

**BAROQUE
SENIOR TWO
CHRISTIAN RELIGIOUS EDUCATION (CRE)
LEARNER'S BOOK**



Plot 3 Pilkington Road,
NIC Building, 3rd Floor (Annex)
P.O. Box 100864, Kampala, Uganda
E-mail: baroquepublishers@gmail.com
Website: www.baroquepublishers.com

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Preface

Baroque Senior Two Christian Religious Education (CRE) Learner's Book has been developed in response to the new competence-based ***Lower Secondary Curriculum*** for Uganda. The curriculum was developed by the Ministry of Education and Sports (MoES) under the National Curriculum Development Centre (NCDC) and launched in 2020.

The book is a result of extensive research from several credible Christian Religious Education (CRE) resources and input from experienced teachers and experts.

Baroque Senior Two Christian Religious Education (CRE) Learner's Book entails;

- an active competence-based and learner-centred approach,
- appropriate and accurate content,
- adequate and relevant activities and projects that trigger discovery, critical thinking, creativity, problem-solving and interactivity,
- acceptable, appropriate, standard and grammatically correct English, which encourages vocabulary development as well as correct representation of technical terms,
- accurate, relevant, clear, and adequate illustrations that enhance learning,
- intuitive methods, illustrations, activities, and projects that have been, explored to instill the principles of Christian Religious Education (CRE).

In pursuit of a knowledge-based society, there is need for new generation learning books that are learner-centred, sufficiently researched and innovatively developed.

Baroque Senior Two Christian Religious Education (CRE) Learner's Book lays a firm foundation for learners who would like to pursue a career in Christian Religious Education (CRE)-related fields and seeks to equip all learners with the ability to apply Christian Religious Education (CRE) knowledge in day-to-day activities.



Keywords

- Endowed
- Beneath
- Diverse
- Discriminate
- Sacred
- Attribute
- Affirm
- Deprive
- Retard
- Trait
- Vitro fertilization
- Euthanasia
- Abortion
- Enhance
- Complementary
- Dignity
- Sanctity
- Human Rights

After studying this topic and practising its activities, the learner will be able to:

- a) appreciate Christian teaching of human dignity and respect for life.
- b) appreciate life as a special gift from God that should be respected and protected.
- c) appreciate sexuality as God's design of creation.
- d) understand the importance of respecting oneself by valuing one's body.
- e) appreciate the complementary nature of men and women.

Introduction

Last year, you learnt about the values in Christianity, Islam, and African Traditional religion. Do you still remember the values promoted by each of the religious denominations?

In this new topic, you will understand how religion promotes respect for human life by fostering the values of tolerance, respect, fairness, harmony, and peaceful co-existence.

When you joined secondary school, you might have felt scared of being bullied by learners in higher classes. During your first days in school, your teachers must have talked to you as a class, introduced to you pupils' leaders, and welcomed you. They showed you important places in the school, such as toilets, kitchen, classrooms, the administration block, and assured you of safety from bullying which is a common injustice in schools. It deprives learners of their dignity. This was done because the school respects your dignity.

1.1 What is the Meaning of Human Dignity?

DID YOU KNOW?

All human beings are born free and equal in dignity and rights. Did you know that all human beings are gifted with reason and uprightness, and should act towards one another in a spirit of brotherhood? According to the Bible, we all reflect the image of God. This means we are like Him in some ways. Human life is therefore sacred, and the dignity of the human being is the foundation of moral vision for society. In order to learn more about human dignity, work through the activity below.



Activity 1.1: Reading and Discussing

Read the poem below.

White and black, all there was
Pale and dark was how they judged
No one tried to look within
The children and disabled were undermined
Does height, size, and race make one different?
Why were the disabled mistreated and the blacks discriminated?
Skin colour does not define a person
But the whites just wanted to conflict
If I were black, would you make me a slave?
If I were Chicago, would you exploit and throw me away?
If I were Asian, would you discriminate me?
Everyone is equal, but they just couldn't see

Does it make a difference if I am a woman or a man?
 Does it make a difference if I am short or tall?
 Does it make a difference if I believe in a diverse religion?
 Or what if I follow an uncommon tradition?
 Would you judge me if I wore a scarf on my head?
 Would you judge me if I had a rosary around my neck, instead?
 It's not about how you look, or in whom you believe
 It's not even about how much in life you achieve
 I know we all contrast in one way or another
 But that does not give us the right to evaluate the other,

 Yes, we're not identical
 But those are characteristics and physique
 Yes, we don't think the same
 But that is what makes us unique
 We are all varying in our thoughts, looks and ambitions,
 But we are still equal, no matter what gender, race, or religion.

Pamela Ampaire



Answer the following questions

Work in groups to answer the following:

1. Identify the poet's concerns in regard to humanity in general.
2. With reference to the poem, and in your own view, explain human dignity?
3. In your own opinion, how does the poet show the need for human dignity?
4. How was human dignity violated, according to the poet?
5. Give a suitable title to the poem.

There are many people in our society whose dignity is abused just because of their appearance, financial status, and religious background, among others. This is not right. We are all equal before God.

