



THE REPUBLIC OF UGANDA

Ministry of Education
and Sports

HOME-STUDY LEARNING

SENIOR
2

CHRISTIAN RELIGIOUS EDUCATION

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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.

National Curriculum Development Centre
P.O. Box 7002,
Kampala- Uganda
www.ncdc.go.ug

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

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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



TOPIC: CHRIST AND MY SEARCH FOR VALUES
RESPONSE TO CHRISTIAN VALUES**Keywords**

respect, Christian value, obey, fear, commandment and disobedience

LESSON 1: RESPECT**Learning Outcomes**

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

- i) demonstrate that you know that Christians are called to be humble.
- ii) demonstrate understanding that respect to each other is a deep Christian value.
- iii) reflect the value of respecting God and each other

Materials you will need for this lesson

- Pencil
- Pen
- A book for lesson work

Instructions for this lesson

- Do all the activities assigned, in this lesson today.
- Read and understand the brief explanations in this lesson.
- In case something is not clear, ask parents and other people around you for guidance.



Before, we get into details, list down five people you respect in your family, at your school, in your village and at your church.

What does the word respect mean?

There are several dictionary statements that explain the term respect. For example, respect is defined as ‘a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements’.

In Christianity, respect means to give honour to another person who maybe older than you numerically and more mature in spiritual issues; or somebody who gives guidance in matters of life, such as our mentors or teachers.

N.B: It is important to note the difference between ‘respect’ and ‘fear’. Unlike respect, fear is an unpleasant emotion caused by the threat of danger, pain, or harm. Fear is to be afraid of (someone or something) as likely to be dangerous. In African contexts, fear is misinterpreted to be respect. For example, children usually run away if they think someone is likely to beat them. It does not necessarily mean that they respect that person.

In the Christian Church, first and foremost, we respect God the almighty our creator and provider, to whom we return at death. 1Jn 5:3 states that ‘For this is what the love of God means, that we observe his commandments; and yet his commandments are not burdensome. The only way to show respect to God, the Creator of all that is visible and invisible, is to Obey Him. In order to obey Him, we must learn about Him.’

Ways Christians show respect to God as reflected in the Bible

Biblical Book and verse	Write what is stated
Genesis 1:1	In the beginning God created the heavens and the earth.
Psalms 33:11-13	
Psalms 54:4	
Psalms 68:19-20	
Psalms 116:5	
Isaiah 11 - He	
Isaiah 40:12, 26	
1 John 4:16	
1John 5:3	

Christians respect God by attributing every blessing to Him and testifying to what God does to mankind.

Activity

- (i) In your notebook, draw a picture illustrating how you show respect to your parents.
- (ii) Draw a picture showing how Christians show respect to God.

Disrespecting God

Disrespecting God is also disobeying our creator and our provider. There are many ways that Christians fail to show respect to God:

- (i) failure to observe God's commandments;
- (ii) blaspheming Him;
- (iii) when we fail to worship and pray;
- (iv) by being disobedient to our elders, parents and teachers and even our friends and peers.

As Christians, we need to note that God punishes those who are disrespecting Him, blaspheming Him and failing to follow His commandments. In the Old Testament, God punished people who disrespected Him.

Activity

Open the Bible and read the following texts and summarize how God punished people who failed to respect Him in the following table:

Genesis 3:14-19	
Genesis 4:11-16	
Genesis 18:20	

Genesis 6:9-19:17	
Exodus 7:16-17	
Numbers 20:2-12	

Lesson Summary

In this lesson, you have learnt:

- the importance of humility before God and fellow human beings
- the meaning and value of respect
- the need to respect God

Wash your hands with soap and water

Wear a mask in public

Stay home stay safe

LESSON 2: TRUTHFULNESS

Learning Outcomes

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

- i) demonstrate knowledge that truthfulness is a Christian virtue and that truth makes us free.
- ii) strive to be truthful because we are new creatures in Jesus Christ and members of the same body.
- iii) demonstrate knowledge that Satan gets energized every time a Christian fails to tell the truth.

Keywords

Virtue: behaviours that show high moral values or standards, for example honesty, integrity, compassion, fidelity, etc. Virtues are developed through learning and practice. The opposite of virtue is vice, which is immoral or wicked behaviour.

Value: values can be defined as principles or standards of behaviour or a way of doing things. They can also be defined as one's judgment of what is important in life.

Activity:

Think about a time when your friend told you a lie, and in your notebook briefly write down how you felt. Also write down several things that children in your class always lie about at school and at home.

Introduction

What is truthfulness?

Truthfulness is the essence of being true, telling or expressing the truth; being honest, sincere, trustworthy and genuine. The opposite of truthfulness is untruthfulness or deceit, saying something that is false or incorrect.

As a good Christian, you must always be truthful in everything you do and say. You must be truthful because you are a new creature in Jesus Christ. Christians proclaim the most important truth in the entire world in all eternity, that '*Jesus saves*'. Christians know truth is more than words, facts or teachings. Truth is a person and His name is Jesus.

Truth is important, as it matters both to us as individuals and to society as a whole. As individuals, being truthful means that we can grow, mature and learn from our mistakes. For society, truthfulness makes social bonds, and lying and pretence break them.

Witness Oath

“I swear by the Bible that the evidence I shall give shall be the truth, the whole truth and nothing but the truth.”

What are the ways of lying?

There are several ways we can be untruthful or lying:

- (i) The open or naked lie, otherwise called the obvious lie;
- (ii) Telling half-truth and withholding some part of the true information that does not favour us;
- (iii) We lie when we purposefully speak in vague terms so that later we can claim we said something else altogether;
- (iv) We lie when sharing the truth would be the right thing to do, but instead we remain silent;
- (v) We lie when we engage in gossip; and
- (vi) We lie when our words contradict our actions.

In Christianity, the virtue of truthfulness is encouraged in everything Christians think, say and do. The bible teaches Christians to be truthful at all times; the 8th Commandment states that ‘Thou shall not bear false witness against your neighbour’ (Ex 20:16).

Activity One Open the bible and read the following texts and summarize the teachings on TRUTH in the following table:

Biblical verse	Teaching
John 18:37 & Deut. 20:16	
John 1:14; John 14:6; John 8:32	
John 15:26;	
Amos 2:4)	
Isaiah 28:15	
Isaiah 59:3-4	
Mt 5:33-37	
James 1:26	
Revelation 3:17	
James 1:26	
James 1:23-25.	
Proverbs 3:32	For God detests a devious person, But His close friendship is with the upright.

Activity Two

In your notebook, answer these questions. Share your answers with your parents and siblings and write down what they tell you.

- (i) Is it good to reveal information about us to others?
- (ii) Is it wrong to be 'politely untruthful'?

Lesson Summary

In this lesson, you have learnt

- that truthfulness is a Christian virtue and that truth makes us free.
- we are new creatures in Jesus Christ and members of the same body.
- that Satan gets energized every time a Christian fails to tell the truth.

Wash your hands with soap and water

Wear a mask in public

Stay home stay safe

THEME: LIVING IN A CHANGING SOCIETY**LESSON 1: CHANGES IN OUR LIVES****Learning Outcomes**

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

- i) demonstrate that you appreciate change as part of life;
- ii) identify the changes that have happened in their lives;
- iii) demonstrate understanding of the different types of change that human beings encounter;
- iv) demonstrate understanding that sometimes people fear change in their lives.

Activity

- i) State what you understand by the term change.
- ii) List down things that you have done since morning.
- iii) List down five (5) changes that you have experienced in your life.
- iv) Explain the steps of your spiritual changes, from the day you were baptized till today.
- v) In which ways have you grown spiritually?

What is change?

Change means making something different or a person becoming different. In our lives, we experience different changes in life. Growing up means changing several times, from new-born (ages 0–4 weeks); infant (ages 4 weeks – 1 year); toddler (ages 12 months–24 months); pre-schooler (ages 2–5 years); school-aged child (ages 6–12 years); adolescent (ages 13–19) etc.

Accepting change

In many cases, people fail to accept change easily. By nature, humankind enjoys stability; when changes come, there is a bit of discomfort. However, it is important to know that changes in life are inevitable. There is even a saying that ***‘if you don’t change, change will change you’***. There are things that we never want to change, and some changes force themselves to us.

Activity

1 Photos of modern roads e.g. Entebbe express highway.	2 Photos of modern cars and nice-looking, fancy cars	3. Photos of modern buildings and nice-looking cities	4. modern dressing for both men and women
Old, muddy and impassable roads, aged people and dilapidated vehicles	Old cars, old-fashioned cars	Grass-thatched, mud and wattle huts	Old-fashioned dressing of old ladies and gentlemen

- i) Think about changes that you never wanted in your life.
- ii) Write them down in your notebook.
- iii) Look at the pictures above.
- iv) Write short notes about each one of them in relation to change.

There are several types of change that we encounter in our lives, such as political change, economic change, social change and others.

Political change: You realize that leaders change all the time. For instance, many times you hear about electing national leaders such as the president, members of parliament and the local council (LCs) in your village. Even in schools, you participate in choosing your student leaders, such as the head girl, head boy and other prefects. You have heard about the past presidents of Uganda like Milton Obote and Idi Amin. In 2021, Ugandans will hold elections for political leaders.

Economic change: Changes that take place concerning money or the flow of finances in a country. Economic changes affect all people, for example, in your school canteen if the price of a chapatti increases from 500/- to 1000/-, even when school fees increase. During the times of Covid-19 lockdown and quarantine, almost all businesses closed. People were not earning and some could not afford food for their families. This means the economic situation changed for the worst.

Social changes: These are changes in human connections and relationships that make a difference in life over time. After your primary school for example, many of your friends went to different schools. Now in secondary school, you have made new friends. At a certain age, you will leave your family and get married in a different village or town and you will be living with new people. Even when you change from one job to another, you meet new people. All these changes that involve meeting new people are called social changes.

Health change: These take place in different things, for example the Covid-19 virus had never surfaced like it did in the year 2020. Covid-19 has led to a global lockdown. People were barred from going out of their homes, all schools in Uganda closed and in some cases children study online and others don't study at all.

Changes in transport: Long ago, the major means of transport was by foot. Later on, human beings began inventing other means of transport, as walking was too slow and

tedious; beginning with carriages, bicycles, motorcycles, cars, boats and ships, airplanes and now to rockets that transport people to outer space.

Changes happen everywhere and all the time. Other changes include environmental changes, seasons, the times and days, years, generations and centuries, among others.

Lesson summary: In this lesson, you have learnt the following:

- To appreciate change as a part of life.
- The changes that have happened in your life.
- The different types of change that human beings encounter in the world.
- That sometimes people fear change.

Follow-up Activity

‘Some changes come with benefits but others are not good in our lives.’

- (i) List down five (5) good things that have come into your life as a result of change.
- (ii) List down five (5) bad things that have come in your life as a result of change.

Wash your hands with soap and water

Wear a mask in public

Stay home stay safe

LESSON 2: CAUSES OF CHANGE

Learning outcomes

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

- i) categorize natural and manmade changes.
- ii) demonstrate understanding of changes that threaten our lives.
- iii) tell that humans can invent instruments that cause disasters to people.

Introduction

There are many things that bring about changes in our lives. Sometimes the changes are natural, while others are manmade. Some changes are good and others are bad.

Opening Activity

Get a small tin, put in little soil and plant a bean. Do you think you can ever see it growing? Why?

Natural causes of change in our lives

- i) Growing up (remember the changes from new-born to adolescent). No parents ever see their child growing and growing cannot be controlled.
- ii) The seasons of the year. In Uganda, we experience dry and rainy seasons. In some parts of the world, they go through four seasons, beginning with spring (March to May) summer (June to August) autumn (September to November) and winter (December to February). Seasons of the year cannot be controlled.
- iii) The changes of the day. Twelve hours of daylight and 12 hours of the night.
- iv) Death. All of us fear death, but we have no control over it.
- v) Germination and growth of plants
- vi) Evaporation from water bodies

Man-made causes of change

- i) Automobiles such as vehicles, motorcycles, aircrafts and rockets
- ii) Artificial intelligence such as calculators, internet, etc.
- iii) Manufacturing of robots
- iv) Artificial forests such as Budongo and Bugoma
- v) Migration: when a person migrates, she/he begins to live with new people
- vi) Cloning: These days 8+ scientists can make living things

WHY DO PEOPLE FEAR CHANGE?

People fear change because it comes with new experiences, and it's difficult to predict the outcome. This tends to create tension and, consequently, fear among people. This is because of the following:

- i) Change tends to disrupt or interfere with the old order. This makes it difficult for some people to accept change easily.
- ii) Contentment with the current state of affairs makes people to fear change. Therefore, calling for change would make them unstable and unsettled.
- iii) Unpleasant past experiences can also cause the fear of change. This is particularly true when the individual had some similar frustrating encounter before. Because of this, some people tend to associate any change with suffering, hence causing fear.
- iv) Some people fear to bear the responsibility of change, especially if it would affect people negatively. They fear being blamed for causing changes that could eventually disrupt normal life in society.
- v) Other people have fear for the unknown. This comes from failing to predict the outcome of the impending change.
- vi) Some people fear change because of conservatism. These are people who believe that things should always be the way they are, even without any reason.
- vii) Some people fear losing friends or families as a result of change. Such an individual may feel that the change would break the already existing relationship.
- viii) Change is at times feared because of low level of education or ignorance. This is the case with people who may not be aware that change can be for the better.
- ix) Change is also feared because of the need to preserve the existing culture. This is the case in situations where the change is expected to come with a new and different way of life, affecting the existing culture negatively.

