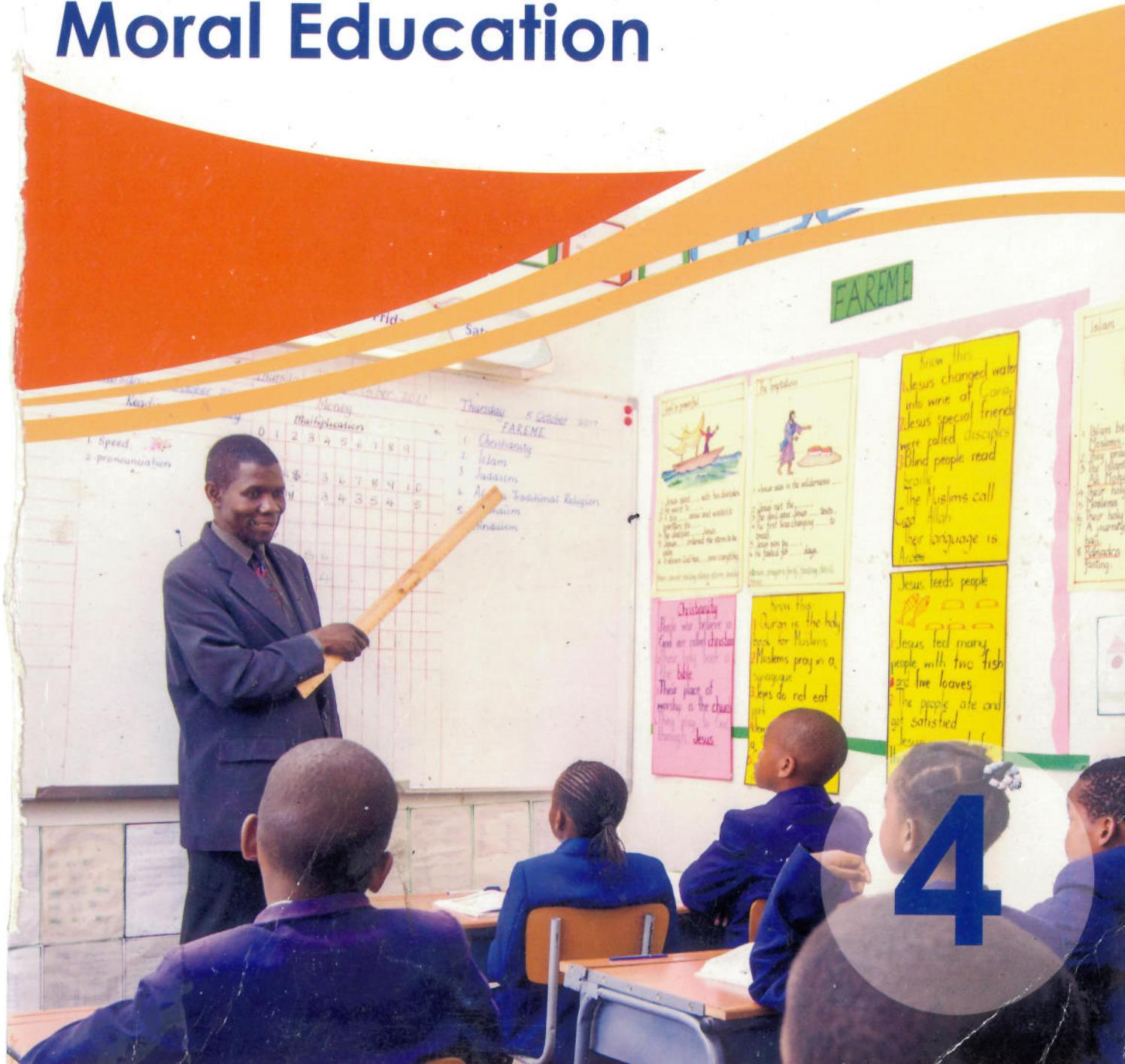


Ventures Primary

Family, Religion and

Moral Education



Ventures Primary Family, Religion and Moral Education

Learner's Book Grade

3



Ventures Primary Family, Religion and Moral Education Learner's Book Grade 3

© P. Maruba and N. Ndoda, 2017
© Design College Press Publishers (Pvt) Ltd, 2017

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, photocopying, recording, or otherwise, without the prior written permission of the copyright holder or in accordance with the provisions of the Copyright Act, (Chapter 26:05), 2004.

Any person who does any unauthorised act in relation to this publication may be liable for criminal prosecution and civil claims for damages.

First published 2017

Published by
College Press Publishers (Pvt) Ltd
P.O. Box 3041, Harare, Zimbabwe

Typeset in Century Gothic 12 pt
Artworks by: Watson Mukutirwa

Printed by

ISBN: 978-1-77900-653-0

Acknowledgements

The publishers and authors would like to acknowledge Gateway Primary School for the cover image.

The publishers have made every effort to trace the copyright holders. If they have inadvertently overlooked any, they will be pleased to make the necessary arrangements at the first opportunity.

It is illegal to photocopy any page of this book without written permission from the publishers.

Printed and bound by Impress Investments (Pty) Ltd

Contents

Topic 1 Family	1
Unit 1 Concept of family	1
Structure of a family.....	2
Family names and totems.....	8
Family resources	9
Unit 2 Family and religion	13
Family unity	13
Family life and religion	15
Unit 3 Family and community	19
Family roles in the community	19
Caring for the needy	22
Unit 4 Social and emotional learning	28
Self-awareness and self-esteem.....	28
Behaviour management.....	30
End of term one assessment.....	32
Topic 2 Religion.....	35
Unit 5 Concept of religion.....	36
Religion in the family	36
Unit 6 Indigenous Religion	37
Origins of Indigenous Religion.....	37
Names of the Supreme Being.....	38
Sacred places	40
Songs and dances	41
Religious artefacts and attires	42
Sacred days: <i>chisi/izilo</i>	43
Unit 7 Christianity	46
Founder	46
Names of the Supreme Being.....	47
Symbols and sacred days	48
Attire	49
Symbol	50
Place of worship	51
The Holy book	52
Unit 8 Judaism	55
The founder of Judaism.....	55
Names and titles of the Supreme Being	55
Place of worship	56
Sacred days	57
Symbol	58

Judaism dress code	59
The holy book	60
Unit 9 Islam.....	63
Founder of Islam	63
Names and titles of the Supreme Being	64
Place of worship	65
Sacred days	67
Symbol	67
Muslim dress code	68
End of term two assessment	71
Topic 3 Morals and values.....	74
Unit 10 Concept of morals and values.....	75
Right and wrong.....	76
Attributes of good morals.....	77
Right to belong to a religion	78
Respect for other human beings.....	79
Rights and responsibilities in fairness	80
Unit 11 Conflict and conflict management	85
Conflict at home	85
Conflict with friends.....	86
Conflict management at home and with friends	87
Unit 12 National value system	90
Respect	90
Unit 13 Religion on technology and enterprise	94
Religious artefacts	94
Religion and technology	95
Topic 4 Religion and health.....	99
Unit 14 Religion and abuse	100
Religion, forms of sexual abuse and perpetrators.....	100
Unit 15 Religion and gender.....	104
Religion and gender roles	104
Unit 16 Religion and sexuality	107
Sex identification	107
Unit 17 Religion, HIV and AIDS	110
Causes of HIV and AIDS	110
Religious attitudes towards HIV and AIDS	111
Awareness on HIV and AIDS	112
Unit 18 Healthy living.....	115
Personal hygiene	115
Healthy habits.....	116
Healthy eating habits	117
End of term three assessment	120



Introduction

A family is made up of a group of people who are connected to each other through birth, marriage or adoption. Families believe in different things. This makes them part of different religions. These religions impact on family unity and how they do things. A group of families living in one area, place or region make up a community. The community plays a big role in caring for and supporting the needy.

Objectives

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

1. describe the structure of families
2. compare and contrast the structure of families
3. identify names and family members
4. state family totems
5. identify family possessions.

Background

Our families are different. Let us talk about our families. Do you know where your family name came from?



nuclear
siblings

totem
indigenous people

surname

1A. Structure of a family

There are different family structures in each community. The structure of a family is how it is arranged. For example, a family may have one husband, one wife and their children. A different structure can have one husband, five wives and their children.

Activity 1

1. Bring pictures of your family members. Take turns to present them in class while talking about your family.
2. How many different types of families can you identify from the photographs presented?

a) Nuclear family



A **nuclear family** is made up of parents and their children. Children born in a nuclear family are **siblings**. Nuclear families use the same surname which is usually that of the father. A **surname** is a name common to all members of a family. Nuclear families also share everything they own, their home, food and property. In Indigenous Religion, a polygamous family is considered a nuclear family. The children are from the same father and they share the same surname.

Activity 2

1. In groups, talk about the characteristics of a nuclear family.
2. Cut and paste pictures of nuclear families onto a chart.

Exercise 1

1. A nuclear family is made up of _____ and their _____.
2. Children in the nuclear family are known as _____.
3. Whose family name do nuclear families usually use as their surname?
4. In Indigenous Religion, a _____ is considered a nuclear family.

Monogamous family



My name is Caroline. I am in Grade Three. I stay in Chiredzi town with my mother and father. I have two brothers, Raymond and Kudzai. My sister's name is Tawana. Our family is a monogamous family. My father has one wife. Our surname is Ndoda. Raymond is the eldest and Kudzai is the youngest.

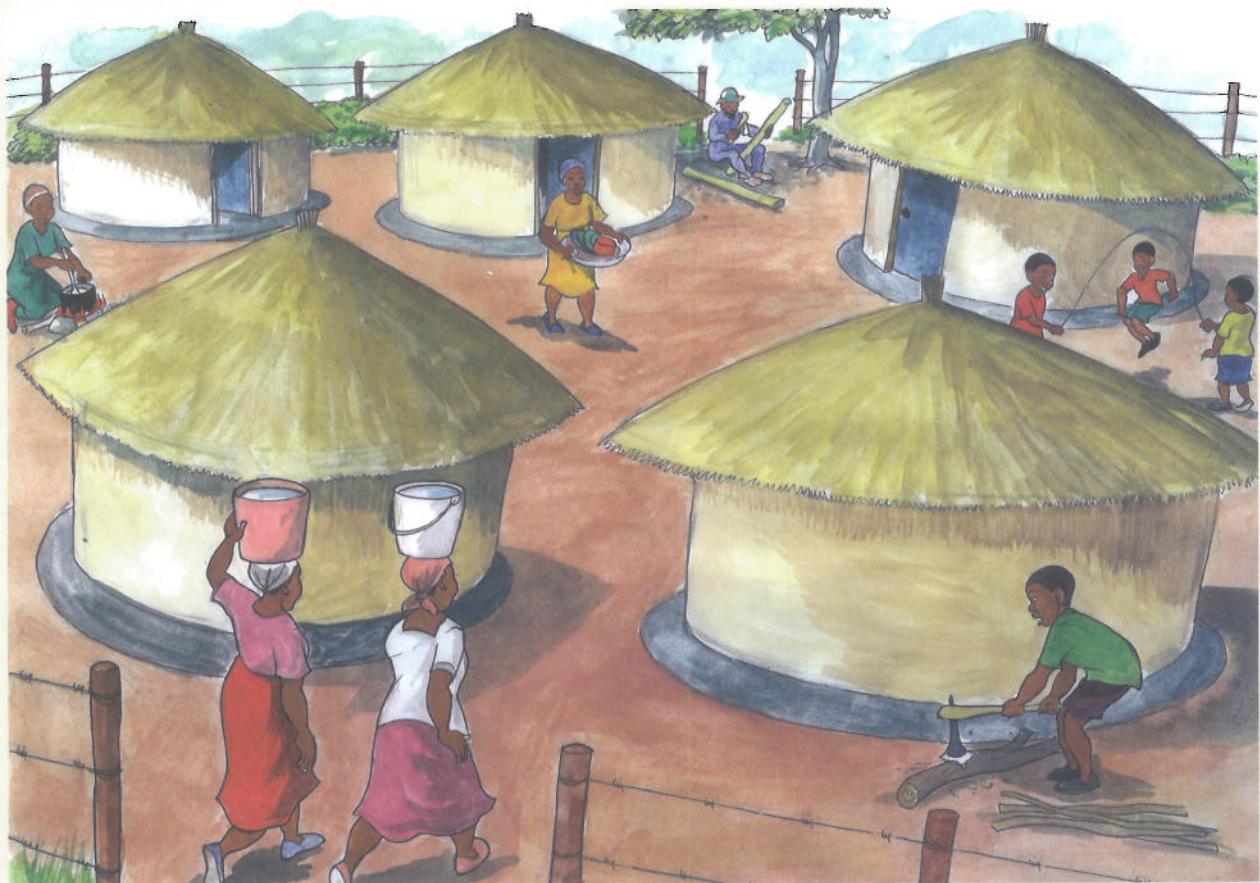
Activity 3

1. In groups, talk about monogamous families.
2. List things that monogamous families share.

Exercise 2

1. Where does Caroline live?
2. How many siblings does Caroline have?
3. In nuclear families, children use one surname. [True/False]
4. In a monogamous family there is _____ wife.
5. How many people are there in Caroline's family?

Polygamous family



In a village in Binga, there was a man called Mr Mulimi. Mr Mulimi had five wives. Each wife stayed with her children. Children born in this family called each of their father's wives 'mother'. They grew their own food and everybody worked in the fields. Children took meals in their mothers' huts. The father ate from all the huts. Children were given tasks to do for the family like fetching water and firewood, looking after animals and babies. The family prayed together every day before going to sleep.

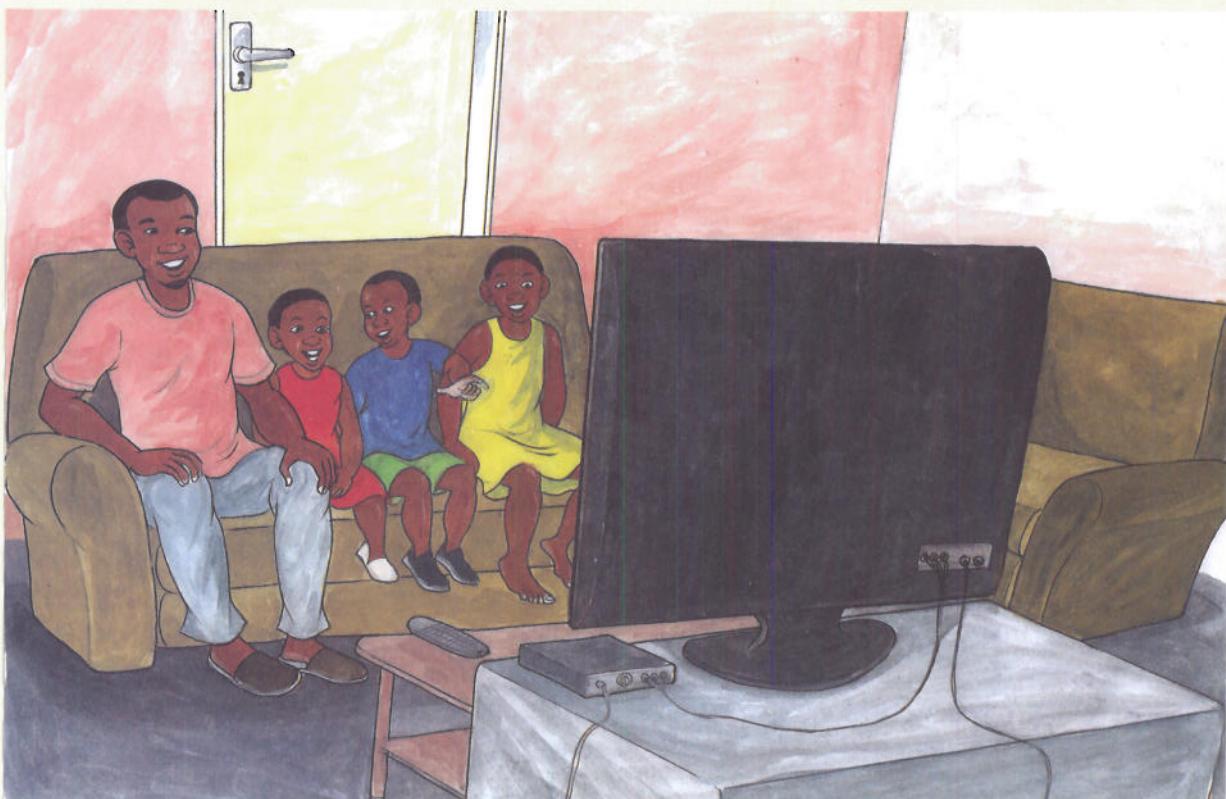
Activity 4

1. In groups of 5, act out a polygamous family.
2. Talk about the differences and similarities between a monogamous family and a polygamous family.
3. Cut and paste pictures of different types of families onto a chart.

Exercise 3

1. How many wives did Mr Mulimi have?
2. List three tasks that were given to children.
3. In the Mulimi family, they ____ their own food.
4. What did the family do before going to bed?
5. Where did the children take their meals?

b) Single parent family



The setup of each family differs with circumstances. There are families that have a single parent taking care of children. The father or mother would have lost a partner through death or divorce. The remaining parent takes care of the family. When parents divorce, children sometimes visit the parent they do not stay with.

Activity 5

1. In groups, discuss the kind of family you come from.
2. List down good things you have done for your family.

Exercise 4

1. A father or mother can lose a partner through divorce or _____.
2. When parents divorce, children can stay with either the mother or _____.
3. Parents _____ of their families.
4. A man can be a single parent. [True/False]
5. When parents divorce, children sometimes visit the parent they do not stay with. [True/False]

c) Child-headed family



A child-headed family is a family whereby the main care giver is a minor under the age of 18. This could be due to neglect, death of parents or parents working in the diaspora (outside the country). The parents might also be physically or mentally challenged.

Activity 6

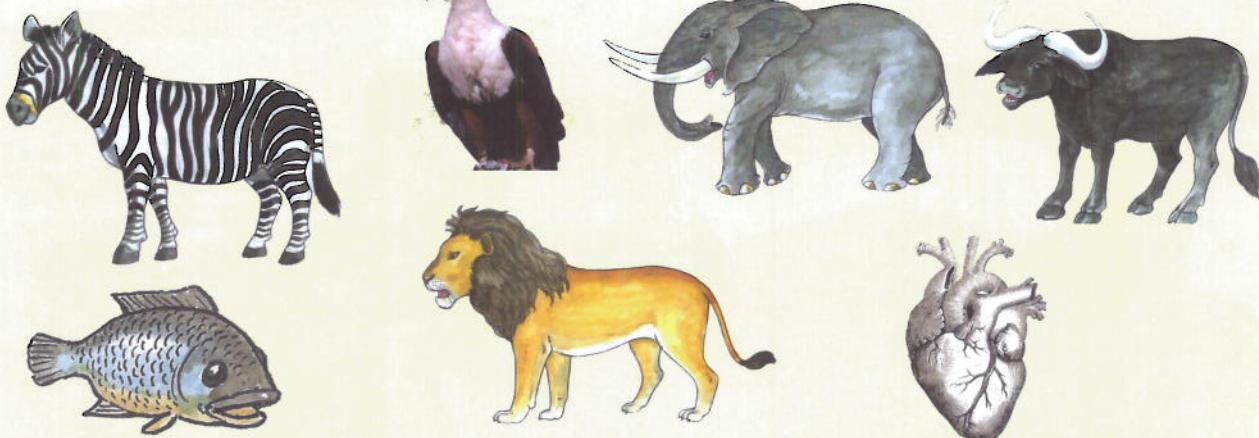
1. Research on the child-headed families in your community.
2. Find the reasons for the existence of these families.

1B. Family names and totems

Names

The family name is the one which you share with other members of your family. This is your surname. Family names are either the father or the mother's name. It is common in Zimbabwe for the surname to come from the father's side. Married women often also use the husband's surname.

Totems



Some family names come from totems. A **totem** is an animal, part of the body or an object that a particular group of people uses to represent their family. Most of the Zimbabwean indigenous people have totems. **Indigenous people** are people who originate in a particular place or region. People's totems are sacred to them. They do not eat meat from the animal or part of the body of their totem. It is believed that if you eat meat of your totem you will either lose teeth or suffer some misfortune. Different families can share the same totem. The pictures above show some of the totems common in Zimbabwe.

Totems are used as a form of family identity. People of the same totem are like brothers and sisters. They have a sense of being related. This means one cannot marry anyone of the same totem. Marriage between people of the same totem is regarded as taboo and it may anger the ancestral spirits. Once the ancestral spirits are angry, they may punish people of the area or of the totem. They do this by not sending rains or causing some suffering of some sort.

Activity 7

1. In groups, write the totems of each member.
2. Find the most common totem in your class.
3. Draw an animal or body part of a totem you know.

Exercise 5

1. What is your surname?
2. Totems are names we get from _____ and _____.
3. Who else can share the same totem?
4. Marriage between people of the same totem is accepted by the ancestors.
[True/False]
5. What happens if you eat the meat or body part of your totem?

1C. Family resources

Family in the communal area

My name is Ryan. I stay in Chiweshe communal area with my grandparents, Ambuya Chirenje and Sekuru Chirenje. The homestead is on a very large piece of land. There are three separate houses. Ambuya Chirenje owns a very big round kitchen that is grass thatched. At the edge of the homestead is a cattle kraal. Grandfather has a herd of 14 cattle. The cattle are used to plough and give us milk. The rest of the land is used to grow crops for food and sale.



