



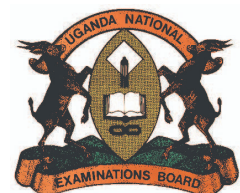
Ministry of Education
and Sports

HOME-STUDY LEARNING

SENIOR
3

C.R.E

August 2020





Published 2020

This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

Therefore, this material is restricted from being reproduced for any commercial gains.

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FOREWORD

Following the outbreak of the COVID-19 pandemic, government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print home-study materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced Level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately. I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



Alex Kakooza
Permanent Secretary
Ministry of Education and Sports

ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home-study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or by visiting our website at <http://ncdc.go.ug/node/13>.



Grace K. Baguma
Director,
National Curriculum Development Centre

ABOUT THIS BOOKLET

Dear learner, you are welcome to this home-study package. This content focuses on critical competences in the syllabus.

The content is organised into lesson units. Each unit has lesson activities, summary notes and assessment activities. Some lessons have projects that you need to carry out at home during this period. You are free to use other reference materials to get more information for specific topics.

Seek guidance from people at home who are knowledgeable to clarify in case of a challenge. The knowledge you can acquire from this content can be supplemented with other learning options that may be offered on radio, television, newspaper learning programmes. More learning materials can also be accessed by visiting our website at www.ncdc.go.ug or ncdc-go-ug.digital/. You can access the website using an internet enabled computer or mobile phone.

We encourage you to present your work to your class teacher when schools resume so that your teacher is able to know what you learned during the time you have been away from school. This will form part of your assessment. Your teacher will also assess the assignments you will have done and do corrections where you might not have done it right.

The content has been developed with full awareness of the home learning environment without direct supervision of the teacher. The methods, examples and activities used in the materials have been carefully selected to facilitate continuity of learning.

You are therefore in charge of your own learning. You need to give yourself favourable time for learning. This material can as well be used beyond the home-study situation. Keep it for reference anytime.

Develop your learning timetable to cater for continuity of learning and other responsibilities given to you at home.

Enjoy learning



Term 2

THEME: MAN IN A CHANGING SOCIETY

Lesson 1: Leisure in A Changing Society

By the end of this lesson, you should be able to:

- state the meaning of leisure.
- identify the types of leisure.
- outline the importance of leisure.
- describe the leisure activities that you have engaged in during the COVID-19 lockdown.

Instructions

Try to do all the activities as programmed.

Make a follow up on every lesson since a new lesson is built on the previous lesson.

Make use of any material near you or any source of information.

In case you find an activity difficult, consult an older person or Google for assistance.

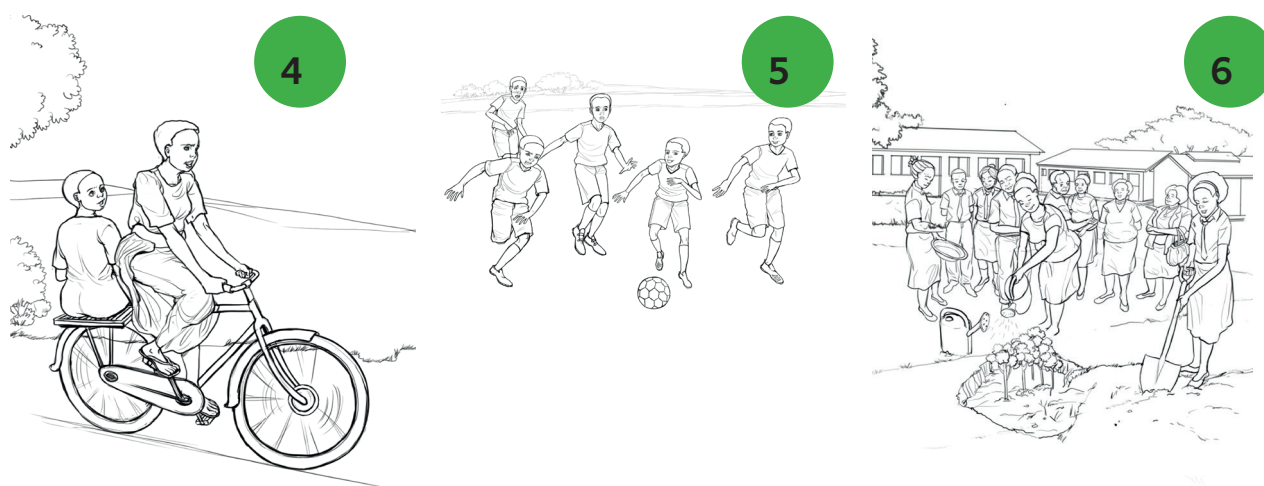
Materials you will need

pencil, pen, notebook, the Internet where possible

Introduction

In Third Term of S2, you studied about various forms of work. Now, what happens during the time when you are not working? The time when you are not engaged in work is what we may call free time.





Activity 1

Study the pictures 1-6 and answer the questions that follow.

1. Identify the various activities shown from 1-6 and list them in your notebook.
2. Separate the ones that are done in a group from those that are done individually.
3. Do you think that the people depicted in these pictures have freely chosen their activities?
4. How much choice have you got in choosing how you spend your free time?
5. How do you spend your free time alone?

Leisure is the time when one is free from his or her daily routine. It is the time one has at his or her disposal as he/she chooses without being bound by any necessity.

Leisure is of two types; passive and active leisure.

Active leisure is where someone does something or involves a direct physical participation of the individual enjoying a leisure activity e.g. playing games, acting drama, etc.

Passive leisure is when an individual is simply entertained without direct participation e.g. sleeping, listening to music, etc.

Importance of Leisure

- Leisure helps in refreshing the mind of the workers. This makes it possible for an individual to recover from the fatigue of the work and regain the energy lost.
- Leisure provides an opportunity to discover and develop one's talents. This is especially true with active leisure where the individual directly participates

- in such activities like playing football, netball and swimming.
- Leisure promotes co-operation and socialisation among people. As people come together to enjoy such activities including games, conversation and playing, peace and harmony may be promoted.
 - Leisure provides income to different people at different levels. This is true with entertainers including actors and play writers, among others.
 - Leisure helps strengthen an individual's faith. This can be through activities such as watching religious films, bible studies and prayers, among others.
 - Leisure promotes self-discovery by the individual workers. It gives an opportunity to evaluate the work already done. This may assist in finding loopholes and better solutions in one's work.
 - Leisure provides employment opportunities. For example, the radio and TV presenters.
 - Leisure helps in strengthening one's culture through participating in activities like traditional dances. This gives the people their true identity and creates a sense of belonging.
 - Leisure promotes education among people. This can be through activities like reading magazines and novels, among others. These activities may facilitate learning.
 - Leisure activities help to relieve the burden of being idle and redundant. In such a case, the worker is occupied with something.

