

Introduction

Each one of us belongs to a family. A family name is used as a surname and the family name usually comes from a totem. A family is made up of members who have different roles. There are different types of families. Some families are large and some are small. Families have different gatherings that bring unity among their members. Different families have different religions.

Unit 1 Concept of the family

In this unit you will:

1. identify members of a family
2. state roles of family members
3. identify different types of families
4. state family names
5. identify totems.

Background

You have learnt that a family is a group of people who are connected to each other by birth, marriage or adoption. Marriage is a union of an adult man and woman to make a family. Adoption is the process of legally caring for another person's child as your own. There are different family structures which are nuclear, one parent, monogamous, polygamous and child headed family. We also learnt that families share a name which is called a surname. In some families the surname come from their totem.



Key words

adoption

marriage

1A. Roles of family members

i) Family members



Name some family members you know. In the picture, identify the father, mother, daughter, son, grandmother and grandfather.

My name is Musa. My parents are my father and mother. My grandmother is my mother's mother and or my father's mother. The person I call grandfather is my mother's father and or my father's father. The girls in my family are my sisters. The boys are my brothers. My aunts are my parents' sisters and uncles are my parents' brothers. I have cousins too. These are my aunts' and uncles' children.

ii) Roles



A family is made up of a father, mother and children. Each member in the family has an important role to play. Parents work very hard for their children. They provide some basic needs like shelter, food, education and clothing. They are also responsible for the upkeep of the whole family.

Family members refer to grandparents for knowledge and wisdom. An aunt or an uncle according to our tradition assists in the settling of disputes in families. Boys and girls help in herding cattle, cleaning dishes and the house. They also water or weed the garden. These duties vary according to different families and family set-ups.

Activity 1

Complete the table below in groups.

Family member	Role played
1 Father	
2 Mother	
3 Child	
4 Aunt	
5 Uncle	
6 Niece/nephew	
7 Grandmother	
8 Grandfather	

Exercise 1

1. A family is a _____ of people who are connected to each other.
2. _____ give family members knowledge and wisdom.
3. Family members have different _____.
4. List two activities that boys do at home.
5. List two activities that girls do at home.

1B. Family types

i) Nuclear



A nuclear family is the smallest family among all types of families. It is made up of a father, mother and children. A nuclear family may be made up of a mother, father and children. Siblings of a nuclear family may be one or two in small families. The family usually has enough wealth to spend since the members are very few. The family has one surname, that of the father.

ii) Monogamous family

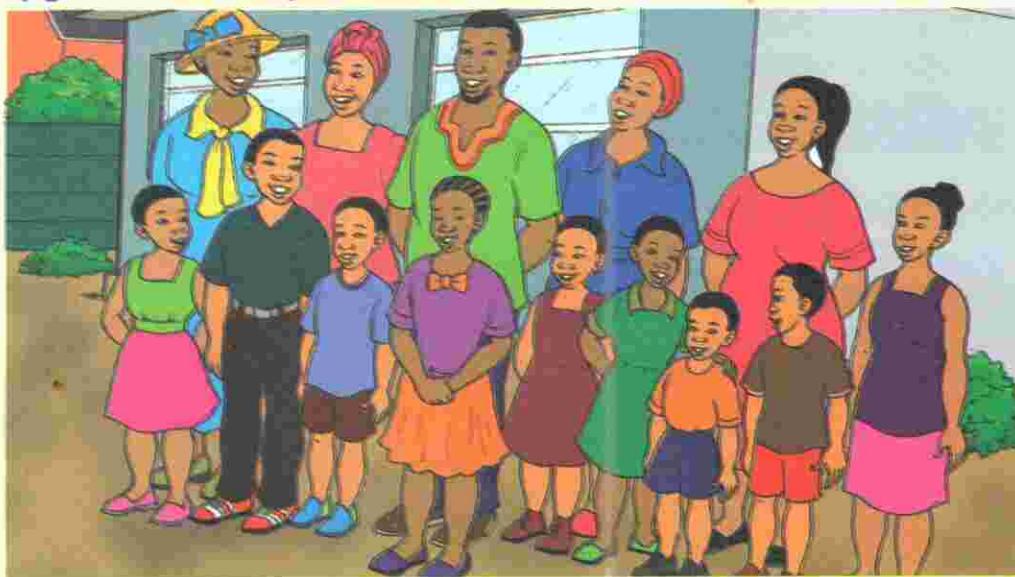


A monogamous family is when a person is married to one wife or husband at a time. Anna's family is a monogamous family. She comes from a family where all children are from the same mother and father. Her father, Mr Mlambo, is a teacher who teaches in Gweru urban. Her mother also works in Gweru at a hospital. They live in Senga, one of Gweru's suburbs. Their first born child is Anna. Their second born is a boy, Henry. Themba comes after Henry. Themba is six years old and is three years younger than Henry. Anna is two years older than Henry. Their last born child, who is the fourth, is a girl. Ruvimbo, nicknamed Ruru, will be going for Early Childhood Development (ECD) grade next year. This is a happy family of six.

Activity 2

- Draw on your computers members of the monogamous family.
- Label the family members you have drawn.

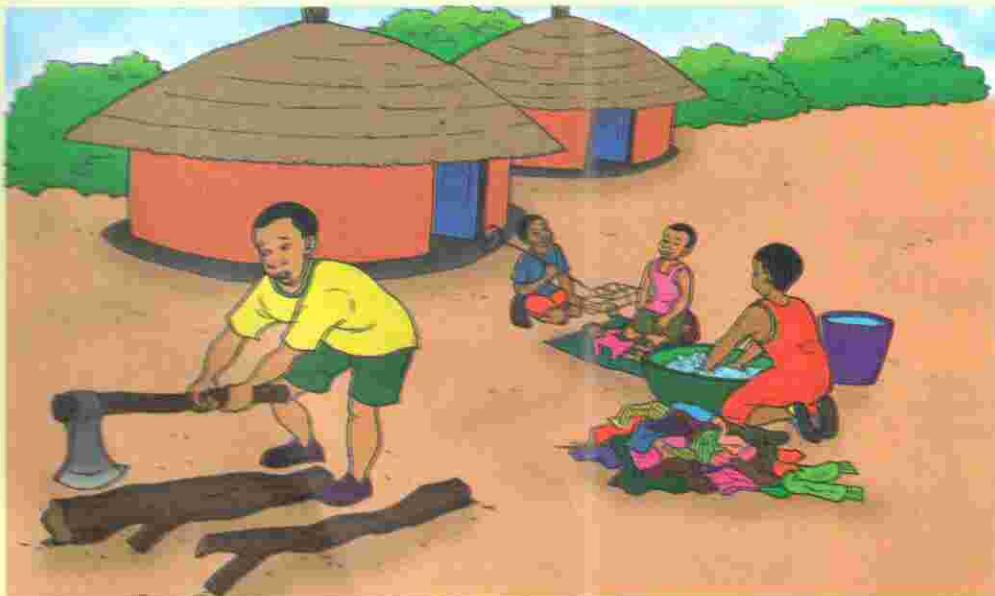
iii) Polygamous family



Polygamy is the practice of being married to more than one wife at a time. A polygamous family is the one which has a father with more than one wife. The family usually has many children since there are many wives. The father finds some ways of maintaining discipline. The wives are supposed to respect one another. The wives depending on who came first call each other *amaiguru/umam'omdala* and *amainini/umam'omncane*. The children respect all the women in their family and call them mother (*amai/mama*). Position amongst the wives and children is respected. The first wife is respected by the young wives.

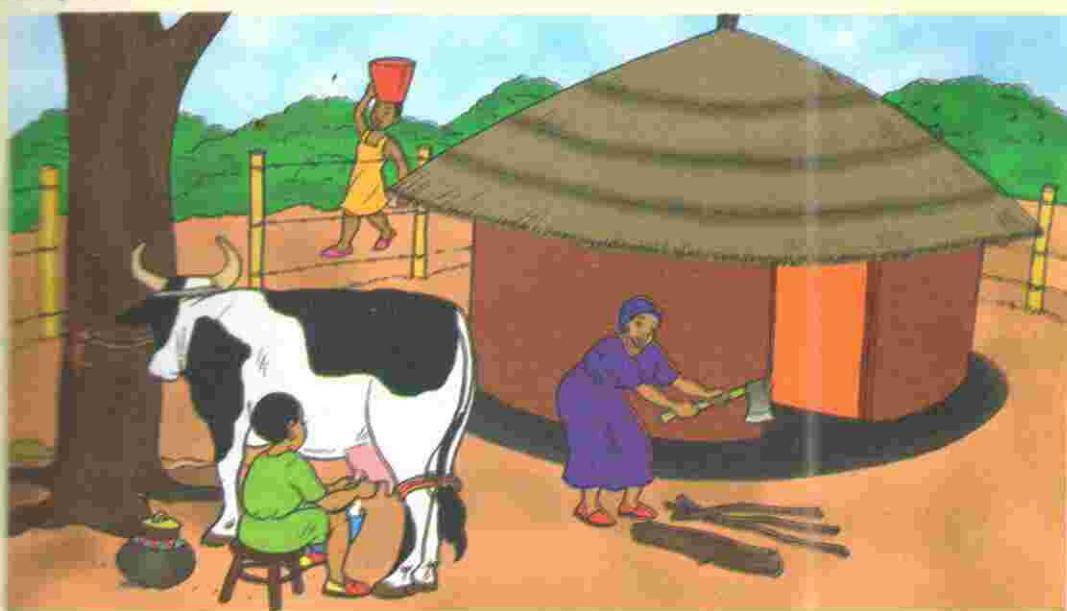
Some polygamous families eat from one kitchen but in some cases, each wife has her own. The husband is the one who takes turns to eat from each wife's kitchen.

iv) Child-headed



A child-headed family is found in most communities. It is headed by a child usually below the age of eighteen. In a child-headed family the eldest child usually takes care of his or her siblings. He or she looks for jobs to earn money to send the other children to school, buy food and clothes. The children may help each other in doing household chores like washing clothes and plates, sweeping the house and weeding. The eldest child mostly does the hard jobs such as digging.

vii) One parent



Some families have one parent also known as a single parent, either the mother or the father. This kind of a family is called a one parent family. There are many causes, such as death or divorce which lead to a one parent family. In the case of divorce the parent who does not live with the child or children is free to help in supporting the children. In most cases the parent living with the children is responsible for taking care of them. He or she provides food, shelter, clothes and money for school fees. The parent in a one parent family does all roles such as cooking and washing clothes for the children.

Activity 3

In pairs, unscramble the following words into sensible words and report back to the class:

imayl, methro, panrte, fthera, cheldirn, kichten, wevis, repscet, palymgoy, comunitmy.

Exercise 2

Choose the correct answer from a list of answers given below:

1. A _____ family is whereby a man has more than one wife.
2. A family that is headed by a child is called a _____ family.

3. A family with one parent is called a _____ parent family.
 4. A child is a person below _____ years.
 5. A polygamist is a man with more than one _____.
 6. How many types of families have you learnt?
 7. Two causes of a one parent family can be _____ or _____.
 8. I come from a _____ family.
- eighteen divorce polygamous death child-headed one wife five**

1C. Family names and totems

Names

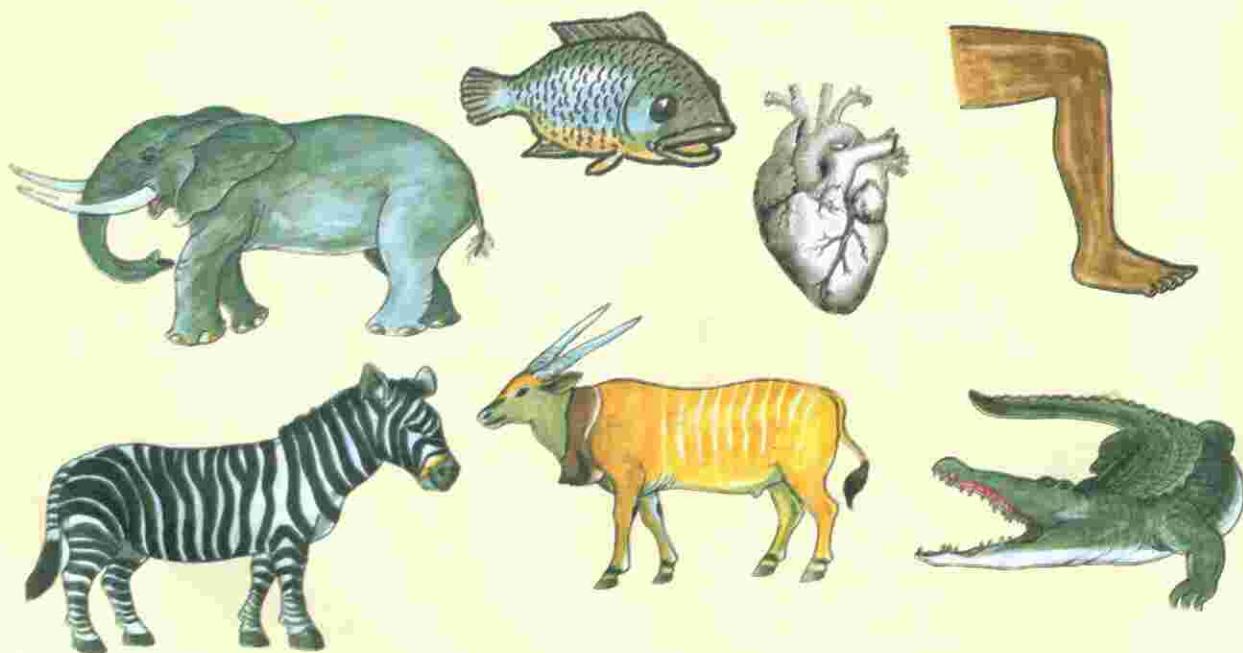
Family names can be called surnames. People who are not related sometimes have the same surname.

Activity 4

Game

In turns say your family names as a class. The first one says: My family name is _____ and what is your family name? The second responds and asks the third child to say his/her family name. The third responds, then the fourth, then the fifth, until the whole class has said their family name. Those with full knowledge about their family names explain to the class how the names came about. You can recite a poem of the totems you know.

Totems/Izitemo/Mitupo



Activity 5

What animals can you see in the picture? What other things can you see? As a class say out your totems in turns. Can you find the symbol of your totem in the picture? Here are a few common ones: Nzou/Ndlovu/Tlou, Nyati/Nyathi, Shiri/Nyabi/Nyoni, Shumba/Sibanda, Mhofu/Mpofu, Dziva/Siziba, Garwe/Ngwenya/Stokoena, Siziba, Moyo, Mbева, Gumbo, Bonga, Shoko, Gudo/Choeni.

Animal	Totem it represents
elephant/nzou/tlou	Samanyanga
zebra	Mbizi/dube
wild dog/mhumu	Bonga chihwa
buffalo	Nyati/Nyathi
lion	Shumba/Sibanda/Sebata
eland	Mhofu/Mpofu
heart	Moyo
dam	Dziva/Siziba
baboon/bveni	Murewa/Soko
bird	Shiri/Nyoni

Totems are important. In African tradition, people with the same totem are related. Totems help people to find their relatives. It is not allowed for people with the same totem to get married as they are said to be related. Totems make people respect each other and be united because they believe they are one family.

Exercise 3

Answer all the questions.

1. Family names can be called _____.
2. What is your family name and totem?
3. In our Zimbabwean culture all people with the same totem are related. True or false?
4. Fill in the table on totems on the next page by matching the symbol and the correct totem.
5. Cut out pictures of the named symbol and paste them or draw them in your note books.

Symbol	Totem
elephant	-----
bird	-----
heart	-----
eland	-----
leg	-----

Summary

- Every family member has a role to play.
- Nuclear, monogamous, polygamous, child-headed and one parent families are all types of families found in Zimbabwe.
- People have family names and these are known as surnames.
- People identify themselves by totems.
- Those with the same totems are regarded as relatives.

Glossary

Member	- someone who belongs to a group
Polygamy	- being married to more than one person at a time
Role	- a duty or a function
Totem	- a symbol (animal, bird, limb or object) representing one's family identity, for example, Shumba/Sibanda

End of unit assessment

Multiple choice questions

1. One type of a family is _____.
 A. extended B. monogamous C. rich D. poor
2. A family name is called a _____.
 A. totem name B. symbol name C. praise name D. surname
3. Your father's father is your _____.
 A. grandfather B. uncle C. grandparents D. grandmother
4. In Zimbabwe one is a child when below the age of _____.
 A. fifteen B. sixteen C. seventeen D. eighteen
5. Most families are called by their _____ surname.
 A. father's B. mother's C. friend's D. neighbour's
6. _____ is a member of the family.
 A. Mealie B. Mother C. Cat D. Family
7. A man with more than one wife is called a _____.
 A. nuclear B. monogamist C. polygamist D. child-headed

5. In Zimbabwe people can also be identified by their _____.
A. totem B. families C. dressing D. aunts
6. People of the same totem are not allowed to _____ each other.
A. visit B. talk to C. marry D. see
7. My mother's mother is my _____.
A. grandmother B. uncle C. grandfather D. aunt

Structured questions

Answer all the questions below.

1. What is your family name?
2. Write one role of a parent.
3. My totem is _____.
4. According to our Zimbabwean constitution, a child is someone below the age of _____.
5. Name two types of families you have learnt about.

Unit 2 Family and religion

In this unit you will:

1. identify the religious activities that bring families together
2. state family religions
3. explain the religious ways of life in a family.

Background

It is everyone's right to belong to a religion. Different family members belong to different religions. In Zimbabwe it is a right that is given by the government to belong to a religion of one's choice. These different religions have activities that bring unity in the family. Do you still remember the four types of religions you learnt? Now we are going to learn more on the religions.



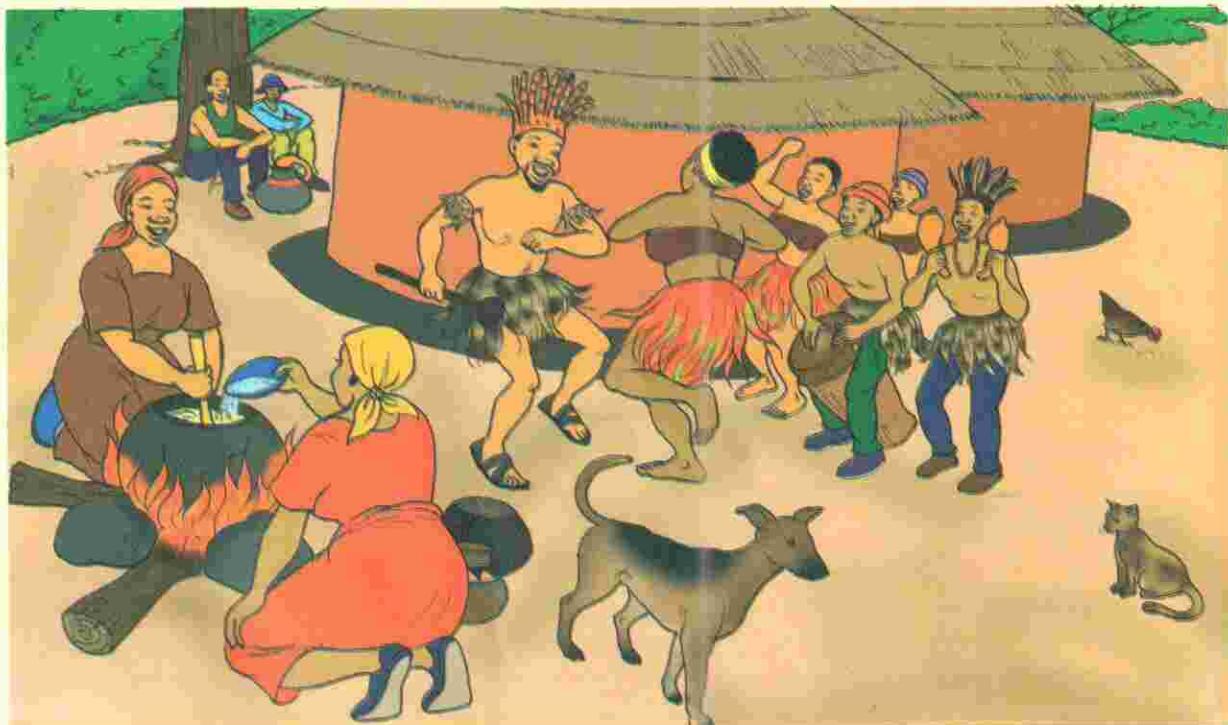
Key words

unity ceremonies initiation baptism belief rites ritual

2A. Family unity

i) Ceremonies

Indigenous religion

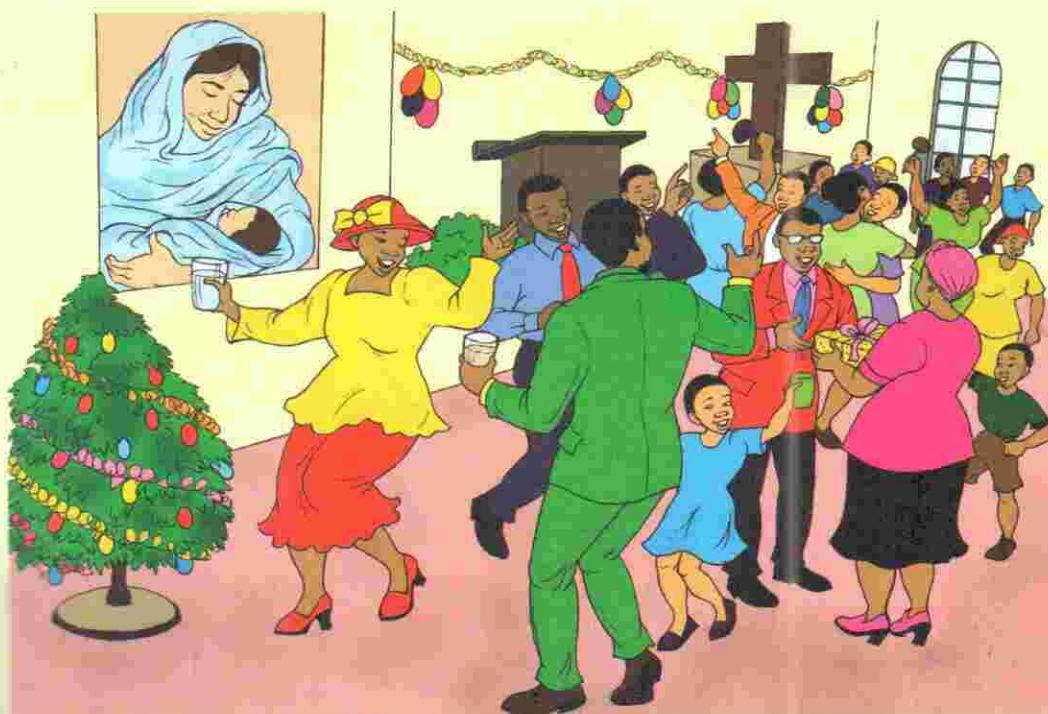


Ceremonies are occasions when people celebrate a particular event. There are many ceremonies which bring families together. In the Indigenous religion people have beliefs. A **belief** is something that one accepts as true or real and has trust and faith in it. In Indigenous religion, families come together for weddings, funerals, appeasing the spirit/ukuthethela amadlozi/kupira mudzimu, and the rain making ceremony/mukwerera/ukucela izulu. Kurova guva/umbuyiso is a ceremony believed to bring the spirit of a deceased person home.

