

PROTOTYPE



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NATIONAL CURRICULUM
DEVELOPMENT CENTRE



CRE

TEACHER'S GUIDE
SENIOR ONE



LOWER SECONDARY
CURRICULUM

PROTOTYPE



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TEACHER'S GUIDE

SENIOR ONE



**LOWER SECONDARY
CURRICULUM**



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This material has been developed as a prototype for implementation of the revised Lower Secondary Curriculum and as a support for other textbook development interests.

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Preface

This Teacher's Guide has been designed to enable the teacher to interpret the revised curriculum and use the accompanying Learner Book effectively. The Teacher's Guide provides guidance on what is required before, during and after the teaching and learning experiences.

To ease the work of the teacher, all the activities and instructions in the Learner's Book have been incorporated in this Guide, but with additional information and possible responses to the activities. The guide has been designed bearing in mind the major aim of the revised curriculum which is to build in the learners the key competences that are required in the 21st century while promoting values and attitudes and effective learning and acquisition of skills, to prepare the learner for higher education and eventually the world of work.

This book has been written in line with the Revised Lower Secondary School Curriculum. The book has incorporated knowledge, skills partly required to produce a learner who has the competences that are required in the 21st century; promoting values and attitudes; effective learning and acquisition of skills in order to reduce unemployment among school graduates.



Associate Professor Betty Ezati

Chairperson, NCDC Governing Council

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Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this Teacher's Guide.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O. Box 7002 Kampala or email: admin@ncdc.go.ug.



Grace K. Baguma

Director

National Curriculum Development Centre

CHAPTER 1

WORSHIP



Teacher Preparation

1. Ensure that you read through the chapter and make preparatory hints for the learners.
2. Take note of the keywords and be prepared to help the learners use them in the right context.
3. Ensure that you have read through all the activities and have the possible responses.
4. Summary notes for each activity should be available in preparation for the wrap-up.

Keywords

- Supreme Being
- Respect
- Honour
- Prayer
- Charity
- Devotion
- Offertory
- Tithe
- Thanksgiving
- Gift
- Lent
- Divinities
- Mediums
- Intermediaries
- Sacrifices
- Shrine
- Priest

After reading this chapter and practising its activities, the learner will be able to:

- identify the different forms of worship.
- appreciate the purpose of worship.
- relate the Christian teachings about worship to daily life.
- demonstrate how various forms of worship are conducted.
- understand the role of worship in the lives of the apostles.
- appreciate the Christian teaching about worship.

Introduction

In this chapter, the learner will be equipped with the understanding of worship and how it is derived from the holy books. This will enable him/her to relate the different forms of worship to daily life for spiritual, social, physical and emotional wellbeing. It will also help him/her to live in peace with himself/herself and others.

How do people worship God?

Guide the learners to read the text. They should answer the questions in the text through discussion or brainstorming.

Did you know that worship is an old practice worldwide? For a long time, humans in all societies have believed there is a Supreme Being. They believe that this Supreme Being is the creator of all that exists in the world and beyond. The Supreme Being is ageless, spiritual and invisible. This Being is God. Humans love and respect God. They believe that God sees, knows, is everywhere and hears everything humans engage in. They also believe that God has always been there and lives forever. Humans, therefore, worship God and they do so in different ways.

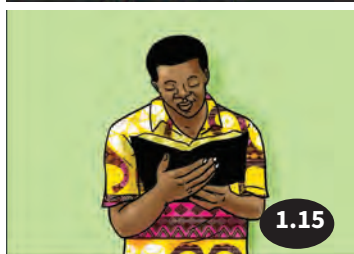
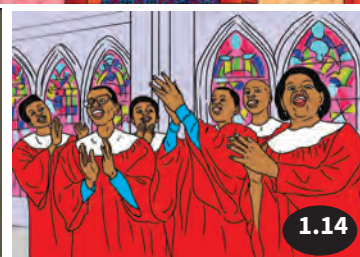
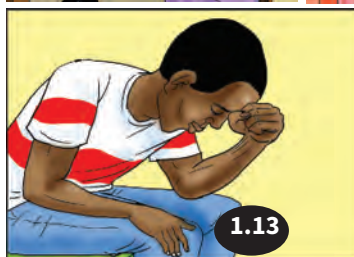
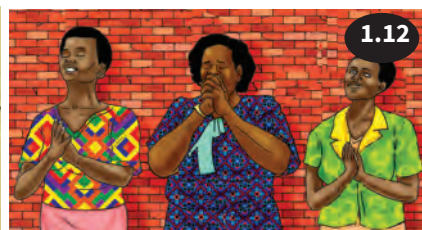
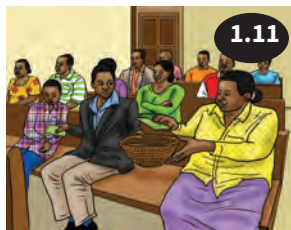
Teacher Preparation

1. Introduce to the learners the general unit.
2. Take them through the starter activity just to start them thinking about the chapter.
3. Ask them to study the pictures in the Learner's Book.
4. Ask the them to work in small groups.
5. They should have writing materials.
6. Each group should have a leader and a secretary.
7. Guide them to use the textbook as you guide them to discuss the tasks provided.
8. Make sure that each member of the group participates.
9. Give this activity 20 minutes, and let the presentations not be formal.
10. Ask the question and randomly pick a learner from any group to give any additional opinions from their group.
11. Provide expert guidance and wrap-up.



Activity 1.1: Identifying forms of worship

Study the pictures 1.1-1.6



- i) Identify the types of worship shown in Figures 1.1 to 1.6.
- ii) Mention the common forms of worship in:

- the home
- the school
- the community

iii) Explain any other forms of worship that are not reflected in Figures 1.1 to 1.6.

iv) Give your opinion on the values developed in each of the forms of worship.

In every society, people express their love and respect for God through worship. Some of these forms of worship are reflected in Activity 1.1, Figures 1 to 6.

Different communities express their worship for God differently. It is important to appreciate worship in different communities. It is also important that an individual participates in the forms of worship that are acceptable in the community.

During worship, an individual should show maximum respect for God. This can be expressed through respect for symbols of worship such as the church, the Bible, and the cross, among others. It is also important to respect the religious leaders that lead us in congregational worship. This is because they are anointed by God.

Since they are God's anointed, the leaders should lead an exemplary life.

HINT: Give the learners a chance to speak out on any issues arising from the discussion. Allow them to make a summary of what has previously been discussed.

Purpose of worship

Each time we worship, we receive God's rewards spiritually, emotionally and physically. Worship is setting time aside to honour, glorify, thank, praise, and adore God. In return, God rewards us with success in our day-to-day life activities.

Teacher Preparation

Ensure that you have read, interpreted and have possible responses to the poem.

Activity: Reading the poem

Teacher instructions

Guide the learners to do Activity 1.2 in the Learner's Book. Observe that the learners carry out the tasks in this activity.

1. Ask the learners to form small groups.
2. They should have writing materials.
3. Each group should have a leader and a secretary.
4. Introduce the poem to the learners.
5. Allow them to read, recite and interpret it.
6. Ask them to discuss the questions provided.
7. Make sure each member of the group participates.
8. Give this activity enough time and let the presentations not be formal.
9. Ask the questions and randomly pick learners to give any additional opinions from their groups.
10. Provide expert guidance and wrap-up.



Activity 1.2: Reading and interpreting the poem about worship

Read the poem

*The beauty on the earth
All created for man
In God's image
God created man
All the creatures
In man's hands He placed
He deserves the worship
The lives we have
The air we breathe
The creatures that exist
The plants that grow
The children born
All for the good of man*

*Glory and honour be to God
Worship Him for it pleases Him
It is a command from Him
It is our response to His love
He dethrones the enemy
It prepares us for the life to come
Worship him in thanksgiving
Worship him in sincerity*

(Annette Nanfuka)

1. Why should we worship God?
2. How should people worship God?
3. According to the poem, how does God feel when we pray?
4. In your opinion, how does the poem show God's response towards worshippers?
5. Give a suitable title to the poem.
6. Discuss the different benefits of worshipping God as:
 - an individual
 - a family
 - a country

Do you know that God created man with the sole purpose of worshipping Him? In His

goodness, He created the world and all that is in it. He put man in charge of it. The only act God asks of man is to worship Him in truth and sincerity. Therefore, people are encouraged to use the different forms of worship to give God honour.

The purpose of our worship, therefore, is to glorify, honour, praise, exalt and please God. Worshipping God provides us with the way to escape sin and have the salvation.

Teacher instructions

Activity 1:3 Studying and interpreting the pictures

1. Ask the learners to study the pictures in the Learner's Book.
2. Ask the learners to work in small groups.
3. They should have writing materials.
4. Each group should have a leader and a secretary.
5. Using the Learner's Book, guide the learners to discuss the tasks provided.
6. Make sure each member of the group participates.
7. Give this activity 20 minutes and let the presentations not be formal.
8. Ask the questions and randomly pick the learners to give any additional opinions from their groups.
9. Provide expert guidance and wrap-up



Activity 1.3: Studying and interpreting the pictures

Individuals, families and other communities worship God at different times, in different places and for different reasons.

The pictures in Figures 1.7 to 1.12 illustrate people who have experienced success and others who have experienced failure in some way.

1. Identify and explain each kind of success or failure in each picture.
2. Suggest the different forms of worship each group of people should involve themselves in.
3. In your opinion, are poverty, difficult situations, disasters and health problems a result of not worshipping God?
4. What do success and failure teach us about the nature of God?



Figure 1.7

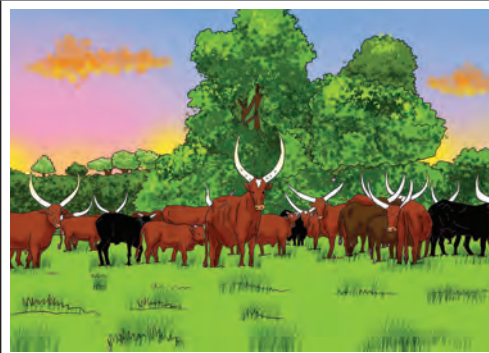


Figure 1.8



Figure 1.9

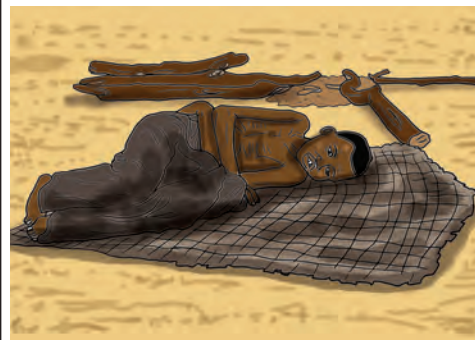


Figure 1.10



Figure 1.11



Figure 1.12

Explain the note below to the learners so that they understand that success covers a whole range of life and not specifically material wealth.

Success and failure are not dependent only on material wealth. There are many other determinants such as values, morality, good health, skills, creativity, a positive mental attitude, character, work habits and personal contacts, among others.

Biblical teaching about worship

Guide the learners to read the text. They should answer the questions in the text through discussion or brainstorming.

Did you know that the act of worship is biblical? The Old Testament teaches about great men like Abel, Abraham, Noah, Seth, Isaac, Moses and Samuel etc. who worshipped God in different ways. The Old and New Testament express different ways in which worship was conducted.

God set ways in which man should worship Him. This is found in Jeremiah 10:23. Read the text and share your ideas with the class. The worship God has set is the only way man can please Him in this life and finally get everlasting life with Him.

When people worship God, they develop such traits as forgiveness, tenderness, justice, righteousness, purity, kindness and love. All of this is preparing us for eternal life in heaven with God and Christ. Colossians 3:2 for example tells us: "Set your mind on things above, and not on things on the earth."

Teacher instructions

1. The learners should have a Bible to use during this activity. They can work best in groups.
2. Guide them to identify the verses.
3. Ask them to discuss and identify the form of worship in each of the verses and its importance, and then fill in the table.
4. They can share the findings with the class and you.

Read the following biblical texts and complete the table:

Table 1.1

Biblical Texts	Form (S) of Worship	Importance
Daniel 9:3 - 6		
1Chronicles 13:8		
Psalms 33:1 - 22		
John 4:24		
I Thessalonians 5:17		
Hebrews 13:15		
Psalms 23:1 - 6.		
Mark 14:32 - 42		
James 5:13 - 18		



Activity of Integration

Read the situation of integration and perform the task that follows.

Wilson is a farmer with a large plantation of coffee and a dairy farm. For the last two years he has been enjoying good harvests. The people around the village have turned his plantation and farm into a model for them to learn from. Suddenly everything went wrong when heavy rains set in and hailstorms destroyed the coffee plantation. A few weeks later, the animals suffered a strange disease caused by bad weather and died one after the other. Your family made a decision to give support to Wilson.

SUPPORT



Figure 1.13

Instructions

- i) Using your knowledge of worship, explain what the farmer's reaction would be in relation to belief and trusting in God.
- ii) Propose four ways in which Wilson needs to be supported to remain faithful to God.
- iii) With a specific reference from the Bible, suggest what you can do to help Wilson.
- iv) Write a prayer of worship that Wilson can use in such circumstances.

Assessment Activity: Reading and interpreting the situation of integration

Teacher instructions

Guide the learners to do the activity in the Learner's Book. Observe while the learners carry out the tasks in this activity.

1. Each learner should do this as an individual activity.
2. The learner should read the scenario.
3. He/she needs to use the Bible and identify one person who suffered a similar situation as Wilson.
4. They should use that identified example to come up with the type of help needed for the farmer to remain in worship of God.
5. The learner should write a prayer of worship that can be said under such circumstances.

Evaluation Grid

Task	Criterion 1	Criterion 2	Criterion 3	Criterion 4
	Relevancy	Accuracy	coherence	Excellence
Explanation of what farmer's reaction would be in relation to belief and trusting in God	Scores 3 if the learner: writes a detailed explanation with valid a reaction with examples relevant to belief and trust in God Scores 2 if the learner: writes an detailed explanation with valid a reaction relevant to belief and trust in God Scores 1 if the learner: writes a basic explanation with a reaction relevant to belief and trust in God	Scores 3 if the learner's information in the explanation is accurate in reference to the knowledge on worship Scores 2 if the learner's information in the explanation is accurate basing on the knowledge on worship Scores 1 if the learner's information in the explanation is basic on the knowledge on worship	Scores 3 if the learner's presentation is orderly and in line with the situation Scores 2 if the learner's presentation is orderly but lacks the proper alignment to the situation Scores 1 if the learner's presentation has ideas but in no particular order but line with the situation	This score will be awarded if most of the tasks are presented in an original and creative way that is unsolicited but is relevant and add value to the presentation of tasks
	/3	/3	/3	

4	Proposals of ways Wilson needs to be supported to remain faithful God	Scores 3 if the learner writes 3 well explained proposals relevant to the situation Scores 2 If the learner writes 2 well explained proposals relevant to the situation Scores 1 If the learner lists the proposals relevant to the situation	Scores 3 if the learner's proposals have accurate information with references that are helpful to the situation presented Scores 2 if the learner's proposals have information with 2 references that are helpful to the situation presented Scores 1 if the learner's proposals have basic information without reference but is helpful to the situation presented	Scores 3 if the learner's proposals have a logical flow in the order of priority Scores 2 if the learner's proposals have a logical flow Scores 1 if the learner's proposals are presented but not in any particular order but can be applicable to the situation presented	
		/3	/3	/3	
	With specific reference from the Bible, make a write up of what you can do to help Wilson	Scores 3 if the learner uses a Bible reference which is similar and relevant to make a detailed explanation of the situation presented scores 2 if the learner uses a Bible reference to make an explanation of which is relevant the situation presented Scores 1 if the learner uses a Bible reference which has an idea relevant to the situation presented	Scores 3 If the learners presents the Bible reference that includes the book, chapter and the verses Scores 2 If the learners presents the Bible reference that includes the book and chapter without the verses Scores 1 If the learner presents the Bible reference that includes the book without the chapter and the verses	Scores 3 if the ideas are presented in the correct order as the Bible reference puts them and are in line with the situation presented Scores 2 if the ideas are presented in the correct order as the Bible reference Scores1 if the learner's ideas are presented in the correct order but lack the Bible reference	
		/3	/3	/3	

A prayer of worship that Wilson can use in such circumstances	Scores 3 if the content of the prayer involves worship and is relevant to the situation presented Scores 2 if the content in the prayer is relevant to the situation presented Scores 1 if the prayer has an idea that are relevant to the situation presented	Scores 3 if the learner presents content in the prayer that is accurate and in line with the teachings on worship Scores 2 if the learner presents content in the prayer that is fairly accurate and in line with the teachings on worship Scores 1 if the learner: presents content in the prayer that is accurate but is lacking in the teachings on worship	Scores 3 if the ideas in the prayer flow logically and follow the steps of worship Scores 2: if the ideas in the prayer are evident but are in no particular order Scores 3 if there are few ideas in the prayer but lack the steps of worship	
	/3	/3	/3	/1
The total scores available for each task is 9. There are 4 tasks x9 =36. There is an additional 1 score awarded for excellence. The whole activity is therefore scored out of 37. The learner will be considered to have passed if s/he attains 2/3 of the total scores available.				