- x) Some people fear getting stuck halfway in the course of the change. This is caused by the fear of shame that may be associated with change.
- xi) Change is feared if it requires a lot of resources from people, like time and money. This makes the change appear costly for an individual.
- xii) Some people tend to associate change with a lot of work. This creates fear because of the expected work load that the individual may not be used to.
- xiii) Change is feared because of laziness. This is the case with inactive people who could have been failing to perform the task at hand. Therefore, bringing something new would cause more panic than the usual.

Lesson Summary

In this lesson, it is hoped that you have learnt:

- the categories of change; natural and man-made
- that some changes threaten our lives
- that humans can invent instruments that cause disasters to people

Wash your hands with soap and water

Wear a mask in public

Stay home stay safe

LESSON 3: PRESENT SITUATION

Learning outcomes

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

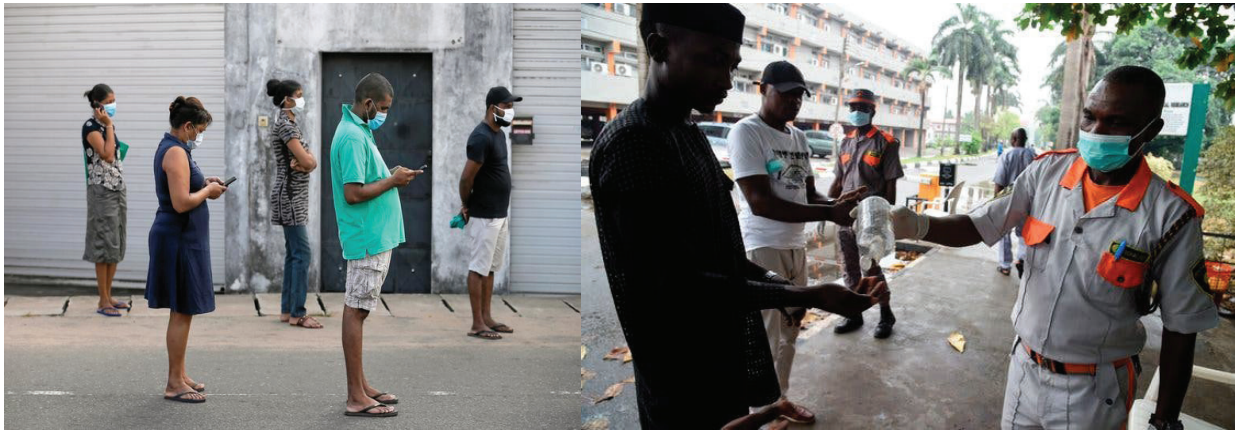
- i) the changes that are taking place in our society today;
- ii) the agents of change in your area;
- iii) the good and bad changes in Uganda today.

Activity

State five changes that are taking place in your family, village or town.

Introduction

As we continue to learn about change, we realize that changes take place all the time. Today (2020), Christians don't go to churches, Muslims don't go to Mosques. Worshipping has changed, now we pray in our homes on radios and TVs. All children are at home, instead of being at school. Many times, people usually move from villages to urban areas, but during the Covid-19 time, some people were seen trekking back to their villages. Life in Kampala became difficult and survival was hard; some people could not get food.



Source: Google pictures

Activity

- i) Study the pictures above.
- ii) What are the new changes that have been brought by the Corona virus times?

There are other changes that have been going on, including:

Science and Technology

The late 20th and early 21st centuries have experienced drastic changes in science and technology. The most prominent changes are in forms of communication. By 1990, communication was through sending messengers who would travel physically from one place to another, posting letters; there were telegrams and faxes. There were also landline telephones (for the rich people and big organisations). There were many cases where postal letters arrived several years late, and possibly, would find the addressee dead and the contents stale. Today, the mode of communication has changed greatly, beginning with ordinary phone handsets and now to smart phones, tablets with different channels of communication such as WhatsApp, Twitter, Facebook, Instagram, Snapchat and Viber, among others.

Surrogate motherhood

Women who are unable to carry a pregnancy for whatever reasons, now have options. Scientists can use a technique known as in vitro fertilization (IVF) to get eggs from a woman and sperms from a man. The eggs are fertilized in a laboratory till they become an embryo and then placed in the womb of a different woman, who is referred to as a surrogate mother. The surrogate mother is the woman who carries a pregnancy of another woman. The surrogate mother shares no gene with the embryo. Usually, the hired woman signs a contract with the biological parents of the embryo. Therefore, immediately the baby is born, it is given to its biological parents.

Genetically modified crops

These days, scientists are modifying the nature of plants. They use deoxyribonucleic acid commonly known as DNA, where they mix different genes together with plant cells. The genetically modified crops yield more harvests and are resistant to crop diseases and harsh weather. Uganda depends heavily on agriculture. However, most farmers depend on the natural resources that do not yield enough for sale and sustain families. Besides, some farmers have small pieces of land and cannot produce enough crops. Therefore, scientists encourage farmers to change the traditional ways of agriculture and use genetically modified crops.

Can religion change?

Religion is one of the aspects that change. Religious beliefs and practices are not static. Today, Christianity has experienced several changes. Pentecostalism is taking centre stage in Uganda; many churches are sprouting everywhere. In the Christian Church, priests and pastors went through theological training. Today, there are people who just come up and start preaching and claim to be people of God, without attaining any theological training. The teaching of the Gospel has changed; many pastors now focus on preaching wealth and prosperity. The original message of emphasizing walking in the footsteps of Jesus Christ has been abandoned.

Another change that we experience today is that Christians can access religious teachings, prayers and share Jesus' witnesses on smart phones. Today, carrying printed and bound Bibles is becoming old fashioned; one reads the Bible on a cell phone. As mentioned earlier, Christians can attend mass and service on social media and other online fora. Christians join online prayer groups and fellowship together.

Cultural changes

Today, we are witnessing positive and negative cultural changes. Negative cultural changes include immorality, especially among the young generation; developing individualism, destruction of the communal spirit, broken moral fibre and many others.

Positive changes include empowering women and girls, promotion of freedom of speech, advocacy for children's rights and more women in politics and the public space.

Changes we would like to see

All of us want to see a world and a country that is free from corruption, tribalism, racism, nepotism, materialism, poverty and fear. We want nations to practise democracy, equality for all, justice, peace, political stability and moral order.

Lesson Summary:

In this lesson; you have learnt the following:

- the changes that are taking place in our society today;
- the agents of change in your area;
- the good and bad changes in Uganda today.

Follow-up Activity:

- i) Write a composition of 500 words describing how you use technology.
- ii) Mention and explain ways Covid-19 has affected our country, your village or town and your family;
- iii) What lessons would you like Ugandans to learn from the Covid-19 pandemic?

Wash your hands with soap and water

Wear a mask in public

Stay home stay safe

LESSON 3: EFFECTS OF CHANGE

Learning Outcomes

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

- i) describe the negative and positive effects of the different changes on Christianity in Uganda;
- ii) suggest ways Christians can utilize the changes today to develop themselves;
- iii) suggest changes that can uplift Christians both in faith and welfare.

Activity

In your notebook, write down the changes that can help to strengthen the spirituality of Christians in your own family and area.

While change brings efficient ways of doing things, sometimes changes come with negative effects. Let's look at the good things that come with change.

ADVANTAGES

Opening Activity

You listed changes that you have gone through; did those changes improve your life?

Benefits of science and technology on the Christian church

Using modern communication space, believers can easily get information on social media. It is easier to download a Bible on a smartphone than having to walk around with a physical one. Priests and pastors communicate Christian messages by holding online prayer sessions and worship services, through modern devices such as smart phones and tablets, using such platforms as Skype, Zoom, Google Meet and others.

Migration from villages to town

- Changing from village life to urban life improves one's life; for example, there is electricity in towns, which is used for lighting and sometimes cooking. In towns, one has access to televisions and other services that cannot reach the rural areas
- In towns, most people use pipe water; no carrying jerry cans to fetch water from wells



Source: Google pictures

A

B

Study the pictures

- i) Describe what you see.
- ii) Which of the two places would you like to be?
- iii) Give reasons.

Science and technological change

- Telephones have greatly improved communication;
- It is easy to get information on the Internet;
- Surrogate motherhood enables infertile men and barren women to get babies;
- Genetically modified crops help farmers to get greater yields;
- Robots, especially in big factories, help reduce the number of employees and reduce on expenditures;
- Banking and transferring money is easier with new technology;
- Improved entertainment, where anyone can access music and drama without necessarily attending a live show;
- Computers have improved quality and save time.

DISADVANTAGES

While many changes improve our lives, there are negative things that are brought by changes.

Changes that Affect Spiritual Affairs

Scientists have assumed God's power to create. Though man is a co-creator with God, the scientific methods of cloning and genetic modification may make people believe that God is not necessary in human lives.

Science and technological changes

- i) Using modern technology, people are inventing more sophisticated armory, bombs and weapons of mass destruction;
- ii) People use social platforms to violate other people's rights, for example cyber bullying and intimidation;
- iii) Online games may cause addiction to users;
- iv) Overuse of earphones may cause hearing disorders;

- v) Over use of the Internet may result in mental health disorders directly tied to our use of digital technology;
- vi) The invention of calculators has made people lazy, to the extent that nobody wants to use their brains anymore;
- vii) New technologies have caused theft, hacking, viruses and cheating and even invasion of privacy, for example, posting one's nude photos online;
- viii) People are facing the risks of encountering dangerous and untrustworthy people on online dating sites.

Migration

- Changing from one locality to another causes one to miss friends and relatives;
- It causes one to miss usual foods and ways of doing things.

Lesson summary

In this lesson, you have learnt:

- the negative and positive effects of the different changes on Christianity in Uganda
- ways Christians can utilize the changes today to develop themselves
- changes that can uplift Christians both in faith and welfare.

Follow-up Activity:

In your notebook, do the following:

- i) List the negative things that changes brought into your life?
- ii) List down changes that you think have affected Christianity negatively?

LESSON4: CHANGE IN AFRICAN TRADITIONAL SOCIETY

Learning outcomes

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

- i) tell the changes that continue to affect African Traditional societies.
- ii) describe the positive changes that have improved traditional societies.
- iii) list the cultural practices that need to change to suit modern times.

Opening Activity

Using your knowledge of slave trade, think about the challenges encountered by the early Christian missionaries in Africa.

Introduction

Before the coming of foreigners to Africa, changes occurred but at a slower pace than today. They included:

Natural changes

These included seasons of the year, the rising and setting of the sun, appearance and disappearing of the moon and the stars, sickness and death, among others.

Changes brought by initiation

In African traditional cultures, people celebrated and performed rituals at key stages of an individual's life. These were performed communally; for example, in societies that circumcise, all boys between 10 and 15 years depending on the society. All boys or girls that go through initiation at the same time, they form brotherhood groups amongst themselves. Initiation brings changes in the lives of the youngsters. For example, after circumcision one is recognized as a mature person and can sit with elders and share thoughts with them. In many cases, initiation is a gate pass to marriage.

Marriage, family and coming of babies:

In many traditional societies, upon marriage, the girl moves from her home and joins her husband's family. One ceases to be under the care of parents and gets moderate independence, because the new couple now makes independent decisions. However, the couple still consults elders for guidance on some issues.

Migration

Migration is not new; in traditional societies people migrated and settled in areas other than their land of birth. Wherever they migrated to, they had to adapt to new ways of doing things.

Wars

In the traditional past, kingdoms fought against each other. The winners would force themselves on the natives of the defeated kingdom and change their ways of life.

Colonialism

When colonialists began coming to Africa, Africans saw changes in the destruction of communities by slave trade. The peaceful and stable communities started to live in fear.

Drastic changes began taking place in traditional communities when missionaries arrived in Africa. Missionaries started spreading Christianity and describing African cultures as primitive.

How Africans prepared their young ones for change

In African traditional society, the elders in the community passed on the beliefs and values regarding change. The passage from one stage to another was marked with a given ceremony in what was called a rite of passage. Below are some of the measures put in place to cope with the changes in life.

Traditional Africans put in place a council of elders. This comprised chiefs and clan elders. They had the responsibility of reconciling conflicting parties, among others.

Children among traditional Africans were put under the care of relatives, such as the uncles and aunts. This exposed the children to different ways of administration. So in the inevitable event of death of parents or when getting married, such children would not find difficulties in adjusting to their new status or being under the leadership of different people.

Traditional Africans carried out puberty rites. This was done to prepare young people for marriage. For example, among the Bagisu, the boys are circumcised.

Traditional Africans practised blood pacts. This involved exchange of blood after careful cutting of a selected part of the body. This marked the beginning of a strong relationship between two parties. It was meant to prevent future hostility against one another.

Child naming in traditional African society reflected preparation for the reaction to the changes in life. The names were given depending on the events surrounding the birth or expected results from the events.

Children were given responsibilities. Boys were assigned duties such as grazing animals and cleaning the compound, among others. Girls had to cook food, fetch water and sweep the house. This was done to prepare them for independent living at a later age.

Traditional Africans instilled the idea of communal ownership of resources in the children through performing most activities together. This was intended to prevent selfishness and it was a security measure against poverty.

Marriage rites were also conducted. This involved giving of gifts to the parents of a bride, as well as feasting. This was done in recognition of the changed status of the two parties.