In the ceremony mentioned last, relatives of the deceased brew some beer and some even kill a cow in honour of their dead relative. In the early hours of the following morning the elders go to the deceased's grave. Daughters-in-law carry beer containers on their heads. On the way to the grave yard people will be singing. The whole process is led by the deceased's relatives.

The elders spill beer on the grave whilst talking to the ancestors. After this all the people go back home. When this is done it is believed the spirit of the deceased person is back home to protect the family and help them prosper. All family members should attend this ceremony.

Christianity



In Christianity there are many ceremonies that bring about family unity for example, Christmas, Easter, weddings and funerals. **Unity** is when people come together and live in peace. Christmas is celebrated by some Christians. They celebrate the birth of Jesus on the twenty-fifth of December every year. When Jesus Christ was born, three wise men from the east visited him. They brought some gifts. Christmas time is believed to be a time of giving. On 25 December the Christian communities enjoy themselves. They dance to music. They have special food and drinks. Most

buy new clothing. They visit different places of interest. It is time also to give to the underprivileged, disadvantaged, old people's homes, orphanages, hospitals and many others. Easter is celebrated in April. On a good Friday, Christians remember the death of Jesus Christ. They gather at churches sharing the word.



Weddings are celebrated by Christians. Some go to church to celebrate the event. People gather and celebrate together with the bride and the groom. They eat, drink and dance together. Christians celebrate weddings together because they believe it is the right thing to do. In the bible there is a story of a wedding that took place in Cana. Jesus also celebrated with them. People ate and drank wine.

Judaism



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member

There are also a number of ceremonies in the Jewish religion. These are circumcision of all baby boys, Passover and the feast of the trumpets. Jews celebrate the Passover. Jewish initiation is also celebrated by the Jews. **Initiation** is the introduction of someone to join a particular group or activity. During initiation, Jews mark the person's entry into God's covenant with Abraham.

Passover marks the day when Israelites were released from slavery (Exodus 7). The Jews were made slaves in Egypt. God saw the suffering of the Israelites. He sent Moses to Pharaoh to tell him to release them. Pharaoh refused. God became angry and sent the ten plagues to Egypt. Pharaoh released the Israelites after the tenth plague. It was very painful that all the first born boys of Egypt were killed. During the killings, God spared the first borns of the Israelites, "passing over" their homes hence the name of the holiday "Passover". Pharaoh then chased the slaves away. The Israelites left and their journey to Canaan began.

The Passover feast is celebrated in the evening of the fourteenth day of the first month. During this feast they sacrifice the lamb to the Lord, marking their deliverance from slavery, under Egyptians. They eat bread without yeast. The story is found in the Old Testament in the book of Exodus.

Islam



Eid Al-Fitr is called the "Feast of fast breaking." It marks the end of Ramadan, the month of fasting. During Ramadan, Muslims are not allowed to eat and drink from dawn to sunset. They are also not allowed to smoke. Ramadan is celebrated in the ninth month of Islamic Lunah Calendar. The new moon of the tenth month is when Eid Al-Fitr starts.

During this festival, the Muslims conduct communal prayers early in the morning. Prayers are held in the mosque or in open spaces outside their town. People also take time to give to the poor or less fortunate. Gifts are exchanged.

Activity 1

State similarities and differences of religions.

Exercise 1

Answer all the questions.

1. The _____ religion brings back the spirit of the dead.
2. _____ celebrate Easter.
3. Passover is celebrated to mark the day when Israelites were released from _____.
4. What does Eid Al-Fitr mean?
5. List three things that Muslims are not allowed to do during Ramadan.

ii) Rituals and rites

Indigenous religion

A **ritual** is a religious ceremony performed according to orders given and a **rite** is a religious ceremony practiced by people. In Indigenous religion it is important to unite a family as everything is done in unity. Relatives from the mother's and father's family are all invited to any religious event. Weddings, funerals, appeasing the spirit and the rain making ceremony are some of the rituals and rites that Indigenous religion practices.

Christianity

Christians believe that they are all a big family. **Baptism** is a Christian religious rite of sprinkling water on the forehead or dipping them in water. Parents and relatives may not attend baptism or communion but other Christians will be there to celebrate with a member of their church. During weddings everyone is invited including relatives, friends and neighbours. Christians say we should cry with those who are crying and celebrate with those who are celebrating.

Judaism

Judaism is a religion that came from one ancestor, Abraham. Family unity is very important to them. All ceremonies, rituals and rites are done in the presence of family members. The Judaism care for the dead from when they die until they are buried. They also practice the rite of circumcision after a baby boy has lived for eight days after birth and they name the child. The Jews also conduct wedding

ceremonies. The ritual of redemption is one of the Jews practice. This is when the first born boy child is made to give their life to service in the temple.

Islam

Most ceremonies, rituals and rites are done when all family members are present. The Muslims have practices such as prayers. The prayers have specific times when they are performed which are dawn, noon, mid-afternoon, sunset and at night. The Muslims fast during the Ramadan, at this time they are not allowed to eat from dawn to sunset. They also perform rituals such as walking around ka'bah, this is to perform rite of the pilgrimage. It is done so that they spend their time worshipping and asking for forgiveness from God.

Exercise 2

Answer all the questions.

1. _____ bring families together.
2. All family members should be present when performing ceremonies and rituals in the _____ religion.
3. Which animal is killed when bringing the spirit of the dead?
4. Which religion believes that people should cry with those who cry?
5. List two ceremonies that are celebrated in the indigenous families.

2B. Family life in religion



Families have different religions. Some families believe in the Indigenous religion, Christianity, Islam and Judaism. Every child is born into a family religion. If born to a Muslim family the child becomes a Muslim. Children take up the religion of their families until they are adults. Each family member has a role to play in their religion. In Indigenous religion the father is the leader. Every member of the family has his or her role and there is unity when children listen to their elders.

Indigenous religion

Family is important in Indigenous religion. All members of the family participate in religion though in different ways. It is the fathers who often talk to the ancestors whilst the mother and children clap in agreement. The mothers brew beer for religious activities, and children are included in all activities.

Christianity

In Christianity the father is the head of the family and makes decisions. He works hard to provide for the family. The mother takes care of the base and the children.

- Children are taught to obey their mother, father and elders. Children should grow up in a loving family. A family has a married father and mother who respect each other. Christianity teaches us to do good to one another. Families can teach the community how to live together in unity forgiving each other when we hurt each other. Families should work hard and take care of the elderly, orphans and the underprivileged.

Islam

Muslim families usually stay together. They teach both men and women to take good care of their families. Muslims teach their children to be generous but punish them when they do wrong.

Judaism

In Judaism children are taught to memorise the Torah from an early age. People are encouraged to work hard and obey the scriptures for Yahweh to bless them. All members of the family participate in religion.

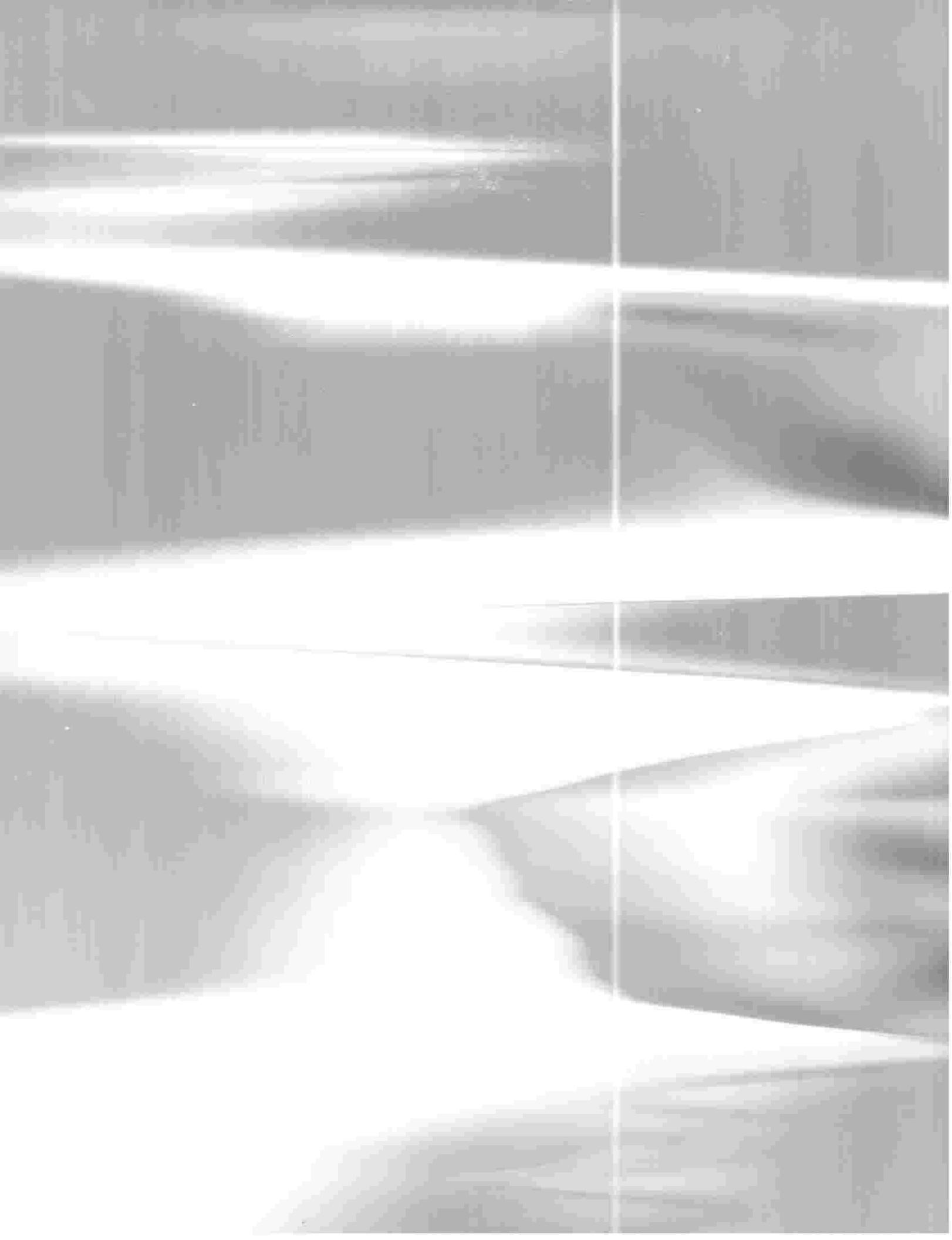
Activity 2

1. List the roles of a husband in a family.
2. List the roles of a wife in a family.

Exercise 3

Answer all the questions

1. Children should be brought up in a _____ family.
2. _____ and _____ should respect each other's roles within a marriage.
3. Muslim families usually _____ together.
4. _____ can set an example for children how to live a Christian life.



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- 1 Families can support other members of the community like _____, and _____.
- 2 What belief do Christians have about children?
- 3 Name two responsibilities that parents have for their children.
- 4 Name three things that children are taught in a family.

Project 1

In class identify different types of families found in Zimbabwe. Each student finds out from the community or any source. They choose a project secretary. The secretary compiles all types of families mentioned in class and from different sources. Class puts information in a file.

Summary

- There are different religions in all communities.
- The various religions have different ways of worshipping God.
- Different religions call God in different names.
- Different religious activities and ceremonies help in bringing families together.
- Children should be brought up in a loving and supportive family.

Glossary

Celebrate

- to do something enjoyable in order to show that an occasion or event is special.

Feast

- a large meal, usually for special occasions.

Marriage

- the relationship between two people who are husband and wife.

Religion

- belief in a God or gods.

Resurrection

- the occasion on which Jesus Christ was brought back to life after his death, according to the Christian religion.

Slavery

- the system of owning someone as a slave.

Underprivileged

- to live in poverty

End of unit assessment

Multiple choice questions

- One of the rights of an individual is _____.
 - to belong to a religion of one's choice
 - to choose the type of family one would like to belong to
 - to choose what to eat
 - to vote at the age of sixteen

2. Religious activities bring _____ in the family.
A. freedom of speech B. unity
C. music and dance D. relatives
3. One example of a religious activity that brings families together is _____.
A. ngozi B. a feast
C. circumcision D. kurova guva/umbuyiso
4. _____ visited when Jesus was born.
A. Angels B. Wise men
C. The ten virgins D. The disciples
5. The Passover marks the deliverance of the Israelites from _____.
A. slavery B. the Red Sea
C. King David D. King Saul
6. The book in the bible that tells of the Israelites' story of living in slavery is _____.
A. Genesis B. Exodus C. Deuteronomy D. Numbers
7. Muslims are not allowed to _____ during Ramadan.
A. fast B. wash their hands
C. eat, drink or smoke D. marry
8. A place of worship for the Jews is a _____.
A. church B. shrine C. mosque D. synagogue
9. Jesus was baptised in _____.
A. the Mediterranean Sea B. the Jordan River
C. the Black sea D. the Red sea
10. All the major religions in Zimbabwe believe in _____.
A. life after death B. baptism
C. many Gods D. Jesus Christ the saviour
11. The feast that marks the end of Ramadan is called _____.
A. the feast of fast breaking B. the Feast of Lights
C. the feast of Passover D. the feast prayer
12. The country in which the Israelites stayed as slaves is _____.
A. Canaan B. Arabia C. Syria D. Egypt

Structured questions

Answer **all** questions below.

1. Name the religion which you belong to.
2. A rain making ceremony is celebrated in which religion?
3. Some Christians celebrate the birth of Jesus Christ at _____.
4. Name two Jewish ceremonies that unite the family.
5. Four books in the Bible are called Gospels. Name them.

Unit 3 Family and community

In this unit you will:

- 1. identify family roles in the community
- 2. demonstrate family roles in the community
- 3. state different ways of helping the needy
- 4. explain ways of helping the needy.

Background

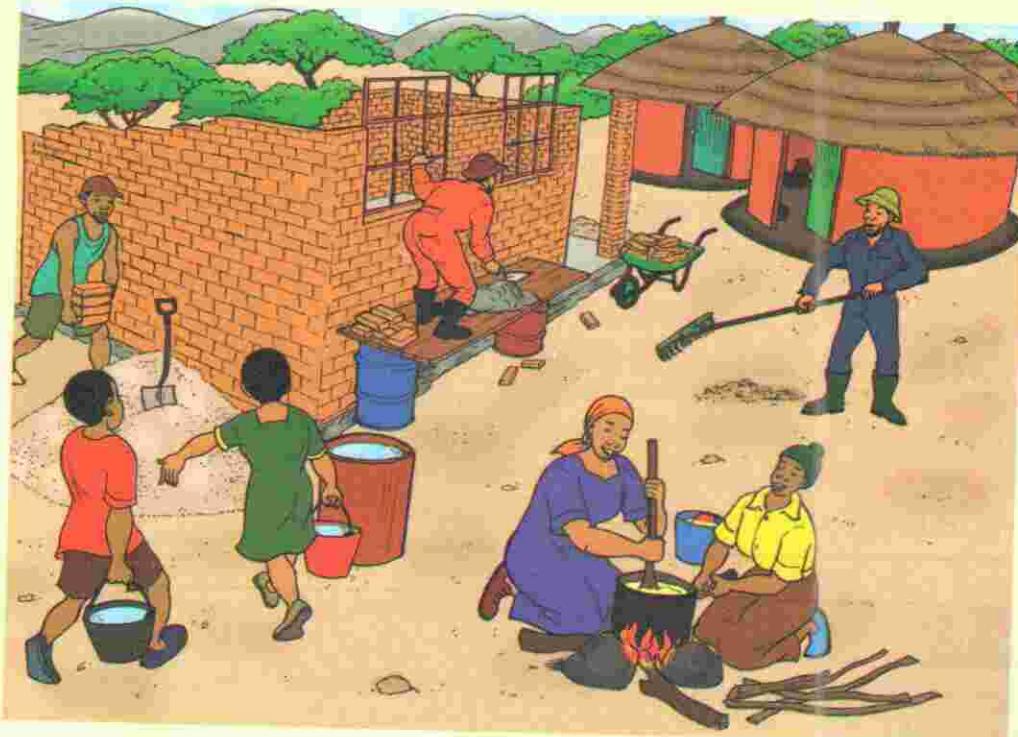
Family members do different tasks and chores. It is important for a family to share those tasks or roles among its members. Families also play roles in the community. They take care of the needy in their communities.

Key words

caring community inter-relationship relative

3A. Family roles in the community

Henry's family community roles



In communities people come together to work. They help each other when they are in need. During the time of ploughing and harvesting they work together so that work becomes easier and faster. In times of drought they may have gardens where vegetables are grown. The vegetables are grown using irrigation.

Communities also work together to sell vegetables and crops. The money is used in improving their community. The money may be used to build a school, drill a borehole and make roads. Some families in the community take underprivileged or poor people and stay with them in their homes.

Henry's family helps the community when there is need. Father helps by building homes, digging, ploughing and fencing the yard. His wife is known to help by cooking, washing and cleaning the house. The children also help the disadvantaged people by giving them food and clothes.

It is everyone's wish to be praised for work well done. The praise can be from family, friends, schoolmates or the community. A family does not live alone. It lives within the community. A **community** is a group of people living in the same place and having things in common. For example, the picture shows what Henry's family does to contribute to the community. When there are activities people come together as a community and help each other. For example, when building, ploughing, harvesting and celebrating ceremonies. Men usually have difficult roles that need power like digging and building. Women come together in the community to cook, wash and fetch firewood.

Exercise 1

Answer all the questions.

1. Two ways in which Henry's family contributes to its community are _____ and _____.
 A. building and cooking B. cleaning houses and washing
 C. teaching children and digging D. helping the disadvantaged
2. A family lives within the _____.
 A. school B. community
 C. parliament D. government
3. Whenever there is drought people can do farming using _____.
 A. rain B. community
 C. irrigation D. building
4. Name one role that men do in the community.
5. List two activities that women do in the community.

Activity 1

1. Field work. Visiting families and working in the community.
2. In groups, you list ways of helping in the community.

3B. Caring for the needy



Caring means being kind to others. People need to care for each other. In our traditional custom we are taught that everyone in the community is a relative. A **relative** is someone whom you have a relation with and you may be connected by blood or marriage. There are inter-relationships to all people in an area especially in a rural set up. **Inter-relationship** means the connection or link that people have and how they associate with each other. It makes it easier for people to help each other.

We are supposed to help the homeless like the street kids. They sleep in the street corners, under the bridge, in old buildings and on pavements. They do not have anyone to give them clothes, food, love and parental care. We can help them by giving them food, clothes, money or shelter for them to stay.

People also help the orphans in our communities. These are children who have lost both parents. Some orphans are kept in orphanages or children's homes. This is a home where children with no parents are kept. Children lose their parents in different ways. Some parents have died in accidents and some have fallen sick and died. We have health workers who also help the poor and even those that are infected with HIV and AIDS. They give them food and educate people on eating healthy foods.

The old people's homes cater for the old aged and anyone who is willing can contribute to the old people's home by giving them food, clothes, blankets and money. People also visit the sick in hospitals and pray for them. People show that they care and love each other when they visit the sick. They also help people with impairments.

There was a man called Jairos Jiri who had a passion for helping the disabled and the blind. He taught them different skills to be able to do their own things and survive. He believed that disability does not mean inability. Disabled people can do work that is done by able bodied people. Jairos Jiri taught the disabled to make different items using their hands. He helped the disabled and everyone was happy about the work he was doing. The handicapped have been taught to play sports, make artefacts and play music. The blind have learnt to read the braille. The deaf and dumb are taught to communicate using the sign language. The Jairos Jiri centre is a place known for keeping the disabled and the blind and it was named after the founder, Jairos Jiri.

In a certain village in Hwange, there lived a group of boys and girls. They decided to come together and spend their time in good use since they were unemployed. They decided to help people in the community in different ways depending on one's need. They helped in cleaning some utensils, watering the gardens, giving some little money, food and clothes. They would also help child-headed families in giving words of advice so that they do not feel lonely and neglected. The group set a good example to other people in the community.

Besides helping the community in material things, they formed a drama group. They focused their drama on HIV/AIDS, cancer, child abuse, gender and social issues. People and peer groups learnt a lot from them.

Exercise 2

Answer all the questions.

1. The group was made of boys and _____.
2. The story happened in _____.
3. They later formed a _____ group.
4. During dramatisation they focused on HIV/AIDS, child abuse, gender and _____.
5. Did the community admire this group?
6. What did the group members have in common?
7. Name one disadvantaged group you know.
8. Give one example of a needy person
9. Inter-relationships exist in our _____.

Activity 2

1. In your own groups, find out about some of the orphanages and old people's homes in Zimbabwe.
2. Name the founders of the orphanages and old people's homes.
3. List them down and read them to the class.
4. As a class, list down people who need help in your community.

Exercise 3

Answer all the questions.

1. A person whose parents have passed away is called an _____.
2. A home where orphans are kept is called an _____.
3. Besides orphans, which other group of people is kept in homes?
4. Name one place where the disabled are kept.
5. List down one cause of death which makes a child to be an orphan.
6. Name one course or life skill that can be done by a physically handicapped person.
7. From your own point of view, is it good or bad to give money to a person who lives in the streets? Why?