Summary

You have learnt about worship as a time when people pay deep, sincere, awesome respect, love and fear to the one who created them. You have also learnt about its purpose and the general biblical teachings about worship. You have explored the forms of worship, but you will learn more about worship in the following topics.

Forms of Worship

Worship through prayer

Teacher instructions

- I. Introduce the learners through the aspect of prayer as part of worship.
- II. Guide the learners to read the text. They should answer the questions in the text through discussion or brainstorming. Make it as interactive as possible.
- III. Let them read the message in the bubbles and discuss.
- IV. Ask them to make their conclusions and share with the class. Guide them in their presentations.
- V. Each learner should then write in his/her notebook why people should pray.

What is prayer? Do you pray at home? What about at school? In our families, at school and in the community, we pray. People pray in the morning, afternoon and evening before they go to sleep. They pray before and after meals. They also pray in times of joy and in times of sorrow. Why people pray is a question to be answered. Young boys

and girls between the ages of 5 and 10 years were asked to give reasons why they pray. Below are some of the reasons they gave.

I pray because.....

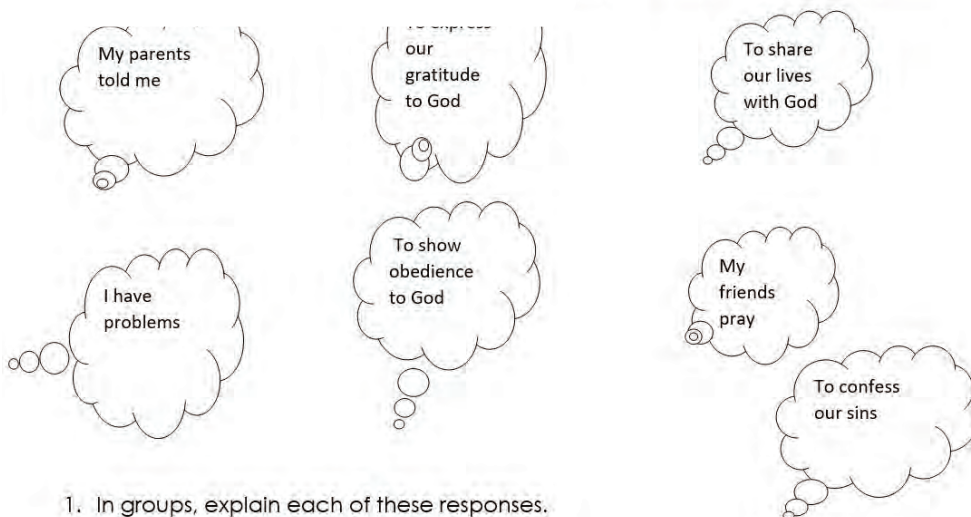


What do you think about their responses? Why do you pray and what is prayer in your opinion? Some young children may actually not be sure why they pray. They do not do it because they choose to do so, but due to certain conditions. They may also pray because of what they have been told. This means that as children are growing, they need to know the reasons why they pray.

As children grow and get more information, they acquire new knowledge and develop attitudes towards prayer. Let us explore the responses of secondary school learners.

A teacher from Kangole Secondary School asked five learners about the reasons why people pray.

ed five learners about the reasons



1. In groups, explain each of these responses.
2. Give other reasons why people pray.

1. In groups, explain each of these responses.

2. Give other reasons why people pray.

What would be your response if you were asked the same question? The responses show that as children grow older, they understand more about prayer. The reasons are more spiritual and relevant as compared to the responses from the younger children. This means that the learners from Kangole Secondary School had matured in age and spirituality.

Prayer in the homes

Do you pray at home? Let us see what happens in other homes. Christian families should set aside time for prayer. A family that prays together keeps together. Prayers may take different forms. The picture shows what some families do.



Activity 1.5: Exploring family devotion

Teacher instructions

- I. Ask the learners to study the picture and answer the questions that follow.
- II. Guide them as they provide answers and encourage them to make notes for future reference.



Figure 1.14

1. Describe what you think is happening in the picture.
2. Why do think it is important for families to pray together?
3. In your opinion, should young children be involved in prayer early in life?
4. Brainstorm some reasons why some families do not pray at all.
5. In groups, share the effects of neglecting prayer in families.
6. Share the findings with the class.



Activity 1.6: Discussion and writing about the importance of prayer

Teacher instructions

- I. Ask the learners to work in pairs and share their experiences on the following:
 - How each one of them communicates with God.
 - How people in each one's community communicate with God.
- II. Finally, ask them to work in groups to write down the benefits of prayer.

1. In groups, talk about prayer and its importance.
2. Individually, write down five importance of prayer at:
 - school
 - home
3. Share the importance of prayers with the teacher and your classmates.

You can now appreciate that prayer is a channel of communication through which people relate with God. It is a dialogue between people and God. Praying is setting aside time to talk to God. Much as God is invisible, people feel it is good and important to tell Him what they need. Some of the prayers are recited while others are personal compositions depending on the need and purpose. Prayers may be requests, thanksgiving, honouring or even praising God. Can you add to the list of the nature of prayers?



Activity 1.7: Studying and interpreting the biblical teachings about prayer and answering the questions that follow.

Teacher instructions

1. The learners should have a Bible to use during this activity. They can work best in groups.
2. Guide them to identify the verses.
3. Ask them to identify and discuss the situation when the prayer is used. Let them also discuss the lessons in each of the verses and then fill in the table.
4. They can share the findings with the class and you.

s/n	Bible Text	Situation when the prayer is used	Lessons from the verse
1	Matthew 6:5-15		
2	Mark 1:35		
3	Mark 14:32 - 42		
4	James 5:13 - 18		
5	Luke 18:1 - 8		
6	1 Kings 8:22 - 53		
7	Psalms 23:1 - 6		

1. From the texts in the table, identify the situations that lead people to pray.
2. What do the messages in the table teach you about prayer?
3. Describe a situation in your life that led you or your family into serious prayer?

Prayer is necessary in the lives of individuals. This explains why people in the biblical times and in traditional African society prayed and continued to pray.

Jesus and prayer

Guide the learners to read the text. They should answer the questions in the text through discussion or brainstorming.

Think about Jesus the Son of God. What was His mission on earth? Did He need to pray? Jesus came to earth to save people from their sins. He guided the people on how to pray in the correct way. He discouraged people from acting like hypocrites who stand by the streets to show off to everyone that they are praying. He told the people to talk to God in private because He knows what each one wants even before one asks. Jesus the son of God also prayed, but in addition, he taught His apostles how to pray. This shows that praying is a good practice.



Activity 1.8: Exploring Jesus' teaching about prayer

The passage in Matthew 6: 9 -13 gives the words that Jesus gave the apostles to use as they prayed.

"Our Father in heaven, hallowed be your name; your kingdom come, your will be done on earth as it is in heaven.

Give us this day our daily bread and forgive us our trespasses as we forgive those who trespass against us and lead us not into temptation but deliver us from evil."

In pairs or groups, answer the questions below.

1. Who composed this prayer?
2. To whom is the prayer addressed?
3. Why is He referred to as "Our Father"?
4. What are the people asking for?
5. 'Give us this day our daily bread ...' Give your opinion of what you understand by this statement. Share your opinion with the rest of the members of the class.
6. What is the importance of asking for forgiveness as stated in the prayer?
7. Give examples of temptations that people fall into?
8. What does the prayer teach about Jesus and prayer?



Activity 1.9: Identifying the type of prayer

Study the picture provided, reflect and answer the questions provided.



Figure 1.15

1. What form of prayer is shown in the picture?
2. What is the importance of this form of prayer?



Activity 1.10: Reading the biblical texts about prayer and giving their importance Table 1.3

Teacher instructions

1. The learners should have a Bible to use during this activity. They can work best in groups.
2. Guide them to identify the verses.
3. Ask them to discuss the texts with emphasis on the importance of prayer.
4. They can share the findings with the class and you.

Biblical Texts

i) Daniel 9:3 - 6

ii) 1Thessalonians 5:17

iii) Mark 14:32 - 42

iv) James 5:13 - 18

You have read the texts about prayer. You have also discovered the importance of prayer in relation to the biblical texts.

People worship God through prayers. In some cases they do it as individuals. Such prayers are called private prayers. The picture above shows a young person praying privately. There are many reasons why people pray on their own. Below are some benefits of private prayers. Read the statements, discuss each of them and write an explanation, including an example for each of them.



Activity 1.11: Reading, discussing and writing

Teacher instructions

Let the learners read the statements, discuss them and write an explanation, and give an example for each of them.

- Reflecting further the goodness of God
- Confessing and asking for forgiveness
- Thanking God for His goodness
- Making specific requests
- Creating an intimate relationship with God
- Having a personal encounter with God

Think of any other benefits of private prayers and write them in your exercise books.

Did you know that Jesus, the Son of God, also prayed privately? In Matthew 14:23, "After he dismissed them, he went up the mountainside by himself to pray. When evening came, he was there alone."



Activity 1.12: Discovering the importance of private prayer

Teacher instructions

1. Guide the learners to answer the following questions.
2. They can work in groups or pairs or even individually, depending on the size of the class.
3. The responses of each learner is very important and should form part of the discussion to deepen their understanding.
4. The learners should locate, read and write down the extra verses from the Gospels.
5. All findings should be shared with the class. The questions for discussion are:

1. Why do you think Jesus took time to pray alone?
2. In pairs, use the Bible to locate more verses in the Gospels where Jesus prayed alone.
3. Share them with the rest of the class.

It is evident in Mark 14:32 - 42 that Jesus prayed alone in the garden of Gethsemane. Read the passage below and answer the questions that follow.

Note to the teacher

As part of the above discussion, let the learners read the passage about Jesus in the garden of Gethsemane. They read and discuss the passage by focusing on the importance of private prayers. This enables them to develop skills in communication and critical thinking. As they discuss, focus on the issues that will enable them to develop values and attitudes helpful in the learners' lives now and in future.



Figure 1.16

³² And they went to a place called Gethsemane. And he said to his disciples, "Sit here while I pray." ³³ And he took with him Peter and James and John, and began to be greatly distressed and troubled. ³⁴ And he said to them, "My soul is very sorrowful, even to death. Remain here and watch." ³⁵ And going a little farther, he fell on the ground and prayed that, if it were possible the hour might pass from him. ³⁶ And he said, "Abba, Father, all things are possible for you. Remove this cup from me. Yet not what I will, but what you will." ³⁷ And he came and found them sleeping, and he said to Peter, "Simon, are you asleep? Could you not watch one hour?" ³⁸ Watch and pray that you may not enter into temptation. The spirit indeed is willing, but the flesh is weak." ³⁹ And again he went away and prayed, saying the same words. ⁴⁰ And again he came and found them sleeping, for their eyes were very heavy, and they did not know what to answer him. ⁴¹ And he came the third time and said to them, "Are you still sleeping and taking your rest? It is enough; the hour has come. The Son of Man is betrayed into the hands of sinners. ⁴² Rise let us be going; see, my betrayer is at hand."

Questions:

Answer the following questions according to the passage.

1. Why did Jesus pray alone?
2. Jesus seemed troubled. Write down the statements that show it.
3. Why do you think Jesus was troubled?
4. Why was Jesus concerned when He found His disciples asleep instead of praying?
5. According to the passage, write one benefit of praying alone.
6. In your opinion, why is it important to pray alone?

Congregational Prayers**Teacher instructions**

1. As an introduction, ask the learners to study the picture and express their feelings about it.
2. They should come up with their own descriptions of the picture. You can then conclude with an explanation on congregational prayers.
3. Ask them to share with you the benefits of praying together.



Figure 1.17

Teacher instructions

Guide the learners to read the text. They should answer the questions in the text through discussion or brainstorming.

The picture above represents congregational prayers. Have you ever been part of such prayers? What are the special features? How different are they from private prayers? These prayers involve three or more worshippers. This may be at family, fellowship, prayer group or church level. People get together and pray as a group. In some cases they have common needs, so they make their prayers achieve a common need. Sometime people have time to quietly pray for individual needs during the congregational prayers. All churches worldwide hold congregational prayers at least once a week. Jesus Christ also used to conduct congregational prayers when he taught the disciples the Lord's Prayer. The apostles also conducted congregational prayers in believers' homes, prisons and synagogues. Many people got baptised and converted to Christianity.

There are many reasons why people pray together. Can you write them down and share with them your teacher?

The benefits of congregational prayers are given. Read and discuss each statement. Now write an explanation and example for each of them.

**Activity 1.13: Making a choice, reading, discussing and writing****Teacher instructions**

In Activity 1.12, each group of learners will make a choice from the statements provided, talk about them and share the outcome of the discussion with the class.

- Fellowship
- Share the word of God together
- Jointly praise God
- Pray together for a common purpose
- it is prescribed in the Bible

**Activity 1.14**

Demonstrating how congregational prayers strengthen friendship among the youths in our churches

Teacher instructions

- I. Guide the learners to work in groups and discuss how congregational prayers are performed.
 - II. Guide the learners to share experiences on congregational prayers.
1. Working in groups, let the learners discuss how congregational prayers are performed.
 2. Let them share experiences on some of the following congregational prayers:
 - Sunday service/Mass
 - Fellowship
 - Requiem Mass/funeral prayer/prayer for the dead
 - Thanksgiving

3. Work in groups to identify the characteristics of congregational prayers.
4. Compare congregational prayers to private prayers.
5. Think of other reasons why congregational prayers are important. Share them with the class.

It is advisable for Christians to pray both as a group and privately. The passage below is found in James 5: 13 - 18. It calls for people to participate in both forms of prayer.



Activity: 1.15 Reading and interpreting the prayer of faith

Teacher instructions

- I. Guide the learners to read the passage and answer the questions that follow.
- II. This should be done in groups in order to gather as many views as possible.

¹³ Is any among you suffering? Let him pray. Is any cheerful? Let him sing praises. ¹⁴ Is any among you sick? Let him call for the elders of the assembly, and let them pray over him, anointing him with oil in the name of the Lord, ¹⁵ and the prayer of faith will heal him who is sick, and the Lord will raise him up. If he has committed sins, he will be forgiven. ¹⁶ Confess your offences to one another, and pray for one another, that you may be healed. The insistent prayer of a righteous person is powerfully effective. ¹⁷ Elijah was a man with a nature like ours, and he prayed earnestly that it might not rain, and it didn't rain on the earth for three years and six months. ¹⁸ He prayed again, and the sky gave rain, and the earth brought forth its fruit."

1. What forms of worship are mentioned in the Bible text?
2. How is each form of prayer useful according to the text?
3. What do you learn from the passage about the usefulness of prayer and worship in general?
4. Give the importance of prayer in times of difficulty.
5. Write down the statements which indicate that the passage is a prayer of faith.

Hindrances to prayer

Teacher instructions

- i. Ask the learners to read James 4:3 and answer the questions provided.
- ii. Assist the learners in making summaries in their notebooks.
- iii. During the discussion, try to help the learners appreciate the value of patience.
- iv. Use examples that will help the learners acquire this value.

Do you know that there are reasons that stop prayers from reaching God? Whenever people pray, they expect to get answers from God. When the positive answers take time to come people are frustrated and sometimes get angry with God. Some even turn away from Him. St James wrote that we fail to get what we pray for because we pray with wrong motives (James 4:3).

**Activity 1.16: Reading, discussing and writing about the hindrances to prayer**

1. Read James 4:3 and find out what makes prayers ineffective?
2. Describe situations which can make people turn away from prayer.
3. Give five situations that may distract one from prayer.

Did you know that quite often people only pray when they are in trouble? As long as they have enough to drink, eat, wear, pay fees, build houses and buy necessities etc., they do not see any need for God.

**Activity 1.17: Discovering the benefits of prayer**

This is more of an assessment activity. Guide the learners through it. It may be done on an individual basis depending on what you want them to achieve. Task three should be done in small groups, with all its members contributing to the task. Ask them to:

1. discuss and write five ways through which a person with faith can benefit from prayer.
2. read Acts and note down the moments when the apostles of Jesus involved themselves in prayer.
3. In groups or pairs, compose the following prayers:
 - School prayer
 - Prayer of thanksgiving
 - Prayer seeking God's help in times of difficulty
 - Prayer seeking forgiveness

Worship through charity

Teacher instructions

1. Introduce the topic to the learners by helping them to interpret the messages in the bubbles.
2. Allow them to exchange ideas about each of them.
3. Guide them to construct the meaning of charity. Give them a chance to engage in a discussion on the importance of charity.
4. Help them explore how charity is a form of worship.
5. Through discussion, guide the learners to discover how the acts of charity bring people closer to God.
6. Give them a chance to share the findings with the rest of the class.

Have you heard about charity? Do you know what it means? It has several meanings, but we shall focus on one in the context of worship. Charity is another form of worship. God created human beings in His image. He created them to worship Him. The worship can be in the form of acts of charity. Before you have a detailed discussion of charity, work through the Activity 1.17.