Factors Affecting Human Dignity

Does being treated as a human being have to be dependent on certain factors? Does one have to be of a certain social status, colour, or religion to be treated as human? From time immemorial, true humanity has always been attributed to a number of factors. Can you name some of these factors? To what extent is this true?



Activity 1.2: Debating and Identifying

1. As a class, hold a debate on the motion, "Being human should be dependent on status, level of education, wealth, or religion."

2. Research and find out factors, other than those debated about, that people base on to determine being human and show how they affect human dignity.
3. What is the effect of treating people unequally?

People in our society have acquired different levels of education, have different levels of wealth, and follow different religions. However, despite these differences, everyone should be treated with due respect so as to create harmony and peaceful co-existence.

1.2 Appreciating Christian Teaching on Human Dignity and Respect

What Does it Mean to be Made in the Image of God?

There are many ways through which you may answer this question. However, before you think of any possible answers, use the Good News Bible to read the following Bible texts that explain how human beings are created in God's image.



Activity 1.3: Reading and Discussing

Read and fill in the table provided

Bible text	Teaching
Genesis 1: 26-28	God made human beings in His image.
Genesis 5: 1-2	
Genesis 9: 6	



Answer the following questions

In groups,

1. Mention the role God gave human beings.
2. Why do you think God created human beings in His own likeness?
3. How did God bless human beings?
4. Do you think human beings are living up to God's image? Why or why not.
5. Write two sentences about the extract related to what God said as He created Human beings.

We are special because we were made in God's image. This creates dignity for man, compared to other creatures. It is unfortunate that since the fall of Adam and Eve, people have abused the image of God. Because of that, we lost direct contact with God, who is Holy. But God uses Jesus to restore His image among people. We should love each other as God's creation and live as Christ did, in true righteousness and holiness. When man became sinful, human beings did not stop being God's image

bearers. Though our ability to reflect God's image is spoilt by sin, we can still reflect God's glory through our lives.

To be human is to reflect God's glory, while to be inhuman is to sin against God. Therefore, to change from inhuman back to human is through Christ alone. Through God's grace we no longer belong to this fallen world, because, in Christ, we have been saved, and our sins forgiven. We honour God by being holy with the help of the Holy Spirit.

Teaching on the Sanctity of Life

Did you know that there is something special about living a holy life? God calls upon us to live holy lives.

In **Genesis 1: 27**, God is described as creating the first human beings. The Bible says, 'So God created people in His own image; male and female He created them.' Humans are the only part of God's creation described as being in the image of God and being in the image of God means that we are special: we have part of God's nature in us, or at least the capacity to show God's nature. Once we live a life of holiness, we create a peaceful co-existence in our communities and we remain on good terms with God our creator. Because of this, we should respect human life, and have a good relationship with others.



Activity 1.4: Reading and Answering questions

1. Read the text in *Exodus 20: 1-17* (GNB); *John 8:11*, then identify the Ten Commandments given, and write them in your notebook.



Figure 1.1

2. What is the meaning of sanctity, according to the texts you have read?
3. What does the Bible teach about holiness?
4. How can you show God's goodness to others?
5. Using the Internet or library research find out the meaning of the following terms:
 - a) Abortion
 - b) Infanticide
 - c) In vitro fertilisation

Note

Human beings are all important because God has lovingly made each and given them that value.

All human life is holy because God is the giver of life. *Ecclesiastes 3: 1-3* says 'There is a time for everything. A time to be born and a time to die ...' Christians believe God gives and takes away life when He pleases, and that all matters of life and death should be left in His hands.

Human life is a gift. Nothing is more important than the life God has given, and so it should be preserved and improved rather than be destroyed.

Every life has a God-given purpose. God meant for each of us to be born as the passage from Psalm 139 suggests. He took care when creating us. All life is important and should not be wasted. God alone controls the beginning and end of life.

Jesus' Attitude to Human Dignity (John 8:11(GNB))

In His ministry, Jesus respected the people He met, regardless of their status. He uplifted the dignity of people, including women.

There were women with bad reputations around town that the Jewish leaders looked down upon and hated. This is seen in the way they treated women, like the Samaritan woman at the well in **John 4:1-42**(GNB).

No self-respecting Jewish Rabbi would give a woman, let alone a Samaritan woman with a terrible past like this one, the time of day. But Jesus did.

He gave her hope and helped her as He gave her the water of life which was Himself. Are you a follower of Jesus? Then this is a great lesson to learn and practice.



Activity 1.5: Reading and Identifying



Figure 1.2

1. What do you think is happening in *Figure 1.2*?
2. Using the Good News Bible, read **John 8: 1-11** and the story in **Luke 7:36-50**.
3. What happened in the stories you have read?
4. Identify the ways through which Jesus respected human dignity.
5. Write a summary of the teachings about sanctity of life in **Exodus 20:13** and **John 8:11**.

In our society, we have people who do wrong and cause conflict. We should always aim at peaceful ways of conflict resolution. This will create respect for humanity, leading to a peaceful co-existence.

1.3 Appreciating Life as a Gift from God that should be Respected and Protected

Ways of Respecting and Protecting Life

You have read Bible stories that promote human dignity. Let us discover ways of respecting and protecting life.

