**SCHEME OF WORK**

**WESTERN PROVINCE**

 **RUTSIRO DISTRICT**

 **School: ……………………………**

**Academic year:** 2022-2023 **Number of period per week: 6**

**Teacher’s name: ……………………………………………… Class PRIMARY** 4

**Subject: SOCIAL AND RELIGIOUS STUDIES**

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| **Dates and Weeks** | **Unit Title** | **Lesson Title and****Evaluation** | **Learning Objectives and Key Unit Competence** | **Teaching Methods and Techniques** | **Resources and References** | **No of Periods** |
| **WEEK 1**26/9-30/9/2022 | **UNIT 1** **Socio economic activities in our District** | 1.Identification of our District and its location on the map of Rwanda. 2.District map: size and position on the provincial map. 3. Socio- economic activities in our district (Agriculture, Fishing, crafts, pottery Tourism, Trade, Employment etc.)  | -Locate his/her District on the provincial and Rwandan maps. - Identify social – economic activities of his/her district.- Describe the location of his/her district on the provincial and Rwandan maps-Acknowledge the importance of social economic activities in his/her district. | - Draw individually the map of his/her district and interpret it to fellow pupils.-Pupils in groups will discuss social economic activities and share their findings to the whole class.  | Map of Rwanda, illustrations of socio economic activities, pictures, internet | 6 |
| WEEK 23/10-7/10/2022 |  | 1. Socio- economic activities in their neighbouring Districts
2. .