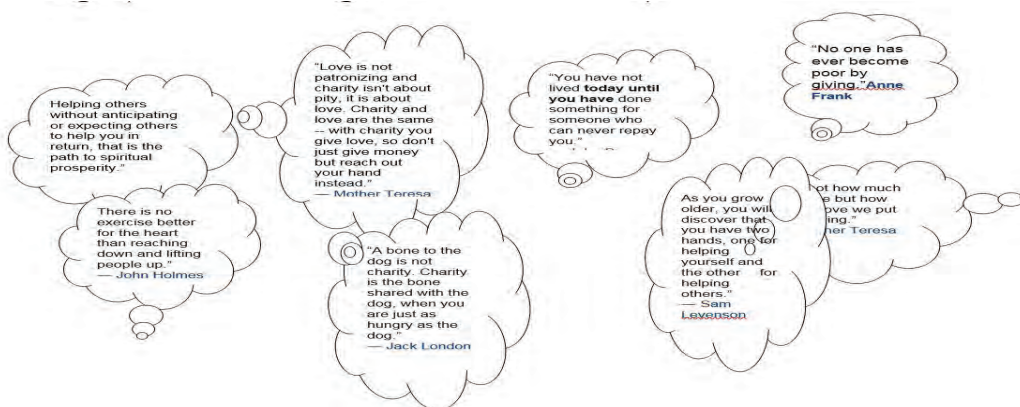


Activity 1.18: Exploring the messages in the bubbles

The messages below provide people's views about charity.

Ask the learners to work in pairs, read the messages and answer the questions that follow.

In groups, read the messages below and answer the questions that follow:



1. In pairs, think and share ideas about each one of the above messages.

2. Write down what you have come up with as the meaning of charity.
3. How is charity a form of worship?
4. Share and summarise in your notebooks the importance of charity as a form of worship.

Forms of charity

Charity is not all about giving to those in need. It may take many other forms. Look at the picture below.



Activity 1.19: Discovering the forms of charity

Teacher instructions

1. Guide the learners to answer the questions in a group discussion. In this activity, the values to be focused on include kindness, love, respect and caring.
2. Encourage each group to allow each learner to participate in the discussion.
3. Development of the mentioned values is key to this activity.
4. At the end of the activity, the learners should be able to identify the form of charity reflected in what has been done.

Study the pictures carefully and answer the questions below:

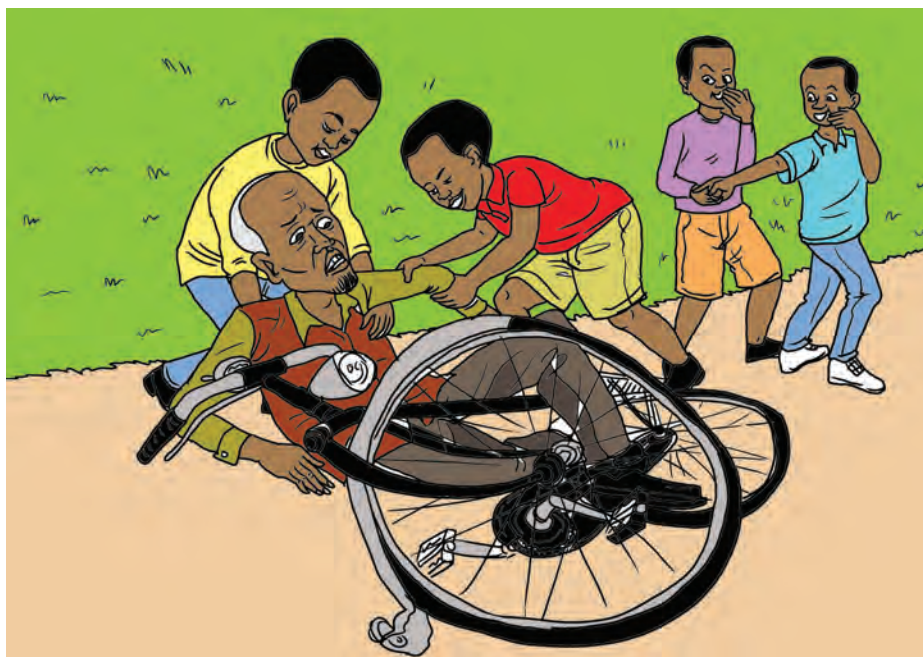


Fig 1.18

Questions

1. Describe what is happening in the picture.
2. How do you think the old man feels?
3. As Christians, what lessons can you learn from this incident?

Think about the forms of charity in your context. What comes to your mind? Did you know that acts of voluntarism towards individuals or even communities can be classified as charity? One may choose to help clean the church without expecting any form of payment. One may also go and help an old man or woman with housework. Visiting the sick or prisoners can be an act of charity that demonstrates worshipping God.

What about in the time of Jesus? Did he perform any acts of charity? Jesus performed acts of charity. Many of them were miracles to those who witnessed them. He healed the sick, helped the blind see, enabled the lame walk, and even gave back life to those who had passed away. He did all these for those in need, but never asked for payment or even sought recognition.

Project work

Teacher instructions

This is an out-of-class activity involving research. This can be done by study tour or using the Internet. It focuses on developing the values of empathy, sympathy, love, kindness and care. Assist the learners to find a charitable organization; for example, an orphanage, the home for the poor or the elderly; or conduct research about a charitable organisation on the Internet. They should:

1. look for a charitable organisation; for example, an orphanage, or a home for the poor or the elderly; or research a charitable organisation on the Internet.
2. read about or observe the activities in that organisation.
3. describe the needs of the beneficiaries of that organisation.
4. mention the efforts made to satisfy those needs.
5. write a report on the findings about the organisation, including the good practices.
6. as a Christian, think of what help they can be to such an organisation?

Reflection

Did you know that when a Christian performs an act of charity it benefits both the Christian and the recipient? While the act touches the recipient's life, the Christian gets inner satisfaction and happiness because he/she has made an impact on another individual or the community. In Christianity, a person who does charity work receives blessings and grace (2 Corinthians 9:6 - 10).

**Activity 1.20: Exploring charity in the Old Testament in I Kings 17: 9 - 24****Teacher instructions**

Guide the learners to read the Bible story of Elijah and the widow of Zarephath in 1Kings 17: 9 - 24. Ask them to work in pairs to:

1. describe the situation in Zarephath at the time.
2. outline the acts of love of the widow and of Elijah.
3. describe what Christian leaders should do for the needy.

Using the biblical texts below, research work of charity found in them:

- Isaiah 58:7
- Proverbs 19:17.

Charity is an act of love. It should not be done only to the people we know, but also to strangers. The Bible story in the Gospels clearly indicates it. Respond to the instructions provided in Activity 1.20.

**Activity 1.21: Reading and identifying the acts of love and charity in the biblical passage****Teacher instructions**

- I. Guide the learners to read the passage and answer the questions after.
- II. This should be done in groups in order to gather as many views as possible.

A man was going down from Jerusalem to Jericho when he fell into the hands of robbers. They stripped him of his clothes, beat him, and went away, leaving him half dead.

A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. A Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan, as he travelled, came where the man was; and when he saw him, he took pity on him.

He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, took him to an inn and took care of him.

The next day he took out two silver coins and gave them to the innkeeper. 'Look after him,' he said, 'and when I return, I will reimburse you for any extra expense you may

have.’

“Which of these three do you think was a neighbour to the man who fell into the hands of robbers?”

The expert in the law replied, “The one who had mercy on him.” Jesus told him, “Go and do likewise.”

Christians, therefore, are encouraged not only to do acts of charity as a way of praising God, but also to touch the lives of the less fortunate. Acts of charity attract more people to Christianity. The Bible is clear on how acts of charity should be performed.



Activity 1.22: Reading and writing

Teacher instructions

1. Guide the learners to read the Bible passage from the Gospel according to Matthew 6:1 - 4.
2. Ask them to explain how charitable acts should be done.

Read the Bible passage below from the gospel to Matthew 6:1 - 4 and in your words explain how charitable act should be done.

¹“Be careful not to do your ‘acts of righteousness’ before men, to be seen by them. If you do, you will have no reward from your Father in heaven. ²“So when you give to the needy, do not announce it with trumpets, as the hypocrites do in the synagogues and on the streets, to be honoured by men. I tell you the truth; they have received their reward in full. ³But when you give to the needy, do not let your left hand know what your right hand is doing, ⁴So that your giving may be in secret. Then your Father, who sees what is done in secret, will reward you.”

In the modern world, people are encouraged to use the example in the Gospel according to Matthew in the way they give. One should avoid making a public display when taking care of the needy because that does not please God.

Read the Gospel according to Mark and identify acts of charity therein.

Project work

1. Research Mother Theresa of Calcutta.
2. Identify the work of charity performed during her life.
3. Write a report on the findings about Mother Theresa of Calcutta.

Worship through singing

Guide the learners to read the text. They should answer the questions in the text through discussion or brainstorming.

Do you enjoy singing? Do you sing often? On what occasions do you sing? In daily life, everyone sings once in a while. One may sing for joy or even during times of sorrow. It is an enjoyable act. God the Creator also enjoys listening to His people as they sing songs of praise. In the church, there are written hymns which worshippers sing.

Singing, therefore, is an act of worship. It expresses the worshippers' inner feelings. It gives joy to the worshipper and sends nice melodies to the Creator. Songs are sometimes accompanied by musical instruments. This makes it more joyful and interesting.

Teacher instructions

1. Introduce the learners to singing as a form of worship by guiding them through picture interpretation.
2. This activity may be done in a group or in pairs, depending on the size of the class.
3. The activity is meant to develop the value of appreciation, respect and faithfulness.



Activity 1.23: Studying, discussing and writing

Look at the picture. With your partner or in a group, answer the questions that follow.



Figure 1.19

1. Describe the mood of the singers.
2. What is the importance of this form of worship?

Worshipping through singing is biblical. There are cases of prominent people in the Bible who worshipped God through singing.

Read the Bible about how the Israelites of the time worshipped God joyfully.



Activity 1.24: Reading the Bible

Teacher instructions

- I. Guide the learners to read the passage and answer the questions that follow.
- II. This should be done in groups in order to capture as many views as possible.

2 Sam 6:1 - 23 and 1 Chronicles 13:8

King David worshipped God through singing and dancing when returning the Ark of God (1 Chronicles 13: 8ff and 2 Samuel 6:1 - 23).

“And David and all Israel were celebrating before God with all their might, with songs and lyres and harps and tambourines and cymbals and trumpets.”

1. In pairs, write the activities taking place at the time of returning the covenant box.
2. Why did King David celebrate in this way?
3. Draw a picture of King David dancing before the Ark.



Activity 1.25: Reading the Bible

In groups, read Psalm 47:1 - 9 below and discuss the questions provided:

¹Clap your hands, all you nations; shout to God with cries of joy. ²For the Lord Most High is awesome, the great King over all the earth. ³He subdued nations under us, peoples under our feet. ⁴He chose our inheritance for us, the pride of Jacob, whom he loved. ⁵God has ascended amid shouts of joy, The Lord amid the sounding of trumpets. ⁶Sing praises to God, sing praises, sing praises to our King, sing praises. ⁷For God is the King of all the earth; sing to him a psalm of praise. ⁸God reigns over the nations. ⁹ The nobles of the nation assemble; God is seated on his holy throne. As the people of the God of Abraham, for the kings of the earth belong to God; he is greatly exalted.

Questions

1. Who was the author of Psalm 47?
2. Describe the form of worship that dominates the others in this text.
3. Apart from singing, identify the other forms of worship in the Psalm.
4. Identify God's other name used in this Psalm.
5. Using the message from the Psalm, what are the reasons for worshipping God?



Activity 1.26: Reading the Bible

Reading, reflecting and writing

Make a joyful noise to the LORD, all the earth!² Serve the LORD with gladness! Come into his presence with singing!³ Know that the LORD, he is God! It is he who made us, and we are his; we are his people, and the sheep of his pasture.⁴ Enter his gates with thanksgiving, and his courts with praise! Give thanks to him; bless his name!⁵ For the LORD is good; his steadfast love endures forever and his faithfulness to all generations.



Activity 1.27: Reading and relating Psalm 100 to modern Christian worship

Teacher instructions

1. Guide the learners to brainstorm the words in Psalm 100 that form part of Catholic, Protestant and Pentecostal church songs of praise.
 2. Ask them to identify the particular songs with words from this Psalm in their particular Christian denomination.
 3. Let each one of them compose a personal song of praise and glorification of God.
1. Discuss how the words in Psalm 100 form part of Catholic, Protestant and Pentecostal church songs of praise.
 2. Can you identify the particular songs with words from this Psalm in your particular Christian denomination?
 3. Compose a personal song of praise and glorification of God.

Offertory

Start this topic by taking the learners through the activities below to familiarise them with the text. The values to focus on are generosity and faithfulness. Ask the learner to:

- i) think of two songs sung in their church.
- ii) write the titles of the songs.
- iii) point out the statements that encourage giving.
- iv) share the statements with the class.

Wrap up the activity by showing the learners the importance of giving back to God.



Fig1.20

1. Describe what you think is happening in the picture.
2. Why do think it is happening?
3. **What are the proceeds in your church used for?**

Worship through offertory

Teacher instructions

Guide the learners to read the text. They should answer the questions in the text through discussion or brainstorming.

You have learnt about singing as a form of worshipping God. You also found out how

interesting it is to worship through singing. Let us now learn about giving as another form of worship. This is a form of worship whereby a worshipper gives back to God from his/her earnings. This can be through tithe, a general offering, thanksgiving, contribution to church projects and many others. In modern times, offerings are in most cases in the form of money. In the rural setting, food items are sometimes given as offerings.

During the time of offertory, songs are sung. Many of them encourage the worshipers to give back to God.



Activity 1.28: Reflecting on offertory songs sung in church

Teacher instructions

1. In pairs, think and share songs sung in church about or at the time of offertory.
2. Point out the messages that encourage giving back to God.
3. Share them with the class.

1. In pairs, think and share songs sung in church about or at the time of offertory.
2. Point out the messages that encourage giving back to God.
3. Share them with the class.

In the Old Testament, it was a common form of worshipping God. In the story of Cain and Abel, the offerings are mentioned in the Book of Genesis 4:1ff.

“... Now Abel kept flocks, and Cain worked the soil. ³In the course of time Cain brought some of the fruits of the soil as an offering to the LORD. ⁴And Abel also brought an offering—fat portions from some of the firstborn of his flock. The LORD LOOKED WITH FAVOR ON ABEL AND HIS OFFERING ...”

This means that this form of worship is biblical.

The extract reflects the offertory giving by Christians in a city church. Study it and answer the questions that follow:



Activity 1.29: Studying the extract

Teacher instructions

The activity is an extract that reflects the offertory giving by Christians in a city church. They need to be drawn in think about the value of generosity and honesty, especially with regard to tithe. Ask the learners to study it individually.

Let each one of them answer the following questions.

Table 1.4

NTINDA EVANGILICAL MISSION CHURCH Sunday Collections 3rd February 2019	
Offerings	4,000,000/=
Sunday school collection	1,000,000/=
Tithe	10,000,000/=
Thanksgiving	5,000,000/=
Building	20,000,000/=
Wedding	500,000/=
Charity collection	1,000,000/=

Describe what you see in the extract:

1. What constitutes the offertory of that church?
2. Why do you think the people give generously?
3. What is the total amount realised that Sunday?
4. Propose what such offerings can be used for.
5. What can be done to make all churches self-sustaining in terms of resources?

Offertory is biblical right from the Old Testament. This was a common practice.



Activity 1.30: Exploring the importance of offertory in the Bible

Teacher instructions

1. Guide the learners to read the biblical verses (Exodus 35:5 and 13:15 - 16) then answer the questions that follow.
2. Emphasis should be laid on the importance of offertory as reflected in the verses.
3. This should be done in groups in order to capture as many views as possible.

Exodus 35:5 and Hebrews 13:15 - 16.

With a partner or in a group, discuss and answer the questions that follow:

Exodus 35:5: *“Take from among you a contribution to the Lord. Whoever is of a generous heart let him bring the Lord’s contribution: gold, silver, and bronze ...”*

Questions on Exodus 35:5

1. Who is the writer referring to?
2. What form of worship is represented in the verse?
3. Why should people give to God?
4. What lessons do modern Christians gain after offertory?

Hebrews 13:15 - 16: "Through Jesus, therefore, let us continually offer to God a sacrifice of praise, that is, the fruit of lips that openly profess his name. ¹⁶And do not forget to do good and to share with others, for with such sacrifices God is pleased."

Questions on Hebrews 13:15-16

1. What advice does the writer of Hebrews give to his readers in terms of giving back to God?
2. What pleases God according to the writer of the passage?
3. With examples, give ways through which Christians give to God in modern society.

Worship through fasting**Teacher instructions**

Now that they have learnt about giving offertory as a form of worship, they also need to learn about fasting as another form of worship. This activity requires you to focus on the value of self-control and endurance. Guide the learners to work in groups to answer the questions provided. Help them to discover the meaning and different ways of fasting. Guide them to:

- i) write down the meaning of fasting.
- ii) brainstorm the different ways of fasting.

After the discussion, ask them to share their findings with the class. You should guide them to make individual summaries in their notebooks.

The texts provided in the Learner's Book are key and should be read by the learners. Encourage them to ask for help where they have not understood.

Ask the learners to read all the biblical texts provided using the Bible.

You learnt about giving offertory as a form of worship. You also need to learn about fasting as a form of worship.