Mock fighting or wrestling was conducted as a way of training people to be able and ready to face any external attack. It was therefore meant to prepare an individual for self-defence.

Traditional Africans performed sacrifices. Foodstuffs, animals, birds and even human beings were slaughtered as sacrifices to ancestors and gods. This was done either in thanksgiving or asking for forgiveness for an event that had already taken place or was expected to take place. All these were meant to take precaution against future changes, whether bad or good.

Children received sex education. This was done to prepare them for the changes they would experience in marriage relationships.

Religious leaders such as diviners, medicine men, magicians, fortune tellers and rainmakers were trained. Each of these leaders had specific roles to play, corresponding

to particular changes. For example, rainmakers were responsible for performing rituals that could bring back rain in case of drought.

Traditional Africans organized funeral rites in response to death. Activities such as shaving off hair of the dead and the living, slaughtering cows or goats or chicken, installing the heir, dancing and feasting among others were performed.

They were intended to mark the end and the beginning of a new life without one family member.

Children were taught names of trees and shrubs. This was one way of creating awareness of the types of trees necessary for building and for medicine.

Lesson Summary

In this lesson, you have learnt:

- the changes that continue to affect African Traditional societies
- the positive changes that have improved traditional societies
- the cultural practices that need to change to suit modern times

Follow-up Activity

Immorality refers to behaving contrary to the required norms of the society. In other words, it means failure to follow the belief, customs or rules and regulations governing life in a given society. In short, immorality means getting involved in wrong acts.

Looking at Uganda's society, immorality appears to be growing at a higher rate in various spheres of life, especially among the youth. Examples of such misbehaviour include stealing, sexual abuse and drug abuse, among others.

Using the above observation;

- a) Explain the changes that have caused immorality among youths.
- b) Outline the measures that can be taken to help the youth to overcome the gross immorality among them.

Wash your hands with soap and water

Wear a mask in public

Stay home stay safe

LESSON 5: CHANGE IN CHURCH HISTORY

Learning outcomes

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

- i) explain the problems faced by missionaries in spreading the Gospel of Jesus Christ in Africa;
- ii) tell that some Africans such as Adrian Atiman and Apollo Kivebulaya participated in the spread of Christianity in Africa; and
- iii) describe the time when Christian missionaries came to Uganda, the challenges they faced and what helped them to succeed.

Activity

Think about the suffering the Uganda martyrs went through, to the point of death. What pains have you encountered as a Christian?

Introduction

Activity

Reflect on the Uganda martyrs, how they converted to Christianity and got so devoted to the extent of dying in the name of Jesus Christ. If you lived during their time, do you think you would have accepted to be killed? Why?

When Christianity was introduced in Africa, many people abandoned their traditional beliefs and got baptized by Catholic and Protestant missionaries. However, in some parts of Africa, some people took long to accept the change to Christianity. Accepting the Gospel of Jesus Christ required complete change of one's life.

The missionaries experienced changes when they volunteered to leave their countries to come to Africa to preach the Gospel of Jesus Christ. They risked their lives and faced serious challenges but never gave up.

Some Africans also chose to join the missionaries to continue spreading the good news. These included Adrian Atiman and Apollo Kivebulaya, who were agents of change in Africa missionary work.

Activity: Read, discuss and answer

Adrian Atiman

He was born about 1870, among the Songhai people in West Africa. As a young boy, he was sold as a slave in north African slave markets. He was freed by the White Fathers in 1877. He was educated by the missionaries and was later sent to Malta, where they had an institute that trained doctor-catechists. He also went to Valetta University.

In 1888, he went to modern day Tanzania and began work as a doctor. He married Agnes. He worked for 68 years as a medical worker. Everyone admired his method of work. He was very devoted to his work and evangelism. For his good service, the French, Belgian and British governments recognised him. He also received a medal from the Welcome Foundation, which promotes tropical medicine. His son Joseph was ordained priest in 1958.

Tasks

1. Using the short story, describe Adrien Atiman.
2. What are the good practices in his work ethics?
3. What do you think shaped his character?
4. Explain the step-by-step changes that Adrien experienced throughout his life.
5. How was Jesus Christ reflected in Adrien Atiman's life?
6. Do you know of anyone who is as good as Adrien?
7. Briefly write about him or her.

You have read about Adrien Atiman and the services he offered to the people of Tanzania as a medical worker and a catechist. You can learn many lessons from him. Let us now read about another Christian who was also an agent of change.

Apollo Kivebulaya

He was born in Uganda. He worked as a soldier for many years. He was baptised in 1895 by the Anglican missionaries. He offered himself to work as a catechist.

He then went to Toro in the same year, a place he had visited as a soldier. People in this place were asking for missionaries. The following year he went to Mboga, a place in the modern day democratic Republic of Congo, where people wanted to learn about Christianity.

In Mboga, he faced a lot of opposition, though he persevered and had many people baptised. He was later ordained and spent 15 years in Toro, preaching the word of God. He travelled hundreds of kilometers visiting scattered Christian communities.

He was so devoted to his work that everywhere he went a church grew.

Not only did he teach people the Word of God but he also gave them practical skill of basic construction. He also planted trees with a hope that the churches would get timber for building, furniture and repairs.

In 1915, he went back to Mboga and revived the church he had earlier started. The church came to life again and spread even further.

In 1921, Kivebulaya worked with the pygmies and made friends with them in the forest where they lived. He also translated the Gospel of Mark into their language. He died in 1933, leaving behind his only possession of a cow to the church of Mboga. His happy and kind face, coupled with his devotion attracted the people wherever he went.

Tasks

1. Using the short story given above, describe Apolo Kivebulaaya.
2. What changes did he experience through his life?
3. How was he an agent of change amongst the people he worked with?
4. How did the people react to the changes he introduced?

Lesson Summary

In this lesson, you have learnt:

- the problems faced by the missionaries in spreading the Gospel of Jesus Christ in Africa
- some Africans such as Adrien Atiman and Apollo Kivebulaya participated in the

spread of Christianity in Africa

- about the time when Christian missionaries came to Uganda, the challenges they faced and what helped them to succeed

Follow-up Activity

Using your knowledge about missionaries in Africa, list and explain the challenges faced by Christian missionaries in Uganda.

Wash your hands with soap and water

Wear a mask in public

Stay home stay safe

LESSON 6: CHANGE IN THE OLD TESTAMENT

Learning Outcomes

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

- i) tell the several changes faced by Abraham, Moses and the Israelites.
- ii) explain the love of God as shown to the people of the Old Testament.
- iii) describe the transition of the Bible from the Old Testament to the New Testament.

Activity

Open your Bible and read the creation story in Genesis.

Introduction

God created the world in six days. God loved changes that he himself caused in the world. Every day, he would make changes in the world he created and each change would impress him. God is seen instructing Adam and Eve to produce and fill up the world. This means that God gave Adam and Eve power and responsibility to cause change in the world using what he had created.

God commanded Abraham to leave his country and his relatives to go to a place which God would show him and Abraham obeyed.

Activity

Open your Bible and read the passages indicated and note the changes expressed in the passage.

Biblical passages	State the change noted in the passage
Gen 1:26-30	
Gen chap 3	
Gen 12:13 &14	
Ex 20:1-17	
Ex chap 3	
Joshua 24:1-28	
Amos 5:7-15; 21-27 & 6:1-7	

EXAMPLES OF CHANGES EXPERIENCED BY MEN OF GOD IN THE OLD TESTAMENT

The Changes Abraham Experienced After His Call(Genesis12:1ff)

In Genesis 12:1ff, Abraham is introduced as the ancestor of the Israelites who was called by God. His call was essentially a call to change. He experienced the following changes after his call:

- i) Abraham experienced the change of homeland. He moved from Haran to an unknown land that later came to be known as Canaan. This was in response to God's command (Genesis 12:1 – 4).
- ii) Abraham experienced a change in name. He was originally known as Abram but after his call, God changed his name to Abraham (Genesis 17:5).
- iii) Abraham also changed his religion. He was a pagan worshipping many gods, but changed to the worship of God only. In other words, Abraham changed from polytheism to monotheism.
- iv) Through his call, Abraham became a source of blessings to all mankind. God is quoted as saying, "Through you I will bless all the nations". (Genesis 13:3). This was a change in status, considering that Abraham was simply an ordinary man.
- v) Abraham made a covenant with God. This was an agreement that renewed the relationship between man and God, following the disobedience of Adam and Eve in Genesis 3 (Genesis 15:1 ff).
- vi) Abraham changed from offering human sacrifices to the sacrifice of animals like lambs, bulls, goats and birds.
- vii) Abraham experienced the change of all male descendants being circumcised. This was to act as an outward sign of the covenant Abraham had made with God (Genesis 17: 10-12.)
- viii) Abraham was promised a son. This meant a change of his heir. Abraham had a belief that his heir would be his nephew Lot. However, this changed when Isaac was born (Genesis 15:1ff).
- ix) Abraham got assured of divine protection. God promised to bless those who bless him and curse those who curse him (Genesis 12:3).
- x) 10. Abraham left his father's house and relatives and started a new family with his wife (Sarah), nephew (Lot) and servant (Genesis 12:4 – 5).
- xi) Abraham built altars to the Lord who had appeared to him. These altars became places for worshipping God through offering sacrifices (Genesis 12:7 – 8).
- xii) Abraham experienced a test of his faith by God. God commanded him to offer his only son Isaac as a sacrifice and he responded positively. God, however, stopped him from doing so and gave him a lamb to offer. This was after the realization that Abraham had respect for God's commands (Genesis 22:1).

Lesson summary

In this lesson, you have learnt:

- the changes Abraham, went through
- the love of God as shown to the people of the Old Testament
- the transition of the Bible from the Old Testament to the New Testament

Follow-up Activity

Basing on the biblical passages that you have read, write an essay showing God as an agent of change in the world.

Wash your hands with soap and water

Wear a mask in public

Stay home stay safe

LESSON 7: CHANGE IN THE NEW TESTAMENT**Learning Outcomes**

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

- i) identify the changes made by Jesus Christ.
- ii) describe disciples and apostles as agents of change.
- iii) describe the personality of Paul and how he encountered Jesus Christ.

Activity

Before we go into the details of change in the New Testament, list down five changes that Jesus Christ caused among the Jews and their neighbours.

Introduction

From the changes you have listed above, it is clear that the New Testament is a fulfilment of the Old Testament (Matt 5:17). Jesus Christ came to bring change, to die to liberate humankind from the chains of sin. He came with the Gospel, to give people the power to turn away from sin and selfishness. Jesus preached love proved the existence of the Kingdom of God. Jesus preached against sin to change people from their love of worldly desires and turn to God and focus on preparation for the Kingdom of God.

Activity

Open your bible and read the passages indicated and note the changes expressed in the passage.

Biblical passages	State the change noted in the passage
Matt 11:2-6	
Matt 13: 1-9; 13-14; 24-51;44-51	
Matt 13: 24-33	

Matt 13: 44-46	
Lk 19:25-37	
Jn 13: 34-35	
Eph 2:11-22	
1Cor 12:12-27	

In the above table, you have found out that during Jesus' time, a number of changes were experienced; some brought about by his disciples and apostles.

For example:

- i) Jesus came to initiate spiritual changes and renew men's hearts. He is presented as being in position to give each person the power to respond with love to God and each other (Matthew 11:2-6).
- ii) Jesus is presented as the missing link between man and God. He identified himself as the way, the truth and the life to every believer.
- iii) The coming of the Messiah into the world reconciled man and God. This was God's plan to change the entire history of man, which had been full of sadness. This sadness was annulled because of the Good News of salvation.
- iv) Jesus points out that the Kingdom of God is at hand. He calls on people to change their hearts and have faith, so as to attain salvation.
- v) Jesus pronounced judgment that could befall the entire humanity in case of failing to change their ways of living. Each person would be judged basing on his/her relationship with him and his father. Therefore, he expected his listeners to change their behaviour for the good of another, as they wait for judgment (Matthew 25: 31-40).
- vi) In Matthew 13:1-9, 13-14, Jesus points out the fear of change among his listeners.
- vii) He used the parable of the sower to illustrate the failure of his disciples to adjust to the change of heart expected of them.
- viii) Jesus' miracles were acts of change in man's life. He used this opportunity to show that he had come to change man's life from misery and suffering to peace and harmony. He made the blind see, the deaf to hear and the lame to walk, among others (Matthew 11:4-5).
- ix) Jesus called for change in attitude towards the Mosaic law. He challenged his listeners to go beyond the security and demands of the laws that had neglected the urgent need of man. To this, he is of the view that the "Sabbath was made for man but not man for the Sabbath" (Mark 2:23-27).
- x) Jesus expected the change in attitude towards children. The apostles had stopped children from reaching Jesus. To this Jesus points out that the "kingdom of God belongs to the innocent like the children" (Matthew 19:13-15).
- xi) In Luke 10:25-37, man is called upon to respond with universal love towards each other. Matthew 25:31-46 points out that love is only active if it is in the service of others. This is a call to change man's relationship with one another.

Lesson Summary

In this lesson, you have learnt:

- the changes introduced by Jesus Christ

- about disciples and apostles as agents of change

Follow-up Activity

Basing on the biblical passages that you have read, write an essay showing Jesus Christ as an agent of change in the lives of Christians.