2.Comparison of economic activities in our district and neighbouring districts 3.Importance of Socio- economic activities in our District.**SUMMATIVE EVALUATION** | -Analyse different economic activities carried out in his/ her district in comparison with her/his neighbouring districts. -State how Socio- economic activities contribute to the development of the district -Explain the importance of Socio- economic activities in the development of the district. - Respect work as a source of income.  | -Pupils in groups investigate why social economic activities carried out may vary or not from district to district. -Then present their findings to the class | Map of Rwanda, illustrations of socio economic activities, pictures, internet | 6 |
| **WEEK 3** 10-14/10/2022 | **UNIT 2****Basic Human and children’s rights.** | **Human rights**. 1.Basic human rights and children’s rights. **Child abuse**. 2.Importance of respecting basic human and children’s rights. 3.Need for self-respect, respect and tolerance of the Equity and Equality in our District. 4.Definition of equity and equality. 5.Ways of promoting equity and equality in our District. | -Identify basic human and children’s rights.-State forms of child abuse and ways of preventing them.  Give the meaning of equality and equity, State different forms of abuse-Respect principles of human and children’s rights. -Analyse how equity and equality is carried out in our district. -Show self-respect, respect and tolerance of the other.-Report child abuse practices and cases to parents, guardians, teachers and police. | -Drawing different forms of child abuse and interpret them to fellow children. -Discuss in groups reasons for respecting basic human and children’s rights and make presentations to the class followed by questions and answers. --Role-play behaviour that exhibit equity and equality in our District. | illustrations, pictures , films, videos showing basic human and children’s rights | 6 |
| **WEEK 4** 17/10-21/10/2022 |  | 1.Importance of equity and equality in our district and in society. 2.Gender based violence and sexual abuse 3.Gender based violence.  | -Identify ways of promoting equity and equality in our district. -Identify elements of gender-based violence.  | -In groups discuss the importance of equity and equality in our District then make class presentation followed by questions and answers. -- | illustrations, pictures , films, videos showing basic human and children’s rights | 6 |
| **WEEK 5****24-28/10/2022** |  | **Sexual abuse** 4.Effects of gender based violence and sexual abuse 5.Ways of preventing gender based violence and sexual abuse**SUMMATIVE EVALUATION** | -Describe elements of gender based violence and sexual-Exhibit behaviours that promote equity and equality. -Show concern on gender based violence and sexual abuse | Discuss in groups, elements of gender based violence and sexual abuse and make class presentations followed by questions and answers.-Work in groups to determine different ways of preventing gender based violence and sexual abuse. Links | illustrations, pictures , films, videos showing basic human and children’s rights | 6 |
| **WEEK 6** 31/10-4/11/2022 | **UNIT 3** **Respect of God’s creatures** | 1.Names and attributes of God (love, almighty, omnipotence, omnipresence, transcendence, omniscience).2.God created every creature for a purpose. 3.Interdependence and uniqueness of God’s creature. 4.Protection God’s creatures and environment.**SUMMATIVE EVALUATION** | - Identify different names of God and those of creatures. -Outline their importance in daily life.-Illustrate different creatures. -Explain how God created creatures-Appreciate the importance of each God’s creatures.  Respect and protect Creatures and environment | -Observe different creatures in their natural environment and differentiate those, which are man made, and those, which were created by God.-Make pair discussion about the importance of each creature named.-Make a group presentation | Bible, Pictures, Films about creation, The school environment, Drawings | 6 |
| **WEEK 7** 7/11-11/11 | **UNIT 4:** **Hygiene** | 1.Hygiene definition and hygiene practices. 2.Problems caused by lack of proper hygiene. 3.Importance of cleanliness of the environment.  | -Identify basic hygiene practices and their importance to the environment. -Carry out activities that promote good hygiene of their surrounding environment-Explain the importance of proper hygiene and problems caused by lack of proper hygiene to the environment-Appreciate and practice proper environmental hygiene-  | -Discuss in groups reasons for keeping the environment clean and make group presentations followed by questions and answers. -Carry out a cleaning exercise around their school compound and make a record of places each group cleaned- | illustrations of clean people and environment, brooms, slashers , water buckets, maps | 12 |
| WEEK 8 |  | **Diseases**4.Water born diseases (causes, effects and prevention).5.Malaria (causes, signs effects treatment, prevention)**SUMMATIVE EVALUATION** | Identify water born diseases. -Explain water born diseases, causes, effects and prevention-Suggest different ways of preventing malaria.-Identify signs, symptoms and treatment of malaria - Contribute to prevention of water born diseases and malaria.  | Discuss in groups causes, effects and prevention of water born diseases and make class presentations followed by questions and answers | illustrations of clean people and environment, brooms, slashers , water buckets, maps |  |
| **WEEK 9**21/11-25/11/2022 | **UNIT 5:****Economy** | **Needs and Wants** 1.Needs and wants. 2.How the environment helps people to meet their needs.**Money**.3.Activities that increase income. 4.Things people spend money on. 5.Circumstances that affect people spending.6.Importance of saving and where to save money**SUMMATIVE EVALUATION** | -Define needs and wants. -Identify needs and wants in society.-Explain how the environment helps to meet human needs. -Prioritize between needs and wants. -Make a list of things that people spend money on.-Use environment properly to meet his /her needs. -Be devoted to work. (Hard working | -In groups children will make -A list of needs and wants in society and present to the whole class followed by questions and answers. -Role-play on how the environment helps to meet needs and wants and make presentations followed by questions and answers | Money, food items, clothes, medicines, textbooks, illustrations of people buying and selling | 6 |
| **WEEK 10** 28/11-2/12/2022 | **UNIT 6****Islamic Faith (Al-Iman)** | 1.The two pillars being focused on are. 2.Belief in Allah 3.Belief in the Angels.  | -Explain the 1st Pillar of Islamic Faith (Belief in the Oneness of Allah-Classify Shirk(polytheism) as the opposite of Tawheed (monotheism) into two main categories: major Shirk and minor Shirk. - Explain the 2nd Pillar of Islamic Faith(Belief in Angels).  | -Learners in groups discuss about oneness of God Almighty and Creator as the Qur’an confirms-Learners in groups discuss about some forms of shirki committed in Rwandan Community.  | Qur’an, Hadith Books, WallpapersAnd Color Pens | 6 |
| WEEK 115-9/12/2022 |  | 4.Responsibilities and duties of some Angels.a.(Jibreel, Mikail, Israfil) b.Keepers of Paradise. c.(Malik, Munkar and Nakir, Malakul’maw’ti).**SUMMATIVE EVALUATION** | -List some names of Angels.- Classify the Angels according to their responsibilitiesAvoid any worshiping of other deities (Shir’ki) as greater sin in Islam-Explain reasons whyAngels were created.-Explain some duties of Angels.-Obey message from God as conveyed by his Angels to the disciples. | -Learners in groups exchange ideas on responsibilities of Allah’s Angels and they write a report on wall papers |  | 6 |
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| **WEEK 12**12/12-16/12/2022 | **EXAMS** |
| **WEEK 13**19/12-23/12/2022 |  **FILLING ACADEMIC REPORTS** |

