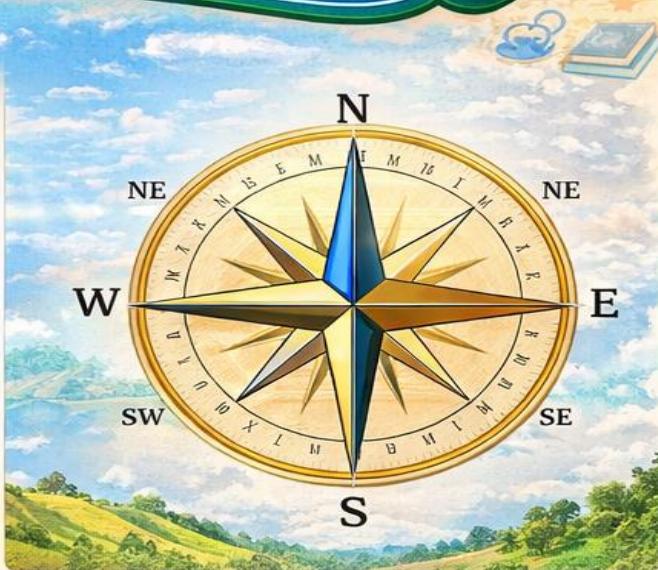


★ PRIMARY FOUR ★

SOCIAL STUDIES AND RELIGIOUS EDUCATION NOTES



SUMMARY NOTES

+

>80 QUESTIONS AND ANSWERS



Unit 1: Socio-Economic Activities in our district.

1.1 Identification of our district and its location on the map.

A **district** is an administrative division made up of many towns and villages where local leaders go to work. It is found in a province.

A **province** is a region made up of many districts. A province is bigger than a district. Districts are part of a province.

In Rwanda, there are thirty districts (30) and four (4) provinces plus The City of Kigali. They are:

Eastern Province.

Northern Province.

Western Province.

Southern Province.

The City of Kigali.

Each of the four provinces is divided into districts including, The City of Kigali.

Below are the different provinces and their respective districts.

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

Map of Rwanda showing districts and provinces

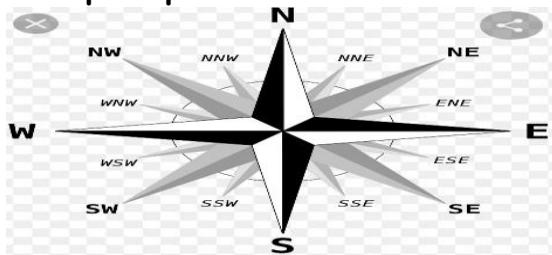
A **map** is a representation of an area of land in a diagram. It shows physical features, provinces, towns or districts.

Elements of a good map

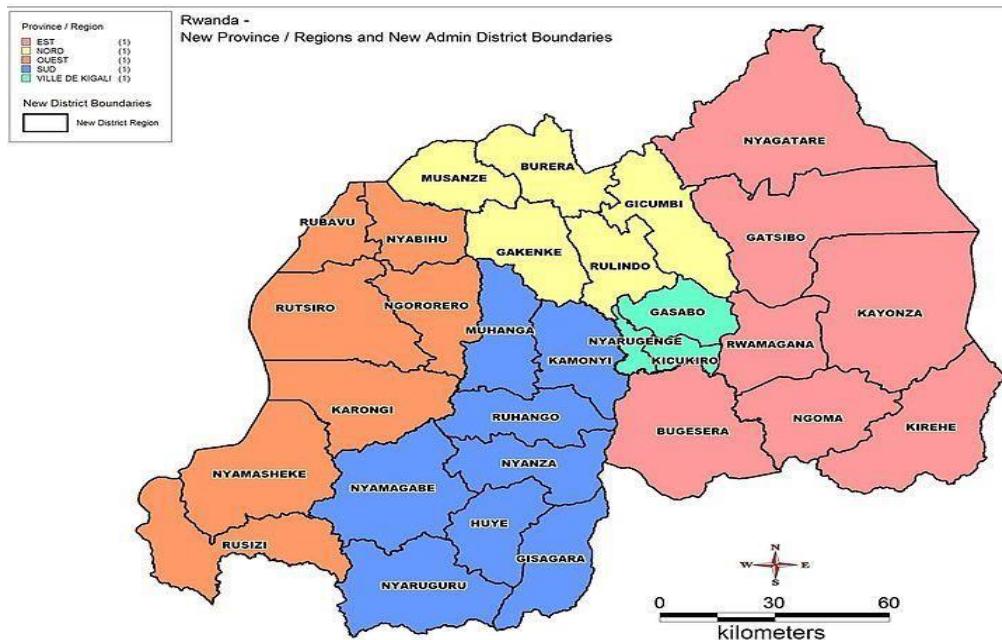
Those are the elements of a good map

- Key
- Scale
- Flame
- Compass direction

- We use **Compass points** to tell direction and location of our district on map.



Location of our district on a map of Rwanda



1.2. Socio-economic activities in our district

Socio-economic activities are things people do to get money.

Socio-economic activities happen in a market.

A market is a place where people in the community go to buy or sell different things like food, vegetables, potatoes, rice, clothes, shoes, books, etc.

Different socio-economic activities are carried out in different districts. These include:

- **Farming:** Farming is the growing of crops like beans, maize, bananas, and keeping animals like cows, goats and sheep.
- **Mining:** Mining is the digging out of minerals from the earth.
- **Fishing:** Fishing is the catching of fish from lakes and rivers to sell or eat.
- **Pottery**
- **Trading**
- **Craftwork:** Making things with hands like baskets, pots, or clothes.
- **Tourism:** Tourism is the travelling and staying of people outside their home environment. People can travel and visit beautiful places like national parks, historical sites and museums.

1.3. Socio-economic activities in the neighboring districts

Socio-economic activities

Socio-economic activities are activities that people come together to work and get money to support their families.

People in different districts in Rwanda engage in various socio-economic activities to earn a living and support their families and communities. **Examples of socio-economic activities in neighboring districts**

The socio-economic activities include:

- **Crop farming:** This is where farmers grow crops like, beans, maize, bananas, Irish potatoes, rice, sweet potatoes, fruits and vegetables like tomatoes, onions etc.
- **Animal rearing:** This is where farmers keep cows, goats, pigs, chickens, sheep etc.
- **Trading.** This is where people buy basic needs like soap, salt, sugar, Kawunga (posho) and sell beans, peas, books, clothes, shoes, etc).
- **Fishing:** This is an activity where people go to the lake or river to catch fish for food or sell for example fishing on Lake Kivu in Karongi and Rubavu districts; or Lake Muhazi in Kayonza District, etc.
- **Mining:** Mining of minerals like tin and gold is done in Rutsiro and Ngororero districts.
- **Tourism:** This involves taking tourist to very attractive sites like Kinigi in Musanze district to see mountain gorillas; Akagera national park to see elephants, lions and giraffes or to the National Museums in Nyanza and Huye districts.
- **Handicrafts:** This is a skilled activity in which items are made in a traditional way using local materials for sell, for example: weaving baskets, mats, necklaces or handbags and making traditional clothes, etc.

Factors determining socio-economic activities ♦ The population size of the district.

- † The availability and type of natural resources in the area.
- † The kinds of crops that grow well in the area.
- † The needs and preferences of the local people.
- † How easily people can meet, communicate, and trade with one another.

1.4. Comparison of economic activities in our district and neighbouring districts

We shall discuss two most important economic activities and how they have promoted development in Rwanda

1. **Tourism** is where people enjoy traveling for adventure, leisure or learning purposes.

They can visit various tourist attractions they like for example: Historical sites, wildlife and national parks, mountains, lakes and museums.

a) Importance of tourism

Tourism brings money as revenue from hotels, food, and transport.

It creates jobs for drivers, guides and hotel attendants.

Tourism teaches people to protect our natural environment around the national parks, zoos and eco parks for example: Nyungwe National Park, Akagera National Park, and Nyandungu Wetland Eco-park.

It promotes construction of new roads, hotels, and restaurants for tourists to enjoy.

b) Challenges faced by tourism

Heavy rains that may destroy roads;

lack of enough trained workers.;

few hotels for tourists; hunting of wild animals in the national parks ✓ low awareness of tourist sites.

c) Solutions To solve the problem,

the government must always repair roads, build more hotels,

train more workers

use game rangers to protect animals in the parks

teach communities about tourist sites in their communities.

2. **Mining:** This is the digging of the ground to get minerals from underground. In Rwanda, we have Minerals like: gold, tin, coltan, methane gas, tungsten, lithium, granite in different districts.

a) Importance of mining

Mining brings money to the country when minerals are sold to other countries;

provides jobs for many families;

provides raw materials for manufacturing so many things like telephones, golden watches, necklaces, etc. ✓ it helps improve roads and services.

b) Problems faced by mining

- Use of old tools.
- Lack of skilled workers.
- Poor roads that affects mineral transportation.

1.5. Importance of socio-economic activities

- Create jobs and income for different families.
- Provide food and other goods for our communities.
- Offer services like education and health care for people in our districts ➤ Help constructing roads, schools, and hospitals.
- Reduce poverty in our community.

- Help parents pay school fees.
- Create opportunities for people to learn new skills.
- Support trade and the development of country's economy.

End of Unit 1 : ASSESSMENT

15 Multiple Choice Questions (Horizontal)

1. A district is part of a: (a) Country (b) Province (c) Village (d) Market _____
2. A province is: (a) Smaller than a district (b) Bigger than a district (c) Same size (d) A town _____
3. Rwanda has: (a) 10 districts (b) 20 districts (c) 30 districts (d) 50 districts _____
4. One example of a province is: (a) Kayonza (b) Huye (c) Eastern Province (d) Muhanga _____
5. The City of Kigali has: (a) 5 districts (b) 2 districts (c) 3 districts (d) 7 districts _____
6. Socio-economic activities help people to: (a) Sleep (b) Get money (c) Draw maps (d) Play _____
7. Growing crops like beans and maize is called: (a) Fishing (b) Farming (c) Mining (d) Tourism _____
8. Catching fish from lakes and rivers is known as: (a) Craftwork (b) Tourism (c) Fishing (d) Trading _____
9. Digging minerals from the earth is called: (a) Mining (b) Farming (c) Fishing (d) Tourism _____
10. Making baskets, pots, and mats by hand is called: (a) Mining (b) Handicrafts (c) Fishing (d) Tourism _____
11. Kinigi gorilla tourism is found in: (a) Rubavu (b) Musanze (c) Gatsibo (d) Rulindo _____
12. Tin and gold are mined in: (a) Rulindo & Burera (b) Rutsiro & Ngororero (c) Huye & Nyanza (d) Gasabo _____
13. A market is a place for: (a) Digging minerals (b) Buying and selling goods (c) Fishing only (d) Tourism only _____
14. Tourism promotes development by: (a) Building roads and hotels (b) Growing crops (c) Mining (d) Catching fish only _____
15. One challenge faced by tourism is: (a) Lack of trained workers (b) Too many hotels (c) Too many roads (d) Too many tourists _____

30 Open-Ended Questions

1. What is a district? _____
2. What is a province? _____
3. How many districts does Rwanda have? _____
4. List the 5 provinces/regions mentioned in Rwanda. _____
5. Name the 3 districts of Kigali City. _____
6. Define a map. _____

7. Give 3 elements of a good map. _____
8. Why do we use compass points on a map? _____
9. Define socio-economic activities. _____
10. What is a market? _____
11. Give 4 examples of items sold in a market. _____
12. What is farming? _____
13. Name 3 crops grown in Rwanda. _____
14. Name 3 animals kept under animal rearing. _____
15. What is mining? _____
16. What is fishing? _____
17. What is tourism? _____
18. Give 2 examples of tourist sites in Rwanda. _____
19. List 3 importance of tourism. _____
20. List 2 challenges faced by tourism. _____
21. Give 3 solutions to tourism challenges.

22. List 3 importance of mining.

23. List 2 problems faced by mining. _____

24. Give 3 examples of socio-economic activities done in neighboring districts.

25. List 3 factors that determine socio-economic activities.

26. Compare 2 economic activities in your district and a neighboring district.

27. How does tourism help in environmental protection?

28. How does mining support manufacturing?

29. How do socio-economic activities reduce poverty?

30. How do socio-economic activities help parents pay school fees?

15 Bracket Choice Questions

1. A district is found in a (province / market / school). _____
2. A province is (bigger / smaller / equal) than a district. _____
3. Rwanda has (30 / 20 / 10) districts. _____
4. A map shows (leaders / physical features / feelings). _____
5. A good map must have a (scale / tree / song). _____
6. Weaving baskets is an example of (mining / handicrafts / farming). _____
7. Tourism creates jobs for (guides / crops / rain). _____
8. Gorillas are visited in (Kinigi / Rutsiro / Ngoma). _____
9. Minerals are sold to other countries to earn (revenue / flowers / animals). _____
10. Fishing on Lake Kivu happens in (Karongi / Gakenke / Musanze). _____
11. Digging out minerals from underground is (farming / mining / tourism). _____
12. A market is for (catching fish / buying and selling / mining). _____
13. Tourism promotes building (roads and hotels / lakes only / crops only). _____
14. Tin, gold and coltan are (grown / mined / drawn). _____
15. One factor for economic activities is availability of (natural resources / music / schools). _____

10 True or False Questions

1. Tourism does not create jobs. (True / False). _____

2. Rwanda has 30 districts. (True / False). _____
3. A province is smaller than a district. (True / False). _____
4. Markets are places for buying and selling goods. (True / False). _____
5. Mining means growing crops. (True / False). _____
6. Coltan is a type of crop. (True / False). _____
7. Tourism promotes construction of roads and hotels. (True / False). _____
8. Fishing happens only in Northern Province. (True / False). _____
9. Handicrafts include weaving baskets and making necklaces. (True / False). _____
10. Minerals are dug from underground. (True / False). _____

15 Matching Questions (Activities → Meaning)

A. Farming	1. Digging minerals from underground
B. Fishing	2. Growing crops and keeping animals
C. Mining	3. Catching fish from lakes and rivers
D. Handicrafts	4. Visiting attractive sites outside home
E. Tourism	5. Making items using local materials by hand

Write answers at the end:

A → _____
B → _____
C → _____
D → _____
E → _____

15 Matching (Provinces → District example)

A. Eastern Province	1. Karongi	A → _____
B. Northern Province	2. Huye	B → _____
C. Western Province	3. Musanze	C → _____
D. Southern Province	4. Kayonza	D → _____
E. City of Kigali	5. Gasabo	E → _____

15 Matching (Factors → Meaning)

- A. Population size
- B. Natural resources
- C. Preferences of people
- D. Crop suitability
- E. Communication and trade ease

- 1. Crops that grow well in the area
- 2. Minerals, lakes, forests available in the district
- 3. What people need and like
- 4. How easily people interact and trade
- 5. Number of people living in the district

Write answers at the end:

A → _____
B → _____
C → _____
D → _____
E → _____

ANSWERS

Multiple Choice:

1-b, 2-b, 3-c, 4-c, 5-c, 6-b, 7-b, 8-c, 9-a, 10-b, 11-b, 12-b, 13-b, 14-a, 15-a

Open Ended (key points):

- 1. Administrative division of towns and villages in a province
- 2. A region made up of many districts, bigger than a district
- 3. 30
- 4. Eastern, Northern, Western, Southern, City of Kigali
- 5. Gasabo, Kicukiro, Nyarugenge
- 6. A diagram representing an area of land showing features
- 7. Key, Scale, Frame, Compass direction
- 8. To show direction and location
- 9. Activities people do together to earn money
- 10. A place for buying and selling goods
- 11. (Any 4): food, vegetables, rice, clothes, shoes, books, etc.
- 12. Growing crops and keeping animals
- 13. (Any 3): beans, maize, bananas, potatoes, rice, etc.
- 14. (Any 3): cows, goats, pigs, chickens, sheep
- 15. Digging ground to get minerals underground
- 16. Catching fish from lakes/rivers for food or sale
- 17. Traveling outside home to visit attractive places
- 18. Kinigi, Akagera Park, Nyungwe Park, Museums (any 2)
- 19. (Any 3): jobs, revenue, infrastructure, environment protection
- 20. (Any 2): rains destroying roads, lack of trained workers, few hotels, hunting animals
- 21. Repair roads, build hotels, train workers, use rangers, community awareness (any 3)
- 22. Jobs, revenue from mineral sales, raw materials, road improvement (any 3)
- 23. Old tools, lack of skilled workers, poor roads (any 2)
- 24. Crop farming, animal rearing, trading, fishing, mining, tourism, handicrafts (any 3)
- 25. Population size, natural resources, crop suitability, preferences, communication ease (any 3)
- 26. (Learner explains 2 activities and benefits)
- 27. Encourages protection of parks and animals
- 28. Provides raw materials for phones, watches, jewelry, etc.
- 29. Creates jobs and income
- 30. Helps parents earn money to pay school fees

Matching (Activities): A-2, B-3, C-1, D-5, E-4

Matching (Provinces): A-4, B-3, C-1, D-2, E-5

Matching (Factors): A-5, B-2, C-3, D-1, E-4

Unit 2: Peace Education and Human Rights

Peace is living with others in harmony, being nice and kind to others.