In your notebook, attempt the following tasks:

1. Outline the leisure activities that you have enjoyed during the COVID-19 lockdown. Separate the active from the passive leisure activities.
2. Identify the problems associated with leisure today.
3. What do you understand by the term leisure industry?
4. Explain the problems associated with commercialisation of leisure.

Lesson 2: Leisure in African Traditional Society

By the end of this lesson, you should be able to:

- state how the traditional Africans spent their free time.
- identify the leisure activities in the African traditional society.
- explain the importance of leisure in traditional Africa society.

You learnt about leisure in the modern society. You will now discover how people in the African past spent their leisure time. You will need to work through the following activity to find out more about leisure in traditional African society.

Activity: Study the pictures and answer the questions that follow



Task

1. Identify the activities shown in pictures 1-4.
2. Pick one of the pictures and outline its importance in society.
3. Was there leisure time in the past?
4. Explain the difference between leisure today and that in the African traditional society.

In traditional Africa, leisure time had to be enjoyed by everybody. The activities varied from age, sex and rank in society. Some activities such as celebrating harvest, marriage, initiation, victory and wrestling matches involved every member of society.

There were some activities that were strictly for women and girls. These were productive and included making mats and baskets, among others. Although you may imagine that this was also work, in reality, Africans in the past considered this a leisure activity. On the other side, boys and men would get involved in productive activities like making crafts such as baskets and carvings out of wood.

There were also activities that involved children and a few adults. The children would be gathered at a fireplace and taught about the history of their tribe. Stories, riddles and proverbs and their interpretation would all be done at the fireplace. This usually happened in the evenings after supper.

Men had beer parties and this was a restricted activity. Only men would sit together to share a drink. Many issues concerning society would be discussed at the beer parties. Women, on the other hand, did not have so many activities that brought them together as women.

In summary, everyone in the traditional African society had time to rest from work and do an activity that relaxed them.

Lesson 3: Leisure in Church History

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

identify the leisure activities in church history.

explain the leisure activities which were disapproved during the history of the church.

identify personalities in the church history.

Introduction

In the history of the church, leisure was more of turning to God and giving up all the pleasures as a way of serving God. In the history of the church, the puritans disapproved drinking alcohol, obscene jokes, composing, listening and dancing to worldly music. The missionaries who later came to Africa considered African cultures as pagan practices and wholly bad for Christians to accept.

In the history of the church, the concept of leisure was misunderstood because most of the leisure activities were considered as evil. The Christians of the time believed in giving up everything pleasant for the sake of God. This is also known as renunciation. There were leisure activities which were disapproved including;

fight between men and animals (hungry animals)

fight between men and men

fight between women who were naked

drawing pictures and statues of pagan gods

dancing and watching plays

All these were disapproved because it was not good for the people who were committed and dedicated to the service of God.

Summary

Leisure time in the church history was meant for Christians to discover more about God and to reflect on his goodness.

Lesson 4: Leisure in the Bible

By the end of this lesson, you should be able to;

- state the Old Testament teaching about leisure.
- explain the importance of the Sabbath day to the people of Israel.

Introduction

In S2, you learnt about working in a changing society. The Israelites understood life as being made up of various human activities, one of which was work. The Africans understood work as a vital component in that everyone was a worker but after work, everyone was expected to rest. The Bible conforms to the fact that both the Old Testament and New Testaments put emphasis on the importance of leisure.

Activity: Study the text below and use it to answer the question that follow

Deuteronomy 5:12-15.

12: Observe the Sabbath day by keeping it holy as the Lord your God has commanded you.

13: Six days you shall labour and do all your work.

14: but on the seventh day is a Sabbath to the Lord your God. On it you shall not do any work, neither you nor your son or daughter nor your male or female servant, nor your ox, your donkey or neither any of your animals nor any foreigners residing in your towns so that your female or male servants may rest as you do.

15: Remember that you were slaves in Egypt and that the Lord your God brought you out of there with a mighty hand and outstretched arm. Therefore, the Lord your God has commanded you to observe the Sabbath day.

Tasks

1. Why was the Sabbath so important in the lives of the Israelites?
2. Explain how the Sabbath day is important in your life as a Christian.

Biblical Texts	Leisure Activity
Mark 6:31	Recognised the importance of rest/ leisure.
Luke 4:1-6	Jesus observed the Sabbath.
Mark 2:27	Jesus corrected the idea of Sabbath day which had become a burden to people i.e. Sabbath was made for man not man for the Sabbath.
Mark 6:35-44	Jesus enjoyed meals with the disciples after preaching.
Mark 1:35, Luke 6:12	Jesus had private retreats during his free time. He isolated himself and prayed to God.
Luke 10:38	Jesus visited friends e.g. Mary, Martha, Lazarus, etc.
Luke 5:29, John 2:1	Jesus attended social parties e.g. feasted at Levi's house, attended a wedding at Cana.
John 4:1 John3:1	Jesus enjoyed stories during his free time e.g. conversed with the Samaritan woman at Jacob's well. He also conversed with Nicodemus and with his friends Mary and Martha.
Mark 3:1-5
Matthew 25:14 Luke 18:16 Mark6:35-44

Summary

Leisure in the Old Testament is seen in terms of how the Sabbath was a very important day to the Israelites. In addition, it can be seen using other texts in Old Testament like Genesis2:2-3; Exodus 31:15; Ecclesiastes 3:1-8; Numbers 28:9-20; Leviticus23:26; Ezekiel 46:4-6. These emphasise how leisure was spent by the people in the Old Testament.

Lesson 5: Leisure in the New Testament

By the end of this lesson, you should be able to;

state how Jesus spent his leisure time.

identify the ways in which Jesus' apostles spent their leisure time.

Introduction

In the New Testament, leisure is based on the life, preaching and examples of Jesus Christ. These can be evidenced on the following biblical texts.

Activity

1. Study the Biblical references provided and let them help you to understand New Testament teaching about leisure.
2. Fill in the missing leisure activities from the biblical texts in the table above.
3. Explain Jesus' understanding about the Sabbath as a day of rest.
4. How can a Christian use his/her free time?