Activity 1.31: Discovering the meaning of fasting

1. In groups, write down the meaning of fasting.
2. Brainstorm the different ways of fasting.
3. Summarise your findings and share with the class and your teacher.

In modern times, Christians fast according to their beliefs and denominations. The Catholics and Protestants take the Lenten season seriously and fast. The Pentecostals also have a unique way of fasting. All this is meant to worship God in a special way.

Fasting is biblical and willed by God. Isaiah 58 explains fasting as a form of worship.



Activity 1. 32: Exploring the teaching about fasting in the Bible

1. How did the Israelites fast?
2. Give three reasons why God was unhappy with their ways of fasting.

“Then I turned my face to the Lord God, seeking him by prayer and pleas for mercy with fasting and sackcloth and ashes.”

This shows one of the ways in which people should worship God.

Fasting was a common form of worship among the apostles, as portrayed in the biblical texts.

Acts 14:23 “Paul and Barnabas appointed elders for them in each church and, with prayer and fasting, committed them to the Lord, in whom they had put their trust.”

Acts 13:2 - 3, While they were worshipping the Lord and fasting, the Holy Spirit said, “Set apart for me Barnabas and Saul for the work to which I have called them. So after they had fasted and prayed, they placed their hands on them and sent them off.

Luke 2:37 alludes to fasting. A widow called Anna, 84 years old, never left the temple but always worshipped night and day, fasting and praying. Jesus the son of God in Matthew chapter 4 fasted for forty days and forty nights.

**Activity 1.33: Reading and acting****Teacher instructions**

1. Guide the learners to work together on a skit based on the passage.
2. Observe the values of cooperation, sharing and teamwork.
3. In pairs, let the learners act out the skit they have worked on.
4. Let the learners present it to the class.
5. Ask the learners what lessons Christians can learn from this passage.
6. Let them understand that fasting is meant to be a private affair. This is because it is meant for God and not the public.

1. Read Mathew 6:16 - 18.
2. In pairs, write a skit about fasting based on the passage.
3. Present it to the class.
4. What lessons can Christians learn from this passage?
5. Fasting is meant to be a private affair. This is because it is meant for God and not the public.

**Activity 1:34 Reading Mathew chapter 4:1 - 11****Teacher instructions**

1. Ask the learners to work through the activity. The values to be focused on in this activity are humility and endurance.
2. Ask the learners to fill in the table with the dos and don'ts while one fasts.
3. Ask them why fasting should be conducted as suggested in Mathew 6:16 - 18?
4. Through discussions, they should explain the benefits of fasting according to Mathew 6:16 - 18?
5. Each of them should give their opinion about fasting.
6. Provide guidance regarding fasting as provided in the texts.

1. Fill in the table with the “dos” and “don'ts” of proper fasting.
2. How should fasting be conducted according to Mathew 6:16 - 18?
3. What are the benefits of fasting according to Mathew 6:16 - 18?
4. In your opinion, is fasting a good religious practice? Give reasons.

Fasting

Table 1.5

Dos	Don'ts
i	i
ii	ii
iii	iii
iv	iv
v	v
vi	vi
vii	vii

Christians recognise fasting as a way of getting closer to God. They fast for different reasons. Many Christians believe that fasting creates a new desire for God. People who fast are likely hear God's voice during that time. Through fasting one develops a relationship with God and gets new satisfaction.

Fasting takes different forms depending on the Christian denomination. In general terms, an individual abstains from food for a specified amount of time for spiritual reasons. A Christian may also humbly deny himself/herself something of the flesh to glorify God, improve the spirit, and go deeper in his/her prayer life. Even unplugging a television for a period of time can be an effective form of fasting.

**Activity1.35: Making a summary****Teacher instructions**

This is a concluding activity that the learners should attempt individually and submit to you as a feedback. They should:

1. summarise their own understanding of fasting.
2. describe the type of fasting practised by their Christian denomination.
3. Write down any other forms of fasting they can think of.
4. Apart from the spiritual benefits, they should write down the health and social benefits of fasting.

1. Summarise your own understanding of fasting.
2. Describe the type of fasting practised by your Christian denomination.
3. Write down any other forms of fasting you can think of.
4. Apart from the spiritual benefits, write down health and social benefits of fasting.

Worship through Bible reading and meditation

Teacher instructions

Guide the learners to study the pictures below and answer the questions after.



Activity 1.36

Look at the pictures below and answer the questions after

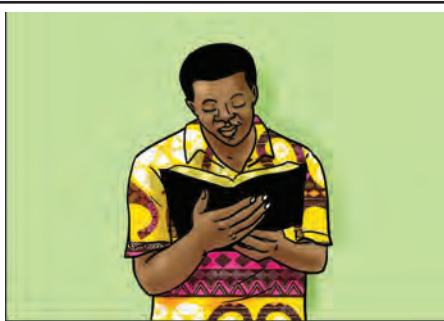


Figure 1.21



Figure 1.22

1. Describe what is happening in the pictures.
2. In your opinion, what benefits do the people in the two pictures gain?

Christian meditation is the process of deliberately focusing on specific thoughts and reflecting on their meaning in the context of the love of God. Christian meditation aims at improving the personal relationship based on the love of God that marks Christian communion.

Christian meditation is sometimes taken to mean the middle level in a broad three-stage characterisation of prayer. It then involves more reflection than first-level vocal prayer, but is more structured than the multiple layers of contemplation in Christianity.

Through reading the word, people learn more about God and His promises. People also learn more about themselves as children of God.

The act of reading and meditating on the word of God is true worship of God.



Activity 1.37: Essay writing

Teacher instructions

1. This is an individual activity that each learner should do.
2. Make a dramatic reading of the narratives of the passion of Jesus as presented in either Mark, Luke or Matthew.
3. The reading may be done in class, but the task is individual.
4. Write an essay showing the importance of meditation for individual worship and society.

1. Make a dramatic reading of the passion narratives of Jesus as presented in either Mark, Luke or Matthew.
2. Write an essay showing the importance of meditation to an individual worshipper and society.

Reading and meditating the word of God is very important to Christians.



Activity 1.38: Discovering the benefits of Bible reading and meditation

Read the Bible and identify scriptures, and then match them with the statements.

Consider Job's, Hosea's and Hannah's experiences as narrated in the following Scriptures: 1 Samuel 1:1 - 28; Ecclesiastes 3:1 - 8; Matthew 5:1

- i) The Scriptures guide our steps.
- ii) God's Word directs us to wisdom.
- iii) It lifts burdens.
- iv) The Word of God brings joy.
- v) The Scriptures give peace.
- vi) The Word of God awakens and strengthens faith
- vii) Through hearing the Word, God supplies the Holy Spirit
- viii) The Word of God creates and sustains life
- ix) The Word of God gives hope

Why worship is important**Activity 1.39: Read the poem and answer the questions below it.****Teacher instructions**

1. Guide the learners to read the poem and answer the questions that follow.
2. Support them to make summary notes for future reference.

POEM

In honour and glory we praise

God the most High we raise.

Worthily in Him we worship

To seek His guardianship

For He holds our destiny.

It pleases Him to be worshipped;

Good traits we develop in worship;

Spiritual gifts are fruits of worship;

Praise, glory and honour be to God.

Annette Nanfuka

Questions

1. Write a suitable title for the poem.
2. Identify reasons for worship.
3. What are the benefits of worship according to the poem?

The Bible and worship

Teacher Instructions

Guide the learners to read the text. They should answer the questions in the text through discussion or brainstorming.

Did you know that worship is biblical? Read the text to discover. According to the Book of Genesis, God created the universe and all that is in it. Human beings, too were created by God. God created them for a purpose and that is why they should worship Him. Worship, therefore, is the primary reason behind all creation.

God is supreme and above all creation. But He is not a creature. When human beings get involved in worship, they realise God's presence. This is especially true when their prayers are answered.

Throughout the Old Testament the element of worshipping God is emphasised. It was a prescribed ritual that the Jews and later the Israelites engaged in. Also noted was that Jesus went as a little boy to worship with his earthly parents, Mary and Joseph.

Through worship, a person receives divine guidance. This is reflected in Jeremiah 10:23. It is noted that the way of man is not in man to direct his own steps. This means that human beings need guidance which is the the reason for them to worship God.

Worship is an act of reverence to God. People worship God because they respect Him as their creator and provider.

Worship, therefore, is the time people pay deep and sincere respect and love to the Creator.

King David of Israel worshipped God. He worshipped God through songs of praise. He wrote his songs of praise. They are found in the Book of Psalms. One of them is Psalm 23:1 - 6. It shows why King David worshipped the Lord.



Activity 1.40 Reading and writing

Teacher instructions

Guide the learners to work through Activity 1.35 which involves reading and writing Psalm 23: 1 - 6.

1. Ask them to point out the reasons why King David worshipped the Lord as indicated in the psalm.
2. Ask them to share their findings with the rest of the class.

1. Read Psalm 23: 1 - 6.
2. Point out the reasons why King David worshipped the Lord as indicated in the psalm.
3. Share your findings with the rest of the class.

¹The Lord is my shepherd; I shall not want; ²he makes me lie down in pastures green. He leads me beside still waters. ³He restores my soul. He leads me in paths of righteousness for his name's sake. ⁴Even though I walk in the shadow of death, I fear no evil; for you comfort me; your rod and your staff, they comfort me.

⁵You prepare a table in the presence of my enemies; you anoint my head with oil; my cup overflows. ⁶Surely goodness and mercy shall follow me all the days of my life; and I shall dwell in the house of the Lord forever.

Questions

1. Why does the writer worship God?
2. What lessons are derived from Psalm 23?



Activity: 1.41 Reading the dialogue

Teacher instructions

The dialogue explains the importance of worship. It also concerns itself with the day-to-day lifestyle of young people. Guide the learners to read it and answer the questions after.

The dialogue below explains the importance of worship. It also deals with the day-to-day lifestyle of young people. Read it and answer the questions that follow.

Male: Tina! Did you forget that we were supposed to go and attend Mukasa's party yesterday?

Tina: I could not make it because I had to attend church with my parents.

Male: Do you realise that we missed a lot of fun? Mukasa and his classmates attended and left very late in the night.

Tina: By the way, there was a lot of fun at church, too. There was a visiting youth group from Kira Church of Uganda which led the praise and worship. It was fantastic. We sang, danced and had lots of fun.

Male: Danced! In church? That is news to me.

Tina: Of course! It was educative, too. They acted a short play about the dangers of HIV/ AIDS. Then a youthful reverend preached at the end.

Male: I did not know that all that can happen at a place of worship. Tina, from what you have told me, I will start going to church and live a more meaningful life.

Questions

1. Why do think Male never took time to go to church?
2. What is so interesting about the church Tina went to?
3. Why did Tina like the church experience?
4. What can be done to attract more young people to places of worship?
5. If you were a religious leader, what would you do to make your church more appealing to the youth to actively participate in worship?
6. As a young Christian student, what lessons do you learn from the dialogue?

Teacher instructions

1. Make sure that you have read the texts and interpreted them before the lesson.
2. Ensure that the learners have Bibles.
3. Guide them to read by paying attention to the new words.
4. Help them relate the readings to worship.
5. Provide them with support as they summarise the texts.



Activity: 1. 42: Reading and discussing

1. Using the following biblical texts, summarise the different ways of worship among Christians today: Matthew 6: 9 - 15; Acts 4: 23 - 31; Psalms 33: 1 - 5.
2. Compare the early church worship with the ways of worship today.

Jesus died and rose from the dead. His apostles continued to worship as Jesus had taught them. How they prayed and what they did are recorded in the Acts of the Apostles.

**Activity 1.43 Reading, discussing and answering**

Read the biblical texts provided and answer the questions after.

Acts: 1:4 - 6, 1:7 - 9.

1. How did the people who lived with Jesus worship?
2. Did they receive some special insight from our Lord?
3. How can we use the example of their worship to make ours better?

**Activity: 1.44: Reading, discussing and answering****Psalm 51**

1. What does the writer ask God for?
2. What are the benefits of prayer according to Psalm 51?
3. What lessons do modern Christians learn from this scripture?

**Activity 1:45: Reading, discussing and answering****Psalm 130**

- i) Explain the message in the psalm.
- ii) Summarise the major components of prayer as indicated in Psalm 130.

Activity of Integration**Teacher instructions**

Guide the learners through the situation of integration. It is advisable that they attempt this task as individuals. This will enable you to assess the level at which each individual learner is. You will then be able to give the support each learner requires.

Makolo is a Christian who lives in the remote village of Kisota. He loves people and God. He loves praying, too. However, the nearest church is about 10 kilometers from his home. He does not have the means to go there every Sunday. He is illiterate and cannot read or write. He is poor and does not have much to give to those in need

or to offer to the church where he prays whenever he can. Makolo also suffers from stomach ulcers which makes it difficult for him to fast.

Lamba, the catechist in the area, is interested in his way of life and wants to help him.

Support



Figure 1.23

Instructions

1. Using your knowledge of worship, explain the problems that hinder Makolo from various forms of true worship.
2. Propose four ways in which Makolo needs to be supported to be able to worship God in different ways.
3. With a specific reference from the Bible, write down what you can do to help Makolo.

Modern worship practices

Today's worship is undergoing unique changes. There is worship on the Internet, radio, television and computers. There is use of modern instruments such as public address systems, projectors and flash disks, among others.

Worship also takes many forms, such as dancing in praise and worship, discos where the young dance for Jesus, attending fellowships, cell meetings, street preaching and speaking in tongues. Church leaders organise Christian album launches, church walks and runs.

**Activity 1.46: In pairs:**

1. Brainstorm the famous radio and television practices related to worship.
2. Describe how such worship is carried out.
3. What are the benefits of such worship?
4. Point out some of the problems or limitations of such worship.

Teacher instructions

Guide learners to work in pairs to:

1. brainstorm the famous radio and television practices about worship.
2. describe how such worship is carried out.
3. identify the benefits of such worship.
4. point out some of the problems or limitations of such worship.

Observation

Night worship is common in almost all Christian denominations.



Figure 1.24



Activity 1.47: Working in pairs:

1. Why is night worship becoming popular today?
2. Mention some churches/centres that conduct night worship.
3. How does night worship benefit an individual?
4. With examples, list the problems associated with night prayers.

Teacher instructions

1. Make sure that you have read the texts and interpreted them before the lesson.
2. The learners should have Bibles.
3. Guide them to read while paying attention to the new words.
4. Help them to relate the readings to worship in the early church.
5. Guide them to answer the questions that follow.
6. Provide them with support as they summarise the texts.



Activity 1.48: Reading Acts 2:43 - 47

“Life among the believers”⁴³

Many miracles and wonders were being done through the apostles and everyone was filled with awe. All the believers continued together in close fellowship and shared their belongings with one another. ⁴⁵They would sell their property and possessions, and distribute the money among all, according to what each one needed. ⁴⁶Day after day they met as a group in the Temple, and they had their meals together in their homes, eating with glad and humble hearts, ⁴⁷ praising God, and enjoying the good will of all the people. And every day, the Lord added to their group those who were being saved.

1. Share ideas about worship in the early church.
2. What role did money play in the lives of the early Christians?
3. How does money facilitate today’s worship?
4. In what ways is today’s worship expensive?
5. Share ideas about the conduct of today’s worship.
6. Share ideas about the “money motive” in today’s worship.

Religious leaders in the Christian Church



Figure 1.25



Activity 1.49: Studying the pictures of the church leaders

Teacher instructions

Guide the learners through picture interpretation so that they can answer the questions that follow.

1. Can you identify who belongs to which church?
2. In pairs, discuss the characteristics of each of the church leaders.
3. Do you agree that some church leaders today mislead Christians?

Teacher instructions

Guide the learners to read the text. They should answer the questions in the text through discussion or brainstorming.

Today, different Christian churches have different church leaders with different titles. Originally, in the Christian church, one had to go through an official training course followed by ordination to become a church leader. In modern times, there are church leaders who claim to have received instructions directly from God to become church

leaders. These may include pastors, self-styled bishops, prophets, apostles and disciples, depending on what they want to call themselves.



Activity 1.50: Reflecting on the following

Teacher instructions

Guide the learners through this activity

1. Identify and mention the different church leaders today, such as the prophets, bishops, apostles, disciples and others.
2. In pairs, discuss how these church leaders conduct Christian worship in their different churches.
3. In pairs, locate the biblical teachings about false preachers.
4. Compare the leaders of worship in the early church with those of today.
5. Brainstorm the characteristics of false preachers today.
6. Role-play the practices of both false and true Christian preachers in modern churches.

Activity of Integration

Ziporah is a retired civil servant who went back to her ancestral home in Kyagaaju where she enjoys relative peace and quiet. She has been a member of the Church of Uganda since she was baptised in 1958. The mode of worship was basically praying and singing the hymns accompanied by a powerful musical organ. In her youthful days she was a member of the choir.

Currently in Kyagaaju, the nearest church to her is a Pentecostal church. The mode of worship is different. The old hymns are not sung in that church. Instead the worshippers sing loudly, dance and clap, which Ziporah finds strange and disturbing. The leader is a pastor and not a reverend.

Milkah, a fellow elderly lady in the village, is a member of that church and she would wish Ziporah to be a member of the church.