2.1. Basic Human Rights

Human Rights are the basic needs everyone should have to live well and safely.

Examples of Human Rights are:

Right to life	Right to shelter	Equality
Right to education	Right to pray and freedom of religion	Equity
Right to health care		
Right to food and clean water	Right to be treated equally	

Importance of respecting basic human rights

- 1) They reduce conflicts among people.
- 2) They make all the people in the district all wanted.
- 3) People in the district choose leaders they want.
- 4) They help to reduce poverty.
- 5) They promote fairness and justice.

2.2. Children's rights

A child is any human being who is below 18 years.

Children's rights are things every child is allowed to have and enjoy so as to live well. Or **Children's rights** are human rights that protect a child.

Examples of Children's rights:

- Right to play
- Right to education
- Right to health care
- Right to protection
- Right to clothing
- Right to shelter
- Right to life
- Right to be heard

Importance of children's rights

- They help keep children safe. • They help children grow up healthy and strong. • They allow children to go to school and learn. • They protect children from harm and danger. • They make sure that children are treated fairly.
- They help children feel loved and safe. • They give children a chance to enjoy life and play.

2.3. Respect and tolerance

Respect means being kind, listening to others, and caring about their feelings and opinions.

Tolerance means accepting people who are different from us and living peacefully with them.

Respect and tolerance help people live peacefully, make friends, solve problems kindly, and make everyone feel valued.

Why it is important to show respect to others?

- It builds good relationships: People feel loved and valued.
- It creates peace: Less fighting and more understanding.
- It shows good manners: Others see you as polite and kind.
- It encourages teamwork: People work better together.
- It makes others feel happy and safe: Everyone feels accepted.

2.4. Child abuse

Child abuse: Is when people do bad things to children.

The main forms of child abuse include:

Physical abuse: Causing harm to a child through hitting, beating, or burning.

Emotional abuse: Hurting a child's feelings through insults, threats, or ignoring them.

Sexual abuse: Involving a child in sexual acts or exposing them to sexual content.

Neglect: Failing to provide basic needs like food, shelter, love, or care.

Child labour: Forcing children to work in harmful conditions or denying them education.

Child trafficking and abduction: Kidnapping, selling, or using children in illegal activities.

Denial of education: Refusing to take children to school or misusing school fees.

Causes of child abuse

Alcoholism

Poverty

Divorces in families

What happens when a young child is abused or not well treated?

- † It makes the child feel sad, scared, unloved or feel bad about themselves.
- † The child cannot do well in school.
- † The child may find it hard to trust others.
- † The child becomes sick or unhealthy.
- † The child may develop bad behaviour.
- † It can stop the child from reaching their goals in life.

Ways of preventing child abuse

- † Call for help if someone is doing something wrong to a young child.

- † Be kind and respectful to others children.
- † Tell an older person if you see someone hurting or abusing a young child.
- † Do not allow an adult to touch your body.
- † Run away and report them.
- † Call RIB TOLL FREE LINE 166 and report anyone abusing a child.

2.4 Equity and equality

Equality means giving people the same treatment or means being equal.

Equity means sharing resources equally among the people. or means people are treated in a fair way.

Ways of promoting equity and equality

- † Giving people the same treatment.
- † Sharing resources equally among the people.
- † Treating girls and boys the same way.
- † Giving job opportunities to both men and women.
- † Providing equal access to education for all children including those with disabilities.
- † Promoting laws and policies that protect everyone's rights.

Importance of equity and equality in our district

- It promotes peace and harmony • It promotes unity among people. • It promotes development by involving everyone. • It promotes human rights. • It improves access to services like education.

2.5. Sexual abuse

Sexual abuse means forcing a person to do sex without his or her willingness.

Examples of sexual abuse:

- **Rape:** Forcing someone to have sex without their willingness.
- **Defilement:** Having sex with a child.
- **Prostitution:** Having sex in exchange for money.
- **Incest:** Having sexual acts between members of the same family.
- **Bad touches:** Touching someone's private parts without permission that causes fear or unhappiness.
- **Showing bad pictures:** Making someone look at inappropriate or private images.

Effects of sexual abuse

- ⊕ Unwanted pregnancy
- ⊕ Spread of Sexually Transmitted Diseases
- ⊕ Hopelessness
- ⊕ Lack of self-esteem Fear: The child may feel scared all the time.
- ⊕ Sadness: The child may feel very unhappy.
- ⊕ Anger: The child may get angry easily.
- ⊕ Shame: The child may feel small and bad about themselves.
- ⊕ Trust issues: The child may find it hard to trust people.
- ⊕ Poor school performance: The child may stop doing well in school.
- ⊕ Health problems: The child may feel sick or have trouble with sleeping.

Ways of preventing sexual abuse:

- ⊕ Say "No" if someone touches you on private parts.
- ⊕ Stay where it is safe and don't go alone to strange places.
- ⊕ If you feel bad, tell someone.
- ⊕ Always tell a grown-up person if something bad happens.
- ⊕ Don't keep secrets that make you feel unhappy or afraid.
- ⊕ Speak up if someone hurts you. You are not to blame.

2.6. Child neglect

Child neglect is when a child does not get the care, love, or protection they need from adults.

Examples of child neglect:

- ⊕ Not giving the child food or clean water
- ⊕ Not taking them to the hospital when they are sick
- ⊕ Leaving a child alone for too long
- Not giving the child clothes, education, or attention

Why child neglect is bad:

- It can make the child sick, sad, or unsafe • The child may not grow or learn well • It makes the child feel unloved or unwanted

2.7. Gender-based violence (GBV) and sexual abuse

Gender means being a boy or a girl. It refers to the role of men, women, boys and girls in the society.

Gender-Based Violence (GBV) is when someone is treated unfairly or hurt just because they are a boy or a girl. It includes stopping girls from going to school or playing games, beating them, or calling them bad names. It is wrong and everyone should be treated equally.

Sexual abuse is when someone does or says sexual things to a child that make them feel unsafe, like touching private parts or showing bad pictures.

It is wrong and against the law. Children should report it to a trusted adult immediately.

Examples of gender-based violence: • A husband beats his wife. • An uncle beats his niece. • A brother beats his sister. • A boyfriend beats his girlfriend. • A mother beats her son or her daughter. • A girl is stolen or sold to be married.

Types of GBV:

Gender-Based Violence (GBV) is when someone is hurt or treated badly because of their gender. This may happen because boys are stronger than girls. GBV can be physical, sexual, emotional, or money-related, and it can happen anywhere and to anyone.

Types of GBV include the following:

- ⊕ **Physical violence:** Hurting someone's body by hitting or beating.
- ⊕ **Emotional violence:** Using bad words that make someone feel sad, scared, or unwanted.
- ⊕ **Gender discrimination:** Not treating boys and girls equally can hurt their feelings.
- ⊕ **Sexual violence:** When someone touches a child's private parts or does things that make them uncomfortable.

2.8. Effects of gender-based violence (GBV) and sexual abuse

• Injuries	• School dropout	• Low-esteem	• Poor development
• Disability	• Losing confidence	• Death	
• Stress	• Lack of trust	• Divorce	
• Fear			

2.9. How to prevent gender-based violence (GBV) and sexual abuse

Ways of preventing gender-based violence Children must respect each other and have

- ⊕ fair, kind relationships.

Both boys and girls must be given equal opportunities at school for example leadership roles.

- ⊕ All people who hurt others must be reported to the Police to make sure that children are protected.
- ⊕ Community leaders must work together with schools to stop any form of violence.
- ⊕ Help and care for children who have been hurt.
- ⊕ Treat boys and girls equally at school and at home Be kind and
- ⊕ respect everyone, no matter their gender.

Say 'No' to anyone who wants to touch your private parts and tell a trusted adult.

- ⊕ Always tell an adult if someone hurts you.
- ⊕ Let boys and girls learn to share tasks together.

Stay safe by avoiding strangers and places that may be dangerous.

END OF UNIT 2 ASSESSMENT

15 Multiple Choice Questions

1. Peace means living with others in: (a) Anger (b) Harmony (c) Fear (d) Hunger _____
2. Human rights are for: (a) Only adults (b) Everyone (c) Only children (d) Only leaders _____
3. Rwanda has: (a) 20 provinces (b) 30 districts (c) 10 districts (d) 50 villages _____
4. A child is someone below: (a) 10 years (b) 18 years (c) 21 years (d) 30 years _____
5. Right to dig minerals is NOT an example of: (a) Mining (b) Human right (c) Tourism (d) Farming _____
6. Touching a child's body without permission is: (a) Respect (b) Sexual abuse (c) Equality (d) Tourism _____
7. Child labour means: (a) Sending children to school (b) Forcing children to work (c) Children playing (d) Sharing jobs _____
8. Equity means: (a) Same treatment (b) Fair treatment (c) Beating children (d) Old tools _____
9. Equality means: (a) Fair sharing (b) Same treatment (c) Denying education (d) Catching fish _____
10. Incest is: (a) Respecting others (b) Sexual acts in same family (c) Trading in markets (d) Playing games _____
11. Gorillas are visited in: (a) Akagera (b) Kinigi (c) Muhazi (d) Rutsiro _____
12. One cause of child abuse is: (a) Tourism (b) Alcoholism (c) Pottery (d) Compass _____
13. Human rights help reduce: (a) Jobs (b) Conflicts (c) Maps (d) Crops _____
14. Defilement means: (a) Sex with a child (b) Mining minerals (c) Child neglect (d) Buying goods _____
15. Needs are things we: (a) Can live without (b) Must have to live (c) Draw on a map (d) Mine underground _____

30 Open-Ended Questions

1. Define peace. _____
2. What are human rights? _____
3. Give 4 examples of human rights. _____
4. Define children's rights. _____
5. Give 4 examples of children's rights. _____
6. Why are children's rights important? Give 2 points. _____
7. What is child abuse? _____
8. List 3 forms of child abuse. _____

9. Give 2 causes of child abuse. _____
10. Give 3 effects of sexual abuse. _____
11. Define equity. _____
12. Define equality. _____
13. Give 2 ways of promoting equity and equality. _____
14. What is rape? _____
15. What is defilement? _____
16. What is prostitution? _____
17. What are bad touches? _____
18. Define child neglect. _____
19. Give 3 examples of child neglect. _____
20. Why is child neglect bad? Give 2 points. _____
21. Define gender. _____
22. What is GBV? _____
23. List 3 examples of GBV. _____
24. List 4 effects of GBV. _____
25. Give 3 ways of preventing GBV.

26. Differentiate between needs and wants.

27. Give 2 examples of needs. _____
28. Give 2 examples of wants. _____
29. How do human rights reduce conflicts? _____
30. Which right protects children from harm? _____

15 Questions with choices from brackets

1. Peace means living with others in (harmony / mining). _____
2. A province is (bigger / smaller) than a district. _____
3. Human rights are for (everyone / minerals). _____
4. A child is below (18 / 30) years. _____

5. Incest happens in (markets / same family). _____
6. Coltan is (grown / mined). _____
7. Defilement means sex with a (child / cow). _____
8. Not taking a sick child to hospital is (neglect / tourism). _____
9. Equity means (fair / equal tools). _____
10. Equality means giving the (same / different) treatment. _____
11. Child labour means children (working / praying). _____
12. Needs are things we (must / may) have to live. _____
13. Wants are (luxurious / basic) things. _____
14. Gorillas are visited in (Kinigi / Ngoma). _____
15. Alcoholism can lead to child (rights / abuse). _____

10 True or False Questions

1. Peace creates fighting. (True / False). _____
2. Human rights reduce conflicts. (True / False). _____
3. A province is smaller than a district. (True / False). _____
4. Rwanda has 30 districts. (True / False). _____
5. Child labour is good for education. (True / False). _____
6. Rape means forcing someone to have sex without willingness. (True / False). _____
7. Equity means fair treatment. (True / False). _____
8. Equality means different treatment. (True / False). _____
9. Incest is a form of GBV. (True / False). _____
10. Needs are luxurious things. (True / False). _____

15 Matching Questions

MATCH THE WORDS IN COLUMN A WITH THE CORRECT MEANINGS IN COLUMN B

Column A		Column B
A. Equity		1. Same treatment
B. Equality		2. Catching fish from lakes or rivers
C. Mining		3. Fair treatment
D. Neglect		4. Luxurious things we can live without
E. Defilement		5. Doing bad things to children
F. Rape		6. Digging minerals
G. GBV		7. Living with others in harmony
H. Needs		8. Forcing someone to have sex
I. Wants		9. A children's right
J. Peace		10. Things we must have to live
K. Fishing		11. Hurting someone because of gender
L. Child labour		12. Sex with a child
M. Shelter		13. A basic human right
N. Education		14. Forcing children to work
O. Abuse		15. Not providing basic needs

Answers:

A→____ B→____ C→____ D→____ E→____ F→____ G→____ H→____ I→____ J→____ K→____ L→____
M→____ N→____ O→____

ANSWERS (At the very end)

Multiple Choice:

1-b, 2-b, 3-b, 4-b, 5-b, 6-b, 7-b, 8-b, 9-b, 10-b, 11-b, 12-b, 13-b, 14-a, 15-b

Open Ended (Key points):

1. Living with others in harmony, kindness
2. Basic needs everyone should have to live safely

3. Right to life, education, health care, food & clean water (any 4)
4. Rights that protect a child and help them live well
5. Right to play, education, protection, shelter (any 4)
6. Keep children safe, grow healthy and learn (any 2)
7. Doing bad things that harm children
8. Physical, emotional, sexual, labour abuse (any 3)
9. Alcoholism, poverty, divorce (any 2)
10. Unwanted pregnancy, STDs, low esteem (any 3)
11. Fair sharing of resources / fair treatment
12. Giving same treatment to all people
13. Same treatment, fair sharing, equal opportunities (any 2)
14. Forcing someone to have sex without willingness
15. Having sex with a child
16. Sex in exchange for money
17. Touching private parts without permission
18. When a child lacks care, love and protection
19. Not giving food, not taking to hospital, leaving alone (any 3)
20. Causes sickness, sadness, poor growth (any 2)
21. Being a boy or a girl in society
22. Hurting or treating someone unfairly because of gender
23. Husband beats wife, brother beats sister, forced marriage (any 3)
24. Injuries, stress, dropout, low esteem (any 4)
25. Report to police, equality at school, respect each other (any 3)
26. Needs = must have, Wants = can live without
27. Food, water (any 2)
28. TV, cars (any 2)
29. They promote fairness, justice and equal voice
30. Right to protection
31. Right to protection

Bracket Choices:

1-harmony, 2-bigger, 3-everyone, 4-18, 5-same family, 6-mined, 7-child, 8-neglect, 9-fair, 10-same, 11-working, 12-must, 13-luxurious, 14-Kinigi, 15-abuse

True/False:

1-False, 2-True, 3-False, 4-True, 5-False, 6-True, 7-True, 8-False, 9-True, 10-False

Matching (Activities):

A-1, B-2, C-3, D-4, E-5, F-6, G-7, H-8, I-9, J-10, K-11, L-12, M-13, N-14, O-15

.