Jesus had free time and he used it in different ways. He also visited Zacchaeus. He visited his friends like Mary and Martha. He attended ceremonies like the wedding at Cana. He also rested on the Sabbath day but above all He used His leisure time for individual prayers. This therefore means that leisure is an important part of life.

THEME: ORDER AND FREEDOM

Lesson 6: Justice in Society

By the end of this lesson, you should be able to;

1. state the meaning of justice.
2. identify the different types of justice in society.
3. give examples of injustices today.
 - explain the causes of injustice in Uganda today.
 - identify the injustices against;
 - a) women
 - b) children
 - define mob justice.
 - identify the causes of mob justice.

Introduction

In the previous theme, Man in a Changing Society, you came across living, working and recreating (leisure) in the society. These groups need to be well

organised. In this theme of Order and Freedom, you will learn that individuals need to make right choices and sensible decisions. Wrong choices and decisions may prevent you from becoming what you want to be. Therefore, every society needs to protect its members. This is why we have courts, an army, police, school rules and regulations, societal norms, etc. We must have order in our societies if we want to achieve real freedom together.

Activity 1: Read the passage and answer the questions that follow

In a classroom, Opet was enjoying his lesson when Misot hit him in the back. Opet rose up in anger and slapped Misot. It was then that the teacher realised that there was a problem. He called Opet and Misot. He questioned them and each of them said what happened. He also called a few members of that class who witnessed what had happened. After that, he realised that Misot was in the wrong. The teacher asked Misot to apologise. He also gave him a punishment that required him to clean the compound for that day. Misot also promised to be a good boy.

Task

1. Describe the situation in the story in light of justice.
2. What is justice basing on the story?
3. Why do you think the teacher was fair?

What the teacher did was an act of justice. Justice therefore is treating people fairly regardless of the circumstances. There are many types of justice and they include the following:

1. Distributive or economic justice: This refers to giving to all members of the society a fair share of the benefits and resources available so that human needs are met.
2. Procedural justice: This refers to fairness in deciding what to be done or distributed among members of the society. It can also mean making and implementing decisions according to fair processes that ensure unbiased treatment of each individual.
3. Restoration or corrective justice: This refers to fairness in putting situations right or back to normal. It is concerned with healing the victim's injuries, restoring the offenders to law abiding lives and repairing the harm done to the interpersonal relationships and community.
4. Retributive justice: This refers to seeking revenge so that one can feel the satisfaction of seeing another suffer in the same way he or she could have suffered. In other words, it means treating a person the same way he or she treats others.
5. Legal justice: This is concerned with the observation of the rules and regulations governing a society. It puts into consideration the laws of the

- society and how they are followed.
6. Commutative justice: This involves fairness in following an agreement made between two individuals, between an individual and a group, or between two groups.
 7. Moral justice: This is fairness to one's own life, particularly his or her behaviour in the society. It is concerned with the dos and don'ts of society.
 8. Social justice: This refers to fairness that applies to the structures, systems and the laws of the society so that people's rights are observed.

Everyone desires to have a just society. All people need to be treated fairly because this is what God desires. All human beings are created in the image of God. They are therefore all equal. However, in society today, women and children have been subjected to different injustices. The table below will help you to understand the numerous injustices against women and children.

Women	Children
1. Overloaded with domestic work	1. Some face rejection by parents and are chased away from home.
2. Through polygamy, they are forced to share a man against their will.	2. Some are subjected to corporal punishments i.e. burning their hands, denying them food, severe beating, etc.
3. They are beaten by their husbands as a means of disciplining them.	3. They are raped and defiled
4. In some societies, they are subjected to some food taboos.	4. Forced marriage from parents i.e. arranging marriage for them without consent.
5. In some societies, they are denied chances of inheriting their father's property.	5. Children exposed to pornographic material.
6. Some parents prefer educating sons rather than their daughters.	6. Child labour is also on the increase.
7. Some are discriminated at of work.	Child sacrifices by devil worshippers.

Men in our society are sometimes given more rights and privileges as compared to women and children.

Activity: Study the picture and attempt the tasks that follow:



Task

1. Describe what you think is happening in the picture.
2. Why do you think it is not right?
3. In your community, identify what the causes of mob justice are.
4. Outline the steps taken by the church and government to stop the type of justice in the picture.

In Uganda today, a lot of injustices have been administered on different individuals i.e. women at home and work, child abuse is rampant; people have been killed through mob justice, some without fair hearing. Students at school have been subjected to bullying while others to corporal punishments to the extent of dying. Therefore, there is need to change and also make the right choices and decisions by following the rules and regulations in our society. Examples of injustices today include,

- **Defilement:** This is where an adult chooses to have sexual relation with an underage child.
- **Rap:** This is where the rapist attains sexual satisfaction without the consent of the one being raped. It is also associated with bodily injury and sometimes death since force is always used.
- **Abortion.** Here, the foetus is deliberately removed from the womb before it is cable of independent living. This is itself murder and therefore an injustice.
- **Bullying in different institutions** such as schools and workplaces. The new comers in such places are often teased in different ways like beating, insulting and even grabbing their belongings. This puts the victims on tension and in fear. The victim therefore is robbed of the expected freedom.
- **Some employers practice nepotism.** They favour their relatives or friends

while giving jobs even when they are not qualified. This is being unfair to those having the required qualifications.

- **The practice of tribalism** is also common in different work premises. The bosses do favour their own tribemates in areas like promotion, salaries and even giving the job itself. Non-tribe mates are therefore left to suffer.
- There are **increased cases of murder and killing of innocent people**. Even when one has committed an offense, killing is not a punishment because one is deprived of his or her life.
- **Robbery** is an injustice as an individual's property is removed by force. It is also associated with a lot of torture, which may eventually lead to death. This deprives the victims of the right of using such property.
- **Going on strike in different institutions** is an injustice since it is associated with destruction, which breaks the relationship among people. It is an unlawful means of expressing discontent.
- Cases of **domestic violence and adultery** amongst married people are forms of injustice to the affected partner.