Support



Figure 1.26

Figure 1.20

Instructions

- i) Using your knowledge of worship, explain ways in which Ziporah can remain a faithful and church-going Christian.
- ii) Propose five ways in which Ziporah needs to be supported to remain faithful to God.
- iii) With specific references from the Bible, write down what you can do to help Ziporah.
- iv) Write a prayer of worship that Ziporah can use in such circumstances.
- v) Write the role Milkah can play to help Ziporah.

Worship in African heritage

Teacher instructions

Guide the learners to read the text. They should answer the questions in the text through discussion or brainstorming.

In African traditional societies, Africans had religious beliefs and practices. There were forms of worship and prayer that showed devotion to the African gods or divinities. There were special people called intermediaries who mediated between the gods and the people, and each of the gods had a name and responsibility. For example, there was a divinity responsible for rain, for harvest, for diseases, for children, among others. If, for example, people wanted rain, they would go to the medium responsible for rain, who prayed to the god of rain to let the heavens open. These mediums used traditional shrines, religious symbols and objects to communicate to their gods.



Fig1.27



Activity 1.51: Working in pairs:

1. Identify and name the objects you see in the pictures.
2. Describe the use of the objects you see in the pictures.
3. Compare the roles of religious leaders in African traditional societies with those in the Christian Church.

**Activity 1.47: Carrying out research**

Teacher instructions

Guide the learners through this activity

1. Using the Internet and library, ask them to carry out research on the traditional African forms of worship.
2. Mention who conducted worship in traditional African societies.
3. What forms of sacrifice did Africans make.
4. Talk about the false religious leaders in African traditional societies.
5. Role-play the practices of African traditional leaders.

1. Using the internet and library, carry out research about the traditional African forms of worship.
2. Tell who conducted worship in traditional African societies.
3. What forms of sacrifice did Africans make?
4. Talk about the false religious leaders in African traditional societies.
5. Role-play the practices of African traditional leaders.

Chapter Summary

In this chapter, you have learnt about worship, its purpose and different forms of worship and how they are conducted. You can now ably relate the Christian teachings about worship to daily life.

CHAPTER 2

RITUALS AND CELEBRATIONS



Keywords

- Ritual
- Ceremonies
- Celebrations
- Anointing
- Grace
- Holy Communion
- Confirmation
- Sacrament
- Holy Eucharist
- Ordination

After reading this chapter and practising its activities, you will be able to:

- identify the main rituals practised by Christians.
- understand the importance of Christian rituals.
- appreciate Christian teachings about rituals.
- appreciate Christian celebrations.
- participate in Christian celebrations.

Introduction

Have you heard about rituals and celebrations? Do you know what is meant by a ritual?

You learnt about the different forms of worship. You also discovered the importance of worship. In this chapter, you will be equipped with an understanding of religious rituals and celebrations as a means of promoting unity, love and commitment to God. This will also enable you to value the different rituals and celebrations that take place in the church today.

Now read the following poem, discuss and decide whether it describes a ritual or a celebration.



Activity 2.1: Reading, discussing and answering questions about the poem

*Joy and happiness
For a child is born
Be blessed, brave and obedient
Are words of hope mother whispers in baby
Prayers of thanksgiving we offer in joy
The cord is off and is jealously guarded
A name we give to give baby identity
What joy to have a baby!
With a cord in place this child we confirm in the clan
There is cause for joy
No longer a child but soon an adult
Yet you aren't till initiation is done
But there is already cause for joy
For you will certainly sit among elders!*

By Annette Nanfuka

Questions

1. What is the cause of the joy and happiness in the poem?
2. Identify the rituals mentioned in the poem.
3. Why does mother whisper in the baby's ears?
4. What is the importance of the rituals mentioned in the poem?
5. Share ideas about the meaning of the term "ritual".
6. Suggest a suitable title for the poem and say why.

The poem suggests that rituals are part of human life. They mark different stages in life. In Christianity, rituals are part of Christian worship. Work through the activity and discover more about rituals. You have been to church, have you witnessed some rituals being performed? Study the pictures in Figures 1 - 3, discuss and answer the questions that follow.

Teacher instructions

In order to help the learners understand the concepts, take them through Activity 2.2. Guide them to study the pictures, discuss and answer the questions that follow.



Activity 2.2: Studying, discussing and answering



Figure 2.1



Figure 2.2



Figure 2.3

Study the Figures 1, 2 and 3

1. What do you think is happening in Figures 1 - 3?
2. Which one of them reflects what is done in your church?
3. How is it done in your church?
4. How does this ritual bring Christians together?
5. How do Christian rituals promote love and unity among Christians?
6. Identify the Christian symbols and objects used in each of the pictures.
7. In groups, share ideas about the meaning of these symbols and objects.
8. Why do Christians participate in such rituals?

What is a Christian ritual?

Teacher instructions

- i) Initiate a discussion around what learners understand by a Christian ritual.
- ii) Ask them to look for the equivalent of a Christian ritual.
- iii) Guide the discussion.
- iv) Support them as they read the text. They may take turns to read.
- v) Take them through Activity 1 and let them answer the questions that follow.

From the previous activities and information, you can describe a religious ritual. A ritual is a sacred or holy religious practice that is full of spiritual and social meaning that is based on societal beliefs. Christians, too, are a community of believers and they have rituals. These are holy rites which express God's holy power or grace.

The most important Christian rituals are baptism and the Eucharist. Rituals are also called sacraments in some Christian denominations.

Baptism

You have learnt the meaning of a ritual. You will soon learn about the different rituals performed by the church. Baptism is one of them. Before you read more about it, work through Activity2.3.

Activity 2.3: Reading, discussing and responding

Teacher instructions

Guide the learners through the poem to help them think about naming as both a Christian and a cultural ritual.

*When you call
I know it's me you need
To that call I respond
I don't see anyone
I still look around to see who is calling
All because I have a name
But what is a name
My identity, my person, my individuality
My name the melody to my ears
My name a link to my origin
My name, my sense of belonging
My name, my love!*

By Annette Nanfuka

Questions

1. What makes people different from one another?
2. How does a person get a name?
3. What is the importance of a name?
4. How does the name link you to your origin?
5. Write any two messages that the poem communicates.
6. Suggest a suitable title for the poem and say why.

Teacher instructions

Guide the learners through the activity that follows.

Let the learners take turns to read the text about baptism.

Allow them to exchange views as you keenly follow the discussion.

Baptism is a ritual that initiates an individual into a Christian family. In most cases, the person baptised is given a name. This name identifies the baptised person with the Christian family. Originally, this was done through immersion or dipping of a person into water. Immersion or dipping is still practised in some churches. With the changing world and unavoidable circumstances, baptism by immersion has undergone transformation. Baptism, also known as ritual bathing, is the ritual related to the Jewish practice found in Leviticus 14:8.

In the Gospels, John the Baptist baptised his followers as a sign of repentance. He also baptised Jesus. Jesus later told his followers to baptise others. This is found in Mark 16:15 and Matthew 3:13 - 17.



Activity 2.4: Look at the picture and read the Bible passage ready to answer the questions that follow.



Figure 2.4

Questions

1. Describe what you think is happening in the picture.
2. Why did Jesus let John the Baptist perform that ritual on Him yet He is the Son of God?
3. How different was Jesus' baptism from that of John the Baptist?
4. What does the event teach you about Jesus?
5. If you were John the Baptist, would you have accepted to perform that act? Give reasons.
6. Read Matthew 3:13 - 17 and summarise the event.
7. With your classmates, organise a skit reflecting the actual event.

Baptism in the early church

Teacher instructions

- I. Guide the learners to read the text that follows.
- II. Support them with the new words that may not be familiar to them.
- III. Support the text by making reference to the Bible.
- IV. Based on the text read and guide the learners to role-play.

Have you heard about the early church? Do you know the activities of the early church? Read the Acts and find out more about it.

Baptism was a valued practice in the early church. This is because people wanted to be members of the Christian church. The first Christians conducted baptisms by total immersion in water. Do you know anyone who was baptised in your community in the same way?

Many Christian groups still practise this immersive type of baptism. This is common among the "Born Again" churches. Others have adopted a more symbolic pouring of water on the forehead. This is mainly practised in the Catholic and Anglican churches. In the early years of Christianity, only adults were baptised. Christians would sometimes delay baptism until death, so that the sins of a lifetime could be washed away just prior to the soul's judgment before God.

Philip baptised an Ethiopian eunuch in Acts 8:26 - 40; and Lydia was converted by Paul's preaching. She was baptised with her household. This is in Acts 16:15. The Philippian jailer whom Paul and Silas had converted to the faith was baptised that night along with his household. This is found in Acts 16:33. In 1 Corinthians 1:16, Paul recalled that he baptised the household of Stephanas.

Do you know infant baptisms? Have you witnessed it being performed? This practice has its origins in apostolic times. It existed from the very beginning as is implied in the book of 1Cor1:16, Acts 16:15 and 16:33 in which Stephanas, Lydia and the prison warden were baptised along with all their family members, including children. Later on, infant baptism became officially recognised under the guidance of the Holy Spirit.

The parent churches still practise infant baptism. However, some Christian groups teach that baptism should be voluntary and that only adults should be baptised.

The parent churches believe that a baptised child receive a permanent grace of God through the faith and commitment of the parents.

Baptism initiates people into a Christian family and, therefore, gives a sense of belonging. It is a step into salvation, and Christians believe that it washes away the original sin.

Teacher instructions

1. Using the texts above, form groups and study one text. Work for a few minutes. One student should play the role of an apostle, another, the role of a non-believer, and others as family members. Take turns to present the play to the class.
2. As a class, identify the symbols of baptism.
3. Outline the importance of baptism to a Christian.
4. Identify the changing patterns of baptism today.
5. Discuss the effects of choosing or not choosing baptism.


Activity 2.5: Completing the table appropriately. The table indicates the activities that take place during the baptism ritual
Teacher instruction

Guide the learners to work through the activity provided in the table

Table 2.2

	Activity	Significance
1	Presence of a priest or pastor	
2	Presence of a godparent	
3	Immersion into water or pouring of water on the person being baptised	
4	Presence of a burning candle	
5	Presence of a white garment	
6	Presence of the cross	
7	Using the anointing oil of chrism	
8	Singing and jubilation	

Activity of Integration

Teacher instruction

Support the learners to make an attempt on the situation of integration as an individual task.

Melanie was baptised as an infant. She has been a Christian all her life. She went through all the major rituals of Christianity. At 26 years of age, she met Joel and they planned to get married. He is a member of a Born Again church. They have agreed that they will wed in the church where Joel is a member.

The issue at hand is that the church requires Melanie to be baptised again by immersion, which she is not agreeable to. Melanie's and Joel's families want to help the young couple.

Support



Figure 2.5

Instructions

Using your knowledge of rituals, explain what you understand by the two types of baptism.

- i) Propose five ways in which Melanie needs to be supported to remain faithful to God but, but get married to Joel.
- ii) With a specific reference from the Bible, write down what you can do to help Melanie.
- iii) Write the role both families can play to help Melanie and Joel achieve their dream of marriage.

Assessment

Write a short poem expressing the importance of baptism.

The Holy Communion**Teacher preparation**

1. Make sure you have read through the chapter and are conversant with the terminology in the new topic.
2. Introduce the learners to the new topic.
3. Relate it to what they have previously covered.
4. Guide them on the new words by giving them a chance to try and talk about them.
5. Guide them through Activity 2.6 and 2.7.
6. Initiate a discussion around the poem for them to understand the Holy Communion.
7. Make a summary of the discussion.

You discussed the Christian ritual of baptism and its importance. The Holy Communion is another ritual observed by Christians. Do you partake of it? What steps did you go through before you started participating in it?

**Activity 2.6: Studying, reading, discussing and responding**

Figure 2.6

1. Look at the picture and read Matthew 26:26 - 30.
2. Describe the event in the picture.
3. Using the Bible passage, explain what took place during the event.
4. What happened immediately after the event?
5. Make a summary of the whole event.

The event described in the picture marked the beginning of the institution of the Holy Communion. The disciples were encouraged to continue sharing the Holy Eucharist in memory of Jesus Christ.



Activity 2.7: Studying and answering



Fig 2.7

1. Describe what is taking place in the picture.
2. Share ideas about the occasion and place where the picture was taken.
3. As a class, role-play the giving and taking of the Holy Eucharist.

Teacher instructions

- I. Guide the learners to read the text that follows.
- II. Support them with the new words that may not be familiar to them.
- III. Support the text by making reference to the Bible.
- IV. Guide them to work through Activity 2.8, 2.9 and 2.1.

The Holy Communion is the sharing of bread and wine by Christians to remember the death and resurrection of Jesus Christ.

Christians believe that Jesus instituted the practice during the Passover meal He shared with His followers just before His arrest and death. In memory of the death and resurrection of Jesus, early Christians met weekly to share meals of bread and wine, accompanied by prayer.

Different Christian denominations have different beliefs about the Eucharist.

Some churches, especially the Roman Catholic and the Orthodox churches, believe that upon blessing the bread and wine in the ritual of the Eucharist, these food items become the body and blood of Jesus. Other denominations interpret the rite symbolically, believing that eating the bread and drinking the wine commemorates

the sacrificial action of Christ. In both cases, sharing the bread and wine is held to remember Christ's first coming and anticipate His second coming. The frequency of the Eucharistic observance varies from church to church. The liturgical churches include the Lord's Supper in all of their weekly services and on holy days throughout the year. Some liturgical churches share the Lord's Supper daily, with the exception of Holy Saturday. Non-liturgical churches prefer to highlight preaching and Bible study at their Sunday services, and usually share the Lord's Supper monthly. Most churches use bread and wine or juice.



Activity 2.8: Reflecting

1. Think and reflect about the Holy Communion.
2. Define the Holy Communion.
3. Give any other name for the Holy Communion.
4. Who should participate in the Holy Communion?
5. In which places should the Holy Communion be served?
6. As Christians, comment on the circumstances that may prevent someone from partaking of the Holy Eucharist.

There are many benefits of the Holy Communion to Christians who participate in it. Can you think of any five benefits. Write and share them with the class and the teacher.

In his first letter to the Corinthians, St Paul had a message to his readers with regard to the Holy Communion.



Activity 2.9: Reading, discussing and responding using 1Corinthians 11:20 - 34

1. How did the people of Corinth abuse the celebration of the Holy Communion?
2. What message did St Paul give them?
3. Summarise the guidelines which Paul gave the Corinthians in connection with celebrating the Holy Communion.
4. How do Christians abuse the Holy Communion today?
5. In your opinion, how best can the Holy Communion be celebrated while maintaining its true purpose?
6. Brainstorm the benefits of the Holy Communion and summarise them in your notebooks.



Activity 2.10: Visiting a local church and asking Christians about the benefits of the Holy Eucharist

Steps

1. Design a questionnaire of not more than five statements.
2. Give it to five people.
3. Use their responses to write a report.
4. Share the report with the teacher and the class.

Confirmation

Teacher instructions

- i. Guide the learners to read the text.
- ii. Guide them through the activities provided.
- iii. Allow discussions to take place.
- iv. Be keen on what the learners talk about during their discussions.
- v. Provide a wrap-up activities.

In addition to baptism and the Holy Communion, some Christians consider other rituals as sacraments as well. Some churches confirm the believers in faith through a sacrament known as confirmation. It is believed that it provides the recipient the gifts of the Holy Spirit, thereby strengthening them in their Christians faith.



Activity 2.11: In groups, discuss and share opinions

1. Have you ever heard about confirmation?
2. Is it carried out in your church?
3. If not, what are the requirements of becoming a fully-fledged Christian in your church?
4. Brainstorm the benefits of confirmation.
5. Share your findings with the class and the teacher.

The sacraments of the Christian churches are believed to be the visible or physical instruments of the delivery of God's grace, which is divine favour and divine love. Whether a tradition believes in many sacraments or only a few, the goal of connecting

the individual or community with God's grace is central to Christian worship and practice.

How christian rituals bring people together

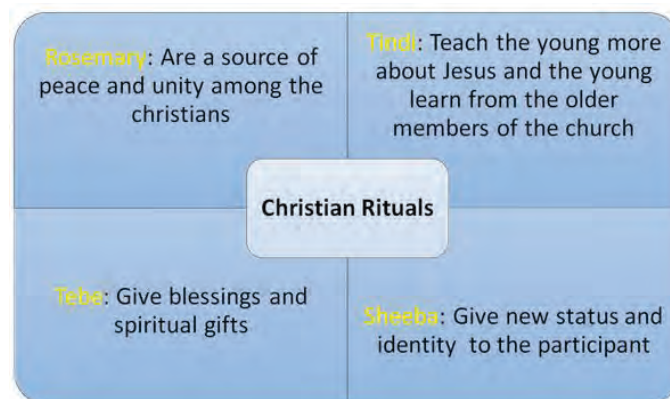
Christian rituals bring people together in different ways. Before you can explore the information any further, work through Activity 2.12.



Activity 2.12: Reflecting and answering

Mr Kangave asked the Senior One class to give the importance of the Christian rituals of baptism, the Holy Communion and confirmation. These are some of the responses they gave.