Wash your hands with soap and water

Wear a mask in public

Stay home stay safe

THEME: WORKING IN A CHANGING SOCIETY**LESSON 1: THE CONCEPT OF WORK****Learning Outcomes**

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

- i) define what work is and how Christians are called upon to be co-creators.
- ii) demonstrate knowledge that work is divine service to God.
- iii) describe God and Jesus Christ as workers.

Introduction**Activity**

In your notebook, list down the types of work your family members do.

Family member	Work at home
Example: Mom	<ul style="list-style-type: none"> • Cooks food • Digs in the garden • •
Dad	
Me (your name)	
My sister/brother	
Other (who live in our home)	

What is work

Work is any activity that involves mental or physical effort, done in order to achieve a purpose or result. Work is part of life.

After filling the table above, you realize that work gives each family member the opportunity to contribute to the wellbeing of the entire family. Therefore, work enables us to live a good life. In our families, there are people who are paid for the work they do.

Now we know that some people earn a salary for their work. As you saw earlier, there are changing patterns of work, for instance:

- i) skilled work and unskilled work: Skilled work means the worker attended school and acquired skills to do the work they do, for example, teachers and doctors (white collar jobs). Unskilled work means that the worker does not attend school to acquire the skills; for example, digging and making baskets.
- ii) Salaried and unsalaried work: With salaried work, the worker earns money on a monthly basis. An unsalaried worker earns money for a particular type of work;

for example, casual labourers.

There are also different types of work or jobs people do perfectly well without going to school and without any form of salary and payment; for example, being a mother or a father. Mothers and fathers do great work but many times parenting work is not recognized, especially in Uganda.

Activity

Study the pictures



teacher



carpenter



transporter



nurse



priest



farmer



barber



Police officer

Task

- i) Using the pictures provided, match the pictures with the correct words.
- ii) Give reasons why people do the different types of jobs as indicated in the pictures.

Summary

In this lesson, you have learnt

- that Christians are called upon to be co-creators;
- that work is divine service to God; and
- that God and Jesus Christ as workers;

Follow-up Activity

Think and reflect. What do you think would happen if people didn't have to work? In your notebook, put down your thoughts.

Wash your hands with soap and water

Wear a mask in public

Stay home stay safe

LESSON 2: WORK IN THE PRESENT SITUATION

Learning Outcomes

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

- i) identify the changes that have come into the field of work today.
- ii) list all the different types of work today.
- iii) list down the causes of unemployment.

Introduction

In the past, there were salaried white collar jobs that were known and all parents educated their children to be teachers, doctors, accountants or lawyers. Today, methods and types of work have changed. Other opportunities of work are coming up, although employment is becoming a problem. This is because of the manufacture of robots and the increase in world population. There are new types of work or jobs that have come up, including:

- i) **Brokers:** A broker is an individual or firm that acts as an intermediary between an investor and a securities exchange, for example real estate brokers, insurance brokers, stock brokers, Forex brokers and others. Brokers charge the customer a commission for their services.
- ii) **Bouncers:** This is another type of job that came up as people changed living styles. Bouncers are usually employed by celebrities and entertainment places for protection and/ or security.
- iii) **Fitness coach:** These are professionals in the field of fitness and exercise, most often instruction, including professional sports club fitness trainers and aerobics and yoga instructors.
- iv) **Music promoters and managers:** These people coordinate artists with musicians, actors to their fans and the public.
- v) **Bodaboda riding:** Today, the *bodaboda* industry is one of the major employers of especially unskilled young people.

These are some of the kinds of work that people are engaging in, that do not directly produce tangible results.

Unemployment: Today, unemployment has become a critical issue. Young graduates

are always eager to get jobs and live a meaningful life; however, many of them fail to get jobs.

Injustices in work: Today, there are many injustices and unfair treatment of workers by their bosses. Bribery, corruption, nepotism, failing to pay living wage and all types of mistreatment of workers are affecting workers today.

Accumulation of quick wealth: Today, one finds a wealthy young man with posh cars and buildings. Some young people develop negative attitude towards work, they hate work yet they want to be rich.

Work in the Middle East: Due to employment, youngsters, both graduates and non-educate, are flocking the Middle East in Oman, Abu Dhabi, Dubai and Saudi Arabia to do unskilled jobs to earn a living. They go to do cheap jobs such as domestic work, driving and serving as security guards. However, such jobs come with very many challenges. In most cases, there are reports that these youngsters are abused in all forms, they're sexually harassed, battered and some lose their lives.

As seen above, there are changing patterns of work and youths today have had different attitudes towards work as seen below;

- i) There is increasing demand for white-collar jobs among the youth. They prefer sitting in offices to doing manual work, which they look at as unclean and unfit for them.
- ii) Youth have a strong desire for high salaries. This is the major reason behind some youths failing to get employed.
- iii) The youth prefer work that has a friendly environment, including soft music, fans, clean and good breakfast, lunch and others.
- iv) The youth prefer holding higher positions. Most of them dream of being bosses where they command a lot of respect.
- v) Having a good job is considered a measure of success among the youth. This seems to be the most desired goal by most of the youth today.
- vi) Some youth are generally lazy. They want to have a higher standard of living without doing any work.
- vii) The youth prefer jobs with a lot of time for leisure. In other words, they desire having enough enjoyment after a given task.
- viii) Most youths are interested in jobs located in urban areas. This is because of the good services in urban centres.
- ix) The youth look to education for better jobs. They tend to go for further studies whenever they are dissatisfied with their current jobs.
- x) Most youth today work with the intention of obtaining luxuries such as good cars and home theatre systems, among others. This tends to affect their savings negatively.
- xi) The youth today prefer popular jobs such as being a lawyer, journalist and top medical personnel, among others. This can be seen in the way they make their choices when joining tertiary institutions.

Lesson Summary

In this lesson, you have learnt

- the changes that have come into the field of work today.
- the different types of work and the changing attitudes of work today.

- the causes of unemployment.

Follow-up Activity

Assume you are appointed a minister of works, what would you do to help young people to find employment instead of letting them go to provide cheap labour in the Middle East?

Wash your hands with CLEAN water and soap

Wear a mask in public

Stay home stay safe

LESSON 3: WORK IN AFRICAN TRADITIONAL SOCIETY

Learning outcomes

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

- tell that everybody was a worker.
- describe how work was divided.
- describe the different activities that people in traditional societies engaged in as work.

Opening Activity

List down the main activities engaged in, in African traditional societies.

Introduction

In African traditional societies, people engaged in different types of work. The most outstanding aspects of work in traditional societies included:

- Everybody was a worker and work was shared equally.
- Work was divided and shared according to age, sex and ability.
- Laziness was greatly discouraged and the lazy were condemned.
- Several types of work were communal; for example, hunting, opening new fields and harvesting.
- There was so much competition because success was communally celebrated.
- Children learned to work from their parents.
- There was no salaried work.
- Everybody strived to work for their families.
- There was no leave, people only rested in the evenings after work.

There was no unemployment in traditional societies. The types of jobs included hunting, agriculture, digging in the fields and livestock farming, bark cloth making, pottery, woodwork and building, among others. Women and girls were involved in digging and domestic work, fetching water and firewood.

Big families were at an advantage because they tilled big pieces of land and made big

harvests. The bigger the family, with more wives and children, the more the labour force and bigger harvest.

Lesson Summary

In this lesson, you have learnt the following:

- that everybody was a worker.
- to describe how work was divided.
- the different activities that people in traditional societies engaged in as work.

Follow-up Activity

In your notebook, do the following:

- i) list down the advantages of work in African traditional societies.
- ii) what aspects of work in African tradition do you think we can learn from today?
- iii) compare and contrast work in African tradition and modern types.

LESSON 4: WORK IN CHURCH HISTORY

Learning outcomes

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

- i) demonstrate that Christian missionaries introduced salaried work;
- ii) demonstrate that new types of work were introduced, such as teaching, nursing and women were also given jobs;
- iii) show that Christian missionaries fought against forced labour.

Instructions for this lesson

- Do all the activities assigned in this lesson today.
- Read and understand the brief explanations in this lesson.
- In case, something is not clear, ask parents and other people around you.

Opening activity

Think deeply about the following statement: 'Wealth is a blessing from God and poverty a punishment from God.'

Introduction

In the early centuries, in the Roman Empire, workers were often oppressed and enslaved. However, the Christian Church did not support slavery and that is why Adrian Atiman was saved from slavery by Christian missionaries and he became a missionary. Christian monasteries that first developed in North Africa contributed a lot to encouraging and even employing Christians. While work was encouraged, there were types of work that were not fit for a Christian. Tertullian, a lawyer who became a Christian in the Middle Ages, struggled to teach that a Christian must not engage in work that is not divine. Tertullian laboured to give examples of nondivine work; (i) a builder might be required to build a pagan temple or (ii) a teacher would have to use textbooks which contain stories of pagan gods. Christians were encouraged to ensure they participated in work that recognized God and followed the Gospel.

In the Middle Ages, the craft guilds or unions in Europe offered protection for workers and encouraged high quality of work. This influenced society's attitudes to work and workers. Lord Shaftesbury, a member of Parliament between 1832 and 1850, was a leader of the struggle for statutory intervention in the hours and working conditions of children in English textile mills and also of women and children employed in mines.

During the Industrial Age, there were new inventions that eased work and enabled people to economically grow very rich. Wealth and prosperity were considered a blessing and poverty was considered a punishment from God.

In Africa, missionaries introduced formal education to teach Christian converts how to read and write. They also trained Africans legitimate skilled trades for example carpentry, building and construction among others. Christians needed churches, schools and hospitals and churches became the major employers of Christians. However, since African countries achieved independence, churches are no longer the major employers but help Africans to acquire education and skills that enable them to get white collar jobs.

Lesson summary: In this lesson, you have learnt that

- Christian missionaries introduced salaried work;
- New types of work were introduced such as teaching, nursing and women were also given jobs;
- Christian missionaries fought against forced labour.

Follow-up Activity

- i) Think carefully about jobs that a Christian can do, in your notebook, list down jobs that are not fit for a Christian;
- ii) As a Christian, suggest ways that you can help people involved in the jobs you have listed above to abandon them.

Wash your hands with soap and water

Wear a mask in public

Stay home stay safe

LESSON 5: WORK IN OLD TESTAMENT

Learning Outcomes

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

- i) demonstrate appreciation that God rewards Christians who put in effort to work hard.
- ii) show that God the creator thought and worked hard to create and provide for mankind.
- iii) work is a divine gift for man to co-create.

Activity

Open your Bible and read Exodus 20:8-11, and in your notebook, list the main issues of the text.

Introduction

In the Old Testament, humankind shares God's creativity through work. God calls man to be his co-creator, which means that man has to do meaningful and blessed work to be able to co-create.

How does man become God's co-creator?

When God created the world and the Garden of Eden and created Adam, whom he placed in Eden, he gave him powers to control and utilize all God's creation to subdue the world. God endowed man with intellect to think and the different limbs to do physical work.

Purpose of work: The main purpose of work is to bring God closer to people, Gen: 1-26-31 and Gen 11:1-9. However, some people exploit workers by making them work long hours and do not pay them adequate pay for their work.

Work is not a punishment: Work is not supposed to be a punishment; workers in different fields must find joy in work and also be proud of their work. Workers must be protected from any form of oppression. Even in the Old Testament, there are teachings to protect workers from oppression and give them time to rest; for instance, Deuteronomy 24:5-22 and Jeremiah 22:13-17.

Activity:

Open your bible and read the passages indicated and state the teaching about oppression in work.

Biblical verses	The teaching about oppression and unfair treatment of workers
Exodus 5: 7-19	
Exodus 1:8-14	
Exodus 5: 7-19	
Exodus 20:8-11	
Jeremiah 22:13-17	

Activity: Open your Bible and read the passages indicated and note the changes expressed in the passage about work

Biblical passages	State the change noted in the passage
Gen 1: 26-31	
Jeremiah 22:3-17	
Ecclesiastes 3:2	
Ezra 3:9-11	
Genesis 9:20-27	
1 kings 5:13-16	
1kings 21:44	
Amos 8:5-6	

Man is supposed to rest after work: The Old Testament makes it clear that one needs to rest after work.

After reading these texts, you should have discovered that the Old Testament puts a lot of emphasis on work, and laziness is highly condemned. Just as you learnt in the African tradition that everyone was a worker, likewise in the Bible, particularly in the Old Testament, work was important as summarized below:

- i) God is a worker. He worked for six days when creating the universe.
- ii) In Genesis 2:7ff, God took some soil from the ground and formed man out of it.
- iii) Man and woman are to work together as co-creators with God, so as to bring the earth under control (Genesis 1:27-28).
- iv) Work is God's will. God is seen giving man the control of the world through work.
- v) God placed man in the Garden of Eden to cultivate it (Genesis 1:26-32, 2:15).
- vi) The purpose of work is to bring man closer to God and fellow man. God is seen promoting this requirement as an important aspect of human life.
- vii) Work is enjoyable and has to be appreciated. God was pleased after completing

- His creational activities and appreciated them as perfectly good. (Genesis 1:31).
- viii) Work should always produce a positive change. God, through his creation, worked to change a formless and empty world into an organized form (Genesis 1:1ff).
 - ix) Resting is part of God's original plan of work. God worked for six days and blessed the seventh day and set it apart as a special day (Genesis 2:1-4).
 - x) In Exodus 20:9-10, God is quoted as saying, "You have six days in which to do your work, but the seventh day is a day of rest dedicated to me."
 - xi) Work is supposed to bring complete harmony and unity among the people, animals and plants. Man as a master is not supposed to destroy creation through work but to develop it (Genesis 1:29-30).
 - xii) Selfishness in work is condemned. Work is meant to be for the good of all. God punished Cain for his selfishness and jealousy that made him kill his brother Abel (Genesis 4:1ff).
 - xiii) Work should involve trust and faith in God. Failure to observe this is failure in one's work. This is evident in Genesis 11:1-9, where the builders of the Tower of Babel lacked faith and trust in God's provision, but their work became meaningless following the destruction of the tower and confusion of their language.
 - xiv) Man should share and enjoy the fruits of work with one another. Work is for the service of man (Deuteronomy 24:9-22).
 - xv) Jeremiah 22:3-17 warns against the dangers of exploitation of workers. He points out that the workers should be treated with due respect instead of exploiting and oppressing them.