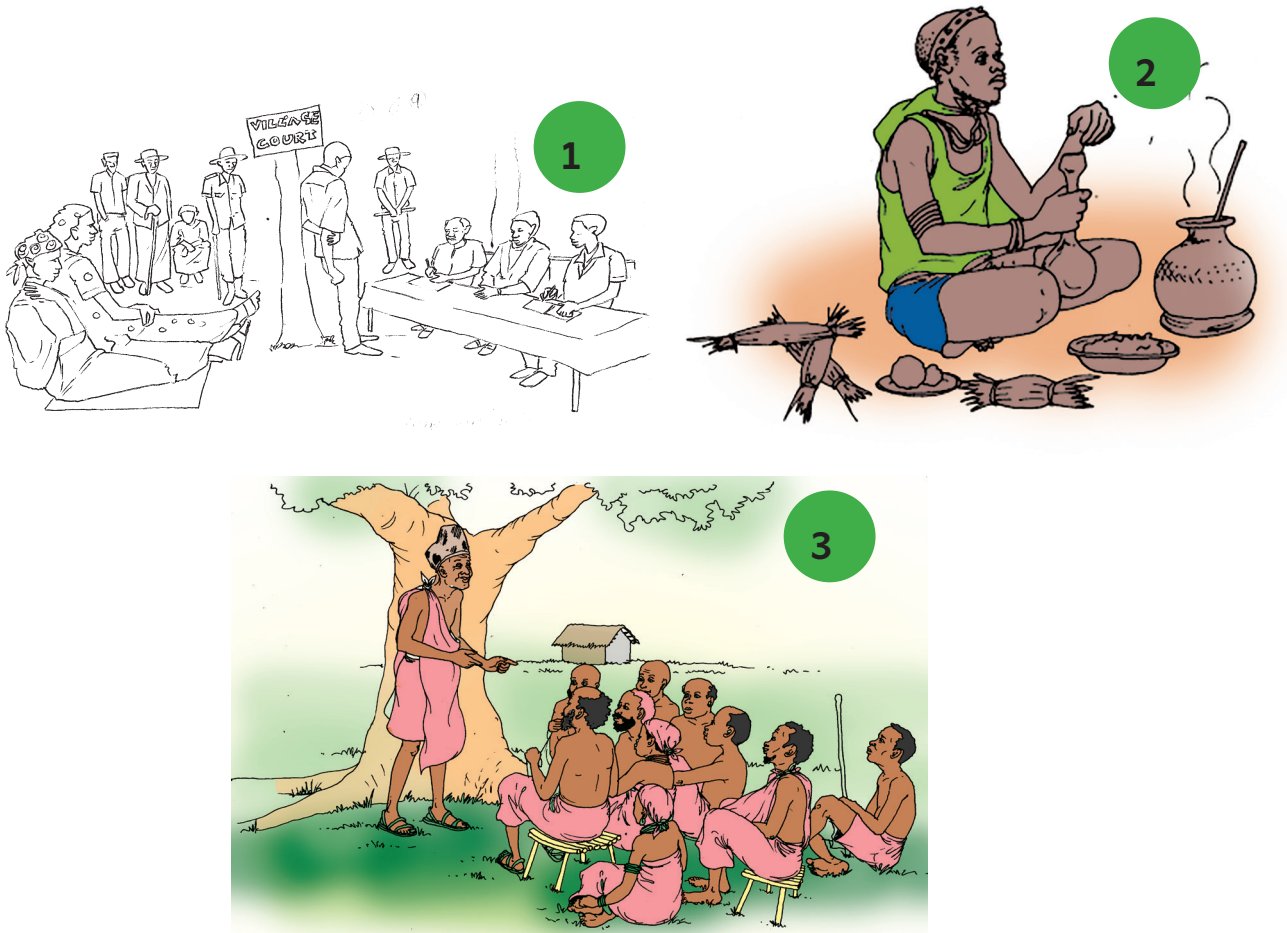
Lesson 7: Justice in African Traditional Society

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

- identify the traditional African society injustices.
- show ways in which justice was promoted and maintained in the African traditional society.
- explain injustice in the church history times.

Introduction

You have learnt in our previous lesson that justice is treating people fairly and having things in an orderly way in society. On the other hand, injustice refers to a breakdown of relationship among people, that is, being unfair to one another. In African traditional society, it was believed that in the beginning, God gave the first man some morals. They believed that these morals were meant to guard human relationships so as to ensure peaceful living.



Activity: Using the above pictures, outline the ways in which justice was promoted in the African past.

After giving your ideas about the African administration of justice, you can now read through the following ways to get a deeper understanding of justice in traditional societies.

In the past, the Africans were keen and strict ensuring and promoting justice in the following ways;

- There existed local courts which were made up of influential people like chiefs, clan leaders or elders.
- Laws were not written but were based on the existing customs.
- Resources were communally owned i.e. a hungry individual would walk into the garden of a neighbour and pick food and would not be reprimanded.
- Everyone was encouraged to respect and observe customs and norms of society.
- Judgement was flexible i.e. an offender could be pardoned in times of peace and punished harshly during difficult times.
- Sanctions like restrictions of offenders from attending community functions and activities were used.
- Reconciliation and forgiveness was encouraged in the presence of leadership

i.e. chiefs and tribal elders. Thus teamwork and living as one people was encouraged (social harmony).

Justice in Church History with Emphasis on Africa

In the early times, there were two major areas of injustice; that is slavery and oppression of minorities. Some Christians of the time worked to overcome these evils. There were other Christians who accepted them as normal.

Slavery was practiced even in the early church. Although there was opposition to slavery before the Roman Empire even when it officially became Christian, the vice continued for some time. Some earlier Christians like St. Peter Claver was one of those who tried to help the slaves in America. Slave trade was later abolished.

In the early centuries of Christianity, the Christians were the minority, oppressed and persecuted. As time went on, Christianity became the official religion of the Roman Empire. The oppression stopped henceforth.

Justice in the Bible

Biblical teaching about justice runs through the Old and New Testament. This teaching was spearheaded by the prophets and leaders.

Lesson 8: Justice in the Old Testament

By the end of this lesson, you should be able to tell that:

- injustice and unfair treatment of people existed during Old Testament times.
- prophets opposed and taught against injustices all the time.
- when God created mankind, He also gave laws to govern relationships so as to help people to live in peace and harmony.

Activity: Read the story of Jacob and Esau (Genesis 25: 19 – 34)

Jacob and Esau were twin brothers born to Isaac and Rebecca. They struggled together in Rebecca's womb. Esau was born first and thereby became the legal heir to the family. His birth rights included, among other things, being heir to the Covenant between God and Abraham. Esau was a skilful hunter and his father's favourite of the two. Jacob was his mother's favourite son.

When Isaac was close to death, it became time to give Esau his blessings. Isaac asked Esau to go hunt for a special meal after which he would pass the blessing. Rebecca overheard and helped Jacob disguise himself as Esau and bring Isaac the meal instead while his brother was still hunting. Because Isaac had poor sight, he was tricked into giving the blessing to Jacob. Esau was enraged and Jacob had to run away to save his life.