Figure 2.8



In pairs:

1. Share ideas on each of the above responses.
2. Identify and record five other benefits of Christian rituals.
3. Apart from baptism, the Holy Communion and confirmation, write down any other rituals practised in your church.



Activity 2.13: Reading and answering

Teacher instructions

- i. Guide the learners to read the story in Activity 2.13.
- ii. Support them with the new words that may not be familiar to them.
- iii. Support them to understand more about rituals.
- iv. Assess the quality of their final products.
- v. Provide a wrap-up of the concept of Christian rituals.

The Atutur Community Church is small but active. Sundays are joyous days at the church. People come from far and wide to pray together.

Children are gathered and instructed on Christianity by the older members of the church under a mango tree. In some cases, they pray with adults in the main church.

Various musical instruments are played and they include drums, shakers and the African harp, to mention but a few. This is all done to worship and praise God in a joyous way. The choir is trained by a member of the church on a voluntary basis.

Religious rituals are observed by the Atutur Community Church. Children are presented for baptism and the church is fully involved. The godparents must be active church members and have a task of raising the children together with the parents in Christianity.

Baptising children is a big occasion at the church. People come together, pray and, afterwards, families get together and share a meal.

The Holy Communion is another ritual that is celebrated at Atutur Community Church. The choir makes special arrangements for the occasion.

The Holy matrimony is a ritual observed at the church. This brings together a wider community. Three announcements are made on a weekly basis before the couple is wed. The occasion brings the Atutur Community Church together.

This church has not had an ordained priest but the Christians travel to the diocese whenever priests are being ordained. The Atutur Community Church always sends representatives to attend the ceremony.

Atutur is a caring church. If a member falls sick, the church makes arrangements to pay a visit. Sometimes the priest also visits, prays for the sick and anoints them with oil.

1. What rituals take place in the Atutur Community Church?
2. Are they similar or different from the ones practised in your church?
3. Identify other Christian rituals which are not observed by the Atutur Community Church.

4. How do the Christian rituals bring the people in that church together?
5. Describe the good practices in the Atatur Community Church.
6. Using a skit, choose one Christian ritual and act it out for the whole class.

Christian celebrations

Teacher preparation

1. Make sure you have read through the topic and are conversant with the terminology in the new topic.
2. Introduce the learners to the new topic.
3. Relate it to what they have previously covered.
4. Guide them in using the new words by giving them a chance to try and talk about them.
5. Guide them through Activity 2.15, 2.16 and 2.17.
6. Make a summary of the discussion.

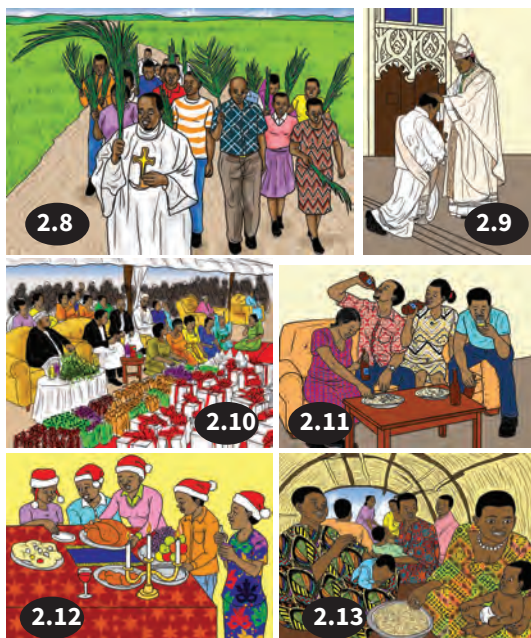
Right from the beginning, apostles and the early Christians introduced themselves in a number of celebrations, such as the 'love feast' or 'agape feast'. This was in line with Jesus' lifestyle which included attending a wedding at Cana (John 2:1 – 12).

Today there are a number of celebrations and ceremonies in Christian communities. As Christians grow up, they participate in these celebrations and acquire a number of values, morals and teachings. At times Christians may be invited to attend other social celebrations outside the church ceremonies.

We have already looked at three major Christian rituals namely baptism, confirmation and the Holy Communion. These rituals are usually accompanied by parties which are characterised by merrymaking, eating and drinking.



Activity 2.14



In groups, study the above pictures and answer the following questions.

1. List the different celebrations identified in the pictures.
2. Which of these celebrations have you ever participated in? Share the experience with the rest of the class.
3. What are the advantages of Christian celebrations?



Activity 2.15

The table below shows some of the familiar community celebrations. Study it carefully and complete it. Tick whether the celebration is Christian or unchristian.

Celebration	Christian	Unchristian	Its Value
Easter			
Christmas			
Matrimony			
Funeral rite			
Celebrating twins (twin rites)			
Circumcision			

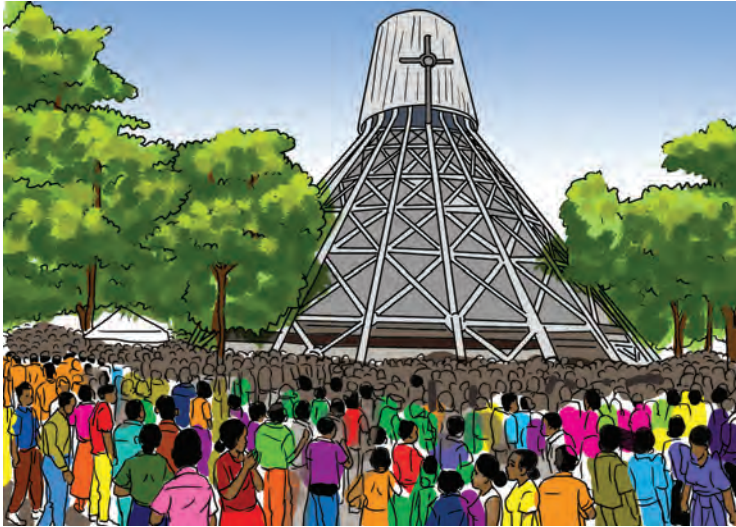
**Activity 2.16: Studying and answering**

Figure 2.14

1. Identify the celebration taking place in the picture.
2. What is the importance of such celebrations in the spiritual life of a Christian?
3. Write down any other benefits of participating in such celebrations.

Activity of Integration**Teacher instructions**

Guide the learners to work individually through the situation of integration.

Uganda celebrates Martyrs' Day on 3 June each year. It is a public holiday as well. Many pilgrims from all parts of the world join Ugandans to celebrate the day. People travel from different parts of Uganda to reach Namugongo where the main celebrations are held.

Business people come to the place with different types of merchandise to make some money. Others sell food and drinks to the pilgrims. Whereas some people come to pray and honour Uganda martyrs, others turn this day into a fun day overeating and getting drunk.

The young Christian community around the venue wants to change this and introduce a culture of true worship and celebration of the Uganda martyrs who died for their faith in God.

Support



Figure 2.15

Instructions

- i) Using your knowledge of Christian celebrations, explain the meaning of a Christian pilgrimage in relation to true worship of God.
- ii) Propose four ways in which the Christian community needs to be supported to achieve the real Christian celebration of Martyrs' Day.
- iii) With specific reference from the Christian teachings, write down what you can do to help the Christian community.
- iv) Write guidelines that pilgrims and the entire community can use to achieve the objectives of Martyrs' Day celebrations.

Assessment

Write a story about any Christian celebration you have participated in, indicating the spiritual and social benefits.

Chapter Summary

In this chapter, you have learnt about rituals and celebrations. You have also learnt the importance of Christian rituals and how they bring people together.

After reading this chapter and practicing its activities you will be able to:

- Know the characteristics of other religions other than their own
- Appreciate values of other religions.
- Understand the diversity of religion
- Respect beliefs of other religions
- Form opinions about other religions to promote tolerance
- Live in harmony with people of other religion

Chapter 3

CHRISTIANITY AND VALUES IN ISLAM AND AFRICAN TRADITIONAL RELIGION



Keywords

- Religion
- Belief
- Faith
- Symbol
- Origin
- Monotheism
- Founder
- Values
- Fasting
- Pillars
- Pilgrimage
- Cleansing
- Celebration
- Ritual
- ancestor

After reading this chapter and practising its activities you will be able to:

- know the characteristics of religions other than your own.
- appreciate the values of other religions.
- understand the diversity of religion.
- respect the beliefs of other religions.
- form opinions about other religions to promote tolerance.
- live in harmony with people of other religions.

Teacher instructions

1. Make sure you have read through the topic and are conversant with the terminology in the new topic.
2. Introduce the learners to the new topic.
3. Relate it to what they have previously covered.
4. Guide them on the new words by giving them a chance to try and talk about them.
5. Guide them through the activities.
6. Make sure you provide expert guidance after each sub-topic as the learners write a summary of the discussion.
7. Let the learners read the introduction, and give them time to exchange ideas. Provide guidance where necessary.

Introduction

In this chapter, you will appreciate the beliefs and moral practices in other religions. This will enable you to develop tolerance for other faiths and live in harmony with them in a diverse world.

You learnt about some of the rituals practised in the Christian Church. You also discussed the importance of each of them. The focus of this chapter is learning about two religions other than Christianity. Before discussing the details of other religions, read through the activity below, discuss it and do the tasks that follow.

**Activity 3.1: Reading, discussing and answering****Activity: Reading the poem****Teacher instructions**

Guide the learners to do Activity 3.1 in the Learner's Book. Observe as the learners carry out the tasks in this activity.

1. Ask the learners to form small groups.
2. They should have writing materials.
3. Each group should have a leader and a secretary.
4. Introduce the poem to the learners.
5. Allow them to read, recite and interpret the poem.
6. Guide them through the textbook and ask them to discuss the questions provided.
7. Make sure that each member of the group participates.
8. Give this activity enough time and let the presentations not be formal.
9. Ask the questions and pick members randomly from any group and ask for any additional opinions from other groups.
10. Provide expert guidance and wrap up.

Religion! Religion! Religion!
I stop and think
I imagine an end
I wonder and wander
In search of your meaning
In what is taught.

Religion! Religion! Religion!
Christianity, Islam, ATR, Hinduism,
Buddhism, Baha'ism, Judaism, Sikhism,
Confucianism, Shintoism,
Those but just a few world religions.

Religion! Religion! Religion!
Is it about God, or about beliefs?
Is it about objects, or about books?
Though the answer are many,
It is about faith, and faith it is.

Religion! Religion! Religion!
Promoting different values
Providing a living hope
It's a limitless discipline.

Religion! Religion! Religion!
What exactly are you?

By Annette Nanfuka

Questions

1. How does the speaker in the poem define religion?
2. What is the importance of religion?
3. What comprises religion?
4. Suggest a suitable title for the poem.
5. In your opinion, why does the speaker in the poem make religion so difficult to understand?
6. Name any five world religions that you know.

Teacher instructions

Guide the learners to read the text. Encourage them to consult each other as well as you in order to get the concepts right.

In the world, there are countless religions. They all have followers and believers. Religion is an organised set of beliefs, cultural systems and worldviews that relate humankind to an order of life.

Many religions have narratives, symbols and sacred stories that aim to explain the meaning and origin of life and the universe. Each community in the world has some kind of religion they subscribe to.

Origin of Christianity and Islam

You have read the meaning of religion. You also now know some of the religions in world. In this section, you will learn about the origins of Christianity, Islam and African traditional religion.

Christianity**Activity 3.2: Reading and answering****Teacher instructions**

In this section, the learners will be able to appreciate the origin of Christianity. Guide them to read the text and answer the questions after.

Your guidance is crucial at this point because most of the ideas are new.

You should have knowledge of the history of the Church at your fingertips.

In this section you will learn about the origin of Christianity. Read the text and answer the questions after.

Christianity developed out of Judaism in the 1st century. It is based on the life, teachings, death and resurrection of Jesus Christ, and those who follow him are called Christians.

Christianity has many different branches and forms with an accompanying variety in beliefs and practices. The three major branches of Christianity are Roman Catholicism, Eastern Orthodoxy and Protestantism, with numerous subcategories within each of these branches.

Christianity became legal by the Pronouncement of Milan in 313. Emperor Constantine the Great of the Roman Empire converted to Christianity. He convened the First Council of Nicaea (325) where Early Christianity was consolidated into what would become the state religion of the Roman Empire (380). The First Council of Nicaea formulated the Nicene Creed (325), and the Church fathers supervised the development of the Christian biblical canons (5th century). This period of the first seven ecumenical councils is sometimes referred to as the Great Church, when the Catholic Church, the Eastern Orthodox Church and Orthodoxy thrived in communion. This lasted until Oriental Orthodoxy split after the Council of Chalcedon (451) over differences in Christology, and the Eastern Orthodox Church and Catholic Church (representing the Great Church in the east and west, respectively) separated in the East–West Schism (1054) especially over the authority of the Pope. Similarly, Protestantism, while not a single but numerous denominations, later split from the Catholic Church in the Protestant Reformation (16th century) over theological differences.

While influencing Western civilisation, particularly in Europe during the Middle Ages, persecution has been an issue ever since the Roman Empire. This intensified from the Early Islamic conquests (622–750) on, around what then became the Islamic world. Yet, following the Age of Discovery (15th century), Christianity spread to the Americas, Oceania, sub-Saharan Africa and the rest of the world through missionary work and colonisation. Conversely, in the Western world since the late modern era, various variants of state-sponsored secularist and marxist movements have been significant opponents.

Until the latter part of the 20th century, most followers of Christianity lived in Europe. It has spread to every continent and is now the largest religion in the world.

Christian beliefs include the belief in the one and only true God, who is one being and exists as Father, Son and the Holy Spirit; and the belief that Jesus is the divine and human Messiah sent to save the world.

Christianity is also noted for its emphasis on faith in Christ as the primary component of religion. The sacred text of Christianity is the Bible, including both the Old Testament and the New Testament.

Central to Christian practice is the gathering at churches for worship, fellowship and study, and engagement with the world through evangelism and social action.

Questions

1. Where did Christianity evolve from?
2. Who is the founder of Christianity?
3. Where did the religious tradition begin?
4. What are the divisions of Islam?
5. Explain the three beliefs that Christians hold dearly.
6. Draw a world map showing the distribution of Islam.

**Activity 3.3: Writing a Christianity timeline****Teacher instruction**

Guide the learners to use the provided information to create a timeline about the rise of Christianity, ranging from AD 1 to AD 1200. It should begin with Jesus and end with the separation of the Eastern Orthodox and the Roman Catholic churches. The timeline should be colourful and engaging, and can be done on a poster board or in the learner's exercise book.

Visually chart the rise of Christianity on a timeline.

- i) Create a timeline about the rise of Christianity, ranging from A D 1 to A D 1200.
- ii) It should begin with Jesus and end with the separation of the Eastern Orthodox and Roman Catholic churches.
- iii) The timeline should be colourful and engaging, and can be done on a poster board or in your exercise book.

**Activity 3.4**

Important personalities in the spread of Christianity

After the death and resurrection of Jesus Christ, the apostles continued with the spread of the teachings of Jesus Christ.

Activity: Reading the Bible and making a summary**Teacher instructions**

The learners should have the Bible.

They can work in groups to read the Acts of the Apostles Chapter 2: 1 - 47 and try out the tasks that follow:

1. Describe what happened in Acts 2:1 - 13.
2. What lessons do you learn from the event?
3. What message did Peter give to the people who had gathered in Jerusalem according to Acts 2:14 - 41?
4. How did the believers respond to the teachings of the apostles according to Acts 2: 42 - 47?
5. The learners should present the outcome of their group work.

Read the Acts of the Apostles Chapter 2: 1 - 47.

Try out the tasks that follow:

1. Describe what happened in Acts 2:1 - 13.
2. What lessons do you learn from the event?
3. What message did Peter give to the people who had gathered in Jerusalem according to Acts 2:14 - 41?
4. How did the believers respond to the teachings of the apostles, according to Acts 2: 42 - 47?

During the early days of Christianity, the good news of Christ was being spread by word of mouth. This is called the apostolic age or the oral period. The apostles attracted many followers who created a community of believers. The apostles spread the Gospel far and wide. They shared the bread and wine in memory of Jesus Christ. They also shared their possessions with the poor. The apostles performed miracles of healing. This attracted many followers. However, it also attracted hostility towards them and their followers.

The rulers of the Roman Empire started persecuting the church. The apostles were imprisoned and tortured, and some were even killed.



Activity 3.5: Reading and making a summary

Teacher instructions

Guide the learners to read the Acts of the Apostles to:

1. identify the persecution of Peter and Stephen.
2. write a brief description of their persecution.
3. write how did they meet their deaths?
4. ask them to share their finding with you.

1. Read the Acts of the Apostle.
2. Identify the persecution of Peter and Stephen.
3. Write a brief description of their persecution.
4. How did they meet their deaths?

Among the people who persecuted the apostles was a man named Saul. He hated Christianity and hunted down the followers.

**Activity 3.6: Reading and making a summary****Teacher instructions**

1. Guide the learners to read Acts 9:1 - 42.
2. Ask them to describe what happened to Saul.
3. Let them describe his new life.

1. Read Acts 9:1 - 42.
2. Describe what happened to Saul.
3. Describe his new life.

**Activity 3.7: Studying and answering****Teacher instructions**

Ask the learners to study the map

1. Let them make reference to the map and write down the churches that Paul started.
2. They should write about the missionary journeys Paul made.
3. Give an expert summary after their presentation.