Listening to what another person has to say is a basic way to show respect. When you support someone, show kindness, be polite, say thank you, or sorry and so on, you are giving evidence that this person matters. Do you like it when people disrespect you? Just as you want to be respected, you should respect others.

Do you like it when people mistreat you? Just as you want your life to be protected, so do others. As a society, we should follow practises that help to protect human life, especially, the vulnerable groups, such as women, children, the disabled, the elderly, widows, and orphans among others.



Activity 1.6(a): Investigating and Discussing

1. Work in groups and discuss the ways of respecting life in the:
 - i) School
 - ii) Home
 - iii) Community
2. Share your findings with the rest of the class

In appreciating life as a gift from God, we must respect, protect and improve life from the womb to the tomb. This includes the humanity of the unborn infant, and it calls for positive legal measures to prevent the killing of the unborn or the aged, and it requires positive societal action to provide shelter for the homeless and education of the illiterate.

It should be noted that this is not just for the unborn, the poor, the hungry, homeless, the medically uninsured, condemned prisoners or future generations, but everyone's life and dignity needs to be fully protected and respected.

We cannot ignore the Lord's call to consistently build up His kingdom by feeding the hungry, refreshing the thirsty, welcoming the stranger, clothing the naked, caring for the sick, and visiting the prisoner as shown in the Gospel of Matthew.



Activity 1.6(b): Reading and Responding

Read Exodus 20 :12-17

1. Make a report on the ways through which life should be protected.



Good character at home and in the society at large saves our lives from danger. Such character includes respect for people, property, and ourselves.

Acts that Deprive Respect for Human Life

You have learnt from the book of Exodus that life is precious. Let us discover acts that degrade human life. The basis for human rights is the respect for the natural dignity of all human beings and the sacredness of human life. Treating people as if they are less than human deprives them of respect and dignity. Such acts are believed to be crimes against humanity.

DID YOU KNOW?

Every human being is born equal and with dignity.



Activity 1.7: Observing and Identifying



Figure 1.3(a)



Figure 1.3(b)



Figure 1.3(c)



Figure 1.3(d)



Answer the following questions

In groups,

1. Identify what you think is happening in *Figures 1.3(a) to Figures 1.3(d)*.
2. Write down any other five actions which are not represented in the given *Figures 1.3(a) to Figures 1.3(d)*, but degrade human dignity.
3. Why do you think those acts deprive human life of respect?
4. In your opinion, what do you think should be done to people who perform such acts?

Some of the serious violations of human rights are genocides, hunger of entire populations, and torture. Human rights include the expression of the need for justice, tolerance, mutual respect, and human dignity in all of our actions.

Unresolved human rights issues can serve as barriers to peaceful negotiations. This is because it is difficult for parties to move toward conflict resolution and forgiveness when memories of severe violence and brutality are still fresh in the mind.

Self-Esteem and Assertiveness in the Promotion of Human Dignity

You have discovered ways through which human dignity is abused. In this section, you will find out how self-esteem and assertiveness can help to promote human dignity.

Whether at home or school, you should stand up for your rights and the truth; you must defend a brother/sister or friend who is unfairly treated. You must accept making a mistake, take responsibility for their choices and you must avoid wrong doing and treating other people with disrespect. This exemplifies self-esteem and assertiveness.



Activity 1.8: Reading and Responding

Read the short story below, and answer the questions that follow.

Mustafa, my village mate used to come late to school. One day, he was caught coming in late by Ms Namazzi, the teacher who was on duty. She beat him. Mustafa did not come straight to class but instead went straight to the office of the headteacher and reported what had happened.

Mustafa accused Ms Namazzi of treating students like cows or any other animal.

1. From the story, what is:
 - i) assertiveness?
 - ii) self-esteem?
2. What did Mustafa do to show assertiveness?
3. What do you learn from the story in relation to human dignity?
4. Write a composition of not more than 200 words about what you can do to improve your self esteem and remain assertive without being violent.

Assertiveness helps us to feel good about ourselves, increases our self-esteem, and helps us to feel good about other people, while increasing our ability to develop satisfying relationships with others. This is achieved through honesty and respect for one's basic rights as well as the rights of others.

You have discovered assertiveness and how it promotes human dignity. Let us read the poem below for a deeper understanding.



Activity 1.9: Reading, Interpreting, and Responding

Read the poem and interpret it.

The best day of your life is the one in which you decide your life is your own
You may not think that the world needs you, but it does.

For you are unique,

No one has ever been or will ever be like you.

No one can speak with your voice, smile your smile, or shine your light.

No one can take your place, for it is yours alone.

If you are not there to shine your light, who knows how many travelers will lose
Their way as they try to pass by your empty place in the darkness?

And if you can't see anything beautiful about yourself, get a better mirror,
Look a bit closer, stare a little longer because there is something inside of you
That makes you keep trying despite everyone who tells you to quit.

You are the content of your character, you are the ambition that drives you,
You are the goals that you set.

You are the things that you laugh at and the words that you say.

You are the thoughts you think, and the things that you do.

You are unique and special.

Don't be judged for being unique; express yourself because you are, unique
Let no one tell you otherwise, you are God's masterpiece!
Keep your head high because you are one of the kind.