**SECONDTERM**

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| **WEEK 1**9/1-13/01/2023 | **UNIT 7.** **Civics and Governance.**  | **National symbols** 1.Rwandan coat of arms. 2.Acceptable behavior.3.Harmony and disharmony among peers. 4.Factors that can cause disharmony. 5.Consequences of disharmony.  Ways of promoting harmony. | -Identify different elements of Rwanda coat of arms.-Define harmony and disharmony-Describe the Rwandan coat of arms. -Draw the national coat of arms-Acknowledge the importance Rwanda coat of arms. -Show respect for national symbols.-Acknowledge the importance of harmony among peers. | -Class observation of Rwanda coat of arms and description of its elements. -Individually pupils will draw national symbols and then display their drawings in class.-Role play | National coat of arm, illustrations of voting session , photos, audio-material.  | 6 |
| **WEEK 2**16/1-20/01/2023 |  | **Leadership.** 1. Leadership and qualities of a good leader. 2.Main leaders of our district, their respective positions and roles.3.How leaders are elected.**SUMMATIVE EVALUATION** | -Define a leader and leadership. -Name the main district leaders and their roles. -Describe qualities of a good leader. -Draw a district organ gram. -Practice acceptable behaviours. -Imitate good behaviours from peers and adults | -Discuss in groups factors that cause disharmony and make class presentations followed by questions and answers.-Discuss in groups consequences and make class presentations followed by questions and answers. | National coat of arm, illustrations of voting session , photos, audio-material.  | 6 |
| **WEEK 3**23-27/01/2023 | **UNIT 8** **Important places and public assets in our district** | **Important places in our district.**1.Important places in our District (Museums, Genocide memorial sites, Game parks, public gardens) and their importance. 2.Preserving important places. | -Identify important places in our district.-Mention the problems facing important places in our district-Describe important places in our district.-Find out ways of preserving important places. -Explain the importance of these places.-Of public assets in our district, Show concern on how important places must be preserved. | -In groups, pupils will discuss important places in the district and their use then make presentation to the class followed by questions and answers | illustrations of public places and assets, (wells, markets, hospitals, police station, magistrate courts.)  | 6 |
| **WEEK 4**30/01-03/02/2021 |  | **Public assets**. 1.Main public assets in our district. 2.Importance of public assets in our district. 3.Ways of preserving and protecting public assets.**SUMMATIVE EVALUATION** | -Identify main public assets in our district.-Differentiating public assets from private assets. -Explain the importance of public assets.-Describe different ways of preserving public assets-Acknowledge the importance of public assets. -Show concern on preserving public assets.  | -Children will do a study tour to public assets near the school then make a summary of what they observed.-Children will do an activity of cleaning public assets nearby the school (water sources, market places, police stations, hospitals) then make a discussion on the activity done followed by a summary.  | illustrations of public places and assets, (wells, markets, hospitals, police station, magistrate courts.)  | 6 |
| **WEEK 5**06/2-10/02/2023 | **UNIT 9** **God’s Commandments** | 1.The ten Lord’s commandments. 2.Why did God give commandments? 3.Categories of commandment.4.The greatest commandment (unconditional love and charity). 5.Consequences of breaking Commandments (spiritual, moral and social). 6.Importance of Commandment in Christian life**SUMMATIVE EVALUATION** | -Recall the Ten Commandments. -Identify the greatest commandment.-Outline the consequences of breaking God’s commandments-Explain the God’s commandment. -Classify the God’s commandment-Appreciate the importance of the greatest commandment in the daily life.-Positive attitude of participating in humanitarian actions and voluntary services.-Perform works of charity.  | -Discussion in small groups about the reasons why God gave commandment to his people, and the commandments given to Israelite’s family-Discuss about the new and greatest commandment that Jesus brought in the New Testament and its practice in daily life as a summary of all commandments. | Bible, Pictures, Photographs, Films about Exodus. | 6 |
