



New Curriculum

Ventures Primary

Family, Religion and

Moral Education



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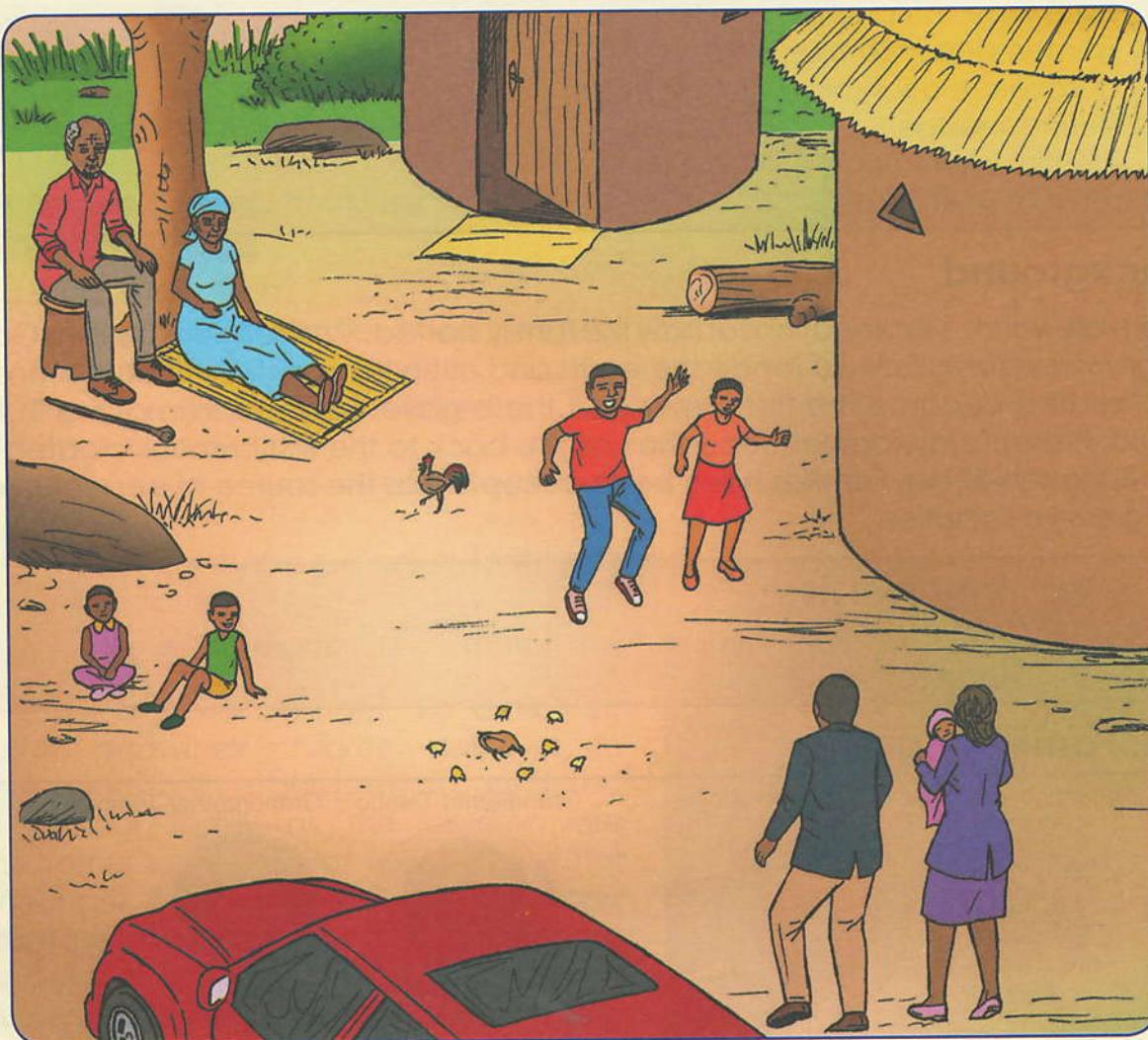
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Topic

1

Family



Introduction

The family is one of the most respected units in societies and communities. The family is a sound social group where individuals are taught good values, attitudes and even skills for life. Families provide support and protection to their members. They are the source of one's identity and history. The types of families have continuously changed but the importance of the family in society has remained the same. The roles and practices of families have helped to maintain order and peace in the society. When people started to live together in groups, some took on the leadership roles. They became chiefs and kings and their families led people for years. Up to now there are lineages and chieftainship practices.

Unit I: Concept of family

Objectives

By the end of the unit you should be able to:

1. state the origins of families
2. state types of families
3. list members in families
4. describe relationships within families
5. define lineages
6. identify own totems
7. recite own totem.

Background

There are various explanations of how the family started. Most religions believe God/ Allah/Mwari/UNkulunkulu made the earth and everything in it. The first humans to be created became the first family and these gave rise to many nations in the world. Present day families trace their origins back to the first humans created by the Supreme Being. Families have been accepted as the source of peaceful and progressive societies.



Key words

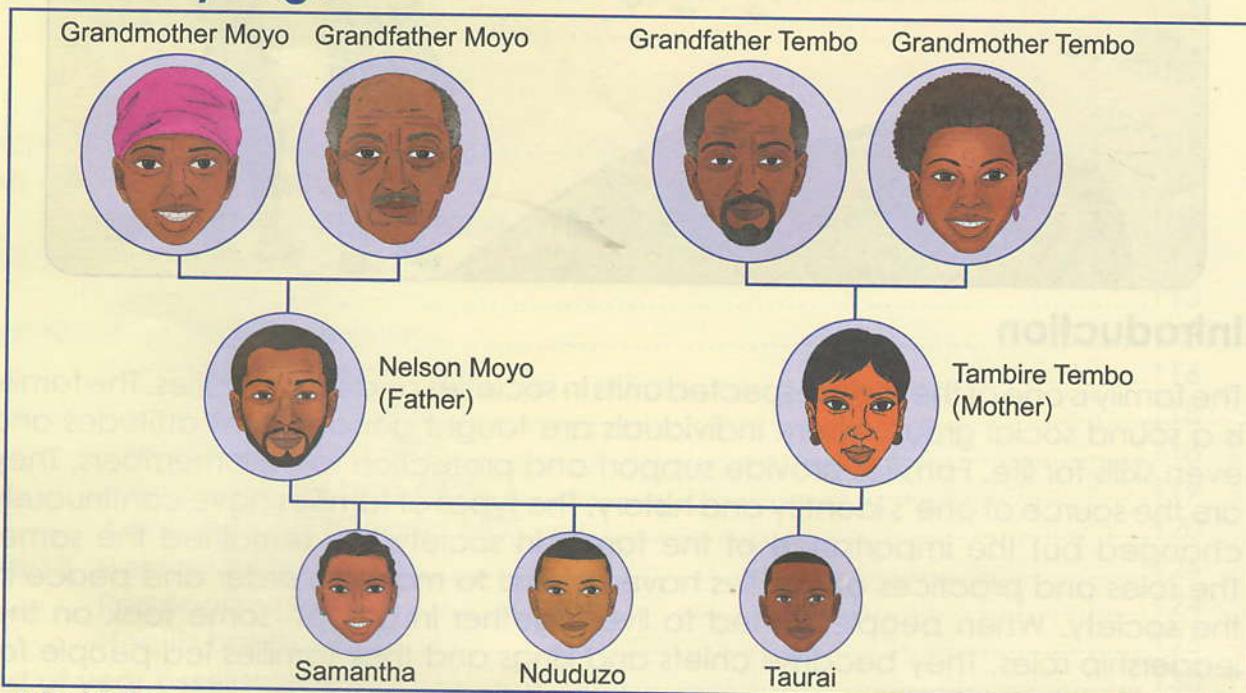
chieftainship
lineage

origin

totem

Supreme Being

1A. Family origin



A family tree

Most societies acknowledge their origin and existence to a **Supreme Being**. An **origin** is a place where something begins or arises. Supreme Being is a name for God. Societies across the globe are made up of families. The Supreme Being is believed to oversee and lead families in most societies. Families trace their origins through family trees. This is as shown by the family tree on the previous page.

Activity 1

1. Tell the class your family history.
2. Draw your family tree up to your grandparents (three generations).

Exercise 1

1. What is an origin?
2. To whom do all families trace their origin back to?
3. Supreme being is a name for _____.
4. The Supreme Being is believed to _____.
5. What is a family tree?

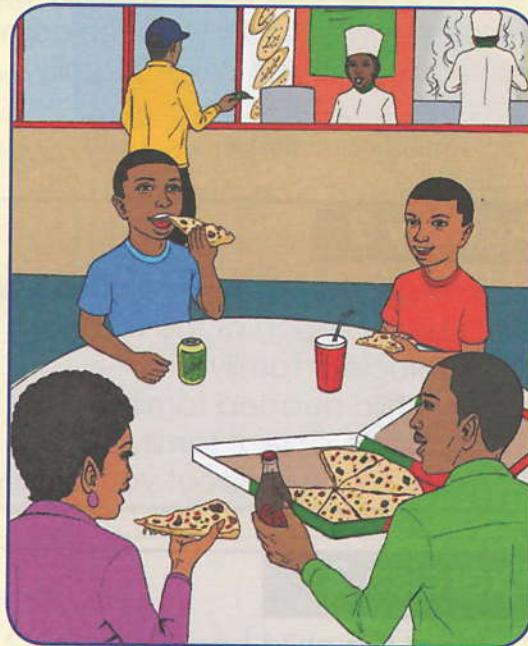
1B. Family types and relationships

The nuclear family

This type of family is made up of a mother, father and their children. However, in indigenous culture, polygamy is considered a nuclear family as the children are the father's. The size of the family is not important in Indigenous Religion as long as all the children share the same surname and are of one man. The picture shows a nuclear family that has gone out for pizza.

Child headed family

When parents die and leave children staying on their own, with the eldest child below the age of 18 years leading the younger brothers and sisters, they become a child headed family. The eldest takes care of the younger siblings especially if they don't have relatives nearby. The children have to look after each other, feed themselves and cover other needs as there won't be a father or mother to provide, guide and take care of them.

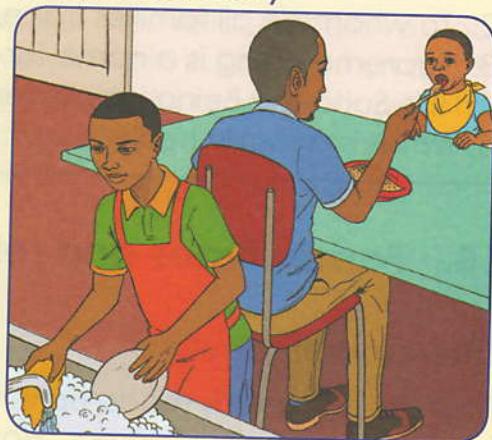


Nuclear family at dinner

Life in a child headed household can be very difficult if the parents don't leave material resources for their children. The eldest is mostly disturbed as he/she has to ensure that each of the younger siblings is well cared for. One of the difficulties is that the eldest usually drops out of school to take the parental roles and ensure that they have food and other requirements. The picture shows a child headed family



Child headed family



One parent family

One parent

A family in which the children stay with either the father or the mother only is called a one parent family. This family comes as a result of the death of one parent, parents divorcing, separating or the parent may just decide not to get into marriage and raise the children on their own. The one parent family used to be rare long ago but now it is quite common. The picture shows a one parent family.

Activity 2

- Identify the types of families found in your community.
- Describe each of the following family types:
 - Nuclear family.
 - Child headed family.
 - Single parent family.
- Write a poem about your family.

Exercise 2

- What is a child-headed family?
- List two other family types.
- State two things that may lead to a one parent family.
- Who plays the parental role in a child headed family?
- Which family type is made up of a mother, father and children?
- What are the differences between a child headed and one parent family?

1C. Lineages and totems

Lineages

Individuals can trace their lineages starting with their parents. They then establish their grandparents then go on to their great grandparents according to their generations until they get to the ancestors. Lineage is a direct descent from an ancestor or ancestry.

An example of a family lineage is as follows:

Rudo Nhumwa of the Nzou totem, a Grade 5 learner at Rupiri Primary School, traces her birth to the Chitsama family. John is her father and Marifana her grandfather who descended from Marufu of the Nerupiri **chieftainship**. A chieftainship refers to a family that leads a group, especially a clan or tribe. Lineages can be traced using a family tree. See the family tree on page 2.

Totems

Totems are very important in African tradition. They can help show people their relatives and origins. A totem is a sacred object, animal or symbol that serves as an emblem of a group of people, such as a family, clan, lineage or tribe. In the example above, Rudo is said to be of the Nzou totem which is an elephant. Other people who share the same totem are the Ndlovu people. There are many different totem animals for the different people in Zimbabwe. For example, the Ncube people have the Soko totem which is a monkey. Whereas, the Sibanda and Shumba's totem animal is the Lion. The picture shows the Sibanda totem, a lion.

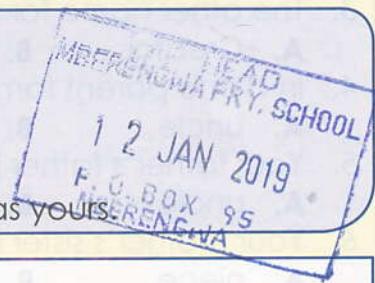


Lion (Shumba/Sibanda totem)

Activity 3

Do the following activities:

1. State your lineage to as far back as you can recall.
2. Write your totem praise poem.
3. Identify those with similar totems and praise poems as yours.



Exercise 3

1. What is a lineage?
2. Define a clan.
3. What benefits does one get from knowing his/her lineage?
4. What is a totem?
5. Identify any benefits of knowing one's totem. Give two answers.
6. Why are people of the same totem discouraged to marry?

Summary

- Families trace their origins to the Supreme Being.
 - There are three main types of families and these include the nuclear family, child headed family and single or one parent family.
 - Names and totems serve to strengthen relationships and cooperation among family members.
 - Lineages help families to trace their historical background.
 - People of Zimbabwe and other African countries used to stay in ethnic groups.

Glossary

Community	- a group of people living in the same place.
Ethnic	- referring to a shared identity by a group through culture, heritage, history and language.
Oversee	- be responsible for the management or arrangement of an activity.

End of unit assessment test

Multiple choice questions

1. Families trace their origins to ____.
A. the father B. the church
C. religion D. the Supreme Being
 2. The ___ leads a child headed family.
A. infant B. mother C. eldest D. father
 3. The other name for the Supreme Being is the ____.
A. Creator B. Totem C. Heaven D. Ancestor
 4. In a one parent family the children are taken care of by ____.
A. uncle B. sibling C. stepfather D. the parent
 5. Your father's father is your ____.
A. uncle B. step father C. grandfather D. sibling
 6. Your mother's sister is your ____.
A. niece B. aunt C. nephew D. cousin
 7. Uncles and aunts are siblings to your ____.
A. sisters B. brothers C. parents D. grandparents
 8. Families that share the same heritage, culture and language are an ____.
A. extended family B. blended family
C. ethnic group D. cultural group

9. Some local families use ____ as their surnames.
A. forenames **B.** totems
C. religious names **D.** siblings
10. Families stay connected for the much needed ____.
A. support and protection **B.** resources
C. culture **D.** ancestors

Structured questions

1. Draw your family tree as far back as you remember.
2. What is a nuclear family?
3. Define lineage.
4. What is a totem?
5. State any two family types.
6. Give three reasons why we have child headed families.
7. Give two reasons for the existence of single parent families.
8. Why is polygamy a nuclear family in Indigenous Religion?

Unit 2 Family and religion

Objectives

By the end of the unit you should be able to:

1. state ways of marrying in religion.

Background

Families in Zimbabwe belong to different religions. The constitution of Zimbabwe allows these religions to practice marriage according to their cultural and religious beliefs. **Indigenous** groups perform various marriage **ceremonies**. Indigenous means originating or occurring in a particular place or being a native of a particular place. Ceremonies are formal religious or public occasions. Over the years there have been **intermarriages** between members of families from different ethnic groups. Intermarriage is marriage between people of different tribes, races or religions.



Key words

indigenous

ceremonies

intermarriages

2A. Family life and marriages in religion

All religions see the family as of great importance in safeguarding the values and practices of society and contributing to peace. The family grows through marriage and ensures continuity to the next generation. It also serves as a source of society's stability and peacefulness. In addition, the family safeguards and respects society's values and practices. When it comes to marriage in Indigenous Religion, it allows for such ways as: *kuganha*, *musengabere*, *kukumbira/ukucela umlilo* and *kutizira*.

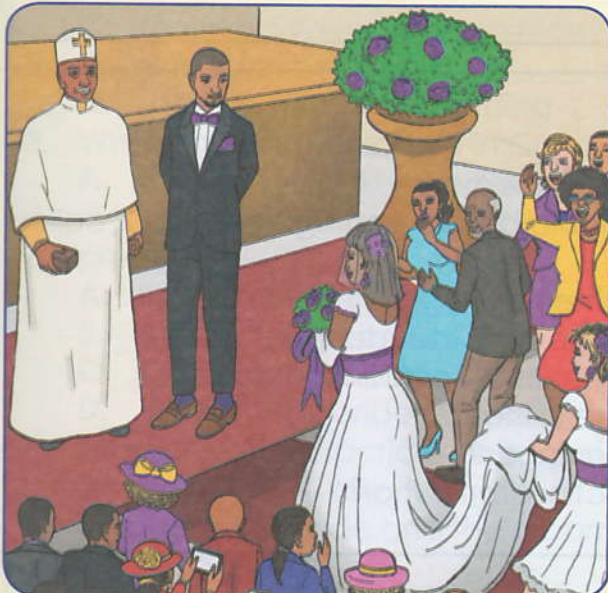
A. Kuganha – This is when a young lady proposes marriage to a young man who then refuses to marry her. She then forces herself on him by going to the young man's homestead, sometimes with her aunt. They sit where people can see them and wait to be addressed by the family. After they are seen at the homestead, the young man's family calls for a meeting to find out who the girl wants to marry and convince the young man. In Indigenous Religion, when a young lady offers herself for marriage it is considered a blessing from the ancestors. Therefore, the young man's family would accept her as his wife and then start marriage proceedings with her family.

- B. Kutizira** – In the Shona culture this is when a young lady falls pregnant and elopes to the young man's homestead at night. However, the lady can also elope even without falling pregnant. After seeing her, the young man's family then informs the girl's family that their daughter is with them. In Shona this process is called *tsvagirai kuno*. A representative is then sent to the girl's family and lobola negotiations begin soon afterwards.

The Kalanga also have a practice similar to the Shona culture. However, in the Kalanga culture, the girl and boy agree that the girl should elope and, together, they inform the girl's aunt. The young man gives the girl a token to leave under her pillow for her parents to find. The girl elopes at night and is met by the young man. They then go to the young man's homestead. In the morning, when the girl's parents start to look for her and cannot find her, they then look underneath her pillow. Once they find a token they then know that the girl has eloped. Like in the Shona custom, the young man's family also sends representatives to let the girl's family know that the girl is with them. The lobola process then starts.

- C. Musengabere** – This is when a young man sees the girl he wants to marry then carries her to his homestead without her approval. At the young man's homestead the girl is convinced to marry the young man and finally accepts. The young man's family then sends a representative to the girl's family and lobola negotiations begin.

- D. Kukumbira/Ukucela umlilo** – This is when a young man's family goes to the girl's family to ask for her hand in marriage. Marriage proceedings



Christian wedding ceremony



Muslim wedding ceremony

then start once the girl's family agrees. After everything has been fulfilled, including lobola payment, the girl's family then accompany her to the young man's homestead.

In other religions, like Christianity, a white wedding comes after the *kukumbira/ukucela umlilo* marriage ceremony so as to present the couple before God and the church. However, the processes differ with the denomination. There is no one way of doing the marriage rituals in Christianity. This Christian wedding is done as a way of blessing the marriage before God. The same is done for Islam and Judaism. The marrying couples do their cultural and religious rituals. Both religious rituals involve them standing before the congregants and before Allah or God. Muslims practise arranged marriages. They believe that the families marry, not the individuals. The bride price is decided by the families and the man should pay bride price before the marriage. What the groom pays becomes the bride's property. This is all done before they can be joined together before the congregants and Allah.

In Judaism, followers believe that marriage is a direct instruction from God. To start the process, a contract or agreement is made between the two people who wish to get married before their loved ones. Sometimes the mothers break a plate to seal the engagement. After all the different rituals, they are then joined together before God, relatives and friends.

Activity 1

1. In groups, choose one indigenous way of marrying and do a role play.
2. Discuss the advantages and disadvantages of any two of the marriage ways.
3. Discuss about Christian marriages, each giving an example of how it is done in their denomination.

Exercise 1

1. State two indigenous ways of getting married.
2. The process of marrying by paying lobola before getting the bride is called _____.
3. Marriage helps the family to grow to the next _____.
4. Who breaks the plate during an engagement in Judaism?
5. Who joins together the bride and groom in a Christian marriage?
6. Who uses the bride price in a marriage in Islam?
7. Which religion practices arranged marriages?
8. In Judaism, marriage is a direct instruction from whom?

Project 1

In groups, make wedding charts showing marriages in Christianity, Islam and Judaism (you can use cuttings, photographs, drawings or paper mash).

Summary

- Indigenous groups have different marriage ways.
- There are some similarities in marriage practices among some religions like payment of bride price, ceremonies for accepting brides and celebrating marriages.
- Islam practices arranged marriages.
- Judaism believes marriage is approved by God.

Glossary

Bride price	- goods or money paid for a bride, also called lobola.
Engagement	- an open agreement to get married.
Wedding	- a ceremony where two people are united in marriage.

End of unit assessment test

Multiple choice questions

1. All of the following are indigenous ways of getting married except ____.
A. forceful following **B.** working as payment for a bride
C. forcing a young man to marry **D.** wedding bells
2. Religious groups respect the ____ as a basis for a peaceful society.
A. family **B.** wedding **C.** bride price **D.** possessions
3. What comes after lobola in Christianity?
A. Children **B.** Wedding **C.** Party **D.** People
4. In a marriage engagement in Judaism, who breaks the plates to seal the promise?
A. Father of the Bride.
B. Mother of the bride.
C. Mothers of the bride and the groom.
D. Aunts of the bride and the groom.
5. Which religion practices arranged marriages?
A. Islam **B.** Indigenous **C.** Christianity **D.** Judaism
6. Who joins the bride and the groom in a Christian marriage?
A. A go-between.
B. The elders.
C. Marriage officer/Pastor/Priest. **D.** Relatives.

7. In most societies, which family pays the bride price?
- The groom's family.
 - The bride's family.
 - The aunts' family.
 - The uncles' family.
8. _____ brings the bride and the groom's families together for marriage negotiations".
- Priest
 - Pastor
 - A go-between
 - Marriage officer
9. A marriage will grow the family to the next generation if it bears _____.
- bride price
 - marriage rings
 - children
 - possessions

Structured questions

- Write down any three indigenous ways of marrying.
- State similarities between Christian and indigenous marriages.
- Who arranges marriages in Islam?
- Who directs marriages in Judaism?
- What unites and builds relationships between families?

Unit 3 Family and community

Objectives

By the end of the unit you should be able to:

1. identify family roles in the community
2. explain why it is important to have family roles in the community
3. explain how families interact with each other
4. state ways of caring for the needy in the community.

Background

Families are the foundation of the community. It is the first stage where children are taught language, values, work, unity and expected behaviour. Families unite in times of happiness and need, helping each other for life to become easy in the community. The community spirit of oneness made communities come up with several ways to help each other in doing work. During difficult times of illness and death and in looking after the needy. The family and community roles are common in all types of settlements found in Zimbabwe.



Key words

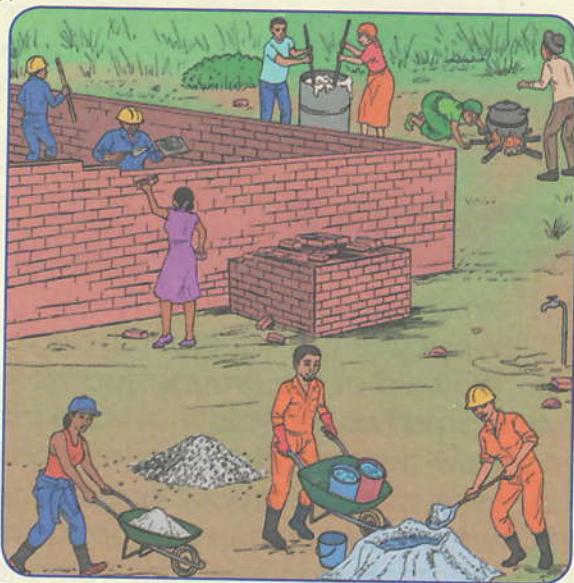
interdependence caring emotional support

3A. Family roles in the community

Being a community means living and sharing resources with a lot of people from different families. Read the story that follows.

Tongai's community

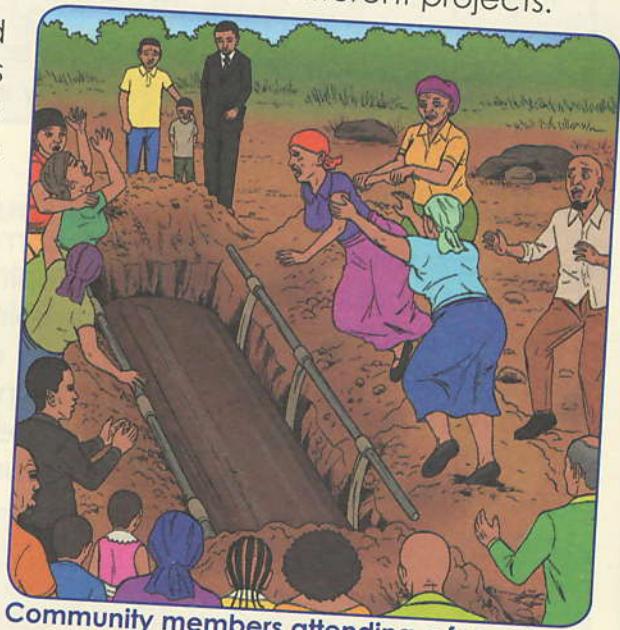
Tongai lives in a resettlement area where they don't have a school, a dip tank for their cattle, a borehole and a connecting road to the nearest service centre. As a community they have come up with ways of making their lives better. They have divided themselves into four groups. The first group is helping in the construction of a school, the second group is busy constructing a dip tank with the help of a veterinary officer. A worker from the District Development Fund is helping in the construction of a road to the service center with the third group. A borehole



Community members working together to build classrooms

has been drilled by a company called Bone Water with the help of the fourth group. While the energetic youths and adults are working on the community projects, the elderly take care of the young children and look after animals. Today the whole community has suspended work at all the projects because there has been death in one of the families in the community. All the people are gathered and sharing work at the funeral. After the burial there will be a day's rest as respect for the dead and the groups will continue with work at the different projects.

Families in communities also attend funerals, weddings and other ceremonies and festivals. When there is a death in the community, families help provide services like cooking at the gathering. They also attend burial services to help the bereaved and comfort them during the sad time. The picture shows a burial service where family, friends and community members have attended to support, comfort and help the family through their time of loss.



Community members attending a funeral

Activity 1

1. Which other services are needed in a community other than those mentioned in the story?
2. What other events can stop community work?
3. Why is each of the projects important?
4. Which other community settlement types do you find around Zimbabwe?
Discuss.

Exercise 1

1. Where does Tongai live?
2. What was the first group doing?
3. Why did all the groups stop working?
4. Name two services that were lacking in the community?
5. How does a road serve the community?
6. Who provides labour for community projects?
7. Where do communities get advice on certain projects?
8. What role do the elderly from the community play in community projects?

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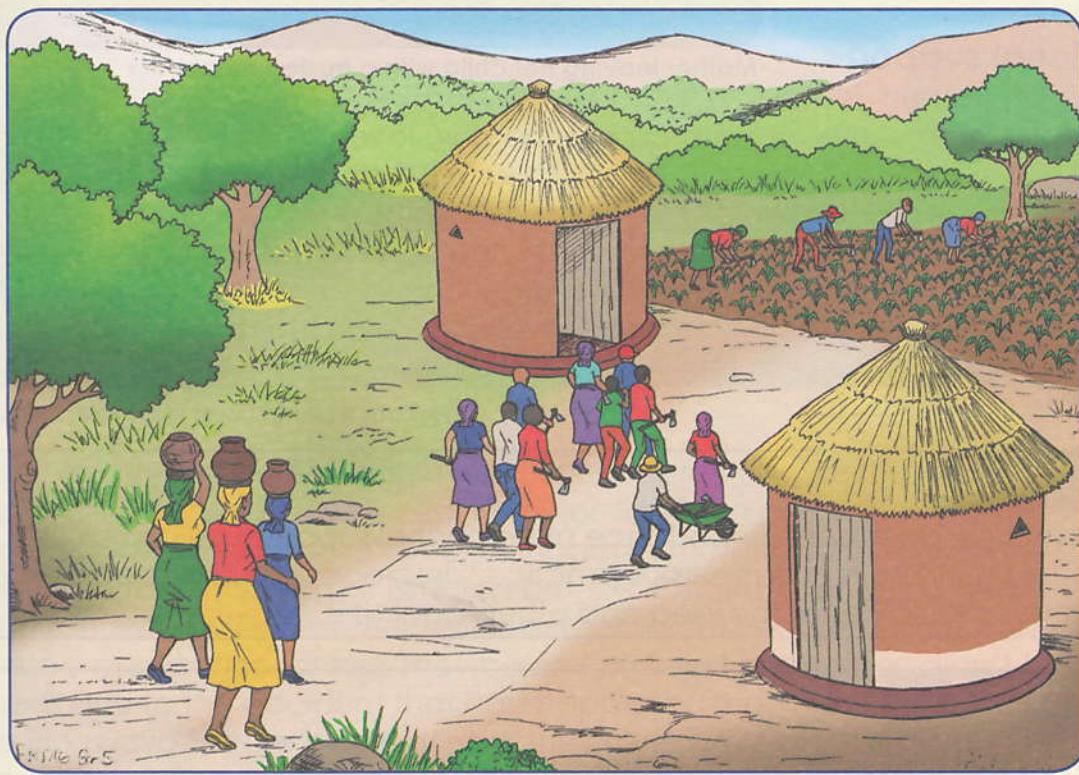


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3B. Family interaction

Working together

Maidei's family do not have cattle of their own for ploughing during the rainy season. For them to be able to till their land they usually brew some beer and call their neighbours who have cattle to come and help plough their fields. Members of the community provide this service in the spirit of helping and *Unhu/Ubuntu/Vumunhu* for the value of beer and the work done are no match. This indigenous practice is called *ilima/mageja/humwe/nhimbe/majangano*. This is a way to ensure food security for all households and to maintain peace as no one will be tempted to steal food from others. Communities help in many other areas such as weeding, harvesting and threshing of grains. At all these cooperative activities, they prepare food and eat together while at work. The beverage is used as a medium of drawing people together.



Community members at a *nhimbe/ilima*

Child minding

In the traditional systems, the community did not allow children to stay on their own, they were taken into the extended families so that they could grow among those of their family and according to their practices and teachings. However, with changing times and growth of towns, disintegration of the family unit has brought many other problems such as, abandoned children and unavailability of family to

help take care of them. With the new set up, the communities had to adjust and this brought about leaving children with friends or trusted neighbours or at daycare centres. However, in the olden days when families lived closer to each other they helped mind each other's children. Children would grow up around cousins, uncles, aunts and grandparents.

Emotional support

Emotional support is the act of providing someone with care, empathy, love and trust so that he or she can see that there is a way out of any situation. Both the young and old require emotional support in times of stress and hardships. It is very important to assist affected people move on or to help them find ways to get out of the unpleasant situations. Stressful situations that need emotional support include illness, death, divorce, threats and family quarrels. Families support each other during these times to help ease the pain felt by one of their own. Elders in the community play a big role in this process.



Mother leaving her child with a trusted neighbour

Activity 2

1. In groups, discuss the importance of emotional support to victims.
2. "Child minding is a dangerous practice." In groups of 10, debate this idea. Others should be for the idea and others against it.

Exercise 2

1. What is child minding?
2. Why is a school necessary in the community?
3. Who ensures that there is peace in communities?
4. Why do community people gather at funerals?
5. What is the reason for community cooperatives?
6. State two roles community members can do at any celebration?
7. What facilities do families in a community share?
8. What situations can cause emotional stress?

3C. Caring for the needy

Caring means displaying kindness and concern for others. Communities have disadvantaged people that include the sick, the elderly, the poor and the disabled. Communities are expected to provide emotional and material support to such groups. Read the story about Thabani's mother and how they are taking care of her at home.