Unit 3: Economy

3.1. Needs and wants

Needs are things we must have to live, like food, water, clothes, and healthcare.

Wants are things we enjoy but don't need, like toys or sweets. They are luxurious things we can live without.

Examples of wants:

- Television
- Cars
- Music systems

Washing machine
Leisure activities

3.2 How the environment helps in meeting needs Environment refers to all things around us.

Examples of what we get from the environment:

- **Food:** we get fruits, vegetables, grains, milk, eggs, meat and fish from nature for eating.
- **Water:** Rivers, rain, and lakes provide water for drinking, cooking, cleaning, farming and industry.
- **Air:** we get air essential for breathing and sustaining life.
- **Medicine:** we get herbs and plants for making medicine. Many medicines are made from plants and minerals found in the environment.
- **Soil:** we get soil needed for growing crops.
- **Sunlight:** Provides warmth, energy, and supports plant growth.
Minerals: Include resources like gold, iron, and salt sold for money
- **Energy sources:** we get solar energy, wind energy, hydropower, firewood and charcoal to produce electricity.
- **Raw materials:** The environment gives us wood, cotton and wool, bamboo, clay, sand, stones and animal skin. - **Wood** is used for building, fuel, and making furniture. - **Cotton and wool** is used for making clothes. - **Bamboo and reeds** are used for making mats, baskets, and building houses. - **Clay, sand and stones** are used for building houses. - **Animal skins** are used to make belts, shoes and hand bags. - **Forests, rivers, and lakes** are used to provide shelter for animals and birds like. - **Wild animals and birds**. - **Beautiful landscapes:** for tourism and relaxation.
- **Climate regulation** - **Forests and oceans:** help clean the air and control climate change.

3.3. How we care for our environment

Use resources well
Protect water

Plant trees and crops
Recycle and reuse

Avoid pollution
Protect wildlife

3.4. Money

Money is anything people use to buy goods and services or pay for things they need or want. It can be coins, notes, or digital. It helps pay for goods and services, save, and do business easily.

Forms of money:

- ⊕ **Coins and banknotes:** Physical money issued by governments
- ⊕ **Bank deposits:** Money stored in banks and used through cards or mobile apps
- ⊕ **Digital money** (Not physical coins or notes): Mobile money, online payments, or crypto currency.

Importance of money:

- ⊕ Makes trade easier than bartering system.
- ⊕ Helps people save and plan for the future.

Supports economic growth and development.

In Rwanda, we use the Rwandan Franc (Frw).

Activities people do to get money:

Earning income means getting money by working. **People earn money from:**

- Farming: Growing crops and raising animals for sale.
- Selling goods: Running shops or markets.
- Teaching: Educating pupils and earning a salary.
- Building: Constructing houses and roads.
- Driving: Transporting people or goods for money.
- Fishing: Catching fish to sell.
- Making products: Creating items for tourists or export.

3.5. Income generating activities

Income is the money we earn.

What are the activities that people do to increase money?

- ⊕ **Starting a small business:** Selling items like fruits, clothes, or crafts.
- ⊕ **Farming or gardening:** Growing crops or raise animals to sell.
- ⊕ **Learning a skill:** Offering services like sewing, carpentry, or hairdressing.
- Saving and investing:** Putting money in savings or buying something that brings more money.
- ⊕ **Doing extra jobs:** Helping others with work for pay.

Selling handmade items: Making and selling things like jewelry, baskets, or snacks.

-  **Mining**
-  **Trading**
-  **Fishing**
- Craft work,**

3.6. Factors that affect how we spend money

-  **Family needs**
-  **Location Prices:**
-  **Family size**
-  **Saving habits**
-  **Emergencies**

3.7. Things people spend money on Food: To stay

-  **healthy and strong.**

Clothing: For protection and dressing properly. • **Shelter:** For a safe place to live.

-  **School needs:** To support children's education.
-  **Transport:** To move to work, school, or shops or hospital
- Health care:** To stay healthy and care for family.

Water and electricity: For drinking, cooking, and lighting homes. • **Business needs:** To support families.

-  **Entertainment:** For fun and enjoyment.
-  **Saving:** To prepare for emergencies and future plans.
-  **Communication:** To stay connected on phone with others. **Gifts and donations:** To help or support other people.

3.8. Saving

Saving means putting aside money instead of spending it right away.

a) Importance of saving

- Helps in emergencies like sickness.
- Helps you buy important things like food, clothes or pay for house rent.
- Helps you save money for education or family trips.
- Helps people become responsible citizens.
- Saving a little money regularly helps you reach your goals, prepare for emergencies, learn self-discipline, and build a better future.

b) How to save money

Make a plan of what you want to do in future and start saving for your plan.

Save small amounts every time you get money. • Set clear saving goals and keep following your plan • Spend money only on what you need.

Keep your money safe (bank, mobile money, savings box, or group). ✓ Avoid too much borrowing and increase your saving.

c) Where to save money

Bank	Cooperatives/SA	Savings group
Mobile money	CCOs: join "ikimina" and save	Trusted person
Savings box	your money.	

END OF UNIT 3 ASSESSMENT

15 Multiple Choice Questions (Horizontal options)

1. Peace means living with others in: a) Conflict b) Harmony c) Fear d) Anger
2. A district is found in a: a) Cell b) Province c) Village d) Market
3. A child is a person below: a) 12 yrs b) 16 yrs c) 18 yrs d) 20 yrs
4. The right to go to school is called the right to: a) Play b) Life c) Education d) Shelter
5. When someone hits a child, it is: a) Neglect b) Physical abuse c) Equity d) Tolerance
6. Incest is sexual abuse between: a) Friends b) Strangers c) Family members d) Teachers
7. Leaving a child without food is: a) Neglect b) Tourism c) Mining d) Saving
8. Equality means giving people: a) Same treatment b) More punishment c) Less care d) No rights
9. Equity means treating people in a: a) Harsh way b) Fair way c) Bad way d) Slow way
10. GBV happens because some think: a) Girls are smarter b) Boys are stronger c) Everyone is equal d) Rights are bad
11. Rape means forcing someone to have: a) Food b) Sex c) Clothes d) Medicine
12. Money that is not coins or notes is called: a) Barter b) Digital money c) Farming money d) Abuse
13. FRW is the currency of: a) Kenya b) Uganda c) Rwanda d) Hungary
14. Growing crops to sell is: a) Abuse b) Income generating c) Incest d) Neglect
15. A good way to prevent sexual abuse is to: a) Keep secrets b) Say No and report c) Fight back d) Cry only

30 Open-Ended Questions

1. Define peace.

2. What is a district?

3. Explain a province.

4. Mention 3 provinces in Rwanda.

5. Give 4 examples of human rights.

6. Why is education a human right?

7. List 3 children's rights.

8. What is child abuse?

9. Give 3 forms of child abuse.

10. What are the causes of child abuse?

11. What are the effects of sexual abuse?

12. How can child abuse affect school performance?

13. What should a child do when abused?

14. What is equality?

15. What is equity?

16. Give 3 ways to promote equity.

17. Why is equity important in a district?

18. What is digital money?

19. Name 3 activities people do to get money.

20. Explain child labour.

21. Why is child neglect dangerous?

22. What is GBV?

23. Give 2 examples of GBV.

24. How can schools help prevent GBV?

25. What are needs?

26. What are wants?

27. Give 2 examples of wants.

28. How does environment provide medicine?

29. Why is saving important?

30. Where can people save money in Rwanda?

15 Questions with answers chosen from brackets

1. Hitting a child is (equity / physical abuse / tourism). _____

2. A child is below (18 / 20 / 30) years. _____

3. FRW is the currency of (Rwanda / Hungary / Japan). _____

4. Not taking a child to school is (denial of education / respect / mining). _____

5. Accepting people who are different is (tolerance / rape / fishing). _____

6. Growing crops to sell is (income / neglect / compass). _____

7. Forcing someone to do sex is (prostitution / sexual abuse / saving). _____

8. A region made of many districts is (village / province / market). _____
9. Minerals sold for money are from (sunlight / environment / equity). _____
10. Barter system is made easier by (money / abuse / flame). _____
11. Insults to a child is (emotional abuse / equality / mining). _____
12. Catching fish to sell is (farming / fishing / shelter). _____
13. When a child is sold or kidnapped it is (trafficking / equity / respect). _____
14. Giving boys and girls same treatment is (equality / incest / charcoal). _____
15. Putting money aside is (saving / tourism / RIB). _____

10 True or False Questions

1. Peace means living in conflict. (True / False) _____
2. A district is bigger than a province. (True / False) _____
3. Right to education is a human right. (True / False) _____
4. A child is below 18 years. (True / False) _____
5. Incest is not a form of abuse. (True / False) _____
6. GBV is treating someone badly because of gender. (True / False) _____
7. Equity means fairness. (True / False) _____
8. Needs are luxurious things. (True / False) _____
9. Digital money includes mobile money. (True / False) _____
10. Saving helps in emergencies. (True / False) _____

15 Matching Questions

Match the term with the correct meaning:

TERM	MEANING
1. Peace	A. Growing crops and keeping animals
2. Province	B. Living in harmony with others
3. District	C. Hurting a child's body
4. Physical abuse	D. Region made up of many districts
5. Child neglect	E. Below 18 years
6. Child	F. Not giving a child basic needs
7. Sexual abuse	G. Administrative division in a province
8. Equality	H. Forcing someone to have sex
9. Equity	I. Same treatment for all
10. Rape	J. Fairness and justice
11. Environment	K. All things around us
12. Farming	L. Involving a child in sexual acts
13. Mining	M. Getting minerals underground
14. Needs	N. Things we must have to live
15. Wants	O. Luxurious things we can live without

ANSWERS

MCQs

1.B 2.B 3.C 4.C 5.B 6.C 7.A 8.A 9.B 10.B 11.B 12.B 13.C 14.B 15.B

Brackets

1.physical abuse 2.18 3.Rwanda 4.denial of education 5.tolerance 6.income 7.sexual abuse
8.province 9.environment 10.money 11.emotional abuse 12.fishing 13.trafficking 14.equality
15.saving

True/False

1.False 2.False 3.True 4.True 5.False 6.True 7.True 8.False 9.True 10.True

Matching

1-B	4-C	7-L	10-H	14-N
2-D	5-F	8-I	11-K	13-O
3-G	6-E	9-J	M	12-A

Unit 4: Civics and Governance

4.1 National symbols

A **national symbol** is a special sign representing a country.

Rwanda has special symbols that show what the country is and what it values.

Examples of National symbols:

National flag: Has blue for peace, yellow for growth, green for wealth, and a sun for hope and unity.

Coat of arms: Shows Rwanda's culture with a basket, tools, plants, and a sun. Its motto means unity, work, and love for the country.

National Anthem: Called 'Rwanda Nziza' and talks about love for and proud of Rwanda.

National language: Kinyarwanda is spoken by all and brings people together.

4.1.1 The National flag

A **National Flag** is a symbol of a country's identity and independence. It has three colours: **Blue, Yellow, and Green.**



Meaning of the colours of the Rwanda National Flag

Blue: Stands for peace and happiness for our country.

Yellow: Represents wealth for the people of Rwanda. ✓ **Green:** Shows prosperity.

The flag also has the sun with twenty-four rays placed in a blue colour at the top right corner which represents hope for the people of Rwanda.

We put up the Rwanda National Flag in places like:

Government offices e.g Ministry of Education, Ministry of Health, REB, NESA, etc

National Bank of Rwanda.

Police stations.

International Air ports (e.g., Kigali International Airport).

Government buildings (e.g., Parliamentary Buildings).

Schools e.g., primary and secondary schools.

Hospitals, courts of law.

Embassies e.g., Rwandan embassies in different countries.

National events or celebrations e.g., Independence Day, National Heroes' Day.

However, the National Flag may be raised at half-mast when it is a mourning period. As a sign of honour and respect for those who are no longer with us e.g to honour victims of the 1994 Genocide against the Tutsi.

Importance of Rwanda National Flag

The national flag of Rwanda is a symbol that represents peace, unity, and progress of the country.

4.1.2. The National Anthem

The national anthem is a special song that symbolizes patriotism, history and loyalty that people have for their country. Rwanda's national anthem, Rwanda Nziza, was adopted in 2002 to promote peace and love in the country after the 1994 Genocide against the Tutsi.

Importance of the National Anthem

- Shows love and respect for the country
- Promotes unity: brings people together as one
- Teaches values: encourages peace, hard work, and love and unity
- Creates national identity for all citizens
- Used at important events to show respect and patriotism

4.1.3. The National Coat of Arms

Meaning of the symbols on the National Coat of Arms

Rwanda's National Coat of Arms is a symbol of the country's history, culture, and values.

It includes:

- Basket (agaseke): Symbol of culture and unity.
- Sun: Represents hope and a bright future.
- Sorghum and coffee: Show agriculture and main crops.
- Cogwheel: Stands for work and development. Green ring with knot: Symbolizes unity.
- Shields: Represent protection and strength.
- Motto: 'Ubumwe, Umurimo, Gukunda Ighugu' (Unity, Work, Patriotism).



The National Coat of Arms is used on official documents, government buildings and national seals to show Rwanda's official signature.

Importance of the National Coat of Arms

The National Coat of Arms is important because it represents:

- National identity which reflects Rwanda's history, culture, and values.
- Pride and patriotism which unites Rwandans and shows their strengths.
- Recognition as it appears on official documents and government buildings.
- Values such as hard work, peace, and unity.
- Independence in which Rwanda's freedom and sovereignty were achieved.
- The nation where unity, culture, and people's values are reflected.
- Unity for all Rwandans regardless of background.

4.1.4. The National motto

A **national motto** is a short and powerful sentence that shows a country's values, goals, and beliefs.

The national motto of Rwanda is '**Ubumwe, Umurimo, Gukunda Igihugu**'; which means: 'Unity, Work, Patriotism'.

Unity means that all Rwandans shall live together in peace and harmony ✓ Work reminds all of us to work hard for the development of the country.

Patriotism means loving, defending and doing everything good for Rwanda and its people.

4.2. Importance of national symbols

National symbols are special signs that show what a country is and what it believes in. In Rwanda, they help people feel united and remember their history and dreams.

Why are they important?

- Bring people together as one nation.
- Show pride in the country.
- Keep traditions and history alive.

- Make people love their country.
- Appear on important things like money and documents.

Teach good values like peace and hard work.

Examples:

- Flag: stands for peace, growth, and nature.
- Coat of arms: shows culture, farming, and protection.
- Anthem: shows love and hope for the country

4.3. Acceptable and unacceptable behaviours

a) Acceptable behaviours

- Respecting old people and leaders.
- Helping parents, at home; neighbours and those in need.
- Keeping the environment clean.
- Planting trees and clearing the bushes around the house and school.
- Obeying the rules, and laws.
- Attending school and learning well.
- Keeping time
- Using polite language, sharing with others and being kind.
- Telling the truth, reporting crimes and bad behaviours.
- Saying 'Thank you' to appreciate someone.
- Asking for forgiveness when you have done wrong to someone.
- Listening to teachers, parents, elders and others.
- Greeting people, being orderly and smart.

b) Unacceptable behaviours These are unacceptable behaviours that every citizen should not have:

- Stealing, fighting and damaging public property.
- Disrespecting parents, elders, and teachers.
- Throwing rubbish and other dirty things around the compound.
- Using bad language or insulting others.
- Not attending school without any reasons.
- Being dishonest or spreading lies.
- Hurting animals or destroying nature.
- Disobeying rules and bullying others.
- Drinking alcohol, taking drugs and being rude to elders.
- Disturbing in the classroom, making noise and abusing others.