Ethan Kibuuka



Answer the following questions

In groups:

1. Give a suitable title to the poem.
2. In what ways does the poet want us to show self-esteem and assertiveness?
3. In groups, discuss how self-esteem and assertiveness promote human dignity.

Do you have self-esteem? Are you assertive? Self-esteem and assertiveness are some of the ways that show how much you appreciate and like yourself. They are often seen as personality traits which make a person confident and hopeful.

When you are assertive, you express yourself effectively while also respecting the rights and beliefs of others. Being assertive can help you boost your self-esteem and earn others' respect.

Biblical Teaching about Slaves

The book of Leviticus Chapter 19, is concerned with individual holiness. It repeats, in some form, most of the Ten Commandments. It defines holiness. You studied about slave trade in Social Studies, can you remind your neighbour what slavery is? The act of slavery is not only read about in the books of social studies and history, but also in the Bible. The Old and New Testaments talk about common practices of slavery.



Activity 1.10: Reading and Responding

In groups

1. Refer to the Good News Bible. Read the following biblical texts and complete the table.

Table 1:

Biblical texts	Its teaching on slaves
Leviticus 25:39-48	
Peter 2:18	

2. What lessons do you learn from the text above?

Today we have people working for us as house helps, shamba boys, and so on. In some communities/families, these people are not treated differently from the way slaves were treated. These people, however, need fair treatment. They are human and they were created by God. Failing to respect their rights takes away peaceful co-existence, and leads to disharmony in our society.

Biblical Teaching on Respect for Human Life with Specific Focus on the Book of Leviticus and Numbers



Activity 1.11: Reading and Identifying

1. In groups, read the bible text and note down how respect for human life is presented through the following Bible extracts.

Table 2:

Leviticus 19:12-18(NIV)	Numbers 35:9-12(NIV)
<i>"Do not make a promise in my name if you do not intend to keep it; that brings disgrace on my name. I am the Lord your God. Do not take advantage of anyone or rob him. Do not hold back the wages of someone you hired, not even for one night. Do not curse a deaf man or put something in front of a blind man so as to make him stumble over it. Obey me; I am the Lord your God. Be honest and just when you make decisions in legal cases; do not show favouritism to the poor or fear the rich. Do not spread lies about anyone and when someone is on trial for his life, speak out if your testimony can help him. I am the Lord. Do not bear a grudge against anyone but settle your differences with him so that you will not commit a sin because of him. Do not take revenge on anyone or continue to hate him, but love your neighbour as you love yourself. I am the LORD."</i>	<i>Then the Lord said to Moses: "Speak to the Israelites and say to them: 'When you cross the Jordan into Canaan, select some towns to be your cities of refuge, to which a person who has killed someone accidentally may flee. They will be places of refuge from the avenger, so that anyone accused of murder may not die before they stand trial before the assembly.</i>

2. Write a summary about the biblical teachings on respect for human dignity from the books of **Leviticus 19:12-18** and **Numbers 35:9-12**.

Jesus Promotes Human Dignity of Sinners

In the book of **Matthew 9:9-13**, Jesus associated with sinners. In our communities, we usually avoid the company of the people considered wrong doers or sinners. These may include prostitutes, robbers, ex-convicts, and others. However, Jesus in His ministry, associated with a number of people who lived ungodly lives. In the book of **Luke 19:1-10**, Jesus associated with sinners, such as Zacchaeus.



Activity 1.12: Observing, Reading and Identifying



Figure 1.4

1. What do you think is happening in *Figure 1.4*?
2. What did people think about Jesus?
3. In groups, prepare a presentation about what people thought about Jesus, and share your findings with the rest of the class.
4. In groups, discuss ways in which Jesus promoted the human dignity of sinners with a focus on **Matthew 9:9-13** and **Luke 19:1-10**.

Biblical Ways of promoting Human Dignity

In every society, we find both the privileged and the underprivileged. The underprivileged include the poor, the lame, dumb, widows, and orphans. Various programmes through human rights activists have been sensitising people on how to treat everybody with respect despite their status. This is not only found in the manuals of human rights activists, but also in the Bible. Both the Old and the New Testament explain how dignity, for both the privileged and underprivileged should be promoted.



Activity 1.13: Reading and Identifying

1. Read and fill in the table provided.

Table 3

Biblical text (GNB)	Ways human dignity can be protected
2 Samuel 19: 1-8	Through protecting people from harm.
James 5: 1-6	
Colossians 3: 22	
Mark 1: 40-45	
1 Peter 2:18-20	

We are not all privileged. Some are, while others are not. Look at the poor, the lame, the widows, and the maids at home. Their dignity should be respected and promoted. By doing so, we avoid conflicts that would emerge from mistreating these people. If conflicts are avoided, then a peaceful co-existence will be reached at. The Bible also teaches how Jesus promoted the dignity of women and children.

Jesus and the Little Children



Activity 1.14: Reading and Responding

Read and interpret the Bible extract below.

The Little Children and Jesus in **Matthew 18: 2-6; Mark 10: 13-16 (GNB)**.



Figure 1.5

Read and fill in the table provided.