Thabani helping to feed his sick mother

Thabani's mother is sick. She cannot work or cook for them as the flu has her lying in bed all day. Thabani and his sister help her with food and water. They try to take care of her while their father is at work. Thabani's mother wants to get well soon so that she can take care of her children but the sickness is affecting her. The other day the father took their mother to the doctor to get her checked up. The doctor prescribed medication for her. They could not admit her as they didn't have any free beds due to the accident that had happened that night. Two buses collided on the Bulawayo-Harare highway near their Kwekwe town. The hospital was busy treating injured people from the bus. Thabani's father, Mr Moyo had to take her home and take care of her there.

This is what we call home-based care.

Activity 3

1. Research on the life of needy people in the community.
2. How are the needy disadvantaged?
3. How can you help the needy as individuals and as a community?

Exercise 3

1. How did Thabani help his sick mother?
2. When one is sick where does he/she go?
3. What caused the hospital to be full?
4. What is home based care?
5. How can you help the sick?
6. What should children do for their parents when they grow old and can no longer look after themselves?
7. How can the community help those who are bed ridden?

Summary

- Families share responsibilities and roles in projects that make them get services as a community.
- For a community to live together smoothly there is need for its members to assist each other by providing labour, material and emotional support.
- Communities are expected to care for their elderly, disabled, poor and disadvantaged.

Glossary

Desperate	- a situation where a person has little or no way of helping himself/herself out of it.
Homeless	- having no home to stay.
Humility	- being humble and showing respect.
Needy	- the people in the community who cannot provide for themselves.

End of unit assessment test

Multiple choice questions

1. What are communities expected to provide to the poor?
A. Emotional and material support.
B. Music and dance.
C. Wealth and property.
D. Labour and skills.
2. Who was expected to stay with the children in the indigenous system?
A. Community.
B. Teachers.
C. Extended family members.
D. Friends.

Structured questions

1. What is a community?
 2. Which activities can be done by a community?
 3. List two acts of kindness one can do for the disadvantaged in the community.
 4. State any two community projects that show cooperation.
 - a) _____
 - b) _____
 5. State at least two roles the community can perform at each of the following:
 - a) Funeral _____
 - b) Wedding celebration _____
 - c) Child naming ceremony _____
 - d) Construction of a school _____

Unit 4 Social and emotional learning

Objectives

By the end of the unit you should be able to:

1. identify neighbours
2. explain the importance of socialisation within the communities
3. explain ways of showing respect
4. state the merits of showing respect for others
5. identify the diversity in human beings
6. justify the need to appreciate diversity.

Background

Communities and societies develop well if their people have the right social skills and are able to maintain sound relations among themselves. Different situations in life call for different behaviours or reactions. As people grow they are expected to acquire sound values, the correct means of communication, skills to be productive and helpful in society and should be able to get along with people from different backgrounds and cultures.



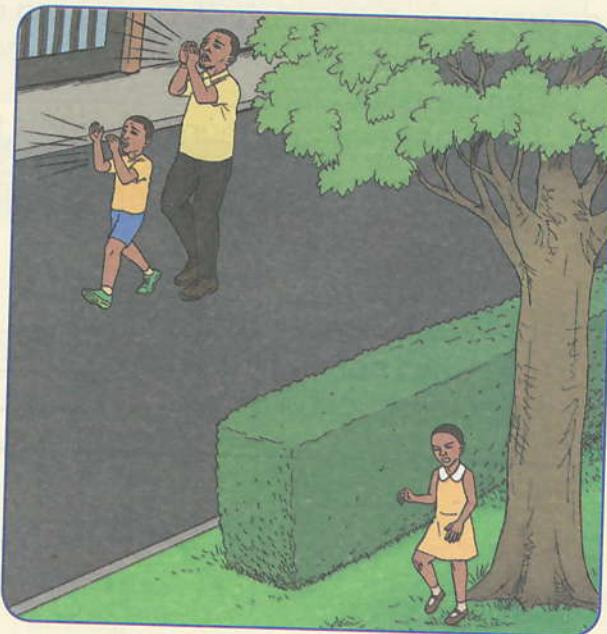
Key words

socialisation respect appreciate

4A. Social awareness

Philani helps find his neighbour's daughter

"Tsakani! Tsakani! Tsakani!" Philani could hear Mr Matsilele calling for his daughter. He waited to hear Tsakani respond but silence followed. This told him that Mr Matsilele couldn't find her. Mr Matsilele was his neighbour. He lived in the house next door. When Philani and his family moved into the neighbourhood, Mr Matsilele was the first neighbour who came to their house to welcome them. When Philani heard him looking for Tsakani he rushed to him to ask if he could help. Tsakani used to play with Philani's young sister, Nomakhosi. "Tsakani! Tsakani! Tsakani!" they called out for her in unison. They then agreed to go around the neighbourhood and look for her. Philani



Mr Matsilele and Philani looking for Tsakani

took one corner whilst Mr Matsilele took the other. As they called out and asked people about Tsakani, Philani spotted someone like her standing underneath a tree close to the main road. "Mr Matsilele," Philani called. "I have found Tsakani. There she is under that tree. She looks hurt." Mr Matsilele came running and took his daughter in his arms and carried her. He gave Philani a big smile and thanked him for helping. After the incident, Mr Matsilele and Philani's parents met again at the school fundraising function where they played games and danced to help raise money for the new school building block. Most of the parents from the neighbourhood were also there. Mr Matsilele thanked Philani's parents for the help in looking for his daughter and told them they were raising a good hearted young man who was going to grow up to be a jewel in the community.

Activity 1

Philani identified Mr Matsilele by his voice. He also identified Tsakani because he knew how she looked like as she was his little sister's friend and also his neighbour.

In groups:

1. Talk about your neighbours.
2. Describe features that would help you identify them in public.
3. If you get lost and your neighbour passes by, would you be able to identify them? If yes, then how? If no, then why?

Importance of socialisation within communities

Socialisation is a process that makes individuals learn values, beliefs and norms of a society. This process starts from the home. Communities also play an important role in the socialisation of children. Through community group activities like community gardening, *nhimbe/iliima*, celebrations and funerals, you learn the importance of oneness. You may not go for funerals but you learn the importance of working together from seeing adults going. Socialisation within communities can produce members who are either responsible or irresponsible. The way adults relate and work together within the communities works as an example for the young ones. If the community is divided, children will learn that and carry it over to their children. Your life and standard of living can be influenced by the community you grow up in.

Exercise 1

1. Who was looking for his daughter?
2. How did Philani identify Mr Matsilele?
3. Mr Matsilele's daughter's name is ____.
4. When your neighbour is in need what should you do?
5. Who lives next door to Philani?
6. What do we call someone who lives either next door or in the same neighbourhood as us?
7. Give one reason why socialisation is important within communities.
8. It is good to ____ together as a community.

4B. Respect for others

There are a lot of ways of showing respect for others. **Respect** is a feeling of regard for the feelings, wishes or rights of others. Some of the ways are taught at home when growing up and others at school. At home, siblings are taught not to fight with each other and to share things equally. At school learners are taught not to bully each other, engage in fights and treat each other bad. Learners who respect each other do not steal or poke each other. They do not laugh at those who fail but help them to succeed. Respect is not only when someone answers the other politely, it is also helping those who fall instead of laughing at them. Learners are also taught to greet elders politely and not to be rude to them. Girls and women genuflex or kneel when serving food. Men and boys squat when greeting the elderly. When you show respect to others you gain their respect back. The Christian golden rule, "Do unto others as you would like them to do unto you" shows that when you respect other people and treat them well then they will also respect you.

Activity 2

1. In groups, come up with a list of things that show respect and the benefits of showing respect to others. Present findings in class.
2. Role play two scenes, one should show disrespect and the other respect.

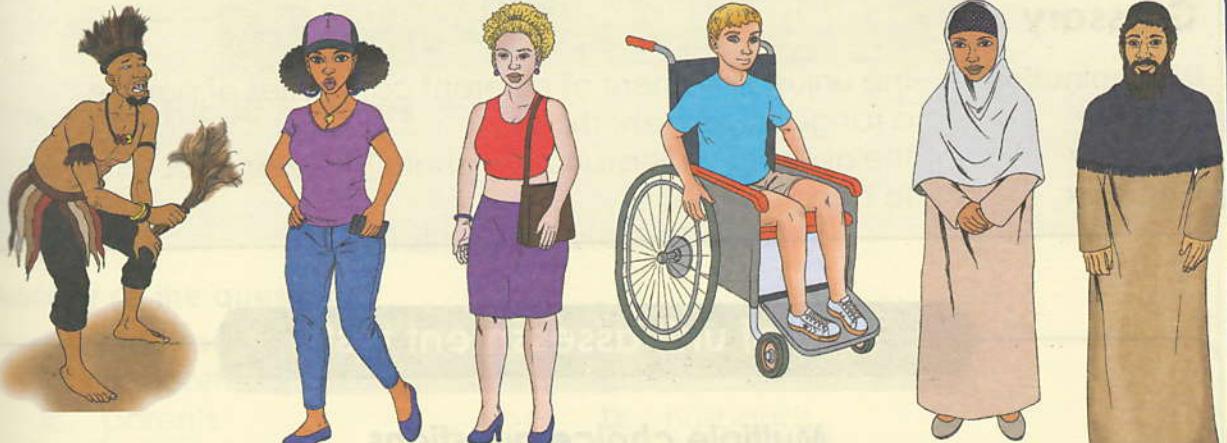
Exercise 2

1. What is respect?
2. Learners can show respect by not ____ up others.
3. Do unto others as you would ____ to do unto ____.
4. Women and girls ____ or ____ to show respect.
5. The way one responds to another person's question shows ____.
6. When you show respect to others you ____.
7. Give one advantage of showing respect.
8. At school, learners are taught not to ____.

4C. Empathy and appreciation for diversity

Human beings are different in a number of ways that include culture, belief religion and race. In a community, you find Muslims, Christians, Jews and those who believe in Indigenous Religion living together in harmony. This is a sign that they are tolerant and they **appreciate** their differences. To appreciate is the recognition and enjoyment of the good qualities of someone or something, it is also full understanding of something or someone. Communities work together to build schools, clinics, orphanages and form neighbourhood watch groups between themselves regardless of their differences. It is important for you to understand that people are born different, they believe in different things and yet they can live

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Different people in the community

together in harmony and still work together without discrimination. The pictures show different people in the community. Talk about their differences and how they should treat each other.

Activity 3

1. In groups:
 - a) State differences in people.
 - b) Discuss the importance of tolerance.
2. Dramatise scenes that show appreciation for diversity in communities.

Exercise 3

1. People should live together in ____.
2. State any three reasons why community members should help each other?
3. Living together in harmony and not minding our differences is ____.
4. State the mentioned common activities that a community can work on together.
5. A community can be made up of different religions such as ____.
6. What is appreciation?

Summary

- A caring society teaches its young people the correct values, attitudes and skills.
- People should be treated the same way even when they look or seem different.
- Neighbours are expected to protect and help each other.
- Tolerance helps to promote a peaceful community.
- People in communities should respect practices and religions that are different from theirs.
- Marriages help to unite people of different cultures and religions.

Glossary

- | | |
|-----------------------|--|
| Discrimination | - the unjust treatment of different categories of people. |
| Diversity | - a range of different things. |
| Empathy | - the ability to understand and share the feelings of another. |
| Genuflex | - to bend a knee. |

End of unit assessment test

Multiple choice questions

1. Who kneels while greeting in-laws to show respect in indigenous communities?
A. Son-in-law. B. Grandmothers.
C. Elders. D. No one
2. Good neighbours help and ____ each other.
A. neglect B. protect C. fight D. cheat
3. It is a cultural value for children to remember and give ____ to their parents and communities.
A. worship B. support C. forget D. cheat
4. People greet each other as a sign of ____.
A. hate B. empathy C. support D. no attention
5. Marriages between people from different cultures and religions help to ____ communities.
A. unite B. break C. destroy D. curse
6. People with different cultures or religions should learn to ____ each other so as to live in harmony.
A. ignore B. tolerate C. fight D. conquer
7. Intermarriages help to unite families from different ____.
A. schools B. hospitals C. likes D. cultures
8. Who normally teaches the young values and practices of their society?
A. Elders. B. Friends. C. Teachers. D. Churches.
9. To deal with language differences ____ can be used when communicating in communities.
A. an interpreter B. a teacher
C. a Pastor D. a leader
10. When two people from different cultures marry it is ____.
A. an intermarriage B. a single marriage
C. a cultural marriage D. religious marriage

End of term one assessment

Paper 1: 1hr 30 minutes

Marks: 30 marks

Multiple choice questions

Answer all the questions

1. Families trace their origin to ____.
A. the community B. the Supreme Being
C. parents D. husbands
2. A family where one parent brings up a child is a ____ family
A. nuclear B. single parent C. polygamous D. blended family
3. A single parent family can also be referred to as a ____.
A. child headed family B. one parent family
C. nuclear family D. extended family
4. A polygamous family is also a ____.
A. many wives B. nuclear family
C. one father family D. monogamus family
5. Chieftainships belong to related ____.
A. families B. nations
C. urban communities D. all elders
6. Your father's brothers are called ____.
A. uncles B. aunts C. cousins D. nieces
7. A ____ shows the order of one's line of decent.
A. community B. lineage C. church D. elders
8. Animals are usually used as symbols of people's ____.
A. surnames B. groups C. origins D. totems
9. Families trace their religions to ____.
A. the father B. the earth
C. the Supreme Being D. Allah
10. Your mother's sister is your ____.
A. cousin B. aunt C. mother D. sister
11. ____ respect the family as the basis for a peaceful society.
A. Religions B. People C. Gods D. Children
12. How many official languages are recognised in the Zimbabwean Constitution?
A. Three B. Two C. Ten D. Sixteen
13. A family where the eldest child takes care of his or her siblings is a ____.
A. child headed B. one parent
C. nuclear D. traditional
14. In Judaism, ____ are arranged by the families of the bride and groom.
A. ceremonies B. marriages
C. gatherings D. couples

15. Your mother's mother is called ____.
A. aunt **B.** mother-in-law **C.** grandmother **D.** mother
16. The Moslems believe that what marries are not individuals but ____.
A. families **B.** churches **C.** religions **D.** grooms
17. The money of dowry paid by the groom's family in Islam is used by the ____.
A. groom **B.** bride **C.** families **D.** community
18. At home, siblings are taught not to ____ with each other.
A. sing **B.** fight **C.** laugh **D.** share
19. In Judaism they believe marriage is directed by ____.
A. Mahr **B.** people **C.** Priest **D.** God
20. ____ seal the promise to marry in Judaism by breaking a plate during the engagement ceremony.
A. Fathers **B.** Bride and Groom
C. Mothers **D.** Aunts
21. Who signs the contract or agreement of marriage?
A. Mother. **B.** Father.
C. Priest. **D.** Two people who wish to marry.
22. Who is believed to always guide a marriage in Judaism?
A. Ancestors **B.** God
C. Parents **D.** Aunts and Uncles
23. Most religions believe that a blessed marriage should have ____.
A. divorce **B.** children **C.** gifts **D.** riches
24. A ____ joins the bride and the groom in a Christian marriage.
A. marriage officer **B.** elders
C. bride maid **D.** best man
25. How did the poor pay for their bride price in the traditional system if they did not have money for bride price?
A. Cattle **B.** Sheep **C.** Labour **D.** Money
26. Which marriage practice is found in both Christianity and Indigenous Religion?
A. Kukumbira/Ukucela umlilo **B.** Forced marriages
C. Kuganha **D.** Eloping/Kutizira
27. The person who mediates in marriage arrangement between families is called a ____.
A. pastor **B.** marriage officer
C. go-between **D.** Supreme Being
28. When a bride is forcefully taken, who has the responsibility of persuading the bride to accept the arrangements.
A. Young man himself **B.** Young man's family
C. Young woman's family **D.** Young lady's friends
29. The marriage ceremonies in indigenous societies are meant to show the bride that she is ____.
A. greedy **B.** rejected in the family
C. accepted in the family **D.** not special

30. A marriage between people of two different religions and cultures is called _____.
A. intermarriage B. cultural marriage
C. Christian marriage D. Moslem marriage
31. Communities are made up of _____.
A. religions B. children C. elders D. families
32. Who looks after children and animals while people work in community projects?
A. Elderly B. Teachers C. Uncles D. Ancestors
33. ____ started a caring centre for people with leprosy at Mutemwa in Mutoko.
A. John Bradben B. Jairos Jiri
C. Mathew Rusike D. Mother Theresa
34. What differentiates humans?
A. Work. B. Church. C. Culture. D. Food.
35. What builds a community?
A. Food B. Tolerance
C. Religion D. Height
36. Most religions believe ____ made the earth and everything in it?
A. God B. People
C. Matthew Rusike D. Mother Theresa
37. When a child has no parents he is called _____.
A. a destitute B. an orphan C. child headed D. a step child
38. People attend funerals in the community to offer _____.
A. moral and emotional support B. physical support
C. biological support D. crying support
39. A person with leprosy is called a _____.
A. leader B. leper C. learner D. levite
40. Communities do their work together to show _____.
A. difference B. unity C. disorder D. dishonesty
41. ____ teach the young the expected values, skills, attitudes of the community in indigenous communities.
A. Schools B. Teachers C. Elders D. Leaders
42. A woman ____ when greeting her elders.
A. stoops B. kneels C. stands D. runs
43. It is the ____ of the whole community to care for the elderly, sick and disadvantaged.
A. responsibility B. choice
C. chance D. force
44. Give one practice that can unite families from different cultural and religious groups.
A. Beer parties B. Ceremonies
C. Intermarriages D. Wars

45. Families expect protection and help from their ____.
A. enemies **B.** neighbours **C.** ancestors **D.** books
46. It is not enough to feel sorry for the needy, one should also ____.
A. neglect them **B.** help them
C. taken them work **D.** cry with them
47. Community facilities include the following except ____.
A. clinic **B.** church **C.** school **D.** books
48. The mother of a bride is called ____.
A. father-in-law **B.** mother-in-law
C. brother-in-law **D.** sister-in-law
49. Who are not needy from among the following?
A. Sick people **B.** Elderly people
C. Young and strong **D.** Disabled
50. We should ____ people who are different from us.
A. light **B.** defeat **C.** fear **D.** tolerate

Structured questions

Paper 2: 1 hr 30 minutes

Section A 30 marks

- ____ are the first teachers to teach children values, language and behaviour. [1]
- The spirit of ____ makes members of the community help each other. [1]
- The ____ look after children while the able bodied work on projects. [1]
- When there is a ____ in the community all work is suspended. [1]
- Services like roads, schools and clinics are ____ owned. [1]
- ____ is usually drunk at community gatherings. [1]
- ____ is the spirit of oneness and unity. [1]
- The whole ____ is responsible for teaching its young life skills. [1]
- In Islam, families ____ marriages. [1]
- People give each other ____ support in times of hardships. [1]
- The elderly, sick, poor and disabled are considered the ____ of the community. [1]
- A ____ headed family has no parents in it at all. [1]
- ____ established Mutemwa Leprosy Centre. [1]
- Communities work together to build _____. [1]
- What is tolerance? [1]
- What is a totem? [1]
- Name two indigenous methods or ways of marrying. [2]
- Who directs and guides marriages in Judaism? [1]
- Who should care for elderly and aging parents? [2]

20. State three animals that are used as totems in Zimbabwe. [3]
 21. ___ started a home for disabled people in Zimbabwe. [1]
 22. Do unto others as you would ___. [1]
 23. Women ___ while young men and boys ___ when greeting the elders. [2]

Section B

20 marks

There are five questions. Answer any **FOUR**.

1. When carrying out community projects, what roles do the following people do? Give one example for each.
 - a) Children [1]
 - b) Young and able bodied [1]
 - c) Elderly [1]
 - d) Women [1]
 - e) Men [1]
2. a) In indigenous communities what does a young man who has no money to pay lobola do? [1]
 - b) What is the engagement contract for marriage called in Judaism? [1]
 - c) Who arranges marriages in Islam? [1]
 - d) What unites people of different cultures and religions? [2]
3. a) What does a caring society teach its young? [1]
 - b) Kneeling is a sign of ___ in indigenous societies. [1]
 - c) What are neighbours expected to do for each other during hard times? [1]
 - d) Child minding is a role left for the ___ in the community. [1]
4. a) How many languages are recognised in Zimbabwe? [1]
 - b) Write down two names of these languages. [2]
 - c) Families trace their origins back to whom? [1]
 - d) What do people use as totems in indigenous Zimbabwe? [1]
5. a) The person who mediates in the marriage negotiations is called ___. [1]
 - b) Who presides over a marriage ceremony in Christianity? [2]
 - c) A bride price can also be called ___. [1]
 - d) An announcement in church of a man and woman's intention to marry is called ___. [1]

Topic 2

Religion



Introduction

Religion is about beliefs, faith, moral guidance and worshipping of an all powerful Supreme Being also called Mwari/Umlimu/Allah/God in other languages or religions. The Supreme Being in each religion is believed to be in control of all that happens to humanity and on earth. Individual religions have a spiritual order they believe in and have unique symbols, rituals and practices they follow. Most religions believe in life after death and most of their practices aim to create good people so that they will qualify for happy life after death.

Unit 5: Concept of religion

Objectives

By the end of the unit you should be able to:

1. list major religions in Zimbabwe
2. state the advantages of belonging to a religion.

Background

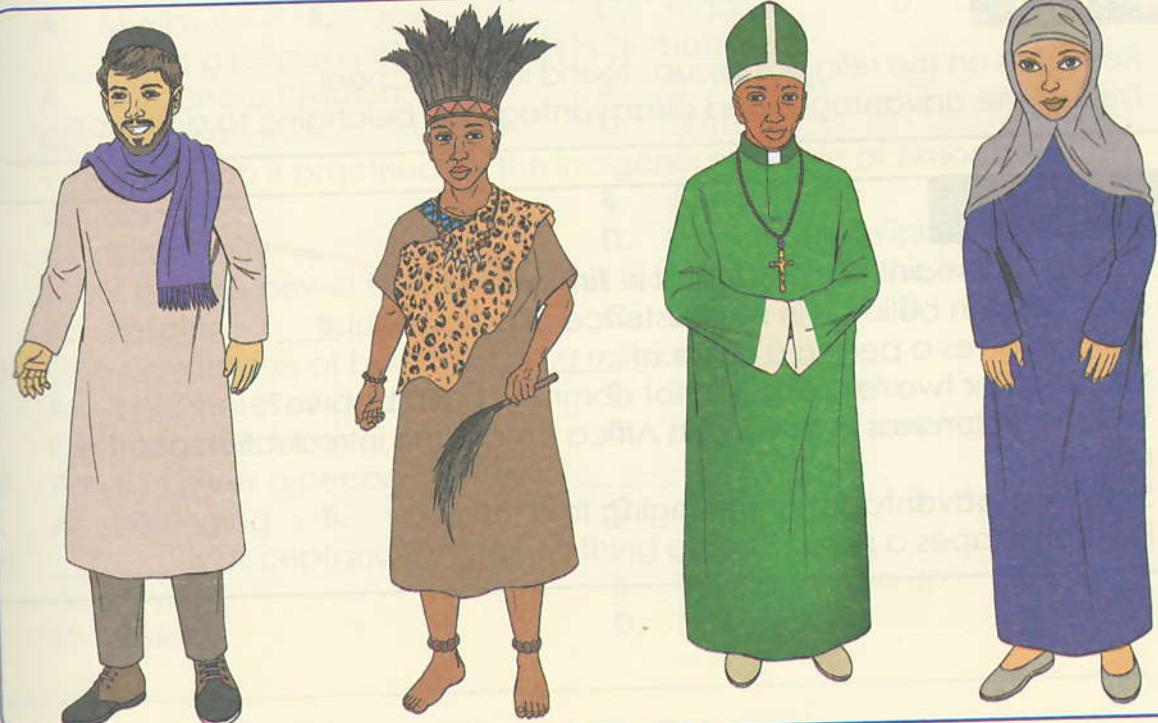
Religion is about a set of belief systems that one follows. It gives one an identity and set of principles and lifestyle. Each religion has a well defined system of practice marked by its values, ceremonies and symbols. Religion influences the way a person sees the world. Religion mainly teaches about honesty, sympathy, kindness, love, purity, and being just. Most religions hold festivals, sermons, sacrifices, initiation ceremonies and other rites. Some religions are practiced all over the world while some are indigenous, making them smaller.



Key words

Religion belief

5A. Religion in the country



People from different religions

A lot of different **religions** are practiced in Zimbabwe. Religion is the belief in the worship of a god or a superhuman. The four major ones are:

- a) Christianity
- b) Islam
- c) Indigenous Religion
- d) Judaism

There are a number of others like Buddhism and Hinduism. However, these are not dominant in the country. Their following is not as large as the ones listed above.

Advantages of belonging to a religion

Religion is about a set of **belief** systems that one follows. Belief is an acceptance that something exists or is true. There are a number of advantages of belonging to a religion. Some of them are:

- a) It gives an individual a sense of identity.
- b) It promotes forgiveness.
- c) Beliefs in religion help people follow certain principles.
- d) It helps to create empathetic individuals.
- e) It teaches the value of life.
- f) It teaches people to treat each other as they would like to be treated.
- g) It promotes unity.
- h) It teaches forgiveness.

All the different religions believe in forgiveness and unity. Being part of a religion helps in building a community with people who are able to live together in harmony.

Activity 1

1. Research on the religious groups found in your school.
2. Discuss the advantages and disadvantages of belonging to a religion.

Exercise 1

1. List the four main religions found in Zimbabwe.
2. Each religion believes in the existence of a powerful ____.
3. Religion gives a person a sense of ____.
4. Which other two religions are not common in Zimbabwe?
5. Which religion was practiced in Africa before the introduction of other religions?
6. State two advantages of belonging to a religion.
7. Religion shapes a person's ____.

Summary

- The four main religions in Zimbabwe are Christianity, Judaism, Islam and Indigenous Religion.
- A religion is a set of belief systems and practices that guide the behaviour of its members.
- All religions believe in the existence of a powerful Supreme Being.
- Each religion has its set of ceremonies, practices and rituals.
- Indigenous Religion was the main religion practiced in Africa before the introduction of other religions.
- One advantage of belonging to a religion is that it gives you a sense of identity.

Glossary

Christian	- a believer and follower of Jesus Christ.
Moslem/Muslim	- a person who believes in Islam.

End of unit assessment test

Multiple choice questions

- Religion is the belief and worship of a _____.
A. god B. tree C. cow D. church
- Which of the following is an example of a religion?
A. Muslim B. Jew C. Judaism D. Christian
- _____ is a religion not dominant in Zimbabwe.
A. Indigenous Religion B. Buddhism
C. Judaism D. Islam
- Which religion is practised by the indigenous people of Zimbabwe?
A. Islam B. Judaism
C. Christianity D. Indigenous Religion
- What has the power to influence the way people see the world?
A. Religion B. Food C. Greed D. Systems
- One advantage of belonging to a religion is _____.
A. it promotes anger B. it kills its people
C. it teaches forgiveness D. it is a way of passing time
- Religion gives a person a sense of _____.
A. belonging B. slavery C. anger D. lying
- _____ is acceptance that something exists.
A. Crying B. Beating others up
C. Belief D. Pain

Unit 6 Indigenous Religion

Objectives

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

1. name national ancestors
 2. state the various roles played by the national ancestors in the liberation of Zimbabwe
 3. name religious ceremonies/festivals done in families
 4. list religious ceremonial artefacts
 5. state the items of ritual clothing worn by practitioners
 6. explain the roles of lineages and totems
 7. describe ceremonial attire and artefacts
 8. draw various ceremonial attire and artefacts
 9. identify religious practitioners
 10. describe religious practitioners
 11. name key teachings
 12. describe values that relate to the environment
 13. state penalties for disrespecting the environment.

Background

Indigenous people's religious practices have a lot of similarities though with some small variations in materials and rituals. Indigenous Religion relies heavily on spirit mediums, divinations and dialogue between the living and the dead. Indigenous Religion believe a lot in guidance from the ancestral spirits who can direct a lot of things affecting the living. For example, during the liberation struggle the spirit mediums played an important role in protecting, guiding and advising the liberation fighters. They are believed to have been under the influence and power of the spiritual world. Indigenous Religion has special attire and items associated with particular religious groups. In Indigenous Religion there are family, community, territorial and national ceremonies held at different places and times. Indigenous Religion believes that all wrong doing will be punished by the Supreme Being. Punishment can come through in the form of environmental disasters.

Key words



6A. National ancestors

National ancestors played important roles in the liberation of Zimbabwe. Some ancestors are respected throughout the nation for the outstanding work they did socially and religiously. Examples of these are: Chaminuka, Sekuru Kaguvu, Mbuya Nehanda, Malandela kaNdaba and Thobela. They played different roles in fighting for the people of Zimbabwe. Some were **spirit mediums** and go-betweens, between the people and the ancestors. A spirit medium is a person able to communicate with the dead and the living and is possessed by an ancestral or alien spirit for religious reasons. They all worked at different times. Others even worked before the Chimurenga/Umvukela wars, for example, Malandela kaNdaba.



Mbuya Nehanda and Sekuru Kaguvu

The national ancestors played various roles in uniting the indigenous people against a common enemy. Some of the ancestors mentioned above, for example Chaminuka, foretold national and territorial events like the coming of the white man in 1890. During the liberation struggle some spirit mediums gave freedom fighters instructions from the ancestors and Mwari. Others, like Mbuya Nehanda, strongly resisted colonial rule, thus, they were hanged for their participation. She even declared that even if they hung her, her spirit would still rise and another Chimurenga war would be fought.

Activity 1

- Research about the National ancestors of Zimbabwe. Find out their names and roles played before, during and after the liberation struggle.
- Prepare a table that shows the role played by each of the ancestors you came up with in 'a' above.

Exercise 1

- List two national ancestors.
- Nehanda was male. **[True/False]**
- Who foretold the coming of the white man?
- Which ancestor strongly resisted the coming of the white man?
- Which ancestor was influential before the Chimurenga wars?
- State one important role the ancestors played in the country.
- What did some of the ancestors do to help freedom fighters during the liberation struggle?

6B. Religious ceremonies/festivals in families

Indigenous groups have family ceremonies like *bira/ukuthethela*, *kurova guva/umbuyiso/galufu*, marriage ceremonies, initiation ceremonies, thanksgiving and welcoming a bride to the family. Families hold these ceremonies to thank the Supreme Being through the ancestors for a lot of things like giving them a good harvest. They normally take their first ripe crops and sacrifice them to the ancestors and from then on they can eat the rest of the crops. People are not allowed to eat any ripe crops before this ceremony as this is viewed as failure to respect the ancestors and may result in a drought in the next farming season. Some thanks giving ceremonies are done when a child is born. The family slaughter a goat and close family members are invited. Families also hold ceremonies as communities where they ask for rain. This ceremony is called the rain making ceremony (*Mukwerera* in Shona/*Ukwebula ingxoza* in Ndebele). They usually hold it at Njelele in Matopos.

Another example of a ceremony is *bira/ukuthethela*. This is a family ceremony where family members air out their requests to the ancestors by pouring beer and sprinkling snuff on the ground. Indigenous people believe that the ancestral spirits will share the sprinkled snuff and beer. The ceremony is used to make the ancestors aware of the family problems or requests so that they can help to solve them. *Bira/ukuthethela* can also be used to celebrate family successes, happiness and general thanksgiving. The ceremony is usually held at the family home.

Religious ceremonial artefacts

Religious ceremonies are conducted differently inline with the culture of the family. During these ceremonies, different artefacts are used. Examples are:

- a) Wooden plate



- b) Snuff container



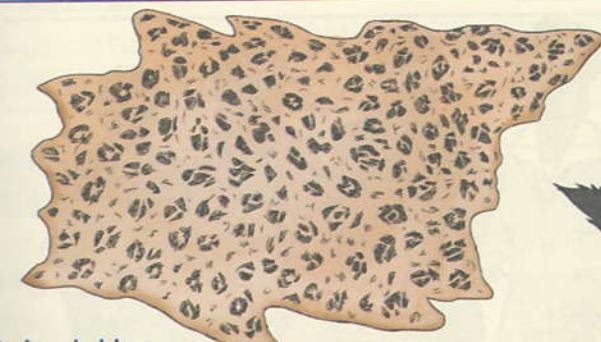
- c) Raw tobacco mound



- d) Ceremonial spear



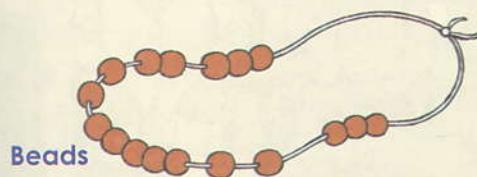
Attire of practitioners



Animal skin



Headgear
(ngundu/ingundu/indlukula)



Beads

Attire for religious practitioners

Religious practitioners have different attires for their different roles. Religious practitioners are people who specialise in religious behaviours or use spiritual power to influence others. Religious attires are ceremonial clothes and jewellery. Examples of these are the animal skin (cloth and hat/ngudu/ingundu/indlukula), african material, materials/clothes of some colours and beads. The above pictures show examples of the attire of practitioners.