4.3.1. Peer pressure

Peers are people of your age. **Peer pressure** happens when they try to influence your decisions. It can be positive, encouraging good actions, or negative, pushing you to do bad things.

Peer pressure affects how we think and behave, especially when we want to fit in a group of people.

a) Here are examples of positive peer influence: ✓ Encourages good behaviour.

Makes you work harder in school.

Helps you build confidence and try new, healthy activities.

Motivates you to follow rules and respect others. • Make the right decisions.

b) Here are examples of negative peer influence: ✓ Leads to wrong/bad decisions.

Can cause stress, guilt, or regret.

May lead to risky behaviours like skipping school.

Lose our identity and individuality.

Poor school performance. How peer pressure influences us: • When we copy others to feel accepted.

When we behave in a wrong way just to make others happy. • When we fear being laughed at or feel left out.

When we act without thinking well so that we "fit in a group."

When we hurt others and feel happy to be seen as brave or stubborn.

What can you do?

Think before you act, is it right or wrong?

Choose good friends who will lead you to do the right thing.

Stand up for what you believe in.

Ask an adult for advice if you are not sure of the decision you are about to make.

Some simple ways of avoiding bad peer groups

Choose good friends who behave well and respect others. • Say "No" politely to bad behaviours.

Think before acting: ask if it's right or could cause trouble.

Walk away from bad groups or trouble.

Talk to a trusted adult if you feel pressured.

4.4. Leadership in our district and our province

A leader is someone who helps and guides a group of people so they can achieve something together.

Leadership is when someone helps and guides others so everyone can work together and reach a goal.

Main leaders of our district, their positions and roles

Leadership in Rwanda is based on democracy, transparency, and merit. People participate in choosing leaders, while others are appointed or promoted to serve the country responsibly.

The district is led by many key officials who work together to ensure development and good service delivery, they include:

- **Mayor, Vice-Mayor for Social Affairs, Vice-Mayor for Economic Development, Executive Secretary, Sector Executive Secretaries, District Council Chairperson, District Director of Education and District Education Officer, District Health Officer.**

These leaders work together to bring peace, progress, and better services to everyone in the district.

- **Provincial leaders include: The Governor, Executive Secretary and Directors of Departments, Heads of Services and Counsellors.**

A good leader should:

- Be honest: never lie or steal
- Be responsible: do their work well and on time > Be a good listener: pay attention to the people's needs > Be fair: treat everyone equally, without favouritism.
- Be a good example: show respect, work hard, and follow laws
- Promote peace: stop conflicts and unite people

4.4.1. Roles and qualities of a good leader

- † **Governance and planning** - Leaders make development plans - Allocate budget for activities - Monitor services
- † **Service delivery** - Provide schools, hospitals, roads - Solve local problems.
- † **Representation** - Speak to the government on behalf of citizens. - Request needs like roads, water, jobs
- † **Development** - Support businesses - Build infrastructure - Encourage innovation
- † **Peace and unity** - Resolve conflicts - Teach good values - Promote community unity
- † **Accountability** - Share plans and results with citizens
- † **Environmental protection** - Teach people to care for and protect the environment

c) Qualities of a good leader

Integrity	Communication	Confidence
Responsibility	Decision-making	Teamwork
Vision: Has good plans for the future.	Commitment	Fairness
	Empathy	Problem-solving

d) How leaders are elected in Rwanda

- In Rwanda, people choose their leaders through elections. This means that citizens vote for the people they want to be their leaders. People vote for village leaders, members of parliament and the President of the Republic.

Other leaders are appointed or nominated.

These leaders help to make decisions and guide in the development of the country.

The importance of an election is that, people are allowed to choose good leaders of their choice.

- It also promotes democracy and peace.

• It helps in the development of the country, starting from the local level **4.4.2. Factors that contribute to good governance in our district**

Governance means fairly managing a country's resources and activities. Good governance means managing a country's resources and affairs in a fair, honest, and responsible way.

It makes sure that leaders make decisions openly, involve the people, treat everyone equally, and respond to the needs of the community.

Key principles of good governance include:

Rule of law	Responsiveness	Good planning
Transparency	Fairness and inclusion	
Accountability		
Participation	Teamwork	

How good governance contributes to development

Keeps peace and safety so that people can live well.

Helps create jobs by encouraging businesses.

Uses resources wisely to provide good schools, hospitals, and roads.

Involves citizens in developing the country.

Protects everyone's rights and treats people fairly.

Provides justice, education, and security for all people.

Supports new ideas to help the country grow faster.

END OF UNIT 4 ASSESSMENT

15 Multiple Choice Questions (Choose the correct answer)

1. A national symbol represents a country's: a) leaders b) values c) villages d) markets
2. The Rwanda National Flag has a sun symbol for: a) unity b) minerals c) tools d) schools
3. The national anthem of Rwanda is called: a) Akagera b) Rwanda Nziza c) Rwanda Nziza talks d) Rwanda Nziza was adopted
4. Blue on Rwanda's flag stands for: a) wealth b) peace c) crops d) tourism
5. Yellow on Rwanda's flag means: a) hope b) happiness c) wealth d) environment
6. Basket (Agaseke) on coat of arms shows: a) trade b) culture c) mining d) fear
7. Coltan and gold are obtained through: a) tourism b) mining c) saving d) governance
8. The national motto of Rwanda means: a) unity, work, patriotism b) peace only c) tourism d) income
9. Raising the flag at half-mast shows: a) celebration b) mourning c) wealth d) elections
10. Peer pressure from age-mates is called influence from: a) leaders b) peers c) parents d) provinces
11. Which is positive peer influence? a) skipping school b) stealing c) working harder d) burning
12. Leaders elected by voting shows: a) abuse b) democracy c) minerals d) climate
13. Integrity in leadership means: a) lying b) honesty c) neglect d) bartering
14. Needs are met from the environment like: a) motto b) food & water c) anthem d) peer groups
15. Good governance promotes development by: a) secrecy b) fairness c) noise d) bullying

30 Open-Ended Questions

1. What is a national symbol? _____
2. Name 3 national symbols of Rwanda. _____
3. Describe the colors of the Rwanda flag. _____
4. What does the sun on Rwanda's flag mean? _____

5. Where can Rwanda's flag be raised? Give 3 places. _____
6. When is the flag raised at half-mast? _____
7. What is a national anthem? _____
8. Why is Rwanda's anthem important? Give 2 reasons.

9. Mention 4 symbols found on Rwanda's Coat of Arms.

10. What does the basket on the Coat of Arms represent? _____
11. Explain the national motto of Rwanda.

12. Give 3 acceptable behaviors in Rwanda.

13. Give 3 unacceptable behaviors in Rwanda.

14. What is peer pressure? _____
15. Give 2 examples of positive peer pressure _____. _____
16. Give 2 examples of negative peer pressure. _____
17. Who elects leaders in Rwanda? _____
18. What is the importance of elections? _____
19. Define leadership. _____
20. Give 4 qualities of a good leader.

21. What are natural resources? Give 2 examples. _____
22. How does environment help people meet needs? Give 3 examples.

23. List 3 energy sources from the environment. _____
24. Why should we care for our environment?

25. What is good governance? _____
26. List 3 principles of good governance.

27. How does good governance promote development? Give 2 points.

28. Explain child labour. _____

29. What are needs and wants? _____

30. Give 3 things people spend money on. _____

15 Questions (Choose from brackets)

1. Rwanda's flag colors are (blue / pink / black). _____
2. A district leader elected by people is chosen through (appointment / election / trafficking). _____
3. Basket on coat of arms stands for (unity / bullying / prostitution). _____
4. Coins and notes are (national symbols / digital money / physical money). _____
5. Mobile money is (physical money / digital money / peer pressure). _____
6. Coffee and sorghum on coat of arms represent (minerals / agriculture / insults). _____
7. A leader should never (lie / listen / vote). _____
8. Voting helps choose leaders through (barter / elections / recycling). _____
9. Integrity means (honesty / alcoholism / heavy rain). _____
10. Needs include (toys / sweets / food). _____
11. Incest is (acceptable / unacceptable / elected). _____
12. Coltan is obtained through (farming / mining / praying). _____
13. Half-mast flag raising means (mourning / leisure / growth). _____
14. One principle of governance is (transparency / hitting / incineration). _____
15. Forests help clean air by (tolerance / climate regulation / trading). _____

10 True or False Questions

1. A province is smaller than a district. (True / False) _____
2. The Rwanda flag has 3 colors. (True / False) _____
3. The sun on the flag is for hope. (True / False) _____

4. *Basket on coat of arms means culture and unity. (True / False)* _____
5. *Peers are people older than you. (True / False)* _____
6. *Peer pressure is always negative. (True / False)* _____
7. *Elections promote democracy. (True / False)* _____
8. *Hurting animals is acceptable behavior. (True / False)* _____
9. *Water is obtained from the environment. (True / False)* _____
10. *Digital money includes coins. (True / False)* _____

15 Matching Questions

TERM	MATCH WITH
1. National flag	A. Unity, Work, Patriotism
2. Coat of Arms	B. Identity & independence
3. Rwanda Nziza	C. Hope and bright future
4. Blue color	D. Culture, tools, plants, sun
5. Yellow color	E. Peace & happiness
6. Agaseke basket	F. Unacceptable behavior
7. Election	G. Peace & happiness
8. Half-mast	H. Region made of many districts
9. Province	I. Song for patriotism
10. Motto	J. Represents culture and unity
11. Stealing	K. Adopted in 2002
12. Sun on flag	L. People vote for leaders
13. Environment	M. Represents wealth
14. Peace	N. Air, water, soil, minerals
15. Minerals	O. Harmony with others

MCQs

1.B 2.A 3.B 4.B 5.C 6.B 7.B 8.A 9.B 10.B 11.C 12.B 13.B 14.B 15.B

Brackets (Choices from brackets)

1.blue 2.election 3.unity 4.physical money 5.digital money 6.agriculture 7.lie 8.elections
9.honesty 10.food 11.unacceptable 12.mining 13.mourning 14.transparency 15.climate regulation

True/False

1.False 2.True 3.True 4.True 5.False 6.False 7.True 8.False 9.True 10.True

Matching

1-K	4-E	7-L	10-C	13-A
2-D	5-M	8-G	11-N	14-O
3-I	6-J	9-H	12-B	15-M

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Unit 5: Weather, flora and fauna

5.1. Weather in our district

What is weather?

Weather is the condition of the air in a place at a certain time.

The weather can be sunny, hot or cold, rainy, windy.

What can the weather be?

The weather can be sunny and hot when the sun is shining too much.

The weather can be rainy and cold, with water falling from the Clouds.

The weather can also be cloudy with a lot of clouds in the sky.

The weather can be windy with a lot air moving around. The moving air is called wind.

The weather can also be snowy with small balls of ice (hailstones) falling.

Why does the weather change?

The weather changes all the time. When the sun is shining it makes the air hot and moves around.

What makes the weather?

The weather is made of the temperature/humidity from the sun; the air pressure and the amount of water in the air; cloud formation, wind and rain.

Ways in which people protect themselves from the effects of weather

a) When the weather is sunny, you should:

Wear light clothes to keep cool.

Use hats, sunglasses, and umbrellas to protect from too much sun.

Drink lots of water to stay hydrated. •

Use sunscreen (a protective lotion) to protect your skin.

Take breaks and rest if you are outside working or playing.

b) When the weather is rainy, you should:

Use an umbrella or raincoat to keep you from getting wet.

Wear boots to keep your feet dry.

Avoid walking in flooded or muddy places.

Stay inside or under shelter during heavy rain.

c) When the weather is cold, you should:

Wear warm clothes like jackets, gloves, and socks to keep warm.

Stay inside, especially on very cold days.

Use blankets and heaters to keep warm at home.

Keep windows and doors closed to keep the house warm.

d) Windy weather

Plant trees around your home.

Stay indoors during strong winds to stay safe.

Keep windows and doors closed tightly.

Don't stand under trees or near electricity lines. ✓ Wear warm clothes like jackets and hats.

5.2. Main elements of weather

1. **Temperature** (How hot or cold it is) We feel temperature on our skin. We use a **thermometer** to measure it.
2. **Wind (Moving air)**. Wind is air moving from one place to another. We use a **wind vane** to show direction and an **anemometer** to measure wind speed.
3. **Humidity** (How much water is in the air). Humidity is moisture or water vapor in the air.
4. **Rainfall**: Water droplets from the atmosphere.
5. **Atmospheric pressure** (Weight of the air in the atmosphere). We use a **barometer** to measure it.

Weather instruments:

- These are tools which are used to measure and record the elements of weather.

What are the tools used to measure weather?

Weather is measured using simple tools as follows:

- † **A thermometer** is a tool used to measure temperature (hot or cold).
- † **A rain gauge** is a tool used to measure the amount of rainfall.
- † **A barometer** is a tool used to measure air pressure to help predict weather.
- † **An anemometer** is a tool used to measure wind speed.
- † **A wind vane** is a tool used to show the wind direction.
- † **A windsock** is a tool used to show the strength of the wind.
- † **A hygrometer** is a tool used to measure humidity (amount of water in the air).
- † **A sunshine recorder** is a tool used to measure how many hours the sun shines.

5.3. Effects of weather on people's activities

(a) What are the good/favourable effects of weather?

The climate can be good or favourable. When climate is good it:

- † Helps crops grow because of the rain and the sun that support farming.
- † Supports animals and the growth of plants which provides natural homes for animals.
- † Gives water from the rain that fills rivers and lakes.
- † Makes life easier because good weather is good for life and work.
- † Attracts tourists: good weather brings visitors.
- † Creates energy: we use the sun and wind energy to make electricity.
- † Improves health: good weather helps people feel better and stay active.

(b) Negative effects of weather When the weather is bad, it causes:

- † Flooding: This is where too much rain destroys homes, crops, and roads.
- † Drought: This is where no rain causes water shortage and every plant to dry.
- † Storms: This is where strong winds and rain destroy buildings and harm people.
- † Extremely hot weather: Very hot weather causes health problems to people kills so many animals.
- † Extremely cold weather makes people sick and damages crops.

5.4 What can we do to prevent negative effects of weather? ♦ Plant many trees to control wind and attract rainfall.

- † Create water dams in dry areas to keep the water.
- † Dig trenches around the garden to control flood from destroying the crops.
- † Buy water tanks to store water.
- † Harvest water during rainy seasons that will be used in the dry season.
- † Plan farming by planting crops that suit the weather.
- † Teach people how to stay safe during bad weather.

5.5. Flora

Flora means all plants, trees, and flowers that grow in a particular place or area. It is a community of different plants living together from small plants to bigger trees. Flora is very important because plants produce oxygen, which we need to breathe and live.

Types of flora

a) Natural flora

Natural flora refers to plants that grow naturally in an area without being planted by people.

These include:

Trees: These are large forest plants like sycamore tree (Umuvumu), pencil tree (umuyenzi), etc.

Shrubs: These are medium woody plants found in bushes, like wild berries, passion fruits.

Grass: Plants covering fields and grasslands, such as elephant grass.

These are normally found in national parks.

Herbs: These are small plants in fields used as medicine.

Climbers and vines: Plants that grow by climbing on trees or rocks, like the French beans.

b) Artificial flora (planted vegetation) Artificial flora are plants people grow on purpose for food, decoration.

Examples of artificial flora:

Crop plants are usually grown for food, like maize and wheat.

Garden plants are flowers and shrubs used for decoration, like roses.

Ornamental trees are trees planted for shade and beauty, like palm trees.

Fruit trees are trees grown to give fruits, like mango and orange. ✓ Medicinal plants are plants grown for healing, like aloe vera.

c) Ways through which people destroy flora Cutting down trees for wood and

firewood.

Clearing land for building roads and houses.

Burning forests and grasslands.

Using harmful chemicals like pesticides. Over grazing.

d) Ways to protect plants (flora)

Planting more trees to replace those cut down.

Protecting forests from damage.

Using less paper and wood.