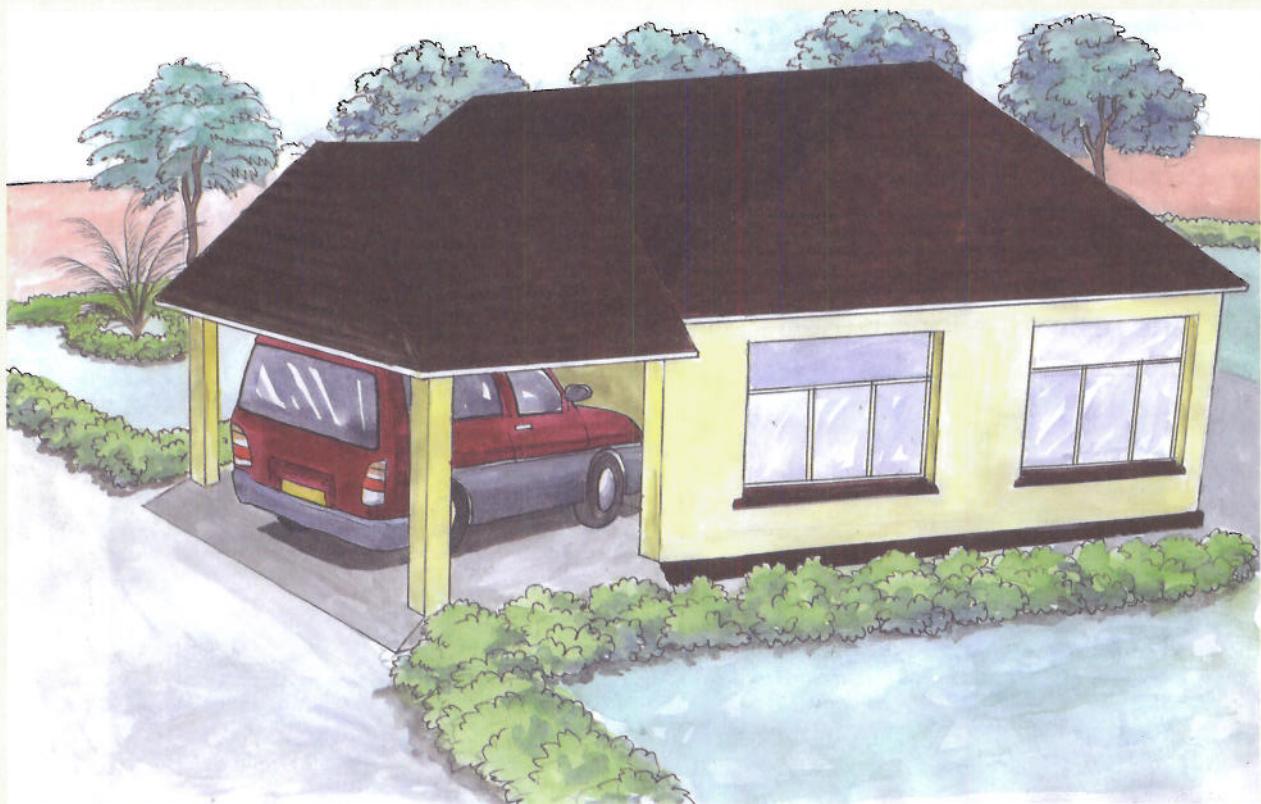
Activity 8

1. Draw a round thatched kitchen.
2. Make a model cow using clay.

Exercise 6

1. Where does Ryan live?
2. How many houses are at Ryan's homestead?
3. Name two things that they use cattle for.
4. Grandfather has _____ cattle.
5. Describe your home and the resources you have.

Family in the urban area



Tavonga is a nine year old girl. She stays in Bindura. Her mother, Mrs Vengesayi, works at a bank. Tavonga's family owns a very big house and they have one big car. The house is built on a large stand. It has four bedrooms, a kitchen, a pantry, a big lounge, a dining room and an attached garage. The kitchen has nice fitted cupboards and a four plate stove. In the evening the family sits on their beautiful sofas to watch television.

Activity 9

1. Cut and paste pictures of beautiful houses.
2. Use card board to model a modern house.

Exercise 7

1. List two resources from Tavonga's family.
2. Where does Tavonga stay?
3. How many rooms does the house have?
4. Mrs Vengesayi works in a _____.
5. What does Tavonga's family do in the evening?

Summary

- Everyone belongs to a family.
- There are different family structures namely the nuclear, monogamous, polygamous, single parent and child headed families.
- A nuclear family is made up of father, mother and children.
- Totems are used as a form of identity.
- Every family has some resources.

End of unit assessment test

Multiple choice questions

1. What is a family?
 - A group of people who are connected to each other through birth, marriage or adoption.
 - Children only.
 - A group of people who know each other.
 - The community.
2. Your parents' parents are called _____.
 - uncles
 - cousins
 - grandparents
 - aunties
3. If a man has many wives, we call this a _____ family.
 - nuclear
 - polygamous
 - child headed
 - monogamous
4. Besides names, people are also known by their _____.
 - hair
 - crops
 - totems
 - eyes
5. People do not eat _____ of their totems.
 - meat
 - totems
 - names
 - people

6. Marriage of people of the same totem is _____.
A. taboo B. allowed
C. common D. laughed at
7. Married women often use their _____ surname.
A. husband's B. mother's
C. aunt's D. uncle's
8. We should _____ one another.
A. kill B. hate
C. love D. ignore
9. Marriage brings together _____.
A. friends B. two families
C. spirit mediums D. children
10. Parents _____ for us.
A. provide B. murder
C. lie D. cheat

Structured questions

Answer all questions below.

1. A family is _____.
2. What is the difference between polygamous and monogamous families?
3. A single parent would _____ a partner.
4. What is a totem?
5. Marriage between people of the same totem is _____.

[15marks]

Glossary

Challenged	- when someone is unable or has difficulty in doing something
Circumstances	- what happens because of an event.
Minor	- someone or a person not of legal age.
Neglect	- fail to care for.
Taboo	- something that is not socially acceptable.

Unit 2 Family and religion

Objectives

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

1. describe family unity
2. explain family practices in relation to religion.

Background

Family members belong to different religions. There is unity and everyone respects each other's religion. The coming together of a man and a woman to form a family is called marriage.



Key words

religion

Koran

family unity

2A. Family Unity

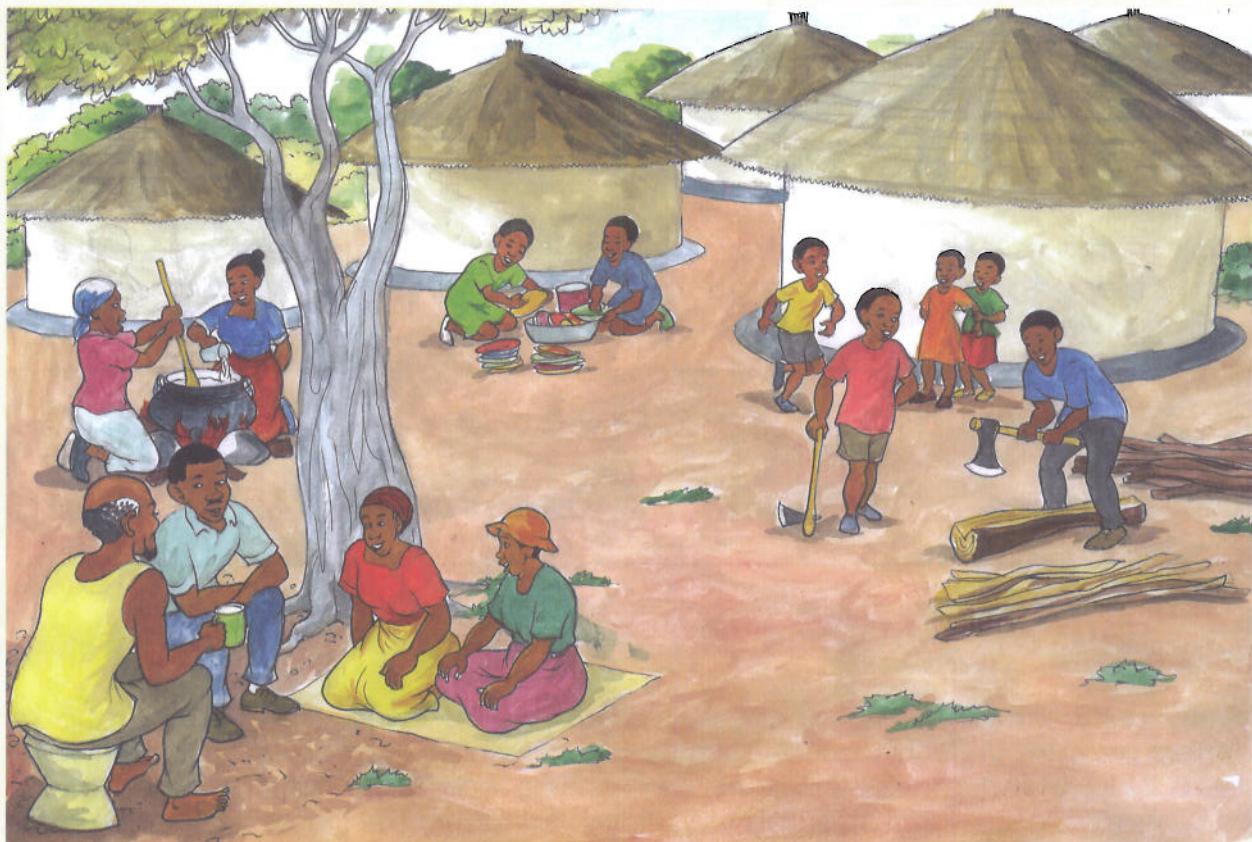
Family unity is maintaining oneness and supporting each other as a group of related people. Unity in families can be seen during ceremonies and when one needs help. In Indigenous Religion, families help each other during celebrations like birthdays, coming of age and weddings. **Religion** is the belief of the existence and worship of a God or Gods. During funerals, in Indigenous Religion, families help with labour, money, food and comforting each other.

In Islam, family is very important. The Islamic religion believes that people have to be mindful of their relatives, even those who are not part of their religion. The Islamic holy book instructs Muslims to be respectful, merciful and caring towards parents and relatives. The Islamic holy book is the **Koran**. To maintain family unity, Muslims believe in regular visits to relatives and assisting them when there is need.

Christians believe that forgiveness and love maintain family unity. The Christian Bible instructs Christians to love and forgive, to care for their family and relatives. It also tells them that where there is unity, God commands a blessing. Christians also believe that a family that prays together stays together. Christianity says that love is important and helps maintain unity. Families should spend time together to build and maintain a special bond.

The Nyamusoro family

Tsitsi Nyamusoro stays in Mzilikazi, Bulawayo, with her parents. She is in Grade Three. Her grandparents are in Gwanda and her other relatives are all over Zimbabwe. The family is very big but they all know and love each other. Family members write letters or telephone each other. Once every year they meet in Gwanda for a family gathering. Tsitsi likes these gatherings because she will play with her cousins and see new babies in the family. The grandparents slaughter a cow and the rest bring food. Dances and storytelling are done at every gathering.



Activity 1

1. In groups, list members of your extended family. Extended family are members from your parents blood families.
2. Make a poem for your family.

Exercise 1

1. Tsitsi stays in _____.
2. Where do the grandparents live?
3. How does Tsitsi's family show love?
4. Unity in families can be seen during _____.
5. Who is your cousin?

2B. Family life and religion

Family life is influenced by the religion a family follows. Different religions have different practices they follow. Their beliefs in handling some things in life differ. For example, how they treat birth, puberty, marriage, good harvest and death.

a) Birth

Religions celebrate the birth of a new born in different ways. Christians dedicate a new born baby to God. Some churches hold special services for the baptism of new born babies that are attended by friends and family. In Islam, a special prayer is whispered into the right ear of the child by the father. After seven days a sheep is sacrificed and the baby's hair is shaved. This is done to show that the child is a servant of Allah. Muslim baby boys are circumcised when they are seven days old. In Judaism, a male child is circumcised when he is eight days old. Children are given names at the first gathering. In Indigenous Religion, when a child is born, the first thing they do is ululation. This is a sign of welcoming the baby and celebrating with the parents. In some cultures, it is done by close relatives and friends. The child has to stay indoors for at least a week. The umbilical cord, in some cultures, is buried at the father's place of origin. After a month or two, a ceremony is held to welcome the child. At this time, especially in the Ndebele culture, everyone is then allowed to see the baby.

b) Coming of age

Coming of age is celebrated in different ways in different religions. Celebrations of boys and girls differ. For boys, in Indigenous Religion, the most common is the circumcision initiation ceremony. Jews have a Bar Mitzvah (for boys) and a Bat Mitzvah (for girls). The bar or bat mitzvah ceremony is usually held after a boy's thirteenth and a girl's twelfth birthday. In Islam, girls when going through puberty start to wear hijab (which means barrier or screen in Arabic).

c) Marriage

Families have different religious practices when it comes to marriage. In the Christian religion, the man pays a bride price in the form of cattle and money. After this is done, a wedding ceremony is held at the family's church to join the two before God, family and friends. Islamic marriages are usually arranged. The husband has to agree on an amount of money to be given to the wife's family before marriage. This is called the Mahr. It is then given to the wife to spend on anything she wants. In Indigenous Religion, the man pays a certain amount of money and cattle as the bride price (roora/lobola). The aunts of the girl prepare kitchen utensils for the bride. The aunts and sisters accompany the bride to the husband's home. Whereas among some Jews it is customary for the wedding couple to fast on their wedding day. Marriage under Jewish law is a private agreement between a man and a woman, it does not require the presence of a rabbi or any other religious official.

d) Death

In some Christian families, there is a gathering of people to comfort the bereaved and provide labour. The Pastor or Reverend reads the bible and prays for the family. In some cultures within Indigenous Religion, if a married woman dies, the husband and his family give money to her family. The body of the departed lies in the house for one night before burial. Family and friends spend the whole night singing and dancing in celebration of the life of the departed. In Judaism, families meet to mourn the dead. They do so to show respect and comfort the bereaved.

Activity 2

Compare family practices between Christianity and Islam. Create a table of the differences and similarities between the two religions.

Exercise

1. Family life is influenced by the _____ a family follows.
2. Christians dedicate a new born baby to _____.
3. Among some Jews, it is customary for the wedding couple to _____ on their wedding day.
4. In the Christian religion, the man pays the _____ in the form of cattle and money.
5. What is lobola/roora?

Project 1A

Research about family practises in different religions. In groups of 4, create a portfolio of family practices and keep it in the Family, Religion and Moral Education corner.

Summary

- Family unity is maintaining oneness
- During ceremonies, families support each other.
- Families should spend time together to build and maintain a special bond.
- Christians dedicate new born babies to God.
- Muslim babies are shaved when they are seven years old.
- All families in different religions meet to mourn the dead.

End of Unit Assessment

1. Christians believe _____ and _____ maintain family unity.
A. hurt and bad luck B. pain and fear
C. sickness and labour D. love and forgiveness
2. Where there is unity, _____ commands a blessing.
A. parents B. sisters
C. God D. pastors
3. After seven day a Muslim baby's hair is _____.
A. shaved B. combed
C. dyed D. plaited
4. During ceremonies, families _____ each other.
A. support B. shun
C. run away from D. avoid
5. Families should spend time together to build and _____ a special bond.
A. curve B. make
C. maintain D. destroy
6. Family life is influenced by the _____ a family follows.
A. road B. religion
C. peace D. life
7. The Islamic holy book instructs Muslims to be _____ and _____ towards their parents and relatives.
A. disrespectful and careless B. rude and caring
C. respectful and careless D. merciful and caring
8. In Indigenous Religion, families help each other during _____.
A. celebrations B. sleeping
C. eating D. playing
9. In Indigenous Religion, when a child is born, the first thing they do is _____.
A. making noise B. jumping
C. ululation D. crying
10. Unity in families can be seen during _____ and when one needs help.
A. swallowing B. religion
C. killing D. ceremonies

Structured questions

1. The body of the departed lies in the _____ for one night before burial.
2. Some Christian churches _____ new born babies.
3. Jewish babies are given names at the first _____.
4. What influences family practices?
5. Girls in Islam, when going through puberty, start to wear _____

[15 marks]

Glossary

Christians

- followers of Jesus Christ.

Muslims

- followers of the Islamic religion. Their name for God is Allah.

Mourn

- to feel or show sorrow for the death of someone.

Bar Mitzvah

- Jewish ceremony for boys when they turn thirteen.

Bat Mitzvah

- Jewish ceremony for girls when they turn twelve.

Objectives

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

1. identify family chores
2. explain the need to share tasks
3. list family roles in the community
4. identify the needy in the community
5. state how communities help the needy
6. state how religions help the needy.

Background

We all belong to a social unit which is bigger than a family. This unit is made up of different families and we call it a community.

**Key words**

role

bereaved

community

chores

3A. Family roles in the community

Families have roles they play within themselves. They have chores that are done by all members of the family. Everyone has a **role** to play in doing duties at home. However, families also have roles they play in their community. A **community** is a group of families living in a particular area. There are some people from different families who take leadership roles in the community, for example; chiefs, councillors, members of parliament and mayors. These people are supported by their families to help the community during good and bad times. Families in a community host different celebrations and ceremonies. In all these different times, other families in the community support them with food, labour, transport, firewood and money. When there is death in a family, the community collects money to help. The money has different names, some call it 'chema' and others 'masingcwabane'. In the different occasions, women and girls help with cooking whilst men and boys get firewood and set up tents.

Activity 1

1. In groups, discuss the roles that families play in the community.
2. Draw people in a community project of your choice.

a) Family chores

Look at the pictures below.



A



B

Family members share chores at home. **Chores** are routine tasks, especially household ones. There are no chores that are said to be done specifically by women or men. Both girls and boys can do the same chores. Men and women can also do the same chores. Family chores involve cleaning the house, washing clothes, cleaning plates, cooking, watering the garden and flowers and sweeping the yard. There are a number of chores that can be done in a family. People in families help each other so as to make sure that all is done on time and in the right way.

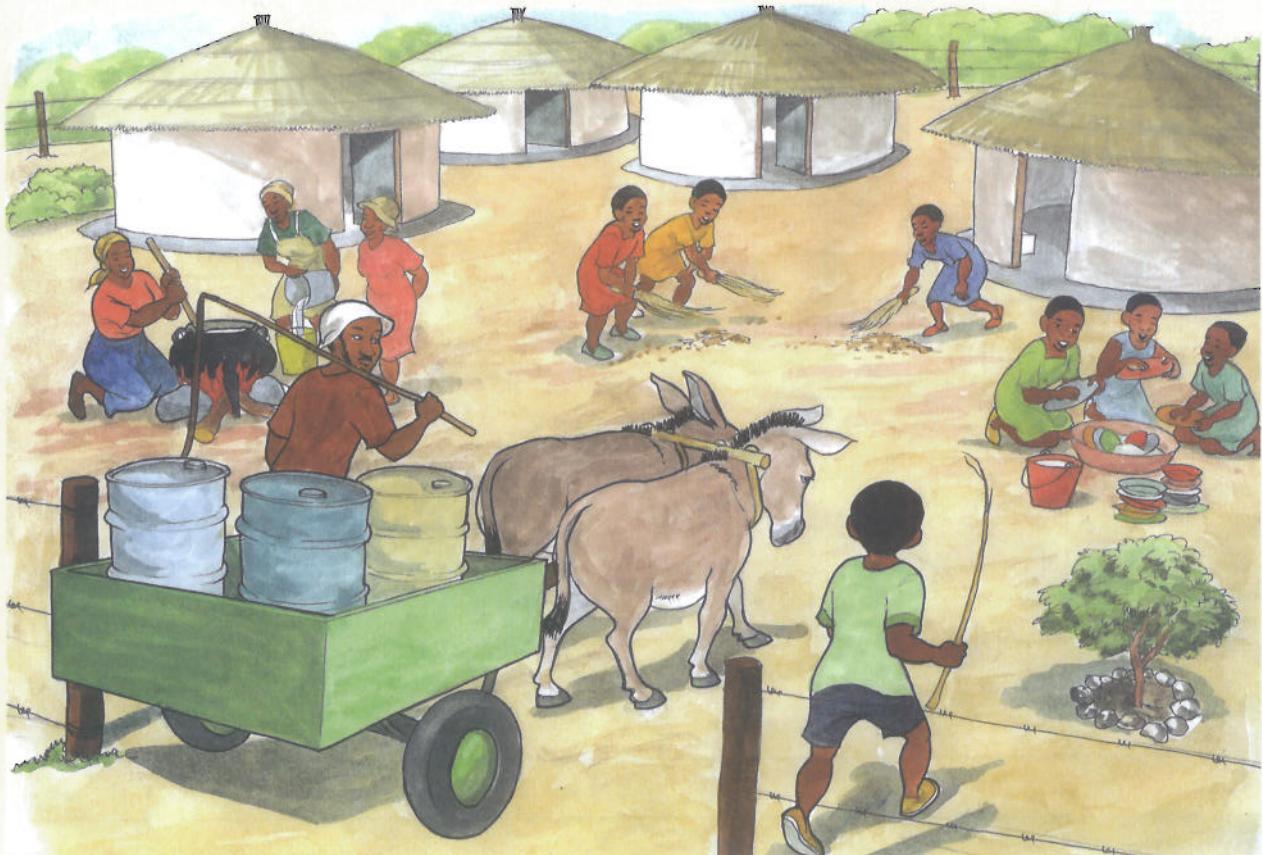
Activity 2

1. In groups, list the chores you do at home.
2. Cut and paste pictures of children doing chores at home.
3. Look at the pictures above. Discuss what is happening in each picture.

Exercise 1

1. Family members _____ chores at home.
2. In picture B, what is father doing?
3. Give two types of work mother does at home.
4. What work does father do at home?
5. Name two chores, that you do at home.

b) Family roles in the community



The Machida family stayed in a village in Gokwe. The village had a lot of families. One day their neighbours were celebrating their son's wedding. Early in the morning Mr Machida and his sons, Fergus and Tafadzwa, went to fetch water for the function. The girls, Tanaka, Lorraine and Clara helped to clean the yard and prepare fire places. Mrs Machida cooked the food with other village ladies. Other girls from the village assisted with cleaning plates. The whole family helped with the preparations and later on joined in the celebration. Families in this village also help each other on many other occasions. At funerals they gather to comfort the bereaved. To be **bereaved** is when one suffers from the death of a loved one. The families also help the vulnerable members of the community like orphans and the elderly.

Activity 3

1. In groups, list celebrations that can be for the whole community.

2. Word search

B	F	Y	X	W	C
W	A	T	E	R	O
Z	M	D	C	P	M
A	I	E	D	L	M
C	L	A	R	A	U
A	Y	T	O	T	N
K	E	H	L	E	I
M	O	R	E	S	T
P	Q	S	S	V	Y

Find these words:

1. FAMILY
2. CLARA
3. DEATH
4. ROLES
5. COMMUNITY
6. PLATES
7. WATER

Exercise 2

1. What was being celebrated?
2. Which family is mentioned?
3. In your area, how does your family help neighbours?
4. Who was helping to cook?
5. What other occasions do families help each other?