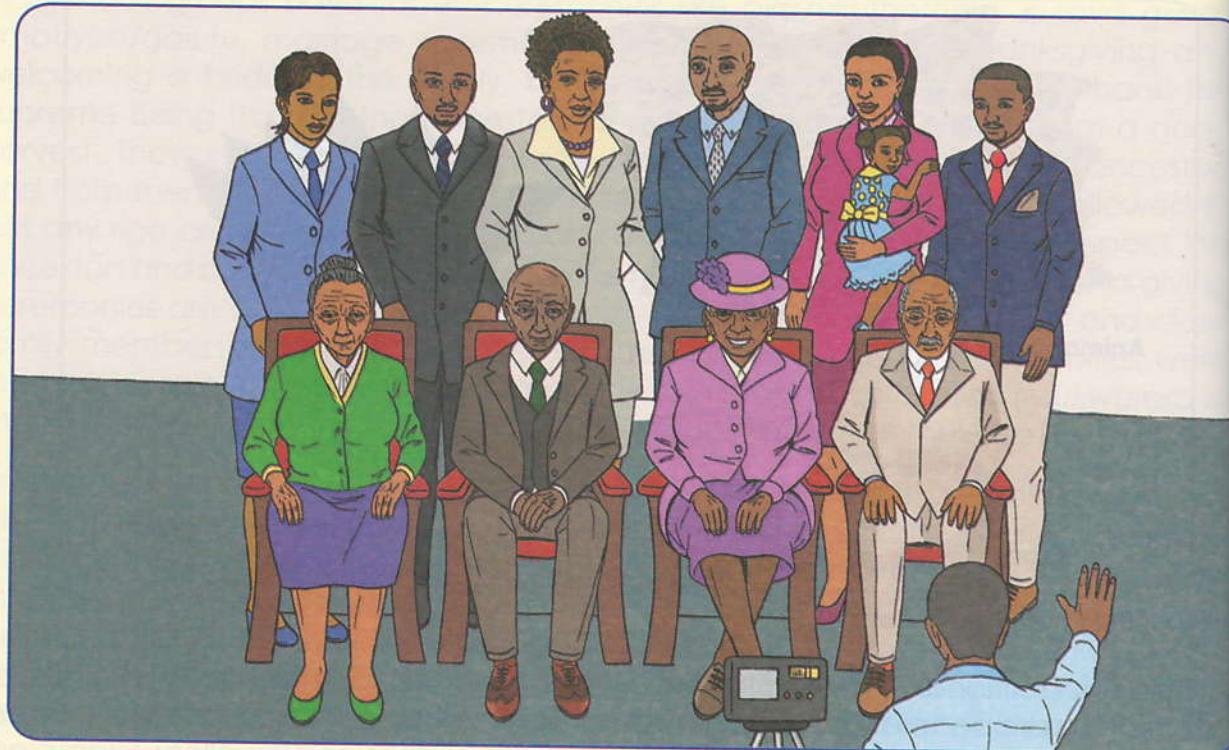
Activity 2

1. Choose one family ceremony and dramatise it.
2. Find family ceremonies that are practiced in your community and write about one.

Exercise 2

1. A ceremony where the indigenous people request for rain from the Supreme Being is called ____.
2. To which national shrine do the indigenous people go to ask for rain in time of drought?
3. Identify any other ceremonies practiced by indigenous groups.
4. What do the people do when they have a good harvest in indigenous groups?
5. What are the two roles of ancestors?
6. Why is thanksgiving ceremony held in Indigenous Religion?
7. What are religious practitioners?
8. Family success and happiness can be celebrated through which ceremony in Indigenous Religion?

6C. Roles of lineages and totems



Family posing for a photograph

Totems are usually creatures found on land, in water, plants or trees or any natural object specially linked with the individual, family group and ancestral spirits. Totems serve different purposes in different groups. In Zimbabwe totems are used for relationships, marriage and lineage purposes. Totems are respected and used with certain practices. For example, people of the same totem should not marry each other because they are considered to be of the same blood. If people of the same totem marry it is considered incest. A **ritual** called *kuchekaukama/ukuquma ubuhlobo*/breaking the relationship is performed as a way of notifying the ancestors. A ritual is a religious or solemn ceremony with various activities. A spotless white ox is slaughtered and the meat is eaten with certain herbs. This is to make sure that the children born out of this marriage are not cursed or weak.

Totems are also used for protection, appreciation and encouragement. One taboo in Indigenous Religion is that an individual should not eat the meat of their totem. For example, those of the elephant totem should not eat elephant meat. Through totems and **lineages**, indigenous people are able to find relationship links. Lineages are a direct result of totems where individuals or families can trace their history and origin. Lineages are helpful and play important roles in traditional leadership. Totems and lineages are very important as they help people reconnect after generations have passed and families have moved to settle in far away areas.

Activity 3

1. In pairs, write down the differences between totems and lineages.
2. List ceremonial artefacts.

Exercise 3

1. Name any three items that can be used as totems.
2. What is the colour of an ox that is slaughtered at a ritual where people of the same totem have married?
3. What helps to connect people's relationships in indigenous communities?
4. Find any two uses of totems in Zimbabwe.
5. What links an individual or family to their origin?
6. What are totems used for?
7. Totems and praise ____ are used to identify people of the same lineage.

6D. Artefacts and attire

Religious groups use different **attire** and artefacts for different occasions and purposes. An attire is a set of clothes of a specified kind. In the family there are specific artefacts for men and for women. Each man is supposed to have a spear, a bow and arrow for hunting, defence and for ritual purposes. Each man is expected to keep a knobkerrie. A man's food is supposed to be served in wooden plates and if he dies the plates are positioned face down until the time of bringing the spirit back/kurova guva/umbuyiso. The chief is the custodian of all functions, ceremonies and rituals. Any ceremony that happens in one's area is under the traditional leader.



Indigenous Religion Artefacts

Indigenous leadership is based on seniority in lineages and chieftainship. The one to be anointed as chief has to be given that chieftainship's regalia which usually includes animal skin, hat, walking stick and in some chieftainships, a gun. In some indigenous groups the king is also given a head dress/ngundu. The chieftainship regalia and items are won on special occasions.

Some spirit mediums do not wear modern clothes but clothes of traditional design made from animal skin. Traditional healers use items such as the head dress/ngundu/indlukula, bones/hakata/amathambo, beads, necklaces, snail shells, a tessebe's tail/ tail of a ngongoni (wildbeast), snuff and leg rattles.

Activity 4

1. Research and find out artefacts and their uses by the following:
 - a) Traditional healer
 - b) King
2. Make a role play of any spirit medium at work.

Exercise 4

1. State three artefacts used by indigenous people.
2. Who owns utensils in indigenous communities?
3. Find two items used when performing rituals in Indigenous Religion.
4. Indigenous men have their food served in ____ plates.
5. List three items given to an anointed chief in indigenous communities.
6. Which item is worn on the head by the spirit mediums?

6E. Religious practitioners



A n'anga/Inyanga

Most processes in the life of indigenous people are linked and at times difficult to separate. Traditional leadership which includes, the chiefs, headman and village heads play a political and religious role. The traditional leaders exercise authority because of lineages and traditional power. In practice, the local leaders are custodians of the values, traditions and culture which they do in honour and on

behalf of ancestors of that land. During the coronation and anointing of each leader, rituals are performed to inform the ancestors and the Supreme Being.

In some areas there are territorial spirits whose role is to warn, inform, protect, reprimand and guide the living while working with the ancestors like Nehanda and Chaminuka. Ancestral spirits have a role to intervene in the life of the living through the spirit medium. Usually, most indigenous families have spirit mediums. These spirit mediums are the link between the living and the dead. Indigenous families can call for the help of the ancestors through the family spirit medium. This is done in times of misfortune, happiness or when they need guidance on certain issues.

Traditional healers/n'angas/innyanga are also part of religious practitioners. They can be divided into various groups. These include those who can fortune tell using their bones/hakata/amathambo, those who can heal illnesses and those who can cast out evil spirits.

There is also what is known as rain making spirit mediums/manyusa. They lead the ritual for requesting for rain. These work in a local area usually under a chieftainship. When there is a drought, the rain making spirit mediums would group together and make a trip to the national rain making Njelele **shrine** at Matopos (EMatojeni/Mabweadziva) to plead with the ancestors and Supreme Being to give people rain. A shrine is a place regarded as holy because of its association with a divinity or a sacred person. During such ceremonies the pure women/mbonga would brew the beer to be used during the ritual.

Activity 5

1. Find out about any three Indigenous Religious practitioners and explain their functions.
2. In groups, state any one practitioner you understand well and dramatise their work?
3. Listen as a resource person explains about religions practitioners in Indigenous Religion.

Exercise 5

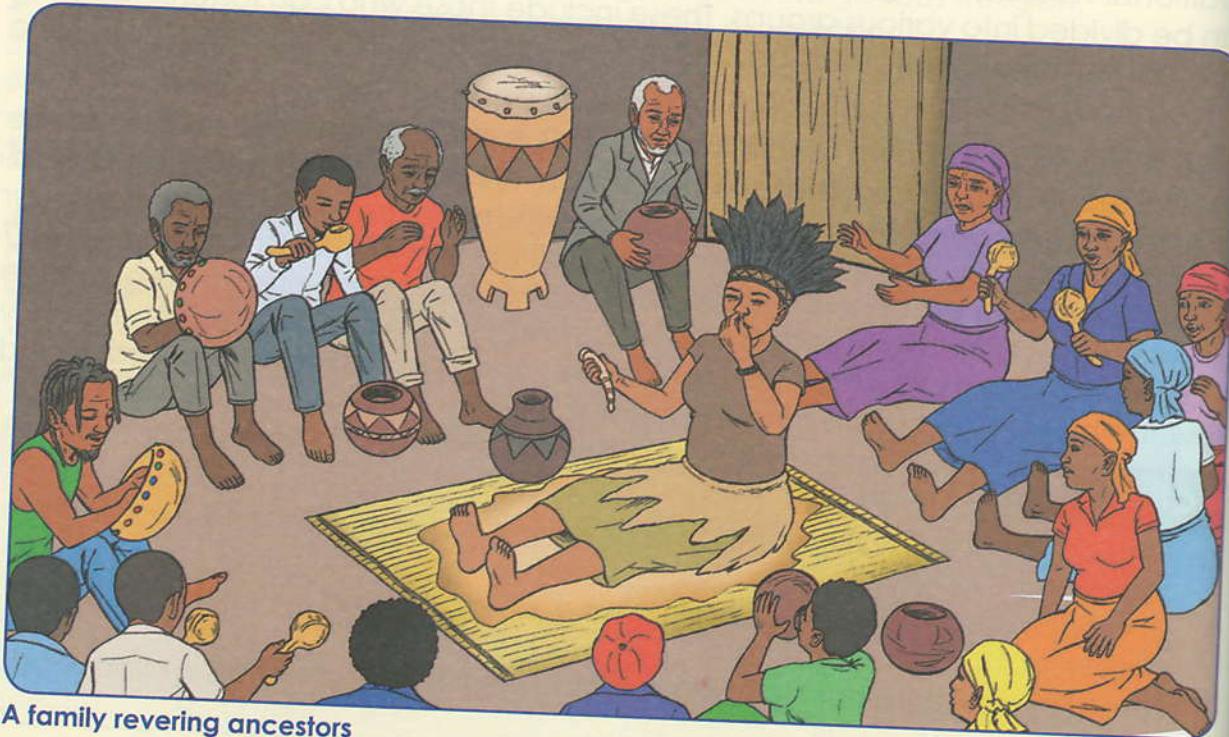
1. What is the work of a traditional leader like a chief, headman or village head?
2. Who links the living and the dead in indigenous communities?
3. Who leads in a ceremony for asking for rain?
4. Indigenous people believe that rain comes from the ____.
5. Where is the national indigenous rain making shrine in Zimbabwe?
6. Who brews the beer for the rain making ritual?
7. What is the role of the family spirit mediums?
8. What do traditional healers use to foretell or explain events?
9. To which national shrine do the indigenous people go to ask for rain in times of drought?

6F. Key teachings

I am because you are

People in Indigenous Religion believe in the "I am because you are" principle. This means that people do not live in isolation, they live together as a community. They help each other and treat each other with respect. When one prospers it is because they have been helped by someone in the family or community. The Ndebele saying, "Umuntu ngumuntu ngabantu" helps to show the *Unhu/Ubuntu*. *Vumunhu* amongst people of the same clan, community and country as they are who they are because of the people around them.

Revering ancestors



A family revering ancestors

Revering ancestors is showing deep respect, appreciating and honouring them. In Indigenous Religion, ancestors are respected and held in high regard. Not everyone can communicate with the ancestors directly. Spirit mediums and chosen heads of families have the honour and duty of communicating with ancestors on behalf of the clan, community or country. In Zimbabwe, there are sacred places like Njelele where only the chosen mediums can go to communicate with the Supreme Being on behalf of the people. They are the only ones who lead rain making ceremonies. Ancestors are treated with so much respect that they are informed of everything that happens in a family, from the birth of a new born to the death of a member. In regards to progress in a family, be it in the growth of wealth or additions through marriage, the ancestors are informed and invited to continue blessing families.

Oneness with nature and wildlife

In Indigenous Religion, wildlife and nature are viewed as a gift from the Supreme Being. There are taboos that protect wildlife and nature from misuse or disrespect. For example, Indigenous Religion teaches followers to treat animals with respect. Even the animals that are slaughtered for food have to be prepared in a certain way that does not offend ancestors or nature. There are forests that are considered sacred and people should not hunt in them or cut down trees for firewood. Also, in Indigenous Religion people have totems that are under nature and wildlife. This then means they cannot kill or eat the meat of their totem as they are considered one with them. For example, a person of the Buffalo/Nyati/Nyathi totem cannot kill and eat the buffalo as it is that person's totem animal. The same thing applies to those of the Shumba/Sibanda totem as they cannot eat lion meat. This is a way of preserving the environment and wildlife from being extinct.

Activity 6

1. In groups of 5, come up with other key teachings of Unhu/Ubuntu/Vumunhu that have not been mentioned above.
2. Recite the values of Unhu/Ubuntu/Vumunhu.
3. Act out a scene that shows respect for the ancestors, be it bira/ukuthethela or celebration of a new born baby to the family.

Exercise 6

1. The concept of Unhu/Ubuntu/Vumunhu also states that, 'I am because _____.
2. To revere ancestors is to _____.
3. People of the Shumba/Sibanda totem can only eat lion meat. [True/False]
4. Unhu/Ubuntu/Vumunhu also addresses the way people slaughter _____.
5. State one purpose of taboos that has been mentioned above.
6. What do you think would happen to people who go against nature and wildlife taboos?
7. Helping other people is also a way of showing _____.
8. Ancestors are treated with so much respect that they are told about _____ that happens in a family or clan. [everything/one thing]

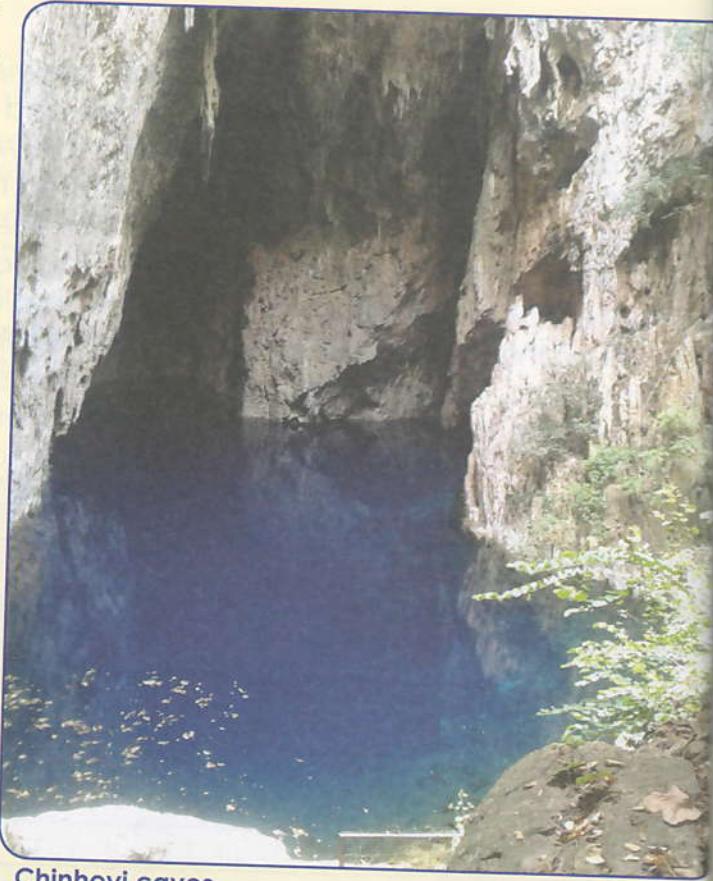
6G. Indigenous Religion and the environment

Indigenous Religion works well with the **environment** which it regards as its source of medicine, food, attire, tools and artefacts. An environment is the natural world as a whole or a particular area where humans operate. Some natural sources like pools, hills and trees are used as shrines and sacred places. Tree barks, roots, leaves and fruits can all be used for religious purposes.

Indigenous Religion places great importance and respect on the environment. There are guidelines and taboos that protect the environment and people. Some places, trees, rivers, pools, animals and rocks are considered sacred and it is not good for people to use them anyhow. These are respected and given great honour. Examples of places that are treated with respect in Indigenous Religion as they are considered sacred are Njelele, Chinhoyi Caves, Mount Nyangani and Mbelele.

There are also taboos that are in relation to trees. For example, it is a taboo to throw stones at trees so as to pick fruits. Trees are to be treated with great respect and honour. It is also a taboo to clean pots with soot at the river as it is said to be disrespectful to the ancestors and spirits of the place. It is also taboo for just anyone to go to Njelele. Only the chosen can go at certain times. In some sacred mountains like mount Nyangani, it is taboo to speak ill of anything one sees there as it is believed that you would be punished by disappearing from this world. Domestic firewood cannot be collected from certain trees and forests. It is taboo to cut wood in some forests and not all trees can be used as domestic firewood. There are some trees that are not supposed to be used as domestic firewood as it is said that they are sacred or may bring misfortune to the family. For example, *ichithamuzi*, the Ndebele believe that using it for firewood can cause quarrels within the family. Another example is *mutovhoti*, it can only be used for making walking sticks for the elderly, chiefs and kings. This tree is believed to have powers of chasing away evil spirits.

There are a number of penalties for disrespecting some of the environmental laws in Indigenous Religion. For example, if one swims in sacred rivers and pools it is said that they may be taken by mermaids. Also, the chiefs fine those who go against environmental laws like cutting down sacred trees or hunting sacred animals like the pangolin. The wrongdoers either pay money, goats or cattle as a fine.



Chinhoyi caves

Activity 7

- Find out ways in which people show the sacredness of the environment and present in front of the class.
- Listen to an Indigenous Religion resource person as they explain taboos and penalties of not respecting the sacred environment.

Exercise 7

- State 2 sacred places in Indigenous Religion.
- If one swims or baths in sacred rivers or pools they may be taken by ____.
- What happens to people who say bad things on Mount Nyangani?
- What is a taboo?
- Who is allowed at Njelele?
- What is the role of chiefs in protecting the sacred environment?
- All trees can be used for firewood. [True/False]
- State three penalties that one may face when they break sacred environmental laws.

Summary

- Indigenous people trace their lineages through their ancestors and straight to the Supreme Being.
- Religious ceremonies and festivals can be performed from family, community and national levels.
- The Liberation struggle/Umvukela/Chimurenga was named in honour of Murenga the father of Mushavat, Nehanda and Chaminuka.
- Totems serve both a social and religious role in indigenous communities.
- Religious practitioners such as fortune tellers, traditional healers and spirit mediums use artefacts and attire from the environment.
- Indigenous people communicate with the Supreme Being via the ancestors during ceremonies held at shrines and other sacred places.

Glossary

Coronation

– the ceremony of crowning a sovereign.

Incest

– sexual relations between people seen as related or too close to marry each other.

Mermaid

– a supernatural water creature that is believed to live in sacred pools and whose upper body is human and the bottom part is like the lower part of a fish.

Whisk

– a kitchen utensil used to beat food for aeration or making the food smooth.

End of unit assessment

Multiple choice questions

1. Two national spirit mediums who helped in the first war of liberation were _____.
A. Tovera and Mutavuto **B.** Murenga and Mambiri
C. Mushavatu and Nehanda **D.** Nehanda and Kaguvi
2. The war of liberation is named after which great ancestor?
A. Murenga **B.** Tovera **C.** Mambiri **D.** Mushavatu
3. What do indigenous people use to trace their lineages?
A. Attire **B.** Artefacts **C.** Totems **D.** Mediums
4. Indigenous people get their attire and artefacts from _____.
A. church **B.** caves **C.** environment **D.** religious practitioners
5. Whom among these communicates with the ancestors on behalf of the people during ceremonies.
A. Prophets **B.** Spirit mediums **C.** Pastors **D.** Mermaids
6. Indigenous people use materials such as _____ during ceremonies to inform their ancestors.
A. roots **B.** unclean pots **C.** beer and snuff **D.** shoes
7. Where do the indigenous people visit the Supreme Being to ask for rain?
A. Njelele **B.** Chororodziva
C. Great Zimbabwe **D.** Chinhoyi
8. What can cause a water source to dry up?
A. Washing utensils with soot. **B.** Wooden plates.
C. Shells. **D.** Animal tails.
9. What happens to a person who disrespects the environment including sacred forests, shrines and other sacred places?
A. Punished **B.** Ignored **C.** Praised **D.** Promoted
10. _____ as custodians of the land can fine the wrong doers.
A. Mermaids **B.** Shrines **C.** Chiefs **D.** Lineages

Structured questions

1. Write down any three national ancestors who played a part in the Umvukela/Chimurenga War.
a) _____ b) _____ c) _____
2. Name any three artefacts that are used in indigenous religious ceremonies and rituals.
a) _____ b) _____ c) _____
3. List any three national religious shrines found in Zimbabwe.
4. What three natural things can be dirtied by unclean utensils and pots with soot?
a) _____ b) _____ c) _____
5. State any three animals that are totems.
a) _____ b) _____ c) _____

Unit 7 Christianity

Objectives

By the end of the unit you should be able to:

1. list the names of Jesus Christ's disciples
2. define a parable
3. deduce meaning from the parable
4. list ceremonies/festivals in Christianity
5. discuss the significance of ceremonies/festivals in Christianity
6. identify different artefacts and attire in Christianity
7. identify religious practitioners in Christianity
8. describe religious practitioners in Christianity
9. identify key teachings in Christianity
10. suggest Christian ways of conserving the environment
11. justify the need for good use of the environment
12. identify prohibited food in Christianity.

Background

Christianity is one of the biggest religions in the world. It is formed around Jesus Christ's life and teachings. Christianity was spread around the world firstly by His disciples then by His followers. The disciples, Peter and Paul, took the religion to Rome, the capital of the Roman Empire. The Roman Empire accepted the Christian teachings and Christianity became the Empire's main religion. Christian followers have festivals such as Christmas, Easter and Pentecost. Christians have religious attire which they wear for different occasions, ceremonies and rituals. Christian practitioners include pastors, evangelists, prophets, apostles, teachers, priests and bishops. Christians believe in the existence of one God, the Holy Spirit and the life and teachings of Jesus Christ, his death, resurrection and life after death. Christians believe in good use of the environment for the benefit of all creatures. This calls for protective and responsible use of the environment. Some Christian groups do not eat certain foods based on their religious teachings and practices.



Key words

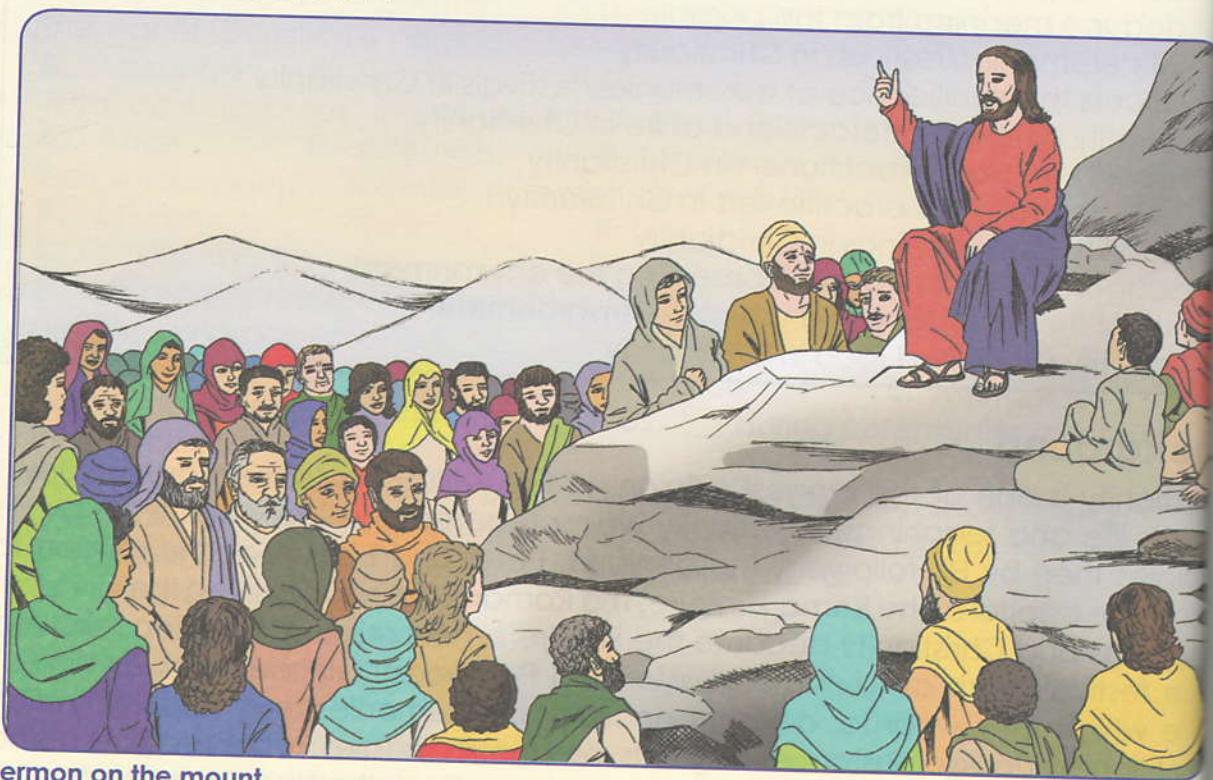
disciples festivals beatitude parables artefacts parable

7A. Jesus Christ's life and ministry

Jesus Christ's ministry started after he had been baptised by John the Baptist in the river Jordan. John told the people that Jesus was the promised Messiah and true son of God. When Jesus had been baptised by John, the Holy Spirit came down like a dove and landed on him. A voice was heard saying, "This is my beloved son with whom I am well pleased." This was witnessed by many people. He then went on to choose and call his **disciples**. A disciple is a follower of Christ.

Jesus then called four fishermen, Simon Peter, Andrew, James and John (sons Zebedee) to be his disciples. He also called Matthew who was a Tax collector. The other disciples called were Philip, Thomas, James of Alpheus, Simon the Canaanite, Bartholomew also named Nathaniel, Thaddaeus and Judas Iscariot. Before Jesus Christ's crucifixion, resurrection and ascension, he prepared Peter to take over the leadership of the disciples.

Sermon on the mount



Sermon on the mount

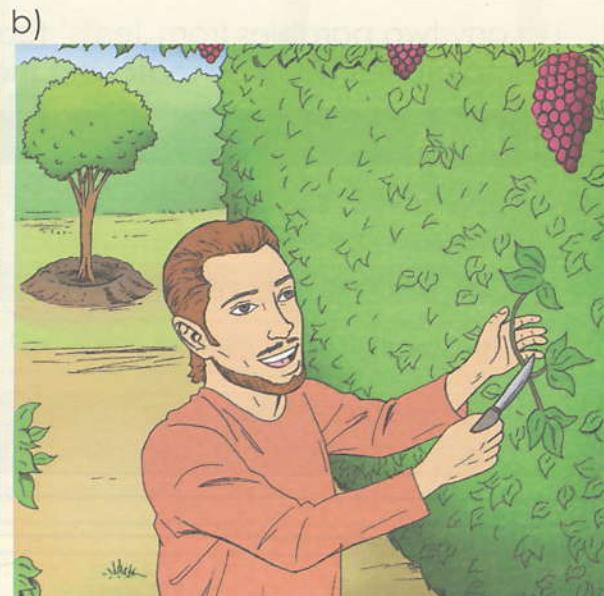
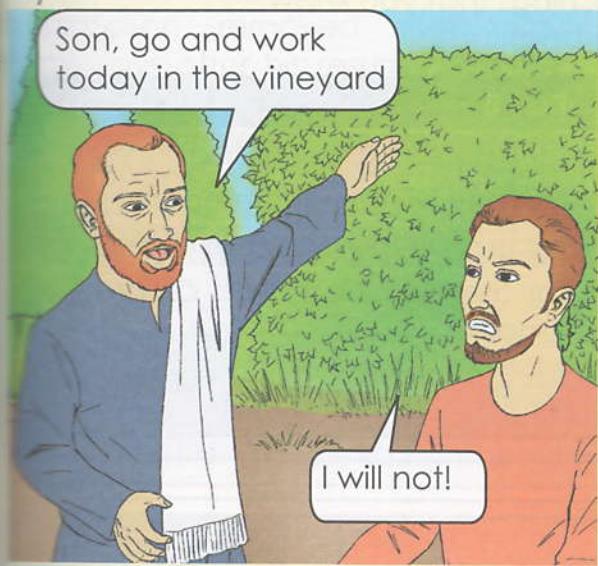
Jesus' ministry revolved around three major things, which are preaching, teaching and healing. Jesus once preached to multitudes while at the edge of a mountain. This sermon was called 'The sermon on the Mount'. In his sermon on the Mount, he taught about the Beatitudes. **Beatitudes** are a list of blessings listed by Jesus in the sermon on the mount. The Beatitudes are as follows:

- **Blessed are the poor in spirit, for theirs is the kingdom of heaven.**
- **Blessed are they who mourn, for they shall be comforted.**
- **Blessed are the meek, for they will inherit the earth.**
- **Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.**
- **Blessed are the merciful, for they shall obtain mercy.**
- **Blessed are the pure in heart, for they shall see God.**
- **Blessed are the peacemakers, for they shall be called sons of God.**
- **Blessed are those who are persecuted for righteousness sake, for theirs is the kingdom of heaven.**

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parable of the two sons

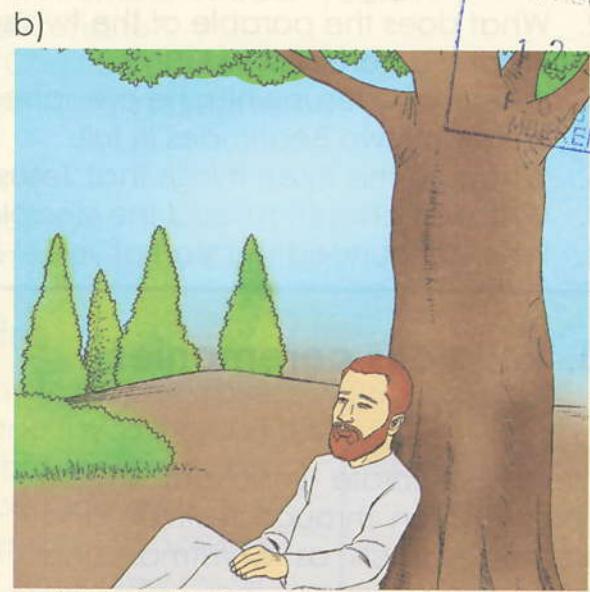
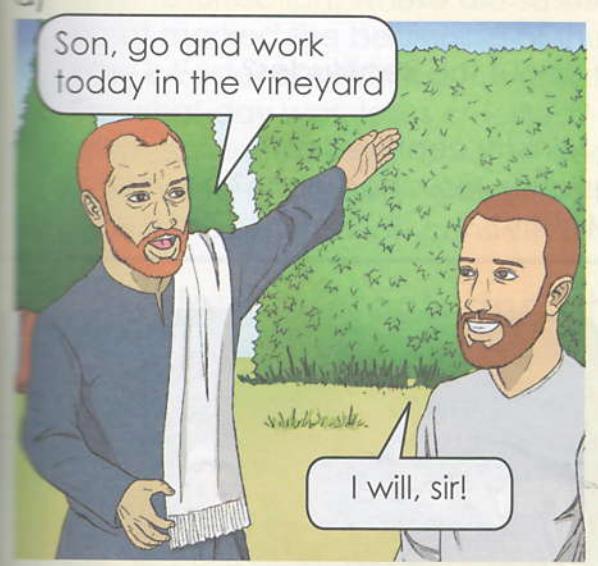
Son 1



He later changed his mind and went.