Avoiding using harmful chemicals on plants. Teaching people to care flora.

5.6. Importance of flora in our district

Vegetation provides many important benefits:

- ⊕ Provides food for people and animals.
- ⊕ Protects soil from erosion.
- ⊕ Helps bring rainfall.
- ⊕ Cleans the air by making oxygen.
- ⊕ • Gives shade and beautifies places
- ⊕ • Supports wildlife with food and shelter
- ⊕ • Provides wood for building and fuel

- Creates jobs and income
- Attracts tourists, helping the economy to grow.

Plants are mostly helpful, but in some cases, they can cause problems:

- ⊕ Some are poisonous and can harm people or animals.
- ⊕ Invasive plants grow too fast and kill other plants.
- ⊕ Pollen from plants can cause allergies.
- ⊕ Tree roots can damage roads and buildings.
- ⊕ Dry plants can catch fire easily.

Thick bushes may hide dangerous animals.

Weeds grow with crops and reduce food production.

Even though plants are important, some can be harmful if not controlled.

5.7. Problems of failing to protect and preserve flora

- ⊕ Loss of biodiversity
- ⊕ Soil erosion
- ⊕ Climate change
- ⊕ Air pollution
- ⊕ Loss of food and medicine
- ⊕ Water shortages

Decline in tourism

Harm to wildlife

5.8. Fauna

Fauna means all animals and birds in an area.

a) Types of fauna

Domestic fauna are animals kept at home by people.

Examples: • Cows • Goats • Sheep • Pigs • Hens • Dogs • Cats • Rabbits • Chicken

Wild fauna are animals that live freely in the wild or forest.

Examples: • Lions • Elephants • Snakes • Zebras • Crocodiles • Gorillas • Buffalos • Leopards • Tigers

b) Problems faced by fauna:

- Wild animals may lose their homes when people cut down forests.
- Some animals are killed illegally for meat or skins.
- Air pollution makes animals sick and kills them.
- Dry weather makes it hard for animals to get water and grass.
- Diseases can spread and kill weak animals.

c) Ways of caring for fauna:

- Protecting animal habitats by preserving forests and national parks.
- Preventing illegal hunting by putting in place laws.
- Keeping the environment water, air, and land clean.
- Planting trees to prevent bad weather.
- Preserving plants and water for animal food.
- Caring for sick animals.

5.9. Importance of fauna in our district

- Maintaining ecological balance
- Supporting agriculture
- Boosting tourism
- Providing food and products
- Cultural and traditional value
- Medicinal and scientific value
- Promoting biodiversity

5.10. Problems of failing to protect and preserve fauna

- Loss of biodiversity: animals may become extinct, harming nature's balance.
- Disrupted food chain: affects both predators and prey.
- More pests: insects increase without natural animal control.
- Less tourism income: fewer animals mean fewer tourists and lost jobs.
- Loss of medicine: some animals are important for health research.
- Cultural loss: animals are part of traditions and heritage.
- Environmental damage: without animals, nature becomes unbalanced and dry.

END OF UNIT 5 ASSESSMENT

15 Multiple Choice Questions (CIRCLE THE CORRECT ANSWER)

1. Weather is the condition of the air at a certain: a) day b) time c) market d) school
2. The instrument used to measure temperature is a: a) barometer b) thermometer c) anemometer d) rain gauge
3. Water falling in small ice balls is called: a) rain b) hailstones c) humidity d) sunlight
4. Moving air from one place to another is called: a) rain b) wind c) flora d) fauna
5. The tool that shows wind direction is a: a) windsock b) wind vane c) thermometer d) trench

6. Plants that grow naturally without being planted are called: a) artificial flora b) natural flora c) domestic fauna d) infrastructure
7. Passion fruits found in bushes are examples of: a) trees b) shrubs c) grass d) minerals
8. Which one is wild fauna? a) cow b) goat c) lion d) dog
9. Maize and wheat are examples of: a) wild fauna b) crop plants c) shrubs d) vines
10. A tool that measures wind speed is a: a) barometer b) anemometer c) rain gauge d) windsock
11. The environment gives us herbs mainly for: a) decoration b) medicine c) airports d) anthem
12. A place where weather can fill rivers and lakes is from: a) rain b) shields c) motto d) cars
13. Over-grazing destroys: a) education b) flora c) digital money d) anthem
14. Planting trees helps prevent bad: a) thermometer b) weather c) baskets d) motto
15. Roads, schools, bridges are part of: a) flora b) fauna c) infrastructure d) hail

30 Open-Ended Questions

1. Define weather. _____
2. Mention 4 types of weather. _____
3. Why does weather change? _____
4. List 3 things that make weather. _____
5. How do people protect themselves from sunny weather? Give 3 ways.

6. Give 2 ways to protect yourself during rainy weather.

7. Give 2 ways to protect yourself during cold weather. _____
8. What instrument measures air pressure? _____
9. What instrument measures humidity? _____
10. What instrument measures wind speed? _____

11. What instrument shows wind direction? _____

12. What is flora? _____

13. Name 3 types of natural flora. _____

14. Give 3 examples of artificial flora. _____

15. Give 2 ways flora can be destroyed. _____

16. Give 3 ways flora can be protected. _____

17. What is fauna? _____

18. Give 3 examples of domestic fauna. _____

19. Give 3 examples of wild fauna. _____

20. Mention 3 problems faced by fauna. _____

21. Give 3 ways of caring for fauna. _____

22. Why is flora important in a district? Give 2 reasons. _____

23. Why is fauna important in a district? Give 2 reasons. _____

24. List 3 negative effects of bad weather. _____

25. Give 3 solutions to prevent negative weather effects.

26. What happens when flora is not protected? Give 2 points.

27. What happens when fauna is not protected? Give 2 points.

28. What are weather instruments?

29. Give 3 examples of landscapes that attract tourists.

30. What is infrastructure?

15 Questions with answers chosen from brackets

1. Rain gauge measures (wind / rainfall / equality). _____
2. Thermometer measures (temperature / mining / vines). _____
3. Elephants are (flora / wild fauna / artificial flora). _____
4. Roses are (shrubs / crop plants / garden decoration). _____
5. Snakes are (domestic fauna / wild fauna / sunshine). _____
6. Palm trees are (ornamental trees / boots / hailstones). _____
7. Jackets protect from (rain / cold / posho). _____
8. Boots protect from (sun / floods / anthem). _____
9. Cutting down trees destroys (flora / digital money / airports). _____
10. French beans are (climbers / shields / motto). _____
11. Sun with 24 rays shows (hope / neglect / drugs). _____

12. Rivers provide (water / anthem / laptops). _____

13. Lions help in (tourism / saving / gender roles). _____

14. Blankets protect from (wind / cold / mining). _____

15. Crying alone helps prevent (GBV / abuse / nothing). _____

10 True or False Questions

1. Weather is always the same every day. (True / False) _____
2. A thermometer measures temperature. (True / False) _____
3. Hailstones fall during snowy or stormy weather. (True / False) _____
4. Flora includes only animals. (True / False) _____
5. Domestic fauna live at home with people. (True / False) _____
6. Wild fauna live freely in forests. (True / False) _____
7. Planting trees cannot help control bad weather. (True / False) _____
8. Humidity means water vapor in the air. (True / False) _____
9. Rain fills rivers and lakes. (True / False) _____
10. Infrastructure includes roads and bridges. (True / False) _____

15 Matching Questions

MATCH THE TERMS IN COLUMN A WITH THE CORRECT MEANINGS IN COLUMN B

TERM

1. Thermometer

2. Barometer

3. Rain gauge

4. Hygrometer

5. Anemometer

6. Wind vane

7. Windsock

8. Flora

9. Fauna

10. Domestic fauna

11. Wild fauna

12. Crops

13. Ornamental trees

14. Hailstones

15. Weather

MATCH WITH

A. Measures air pressure

B. Measures humidity

C. Measures temperature

D. Measures wind speed

E. Shows wind direction

F. Measures rainfall

G. Shows wind strength

H. Animals at home

I. All animals in an area

J. All plants in an area

K. Animals in the forest

L. Ice balls from clouds

M. Plants grown for food

N. Planted for shade and beauty

O. Condition of air at a time

ANSWERS

MCQs

1.B 2.B 3.B 4.B 5.B 6.B 7.B 8.C 9.B 10.B 11.B 12.A 13.B 14.B 15.C

Brackets (choices from brackets)

1.rainfall 2.temperature 3.wild fauna 4.garden decoration 5.wild fauna 6.ornamental trees 7.cold
8.floods 9.flora 10.climbers 11.hope 12.water 13.tourism 14.cold 15.nothing

True/False

1.False 2.True 3.True 4.False 5.True 6.True 7.False 8.True 9.True 10.True

Matching

1-B	4-C	7-G	10-H	13-M
2-A	5-F	8-I	11-K	14-N
3-D	6-E	9-J	12-L	15-O

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Unit 6: Infrastructure

Infrastructure includes things like roads, schools, hospitals, and bridges that improve people's lives.

6.1. Transport

What is transport?

Transport is the movement of goods and people from one place to another.

a) Types of transport

The major types of transport are:

- **Road transport:** This includes cars, buses, motorcycles, bicycles, trucks.
- **Air transport:** This is done by using airplanes, helicopters.
- **Water transport:** This is where we use canoes, boats, ships to transport people and goods from one place to another.
- **Railway transport.** This is where transport is done using a train.
- **Pipe transport** is a type of transport used to move liquids and gases through long, connected pipes from one place to another.
- **Animal transport** refers to the use of animals to carry people and goods, ex: donkeys, camels, horses, etc.

b) Means of transport

Means of transport is a method used to move people or goods from one place to another.

Examples include: Cars, buses, trucks, motorcycles, bicycles, trains, boats, ships, airplanes, helicopters, animal transport (e.g., horses, donkeys, camels), pipelines (for transporting liquids or gases).

The type of transport depends on location and speed needed.

- For long trips like Kigali to America, we may use airplanes (e.g., RwandAir).
- For short trips like moving vegetables from mountain farms to villages, bicycles are used.

Good behaviours on the road

- ⊕ Always walk on the side of the road. Use the zebra crossing to cross the road when a traffic officer says it's safe. Look at both ways before crossing
- ⊕ Do not play on the road.
- ⊕ Obey traffic lights and signs
- ⊕ Listen to traffic officers Hold an adult's hand when crossing
- ⊕ Don't run on the road
- ⊕ Don't throw things on the road
- ⊕ Watch out for bicycles and motorcycles

Be careful because motorcycles and bicycles can come quickly

Importance of good behaviours on road

- ⊕ Stop accidents Keep people safe
- ⊕ Help traffic move well.

6.2. Importance of transport

- Moves goods and services within Rwanda and to other countries.
- Helps farming, trade, factories in transporting products.
- Helps farmers sell products, earn more money, and reduce waste.
- Connects people to hospitals, schools, and government offices.
- Allows tourists to visit parks and cultural sites, creating jobs and income.
- Helps in emergencies and links cities with villages.
- Supports cooperation with other countries and helps Rwanda grow.

6.3. Problems related to transport in our district

a) Difficulties related to transport in our district

- Some roads are bad, making travel slow and hard.
- There are not enough buses or taxis, causing crowding and irregular service.
- Transport costs are high for many people.
- Too many vehicles cause traffic jams in busy areas.
- There are few bus stops, shelters, or signs.
- Heavy rain can make some roads muddy and unusable.

b) Dangers related to transport in our district

- Careless driving, going too fast, and bad roads cause accidents.
- Without sidewalks or safe places to cross, walking is unsafe.
- Putting too many people or things in a vehicle can cause accidents.

- Vehicles that are not kept in good condition can break or crash.
- Dark streets make traveling at night unsafe.
- Bad roads make it hard for emergency vehicles like ambulances to get through quickly.

Measures to overcome problems related to transport.

- Building good roads
- Putting road signs on roads
- Putting traffic officers on roads to control traffic jams
- Maintaining vehicles

6.4. Communication and its importance

Communication is sharing messages, news, and information by talking and listening.

Importance of communication:

- Communication helps share information at home, work, school, and government.
- Supports business by connecting people with customers.
- Aids teaching and learning.
- Spreads news via radio, TV, newspapers, and social media.
- Keeps families and friends connected over distances.
- Allows government to share important information.
- Helps in emergencies for quick assistance.
- Promotes peace and unity through problem-solving and cooperation.

6.5. Types and means of communication

Types of communication describe how messages are shared:

- **Verbal communication** is using spoken or written words to share messages and get quick replies (e.g., talking, phone calls, letters).
- **Nonverbal communication** is using body language like facial expressions or gestures to show feelings or add meaning (e.g., smiling, nodding).
- **Visual communication** is using pictures, signs, and colours to share ideas quickly, even with language differences (e.g., traffic signs, maps).
- **Written communication** is sharing information through writing for giving instructions or keeping records (e.g., emails, books, texts).

Means of communication refer to the tools or channels used to send and receive messages.

- **Traditional means of communication** are old methods used before modern technology. People used simple tools or messengers to send messages over distances. **Examples include:** • Drums for signals. • Handdelivered messages. • Letters by mail. Smoke signals. • Carrier pigeons (trained birds used to carry messages).

- **Modern means of communication** use new technology to send messages quickly to many people, allowing calls, texts, and video chats across long distances. **Examples include:** • Phones. • Internet (emails, chats, social media). • Television. • Radio. • Computers.

6.6. Difficulties and dangers related to communication in our district

Poor phone network in some areas.

Limited access to communication tools (phones, radios, TVs, computers).

Spread of fake news.

Lack of skills to use modern communication tools.

Power shortages limit device use.

High cost of airtime and devices.

Misuse of phones and social media (e.g., bullying).

Phone theft or damage interrupts communication.

6.7. Measures to overcome communication problems.

Increase electricity using power lines and solar energy.

Reduce costs for the internet, airtime, and devices.

Promote safe and respectful phone/social media use.

Maintain devices like radios and TVs.

Prevent misuse of social media responsible online behaviours.

Teach digital skills in schools and communities.

Improve network in the remote areas.

Use radios and call meetings during emergencies.