Activity 3

1. Go for a tour and visit a place where the needy are cared for.
2. Find out what assistance they get from the community.

Summary

- A family exists within the community.
- Families have roles to play in the community.
- Families participate in what other families do in the community.
- Families help the less privileged found in their localities.
- Some families or individuals take care of the needy and stay with them in their homes.

Glossary

Blind	- one who cannot see.
Deaf	- one who cannot hear.
Disabled	- handicap, either physically or mentally.
Dumb	- one who cannot speak.
Impairment	- the fact that a part of your body is unable to do something fully.

End of unit assessment

Multiple choice questions

1. Caring means being _____.
A. rude **B.** kind **C.** honest **D.** good
2. One disadvantaged person in the community is _____.
A. a child **B.** a girl child **C.** an orphan **D.** a boy child
3. A family which is headed by a child is called a _____ family.
A. polygamous **B.** child-headed
C. children **D.** monogamous
4. Women in communities help by _____.
A. painting **B.** cooking **C.** hunting **D.** digging
5. Children who live in the street are called _____.
A. orphans **B.** kids **C.** disabled **D.** street kids
6. We should all help the _____.
A. poor **B.** schools **C.** homes **D.** rich
7. An orphanage is a home for _____.
A. old people **B.** street people
C. orphans **D.** the dead
8. Complete the statement, "Disability does not mean _____. "
A. ability **B.** the blind
C. the sick **D.** inability
9. The Jairos Jiri helps the _____.
A. disabled **B.** family **C.** church **D.** rich
10. An old people's home is a home for _____.
A. grandfathers **B.** grandmothers
C. very old people **D.** poor people

Structured questions

Answer **all** questions below.

1. Explain why some people are called less privileged.
2. Is it good or bad to help other people? Why?
3. Where is Jairos Jiri's home?
4. Name two groups of people who need help.
5. List two self-help projects that can be done by people with physical impairment.

Unit 4 Social and emotional learning

In this unit you will:

1. explain the importance of managing oneself
2. justify the need to control emotions
3. state the role played by religion in self-management.

Background

Self-management is one of the most important things because it reflects who you are. Previously you discussed and explained 'self-awareness' that is, knowing one self. You also discussed how one reacts to different situations, it can be a positive or negative reaction. You looked at one's actions towards others and how those reactions affect other people's lives. Now you are going to look at how such reactions or emotions can be managed.



Key words

anger

coward

self-management

4A. Self-management

I) Self-management

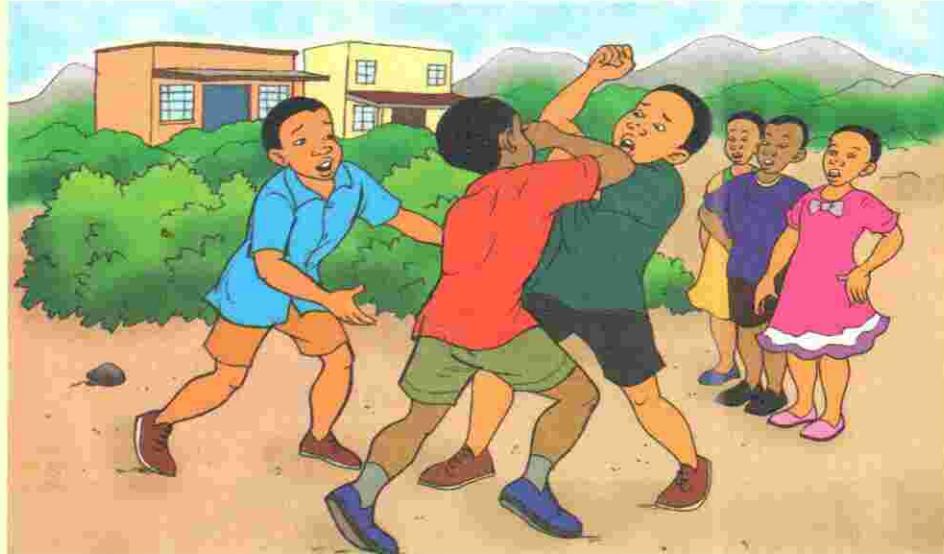
Self-management is controlling oneself. It involves taking responsibility for one's actions and well-being. If the victim turns a bad situation into a more positive event, then we say he or she has self-control. Self-management helps us to avoid conflict. When the heat of an emotion is gone, bad feelings often pass away as well. Hence it is important not to make decisions when angry.

Some people do not control themselves especially where there are many people around. They fear to be labelled as cowards. A **coward** is a person who is afraid of pain and danger.

People may end up being arrested when they fail to control their emotions. The policeman arrest people who commit crime and send them to jail. They work to maintain order and peace. People who fight and kill each other because they cannot control themselves are arrested.

We have all been made angry at one time or another. Reasons for us getting angry are different. What makes Mr Kushinga angry does not make Mr Ncube angry.

Killian gets into a fight



One day two friends Tavonga and Killian were going to the shops. They were chatting happily. Some people were walking merrily. One of them bumped into Killian by mistake. Killian did not even ask why he had bumped into him. He did not give that boy a chance to say sorry. Killian immediately beat the boy and a fight broke up. They fought for a while. Killian was injured and taken to the clinic. They were both arrested.

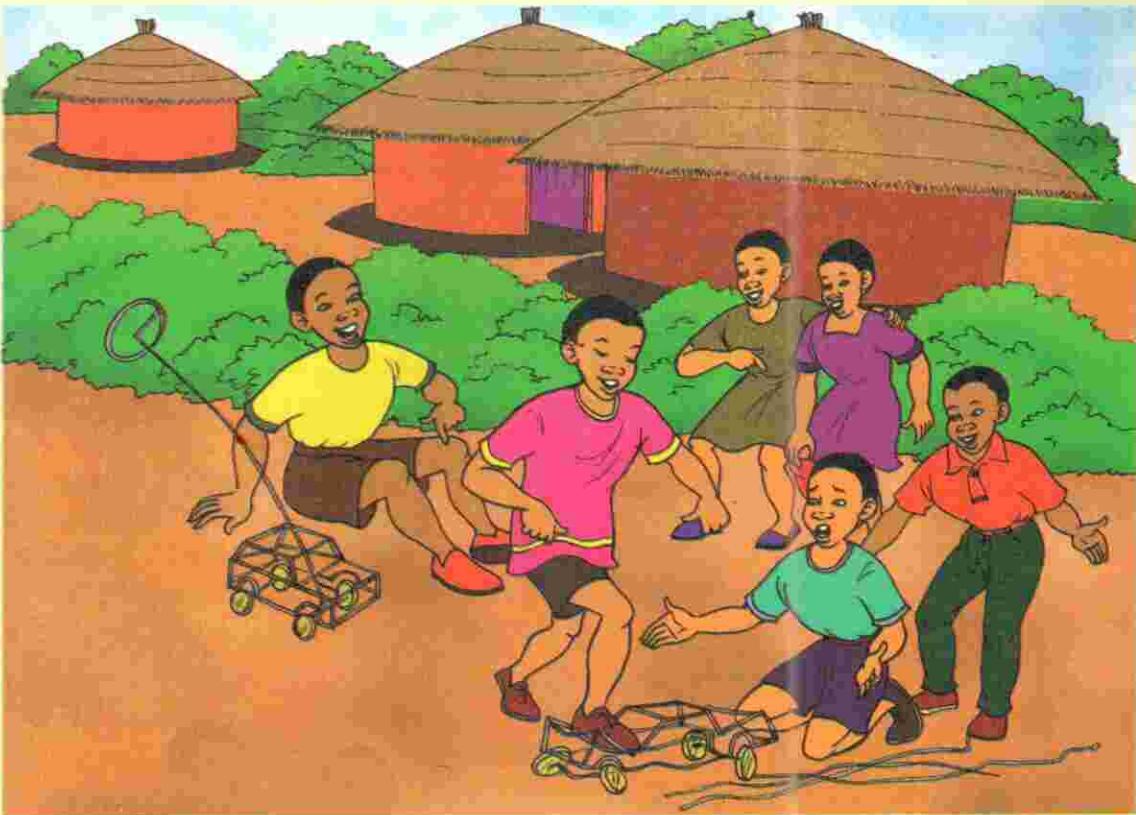
At the police station they discovered that they were relatives. Killian was a nephew to that boy. They regretted having fought. They reconciled and went back to their homes. The most regrettable thing was that Killian had lost an eye. What lesson do you get from this story?

ii) Emotions

What would you do if one wrongs you purposefully? Would you let it pass? Let's see how some people can deal with such a situation.

The bad boy

Themba was a very quiet and calm boy. He used to play alone at his home. One day he made a very beautiful toy car using wire. He was so excited and knew that other boys will praise him for that. He decided to go and play with other boys. Being excited, he showed the car to his playmates. His friends were excited and praised him for his art.



One jealous boy, Hillary took the car by force. He crushed it and dismantled it. Some children laughed at Themba. The other boys expected a fight. They called Themba a coward. Themba was angry but controlled his temper. He collected the pieces of wire and went home. Hillary thought Themba was going to fight. Themba kept quiet as if nothing had happened.

Activity 1

You should make toys out of waste wire and display them in class.

Exercise 1

Answer all the questions.

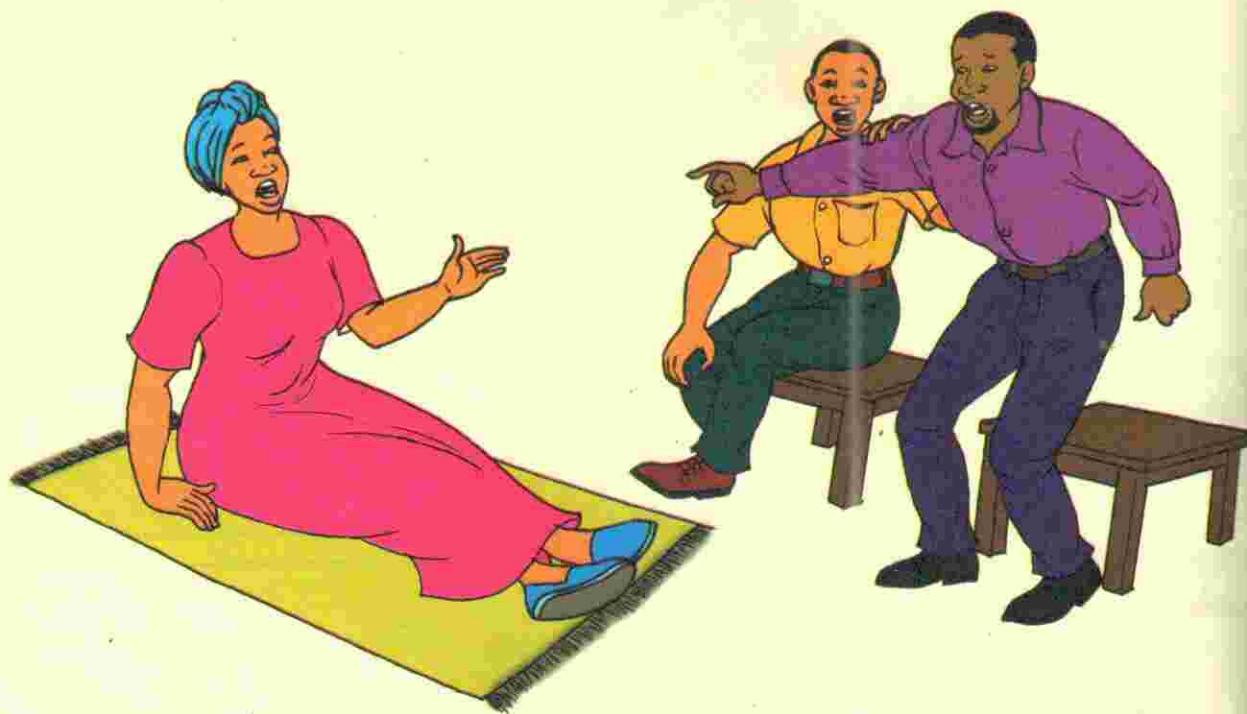
1. Themba was a very quiet boy. True/False
2. Themba made a very beautiful toy out of wire. True/False
3. Hillary was not jealous at all. True/False
4. Hillary used to play alone at his home. True/False
5. The following day Themba fought Hillary. True/False
6. Did Themba show a good behaviour? Why do you say so?
7. Are you able to control your temper as Themba did?
8. What should you do or say if you realise that you made someone angry?

iii) Role played by religion

Indigenous religion

Religion plays a role in our life. It is important because it moulds us. The reason for that is to make people live in peace. It also helps to control one's **anger**. Anger is a strong feeling of being cross. For example, when a wife and a husband have quarrelled, they engage someone to settle the matter. The person who is usually consulted is an aunt, uncle, nephew or niece. If the matter is so serious then the elders can be consulted. If the misunderstanding is between people in the community, the kraal head is consulted or the headman. This is what is expected from the Indigenous religion.

When settling the matter, they try by all means to be fair. If one is found to be wrong he is made to pay a fine, for example, a goat or a cow to his rival. If the headman fails then the matter is taken up to the chief. This is done so that the two people do not fight physically, since fighting may cause injury or death. The chief can fail to settle the conflict. If one of the rivals becomes so stubborn, then the arm of the law can get involved.



Christianity

All religions believe in forgiving and reconciling. If one becomes angry, he or she should not be angry forever. One should be able to manage his anger, forgive and reconcile. In Christianity, forgiving and reconciling are very important and people are expected to practise them. There are many stories on forgiveness from the Bible, for example, in the Lord's prayer in Mathew 6 verse 12, there is a statement which says, "Forgive us our trespasses as we forgive those who trespass against us."

When Jesus was on the cross he said, "Forgive them for they do not know what they are doing." Jesus was nailed on the cross for our sins to be forgiven by God. Jesus' disciples asked him the number of times one should be forgiven. In Mathew 18 verse 22, Jesus replied, "seventy times seven times." Which means we should forgive each other many times. Christians are expected to practise forgiveness in good faith. Christianity also teaches people that they should love everyone.

Judaism

In Judaism self-management is seen in Esau when he forgave his twin brother Jacob. This is found in Genesis 25. Though Esau was angry and wanted to kill his brother, he controlled himself and later reconciled with him. Another story is of Joseph who forgave his ten brothers. The brothers had sold him to the Egyptians long back. On seeing him they could no longer recognise him. He forgave them and accepted them in his land.

Islam

When there is a conflict between two people and if they both want to set things right, Allah will bring about reconciliation between them. "Allah knows all, is well aware of everything" (Quran 4:35). When elderly people fight in marriage they settle matters with family or friends first. A member from the wife's side and a member from the husband's side come together to resolve the conflict. In the Muslim religion the prophet's marriage sermon always teaches everyone about the importance of unity in the family and maintaining strong ties with relatives.

Activity 2

Find out and list down the duties of a kraal head or headman.

Exercise 2

Answer all the questions.

1. We should control and manage our _____. (**anger, religion**)
2. All religions believe in _____. (**unforgiveness, forgiveness**)
3. _____ forgave his brothers. (**Jacob, Joseph**)
4. Esau's twin brother was _____. (**Jacob, Isaac**)
5. Their father was _____. (**Moses, Isaac**)
6. Why should we manage our emotions?
7. List down one instance of forgiveness in Christianity.
8. List down one instance of forgiveness in Judaism.

Project 2

In groups go out in the community. Approach some people from the community, tell them about your plans of helping the family you have chosen. Ask for donations, for example, from business people, churches, other organisations and individuals. You should have a letter from the school authority which explains your mission.

Steps of the project

- With the help of your teacher ask permission from your head to go to the community. Be accompanied by the letter from your school authority.
- In your groups go into the community asking for donations in kind, in cash or in any other acceptable form. In every group choose a secretary for recording the donations you receive.
- You should have a form designed in such a way that if someone donates something he or she should write the item, his or her name, address and signature.
- Put the donations together as a class.
- Go and give the donated items to a disadvantaged family of your choice. Design a form whereby you write the items given to the family, the name of the recipient, address and signature.

Summary

- Self-management is very important in one's life.
- Reactions of people differ when they are angry.
- Managing and controlling one's emotions is an acceptable behaviour among people.
- Religions encourage self-control, forgiveness and reconciliation.

Glossary

Emotion	- a feeling derived from one's situation, mood, or relationship with others.
Forgive	- to stop feeling angry or wish to punish someone for an offence or mistake.
Merrily	- joyful and lively way.
Reconcile	- to re-establish friendly relations.
Self-control	- controlling one's desire.

End of unit assessment

Multiple choice questions

1. A policeman _____ order and peace.
A. disrupts B. maintains C. rejects D. takes
2. A good friend is one who _____.
A. gives bad advice B. encourages fighting
C. gives good advice D. encourages quarrelling
3. Christians and Jews read the _____ in their places of worship.
A. Koran B. dictionary
C. novel D. Bible
4. You should forgive someone _____.
A. many times B. at once C. seven times D. twice
5. One should love _____.
A. neighbours only B. enemies only
C. friends only D. all people
6. _____ is the prophet of Muslims.
A. Joseph B. Mohammed
C. Jesus D. Mbuya Nehanda
7. Christians believe in _____.
A. Jesus B. Jacob C. Mohammed D. Isaac
8. Most religions encourage respect for _____.
A. prefects B. the rich C. parents D. worshippers
9. Esau's twin brother was _____.
A. Matthew B. David C. Jacob D. Job
10. Moses led the Israelites out of _____.
A. Egypt B. Israel C. Palestine D. Canaan

Structured questions

Answer **all** questions below.

1. Self-management is _____.
2. A person who commits crime is sent to _____.
3. Name two animals that are used to pay a fine in Indigenous religion.
4. How many times should you forgive a person that wrongs you?
5. In the Islam religion, who teaches about unity in the family?

End of term one assessment

Multiple choice questions

Paper 1

Answer **all** the questions.

1. Father, mother and children make a _____.
A. grandparents B. neighbours C. family D. friends
2. Types of families include _____ family.
A. Jews B. Islamic C. Hindu D. single parent
3. _____ activities bring families together.
A. Indigenous B. Religious C. Individual D. Neighbours
4. A man with one wife is called a _____.
A. polygamist B. nuclear man C. single man D. monogamist
5. One of the animals which is a symbol of a totem is an _____.
A. ant B. elephant C. ostrich D. egg
6. In our communities we have different religions one of which is _____.
A. Methodist B. Anglican C. Islam D. Evangelical
7. People should _____ each other's religion.
A. denounce B. undermine C. hate D. respect
8. People who follow Jesus' teachings are called _____.
A. Christians B. Muslims C. Jews D. Hindus
9. People whose religion is Islam are called _____.
A. Indigenous B. Christians C. Jews D. Muslims
10. Jews are people who believe in _____.
A. Christianity B. Judaism C. Islam D. ancestors
11. A mosque is where _____ pray.
A. Lutherans B. Muslims C. Christians D. Jews
12. Jews pray in a _____.
A. temple B. church C. synagogue D. mosque
13. One of the family roles in the community is to _____.
A. gossip B. play games C. help the needy D. go to the library
14. Some of the needy people are the _____.
A. children B. handicapped C. spirit mediums D. women
15. Marriage _____ families.
A. unites B. separates C. identifies D. allows
16. Spirit mediums are associated with _____ religion.
A. Islamic B. Indigenous C. Judaism D. Christianity
17. Esau and Jacob were _____.
A. cousins B. relatives C. friends D. twins
18. Esau _____ Jacob and reconciled with him.
A. hated B. forgave C. lied to D. chased

(1hr 30 minutes)
(50 marks)

17. Mohammed was a great prophet of the _____ religion.
A. Islamic B. Christianity C. Indigenous D. Judaism
18. We should love and respect people who are _____ from us.
A. our friends only B. our relatives
C. different D. the same as us
19. A child with no parents is called an _____.
A. orphan B. enemy C. aunt D. orphanage
20. One orphanage found in Harare is the _____.
A. Jairos Jiri B. Chinyaradzo Children's Home
C. old age's home D. Nyaradzo Children's Home
21. Jairos Jiri was known for helping the _____.
A. orphans B. disabled
C. old people D. privileged
22. A permanent way of helping someone is to _____.
A. give him money B. give him clothes
C. give him food D. sponsor his course or self-help project
23. When one has been angered he or she should _____.
A. forgive B. play C. dance D. sing
24. Jesus was in the wilderness for _____ days.
A. 20 B. 30 C. 40 D. 50
25. Muslims call God _____.
A. Allah B. Torah C. God D. Jesus
26. Who helped Jesus to carry the cross?
A. Simon of Cyrene B. Peter
C. Andrew D. Paul
27. How many laws were given to Moses for the Israelites at Mount Sinai?
A. 6 B. 10 C. 8 D. 20
28. Jesus was baptised in river _____.
A. Nile B. Zambezi C. Tigris D. Jordan
29. The Jewish people worship God in a place called _____.
A. Synagogue B. Temple C. Church D. Mosque
30. Jesus' special friends were called _____.
A. disciples B. friends C. God D. Peter
31. The Christians' place of worship is a _____.
A. church B. house C. group D. home
32. Dumb people cannot _____.
A. see B. walk C. dance D. talk
33. God created _____.
A. an aeroplane B. nature C. glass D. phone
34. Muslims pray _____ times a day.
A. 2 B. 3 C. 4 D. 5
35. Christians use water for _____.
A. ablution B. cleansing C. ritual washing D. baptism

38. Jews use water for _____.
 A. Wudhu
 C. ritual washing
- B. spiritual cleansing
 D. washing
39. Ramadan is celebrated by the _____.
 A. Jews
 C. Muslims
- B. Christians
 D. Indigenous religion
40. Which religion believes we should cry with those who are crying?
 A. Judaism
 C. Christianity
- B. Islam
 D. Indigenous religion
41. The _____ are taught to memorise the Torah.
 A. Islam
 C. Christians
- B. Judaism
 D. Jews
42. The blind read the _____.
 A. magazine B. chart C. phone D. braille
43. When a person kills, he or she is sent to _____.
 A. church B. jail C. school D. hospital
44. Jesus' home town was _____.
 A. Bethlehem B. Egypt C. Nazareth D. Canaan
45. What is the holy book of the Muslims?
 A. Bible B. Vedas C. Koran D. Testament
46. Ramadan is the month when Muslims _____.
 A. harvest B. fast
 C. celebrate the birth of Mohammed D. read their holy books
47. The 'kurova guva'/'umbuyiso' ceremony means _____.
 A. bringing the spirit home B. jealousy
 C. anger D. respect and fear
48. 'Allah' is the name for God in _____.
 A. Judaism B. Islam
 C. Christianity D. Indigenous religion
49. Polygamy is when _____.
 A. a man stays with one wife always
 B. a man has more than one wife
 C. a family has no mother or father
 D. a man is divorced
50. An orphan is a child who _____.
 A. has no brothers B. has no relatives
 C. has no parents D. has no sisters

Structured questions

Paper 2

Section A

Answer **all** questions in this section.