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Son 2



But he did not go.

In his teachings, Jesus used **parables**. A parable is a simple story used to illustrate a moral or spiritual lesson, as told by Jesus. These are stories about people and events on earth which made people understand heavenly teachings. One such parable is the parable of the two sons. It is found in the Christian Bible in the book of Matthew 21: 28-32. In this parable the father asked the first son to go and do some work in the field and he refused. He then went to the second son who accepted to go and do the work but did not do it. The first son later decided to go and do the work the father had requested. Jesus asked, "who is the better of the two?" In this parable, Jesus taught that it is the action which is more important than words.

Activity 1

1. List any two parables from Jesus' teachings that you know.
2. Complete this table by matching the beatitudes.

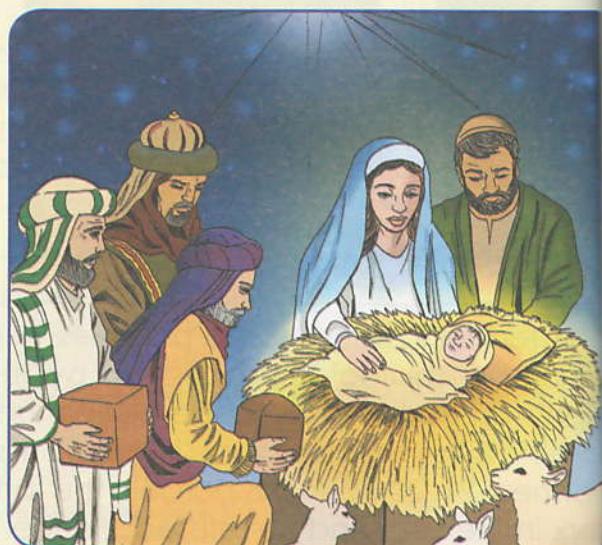
	Part A	Part B
A	Blessed are the poor in spirit	for they shall be satisfied.
B	Blessed are the peacemakers	for they will inherit the earth.
C	Blessed are they who mourn	for theirs is the kingdom of heaven
D	Blessed are the meek	for they will be called children of God.
E	Blessed are those who hunger and thirst for righteousness	for they shall be comforted.

Exercise 1

1. Name any four of Jesus' disciples.
2. What does the parable of the two sons teach us?
3. What is a parable?
4. Where was Jesus when he preached about the Beatitudes?
5. Write any two Beatitudes in full.
6. What are the three things that Jesus' Ministry centered on?
7. Who was chosen to lead the disciples after Jesus had gone?
8. Who announced the start of Jesus' Ministry?

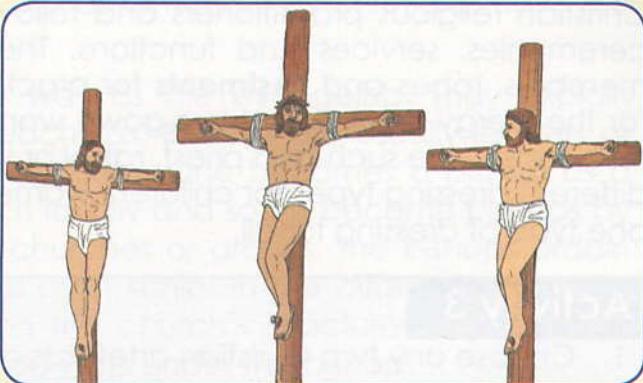
7B. Religious ceremonies/ festivals

Christians celebrate important events in their religion through festivals and ceremonies such as Christmas and Easter. During Christmas they celebrate the birth of Jesus Christ. Christmas is celebrated on the 25th of December of every year. On Christmas, they worship, praise, sing, dance and feast. They also make this a time of giving, sharing and showing people love.



Another important festival in Christianity is Easter. During Easter Christians remember how Jesus was betrayed by Judas Iscariot, one of his disciples and was sentenced to death by Pontius Pilate. Jesus Christ was then crucified on Good Friday and

ose on Easter Sunday. During Easter, Christians celebrate Jesus' resurrection and believe that his resurrection removed their sins. Forty days after his resurrection, he ascended to heaven. Ten days after Jesus' ascension, Christians believe that he sent them the Holy Spirit on a Pentecost day. Pentecost marks the birth of the Christian church.



Crucifixion of Jesus

Activity 2

1. Dramatise the suffering (passion) of Jesus Christ during Easter.
2. Write or recite any Christmas hymns sung about Jesus Christ.

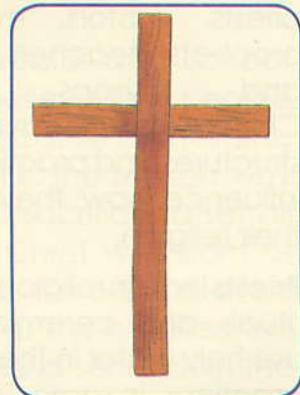
Exercise 2

1. What do Christians celebrate on 25 December of each year?
2. After resurrection, where did Jesus ascend to?
3. What marked the beginning of the Christian church?
4. Why is Easter considered the greatest Christian festival?
5. On what day was Jesus crucified?
6. Who sentenced Jesus Christ to death?
7. Which one of the twelve disciples betrayed Jesus?
8. Why is the resurrection considered important by Christians?

7C. Religious artefacts and attire

Christians use various **artefacts** in their day to day religious activities. An artefact is an object made by a human being. These differ with denominations but the common ones include the cross, candles, the Bible, the alter, the rosary and tabernacle. **The cross** is the symbol for showing that one is a Christian. It represents that Jesus died for his followers on the Cross so that their sins could be forgiven. **The chalice** is the cup where wine that symbolises Jesus' blood is served with bread during the holy communion, a ceremony done in remembrance of the last supper Jesus had with his disciples. The bread symbolises Jesus' body and is shared amongst the believers as a sign of unity and oneness with Jesus. This is done in remembrance of Jesus' suffering on the cross. **The Bible** is the Holy book for Christians and is the source of Christian teachings and values.

Members of different Christian groups have ways of uniquely identifying with their particular groups through use of badges, uniforms and stoles (church garments).



A cross

Christian religious practitioners and followers wear different attire for particular ceremonies, services and functions. They include items such as uniforms for members, robes and **vestments** for practitioners, rings for marriages, and collars for the clergy. A vestment is a gown worn by a person trained and ordained for a religious service such as a priest, rabbi or sheik. In some Christian groups there are different dressing types for children, women and men, while in others there is one type of dressing for all.

Activity 3

1. Choose any two Christian artefacts and explain their importance.
2. Make a chart of cuttings of various Christians in their Christian attire.
3. Make a collage of Christian artefacts.

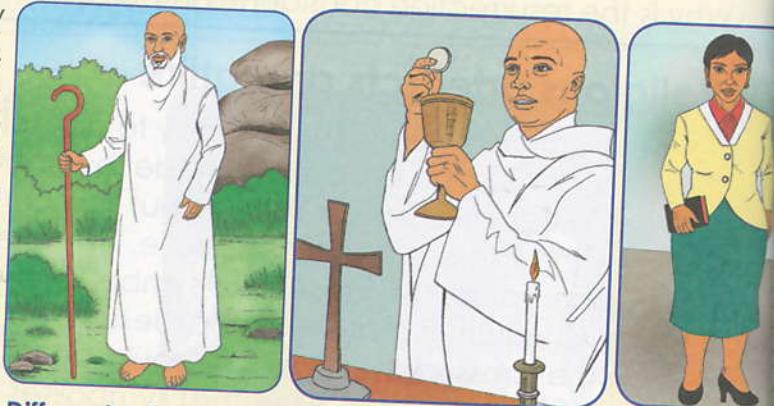
Exercise 3

1. What does the Christian Bible teach?
2. Which symbol reminds Christians of Jesus's crucifixion?
3. Why do Christians respect the alter as a holy place?
4. What does the chalice represent in Christianity?
5. How are members of different Christian groups identified?
6. Where is wine served from during religious ceremonies, rites and functions?
7. Which two forms of attire are worn by the religious practitioners?
8. When are rings used in the Christian religion?

7D. Religious practitioners

The Christian religion has many practitioners. These include, priests, pastors, evangelists, prophets, teachers, apostles and bishops. Different Christian groups have different structures and practices which influence how they practice their religion.

Priests lead in religious services, rituals and ceremonies and use holy water in their religious practices. In some Christian groups the religious practitioners use holy oil to conduct their rituals and ceremonies. **Pastors** conduct services and lead congregations of groups. Many of the pastors are trained at theological colleges. **Evangelists** spread the Christian word and are largely responsible for converting new members to Christianity in their churches or groups. Some religious groups have **prophets**, some of them have healing powers and use these powers in their religious practice. Some prophets lead congregations while others work within some groups. **Apostles** are



Different religious practitioners in Christianity

ire for particular religious practitioners who regard themselves as sent by Jesus Christ and have the same mission as Jesus' disciples.

Teachers of religion work in the same way as the evangelists. They explain and interpret the meaning of the Bible teachings. Bishops are usually leaders of their churches, denominations or congregations. One becomes a bishop as a promotion of having served in the church loyally and some become bishops by being founders of the church. In some churches or groups, the bishops ordain priests or pastors. Bishops are usually the most senior in the different churches, groups or denominations, depending on the church's structure while pastors, reverends, priests, evangelists and teachers work under the bishop.

Activity 4

1. Choose a church/denomination and list its religious practitioners in their order starting from the top.
2. Choose any two religious practitioners and write the religious work they do?

Exercise 4

1. What work does a priest do?
2. Which religious practitioner is regarded as having healing powers?
3. Which religious practitioner has the responsibility of converting new members?
4. Who do pastors and priests normally report to?
5. Which religious practitioners see their work as similar to that of Jesus' disciples?
6. ____ work in the same way as the evangelists?
7. Which religious leader has duty to ordain pastors or priests?
8. Most religious practitioners get their teachings from the ____.



7E. Key teachings

Christians believe in the existence of one God who is the Creator and Lord of the universe and master of all the things on earth. They also believe that people were created in God's image but people made God angry because of their sins. Christians believe that God is righteous and merciful and that is the reason why God sent His son Jesus Christ on earth to die on the cross as a sacrifice to set all people who believe in him free. Christians teach that Jesus Christ was born of the virgin Mary, and was sentenced to death by Pontius Pilate. He was crucified and died on the cross, on the third day he rose from the dead. This is called the resurrection. After the resurrection Jesus ascended to heaven and sent down the Holy Spirit.

Christians believe in the existence of the Holy Spirit that works together with God the Father and Jesus the son. Christians teach that the work of the Holy Spirit is to guide, protect and strengthen all those who do the work of God. Christians teach that there is God the Father, God the Son and God the Holy Spirit. The three of them work as one and that is called the Holy Trinity, meaning the Holy three.

Christians believe that God oversees and guides their life. They believe that they can talk to God and make requests through prayer. Christians teach that God answers them by providing what the believers will have requested if they act according to Christian standards. Christians teach that the second coming of Jesus is near and people should repent for them to be saved from final judgment.

Activity 5

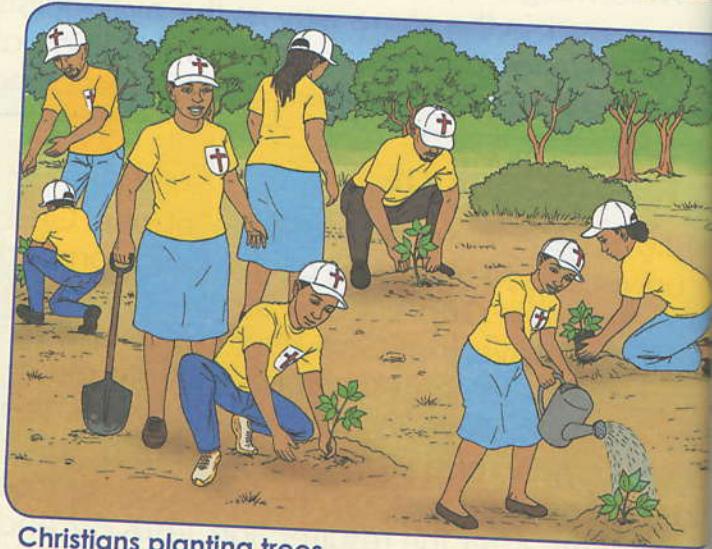
1. Pay close attention as a resource person or your teacher explains to you about trinity. Discuss it with your classmates.
2. Discuss the link between God and the living.

Exercise 5

1. Christians believe in the existence of how many gods?
2. What does Holy Trinity mean?
3. How do Christians make their requests to God?
4. Why was the Holy Spirit sent to the believers in Christianity?
5. According to Christians, who created the earth and everything in it?
6. Christians teach that God sent His son because the people on earth had ____.
7. How can people prepare for the final judgment?
8. Who are referred to as the Holy Three by Christians?

7F. Christianity and the environment

From the time of creation the Bible clearly explains the need for sound environmental care. In the book of Genesis God instructed Adam to take good care of all creation where it says, "The Lord God took the man and put him in the garden of Eden to till it and keep it". From this instruction, Christians are expected to take care of everything that was created by God. They are expected to be **stewards**. Stewards are those given the duty to keep and take care of something that is not theirs. Christians, as children of God, believe that they should use anything in the environment responsibly so as not to offend God. Christians get their food, medicines, equipment, fresh air and all that they need from the environment. It is important that Christians like other human beings participate in protecting and conserving the environment.



Christians planting trees

believe that Christians participate in activities such as planting of trees where there has been
each that Godrestation. In areas where they stay, they are taught to use available materials
ed if they responsible ways so that the next generation will be able to find something to
nd coming meet their needs. In Zimbabwe, Christian groups and organisations are helping
final judgme communities with environmental projects such as using natural fertilisers in gardens,
tully reclamation and reforestation. Some Christian groups own farms where they
eep animals and practice natural agriculture.

plains to you Christian schools and hospitals they have tried to protect trees, bushes and
ants by fencing and restricting their use. They also protect the environment by
eeping these places clean.

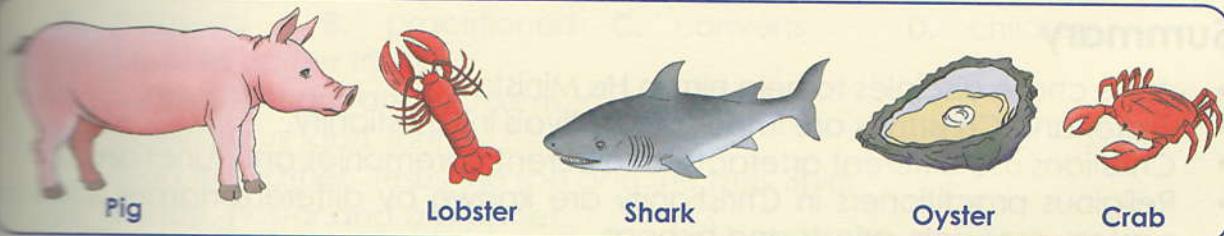
Activity 6

1. Debate on the importance of environmental care for Christians?
2. Discuss how Christians conserve the environment.
3. Make a collection of cuttings that show some environmental care practices by Christian groups.

Exercise 6

1. Who was asked to care for God's creation?
2. How do Christian schools and hospitals show that they care for the environment?
3. How was Adam expected to take care of the garden?
4. Christians will not offend God if they take ___ care of his creation.
5. Select any two important things Christians and other people get from the environment?
6. Why should Christians participate in environmental care?
7. Why is clean air important to people?
8. Why are people encouraged to use natural fertilisers?

7 G. Food laws



Christians believe food is necessary for the growth and protection of the body. Christians get instructions about what food to eat and what not to eat from the Bible teachings. Generally most Christian groups eat any edible food yet there are some Christians who follow a certain diet and others who do not eat particular

kinds of food. Christians of the Seventh Day Adventist Church generally avoid eating meat in favour of a vegetarian diet. Some denominations do not eat meat from animals such as pigs, ostrich, and rabbits. Such groups do not eat sea food such as smoked fish, breaded fish, shark, crab, lobster and craw fish. This is largely because of their reference to the laws written in the Bible in the Old Testament books of Leviticus and Deuteronomy. These were animals that were regarded as unclean. However, other Christian groups have no food restrictions and this is based on Simon Peter's teachings in the New Testament where in a vision (Acts 10) it was revealed to him that no food is unclean for it was all created by God for humans. Some denominations like Anglicans, Catholics, and Lutherans observe a meat free day especially during the period leading to Easter which they call Lent. Some Christians accept moderate consumption of alcohol while others do not accept consumption of alcohol at all.

Activity 7

1. Research on Christian denominations that allow taking of alcohol.
2. Find the denominations that observe prohibition of eating certain foods and those with no food restrictions. Present your findings in class.

Exercise 7

1. Which books of the Old Testament prohibit eating of certain foods?
2. State three foods prohibited for some Christian groups.
3. Which Christian groups observe a meat free day during the period leading to Easter?
4. What do we call a diet where people eat food from plants only?
5. Whose teachings in the New Testament remove food restrictions for Christians?
6. What beverage drink is prohibited by some Christian groups and denominations?
7. Name any two food sources regarded as unclean.
8. What are the two uses of food in the body?

Summary

- Jesus chose disciples to help him in His Ministry.
- Easter and Christmas are important festivals in Christianity.
- Christians use different artefacts for different ceremonies and functions.
- Religious practitioners in Christianity are known by different names such as pastors, prophets, priests and bishops.
- Christians teach that there is God the father, Jesus the son and the Holy Spirit.
- Christians believe in protecting the environment.
- Some Christians have food restrictions while others do not.

Glossary

Ascended

– means the movement of going up or moving up.

Betrayed

– it is when you are exposed or sold out.

Collage

– a picture that has been made by sticking pieces of coloured paper and cloth onto paper.

Denomination

– a recognised branch of the Christian Church.

Gully

– a ditch formed by running water.

Reclamation

– the process of claiming something back.

End of unit assessment test

Multiple choice questions

1. How many disciples did Jesus Christ choose?
A. Three B. Twelve C. Eleven D. One
2. The parable of the two sons teaches that ____.
A. actions are more important than words
B. promises are important than actions
C. sons and fathers should work together
D. brothers should work together
3. During which festival do Christians celebrate Jesus' birth?
A. Pentecost B. Easter C. Lent D. Christmas
4. What was taught to the people by Jesus on the Mount?
A. Parables B. Beatitudes C. Temptations D. Sacrifice
5. During which period do Christians celebrate the death and resurrection of Jesus Christ?
A. Easter B. Advent C. Lent D. Christmas
6. Bread, wine and candles are usually placed on ____.
A. A mat B. a cup C. an alter D. a chair
7. A collar is usually worn by ____ in some Christian churches or groups.
A. followers B. practitioners C. converts D. children
8. Who makes up the trinity?
A. Jews, Christians and Moslems.
B. Peter, Jesus and John.
C. God the Father, Jesus the son and the Holy Spirit.
D. Bishop, Pastor and a prophet.
9. Which animal is considered unclean and should not be eaten by some Christian groups and denominations?
A. Goat B. Sheep C. Cow D. Pig
10. Christian food, medicines, equipment and fresh air come from the ____.
A. environment B. source C. gullies D. gardens

Structured questions

1. Name the first two disciples who were called by Jesus?
2. Who baptised Jesus and where?
3. State any two Christian festivals.
4. What do candles represent in Christianity?
5. What is an evangelist's work?
6. In what ways can Christians help in conserving the environment?
7. Why do some Christians not eat some food types?

Unit 8. Judaism

Objectives

By the end of the unit you should be able to:

- 1 explain the historical background of Judaism
- 2 identify ceremonies/festivals in Judaism
- 3 identify artefacts and attire in Judaism
- 4 identify religious practitioners in Judaism
- 5 state the roles of religious practitioners in Judaism
- 6 state key teachings in Judaism
- 7 explain key teachings in Judaism
- 8 suggest ways Jews conserve the environment
- 9 justify the need for good use of the environment
- 10 state Jewish food laws
- 11 explain the recommended Jewish food laws
- 12 discuss why the Jews do not eat animal blood.

Background

Judaism is the oldest religion originating in ancient Israel and Judea. The Jewish people believe that they were chosen when their ancestor Abraham was asked by God to go from Ur in Mesopotamia to Canaan where he was going to be blessed and made into a great nation. The Jews believe that they were chosen by God to be a kingdom of priests and a Holy nation. They also believe that they are chosen people who should be the light of the world. Judaism is the parent religion of Christianity and Islam. Followers of Judaism believe that there is only one God. Jewish teachings and practices are based on God's laws found in the Torah. The Hebrews way of life, religion and customs are united by their common ancestors, Abraham, Isaac and Jacob. Every Jewish family should have the Torah, the Mezuzah and the Menorah for use in their daily religious practice. The Jewish people do not separate their life from their religion. Amongst them you find, priests, Levites and scribes who oversee over their rites, ceremonies and rituals. Jewish teachings emphasise the importance of the day of rest, which is the Sabbath, a day on which no work is done. Jews respect the teachings in the Torah on food and do not eat prohibited foods.



Key words

Judaism

commandments

repent

scribe

8A. Historical background

Abraham is the founder of Judaism as the Jews trace their history back to him. He was chosen by God and told to move from Ur to Canaan. Canaan is the land that was given to Abraham and his descendants to dwell in. **Judaism** is a religion of Jews

who descend from Abraham through Isaac to Jacob. Jacob was the father of twelve sons who make up the twelve tribes of the nation of Israel. The nation Israel is named after Jacob's second name which he was given after wrestling with an angel all night. The Jews were disturbed in their history and at one time stayed in Egypt where they were later made slaves. When it was time for God to free his children he sent Moses to liberate and lead the children of Israel to Canaan the promised land. While on their forty year long journey to Canaan, Moses was given the Ten **Commandments** by God on Mount Sinai. Commandments are divine rules and they need to be observed. When the Jews finally got to Canaan, with Joshua as their leader, they displaced many tribes and groups which lived in Canaan.

Activity 1

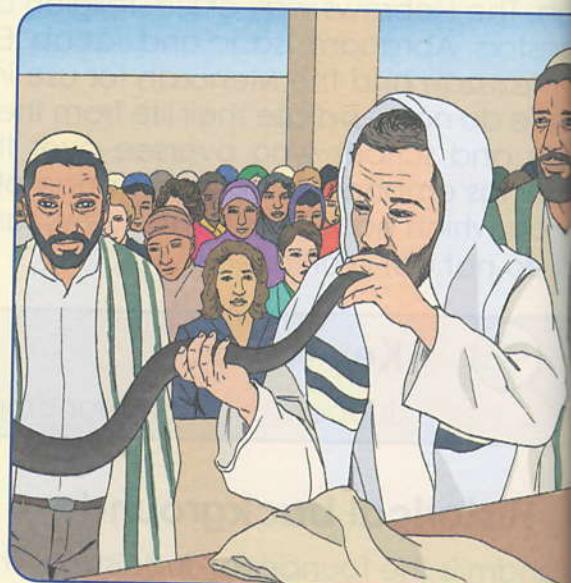
1. Research on Jewish ancestors, Jacob and Abraham.
2. Draw a picture of Moses on Mount Sinai receiving the ten commandments.

Exercise 1

1. Who is the founder of Judaism?
2. How long was the journey from Egypt to the promised land?
3. Who is the great ancestor of the Israelites?
4. The twelve tribes of Israel come from the sons of _____.
5. Who led the Israelites after Moses?
6. What did God give to Moses on Mount Sinai?
7. What is the name of the promised land?

8B. Ceremonies/festivals

The Jewish year is made up of several festivals and ceremonies. The Jewish year starts in September or October. New Year's day is called **Rosh Hashanah** which marks the beginning of the year. During the Rosh Hashanah festival the Jews remember God's creation and judgment of the world. A ram's horn or **Shofar** is blown in the synagogue to remind people to return to God. This is followed by ten days of self examination and people are encouraged to **repent**. To repent means to feel or express sincere regret or remorse about one's wrong doing or sins. As a sign of good wishes for others, the Jews dip apples into honey and eat. The other



Rosh Hashanah festival

The father of important event is the Atonement/**Yom Kippur**. The nation wrestling with God to free them from Canaan. The time was given to the whole day in the synagogue while in, with Joshua, wearing white robes as a symbol of purity.

mandments

Five days after the Day of Atonement Jews celebrate the feast of the tabernacles (**Sukkot/Succoth**) which lasts for a week. This is a harvest festival when they thank God for providing them with food, water, light/warmth, among others during their forty year journey from Egypt.

During Passover/**Pesach** the Jews remember and celebrate their deliverance from slavery in Egypt. The Jews prepare a special meal and sing songs while they retell their journey from Egypt. The Jews eat unleaven bread/**matzah** during Passover, which reminds them of the bread the Jewish slaves ate in Egypt. This is also called the feast of unleavened bread.

Activity 2

- Explain activities done during the ceremonies/festivals in Judaism.
- Dramatise a Jewish family eating and retelling their history of slavery in Egypt during Passover.

Exercise 2

- During which month/s of the year do Jews celebrate New Year?
- What do Jews remember during Passover?
- Which festival marks the harvests in Judaism?
- Why is the ram's horn blown in the synagogue during atonement?
- What kind of bread is eaten during Passover?
- Which is the holiest day in Judaism?
- At which feast do the Jews celebrate God's creation and judgment of the world?
- How many days are between atonement and Sukkot?



Feast of the tabernacles

8C. Artefacts and attire



Torah scroll



Kippah



Tallit

Artefacts and attire in Judaism

Every Jewish family is expected to keep and use each of the following religious materials; the Torah, the Menorah, the Mezuzah, the Yad, the star of David or the Dreidel. The Torah scroll carries the first five books of the Hebrew Bible that contain the law. The star of David is the symbol of Judaism while the Mezuzah is a sacred scroll inscribed with the prayers from the Torah. The Menorah is the seven branched candle stand. The dreidel is a four sided top used in a game played during **Hanukkah**. Hanukkah is a Jew festival for remembering the reopening of the temple. The yad is a pointer used when reading the Torah scroll. When in prayer and on special days, Jewish men put on a prayer shawl called the Tallit. Men also put on a kippah on their heads during prayer and on any other day.

Activity 3

1. Research on artefacts and attire in Judaism.
2. Listen as a resource person talks about artefacts and attire in Judaism.
3. Draw the symbol of Judaism.

Exercise 3

1. The seven branched candle stand used as a symbol of the temple is called _____.
2. What is used as a pointer to read the Torah scroll?
3. Which festival is for commemorating the reopening of the temple?
4. On what sacred scroll are the Torah prayers written?
5. What is the symbol of Judaism?

- What do Jewish men wear on their heads at all times?
- What name is given to the Jewish prayer shawl?
- Where is the Torah read?

III. Religious practitioners

Judaism, like other religions, has special people who perform specific functions during their religious practices, functions, ceremonies and festivals. Religious practitioners in Judaism include priests, prophets, rabbis and scribes. Priests teach what God would have revealed to the people of Israel. They are believed to be mediums who receive direct word from God. The prophets speak and recall God's commands and promises to the people. They also make predictions of what the future holds. They take God's place when delivering His message to the people. Rabbis are the teachers and spiritual leaders in Judaism. The rabbis are treated with respect and can be called masters. A scribe is a person who copies, explains and teaches the law.



Jewish priest

Activity 4

- Research on any Jewish religious practitioner and explain his role in Judaism?
- Make a list of the prophets that are found in the Torah.
- Visit a synagogue and learn more about the different practitioners.

Exercise 4

- What is the work of a rabbi?
- Who teaches what God revealed to the Jews in Judaism?
- Who are also referred to as masters in Judaism?
- Who predicts what the future holds in Judaism?
- Prophets can also speak and recall God's ___ and ___ to the people.
- ___ are the teachers and spiritual leaders in Judaism.
- ___ is a person who copies, explains and teaches the law.
- During which events in Judaism are religious practitioners useful?

III. Key teachings

The Jews believe in the existence of one God called Yaweh who is the Creator. The Holy book for the Jews is the Torah which contains the five books of the law also called the Pentateuch. Books that make up the Torah are Genesis, Exodus, Leviticus, Numbers and Deuteronomy. Every Jewish man should read the Torah

in the synagogue. Jews are taught not to serve other gods besides God, not kill and not to commit adultery. These teachings are found as laws in the book of Exodus 20. Every Jewish man is taught to pray three times a day, that is in the morning, in the afternoon and in the evening. Praying can be done in the home, or in the synagogue. Jews also teach that marriage is a holy union. A Jewish woman has a duty to ensure that all food eaten in the home is clean and according to the Jewish food law. By so doing, she keeps the religious purity of a Jewish home. One of the most important teachings of the Jewish religion is to keep the Sabbath holy by not doing any work.

Activity 5

1. List the five books of the Pentateuch.
2. Find out the other duties of a Jewish woman.
3. Research the key teachings in Judaism.

Exercise 5

1. What is the Holy day for the Jews?
2. Where should Jewish men read the Torah?
3. How many times are Jewish men taught to pray?
4. What is the Jewish name for God?
5. Do Jews believe in life after death?
6. How do Jewish women keep the religious purity of the home?
7. What is prohibited on a Sabbath?
8. State any two books found in the Torah.

8F. Judaism and the environment



Jewish children planting trees

God, notwithstanding those who dwell therein;" (Psalm 24:1). The Jews believe in the protection of the earth. Such concern shows the important respect the Jews have for the environment. The Jews regard the land as a primary partner of their covenant with God. In the Torah, in the book of Genesis, God gave the land and all that is in it to man. God then instructed man to take good care of everything on earth. The Jews believe that since they were given land by Yahweh they have to take good care of it. The Jews preserve environmental species such as old trees. To make children grow with a sense of environmental protection, the Jews undertake outdoor lessons. The Jews respect the earth by planting trees during special days such as the New Year as a way of reforestation. The Jews practice environmentally friendly approaches such as conserving the indigenous species and protection of animals. They use environmental products sustainably so as to conserve plants and animal species found in the environment. Jews also don't believe in selling water because they say water is the source of life. Because of this, some Jewish homes in Harare offer borehole water for free.

Activity 6

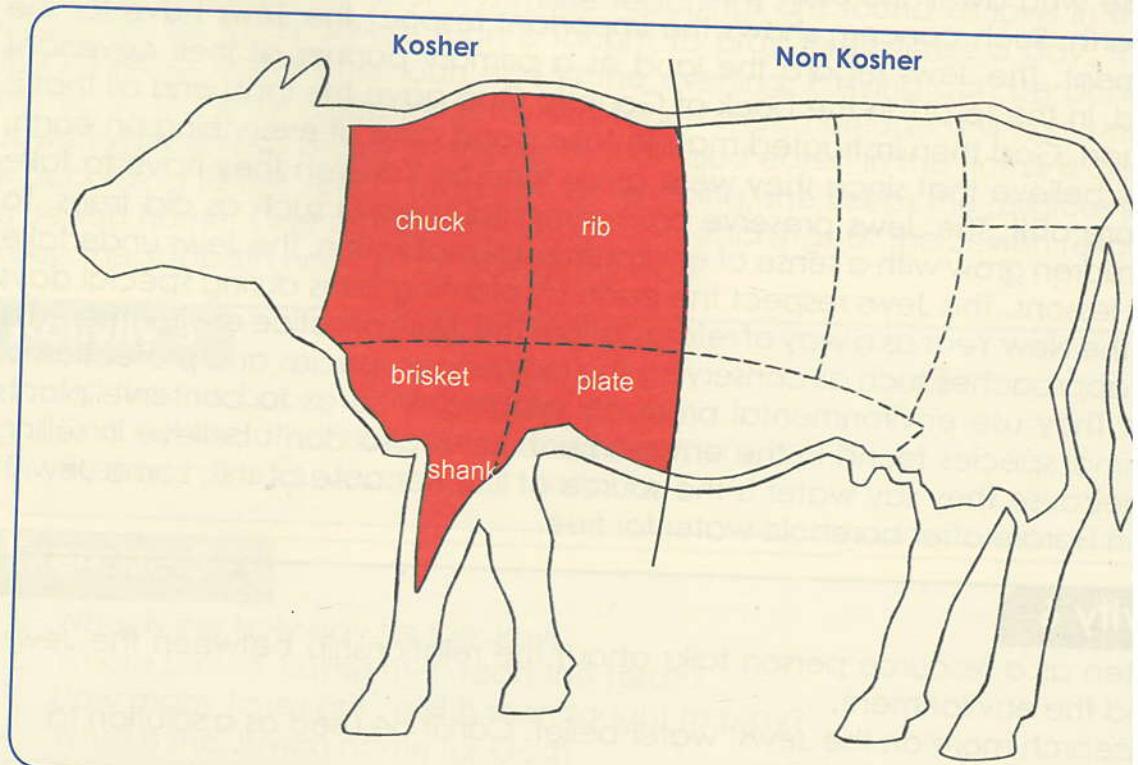
1. Listen as a resource person talks about the relationship between the Jews and the environment.
2. Research more on the Jews' water belief. Can it be used as a solution to water crisis?
3. Research on the tree planting day in Zimbabwe. How effective has it been in teaching people to be environmentally friendly? Present your research in class.