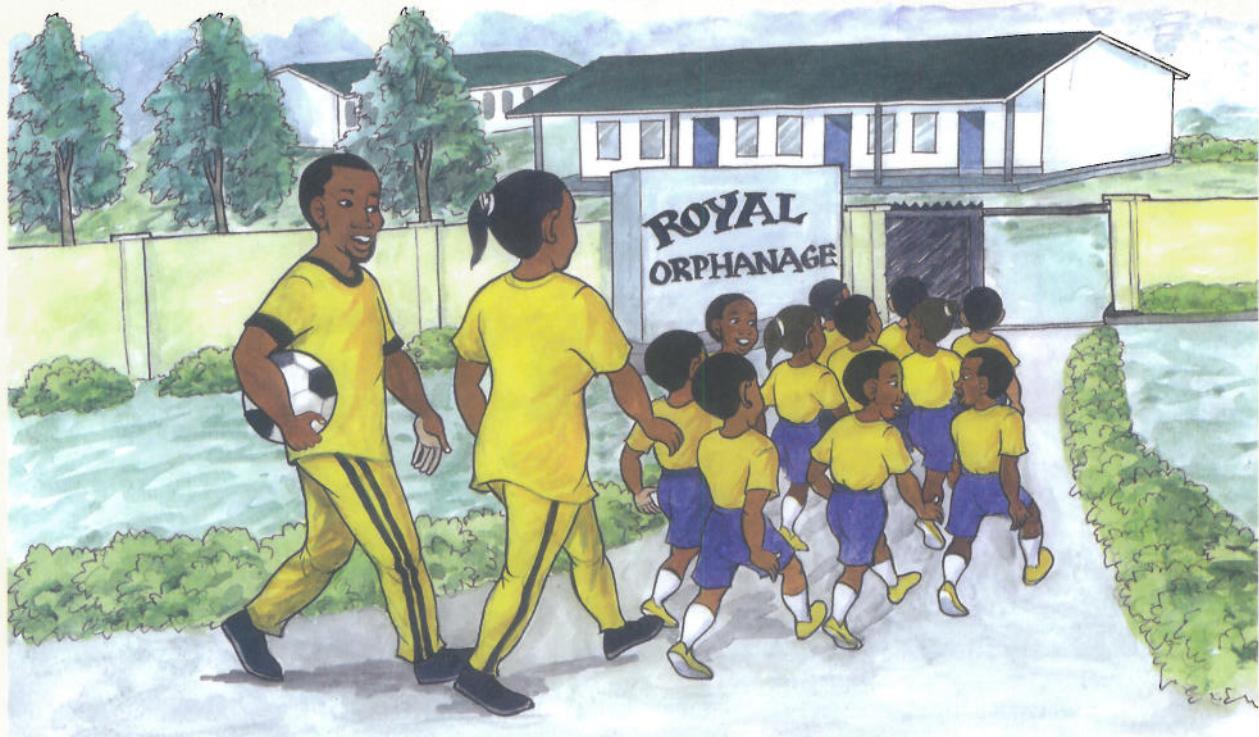
3B. Caring for the needy

Communities and religions can help the needy in many ways. They can identify and keep records of the needy in their societies. People who want to help can do so through churches, clinics, schools and community heads. They can also collect things from the community members as well as the church members and give to the needy according to the records they keep. Christians believe that it is more blessed to give than to receive.

The needy in our communities are the people who lack some of the basic necessities such as food and shelter. These include:

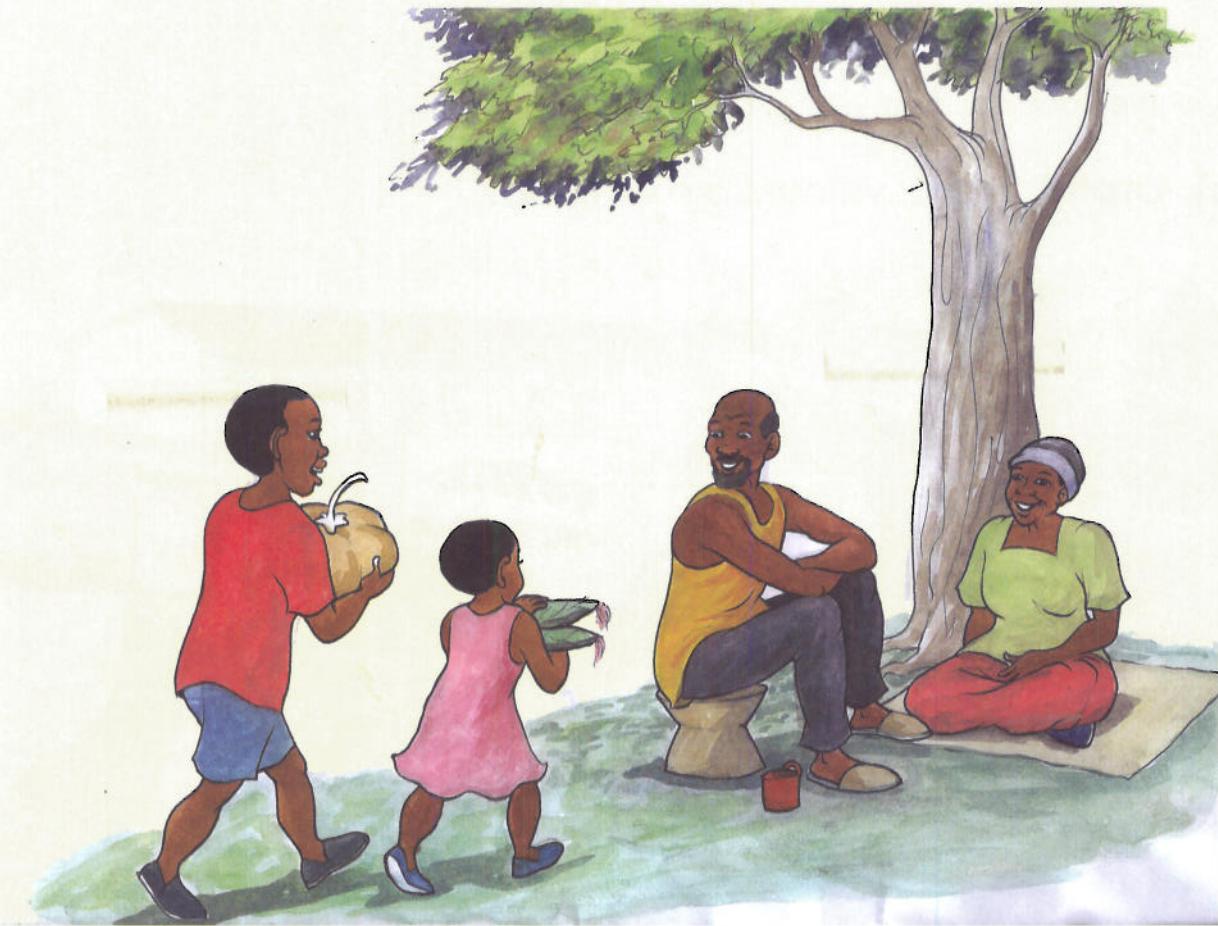
- orphans and vulnerable children
- the aged
- the handicapped.

a) Orphans and vulnerable children



An orphan is a child whose parents are dead. Vulnerable children are those that lack primary care and protection. Orphans and vulnerable children need help from the society. There are orphanages and homes for orphans and vulnerable children. Communities put together donations in cash and kind for these children. Examples of homes for children are Matthew Rusike in Harare, Emthunzi WeThemba and Thembiso children's home in Bulawayo. In some communities, there are fields set aside for helping the needy (*zunde ramambo/isiphala senkosi*). After harvesting, the food is donated amongst the needy in the community.

b) The aged



Within our communities we have people who are old. Most of them can no longer work for themselves to cover basic needs. They depend on others for food, shelter and clothing. It is the duty of the community to help them. The community can help them by making sure that they have food and shelter. Communities also have homes for the old to make sure they are taken care of. Examples are Entembeni Old People's Home in Bulawayo, Greendale Cottages in Harare, Batanai in Gweru and Rugare in Kwekwe.

c) The handicapped

The handicapped are people with physical and mental challenges. These people are limited in one or more of life's activities. The community can help them by providing basic needs. They can also be provided with raw materials to make products they can sell and make a living. This group can also be taught skills such as basketry, carpentry and welding. The things they make can be sold and the money can be used to buy food and clothes for them. We can also provide them with things they use, for example, a white stick for the blind or wheelchairs and crutches for those who cannot walk.

There are different organisations that assist the people in this group. Schools like King George IV Centre in Bulawayo have children with different disabilities. The community also donates different things to the school. Another example of organisations that help the handicapped is the Jairos Jiri Association. This association provides educational services to people with disabilities. They also create awareness to the communities about the things the disabled can do. This is to make sure that the disabled are treated as equal to any other person and can be employed like any other person.



How religions help the needy

All religions believe in helping the needy. In Christianity, Christians put together donations for the needy in their communities and congregations. These can be food, clothes, money and other basic needs. They also visit the homes of the needy to show them love, support and care. Islam also believes in helping the needy. Their holy book tells them to do good and give food out of love for the needy. In Judaism, helping the poor and the needy is a duty. Different religions help the needy in any way they can, be it love, support or money and clothes.

Activity 4

1. Collect gifts for the needy children in your community. You may ask your teacher for help.
 2. List the organisations that help the needy in your community.

Exercise 3

1. The needy in the community are _____, _____ and _____.
 2. How do communities help the needy?
 3. A person who has no parents is called an _____.
 4. The aged are the people who are _____.
 5. How do religions help the needy?

Project 1C

Write letters to the head of the school, religions in the community and the community leaders asking for permission to collect things to help the needy. Choose a committee that will issue out the letters and make sure that you get response to the letters.

Summary

- Every family is part of a community.
 - Families have roles to play in the community.
 - The needy people are orphans and vulnerable children, the aged and the physically and mentally challenged.
 - It is the duty of the community to help the needy.
 - All religions believe in helping the needy.

End of unit assessment test

Multiple choice questions

1. Families make up a _____.
A. big family B. community
C. household D. family
 2. All families have _____ to play in the community.
A. nothing B. funerals
C. roles D. celebrations
 3. We should _____ our neighbours.
A. hate B. love
C. kill D. trust

4. Blind people use a white _____.
A. horn B. cloth
C. stick D. hat

5. _____ can be offered to the needy in place of money.
A. Services B. Beatings
C. Nothing D. Stones

6. It is more _____ to give than to receive.
A. gifted B. lovable
C. blessed D. easy

7. _____ is an old people's home in Bulawayo.
A. Batanai B. Rugare
C. Greendale Cottage D. Entembeni

8. A child whose parents are dead is called an _____.
A. orphan B. aged
C. vulnerable D. physically challenged

9. All religions believe in _____ the needy.
A. ignoring B. helping
C. looking at D. running from

10. At funerals people gather to _____ the bereaved.
A. listen B. laugh at
C. obey D. comfort

Structured questions

Answer all the questions below

1. Who are the handicapped?
 2. The needy are i) _____.
ii) _____.
iii) _____.
 3. Name two roles families play in the community.
 4. Churches believe it is more blessed to give than to _____.
 5. List three organisations that help the needy.

[15 marks]

Glossary

Carpentry	- activity of making things in wood.
Function	- work in a proper or certain way.
Vulnerable	- capable of being attacked or harmed, either physically or emotionally.

Objectives

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

1. explain self-awareness and self-esteem
2. identify the impact of one's actions on others
3. explain the influence of one's actions in other people's lives.

Background

As we grow older, the body changes. The body is special no one should touch it in a bad way. Protect the body and protect yourself from abuse.



Key words

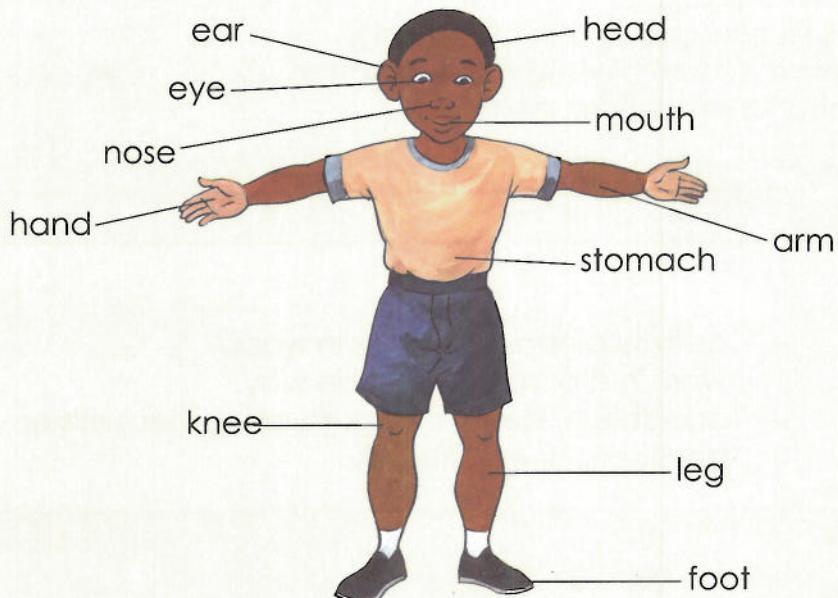
emotion

intellect

self-awareness

4A. Self-awareness and self-esteem

a) Myself



We all need to understand ourselves. We need to know about our strengths, weaknesses, thoughts and beliefs. Understanding what makes us happy and sad will help us to protect ourselves from the things that make us sad. We also need to understand our bodies and the importance of our body parts. **Self-awareness** is knowing about yourself. When you know yourself you can be able to make good decisions.

Activity 1

1. In pairs, take turns to stand before the class identifying body parts on each other.
2. Name the uses of different body parts.

b) Emotion

An **emotion** is a strong feeling for or about something. Examples of emotions are fear, sadness, joy and surprise. Emotions can change depending on what happens around us, to us or inside us. The more self-awareness we have, the more we are able to control our emotions. When you are aware of who you are and what you can do and how you look, you are able to control your emotions.

c) Intellect

Intellect is being able to think and understand certain things. People should be able to tell how others are feeling or how some things will affect their self-esteem. For example, can you tell if someone is angry or afraid?

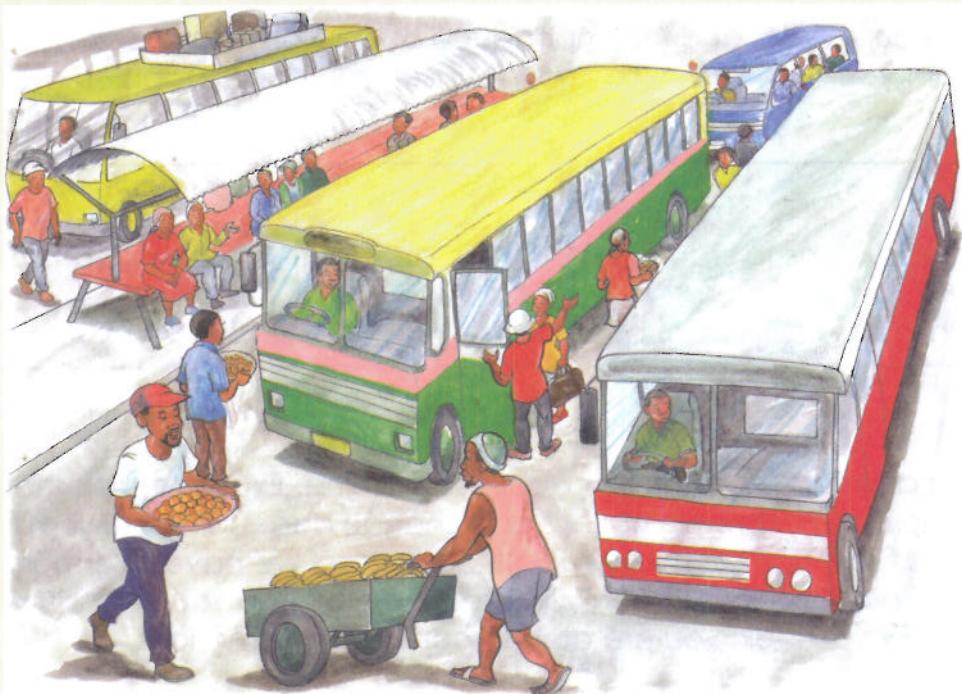
d) Self-esteem

Ngoni was poor at athletics. Every year when first term came he would dislike going to school because all his classmates would make fun of him when he came last. Ngoni started to feel sad about himself. He wished he could run fast like Themba. One day his teacher asked him to join the music class. Ngoni did not want to join because he feared that he could not do anything good. He did not have confidence to try. His teacher kept on encouraging him. Ngoni decided to try it out. He played different instruments but he found he enjoyed playing the guitar. The music teacher complimented him for his natural talent. This year the music club was asked to play at the inter-house competition. Ngoni played so well that everyone in his class was so proud of him.

Exercise 1

1. Who was poor at athletics?
2. Emotions can change depending on what happens _____ us.
3. We need _____ to try out new things.
4. Give two examples of emotions.
5. Is it good to make fun of others?

4B. Behaviour management



Thando belongs to a group of boys who sell food and drinks at the bus terminus. The boys have discovered that it is easy to steal small things from passengers when they get on the bus or as the bus drives away. They grab these things as the bus gathers speed and run away. Thando could see that his friends were making money. One day he joined them and took home a lot of money. After a week the boys were trapped by the police and got arrested.

Activity 2

1. In groups, discuss if it is a good thing to send children to sell things.
2. In groups, dramatise Thando and his friends.

Exercise 2

1. Who belonged to a group?
2. What job did Thando and his friends do?
3. How did Thando and his friends steal from people?
4. Is stealing a good thing?
5. The boys were arrested by the _____.

Summary

- Self awareness is knowing about your body parts and their importance.
 - One has to behave well to be accepted in the community.
 - The more self-awareness we have, the more we are able to control our feelings.

End of unit assessment Test

1. A good child knows what is right or _____.
A. wrong B. right
C. correct D. rightful
 2. Self-awareness is knowing about _____.
A. friends B. neighbours
C. parents D. ourselves
 3. We use our eyes to _____.
A. hear B. touch
C. see D. smell
 4. Without our legs we cannot _____.
A. talk B. taste
C. walk D. see
 5. _____ is an emotion.
A. Anger B. Running
C. Dancing D. Stealing
 6. Which habit is wrong?
A. helping B. stealing
C. talking D. eating
 7. A person who has bad behaviour can _____ and have good behaviour.
A. lie B. grow
C. change D. run
 8. A good friend is the one that _____.
A. likes you when you do bad things
B. does bad things with you. C. respects you.
D. does nothing.
 9. Self-awareness helps you make good _____.
A. house B. decisions
C. boy D. girl
 10. You need confidence to _____ out new things.
A. leave B. try
C. listen D. walk

Structured questions

Answer all questions below.

- When you do good things people _____ you.
 - Emotions can change depending on what happens _____ us.
 - We use our arms to _____ and _____.
 - Stealing is a _____ thing.
 - Self-esteem is the confidence to _____ out new things.

[15 marks]

Glossary

Awareness	- having knowledge
Confidence	- feeling that one can have faith in someone.

End of term one assessment

Multiple choice questions

Answer all questions below.

1. Members of a family should _____ one another.
A. hate B. love
C. fight D. kill
 2. A family is made up of _____.
A. mother, father and children B. father and mother
C. children only D. grandparents
 3. Children who lost both parents are _____.
A. lame B. orphans
C. beggars D. foster
 4. When people have differences they _____.
A. sleep B. eat
C. correct each other D. sing
 5. Marriage between people of the same totem is _____.
A. taboo B. allowed
C. laughed at D. common
 6. A Zimbabwean association for helping the disabled is _____.
A. Jairos Jiri Association B. Entembeni
C. Thembiso D. Batanai
 7. Children should _____ their parents.
A. obey B. lie to
C. disrespect D. hide from

8. All religions believe in _____ the needy.
A. shunning B. ignoring
C. helping D. beating

9. A son born from your uncle is your _____.
A. niece B. uncle
C. nephew D. cousin

10. What do you call your mother's sister?
A. aunt B. sister
C. mother D. in - law

11. When a man has several wives, it's called _____.
A. monogamy B. nucleus
C. polygamy D. child -headed

12. When a child takes care of brothers and sisters, it is called a _____ family.
A. an orphan B. child-headed
C. polygamy D. street

13. _____ is when one parent takes care of children.
A. Family B. Foster
C. Single- parent family D. Grand parent

14. _____ parents adopt children who are orphans.
A. Crazy B. Foster
C. Child-headed D. Church

15. Totems get their names from _____.
A. fathers and mothers B. animals only
C. animals, objects and body parts D. families

16. At funerals, families gather to _____ the bereaved.
A. laugh at B. comfort
C. stare at D. join

17. Which religion believes in ululating when a child is born?
A. Christianity B. Judaism
C. Indigenous Religion D. Islam

18. A child who lost his/her parents is called _____.
A. an orphan B. a loner
C. disabled D. street kid

19. _____ is knowing about yourself.
A. Esteem B. Anger
C. Self-awareness D. Fear

20. When do children have step-parents?
A. When the remaining parent remarries.
B. When one parent dies.
C. When parents divorce.
D. When both parents are together.

21. In Indigenous Religion a _____ is considered a nuclear family.
A. polygamous family B. rich family
C. hateful family D. helpless family

22. What is a nuclear family?
A. Father and mother only. B. Father, mother and their children only.
C. Children only D. children and their cousins
23. In Indigenous Religion, a family is _____.
A. is father, mother and children only
B. all father's brothers, sisters and their children including grandparents
C. father's and mother's families
D. one's brothers and sisters only
24. Family life is influenced by the _____ a family follows.
A. road B. religion
C. peace D. life
25. At funerals, people gather to _____ the bereaved
A. obey B. laugh at
C. comfort D. listen to

Structured questions

Answer question one and any other two questions

Read the passage and answer questions that follow.

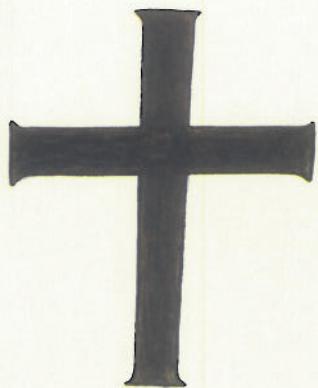
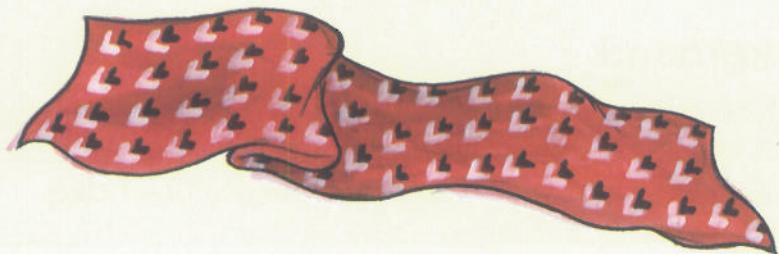
Violet stays in Gokwe. She is in Grade Three. Her school is Nembudziya Primary. One Monday morning when she was going to school she saw Felistas sitting beside the road crying. Felistas had hurt her foot on broken glass. She had a big cut. Other pupils passed Felistas but Violet helped her. She put sand on the wound to stop it bleeding. She helped Felistas back home. That day Violet was late for school.

1. a. Who had her foot cut by glass?
b. _____ helped Felistas.
c. Why was Violet late for school?
d. We should learn to _____ one another.
2. a. How do Christians help the needy?
b. The aged are people who are _____.
c. Members of your family should _____ one another.
d. _____ is a strong feeling about something.
3. a. All religions believe in _____ the needy.
b. The body is _____ no one should touch it in a bad way.
c. Christians believe marriage is made by _____.
d. Name three groups of needy people.
e. Christians believe that a family that _____ together stays together.

[40 marks]

Topic 2

Religion



Introduction

Religion is the belief in the existence and worship of god. People all over the world belong to different religions. In Zimbabwe there are religions such as Indigenous Religion, Christianity, Judaism and Islam. All these religions believe in the existence of a god.