Answer the following questions

1. Have you noted any injustice in the story?
2. If yes, in your book, write down the names of the people who behaved unjustly. Explain why you think they were unjust.

Injustices in the Old Testament

In the Old Testament, there was unfairness in society. The people were unfair to each other and in some cases, the kings also practiced unfairness against their own people. The prophets were sent by God to address most of these injustices.

Read the following text to understand more about the types of injustices that took place in the Old Testament times.**Deceitfulness**

People failed to do justice when they lived deceitful lives. They even went into fasting to please other people yet inside their hearts they were sinning. People pretended to be devoted to God and to follow him. They refused to speak honestly, and no one repented of wickedness. (Jeremiah 8:6).

King David was a liar. He lied to Uriah by instructing him to go home and rest, yet he wanted to disguise the pregnancy of Bathsheba. (2 Samuel 11:18)

Unfair judgments: Judges failed to give justice to the orphans and the needy and they did not defend the rights of the needy ([Jer. 5:28](#)). Jeremiah criticized the people of Judah for failing to care for others who could not offer some economic benefit in return, including orphans and the needy ([Jer. 5:28](#)), aliens, widows, and innocents ([Jer.7:6](#)). God's intention is that we always live and work for the common good. However, people become self-seekers.

Greed: People became greedy and forgot about God. Vices such as greed for power and wealth overshadowed the love the Israelites had for God. They became greedy for money and abandoned their relationship with God.

Jealousy: In Genesis 34:12ff,

Joseph was sold by his brothers to the Egyptian slave dealers. This was out of jealousy because of their father's love for Joseph. Even before being sold, he was tortured through being tied up with a rope.

In Genesis 4:1ff, Cain out of selfishness and jealousy killed his brother Abel. This was as a result of God appreciating Abel's sacrifice of the best lamb and God's rejection of Cain's sacrifice. Consequently, Cain was punished for this act.

Selfishness:

The Pharaoh of Egypt enslaved the Israelites. They were oppressed and exploited through hard labour with little food and torturing. It was a kind of

injustice that prompted God to call and commission Moses to go and deliver His people (Exodus 3:1ff).

In 1Kings 21:1ff, king Ahab grabbed the vineyard of Naboth who had been killed innocently for his failure to offer the yard to him. The injustices in this story include;

Corruption: There was corruption and bribery among the Israelites. This led to the suffering of some people who were denied the chance of using their own resources (Micah 7:1ff).

Over-taxing people: The Israelites were also subjected to heavy taxation. King David and Solomon over-taxed the people to fulfil their selfish ambitions.

Failure to honour promises: The Israelites worshipped other gods. This was against the Sinai Covenant in which God had stopped them from doing so. Therefore, this was a sin and an injustice against God and the Israelites themselves.

Lust: In 2 Samuel 11:1ff, King David was unjust to Bathsheba and her husband Uriah who was one of his faithful soldiers. He fell in love and had sexual intercourse with Bathsheba. This was adultery, which was against the covenant laws. He went ahead and plotted for the death of Uriah at the battlefield after realizing that Bathsheba was pregnant. The following are therefore the injustices;

Shame and embarrassment: In Genesis 9:20-27, Noah cursed one of his sons out of drunkenness. This was because the son saw him naked after he had just taken wine and went sleeping down without cloth. The cursed son suffered seriously thereafter.

Activity: Think and remember 5 injustices you have experienced or heard about. Write the injustice and why it was done.

NS	Injustice	Why it was done
E.g.	I hid my friend's pen	He/she refused to share with me her eats (wanted him/her to cry).
E.g.	Jane's step-mother denied her food	The step-mother hated Jane
1.		
2.		
3.		
4.		
5.		

Old Testament teaching on justice

The Old Testament teaches much about justice. Read the text to discover the teachings about justice.

Follow God's justice

Follow justice and justice alone, so that you may live and possess the land the LORD your God is giving you (Deuteronomy 16:20). "Listen to me, my people; hear me, my nation: Instruction will go out from me; my justice will become a light to the nations. My righteousness draws near speedily, my salvation is on the way, and my arm will bring justice to the nations. The islands will look to me and wait in hope for my arm (Isaiah 51:4-5).

Just to the vulnerable: Throughout the Old and New Testament, God calls us to "Give justice to the weak and the fatherless; maintain the right of the afflicted and the destitute." Psalm 82:3 teaches that "Learn to do good; seek justice, correct oppression; bring justice to the fatherless, and please the widow's cause," (Isaiah 1:17).

A call to righteousness: Amos 5:21-24 captures the heart of the prophet's message and ends with this phrase: "But let justice roll down like waters, and righteousness like an ever-flowing stream" (Amos 5:24).

Reminder of judgment: "God will bring into judgment both the righteous and the wicked, for there will be a time for every activity, a time to judge every deed," Ecclesiastes 3:17.

Unfair judgment: Whoever says to the guilty, "You are innocent," will be cursed by people and denounced by nations. But it will go well with those who convict the guilty, and rich blessings will come on them, (Proverbs 24:24-25). God loves the just: Turn from evil and do good; then you will dwell in the land forever. For the Lord loves the just and will not forsake his faithful ones. Wrongdoers will be completely destroyed; the offspring of the wicked will perish. The righteous will inherit the land and dwell in it forever, Psalm 37:27-29.

The God of justice: Yet the LORD longs to be gracious to you; therefore, he will rise up to show you compassion. For the LORD is a God of justice. Blessed are all who wait for him! People of Zion, who live in Jerusalem, you will weep no more. How gracious he will be when you cry for help! As soon as he hears, he will answer you. Isaiah 30:18-19.

Do justice: This is what the Lord God Almighty said; Administer true justice, show mercy and compassion to one another, Zechariah 7:9.

Lesson summary: In this lesson, you have learnt; about injustices, unfair treatment and unfair judgments that existed during Old

Testament times;

that Prophets opposed and taught against injustices all the time; that when God created mankind, He also gave laws to govern relationships so as to help people live in peace and harmony.

Follow-up Activity

Kashampuko, your friend and a prefect in your school tells you that he wants Abaga, a bright girl in class to be chased away from school because she is too intelligent. In your notebook, write a brief letter showing her the injustices she is about to engage in.

Lesson 9: Justice in The New Testament

By the end of this lesson, you will be able to;

- tell the nature of injustices during the New Testament times.
- explain Jesus' teachings against injustice.
- identify examples of injustices in the New Testament.