Despite the various teachings and guidelines about work in the Old Testament, there are many cases where man **misused work**.

In such cases, man failed to serve God and one another through his work as seen below:

- i) Man failed to perform the duty of controlling and conquering creation as commanded by God. This is evident in the disobedience of Adam and Eve, who ate the forbidden fruit that resulted in a broken relationship between man and God, man and man, and man and other creatures (Genesis 3:1ff).
- ii) Man misused work through his selfishness and jealousy. For example, Cain killed his brother basing on the fruit of work (Genesis 4:1ff).
- iii) Work was abused when it brought curses to mankind. In Genesis 9:20-27, Noah cursed his son as a result of drunkenness from the wine of his harvest.
- iv) The building of the Tower of Babel as recorded in Genesis 11:1ff reflects a misuse of work. The builders misused their freedom basing on their false wisdom to erect a building reaching God. This was a misuse of God's resources.
- v) In Exodus 1:9-14, there was enslavement and suffering out of work. In this text, the Israelites were made to work as slaves in Egypt to an extent where the Pharaoh could not allow their departure.
- vi) There was also forced labour during the time of the kings. For example, King Solomon promoted his building program using forced labour. This was a kind of exploitation, which was not different from the slavery situation in Egypt that God was against. It was also contrary to the covenant faith (1 kings 5:13-16).
- vii) There was also greed in work. For example, King Ahab grabbed Naboth's vineyard and went ahead to approve his death (1kings 21:44).
- viii) There was corruption in the field of work. In such cases, the rich and influential Israelites misused their positions and used public facilities for their own benefit (Amos 4:1-3 and 5:11).

- ix) Work was misused through cheating, using wrong measurements, over charging and selling low quality goods expensively (Amos 8:5-6).
- x) Work was also abused when some activities were done on the Sabbath day. This was a misuse because it was against the covenant faith that stopped man from working on the Sabbath day (Amos 8:5 and Exodus 20:9-10).
- xi) There was bribery in work. This was a common practice among the top officials and judges. This did not serve fellow man in the way God had commanded (Micah 7:3).

Lesson Summary

In this lesson, you have learnt that:

- i) God rewards Christians who put in effort to work hard.
- ii) God the creator thought and worked hard to create and provide for mankind.
- iii) work is a divine gift for man to co-create.

Follow-up Activity

Open your bible and read the following biblical passages and note what they teach about work and rest.

Biblical texts	Teaching about work and rest
Exodus 20:11	
Genesis 2:1-3	
Exodus 20:10	
Leviticus 23:3	
Leviticus 6:29	
Lev 3: 28-31	
Num 28:17-18	

Wash your hands with soap and water

Wear a mask in public

Stay home stay safe

LESSON 6: WORK IN NEW TESTAMENT

Learning Outcomes

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

- i) tell that through work Christians are invited to share in the kingdom of God;
- ii) recognize, actualize and develop your talents;
- iii) describe Jesus Christ as a worker.

Activity

Open your Bible to Matthew 25:14-30, and in your notebook answer the following questions:

- i) As far as work is concerned, what did the master expect from each of the three servants? Did he expect exactly the same thing?
- ii) Why was the third worker condemned?
- iii) Can you sum up what this parable teaches about work?

Introduction

In the New Testament, Jesus Christ taught values about work. In the first place Joseph, the father of Jesus, was a carpenter and Jesus worked with him. Jesus' mother Mary is reflected as any mother doing house chores. Jesus Christ was born in a working environment, in the kraal.

Working for the Kingdom of God

Jesus emphasized working for the Kingdom of God. Through work, mankind shares in the work of establishing the Kingdom of God (Mark 6:30-34). In everything, we have to ensure we perfect whatever we do in preparation for the Kingdom.

Jesus left his work as a carpenter to work for the spiritual needs of his people. He also prepared his disciples for this work and after his death, they continued to do his work of spreading the Gospel. Most of the early Christians continued their ordinary work but some became involved in full-time pastoral work. Whatever kind of work each Christian did, they recognized a personal responsibility to witness to the values of the Kingdom through work.

Hope in work as a Christian

The work of the Christians is to help transform the world and hasten the day of fulfilment of the Kingdom of God, Romans 8:18-25. For instance, Paul encourages us to persevere when we face difficulties in work, pain, and discouragement. All our efforts are not lost but contribute in some mysterious way to the final transformation of the earth. God's truth should give us a sense of joy and purpose of our work. Thinking, creating, experimenting, praying or doing ordinary jobs around the house, is an expression of this hope.

Reasons why a Christian should work hard

Hard Work Pays Off

Christians are encouraged to work hard, to plan carefully to earn and spend finances properly. Hard work not only allows you to make money, but it may reward you with promotions at work. “All hard work brings a profit, but mere talk leads only to poverty,” (Proverbs 14:23).

Work Brings Necessities

This makes perfect sense. If all of the farmers stopped working, we would have no food to buy and sell or to make new products with. Work provides for us and our families. “Whoever works his land will have plenty of bread, but he who follows worthless pursuits lacks sense,” (Proverbs 12:11)

Work should be petitioned to God

“Let the favour of the Lord our God be upon us, and establish the work of our hands upon us; yes, establish the work of our hands!” (Psalm 90:17)

Work unto the Lord

You should always work hard at your job, but not to please your bosses. The main focus should be on pleasing God. It puts my mind in the right perspective on dwelling on Him and the blessing of working. “Whatever you do, work heartily, as for the Lord and not for men,” (Colossians 3:23).

Work with Integrity

It is so important to make an honest living. Stealing is bad and God condemns it. It is offensive to God when this behaviour occurs, because people are stealing from others. Stealing from anyone, whether it is a bank, grocery store or someone’s home, is wrong. God does not accept this kind of behaviour. “Let the thief no longer steal, but rather let him labour, doing honest work with his own hands, so that he may have something to share with anyone in need,” (Ephesians 4:28).

Take a Break

Whether you go to church on Saturday or Sunday, use that day to relax and be with your family and friends. Enjoy their company. Indulge yourself in thoughts about God. Meditate on His Word. Even take a nap. Leave work at work on this day and enjoy the time off with your loved ones. Even God took a break and rested on the seventh day of creation, (Genesis 2:3).

Lesson Summary

In this lesson, you have learnt:

- that through work, Christians are invited to share in the kingdom of God.
- to recognize, actualize and develop our talents.
- the reasons why a Christian should work.
- about Jesus Christ as a worker.

Follow-up Activity

Open your Bible and read the following passages and note what they teach Christians about work as the example shows on Matthew 21:28-31.

Biblical verses	The teachings
Matthew 25: 14-30	
Matthew 21:28-31	Jesus also called for honesty and responsibility in work. This was in the parable of the two sons. He emphasized the need for the individuals to take care of any given task instead of pretending.
Matthew 25: 31-46	
Romans 8:18-25	
Mark 6: 30-34	

From the above texts

It is evident that Jesus himself was a worker and also promoted hard work. The New Testament, just like the Old Testament, provides believers with different views about work. Its teachings are based on the life and attitude of Jesus Christ, who is presented as a person familiar with work situations as summarized below:

- i) Jesus was born in a working environment. His earthly father Joseph was a carpenter.
- ii) Work, according to Jesus, remains normal and essential. He blessed those who worked for peace.
- iii) Jesus called for a good working relationship between employers and employees. He illustrated this in His parable of the unforgiving servant. He expected the heart of forgiveness to prevail among the servants (Matthew 18:23-27).
- iv) Jesus also called for honesty and responsibility in work. This was in the parable of the two sons. He emphasized the need for the individual to take care of any given task (Matthew 21:28-31).
- v) Jesus stressed the need of reliability and faithfulness in work. He expressed the happiness that would come after doing one's assigned duty (Matthew 24:45-47).
- vi) Jesus taught the need for having joy and solidarity in work. In the parable of the lost sheep, He showed how everyone would celebrate the effort of a person. He looked at work as an avenue of bringing people together (Luke 15:6).
- vii) Jesus emphasized the need for doing a given job well and thoroughly. He gave an example of two builders. Accordingly, one built his house well and it withstood an overflowing river. However, the other one had his building swept away by the flood because of rough work (Luke 6:48-49).
- viii) Jesus taught His followers to use their talents in order to serve others. He illustrated this in the parable of three servants whom the master gave coins according to their abilities. He emphasized that failure to do so is a way of cutting oneself off from God and fellow man (Matthew 25:14-16).
- ix) Jesus taught the value of resting from work. He rested in the boat after finishing preaching. By doing so, he showed the need to balance work and leisure (Luke 8:22-24).
- x) According to Jesus, man can express the love of God and neighbour through work. He points out that work is a service to God and fellow men (Matthew 25:31-46).

- xi) Jesus said that the final goal of work is the union with God and fellow man in the heavenly kingdom (John 6:27).
- xii) He encouraged people to work; payment is in heaven instead of expecting earthly rewards. This was in the parable of the rich fool who thought he had it all here on earth because of having a piece of land with good crop yields (Luke 12:13-21).
- xiii) Jesus taught dedication and service beyond self. He humbled himself and washed the feet of his disciples (John 13:5).
- xiv) Work should transform the earth and hasten the day of fulfilment of the Kingdom of God (Romans 8:18-25).
- xv) Work is a duty to man. Saint Paul points out that it is wrong to become a social parasite. He stressed that “whoever does not work should not eat” (2 Thessalonians 3:10). This came at a time when the people wanted to abandon their everyday work with the thinking that the world was coming to an end.
- xvi) The New Testament emphasizes the need for having hope in work despite the difficulties. Jesus also worked in situations that appeared helpless (Mark 3:5, Romans 8:18-25).
- xvii) Work is a way of fighting evil. It is seen as a preoccupation that keeps man away from redundancy, which is the source of evil (Ephesians 4:28).
- xviii) Saint Paul said that work should bring glory to God. He advised every believer to be conscious on their work (1Corinthians 10:31).
- xix) Saint James warned against employers exploiting their workers. He accused the rich of failing to pay the wages of their workers (James 5:1-6).
- xx) Saint Peter encouraged everyone to work with the real desire to serve instead of expecting mere pay (1Peter 5:2-4).

From the above, modern Christians learn:

- ✓ To accept work as a responsibility.
- ✓ To realize that they are co-creators with God.
- ✓ To sacrifice their time and life at work.
- ✓ To be honest at work.
- ✓ To work effectively without supervision.
- ✓ To balance work and leisure.
- ✓ To work for the kingdom of God.
- ✓ To use their talents to serve others.
- ✓ To take any kind of work without despising any.
- ✓ To be hopeful in work even in times of difficulty.
- ✓ To seek God’s guidance at work through prayer.
- ✓ To love their work.
- ✓ To have joy and solidarity in work and consider work to be a normal activity for Christians.

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Ministry of Education
and Sports

HOME-STUDY LEARNING

SENIOR
2

ST. LUKE'S GOSPEL

August 2020





ST LUKE'S GOSPEL AND ITS RELEVANCE TO AFRICA

Introduction

Dear learner, welcome to the self-study lessons. They have been developed for you during this time when you cannot have face to face classes with your teachers in school. You will gain much if you follow the instructions given.

This syllabus requires you to refer to the gospel according to St Luke. The relevant texts have been extracted for you because you may not have a Bible. Read them and work through all the activities. Read one lesson at a time for better understanding. Task yourself and attempt all the questions that have been given to you. If there is someone who can help, ask them for assistance. Wishing you an enjoyable time as you use this material.

Materials you will need

notebook, pen, and Bible

Instructions

1. Try to do all the activities as prepared.
2. Make revision on every lesson covered for proper understanding of the next lesson.
3. Try to use any materials or source of information in your reach.
4. Ask for assistance from any Christian religious person in your locality / community.
5. Sit in an environment that is conducive for studies. I.e. free from noise for purposes of concentrating.

NOTE: Use the above instructions for the following lessons

When you are asked to give the significance of a miracle or incident from the Bible, it's the same as giving the meaning of that particular miracle or incident. So, when you are writing significances, you write them in past tense using the following phrases.

“It signified”, “It showed”, “It meant”, “It revealed”

When you are asked to give lessons modern Christians learn from any event, we use the verb should. It should be a suggestive language and at the same time the lesson should be always written in a positive form.

In case you are requested to give the significance of any event to modern Christians today, the tense must be in present simple. That is: Use phrases such as: ***“It helps”, “It encourages”, “It promotes”***

TERM 1

Lesson 1: Jesus Feeds the Five Thousand People (Luke 9:10-17)

Introduction

Welcome to lesson one where you will learn about Jesus feeding 5000 people. Jesus performed a number of miracles during His Ministry. Some were healing miracles while others included raising people from the dead.