Unit 6: Transport and Communication – Questions & Answers

A. 15 Multiple Choice Questions (CIRCLE THE CORRECT ANSWER)

1. What is transport? (a) Moving goods only (b) Moving people only (c) Moving goods and people (d) Moving money
2. Which is an example of air transport? (a) Bicycles (b) Helicopters (c) Canoes (d) Trains
3. Which type of transport moves liquids or gases? (a) Road (b) Pipe (c) Railway (d) Animal
4. Animal transport includes (a) Cars (b) Donkeys (c) Trains (d) Airplanes
5. Which is a good behaviour on the road? (a) Throwing things (b) Running on the road (c) Using zebra crossing (d) Playing on the road

6. Why is transport important? (a) Moves goods (b) Connects people (c) Helps tourism (d) All of the above
7. Which is a danger related to transport? (a) Careless driving (b) Traffic lights (c) Zebra crossing (d) Sidewalks
8. Poor roads can cause (a) Smooth travel (b) Traffic jams (c) Faster trips (d) Safe walking
9. Communication is (a) Sharing messages (b) Playing games (c) Driving vehicles (d) Cooking food
10. Verbal communication involves (a) Body gestures (b) Talking or writing (c) Pictures (d) Smoke signals
11. Modern communication includes (a) Drums (b) Letters (c) Internet (d) Carrier pigeons
12. One of the difficulties of communication in our district is (a) Strong internet (b) Poor phone network (c) Cheap airtime (d) Good electricity
13. One measure to overcome communication problems is (a) Avoiding radios (b) Teaching digital skills (c) Stealing phones (d) Not using social media
14. Non-verbal communication includes (a) Nodding (b) Emails (c) TV news (d) Letters
15. A traditional communication method is (a) Phone call (b) Television (c) Drums (d) Internet

B. 30 Open-Ended Questions

1. Define transport. _____
2. Give 3 examples of road transport. _____
3. Name 2 types of water transport. _____
4. What is pipe transport used for? _____
5. Give 2 examples of animal transport. _____
6. What is meant by means of transport? _____
7. Give 2 examples of transport for short trips. _____
8. Give 2 examples of transport for long trips. _____
9. Write 5 good behaviours on the road. _____
10. Why should we obey traffic signs? _____

11. Give 3 importance of good road behaviour.

12. How does transport help farmers? _____

13. Name 3 ways transport supports tourism.

14. Mention 2 problems caused by bad roads.

15. Why are buses and taxis important in our district?

16. Name 2 dangers of overloading vehicles.

17. How can traffic officers help reduce accidents?

18. Define communication.

19. Give 3 importance of communication in school.

20. Name 2 visual communication methods. _____

21. Give 3 examples of verbal communication.

22. Give 3 examples of written communication.

23. Name 2 traditional communication methods. _____

24. Name 2 modern communication tools. _____

25. Give 3 difficulties related to communication.

26. Why is fake news dangerous?

27. Name 2 dangers of misusing phones/social media.

28. Give 3 measures to improve communication networks.

29. How can digital skills help in communication?

30. Why is electricity important for communication?

C. 15 Multiple Choice From Brackets

1. Transport is the movement of [goods/people/buildings/money]. _____

2. Road transport includes [cars, buses, bicycles, helicopters]. _____

3. Air transport uses [planes, donkeys, bicycles, boats]. _____

4. Water transport includes [canoes, helicopters, trains, camels]. _____

5. Animal transport includes [horses, trucks, buses, trains]. _____

6. Pipe transport moves [liquids/gases/people/trees]. _____

7. One good behaviour on the road is [running, using zebra crossing, throwing stones, playing]. _____
8. One danger on the road is [careless driving, holding hands, obeying signs, walking safely]. _____
9. Communication is [sharing messages, driving, sleeping, cooking]. _____
10. Verbal communication is [talking/writing, nodding, pictures, signals]. _____
11. Nonverbal communication uses [gestures, phones, letters, radios]. _____
12. Modern communication includes [TV, carrier pigeons, drums, Internet]. _____
13. Traditional communication includes [drums, phones, TV, Internet]. _____
14. Fake news is [dangerous, helpful, nutritious, expensive]. _____
15. Teaching digital skills helps [communication, cooking, farming, hunting]. _____

D. 10 True or False Questions

1. Transport is only about moving goods. (True / False) _____
2. Air transport uses airplanes and helicopters. (True / False) _____
3. Animals cannot be used for transport. (True / False) _____
4. Obeying traffic signs helps prevent accidents. (True / False) _____
5. Communication only happens using modern technology. (True / False) _____
6. Verbal communication can be spoken or written. (True / False) _____
7. Drums are an example of modern communication. (True / False) _____
8. Poor network makes communication difficult. (True / False) _____
9. Teaching digital skills is a measure to improve communication. (True / False) _____
10. Pipe transport carries people. (True / False) _____

E. MATCH THE ITEMS IN COLUMN A WITH THE CORRECT MEANINGS IN COLUMN B

Column A	Column B
1. Road transport	a. Trains
2. Air transport	b. Donkeys
3. Water transport	c. Cars
4. Railway transport	d. Canoes
5. Pipe transport	e. Helicopters
6. Animal transport	f. Liquids and gases
7. Verbal communication	g. Gestures
8. Nonverbal communication	h. Pictures and signs
9. Visual communication	i. Talking or writing
10. Written communication	j. Emails, texts
11. Drums	k. Modern communication
12. Internet	l. Traditional messages
13. Poor roads	m. Control traffic
14. Traffic officers	n. Stop accidents and keep people safe
15. Good road behaviour	o. Slow travel and accidents

Answers

A. MCQs

1. c	4. b	7. a	10. b	13. b
2. b	5. c	8. b	11. c	14. a
3. b	6. d	9. a	12. b	15. c

C. Choices from brackets

1. goods	4. canoes	7. using zebra crossing	9. sharing messages	12. TV
2. cars, buses, bicycles	5. horses	8. careless driving	10. talking/writing	13. drums
3. planes	6. liquids/gases		11. gestures	14. dangerous
				15. communication

D. True/False

1. False	3. False	5. False	7. False	9. True
2. True	4. True	6. True	8. True	10. False

E. Matching

1-d, 2-b, 3-c, 4-a, 5-e, 6-f, 7-g, 8-h, 9-i, 10-j, 11-k, 12-l, 13-m, 14-n, 15-o

Unit 7: Pre-Colonial Rwanda

7.1. Pre-colonial Rwanda

Pre-colonial Rwanda was a period around 18th century when people were ruled by their King, valued cows, lived in huts, farmed their land, danced, and shared stories. It is also referred to as traditional Rwanda.

Characteristics of traditional Rwanda

- Rwanda was led by a king (Umwami) who lived in a palace.
- Cows were very important and used as gifts and in ceremonies.
- Families lived in round grass huts called urugo.
- People told stories and danced, especially around fires in the evenings.

Most people were farmers growing sorghum, sweet potatoes, beans, and bananas.

- There were no cars or phones; people walked or carried things on their heads.
- Elders were respected, and children learned to respect and listen to them.

7.2. How leadership was organized in pre-colonial Rwanda

Leadership began in the family, with the father as head, supported by the mother. At the kingdom level, the king was helped by the queen mother.

The king ruled with the help of three types of chiefs:

- **Land chiefs** managed land matters.
- **Cattle chiefs** cared for the animals, especially cattle.
- ✓ **Military chiefs** led the army to protect and expand the Kingdom. 7.3. Social organization in pre-colonial Rwanda

Social organization is how people live and work together through their families, clans, culture, and traditions.

Components of Social Organization

- **Family:** Some Rwandans lived under the nuclear family which consisted of parents and their children. Others also lived in the extended family which included relatives such as uncles, aunts, and cousins. Families were grouped under the clan.
- **Clan:** A clan is a larger group of people connected by a shared ancestor. Each clan is represented by a totem, which is a sacred animal symbol.

Example of clans and their totems

Clan	Totem
Abazigaba	Leopard
Abasinga	Black kite
Abanyiginya	Crested crane
Abagesera	Wagtail
Abungura	Robin
Abahinda	Squirrel
Abahondogo	Animal's tick-eater bird
Abasita	Jackal
Abashambo	Lion
Abarihira	Chameleon
Abongera	Deer
Abega	Flog
Abacyaba	Hyena

- **Culture:** Rwandans also had a culture that united them together including same beliefs, language, dress, rituals, and values.
- **Lineage:** Rwandans also shared one common lineage. A lineage is a group of families that share a common ancestor.
- **Customs:** Rwandans also had traditional practices and behaviours followed by a group or society that guide interactions, celebrations, conflict resolution, and daily life, passed down through generations.

Beliefs and social practices in pre-colonial Rwanda

- **Beliefs:** Rwandans believed in one God (Imana) and honoured ancestors for blessings.
- **Norms:** Men were main leaders, though women like the queen mother had roles.
- **Customs:** The king owned all land, but families used and passed it to children.
- **Values:** Included respect for leaders, paying taxes, giving gifts, forgiveness, patriotism, hard work, politeness, and love.

7.4. Economic organization in pre-colonial Rwanda

A long time ago, people used to buy and sell food or clothes and other things through trade exchange as follows:

- † **Agriculture:** Farmers grew important crops like millet, beans, bananas, sorghum, and sweet potatoes.

- † **Livestock:** Cattle were very valuable, used for milk, meat, and as a form of payment in social exchanges like dowries.
- † **Trade and barter:** People exchanged crops, cattle, and hand-made goods without using money.
- † **Craftsmanship:** Artisans made pottery, baskets, cloth, and metal items to trade.
- † **Markets:** Regular markets allowed people to buy and sell goods locally and with nearby regions.
- † **Hunting and gathering:** People hunted animals and gathered wild foods to add to their diet.

7.5. Differences between traditional and modern trade

In pre-colonial times/traditional trade

- **Local trade:** Happened within nearby communities.
- **Barter system:** Goods were exchanged without money (e.g., sorghum for beans).
- **Traded goods:** Included food, cattle, tools, pots, clothes, fish, and honey.
- **Trading places:** Took place in markets, homes, and gatherings.
- **Transport:** Goods were carried by hand or on heads.
- **Trust-based trade:** Relied on personal trust, not written contracts.
- **Participation:** Men, women, and youth all took part.
- **Pricing:** No fixed prices; negotiated between traders.
- **Advertisement:** None; information spread by word of mouth.

In modern times/modern trade

- People buy and sell using money.
- Trade happens within the country and with other countries.
- Goods are sold in shops, markets, and online.
- Common goods include food, animals, and factory products.
- Transport includes trucks, planes, boats, and bicycles.
- Phones and the internet help make trade easier.
- The government controls trade with rules and taxes.
- Businesses keep records using receipts and computers.
- Payments are made through banks or mobile money. ➤ Products are advertised using newspapers.

Unit 7: Pre-Colonial Rwanda - Questions & Answers

A. 15 Multiple Choice Questions (MCQs)

1. Pre-colonial Rwanda is also called _____
(a) Modern Rwanda (b) Traditional Rwanda (c) Colonial Rwanda (d) Industrial Rwanda
2. Who ruled pre-colonial Rwanda? _____
(a) President (b) Mayor (c) King (Umwami) (d) Prime Minister
3. Families lived in _____
(a) Brick houses (b) Grass huts called urugo (c) Apartments (d) Castles
4. What were cows used for in pre-colonial Rwanda? _____
(a) Milk only (b) Gifts and ceremonies (c) Transport only (d) None
5. Who helped the king in leadership? _____
(a) Queen mother and chiefs (b) Farmers (c) Soldiers only (d) Teachers
6. Which chief took care of cattle? _____
(a) Military chief (b) Land chief (c) Cattle chief (d) Village chief
7. A clan is _____
(a) A group of unrelated people (b) A group connected by a shared ancestor (c) Only the king's family (d) Market traders
8. Totems are _____
(a) Sacred animal symbols (b) Currency (c) Houses (d) Songs
9. An example of a clan and its totem is _____
(a) Abazigaba - Leopard (b) Abahinda - Lion (c) Abashambo - Deer (d) Abasita - Hyena
10. Beliefs in pre-colonial Rwanda included _____
(a) One God (Imana) and ancestors (b) Multiple gods only (c) No beliefs (d) Foreign religions
11. In traditional trade, goods were exchanged _____
(a) Using money (b) Using barter system (c) Using credit cards (d) Online
12. Pre-colonial markets were _____
(a) Inside shopping malls (b) Regular and local (c) Online (d) International
13. Modern trade includes _____
(a) Barter (b) Money-based trade (c) Hand-delivered goods only (d) Trust-based only
14. Which was NOT a feature of traditional trade? _____
(a) No advertisements (b) Personal trust (c) Fixed prices (d) Carried by hand or on heads

15. Cattle in pre-colonial Rwanda were used for _____
(a) Payment in social exchanges (b) Only for meat (c) Transport only (d) None

B. 30 Open-Ended Questions

1. Define pre-colonial Rwanda. _____
2. Name two activities people did in pre-colonial Rwanda. _____
3. Who ruled Rwanda in pre-colonial times? _____
4. Name the type of houses people lived in. _____
5. Why were cows important in pre-colonial Rwanda? _____
6. List three crops grown by farmers in pre-colonial Rwanda.

7. How did people transport goods without modern vehicles?

8. Who were the elders, and why were they respected? _____
9. Name the three types of chiefs under the king. _____
10. What role did the military chief play? _____
11. Define social organization. _____
12. What is a family in pre-colonial Rwanda? _____
13. Differentiate nuclear family from extended family. _____
14. What is a clan? _____
15. What is a totem? Give one example. _____
16. Name three components of culture in pre-colonial Rwanda.

17. Define lineage. _____
18. List four customs or values in pre-colonial Rwanda. _____
19. Who could own land in pre-colonial Rwanda? _____
20. Name two economic activities in pre-colonial Rwanda. _____
21. Give two examples of craftsmanship in pre-colonial Rwanda.

22.What was the barter system? _____

23.Give two goods commonly traded in traditional trade. _____

24.How did traditional markets function? _____

25.How did modern trade differ from traditional trade? _____

26.Name three modern trade tools or methods. _____

27.How did phones and the internet improve modern trade?

28.Give two ways the government controls trade today. _____

29.What types of payments are used in modern trade? _____

30.How were prices determined in traditional trade? _____

C. 15 Multiple Choice From Brackets

1. Pre-colonial Rwanda is also called [Traditional / Modern / Colonial / Industrial]

2. The ruler was the [President / King / Mayor / Prime Minister]

3. Houses were called [Urugo / Apartments / Castles / Palaces]

4. Cattle were used for [gifts / milk / cars / furniture] _____

5. Chiefs helping the king included [Land / Military / Cattle / Teachers]

6. Social organization includes [Family / Clan / Culture / All]

7. A clan is [unrelated people / connected by ancestor / only king's family / merchants]

8. Totems are [songs / houses / sacred animal symbols / crops]

9. Trade used [barter / money / online / contracts] in pre-colonial Rwanda

10. Modern trade uses [money / barter / hand-carried goods / word-of-mouth]

11. Traditional trade relied on [trust / contracts / receipts / advertisement]

12. Goods in traditional trade were carried by [hand/head / trucks / bicycles / planes]

13. Modern trade happens [locally / internationally / both / never]

14. Pre-colonial markets were [regular / online / inside malls / international]

15. Cattle were used for [social payment / only milk / only meat / only transport]

D. 10 True or False Questions

1. Pre-colonial Rwanda existed in the 18th century. _____

2. People in pre-colonial Rwanda used phones and cars. _____

3. The king ruled with the help of chiefs and the queen mother.

4. A clan is a group of people sharing the same ancestor. _____

5. Totems were sacred animal symbols representing clans. _____

6. Agriculture was part of economic organization. _____

7. Modern trade uses barter system only. _____

8. Pre-colonial markets allowed buying and selling goods. _____

9. Craftsmen made items like baskets and pots. _____

10. Cattle were valuable in social exchanges like dowries. _____

E. 15 Matching Questions

MATCH THE ITEMS IN COLUMN A WITH THE CORRECT MEANINGS IN COLUMN B

Column A

1. King (Umwami)

2. Military chief

3. Land chief

4. Cattle chief

5. Nuclear family

6. Extended family

7. Clan

8. Totem

9. Traditional trade

10. Modern trade

11. Craftsmen

12. Agriculture

13. Beliefs

14. Values

15. Queen mother

Column B

a. Cared for cattle

b. Managed land matters

c. Led army and protected kingdom

d. Ruled Rwanda with queen mother

e. Included uncles, aunts, cousins

f. Parents and children

g. Sacred animal symbol

h. Larger group connected by ancestor

i. Money, shops, internet, trucks

j. Barter system, local markets

k. Grew millet, beans, sorghum, bananas

l. Made pottery, baskets, cloth, metal items

m. Respect, hard work, patriotism, gifts

n. One God (Imana) and ancestors

o. Assisted the king in ruling

Answers

A. MCQs

1. b 3. b 5. a 7. b 9. a 11. b 13. b 15. a
2. c 4. b 6. c 8. a 10. a 12. b 14. c

C. Bracketed Choices

1. Traditional	5. Land, Military, Cattle	8. sacred animal symbols	12. hand/head
2. King	6. All	9. barter	13. both
3. Urugo	7. connected by ancestor	10. money	14. regular
4. gifts		11. trust	15. social payment

D. True/False

1. True	3. True	5. True	7. False	9. True
2. False	4. True	6. True	8. True	10. True

E. Matching

1-d, 2-a, 3-b, 4-c, 5-e, 6-f, 7-g, 8-h, 9-i, 10-j, 11-k, 12-l, 13-m, 14-n, 15-o

PART II: RELIGIOUS EDUCATION

Unit 8: God's Commandments

8.1. The Ten Commandments of God

Moses led the Israelites out of Egypt on God's instructions. One day, they camped in front of the mountain Sinai. God gave him **Ten Commandments** on top of mountain Sinai for His people to live by. These are **God's special rules**. They help us to **love God and treat others well**." Those

Ten Commandments are the following:

• You shall have no other gods before Me.	• Do not kill.
• Do not make or worship idols.	• Do not commit adultery.
• Do not misuse God's name.	• Do not steal.
• Keep the Sabbath day holy.	• Do not lie.
• Honor your father and your mother.	• Do not covet

8.2. The importance of the commandments of God

- ⊕ We learn to take care of other people's things.
- ⊕ We learn to listen to and obey our parents, pastors, and teachers.
- ⊕ We learn to love and trust in God.