Introduction

Jesus came to save humankind from suffering, therefore during his time, Jesus taught about justice and condemned injustice. Work through the activities and find out more about what the New Testament teaches about justice.

Activity

Think and recall the time of the Last Supper, the last conversation Jesus had with his disciples after which Judas Iscariot handed Jesus Christ over to the Pharisees. In your notebook, note down the injustices that were done at the time when Judas Iscariot hugged Jesus Christ.

Jesus began his public ministry with a call to repent and turn from injustice and divisions and turn towards life. The Kingdom of God is present. And in this kingdom, God has special concern for the wellbeing of the vulnerable, the excluded and the oppressed.

Jesus called for love for the neighbours as well as enemies in the way one loves himself or herself. He points out that this is the key to perfect and harmonious relationship. He demonstrated this by forgiving his enemies and dying on the cross for his people's sins.

Jesus associated with all kinds of people without segregating them. These included the women, children and the non-Jews. There were, however, a

number of injustices that existed during Jesus' time. Read the following text and learn more about them.

The Nature of Injustices during New Testament Times

The story of the adulterous woman: Pharisees wanted to stone the adulterous woman, but they let the man, the adulterous partner, to go without being punished, John 8:1-11.

Injustices towards the vulnerable: The Pharisees didn't want the poor, sick and children to come to Jesus. Mark 2:1-12.

Jesus betrayal of Judas Iscariot: Jesus Christ was handed over to the Pharisees by Judas Iscariot.

Jesus Christ's judgment: Jesus was unfairly judged by Pilate. Pilate knew that Jesus Christ was wrongly accused.

Activity: Open your Bible, read Mark 2:1-12 and answer the following questions

1. What was the attitude of Jesus towards the paralytic?
2. What was the attitude of the scribes and Pharisees towards Jesus?
3. What was the attitude of the other people?

New Testament Teaching on Justice

In Matthew 5:23-24, Jesus called for reconciliation and re-integration between neighbours. He emphasises that this is the only way to restore sour relationships between neighbours. He looks at revenge and hatred as products of unfair treatment.

Luke 18:9-14, Jesus condemned the attitudes of the religious leaders who thought that mere observation of the law would promote justice among the people. He points out that the law was not perfect and that His coming was to bring perfection to it.

Through His miracles, Jesus showed the need for man to have life without suffering. He made the blind see, the deaf hear, the lame walk and fed the hungry among others. His miracles were therefore signs of his power to heal man's relationship, Mark 2:1-12.

Jesus taught that justice means being non-discriminative. He associated with people because of his knowledge of all being created in the image of God. For example, he did not discriminate the Jews from the gentiles, sinners from righteous, and men and women.

Galatians 5:22-23 calls for the spirit of love, joy, peace, patience, kindness, faithfulness, humility and self-control to exist among the people. These moral virtues are seen as the key to perfect and harmonious living among people.

In Ephesians 6:5-6, servants or slaves are to be treated fairly. They are all human beings created in God's image and therefore deserve fair treatment.

Jesus uplifted the status of children in the Jewish society. Children were not allowed to mix freely with the elderly. Jesus points out that this was being unfair and made it clear that the kingdom of heaven belongs to them, Luke 18:16.

Jesus also uplifted the status of women who were marginalised in the Jewish society. For example, he recognised the widow's offer of a coin as being important. (Mark 12:41-44). He also had women as his friends like Mary and Martha, Luke 10:38.

Jesus Christ was the first example of justice, righteousness and fairness

- He preached the good news of salvation so that all could be saved.
- He helped the needy like feeding of the 4000 and 5000 people.
- He healed the sick, the blind and the leper.
- He allowed the children to play with him freely.
- He associated with the sinners or the outcast like the woman who was caught in adultery and the prostitute woman.
- He bent so low to the humble jobs/work when he washed the feet of his disciples.
- He associated with both the women and the men for example he had Martha and Mary as his friends as well as Lazarus.
- He raised the dead like Jairus' daughter.
- He interpreted the laws to his followers so that they could know how to treat each other i.e. the Sabbath was made for man and not man for the Sabbath.
- He interpreted the parables like the sower so that his disciples could understand his teaching.
- He died for the sins of all so that all could be saved from destruction.

Lesson summary: In this lesson, you have learnt;

the nature of injustices during the New Testament times;
Jesus' teachings against injustice;
Examples of injustices in the New Testament.

Follow-up Activity

In your notebooks, write 10 things about justice in the New Testament that are relevant to our society today.

Lesson 10: Understanding Service

By the end of the lesson, you should be able to;

- explain the meaning of the term service.
- give examples of service in our society.
- describe service during the Covid-19 pandemic in your own family and society;
- tell whether leaders in positions of authority are supposed to serve or to be served.

Activity:

Think about the time you left school due to the Covid-19 pandemic.

Introduction

Service can be defined as the action of helping or doing work for someone. The work done must be enabling others to live purposeful lives.

Characteristics of Services

1. In many cases, service must be paid for. Therefore, the person doing or providing a service is paid the worth of the service provided. Examples of paid service include teaching, giving medical care, transporting people to different places by roads, water and air.
2. In order to be able to provide a service, one needs to be qualified with skills; for example, teachers, doctors, lawyers, engineers and others. They have to attend formal training and get qualifications.
3. There are other kinds of services that are not paid for, for example, a father and mother taking care of their families, children looking after their parents.

There are various ways through which people become leaders today, among which are the following:

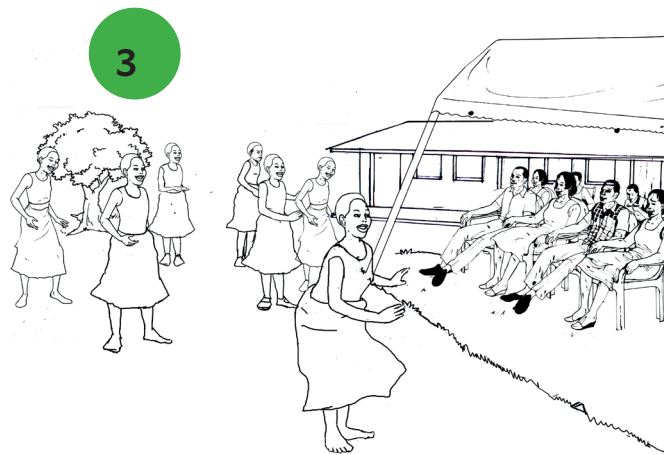
1. In some societies, leadership is still acquired as a birth right. This is the case in royal families where kingship is acquired from the father. The Buganda and Bunyoro kingdoms, among others, still recognise this aspect in their political organisations.
2. Some people become leaders through elections. In this case, it is the general population to determine who should become their leader. This is done through casting votes in a democratic institution.
3. Some people become leaders through promotions. Such individuals are always rewarded in the form of promotion due to their hard work. They are given such official positions with the hope that they would even do more than they could have done.
4. Leadership is also acquired simply by virtue of age. In such cases, the old people are given authority because of their long experiences in life. It is believed that they would use such experiences in guiding, protecting and serving the population.
5. Leadership can also be acquired through appointment. This is done by someone who has already been given the mandate to choose an individual into a position or a job. In Uganda, the president has the right to appoint