Bible text	Dignity of children
Matthew 18:2-6	
Mark 10:13-16	

 Answer the following questions

1. What do you think is happening in *Figure 1.5*?
2. How did Jesus promote the dignity of children, according to the text?
3. What should be done to those that may cause these children to stumble?

Jesus and the Woman of Samaria (John 4: 1-9) (GNB)

 Activity 1.15: Reading and Responding

The Pharisees heard that Jesus was winning and baptising more disciples than John.(Actually Jesus Himself did not baptise anyone; only his disciples did). So when Jesus heard what was being said, he left Judea and went back to Galilee; on his way there he had to go through Samaria. In Samaria, he came to a town named Sychar which was not far from the field that Jacob had given to his son Joseph. Jacob's well was there, and Jesus, tired out by the journey, sat down by the well. It was noon.



Figure 1.6

A Samaritan woman came to draw some water, and Jesus said to her, "Give me a drink of water"(His disciples had gone into town to buy food). The woman answered you are a Jew and I am a Samaritan- so how can you ask me for a drink. (Jews will not use the same cups and bowls that Samaritans).



Answer the following questions

1. What do you think is happening in the picture?
2. In what way did Jesus promote the dignity of the Samaritan woman?

The Samaritans and the Jews had a bad relationship. They would not share, or worship in the same place or way. In such a relationship, Jesus behaves differently to show respect for human dignity.

Jesus Anointed by a Sinful Woman (Luke 7:36-39) (GNB)



Activity 1.16: Reading and Answering

When one of the Pharisees invited Jesus to have dinner with him, He went to the Pharisee's house and reclined at the table. A woman in that town who lived a sinful life learned that Jesus was eating at the Pharisee's house, so she came there with an alabaster jar of perfume.

As she knelt before Him at His feet weeping, she began to wet His feet with her tears. Then she wiped them with her hair, kissed them and poured perfume on them.



Figure 1.7

When the Pharisee who had invited Him saw this, he said to himself, "If this man were a prophet, He would know who is touching Him and what kind of sinful life she lives".



Answer the following questions

In pairs share your findings on the following to the rest of the class:

1. Explain Jesus' position regarding to promotion of human dignity.
2. Identify ten more Biblical teachings on human dignity, other than the ones given, and explain what they teach about human dignity.
3. Write a summary of the lessons learned about respect for human life from Biblical teachings.

It should be noted that throughout the life of Jesus, He was against degrading others, and the cruelty and suffering that accompanied it. Humiliation is also a degrading act that leads to a state of being reduced to lowliness or reducing someone's social status, and segregation, among other things.

This teaches us that acting out of love is not exclusive to God, but consists of loving both God and other people. This is the Great Commandment, which involves loving God fully and loving your neighbour as yourself. The same is seen in Leviticus 19:18: "you shall love your neighbour as yourself: I am the Lord." Humankind can never be respected without love. While we deal with each other, we should do so with a sense of respect because we are in God's image.

1.4 Why Life Should Be Protected and Promoted

What would happen if your class caught fire now? What would you do if a mad person entered your class? The reactions in both incidents show how people struggle to protect their lives.

From the start of this chapter, we have been discussing and putting much emphasis on promoting human dignity. What is the major reason behind protecting and promoting human life?

Human life is sacred and the dignity of the human being is the basis for ethics in society. In our society, human life is threatened by abortion. The value of human life is threatened by scientific research and technology, and the use of the death penalty. Embryonic stem cells are derived from embryos that develop from eggs which have been fertilised in fertilisation clinics and then are donated for research purposes with the informed consent of the donors.

This is against God's intention of creating man which was to be fertile, multiply, fill and subdue the earth. All the above activities are destroying God's creation since humans were created in His own image and likeness.

The intentional targeting of civilians in war or terrorist attacks is always wrong. Everyone should work to avoid war.

Nations must protect the right to life by finding increasingly effective ways to prevent conflicts and resolve them by peaceful means.

Every person is precious. People are more important than things, and it is the responsibility of everyone to improve life and dignity of all human beings.



Activity 1.17: Reading and Identifying

1. In pairs, carry out library research or use the Internet to find out the reasons why life should be respected and protected.
2. Mention the ways in which human dignity and life have been threatened.
3. In a class discussion give acts that promote human dignity.

Having looked at this topic, we have no doubt that the reasons for protecting life concern all of us. Protecting life is not just a human requirement. It is biblical.

The way you may struggle to protect your life in case of a life-threatening incident should be the same way you do it for others. To tolerate those that are weak and have different characters and personalities. Respect those above you and those in authority, and solve conflicts peacefully to create good relationships in society.

1.5 Appreciating Sexuality as God's Design of Creation



Human Development and Sexuality, according to God's Plan

DID YOU KNOW?

God created human beings, male and female in His own image and blessed them to have many children.

The Lord formed the man out of soil from the ground and breathed a life-giving breath into his nostrils, and he began to live.

From the man's rib, God formed a woman (**Genesis 1:27-28** and **2:7,22**(GNB).

This was the original vocation of man and woman; to unite their bodies and produce life, hence co-creating with God. Sexuality is part of God's perfect plan.