Objectives

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

1. identify religions in different families.

Background

Which religion does your family belong to? Is it the same as that of your neighbours? Just as we come from different families, we may also belong to different religions. Families are united by the religious beliefs they have.

**Key words**

respect elders

Religion in the family

Our families belong to the following religions:

- Indigenous Religion
- Christianity
- Judaism
- Islam

Religion is very important as it unites families and forms our daily lives. All religions value family unity and respect for one another. Children respect their parents. Parents love their children and take care of them. Fathers and mothers love each other and together they take care of their families. Family members worship together. Every member of the family has a role to play for the good of the family.

Activity

In groups:

1. Go and find out information about Indigenous Religion, Christianity, Judaism and Islam. Ask your parents and elders in your community.
2. Find pictures of people who belong to the different religions.
3. Each group will present to the class what they found.

Objectives

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

1. describe the origins of Indigenous Religion
2. state names of the Supreme being and find the meanings of these names
3. identify and compare sacred places in Indigenous Religion
4. identify and sing songs related to ceremonies and festivals
5. name and describe religious artefacts and attire in Indigenous Religion
6. name the symbols used in Indigenous Religion and show their significance
7. state sacred days in Indigenous Religion.

Background

This religion began in Africa a long time ago. The beliefs and ways of worship differ from one ethnic group to another.



Key words

vadzimu
sacred

amadlozi
chisi/izilo

generation

6A. Origins

Indigenous Religion started when people in Africa started to live in groups as societies. From the beginning, people believed that there was a God who was a supernatural being. This God created everything and had to be worshipped. As time went on people developed various ways and ceremonies of worshipping God. Indigenous Religion does not have a Holy Book like the other religions. All practices and values were handed down from generation to generation through word of mouth. A **generation** refers to people who are born and live during the same time. Young people are taught about the practices of the religion by the elders.



Activity 1

1. Find out from your elders some practices in Indigenous Religion.
2. Present what you have learnt to the class.

6B. Names of the Supreme Being

Indigenous Religion believes in the Supreme Being. The Supreme Being is called God. God has been known in Indigenous Religion by many names. Indigenous Religion is fully aware that God created everything that we see. It also believes that God has a living place. Different societies have different names for God. The names of God refer to what the people believe he has done or what he does for them.

Name	Meanings
Tonga Chiuta wakuChanga Leza Mulungu	– God of heavens – God the nurturer/ ruler of creation – One who creates/moulds
Venda Mudzimu	– God
Xhosa Qamatha	– The great one
Shona Musikavanhu Mwari Nyadenga	– God the creator – God – God of heavens
Ndebele UNkulukulu Somandla Umlimu	– Almighty God – All powerful God – God

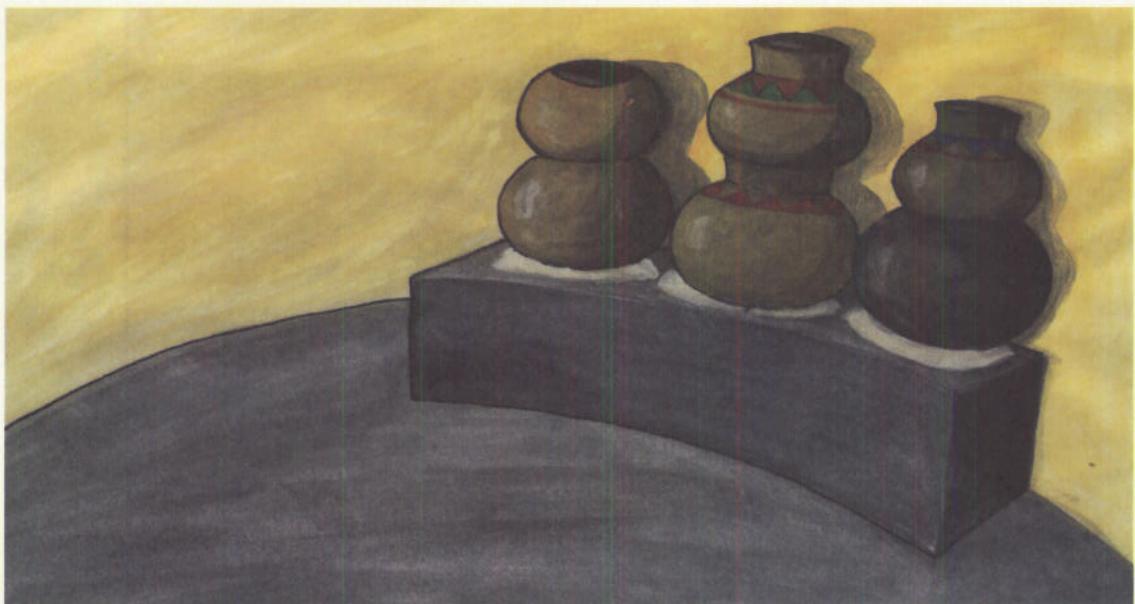
Activity 2

1. In groups, compile a list of indigenous names by which God is called.
2. Find other names given to God by the different Zimbabwean languages.

Exercise 1

1. Who is the Supreme Being?
 A. People B. Ancestral spirits C. God
2. According to Indigenous Religion _____ created everything.
 A. God B. Elder people C. no one
3. Which Shona name for God shows that he created people?
 A. Nyadenga B. Musikavanhu C. Mwari
4. How do young people learn about Indigenous Religion?
 A. By reading the holy book.
 B. By listening to their elders. C. They learn on their own
5. Write down a list of the names of God in Venda, Shona and Ndebele.

6C. Sacred places



Home alter (Chikuva/Emsamo)

A **sacred** place is a holy place which is respected. It is used for performing religious ceremonies. In Indigenous Religion a number of sacred places are used for worship. In the traditional round kitchen hut there is a special place called home alter (chikuva/emsamo). Birth, marriage and death rituals within the home are conducted on this home alter.

Trees such as muhacha are sacred trees and most community rituals are carried out under such trees. In some places a whole forest can be sacred. People are not allowed to say bad things about the sacred places as misfortune may befall them. Some hills, mountains and caves are also regarded as sacred. Examples are Matopos, Nyangani, Chishawasha Hills and caves and Chinhoyi caves. Pools along some rivers are also sacred. These pools are often associated with mermaids, creatures which are believed to be half human and half fish. These creatures are also known as water spirits. People are not allowed to make dirty these sacred places.

Well known sacred places such as Njelele Shrine in Matobo Hills, are used for rain making ceremonies.

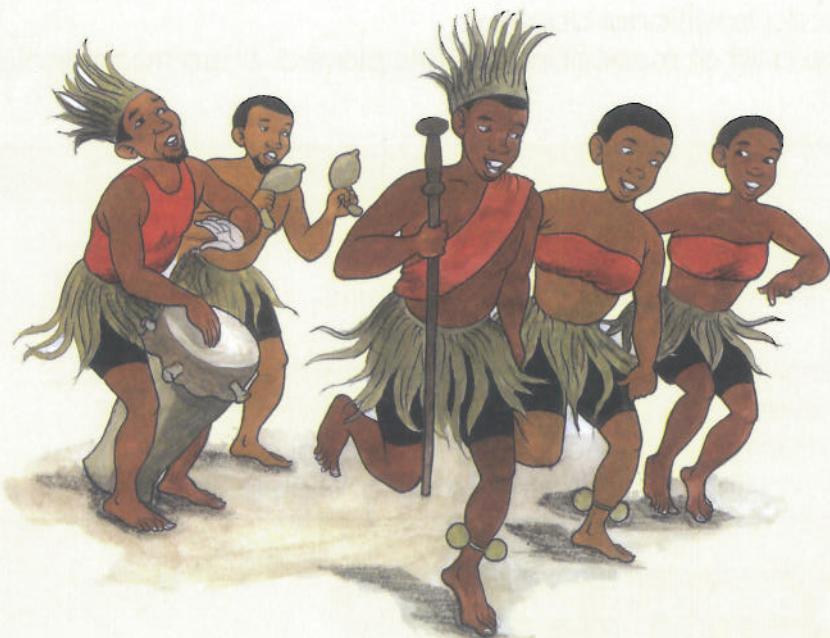
Activity 3

1. Research on the scared places in your locality.
2. Visit a scared place.

Exercise 2

1. A sacred place is used for ____ .
A. rest B. playing games C. worship
2. List four different sacred places.
3. Which creature is known as a water spirit?
4. Why do people go to the Njelele shrine?
5. In homes, where are rituals usually done?

6D. Songs and dances



Songs and dance are performed during ritual ceremonies. Each ceremony has songs and dances specific to it. There are songs and dances to celebrate birth, marriage and death. Traditional dancers wear their dancing attire and they play different musical instruments such as african drums, shakers and mbira. In these ceremonies, songs and dances are meant to appease ancestral spirits known as vadzimu/amadlozi.

Dance	Ceremony/festival
Mbira Dinhe	Bira/umthethelo to invite ancestors to speak to the people
Jerusalema	Celebrations, funerals, recreational competitions
Muchongoyo/ Mushongoyo	In preparation for war and after war

Mbande	Kurova guva/umbuyiso (welcome the return of a deceased family member's spirit)
Isitshikitsha and Ingquzu	During celebrations
Amabhiza and Hosana	Rain making dances at Njelele Shrine
Amantshomane	Appeasing spirits (Umthethelo)

Activity 4

1. Sing songs and do traditional dances.
2. In groups, make a list of musical instruments played when traditional dances are performed.

Exercise 3

1. Music and dances are meant to ____ the spirits.
A. disappoint B. remove C. appease
2. African traditional dances and music are performed during ____.
3. During which ceremonies do people dance amantshomane?
4. Name three instruments played during traditional dances.
5. Name two rain making dances performed at Njelele Shrine.

6E. Religious artefacts and attire



Religious artefacts are important items made for use in religion. They are used in ceremonies and rituals. Each artefact has a special meaning attached to it. These artefacts are used for different reasons and they vary from one ethnic group to another. The most common artefacts are the traditional gourd, knobkerrie and the snuff container. The traditional gourd is usually used to carry beer when people are performing different rituals. The snuff container is used to carry snuff which is used when performing rituals. *Tsvimbo/intonga* is a symbol of authority.

Religious clothing for Indigenous Religion was adopted from the way the ancestral parents dressed. The clothes were simple animal skins. In some cases, black and white cloth is wrapped or draped around the body. The spirit mediums svikiro/isanuse are usually the ones who wear special attire. What is most emphasized when people go to places of worship is that they remove shoes. They also remove other ornamental wear such as head gear and wrist watches. Modern attire is not encouraged when the rituals are in progress. This is done to show respect for the shrine.

Activity 5

1. In groups, collect pictures of different artefacts used in Indigenous Religion.
2. Discuss the use of artefacts and say what they symbolize.

Exercise 4

1. Name three common religious artefacts in Indigenous Religion.
2. African spirituality dressing was adopted from ____.
3. Who usually wear special attire at ceremonies?
4. Which artefact is used to carry beer when performing rituals?
5. Why are people attending ceremonies at religious shrines asked to remove their shoes?

6F. Sacred days: chisi/izilo

In Indigenous Religion, there is a day that is set aside for rest and carrying out of rituals. This day is known as **chisi/izilo**. Doing work on this day is forbidden by the tribal spiritual guardian of that land. It is believed that if one goes to the fields on this day the spirits of the land will be angry. This can lead to misfortune and a penalty might be given to such a person by the authorities of that area. Chisi/izilo is not set on the same day throughout the country. Some rest on Wednesday and some rest on Thursday or Friday. The local leadership, such as village head or chief, will monitor and ensure that people respect the day.

Activity 6

1. Find out which day is set aside for rest in your area.
2. Discuss the importance of chisi/izilo.

Exercise 5

1. The day for rest in African tradition is known as ____.
A. Sabbath B. chisi/izilo C. rest
2. Who makes sure that the day of rest is followed?
3. What happens to the person who goes to work on the field on the day of rest?
4. Which day is set aside for rest in your community?
5. ____ gets angry when the day of rest is not observed.

Project 2B

Make a poster of the different symbols and artefacts that Indigenous Religion uses.

Summary

- Indigenous Religion knowledge is passed on from generation to generation.
- God is called by many names according to different languages.
- Indigenous Religion has many sacred places used for worship.
- African traditional songs and dance reflect the culture of the people.

End of unit assessment test

Multiple choice questions

1. Who is the founder of Indigenous Religion?
A. people of long ago B. no one knows
C. elderly D. young generation
2. Indigenous Religion does not have religious books. Information is ____.
A. handed down from generation to generation
B. read from history books
C. just thought and they come up with whatever they think
D. shared at a meeting
3. The most common name for God in Shona is ____.
A. Mwari B. UMLimu
C. Mubereki D. Mudzimu

Structured questions

Answer all questions below.

1. According to Indigenous Religion, who created everything?
 2. Which creature is known as the water spirit?
 3. Why do people sing and dance at the ceremonies in Indigenous Religion?
 4. Name three artefacts in Indigenous Religion and explain their use.
 5. The day for rest in Indigenous Religion is known as ____.

[15 marks]

Glossary

Artefacts	- objects used for cultural reasons.
Dwelling	- a place of residence.
Ornamental	- decorative or attractive wear.
Rituals	- religious ceremony with a series of actions.
Supernatural	- something that cannot be understood naturally. It is often linked to gods.

Objectives

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

1. identify the founder of Christianity
2. state names and titles of the Supreme Being
3. state the sacred days
4. identify places of worship
5. identify the Christian symbol
6. identify religious attire
7. name the holy book.

Background

Christianity is a religion based on believing that Jesus Christ is the link between man and God.

**Key words**

pentecost
bible

founder

created

cross

7A. Founder of Christianity

The founder of Christianity is Jesus Christ. Christianity is a religion based on the life and teachings of Jesus Christ. Followers of Christianity are called Christians. Christians believe in the forgiveness of sins and eternal life.

Activity 1

1. Go and research about the birth of Jesus.
2. In groups, dramatise the birth of Jesus.

7B. Names of supreme being

God is the Supreme being in Christianity. He is known by many names which are:

Jehovah Jireh – The Lord will provide

Yahweh – Lord Jehovah

Jehovah Shalom – The Lord is peace

El Shaddai – Lord God Almighty

El Olam – The Everlasting God

These names show the qualities of God.

Christians believe that God is the creator of everything in the world. The story of creation is found in the book of Genesis, chapter one in the bible.

Activity 2

Go outside the classroom. Look around at everything you see.

1. Draw all the things created by God that you saw.
2. Write the names of the things you have drawn.

Exercise 4

1. _____ created people.
A. God B. Jesus C. father
2. The founder of Christianity is _____.
A. God B. Genesis C. Jesus
3. Which name of God shows that he is the Lord God Almighty?
A. El Olam B. El Shaddai C. Yahweh
4. What does Yahweh mean?
5. What other things were created by God?

7C. Sacred days



A sacred day is a day set aside for worship and remembering an important event in a religion. In Christianity the sacred days are associated with the life of Jesus Christ from his birth to his death.

The most important Christian holy days are Easter. Easter celebrates the death and **resurrection** of Jesus Christ. Resurrection is when a dead person comes to life. Jesus was tried and crucified in Jerusalem. He suffered a very cruel death by being nailed to the cross. Christians believe that Jesus died for the forgiveness of our sins. Some of the Christian sacred days are listed in the table below.

Sacred day	Period	Activity
Christmas	December 25	Celebration of the birth of Jesus Christ
Easter	No fixed dates (Once a year, Friday to Sunday)	Remembering the death and resurrection of Jesus Christ
Weekly worship day	<ul style="list-style-type: none">• Sundays• Sabbath (sunset Friday to sunset Saturday)	Worshipping

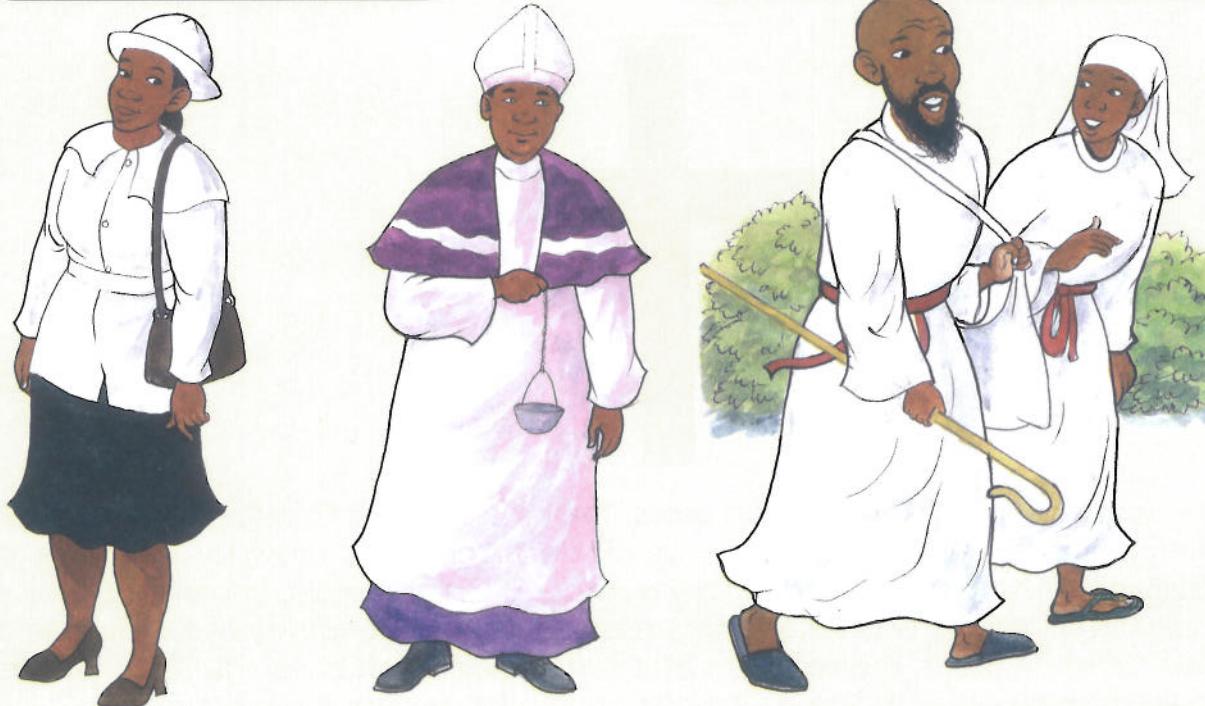
Activity 3

1. Using computers, research on other sacred days for Christians.
- 2 Present your findings to the class.

Exercise 2

1. The most important Christian Holy days are ____.
A. Heroes day B. Easter C. Ash Wednesday
2. What is the name of the town where Jesus was tried and crucified?
A. Capernaum B. Bethlehem C. Jerusalem
3. Jesus was sentenced to ____.
4. Jesus faced a ____ death.
5. Which holiday do Christians celebrate the birth of Jesus?

7D. Christian attires



Christians have different denominations. Each church denomination has its own special kind of attire. They encourage decent attire and emphasise that worn clothes should be loose and tight fitting clothes should be avoided. Zimbabwean Christians have adopted the idea of wearing uniforms for sub-groups of their church. Most women groups in Zimbabwean churches wear regalia specific to their church. Other churches have special attire for all members. Some church leaders like reverends and priests wear distinct regalia, like gowns and collars during service.

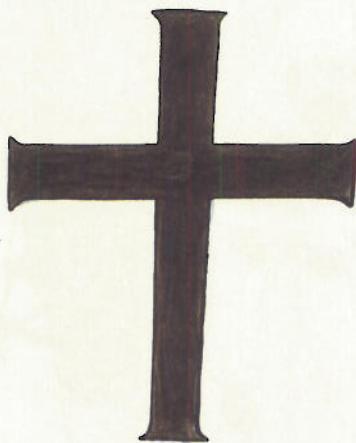
Activity 4

1. In groups, collect pictures of decently dressed people.
2. Draw a picture of a priest or reverend in their church service regalia.

Exercise 3

1. What do Christians wear?
A. Decent clothes B. Brightly coloured clothes C. Tight fitting clothes.
2. Describe the type of clothes worn by Christian women in Zimbabwe.
3. Which clothes should be avoided?
4. Which important people in some churches wear special clothes?
5. Reverends and priests may wear _____ and _____.

7E. Christian symbol



The symbol used by Christians is a **cross**. The cross reminds Christians of how Jesus suffered before his death. Jesus was made to carry his cross to the place of crucifixion. The cross was made of heavy logs. At Golgotha also known as Calvary, Jesus was nailed to the cross. Some crosses are plain while some have an image of Jesus Christ on them. The symbol is often seen on church buildings. Some crosses are worn as ornaments. Some Christian church logos bear the cross.

Activity 5

1. In groups, make a Christian cross using sticks, cardboard or clay.
2. Collect as many Christian church logos as you can.
3. Look at all church logos you collected. What is similar about all the logos?

Exercise 4

1. The symbol used by Christians is ____.
A. sticks B. a cross C. a star
2. Jesus was crucified at a place called ____.
A. Calvary B. Jerusalem C. Joppa
3. What is the other name for Golgotha?
4. What does the cross remind Christians of?
5. Where is the cross also used?

7F. Place of worship



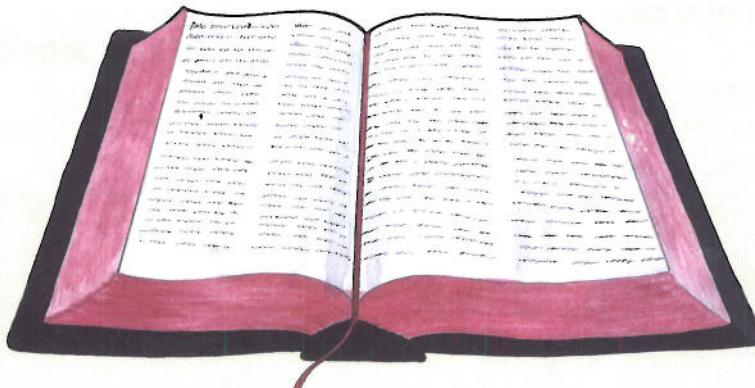
Most Christians use a church building as their place of worship. There are some Christians like the Apostolic churches who worship in open spaces. Some worship under trees and others on mountains. Christians sometimes gather in their homes to worship.

Activity 6

1. Talk about the various places of worship for Christians.

7G. The holy book

The Holy Bible



The Christian holy book is the **bible**. It was written long ago. It was written by men at different times. It is made up of 66 books and these are divided into the Old and the New Testaments. The Old Testament has 39 books and the New Testament has 27 books. The Old Testament tells us about how the earth was created. We also learn that at times God could speak to us through prophets. The first book of The Bible is called "Genesis". The word genesis means the beginning. We learn about Jesus Christ in the New Testament. The New Testament also tells us how the first church began. It is from the same testament that Christians learn how to live as Christians. The last book in the Bible is called "Revelations". The Bible is found in many countries around the world. It has been written in many different languages as well.