- ministers, Resident District Commissioners (RDCs) and many others.
6. Some people acquire leadership through their economic and social status. In this case, the rich, highly disciplined and well-behaved individuals are looked upon as pacesetters and living examples among the general population. The masses therefore rally behind them because of holding such status.
 7. People today become leaders through divine calling or ordination. This is the case with religious leaders such as pastors, bishops, priests, sisters and others. These people are believed to have received their positions from God.
 8. Leadership can also be acquired from inheritance. This is true in family administration where sons or daughters are given the headship from their parents. The parents in this case would have either grown too old or died.
 9. Some individuals are using corruption and bribery to become leaders. This is common with public officers. Such individuals may either use public facilities to set up their own firms or give some gifts to the appointing officers to secure a leadership position.
 10. Other individuals use academic qualifications to become leaders. Such people are regarded “fit” to hold the official positions because of the knowledge they have acquired. For example, being the head teacher, an accountant and a lawyer requires an academic qualification.
 11. Some individuals have become leaders through possessing charisma. Such people are able to influence others because of the special qualities and abilities they have. Among others, musicians, herbalists, rainmakers, fortune-tellers and boxers are living examples of charismatic leaders.
 12. In other cases, individuals have become leaders by being heroes. Such individuals become leaders after having done something great for the benefit of all members of the community. In Uganda, Yoweri Museveni Kaguta became a president for the first time after his liberation war (1980-1986) where he fought the government of Dr Apollo Milton Obote for the alleged rigging of the 1980 elections.

Lesson 11: Happiness in the African Traditional Society

By the end of the lesson, you should be able to;

- explain the traditional African understanding of happiness.
- explain what was meant to be happy in African traditional society.
- explain the main ideas about happiness in the African past.
- explain happiness in the Church History times.



In African traditional society, there were commonly accepted values that guided people's lives. Therefore, everybody knew and understood what it meant to be happy. The main ideas about happiness include the following.

1. According to the traditional Africans, happiness meant a state of being contented with what one had or what one was.
2. Happiness in traditional Africa was being in harmony or good relationship with the spirits (gods), deceased ancestors, neighbours, and tribes. It was believed that one would receive blessings through this kind of relationship.
3. Happiness in traditional Africa laid in having good harvest and plenty of food. This was an insurance against famine within the homestead.
4. Happiness in traditional Africa was being in possession of material wealth such as land, cattle, sheep, goat and others. People with such materials were highly respected in the community.
5. Happiness in traditional Africa meant being faithful to customs or the traditions of the society. Such traditions created a sense of belonging.
6. Being elderly and wise was considered happiness in traditional African society. The wise elderly held status in the community because of using their wisdom to guide other members. They were therefore considered the light of the society and given much respect.
7. Happiness in traditional Africa was understood as having power and prestige.

8. Leaders such as Kings, chiefs, clan leaders and others were given much respect and were therefore happy.
9. Happiness in traditional Africa was linked to having many children. Children were considered God's blessings to the marriages, source of labour and insurance against old age among others. People with children were therefore happy basing on this ground.
10. In traditional Africa, happiness meant being married. Marriage was compulsory aspect of social life. Being married therefore meant being loyal to the existing culture.
11. In traditional Africa, happiness also meant being faithful to one's role in society. This was because fulfilling one's duties like being a mother, a father, and a son etc., created unity and the sense of belonging among the members.
12. Being healthy was considered happiness in traditional Africa. This was an indication that one was in good terms with the ancestral spirits. It is meant that one could live for a longer period.
13. Marrying many wives was a source of happiness for men in traditional Africa. Such men were respected because of the responsibility they had like feeding the many wives and their children. The respect given to such a man brought them happiness.
14. Happiness in traditional Africa was understood as sharing all the resources within the community like land. This explains why the poor and the disabled were not considered failures in life. This prevented selfishness and eliminated suffering among the people hence creating joy.
15. Having talents was considered happiness. Such talents like being a medicine man or medicine woman, diviner and pottery, among others, that served the needs of others in various ways created happiness.
16. In traditional Africa, happiness was being prosperous but not at the expense of others. The prosperity of an individual was for the benefit of all members in the community.

There were popular moments when people in African tradition could come together and express their joy. Such moments were characterised by celebrations or feasting; slaughtering of animals and birds, drinking, singing and dancing formed part of the occasions. These events include the following;

1. Child birth was an important social event that the traditional Africans celebrated together. Goats and chicken were slaughtered to welcome the new member of the family.
2. Initiation ceremonies such as circumcision and puberty rites were also occasions of happiness in traditional Africa. In such ceremonies, the Africans celebrated one's passage from one stage of life to another like a boy becoming an adult man.
3. The traditional Africans celebrated marriage ceremonies with the slaughter of animals such as cows and goats and birds like chicken accompanied with drinking of beer, singing and dancing. This was done in bidding farewell

- to the outgoing member of the family and to recognise the newly acquired status of the bride and bridegroom.
4. The traditional Africans also celebrated the beginning of a good harvest season. They could offer sacrifices as a way of appreciating God for the blessings in the form of good harvest. This called for celebration because it guaranteed security against famine.
 5. Victories in war were also celebrated in traditional Africa. Victory in war meant security against loss of lives, property and foreign domination by other tribes.
 6. In some societies, the enthronement of a king was an occasion that brought joy among the traditional Africans. The enthronement was associated with a series of rituals and feasting. This was because it was a fulfilment of their cultural set up.
 7. House warming was also an occasion of happiness in traditional Africa. This was a day when the traditional Africans could celebrate the entrance into a new house. It was associated with eating, singing and dancing.
 8. Official traditional welcome of twins was an occasion of happiness. The coming of twins in some African understanding signified misfortune to happen in the near future. Because of this, they sacrificed and feasted as a way of trying to cleanse or “wash away” the would-be misfortune.
 9. Beer party was also an occasion of happiness in traditional Africa. This was usually organised after a particular task or work had been completed. In such a party, people could eat, drink, sing and dance.
 10. Acquiring land was another occasion of happiness in traditional Africa. This was because land was the most valuable resource in the community’s life.
 11. Successful hunting expedition contributed to happiness among the traditional Africans. This was because they believed that the ancestral spirits blessed the successful hunting.
 12. Child-naming called for celebrations among the traditional Africans. Some names were given basing on the circumstances surrounding the birth. Such names helped the Africans to identify themselves and describe the condition they were living in.
 13. Some African people were happy on seeing a new moon appearing and therefore they were happy. For example, among the Khoi-Khoi of South Africa, the appearance of a new moon showed the presence of their god and they were happy.