Activity 1.18: Researching and Reporting

1. Search the Internet, read from library resources, or ask elders, and find out the meaning of human development.
2. Read the creation story and note down your findings on human development, according to God's plan.

Biblical text (GNB)	Human development
Genesis 1: 27-28	
Genesis 2: 7 and 22	

3. How did God want people to treat sex after He created them?
4. Discuss the complementary nature of men and women.

Mothers are primarily responsible for reproduction and nurturing of their children. In their sacred responsibilities, fathers and mothers are expected to help one another as equal partners. Men and women should therefore, treat each other equally, for none is a subordinate to the other.

Our sexuality is meant to be offered back to God as a form of praise. Sexuality is part of God's plan for man to subdue and fill the earth. This is through a proper marital relationship. It should, however, be noted that it is love that unites a man and woman, not a physical urge. The love that unites man and woman is meant to mirror God's love, characterised by truth and faith.

Every day you wake up from your bed, there are a series of practices you perform before you settle for your lessons in class. In pairs, share and note down all the activities you do. Why do you have to go through that daily routine? God has given the gift of life. As part of self-respect, we should keep it clean and sacred. Therefore, we should observe hygiene. Activity 1.19 below is about hygiene. It will help you to know more about the relationship between hygiene and dignity.



Activity 1.19: Researching and Reporting

1. In groups, research on the Internet, read from library resources, or consult your Biology teacher and answer the following questions.
 - i) Explain the meaning of hygiene.
 - ii) In what ways can hygiene be promoted?
 - iii) How does good hygiene promote human dignity.
2. In groups, use the Internet or library resources to search and discuss human development and sexuality according to God's plan in relation to the creation story in the Bible.

Every day, you meet millions of bacteria and viruses. They can linger on your body, and, in some cases, they may make you sick. Hygiene practices can help you and the people around you to prevent illnesses. They can also help you to feel good about your appearance. Hygienic habits have to be practised on a daily basis since practice makes perfect.

1.6 Self-Respect

As part of a dignified life, it is your personal responsibility to value your body. You need to respect yourself before others respect you. Think about how amazing your body is. Too often we take our bodies for granted by not taking time to think of what our bodies can do for us.

When you make a conscious choice to appreciate your body for all that it can do, you can change how you treat your body on a daily basis. A perfect body is one that you are happy with.

Activity 1.20 is about the importance of self-respect in valuing our bodies. After doing it, you will have an understanding of this importance.



Activity 1.20: Researching and Discussing

1. In groups, carry out research either from the Internet or library sources or from elders and find out the importance of self-respect in valuing your own body.
2. Write down ways through which you show that you value your body.
3. Share your findings with the rest of the class and write down the corrections in your book.



Activity 1.21: Reading and Reporting

1. Draw and fill in the table showing our body parts and how to keep personal hygiene.

Body part	Methods of maintaining Personal hygiene
Hands	Washing hands with soap before preparing or eating food. Washing hands with soap after going to the toilet
Hair	
Teeth	
Ears	
Armpits	
Nails	

2. Explain how other body parts are cleaned.
3. Share your findings with the rest of the class and write the notes in your books.
4. With the help of your teacher get manilla paper and markers. Draw the correct table and pin it on the notice board for all learners to read.

Importance of Observing Personal Hygiene

Every morning you wake up from your sleep, the first activity you think about is cleaning your body. However, it is only people with self-respect that care for their bodies. Caring for our bodies includes washing our hands before eating and after visiting toilets, washing our bodies, combing hair, and brushing our teeth among other things. Every time we do this, we are practising good personal hygiene.

The question is: Why do we involve ourselves in all these activities? Do **Activity 1.22** to find out.



Activity 1.22: Reading and Finding Out

Read the Poem below

I must be all neat, clean, and tidy,
I must not be seen untidy from morning until bed time
I must be clean from toe to head.
to be accepted and respected by friends!

To avoid germs, I brush my teeth,
I rinse my mouth; I blow my nose, and even clean between my toes.
I wash my hands before food and
after visiting a toilet or latrine and without fail,

To smell fresh, I bathe,
wash, and comb my hair everyday
wear washed and ironed clothes and sandals;
this is how I must stay clean.

Ampaire Pamela



Answer the following questions

In groups:

1. Give the poem a suitable title.
2. Using the information given in the poem identify good personal hygiene practices.
3. Explain the importance of observing personal hygiene, according to the poem.
4. Identify signs of poor personal hygiene.
5. What are the dangers of poor personal hygiene?
6. In your opinion, why do you think people who are not clean are disrespected?