Exercise 6

1. How do Jews make their children develop a deeper understanding of the environment?
2. What environmental activity do Jews do on New Year for the trees?
3. What was man asked to do with all creation in the book of Genesis?
4. How do Jews show care for indigenous plants?
5. Jews respect all that is on earth because it belongs to ____.
6. When do Jews do reforestation?
7. Why do Jews protect the first fruits?
8. What two environmental species are protected by the Jews?

SG. Food laws in Judaism

Jews believe that physical cleanliness and food cleanliness lead to spiritual purity. If a person eats unclean food he or she becomes unclean. In the Jewish home, it is a woman's duty to make sure that all food is clean according to Jewish food laws. Meat and dairy products are not supposed to be served together at the same meal.



Kosher and non-kosher parts of an ox

Jews only eat certain kinds of meat as listed in the book of Leviticus 1 Deuteronomy 14. The type and preparation is called **kosher**. This means is according to Jewish law. The Jews may eat lamb, beef and chicken. animals should be slaughtered by a trained and ordained person called a **shochet**. The trained shochet makes sure the blood drains quickly from the body slaughtered animal and also ensures that there is minimum pain. After the animal has been properly slaughtered, the remaining blood is removed by soaking the meat in cold and salted water. The Jews do not eat animal blood in remembrance of the blood used to show Jewish houses to God during the plague of the first born in Egypt. God would pass over any house marked with animal blood as a sign that it was a Jewish house. The Jews are forbidden from eating food such as pork which does not have split hooves and shell fish that does not have scales. These are regarded as unclean foods. The Jews regard the meal table as an important part of their lives and ensure that their food is clean before it is eaten. The Jews make a prayer of thanksgiving to God for providing them with food.

Activity 7

1. Make a list of animals considered unclean by the Jews.
2. Write an account of the Passover as it happened in Egypt (Exodus 12 & 13).
3. Research and present on how an animal is slaughtered by a shochet.

Exercise 7

- Q. Which two food types should not be served on the same table?
- Q. Whom do Jews thank before eating their food?
- Q. What two food types are considered unclean in Judaism?
- Q. Who is supposed to slaughter animals for meat in Judaism?
- Q. How is the remaining blood of a slaughtered animal removed from the meat in Judaism?
- Q. Who ensures that Kosher is observed in a Jewish home?
- Q. Why are Jews forbidden from eating animal blood?
- Q. What do Jews liken their table to during meal times?

Summary

Judaism is the oldest religion originating in ancient Israel and Judea.

The founder of Judaism is Abraham.

Jewish year starts in September or October and their New Year's day is called Rosh Hashanah.

They celebrate Sukkot which is a feast to thank God after harvest.

The Jews use the Torah, Menorah, Yad, the star of David and the Dreidel as their religious materials.

Religious practitioners in Judaism include priests, prophets, rabbis and scribes.

They believe in the existence of one God called Yaweh, who is the Creator.

They use the Torah as their holy book.

Jews respect the earth by planting trees as a way of restoration.

Glossary

Atonement

- the reconciliation of God.

Kippah

- a skullcap worn by Orthodox male Jews.

Menorah

- a seven-lamp Hebrew lampstand made of gold.

Mezuzah

- a small material with handwritten Hebrew words.

Prohibited

- that has been forbidden; banned.

Reforestation

- the process of replanting trees in an area.

Unleaven

- bread made without yeast or other raising agent.

End of unit assessment test

Multiple choice questions

1. Who is the founder of Judaism?
A. Adam B. Moses C. Jacob D. Abraham
2. Whose sons make up Israel's twelve tribes?
A. Abraham B. Moses C. Jacob D. Isaac
3. The festival of the Jewish new year is celebrated in ____.
A. September and August B. October and November
C. September and October D. November and December
4. What is another name for a Jewish prayer shawl?
A. Kippah B. Torah C. Tallit D. Menorah
5. Which of these is a symbol of Judaism?
A. The kippah B. The Star of David
C. The tallit D. The menorah
6. A ___ is responsible for writing, teaching and explaining the law in Judaism.
A. scribe B. rabbi C. prophet D. priest
7. Where is the Torah read to Jewish men?
A. In the church B. Shrine
C. Synagogue D. Kitchen
8. Jews believe they should take good care of the environment which they were given by ____.
A. Moses B. Yahweh C. Isaac D. Jacob
9. Jews do not eat meat from animals without ____.
A. hooves B. tongues C. split hooves D. horns
10. State one book from the Torah which gives food laws for the Jews.
A. The Tanakh B. Leviticus C. Exodus D. Genesis

Structured questions

1. List three Jewish artefacts you learnt about in the unit.
2. What is the use of a yad?
3. The Jewish year is made up of several ___ and ___.
4. What is blown in the synagogue to remind people to return to God?
5. Moses was given ___ on Mount Sinai.
6. List three ceremonies in Judaism.
7. What is the use of the Torah scroll?
8. State four religious practitioners in Judaism.
9. What is the role of a rabbi in Judaism?
10. What does Judaism teach about the environment?

Unit 9: Islam

Objectives

By the end of the unit you should be able to:

1. narrate the historical background of Islam
2. state the two main groups found in Islam
3. state key teachings in Islam
4. explain key teachings in Islam
5. state ceremonies and festivals in Islam
6. name religious artefacts in Islam
7. describe religious attire in Islam
8. identify religious practitioners in Islam
9. state the roles performed by the religious practitioners in Islam
10. suggest Islamic ways of conserving the environment
11. justify the need for good use of the environment in Islam
12. list forbidden foods in Islam
13. explain the significance of halaal.

Background

Islam is a religion founded by the Islamic prophet Muhammad who was a great religious and political individual. Islam is spread worldwide but it is dominant in North Africa, the Middle East and South Asia. Within Islam there are two main groups which are Sunni and Shia. The Islamic Supreme Being is called Allah and their teachings are from the Quran which was revealed to Muhammad by Allah. The followers of Islam are called Muslims/Moslems. Islamic holy days and festivals include Ramadan. Muslims are strict observers of Halaal which specifies how animals should be slaughtered and how the meat should be handled to keep it clean. Muslims believe that everything on earth was created for a purpose and should be protected, preserved and developed.

9A. Historical background

The founder of Islam is Muhammad. He was born in Mecca in 570AD and lost his parents when he was very young and experienced the hard life of growing up as an orphan. Muhammad grew up staying with his grandfather and later stayed with his uncle. At the age of 25 he was employed to lead Khadija's business of caravans. He later married Khadija. Muhammad liked to fast and pray alone. Muslims believe that one night when Muhammad was fasting on the Hira mountain the angel Gabriel appeared to him and this marked the start of many messages which convinced Muhammad that this was Allah speaking to him.

Islam was started by Muhammad in about 610 AD. The Muslims believe that Allah revealed himself to Muhammad through several messages which were later put

together to make the Quran. Muhammad was instructed by Allah to convey messages to his fellow Meccans. The messages emphasised that there is only God called Allah. There was resistance towards Muhammad's teachings in Mecca and he and his followers moved to Medina. The Moslems called this great religious journey the Hegira (the movement of Muhammad and his followers from Mecca to Medina to avoid persecution). The Hegira marks the beginning of Islam. Religion of Islam became well formed at Medina. Moslems follow the example of Muhammad of worshipping, alms giving and fasting. Muhammad became powerful to the point of being referred to as head of state. The main source of Islamic beliefs are from their holy book the Quran and the Sunnah. The Sunnah contains the prophet Muhammad's sayings, actions and what his companions did.

Islam has two main groups, the Sunni and the Shia. Shia is short for Shi'at A'isha, the party of Ali. The divisions started after the death of Muhammad due to different leadership choices on who should take over. Sunni Muslims believe that Abu Bakr, Muhammad's advisor should have been Muhammad's first successor, also known as the **Caliph**, to lead the Muslim state. The Muslims who believe that Ali, who was Muhammad's cousin and son-in-law, was to be the successor are known as Shias. The Sunnis observe the primacy of the Sunnah while the Shias are guided by the wisdom of Muhammad's descendants through his son-in-law Ali.

Activity 1

1. Research and write at least four factors of the Sunnah.
2. Find three important religious facts about Muhammad and write their importance.

Exercise 1

1. Why did Muhammad grow up staying with his uncle?
2. Who spoke to Muhammad on Mount Hira?
3. Where did Muhammad get the word written in the Quran from?
4. Why is Mecca a special city for the Moslems?
5. From which Moslem document do we get the sayings and actions of Muhammad?
6. Why is the Hegira important in the history of Islam?
7. Which three important things do Moslems copy and practice from Muhammad?
8. Which are the two main groups of Islam?

9B. Key teachings

Moslems teach that Allah is the Supreme Being. Allah is the only God and there is no other. The Quran Surah 59:23 teaches that Allah is:

- The holy one
- Keeper of faith

- Giver of peace
- Guardian

- to convey the message that there is only one God. Islam teaches that Allah's deeds are also his names. Allah is referred to by ninety-nine names. The most common of these include:
- The mighty one
 - The most high
 - The merciful
 - The forgiver
 - The generous
 - The king
 - The all powerful
 - The compassionate
 - The clement
 - The affectionate

Islam is considered the prophet of Allah by Moslems. Islam teaches people to follow the prophet Muhammad as he is a true messenger of Allah.

for Shi'at Ali due to differences that Abu Bakr, also known as Shabir, who was known as Shabir, which shows the way prophet Muhammad lived his life.

Islam also emphasises that good Moslems should confess their faith. This is the first pillar of Islam and is called Shahadah, meaning commitment to Allah and fellow prophet Muhammad.

Islam also teaches that there are fixed times of prayer and that it should be done five times a day. Each time Moslems pray, they must kneel with head down on a prayer mat facing their Holy City of Mecca. The prayer is done after spiritual washing, this is at dawn, midday, mid afternoon, sunset and night. Prayer is the second pillar of Islam.

Islam also teaches its followers to give. Alms giving is the third pillar of Islam. Moslems are encouraged to share their wealth with the poor and this is called Zakat. Moslems are also encouraged to fast and this is usually done during the month of Ramadan which is the holy month. Fasting is therefore the fourth pillar of Islam. Moslems are taught not to eat or drink during daylight hours for the whole month of Ramadan. The last pillar in Islam is that of pilgrimage. They believe that a Muslim should go to Mecca to worship Allah at least once in their lives.



Muslim man praying

Activity 2

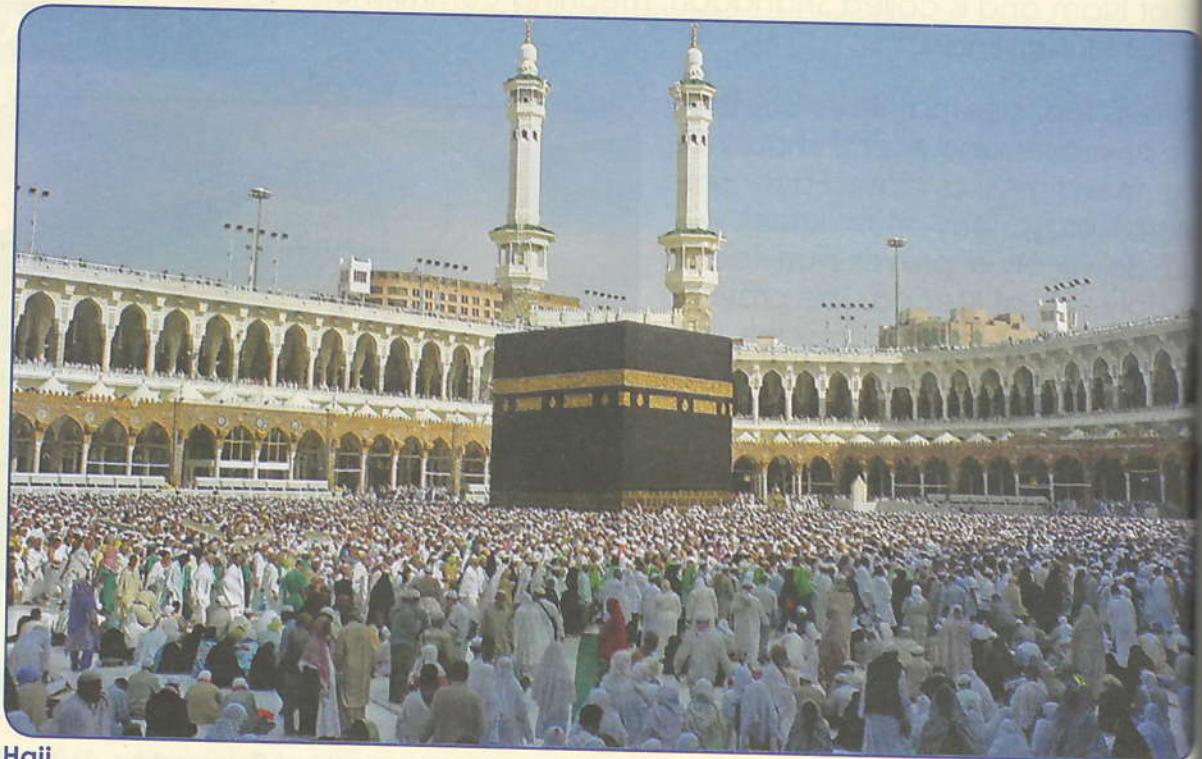
1. Draw a Muslim during prayer time on his prayer mat wearing his white ga
2. Make cuttings of Moslems and make a chart.

Exercise 2

1. What does the word Moslem mean?
2. Islam means total ____ to God.
3. What is the first pillar of Islam?
4. How many pillars make up Islam?
5. How many times should a Moslem pray everyday?
6. Why do Moslems pray facing Mecca?
7. What is the name given to the Moslem month of fasting?

9C. Ceremonies and festivals

Islam has ceremonies and festivals which help the Moslems remember, celebrate and praise Allah for various things they get from him. Some of the festivals include Hajj, Eid-al-fitr, Eid-al-adha, Hijra and Ramadan.



Hajj

Moslems are taught that once in a person's life time they must take a holy journey to Mecca the holy city. This journey or pilgrimage is called **Hajj**. This is the fifth pillar of Islam. In Mecca, Moslems visit the Kaaba which was built by Abraham helped by his son Ishmael. This is considered the most holy of holy places for Moslems.

The festival of **Ramadan** is for a whole month when Moslems do not eat or drink anything during day light. This is a festival of fasting. Moslems also celebrate Rabi-al-awwal which is a whole month of celebrating the birth of Prophet Mohammad and his family. The **Hijra** marks the holy journey Muhammad took from Mecca to Medina. The **Eid-al-fitr** is a festival where Moslems celebrate the end of the fasting month of Ramadan. In this ceremony, gifts are given to children and the poor. Moslems also have a four-day celebration all over the world to mark the end of the pilgrimage to Mecca. In this festival, animals are sacrificed and the meat is given to the poor. This festival is called **Eid-al-adha**. It is the second most important festival in the Moslem calendar. Eid-al-adha is a festival that remembers Abraham's willingness to sacrifice his son when God ordered him to. Moslems sacrifice a sheep and divide it into three parts amongst family, friends and the poor.

Activity 3

1. Pay attention as a resource person explains about the festivals in Islam and how each festival is done or performed.
2. List two festivals in Islam.
3. Match the festival with its meaning:

Festival	Meaning
Hajj	Joyful celebration to end month of fasting
Ramadan	The month of the pilgrimage
Rabi-al-awwal	Month of fasting
Hijra	Celebrating Muhammad's journey from Mecca to Medina
Eid-al-fitr	Celebrating Muhammad's birth

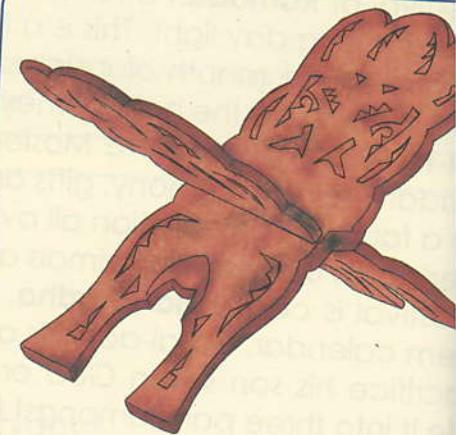
Exercise 3

1. State two festivals which benefit the poor.
2. When is Muhammad's birth celebrated?
3. What is Ramadan?
4. How long does Ramadan last?
5. Which festival is done to remember Muhammad's journey to Medina?
6. In which ceremony are gifts given to children and the poor?
7. What is a pilgrimage?
8. What is sacrificed during Eid-al-adha?
9. Who built the Kaaba?

9D. Artefacts and attire

The Muslim Holy book is the Quran, which is read from right to left and should not be left open. It is wrapped in a clean cloth and kept on a high place with nothing on top of it. The Muslims wash their hands and cover their heads before reading the Quran.

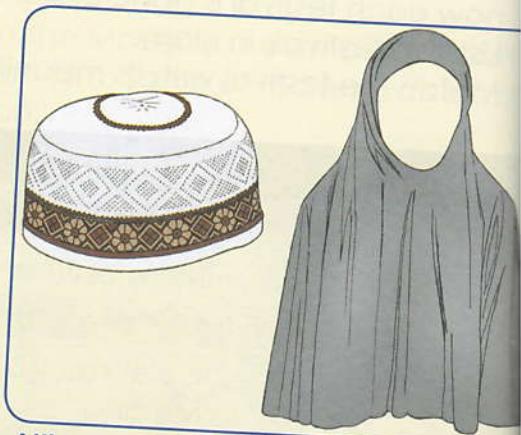
The Quran is believed to contain Allah's word to his people. Only the purified Muslims should touch the Quran. Islamic women are expected to cover their heads before touching the Quran. The Holy sacred Quran has a wooden stand where it is placed when they are reading it. The Stand is regarded as a throne. To show respect Quran should not be put on the floor.



Quran stand

Islamic attire

There are standards of dressing for both men and women in Islam. Women are not allowed to wear clothes that imitate men's clothing, like shirts and ties. Women's clothing should not be transparent or tight fitting. An Islamic woman's dress must cover the entire body except hands and face. The Islamic women can cover their face with a **Niqab**. This is a garment that covers the face. Islamic women must also wear a **khimar**, this is a cloth that covers the head, neck and bosom. In addition, the women should also wear a **jilbab**, this is a garment that covers the entire body.



Attire

Islamic men are supposed to cover their **awrah**, this is the part from the naval down to the knees. The men are also expected to cover their shoulder and torso. The Islamic men are forbidden from wearing gold and silk. When wearing their clothes, men should ensure that they are above the ankle so that they do not get dirt from the ground.

It is important to note that the Islamic dress code should always be followed during prayer, even if one is praying alone.

Activity 4

1. Choose any two Islamic religious artefacts and write about their use in Islam.
2. In groups, research why Muslims pray facing Mecca and present to your class.

Exercise 4

1. The Islamic holy book is ____.
2. Where is the Quran placed when it is being read?
3. What is a hijab?
4. How is the Quran read?
5. What do Islamic women wear to cover their heads?
6. What do Islamic men wear on their heads during prayer?
7. What are Islamic men forbidden to wear?
8. What do Islamic women use the Khimar for?

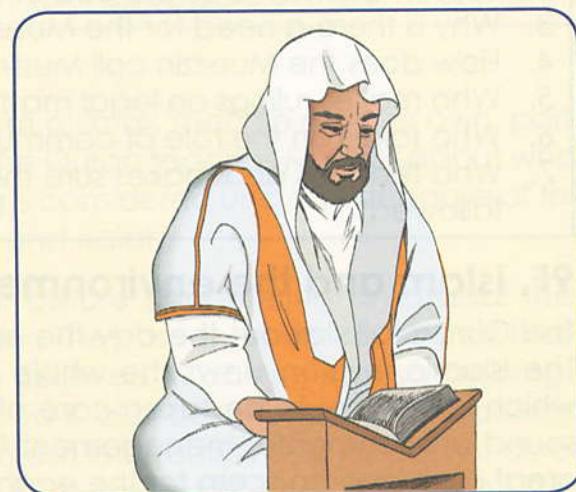
FE Religious practitioners

Chosen people are given different roles in Islam. Some of the roles include leading others in prayer, interpreting the Quran, analysing the Quran and calling others for prayer times. Examples of these practitioners are the Imam, Muezzin, Ulama and the Mujahid. The Imam is the male prayer/worship leader. Imams are also community leaders and they provide religious guidance. An Imam also teaches every Friday.

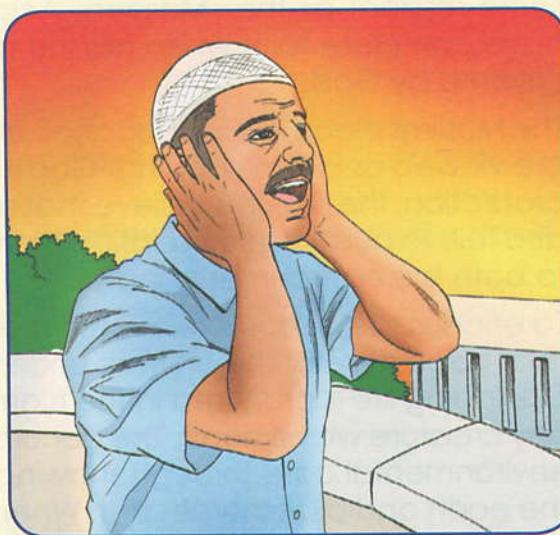
Moslems have a strict prayer timetable. To make sure that every Moslem goes to prayer, the Muezzin's task is to call people to prayer at the correct times by shouting/cantating. The Muezzin is the servant in a mosque. Muezzins are chosen for their good character. A Muezzin stands at the door or side of the mosque to call people to prayer. To do this, the Muezzin calls facing all four directions, North, South, East and West.

The Ulama or doctor of the law has the role of interpreting the Muslim law also known as the Sharia. The Ulama upholds the Islamic tradition and practices. The Ulama is found in both groups of Islam which are the Sunni and Shia communities.

Another practitioner is a Mujahid. A Mujahid is also a Muslim teacher and has the role to give religious ruling and legal decisions based on his authority. The Mujahid has great authority in Islam. His other work is to analyse the Quran.



Imam



Muezzin

Activity 5

1. Research and list as many religious duties and roles for Muslims and the tasks they are tasked to do the roles.
2. Find out the way the Muezzin calls the Muslims to prayer and dramatise it.
3. Visit a mosque and see how they do things there. Make a write up of your experience and present it in class.

Exercise 5

1. What does the Ulama do?
2. Who is referred to as the doctor of law in Islam?
3. Why is there a need for the Muezzin?
4. How does the Muezzin call Muslims to prayer?
5. Who makes rulings on legal matters in Islam?
6. Who takes on the role of community leader?
7. Who teaches and makes sure the Islamic traditions and practices are followed?

9F. Islam and the environment

The Quran talks about the day the earth will yield her burdens and tell her slaves to leave. The Islamic religion views the whole earth as a Mosque and, therefore, all that is in it should be taken care of for life to be normal. This is a great call for sound environmental management for there to be harmony on earth. To show great care and concern for the earth and its species, the Muslims view the fields, forests and deserts as places that people can worship in and should be given the same respect as the Mosque. According to the Muslim religion, one can only have complete faith when he/she is able to show respect for all that which was created by God.

The Muslims place high importance on the environment and natural species as they are viewed as a reminder that God is always present. For maximum environmental protection, the Muslims believe that anyone who fails to live in harmony with nature also fails to build a good relationship with God. Such a person becomes a stranger to both the environment and God.

To encourage a sound relationship between people and nature, Muslim followers take good care of the animals under their care and other environmental species. Everlasting life is promised in the Islamic holy book for those who show kindness to any creature with a heart. The general teachings of Islam show the need for sound environmental care through showing protection, good use and management of the earth and all resources in it. When people take good care of the environment, they also enjoy good returns from the same environment.

Activity 6

1. Pay attention as a resource person explains the relationship between Islam and the environment.
2. Discuss the role played by the Islamic religion in taking care of the environment.

Exercise 6

1. The Muslims view the whole earth as a big ____.
2. What is promised to all those who show kindness to all living creatures?
3. Those who fail to make a good relationship with the environment also fail to make a good relationship with ____.
4. Which Islamic Holy book mentions the need for good environmental care?
5. Why should deserts, fields and forests be respected by Muslims?
6. According to Islam, how can complete faith be realised?
7. What can make a person a stranger to God and the environment?
8. What kind of returns will people get if they take good care of the environment?

PG. Food laws

Muslims are forbidden from eating meat from animals that die on their own, pork, food dedicated to other gods and blood. The Quran teaches Muslims about what to eat and what not to eat. Meat from a pig is considered unclean because of the teachings found in Leviticus, Deuteronomy and Isaiah.

Muslims practice halaal which means that before slaughtering an animal they call on the name of Allah who is the provider. They use sharp knives so that there is very little pain felt by the animal. Blood is believed to carry germs so draining it means leaving the meat free of germs. Blood is also believed to carry bacteria, infective agents and waste. This makes the meat less healthy and less tasty if blood is not drained. Muslims buy their halaal food from supermarkets that sell them. They don't just buy from anywhere.

Activity 7

1. Find out from Muslims the food laws practiced in Islam.
2. Explain the slaughtering process in Islam. Starting with dedication of the animal to Allah.
3. Find the books that forbid eating certain animals. List them and write down the verses that say it.
4. Research on the availability of halaal products in Zimbabwe. If possible bring a halaal packaging to class.

Exercise 7

1. Which animal is considered unclean and not to be eaten?
2. What is halaal?
3. Why should Muslims not eat blood?
4. What do Muslims do before slaughtering an animal?
5. Why is it forbidden to eat meat from an animal that dies on its own?
6. Very sharp knives are used when slaughtering animals in Islam. [True/False]

Summary

- Muslims have different artefacts which they use in their religious practice ceremonies and rituals.
- The dress code should be observed whenever the Muslims are praying.
- The Quran is treated with high respect and care as Muslims regard it as sacred and holy.
- The Islamic women are expected to cover as much of their body as possible when in public.
- The Quran is read from right to left.
- Muslims do not buy from anywhere. They strictly eat halaal products.

Glossary

Caliph	- the chief Muslim civil and religious ruler, regarded as the successor of Muhammad.
Torso	- the part of the human body that does not include the head, arms or legs.
Transparent	- something that you can see through is said to be transparent for example, a glass window pane.
Wrapped	- covered.

End of unit assessment

Multiple choice questions

1. Muhammad grew up as an ____ since he had lost both parents.
A. muslim **B.** orphan **C.** founder **D.** practitioner
2. Two main groups in Islam are ____.
A. Medina And Mecca **B.** Kaba And Allah
C. Sunni And Shia **D.** Kadhija And Hegira
3. Muslims believe in Allah who is the ____.
A. Creator **B.** Practitioner **C.** Hegira **D.** Quran
4. Muslims do not eat or drink during the day on the festival of ____.
A. Eid-al-fitr **B.** Hajj **C.** Ramadan **D.** Laila Al Qadr
5. Muslims place the Quran on a ____ when it is being read.
A. Rael/Quran stand **B.** prayer Mat
C. shelf **D.** cloth
6. The Muslim who interprets the Quran is the ____.
A. Ulama **B.** Mujahid **C.** Muezzin **D.** Imam
7. To show great respect of God's creation, Muslims view the whole earth and all things in it as a big ____.
A. world **B.** city **C.** universe **D.** mosque

3. The Islamic way of handling food to keep it clean is called ____.
A. slaughtering B. halaal
C. purity D. forbidding
3. Muslims are expected to always handle the Quran with ____.
A. care B. respect
C. covered faces D. closed
10. The religious flight made by Muhammad from Mecca to Medina in 622 AD is the ____.
A. pilgrim B. Shia C. hijra D. fight

Structured questions

1. In which city was Islam started?
2. Where was Muhammad buried?
3. Why should Muslims follow their dress code?
4. What is the use of the prayer beads in Islam?
5. What is the role of a Muja-hid in Islam?
6. Why do Muslims refrain from eating pork?
7. Who leads prayer in Islam?
8. Why do Muslims respect all living things?

End of term two assessment

Paper 1: 1hr 30 minutes

Marks: 50 marks

Multiple choice questions

1. The two famous spirit mediums in the second war of liberation are ____.
A. Murenga and Tobela B. Malandela and Kaguvu
C. Nehanda and Kaguvu D. Mutapa and Mafamba
2. The national ancestors are believed to have ____ the freedom fighters in the war of liberation.
A. protected and guided B. betrayed
C. rebelled against D. fed
3. During which ceremony do the indigenous people bring the family spirit home?
A. Mukwerera B. Thanksgiving
C. Kurova guva/umbuyiso D. Rainmaking
4. A spirit medium will wear ____ on the head during ceremonies.
A. head dress/gear B. spear
C. beads D. hat
5. People who are related are joined by the same ____.
A. names B. surnames C. totems D. chiefs

6. Desired talents from ancestors include all these except ____.
A. healing **B.** hunting **C.** foretelling **D.** witchcraft
7. The oneness of the African people is in the statement ____.
A. reviving ancestors **B.** oneness with nature
C. I am because you are **D.** ancestors are revered
8. Indigenous people believe in ____ sacred places.
A. disturbing **B.** destroying **C.** ignoring **D.** respecting
9. The ____ have a duty to protect the land and all that is in it.
A. spirit mediums **B.** traditional leaders
C. healers **D.** shrines
10. To mark the growth from childhood to adulthood, boys and girls go through ____.
A. initiation **B.** dancing competitions
C. tests **D.** shrines
11. The indigenous people believe in life ____.
A. on earth **B.** after death **C.** and shrines **D.** _____
12. Sacred pools are believed to have ____ staying in them.
A. mermaids **B.** healers **C.** many fish **D.** no fish
13. The Quran is believed to be a collection of messages from ____.
A. Allah **B.** Mecca **C.** Elders **D.** the Mosque
14. Islamic women wear ____ to cover their faces.
A. Kippah **B.** Niqab **C.** Awrah **D.** Jilbab
15. All these are Islamic festivals except ____.
A. Hijra **B.** Laila Al Bar **C.** Ramadan **D.** Eid-al-fitr
16. Islamic women should cover their ____ as much as possible.
A. face **B.** whole body
C. legs only **D.** chest and knees
17. In Islam, the ____ calls people to prayer.
A. Ulama **B.** Imam **C.** Mujahid **D.** Muezzin
18. Living in harmony with nature enables one to have a good relationship ____.
A. plants **B.** Allah **C.** Shia **D.** angel
19. Which artefact enables Muslims to pray on a clean surface ____.
A. prayer mat **B.** prayer hat
C. Quran stand **D.** clean cloth
20. Taking ____ care of the environment ensures good life for people.
A. No **B.** good **C.** extra **D.** all
21. Muslims do not eat ____.
A. any meat
B. salty meat
C. meat from animals with no split hooves and fish without scales
D. vegetables
22. Muslims believe in keeping their bodies clean for religious ____.
A. sacrifice **B.** purity **C.** prayers **D.** faith

- craft
- cting
- o through
- only
- ique
- reops
- know
- hip with
23. Whom did Muhammad work for before marrying her?
- A. Fatima
 - B. Kadhija
 - C. Sunna
 - D. Shiite
24. Islam is about all these except ____.
- A. behavior and character
 - B. belief and law
 - C. worship and work
 - D. living and eating
25. Islam considers all humans as ____.
- A. equal
 - B. divided
 - C. unequal
 - D. not important
26. How many disciples did Jesus choose in his ministry?
- A. Twelve
 - B. Eleven
 - C. Seventy
 - D. Ten
27. An ordinary life story with the intention to teach a moral or heavenly lesson is called a ____.
- A. ceremony
 - B. festival
 - C. passion
 - D. parable
28. Christians celebrate Jesus' birth on ____ day.
- A. Easter
 - B. Christmas
 - C. Good Friday
 - D. Pentecost
29. Jesus' ____ is celebrated during Easter.
- A. resurrection
 - B. preaching
 - C. birth
 - D. healing
30. The ____ is a symbol that reminds Christians of their salvation.
- A. altar
 - B. cross
 - C. bible
 - D. anointing oil
31. The ____ Empire had Christianity as its main religion.
- A. Ottoman
 - B. Roman
 - C. Chinese
 - D. British
32. A Christian church leader who has priests and pastors below him is called ____.
- A. a pastor
 - B. an evangelist
 - C. a bishop
 - D. an apostle
33. The ____ are responsible for the spreading of the gospel to new converts.
- A. evangelists
 - B. prophets
 - C. messengers
 - D. medicine men
34. How many Gods do Christians believe in?
- A. Three
 - B. Twelve
 - C. One
 - D. Two
35. God the Father, Jesus the Son and the Holy Spirit make up the ____ in Christianity.
- A. church
 - B. trinity
 - C. new Testament
 - D. bible
36. In which book does God entrust the environment to people?
- A. Leviticus
 - B. Isaiah
 - C. Genesis
 - D. Revelation
37. Which food is prohibited by some Christian groups and denominations?
- A. Juice
 - B. Pork
 - C. Vegetables
 - D. Beef
38. The book of ____ prohibits people from eating meat such as pork, bacon, ostrich, craw fish and lobster.
- A. Judges
 - B. Deuteronomy
 - C. Samuel
 - D. Torah
39. Who is considered as the founder of Judaism?
- A. Paul
 - B. Mohammed
 - C. Jesus
 - D. Abraham
40. The first part of the Jewish Bible, the Tanakh, is called the ____.
- A. Abraham
 - B. Neviim
 - C. Torah
 - D. Isaiah
41. The Jews get the name Israelites from ____ second name Israel.
- A. Jesus'
 - B. Jehovah's
 - C. Jacob's
 - D. Yahweh's

42. The Jews remember their liberation from slavery in Egypt during ____.
A. Passover **B.** Pentecost **C.** Ramadan **D.** Christmas
43. The new year in Judaism is in the months of ____.
A. January and February **B.** May and June
C. September and October **D.** December and January
44. The Jewish prayer shawl used during morning prayer is a ____.
A. Minora **B.** Scarf **C.** Tallit **D.** Tai-chi
45. The prayer cap for all Jewish men is called a ____.
A. Star of David **B.** Kippah **C.** Torah **D.** Scroll
46. The ____ is the teacher and interpreter of the Torah.
A. rabbi **B.** prophet **C.** scribe **D.** priest
47. The ____ is also called the Pentateuch.
A. Quran **B.** Neviium **C.** Bible **D.** Torah
48. Jews ____ the environment because they consider it a gift from God.
A. misuse **B.** conserve **C.** degrade **D.** destroy
49. ____ play a very big role in keeping the home and the right foods for a Jewish family.
A. Kosher **B.** Prophets **C.** Jewish women **D.** Men
50. Blessed are the ____.
A. meek for they shall inherit the earth
B. wise for they shall live long
C. holy
D. children for they shall live long

Structured questions

Paper 2: 1hr 30mins

Section A 30 marks

Answer all the questions in this section.