1. Lying is _____.

[1]

2. We should control our _____.

(1hr 30 minutes)
 (30 marks)

3. My father's mother is my _____. [1]
 4. If you have a _____ you should find someone to talk to. [1]
 5. Anger is controlled so that people live _____ with others. [1]
 6. When a wife and a husband are in dispute they usually call an _____ to settle the matter. [1]
 7. When two people or families in the community have a serious dispute they first consult the _____. [1]
 8. Why is fighting avoided in the community? [1]
 9. Unscramble the word: corlnot [1]
 10. What is a family? [1]

Family member	Role played
11. Girls	-----
12. Boys	-----
13. _____	Settles disputes
14. Father	-----
15. _____	Knowledge and wisdom

16. Digging and building is mostly done by _____. [1]
 17. What is a community? [2]
 18. A surname is a _____ name. [1]
 19. A man with more than one wife is called a _____. [1]
 20. What do we call a child no parents? [1]
 21. People with the same totem are allowed to marry each other.
True or False? [1]
 22. Name 5 animals used as totems. [5]
 23. List 2 ceremonies celebrated by Indigenous Religion. [2]

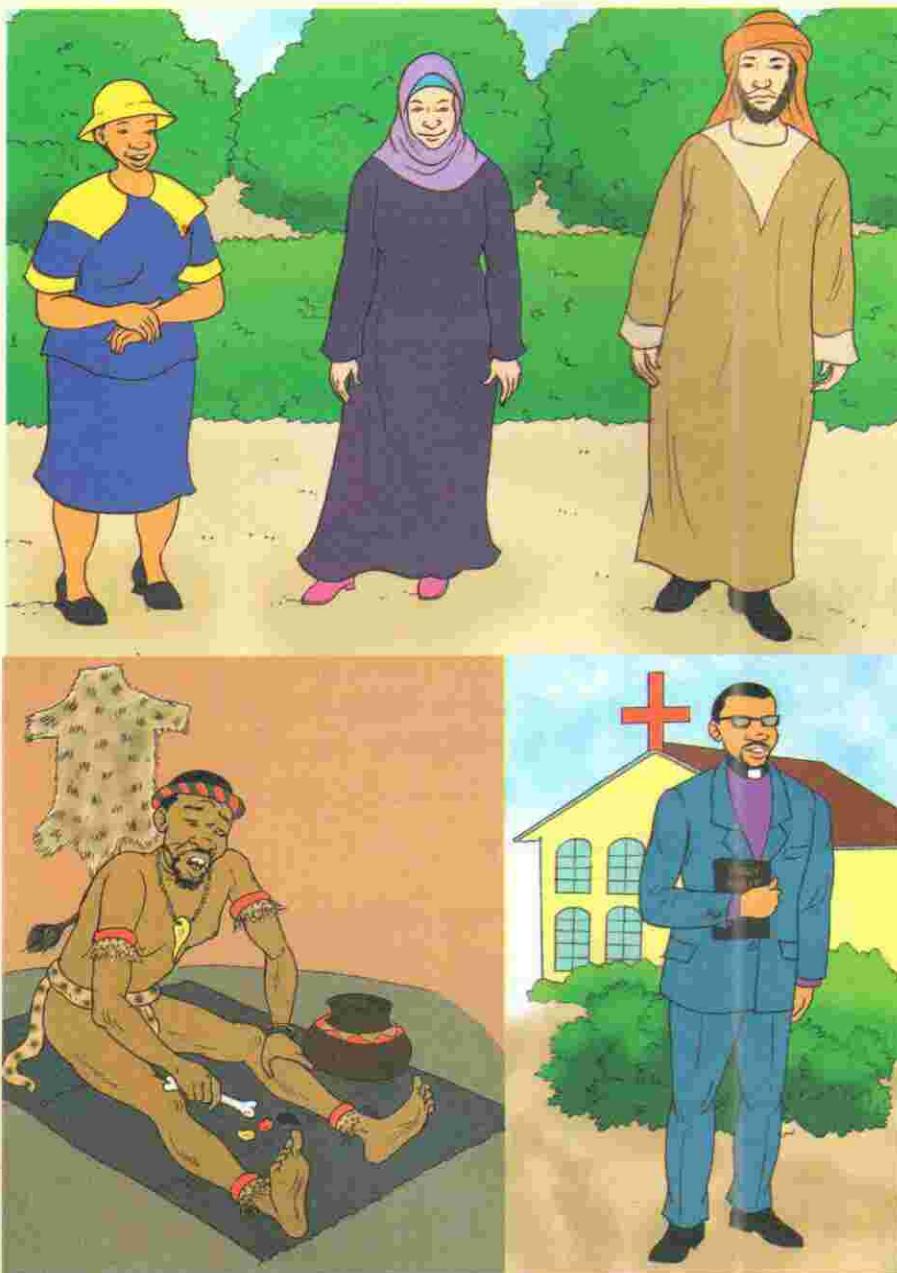
Section B

(20 marks)

There are **six** questions. Answer any **four**.

1. a) What is an orphan? [1]
 b) i. Do you think it is good for the old people to live in old people's home? [1]
 ii. Why? [1]
 c) One of the under-privileged groups of people is the _____. [1]
 d) Write one way of helping the needy. [1]
 2. a) Jairos Jiri centre is named after _____. [1]
 b) What can you do for old people in an old people's home? [2]
 c) In rural areas people can contribute to the construction of a school or clinic by moulding _____. [1]

- d) One who cannot hear and speak is said to be _____ and [1]
3. a) We must _____ our parents. [1]
b) List any two rules at your school. [2]
c) What is a temptation? [1]
d) Who tempted Jesus? [1]
4. a) Christians follow _____. [1]
b) The God of Muslims is _____. [1]
c) Muslims' holy book is _____. [1]
d) Christians' holy day is _____. [1]
e) The holy book for Jews is called _____. [1]
5. a) Name two roles done by the father in a family. [2]
b) Which type of family has a father with three wives? [1]
c) List two types of families you know. [2]
6. a) Name three animals used as totems. [3]
b) Which religion celebrates the rain making ceremony? [1]
c) When is Christmas celebrated? [1]



Introduction

Faith, beliefs and morals form one's religion. It is of great importance to belong to a certain religion, as this guides and leads you in your daily life. Religion guides you morally and socially. You did religions in the family topic and learnt that at least each and every person belongs to a religion.

Unit 5 The concept of religion

In this unit you will:

1. identify different religions in the locality.

Background

You have done religions in the family. You learnt that each and every person belongs to a religion. Having listed names of the Supreme Being, you now know that most religions pray to one God through different names and ways.



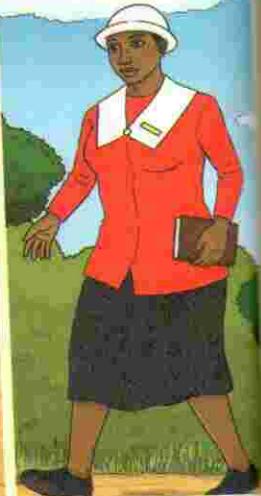
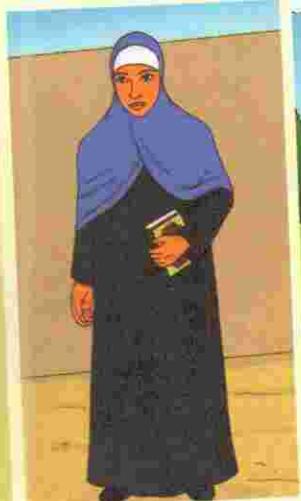
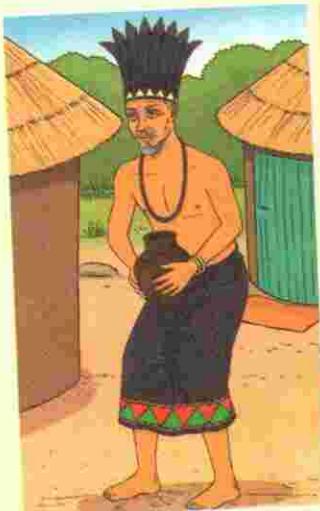
Key words

religion upright

Concept of religion

Religion is what one believes and has faith in. It guides people to live an upright life that is a life that people see as good or right. Upright may mean honesty. This also means that a person is guided by religion.

5A. Religion in the community



Different religions

We have different religions. We have learnt about the Indigenous, Christianity, Judaism and Islam religions. These religions have similarities and differences. They all believe that families are important and they also believe in family love. Every child is born in a religious family but some have a right to choose if they want to continue believing in what their parents believe in or they may follow a different religion.

Exercise 1

Fill in the table below.

Religion	Followers	Symbol
Christianity		
Indigenous Religion		
Islam		
Judaism		

Activity 1

1. Bring pictures of different places of worship.
2. Using ICT tools draw a Mosque, church and a synagogue.

Summary

- Each and every person belongs to a religion.
- Most religions pray to one Almighty God through different names and ways.
- Religion is what one believes and has faith in.
- There are four main religions in Zimbabwe, namely Christianity, Indigenous religion, Islam and Judaism.

Glossary

Christianity

- the religion based on the ideas of Jesus Christ.

Faith

- to have trust in something.

Indigenous

- that which has been in a place for a long time before other people came to live there.

Islam

- the religion based on the ideas of Muhammed.

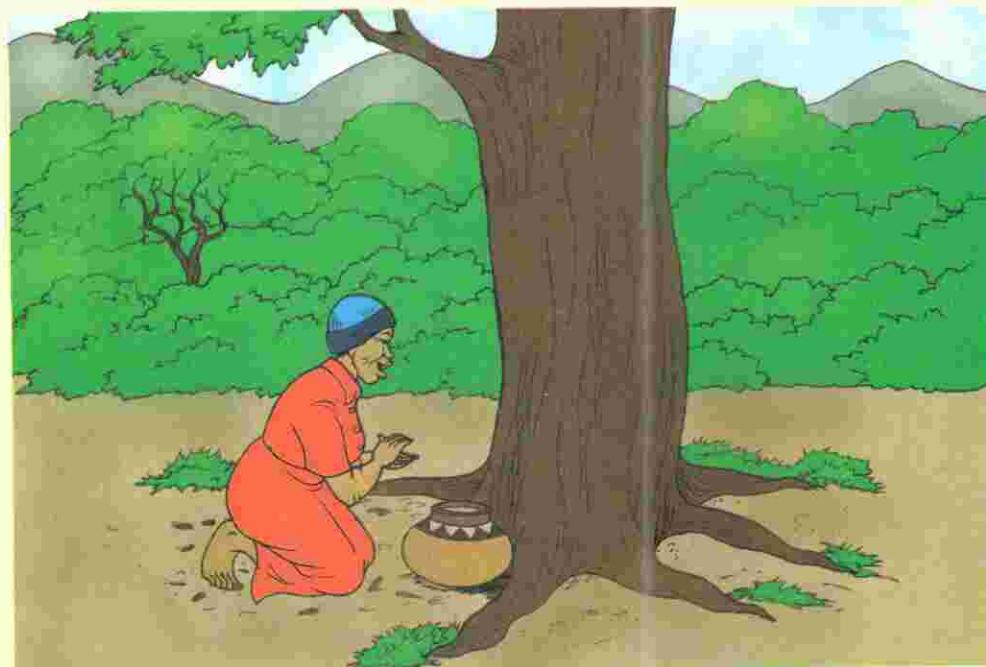
Judaism

- the religion of Jewish people, based on the writings of the Torah.

Unit 6: Indigenous religion

In this unit you will:

1. state the origin of the religion
2. explain its historical background
3. list the roles of ancestors
4. explain the roles of ancestors
5. name family ancestors
6. name and sing spiritual songs
7. identify musical instruments in Indigenous religion
8. demonstrate dances performed at spiritual functions in the community
9. identify practitioners in Indigenous Religion
10. name the duties of practitioners in Indigenous religion
11. describe the attire of practitioners in Indigenous religion
12. describe the key teachings in Indigenous Religion regarding the Supreme deity
13. explain the role of ancestral spirits in Indigenous religion
14. identify various foods in indigenous diet
15. describe how indigenous foods are prepared
16. state foods eaten during ceremonies/festivals
17. describe how ceremonial foods are prepared
18. define the term taboo
19. state some common taboos in Indigenous religion
20. explain the importance of taboos.



Background

You have learnt about religions. Now you are going to learn about the Indigenous religion. You will learn about its origins, background and the roles of ancestors. The key teachings on food laws, taboos and religious practitioners are to be learnt. You will also learn about how people in Indigenous religion carry out religious activities. You now know different religions within families, the way they worship and names they give to the Almighty. Let's find further information about these religions.

Key words



ancestor

taboo

ethnic group

6A. Historical background

In Indigenous religion, God, or the Supreme Being, is seen as the creator and sustainer of the universe.

According to the Indigenous religion way of worshiping, there is a close relationship between the dead and the living. It is believed that when people die their spirit lives with the living. **Ancestors** are guardians and go between the living people and God. They protect and bless the living. Death is seen as a way to join the ancestors.

If the living break a moral law they are punished by the dead. Ancestors visit the living in dreams and visions to guide and talk to them. In the Indigenous religion ancestors play an important role in families as they are the ones who assist people to communicate with God. Whenever they need something they pray for assistance from Musikavanhu/Umdali/Leza/Mudzimu/Qamatha as they usually call their God. They believed long back when people were hungry, they would go under a fig tree and ask for food. It is believed that the ancestors would visit local communities through someone in dreams and visions to give specific orders, that is telling them what to do and not to do.

6B. Roles of ancestors

i) Ancestors and their roles in the family

An ancestor is one from whom a person is descended, whether on the father's or mother's side at any distance of time. People communicate with God (Mwari/Unkulunkulu/Mulungu/Chiuta wakuchanga) through the ancestors, vadzimu (Shona), or amadlozi (Ndebele). The vadzimu/amadlozi are believed to be part of

the living family. The dead celebrate with the living and care for them all the time even when people are crying they also cry with them. Spirit mediums communicate with the ancestors (*vadzimu/amadlozi*) on behalf of the people.

In Shona religion, in addition to the guarding characteristics of the ancestors, there are also avenging or evil spirits, (*ngozis*) and witches who communicate with them. The *ngozis* are, briefly, the spirits of deceased people who were greatly wronged, neglected, mistreated or killed anyone. The spirits attack through sudden death of several members of the same family, or through illness of people failing to respond to treatment. The *ngozis* causes death of many family members as a way of revenge.

ii) Family ancestors

The Indigenous religion has no **holy book** hence what people want to know about the spiritual world and God is passed on by word of mouth. People believe that they should belong to a religion. Therefore, they visit old people usually grandparents and the wise people or the traditional leaders to hear more about this religion. They provide spiritual guidance and protect the family. They are a source of history and they give blessings. They are regarded as the ones who bring fortunes and misfortunes in a family. This means the family believes that when all things are going well in the family the ancestors are happy. When people start facing problems, they believe the ancestors are not happy.

Activity 1

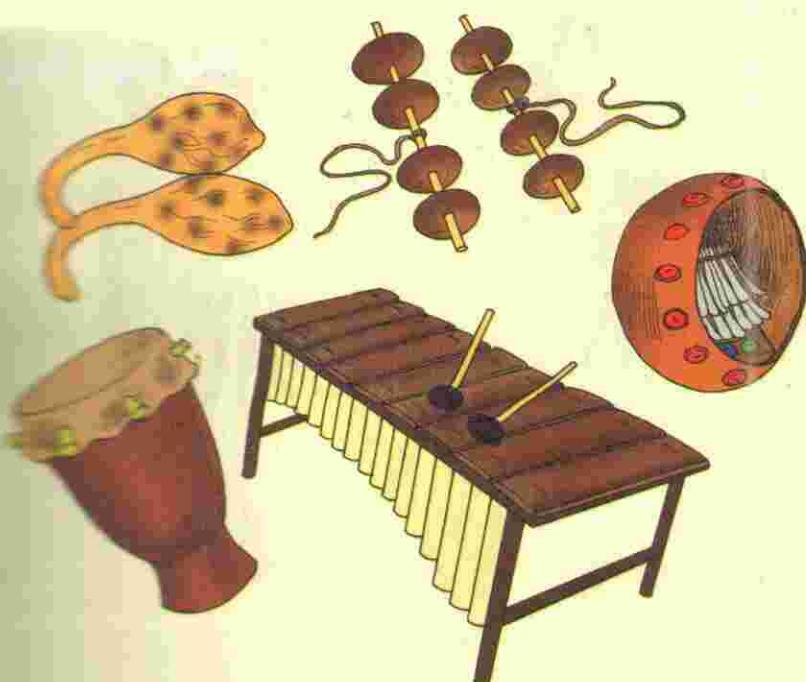
1. In groups, learners talk about Indigenous religion.
2. Research on family trees and trace their origin.

Exercise 1

Answer all the questions.

1. _____ founded Indigenous religion. (No one, Ancestors)
2. Indigenous religion is passed from generation to generation through _____. (books, word of mouth.)
3. People who follow Indigenous religion call the Almighty by the name _____. (Jehovah, *Musikavanhu/Umdali*)
4. Ancestors have roles to play in the family. True/False)
5. What is your religion?
6. List down two names of the religions you have learnt.
7. Draw two religious symbols.

6C. Songs and dances



In Zimbabwe we have different **ethnic groups**. An ethnic group is a community of people who share the same cultural background and usually these people are from the same area. Examples of ethnic groups in Zimbabwe are the Ndebele, Tonga, Shona, Nyanja, Kalanga, the Venda and the Suthu.

These groups sing their own spiritual songs and dances. Examples of spiritual songs are *Dzinomwa munaZambezi*, *Nhemamusasa* (*Mhondoro munaSave*) and *wemaNcube*.

Teachers sing songs they know from indigenous religion

Examples:

Shona

Dzinomwa munaZambezi

Mhondoro dzinomwa

Dzinomwa munaSave

Mhondoro dzinomwa

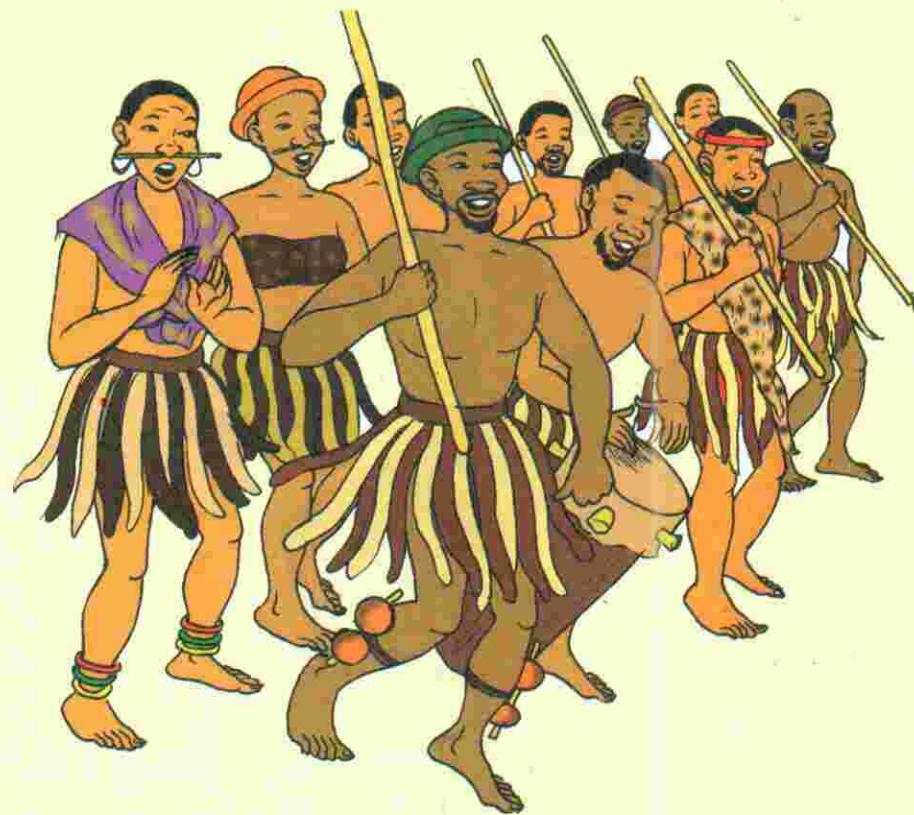
Ndebele

*WemaNcube! Vumelani isangoma
wemaNcube waya ngaphi?*

Vumelani isangoma

Bathi kusasa nguMqqibelo

Vumelani isangoma



In Indigenous religion there are different types of instruments used as people sing and dance. Common instruments are mbira, hosho (rattles), ngoma/ingungu (drums), clappers and magavhu (leg rattle) and the human voice. Songs and dances are a spiritual act. They are performed at different ceremonies and are often used as a means to pass on information on important events of history and culture to the next generation. Different dances and songs are performed at different religious ceremonies. The table below shows some of the popular dances and when they are performed.

Dance	Occasion
Jerusarema	Marriage ceremony, funeral, festivals, celebrations
Mbira	Ancestral ceremonies such as bira
Dinhe	Ancestral ceremonies and harvest
Mbakumba	Harvest celebrations
Mhande	Kurova guva ceremony
Mushongoyo	In preparation for war and after war
Isitshikitsha	Ceremonial dance for rain making ceremonies, weddings and many social gatherings
Ingquzu	Social gatherings
Amabhiza	Social gatherings

Activity 3
Illustrate dances performed at spiritual functions in the community.