Activity 1.23: Studying and Discussing

1. In groups, study the pictures below, and discuss what each picture is about.

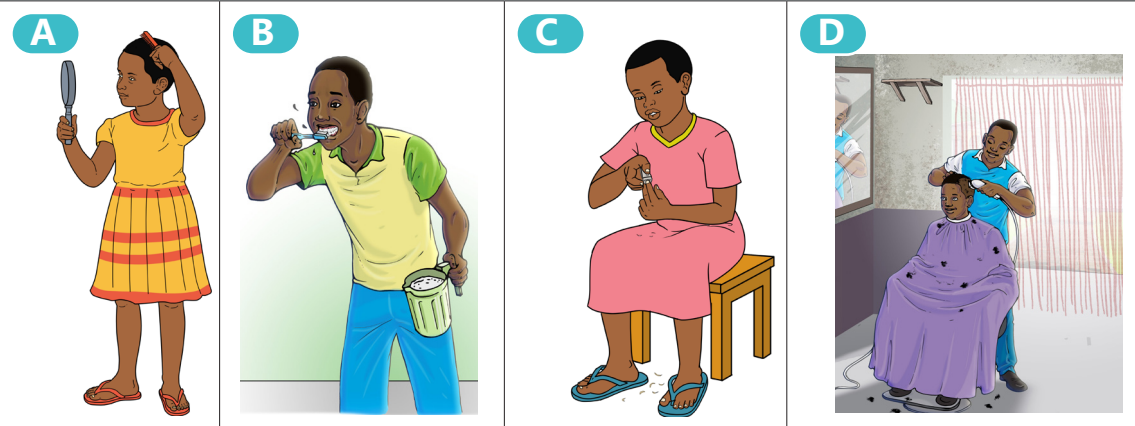


Figure 1.8

2. Discuss other ways of valuing your own body.
3. Share your findings with the rest of the class.

By observing personal hygiene, we are promoting self-respect. Personal hygiene is one way of protecting oneself from communicable diseases. In our next unit, we shall look at the importance of protecting oneself from communicable diseases.

Importance of Protecting Self from Communicable Diseases

DID YOU KNOW?

Catching and suffering from some of the communicable diseases is sometimes a result of self-disrespect. Communicable diseases, also known as infectious diseases, or transmissible diseases, are illnesses that can spread from one infected person or animal to another. They are caused by viruses, bacteria, or fungi.

Activity 1.22 below is intended to help us know some of the common communicable diseases, their causes and to understand the importance of avoiding getting them.



Activity 1.24: Reading and Answering

1. Draw the table below showing diseases, their causes and the importance of protecting oneself from getting them. Follow the one given below.
2. Carry out Internet or library research about communicable diseases and fill in the table below.

Table 4:

Communicable diseases	Caused by	Importance of protecting oneself from catching the diseases
Ebola	Virus	
COVID 19	Virus	
Syphilis	Bacteria	
Hepatitis A	Virus	
Hepatitis B	Virus	
HIV/AIDS	Virus	
Candidiasis	Fungi	
Bacterial Vaginosis	Bacteria	
Genital herpes	Virus	
UTI (urinary tract infection)	Bacteria	

3. Carry out an Internet search, or read from library books, about the advantages of abstaining from sex until marriage. Share your findings with the rest of the class.
4. Individually, write an article on ways young people can value their bodies.

Communicable, or infectious diseases, are caused by micro-organisms such as bacteria, viruses, parasites, and fungi, that can be spread, directly or indirectly, from one person to another.

To stop the spread of communicable diseases, we must have self-respect. Once there is self-respect and value for our bodies, one will, for example, avoid engagement in multiple sexual relationships. It is after achieving respect for oneself that you can respect others, and respect for others comes with empathy. If one is understanding, for example, one cannot intentionally infect and re-infect others with sexually transmitted diseases, such as HIV, Hepatitis, and so on.

You must be well conversant with knowledge and understanding of some of the communicable diseases, their causes, and the reasons why we should protect ourselves against them. In the next unit, we shall discuss the religious teaching on sexuality.

Abstinence

1. Carry out a library or Internet research to out the meaning of the term abstinence.
2. Explain the advantages of abstaining from sex until marriage.
3. Share your findings with the rest of the class.
4. Write a poem on abstinence from sex and pin it on the notice board.



Project Work:

Talking compound

With the help of your class teacher design messages about abstinence. Write them on small wooden boards, and place them in the compound of the school.

School club

Form an abstinence club, "No Sex before Marriage" (NSBM club). Vote the leaders of the club including the president and secretary of the club.

1.7 Religious Teaching on Sexuality

The first chapters of the book of Genesis show a God who made sexuality core to human life. We see God telling Adam and Eve to “fill the earth and subdue it.” In the book of Song of Songs, Solomon celebrates the sexual delight of lovers, while Paul taught that marital union represents the relationship between Christ and His church. Biblical teaching on sexuality centres on the marital covenant between a husband and wife.

Activity 1.25 is about identifying Biblical teachings on sexuality. It will help you to get more understanding of the teachings on sexuality.



Activity 1.25: Identifying Religious Teachings on Sexuality

Read the Bible extracts below and answer the following questions.

- In pairs, read the text below using a Good News Bible and Identify teachings on sexuality in the text.
 - Genesis 1:27-28**
 - Ecclesiastes 9:9-10**
 - 1 Corinthians 7:3-4**
- Explain the Bible teaching on sexuality as shown in the above verses.

You have learnt about the ways through which the Bible promotes human dignity. In the next section, emphasis will be put on how Africans promoted human dignity.

1.8 Ways Africans Promoted Human Dignity

Activity 1.26 is about ways Africans promoted human dignity. After reading the passage, you will be able to understand these ways.



Activity 1.26: Reading, Discussing and Answering

Read the passage below.