Teacher instructions

Ask the learners to study the map

1. Let them make reference to the map and write down the churches that Paul started.
2. They should write about the missionary journeys Paul made.
3. Give an expert wrap-up after their presentation.

Map showing Paul's missionary journeys and the churches started



Figure 3.1

1. In reference to the map, write down the churches Paul started.
2. Write the missionary journeys that Paul made.

The missionary work of Paul was very important for the spread of Christianity at that time. He travelled tens of thousands of miles around the Mediterranean, spreading the word of Jesus. Paul also wrote books of the New Testament which include Romans, 1 Corinthians, 2 Corinthians, Galatians, Colossians, Philippians, Philemon and 1 Thessalonians.

Christian beliefs

Teacher instructions

Guide the learners to read and discuss the text. You should ably explain to them where they need expert guidance.

Christians believe that there is only one God, whom they call Father as Jesus Christ taught them. They recognise Jesus as the Son of God and believe that God functions as a Trinity.

They believe in the death, descent into hell, resurrection and ascension of Jesus Christ. They also believe in the holiness of the Church and the communion of saints, Christ's second coming, the Day of Judgement and the salvation of the faithful.

Christian worship involves praising God in music and speech, reading the scriptures, prayers of various sorts, sermons, and various holy ceremonies such as the Eucharist.

The Cross is the main Christian symbol. The Christian Bible has two sections, the Old Testament and the New Testament. The Old Testament is the original Hebrew Bible, the sacred scriptures of the Jewish faith written at different times between about 1200 and 165 BC. The New Testament books were written by Christians in the first century AD.

Teacher instructions

Guide the learners through a simple research project about Saint Augustine. They should do the following under your close guidance:

- Research an important personality of the Christian faith such as Saint Augustine.
- Write a 500 - 700 word biographical essay about the person they choose.
- Describe how and why this person was very important in the spread of Christianity.

- Research an important personality of the Christian faith such as Saint Augustine.
- Write a 500 - 700 word biographical essay about the person you choose.
- Describe how and why this person was very important in the spread of Christianity.

Prophecies in the Old Testament about the Messiah

Activity 3.8: Reading and answering
Teacher instructions

Guide the learners to read the following Old Testament biblical texts and in a table write how they were fulfilled in the New Testament.

Jeremiah 31:31
 Psalm 16:8–11
 Daniel 9:24–27
 Zechariah 12:10
 Hosea 11:1
 Psalm 2:1–12
 Zechariah 9:9

Did you know that the Old Testament was fulfilled in the New Testament? There are a number of prophecies that were fulfilled. Read the following biblical texts about the Messiah and discover more about that.

Jeremiah 31:31
 Psalm 16:8 – 11
 Daniel 9:24 – 27
 Zechariah 12:10
 Hosea 11:1
 Psalm 2:1 – 12
 Zechariah 9:9
 Malachi 3:1

Identify where each of the verses are fulfilled in the New Testament.

Pre-Islamic Arabia

You have learnt about the origin of Christianity. You have also learnt about the geographical distribution of Christianity in the world. In this section, you will learn about Islam. Before you learn about Islam, you will need to first understand the period before Islam in Arabia. This period is also known as Jahilliya.



Activity 3.9: Researching, drawing and answering

Teacher instructions

Guide the learners to:

1. research and draw the map of the Arabian Peninsula before the coming of Islam.
2. identify the current countries in the Arabian Peninsula and comment on their current Islamic practices.

Give an expert wrap-up and guidance after the learners' presentations.

- i) Research and draw the map of the Arabian Peninsula before the coming of Islam.
- ii) What are the current countries in the Arabian Peninsula?
- iii) Comment on their current Islamic practices.



Activity 3.10: Reading and answering

Teacher instructions

Ask the learners to work in groups and attempt the task. Give them time to discuss and allow them to ask as many questions as possible for clarity since this is a new area to them.

Let them attempt the tasks below:

1. Describe the social evils of the Jahiliyya period.
2. Compare the evils of the Jahiliyya period to those in Uganda today.

The pre-Islamic period

Did you know that the pre-Islamic period was the darkest age in human history? It was a time of ignorance and disorder in the religious and social life of the world.

The political, social and cultural life developed by the peoples of the ancient world was shattered by their barbarians. The social and religious order previously organised by Judaism, Christianity and Zoroastrianism had broken down.

The people had forgotten the ideals of their religion. Morality was at its lowest. Corruption, intolerance, persecution and wrangles over beliefs and sects existed everywhere.

The greatest disorder existed in the social life of the **Arabs**. There was no ideal morality or discipline in the society.

Corruption, vices, superstition, unrestrained freedom and unrestricted enjoyment ruled supreme in the Arab society. Plurality of wives and husbands was the order of the day.

Adultery was common among the pre-Islamic Arabs. Stepsons could marry their step-mothers and even brothers sometimes married their own sisters. Men and women could have full freedom with those of the opposite sex.

Human beings were sacrificed to false gods. Fathers sometimes killed their children for fear of poverty.

The position of the women was very degrading in the Arab society. They were treated as property and with disrespect. The birth of a female child was considered as a great curse and she was often buried alive by the heartless father.

Women could not have any share of the property of their husbands or fathers. In a word, women had no status in the society. Slavery, in its worst form, prevailed in the Arab society, and a master could even put his slave to death.

Economically, pre-Islamic Arabian society was very much at the primitive stage. The soil, barren as it was, offered little agricultural practices.

Before the rise of Islam, the worst disorder and confusion prevailed in the religious life of the Arabs. There were some Jews and Christians in Arabia, but they had become corrupt and did not hold any higher religious ideals than the Arabs.

Except for the **Jew** and Christians, the rest of the Arabs followed the most primitive form of religious belief. They were idol worshippers who adored many gods and goddesses.

The above mentioned evils not only existed among Arabs, but also in most of the world civilisations at that time.

There were no basic human rights: the rich ruled the poor and imposed whatever laws they wanted. The world society was primarily divided into the ruling class and

the ruled.

Attempt the tasks below.

1. Describe the social evils of the Jahiliyya period.
2. Compare the evils of the Jahiliyya period to those in Uganda today.

Islam

Teacher instructions

Guide the learners to read the text and answer the questions after.



Activity 3.11: Reading and answering

Islam is a monotheistic religious tradition that originated in the Middle East in the 7th century. Islam was founded on the teachings of the Prophet Muhammad as an expression of submission to the will of Allah, the Creator and sustainer of the world.

The Quran, the sacred text of Islam, contains the teachings of the Prophet that were revealed to him from Allah. Essential to Islam is the belief that Allah is the one and true God with no partner or equal. Islam has several branches and varieties within those branches.

The two divisions within the tradition are the Sunni and Shi'a, each of which claims different means of maintaining religious authority.

The five pillars are key in Islam. They include the profession of faith, ritual prayer, the zakat (charity), fasting and the hajj (a pilgrimage to Mecca).

Many Muslims are characterised by their commitment to pray to Allah five times a day. One of the defining characteristics of Islam is the primacy of sacred places, including Mecca, Medina and Jerusalem. Muslims gather in mosques to worship Allah through prayers and reading of the Quran. All aspects of a Muslim's life are to be directed towards serving Allah.

Muslims consider the cities of Mecca, Medina and Jerusalem as the home to the three holiest sites in Islam.

Historically, Islam is believed to have originated in the early 7th century CE in Mecca, and by the 8th century the Umayyad Islamic caliphate extended from Iberia in

the west to the Indus River in the east.

The Islamic Golden Age refers to the period traditionally dated from the 8th century to the 13th century, during the Abbasid Caliphate, when much of the historical Muslim world was flourishing scientifically, economically and culturally. The expansion of the Muslim world involved various caliphates and empires, traders and conversion to Islam by missionary activities

There are many denominations of Islam. The major two are: Sunni (75–90%) or Shia (10–20%). About 13% of Muslims live in Indonesia, the largest Muslim-majority country, 31% in South Asia, the largest population of Muslims in the world, 23% in the Middle East-North Africa where it is the dominant religion and 15% in sub-Saharan Africa. Sizeable Muslim communities are also found in the Americas, the Caucasus, Central Asia, China, Europe, Mainland South East Asia, the Philippines and Russia.

Islam spread beyond its birthplace in the Arabian Peninsula, and now has significant influence in Africa, and throughout Asia, Europe and America.

Questions

1. What is monotheism?
2. Who is the founder of Islam?
3. Where did the religious tradition begin?
4. What are the two divisions of Islam?
5. Explain the five pillars that hold Islam.
6. Draw a world map showing the distribution of Islam.



Activity 3.12: Writing about Islam using the timeline

Teacher instructions

Guide the the learners to use the provided information to:

1. visually chart the rise of Islam on a timeline.
 2. create a timeline about the rise of Islam, ranging from AD 570 to AD 1200.
- The timeline should be colourful and engaging, and can be done on a poster board or in notebooks.

1. Visually chart the rise of Islam on a timeline.
2. Create a timeline about the rise of Islam, ranging from AD 570 to AD 1200.
3. The timeline should be colourful and engaging, and can be done on a poster board or in your exercise book.

Values in Islam

Teacher instructions

Guide the learners to read the texts and discuss.
Give them guidance and expert wrap-up.

You learnt about values as a characteristic of religion. You also learnt that the values differ from one religion to another. Religious values are **ethical** principles found in religious traditions, texts and beliefs. The Islamic values are based on the pillars of Islam which are embedded in the Muslim lifestyle. They are the testimony of faith, prayer, giving zakat (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Mecca once for those who are able.

When a Muslim observes the five pillars he/she gets spiritual benefits. Apart from spiritual benefits, there are other good things that are associated with the pillars of Islam.

The testimony of faith

The testimony of faith is saying with conviction, “*La ilaha illa Allah, Muhammad ur-rasoolu Allah.*” This statement means, “There is no true god (deity) but God (Allah),¹ and Muhammad is the Messenger (Prophet) of God.” The first part: “There is no true god but God”, means that none has the right to be worshipped but God alone; and that God has neither partner nor son. This testimony of faith is called the Shahada, a simple formula which should be said with conviction in order to convert to Islam. The testimony of faith is the most important pillar of Islam.

The good practice in the pillar of faith believes in one God. This practice is also known as monotheism.

Prayer

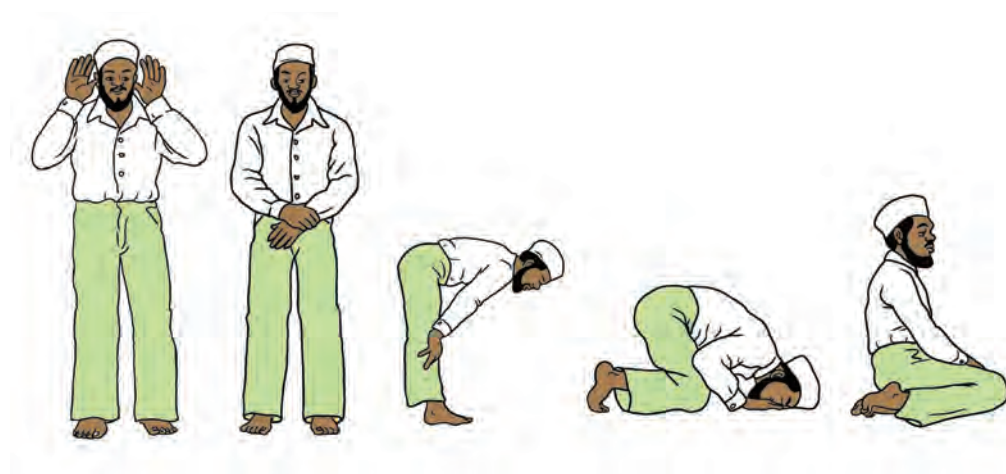


Figure 3.2

Muslims perform five prayers a day. Each takes a few minutes to perform. Prayer in Islam is a direct link between the worshipper and God. There are no intermediaries between God and the worshipper.

Prayers are performed at dawn, noon, mid-afternoon, sunset and night. A Muslim may pray almost anywhere, such as in the fields, offices, factories or at university.

In prayer, a person feels inner happiness, peace and comfort, and that God is pleased with him or her.

Good practices in Islamic prayer

- It involves cleaning before prayer, which promotes body hygiene.
- Muslims wash their mouths before prayer as part of cleansing before prayer, which gives a good breath.
- Islam prescribes that the washing of private parts be done using the left-hand since the right-hand is usually the one used for eating.
- Prayer involves physical actions, hence keeping one physically fit.
- Prayer involves meditation which provides people with inner peace.
- Congregational prayer promotes the spirit of togetherness.
- Prayer enables Muslims to reduce the stress of the day since they have to break off and pray.



Activity 3.13: Reading, discussing and answering

Teacher instructions

Guide the learners to read the text and answer the questions that follow:

1. Using the good practices in the prayer, identify and discuss one example for each of them.
2. Share the discussion findings with the class.

1. Using the good practices in the prayer, identify and discuss each of them with example.
2. Share the discussion findings with the class.

Fasting

Ramadan is a period of fasting, reflection, devotion, generosity and sacrifice observed by Muslims around the world. Fasting is supposed to be undertaken by adult Muslims aged 15 and above. They must be mentally stable and healthy. They are required to

abstain from food and drink from dawn to dusk.

Fasting in itself attracts spiritual benefits which include:

- Enabling Muslims to sympathise with those in the world who have little to eat every day through experiencing hunger and thirst.
- Enabling Muslims to feel closer to their creator, and recognise that everything there is in this life is a blessing from God. This is through increased devotion.
- Through self-control, a Muslim practises good manners, good speech and good habits.

Good practices associated with fasting

Teacher instructions

Guide the learners to read the texts and discuss.
Give them guidance and expert wrap-up.

Fasting helps and promotes weight loss and detoxifies the body. This means that it helps reduce chances of developing weight-related diseases such as high blood pressure.

Fasting also brings people together since at the break of the fast Muslims are advised to provide food for those who are needy but fasting.

Fasting also promotes the value of sharing.

Through changing their routine, Muslims have a chance to establish healthier life-style habits, particularly with regard to diet and smoking.

Through increased charity, Muslims develop feelings of generosity and good-will towards others. The Prophet Muhammad (peace be upon him) once said, "A man's wealth is never diminished by charity."

Through family and community gatherings, Muslims strengthen the bond of brotherhood and sisterhood in their own communities and throughout the world.

Much as it is compulsory that all adult Muslims fast, there are people who are exempted because it can be dangerous to their health. These include:

- Pregnant mothers
- The elderly
- The sick
- People on medication

Giving *zakat*

Teacher instructions

Guide the learners to read the texts and discuss.
Give them guidance and expert wrap-up.

All things belong to God. For example, wealth is entrusted to human beings by God. The original meaning of the word *zakat* is both 'purification' and 'growth'. Giving *zakat* means 'giving a specified percentage of certain properties to certain classes of needy people'. The percentage which is held in gold, silver and cash funds and has reached a total of about 85 grams in one lunar year, is two and a half per cent. What a person has is purified by setting aside a small portion for those in need, and like the pruning of plants, this cutting off of excess branches encourages new growth.

A person may also give as much as he or she pleases as voluntary alms or charity.

Good practices from this pillar include:

- Economic empowerment of the needy
- Promotion of the value of sharing
- Solving social problems
- Promoting the spirit of belonging



Activity 3.14: Reading, discussing and answering

1. Using the good practices of giving *zakat*, identify and discuss one example for each one of them.
2. Share the findings from the discussion with the class.

The pilgrimage to Mecca

Teacher instructions

Guide the learners to read the texts and discuss.
Give them guidance and expert wrap-up.

The annual pilgrimage (*Hajj*) to Mecca is an obligation once in a lifetime for those who are physically and financially able to perform it. About two million people go to Mecca each year from every corner of the globe. Although Mecca is always filled with visitors, the annual *Hajj* is performed in the twelfth month of the Islamic calendar.

Male pilgrims wear special simple clothes which strip away distinctions of class and culture so that all stand equal before God.

Good practices in making pilgrimages include:

1. Exposure to the outside world and other cultures
2. Interaction with other people
3. Strengthening faith in Allah



Activity 3.15: Reading, discussing and answering

Teacher instructions

Guide the learners to attempt the following tasks:

1. Using the good practices when making the holy pilgrimage, identify and discuss one example for each one of them.
2. Share the discussion findings with the class.

Other good practices in Islam include:

1. Decent dressing, especially for women
2. Nutrition involves prohibited foods
3. Express burial reduces the vigil-related expenses and also protects people from diseases like Ebola. It further promotes hygiene because the dead body will decompose and smell.
4. Avoiding alcohol is healthy as it protects one from addiction and alcohol-related health and social effects.
5. Circumcision facilitates proper hygiene for men.
6. Inheritance of property is also clearly stipulated, so the surviving family members do not conflict.
7. Islam does not charge interest on borrowed money.
8. Celebrations of Eid bring people together as family but also promote charity work.

Assessment

Make a summary of the good practices you have learnt about in Islam.

African traditional religion

Teacher instruction

Guide the learners to read the text in order to introduce them to the African traditional religion.