Religious practitioners



Religious practitioners in Indigenous Religion

The religious practitioners in Zimbabwe include the chiefs, spirit mediums and traditional healers. They work in a manner that brings back the traditional aspects of the community. The chiefs' duties are to maintain order and behaviour of the people in the community. They are the people who enforce the law. If one does wrong, he or she is brought to the chief. Some people pay a fine for failing to follow rules and laws. The traditional healers, also known as n'angas/inyanga consult the spirit mediums when treating people.

Chiefs are the most respected people in an area. If people want to perform some rituals they inform the chief. If a stranger or visitor comes in an area the chief is informed. It is the duty of the chief to see that his people live in peace together.

ii) Duties of practitioners

Religious practitioner	Attire	Duties
Chief		Works in a manner that restores the traditional aspects of the Zimbabwean community. Maintains order and sanity.
Spirit medium		Communicating with ancestral spirits, leading spiritual ceremonies, seeking knowledge for future
Traditional healer		Healing with herbs, seeking knowledge for the future

Activity 4

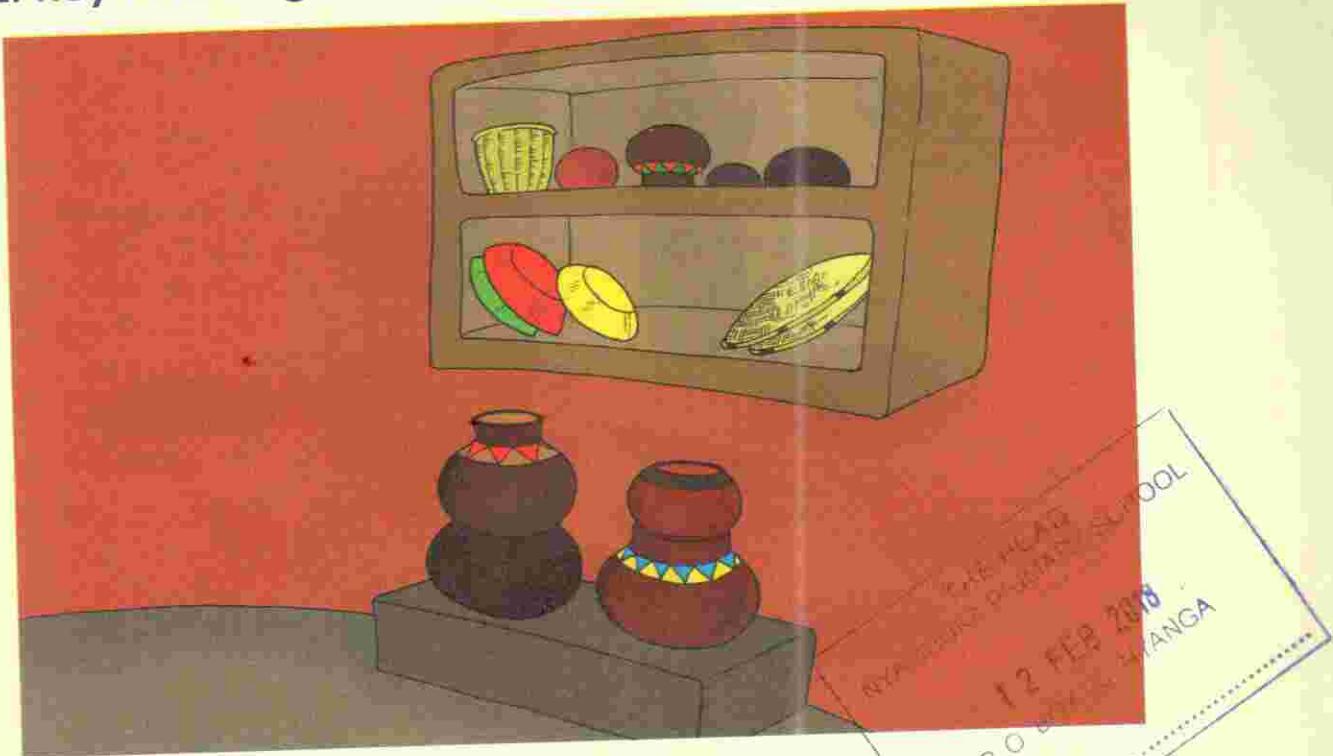
1. Describe the attire worn by chiefs, spirit medium and traditional healers.
2. Discuss their duties stating their differences and similarities.

Exercise 2

Answer True/False for questions 1 to 5.

1. Songs are sung for different reasons.
2. There are different songs for different dances.
3. Traditional songs pass on information to the next generation.
4. Nhemamusasa is a traditional song.
5. We have books for Indigenous religion.
6. Give two names of dances practiced in Zimbabwe.
7. Give one type of ceremony practiced in Zimbabwe.
8. State one song sung at ceremonies.

6E. Key teachings



i) Nature of the supreme being

Indigenous religions believe in one Supreme Being; Mwari/uNkunukulu, he has different names that show his characteristics. Mwari is also known as Musikavanhu/Umdali. He is the creator of man and all nature. The Supreme Being is almighty therefore, people cannot talk to him directly. They talk to God through ancestral spirits which are believed to pass on the message until it reaches the Creator (Musikavanhu/Umdali/Leza/Mulungu).

The family talk to the ancestors together. Usually this is done in the rural kitchen by the home altar (chikuva). The father will snuff and place some on the floor near the altar. He will talk to the ancestors whilst the mother and children clap in agreement.

ii) Roles of ancestral spirits

If a misfortune happens such as a disease, an unexpected death, an accident, or even unemployment, people try to interpret it as a message from the ancestors. If no act against the law can be found, it might be that an evil spirit haunts the community or a witch is at work. Spirit mediums are the spiritual leaders that reveal the cause of a misfortune and give a sign on how to bring back things to normal.

6F. Food laws



Food is what we eat or drink. Examples of indigenous foods are shown in the diagram above. Most foods are prepared using the boiling method for relish, tomatoes are then added. Pumpkin leaves (*muboora/ibhobola*), dried vegetables (*mufushwa/umfushwa*), rice (*mupunga/ilayisi*) and biltong (*nyama yakaomeswa/umhwabha*) can be cooked in peanut butter. Okra (*derere/idelele*) is prepared using soda. Some flying insects like (*ishwa/izinhlwwa*) are fried and eaten with or without sadza.

Food eaten at ceremonies includes home brewed beer (*mahewu/amahewu*), sadza, meat, beans, chicken and other foods depending on the community. Sadza can be made from rapoko, millet, sorghum or maize meal. There are also different types of indigenous fruits that include *nhunguru/umqokolo*, *matufu/umviyo*, *nhengeni/umkhuna*, *mazhanje/umhobohobo*, *nyii/umnyi*, baobab to mention a few. Meat in this religion is usually obtained through hunting wild animals. Ceremonial foods are usually prepared at the place where the ceremony is to be held. Usually daughters-in-law of the family holding the ceremony prepare the food. The beer is prepared by old women.

Activity 5

1. Collect various types of indigenous food.
2. Group them in their food groups.

Exercise 3

Answer all the questions.

1. What is food?
2. What is the role of the traditional healer?
3. Can an evil spirit haunt a family?
4. How do people view misfortunes?
5. Name one flying insect that is eaten.
6. Sadza can be prepared from maize, sorghum or _____.
7. Name one type of food that can be prepared in peanut butter.
8. Name one wild fruit you know.

6G. Taboos

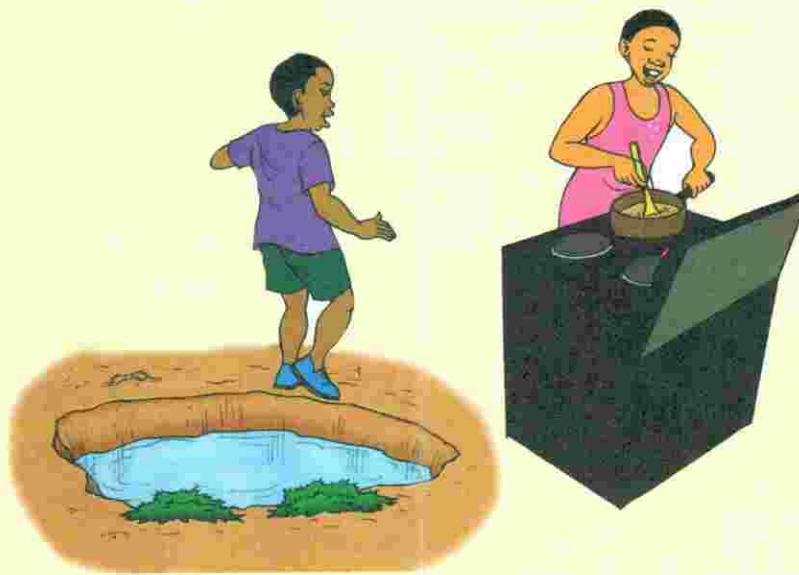
A **taboo** is a religious act that does not allow a particular practice. It is something one is not allowed to do because of certain religious or social reasons. Taboos were set in place so as to preserve peace and the well-being of people in the society.

In the Zimbabwean Indigenous religion, people are expected to eat whilst sitting. Children should not talk whilst eating or drinking water. Leftover food should

not be thrown away hence people eat 'munya/ilaja'. Munya is leftover sadza that is eaten on the following day. A particular day is set apart every week for people to rest and this day is termed 'Chisi'. People are not allowed to work on 'chisi' as this is said to bring bad luck.

Listed below are some taboos found in the Indigenous religion.

1. Sitting in the road.
2. Walking in reverse.
3. Marrying in November will result in the breaking of the marriage.
4. Working on 'Chisi' makes the ancestors angry and the offender should pay a fine to the chief/kraal head.
5. Talking about striking of lightning when there is lightning and thunder.
6. Singing when cooking.
7. Standing whilst elders are sitting down.
8. Insulting parents will cause some misfortunes in the near future.
9. Marrying a relative.



The importance of taboos

Taboos are important in religion because they prevent people from engaging in or practising bad morals. They also prevent people from getting injured. Taboos also enforce respect for old people by the young. They protect and preserve culture and are also observed in religion.

Activity 6

1. Act some taboos in your culture.
2. Find out more on taboos and report back.

Exercise 4

Answer all the questions.

1. What is a taboo?
2. Why are there taboos in the Indigenous religion?
3. What is 'chisi'?
4. Why should people not work on 'chisi'?
5. List any 3 taboos in the Indigenous religion.
a) _____
b) _____
c) _____

Word search

Find the words listed below from the puzzle

JESUS	HEALER
FAMILY	TRADITION
ANCESTOR	SIN
CULTURE	LORD
RELIGION	
GOD	
TABOO	
CHIEF	
SPIRIT	

F	A	M	I	L	Y	P	G	Q
T	R	A	D	I	T	I	O	N
A	E	N	D	R	O	L	D	V
B	L	C	U	L	T	U	R	E
O	I	E	H	E	A	L	E	R
O	G	S	P	I	R	I	T	Y
L	I	T	H	J	E	S	U	S
O	O	O	T	I	A	F	N	I
T	N	R	I	S	L	A	M	N

Project 3

Google different types of musical instruments in Indigenous religion and make your own. Create your own songs. Play your instruments, sing songs and perform different dances.

Summary

- Indigenous religion has no written documents, it is passed on by word of mouth or through the internet.
- It has one Supreme Being and is called by different names in different languages.
- Songs and dances reflect cultures of different communities.
- In Indigenous religion, music and dance are important tools in the culture.
- There are foods that are specially prepared for ceremonies and festivals.
- Taboos are important and help people to belong to a religion.

Glossary

Ancestor	- a forefather
Ceremony	- the formal tradition or action to celebrate a religious event
Culture	- customary beliefs of a given people in a given period
Indigenous	- something existing in a particular country
Spirit medium	- one who tells the living some messages from the ancestors

End of unit assessment

Multiple choice questions

- _____ is the founder of Indigenous religion.
- A. The chief B. No one C. The ancestor D. The spirit medium
2. The believers of the Indigenous religion pray to the Supreme Being through _____.
- A. ancestors B. traditional healers
C. spirit mediums D. prophets
3. Indigenous religion is passed from generation to generation through _____.
A. documents B. prophets C. ancestors D. word of mouth
4. Songs and dances reflect different _____.
A. cultures B. groups C. interest D. schools
5. _____ is one of the traditional dances.
A. Nhemamusasa B. Isitshikitsha
C. Drum D. Mukwerera
- The _____ is one of the practitioners of Indigenous religion.
A. medical doctor B. teacher
C. Christian D. traditional healer
- B. sweet potatoes

8. Name one indigenous fruit.
A. madora **B.** baobab **C.** oranges **D.** guava
9. _____ is one of the traditional songs.
A. Bhuka tiende **B.** Muchongoyo
C. Rattle **D.** Hosanna
10. Which of the following is a taboo.
A. walking in reverse **B.** listening
C. music **D.** dancing

Structured questions

Answer **all** questions below.

1. _____ is one of the Indigenous religious practitioners.
2. Does Indigenous religion have documents or books for people to follow?
3. How is the knowledge on Indigenous religion passed from generation to generation?
4. Name one reason why people sing and dance.
5. State one importance of taboos.

Unit 7 Christianity

In this unit you will:

1. outline Jesus Christ's birth and early life
2. explain Jesus Christ's baptism and temptation
3. identify teachings in Christianity
4. list artists who sing Christian songs
5. identify songs and dances in Christianity
6. identify attire worn in Christianity
7. identify religious artefacts
8. state the significance of religious artefacts.

Background

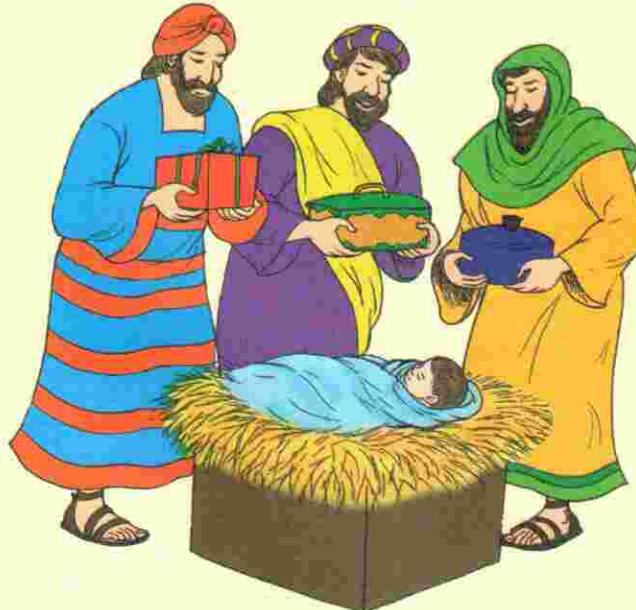
Christianity was founded on the life, teachings, death and resurrection of Jesus Christ. Those who follow him are called Christians. The holy book of Christians is the Bible. Christians gather at churches for worship, fellowship and study, and engage with the world through sharing the word of God.

Key words

artefact

salvation

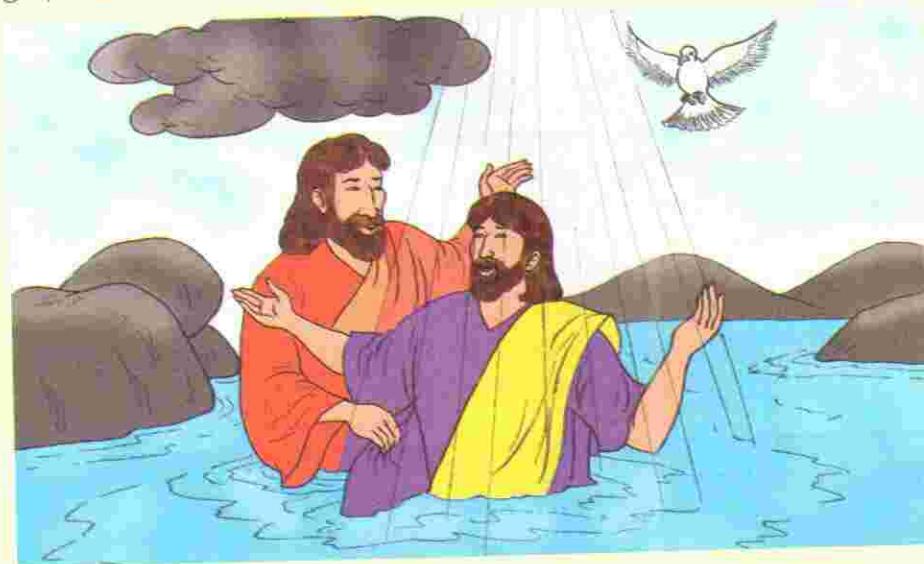
7A. Origin



i) Jesus Christ's birth and early life

Angel Gabriel visited Mary and told her that she was going to give birth to a son. He was born in Bethlehem. Wise men from the east followed a bright star and led them to Bethlehem where Jesus was born. They found him in a manger and presented their gifts to him. Shepherds also came to see the new baby.

He grew amongst the Jews and followed the Jewish customs and lifestyle. When he was twelve, he went for the Passover feast with his parents in Jerusalem and remained there. His parents searched for him and found him in the temple listening and asking questions.



ii) Baptism and temptation

Jesus at the age of thirty came from Jerusalem to be baptised by John the Baptist in the river Jordan. Soon after being baptised, the spirit of God came down upon Jesus in the form of a dove then the heavens opened and a voice was heard from the heavens saying, "This is my son, whom I love; with whom I am well pleased."

Then Jesus was led by the spirit into the wilderness. He did not eat for forty days and forty nights. The devil asked Jesus to turn stones into bread if he was the son of God. Secondly, he took Jesus to the holy city and had him stand on the highest point of the temple and asked him to throw himself down. Thirdly, the devil took Jesus to a very high mountain and showed him all the kingdoms of the world and asked him to bow down to him so as to get all the kingdoms of the world. However, Jesus refused and overcame all the temptations. Jesus's temptation is also important to Christians to show that anyone can overcome temptation.

Activity 1

Download or cut out from different media different pictures on the birth of Jesus Christ.

Christians believe that if you believe in Jesus Christ as your Lord and Saviour you need to be baptised in water.

Exercise 1

Answer all the questions.

1. The believers in Christ are called _____.
2. Their holy book is the _____.
3. The angel that told Mary that she was going to give birth to a son was _____.
4. Jesus was born in a _____.
5. Jesus spent _____ days and _____ nights in the wilderness.
6. When Jesus was baptised a voice was heard and the _____ came down upon him in the form of a _____.
7. List three of the temptations that the devil posed to Jesus in the wilderness.
8. At what age did the Jesus go to the Passover feast in Jerusalem?

7B Key teachings

Salvation

In Christianity **salvation** is believed to be being saved or delivered from sin. In the book of Genesis the first people created by God were Adam and Eve. They were given a commandment by God not to eat the fruit of the tree of knowing good and evil. God said if they ate it they would die. However, the snake said God was lying to Adam and Eve. If they ate the fruit from the tree, they would become like God. Adam and Eve listened to the snake and disobeyed God and they ate the fruit. God punished them by chasing them from the Garden of Eden. People started to grow old and die. They could not live forever anymore.

Jesus Christ came to rescue people from death. When he died on the cross, all the sins done by people in the world were forgiven. Those who believe in Jesus Christ shall not die but live forever with Jesus in heaven. John 3 verse 16 says, "For God so loved the world that he gave his only begotten son, that whoever believes in him should not perish but have an everlasting life."

When Jesus Christ went to heaven he promised to leave Christians with another helper, the Holy Spirit.

Roles of the Holy Spirit

Christians believe in God the father, they also believe in Jesus the son of God. They believe when Jesus Christ went to heaven God sent them the Holy Spirit. The Holy Spirit was sent to teach, guide, lead and comfort Christians during their lives on earth.

Activity 2

Discuss baptism in Christianity. How do different denominations baptise believers?

Exercise 2

Answer all the questions.

1. The first people created were _____ and _____.
2. Adam and Eve lived in the garden called _____.
3. The _____ said to Adam and Eve they will not die.
4. Jesus Christ died on the _____.
5. When Jesus died the _____ of the world were forgiven.
6. People that believe in Jesus will live _____.
7. Who sent the Holy Spirit?
8. Name three things that the Holy Spirit does.

7C. Songs and dances

Songs and dances are important in Christianity. They help to spread the word of God. People can earn a living from music and dance. It can also be a source of entertainment. People like the Charambas, Mechanic Manyeruke, Fungisai Zvakavapano Mashavave and others are some of the gospel musicians in Zimbabwe.

Activity 3

1. Collect, paste and label names of Christian musicians that you know.
2. Lip sync some Christian songs and dance.

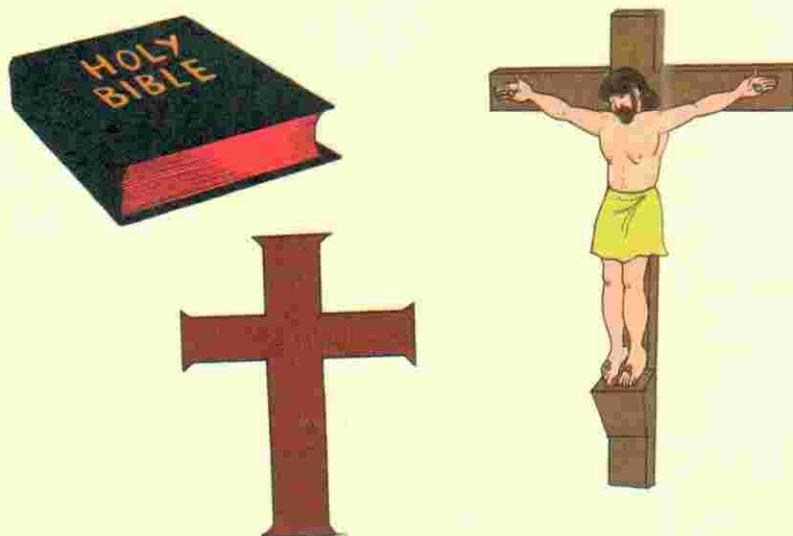
7D. Attire



Christian attire

Different Christian groupings wear different attires as a form of identity. The attire brings people together and makes it easier to identify people with their religion. It also brings people close to God and reminds them of Christian life.