| **WEEK 6****13-17/2/2023** | **UNIT 10** **Weather, Flora and Fauna** | **Weather**1.Weather and its elements.2.Simple instruments used to measure and record elements of weather.3.Effects of weather to human activities and vegetation | -State main Elements of weather. -Suggest ways of preventing effects of bad weather-Design simple weather instruments (rain gauge, thermometer).  | -In groups, Pupils will discuss different elements of weather and ways of preserving effects of bad weather and make presentation to the class followed by questions and answers | illustrations related to weather, flora and fauna, photos, video, films, nursery bed, seedlings | 6 |
| **WEEK 7**20-24/02/2023 |  | . 3.Problems caused by weather.4,Measures to overcome problems caused by weather.  | -Differentiate between bad weather and good weather. -Describe how weather affect human beings and vegetation.-Acknowledge the importance of weather. -Recognize man’s role in contributing to good weather. | . -Pupils in groups will make simple weather instruments. -Pupils will make a nursery bed and plant seeds for future use. | illustrations related to weather, flora and fauna, photos, video, films, nursery bed, seedlings | 6 |
| **WEEK 8**27/2-03/03/2023 |  | **Flora**1.Flora and its importance in our district.2.Ways of preserving flora | -Define flora-Explain the importance of flora. -Discuss ways of preserving flora-Acknowledge the importance of flora.-Show respect to flora. -Contribute to community practices that protect vegetation | -Field tour to a nearby swamp, forest, mountain, lake and note down everything observed and present to the class. Then do a summary. Field tour to nearby game parks and note down everything observed and present a summary to the class | illustrations related to weather, flora and fauna, photos, video, films, nursery bed, seedlings | 6 |
| **WEEK 9** 06/03-10/03/2023 |  | **Fauna** 1.Fauna and its importance. 2.Ways of preserving fauna**SUMMATIVE EVALUATION** | -Define fauna-Identify different ways of preserving fauna. -Explain the importance of flora. -Discuss ways of preserving flora. -Explain the importance of fauna-Acknowledge the importance of fauna.-Show respect to fauna. Participate in community practices that protect fauna.  | -In groups, Pupils will discuss different ways of preserving fauna and make presentations to the class followed by questions and answers. Links | illustrations related to weather, flora and fauna, photos, video, films, nursery bed, seedlings | 6 |
| **WEEK 10**13-17/03/2023 | **UNIT 11** **Islamic Faith and Qur’an (Al-Iman)** | 1.Surat Al-Kaafiroona moral and spiritual meaning. 2.Surat Al-Quraysh moral and spiritual meaning. 3.Surat Al-Humazat moral and spiritual meaning. 4.Surat: Al’Fil and its moral and spiritual meaning. 5.Sura Al’Mauna and its moral and spiritual meaning. **SUMMATIVE EVALUATION** | -Read and recite correctly the Surat about trusting in Allah, about punishments and awards from God at the end of age.-Analyse the Surat AlKaafiroona. -Interpret the Surat AlQuraysh. -Explain Surat Al-Humazat-respect the diversity but keep the own faith | -In classroom, learners recite the Surat about trusting in Allah, about punishments and awards that God will deliver at the end of age. -Learners discuss in groups the reward for the ones who obeyed God. -Learners discuss in group about the importance of security and its role in our National Development.  | Qur’an, post papers, Translated version of Qur’an in Kinyarwanda | 6 |
| WEEK 1120-24/03/2023 | **EXAMS** |
| WEEK 12 17/3-31/3/2023 | **FILLING ACADEMIC REPORTS** |