Activity 7

Singing the song:
"My Bible and I"
"My Bible, my Bible and I,
My Bible, my Bible and I,
Oh! What a wonderful saviour.
God gave without measure.
We are travelling together
My Bible and I."

Project 2C

Collect symbols and artefacts of different religions. Place these in the Family, Religion and Moral Education corner.

Summary

- The founder of Christianity is Jesus Christ.
- Christians do not have a specific religious attire.
- The symbol for Christianity is a cross.
- Christians' holy book is the bible.

Exercise 5

1. When was the Bible written?
A. A long time ago. B. When Jesus was born.
C. Two thousand years ago.
2. The Bible was written by _____.
A. one person B. different people C. Christians
3. Into how many parts is the Bible divided?
4. The first book of the Bible is called _____.
5. The last book in the Bible is called _____.

End of unit assessment test

Multiple choice questions

1. The symbol for Christianity is _____.
A. a ring B. a star
C. a cross D. a moon
2. Jesus was crucified at a place called _____.
A. Golgotha B. Jerusalem
C. Nazareth D. Egypt
3. What are Christians?
A. Believers in ancestors B. Believers in Christ
C. Believers in life after death D. Believers in prophets
4. We learn about Jesus Christ in the _____.
A. Old Testament B. New Testament
C. book of Genesis D. Indigenous Religion
5. Christians worship on _____.
A. Friday B. Saturday
C. Sunday D. different days

6. What kind of attire is encouraged by Christians?
A. decent attire B. tight fitting clothes
C. brightly coloured clothes D. robes
7. Jesus died _____.
A. at night B. on the cross
C. in one week D. by himself
8. What is celebrated on Easter holidays?
A. birth of Jesus B. death and resurrection of Jesus
C. creation of the world D. nothing
9. In which biblical testament is the story of creation?
A. The New Testament. B. The Old Testament.
C. In both New and Old Testaments. D. Revelations.
10. The Bible is arranged into chapters and _____.
A. verses B. units
C. paragraphs D. books

Structured questions

Answer all questions below.

1. Who is the founder of Christianity?
2. Which name means the Lord will provide in Christianity?
3. Where do Christians worship?
4. _____ is the symbol for Christians.
5. Describe the Christian attire.

Glossary

Attire	- dressed in clothes of a specified kind.
Regalia	- clothing worn as an indication of status.
Crucifixion	- an old form of punishment in which a person was nailed or bound to a cross.

Objectives

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

1. name the founder member
2. state the names and the titles of the Supreme Being
3. identify the place of worship
4. state the sacred days in Judaism
5. identify the Jewish symbol
6. identify religious attire
7. list the holy books.

Background

Judaism is one of the oldest religions which believes in one God.

**Key words**

synagogue

torah

passover

8A. The founder of Judaism

The founder of Judaism is Abraham the father of the Jewish people. God made a covenant with Abraham. Abraham was promised a lot of descendants who became the Jewish nation. Abraham promised to worship God. Abraham trusted and obeyed God. God later gave Moses a descendent of Abraham, the 10 commandments which became the basis of Judaism.

8B. Names and titles of the Supreme Being

Judaism believes in only one God. God in Judaism is called by many names. They consider Yahweh as the proper name for God. Yahweh means God is Lord.

Yahweh is the same as Jehovah in English. The other names of God are:

Adonai	- Lord
El Shaddai	- God Almighty
El Hai	- Living God

Activity 1

1. In groups, research on the religions that trace back their history to Abraham.

Exercise 1

1. Who is the founder of Judaism?
A. God B. Abraham C. Jews
2. Give two names of God in Judaism.
3. Jews believe in _____ God.
4. What does Adonai mean?
5. In Judaism, _____ is the proper name of God.

8B. Place of worship



The **synagogue** is the place of worship for the Jews. Besides worshipping, it is also used as a community centre and a place for studying. The Jews sometimes see it as a temple. In the past, Jews used to have a temple in Jerusalem as their holiest place. The temple was built by King Solomon. The Jews also believe that it is better to worship as a group than to pray alone. The synagogue provides for that purpose.

Activity 2

1. In groups, discuss uses of various places of worship you know.
2. TARGET: build as many words as you can using the given letters. Do not leave out the centre letter.

S	G	A
N	O	U
E	G	Y

Exercise 2

1. The synagogue is a place of _____.
A. worship B. playing games C. selling
2. What else is the synagogue used for?
A. play centre B. studying C. buying and selling
3. Where did Jews pray in the past?
4. The synagogue is almost like a ___ to the Jews.
5. Judaisms also believe that it is better to worship as a ___ than ___.

8C. Sacred days



Jews observe some days which they regard as holy. The major holidays are:

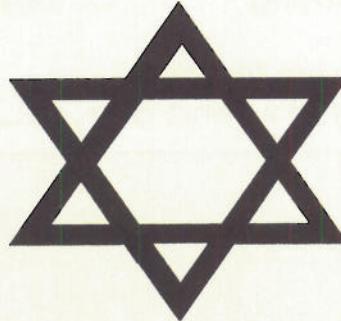
- **Rosh Hashanah** – which marks the Jewish year.
- **Passover** – which marks the day the children of Israel were delivered from bondage of Egypt.
- **Pentecost** – which marks the revelation of law given to Moses at Mount Sinai.
- **Tabernacles** – which celebrates Israel's 40 years in the desert.
- **Day of Atonement and repentance** – which is observed by fasting and prayers.
- **Sabbath day** – is observed every week from sunset Friday to sunset Saturday.

All the holy days do not fall on the same dates of the calendar. They change from year to year.

Exercise 3

1. The Holy day which marks the beginning of the year is _____.
A. Passover B. Pentecost C. Rosh Hashanah
2. Which day is observed by fasting and prayers?
A. Day of atonement B. Tabernacles C. Passover
3. Which holy day is shared by both Jews and Christians?
4. Which Jewish holiday celebrates 40 years Israelites spend in the desert?
5. In which country were Jews kept as slaves?

8D. Symbol



The Judaism symbol is the star of David. It has many meanings. The star that points up represents God and the one that points down represents Jews on earth. Thus, the star is a connection between God and man. The star of David is found on the synagogues and they wear jewellery that features the star of David today.

Activity 3

1. In groups, make a model star of David.
2. Research on places where the star of David is found.
3. Present your findings to the class.

Exercise 4

1. _____ is the symbol of Jews.
2. Which part of the star represents God?
A. bottom side B. upper left side C. upper side
3. Which part of the star represents people?
4. The star is the connection between _____ and _____.
5. Where do we find the star of David?

8E. Judaism dress code



Generally, Jews dress according to places they are found. Certain religious clothes are required by the Torah. Women are generally not supposed to wear clothes that are either tight fitting or bright. The sleeves have to cover the elbows and the skirts should cover knees. Women also wear long skirts because pants are forbidden. The Torah forbids men to wear women's garments and vice versa. Certain specified dress is for the clergy like the high priests. Special attire worn by the Jews includes the following:

- **Kippah** (a skull cap) worn to remind the Jews to follow the laws of God at all times.
- **Tallit** (a prayer shawl) worn before prayer and worship.
- **Tefihn** (small leather boxes with long leather straps attached). The boxes are worn on the left arm and on the forehead. Inside the boxes are passages of the scriptures.

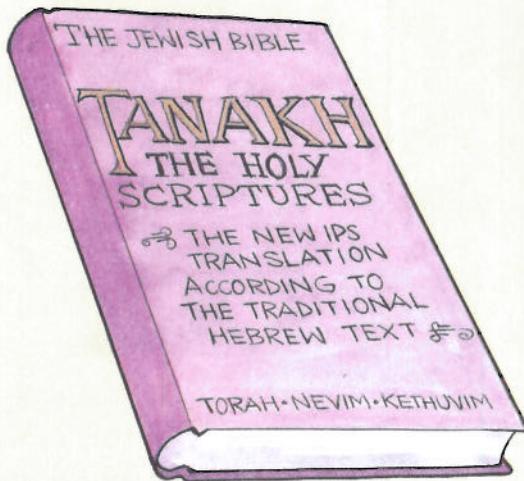
Activity 4

1. In groups, collect and paste pictures of people wearing different types of clothes.
2. Compare the dress codes for Judaism men and Jewish women.

Exercise 5

1. Jewish women should not wear ____ clothes.
A. loose B. dresses C. tight fitting and bright
2. Clothes sleeves should cover ____.
A. hands B. knees C. elbows
3. What kind of skirts should women wear?
4. Which other clothes are forbidden to women?
5. Specific clothes are for ____.

8F. The holy book



The Jewish holy book is the Tanakh. It is divided into three parts which are the **Torah**, the **Nevim** and the **Kethuvim**. The Torah contains the five first books of the Bible. The Nevim are the books of the prophets and the Kethuvim are the remaining writings of the Bible. The Tanakh is only made up of the Old testament of the bible. To the Jews, there is nothing like the new and old testament.

Activity 5

1. Research on the first five books of the bible.
2. Present your findings to the class.

Exercise 6

1. The holy book of Jews is called the ____.
A. Old Testament B. Bible C. Tanakh
2. The book which contains the first five books of the Tanakh is called ____.
3. The Tanakh is divided into ____ parts.
4. Do Jews have the New Testament?
5. The old testament makes up the Tanakh. True/false.

Summary

- The Jewish holy book is the Tanakh.
- Jews base their teachings in the first five books of the bible.
- The star of David is the Jewish symbol.

End of unit assessment test

Multiple choice questions

1. Judaism is practiced by ____.
A. Muslims B. Jews
C. Indigenous D. Christians
2. Jews are descendants of ____.
A. Nehanda B. Moses
C. Abraham D. Jesus
3. Holy book for Judaism is the ____.
A. Tanakh B. Bible
C. Koran D. Novel
4. Some Jews believe in ____ after death.
A. eating B. laughing
C. family D. life
5. Jews believe in ____ God.
A. one B. two
C. three D. four
6. Who created the universe?
A. Jesus B. God
C. Abraham D. Spirit mediums
7. The Torah contains the ____ by which Jews should live by.
A. laws B. gossip
C. ideas D. fashion

8. Their special place of worship is the ____.
A. Temple B. Church
C. Synagogue D. Mosque
9. Judaism is based on first ____ books of the bible.
A. two B. three
C. four D. five
10. Who does Judaism believe as the prophet?
A. Jesus Christ B. Spirit medium
C. Abraham D. Muhammad

Structured questions

Answer all questions

1. Give two names of God in Judaism.
2. Which book contains the five books of the bible?
3. What is the meaning of the star of David?
4. Which part of the star represents people?
5. Name two Holy days for Jews.

[15 marks]

Glossary

Judaism	- the religion developed among the ancient Hebrews that stresses beliefs in God and faithfulness to the laws of the Torah.
Bondage	- state of being a slave.
Clergy	- group of all people ordained for religious duties.
Forbids	- refuses to allow.

Objectives

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

1. name the founder of Islam
2. state the names and titles of Supreme Being in Islam
3. identify the place of worship in Islam
4. state the holy days in Islam
5. identify the symbol for Islam
6. identify the attire in Islam
7. state the holy book.

Background

Islam originated in the middle-east. It was then spread to Africa through Arab traders who came to do business with Africans.



Key words

Koran

Mosque

Allah

hijab

9A. Founder of Islam



The founder of Islam is the prophet Muhammad. He is believed to be in line with other prophets who include Moses and Jesus. Muhammad began working as a trader. He then worked for a rich woman by the name of Khadija. He later on married the lady. At about the age of forty he began to see visions and heard voices from nowhere. It is then said the angel Gabriel appeared to him. From then he was led to heaven where he talked to **Allah**. Allah is the name given to God by the Muslims. Muhammad came back to spread the message of Islam.

Exercise 1

1. The founder of the religion of Islam is _____.
A. Jesus Christ B. Muhammad C. Moses
2. According to Islam, Jesus was a _____.
A. founder B. prophet C. God
3. Who is the angel who appeared before Muhammad?
4. At what age did Muhammad start to see visions?
5. Who was Muhammad's wife?

9B. Names and titles of Supreme Being

Allah is said to be called by names as many as ninety-nine. The names mostly indicate the qualities of Allah. They are used in the Koran and Hadith. Certain Muslim beliefs are clearly stated in the Koran. The Koran states that a righteous person is the one who believes in Allah, scriptures, the last days, angels and the prophets. Islam also teaches that there is one God.

Some of the names of Allah are:

- **The Merciful** – He who acts in extreme kindness.
- **The Eternal Lord** – The one with complete power and is perfect.
- **The Mighty One** – The strong, the defater who is not defeated.
- **The Creator** – The one who brings everything to life.
- **The Great Forgiver** – The one who forgives the sins of his followers, time and again.

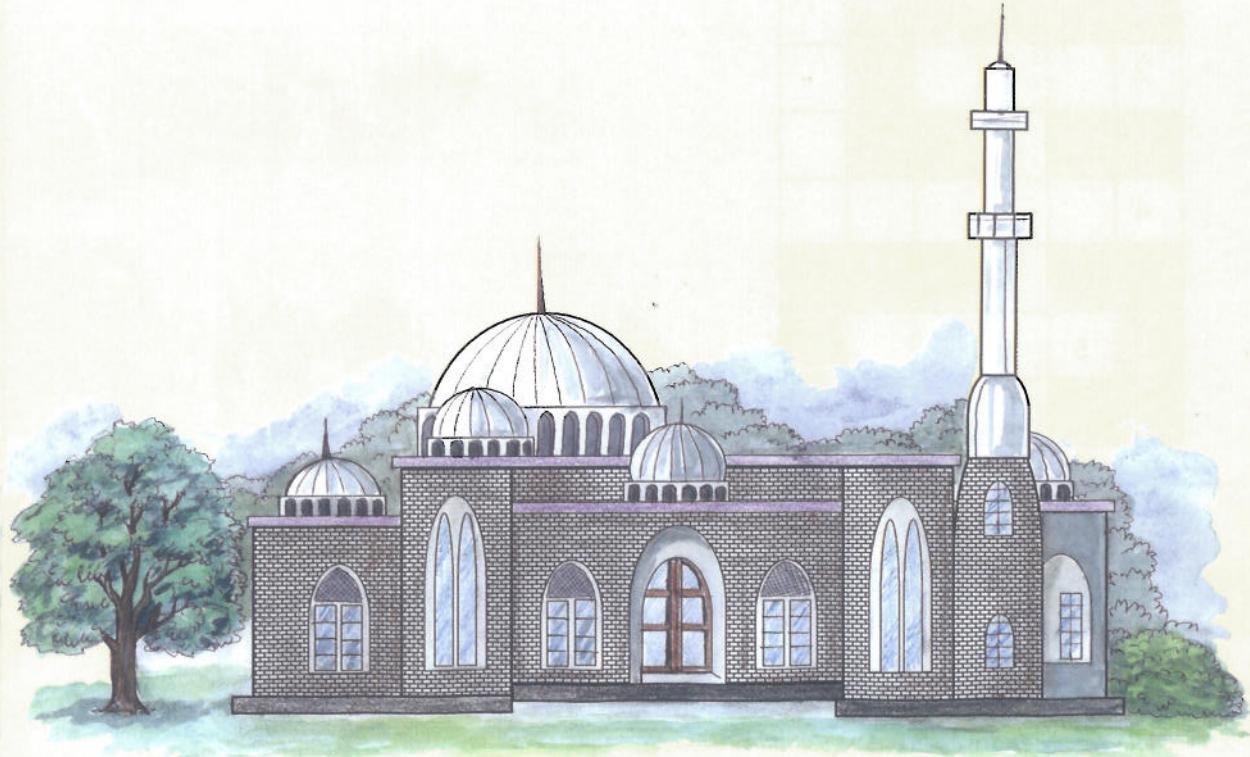
Activity 1

1. In groups, make a list of words that describe a person.
2. Use some of the words to describe your father or mother.

Exercise 2

1. Allah is said to be called by ____ names.
A. ten B. hundred C. ninety-nine
2. All the names show Allah's ____.
A. habits B. qualities C. beliefs
3. Where are the Muslims' beliefs stated?
4. What is a righteous person?
5. How many gods do Muslims believe in?

9C. Place of worship



Muslims pray in buildings called **mosques**. The model for building mosques was Muhammad's house in Medina. A mosque is basically a house of prayer. There are no benches or chairs. Worshippers pray in rows facing Mecca. There are no statues or pictures on the walls. Some verses of the Koran may be written on the wall. Every mosque has a Mihrab. This is used to show the direction of Mecca. Muslim prayer places must be clean and smart all the time. Muslims pray five times a day.

Activity 2

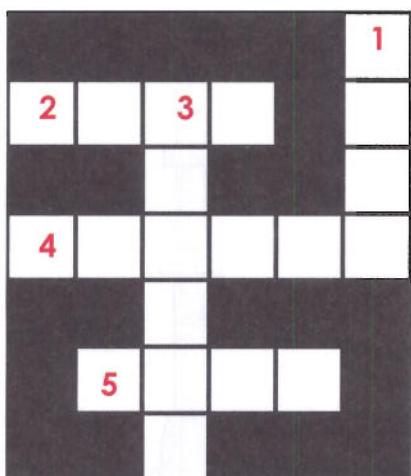
1. In groups, collect and paste pictures of mosques.
 2. Complete the crossword puzzle.

Across:

- 2 Shape of mosque roof
 - 4 House of prayer
 - 5 Number of times to pray

Down:

- 3 One who prays through Allah
1 Period



Exercise 3

1. Muslims pray in a building called a ____.
A. Church B. Mosque C. Synagogue
 2. Muhammad's house was in a town called ____.
A. Mecca B. Medina C. Jerusalem
 3. How many times do Muslims pray in a day?
 4. What shape are the mosque roofs?
 5. Which other place can prayers be said?

9D. Sacred days



Ramadan is considered the holiest period in the Islamic year. It is held during the entire 9th luna month of the year. All Muslims over the age of 12 years are supposed to fast from sunrise to sundown. Eil Al-Fitr is celebrated at the end of Ramadan. The Muslims usually sacrifice a sheep and distribute the meat in three parts; among family, friends and the poor. The Muslims mark the beginning of the new year with a festival called Al-Hijira.

9E. Symbol



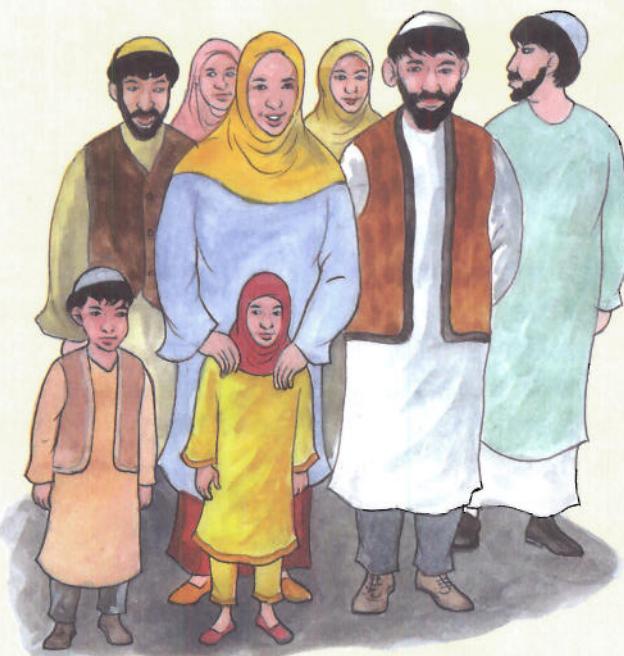
The symbol of Islam is the crescent and star. However, some Muslims use other symbols which are not the crescent and the star.

Activity 3

1. In groups, discuss what prophets do.
2. Research on other Muslim holy days.
3. Present your findings to the class.

9F. Muslim dress code

Muslim women wear clothes that cover their bodies completely. In addition, they wear a veil which covers the head and leaves the face only. The veil is said to be shielding women from western influence. It is considered that display of hair is immodest. They have a kind of cloth called hijab. The hijab must cover the whole body except the face and hands. Both men and women should not wear tight fitting clothes even if they cover the whole body. Clothing should not attract the opposite gender.



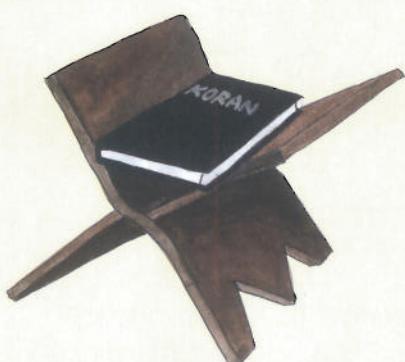
Activity 4

1. In groups, collect pictures of Muslims. Paste them onto a chart.

Exercise 4

1. Women's clothes should cover ____.
A. some parts of the body. B. the body completely
C. chest and legs only
2. What is used to cover women's heads?
A. gown B. robe C. veil
3. Women are shielded from ____.
4. Which clothes are forbidden?
5. Clothing should not attract ____.

9G. The holy book



The Muslim holy book is the **Koran**, also spelt as Qur'an. The Koran is said to have been written based on revelations made by Allah to Muhammad. It is seen by Muslims as the finest piece of literature in the language of the Arabs. The Koran is said to be a book of guidance. It is used along with the hadith to interpret Sharia law.

Exercise 5

Summary

- The holy book for muslims is the Koran.
 - Prophet Muhammad started the Islamic religion.
 - Muslims' holiest month is Ramadan.
 - Allah is called by ninety-nine names.

End of unit assessment test

Multiple choice questions

2. Muslims pray facing ____.

A. Medina	B. Mecca
C. Jerusalem	D. Joppa
3. The founder of Islam is ____.

A. Jesus Christ	B. Moses
C. Abraham	D. Muhammad
4. The Muslim name for God is ____.

A. Yaweh	B. Allah
C. Mudzimu	D. Mwari
5. Who was the angel that appeared to Muhammad?

A. Michael	B. Abraham
C. Gabriel	D. Kadija
6. Muhammad was working as a ____.

A. shepherd	B. lawyer
C. trader	D. teacher
7. Which is the holiest period in the Islamic year?

A. Ramadan	B. Christmas
C. Easter	D. Eil Al-Fitr
8. The cloth worn by Muslim women that covers the whole body is called ____.

A. veil	B. gown
C. hijab	D. dress
9. Which is the holy book for Muslims?

A. Torah	B. Koran
C. Bible	D. Directory
10. Mosque is a place of worship for ____.

A. Muslims	B. Christians
C. Judaism	D. Indigenous Religion

Structured questions

Answer all questions below.

1. a. Muslims call their Supreme Being ____.
 b. Muslims believe that ____ stands between Allah and people.
 c. ____ is the founding father of Islam.
 d. Muslims pray in a ____.
 e. Muslims believe in ____ supreme beings.
2. a. Muslims pray ____ times a day.
 b. A Mirab is used to show ____.
 c. Muhammad's house was found in ____.
 d. ____ was Muhammad's wife.
 e. ____ is considered a prophet in Islam.