7E Religious artefacts



Artefacts

An **artefact** is an object that is made by a person, such as a tool or a decoration, especially one that is of historical or cultural interest. In Christianity there are a number of artefacts. Religious traditions have items of special significance. These items are usually holy, special and sacred to many people, therefore should be treated with respect. The Christian artefacts are the Bible, the plain cross, the crucifix and the palm cross among several others.

Significance of artefacts

The Bible

The Christian holy book has two parts: the Old and the New Testament. The Old Testament has thirty-nine (39) books whilst the New Testament has twenty-seven (27). The New Testament contains the four (4) gospels that tell of Jesus' ministry, history of the early church and letters of the early leaders to the churches. Originally written in Greek and Hebrew, the Bible has been translated into many languages. Christians believe God speaks to them through the Bible because it is the inspired word of God.

Plain cross

The empty cross is a reminder of the cross on which Jesus was crucified on, his sacrifice through the resurrection, is the Christian hope of eternal life.

Crucifix

The cross with Jesus' body on it is a reminder of agony and sacrifice that Christians believe Jesus went through for them.

Summary

- Christians are people who believe that Jesus Christ died for their sins and he rose again.
- Christians believe in salvation and the Holy Spirit.
- Songs and dance are important aspects in the religion as they bring joy, unity, break cultural barriers and differentiate church groupings.
- Different attires also help to identify different church groupings.

Glossary

Baptism

- a ceremony in which someone is covered or touched with water in order to welcome them into the Christian religion.

Holy Spirit

- in the Christian religion, God in the form of a spirit.

Resurrection

- the occasion on which Jesus Christ was brought back to life after his death, according to the Christian religion.

End of unit assessment

Multiple choice questions

1. Name the holiday when Christians celebrate the birth of Jesus Christ.
 A. Easter B. Christmas C. Passover D. Palm
2. When he was twelve, he went for the Passover feast with his _____ in Jerusalem and remained there.
 A. friends B. relatives
 C. parents D. John
3. Jesus was born in the town of _____.
 A. Jerusalem B. Canaan C. Nazareth D. Bethlehem
4. _____ from the east came to see the new baby Jesus.
 A. Three wise men B. Three foolish men
 C. Three angels D. Three wise women
5. Who baptised Jesus?
 A. Jordan B. Jonah C. Joseph D. John the Baptist
6. Jesus stayed in the wilderness for _____.
 A. forty weeks and forty months B. forty days and forty hours
 C. forty days and forty nights D. forty weeks and forty nights

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7. A place where Christians worship is called _____.
A. synagogue B. temple C. church D. mosque
8. The Christian holy book is called a _____.
A. Bible B. Torah C. Koran D. Scroll
9. Soon after Jesus was baptised the spirit came down in the form of a _____.
A. eagle B. dove C. spirit D. water
10. Songs and dances are important in Christianity because they help to _____.
A. spread the word of God B. spread songs
C. make people sing D. make joy

Structured questions

Answer **all** questions below.

1. Draw and label any **three** artefacts in Christianity.
2. What lead the three wise men to where Jesus was born?
3. Joseph and Mary were Jesus' _____.
4. Where was Jesus born?
5. Which two groups of people visited Jesus after his birth?

Unit 8 Judaism

In this unit you will:

1. state the origin of Judaism
2. identify the teachings in Judaism
3. list artists in Judaism
4. identify songs and dances in Judaism
5. name the Jewish religious artefacts
6. describe the Jewish religious attire.

Background information

In this Unit you are going to learn about the origins, key teachings of Judaism, their songs and dance and their attire. You are going to find out more about Judaism using the internet and by inviting resource persons.

Key words



prophet
Torah

Mezuzah
monotheism

Sabbath
Yad

Menorah

8A. Origin of Judaism

Judaism is a religious tradition with origins that started nearly four thousand years ago. Abraham, Isaac and Jacob are known as the ancestors of Judaism. They founded the religion. Their holy book is the Tanakh or the Torah. Their place of worship is a synagogue and they pray on a Saturday. Their beliefs are focused mainly on Yahweh. Judaism means living the faith. Judaism originated in Canaan (which is now Israel and Palestinian territories). **Torah** is the name given to the first five books of the Bible, that is, Genesis, Exodus, Leviticus, Numbers and Deuteronomy. The religion is founded on the religious, ethical and social laws as written in the Torah. They emphasise practice over belief.

8B. Key teachings

i) Monotheism

Monotheism has been defined as the belief in the existence of only one God that created the world, is all-powerful and interferes in the world.

They believe that there is only one God that exists. Also, they believe that God continues to work in the world, affecting all that people do. They also believe that

God uses prophets to deliver messages to them. They strictly keep God's laws. The name of their God is Yahweh. They believe that everything they do is a form of worship. They worship in a synagogue.

ii) Prophets

A **prophet** is one who has the ability to predict the future. In Judaism prophets have the ability to see the future. The prophets are chosen by God and speak on behalf of God to God's people to convey a message or a teaching. According to the Jews, prophets were close to God and role models of holiness. They also set the standards for the whole community.

Exercise 1

Answer all the questions.

1. How many Gods do the Jews have?
2. What is the role of prophets in Jewish communities?
3. Jews call their God _____.
4. What is the name of the Jewish holy book?
5. Who founded Judaism?
6. What do Jews consider as a form of worship?
7. What is the Jewish place of worship?
8. Jews strictly keep God's laws. True or False

8C. Songs and dances

Songs and dance are a part of Jewish worship. Psalms are hymns sung at the synagogue and domestic prayer. Jewish music brings joy, happiness and closeness to God. Jewish people also sing prayers in familiar melodies to pass information from one generation to the other. Songs help to pass information from one generation to the other. Songs help to heal people and put them in a state of prayerfulness.

Activity 1

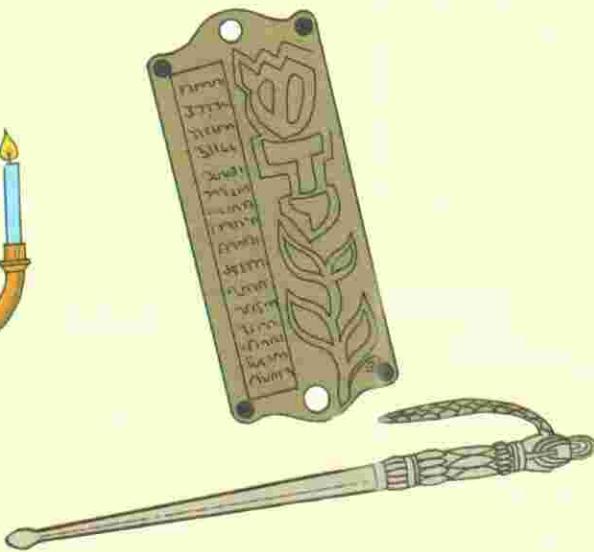
Sing known Jewish worship songs or listen to recorded Jewish music.

Exercise 2

Answer all the questions.

1. Jews sing _____ and _____ in worship.
2. Songs and dance are a part of Jewish _____.
3. Jews pray in a _____.
4. Songs help to _____ people.
5. Do Jews believe in prophets?
6. Name the Jewish Holy book.
7. Jews believe in many gods. True or False
8. Jews believe in life after death. True or False

8D. Religious artefacts



Examples of artefacts in Judaism are the Menorah, Shabbat, Yad, Mezuzah and the Torah Scroll.

The Torah scroll contains the laws which Jews try to live by. **Yad** is a pointer often made of silver used when reading from the Torah because it is too precious to be touched by the hand.

Mezuzah is a small case from wood, metal or pottery used to remember God. It is nailed to the upper right of the door post in a slanting position. It sums up belief in one God. Jews touch it as they pass then kiss their fingers. It contains **Shema**. It is a reminder of God's presence and that the people living in the home follow his law. **Sabbath** is their day of worship. Sabbath is a religious day for rest. **Menorah** is a seven branched candle lit daily in the temple.

Activity 2

Draw the Jewish artefacts on the computer.

Exercise 3

Answer all the questions.

1. An artefact is a _____.
2. Give three (3) names of Jewish artefacts.
3. What is a Yad used for?
4. Do you have any artefacts in your religion? If so name them.

E. Attire



Jewish attire

Jewish women tend to wear clothing that is not too tight-fitting, too bright, with sleeves that cover elbows and skirts that cover the knees. In some communities women wear socks, tights or stockings as well.

There are three basic items worn during Jewish prayer; the head covering known as **kippah**, and the prayer shawl also known as the **tallit** used when reading the Torah. The **phylacteries** also known as **tefillin** are worn during morning services.

Married women cover their hair as a sign that they are married. Traditional Jews train girls to dress modestly at a very young age. In some communities men are not allowed to wear shorts. The Jews are allowed to put on clothes that suit any community they live in as long as they meet the requirements of modesty. Traditional Jewish women wear long skirts because trousers are forbidden for women.

Clothing reflects religious identification, social status, emotional state and even the Jewish relationship with the outside world. The Jews believe that maintaining their distinctive dress was one of the reasons why they were rescued from the slavery under Pharaoh.

Activity 3

Compare the Jewish attire to that of your own religion.

Project 4

You can cut out pictures of the major religions learnt, their places of worship, the artefacts, the pictures depicting the attire, as well as the postures of worshippers and music or musical instruments used in each religion. Compile folders which shall be put on display in the classroom.

Summary

- The Jews believe that there is only one God Yahweh.
- Their place of worship is called the synagogue and they read the Torah.
- Some of their religious artefacts are the Menorah, Shabbat, Yad, Mezuzah, and the Torah scroll.
- The Jews also use songs and dances as a way of praying.

Glossary

Scroll

– a long roll of paper with ancient writing on it.

End of unit assessment

Multiple choice questions

1. The Jewish place of worship is called a _____.
A. church B. Mosque C. Synagogue D. Temple
2. Jews read the _____.
A. Bible B. Torah C. Koran D. Magazine
3. Those in the Jewish religion who are chosen by God and speak for God are called _____.
A. Teachers B. Prophets C. Pastors D. Friends
4. The Jewish name for God is _____.
A. Mwari B. Jesus C. Yahweh D. Allah
5. The Jewish believe that there is ____ God.
A. one B. two C. three D. four
6. The head covering worn by Jewish women is called _____.
A. kippah B. tallit C. tefillin D. veil
7. That artefact on which is written a reminder of God's presence and that the people living in the home follow his law is called a _____.
A. Menorah B. Kipph C. Mezuzah D. Sabath
8. The ____ scroll contains the laws by which Jews try to live.
A. Bible B. Torah C. Koran D. letter

9. The _____ has seven branched candles.
A. Sabbath B. Menorah C. Mezuzah D. Yad
10. A Bible is an artefact for _____.
A. Indigenous religion B. Muslim
C. Jews D. Christians

Structured questions

Answer **all** questions below.

1. Who founded Judaism?
2. List 3 Jewish artefacts.
 - a) _____
 - b) _____
 - c) _____
3. What name do they give to their God?

Unit 9 Islam

In this unit you will:

1. state the origin of Islam
2. identify key teachings in Islam
3. describe the Islamic religious attire
4. list artists in Islam
5. identify songs and dances in Islam
6. name Islamic religious artefacts
7. name sacred places in Islam.

Background

You are aware of the Islamic founder, their place of worship and their Holy book. Now you are going to learn more of Islamic religion.

Key words



Ka'bah throb

9A. Origin of Islam

According to history, the prophet Mohammed was born around the year 570. When he was about forty years old, he began receiving what the Muslims consider to be divine revelations delivered through the angel Gabriel which would later form the Koran. It proclaimed the monotheistic faith and warned believers of the coming judgement day. Then Mohammed started laying the foundations of the Islamic religion.

Later Mohammed the prophet is believed to have been the founder of Islam. The Muslim holy book is the Koran and their God is Allah. They worship on Fridays in a Mosque. The people who follow this religion are called Muslims.

Exercise 1

Answer all the questions.

1. _____ was the founder of Islam.
2. Islam's holy book is the _____.
3. Where do Muslims go to worship?
4. What is the name of the Islam God?

5. What is their day of worship?
6. The followers of Allah are called _____.
7. Muslims believe in _____ God.
8. Mohammed was a prophet. True or False

9B. Key teachings

i) Allah

Allah is the name given to the supreme and unique God, who created and rules everything. They believe that Allah knows everything that can be known and that which has always existed will always exist. The Muslims believe Allah is neither male nor female, has no shape, cannot be seen or heard but can do anything if asked to do so.

Believers can approach Allah through praying and by reciting the Koran. Allah is so merciful, can give rewards and can also punish fairly. Muslims worship only Allah because he is worthy of worship. All believe there is only one God, Allah. God has no children, no parents and no partners and was not created by a being. There are no equal, superior or lesser Gods.

ii) Prophet

Muslims believe in human prophets who were chosen by God to communicate messages. The prophets are a link between the people on earth and the heavens. This is believed to be the only way to receive divine intervention that is heaven interference. God communicates through prophets who receive the message through angels.

To have faith in the prophets is to believe that God chose morally upright men to take his message to people. God sent a prophet to all nations so that they worship God alone and avoid false gods. Some of the prophets were Adam, Noah, Abraham, Isaac, Ishmael, Solomon, Moses, Jesus and Mohammed. The Muslims believe that there is no other prophet after Mohammed and there will be no other prophet or messenger after him.

They believe that Allah uses prophets to communicate with them. Moslems believe that angels are part of God's creation. They believe in the scriptures from the Koran. They also believe that there shall be the final judgment after death. They believe that there is only one God. Moslems worship in a Mosque on Fridays.

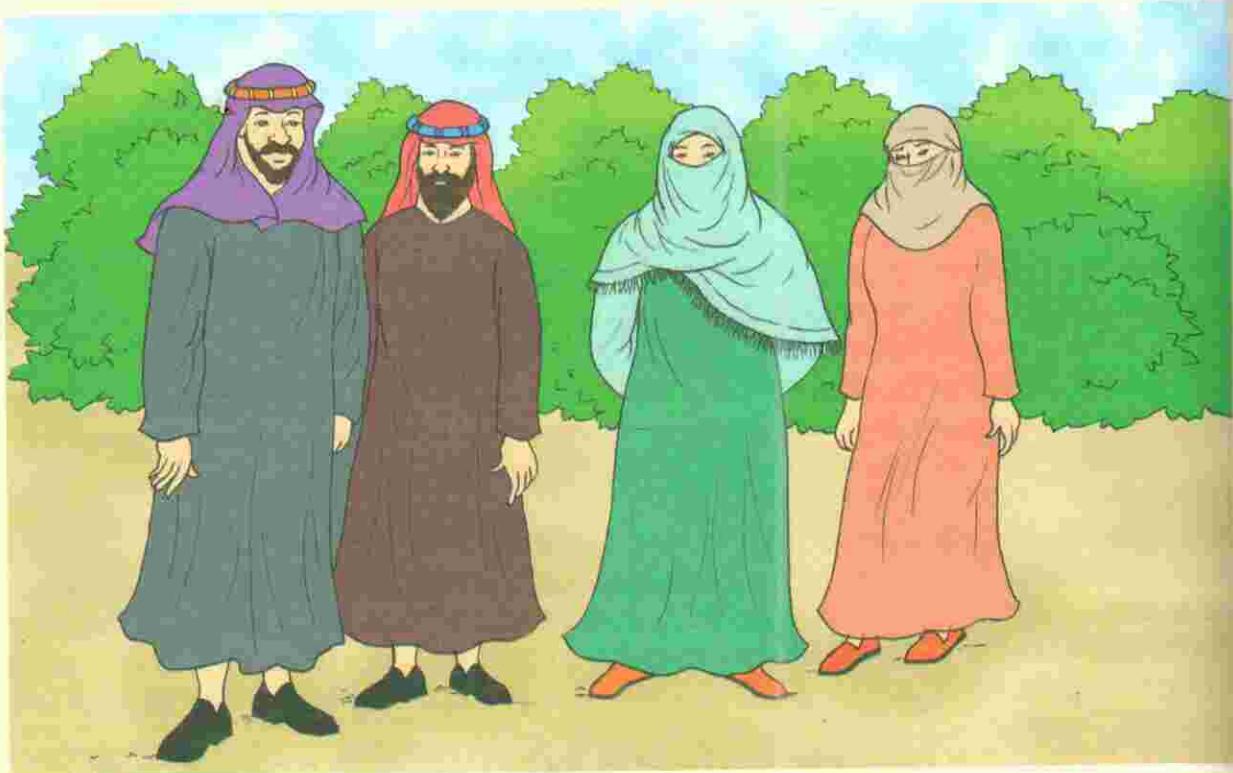
Exercise 2

Answer all the questions.

1. a) Muslims believe in _____ God.
b) What does Allah use to communicate with his people?
2. Prophets receive messages from _____.

3. What is the name of their holy book?
4. What is the name given to Muslims' God?
5. How many gods do Muslims believe in?
6. What is their day of worship?

9 C. Islamic Attire



Muslim men and women wear their religious attire just like in any other religion. The only difference is that they wear the clothing throughout their life-time. The women wear robe veils covering their face showing only their eyes. The veil is believed to be covering them from the European influence. It is called **hijab**. The **throb** is a long robe worn by men with a tailored top. They come in different colours depending with the season.

Activity 1

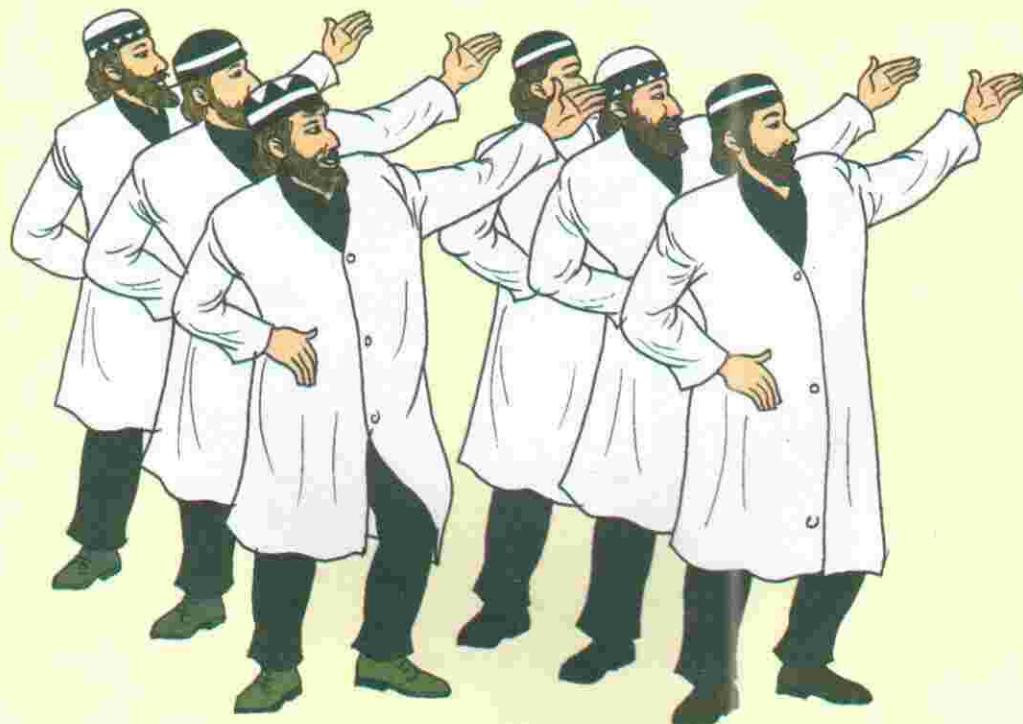
Collect, paste and label pictures of different religious attire.

Exercise 3

Answer all the questions.

1. Muslims believe in one _____.
2. Women are protected from _____.
3. The clothing for the men is called _____.
4. Who wears attire in Muslim?
5. What do women wear on their head and face?
6. Does the attire change according to seasons?
7. When do they wear their attire?
8. Muslim clothes should cover which part of the body?

9D. Songs and dances



According to the ancient scholars, songs are allowed in the Islam religion. There are two kinds of music; the **halal** and **haram**. They are played at different times. Music brings joy and entertains the congregation.

Activity 2

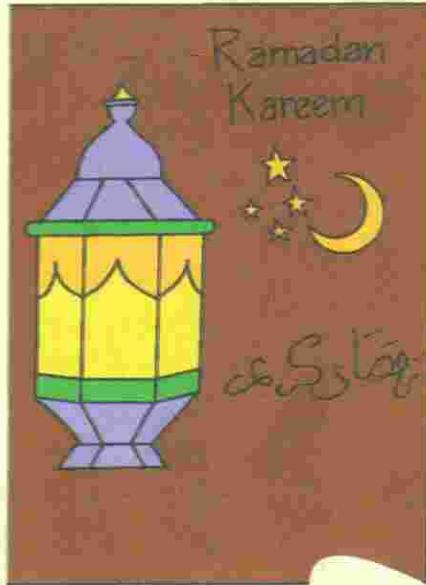
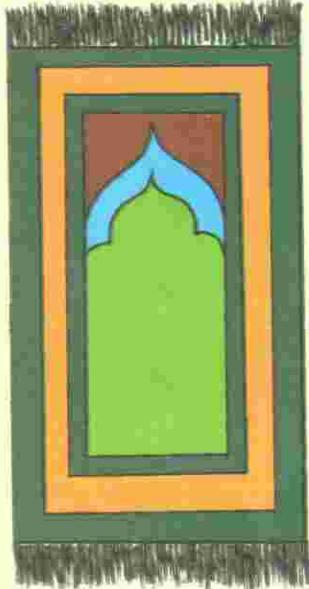
1. Research on Islam music artists.
2. Singing and dancing to Islam songs.

Exercise 4

Answer all the questions.

1. List down reasons for the importance of music in Islam.
 - a) _____
 - b) _____
2. Define a musician.
3. What are the two uses of songs in religion?
4. Some musicians earn a living through singing. True or False.
5. Name the two types of music in Islam.
 - a) _____
 - b) _____
6. Name your favourite musician.

9E. Religious artefacts



Different people believe in different religions. Different religions have different religious artefacts. The Muslims use the prayer mat, greeting cards, Ka'bah as some of their artefacts. At prayer they remove their shoes.