We learn how to behave well and live peacefully with others.

8.3. Categories of the Ten Commandments

God's Ten Commandments can be divided into two categories: **moral or religious laws** concerning **God relationship**, and **civil laws** concerning **Human relationship**.

- ⊕ The first four commandments are religious or moral laws. They tell us how God expects us to treat Him.

- ⊕ The last six of the commandments are civil laws. They tell us how God expects us to treat each other.

8.4. The greatest commandments

One day, when the disciples were gathered together, Matthew asked Jesus: "Teacher, which is the greatest commandment in the Law?" Jesus replied: "***Love the Lord, your God with all your heart and with all your soul and with all your mind.*** This is the first and greatest commandment. And the second is like it: ***Love your neighbour as yourself.***" In fact, this is how Jesus Christ summarized the Ten Commandments into two. If we obey both great commandments, everything else will fall into place.

8.5. The consequences of breaking the Commandments

When we break God's commandments, we may:

- ⊕ Hurt others or ourselves.
- ⊕ Feel guilty or ashamed.
- ⊕ Face consequences (punishments, broken friendships, mistrust). Displease God.

8.6. Rules, regulations and laws in the society 8.6.1. **What are**

Rules, Regulations and Laws?

- † Rules are instructions that tell us what we should or should not do. ♦ Regulations are rules made by schools, offices, or other groups.
- † Laws are strong rules made by the government to keep people safe.

8.6.2. Importance of Respecting Rules, regulations and Laws

- † It helps us stay safe.
- † It keeps peace in our schools, homes, and country.
- † It teaches us to be good and responsible.
- † It guides us in doing the right things.
- † It helps us avoid problems with others or with the police.

8.6.3. Consequences of Breaking Rules, regulations and Laws

- † People can get hurt.
- † You can be punished at school or by the police.
- † You may lose people's trust.
- † It can cause fights or accidents leading even to death.

- † It can lead to jail or paying money (a fine).

END OF UNIT 8 ASSESSMENT

Unit 8: God's Commandments - Questions & Answers

A. 15 Multiple Choice Questions (MCQs)

1. Who received the Ten Commandments from God? _____
(a) Abraham (b) Moses (c) David (d) Peter
2. Where did Moses receive the Ten Commandments? _____
(a) Mount Everest (b) Mount Sinai (c) Mount Kenya (d) Mount Zion
3. The first commandment is _____
(a) Do not steal (b) Keep the Sabbath holy (c) You shall have no other gods before Me (d) Honor your parents
4. Which commandment teaches us not to make or worship idols?

(a) Second (b) Fourth (c) Sixth (d) Tenth
5. The commandment "Honor your father and mother" belongs to

(a) Civil laws (b) Religious laws (c) Modern laws (d) None
6. Which of the following is a civil law? _____
(a) Keep the Sabbath holy (b) Do not kill (c) Do not make idols (d) Love God
7. Jesus summarized the Ten Commandments into _____
(a) One commandment (b) Two commandments (c) Five commandments (d) Three commandments
8. The second greatest commandment is _____
(a) Love God (b) Love your neighbor as yourself (c) Do not steal (d) Honor your parents
9. Consequences of breaking God's commandments include

(a) Happiness (b) Hurt, guilt, displeasing God (c) Wealth (d) Freedom

10. Rules are _____

- (a) Laws made by government only
- (b) Instructions on what to do or not do
- (c) Suggestions without importance
- (d) Punishments

11. Regulations are _____

- (a) Made by schools, offices, or groups
- (b) Made by God only
- (c) Illegal
- (d) Unimportant instructions

12. Laws are _____

- (a) Made by parents only
- (b) Strong rules made by government to keep people safe
- (c) Optional
- (d) Same as rules

13. Respecting rules, regulations, and laws helps _____

- (a) Cause fights
- (b) Avoid problems and stay safe
- (c) Break laws
- (d) Hurt others

14. Breaking rules and laws can _____

- (a) Keep people safe
- (b) Cause accidents, jail, or fines
- (c) Make friends
- (d) Improve trust

15. Keeping the Sabbath holy teaches us _____

- (a) To rest and honor God
- (b) To work all day
- (c) To fight
- (d) To steal

B. 30 Open-Ended Questions

1. Who led the Israelites out of Egypt? _____

2. Where did Moses receive the Ten Commandments? _____

3. Write any three of the Ten Commandments. _____

4. Why did God give the Ten Commandments to His people?

5. Which commandment teaches us to love God above all?

6. What does the fourth commandment teach? _____

7. Name two commandments that concern human relationships.

8. Summarize the Ten Commandments into two main commands according to Jesus.

9. What happens if we break God's commandments? _____

10. How do the commandments help us live peacefully with others?

11. Define rules. _____
12. Define regulations. _____
13. Define laws. _____
14. Why is it important to respect rules and laws? _____
15. Give two consequences of breaking rules at school. _____
16. Give two consequences of breaking laws in the society. _____
17. How do rules, regulations, and laws protect people? _____
18. Mention two ways breaking commandments can hurt ourselves or others.

19. Which commandments teach us honesty? _____
20. How can keeping God's commandments strengthen our faith?

21. What does "Do not covet" mean? _____
22. Give one example of misusing God's name. _____
23. Why should we obey our parents according to the commandments?

24. Give one civil law commandment. _____
25. Give one religious law commandment. _____
26. How do rules in school help students? _____
27. What is the role of the police in enforcing laws? _____
28. Name one punishment for breaking laws in society. _____
29. Why is honesty important according to the commandments?

30. How does keeping the Sabbath holy benefit us spiritually?

C. 15 Multiple Choice From Brackets

1. Moses received the commandments from [God / Abraham / Jesus / David]

2. Mount Sinai is located on [Earth / Egypt / Israel / None]

3. The first commandment is [Love God / Do not steal / Honor parents / Keep Sabbath]

4. Civil laws include [Do not kill / No other gods / Do not worship idols / Keep Sabbath]

5. Religious laws include [Love neighbor / Do not steal / Keep Sabbath / Do not kill]

6. Jesus summarized the commandments into [One / Two / Three / Four]

7. The second greatest commandment is [Love God / Love your neighbor / Do not lie / Do not steal]

8. Breaking commandments can lead to [Happiness / Hurt and guilt / Wealth / Freedom]

9. Rules are [Suggestions / Instructions / Laws / Optional]

10. Regulations are [Made by schools/offices / Made by God / Optional / Punishments]

11. Laws are [Made by government / Made by parents / Optional / Suggestions]

12. Respecting laws helps [Avoid problems / Cause fights / Hurt others / Steal]

13. Consequences of breaking laws include [Fines / Safety / Peace / Trust]

14. Keeping Sabbath holy teaches us [To rest / To steal / To fight / To ignore God]

15. Do not covet teaches us [Contentment / Greed / Stealing / Lying]

D. 10 True or False Questions

1. Moses received the Ten Commandments from God on Mount Sinai. _____
2. The first four commandments are civil laws. _____

3. The last six commandments concern human relationships. _____
4. Jesus summarized the Ten Commandments into two main commands. _____
5. Breaking commandments can hurt others and displease God. _____
6. Rules are the same as laws. _____
7. Regulations are made by schools or offices. _____
8. Respecting laws helps keep peace in society. _____
9. Breaking laws has no consequences. _____
10. Keeping the Sabbath holy is part of religious laws. _____

E. 15 Matching Questions

MATCH THE TERMS IN COLUMN A WITH THE CORRECT MEANINGS IN COLUMN B

Column A

1. Moses
2. Mount Sinai
3. First commandment
4. Fourth commandment
5. Sixth commandment
6. Tenth commandment
7. Religious laws
8. Civil laws
9. Greatest commandment
10. Second greatest commandment
11. Rules
12. Regulations
13. Laws
14. Consequences of breaking commandments
15. Importance of commandments

Column B

- a. Place where Moses received the Ten Commandments
- b. Hurt, guilt, displeasing God
- c. Strong rules made by government
- d. Two main commandments summarized by Jesus
- e. Love God with all heart, soul, mind
- f. Keep the Sabbath holy
- g. Love your neighbor as yourself
- h. Rules made by schools, offices, or groups
- i. Instructions on what we should/should not do
- j. First four commandments concerning God
- k. Last six commandments concerning humans
- l. Do not kill
- m. You shall have no other gods before Me
- n. Teach us to love God and live peacefully with others
- o. Do not covet

Answers

A. MCQs

1. b 3. c 5. a 7. b 9. b 11. a 13. b 15. a
2. b 4. a 6. b 8. b 10. b 12. b 14. b

C. Bracketed Choices

1. God	5. Keep Sabbat	8. Hurt and guilt	/office s	12. Avoid proble ms
2. Israel	h		11. Made by govern ment	
3. Love God	6. Two	9. Instruc tions		13. Fines
4. Do not kill	7. Love your neighb or	10. Made by schools		14. To rest
				15. Conten tment

D. True/False

1. True 3. True 5. True 7. True 9. False
2. False 4. True 6. False 8. True 10. True

E. Matching

1-a, 2-b, 3-c, 4-d, 5-e, 6-f, 7-g, 8-h, 9-i, 10-j, 11-k, 12-l, 13-m, 14-n, 15-o

Unit 9: Introduction to Christian and Islamic Faith

9.1. Believing in One God

Who Do Christians and Muslims Believe in?

9.1.1. Christians

Christians believe in one God.

They call Him God or Heavenly Father.

Christians believe that God loves all people.

They also believe in Jesus Christ, who is the Son of God.

Jesus taught people how to love God and love others.

9.1.2. Muslims

Muslims also believe in one God.

They call Him Allah (which means God in Arabic language).

Muslims believe that Allah is kind, powerful, and knows everything.

They believe that Prophet Muhammad (peace be upon him) is the last messenger of Allah.

Prophet Muhammad taught people how to live in the right way.

9.1.3. What are similarities?

Both Christians and Muslims believe in one God.

Both believe that God wants people to be kind, honest, and caring.

Both believe in prayer and doing good deeds.

9.2. Special Books Christians and Muslims read

The Special Books Christians and Muslims Read (**The Bible and the Qur'an**). These Special books are also called **Holy Books**. They are important religious books that teach people how to live good lives.

9.2.1. The Bible

The Bible is the Holy Book for Christians.

It teaches them about God and Jesus Christ.

It has two main parts: • The Old Testament • The New Testament

Christians read the Bible to learn how to: • Love others • Pray • Obey God

The Bible is read in churches and homes.

9.2.2. The Qur'an

The Qur'an is the Holy Book for Muslims.

It teaches them about Allah (God) and how to live a good life.

It was given to Prophet Muhammad by Allah.

Muslims read the Qur'an to learn how to: • Pray • Be kind and honest • Respect others

The Qur'an is written in Arabic.

It is read in mosques and homes.

9.2.3. Main lessons we learn from these Books

- To love and respect other people
- To pray and worship God
- To do what is right and good.

9.3. How Christians and Muslims Pray and Worship

9.3.1. What is Prayer and what is Worship?

- Prayer is talking to God (for Christians) or Allah (for Muslims).
- Worship means showing love, respect, and thanks to God or Allah.
- People pray and worship to get closer to God/Allah

9.3.2. How Christians Pray and Worship

- Christians pray to God through Jesus Christ.
- They can pray anywhere at home, at church, or even at school.
- **Common ways Christians pray:**
 - Kneeling or standing
 - Closing their eyes and speaking to God
 - Using the Lord's Prayer
 - Christians usually end prayers with the word "Amen"
- **Christians worship:**
 - In a church
 - By singing songs (called hymns)
 - By reading the Bible
 - On Sundays, which is a special day for worship except for Adventist of Seventh Day who worship on the Sabbath day.

9.3.3. How Muslims Pray and Worship

- Muslims pray to Allah (the Arabic name for God).
- They pray five times a day.
- Before praying, Muslims perform wudu (washing).
- Muslims say Allahu Akbar during prayer, meaning "God is Great".
- **Common ways Muslims pray:**
 - Face Mecca (a holy city)
 - Stand, bow, kneel, and put their head to the ground
 - Say prayers in Arabic

- **Muslims worship:**
 - In a mosque
 - By reading the Qur'an
 - On Fridays, which is their special worship day
 - By doing good deeds and helping others

9.4. Special Days and Places of Worship for Christians and Muslims

A place of worship is where people go to pray, worship, and learn about God/Allah.

9.4.1. Christians

- **Place of Worship:** ➤ Church
 - Christians go to church to pray, sing, and read the Bible.
 - A church can have a cross on it.
- **Special Day of Worship:**
 - Sunday is the main day of worship, except for Seventh Day Adventist who go to church on Saturday, the Sabbath day.
 - It is a day for going to church and resting.
 - Christians remember the resurrection of Jesus Christ on Sunday.

9.4.2. Muslims Place of Worship:

- Mosque
- Muslims go to the mosque to pray and read the Qur'an.
- Mosques have a dome and minaret (a tall tower).
- Before entering, Muslims remove their shoes and perform wudu (washing).

Special Day of Worship:

- • Friday is the main day of worship. • Muslims gather for Jummah prayers (Friday prayers) at the mosque. ➤ • It is a very important day for Muslims.

9.5. How both Christian and Islamic Religions teach us to do good things

9.5.1. What Does it mean to do good things?

- To do good things means to:
 - Be kind
 - Tell the truth
 - Help others
 - Share
 - Respect others

Both Christians and Muslims are taught to do these good things.

9.5.2. What Christians and Muslims are taught.

Christians learn from the **Bible** to: • Love one another • Forgive others • Help the poor and the sick • Be honest and fair • Obey their parents and teachers • Follow the Ten Commandments.

Jesus taught people to be **kind**, even to those who are different

Muslims learn from the **Qur'an** to: • Be honest and trustworthy • Give to the poor (this is called **Zakat**) • Respect parents and elders • Be clean and polite • Forgive others • Follow the Five Pillars of Islam, which include doing good

Prophet Muhammad (peace be upon him) taught Muslims to be **kind and generous**.

9.5.3. What we learn from both Religions

Both Christians and Muslims teach us to:

- Treat others the way we want to be treated
- Live in peace
- Care for the needy
- Do what is right even when no one is watching

In fact, doing good is important because:

- It makes us better people
- It helps us live in harmony
- It pleases God/Allah

9.6. The main pillars of Christian faith

The main pillars of Christian faith are the following:

1. **Belief in One God** • Christians believe in one true God, who is the Father, Son (Jesus), and Holy Spirit.
2. **Faith in Jesus Christ** • Jesus is the Son of God. He came to save people from sin. • Christians believe that Jesus died and rose again.
3. **The Bible is God's Word** • The Bible is a special book that teaches about God and how to live well. • It is made of the Old Testament and the New Testament.
4. **Prayer and Worship** • Christians talk to God through prayer. • They worship God in church and in their daily lives.
5. **Love and Obedience** • Christians are taught to love God and love others. • They follow God's commandments and teachings.

9.7. The Five Pillars of Islam and the Six Beliefs of Iman (Islamic Faith)

9.7.1. The Five Pillars of Islam

1. Shahada (Faith)
2. Salat (Prayer)
3. Zakat (Charity)
4. Sawm (Fasting)
5. Hajj (Pilgrimage)

9.7.2. The Six Beliefs of Islamic Faith

The **Six Principles of Islamic Faith** are the basic beliefs that all Muslims have. They help Muslims understand their relationship with Allah and how to live according to Islamic teachings.