[20 marks]

Glossary

- all of space and everything in it including stars, planets.
- collection of traditions containing sayings of Muhammad.

End of term two assessment

Multiple choice questions

1. Which religion believes that the dead have a role to play in family lives?
A. Christianity B. Indigenous Religion
C. Judaism D. Islam
 2. Which religion believes that the strongest group of related people is a family?
A. Christianity only B. Indigenous Religion only
C. Judaism only D. All religions
 3. Judaism believes in the worship of only ____ God.
A. one B. five
C. two D. many
 4. Indigenous Religion believes in ____.
A. holy books B. worshipping God through prophets
C. worship of God through ancestors D. no one
 5. The special place in the African kitchen is ____.
A. chikuva/emsamo B. banya
C. hozi D. choto
 6. ____ is a sign of authority in Indigenous Religion.
A. Tswana B. Winnowing basket
C. Tsvimbo/Intonga D. An axe
 7. Which one of these is not a religious artefact for Indigenous Religion?
A. cross B. traditional gourd
C. knobkerrie D. snuff container
 8. ____ is regarded as the water spirit.
A. Zimbabwe bird B. A snake
C. Mudzimu D. Mermaid/Njuzu/Injuzi
 9. Who is the founder of Judaism?
A. Jesus Christ B. Abraham
C. Elders D. Muhammad
 10. The founder of Christianity is ____.
A. Abraham B. Muhammad
C. Jesus Christ D. Prophets

11. All religions believe in ____.
A. life after death B. Jesus Christ
C. Muhammad D. Abraham

12. The most important Christian holiday is ____.
A. Sundays B. Easter
C. Pentecost D. Independence

13. The symbol used by Christians is ____.
A. the axe B. the cross
C. a star D. the moon

14. Muslims worship in a ____.
A. the crescent moon and star B. a mosque
C. the harp D. the cross

15. A sacred place is a ____.
A. ceremony B. where people stay
C. important place of worship D. holy day

16. The Christian Bible is divided into two parts which are ____ and ____ Testaments.
A. first and second B. one and two
C. Old and New D. Pentecostal

17. The name for God in Islam is ____.
A. Ebenezar B. Mwari
C. Elyon D. Allah

18. Muslims pray in a building called ____.
A. Mosque B. Church
C. Temple D. Synagogue

19. The Muslim holy book is the ____.
A. Koran B. Bible
C. Torah D. dictionary

20. A ____ in a mosque shows the direction of Mecca.
A. Koran B. Mihrab
C. dome D. cross

21. Muslims pray ____ times in a day.
A. four B. five
C. six D. seven

22. The Ndebele name for God is ____.
A. Sibanda B. Umlimu
C. Mudzimu D. Mwari

23. What is the symbol for Judaism ____.
A. Torah B. star of David
C. synagogue D. Tanakh

24. Judaism bases its beliefs on the first ____ books of the Bible.
A. three B. four
C. five D. ten

25. Who received the ten commandments from God?

- A. Abraham
- B. Moses
- C. Jesus Christ
- D. Allah

Structured questions

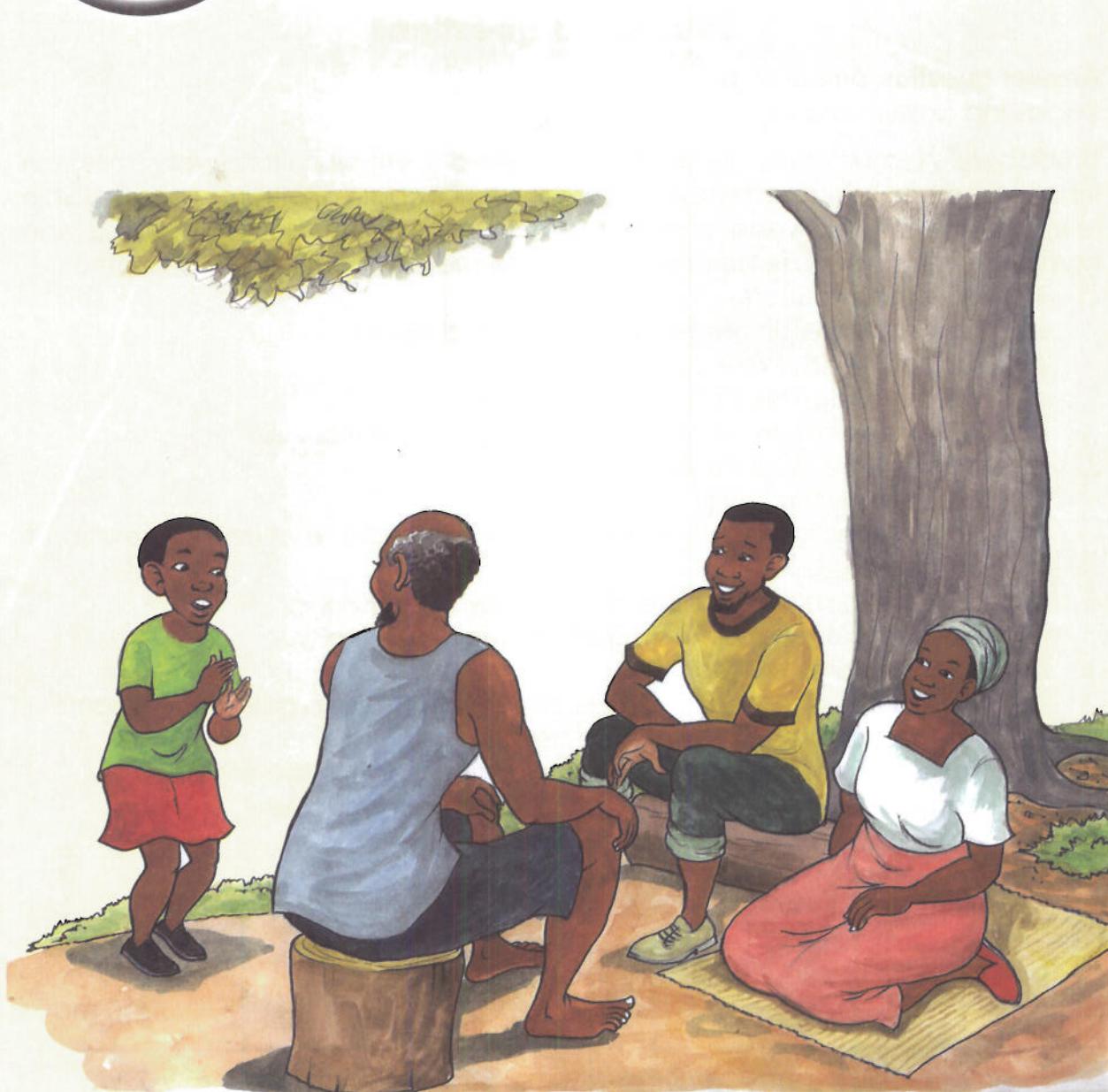
Answer question one and any two questions.

Read and answer questions that follow.

Zimbabwe is a multi-cultural society. It has people whose cultures vary from one tribe to another. The country has a wide range of people of different acceptable religions. The Zimbabwean constitution allows that people live in peace and harmony. This is because no one is said to be more important than the other.

1. a. How many cultures are in Zimbabwe?
b. How many religions are allowed in Zimbabwe?
c. Zimbabweans live in ____.
d. Which religion is better than the other?
e. Which law allows people to have freedom of worship?
2. a. Name three religious reference books.
b. ____ wrote the bible.
c. How are Indigenous Religion teachings passed from one generation to another?
d. Name two scared places in Indigenous Religion?
e. Which rituals are performed at the Njelele Shrine?
3. a. Why are totems important?
b. What is the difference between monogamous and polygamous families?
c. How do communities help the needy?
d. Which religion believes in the dead taking part in the living?
e. Name one example of needy people in communities.
4. a. Draw the symbols for each religion.
(i) Indigenous Religion ____
(ii) Christianity ____
(iii) Judaism ____
b. Why are religious symbols important?

[40 marks]



Introduction

To be a good person, one has to have good morals. People need to respect each other to live in peace. One has to be useful to self and others.

Unit 10 Concept of morals and values

Objectives

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

1. state what is right and wrong at home and at school
2. describe attributes of good morals
3. state the importance of belonging to a religion
4. explain the responsibilities associated with a particular religion
5. demonstrate ways of showing respect for other human beings
6. state benefits of showing respect for other human beings
7. state the positive ways of treating each other fairly
8. explain benefits attached to good behaviour
9. state the rights and responsibilities of citizens.

Background

Children understand the need to have morals and values to suit the society they live in. They can greet elders and others in the right manner. They belong to a family unit where their rights are observed.



Key words

right
values

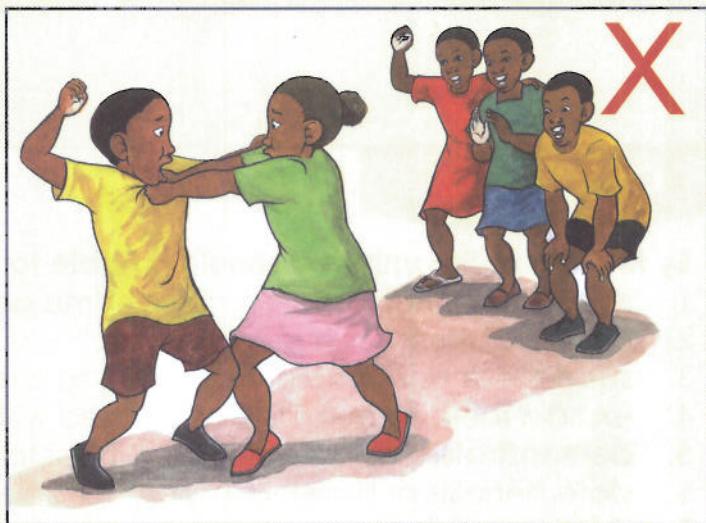
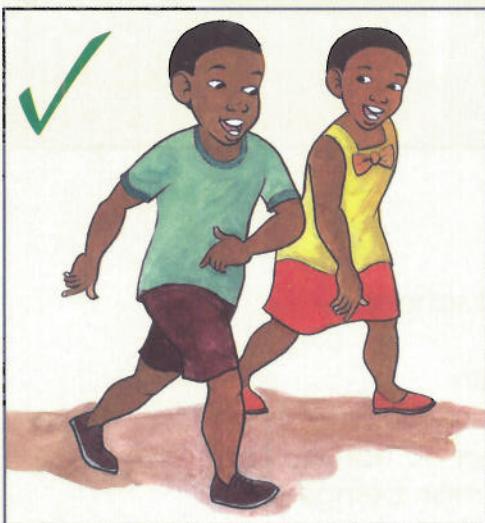
responsibilities
rights

wrong
fairness

morals
citizen

respect

10A. Right and wrong



We all should know what is right and what is wrong. Something that is **right** is good. Something that is **wrong** is bad. Our families, the community and religion all help us to know what is right and what is wrong. Everyone must always try to do the right things. Sometimes we do wrong things without knowing that it is bad. If you do wrong things you may get punished.

There are many right things that we can do at home and at school. Some of them are:

- telling the truth
- respecting one another
- forgiving one another
- working hard
- treating one another fairly
- being kind and helpful like helping the needy
- respecting one another.

There are also some wrong things that we do at home and at school. Some of them are:

- telling lies
- being disrespectful to others
- being unforgiving
- laziness
- treating others unfairly
- being irresponsible
- being unkind and unhelpful
- stealing.

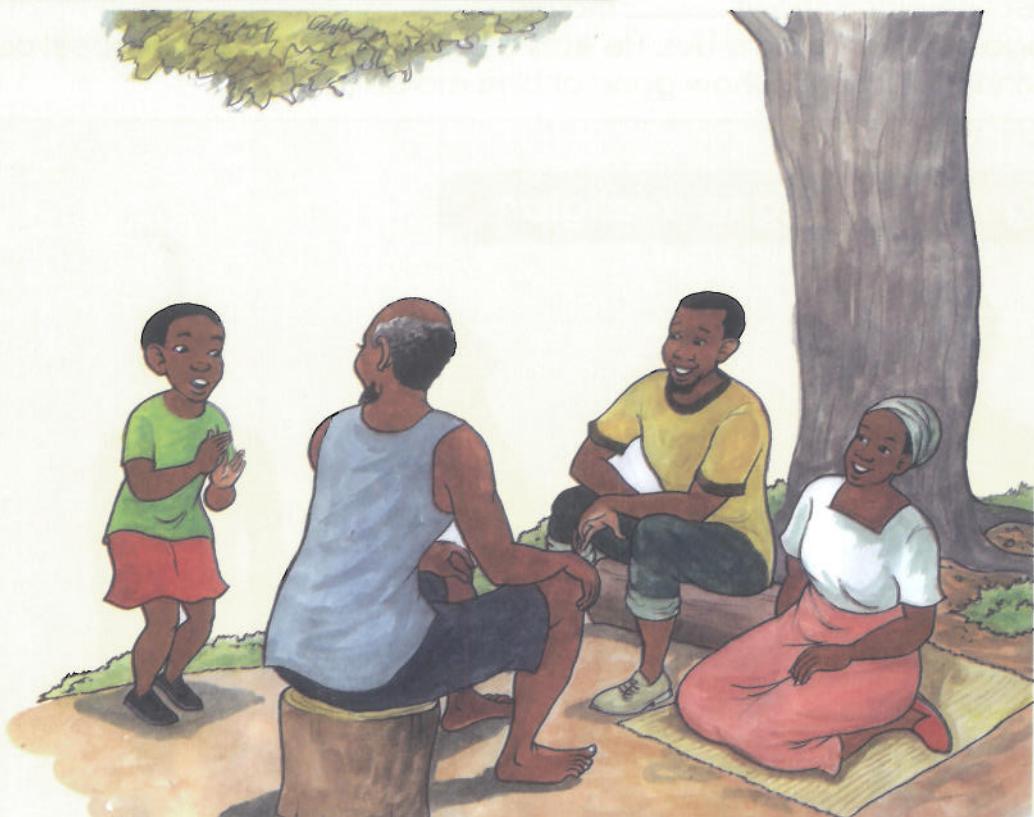
Activity 1

1. In groups, list the good things you do at home and class.
2. In groups, discuss and list wrong things we do at home and school.

Exercise 1

1. Something that is right is _____.
2. When something is wrong it is _____.
3. People should always try to do what is wrong. True or false?
4. Tatenda was hungry and ate the baby's porridge. She told her mother that the dog had eaten the porridge. Was this right or wrong?
5. If you do something wrong you may be _____.

10B. Attributes of good morals



We need morals for us to be able to choose between what is right and what is wrong. **Morals** are the guidelines that tell us what is right and what is wrong. They come from the self, family, society and religion. Good morals make us do the right things. There are many things that show good morals. Respecting elders shows good morals. For example, kneeling when greeting elders shows respect. Being responsible is also an attribute of good morals. One has to be responsible to self, others and the environment. Making sure that you do not pollute the environment shows responsibility.

Other signs of good morals are:

- being polite
- being loving and caring
- being reliable.

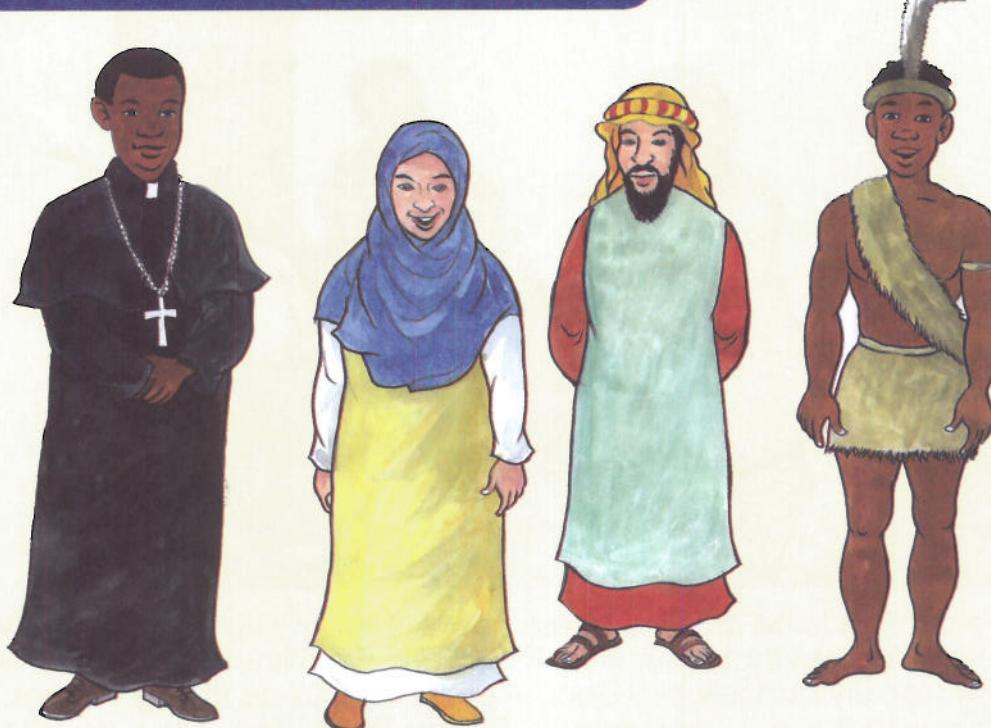
Activity 2

1. In groups, do a role play that shows good morals. Discuss each role play as a class and list the good morals shown in each role play.

Exercise 2

1. _____ help us to choose between what is right or wrong.
2. Morals can come from religion. True or false?
3. _____ make us do the right things.
4. Respecting elders shows _____ morals.
5. Zwanga is travelling on a bus. He eats a banana and throws the peel out of the window. Does this show good or bad morals?

10C. Right to belong to a religion



Belonging to a religion makes you to be with people who think like you. You share ideas and it makes you happy. Belonging to a religion shapes your character. Religion can give people rules on what is right and what is wrong. You have already seen how religions give people rules on things like marriage.

There are many religions and one can belong to any one of them. We are born in families with different religions. As children, we often follow the religion of the family we are born into. As we grow older, we start to understand ourselves and

decide things for ourselves. We may decide to choose a different religion from that which our parents follow. Each person has a right to choose the religion they want. Family members can belong to different religions. It is important to respect one another's religion.

Each religion has **responsibilities**. This is what you are required to do as part of the religion. Responsibilities can be how you dress, what you eat and what you are expected to do on particular days. When you belong to a religion, you have the duty to learn and follow the rules of that religion.

Activity 3

1. In groups, list the religions in your communities.
2. Choose one religion. Research on the responsibilities of that religion. You can ask some followers of the religion and use the internet. Present your findings to the class.

Exercise 3

1. One importance of belonging to a religion is _____.
2. A person has a right to choose a _____. (family/religion)
3. We should _____ religions different from ours. (respect/laugh at)
4. Family members can belong to different religions. True or false?
5. Every religion has _____. (a holy book/ responsibilities)

10D. Respect for other human beings



It is always good to have **respect** for other people. Respect is when you show that you care for other people's beliefs and feelings. You treat others in a good way. There are many ways of showing respect to others. Treating others as equals shows respect. Caring for others and sharing with them also shows respect. Respect can be shown by greeting others in the proper way.

It is a good thing to respect others because they will respect you too. When you respect people they will like you. This makes them want to help you. You make good friends when you respect people. Respecting others makes you understand other people's beliefs. It becomes easy to live with one another in peace. Respecting others makes one happy. Countries and societies have rules and laws that help people to respect one another.

Activity 4

In groups, prepare a play that shows ways of showing respect for other human beings. Present your play to the class.

Exercise 4

1. Respect is when you _____.
A. feel you are the best
B. show that you care for other people's beliefs and feelings
C. care for your feelings alone
2. Which of the following does not show respect for others?
A. treating them as equals
B. caring for them
C. beating them
3. _____ others in a proper way shows respect.
A. Poking B. Greeting C. Hitting
4. If you respect others they will _____.
A. think you are a fool B. laugh at you C. respect you too
5. What do the countries have to help people respect one another?
A. Rules and laws B. Prisons C. holy books

10E. Rights and responsibilities in fairness

We should always treat one another in **fairness**. Fairness is treating one another the same way. No one is regarded as being more important than the other. Fairness is also treating one another in a positive way. Everyone should be treated with fairness.



a) Positive ways of treating one another

There are many ways of treating one another in a positive way. These include:

- showing kindness. You can do this by helping others in need. You can do more than you have been asked to do when helping others
- not talking bad things about other people
- respecting other people's property and beliefs
- speaking to others with respect.

b) Benefits of good behaviour

If you do good things, others will do good things for you too. You get respected and loved by people. You will be happy knowing that you are a good person. Doing good things will make you feel good about yourself. Good behaviour will make your parents proud of you.

c) Rights and responsibilities of citizens

Rights are basic needs which everyone in the world should have. Children have a right to a name and country and to be treated well. They have a right to family care, to be protected against anything which can harm them or their health. A child has rights to shelter, education and also to be heard. Doing household chores or work is not child labour. Having rights comes with responsibilities. Children should help at home and do their chores. They should also be responsible for looking after their belongings and that of their family.

Staying in a country makes one belong to that country. To belong to a country is to be a **citizen**. It is then a duty for everyone to be a responsible citizen. Cattle in our country are viewed as wealth and are protected.

Mutizwa the thief



Mutizwa was a thief. One day he stole three cattle and drove them to the butchery fifty kilometers away. Luckily, the owner of the cattle had used his mobile phone to tell others about his missing cattle. He even went to the police. Everyone was looking for the cattle. A little boy saw the cattle with Mutizwa and ran to tell his parents. The parents then phoned the owner and the police. Mutizwa was arrested that same afternoon and the cattle were returned to the owner. Mutizwa had failed to act as a responsible citizen.

Activity 6

1. In groups, discuss how your community has been responsible.

Exercise 5

1. What is fairness?
2. Who should be treated with fairness?
3. If you do good things you will be loved and respected. True or false?
4. Rights come with _____.
5. We all should be _____ citizens.

Summary

- We should all know what is right and what is wrong.
- Our families, the community and religion help us to know what is right and what is wrong.
- Morals tell us what is right and what is wrong.
- Everyone has a right to choose their religion.
- We should respect one another.
- Rights come with responsibilities.