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

- i) explain the importance of Jesus' feeding of the 5000 people.
- ii) give the lessons Christians today should learn from the feeding of the 5000 people.
- iii) show the importance of the miracle to Christians today.

Reference verse: "Jesus fed 5000 people with only five loaves of bread and two fish" (Luke 9: 14).

Look at the picture and answer the questions that follow:

Activity 1

Study the picture and answer the activity that follows.



Activity 1

- i) What do you think is happening in the picture?
- ii) Why is it important to help those in need?

After reflecting on the picture you can now read the extract from the gospel of St Luke.

Activity 2

Read the Biblical extract from Luke 9:10-17 and answer the questions that follow:

The apostles came back and told Jesus everything they had done. He took them with him, and they went off by themselves to a town named Bethsaida.

11 When the crowds heard about it, they followed him. He welcomed them, spoke to them about the Kingdom of God, and healed those who needed it.

12 When the sun was beginning to set, the twelve disciples came to him and said, «Send the people away so that they can go to the villages and farms around here and find food and lodging, because this is a lonely place.»

13 But Jesus said to them, «You yourselves give them something to eat.» They answered, «All we have are five loaves and two fish. Do you want us to go and buy food for this whole crowd?»

14 (There were about five thousand men there.) Jesus said to his disciples, «Make the people sit down in groups of about fifty each.»

15 After the disciples had done so,

16 Jesus took the five loaves and two fish, looked up to heaven, thanked God for them, broke them, and gave them to the disciples to distribute to the people.

17 They all ate and had enough, and the disciples took up twelve baskets of what was left over.

From the Biblical text you have read above, you realise that Jesus cared for the needs of the people. The passage also shows the power of Jesus through performing of miracles. Jesus had earlier healed people as well. Important to note also is the fact that Jesus had a big following that listened to him and for many hours.

Try out the following by writing you responses in your notebooks

- a) Explain the meaning of Jesus' feeding the 5000 people.
- b) Give the lessons a Christian can draw from the above miracle.

Summary

Jesus used miracles throughout his ministry; they were a common way of preaching the gospel to his listeners. He had reasons for using miracles which you must also think about.

Lesson 2: The Transfiguration (Luke 9: 28-36)

Introduction

In the previous lesson, you read about Jesus' miracle of feeding 5000 people. In this lesson you will discover more about the miraculous life of Jesus Christ. You will read the narrative about the transfiguration of Jesus. Transfiguration is a change that exalts or glorifies. Here we see Jesus who had gone up on the hill to pray, with some of his disciples: Peter, John, and James, ended up with a changed form. You will read the text to understand the events and the meaning of this wonderful event in the life ministry of Jesus.

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

- i) give the events that took place during the transfiguration of Jesus.
- ii) explain the significance of the transfiguration of Jesus.
- iii) show how the disciples showed their lack of understanding during this event.

Reference verse; “while Jesus was praying, his face changed its appearance, and his clothes became dazzling/ glittering white”. Luke 9:29.

Activity1: Study and reflect on the picture below and attempt the following questions:



Tasks

- i) What do you see in the picture?
- ii) What do you think was happening?
- iii) Using the picture, write about the nature of Jesus.

In order for you to understand more about the transfiguration, work through

Activity 2

Activity 2: Read the extract from Luke 9:28-36

28 About a week after he had said these things, Jesus took Peter, John, and James with him and went up a hill to pray.

29 While he was praying, his face changed its appearance, and his clothes became dazzling white.

30 Suddenly two men were there talking with him. They were Moses and Elijah,

31 who appeared in heavenly glory and talked with Jesus about the way in which he would soon fulfil God's purpose by dying in Jerusalem.

32 Peter and his companions were sound asleep, but they woke up and saw Jesus' glory and the two men who were standing with him.

33 As the men were leaving Jesus, Peter said to him, "Master, how good it is that we are here! We will make three tents, one for you, one for Moses, and one for Elijah." (He did not really know what he was saying.)

34 While he was still speaking, a cloud appeared and covered them with its shadow; and the disciples were afraid as the cloud came over them.

35 A voice said from the cloud, "This is my Son, whom I have chosen - listen to him!"

36 When the voice stopped, there was Jesus all alone. The disciples kept quiet about all this and told no one at that time anything they had seen.

From the extract you have just read, you discover the prayerful nature of Jesus. You also learn that He always went along with his disciples away from the crowds in isolated places. The divine nature of Jesus is also revealed through His change of appearance. The appearance of Elijah and Moses indicates the fulfilment of Old Testament prophecies. There was also evidence that the apostles lacked clear understanding of the messiahship of Jesus.

Now, try out the following tasks in your notebook.

- i) Explain the major events that took place during the transfiguration.
- ii) What is the significance of the transfiguration of Jesus?
- iii) How is the disciples' lack of understanding shown in this event?

Summary

In this event, you realise that Elijah and Moses' appearance indicates fulfilment of the Old Testament prophecies. It shows that the kingdom of God had already come. Additionally, it means that Jesus was also a servant of God like them.

The transfiguration of Jesus means that, as we pray we should be ready to receive spiritual transformation and believe that Jesus is the messiah as the Old Testament prophecies indicated.

Lesson 3: Jesus Comes from The Mountain. Luke 9: 37-50

Introduction

You have so far completed two lessons. These are narratives about miracles of Jesus' feeding 5000 people and transfiguration. In this lesson you will learn about the healing power of Jesus Christ through yet another miracle. Study the first activity and do the tasks that follow, then you read the extract for more details.

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

- i) narrate Jesus' healing of a demon possessed boy.
- ii) explains its significance.
- iii) analyse Jesus' prediction about his death for the second time.
- iv) give the disciples' argument about who is the greatest.

Activity 1: Study the picture and answer the questions



Jesus Heals The Epileptic Boy by Harold Copping

- i) Describe what you see in the picture.
- ii) What do you think is happening?

Now read the Bible extract and discover more about what the picture is about. After, answer the questions that follow.

Activity 2

Read the Biblical extract from Luke 9: 37-42

37 The next day, when they came down from the mountain, a large crowd met him.

38 A man in the crowd called out, "Teacher, I beg you to look at my son, for he is my only child.

39 A spirit seizes him and he suddenly screams; it throws him into convulsions so that he foams at the mouth. It scarcely ever leaves him and is destroying him.

40 I begged your disciples to drive it out, but they could not."

41 "You unbelieving and perverse generation," Jesus replied, "How long shall I stay with you and put up with you? Bring your son here."

42 Even while the boy was coming, the demon threw him to the ground in a convulsion. But Jesus rebuked the impure spirit, healed the boy and gave him back to his father.

Luke 9: 43-45

43 And they were all amazed at the greatness of God. While everyone was marveling at all that Jesus did, he said to his disciples,

44 "Listen carefully to what I am about to tell you: The Son of Man is going to be delivered into the hands of men."

45 But they did not understand what this meant. It was hidden from them, so that they did not grasp it, and they were afraid to ask him about it.

Luke 9: 46-48

46 An argument started among the disciples as to which of them would be the greatest.

47 Jesus, knowing their thoughts, took a little child and had him stand beside him.

48 Then he said to them, "Whoever welcomes this little child in my name welcomes me; and whoever welcomes me welcomes the one who sent me. For it is the one who is least among you all who is the greatest."

According to the extract, you realise the continuous miracles Jesus performed. People had now developed confidence in His power to heal. Jesus shows disappointment in his disciple for the failure to heal the boy before. Jesus foretold His death but the disciples did not understand.

Now try out the task

- i) Explain the significance of Jesus' healing a demon possessed boy.
- ii) Why was Jesus required to talk about his death with the disciples?
- iii) What did Jesus teach about being the greatest among the others?

Summary

The miracle shows Jesus' power of healing regardless of the ailment. He has power over evil spirits and it only took Jesus a few words to rebuke the evil spirit and the boy was healed. It further indicates how Jesus' followers had developed confidence in Him.

TERM 2

Lesson 4: What it means to be a follower of Jesus (Luke 9: 51-62)

Introduction

In this gospel Jesus expresses the price one has to pay in order to qualify to be called a follower of Christ. Jesus during his ministry was rejected by the people he used to preach despite the fact that he was God sent. So, one should always be ready to face trials and persecution but all for the sake of Christ. But at the end of it all, God gives grace and you overcome.

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

- Explain the significance of Jesus' being rejected by the people of Samaria.
- Show the cost of being a disciple of Jesus. Or the price of being a follower of Jesus.

Activity 1

Study the Biblical text in Luke 9:51-62

As the time drew near when Jesus would be taken up to heaven, he made up his mind and set out on his way to Jerusalem.

52 He sent messengers ahead of him, who went into a village in Samaria to get everything ready for him.

53 But the people there would not receive him, because it was clear that he was on his way to Jerusalem.

54 When the disciples James and John saw this, they said, "Lord, do you want us to call fire down from heaven to destroy them?" 10

55 Jesus turned and rebuked them.

56 Then Jesus and his disciples went on to another village.

57 As they went on their way, a man said to Jesus, "I will follow you wherever you go."

58 Jesus said to him, "Foxes have holes, and birds have nests, but the Son of Man has no place to lie down and rest."

59 He said to another man, "Follow me." But that man said, "Sir, first let me go back and bury my father."

60 Jesus answered "Let the dead bury their own dead. You go and proclaim the Kingdom of God."

61 Someone else said, "I will follow you, sir; but first let me go and say good-bye to my family." 11

62 Jesus said to him, "Anyone who starts to plow and then keeps looking back is of no use for the Kingdom of God."

From the Biblical text you have read, there is so much to learn about Jesus Christ. In this incident Jesus was not welcomed in Samaria. The disciples were ready to do anything to prove that Jesus was powerful. He instead rejected their proposal. He called people on His way but they gave excuses. Jesus explains that whoever receives the good news and keeps looking back is no use to the Kingdom of God.

You can now try out the following tasks in your notebook.

- i) Explain the significance of Jesus' rejection by the people of Samaria.
- ii) In your opinion, who qualifies to be called a true disciple of Jesus Christ?

Summary

Once one is called to the service of God, they should follow without giving excuses. For one's willingness to serve God you must deny self and choose to follow God and do His will.

Lesson 5: Who is my neighbour? (Luke 10: 25-42)

Introduction

Welcome to lesson 5 where we are going to discuss "*Who is my neighbour?*" On many occasions, people asked Jesus questions. He sometimes answered them directly but in a number of cases He used short stories with a clear message. The stories He used are commonly known as parables.

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

- i) explain the parable of the Good Samaritan.
- ii) identify the lessons from the parable of the Good Samaritan to modern Christians.
- iii) explain how a Christian can practice charity?

Activity 1 study and reflect on the picture



- i) What do you see?
- ii) Describe what you think is happening in the picture.
- iii) Can you relate it to any Bible story?

Now read the Bible extract and discover more about what the picture is about. You will discover who your neighbour is according to Jesus. Then answer the questions that follow.

Activity 2

Read the extract from the Gospel of St. Luke 10: 25-37

25 On one occasion an expert in the law stood up to test Jesus. "Teacher," he asked, "what must I do to inherit eternal life?"

26 "What is written in the Law?" he replied. "How do you read it?"

27 He answered, "Love the Lord your God with all your heart and with all your soul and with all your strength and with your entire mind; and, 'Love your neighbour as yourself.'"

28 "You have answered correctly," Jesus replied. "Do this and you will live."

29 But he wanted to justify himself, so he asked Jesus, "And who is my neighbour?"

30 In reply Jesus said: "A man was going down from Jerusalem to Jericho, when he was attacked by robbers. They stripped him of his clothes, beat him and went away, leaving him half dead.

31 A priest happened to be going down the same road, and when he saw the man, he passed by on the other side.

32 So too, a Levite, when he came to the place and saw him, passed by on the other side.

33 But a Samaritan, as he travelled, came where the man was; and when he saw him, he took pity on him.

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

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

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

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

According to the extract you realise that the teacher of the law discovered who his neighbour is. Jesus did not labour to explain but used the parable to answer the difficult question. As you think about the use of parables, reflect on the following questions.

- i) In your opinion what do you think the wounded man felt when he received help from a stranger?
- ii) What do you think the owner of the inn felt when he saw a Samaritan taking care of a Jew whom he didn't even know?
- iii) In reference to lesson 4 why was the Samaritan's choice a very good one?

Try out these tasks in your notebook.

- i) Give the lessons Christian believers learn from the parable of the Good Samaritan.
- ii) How can a modern Christian practice charity or show love to others?

Summary

It's always important to know that extending help shouldn't be done to only the people you know or not only to fellow Christians, but to whomever you find and might need it. Showing love to one another is one way of serving God and preaching the gospel.

Lesson 6: Jesus' Teaching on Prayer (Luke 11: 1-13).

Introduction

Prayer is special communication between humankind and God. People do it differently but it is always advisable to be humble when praying. The apostles of Jesus did not exactly know how to pray and asked for guidance from Jesus.

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

- i) give the importance of prayer.
- ii) explain the petitions in the Lord's Prayer.
- iii) say the Lord's Prayer as presented in the gospel of St. Luke.

Reference verse: "Our father who art in heaven"

Activity 1: Study the picture and answer the questions that follow.



- a) Describe what you see in the picture.
- b) Why do you think people are in that kind of posture?
- c) Of what importance is that posture during prayer?