1. a) Indigenous people view the ancestors as the living ____.
[1]
- b) What is a totem?
[1]
- c) What does a family tree show?
[1]
- d) Name any four totems used in Zimbabwe.
[1]
- e) Which indigenous name for the Supreme Being shows that he is the creator of people?
[1]
2. a) Which indigenous artefact was a sign of defense for the family?
[1]
- b) What do we call sacred places where rituals or ceremonies are performed?
[1]
- c) The ancestral spirit speaks to people through a person called a ____.
[1]
- d) Which spirit medium was hung on a tree in Harare during the first Chimurenga?
[1]
- e) Why are wooden plates used for religious and family functions?
[1]
3. a) What two artefacts are used during indigenous religious functions?
[1]
- b) Which animal's tail is used in religious events?
[1]
- c) Give an example of one Indigenous Religion ceremony?
[1]

- d) What is the use of divining bones? [1]
4. a) How are lineages formed? [1]
- b) What is a gourd used for in Indigenous Religion? [1]
- c) What work does an *inyanga/n'anga* do? [1]
- d) Where do we find the sacred Chirorodziva pool? [1]
- e) Name one artefact in Indigenous religion? [1]
5. a) What can happen to people who misbehave in sacred places? [1]
- b) What is prohibited on an indigenous day of rest? [1]
- c) In indigenous communities, who are not supposed to marry each other? [1]
- d) What materials are used to make a traditional leader's head gear? [2]

Section B

There are six questions in this section. Answer any **FOUR** questions.

1. a) Name one relative Muhammad stayed with after the death of his parents? [1]
- b) What forced Muhammad to flee from Mecca to Medina in 622 AD? [1]
- c) Which are the two main groups in Islam? [2]
- d) Where should Muslims face when they are praying? [1]
2. a) Where should the Quran be placed when it is not being read? [1]
- b) The Quran is regarded sacred as it contains messages from _____. [2]
- c) In Islam, who is supposed to cover much of their body including the face? [1]
- d) What kind of a relationship with nature should Muslims keep? [1]
3. a) Jesus was born on ____ day. [1]
- b) Who baptised Jesus? [1]
- c) Where was Jesus baptised? [1]
- d) On what day was Jesus crucified? [1]
- e) State one Christian artefact. [1]
4. a) Where is wine kept during Christian religious ceremonies? [1]
- b) Who wears a collar in Christianity? [1]
- c) Who leads celebration ceremonies in Christianity? [1]
- d) Who make up the trinity in Christianity? [3]
- e) Are there any prohibited foods in Christianity? [1]
5. a) To whom do Jews trace their origins? [1]
- b) In which nation were Jews made slaves? [1]
- c) Who led the children of Israel out of Egypt? [1]
- d) What is remembered by the Jews at Passover? [1]
- e) On which part of the body do Jewish men wear the Kippah? [1]
6. a) What is the work of the Rabbi in Judaism? [1]
- b) How many books make up the Torah? [1]
- c) Which two books of the Pentateuch prohibit the eating of pork and certain sea foods? [2]
- d) What do Jews call the trained slaughterer of animals in Judaism? [1]

Topic 3

Morals and Values

RIGHT



WRONG



Introduction

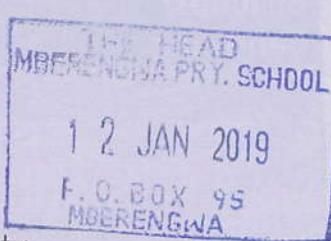
People's behaviour is guided by **morals** and **values** that determine whether any behaviour is right or wrong. Morals are standards of behaviour, they are principles of right and wrong. Whereas values are standards that we regard as worthwhile and desirable. As individuals, we are expected to be taught morals by our families, friends, religion, education and own experiences as we grow. The way we measure how good we are to others is determined by how our behaviour affects others. The way we behave influences how much peace or conflict we can experience as a society. Families should try and control the tempers of their children so that they can be tolerant and learn to handle conflicts peacefully.

Unit 10 Concept of morals and values

Objectives

By the end of the unit you should be able to:

1. identify good and bad morals
2. explain the right to belong to a religion
3. identify responsibilities of belonging to a religion
4. state rights and responsibilities at school and community
5. identify ways of treating others fairly
6. list basic children's rights and responsibilities
7. explain the role of religion in promoting children's rights.



Background

As we grow up in families we develop our characters, attitudes and how we see or treat others. Society wants individuals who have good manners, are trustworthy and dependable. Religion follows a strong system of teachings that aim to develop individuals with acceptable behaviour and are helpful in society. If adults in a community show respect for each other and have good manners the children who are growing up will learn good behaviour and attitudes. Such a society is likely to have more peace. The Zimbabwean constitution provides for the respect for children's rights. It is important for children to be aware of the expected behaviour as well as their rights and their responsibilities at home, school and in the community.



Key words

morals values responsibilities rights community

10A. Right and wrong

Rutendo's family

Rutendo's father is a drunkard and the mother, Tagwirei, is also known for being sharp at the borehole and community gatherings. Rutendo and her young brother and two sisters have taken after their parents and are known for scolding, bullying others at school and in the community. At school Rutendo and her other three siblings are known for stealing their classmates, provisions, not doing their schoolwork and running away from school. They are very rude to their teachers and elders in the community. Surprisingly, Rutendo's youngest sister Chipo who stays with their grandmother has an admirable character. Chipo is known to be honest, hardworking, kind and friendly to other children. In the community, Chipo is known for respecting and helping adults and those in need. Chipo has respect for other people's possessions.

See the table below

Good values/ attitudes/ behaviour	Effects to the community	Bad values/ attitudes/ behaviour	Effects to the community
Respect	Order, peace	Harm	Disturbance, fear
Love	Peace, cooperation	Bullying	Injury, hatred, fear
Trustworthiness	Support, safety	Stealing	Loss of possessions
Hardworking	Success, cooperation	Laziness	Jealousy, envy
Justice	Peace, harmony	Violence	Unrest, injury, fear
Tolerance	Peace, harmony	Rude	Fear, hatred
Kindness	Support	Hard hearted	Aloofness, grudges
Peace making	Happiness, protection	Careless	Losses, danger
Responsibility	Development	Injustice	Unfairness

Activity 1

1. Discuss the table above and add more values together with the impact on the community.
2. Research and find out the good morals and values your society wants.
3. In groups, write one column of expected good behaviour at school and one of unwanted behaviour, giving reasons for each.
4. List proverbs in your language which show that children learn from their parents.

Exercise 1

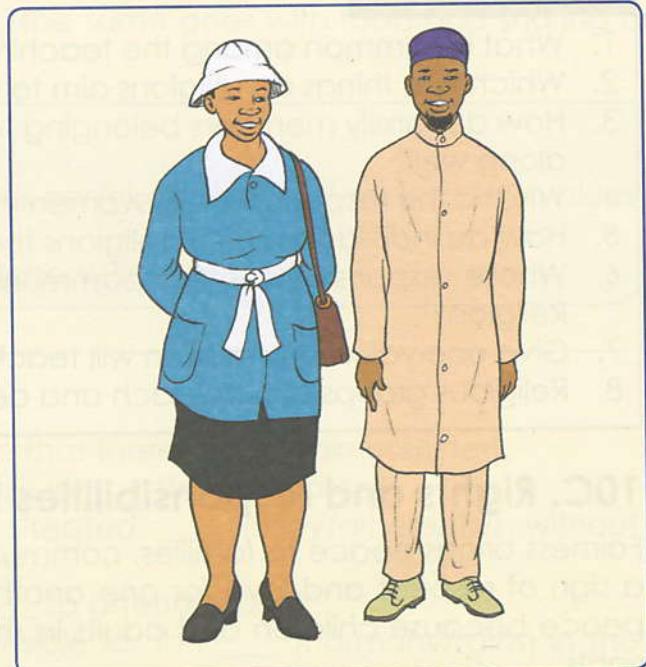
No.	Item	True	False
1	Children learn values from their parents.		
2	Respect is an important part of a good society.		
3	All parents teach good values.		
4	Families, religions and communities quarrel on values.		
5	There are no bullies at school and in communities.		

6	A community that respects other's possessions is peaceful.		
7	Schools want learners who are hardworking and trustworthy.		
8	All communities and societies teach against stealing.		
9	Uncaring parents do not teach their children good values and morals.		
10	Good habits lead to good characters.		

10B. Right to belong to a religion

Religions teach morals and values and so people see it important to belong to them. Families and communities regard religions as another learning place where both adults and children's behaviour and character will continue to be guided in line with expected teachings. All religions aim to teach purity and righteousness based on good morals and values. They are against any form of bad behaviour. The groups in which religions are organised create opportunities for people to teach, encourage, share and practice the teachings of their religions. Individuals have the freedom to choose the religion they would like to belong to. Members of a family can belong to different religions and still live in harmony respecting their religious differences. The moral teachings and values which are most similar among religions make it easy for individuals from different religions to get along well.

There are also responsibilities that come with belonging to a religion. Different religions have different ways of doing things. As you have learnt in the previous topics about the four main religions, the practitioners have different responsibilities and roles. The congregants also have different responsibilities. For example, it is the women's duty to prepare halaal food in Islam. In Judaism, Kosher is important to every follower and it is their responsibility to make sure they follow the rules on what to eat and its preparation. In Christianity it is every Christian's responsibility to celebrate Christmas and Easter. In Indigenous Religion, it is the spirit medium's responsibility to communicate with the ancestors. For all the religions, it is the



Christian woman and Muslim man

followers' responsibility to respect other people, help the needy and do good even to those who harm them. It is also their responsibility to take care of nature and treat it with respect as they are commanded to do so in the different holy books or in the taboos passed down from generation to generation like in Indigenous Religion.

Activity 2

1. Write down your religion's main teachings and present them to your class.
2. Debate on if we should have different religions in families and communities.
3. Find out the personal benefits of belonging to a religion.

Exercise 2

1. What is common among the teachings of different religions?
2. Which two things do religions aim to teach?
3. How do family members belonging to different religions manage to get along well?
4. What is the responsibility of women in Islam?
5. How do individuals select religions they want to belong to?
6. Whose responsibility is it to communicate with the ancestors in Indigenous Religion?
7. Give one value any religion will teach.
8. Religious groups aim to teach and develop children's _____ and _____.

10C. Rights and responsibilities in fairness

Fairness brings peace to families, communities and nations. Being fair to others is a sign of respect and love for one another. Schools and communities maintain peace because children and adults in those communities respect each other's rights.

Schools, just like families, communities, nations and religions have rules and regulations that ensure that all people are treated fairly. The presence of rules and regulations, therefore, ensures that all people are protected. When individuals respect and obey the agreed moral values then justice and peace prevail. A community that leaves in harmony and with individuals who treat each other fairly usually develops better than communities that are not united.

Communities are made up of different people, families and clans. The different people are part of different religions. However, they are all responsible for the harmony in the community. Every individual has the responsibility of helping the needy, taking care of the neighbour's property, looking after the neighbour's children and making sure the community is safe for everyone. When one sees thieves coming out of the neighbour's home it is their responsibility to call the

police. When one sees a strange person walking around the neighbourhood, it is their responsibility to alert the other families so that they are careful. When a parent sees children in the community fighting, it is their responsibility to stop the fight.

When stopping fights at school or in the community it is important to treat the two parties fairly. Fairness is a very important tool of maintaining unity within a group of people. Fairness in school is when two students involved in a fight are punished equally, regardless of who started the fight. Fairness is sharing school resources like books equally amongst classmates. People are different and their differences should not be a window for treating them unfairly. The student in the wheelchair can still play basketball and so can the one with albinism. Rights and responsibilities have to be done in fairness. If all the students should clean the classroom then all of them should partake in that activity. The same goes with food and sharing of books.

Activity 3

1. Invite the school head and kindly ask her/him to explain your school's values and regulations.
2. Discuss the values in the National School Pledge.

Exercise 3

1. School rules and regulations ensure that there is ____ (fairness/litter).
2. Rights and responsibilities have to be in ____ (fairness/force).
3. Every child in school should be treated ____ (fairly/differently) without preference.
4. It is every child's (privilege/right) ____ to attend school.
5. People in a community are responsible for the ____ (harmony/rains) in the community.
6. It is the children's ____ (responsibility/choice) to get to school on time.
7. For peace and harmony to prevail in a community its members should ____ (respect and obey/disobey and quarrel).
8. During practical work, fairness is exercised by giving learners work that suits their ____ (ability/height).

10D. Children's rights

Families, communities and nations are expected to work and provide for the needs of children so as to make them realise their rights. Some of the children's rights which the Constitution of Zimbabwe provides for are the right to education physical protection, food, clothes, health care, identity and respect for human life. Children in turn have responsibilities to fulfill such as helping with work at home. It is also their responsibility to wash their bodies and read their books.

Children have responsibilities that are taught to them by their families, schools and religions. Responsibilities can also be linked to their culture and religion as they have different beliefs and lifestyles. For example, in Indigenous Religion, girls have to do duties in the kitchen and boys have to take care of livestock. Both boys and girls are responsible for their school work. Responsibilities help develop morals and values.

Religions protect the rights of children, encourage and respect the family as an important structure in society that ensures children are provided for. Religious teachings talk of treating and ensuring that children grow up with the right values, morals and behaviour. Religions encourage parents to treat their children well as they are the future.



Learners studying and discussing together

Some general rights applicable to children

The right to:

- life
- express opinions and to be heard
- protection from abuse or exploitation
- association with both parents
- food, clothes and shelter
- health care
- education
- protection from physical and or mental violence.

Activity 4

1. Get the Zimbabwean Constitution and find sections which refer to children's rights.
2. Divide your class into two groups and debate on the importance of children's rights.
3. List the disadvantaged children's violated rights in your community.
4. In groups, list the advantages and disadvantages of children's rights. Present your findings in class.

Exercise 4

1. Who should uphold children's rights?
2. If children live on the streets, what rights have been violated?
3. Which right should be fulfilled when children become ill?
4. While children's rights should be fulfilled, the children should do their ___ as well.
5. What do religions teach about children's rights?
6. How should families treat their children?
7. When children express their opinions what should parents do?
8. Religions teach parents to treat their children well as they are the ____.

Summary

- We should be able to select good from bad morals.
- Each one of us has the freedom of choice and association.
- While individuals have rights they also have responsibilities to fulfil.
- Parents should provide for their children and treat them well.
- Religions encourage families and communities to treat children fairly.
- Children should respect elders and work hard.

Glossary

- Responsibilities** – a duty or task one should fulfil.
Role – a part or duty that one should do in a situation.

End of unit assessment test

Multiple choice questions

1. The ___ of Zimbabwe provides for the rights of children and other people.
A. religion B. Bible C. police D. Constitution
2. ___ morals make a person good and helpful in a community.
A. Lack of B. Good C. Responsibility D. Children's
3. ___ morals disturb peace and harmony in societies.
A. Cheap B. Good C. Bad D. Many morals
4. Children should be ___ with one another at school.
A. fair B. rude C. uncaring D. copying
5. Rights are for ____.
A. the chosen few
B. the rich
C. the poor
D. every human being

6. Children's rights are meant to ____ children.
A. abuse B. protect C. punish D. educate

7. Children have a ____ to help with work in the home.
A. responsibility B. punishment C. no reason D. choice

8. Respect, love and unity are found in a ____ community.
A. working B. small C. confused D. peaceful

9. In all school activities learners should be ____ fairly.
A. assessed B. beaten C. tortured D. favoured

10. ____ are important to life and should be protected.
A. Rules B. Responsibilities
C. Trees D. Rights

Structured questions

1. Write any three places where children are taught morals.
 2. What are children supposed to fulfill?
 3. Select any three rights children may not realise due to lack of parents' support.
 4. Children learning at one school should ____ for each other. (care/ignore)
 5. Teaching of good manners to children will help to create a ____ community. (caring and loving/careless and loving/caring and stubborn)
 6. Children can show concern for each other by ____ (competing/supporting/quarrelling with) those facing problems.

Unit 11 Conflict and conflict management

Objectives

By the end of the unit you should be able to:

1. state the causes of conflict at school and community
2. identify forms of conflict
3. give the meaning of conflict management
4. suggest ways of managing conflict.

Background

Conflict cannot be avoided in any group or pair of people. Families and communities have been using ways of dealing with conflict that they believe bring more peace and unity. In an effort to create a caring community, societies have always tried to find good ways of dealing with and resolving conflicts. Wherever people gather, like in schools and communities, chances of seeing things differently are high, hence the occurrence of conflict. Families, schools and communities need to have skills to find ways of helping people in a disagreement. In a conflict the two differing groups or people should end up with a good result from their combined ideas. Conflicts need to be dealt with in a way that leaves the two parties satisfied. If not well handled, conflict can disturb peace and harmony.



Key words

conflict

management

11A. Conflict at school and community

Fight over a textbook

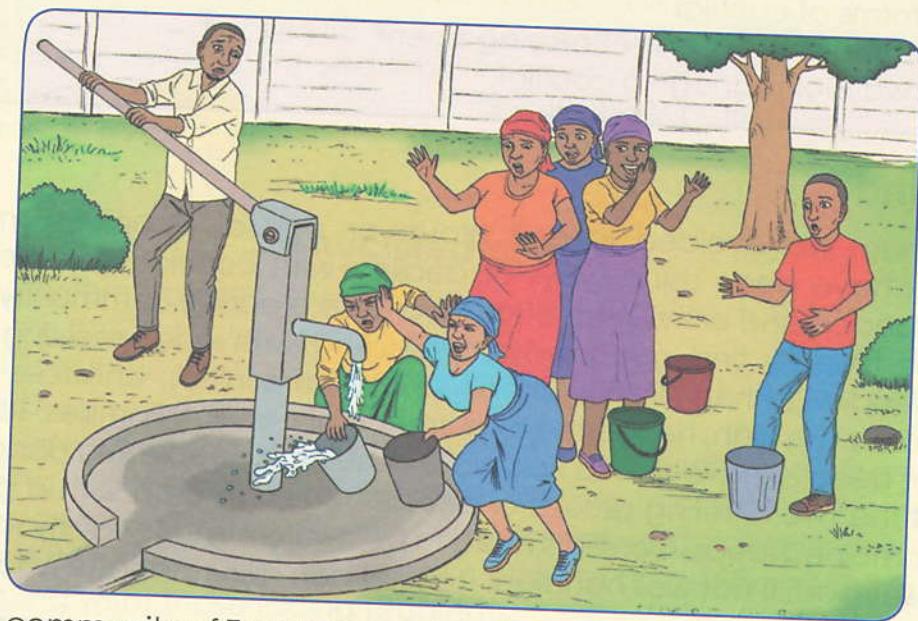
Maria and Taku are in Grade 5 at Mawaya school. The school has only five Maths textbooks in a class of forty. Maria and Taku share one book for their class work. Maria is very fast while Taku is slow. When Maria wants to turn to the next page Taku would still be working on the first page. They quarrel over the use of the book. The quarrels have created enmity and now they hardly agree on anything. The learners in the same group are now divided between the two based on their speeds.

This shortage of textbooks in the Grade 5 class has created conflict. Learners who used to work together well are now divided and finding it difficult to use the books as they may want. The teacher, Mrs. Nhumwa is aware of the problem and is thinking of a way of solving the it.

Sports day conflict

Learners at Mawaya schools are having their inter-house ball games competitions. The teachers argue over the ages of those who should participate. In the teams the learners disagree in terms of what positions to play. The various competing groups accuse those who control games of favouritism.

Impatience at a borehole



The whole community of Taru has one borehole and people and animals get their water from that borehole. There is noise among all people waiting for their turn to fill their buckets while others try to jump the queue. The water committee in the village has laid down rules at the water point but the community people do not all follow them. The shortage of water is the reason why the women in the pictures are shouting at each other throwing buckets around, quarrelling and end up fighting.

Activity 1

1. Which school materials can cause quarrels due to their shortage?
2. List down possible areas of unfair treatment during inter-house competitions.

Exercise 1

1. What happens when there are material shortages in a school?
2. Why did the women fight at the borehole?
3. Why were there many people at the borehole at the same time?
4. Cheating at games can cause ____.
5. When two people ____ others join and take sides.
6. Why do people jump queues?
7. What caused conflict at the borehole?
8. How do fights and quarrels affect community unity? Give one answer.

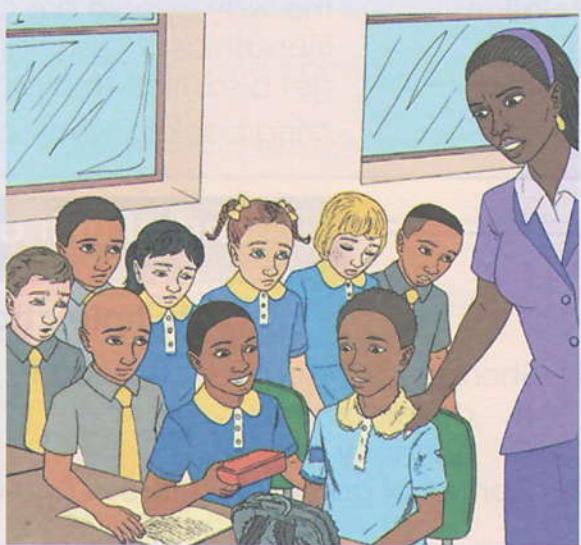
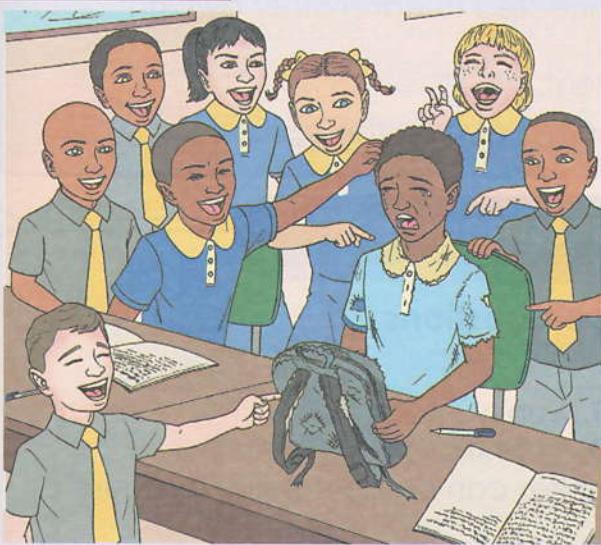
11B. Conflict management at school and community

Mrs. Nhumwa realised that there were many fights as a result of the shortage of textbooks. She approached the school head to buy enough textbooks for the children. As a way of managing and preventing the conflicts she started writing the work on the board where each learner could read at his or her own speed. The school head responded positively by buying enough textbooks for the class. The availability of the textbooks resolved and prevented further conflicts amongst the learners. Taku and Maria no longer quarreled and began to cooperate in other school work activities.

In sports organisation the school administration decided to hire teachers from their neighbouring schools who are neutral to officiate at their inter-house competitions and in all other games in future. This helped to avoid favouritism and selfishness. The school concentrated on cheering and supporting the team mates and it was happiness all over the school.

The community leaders, after realising the problems of water shortage and how it was causing quarrels and fights and dividing people, set a team of community people who would attend to the quarrels at the borehole. The team would try to find acceptable ways of resolving them while thinking of a long term solution, they decided to have two more boreholes drilled. Any two people who quarrelled were called to the village court to have their issue dealt with. The efforts helped to mend broken relationships in the community. Some conflicts were resolved when one of the parties simply apologised. This resulted in having short queues or no queues in most cases. The once disturbed peace and unity was restored by the provision of enough water points for the community.

Activity 2



- What is happening in the first picture can cause conflict. Study the pictures and tell the story.

2. Think of a conflict at school, dramatise it and show how to manage it?
 3. Do a role play of community leaders discussing how to resolve the water shortage problem.
 4. List possible sources of conflict in a community.

Exercise 2

1. Why did Mrs Nhumwa decide to get enough textbooks?
 2. What did the Head of the school do to resolve the textbook conflict in Grade 5?
 3. How did writing on the board by the teacher help the different learners?
 4. Who resolved the water shortage in the community?
 5. How did the school head help to avoid favouritism and selfishness during sports competitions?
 6. What was restored by providing enough water points?
 7. What was the work of the borehole team set up by the village leaders?
 8. How did water availability help community relations?

Summary

- It is normal to have conflict in families, groups, communities and nations.
 - Conflict can be caused by resource shortages, favouritism, selfishness and greed.
 - Conflict can be managed and even be resolved by using different approaches.
 - Conflict can be managed at family, community, school and national levels.

Glossary

Relations	- the way people are connected to each other by birth, friendships or association.
Resolve	- get a solution to a problem.
Restore	- bring back to what something was in the beginning.

End of unit assessment test

Multiple choice questions

1. Shortage of resources can lead to ____.
A. development **B.** unity
C. harmony **D.** conflict
 2. Control of games by referees and umpires can cause conflict because of ____.
A. favouritism **B.** fairness
C. disagreements **D.** silence

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3. ____ are disturbed by conflict in families, communities and nations.
A. Peace and harmony **B.** Books and schools
C. Boreholes and women **D.** Leaders and buildings
 4. Conflicts that begin with two individuals can worsen and cause ____ in the community.
A. unity **B.** division **C.** laughter **D.** joy
 5. ____ is possible where there is peace, harmony and unity in a community.
A. Discomfort **B.** Development
C. Disunity **D.** Disrespect
 6. In a community, conflicts can be managed using a ____ in an effort to resolve them.
A. fights **B.** community court
C. borehole **D.** school head
 7. Conflicts affecting families can be resolved through the involvement of ____.
A. mothers **B.** elders **C.** children **D.** fathers
 8. Conflict management can help to restore ____ relationships.
A. all **B.** broken **C.** new **D.** absent
 9. ____ can help to resolve a conflict between two parties
A. An apology **B.** An argument **C.** Ill treatment **D.** Mistrust
 10. Solutions to problems that make people have conflict can help to create time for other ____ activities.
A. development **B.** water
C. quarrel **D.** disunity

Structured questions

1. What should one party do when the other party accepts being wrong and apologises?
2. What happens if conflicts are not resolved?
3. Write three possible causes of conflict in a community.
4. State ways by which leaders can promote peace and harmony in their communities.
5. How can community structures help to resolve and manage conflicts?

Unit 12 National value systems

Objectives

By the end of the unit you should be able to:

1. identify aspects of integrity and responsibility
2. explain responsibility and integrity as it relates to various contexts.

Background

Families and all religions are the source and protectors of **values** that influence how individuals will relate, behave and treat others. Values are those principles that we regard as important and desirable, for example, integrity, honesty, trustworthiness, fairness and genuineness. The values systems were developed as an attempt to create standards that would bring fairness, justice and peace in communities. Most of the religions developed the focus of their teachings and values from these. Zimbabwe, in an effort to encourage its citizens to have sound values and good behaviour included these values in its constitution.



Key words

value integrity accountability responsibility genuineness
leadership

12 A. Responsibility and Integrity

Individuals in communities live among others and they should behave in a way that does not disturb community members. A person should learn to do things on their own and not wait to be pushed. When doing work, people who care will do their best while treating others fairly. People who take given work as theirs will be driven by the desire to produce results that everyone who sees the work will be satisfied. Characteristics of well-behaved individuals are being honest, accurate when doing work, whose behaviour you can rely on and they do what they say. Such individuals will not be moved away from the right thing even when many people are against them. People of integrity respect their moral values and those of others and are happy when they see goodness. Responsibility



Coat of arms

and integrity are best described by the following characteristics: accountability, honesty, trustworthy, fairness and genuineness.

Accountability

This is when one does work or any duty openly and honestly. When individuals are accountable it means they are responsible and have integrity. A community can reward accountable and honest persons by giving them community roles that include keeping community money or resources and leadership. Accountable individuals will use the power given to them by society in a way that benefits everyone. Accountable people will be free to answer any questions in line with their assigned responsibilities without any fear or bad feelings because they will be transparent.

Leadership

In a community, individuals given positions to lead should do so by behaving well and setting a good example. By their good example, leaders influence people to cooperate. Even the Zimbabwean National Anthem reminds leaders to be responsible and to be of high integrity.

Honesty

Every community prefers fair, truthful and loyal members. Honesty refers to moral character with values such as straight forwardness, integrity and without lying, cheating or theft. Religions, families, communities and nations view honest people as of great service to God and others. People who are honest enjoy freedom from worry and respect themselves and others.

Trustworthy

Trustworthy individuals are those worth of people's confidence. They can be trusted with taking care of community goods. By their behaviour, community people see them as dependable and reliable because they are faithful.

Fairness

It is about telling the truth and is a sign of showing respect for one's audience. To be fair, one has to report or behave in a correct way without bias. Fairness is about justice and justice encourages peace, understanding and good living together. Fairness also has to do with application of rules, laws and standards. Fairness can be used in making decisions and judgments for the good of society.

Genuineness

When people stand for what they say, they are considered to be genuine. Their credibility is undisputed as they do what they say truthfully. Such characters are not afraid of saying what is right. Genuine individuals are not afraid of pointing at wrong things and will stand for the truth in whatever situation. By their character, genuine people tend to be trusted and listened to.

The stated values are all moral values that seek to mould an individual's character. These moral values are connected and support each as a value system.

Activity 1

1. Go through the National Anthem and pick statements that show the need for integrity among our leaders.
2. Sing the National Anthem.
3. Find out about community events where the following can be shown:
 - Integrity
 - Genuineness
 - Trustworthiness
 - Leadership
 - Fairness

Exercise 1

1. State any three values that mould the desired behaviour of people.
2. What is the result of respecting moral values in a community?
3. Which moral value requires one to explain honestly and truthfully how community resources were used?
4. When individuals do given work whole heartedly they are showing being _____.
5. Which moral value best describes people who stand for what they say?
6. People who do not show trust, honesty and responsibility are said to lack _____.
7. How do good leaders influence their teams?
8. The application of rules, laws and standards assures _____.

Summary

- Integrity, honesty, fairness, trustworthiness and genuineness are all important and connected values.
- Leaders should lead by example. The National Anthem of Zimbabwe urges the leaders to be exemplary.
- Rule, laws, and standards ensure that there is fairness, justice and peace in communities.
- Most religions teach sound moral values in an effort to create a caring and just society.