End of unit assessment test

Multiple choice questions

1. _____ is a right thing to do.
A. Telling lies
B. Working hard
C. Laziness
D. Stealing
2. We should all _____ each other.
A. respect
B. hate
C. fight
D. kill
3. _____ help us to choose between what is right and wrong.
A. Rights
B. Responsibilities
C. Morals
D. Respect
4. When one is wrong, they should ask for _____.
A. punishment
B. forgiveness
C. nothing
D. friendship
5. Every citizen has _____.
A. rights
B. family
C. friends
D. a home
6. Every country has rules and _____.
A. people
B. laws
C. cattle
D. police
7. Everyone has a right to choose _____.
A. parents
B. a family
C. a religion
D. to do bad things
8. What will happen if you respect others?
A. Others will think you are a fool.
B. People will respect you too.
C. You will be a bad person.
D. People will laugh at you.
9. _____ is a crime.
A. Stealing
B. Singing
C. Shouting
D. Eating
10. _____ are viewed as wealth in our country.
A. Trees
B. Cattle
C. Children
D. Many children

Structured questions

Answer all the questions below.

1. _____ make us do the right things.
2. Every religion has (responsibilities/holy books)
3. List three attributes of good morals.
4. Give two examples of rights of children.
5. Everyone has a right to belong to a _____. (club/religion)

[15 marks]

Glossary

**Disrespectful
Attribute**

- showing lack of respect
- a characteristic of something

Unit 11 Conflict and conflict management

Objectives

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

1. identify causes of conflicts at home
2. identify causes of conflicts with friends
3. suggest and explain ways of managing conflict at home.

Background

Children have been involved in arguments at home and school. They have learnt to resolve the arguments. At times we have problems in the family. We should help each other solve the problems.



Key words

conflict

conflict management

11A. Conflict at home



Conflict occurs when people have a disagreement. There are many causes of conflict at home. When brothers and sisters are jealous of each other conflicts arise. All of them will be wanting their parent's attention at once and when the parent seems to be giving one child more attention than the other, they become jealous of each other. Sharing of resources can cause conflict at home. Introduction of new family members can also lead to conflict. This usually happens when one parent dies and the remaining parent decides to remarry and the children fail to accept the new parent.

Activity 1

List things that cause conflict at home.

11B. Conflict with friends



Kundai and Kudzai were very good friends. They used to share equally whatever they had. One day Ben lied to Kundai that Kudzai stole some crayons from his bag because he wanted to destroy their friendship. However, Lois took the crayons from Ben and returned them to Kundai. Kundai and Kudzai had already fought. After discovering what had happened, they asked each other for forgiveness and became friends again.

There are many reasons for conflict with friends. Some are listed below.

- Different values
- Being jealous
- Failing to communicate well
- Lack of trust
- Competition for resources

Sometimes personal qualities destroy friendships. Qualities like being greedy, rude and laziness may destroy relationships.

Activity 2

1. In groups, discuss how friendship is broken at school.
2. Write a poem for a friend.

Exercise 1

1. _____ and _____ were best of friends.
A. Kundai and Kudzai B. Kudzai and Lois C. Kundai and Ben
2. Who lied to Kundai?
A. Lois B. Kudzai C. Ben
3. _____ stole the crayons.
4. _____ helped Kundai and Kudzai.
5. _____ can cause conflict between friends.

11C. Conflict management at home and with friends



There are many ways of managing a conflict. One of the ways is communication. People who are at conflict have to talk to each other about their problems. If the two cannot solve their conflict a third person is asked to come and help them to resolve the conflict. Trusting each other is another way of managing conflict. **Conflict management** is coming up with ways to solve the problem between people or groups.

Activity 3

1. In groups, list ways of managing conflict.
2. Discuss ways of managing conflict as a class.

Summary

- Conflict occurs when people have a disagreement.
- One way of managing conflict is communication.
- Trust can help people to avoid conflict.

End of unit assessment test

Multiple choice questions

1. A cause of conflict is _____.
A. trust
C. sharing of resources
B. communication
D. respect
2. We should _____ each other.
A. forgive
C. ignore
B. fight
D. kill
3. How do you deal with conflict?
A. communicate
C. run away
B. beat each other
D. become angry and fight
4. Which of the following is a sin?
A. stealing
C. eating
B. drinking
D. talking to friends
5. Conflict occurs when people _____.
A. disagree
C. run from each other
B. love each other
D. hide from each other
6. A bad habit is _____.
A. reading
C. lying
B. walking
D. hugging
7. If you have done wrong, you get peace by _____.
A. apologising
C. laughing
B. running
D. going away
8. People who are at conflict should _____ their problems.
A. talk about
C. run from
B. ignore
D. protect
9. Another cause of conflict is _____.
A. helping each other
C. calling each other
B. trusting each other
D. introduction of new family members
10. All these can cause conflict except _____.
A. different values
C. lack of trust
B. being jealous
D. respect for other people

[10 marks]

Glossary

Disagreements

- a clash between people's opinions, actions or characters.

Jealous

- feeling envy of what another person has or can do.

Unit 12 National value system

Objectives

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

1. explain why it is important to respect self and others
2. identify characteristics associated with respect.

Background

Zimbabwe is made up of many different people. We all should respect one another. We all should love our country.



Key words

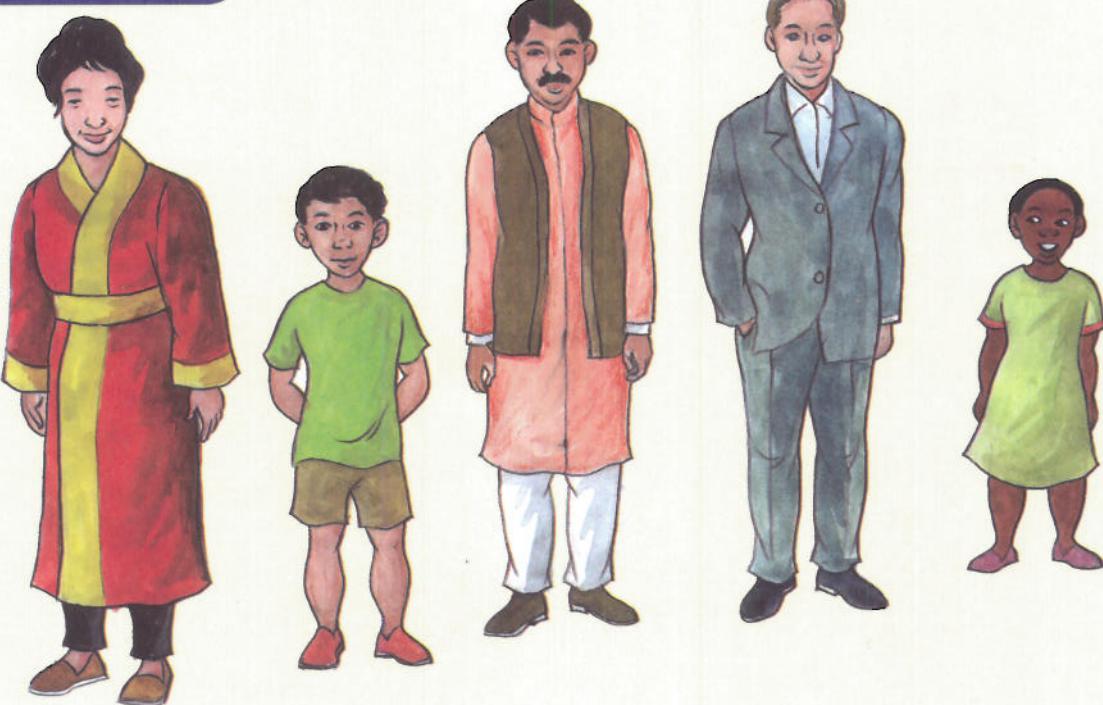
self-respect

empathy

patriotism

tolerance

12A. Respect



If you remember, in Unit 10 we discussed the importance of respecting one another. It is important for all people to have respect for each other. As Zimbabweans, we can show respect in many ways. Some of them are discussed below.

a) Tolerance

Tolerance is being able to accept others who are different from us. We are different in so many ways. For example, we follow different religions and we like different things. When there is tolerance we are able to accept one another with all our differences.

b) Patriotism



My name is Ropafadzo. I am a soldier in Zimbabwe. My parents fought in the liberation struggle. Their stories gave me the strength to train and be a soldier. I have gone for duties around Zimbabwe to protect my country. Even in other countries I go as a peacekeeper. Soldiers sometimes go to war, it is part of the work. Now I can share my stories with my parents about how we love and protect our country. It is everyone's duty to love and protect their country. Loving your country is called **patriotism**.

c) Empathy

It is also important to have **empathy**. Empathy is when you can share and understand what another person is feeling. If someone is sad, you can understand why they are sad and share in their sadness. Having empathy helps people to avoid conflicts. It also allows us to help one another.

d) Self-respect

We need to have **self-respect**. Self-respect is when you show care for your own self. It is when you value your beliefs and your feelings. What a person does shows if he or she has self-respect. A person with self-respect will do positive things. Having self-respect makes a person happy. It makes you take good care of yourself. It is also important because other people can only respect you if you respect yourself first. However, it is still important to respect other people.

Activity 1

In groups, make a list of the ways in which you are different. Make another list of showing tolerance for each of the ways in which you are different. Present your lists to the class.

Exercise 1

1. When we are able to accept others who are different from us we have ____.
2. Being able to share and understand what another person is feeling shows you have ____.
3. Who has the duty to love and protect the country?
4. When you have self-respect it is not important to respect other people. True or false?
5. Who should respect you first before others can do so?

Summary

- Zimbabwe is a family where different people are found.
- We should learn to respect and love one another.
- It is everyone's duty to protect their country.

End of unit assessment test

1. It is important for people to have ____ for each other.
A. hatred B. anger
C. disrespect D. respect
2. We should ____ others who are different from us.
A. accept B. beat
C. laugh at D. steal from
3. ____ brings about peace in the world.
A. Hate B. Respect
C. Anger D. People
4. Having empathy ____.
A. is foolish B. is for parents only
C. allows us to help one another D. is not important
5. Defending one's country is ____.
A. madness B. cowardice
C. nothing D. patriotism

6. People who fight for a country are called ____.
A. farmers B. soldiers
C. governments D. citizens
7. Besides soldiers, ____ help to keep peace in the country.
A. teachers B. people
C. police D. government
8. We share the world, therefore, we should ____ each other.
A. love B. fight
C. hate D. kill
9. Who has a duty to love our country?
A. parents B. soldiers
C. everyone D. police
10. ____ is when you show care for your own self.
A. Patriotism B. Self-respect
C. Tolerance D. Empathy

Glossary

Liberation – setting someone free from imprisonment.

Unit 13 Religion on technology and enterprise

Objectives

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

1. state religious artefacts
2. identify the technology used in religion.

Background

Everybody belongs to a religion and in their religion they use various forms of technology. Children have used technology like mobile phones, televisions and computers.



Key words

artefacts

technology

13A. Religious artefacts

Every religion has its special tool they use and value. These tools are called artefacts. Religions use artefacts as a reminder of their faith. They reflect the beliefs of each religion. Artefacts can be pictures and things carved from wood or stones to symbolise religion. Religions use artefacts as a form of identity.

Religion	Artefact
Christianity	A simple black Christian cross.
Indigenous Religion	Two traditional Indigenous artefacts: a wooden spear or staff with a rounded head, and a curved wooden object resembling a rattle or a small shield.

Islam



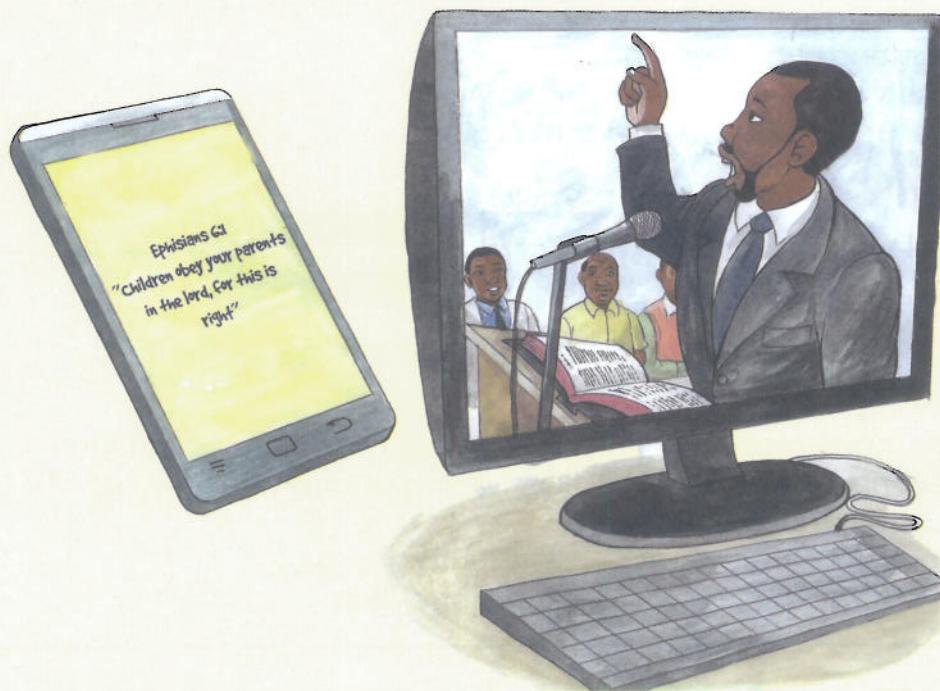
Judaism



Activity 1

1. Bring some artefacts from your religion to class. Tell the class why the artefact is important in your religion.

13B. Religion and technology



Long ago most of the religions in the world used their own books in hard copy like the Koran or Bible. Since the advent of **technology** it is no longer necessary to carry bibles. Technology are devices developed from knowledge for practical purposes. Holy books are now found in mobile phones and other gadgets. People can now use cell phones, computers and tablets to read anything on religion. Televisions and radios are also used to share religion and some of the teachings are spread through these gadgets. Technology makes it easy to talk to many people at one time. It also makes it possible to address people in different areas at one time.

Activity 2

1. In groups, talk about the technology used in your religion.
2. Draw one form of technology.

Exercise 1

1. People now have recordings of their sacred books in ____.
2. Technology makes it possible to reach people in different places at one time. (True/False)
3. Give three forms of technology that can be used to share religious teachings?
4. Holy books are now found in ____ and other ____.

Summary

- Artefacts are viewed as holy by believers.
- Everyone belongs to a religion.
- Religions use various forms of technology.
- Artefacts reflect the beliefs of each religion.

End of topic assessment test

Multiple choice questions

1. ____ is a wrong thing to do.
A. Forgiving one another B. Telling the truth
C. Respecting one another D. Being unkind
2. Being ____ is a right thing to do.
A. disrespectful B. unforgiving
C. kind D. unhelpful

3. ____ is a sign of good morals.
A. Stealing B. Throwing rubbish on the ground
C. Beating others D. Being polite
4. Everyone has a right to choose ____.
A. brothers and sisters B. the people they want to live with
C. parents D. a religion
5. ____ does not show respect for them.
A. Treating others as equals B. Caring for others
C. Helping others D. Stealing from others
6. If you respect others they will ____.
A. think you are a fool B. laugh at you
C. respect you too D. ignore you
7. We should always ____ one another.
A. respect B. fight
C. kill D. hate
8. When there is a conflict people should ____.
A. fight B. ignore one another
C. kill one another D. talk to each other about their problems
9. What are special objects for each religion called?
A. phones B. computers
C. artefacts D. holy books
10. Who should love their country?
A. Soldiers only B. Children only
C. Everyone D. Parents only.
11. Patriotism is ____.
A. loving your country
B. accepting others that are different from you
C. understanding what others are feeling
D. showing care for your own feelings.
12. What do the countries have to help people respect one another?
A. Rules and laws B. Prisons
C. Holy books D. Religious artefacts

Structured questions

1. You get punished if you do something ____.
2. ____ help us to choose between what is right or wrong.
3. A person has a right to choose ____ (parents/a religion)
4. If you respect others they will ____.
5. Who should be treated with fairness?

Glossary

Computers

- an electronic device that is used to store and sort information and work with data at a high speed.

Gadgets

- a small mechanical device or tool.

Microphones

- instruments used for increasing the volume of a person's voice, especially with a lot of people.



Introduction

Religions have different steps they take to promote health and people's wellbeing. Different religions are aware of child abuse and make sure they educate children and their parents on the different forms of child sexual abuse. Religions also educate people about diseases such as HIV and AIDS. They do this so as to promote healthy living.

Objectives

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

1. identify forms of sexual abuse
2. identify potential perpetrators of child sexual abuse
3. suggest religious solutions to child sexual abuse.

Background

Sexual abuse is now very common at home, school and religious gatherings. Children are targets of sexual abuse in different places. One should know about abuse and where to go if it happens.



Keywords

minor

sexual abuse

perpetrators

healthy living

14A. Religion, forms of sexual abuse and perpetrators

a) Forms of child sexual abuse

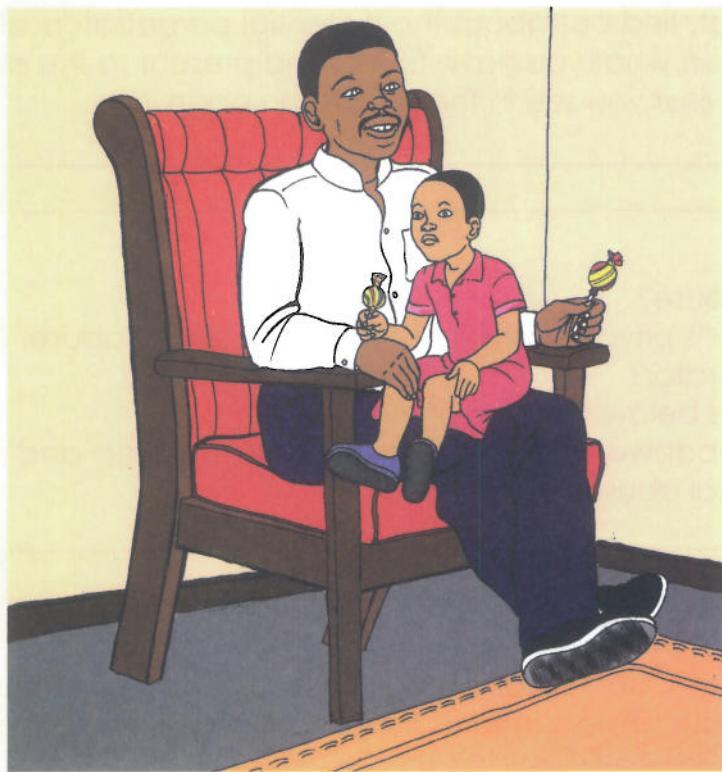
When someone harms a **minor** sexually, the act or crime is known as sexual abuse. A minor is anyone below the age of eighteen. There are different forms or types of child sexual abuse. These include:

- exposing one's self to a minor
- fondling or touching a minor's private parts
- forcing a child to touch one's private parts
- producing, showing or sharing pictures or movies of naked people with children
- sexual intercourse of any kind with a child.

Activity 1

1. Research about the forms of sexual abuse.
2. Present what you have found out to the class.

b) Potential perpetrators of child sexual abuse



Sexual abuse can happen to both males and females. Anyone can be a **perpetrator** of child sexual abuse. A perpetrator is someone who commits an illegal act; someone who breaks the law. Abusers or perpetrators gain children's trust first. Children can be abused by anyone, families, friends, church members, and their parents. Usually children are sexually abused by people they know. These can be people they have grown to love, obey and respect.

c) Religious solutions to child abuse

Most religions teach children about sexual abuse and how to handle it. Different religions should encourage children to speak out and also counsel those that have been abused. Churches in Zimbabwe hold workshops to educate children and their parents about child sexual abuse. They teach them about how to see and deal with it. Churches also encourage children and their parents to report acts of sexual abuse to the police. In the Islamic religion, children are educated about sexual abuse. They are taught how the perpetrator or abuser gets close to them. The Islamic religion also encourages parents to believe their children when they say they have been abused. Children are taught to speak out when they have been sexually abused. Religions also counsel children that have been sexually abused.

Activity 2

1. Using the internet, find out about the potential perpetrators of child sexual abuse. Write down what you have found and present to the class.
 2. In pairs, discuss what you see in the picture on page 101.

Exercise 1

1. What is sexual abuse?
 2. Touching a minor's private parts is not a form of sexual abuse. (True/False)
 3. What is a perpetrator?
 4. A _____ is anyone below the age of eighteen.
 5. Churches in Zimbabwe hold _____ to educate children and their parents about child sexual abuse.

Project

Come up with posters on sexual abuse for display at your school. Ask for permission to stick your posters around the school and in your community.

Summary

- Anyone can abuse children.
 - Sexual abusers first gain a child's trust.
 - Usually, children are abused by people they know and trust.
 - Religions should educate children about sexual abuse.
 - Churches in Zimbabwe hold workshops to teach children about sexual abuse.

End of unit assessment test

Multiple choice questions

1. A minor is anyone below the age of ____.
A. 10 B. 27
C. 18 D. 25
 2. ____ is a form of sexual abuse.
A. Starvation B. Touching a child's private parts
C. Beating D. Neglect
 3. ____ can abuse children.
A. Dogs B. Anyone
C. Belts D. Zimbabwe

Structured questions

Answer all questions below.

1. What is sexual abuse?
 2. List two religious solutions to sexual abuse.
 3. What is a perpetrator?
 4. What do abusers gain first?
 5. Forcing a child to watch movies with naked people is a form of sexual abuse.
[True/False]

[15 marks]

Glossary

Fondling	- stroking or caressing someone's private parts.
Campaigns	- a meeting where a group of people discuss a certain topic or issue.
Illegal act	- is an act that is against the law.

Unit 15 Religion and gender

Objectives

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

1. identify different sexes
2. identify gender roles.

Background

Every child belongs to a certain culture. The culture has set roles that each family follows. Children know that each society has defined roles for each **gender** and age. Gender is the state of being male or female.



Key words

gender

culture

15A. Religion and gender roles

Gender roles are tasks done by men and women which are accepted by the society. Our cultures usually define these roles. **Culture** is a word for people's 'way of life'. Males/boys do the heavy work and females/girls care for the home and children. In most cultures, the roles have not changed much. The females cook, wash, weed, mind children and clean the home. The males cut trees, build homes, plough, hunt and decide things at home. Nowadays both males and females do whatever is needed to be done without waiting for a certain gender to perform a certain role.



Exercise 1

1. Gender means either ____ or ____.
A. male or female B. male or boy C. female or girl
2. Who decides on gender roles?
A. mother B. father C. culture
3. List three roles of a girl at home.
4. Name two roles for boys.
5. ____ males and females do whatever is needed to be done.

Summary

- Gender roles are tasks done by men and women which are accepted by the society.
- In most cultures, there are roles specifically for males and females.
- Nowadays, males and females can do the same tasks.