**3RD TERM**

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| **WEEK 1**17-21/04/2023 | **UNIT 12** **Vocation of the Israelite people** | 1.The call of Abraham. 2.The covenant between God and Abraham.  | -State the names of the Patriarchs.-Understand the call of each of them-Describe the different calls of the patriarchs-Appreciate the God’s plan to save his nation | -Learners in groups discuss about the call of Abraham from his land to another land, challenges his covenant as well as the proof of his obedience to God by scarifying his unique Son Isaac | Bible, pictures, photographs, films about Patriarchs and Prophets | 6 |
| **WEEK 2**24-28/04/2023 |  | 1.Abraham the father of all believers. 2.God’s covenant with other the Patriarchs (Noah, Jacob/Israel, Moses). **SUMMATIVE EVALUATION** | -Identify the God’s plan to save his nation-Explain the role of each patriarch in the salvation history. -Detecting and appraising different calls from God. -Respect call of other persons and participate in Christian activities | -Group discussion about the life, call and covenant of other patriarchs such as Noah, Jacob and Moses. -Make a role-play of calls and covenants between God and patriarch to grasp their spiritual meaning. Links | Bible, pictures, photographs, films about Patriarchs and Prophets | 6 |
| **WEEK3**01/-05/05/2023 | **UNIT 13** **Population census** | **Population census** 1.Definition of population, 2.Population census and its importance 3.How is population census conducted?1.Factors of population increase/ decrease. 2.Effects of population3.Increase/decrease and measures to control high/low population increase in our district**SUMMATIVE EVALUATION** | -Define population, population Census.-Find out some measures of controlling population-Acknowledge the importance of population census and cooperate in giving information-Identify effects of over population-Find out some measures of controlling population- Show concern about population | -Pupils will act a scene in class conducting a population census.-Discuss in groups effects and measures of controlling over/under population then make presentations to the class followed by questions and answers. Links | Illustrations related to population distribution, photos, and videos. | 6 |
| **WEEK 4**08-12/05/2023 | **UNIT 14** **Hadith in Islamic Faith** | 1.Basic concept about Hadiths 2.Genuineness of Hadiths (authenticity) 3.The close relationship between hadiths and Qur’an.**SUMMATIVE EVALUATION** | -Memorize 10 Hadiths from the Annawiy Book Entitled “ The Forty Hadith”-List some Hadiths that testify the source of Islamic Faith.-Identify the disciples of Muhammad who authentically transmitted Hadiths-Explain the importance of Hadiths in Islamic worship. -Describe the role of Muhammad’s disciple in keeping the originality of Hadith.-Distinguish hadith from the Qur’an. -Apply 10 Hadiths that increase good relationship among people selected from the Annawiy Book Entitled “ The Forty Hadith”-Refer to the Hadiths in order to discern and to take decision in worshiping. | -Learners in a group discuss about Hadith as the second source of Islamic laws in worship.-Learners converse on Hadiths transmission from Muhammad to his disciples. -Talk about honesty of Muhammad’s disciple. -Presentation of results to the class. Links | Qur’an, The Forty Hadith of Annawiy | 6 |
| **WEEK 5 AND 6**15-26/05/2023 | **UNIT 15****Infrastructure** | **Transport**1.Types and means of transport in our District. 2.Importance of transport3.Difficulties and dangers related to transport in our district.4.Measures to overcome those difficulties in our district. | -Give different types and means of transport-Explain different forms of transport importance. -Find out dangers and difficulties of transport and measures to overcome themExplain different forms of transport and their importance. -Acknowledge the importance of transport in our district. -Show concern about proper use of roads.  | -In groups, pupils will draw different means of transport display their drawings in the class.-Discuss in groups difficulties and dangers related to transport and measures to overcome them.-Then make a presentation to the class followed by questions and answers. | illustrations of different types and means of transport and communication | 12 |
| **Communication**1.Types and means of communication in our district.2.Importance of communication in our district. 3.Difficulties and dangers related to communication in our district.4.Measures to overcome those difficulties**SUMMATIVE EVALUATION** | -Give different types and means of communication.-Explain different forms of communication and their importance. -Find out dangers and difficulties of communication and measures to overcome them-Acknowledge the importance of communication in our district. -Show concern about proper public communication | -Pupils will work in a group to identify acceptable behaviours in the road and make a presentation to whole class followed by questions and answers- In groups pupils will draw different means of communication and display their drawings in the class.-Discuss in groups difficulties and dangers related to communication and measures to overcome them, then make a presentation to the class followed by questions and answers.  | illustrations of different types and means of transport and communication |  |