You learnt about Islamic Religious values that are based on the pillars of Islam. You also learnt about the good practices in Islam that are based on the five pillars. In African Traditional Religion, there are no written records. However, there are good practices that can be appreciated. The good practices are found in the different aspects of African traditional religion.



Activity 3.16: Studying and answering

Look at the picture below and answer the questions that follow.



Figure 3.3

Teacher instructions

Activity 3.1: Studying and interpreting the pictures

1. Ask the learners to study the pictures in the Learner's Book.
2. Ask the learners to work in small groups.
3. They should have writing materials.
4. Each group should have a leader and a secretary.
5. Guide them to use the textbook to discuss the tasks provided.
6. Make sure that each member of the group participates.
7. Give this activity 20 minutes and presentations should not be formal.
8. Ask the question and pick members randomly from any group and ask for any additional opinions from other groups.
9. Provide expert guidance and wrap-up.

1. Describe what you think is happening in the picture.
2. Why do you think it is done?
3. Who takes part in such activities?
4. What are good practices involved in the celebration above?
5. Share the findings with the teacher.

**Activity 3.17: Studying and answering**

The picture below shows a religious activity among Africans.

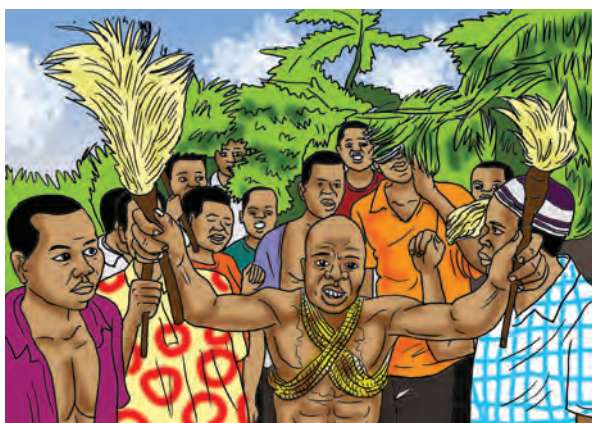


Figure 3.4

1. Describe what is happening in the picture.
2. Give three benefits of participating in such a religious ritual.
3. What do you think should be changed in the practice?

**Activity 3.18: Reading, discussing and writing****Teacher instructions**

- i. Guide the learners to read the story in Activity 3.18.
- ii. Support them with the new words that may not be familiar to them.
- iii. Support them to understand more about the Baganda practices.
- iv. Guide them to answer questions correctly.
- v. Provide a wrap-up.

The passage below reflects the day-to-day activities of the Baganda traditional society:

The Baganda are a group of people in central Uganda. Before the coming of missionaries and Muslim traders, they had their traditional religion. They believed in one God, Katonda, who was the respected Creator. They had divinities known as Lubaale who would intercede for them. These were people who once in their lifetime excelled in particular activities. The living then would call upon them before that particular activity for blessings. Dungu was the Lubaale for the hunters, Mukasa for the lake, Musoke for the rain, Nabuzaana for the mothers, Kawumpuli for the epidemics, etc.

The Baganda called upon God before taking up any activity. They knew that on their own they were weak; and therefore, turned to God for help and protection.

They offered sacrifices of thanksgiving to God. Before they had any food or drink, they poured some of it on the ground for the ancestors. They also sang in their places of worship.

The Baganda celebrated the rites of passage that included birth, naming, initiation, marriage and death. They performed all those occasions to mark that God was in their midst.

They had religious leaders who were both men and women. These did not become leaders through training, but were chosen by God. They included mediums, rainmakers, and medicine men and women, to mention but a few.

Evil people existed but these were not included in the religious practices and they included witches and sorcerers who were always sent away from the villages the moment they were proved to be evil.

Questions

1. Identify the good religious practices reflected in the passage.
2. How are the practices in Buganda similar to the ones in Christianity?
3. Explain how the evil people were treated and why.

African Traditional Religion refers to the religions of the African people. It deals with their cosmology, ritual practices, symbols, arts, society and so on. As religion is a way of life, which relates to culture and society that affects the worldview of the people, so is African Traditional Religion.

African Traditional Religion is found in every aspect of life of the people. Rituals like prayer bring African people together as a community and foster togetherness. Through the worship songs, people's talent is developed and promoted. Sacred symbols found in art helps people to develop an appreciation, creative and aesthetic (appreciation of beauty) skills.

African Traditional Religion is dynamic and not stagnant. It is constantly reacting to various shifting influences such as time, modernity and technological advances.

African Traditional Religion is less faith-based traditions, but more practice-based traditions. It is less concerned with doctrines but much more with rituals, ceremonies and lived practices.

Though many Africans have converted to Islam and Christianity, these religions still form the social, economic and political life in African societies.

There are quite a number of revival groups and movements whose main aim is to ensure that the tenets and practice of African indigenous religion that are threatened survive. These can be found all over the Americas and Europe.

African Traditional Religion has concerns for health, wealth and procreation at the core. This is why they have developed institutions for healing, for commerce, and for the general well-being of their own practitioners and adherents.

African Tradition Religion is not based on conversion like Islam and Christianity. It spreads through peaceful coexistence. It promotes good relations with members of other religious traditions that surround them.

Women play a key role in the practice of these traditions. There are many female religious leaders along with their male counterparts. There are female priestesses, diviners and other figures.

Assessment

Write an essay explaining the importance of celebrating rituals in African Traditional Religion.

What makes Christianity, Islam and African traditional religion similar?



Activity 3.19

Teacher instructions

Guide the learners to study and use their knowledge to fill in the table.

The table provides the importance of religion to society. Fill in an example for each.

Table 3.1

S/N	IMPORTANCE	EXAMPLE	VALUES
1	It shows people their limitations	In times of loss of a dear one, people turn to God for consolation and strength	Humility, faithfulness, trust
2	It is a means of communication		
3	It provides answers to the most difficult questions		
4	It celebrates life in totality		
5	It promotes social solidarity		
6	It provides mental peace		
7	It recognises life as a whole		
8	It provides people with social and moral values		
9	It gives people hope for eternal life		
10	It satisfies spiritual hunger		

Assessment

Imagine you are invited as the guest of honour to speak about the importance of religion in society to people from various religious groups. Write a short speech for that occasion.

Characteristics of other religions

All religions have characteristics that are similar. These include belief in the supernatural, beliefs, practices, ceremonies, festivals, religious objects, religious places, values, morals, founders, and religious leaders, among others.



Activity 3.20

Teacher instructions

Guide the learners to work in groups or pairs. Using the characteristics of religion mentioned above, fill in the table with two examples of each of the religions provided. Ask the learners to draw a Venn diagram to represent the similarities and differences between the religions, and share them with the rest of the class.

In groups or pairs, use the characteristics of religions mentioned above to fill in the table with two examples of each for the religions provided.

Table 3.2

Sn	Characteristics	Christianity	Islam	African Traditional Religion
1	Belief in the supernatural	1. 2.	1. 2.	1. 2.
2	Beliefs	1. 2.	1. 2.	1. 2.
3	Practices	1. 2.	1. 2.	1. 2.
4	Festivals	1. 2.	1. 2.	1. 2.
5	Religious objects	1. 2.	1. 2.	1. 2.
6	Religious places	1. 2.	1. 2.	1. 2.
7	Values	1. 2.	1. 2.	1. 2.
8	Morals	1. 2.	1. 2.	1. 2.
9	Founders	1. 2.	1. 2.	1. 2.
10	Religious leaders	1. 2.	1. 2.	1. 2.
11	Holy writing/books	1. 2.		

Share your table with the rest of the class.

1. Ask your teacher for guidance.
2. Are some of the given examples similar?
3. Write them down.
4. Find out why.
5. Draw a Venn diagram to represent your findings as a group.
6. Display the Venn diagrams on the walls.

For any religion to be recognised as a religion, it should have a majority of the characteristics mentioned.

Similarities across religions

You have worked through the different examples of the characteristics of each religion. Read the text below and explore more about religions:

In Christianity, Islam and African Traditional Religion, there is a similar belief that God exists. They also believe that God is the creator. Apart from the belief in God, they also have other beliefs that each one of them holds dearly.

We learnt that all religions have religious practices. However, the practices are done differently by each of the religions.

Likewise, they all have ceremonies and festivals where followers get together for a common purpose.

They all have values and morals. Many of the values and morals are common and they cut across all the religions. Examples include ideas that guide the life of the people in their relationship with one another and the world around them. They include truth, justice, love, harmony, peace, respect, keeping promises and decency, among others. These are universally accepted by all religions. These enable people to live together in communities.

Much as the religious objects and places are different, all the three religions have them. The followers meet and worship in those places. This is done on different days, depending on the religion. The followers all hold their congregational prayers in those places. Their religious objects also differ from one religion to another.

Sacred writings are found in physical form for Christianity and Islam. Christianity has the Bible and Islam has the Q'uran. The teachings and beliefs for African Traditional Religion are oral and others are written in the hearts of the people. They are handed down from one generation to another by word of mouth.

Religious leaders are found in all the three religions. These are the people who take the lead during worship, ceremonies and festivals.

Religious founders are common to Islam and Christianity but not African Traditional Religion.

How different are the religions?

You have read about the similarities across the characteristics of the three religions.



Activity 3.21

Teacher instructions

Guide the learners through the activity

1. Ask them to think about the similarities in the characteristics of the religions they have read about.
2. Allow them to exchange ideas on how the examples of the characteristics differ.
3. Ask them to draw a table indicating the differences.
4. Let them share them with the class and you.

Think about the similarities in the characteristics of the religions you have read about.

1. Exchange ideas on how the examples of the characteristics differ.
2. Draw a table indicating the differences.
3. Share them with the class and the teacher.

Assessment

1. If you were given a chance to be a religious leader, how best would you teach about other religions?

Living in harmony with other people

Teacher instructions

Ask the learners to read and discuss the passage below.

We all use the same shops, markets, hospitals and roads, among others. There is need, therefore, to respect the differences. In order to respect the differences, people need to accept and learn more about what others believe in. This does not mean that they get converted to other beliefs, but should know them. This will then create a peaceful and harmonious society.



Activity 3.22: Read, study and answer

Teacher instructions

The dialogue explains the importance of understanding other people's religious beliefs and practices. It also touches on the day-to-day lifestyle of young people. Guide the learners to read it and answer the questions that follow.

Dialogue:

Micah: I see you pray so often. Do you have problems?

Amina: In Islam we have to pray five times a day. That is the standard.

Micah: That is too much!

Amina: It appears hard, but you get used to it. This is the value in Islam. We need to spare time for God.

Micah: Well, it seems too much on my side.

Amina: When and how often do you pray?

Micah: Twice every day, but I also pray before and after meals and before doing any activity.

Amina: Oh! I thought you do not pray at all.

Micah: I go to church every Sunday and observe all religious days. I also take care of the needy.

Amina: Now I understand something about your religion and we can live more peacefully together.

Micah: I have also learnt something new and will tell other people about it.

Questions

1. What are some of the issues in Islam that Micah could not understand?
2. Why is it important to know about other religions?
3. What does the dialogue teach about respect for differences?
4. In your opinion, what happens when people know about their individual differences.

Harmonious living in biblical times

Jesus showed the people of his time the importance of accepting people despite the differences. The story of the Samaritan woman in John 4: 7 - 47 at the well clearly explains this.



Activity 3.23:

Read the story of the Samaritan woman and answer the questions that follow.



Figure 3.5

Teacher instructions

The dialogue between Jesus and the Samaritan woman at the well represents the differences in cultures. Guide the learners to read it and answer the questions that follow.

Jesus and the Samaritan woman at the well

Questions

1. Outline the kind of life the Samaritan woman lived as opposed to the life of Jesus.
2. In pairs, discuss the practices that encourage prejudice.
3. Explain how Jesus overcame religious and traditional intolerance in the story.
4. Identify the pillars of Christianity that Jesus referred to in the Gospel according to John 4:7 - 27.
5. Identify religious tolerance in the conversation between Jesus and the Samaritan woman.

Assessment

Write an essay explaining the importance of tolerance of differences in society.

**Activity 3.24: Paul in Rome Acts 28:30-31****Teacher instructions**

Ask the learners to read and interpret verses (Acts 28:30-31) in line with harmonious living.

³⁰He lived there two whole years at his own expense,⁷ and welcomed all who came to him,³¹ proclaiming the kingdom of God and teaching about the Lord Jesus Christ with all boldness and without hindrance.

**Activity 3.25****Teacher instructions**

In order for people to attain peace and harmony, there should be respect for each other's opinions. Guide the learners to read the passage below and let them give their opinion with regard to harmonious living.

In order for people to attain peace and harmony, there should be respect for each other's opinions. Read the passage below and give your opinion with regard to harmonious living.

Do not pass judgment on one another

¹As for the one who is weak in faith, welcome him, but not to quarrel over opinions.

²One person believes he may eat anything, while the weak person eats only vegetables. ³Let not the one who eats despise the one who abstains, and let not the one who abstains pass judgment on the one who eats, for God has welcomed him. ⁴Who are you to pass judgment on the servant of another? It is before his own master[a] that he stands or falls. And he will be upheld, for the Lord is able to make him stand.

⁵One person esteems one day as better than another, while another esteems all days alike. Each one should be fully convinced in his own mind. ⁶The one who observes the day, observes it in honour of the Lord. The one who eats, eats in honour of the Lord, since he gives thanks to God, while the one who abstains, abstains in honour of the Lord and gives thanks to God. ⁷For none of us lives to himself, and none of us dies to himself. ⁸For if we live, we live to the Lord, and if we die, we die to the Lord. So then, whether we live or whether we die, we are the Lord's. ⁹For to this end Christ died and lived again, that he might be Lord both of the dead and of the living.

¹⁰Why do you pass judgment on your brother? Or you, why do you despise your brother? For we will all stand before the judgment seat of God;¹¹for it is written,

“As I live, says the Lord, every knee shall bow to me, and every tongue shall confess to God.”

¹²So then each of us will give an account of himself to God.



Activity 3.26: Reading and answering

Teacher instructions

The Bible has many lessons about harmonious living. Guide the learners to read the passage and answer the questions that follow.

The Bible has many lessons about harmonious living. Read the passage and answer the questions that follow.

Do not cause another to stumble

¹³Therefore let us not pass judgment on one another any longer, but rather decide never to put a stumbling block or hindrance in the way of a brother. ¹⁴I know and am persuaded in the Lord Jesus that nothing is unclean in itself, but it is unclean for anyone who thinks it unclean. ¹⁵For if your brother is grieved by what you eat, you are no longer walking in love. By what you eat, do not destroy the one for whom Christ died. ¹⁶So do not let what you regard as good be spoken of as evil. ¹⁷For the kingdom of God is not a matter of eating and drinking but of righteousness and peace and joy in the Holy Spirit. ¹⁸Whoever thus serves Christ is acceptable to God and approved by men. ¹⁹So then let us pursue what makes for peace and for mutual upbuilding.

²⁰Do not, for the sake of food, destroy the work of God. Everything is indeed clean, but it is wrong for anyone to make another stumble by what he eats. ²¹It is good not to eat meat or drink wine or do anything that causes your brother to stumble. ²²The faith that you have, keep between yourself and God. Blessed is the one who has no reason to pass judgment on himself for what he approves. ²³But whoever has doubts is condemned if he eats, because the eating is not from faith. For whatever does not proceed from faith is sin.

1. What are the causes of disharmony according to the passage?
2. What does the passage teach about harmonious living?

**Activity 3.27**

St Paul teaches people to be one despite the differences. Read the text and answer the questions

1Corinthians 10:31 - 32

³¹So whether you eat or drink or whatever you do, do it all for the glory of God.

³²Do not cause anyone to stumble, whether Jews, Greeks or the church of God.

What is the basis of disharmony according to the text?

What should be the uniting factor of believers according to the text?

Activity of Integration

Mustapha, Musoke and John have joined university from different schools. They have to share a hostel room. They also share a TV, a fridge, cooking utensils, plates and cups. Musoke drinks every once in a while. John enjoys pork as a delicacy at least once a week. Mustapha has a special jerry can he uses for cleansing before prayers. He also has a prayer mat he uses to pray five times a day. Musoke loves African traditional music during his free time, John listens to gospel music, while Mustapha loves Arabian music. They enjoy European football although they support different teams. They have to live together for the next three years despite their diversity.

Instructions

- i) How can the three boys live together harmoniously?
- ii) What do the three young men have in common that make them depend on one another?
- iii) Using the knowledge acquired, tell what can be done to help them live with respect for each other.
- iv) What do you think would be the causes of disagreement and disharmony amongst the three young men?
- v) Draft a set of rules that can help govern the three young men in order for them to live harmoniously.

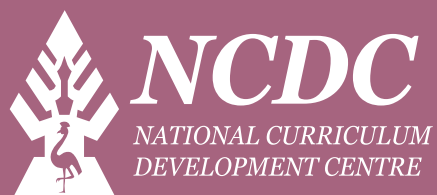
Support

Picture of three boys one dressed in a tunic and Muslim cap, the other with a rosary and one with seated with a bottle of beer.

Figure 3.4

Chapter Summary

After interacting with the chapter, you can appreciate the beliefs and moral practices of other religions. You now can tolerate people of other faiths and live harmoniously with them.



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