End of unit assessment test

Multiple choice questions

1. Gender means either _____.
A. male or female B. male or boy
C. female or girl D. one of the above
2. Who decides on gender roles?
A. mother B. father
C. culture D. community
3. _____ is a word for people's 'way of life'.
A. Gender B. Males
C. Culture D. Females
4. Nowadays both _____ and _____ do whatever is needed to be done without waiting for a certain gender to perform a certain role.
A. males and females B. gender and culture
C. boys and men D. women and ladies
5. Who cooks and minds the children?
A. males B. females
C. boys D. children
6. Who hunts and decides things at home?
A. mother B. girls
C. females D. males
7. Gender roles are _____ done by males and females.
A. tasks B. dances
C. books D. gender
8. Males/boys do the _____ work.
A. easy B. proper
C. heavy D. little
9. Females/girls care for the _____ and _____.
A. pots and pans B. home and children
C. garden and firewood D. crops and animals
10. Society has set _____ for each gender.
A. roles B. money
C. gifts D. culture

Unit 16 Religion and sexuality

Objectives

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

1. state the characteristics of a boy and a girl
2. identify religious practices on sexuality.

Background

Boys and girls are part of different religions. In those different religions, roles are divided between them because of the different characteristics they have. Have you ever heard about the differences between the characteristics of a boy and that of a girl? Can you list the ones you know?



Key words

righteousness

fragile

slaughter

16A. Sex identification

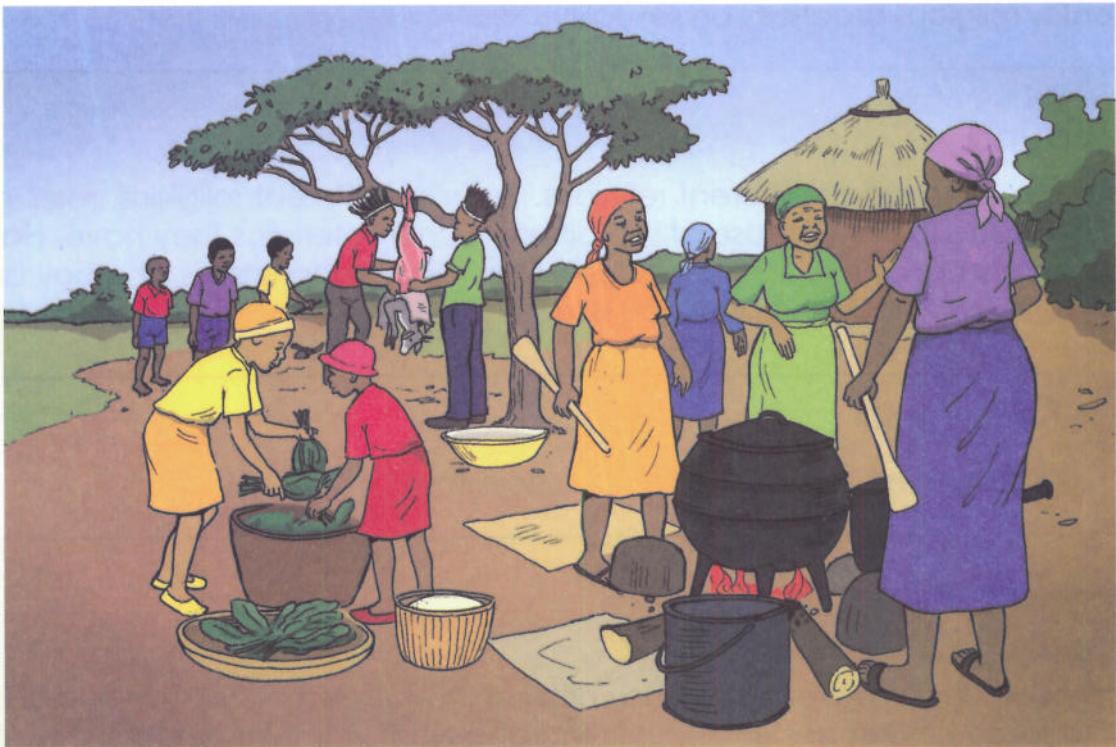
Boys and girls differ in a lot of ways. They differ in strength, emotions, size and build. Talk about these differences with your friend and what you think about them. Use the ones that are in the table below:

a) Characteristics of boys and girls

BOYS	GIRLS
<ul style="list-style-type: none">• Unemotional• Willful• Bigger• Strong and tough-skinned• Dominant• Less compassionate• Competitive	<ul style="list-style-type: none">• Emotional• Docile• Small and petite• Fragile• Submissive• Nurturing and compassionate• Less competitive

b) Religious practices and sex identification

Religious practises treat men and women differently. In Christianity, a man is seen as the head of the family and a woman as the helper. In the Islamic religion, men and women dress differently. Women cover their bodies from head to toe and are expected to also cover their heads. This is done to shield them from western influence. In Indigenous Religion, during ceremonies, men slaughter the animals and women cook. During funerals and memorials, women are expected to wear headwraps and cook the food. Men are considered the head of the family. Grandmothers, mothers and married sisters are often treated with honour in family issues.



Activity 1

1. Find out about practices in different religions.
2. In groups, talk about the roles of boys and girls in different religions. You can talk about: Islam, Christianity, Judaism and Indigenous Religion.

Exercise 1

1. Christianity believes men are the _____.
2. Women wear _____ during ceremonies.
3. Islamic women cover their heads to _____.
4. What do girls do during ceremonies in Indigenous Religion?

End of unit assessment test

Multiple choice questions

1. If men are unemotional, then women are _____.
A. small B. submissive
C. emotional D. bigger
 2. Boys and girls ____ in a lot of ways.
A. are similar B. differ
C. believe D. willful
 3. Indigenous Religion believes that boys are ____ than girls.
A. weaker B. crueler
C. stronger D. softer
 4. During ceremonies in Indigenous Religion, who cooks the food?
A. Tom B. Father
C. Women D. The gardener
 5. In Islamic Religion, men and women ____ differently.
A. dance B. dress
C. eat D. clap
 6. During ceremonies in Indigenous Religion, men ____ animals
A. eat B. hunt
C. slaughter D. heard
 7. According to Christianity, men are the _____.
A. neck B. head
C. followers D. helpers
 8. In Indigenous Religion, married sisters are often treated with _____ in family issues.
A. disrespect B. disgrace
C. dishonour D. honour
 9. Girls/women are _____.
A. bigger B. unemotional
C. submissive D. dominant
 10. Boys/men are _____.
A. fragile B. petite
C. docile D. dominant

Structured questions

1. List 2 basic characteristics of girls/women.
 2. List 2 basic characteristics of boys/men.
 3. List any two duties that are for women in Indigenous Religion.
 4. Religions treat men and women _____.
 5. In Christianity _____ takes the leadership role in the family.

Objectives

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

1. state the meaning of the abbreviations HIV and AIDS
2. list causes of HIV and AIDS
3. explain the myths and facts on HIV and AIDS
4. discuss the negative impact of stigmatization
5. disseminate information on HIV and AIDS.

Background

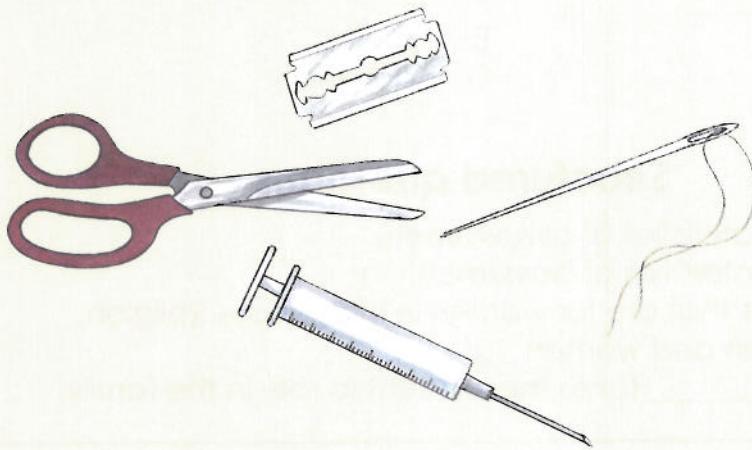
A number of people are living with AIDS. AIDS means **Acquired Immunodeficiency Syndrome**. It is caused by a **virus** called **HIV [Human Immunodeficiency Virus]**. One starts by being HIV positive then it progresses to AIDS. AIDS has no cure, it kills. HIV is a virus that attacks the immune system. The **Immune system** is a body system that protects the body from diseases. People with HIV can take antiretroviral (ARV) therapy drugs and can live a healthy life. Worldwide the first of December is specifically set aside to remember HIV and AIDS and this is shown by wearing a red ribbon crossed over.



Key words

Virus immune Acquired Immunodeficiency Syndrome [AIDS]
Human Immunodeficiency Virus [HIV]

17A. Causes of HIV and AIDS



HIV is a virus that affects the immune system. It is acquired by sharing sharp objects like needles, razors, syringes and scissors with an infected person and also having unprotected sex with an infected person. It is also passed through mother to child when giving birth. Touching the blood of an infected person with naked hands if you have an open wound can get you infected. Sometimes one is infected when they are given blood at the hospital.

Activity 1

1. List sharp things used at home.
2. In groups, make posters about causes of HIV and AIDS.

Exercise 1

1. HIV is a _____. A. fruit B. value C. virus
2. List three sharp objects that can spread HIV.
3. What does HIV stand for?
4. When handling an injured person, one should use _____.
5. What does AIDS stand for?

17B. Religious attitudes towards HIV and AIDS

The facts about HIV and AIDS divide people into two groups. The groups are those with positive attitudes and those with negative attitudes. In Indigenous Religion, some people believe that it is witchcraft or spirits. There are myths and beliefs on curing the pandemic and these often result in infecting more people. These people often ignore the lesson on HIV and AIDS. Christians believe God can heal all diseases. However, some of them take ARVs and encourage their use. In the Islamic religion, HIV and AIDS is seen as more of a product of sinful behavior. Some people in Judaism also link AIDS with bad sexual activity. However, some people in all the different religions have been educated on it and now take ARVs.

Activity 2

1. In groups, discuss how the people in your community react to HIV and AIDS.
2. Make HIV and AIDS awareness posters. You can use computers if you have them.

Exercise 2

1. People are divided into positive and ____ attitudes about HIV and AIDS.
A. negative B. positive C. ignorant

2. Which religion believes AIDS is caused by witchcraft?
 A. Christianity B. Islam C. Indigenous Religion
3. Is AIDS curable?
4. Christians believe ____ can heal HIV.
5. Some religions believe HIV and AIDS is caused by bad ____ activity.

17C. Awareness on HIV and AIDS



The government and the rest of the world take time to educate people about HIV and AIDS. There is no time to gather people in classes. A group of people are sent into communities to teach everyone in their homes. Some groups have meetings and share knowledge about HIV and AIDS. Children and grown-ups are also taught about HIV and AIDS. They are taught about being tested, care and treatment and how to care for infected people.

Activity 3

1. In groups, dramatise groups of people teaching about HIV and AIDS.
2. List the things they can do for one who is ill.

Exercise 3

1. The _____ educates people on HIV and AIDS
A. teacher B. pastor C. government
2. Who is sent in the communities?
A. a group of people B. a group of soldiers C. a group of pastors
3. Is HIV and AIDS taught at your school?
4. For one to know if they are HIV positive or negative, they should be _____ first.
5. People with HIV and AIDS need _____.

Summary

- Gender roles are tasks done by men and women at home which are accepted by the society.
- Children adopt either a male or female gender identity.
- HIV is a virus that attacks the immune system.
- HIV stands for Human Immunodeficiency Virus.
- AIDS stands for Acquired Immunodeficiency Syndrome.

End of unit assessment test

Multiple choice questions

1. Does AIDS have a cure?
A. yes B. no
C. sometimes D. it can be used
2. AIDS stands for Acquired Immunodeficiency _____.
A. Syndrome B. Virus
C. System D. Solution
3. What is HIV?
A. A fruit B. A parasite
C. A virus D. A value
4. When handling an injured person, one should use _____.
A. paper B. gloves
C. stick D. nothing
5. When one has HIV, it is said they are _____.
A. positive B. negative
C. living D. nothing
6. Tablets taken for HIV are called _____.
A. paracetamol B. aspirin
C. anti-retrovirals D. cafemol

7. HIV affects the ____ system.
A. breathing B. immune
C. eating D. brain

8. People are divided into positive and ____ attitudes about HIV and AIDS.
A. negative B. positive
C. ignorant D. active.

Structured questions

Answer all questions below.

1. State two causes of HIV and AIDS.
 2. When is HIV and AIDS remembered in the world?
 3. List three sharp objects that can spread HIV.
 4. What help can be given to people living with HIV and AIDS?
 5. For one to know if they are HIV positive or negative, they should be _____ first.

Glossary

Cure	- treatment that relieves symptoms of a disease or condition.
Infect	- to cause someone or something to become sick or affected by a disease.
Pandemic	- an outbreak of a disease world wide or in a country.
Consequence	- a bad result or outcome.

Unit 18 Healthy living

Objectives

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

1. name body parts
2. explain ways of taking care of various body parts
3. explain the need for exercise and rest
4. discuss healthy eating habits
5. list good eating habits.

Background

Everyone wants a healthy body. Healthy living comes from the food we eat, exercises and keeping clean. **Exercise** is an activity done to keep the body or mind strong.

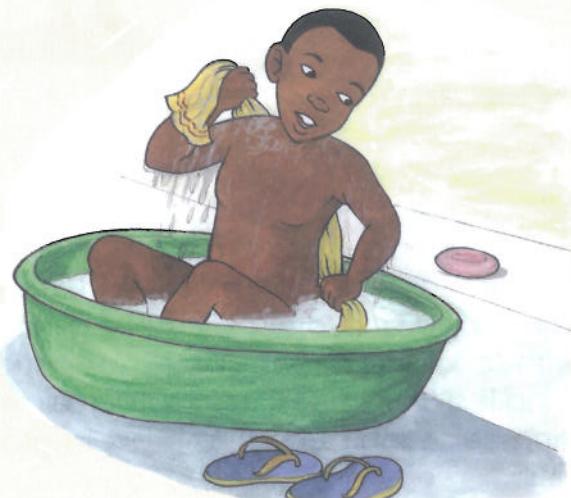


Key words

healthy habits

exercise

18A. Personal hygiene



Everyone needs to be clean. You can make a lot of friends when you are clean. A child should bath everyday using soap and a towel or a stone to clean the dirt away. Brush your teeth after every meal with a toothbrush, tooth paste or stick. Hair should be kept clean everyday. School uniforms and clothes should be washed and ironed. When bathing, clean your nose, behind the ears, your back and scrub your feet.

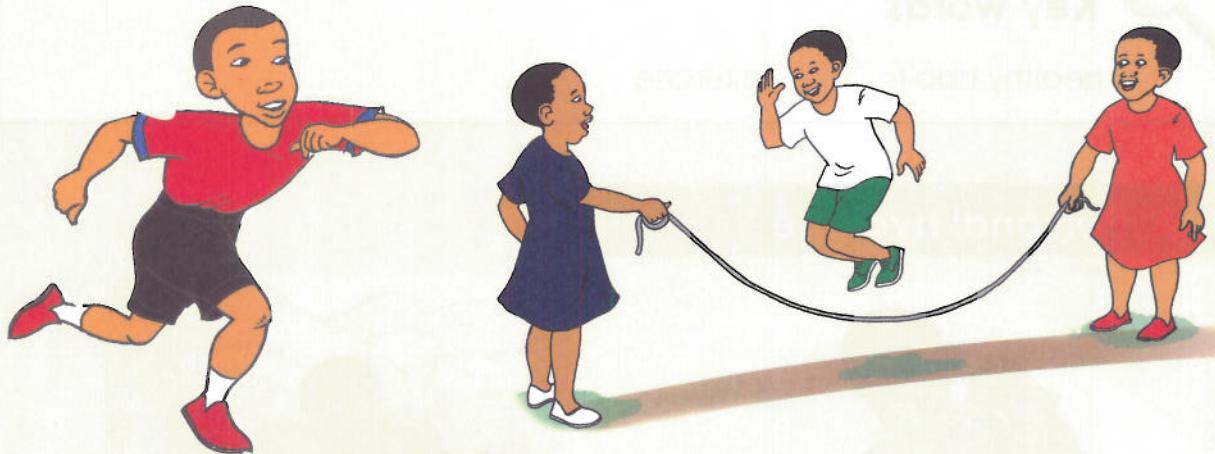
Activity 1

1. Name body parts and explain ways of taking care of them.
2. Take turns to mime, brushing teeth, combing hair, bathing and ironing.

Exercise 1

1. When are you supposed to brush your teeth?
2. Clothes should be _____ and _____.
3. What do you use to brush your teeth?
4. We should keep _____ hair everyday.
5. A child should both _____.

18B. Healthy habits



Exercise and sleep are **healthy habits**. Healthy habits are daily acts that benefit one's physical or mental health. Exercising helps people lose weight and lower the risk of some diseases. There are different exercises that children can do. These can be playing ball, running, puzzles, skipping rope and other different games. Children spend their days at school, busy with school work and sports. After such days they need to get home and rest. Sleeping is a form of resting. Resting relaxes the body and the brain. Exercising and resting helps the body and brain to grow and be healthy.

Activity 2

1. In pairs, talk about the exercises you do at home.
2. In groups, find out interesting exercises you can try out.

Exercise 2

1. What are the advantages of exercising?
2. Name two types of exercises.
3. Resting relaxes the body and the brain. [True/False]
4. _____ is a form of resting.
5. What are healthy habits?

18C. Healthy eating habits



Healthy eating habits are important skills that everyone should develop. During meal times there are certain manners that should be observed and these are:

- washing hands before eating
- eating with mouth closed
- eating food when it's warm not hot
- sweeping scraps of food that fall while eating
- washing hands after eating.

It is always polite to say thank you after a meal.

Activity 3

1. In groups, talk about what you do at home before eating.
2. Draw your favourite food.

Exercise 3

1. Wash ____ before eating.
A. face B. feet C. hands
2. Talking while eating is ____.
3. It is always ____ to say thank you after a meal.
4. Why do we sweep the area after eating?
5. Which skill is to be developed by everyone?

Summary

- Everyone needs to bath.
- Healthy living entails eating food exercising and being clean.
- Exercising and resting are healthy habits.

End of unit assessment test

Multiple choice questions

1. ____ is a form of resting.
A. Eating B. Sleeping
C. Running D. Dancing
2. Exercising and sleep are ____.
A. healthy habits B. tasks
C. resting habits D. deeds
3. ____ relaxes the body.
A. Resting B. Dancing
C. Running D. Jumping
4. ____ is a form of exercise.
A. Napping B. Sleeping
C. Running D. Sitting
5. Exercise is good for your ____.
A. hair B. teeth
C. hands D. health
6. Healthy food leads to a healthy ____.
A. body B. clothes
C. food D. head

7. How many times should one brush teeth?
 - A. once
 - B. in the morning
 - C. after every meal
 - D. twice

8. Cover your mouth when ____.
 - A. talking
 - B. sneezing
 - C. laughing
 - D. sleeping

9. Eating very hot food causes the mouth to ____.
 - A. itch
 - B. bend
 - C. smell
 - D. grow

10. After eating we should ____ the cook.
 - A. scold
 - B. thank
 - C. beat
 - D. ignore

Structured questions

Answer all questions below.

1. a. ____ is a form of resting.
 b. What are healthy habits?
 c. Exercise is good for your ____.
 d. ____ relaxes the body.
 e. Clothes should be ____ and ____.

2. a. Hair should be kept ____ everyday.
 b. Talking while eating is ____.
 c. Why do we sweep the area after eating.
 d. ____ and ____ are good healthy habits.
 e. ____ hands before and after eating.

[20 marks]

Glossary

Hygiene	- the things that you do to keep yourself and surroundings clean in order to maintain good health
Germs	- Tiny living things that cause diseases in plants or animals.

End of term three assessment

Multiple choice question

1. At a funeral, people ____ the dead.
A. mourn B. laugh
C. gossip at D. look at
2. It is easy in life if we ____ each other.
A. hunt B. hate
C. love D. ignore
3. A person who ____ cannot be trusted.
A. sings B. prays
C. lies D. dances
4. One of the tasks of a father is to ____.
A. beat children B. provide for the family
C. marry many wives D. disappear
5. A minor is anyone below the age of ____.
A. 13 B. 18
C. 10 D. 12
6. ____ is a form of sexual abuse.
A. Starvation B. Fondling a child's private parts
C. Beating D. Neglect
7. We should always ____ our parents.
A. hate B. obey
C. laugh at D. ignore
8. All elders should be ____.
A. respected B. hated
C. mocked D. beaten
9. Tablets taken when one is HIV positive are ____.
A. paracetamol B. disprin
C. ARVs D. cafemol
10. Religions teach children about ____.
A. sexual abuse B. lie
C. death D. steal
11. ____ is a sin.
A. Eating B. Stealing
C. Laughing D. Having friends
12. Every person needs to live in a ____ place.
A. safe B. harmful
C. dirty D. bad
13. ____ is good for your body.
A. Exercise B. Smoking
C. Drinking D. Eat too much

14. The country has rules to ____ those who break the law.
A. kill B. kick
C. punish D. ignore
15. It is polite to ____ elders.
A. greet B. shout at
C. laugh at D. lie to
16. A person who cannot walk is _____.
A. blind B. physically handicapped
C. deaf D. dumb
17. Every person has a right to choose their _____.
A. religion B. family
C. race D. clothes
18. Who should take care of animals?
A. animals B. no one
C. people D. children
19. When you have done wrong, you should _____.
A. apologise B. laugh
C. ignore D. keep quiet
20. Which form of technology is used wrongly?
A. holy books B. mobile phones
C. radios D. television
21. Religious artefacts are special objects for _____.
A. religion B. maths
C. agriculture D. the kitchen
22. When handling the blood of an HIV infected person we use _____.
A. blankets B. gloves
C. raincoat D. glasses
23. To keep healthy one should always _____.
A. exercise B. lie
C. fight D. steal
24. A good child knows what is right or _____.
A. wrong B. lie
C. cheap D. steal
25. A person who cannot hear is _____.
A. lame B. blind
C. deaf D. dumb

Structured questions

Answer question one and any two other questions

Read and answer questions that follow.

Chinhoyi is a farming area. The farms have thick and long elephant grass. During the dry hot season veld fires are very common. At farm 236, Alexander and Alexio were making a fireguard. Suddenly, they saw smoke and flames from their neighbour's farm number 235. Alexander ran to the homestead to alert the owners. Alexio ran to slash the grass down dividing the farms. This was to get a chance to put out the fire. No houses were burnt and the fire was stopped.

1. a. Where did Alexio and Alexander live?
b. Why did they need a fireguard?
c. Love your ____ as you love yourself.
d. If you were people at farm 235, what would you have done for the boys?
2. a. A person has a right to choose a ____.
b. Exercise and sleep are healthy ____.
c. If you do wrong you get ____.
d. When we live together well, we are at ____.
3. a. If you have done wrong, it is wise to ____.
b. Special objects for religion are called ____.
c. Defending one country is called ____.
d. All over the world people belong to different ____.
4. a. ____ are often abused.
b. ____ is a form of resting.
c. The HIV virus attacks the ____ system.
d. A healthy mind is a healthy ____.