Prayer mats are used during Islamic prayers whereby worshippers bow and kneel on the ground in humility. They kneel on the mats to avoid getting unclean as they believe cleanliness is next to godliness.

Ka'bah is a building found in Saudi Arabia at the center of Islam's most sacred place found in Mecca.

At the end of Ramadan, a month where Muslims fast during daylight hours, Muslims celebrate and give thanks to Allah for giving them strength to successfully keep the fast of Ramadan. They celebrate the festival of fast-breaking called Eid al-Fitr. They celebrate by exchanging greeting cards and presents.

Activity 3

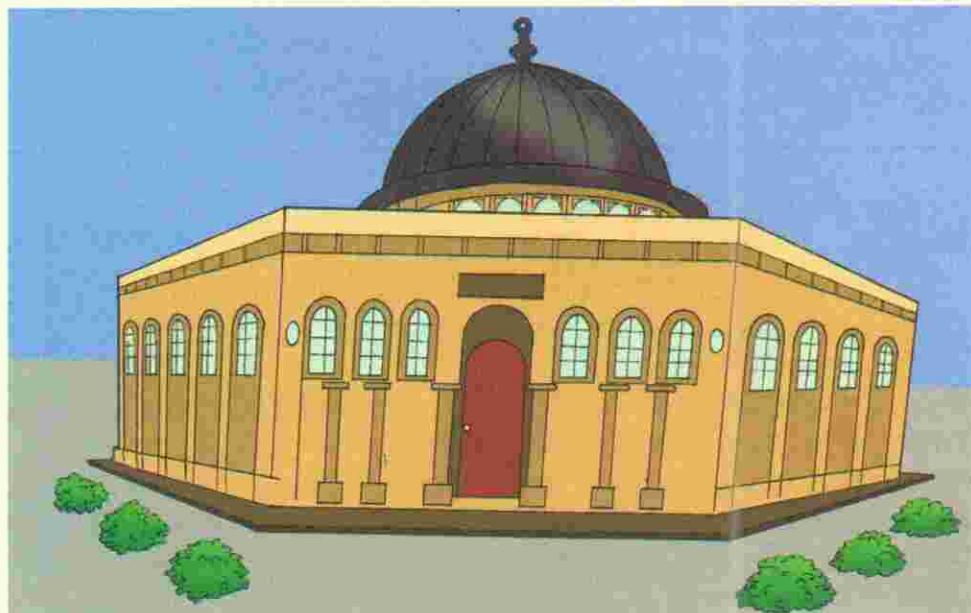
1. Listing religious artefacts in Islam.
2. Drawing simple religious artefacts in Islam.

Exercise 5

Answer all the questions.

1. Why do Muslims use prayer mats?
2. Where is Ka'bah found?
3. Define Ramadan.
4. The festival of fast-breaking is called _____.
5. How do Muslims celebrate Ramadan?
6. List the artefacts used in Islam.
 - a) _____
 - b) _____
 - c) _____

9F. Sacred places



Ka'bah in Mecca is found in Saudi Arabia, where able Muslims are expected to embark on the **Hajj pilgrimage** once in their lifetime. A pilgrimage is a long

journey made to some sacred place as an act of religious devotion. Mecca Mohammed's birth place and it is the Islamic holiest city.

The prophet's Mosque was built by Mohammed. Muslims visit the place during the hajj journey. It is believed that one prayer at this Mosque is equivalent to one thousand prayers.

Al-Aqsa Mosque is in Jerusalem. It was the direction that Muslims prayed toward before it was changed to the Kaaba. It is at this Mosque that Mohammed ascended to the sky for his Al-Miraj journey. At the center of the Mosque is the dome of the rock believed to be the spot where Mohammed ascended to Heaven.

Activity 4

1. Listing Islam's sacred places.
2. Describing sacred places.

Exercise 6

Answer all the questions.

1. Ka'bah is found in _____.
2. _____ built the prophet's Mosque.
3. A Muslim should visit Mecca _____ in a lifetime.
4. A pilgrimage is a _____.
5. Al-Aqsa is in _____.
6. What is found at the centre of the Mosque?
7. Where was Mohammed born?
8. Did Mohammed ascend to heaven? Yes or No

Summary

- Muslims also use songs and dance in their religion although with a limitation.
- Religions have artefacts and sacred places.
- Mohammed is the founder of Islam.
- Allah is the supreme God for Muslims and is believed to know everything.
- Muslims worship in a Mosque on Fridays.
- Muslims use songs and dances in their religion.
- They have religious artefacts that include the prayer mat, greeting cards and the ka'bah.

Glossary

Authority	- the power to make decisions and make people do things.
Congregation	- a group of people who go to a religious service.
Devotion	- great love, admiration or loyalty.
Pilgrimage	- a journey that a religious person makes to a holy place.
Veil	- a thin piece of cloth worn over a woman's head or face.
Sacred place	- holy place

End of unit assessment

Multiple choice questions

- According to the history of Islam, Mohammed was born in _____.
A. 470 B. 570 C. 670 D. 870
- The founder of Islam is _____.
A. Isaac B. Abraham C. Mohammed D. Jesus Christ
- Muslims worship in a _____.
A. Temple B. Mosque C. Church D. Synagogue
- The Supreme Being in Islam is called _____.
A. God B. Mohammed C. Allah D. Mwari
- Muslim men and women wear their religious attire _____.
A. on Fridays only B. on Saturday only
C. throughout their lifetime D. on Sundays only
- The long robe with a tailored top worn by Muslim men is called a _____.
A. throb B. robe C. gown D. veil
- The kind of Muslim music that can be played anywhere is the _____.
A. halal B. haram C. soul D. tradition
- Muslims remove their _____ at prayer time.
A. veil B. throb C. shoes D. tailored top
- A sacred place found in Mecca is the _____.
A. Shrine B. Ka'bah C. Mosque D. Al-Miraj
- The Islamic holy city is _____.
A. Mecca B. Saudi Arabia C. Medina D. Ka'bah

Structured questions

Answer **all** questions below.

- Who founded Islam?
- What is the name of clothing worn by men?
- Women leave their faces uncovered. True or False
- Women wear a veil. True or False
- What is the Moslem place of worship?

End of term two assessment

Multiple choice questions

Paper 1

(1hr 30 minutes)

(50 marks)

Answer **all** the questions.

1. Which of these is dangerous in a family?
A. love **B.** respect **C.** hatred **D.** gratitude
2. _____ children are deprived of parental care.
A. Home seekers **B.** Homeless **C.** Home owners **D.** Home sick
3. At which of these places could a street child be found sleeping?
A. In the hotel **B.** In the lodge **C.** Under a bridge **D.** In a supermarket
4. Health workers help people in their _____.
A. religion **B.** community **C.** faith **D.** belief
5. Community-based care involves working with people who are _____.
A. rich **B.** irresponsible
C. not infected with HIV/AIDS **D.** infected and affected by HIV/AIDS
6. Old people's homes accommodate _____.
A. the sick **B.** the aged **C.** the orphaned **D.** the abandoned
7. One charitable act that you can do for old people's homes is _____.
A. donating clothing and food **B.** donating fertiliser and seed
C. donating stationery **D.** donating bicycles
8. We care for the hospitalised through _____.
A. talking about them **B.** feeling pity for them
C. visiting them **D.** abandoning them
9. A charitable act for street kids is to _____.
A. arrest them **B.** beat them
C. sympathise with them **D.** help in cash or kind
10. A street kid has nowhere to live and is a _____.
A. rich person **B.** grateful person
C. generous person **D.** homeless person
11. Neighbours must _____ in the society.
A. hurt each other **B.** love each other
C. insult each other **D.** fight each other
12. Joseph worked as a _____.
A. shepherd **B.** carpenter **C.** lawyer **D.** shoemaker
13. All religions believe in hard _____ and not cheating.
A. praying **B.** work **C.** fasting **D.** sleep
14. _____ dishonours God.
A. Singing **B.** Preaching **C.** Working **D.** Gambling
15. In Indigenous religion many people put their trust in _____.
A. chiefs **B.** elders **C.** Jesus **D.** ancestors

16. Muslims sacred place is called _____.
A. Hadith B. Ka'bah C. Masjid D. Waduu
17. Muslims fast in which month?
A. Hajj B. Ramadan C. Shaladat D. Sunna
18. Which of the following is not a measure for HIV/AIDS prevention?
A. Sticking to one faithful partner B. Abstinence
C. Having multiple sexual partners D. Honesty
19. During which festive celebrations do people remember the birth of Jesus Christ?
A. Ramadan B. Zakat C. Christmas D. Easter
20. The Jewish day of rest is observed at the _____.
A. mosque B. church C. madzimbabwe D. synagogue
21. Where did Mohammed go to seek peace and quiet?
A. mosque B. cave C. temple D. church
22. Who tempts us?
A. the devil B. god C. friends D. parents
23. Mukwerera is a _____ making ceremony.
A. rain B. drought C. food D. ngozi
24. What is Ramadan known for?
A. fasting B. feast of lights
C. reading the Koran D. praying
25. Indigenous religion involves the worship of _____.
A. chiefs B. ancestors C. idols D. prophets
26. The man who had a passion for the disabled and taught them different skills was _____.
A. Matthew Rusike B. David Livingstone
C. Jairos Jiri D. Bernard Mizeki
27. Jesus' home town was _____.
A. Canaan B. Bethlehem C. Nazareth D. Jerusalem
28. The founder of Islam is _____.
A. Mohammed B. Jesus C. Abraham D. Vishnu
29. How can you help the poor in your community?
A. Give them what they need. B. Seek donors for them.
C. Teach them to help themselves. D. Ignore them.
30. On Good Friday Christians remember the _____.
A. birth of Jesus Christ B. death of Jesus Christ
C. resurrection of Jesus Christ D. baptism of Jesus Christ.
31. In which book of the Bible do we read about migration of Israelites from Egypt to Canaan?
A. Judges B. Deuteronomy
C. Exodus D. Leviticus
32. The first books of the New Testament are called _____.
A. Epistles B. Gospels C. Law Books D. Psalms

33. The Jewish place of worship is the _____.
 A. church B. mosque C. synagogue D. temple
34. All religions agree that faith is shown by _____.
 A. going to church B. pride and knowledge
 C. giving D. prayer and belief
35. One way of communicating with God is _____.
 A. listening to his word B. praying
 C. when we give offerings D. going to church
36. How many times a day do Moslems pray?
 A. two B. five C. four D. three
37. Name the day Jewish people worship God.
 A. Friday B. Saturday C. Sunday D. Monday
38. What do we call the holy city of the Moslems?
 A. Mecca B. Mosque C. Church D. Temple
39. What were the last words Jesus said before he died?
 A. "It is finished"
 B. "Father forgive them, for they do not know what they are doing."
 C. "Father I give my spirit into thy hands."
 D. "I promise you that today you will be in paradise with me."
40. When does God answer our prayers?
 A. Before we sleep. B. When we give offerings at church.
 C. Anytime. D. When we cry.
41. The holy prophet of Moslems is _____.
 A. Jesus B. Allah C. Mohammed D. Elish
42. What do we call the Jewish festival of lights?
 A. Diwali B. Pentecost C. Easter D. Christmas
43. The first people to be created were _____.
 A. Eve and John B. Adam and Eve
 C. Adam and Eva D. Eva and John
44. Jesus overcame temptation by _____.
 A. asking God to help him
 B. answering the temptations rudely
 C. fasting
 D. using the scriptures to challenge the devil
45. Gratitude is _____.
 A. being thankful B. being famous
 C. being watchful D. being happy all the time
46. A Mosque is for the Moslems, whereas a church is for the _____.
 A. Christians B. Jews
 C. Indigenous believers D. Moslems
47. Complete the following statement. There is much more happiness in giving than in _____.
 A. asking B. receiving C. begging D. borrowing

48. The Bible is divided into parts, namely _____.
A. Genesis and Numbers B. Matthew and Luke
C. Koran and Torah D. Old and New Testament

49. What do Christians remember on Christmas day?
A. The death of Jesus Christ B. The second coming of Jesus
C. The birth of Jesus Christ D. The baptism of Jesus

50. A good friend is someone who _____.
A. you share food with at break B. doesn't agree with you
C. tells you when you are wrong D. offers you presents

Structured questions

Paper 2

(1hr 30 minutes)

Section A

(30 marks)

Answer **all** questions in this section.

1. a) Name one role of the ancestral spirits. [1]
b) In which part of the country is Mhande dance practiced? [1]
c) Name two taboos in the Indigenous religion. [1]
d) What name is given to the Supreme Being by followers of Indigenous religion? [1]

2. a) Jesus was baptised by _____. [1]
b) At what age was Jesus baptised? [1]
c) How many temptations did Jesus have? [1]
d) How long did Jesus stay in the wilderness? [1]
e) What is the Christian's place of worship called? [1]

3. a) What is the holy book for the Christians? [1]
b) How many books are in the Christians' holy book? [1]
c) Christians have many Gods. True or False. [1]
d) Christians believe in life after death? True or False [1]
e) What happened after Jesus' baptism? [1]

4. Why is music and dance important in church? [1]

5. List **two** ways of talking to God. [1]

a) _____
b) _____

6. a) The Bible is divided into _____ parts. [1]
b) The parts are _____ and _____. [2]

7. a) The Jews use songs and dances as a way of worship.
True or False [1]
b) What name is given to the Jews' head cover they wear? [1]
c) What is used when reading the Torah? [1]
d) What contains the law which Jews follow? [1]
e) What is an artefact? [1]

8. a) On which day do Muslims go to worship? [1]
b) How many Gods do Muslims believe in? [1]
c) An object of religious interest that is man-made is called _____. [1]
d) Give two artefacts found in the Islamic religion [2]
- i. _____
- ii. _____

Section B

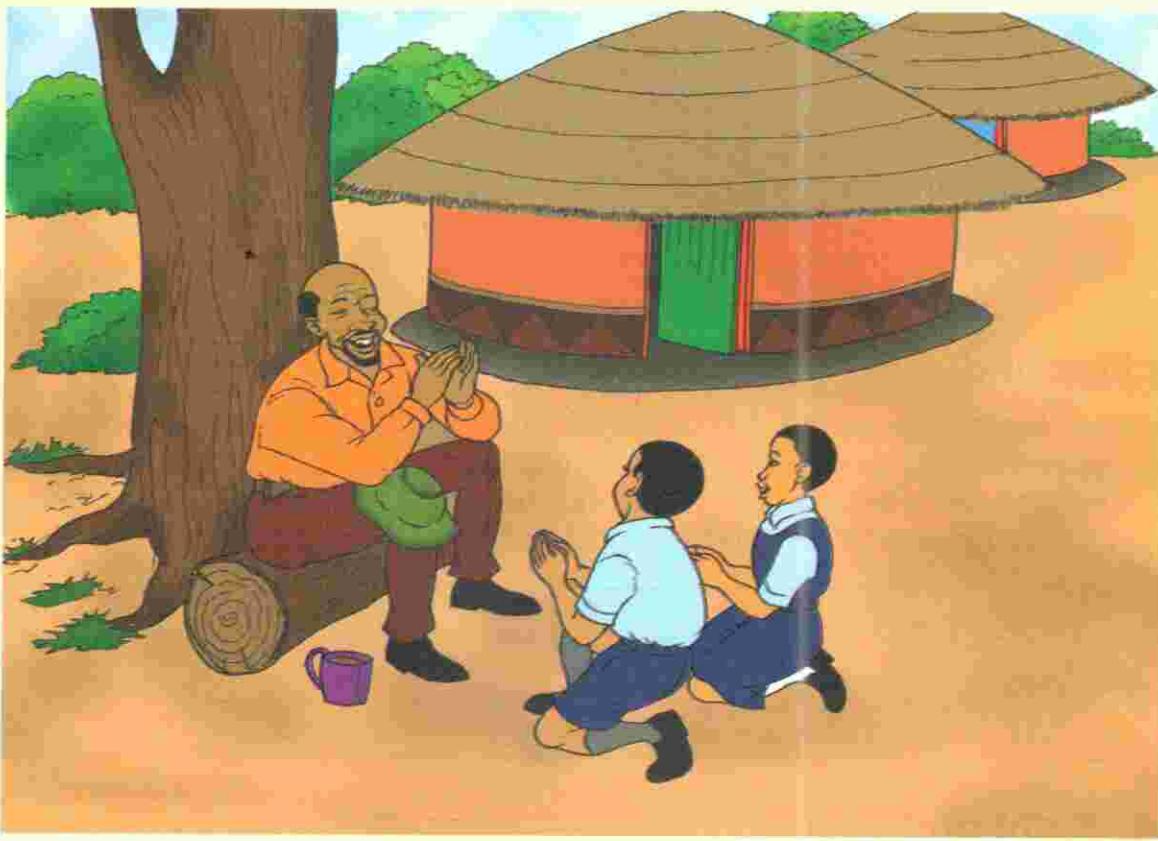
(20 marks)

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

1. a) What is an artist? [1]
b) Give names of two musical artists you know.
i. _____
ii. _____ [2]
c) When do Muslims remove their shoes? [1]
d) What is used by Allah to communicate with his people? [1]
2. a) Do they believe in prophets? [1]
b) Are angels part of God's creation? [1]
c) What do Moslems believe in? [1]
d) When do they wear their attire? [1]
e) What is the Moslems' holy book called? [1]
3. a) What gives the Koran's source of authority? [2]
b) Describe the Islamic attire. [2]
c) What is the Mosque? [1]
4. a) Jews believe in prophets. True or false [1]
b) Jews believe in life after death. True or False [1]
c) Name one Jewish musical artist. [1]
d) What is the role of songs and dances? [1]
e) What is the meaning of Judaism? [1]
5. List three Jewish ancestors.
a) _____
b) _____
c) _____ [3]
d) What is the Mezuzah? [1]
e) Where is the Minorah lit up? [1]
6. a) God gave Jesus the _____ as a sign of love on the day he was baptised. [1]
b) An orphan is _____. [1]
c) Polygamy is _____. [2]
d) Muslims call God _____. [1]

Topic 3

Morals and values



Introduction

By merely looking, all people are the same physically. It is their characteristics, morals and values which differ. The morals and values of an individual depend on one's upbringing and belief. It is the duty of the family and community to impart good morals and values to the children. This topic deals with rightness and wrongness of an individual. The topic also deals with conflicts in the family and their management. Use of technology in religion is discussed and its impact on values.

Unit 10 Concept of morals and values

In this unit you will:

1. distinguish right from wrong
2. identify the qualities of an upright person
3. name different religions
4. explain the right to belong to a religion
5. describe responsibilities of belonging to a religion
6. state benefits of belonging to a religion
7. state respectful manners acceptable in society
8. state children's rights and responsibilities
9. identify ways of treating others fairly.

Background

You have learnt about the attributes of good morals and discussed religious rights, responsibilities and the benefits of good behaviour. Conflicts and conflict management are a way of life. Children have some morals and values from an early age from their homes, churches and schools.

Key words



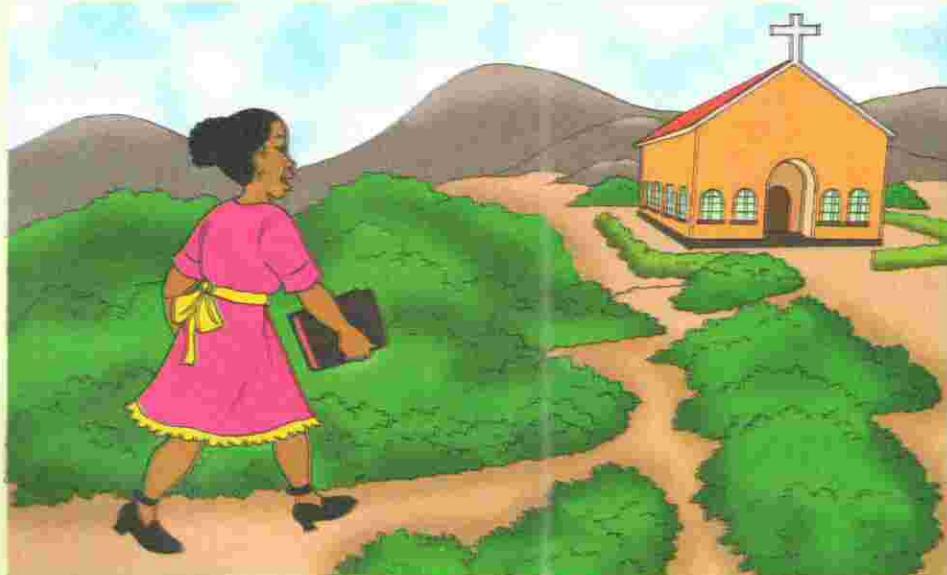
attribute

right

wrong

10A. Right and wrong

Morals



What do you consider to be something right in a person? This question was asked to grade 4 learners at a certain school in Plumtree. Plumtree is a drought stricken area. Some learners said that the person who donates food to their homes is a right person, some thought a right person is the one who offered work to their parents. If we look at the responses of these children we can see that they only looked at their needs. Let's read a short story below about a girl who lived in Plumtree.

Limbikani is a child who came from a very humble family. The family was rich and very religious. Limbikani was well known in the community. She always showed respect to other people. She never passed a person without greeting him or her or giving help. Every Saturday, she would go to church. She was a youth leader at her church. She was also a head girl at her school because of her behaviour and character. She was never found in the wrong place at the wrong time. Everyone in the community liked her. She had good moral values expected by her community. She was very trustworthy and unselfish.

Right refers to something that is good and acceptable. The right things people should do are to love one another, respect each other, and avoid fighting, stealing, killing, shouting at each other and lying. **Wrong** means something that is not correct or true.

Some of the wrong things are stealing, cheating, mischief, not attending school and not respecting others. Bullying, fighting, disobedience and dishonesty, cruelty, selfishness and greediness, slapping others and making unnecessary noise are also wrong things.

Exercise 1

Answer all the questions.

1. The girl mentioned in the story is _____.
A. Kupakwashe B. Kudakwashe C. Limbikani D. Qhubekani
2. The story took place in _____.
A. Rwanda B. Plumtree C. Gweru D. Beitbridge
3. Limbikani comes from a very _____ family.
A. humble B. hungry C. boastful D. selfish
4. Limbikani's family was _____.
A. poor B. richness C. rich D. cruel
5. Besides being a leader in the church, she was also _____.
A. selfish B. a head boy C. a head girl D. a bully
6. What is a drought stricken area?
7. Why did some children think that those who donated food had rightness?
8. What kind of a person can you say has the qualities of an upright person?