| **WEEK 7**29/5-2/06/2023 | **UNIT 16** **The Blessed Virgin Mary** | 1.The Blessed Virgin Mary role in the salvation and redemption. 2.The place of the Blessed Virgin Mary in the Catholic Church tradition3.Mary’s protection and Intercession.4.Devotion and veneration of Mary**SUMMATIVE EVALUATION** | -Know the place of the Blessed Virgin Mary in the Catholic Church. - Describe the role of the Blessed Virgin Mary in the Christian worship.-To appreciate the teachings about the Virgin Mary | -Basing on the passages of the Holy scripture, discuss about the blessed Virgin Mary, her life, her motherhood to Christ and to the Church, protection and intercession, her importance in the History of salvation and in Christian life. Role-play the major events in the life of the Blessed Virgin Mary in the History of Salvation | Bible, Pictures, Photographs, Films about the Virgin Mary, Rosary | 6 |
| **WEEK 8**5/06-09/06/2023 | **UNIT 17** **Islamic worship: Fasting Ramadan** | 1.What is Ramadan, virtues of the month of Ramadan? 2.Why fasting is necessary in Ramadan. 3.Those who are exempted from fasting during Ramadan. 4.How the timing of Ramadan is decided. 5.The night of Decree, how to count and exploit**SUMMATIVE EVALUATION** | -Comment on the month Ramadan, how the period is decided. -Judge the role of fasting in Ramadan in changing Muslim attitudes. -Understand the rules of Fasting in Ramadan-Illustrate the virtues of Ramadan. Month.-Analyse the lunar calendar and how it is used to calculate the period of Ramadan.-Respect the period of fasting. -Appreciate Ramadan and its importance to Muslim all over the world. -Respect those who fast | -In groups, students discuss fasting and related issues activities, present findings to the class. -They sketch the celebration of end of Ramadan. -Arrange old people to share experience with students of fasting.-Students watch video of the practices and night prayers in Ramadan. -In groups, Students discuss about the Virtues of the night of decree | Qur’an, Hadith Books, Post paper, Coloured pens, Video, and Video play | 6 |
| **WEEK 9**12-16/06/2023 | **UNIT 18:** **Traditional Rwanda** | **Pre-colonial Rwanda**. 1.Rwandan political organization in the pre –colonial period. 2.Rwandan social organization in the pre- colonial period. (Rwanda traditional culture, beliefs, customs, norms and values).  | -Describe political, social and economic organization of pre-colonial Rwanda. -Explain how Rwanda was politically governed in the Pre-colonial era  | -Individually pupils will do a research in their family about the political organization and administrative structure in the pre –colonial Rwanda and present their findings in class then make a summary. -Role-play in class how barter trade was carried out in pre- colonial Rwanda | Traditional crafts, illustrations of different political, social and economic activities in pre-colonial Rwanda, resourceful person.  | 6 |
| WEEK 1019-23/6/2023 |  | 1.Rwandan economic and commercial activities in the precolonial period. (Rwanda traditional crafts traditional agriculture). 2.Comparison between traditional and modern agriculture traditional and modern trade**SUMMATIVE EVALUATION** | -State the importance political, social and economic activities in the pre-colonial Rwanda.-Acknowledge the importance of political, social and economic organisation in pre-colonial Rwanda.  | -Discuss in groups-Traditional and modern economic activities then make a presentation to the class followed by questions and answers | Traditional crafts, illustrations of different political, social and economic activities in pre-colonial Rwanda, resourceful person.  |  |
| **WEEK 11**26-30/06/2023 | **UNIT 19:** **Virtues according to the Qur’an** | 1.Be truthful (Aswid’q). 2.Strive to be believable in society.3.Works of charity to the persons in need.4.Duties of children for the parents, teachers, leaders and colleagues.5.The rights of relatives and neighbours. **SUMMATIVE EVALUATION** | -Identify the importance of telling the truth for self and for society. -Recall the impacts of lying to society in general. -List basic works of charity to the persons in need. -Identify the rights of neighbors in Islam.-Compare effects of lying with effects of telling the truth to society. -Explain the characteristics of politeness and obedience between people. -Plan and perform works of charity. -Describe the rights of neighbours.-Be truthful (A swid’q). -Strive to be believable in society. -Works of charity to the persons in need  | -Debate to the impacts of truthfulness and consequences of lying in society. -Role playing that show work of charity to the persons in need..-Watching films about works of charity that Muslims perform during Ramadan month (helping the poor, visiting the sick in hospital, building houses for homeless people. -In groups, Learners discuss about the rights of relatives and neighbors. | Qur’an, Hadith books, ICT tools, Products to be used in role-play about acts of charity | 6 |
| **WEEK 12**3-07/07/2023 |  **EXAMS** |
| **WEEK 13**10-14/07/2023 | **FILLING ACADEMIC REPORT** |