Activity 2

Read the Bible extract from the gospel of St. Luke 11: 1-13.

One day Jesus was praying in a certain place. When he finished, one of his disciples said to him, "Lord, teach us to pray, just as John taught his disciples."

2 He said to them, "When you pray, say: "Father, hallowed be your name, your kingdom come.

3 Give us each day our daily bread.

4 Forgive us our sins, for we also forgive everyone who sins against us. And lead us not into temptation”

5 Then Jesus said to them, “Suppose you have a friend, and you go to him at midnight and say, ‘Friend, lend me three loaves of bread;

6 a friend of mine on a journey has come to me, and I have no food to offer him.’

7 And suppose the one inside answers, ‘Don’t bother me. The door is already locked, and my children and I are in bed. I can’t get up and give you anything.’

8 I tell you, even though he will not get up and give you the bread because of friendship, yet because of your shameless audacity he will surely get up and give you as much as you need.

9 “So I say to you: Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.

10 For everyone who asks receive, the one who seeks finds; and to the one who knocks, the door will be opened.

11 “Which of you fathers, if your son asks for a fish, will give him a snake instead?

12 Or if he asks for an egg, will give him a scorpion?

13 If you then, though you are evil, know how to give good gifts to your children, how much more will your Father in heaven give the Holy Spirit to those who ask him?”

Try out the task in your notebook.

You have read the extract and discovered how Jesus taught the apostles how to pray through the Lord’s Prayer in the gospel of St. Luke. You can now try out these tasks.

- i) Explain the meaning of the prayer Jesus taught his disciple.
- ii) What is the importance of prayer?
- iii) Give the lessons Christians today learn from the prayer Jesus taught his disciples.

Summary

Prayer is important to the life of an individual. That is the reason as to why Jesus taught His apostles how to pray. It should be done in the right way. Jesus gave guidance to the apostles in the light of that. When you refer to the Lord’s Prayer, you realise that there are different prayer points. We should therefore use the same format in our daily lives.

Lesson 7: Fearless Honesty without Hypocrisy (Luke 11: 37-12:1-12)

Introduction

You discovered how Jesus taught his disciples how to pray. The prayer is still used by Christians in churches and in homes today. Let us discover what St Luke’s gospel teaches us about the dangers of hypocrisy. Hypocrisy is pretence or not being honest and sincere. Jesus wanted to show people the true character of a Christian and always standing in truth without pleasing human beings but God

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

- i) analyse the public hypocrisy of the Pharisees as exposed by Jesus.
- ii) areas where the Pharisees acted hypocritical towards their subjects.
- iii) Jesus' warning against the practice.

Activity 1

You can now read in the extract from the gospel of Luke 11:12-12: 1-12. In this, we are aiming at understanding the hypocrisy of the religious leaders. The teachers of the law acted contrary to what they preached. It prompted Jesus to talk about it through this biblical text.

When Jesus finished speaking, a Pharisee invited him to eat with him; so he went in and sat down to eat. 38 The Pharisee was surprised when he noticed that Jesus had not washed before eating. 39 So the Lord said to him, "Now then, you Pharisees clean the outside of your cup and plate, but inside you are full of violence and evil. 40 Fools! Did not God, who made the outside, also make the inside? 41 But give what is in your cups and plates to the poor, and everything will be ritually clean for you. 42" How terrible for you Pharisees! You give to God one tenth of the seasoning herbs, such as mint and rue and all the other herbs, but you neglect justice and love for God. These you should practice, without neglecting the others. 43" How terrible for you Pharisees! You love the reserved seats in the synagogues and to be greeted with respect in the marketplaces. 44 How terrible for you! You are like unmarked graves which people walk on without knowing it." 45 One of the teachers of the Law said to him, "Teacher, when you say this, you insult us too!" 46 Jesus answered, "How terrible also for you teachers of the Law! You put onto people's backs loads which are hard to carry, but you yourselves will not stretch out a finger to help them carry those loads. 47 How terrible for you! You make fine tombs for the prophets - the very prophets your ancestors murdered. 48 You yourselves admit, then, that you approve of what your ancestors did; they murdered the prophets, and you build their tombs. 49 For this reason the Wisdom of God said, "I will send them prophets and messengers; they will kill some of them and persecute others." 50 So the people of this time will be punished for the murder of all the prophets killed since the creation of the world, 51 from the murder of Abel to the murder of Zechariah, who was killed between the altar and the Holy Place. Yes, I tell you, the people of this time will be punished for them all! 52" How terrible for you teachers of the Law! You have kept the key that opens the door to the house of knowledge; you yourselves will not go in, and you stop those who are trying to go in!" 53 When Jesus left that place, the teachers of the Law and the Pharisees began to criticize him bitterly and ask him questions about many things, 54 trying to lay traps for him and catch him saying something wrong.

Verses 12: 1-12.

Meanwhile, when a crowd of many thousands had gathered, so that they were trampling on one another, Jesus began to speak first to his disciples, saying: "Be on your guard against the yeast of the Pharisees, which is hypocrisy.

2 There is nothing concealed that will not be disclosed, or hidden that will not be made known.

3 What you have said in the dark will be heard in the daylight, and what you have whispered in the ear in the inner rooms will be proclaimed from the roofs.

4 "I tell you, my friends, do not be afraid of those who kill the body and after that can do no more.

5 But I will show you whom you should fear: Fear him who, after your body has been killed, has authority to throw you into hell. Yes, I tell you, fear him.

6 Are not five sparrows sold for two pennies? Yet not one of them is forgotten by God.

7 Indeed, the very hairs of your head are all numbered. Don't be afraid; you are worth

more than many sparrows.

8 "I tell you, whoever publicly acknowledges me before others, the Son of Man will also acknowledge before the angels of God.

9 But whoever disowns me before others will be disowned before the angels of God.

10 And everyone who speaks a word against the Son of Man will be forgiven, but anyone who blasphemes against the Holy Spirit will not be forgiven.

11 "When you are brought before synagogues, rulers and authorities, do not worry about how you will defend yourselves or what you will say,

12 for the Holy Spirit will teach you at that time what you should say."

Do the following task in your notebook:

From the biblical text you have just read, you discovered the hypocritical nature of the Pharisees. They always wanted to please people instead of God through pretence. Jesus warned his followers against that practice.

- i) Show the areas that Jesus spoke about where the Pharisees acted hypocritical.
- ii) What was Jesus' warning towards the Pharisees' character?
- iii) What events prompted Jesus to teach on fearless confession without hypocrisy?

Summary: Fearless confession without hypocrisy brings about spiritual or inward cleanliness more than the outward observance of the law.

So it calls you to critically study this topic and see the lessons Christians learn from these chapters.

Lesson 8: The power of God's kingdom will grow in those who turn to Jesus. Luke 13:1-21.

Introduction

Welcome to lesson 8. In this lesson, we shall concentrate on learning and discovering how the kingdom of God grows. I know you have knowingly or unknowing already contributed to the growth of the kingdom of God, which is good and pleases God. During His ministry, Jesus used different methods of preaching the gospel and teaching the word to his followers and disciples. We are looking at the power of God through miracles and parables as shown in this biblical extract.

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

- i) narrate the parable of a man who had a fig tree growing in his vineyard.
- ii) explain the healing of the crippled woman on Sabbath.
- iii) analyse the teaching on the mustard seed and the yeast.
- iv) how can a Christian contribute to the growth of the kingdom of God?

Activity 1

Now read the biblical extract from the gospel of St. Luke 13: 1-21 to discover how the Kingdom of God can grow.

At that time some people were there who told Jesus about the Galileans whom Pilate had killed while they were offering sacrifices to God.

2 Jesus answered them, "Because those Galileans were killed in that way, do you think it proves that they were worse sinners than all other Galileans?"

3 No indeed! And I tell you that if you do not turn from your sins, you will all die as they did.

4 What about those eighteen people in Siloam who were killed when the tower fell on them? Do you suppose this proves that they were worse than all the other people living in Jerusalem?"

5 No indeed! And I tell you that if you do not turn from your sins, you will all die as they did."

6 Then Jesus told them this parable: "There was once a man who had a fig tree growing in his vineyard. He went looking for figs on it but found none.

7 So he said to his gardener, "Look, for three years I have been coming here looking for figs on this fig tree and I haven't found any. Cut it down! Why should it go on using up the soil?"

8 But the gardener answered, "Leave it alone, sir, just one more year; I will dig around it and put in some fertilizer.

9 Then if the tree bears figs next year, so much the better; if not, then you can have it cut down.' "

10 One Sabbath Jesus was teaching in a synagogue.

11 A woman there had an evil spirit that had kept her sick for eighteen years; she was bent over and could not straighten up at all.

12 When Jesus saw her, he called out to her, "Woman, you are free from your sickness!"

13 He placed his hands on her, and at once she straightened herself up and praised God.

14 The official of the synagogue was angry that Jesus had healed on the Sabbath, so he spoke up and said to the people, "There are six days in which we should work; so come during those days and be healed, but not on the Sabbath!" 1

15 The Lord answered him, "You hypocrites! Any one of you would untie your ox or your donkey from the stall and take it out to give it water on the Sabbath.

16 Now here is this descendant of Abraham whom Satan has kept in bonds for eighteen years; should she not be released on the Sabbath?"

17 His answer made his enemies ashamed of themselves, while the people rejoiced over all the wonderful things that he did.

18 Jesus asked, "What is the Kingdom of God like? What shall I compare it with?"

19 It is like this. A man takes a mustard seed and plants it in his field. The plant grows and becomes a tree, and the birds make their nests in its branches."

20 Again Jesus asked, "What shall I compare the Kingdom of God with?"

21 It is like this. A woman takes some yeast and mixes it with a bushel of flour until the whole batch of dough rises.”

From the biblical text you have read, you realise the method of teaching that Jesus used. It is symbolic; in this particular one he uses mustard seed. It reflected how the kingdom of God grows from a seed to a fully grown tree with many branches. Now, do the following tasks:

What does each of the following represent in the parable of the mustards seed?

- ❖ The mustard seed
- ❖ The tree
- ❖ The tree branches
- ❖ The birds.

What does God require of a person who sin against him?

Show the significance of Jesus’ healing of a crippled woman on Sabbath.

Summary

You have discovered a number of issues presented by Jesus in the extract. They include Jesus asking the people to turn away from their sins, the parable of the fig tree that was given time to fruit with support of the fertilizers and the healing of a woman who Jesus healed on the Sabbath which made the official at the synagogue angry. This according to Jesus was hypocrisy. He later explained to the people who were listening to Him the nature of the Kingdom of God. He equated it to a mustard seed which grows into a tree with branches. Jesus further compares the Kingdom of God to dough which is a result adding yeast to flour. In all this, Jesus was explaining how the Kingdom of God is planned and grows.

TERM 3

Welcome to term three of our class. I am so certain that by now you can chronologically follow the events in the gospel of St. Luke as per our syllabus. In this term, we are going to look at the events that took place as Jesus was nearing his death. These will be through his teachings, miracles, and talking about his death to the disciples.

Lesson 9: A great Feast to All Who Are Prepared (Luke 14: 1-35)

Introduction

Discover how following God's instructions can bring you blessings, prepare you for the second coming of Christ, and how it can save one from being humiliated, amongst others.

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

- i) understand why humility is very important.
- ii) discover how a believer is supposed to prepare for the coming of Jesus Christ.
- iii) explain what it takes to be a true disciple of Jesus.

Activity 1

You can now read from the gospel of St. Luke 14: 1-35. The focus should be on emulating the example of Jesus Christ who was a humble servant of God

Jesus at a Pharisee's House

1 One Sabbath, when Jesus went to eat in the house of a prominent Pharisee, he was being carefully watched.

2 There in front of him was a man suffering from an abnormal swelling of his body.

3 Jesus asked the Pharisees and experts in the law, "Is it lawful to heal on the Sabbath or not?"

4 But they remained silent. So taking hold of the man, he healed him and sent him on his way.

5 Then he asked them, "If one of you has a child or an ox that falls into a well on the Sabbath day, will you not immediately pull it out?"

6 And they had nothing to say.

7 When he noticed how the guests picked the places of honour at the table, he told them this parable:

8 "When someone invites you to a wedding feast, do not take the place of hon-

our, for a person more distinguished than you may have been invited.

9 If so, the host who invited both of you will come and say to you ‘Give this person your seat.’ Then, humiliated, you will have to take the least important place.

10 But when you are invited, take the lowest place, so that when your host comes, he will say to you, ‘Friend, move up to a better place.’ Then you will be honoured in the presence of all the other guests.

11 For all those who exalt themselves they will be humbled, and those who humble themselves will be exalted.”

12 Then Jesus said to his host, “When you give a luncheon or dinner, do not invite your friends, your brothers or sisters, your relatives, or your rich neighbours; if you do, they may invite you back and so you will be repaid.

13 But when you give a banquet, invite the poor, the crippled, the lame, the blind,

14 and you will be blessed. Although they cannot repay you, you will be repaid at the resurrection of the righteous.”

The Parable of the Great Banquet

15 When one of those at the table with him heard this, he said to Jesus, “Blessed is the one who will eat at the feast in the kingdom of God.”

16 Jesus replied: “A certain man was preparing a great banquet and invited many guests.

17 At the time of the banquet he sent his servant to tell those who had been invited, ‘Come, for everything is now ready.’