You have learnt about happiness in the African traditional society. Now read about happiness during the Church history times. You will also attempt the questions that follow.

Happiness in the Church History

During this time, the Good News of Christ gave the Christian communities

meaning to life. Some people, however, wondered why a religion full of don'ts and deprives people of happiness could at the same time be a source of joy.

The gospel was first preached to people who were looking for the meaning of life. In the beginning, they did not get it. Later on, they managed to get it. Among these people included Ignatius of Antioch. He had faith in Jesus Christ and his hope was that all Christian churches would one day be united. Giving glory to God gave him joy even when he faced a violent death, he had hope for eternal life and resurrection.

Cyprian of Carthage lived in the Roman empire of North Africa. He experienced a new life as a Christian. This life was full of meaning, joy and hope. There was also Augustine of Hippo who also lived in North Africa. He believed in the Son of God. His new life made him experience a new depth of happiness.

Renunciation which meant giving up earthly desires made some people happy. The Christians who chose this kind of life gave up things they enjoyed physically in order to grow spiritually. Other people, however, misunderstood the joy by claiming that every earthly pleasure or material was evil. They even judged the marriage relationships. However, this was later corrected.

There were some people who chose a celibate life. They never got married and lived in places known as monasteries. They prayed most of the time and gave services to communities that surrounded them. They had a very positive contribution to the early church in North Africa. There was also another group of Christians known as Hermits. These lived a solitude life in the desert. They devoted most of their time life to prayer. This was the source of their joy and happiness.

Christians should not misunderstand the fact that their people in the early church suffered and were killed because of their belief in God. Many early Christians such as St Paul, Cyprian, Ignatius, and Augustine, among others, suffered violent deaths for Christ. They were happy despite the death before them. For example, the Uganda Martyrs kept singing as they were burnt to death.

Task

1. What lesson do you learn from the text?
2. How different is the happiness in the church history from that of today?

Lesson 12: Happiness in The Old Testament

By the end of the lesson, you should be able to explain the Old Testament teaching about happiness.

Introduction

Life is a mixture of joy and sorrow according to the Ecclesiastes 3:12. Happiness is linked with companionship, having children, expecting freedom, union with one's fellow men, and enjoying the fruits of one's labour. God is presented as the source of all gifts including happiness. God has therefore created each one of us to be happy. Unhappiness is a result of not trusting in God.

Activity: The following table provides Biblical text about happiness in the Old Testament. Read and write down the reason for happiness as provided for in the text.

Biblical Text	Reason for happiness
Genesis 2:23 The man said, "This is now bone of my bones and flesh of my flesh; she shall be called 'woman,' for she was taken out of man."	
Genesis 21:6-76 Sarah said, "God has brought me laughter, and everyone who hears about this will laugh with me." 7 And she added, "Who would have said to Abraham that Sarah would nurse children? Yet I have borne him a son in his old age."	
2 Samuel 6:14 ¹⁴ Wearing a linen ephod, David was dancing before the Lord with all his might,	
Psalms 133: 1 How good and pleasant it is when God's people live together in unity!	
Psalms 128:2 You will eat the fruit of your labour; blessings and prosperity will be yours.	

In the Old Testament, people turned away from the true happiness that God planned for them. God sent prophets to guide them. Prophet Jeremiah in 2:13 warned the people who were going away from the correct ways of God. He told the people that their true happiness was in following God's ways. In Jeremiah 30:10-22, he foretold that God himself will come and save his people from sinfulness and bring them happiness.

Lesson 13: Happiness in the New Testament

By the end of the lesson, you should be able to explain the New Testament teachings about happiness.

Introduction

Jesus teaches that true happiness is not in material possessions.

Activity: Read the following Biblical extract from Matthew 5:1-10 and answer the questions that follow:

He said:

- 3 “Blessed are the poor in spirit,
for theirs is the kingdom of heaven.
- 4 Blessed are those who mourn,
for they will be comforted.
- 5 Blessed are the meek,
for they will inherit the earth.
- 6 Blessed are those who hunger and thirst for righteousness,
for they will be filled.
- 7 Blessed are the merciful,
for they will be shown mercy.
- 8 Blessed are the pure in heart,
for they will see God.
- 9 Blessed are the peacemakers,
for they will be called children of God.
- 10 Blessed are those who are persecuted because of righteousness,
for theirs is the kingdom of heaven.

Task

1. What does Jesus teach about true happiness in the text?
2. What do you learn from the text?
3. This text therefore teaches us that happiness is not only attained from material wealth. This is also noted in Luke 19:1-10. Work through the activity to understand more about happiness.

Activity: Read and answer

Zacchaeus the Tax Collector

19 Jesus entered Jericho and was passing through. 2 A man was there by the name of Zacchaeus; he was a chief tax collector and was wealthy. 3 He wanted to see who Jesus was, but because he was short he could not see over the crowd. 4 So he ran ahead and climbed a sycamore-fig tree to see him, since Jesus was coming that way.

5 When Jesus reached the spot, he looked up and said to him, “Zacchaeus, come down immediately. I must stay at your house today.” 6 So he came down at once and welcomed him gladly.

7 All the people saw this and began to mutter, “He has gone to be the guest of a sinner.”

8 But Zacchaeus stood up and said to the Lord, “Look, Lord! Here and now I

give half of my possessions to the poor, and if I have cheated anybody out of anything, I will pay back four times the amount.”

Tasks

- What did Zacchaeus possess that should have made him a happy man?
- What made him unhappy?
- What was the source of happiness when he met Jesus?
- What does this text teach you about happiness and unhappiness?

You can also read about the resurrection of Jesus Christ and how it brought happiness to the world.



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