household.
 - b. Improved family nutrition and health.
 - c. Increased food security.
 - d. Introduction of less familiar but nutritious crops such as beetroot and butternut in many families.

(Accept any reasonable answer.)

Extended work

1. Examine the fact that modern diets and modern cooking methods have greatly led to health problems and malnutrition in Africa.
2. How can we solve the problem of hunger and malnutrition in some parts of Rwanda today?
3. Visit some fast food restaurants in your neighborhood and find out the type of food prepared, and then try to find out if that food has a balanced diet.

Answers to Extended work

1. (i) Modern diets contain a lot of fats.
(ii) They are too expensive.
(iii) They don't contain all the food values/nutrients.
(iv) Modern diets have got preservatives which contain chemicals that can cause health problems.
2. How to solve the problem of hunger and malnutrition in Rwanda
 - (i) Large scale farming
 - (ii) Encouraging each family to have a small kitchen garden.
 - (iii) Extensive agriculture
 - (iv) Population control
 - (v) Importing from countries with plenty food
- (vi) Subsistence farming
- (vii) Development of the primary sector by funding
Afforestation to preserve the environment

3. Open-ended answers.

Answers to Test your competence

(Student's Book Page 262)

1. a. Start kitchen gardens which use less water and plant some vegetables.
b. Get vegetables from other villages and sell in the village
c. Start trading in other foods needed in the village
2. a. Create awareness programmes in the village.
b. Send health extension officers to the field
c. Dig pit latrines in every homestead
3. Open-ended. Possible actions include:
 - a. Building dams in the village
 - b. Providing piped water from other villages
 - c. Promote cleanliness by sending extension officers to the village
 - d. Build markets within the village