Glossary

- | | |
|--------------------|---|
| Integrity | - this is when an individual respects moral values consistently |
| Responsible | - being answerable and accountable. |

End of unit assessment test

Multiple choice questions

1. Values are taught in ____.
A. schools only B. churches only
C. families, schools and religions D. society only
2. Those entrusted to look after community goods should be ____.
A. hard B. honest C. greedy D. kind
3. Peaceful communities are known for ____ their moral values.
A. respecting B. disobeying C. ignoring D. developing
4. Which of these bring peace and unity to communities?
A. Fairness and justice B. Selfishness
C. Greed D. Dishonesty
5. Who is encouraged to be exemplary in the Zimbabwe National Anthem?
A. Teachers B. Fighters C. Leaders D. Heroes
6. Families, communities and religions all teach ____ in order to mould good behaviour.
A. songs B. anthems C. conflicts D. moral values
7. Individuals who are ____ will stand for the truth in all situations and circumstances.
A. sober B. genuine C. selfish D. united
8. All of these are sound moral values except ____.
A. honesty B. fairness C. selfishness D. integrity
9. Leading by example ____ followers to learn and copy the good work.
A. influences B. weakens C. pains D. discourages
10. The ____ of rules, laws ,regulations and standards assures fairness.
A. presence B. absence C. knowledge D. lining

Structured questions

1. Which national law calls for sound leadership?
2. How do families, religions and communities try to mould sound behaviour?
3. People who are honest enjoy freedom from ____ themselves and others.
(worry and respect/resources and money)
4. Give any two examples of values taught by religions, families and communities.
5. Match the items in the table below:

	Moral value	Effect/ Explanation
A	Integrity	Results in peace and unity
B	Honesty	Work with others
C	Genuineness	Standing for the truth
D	Fairness	Free from lies, cheating and theft
E	Leadership	Consistent respect and practice of moral values

Unit 13 Religion on technology and enterprise

Objectives

By the end of the unit you should be able to:

1. identify different designs on religious artefacts
2. design religious artefacts
3. state the impact of technology on religious and social values.

Background

Religion has its unique art and technology has come handy in making the production of religious artefacts easy. However, there are some people using technology for producing and selling the religious artefacts for a living and personal benefit. Religious objects are those objects produced for use in various religions, ceremonies and practices. They are a constant reminder to the followers of a particular religion of their beliefs, traditions and identity. Religions have their intact value system which needs to be taught or communicated to their members and technology has had both positive and negative effects. Social media can be used for spreading religious teachings, and other pieces of information. On the contrary, religious values have been compromised as individuals indulge in using technology to threaten, cheat and share information contrary to religious values and teachings.



Key words

souvenirs

businesses

profit

13A. Religious artefacts and enterprise

Indigenous religious artefacts

The most common indigenous religious materials include, walking sticks, drums, clothes, head dress, beads, percussion ware, knobkerries, bow and arrow. Some artefacts are used in Indigenous Religion to represent some symbols of a religious nature. Drums are used during religious ceremonies like *kurova* /*guva*/ *umbuyiso*/ *galufu*; *ukuthethela*/ *bira* and *mukwerera*/ *ukwebula* *ingxoza*/ *ukucela* *amazulu*. During such ceremonies artefacts are used at various stages in the process of connecting with the spirit world. Artefacts like animal tails are used to drive away bad spirits while the talisman is used to protect individuals from various ailments and attack from evil spirits. There are simple artefacts which every indigenous family should have such as knobkerries, bow and arrows, *bakatwa*/dagger, wooden plates and *nhekwe*/snuff container. There are some religious artefacts that are used by indigenous practitioners like traditional healers and traditional fortune tellers/*n'anga*/ *inyanga*. Examples are a head dress, animal tail and bones/*hakata*/ *amathambo* for fortune telling.

Religious artefacts are made by people within the community who sell them to others to earn a living. Some of the indigenous religious artefacts are now being bought by visiting tourists as **souvenirs**. Souvenirs are materials one buys and keeps as a reminder of the places visited. Religious places where such artefacts are sold as souvenirs are Great Zimbabwe monuments, Matopos and Njelele. Some traditional healers and herbalists earn a living by selling herbs as medicines.

Christian artefacts

Christian religious artefacts include symbols and cloths such as the cross, robes, badges, holy book, holy water, holy oil, flags, miters, purifying substances, staff and uniforms. These artefacts are manufactured in large amounts and sold to various denominations of Christian groups who believe in them. Some denominations produce and sell their own artefacts. Others are produced entirely for profit by individuals and businesses that are not even members.

Islamic artefacts

Some Islamic artefacts include, the symbol of the Crescent moon, the Quran, the musalla/prayer mat, the topi, the subha/prayer beads and minaret. The Crescent moon is a symbol believed to guide Muslims through life like how the moon and stars guide night travelers across the desert. The Quran contains the word of Allah which was revealed to Muhammad. The Mussalla/prayer mat gives a clean surface on which to pray and is always put down facing Mecca. The Shubha/prayer beads have ninety nine beads used to praise the name of Allah with the largest bead being for Allah. The Topi is a traditional Arab hat used to cover one's head during prayer. The Minaret is a symbol of the tower of a Mosque from which the call to prayer is made. Just like in Christianity, they produce and sell their own artefacts to their members but there are also individuals and businesses who make and sell these artefacts to any one for profit.

Jewish artefacts

The Jews have the following artefacts, the Kippah/male prayer cap, the Menorah which is the seven branched candlestick, the yard/pointer for reading the Torah. They also have the Mezuzah, this is a sacred scroll on which prayers from the Torah are written. The Star of David is a symbol of Judaism. The Torah includes five Books of the Hebrew Bible and the dreidel is a four sided top used in a game played during Chanukah. Just like in Islam and Christianity, these artefacts are manufactured and sold to members by the religious group and individuals and businesses who do it purely for profit.

Activity 1

1. Visit a place that manufactures or sells religious artefacts.
2. Select one religion and draw a poster of its artefacts.
3. Collect, label and display religious artefacts of religions found in your community.
3. Construct or make one religious artefact of your choice.

Exercise 1

1. Why do men wear a prayer cap in Judaism?
2. In which religion do you find a Minorah as an artefact?
3. Where do religious members get their artefacts from?
4. Name any two places in Zimbabwe where you can buy indigenous artefacts.
5. What artefact do Moslems believe guides them in life?
6. Every Moslem man covers his head with a ___ before prayer.
7. The biggest bead in the Shubah/prayer beads is dedicated to ___.
8. Which religion believes in the cross?

13B. Technology and values



Technology has always been used to help man work easier. Technology is any equipment or tool which makes work easier to do. Technology continues to change bringing in changes that are both progressive and destructive. Technology must work around value systems for it to be progressive. However, users of modern technology have not always used it properly. They have been destroying social and religious values in the process. The developments in the use of computers, mobile phones and other information processing equipment created new challenges that are difficult to control in social and religious circles.

The internet is a platform where information of any nature or subject can be found. The challenge is that it provides information to any one who accesses it regardless of age, religion or social grouping. Families and nations try to control

the use of the internet for the sake of children but with very little success. Children can open and find materials which are not of their age and this is against social and religious teachings, expectations and desires. The use of mobiles for platforms like facebook, twitter, whatsapp among others enables all users to exchange any type of information. These platforms have been used for wrong reasons and in some cases have destroyed the once intact religious and social value systems. Children have been abused by being sent obscene messages, pictures and videos. This sometimes affects the character and behaviour of children. The children who would have respected the desired moral values will be tempted to copy the immoral behaviour from the social platforms. Families should have quality time where they talk to each other exchanging ideas but now they hardly talk to each other due to concentration on their information tools like computers, and cell phones.

In society, some community members now use social platforms like whatsapp, messages and phone calls to threaten, shout, hurt and cheat others. Some send false messages in an effort to steal other people's resources while others can use the communication technology to damage other people's reputation by spreading false information.

Activity 2

1. List the good things you can do with a cell phone.
2. Technology brings good and bad things. Discuss.

Exercise 2

1. What is technology?
2. How has technology been used to damage other people's characters?
3. What social platforms have been used to exchange information?
4. Information available on the ___ can damage religious and social values.
5. Which platforms have been used to hurt or threaten others?
6. ___ are usually abused by being sent obscene messages, pictures and videos.
7. Family members around a table now hardly ___ to each other due to concentration on their phones and computers.
8. How can technology be used to unite family members staying far apart?

Summary

- Religions have symbols and artefacts which they use in their religious practices.
- Religious artefacts can be produced and sold to earn a living .
- Technology can uplift or damage religious and social values.
- Technology can be used to spread harmful information.

Glossary

- a tall hat worn by bishops as a symbol of office.
- materials or signs used to represent the real item.

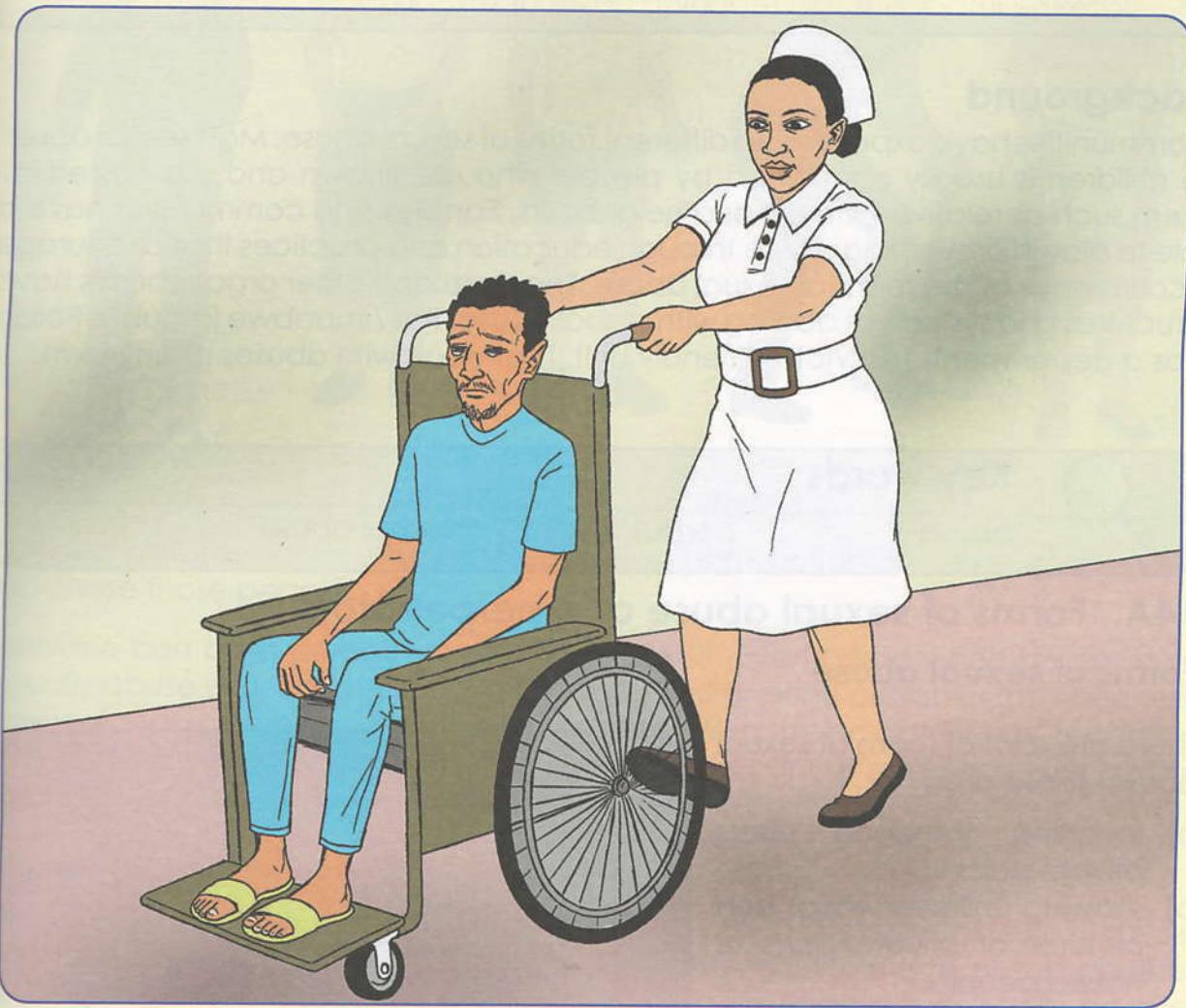
End of unit assessment test

Multiple choice questions

Topic

4

Religion and Health



Introduction

Religions encourage their members to practice healthy ways of living through teachings, rules, practices and sometimes rituals. The way females and males view themselves as individuals depends on how they were taught by their families, religion and community. The health section has faced many changes and challenges and HIV/AIDS is one of them because it can only be managed and not cured. Society has the duty to ensure that everyone is safe from harm yet the vulnerable groups like children, women, the disabled and the mentally challenged have suffered abuse.

Unit 14 Sexual abuse

Objectives

By the end of the unit you should be able to:

1. state forms of sexual abuse
2. identify perpetrators of sexual abuse
3. state the importance of reporting cases of sexual abuse.

Background

Communities have experienced different forms of sexual abuse. Most sexual abuse to children is usually committed by people who are known and are trusted by them such as relatives, friends and neighbours. Families and communities have a role to play in preventing abuse through education and practices that discourage occurrences of the forms of sexual abuse. The state and other organisations have structures and systems of dealing with sexual abuse. The Zimbabwe Republic Police has a department, The Victim Friendly Unit, that deals with abuses of any form.



Key words

abuse

perpetrator

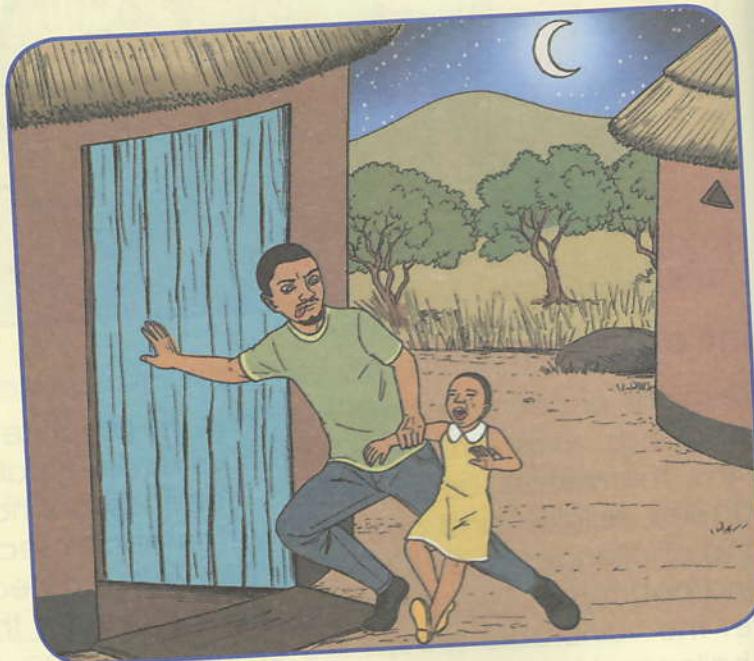
sexual abuse

14A. Forms of sexual abuse and perpetrators

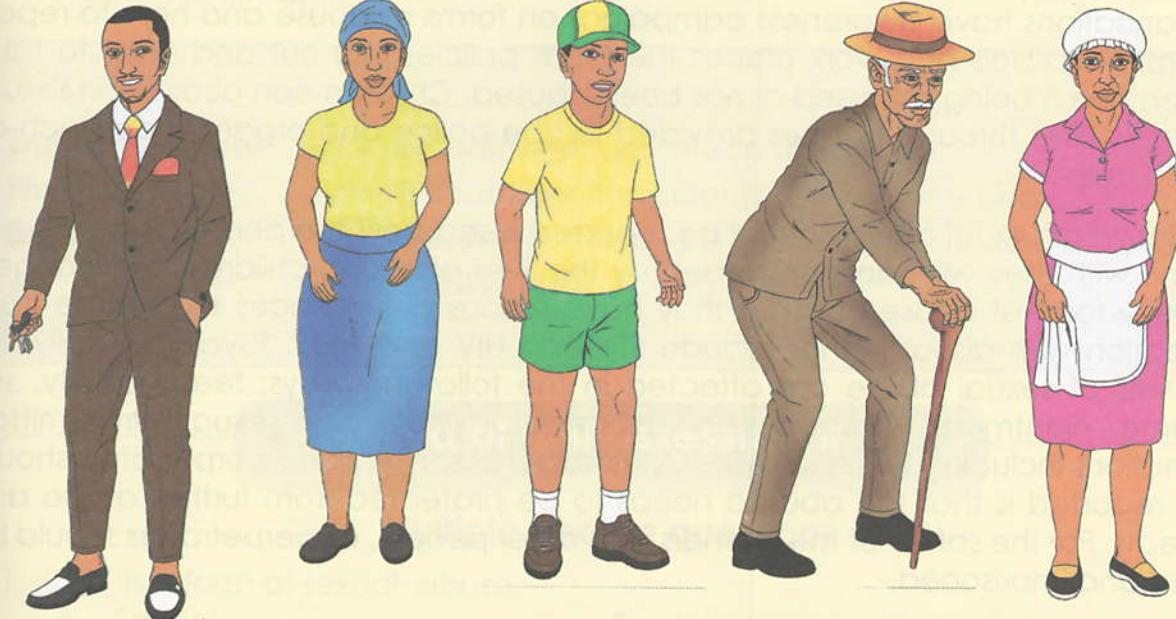
Forms of sexual abuse

There are a lot of forms of sexual abuse. These are:

- a) touching someone else's private parts
- b) showing children videos and pictures of private parts or naked people
- c) unwanted sexual intercourse
- d) improper conversations with a minor.



Perpetrators of sexual abuse



From the pictures above, choose perpetrators of sexual abuse. Give reasons why you chose those people.

Everyone can be a perpetrator of sexual abuse. Even parents and siblings can sexually abuse you. The relationship between you and the person or the closeness does not make them free from being suspects. Even the police, friends, teachers, pastors, Sunday school teachers and headmasters can be perpetrators of sexual abuse.

Reporting systems

At home and in the community children should report any form of sexual abuse they will have experienced to their parents. If the abuser is one of the parents children should report to the other parent. The perpetrators are usually people known to the children who may be relatives such as uncles, aunts, in laws and neighbours. Children are supposed to report any form of sexual abuse and make sure that the issue is reported to the police in the shortest possible time.

The correct way of dealing with abuses of any kind is that they should be reported to the police. The police have a department that is specially tasked with the responsibility of handling all cases and forms of abuse. Those who commit sexual abuses are taken to court for judgment. Children's sexual abuse cases are handled in a way that is suitable for their age for them to feel comfortable to give information and evidence. This is done through the Child Friendly Court. In this court children

are placed in a separate room where they do not face the perpetrator. This is done to ensure the child is not afraid or intimidated by the perpetrator.

To try and stop the occurrences of abuse the government and non-governmental organisations have awareness campaigns on forms of abuse and how to report them. In schools and work places there are policies laid out and steps to take when one is being harassed or has been abused. Children can also report sexual abuse cases through hotlines provided by the police and organisations such as Child help line.

All forms of sexual abuse should be reported because if the perpetrators are not dealt with they will continue to destroy the lives of young children. The dangers of any form of abuse are that they have serious disturbances that range from infection with diseases that include STIs and HIV and AIDS. Psychologically the victims of sexual abuse are affected in the following ways: feeling guilty, self blame, nightmares, flashbacks, stress, mental illness and sexually transmitted infections including HIV and AIDS. One major reason why the perpetrators should be reported is that the abused needs to be protected from further abuse and threats. For the safety of the learners and other people, all perpetrators should be tried and imprisoned.

Activity 1

1. Find out about the Victim Friendly Unit in the police force.
2. Make a list of possible perpetrators of sexual abuse to minors.
3. Draw posters discouraging forms of abuse and use them for a campaign against abuse at your school assembly.

Exercise 1

1. Where should child sexual abuse cases be reported to?
2. Why should sexual abusers be reported?
3. What are the health dangers to one who is sexually abused?
4. What are the emotional problems of sexual abuse?
5. What is the role of schools in the reporting system?
6. How do non-governmental organisations help with prevention of sexual abuse?
7. If a parent commits incest where should the victim report?
8. In which court are children's sexual abuses handled?

Summary

- Common forms of sexual abuse are exploitation, assault, molestation and sexual harassment.
- Families, schools, religions and communities should make their children aware of forms of sexual abuse and how to prevent them.

- All sexual abuse cases should be reported to the police.
 - Any form of sexual abuse affects the life of the victim.
 - The police force has a department that deals with sexual abuse called the Victim Friendly Unit.

Glossary

Emotional abuse	- ill treatment that affects the mind.
Physical abuse	- ill treatment that affects or injures the body.
Sexual abuse	- undesired sexual advances upon another using force or taking advantage.

End of unit assessment

Multiple choice questions

1. ___ is a form of sexual abuse.
A. School B. Intercourse with a minor
C. Beating up a woman D. Community
 2. ___ abuse is any touch of a child's private parts.
A. Sexual B. Emotional C. Neglect D. Spiritual
 3. Sexual abuse can cause ___ pain.
A. emotional B. religious
C. sound health D. yelling and name calling
 4. A person who sexually abuses children ___ their future.
A. build B. supports C. destroys D. lacks education
 5. All sexual abuse cases should be reported to the ___.
A. schools B. police C. communities D. teams
 6. Which of these can help in the prevention of sexual abuse?
A. Non-governmental Organisations. B. Social misfits
C. Molesters D. Assailters.
 7. ___ can be possible sexual abusers of children.
A. Relatives and friends B. Schools
C. Hospitals ad clinics D. Government
 8. Its not safe to leave children with a ___ for they may be sexually abused.
A. mother B. stranger C. teachers D. nurse and doctors
 9. Children can also communicate sexual abuse issues through services like free ___.
A. jails B. hotlines C. courts D. sweets
 10. When there is sexual abuse in the family people should ___.
A. solve the matter as a family B. report to the police
C. settle as a community D. settle as a church

Structured questions

1. Why are all forms of sexual abuse bad?
2. How can families, schools and communities ensure that children know about forms of sexual abuse?
3. What is sexual harassment? Is it good or bad?
4. State three effects of sexual abuse.
5. In which department are the victims of abuse helped in the police force?

Unit 15 Religion and gender

Objectives

By the end of the unit you should be able to:

1. give the meaning of gender equality
2. identify ways of balancing opportunities between men and women.

Background

Most societies have a history where male leadership was the order of the day. However, with development and improvements in the way people think, it has been realised that men and women are equal. Efforts have been made to try and improve chances for women to access opportunities in the same way as men. The efforts to promote equality between men and women have been met with challenges such as lack of education and resistance from men among other reasons. World over, there have been efforts to improve the creation of equal opportunities.

Key words



gender equality gender sensitive

15A. Gender equality



Male and female mechanics

Gender refers to the behaviours, roles expectations and activities in a given society. Sex is being either male or female. Gender is all about the allocation of roles or work to be done between men and women by people in a given community. This is heavily influenced by each community's values, customs, norms and practices. However, there are some societies and religions that still

do not respect the idea and practice of gender equality. Such societies still give prominence to men and do not view women as equals. Being gender sensitive requires societies to view men and women as equals. To achieve this, the chances for jobs, roles and responsibilities should be equally shared in the home, school and community. Home and school duties like cleaning, tidying, cooking, washing and digging should be done by both boys and girls. Home chores like herding cattle, fetching water and firewood and ploughing should be done by both boys and girls. Educational opportunities should be provided for both boys and girls equally. There is no fixed work for either boys or girls.

Activity 1

1. Debate on the division of work between boys and girls in the school.
2. Research and make a list of religions that still view men and women differently. What are the effects/results of such?
3. Discuss gender equality in the home.

Exercise 1

1. The difference between gender and sex is ____.
2. What is gender concerned with?
3. What is gender equality?
4. ____ influences gender roles in communities.
5. How should boys and girls do work at school?
6. Who should be given education opportunities between a boy and a girl?
7. How can one be gender sensitive? Give one answer.
8. What influences gender roles in a given society? Give two answers.

Summary

- Gender is concerned with the allocation of roles, duties and responsibilities between men and women.
- Sex is the biological make up of being either male or female.
- Men and women are equal and should be treated equally.
- There are no specific roles or jobs for men or women.

Glossary

- Equality** – creating similar opportunities for boys and girls without favouring one sex.

End of unit assessment test

Multiple choice questions

1. Gender is about ____ between males and females.
A. roles B. sex C. education D. money
2. Men and women are ____.
A. twins B. unequal C. equal D. relatives
3. Being male or female is one's ____.
A. identity B. sex C. career D. equality
4. Work in the home should be done by ____.
A. parents only B. boys C. girls D. all in the family
5. Education is for ____.
A. girls B. boys
C. parents D. both boys and girls
6. What influences gender practices?
A. Culture B. Jobs C. Personality D. Roles
7. Religions that do not respect women rights are ____ to women
A. unfair B. fair C. just D. equal
8. There is no fixed work for ____.
A. girls B. boys C. boys and girls D. parents
9. At school, cleaning and washing is for ____.
A. boys only B. girls only C. boys and girls D. teachers
10. Work like ____ and ploughing is for both boys and girls.
A. herding cattle B. breastfeeding
C. bearing children D. eating

Unit 16. Religion and sexuality

Objectives

By the end of the unit you should be able to:

1. identify ways through which boys can interact
2. identify ways through which girls can interact.

Background

Most societies and religious groups have specific programmes where girls and boys meet separately to discuss issues of growing up that relate to each sex respectively. This is seen as effective as each group can feel free to open up on issues affecting them. Some communities have specific programmes on sexuality for boys and girls where elders of each sex will be working with their particular group or religious groups for each of the two sexes.



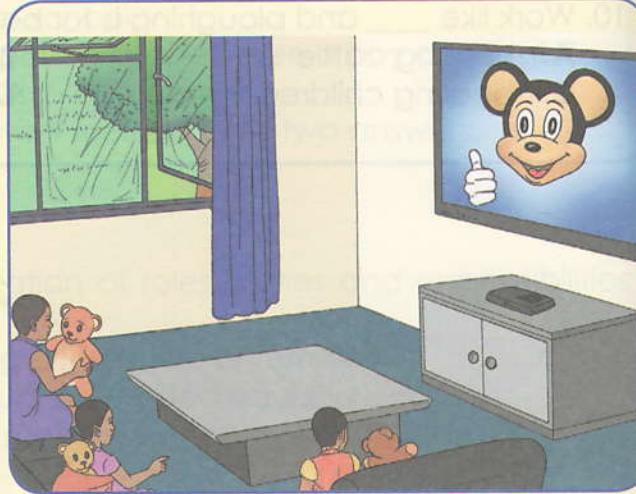
Key words

sexuality

circumcision

experts

16A. Boy and girl relationships



Different religions have specific practices of dealing with sexual developments as children grow. Indigenous groups have separate setups and teachings on sexuality and health issues. Boys were taught by uncles and other elders while girls were taught by aunts and other religious experts. These teachings on sexual matters can be referred to as the rites of passage, meaning that they have now moved from being children to becoming adults. Most religions like Christianity,

Islam and Judaism now have special programmes on sexuality that guide children as they grow. This they believe will help the children to get correct facts and views on sexuality as they grow.

Paradzai and Gira

Paradzai and Gira grew up in the same village and going to the pastures together. They also shared food and would normally take care of each other's animals. The boys would play with other boys of their age and teach each other skills such as hunting, trapping birds, making snares and tools. As adolescents they also got time to discuss issues of growing up and changes happening to their bodies for them not to worry and handle the changes well. This is meant to make them grow up into young men that are aware of the changes in their bodies. They would discuss in teams, helping each other, defending themselves and how to relate with females such as their mothers, sisters and other girls as they prepare for adulthood. The girls grew up close to the mothers and other elders who could explain to them issues of a female nature that would affect them as they grew up. Girls grew up playing in groups while at the same time teaching each other skills of life and advising each other on changes taking place in their bodies.

Most religions have platforms or groups where boys on their own and girls on their own have both religious and sexuality programmes to guide them and educate them as they grow. Most Christian churches have groups such as Christian Association and Guild for Girls.

Activity 1

1. List any three health related issues from your religion.
2. Make a role play in which an aunt or uncle is teaching a child.
3. Debate on religious teachings and practices on sexuality.

Exercise 1

1. Most religions have special programmes on sexuality that guide children as they grow. [True/False]
2. Paradzai and Gira would play with girls only. [True/False]
3. As adolescents, Paradzai and Gira would discuss _____ in their bodies.
4. Give two examples of Christian groups that help teach ladies about sexuality.
5. Girls, like boys, also grew up playing in _____.
6. Why do different religions have programmes that guide children as they grow? Give one reason.

Unit 17 Religion, HIV and AIDS

Objectives

By the end of the unit you should be able to:

1. list the effects of HIV and AIDS at home and at school
2. suggest ways by which religions help in preventing the spread of HIV and AIDS
3. write poems on HIV and AIDS awareness
4. state the role of religion in HIV and AIDS awareness.

Background

A person's life is controlled by one's health and influenced by religion. HIV and AIDS have become important topics in health since they can only be managed using antiretroviral medicines and are not curable. Some people avoid people with HIV and AIDS due to fear or little knowledge. When the HIV virus enters the human body it weakens the body from fighting diseases. Such a condition will affect the person physically, emotionally and mentally as well as their social life. This usually affects the person's ability to work which in turn affects the livelihood and family stability. Religions hold different views and teachings towards health issues including HIV and AIDS. These views can help to raise awareness and minimise the spread of HIV and AIDS.

Key words



guidance social norms virus curable
psychosocial support

17A. Effects of HIV and AIDS

HIV and AIDS has become a worldwide health issue which has led to the loss of many lives. In the process, it has disturbed development, livelihoods, family life, peace and harmony in the family. HIV and AIDS affects the learning of children in two ways. Those with infected parents or relatives are seriously disturbed as educational support in the form of school fees, uniforms and stationery can no longer come easily and those born with the condition have to take medication and continue with their education like anyone else. When HIV and AIDS was discovered, people were afraid, they developed negative attitudes towards those affected and living with the disease. This was mainly because people had little knowledge and understanding of how individuals got infected and how they could be cured. Those initially infected got ill and weak and most left work and went home to be cared for. Communities have social, religious and cultural ways of explaining the condition. In the early days of HIV and AIDS the media used messages of fear because there was no cure or way of dealing with it. People developed bad feelings and ill-treated those living with the disease.

Those infected were mainly among the working class and the young who were sexually active, resulting in loss of life. Loss of life in turn affected the economy as skilled and experienced personnel died. Family and community relations were strained because people were accusing each other of witchcraft and magic instead of facing the reality that HIV and AIDS is a disease that is mainly transmitted through unprotected sex among many other methods such as, using injections contaminated with the virus and getting in contact with infected blood.

Activity 1

List ways of how people take care of those living with the HIV virus?

Exercise 1

1. How did more knowledge on HIV and AIDS help community relations?
2. How can schools help in the HIV and AIDS awareness campaigns?
3. How did HIV and AIDS affect the economy?
4. How are school children affected by HIV and AIDS?
5. What weakens the body of a person living with HIV and AIDS?

17B. Solutions to HIV and AIDS

More information in the health sector brought safe ways of handling and treating those living with the virus such as Home based Care, **Psychosocial Support** and peer education. Psychosocial Support is support that helps people to heal from mental, emotional or physical hurt. The conditions of those living with the virus and those affected have greatly improved. Great relief came when medicines to manage the virus called Antiretroviral Viral Therapy (ART) came into use. These medicines help to weaken the virus and make the affected regain strength to carry out normal livelihood tasks. People taking antiretroviral therapy live life like any other person without being bedridden or always feeling sick.

Religions have helped people to understand the causes and effects of HIV and AIDS and some of them have even created programmes on HIV and AIDS awareness, management, care and support. Religious groups can help by creating youth groups which teach prevention and social support issues in HIV and AIDS. However some religious views and practices towards health such as prohibiting their followers from seeking medication have resulted in loss of lives. As more accurate health information was discovered through research communities, the Health Sector became aware of its causes, effects and ways of managing it. HIV and AIDS is no longer a fearsome disease as it was in the past. This is largely due to the four main pillars of awareness, treatment, care and support.