10B. Attributes

An **attribute** is a quality looked at as a character. The most common religion in Africa are Indigenous, Islam, Judaism and Christianity. All the religions believe in bringing up a good person.

Uprightness is something we admire and wish to have. As we are individuals different, we may understand qualities of an upright person in different ways. There are some qualities known by almost everyone to be good. An upright person is seen from the time he or she is young. Some attributes may start to show in a person when they grow older. People may develop good or bad attributes as they grow because of peer influence from friends, relatives and neighbours. Some attributes may also develop from within a person. He or she may decide to behave in a way he or she wants.

An upright person greets people in good manner, he listens to other people's views and does not associate with people of bad or loose morals. He is able to identify a good and a bad friend. He tells the truth all the time. If his friend does something wrong, he tells him and gives good advice. He does not shout at people or involve in quarrels and fights. He respects and takes good advice from elderly people. He does not smoke, take alcohol or drugs. Some people even add the habit of going to worship with others. Worshipping with others guides someone to live a good and upright life.

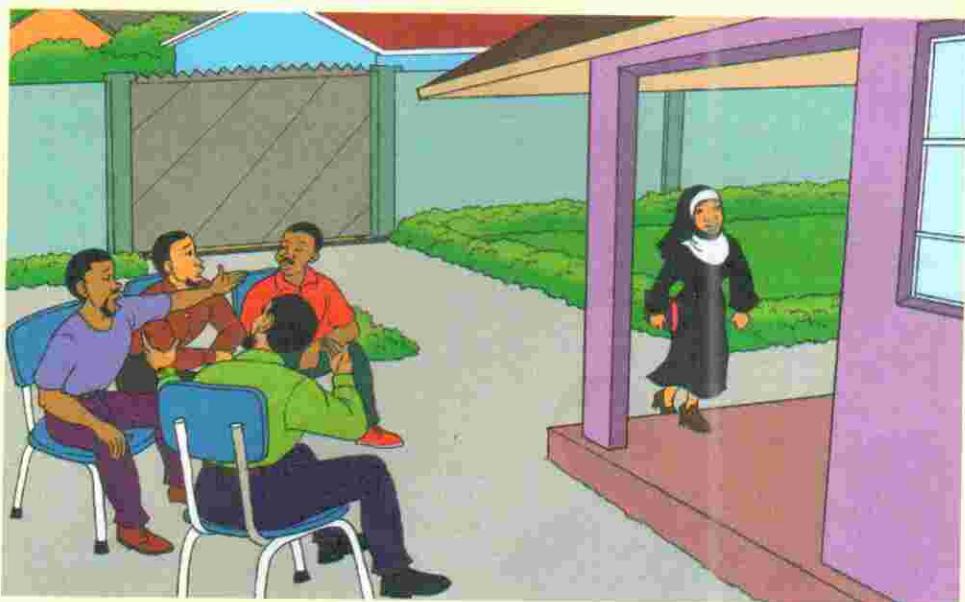
Activity 1

Fill in the qualities of a good and a bad person in the table below:

Good person	Bad person
1.	1.
2.	2.
3.	3.

People like a person with good morals. A person with good morals does not find it difficult to get help. They ask for help with respect that people find it easy to approach them. A person with good morals is easily promoted to positions of authority, for example, class monitor, prefect, group leader or team leader. This is because people can trust them to treat everyone fairly.

10C. Right to belong to a religion



Salom is a young girl from Binga. Her background is of Indigenous religion. In her community, there are children of different religions. Some are Muslims, some are Jews, some are Christians and of course some belong to Indigenous religion. She would sometimes go to a church with a Christian friend and sometimes she would go to a Mosque. After attending different ceremonies of different religions, she thought of going back to her Indigenous religion where she used to dance to Jerusalem and dinhe.

When she was a bit older, she made her final decision. She converted to Christianity and was baptised. She became a very strong member in her church. Now she is a nun. A **nun** is a woman who is a member of a religion who has committed herself to work in religion. Some people from the village accused her father saying why did he allow her to repent to Christianity. Her father opened a constitution document for them. A constitution document contains all the people's rights. He showed them a statement which says that every person in Zimbabwe has the right to belong to a religion of his or her choice. After all, by the time Salom took this decision she was now a grown up. She was twenty years old.

Exercise 2

Answer all the questions.

1. Salom grew up in _____.
2. A constitution is _____.
3. At last Salom decided to choose which religion?
4. What is a nun?
5. List three religions you know.
6. Which religion do you belong to?
7. In which part of the country is 'Jerusalem' a common dance?
8. At what age did Salom decide to repent to her new religion?

10D. Respect for other human beings

It is important to show respect to others.

- Greeting elders.
- Respecting parents and all other people in the community.
- Wearing decent clothes.
- Speaking politely.
- Showing appreciation.
- Apologising when you have done wrong.



Hannah's family has a neighbour. They love each other very much. Their children always play together and they learn at the same school. Hannah worships on a Saturday and her friend Leah worships on a Friday. The dressing of the two families is almost the same. At leisure time the fathers of the two families watch some television programmes together.

We have learnt about Jews and Muslims. Jews' holy book is the Torah and they pray to Yahweh. Muslims' holy book is the Koran and they call their God 'Allah'. At school Hannah's other friends are Fikile, a Christian and Tatenda who practices an Indigenous religion. There is freedom of worship and there are no religious wars in our country. This is the reason why you find people of different religions living in harmony together as neighbours. It is good to live peacefully together regardless of different religions.

Activity 2

1. Discuss as a class the characteristics of a good neighbour.
2. In groups dramatise children of different religions playing together, each and everyone talking about his or her religion.

Exercise 3

Make sensible words

1. Ywaheh

2. Jadusmi

3. Pary

4. Msemol

5. Jwes

6. What religion do you think Hannah belonged to?

7. Why should people of different religions live peacefully together?

8. Who started Judaism?

9. In the story _____ practised Indigenous religion.

10E. Rights and responsibilities in fairness

Every person has his or her rights as a person in the family, community and the country at large. A right is something that you are morally or legally allowed to do or have. As children you also have your own rights. Together with your teacher you will discuss some of the rights you know. You have a right to belong to a family. This is your very immediate right. Your family is there to take care of you and provide everything they are able to. If your family is poor do not think they are not taking care of your rights, accept that families are different, some are poor and some are rich.

Families are there to provide you with things like food, shelter and clothes. As a child it is also your right to play with others. As you have rights, you also have some responsibilities. Doing household chores is a way of preparing you for adulthood. You should learn to wash your own clothes, help your mother to wash plates and pots, and learn to cook at an earlier age of life. It is also good to water some vegetables at one time or another. As you grow you will learn some of your rights which are not mentioned here.

Activity 3

List three rights and responsibilities of a child.

Exercise 4

Answer all the questions.

1. All people have their_____.
2. Parents should take care of their_____.
3. Children have rights and_____.
4. Children like to_____ with others.
5. Families provide children with food, _____ and_____.
6. Why should children know their rights?
7. Name three household chores you know.
8. List one right you have.

Project 5

1. Find detailed information on human rights as stated in the United Nations Charter on the internet and they make write-ups of "children's rights" stated in the Charter.
2. You should create posters where they write the theme reflecting each "stated right."

Summary

- People have beliefs, norms and values.
- Rightness should be differentiated from wrongness.
- Everyone has a right to belong to a religion of his or her own choice.
- Respecting other people brings peace among people.
- People have rights and responsibilities.

Glossary

Moral	– relating to character, being able to separate right from wrong.
Rightness	– correctness, straight, directly.
Wrongness	– incorrect, not right, immoral.
Attributes	– characteristics or qualities.
Responsibilities	– duties or accountability.

End of unit assessment test

Multiple choice questions

1. The way one is brought up can determine his _____ behaviour.
A. moral B. value C. morality D. belief
2. One's morals can be right or _____.
A. upright B. clean C. wrong D. rightness
3. What we believe in builds our _____.
A. rights B. wrongs C. friends D. character
4. Respecting others makes people live _____.
A. peacefully B. jealously C. kindly D. humbly
5. Stealing is _____.
A. right B. bad C. good D. allowed
6. Police keep law and order. They also arrest _____.
A. thieves B. men C. women D. boys
7. People in the community like an _____ person.
A. upright B. disobedient C. bad D. easy
8. A person should listen to other people's _____.
A. rights B. characters C. statements D. views
9. One of the household chores is _____.
A. sweeping the house B. farming
C. playing D. eating
10. In Zimbabwe there is freedom to choose your own _____.
A. speech B. religion C. identity D. family

Structured questions

Answer **all** questions below.

1. One of the qualities of a bad person is _____.
2. One of the qualities of a good person is _____.
3. We should _____ each other.
4. What is a shelter? Give two examples.
5. How many religions do you know?

Unit 11 Conflict and conflict management

In this unit you will:

1. identify causes of family conflicts
2. identify effects of family conflict
3. suggest appropriate ways of managing family conflict.

Background

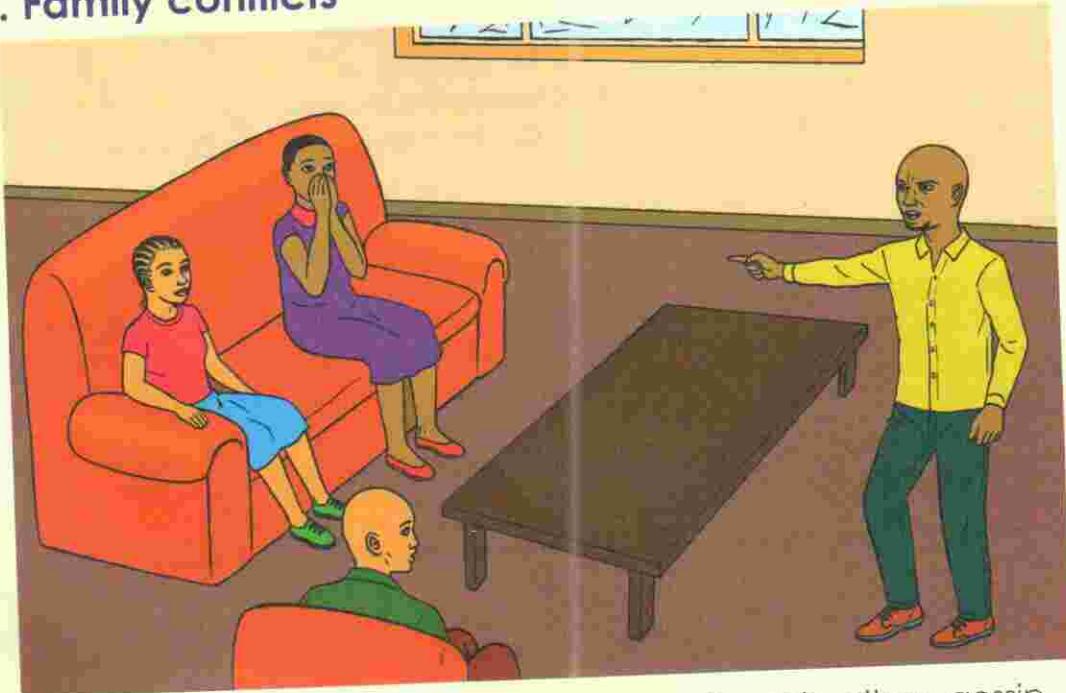
Conflict is disagreement of two or more people. Conflicts exist among people since people have different opinions and ideas. It is something we cannot run away from or avoid. We have to find ways of managing it so that it does not develop into wars and hatred. There are some conflicts which have good results depending on how they have been handled.



Key Words

managing selfishness

11. A. Family conflicts



Conflict may arise when people are jealous of each other, gossip, fail to communicate well, lack trust and when they are greedy. **Selfishness** is one of the causes. Selfishness refers to the behaviour of someone who is concerned with their own interests only.

Selfish Peter

This story is about the Tlou family. Mr and Mrs Tlou passed away leaving four children behind, two boys and two girls. They left behind some cattle, goats, a grinding mill, money in the bank and a house in one of the cities. The elder brother Peter was very selfish. The rest of the family and even those of the distant family members did not like him for that.

He would sell some cattle and use the money carelessly with some friends. He would not even pay fees for his three siblings. He would not even share with his two sisters. Chipo the elder sister would sometimes quarrel with him because of that. The money he got from the grinding mill was under his control. When their parents died, they settled for a room each since their parents' house in Seke had four rooms. They put some tenants also known as lodgers so that each and every one gets money to help himself or herself.

Peter would collect money from the grinding mill and use it to travel to Harare. He would collect rentals for the four rooms pretending to be representing the other three children. He would then spend all the money by himself. The other three children Chipo, Sam and Ashley including some relatives were not happy about Peter's behaviour. This caused conflicts in the family.

Activity 1

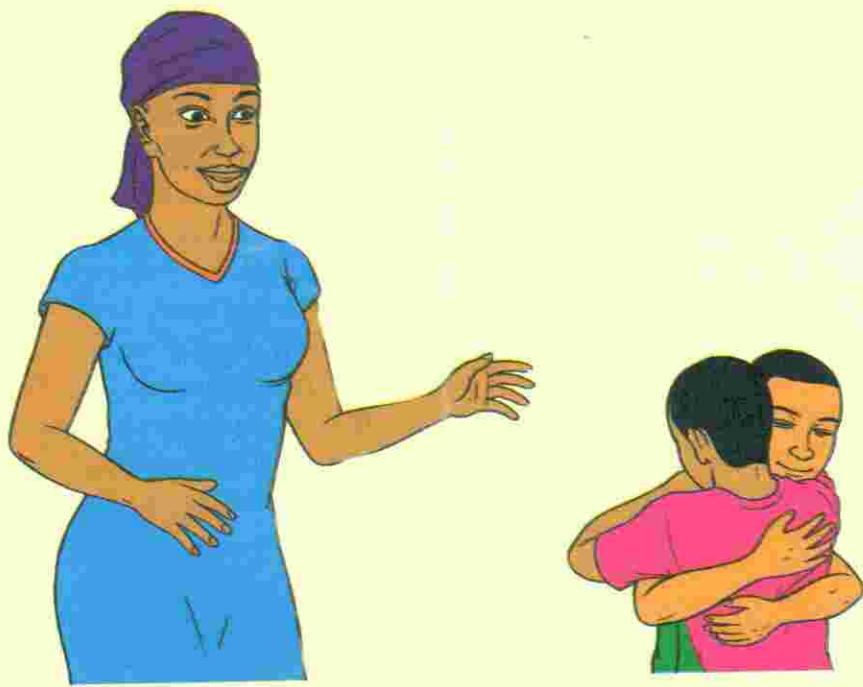
Dramatise the above story as a class. Choose Peter, Chipo, Sam and Ashley. Also choose Peter's friends, tenants and relatives. Those left will be neighbours in the rural home and in Seke.

Exercise 1

1. In the story the cause of conflict was selfishness. True/False
2. The elder brother was Sam. True/False
3. Besides selfishness, the other cause of conflict is kindness. True/ False
4. Mr and Mrs Tlou's house was in Seke. True/False
5. What is the other name for tenant?
6. Name two benefits left behind by Mr and Mrs Tlou.
7. What does the story teach us?
8. How many children did the Tlous leave behind?

11B. Managing Family conflicts

Conflicts in a family need to be managed. **Managing** is having control or handling a situation well. Conflict in the family is not a healthy situation. If ever we get involved in conflicts, we should try by all means to solve the differences. As upright people we should not encourage conflicts or create situations which favour conflicts.



There are ways of managing family conflicts. When having conflicts, try to solve them before you engage other people. If you have failed as a family you can call people like an aunt, uncle or a family friend. If the conflict is about shared property you can go to an older person in the family or to the court. If the conflict is due to mistrust, one should learn to have trust in other people. Trusting each other will avoid suspicion. Working hard makes one not to be jealous and be satisfied with what he or she has. Some church elders can also help in managing family conflicts.

Activity 2

1. Create a scene showing conflict and dramatise it in groups.
2. Draw people fighting and write three sentences about it. (The cause of the fight and how it can be resolved).

Exercise 2

Answer all the questions.

1. Conflict in the family is not a _____ situation.
2. We should not encourage _____.
3. An _____ can settle a family conflict.
4. As family members we should _____ each other to avoid suspicions.
5. Being satisfied with what you have prevents _____.
6. What is a conflict?
7. People should trust each other to avoid conflict. True/False
8. Trust makes people have conflicts. True/False

Summary

- There are conflicts in the families.
- Conflicts are caused by different opinions.
- Family conflicts can be managed.

Glossary

Conflicts

- disagreement or clash between two opposite individuals or groups.

Counsellor

- a professional who counsel people on personal problems.

End of unit assessment

Multiple choice questions

1. Disagreement may lead to _____.
A. kindness B. selfishness C. conflict D. love
2. _____ may result from conflict.
A. good B. joy C. family D. war
3. One of the causes of family conflicts is _____.
A. food B. property inheritance
C. clothes D. ploughing
4. We should use family property with _____.
A. care B. friends C. other people D. church
5. A person who uses someone's house and pays rentals is called a lodger or _____.
A. tenant B. lodgings C. rent D. borrower
6. A person should _____ for himself or herself rather than look forward to receiving.
A. work B. give C. manage D. sleep
7. Which statement is NOT true.
A. conflict is caused by jealousy
B. conflict causes war.
C. conflict is healthy.
D. lack of trust causes conflict.
8. _____ are a form of wealth.
A. Cattle B. Clothes C. Phones D. Groceries
9. Money paid by a lodger is called _____.
A. fees B. rates C. lodge D. rentals
10. Gossiping is _____.
A. nice B. bad C. fair D. good

Structured questions

Answer **all** questions below.

1. A person who usually settles conflicts in a family is an _____.
2. Forms of wealth are cattle, buildings and _____.
3. Everyone has been involved in a conflict at one time or another. True or False
4. Some conflicts become so serious that if not properly managed they lead to death. True or False
5. List three things that may cause conflict.

Unit 12 National value systems

In this unit you will:

1. state aspects of responsibility
2. explain responsibility as it relates to various contexts.

Background

It is good to show signs of respect to others. If you want respect from others you should also do likewise.

Key words



dignity
fairness

honesty
respect

peace

political

tolerance

Responsibility

National values are important because they make people know what is good and bad. Something with value is something very important. Values bring responsibilities to people. When people value peace it means they should be responsible in maintaining peace. Below are some of the responsibilities that people should have.

Peace

Peace is when there is no war or when people are not fighting. It is a responsibility for everyone to maintain peace in their family, community, school and or country. It is very important for people to live in peace. When people live in peace, no one may get hurt. At school we have teachers and prefects that are responsible for making sure that children do not fight and hurt each other.

Respect

Respect is appreciating other people's feelings, wishes and rights. Everyone has a responsibility of having respect for other people. Children should respect the elderly and their friends. People should respect others in the community, at school, church and everywhere. You should respect those who enforce the law too. These are people like the police and the church elders.

Fairness

Fairness is when you treat people equally without favour. People have a responsibility of being fair. Everyone should treat people fairly. Parents have to treat their children fairly. They should not favour one child because he or she is intelligent or beautiful than the other. When your parents buy you food or clothes, they should buy for all children. They should share everything among their children fairly.

Dignity

Dignity is the way you handle yourself so that people can respect you. When someone has dignity people get to respect that person. Dignity can be shown by the way one speaks, dresses and socialises with others. It is your responsibility to make sure that you have the quality of dignity. Policemen should have dignity so that people may respect them when they are at work. If a policeman is seen walking drunk and hitting people, he or she can lose respect.

Honesty

Honesty means being truthful. It is everyone's responsibility to be honest. When people are honest they can be trusted by others. If you are honest to your parents and your teacher, they will love you and trust you. Your parents may always say nice things when you tell them the truth all the time. It is also safe for you to be an honest person to do something for you. For example, when your parents ask you to buy bread, and you bring enough change they will trust you.

Political tolerance

Political tolerance means participating in what the country as a whole thinks is important. In Zimbabwe people are expected to show respect and be responsible. This is shown by attending national events, for example, Independence day, Heroes day, Unity day and all other national events.

Activity 1

1. In groups, list down things that are national values.
2. State the responsibilities of people to maintain the values you have listed.

Exercise 1

Answer all the questions.

1. _____ should be responsible.
A. Mothers only B. Everyone C. Fathers only D. Policemen only
2. The following is not a responsibility.
A. House B. Honesty C. Dignity D. Peace
3. When there is peace there is no _____.
A. money B. war C. family D. community
4. If you are honest people may _____ you.
A. hurt B. reject C. trust D. fight
5. Some of the national events are Heroes' day, Unity day and _____.
A. Independence B. Passover C. Easter D. Sports

Project 6

In three groups, the first group will visit a religious leader in the community. The second group will visit the school counsellor. If there is no counsellor they visit the nearest police public relations officer. All the groups will find information about attributes of an upright person. They will compile the information on one sheet, in the class.

Summary

- There are aspects of responsibility such as respect, honesty, political tolerance, dignity and fairness.
- Self, family, community and nation are contexts which relate to responsibility.

Glossary

Nation	- a group of people sharing the same language, culture, community of people.
Responsibility	- being answerable, or having authority to direct and take necessary action.

End of unit assessment

Multiple choice questions

1. National values make people know _____.
A. Good and bad B. Police and nurses
C. Freedom and fight D. Church elders
2. Children should respect the _____.
A. Parents only B. Elderly only
C. Friends only D. All of the above
3. When people are not fighting we say there is _____.
A. Freedom B. Fairness
C. Peace D. Conflict
4. People respect you if you handle yourself with _____.
A. Fairness B. Political tolerance
C. Peace D. Dignity
5. Independence falls under which value?
A. Respect B. Honesty
C. Political tolerance D. Dignity

Structured questions

Answer **all** questions below.

1. **Empathy** means appreciating other people's feelings.

1. _____ means appreciating other people.
 2. _____ have to treat their children fairly.
 3. Name one national event.
 4. List two responsibilities you know.
 5. National values are important. True or false