Those principles are: 1. Belief in Allah (God) 2. Belief in Angels 3. Belief in the Holy Books 4. Belief in the Prophets 5. Belief in the Day of Judgment 6. Belief in Predestination (Qadar)-/pre-ordination

END OF Unit 9: Introduction to Christian and Islamic Faith - Questions & Answers

A. 15 Multiple Choice Questions (MCQs)

1. Christians believe in one God called _____
(a) Allah (b) God/Heavenly Father (c) Jesus only (d) Muhammad
2. Muslims believe in one God called _____
(a) God (b) Allah (c) Jesus (d) Prophet Muhammad
3. Prophet Muhammad is considered _____
(a) Son of God (b) The last messenger of Allah (c) A king (d) A disciple
4. Christians believe Jesus taught people to _____
(a) Fear others (b) Love God and love others (c) Worship Muhammad (d) Ignore neighbors
5. Muslims perform _____ before praying.
(a) Charity (b) Fasting (c) Wudu (washing) (d) Hajj
6. The Holy Book for Christians is _____
(a) Qur'an (b) Torah (c) Bible (d) Hadith
7. The Holy Book for Muslims is _____
(a) Qur'an (b) Bible (c) Torah (d) Psalms
8. Christians usually worship on _____
(a) Saturday (b) Sunday (c) Friday (d) Monday
9. Muslims' main day of worship is _____
(a) Sunday (b) Friday (c) Saturday (d) Monday
10. Christians pray using _____
(a) Lord's Prayer (b) Qur'an verses (c) Zakat (d) Shahada
11. Muslims pray facing _____
(a) Jerusalem (b) Mecca (c) Medina (d) Mount Sinai

12. Zakat in Islam refers to _____

- (a) Prayer (b) Charity (c) Fasting (d) Pilgrimage

13. The main pillars of Christian faith include _____

- (a) Five pillars (b) Prayer, love, faith, Bible, obedience (c) Shahada, Salat, Zakat (d) Only belief in Jesus

14. The Five Pillars of Islam include _____

- (a) Prayer, Faith, Charity, Fasting, Pilgrimage (b) Only prayer and fasting (c) Love God, love neighbor (d) Bible, prayer, worship

15. Doing good things means _____

- (a) Stealing (b) Being kind, honest, and helpful (c) Ignoring others (d) Fighting

B. 30 Open-Ended Questions

1. Name the God Christians believe in. _____

2. Name the God Muslims believe in. _____

3. Who is the Son of God according to Christians? _____

4. Who is the last messenger of Allah? _____

5. What do Christians learn from Jesus Christ? _____

6. What do Muslims learn from Prophet Muhammad? _____

7. Name the Holy Book for Christians. _____

8. Name the Holy Book for Muslims. _____

9. In which language is the Qur'an written? _____

10. Where do Christians worship God? _____

11. Where do Muslims worship Allah? _____

12. What special day do Christians worship? _____

13. What special day do Muslims worship? _____

14. How many times do Muslims pray in a day? _____

15. What is wudu? _____

16. Give two ways Christians pray. _____

17. Give two ways Muslims pray. _____

18. Name two lessons we learn from both the Bible and Qur'an.

19. What does it mean to do good things? _____

20. Name three things Christians are taught to do from the Bible.

21. Name three things Muslims are taught to do from the Qur'an.

22. What are the main pillars of Christian faith? _____

23. List the Five Pillars of Islam.

24. List two of the Six Beliefs of Islamic Faith.

25. Why is love important in Christian teaching? _____

26. How do both religions teach us to treat others? _____

27. What is the importance of charity in Islam? _____

28. What is the importance of prayer in Christianity? _____

29. What do Christians do on Sundays? _____

30. What do Muslims do on Fridays? _____

C. 15 Bracketed Choice Questions

1. Christians call God [Allah / God / Jesus / Muhammad] _____

2. Muslims call God [Allah / God / Jesus / Moses] _____

3. Prophet Muhammad is [Son of God / King / Last Messenger / Apostle]

4. Christians pray using [Zakat / Lord's Prayer / Shahada / Qur'an]

5. Muslims pray facing [Mecca / Jerusalem / Medina / Sinai]

6. The Holy Book for Christians is [Bible / Qur'an / Torah / Hadith]

7. The Holy Book for Muslims is [Qur'an / Bible / Torah / Psalms]

8. Christians worship mainly on [Sunday / Friday / Saturday / Monday]

9. Muslims worship mainly on [Friday / Sunday / Saturday / Monday]

10. Charity in Islam is called [Zakat / Salat / Shahada / Sawm]

11. Fasting in Islam is called [Sawm / Salat / Zakat / Hajj]

12. Pilgrimage in Islam is called [Hajj / Sawm / Salat / Zakat]

13. Prayer and worship help Christians [Ignore God / Talk to God / Fight / Steal]

14. Christians follow [Ten Commandments / Five Pillars / Bible Only / Qur'an Only]

15. Doing good includes [Being kind / Stealing / Lying / Fighting]

D. 10 True or False Questions

1. Christians and Muslims both believe in one God. _____

2. Muslims believe Jesus is the Son of God. _____

3. Christians pray to God through Jesus Christ. _____

4. Muslims perform wudu before praying. _____

5. Christians worship on Friday. _____

6. Muslims worship in a mosque. _____

7. The Bible has the Old and New Testaments. _____

8. The Qur'an was given to Prophet Muhammad by Allah. _____

9. Zakat refers to fasting in Islam. _____

10. Doing good helps us live in harmony and pleases God/Allah.

E. 15 Matching Questions

MATCH THE ITEMS IN COLUMN A WITH THE CORRECT MEANINGS IN COLUMN B

Column A

1. Christians believe in
2. Muslims believe in
3. Son of God
4. Last messenger of Allah
5. Holy Book for Christians
6. Holy Book for Muslims
7. Christian special day of worship
8. Muslim special day of worship
9. Islamic charity
10. Islamic fasting
11. Islamic pilgrimage
12. Islamic prayer
13. Christian pillars of faith
14. Lessons from both religions
15. Christian worship place

Column B

- a. One God called Allah
- b. Jesus Christ
- c. One God called God/Heavenly Father
- d. Qur'an
- e. Prophet Muhammad
- f. Bible
- g. Friday
- h. Sunday
- i. Salat
- j. Zakat
- k. Sawm
- l. Hajj
- m. Be kind, help others, live in peace
- n. Belief in God, Jesus, Bible, prayer, love, obedience
- o. Church

Answers

A. MCQs

1. b
2. b
3. b
4. b
5. c

6. c

8. b

10. a

12. b

14. a

7. a

9. b

11. b

13. b

15. b

C. Bracketed Choices

1. God

4. Lord's
Prayer

7. Qur'an

11. Sawm

14. Ten
Command
ments

2. Allah

3. Last
Messege
r

5. Mecca

6. Bible

8. Sunday

9. Friday

10. Zakat

12. Hajj

13. Talk to
God

15. Being
kind

D. True/False

1. True

3. True

5. False

7. True

9. False

2. False

4. True

6. True

8. True

10. True

E. Matching

1-b, 2-a, 3-c, 4-d, 5-e, 6-f, 7-g, 8-h, 9-i, 10-j, 11-k, 12-l, 13-m, 14-n, 15-o

Unit 10: Values in the Bible and Qur'an

Values are good ideas and actions that help us to live in the right way.

10.1. Main values regarding the Ethical Teachings of Christian and Islamic faith (Shared Values)

- **Love and Compassion:** Caring for others and showing kindness from the heart.
- **Justice:** Treating everyone fairly and doing what is right.
- **Honesty and Truthfulness:** Always telling the truth and doing the right thing.
- **Charity and Generosity:** Giving and helping others without expecting anything back.
- **Forgiveness:** Letting go of anger and choosing to forgive someone who has done wrong.

10.2. Social and Family Values

- **Respect for Parents:** Listening to, obeying, and being kind to your parents.
- **Sanctity of Life:** Knowing that all life is special and should be protected.
- **Marriage and Fidelity:** A husband and wife loving and staying faithful to each other.

10.3. Spiritual Values

- **Faith in One God:** Believing that there is only one true God who loves and cares for us.
- **Prayer and Worship:** Talking to God and showing Him love and respect. ➤ **Obedience to God:** Doing what God tells us to do in His holy book.

10.4. Values regarding Attitudes toward Others

- **Humility:** Being humble and not thinking you are better than others.
- **Kindness to Strangers:** Being friendly and helpful to people you do not know.

10.5. Values in line with Accountability and the Afterlife

- **Judgment Day:** The day when God will decide what happens to people based on how they lived.
- **Reward and Punishment:** God gives good things to those who do good and punishes those who do wrong.

Conclusion: The Bible and the Qur'an share a strong moral foundation emphasizing love, justice, compassion, humility, and obedience to God. While their theological frameworks differ, both scriptures promote values that guide personal behavior, family life, and social responsibility.

END OF Unit 10 ASSESSMENT: Values in the Bible and Qur'an - Questions & Answers

A. 15 Multiple Choice Questions (MCQs)

1. Caring for others and showing kindness is called _____
(a) Justice (b) Charity (c) Love and Compassion (d) Humility
2. Treating everyone fairly and doing what is right is _____
(a) Justice (b) Obedience (c) Forgiveness (d) Kindness
3. Always telling the truth and doing the right thing is _____
(a) Honesty and Truthfulness (b) Charity (c) Humility (d) Reward
4. Giving and helping others without expecting anything back is _____
(a) Forgiveness (b) Charity and Generosity (c) Obedience (d) Justice
5. Letting go of anger and forgiving someone who has done wrong is _____
(a) Forgiveness (b) Humility (c) Justice (d) Obedience
6. Listening to, obeying, and being kind to parents is _____
(a) Respect for Parents (b) Sanctity of Life (c) Faith in God (d) Reward
7. Believing that there is only one true God is _____
(a) Humility (b) Faith in One God (c) Justice (d) Charity
8. Talking to God and showing love and respect is _____
(a) Prayer and Worship (b) Forgiveness (c) Sanctity of Life (d) Reward
9. Doing what God tells us to do in His holy book is _____
(a) Obedience to God (b) Humility (c) Kindness (d) Judgment
10. Being humble and not thinking you are better than others is _____
(a) Humility (b) Justice (c) Charity (d) Truthfulness
11. Being friendly and helpful to people you do not know is _____
(a) Kindness to Strangers (b) Sanctity of Life (c) Faith (d) Reward

12. God will decide what happens to people based on how they lived on _____

(a) Christmas (b) Judgment Day (c) Sunday (d) Ramadan

13. God gives good things to those who do good and punishes those who do wrong is called _____

(a) Forgiveness (b) Reward and Punishment (c) Humility (d) Charity

14. Marriage and fidelity means _____

(a) A husband and wife loving and staying faithful to each other (b) Giving charity (c) Forgiving others (d) Obedience

15. Sanctity of Life teaches us _____

(a) To protect all life (b) To pray (c) To judge others (d) To fight

B. 30 Open-Ended Questions

1. What is the meaning of values? _____

2. Give one example of Love and Compassion. _____

3. What does Justice mean? _____

4. Give one example of Honesty and Truthfulness. _____

5. Give one example of Charity and Generosity. _____

6. Why is Forgiveness important? _____

7. How should we show Respect for Parents? _____

8. What does Sanctity of Life teach us? _____

9. What does Marriage and Fidelity involve? _____

10. Define Faith in One God. _____

11. Why is Prayer and Worship important? _____

12. Give one example of Obedience to God. _____

13. What is Humility? _____

14. Why is Kindness to Strangers important? _____

15. What is Judgment Day? _____

16. Explain Reward and Punishment. _____

17. How can we show Love and Compassion in daily life? _____

18. How does Justice guide our behavior? _____

19. How can we practice Honesty in school? _____

20. How can we show Charity at home? _____

21. Why should we forgive others? _____

22. How can we respect our parents? _____

23. How can Sanctity of Life influence our actions? _____

24. Give an example of Marriage and Fidelity in family life.

25. How can Faith in One God influence our choices? _____

26. How can Prayer and Worship strengthen our character?

27. How can we practice Humility with our friends? _____

28. Give one way to show Kindness to strangers. _____

29. Why is Reward and Punishment important for behavior?

30. Name two shared values between Christian and Islamic faith.

C. 15 Bracketed Choice Questions

1. Caring for others is called [Justice / Love / Charity / Humility] _____

2. Treating everyone fairly is called [Justice / Charity / Faith / Obedience] _____

3. Always telling the truth is [Truthfulness / Forgiveness / Humility / Prayer] _____

4. Giving without expecting anything back is [Charity / Justice / Reward / Sanctity] _____

5. Letting go of anger is [Forgiveness / Obedience / Kindness / Humility] _____

6. Obeying parents is [Respect for Parents / Marriage / Reward / Faith] _____
7. Believing in God is [Faith / Justice / Charity / Humility] _____
8. Talking to God is [Prayer / Forgiveness / Reward / Kindness] _____
9. Doing what God commands is [Obedience / Humility / Charity / Justice] _____
10. Not thinking you are better than others is [Humility / Justice / Kindness / Faith] _____
11. Being friendly to strangers is [Kindness / Humility / Obedience / Prayer] _____
12. God deciding what happens to people is [Judgment Day / Reward / Charity / Obedience] _____
13. God giving good or bad outcomes is [Reward and Punishment / Obedience / Justice / Humility] _____
14. Staying faithful to your spouse is [Marriage and Fidelity / Sanctity / Faith / Charity] _____
15. Protecting all life is [Sanctity of Life / Reward / Justice / Forgiveness] _____

D. 10 True/False Questions

1. Values help us live in the right way. _____
2. Forgiveness means keeping anger and refusing to forgive. _____
3. Justice teaches us to treat everyone fairly. _____
4. Sanctity of Life encourages harming animals. _____
5. Faith in One God is a spiritual value. _____
6. Kindness to strangers is part of social values. _____
7. Reward and Punishment refers to God's justice on Judgment Day. _____
8. Marriage and Fidelity are not important values. _____
9. Prayer and Worship are ways to show love and respect to God. _____
10. Humility means thinking you are better than others. _____

E. 15 Matching Questions

MATCH THE ITEMS IN COLUMN A WITH THE CORRECT MEANINGS IN COLUMN B

Column A

1. Love and Compassion
2. Justice
3. Honesty and Truthfulness
4. Charity and Generosity
5. Forgiveness
6. Respect for Parents
7. Sanctity of Life
8. Marriage and Fidelity
9. Faith in One God
10. Prayer and Worship
11. Obedience to God
12. Humility
13. Kindness to Strangers
14. Judgment Day
15. Reward and Punishment

- a. Treating everyone fairly
- b. Caring for others and showing kindness
- c. Talking to God
- d. Being humble and modest
- e. Giving and helping others
- f. Protecting all life
- g. Letting go of anger
- h. Listening to and obeying parents
- i. Being friendly and helpful
- j. Husband and wife staying faithful
- k. Believing in one true God
- l. Doing what God commands
- m. Being humble
- n. God rewarding good and punishing evil
- o. Day God judges people based on their actions

Answers

A. MCQs

1. c	4. b	7. b	10. a	13. b
2. a	5. a	8. a	11. a	14. a
3. a	6. a	9. a	12. b	15. a

C. Bracketed Choices

1. Love	5. Forgive	8. Prayer	12. Judgment	14. Marriage
2. Justice	ss	9. Obedienc	Day	and
3. Truthfuln ess	6. Respect	e	13. Reward	Fidelity
4. Charity	for	10. Humility	and	15. Sanctity
	Parents	11. Kindness	Punishmen	of Life
	7. Faith		t	

D. True/False

1. True	3. True	5. True	7. True	9. True
2. False	4. False	6. True	8. False	10. False

E. Matching

1-e, 2-a, 3-b, 4-b, 5-f, 6-g, 7-h, 8-i, 9-j, 10-c, 11-k, 12-l, 13-m, 14-n, 15-o

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