Activity 2

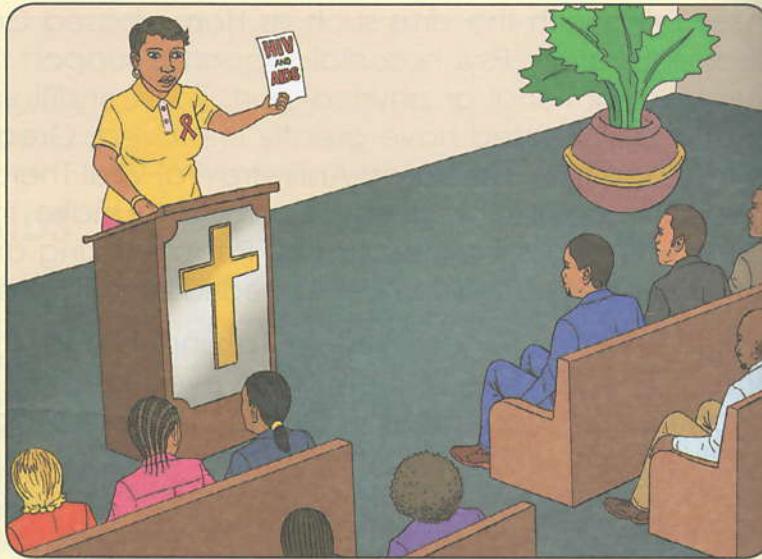
1. Research on any religious organisation's HIV and AIDS programme and present to the class.
2. List ways of caring for people living with HIV and AIDS.
3. Find any four churches/religious groups that have HIV and AIDS programmes.

Exercise 2

1. What is abstinence in HIV and AIDS prevention?
2. What is home based care in HIV and AIDS?
3. What are antiretroviral medicines?
4. When youngsters of the same age teach each other about HIV and AIDS that is called _____.
5. What is psychosocial support?
6. How has the life of people taking antiretroviral medicines been improved?
7. How can other people help those living with the HIV virus?
8. How can religious groups help prevent the spread of HIV and AIDS among the youth?

17C. Awareness on HIV and AIDS

Religions, families, schools, communities, companies, organisations and government are helping in the HIV and AIDS awareness programmes. There are various ways being employed to make people aware of HIV and AIDS causes, effects, possible ways of prevention and managing it for those living with the virus. Some methods used in HIV and AIDS awareness include peer education, outreach programmes, community sessions on HIV and AIDS, group discussions, facilitators, campaigns, literature, drama, poems and posters. Religions have also taken an active role in the HIV and AIDS awareness programmes.



Lady teaching about HIV and AIDS in church

Peer education

It is about individuals of the same age or level educating each other about HIV

and AIDS. The advantages are that it is easier to share with someone who is about one's age. Peers can discuss health and sexual issues including HIV and AIDS freely.

Outreach programmes

To try and reach a lot of people, health personnel, the private sector and non-governmental organisations have to come up with programmes that make people in remote and hard to reach areas get HIV and AIDS information. They organise teams that visit the communal areas educating people about HIV and AIDS as well as other health issues. They use information on posters and pamphlets, do home visits, campaigns, drama, poetry and even do counselling and testing.

Religious programmes

Many religious groups have been educated in HIV and AIDS and are in turn passing on the information and organising programmes for their followers. Even religions which used to discourage it are now encouraging their members to access health and HIV and AIDS services. This has helped in the reduction of the spread of HIV and AIDS. It has also improved the lives of those living with the virus. This change of attitude has helped to fight stigma and discrimination of those living with it.

Activity 3

1. Dramatise an HIV and AIDS awareness gala.
2. Write a short poem on HIV and AIDS then recite it to the class.
3. Design an HIV and AIDS awareness poster.

Exercise 3

1. How is peer education effective in HIV and AIDS prevention?
2. Name at least three groups that have HIV and AIDS awareness programmes.
3. Which government department normally has outreach programmes for HIV and AIDS awareness campaigns?
4. Which methods of learning can be used in HIV and AIDS awareness campaigns?
5. State any two written forms of HIV and AIDS education materials.
6. How are religious groups helping to reduce the spread of HIV and AIDS?
7. How does counselling and testing help to reduce the spread?
8. When people avoid a person with HIV and AIDS because of the disease we call this ____.

Summary

- HIV is a virus that affects the immune system and weakens the body.
- HIV and AIDS can only be managed but cannot be cured.

- There are good and bad attitudes towards people living with HIV and AIDS.
 - There are many ways that can be used to raise awareness on HIV and AIDS.
 - Religions teach children facts on sexuality.

Glossary

Antiretroviral	- these are medicines used to manage the conditions of people living with HIV and AIDS.
Campaigns	- these are well planned and organised activities aimed at bringing awareness of a particular thing.
Discrimination	- the different treatment, usually not good, given to a person living with the HIV virus.
Stereo-type	- understanding and practices that regard systems as fixed and unchangeable.
Stigma	- the negative feelings associated with a condition.

End of unit assessment test

Multiple choice questions

8. One of the awareness programmes involves ____.

A. forcing people B. counselling and testing
C. stereotypes D. promiscuity and polygamy

9. Many religions now discourage ____ in an effort to minimise the spread of HIV and AIDS.

A. monogamy B. HIV and AIDS programmes
C. polygamy D. big families

10. Most religions are now changing their attitudes and views on the ____ of women by giving them equal treatment.

A. discrimination B. discouragement
C. rites D. passage

Structured questions

1. HIV and AIDS is curable. [True/False]
 2. What activities take place at an HIV and AIDS awareness gala?
 3. What is education between peers called?
 4. Who is usually disadvantaged by stereotype views and practices?
 5. Why do religious groups have programmes on sexuality for young children?
 6. Why do some people fear those living with the HIV and AIDS virus?

Unit 18 Healthy Living

Objectives

By the end of the unit you should be able to:

1. identify different religious teachings on personal hygiene
2. discuss healthy habits
3. suggest ways in which healthy habits are encouraged in religions.

Background

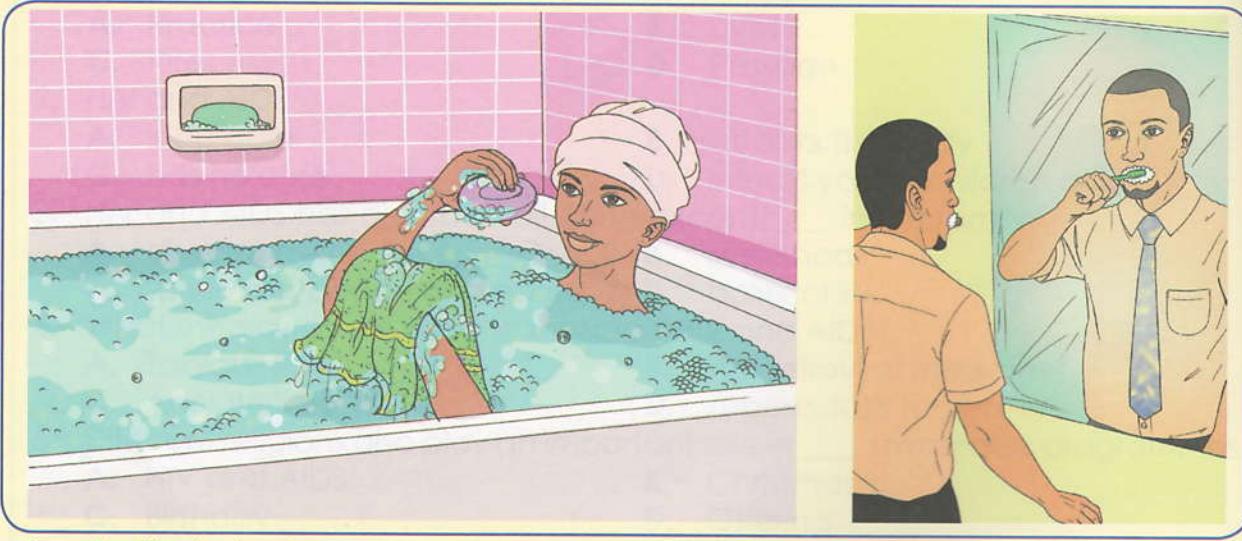
Most religions teach and enforce high standards of personal hygiene and personal health habits. Some of the practices like washing of hands and cleanliness of the body are common across many religions, for example, Islam, Judaism, Christianity and Indigenous Religion. Religions believe that a person who practices good physical health habits such as eating well and keeping the body fit will have a healthy spiritual life. Most religions have prescriptions and standards from their sources of teachings such as the Quran, the Torah , the Bible and religious traditions.



Key words

purification religious traditions

18A. Personal hygiene



Keeping the body clean

Most religions practice high standards of hygiene as a way of keeping their members clean, physically, socially, mentally and spiritually. There is a general thinking among some of the religions like Indigenous Religion, Christianity, Judaism and Islam that the body should be kept clean at all times.

Islam

Islam enforces and practices a high standard of personal hygiene. Moslems take the importance of cleanliness from their religious founder Muhammad who noted that, "Cleanliness is half of faith". The believers purify themselves before any social or religious activity or ritual. This practice is also important and is enforced for daily life. The Muslims practice personal hygiene in several ways that include, washing of the whole body to remove any dirt that might make the body unclean. They believe in not eating unclean food. They believe that a pig's diet and way of living is very unclean therefore eating its meat makes a person dirty. There are some special ways of washing in preparation for specific religious rites. Islam expects its followers to eat clean and wholesome food, exercise and lead a healthy life style. The Quran notes that "O you who believe! When you intend to offer the prayer, wash your faces and your hands (forearms) up to the elbows, wipe your heads and wash your feet up to the ankles". This shows that cleanliness and all religious practices in Islam cannot be separated.

Judaism

Judaism is one of the religions that has clear rules of health practices such as hand washing. Hand washing has specific times and occasions during the day when it is practiced. Before prayer and other rituals, a person is expected to clean or purify themselves. Most Jewish families have a purification place set aside for such practices. Purification of the whole body is done to remove any form of uncleanliness. The Jews believe in respecting one's body as a way of maintaining their respect for God. The month of February is dedicated to support and help for those living with disability. Jews view God as the healer and protector of the sick. This makes prayer to God an important process as a way of ensuring sound health. The Jewish teachings prohibit eating any food that is not healthy or has been infected as recorded as God's word in the books of Leviticus and Deuteronomy of the Torah.

Christianity

Christianity believes that the body is the temple of God and therefore must be kept clean as found in the New Testament, for example, 1 Corinthians 6:19. Christians believe that cleanliness is next to Godliness, therefore, a clean and pure body is ready to worship God. This shows that they value health through keeping the body clean. Some groups in Christianity believe in the power of healing physical illness through prayer and some use of holy water or oil for driving away evil spirits. The Christians follow the example of Jesus Christ of healing the sick and curing those with diseases and disabilities. They believe that healing of the physical body will make one happy and able to praise God.

Indigenous religion

Indigenous Religion believes in sound personal hygiene through their rites and rituals such as circumcision and first practice as one grows from childhood into

adulthood. These are taught to the young men and women on how to keep their bodies clean until they get married. Personal hygiene is an important aspect in food handling and preparations on a daily basis as well as for rituals and religious ceremonies. For example, the brewing of traditional beer for ceremonies like *bira*/*ukuthethela*, *mukwerera*/rainmaking is done by women seen as clean, young girls and elderly women. Religious utensils were made from materials that are free from rust such as wood for protection of health.

Activity 1

1. Choose one religion and write its personal hygiene practices.
2. In groups, make a chart using cuttings of religious personal hygiene rituals and practices.

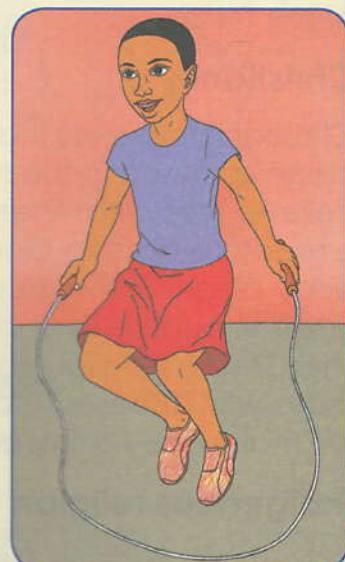
Exercise 1

1. Which religion believes that cleanliness is half of faith?
2. What do Christians say about personal cleanliness and God?
3. What are the four aspects that make a person clean and cannot be separated?
4. Why is washing of hands an important personal health practice?
5. Why do people in different religions purify themselves by washing the whole body before any ritual or ceremony?
6. In which books of the Torah is personal hygiene written down?
7. Why are clean women given the duty to prepare food and beer for ceremonies in indigenous religion?
8. Why does Indigenous Religion use wooden utensils?

16B. Health habits

All religions have a set standard for good health habits. The body that exercises well and gets enough rest is a healthy body. The diet should be good enough to supply all nutrients needed by the body. It's a good health practice to take good care of one's skin. Simple habits that some religions teach include cleanliness habits like, keeping one's hair short and smart, taking good care of one's mouth and teeth, regular body bathing, keeping your fingers clean including cutting your fingernails and toe nails.

Giving one's body enough exercise makes the body fit, strong and active. This eliminates diseases and other body weaknesses. Allowing one's body enough rest and sleep is another way of ensuring a healthy body. Christians follow Jesus' example that after teaching He would go



Girl skipping

and look for a place to rest peacefully. Too much sun and cold destroy the skin. It is important to wear a hat when it is too hot and warm clothes when it is cold. This helps the skin to remain strong and healthy. The skin should also be protected from injuries and bruising as these wounds and cuts allow diseases, germs and bacteria to enter the body.

Most religions respect rest by setting a day of rest in a particular time period. Jews fully rest on such days to the point that they don't even cook food on the day of rest. Most Muslims regard Friday as a day on which they should rest and no work should be done. In Indigenous Religion, a day set aside for rest is called *Chisi/Izilo* on which no work should be done as a sign of respect to the body and the ancestral spirits. Indigenous Religion practices use herbs in dealing with particular health problems to keep the body fit. Among the herbs used are some to clean the body of impurities, for healing wounds and general mouth care. With modern health practices, people use a toothbrush and toothpaste to brush their teeth. The food that people eat is also very important. Healthy eating improves one's health.



Boy sleeping



Chicken salad

Activity 2

1. Write the days of rest for the following religions

Religion	Day of rest
Islam	
Judaism	
Indigenous Religion	
Christianity	

2. Find indigenous trees that are used for mouth care and bring pieces of each.

Exercise 2

1. Moslems rest on ____ day.
 2. Which religion does not even cook on the day of rest?
 3. Why is a pig seen as unhealthy by Muslims and Jews?
 4. The day of rest in Indigenous Religion is ____.
 5. State any three good healthy habits?
 6. What should a person do to protect the skin from heat and cold?
 7. During the day of rest, followers of Indigenous Religion respect ____.
 8. After working hard Jesus ____.

Summary

- Most religions practice high standards of hygiene as a way of keeping their bodies clean.
 - There is a connection between bodily cleanliness and spiritual purity.
 - Religions respect rest as a good health habit.
 - There are foods seen as clean and some seen as unclean by different religions.
 - Most religions encourage habits that maintain cleanliness of the body.

Glossary

Bacteria	- very small or tiny living things that carry diseases.
Herbs	- these are plants that have medicinal properties and can be used to solve health problems.
Germs	- very small organisms that can cause diseases.
Nutrients	- these are the food values that are found in food and are needed in the body.

End of unit assessment test

Multiple choice questions

4. What is the best way to deal with people living with the HIV virus?

 - A. Leave them alone.
 - B. Give them special treatment.
 - C. Respect and deal with them fairly like any other person.
 - D. Ignore them.

5. Which personal hygiene practice is common in most religions?

 - A. Hand washing
 - B. Body washing
 - C. Feet washing
 - D. Head washing

6. Which religion practices halaal as a way of keeping their meat clean?

 - A. Christianity
 - B. Islam
 - C. Judaism
 - D. Indigenous Religion

7. Name two religions that regard a pig's way of life and feeding as dirty and therefore do not eat pork?

 - A. Christianity and Indigenous Religion
 - B. Judaism and Islam
 - C. Judaism and Christianity
 - D. Indigenous Religion and Islam

8. Jews, Moslems and some indigenous ethnic groups have a common ritual health practice for boys called ____.

 - A. circumcision
 - B. purification
 - C. mass
 - D. rainmaking

9. Which two books in the Torah talk of diet and health practices?

 - A. Genesis and Leviticus
 - B. Leviticus and Deuteronomy
 - C. Genesis and Deuteronomy
 - D. Deuteronomy and Acts

10. Plants that can be used as medicines are called ____.

 - A. tablets
 - B. herbs
 - C. flowers
 - D. magic

Structured questions

1. List any three healthy foods.
 2. What is sexual harassment?
 3. Identify any three organisations that can help victims of abuse.
 4. Give any two ritual ceremonies practiced for girls.
 5. Christians say cleanliness is next to _____.
6. Most religions believe that physical cleanliness results in spiritual

End of year assessment

Paper 1: 1hr 30 minutes

Marks: 50 marks

Multiple choice questions

1. A family with a father, mother and children is a _____ family.
A. monogamous B. polygamous
C. blended D. nuclear
2. A _____ is the family history from the present to its origins through the ancestors.
A. ceremony B. lineage C. ritual D. religion
3. People attend funerals in their communities as a way of giving _____ support.
A. emotional B. grievance C. ancestral D. traditional
4. Nhimbe/llima is a form of community _____ work.
A. commercial B. ceremonial C. cooperative D. ritual
5. _____ care is when relatives take care of their sick relative.
A. School B. Community C. Home-based D. Church
6. Child guidance and protection is the responsibility of the _____.
A. whole community B. aunts
C. whole group D. uncles
7. When people of different religions and cultures work well together this is a sign of _____.
A. neglect B. communion C. worship D. tolerance
8. When in respected places, men take off their _____ as a sign of respect.
A. hats B. shirts C. clothes D. coats
9. Members of a family share their work _____ according to ability.
A. equally B. spiritually C. religiously D. politically
10. When at community cooperative activities like a nhimbe/llima, the _____ take care of the children.
A. men B. aunt C. herd boys D. elderly
11. How many ethnic group languages are listed in the Zimbabwe constitution?
A. Sixteen B. Twenty C. Six D. Two
12. _____ is one of Zimbabwe's national ancestors.
A. Mugabe B. Mbuya Nehanda
C. Ndlovu D. Nkomo
13. Which of these is an indigenous religious artefact?
A. chalice B. cross C. spear D. jug
14. A _____ is used by women in preparing food in indigenous societies.
A. whisk B. ngundu C. wheel D. walking stick

15. Who uses an animal tail and divining bones in her/his religious work?
A. Priest **B.** Ulama **C.** N'anga/Inyanga **D.** Pastor
16. The word that best describes indigenous African values is _____.
A. integrity **B.** ubuntu **C.** morals **D.** bantu
17. The beatitudes where preached by Jesus during the _____.
A. baptism **B.** sermon on the mountain
C. parable **D.** passion
18. What do Christians celebrate during Easter?
A. Jesus' birth **B.** Jesus' ascension
C. Jesus' resurrection **D.** Jesus' baptism
19. Which symbol shows Christian salvation?
A. Chalice **B.** Robe **C.** Cross **D.** Bible
20. Christians are _____ of the environment and they use it wisely.
A. stewards **B.** teachers **C.** messengers **D.** worshippers
21. Christians believe in the existence of _____.
A. fourl Gods **B.** one God
C. two Gods **D.** ninety nine Gods
22. Two key people in Judaism are _____.
A. Moses and David **B.** Moses and Joshua
C. Moses and Abraham **D.** Moses and Aaron
23. What do Jews remember during Passover?
A. Liberation from slavery in Egypt. **B.** Liberation from the desert.
C. Liberation from the sea. **D.** Liberation from Mount Sinai.
24. Which is the symbol of Judaism?
A. Minora **B.** Kippah **C.** Kad **D.** Star of David
25. The Jews believe in living a good life _____.
A. on earth **B.** after death **C.** in church **D.** in synagogues
26. The Jews believe that the responsibility to look after the earth was given to _____ in the book of Genesis.
A. Adam **B.** David **C.** Joshua **D.** Moses
27. What is the first pillar of Islam?
A. Going to Mecca. **B.** Serving the poor.
C. Faith in Allah. **D.** Prayer.
28. Who is Allah's prophet according to Moslems?
A. Jesus **B.** Moses **C.** Joshua **D.** Muhammad
29. Muhammad's holy journey was from Mecca to _____.
A. Jerusalem **B.** Mt Moria **C.** Medina **D.** Galilee
30. In Islam, one can only be in harmony with Allah if he/she is in harmony with _____.
A. creation **B.** building **C.** machinery **D.** space
31. For Halaal, the animal to be slaughtered is first dedicated to _____.
A. Ramadam **B.** Allah the provider
C. Hajj **D.** Mecca and Medina

32. Which of these is considered immoral?
A. Helping B. Tolerance C. Caring D. Bullying
33. Any person is free to join a religion of one's choice. This is freedom of _____.
A. worship B. cooperation C. interaction D. tolerance
34. School children should ____ all school work given to them.
A. do B. not do C. choose D. not worry about
35. Religion should assist government in the _____ of children's rights.
A. avoidance B. not teaching C. ignoring D. promotion
36. Participating in development projects by members of the community brings _____.
A. peace and harmony B. disharmony
C. conflict D. divisions
37. Scolding others can create _____ in a school.
A. peace B. harmony C. conflict D. development
38. _____ promote peace and harmony by managing conflict in their communities.
A. Gangs B. Traditional leaders
C. Women D. Children
39. Responsibility and integrity are _____ that make a good person in a community.
A. practices B. symbols C. artefacts D. values
40. Technology should be used _____ in religious groups.
A. uncontrollably B. anyway C. responsibly D. seldomly
41. Which of these is a form of child abuse?
A. Neglect B. Support C. Prayer D. Care
42. Perpetrators of abuse of any kind should be _____.
A. killed B. left alone
C. reported to the police D. fined
43. In society, men and women should be treated _____.
A. differently B. selectively C. equally D. independently
44. Bad sexual behavior, dressing and language in the presence of a person of the opposite sex is viewed as _____.
A. physical harassment B. sexual harassment
C. mental harassment D. emotional harassment
45. In Indigenous Religion, girls learn about womanhood during _____.
A. marriage B. wedding C. initiation D. funeral
46. In indigenous societies girls are taught manners and etiquette by their _____.
A. aunts B. uncles C. sisters-in-law D. brothers-in-law.
47. People should not be discriminated because of their _____. status.
A. wealth B. HIV and AIDS C. political D. economic
48. Most religions teach the importance of washing of _____ before holding and eating any food.
A. whole body B. elbows C. legs D. hands

49. People should _____ for healthy living.
- A. eat right, rest and exercise B. eat a lot and never exercise
C. eat right and never rest D. eat right and never work
50. In the absence of toothbrushes and toothpaste, indigenous people use _____ to brush their teeth.
- A. fingers B. nothing at all
C. parts of any tree D. parts of particular trees

Structured questions

Paper 2: 1 hr 30 mins

Section A 30 marks

Answer all questions in this section.

- One day Jesus taught many people using the following parable. A father had two sons. He wanted some work to be done in the fields. He asked the first son to go and do the work. The son refused saying he was busy. He went to the second son who accepted to go and do the work but did not go. The first son realised his mistake and went to the field to do the work. Jesus asked the crowd which one of the two sons did his father's will?
 - What was the first son's reaction to his father's instruction? [1]
 - What is wrong with the second son's behaviour? [1]
 - Which one of the sons was better and why? [2]
 - According to this parable, what is important between deeds and words? [1]
- Sheena is a Moslem woman. She is married to Ali and enjoys her work in the home as a mother. Women in Islam enjoy the same rights as men. The difference is only when it comes to physical work and women cannot do the same duties as men. Sheena buys and sells things and Ali allows her because Islamic law permits to do so. This relates to any business activity that does not affect her respect and honour as a wife. Sheena uses the money the way she likes and can sometimes decide to give her husband.
 - Do women enjoy the same rights as men in Islam? [1]
 - Who is entitled to do the hard physical work in Islam? [1]
 - Who controls the money earned by a Moslem woman? [1]
 - What should a Moslem woman maintain when doing business? [2]
- Sarudzai Mhofu is now twenty years old and is about to get married to Thabani Ndlovu. Mr Moyondizvo, the Mhofu family friend, has been chosen to be the go-between. Mr Moyondizvo will arrange the marriage discussions and payment of lobola. Sarudzai's aunts have already visited the Ndlovu family for assessment and have agreed to their daughter's marriage to the Ndlovus. The lobola procedures will take place at Mr Mhofu's homestead, in Sarudzai's mother's kitchen.

- a) What is the role of a go-between in indigenous marriages? [1]
- b) Which two totems are mentioned in Sarudzai's marriage plans? [2]
- c) In which building are indigenous marriage procedures held? [1]
- d) What is the role of the aunts in indigenous marriage preparations? [1]
4. Food is important in Judaism. Miriam is David's wife. Miriam, being a mother in a Jewish family, makes sure that all food eaten in the home is fit and clean according to the Jewish food laws called Kosher. Miriam will never serve milk and other dairy foods during the same meal with meat. Miriam's husband David is a shochet. His work is to slaughter animals. He uses a very sharp knife to make sure the animals feel minimum pain. He also makes sure that all blood drains from the meat. He soaks the meat in salt water to make sure that the blood is removed.
- a) What law does Miriam follow in preparing food for the family? [1]
- b) What is the shochet's work? [1]
- c) How is blood removed from meat? [1]
- d) Why should a sharp knife be used when slaughtering an animal? [1]
5. a) What is a child headed family? [1]
- b) What activities show that indigenous people help each other? [2]
- c) When do people need emotional support? [1]
- d) State any two good morals. [2]
6. a) State two forms of abuse of children. [2]
- b) What is sexual harassment? [2]
- c) What should be done when one is abused? [2]
- d) Name two types of conflict that can take place at school. [2]
- e) State any two health habits. [2]

Section B

Answer any **four** questions from the six below.

1. Fill in the table with the correct answer.

Religion	Holy Place /City
a) _____	Njelele Shrine
b) _____	Temple in Jerusalem
c) _____	Kaba In Mecca
d) _____	Jerusalem

[2]

2. Religions practice good health habits like resting.
Complete the table below.

Days of rest	Religion
a) Friday	
b) Sabbath	
c) Chisi/izilo/ximusu	
d) Sunday	

[4]

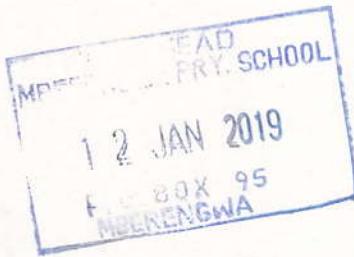
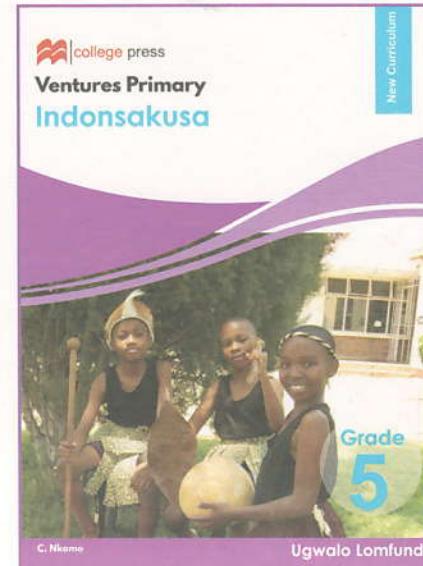
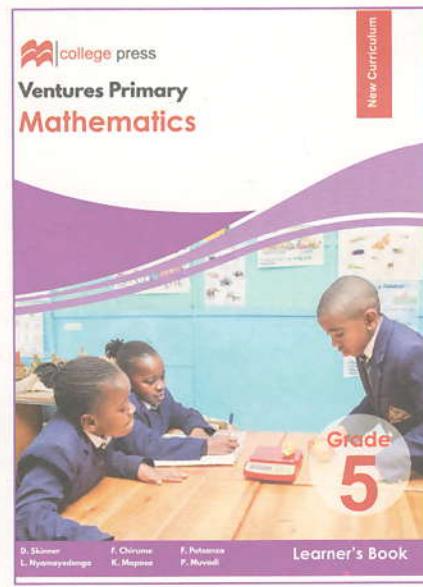
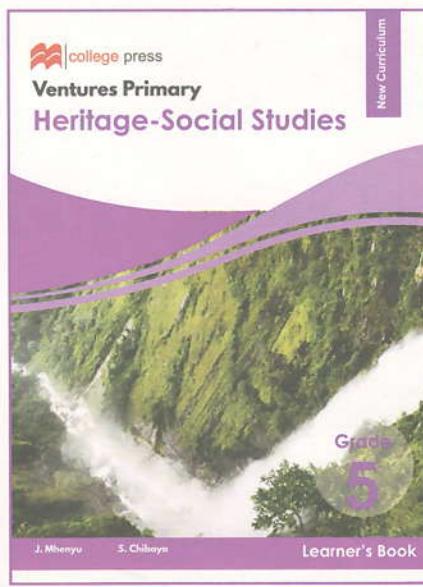
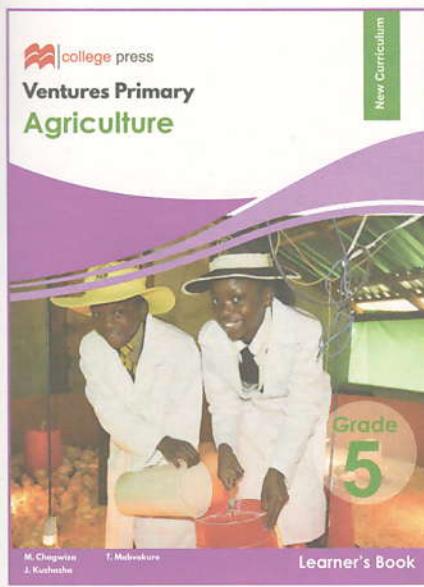
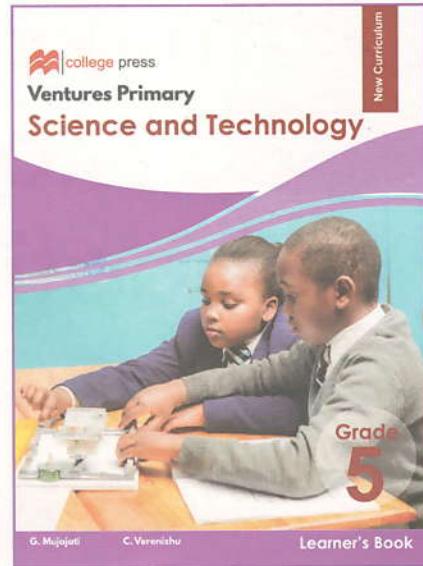
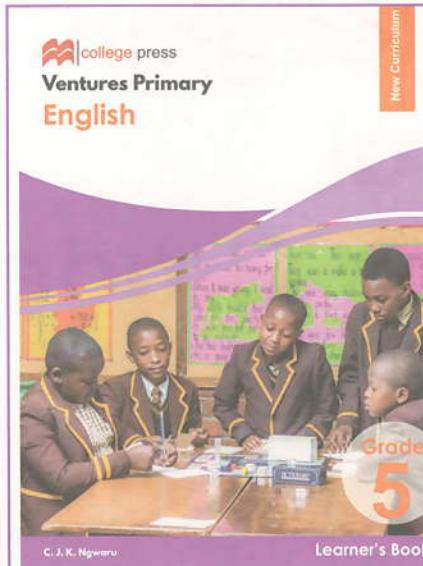
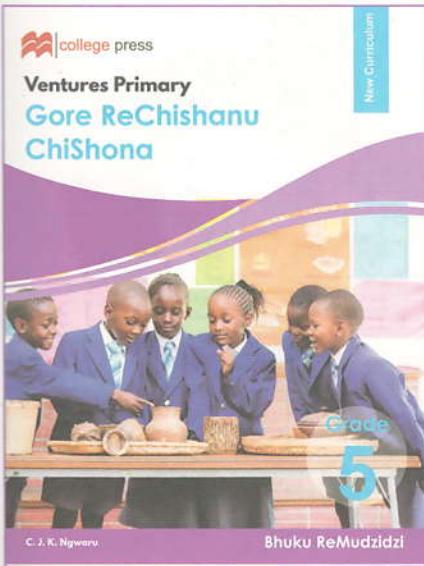
3. a) Give two examples of church activities that encourage prevention of the spread of HIV and AIDS. [2]
 b) Why is it wrong to discriminate against those living with HIV and AIDS? [1]
 c) HIV and AIDS is feared because it is _____ [1]
 d) Honesty and fairness are aspects of _____ [1]
4. a) Where can one buy indigenous artefacts? [1]
 b) State any two good things about technology in religious practices. [2]
 c) State two community service centres. [2]
5. Match the situation to a place/founder of the place.

Situation	Founder? / Place
The physically handicapped	Mother of peace
Orphans	Musasa Project
Abused women	Mutemwa
Leprosy	Jairosi Jiri
Old people	Mathew Rusike

[5]

6. a) Who protects the values and the land in traditional communities? [1]
 b) Who is expected to kneel as a sign of respect to elders? [1]
 c) What role can the community play at funerals? [1]
 d) To whom do families trace their origins in indigenous societies? [1]
 e) What is home based care? [1]

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