18 “But they all alike began to make excuses. The first said, ‘I have just bought a field, and I must go and see it. Please excuse me.’

19 “Another said, ‘I have just bought five yoke of oxen, and I’m on my way to try them out. Please excuse me.’

20 “Still another said, ‘I just got married, so I can’t come.’

21 “The servant came back and reported this to his master. Then the owner of the house became angry and ordered his servant, ‘Go out quickly into the streets and alleys of the town and bring in the poor, the crippled, the blind and the lame.’

22 “‘Sir,’ the servant said, ‘what you ordered has been done, but there is still room.’

23 “Then the master told his servant, ‘Go out to the roads and country lanes and compel them to come in, so that my house will be full.

24 I tell you, not one of those who were invited will get a taste of my banquet.’

The Cost of Being a Disciple

25 *Large crowds were traveling with Jesus, and turning to them he said:*

26 *“If anyone comes to me and does not hate father and mother, wife and children, brothers and sisters—yes, even their own life—such a person cannot be my disciple.*

27 *And whoever does not carry their cross and follow me cannot be my disciple.*

28 *“Suppose one of you wants to build a tower. Won’t you first sit down and estimate the cost to see if you have enough money to complete it?*

29 *For if you lay the foundation and are not able to finish it, everyone who sees it will ridicule you,*

30 *saying, ‘this person began to build and wasn’t able to finish.’*

31 *“Or suppose a king is about to go to war against another king. Won’t he first sit down and consider whether he is able with ten thousand men to oppose the one coming against him with twenty thousand?*

32 *If he is not able, he will send a delegation while the other is still a long way off and will ask for terms of peace.*

33 *In the same way, those of you who do not give up everything you have cannot be my disciples.*

34 *“Salt is good, but if it loses its saltiness, how can it be made salty again?*

35 *It is fit neither for the soil nor for the manure pile; it is thrown out. “Whoever has ears to hear, let them hear?”*

Activity 2

After studying the biblical text above so well, attempt the following questions:

- a) Why do you think Jesus asked the Pharisees and experts in law whether it was lawful to heal on Sabbath?
- b) Why did they remain silent?
- c) What did Jesus mean when he said, “if anyone comes to me and does not hate father and mother, wife and children, brothers and sisters, even their own life, such a person cannot be my disciple”.

In your notebooks:

1. Explain why being humble is important in the life of a believer.
2. What do you learn from the parable of the wedding feast?
3. Show how a true disciple of Jesus should be.

Summary

All Christian believers should always prepare for the second coming of Jesus Christ. Christians should prepare for Jesus' coming back through; preaching the gospel, practicing humility, helping those in need, among others.

Lesson 10: Retrieving the Lost Love - The love of the father (Luke 15: 1-32)

These are parables of the lost valuables that Jesus used during his ministry for purposes of demonstrating the love of God towards those he created. They show concern and taking responsibility towards that which he desires and loves. They continue to show the joy that God gets especially when a lost believer comes back to him. These parables include the following:

- The parable of the lost sheep. Luke 15:1-7
- The parable of the lost coin. Luke 15: 8-10
- The parable of the lost son (the prodigal son). Luke 15: 11-32.

So, after seeing scriptures where these parables are found; it's important to study them carefully to be able to understand them well. You will then answer questions that are related to them. For our lesson today, we are taking one parable as a case study.

The parable of the lost son or commonly known as the prodigal son.

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

- i) narrate the parable of the lost son.
- ii) explain the lessons parents learn from the parable of the lost son.
- iii) give the lessons Christian children learn from this parable.
- iv) explain the nature of God as shown in the parable.

Introduction

In the story of the prodigal son, we look at a son who asked his father for his inheritance and went to a faraway country. He spent all his wealth in unhealthy relationships and earthly pleasures. He realized that what he did was wrong and returned to his father in repentance. This parable teaches you about the nature of God through the father of this boy.

Activity 1

You can now refer to the bible in order to understand this parable well and to be able to answer the following tasks. Refer to the book of St. Luke 1: 11-32

Jesus continued: "There was a man who had two sons.

12 The younger one said to his father, 'Father, give me my share of the estate.' So he divided his property between them.

13 "Not long after that, the younger son got together all he had, set off for a

distant country and there squandered his wealth in wild living.

14 *After he had spent everything, there was a severe famine in that whole country, and he began to be in need.*

15 *So he went and hired himself out to a citizen of that country, who sent him to his fields to feed pigs.*

16 *He longed to fill his stomach with the pods that the pigs were eating, but no one gave him anything.*

17 *“When he came to his senses, he said, ‘How many of my father’s hired servants have food to spare, and here I am starving to death!’*

18 *I will set out and go back to my father and say to him: Father, I have sinned against heaven and against you.*

19 *I am no longer worthy to be called your son; make me like one of your hired servants.’*

20 *So he got up and went to his father. “But while he was still a long way off, his father saw him and was filled with compassion for him; he ran to his son, threw his arms around him and kissed him.*

21 *“The son said to him, ‘Father, I have sinned against heaven and against you. I am no longer worthy to be called your son.’*

22 *“But the father said to his servants, ‘Quick! Bring the best robe and put it on him. Put a ring on his finger and sandals on his feet.*

23 *Bring the fattened calf and kill it. Let’s have a feast and celebrate.*

24 *For this son of mine was dead and is alive again; he was lost and is found.’ So they began to celebrate.*

25 *“Meanwhile, the older son was in the field. When he came near the house, he heard music and dancing.*

26 *So he called one of the servants and asked him what was going on.*

27 *‘Your brother has come,’ he replied, ‘and your father has killed the fattened calf because he has him back safe and sound.’*

28 *“The older brother became angry and refused to go in. So his father went out and pleaded with him.*

29 *But he answered his father, ‘Look! All these years I’ve been slaving for you and never disobeyed your orders. Yet you never gave me even a young goat so I could celebrate with my friends.*

30 *But when this son of yours who has squandered your property with prostitutes comes home, you kill the fattened calf for him!’*

31 *“my son,’ the father said, ‘you are always with me, and everything I have is yours.*

32 But we have to celebrate and be glad, because this brother of yours was dead and is alive again; he was lost and is found.’ ”

Now you can work out this task in the notebook

- a) Explain the lessons Christians today learn from the parable of the lost son.
- b) What do the following learn from the parable of the lost son;
 - parents
 - children
- c) Explain the nature of God according to the parable of the lost son.

In summary

It is important to know that all the parables of the lost valuables have the same major lessons and meanings. They bring out virtues of hope, respect, love and forgiveness, among others. So try to read and understand each of the parables because you will be required to understand each of them with the lessons they teach.

Lesson 11: How to use money (Luke 16: 1-31)

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

- i) narrate the parable of the rich man and Lazarus.
- ii) give the lessons Christians today learn from the parable of the rich man and Lazarus.
- iii) show how the love of money can be a hindrance for one to attain the kingdom of God.

Materials Needed to Use for the Lesson

a pen, notebook, and bible

Introduction

We are back with an interesting topic taught by our Lord Jesus Christ. We all know money is a necessity for the wellbeing of any human being. If you have it, it helps you to get what you want. Jesus, however, teaches about wealth and poverty and warns people against too much love of money because it can destruct the soul from living in eternity. He talks about two parables in this topic i.e. the parable of the shrewd manager and the rich man and Lazarus. We are taking a case study of the rich man and Lazarus.

Activity 1

You can start by opening the bible to read on how Jesus taught about the use of money and its dangers in Luke 16: 19-31.

There was a rich man who was dressed in purple and fine linen and lived in luxury every day.

20 At his gate was laid a beggar named Lazarus, covered with sores

21 and longing to eat what fell from the rich man's table. Even the dogs came and licked his sores.

22 "The time came when the beggar died and the angels carried him to Abraham's side. The rich man also died and was buried.

23 In Hades, where he was in torment, he looked up and saw Abraham far away, with Lazarus by his side.

24 So he called to him, 'Father Abraham, have pity on me and send Lazarus to dip the tip of his finger in water and cool my tongue, because I am in agony in this fire.'

25 "But Abraham replied, 'Son, remember that in your lifetime you received your good things, while Lazarus received bad things, but now he is comforted here and you are in agony.

26 And besides all this, between us and you a great chasm has been set in place, so that those who want to go from here to you cannot, nor can anyone cross over from there to us.'

27 "He answered, 'Then I beg you, father, send Lazarus to my family,

28 for I have five brothers. Let him warn them, so that they will not also come to this place of torment.'

29 "Abraham replied, 'They have Moses and the Prophets; let them listen to them.'

30 "No, father Abraham,' he said, 'but if someone from the dead goes to them, they will repent.'

31 "He said to him, 'If they do not listen to Moses and the Prophets, they will not be convinced even if someone rises from the dead.' "

Task

1. In your books, give the lessons Christians today learn from the parable of the rich man and Lazarus.
2. Show how the love of money can hinder one from inheriting the kingdom of God.
3. How should a Christian use his or her money properly?

Summary

God gives power to create wealth. However, too much love of money is a problem. Therefore, as a Christian student, you should work to get money and meet your needs. But always control your love of it. And always know that money should be used to expand the kingdom of God

Lesson 12: The Power of Faith (Luke 17: 1-37)

Introduction

In this lesson, we concentrate on the power of faith in God and also preparing oneself for the kingdom of God. Jesus brings this message through the **miracle of healing the ten lepers** and showing **how the kingdom of God is like**. He was answering the Pharisees who asked when the kingdom of God would come.

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

- Narrate the miracle of Jesus' healing of the ten men with leprosy.
- Explain the significance of the miracle.
- Show how the kingdom of God will be like (evidence from Jesus' teachings)

Read the Biblical extract from Luke 17:1-37 and discover the power of being grateful to God and seeking him in times of need.

Jesus said to his disciples: "Things that cause people to stumble are bound to come, but woe to anyone through whom they come.

2 It would be better for them to be thrown into the sea with a millstone tied around their neck than to cause one of these little ones to stumble.

3 So watch yourselves. "If your brother or sister sins against you, rebuke them; and if they repent, forgive them.

4 Even if they sin against you seven times in a day and seven times come back to you saying 'I repent,' you must forgive them."

5 The apostles said to the Lord, "Increase our faith!"

6 He replied, "If you have faith as small as a mustard seed, you can say to this mulberry tree, 'Be uprooted and planted in the sea,' and it will obey you.

7 "Suppose one of you has a servant ploughing or looking after the sheep. Will he say to the servant when he comes in from the field, 'Come along now and sit down to eat'?

8 Won't he rather say, 'Prepare my supper, get yourself ready and wait on me while I eat and drink; after that you may eat and drink'?

9 Will he thank the servant because he did what he was told to do?

10 So you also, when you have done everything you were told to do, should say, 'We are unworthy servants; we have only done our duty.'"

Jesus Heals Ten Men with Leprosy

11 Now on his way to Jerusalem, Jesus travelled along the border between Samaria and Galilee.

12 As he was going into a village, ten men who had leprosy met him. They stood

at a distance

13 and called out in a loud voice, "Jesus, Master, have pity on us!"

14 When he saw them, he said, "Go, and show yourselves to the priests." And as they went, they were cleansed.

15 One of them, when he saw he was healed, came back, praising God in a loud voice.

16 He threw himself at Jesus' feet and thanked him—and he was a Samaritan.

17 Jesus asked, "Were not all ten cleansed? Where are the other nine?"

18 Has no one returned to give praise to God except this foreigner?"

19 Then he said to him, "Rise and go; your faith has made you well."

The Coming of the Kingdom of God

20 Once, on being asked by the Pharisees when the kingdom of God would come, Jesus replied, "The coming of the kingdom of God is not something that can be observed,

21 nor will people say, 'Here it is,' or 'There it is,' because the kingdom of God is in your midst."

22 Then he said to his disciples, "The time is coming when you will long to see one of the days of the Son of Man, but you will not see it.

23 People will tell you, 'There he is!' or 'Here he is!' Do not go running off after them.

24 For the Son of Man in his day will be like the lightning, which flashes and lights up the sky from one end to the other.

25 But first he must suffer many things and be rejected by this generation.

26 "Just as it was in the days of Noah, so also will it be in the days of the Son of Man.

27 People were eating, drinking, marrying and being given in marriage up to the day Noah entered the ark. Then the flood came and destroyed them all.

28 It was the same in the days of Lot. People were eating and drinking, buying and selling, planting and building.

29 But the day Lot left Sodom, fire and sulphur rained down from heaven and destroyed them all.

30 "It will be just like this on the day the Son of Man is revealed.

31 On that day no one who is on the housetop, with possessions inside, should go down to get them. Likewise, no one in the field should go back for anything.

32 Remember Lot's wife!

33 Whoever tries to keep their life will lose it and whoever loses their life will preserve it.

34 I tell you, on that night two people will be in one bed; one will be taken and the other left.

35 Two women will be grinding grain together; one will be taken and the other left.”

37 “Where, Lord?” they asked. He replied, “Where there is a dead body, there the vultures will gather.”

After reading the bible extracts, do the following tasks.

1. Explain the significance of the healing of the ten men with leprosy.
2. With evidence from Jesus’ teachings, how will the kingdom of God be?
3. How can a Christian work for the attainment of the kingdom of God?

Summary

When we prepare to approach God in prayer, we should go before him with faith. And after God answering our prayers, it’s important to give him thanks as a sign of appreciation.





National Curriculum
Development Centre,
P.O. Box 7002,
Kampala.

www.ncdc.go.ug