African societies were amazing places to grow up from. This is because of the way they handled different people. In some settings, for one to be respected, one had to undergo initiation rites that were different in each tribe. This showed one's ability to fulfill cultural obligations, such a practice was very common in the East and Central parts of Africa.

This promoted good health among men. Unfortunately, some tribes would go to extremes by practicing female genital mutilation. This practice was so painful to the girls, something that showed disrespect for women's dignity.

Earning respect also depended on the marital status of an individual. Even if one was old, if they were unmarried, they were disrespected by the society. Married men, on the other hand, were highly respected, and having children built more respect. Once a woman failed to have children in the African society, she was abused and disrespected.

Again, giving birth to twins or albinos in some societies was a taboo and such babies were killed in societies like in Nigeria and in Kenya, among the Kikuyu. Married women and the elders were respected.

Respect for humans was also a result of having leadership positions since these had power over wealth. Those who were born in royal clans were more highly respected than those who came from low class clans.

Children had to respect their parents and elders. Society also respected religious leaders who would lead them in initiation and religious festivals. Respect was granted to the departed members of society since these could bless or curse one.

In the same way, it was okay for a man to beat a woman since she was taken to be subject to the man. Women were also denied some food, such as chicken, and had no ownership of children even if they bore them. Criminals were punished. Some practices encouraged justice and respect for human dignity, while others did not.

Answer the following questions

1. In groups, identify aspects of human dignity in African traditional society.
2. Discuss ways in which Africans promoted human dignity.
3. Explain the dehumanising aspects of human dignity in African traditional society.
4. What lessons do you learn from African traditional society in regard to human dignity?



Activity 1.27: Reading, Discussing and Answering

Study the pictures below showing categories of dignified people among Africans.



Figure 1.9(a)

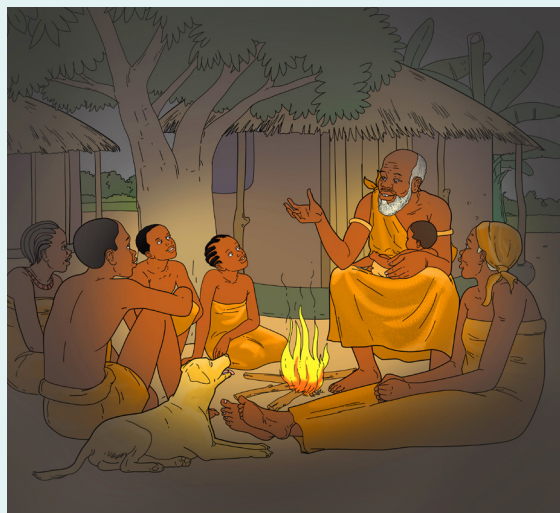


Figure 1.9(b)



Figure 1.9(c)



Figure 1.9(d)

? Answer the following questions

1. In pairs, name the categories of people respected by African.
2. Discuss other ways in which African promoted human dignity.
3. Explain ways in which Africans failed to show human dignity.



Sample Activity of Integration

Teo is a young Secondary School teacher who lives in Musana village. She is a Teacher of Mathematics and loves teaching her students. Teo is married to Bob, who lives and works in Kampala. Last month, Teo gave birth to two beautiful twin babies, Wasswa and Nakato. Since it was during the school term, Teo requested the school administration to grant her maternity leave so that she takes care of her twins and regains energy, because she was still weak.

However, the school administrators refused to give her maternity leave and went ahead to terminate her from the school because she



Figure 1.10

failed to report to work. She was also denied her wages that had accumulated in arrears.

They went ahead to spread rumours saying that doctors have advised her to practise family planning in vain. She became the talk of the school as someone that gives birth almost annually, hence giving little time to a job that is so desired by many.

Teo loved her job and did not want to lose it, but she is worried about her health and that of her babies. As if that is not enough, Bob's employer/boss at work has also refused to allow him to travel to Musana village and see his wife and their new babies. The couple is confused about what decision to take.



Answer the following questions

1. Basing on the knowledge of respect for human life, explain the school administration's reaction towards Teo.
2. In what ways can the school administration bring back Teo's lost dignity?
3. With specific reference from the Bible, advise Teo, Bob, and the school administrators.

Chapter Summary

In this chapter, you have learnt the Christian teaching on human dignity and respect for life; appreciated human life as a special gift from God appreciated sexuality as God's design of creation; understood the importance of respecting oneself by valuing one's own body and appreciated the complementarity nature of men and women. You therefore, have understood how religions promote respect for human life by fostering the values of tolerance, respect, fairness, harmony, and peaceful co-existence.



Keywords

- Generosity
- Foster
- Jubilation
- Couple
- Institution
- Missionaries
- Advisable
- Estimated

After studying this topic and practising its activities, the learner will be able to:

- a) understand the meaning and purpose of courtship and marriage in the promotion of love and honesty.
- b) appreciate the purpose of marriage.
- c) understand the right to pregnancy in order to be a good parent.
- d) appreciate the importance of children in marriage and society.
- e) appreciate Christian teachings about marriage.
- f) appreciate traditional African marriage and values.

Introduction

In this chapter, you are expected to appreciate the importance of marriage and also acquire more understanding on how it fosters the values of love, honesty, respect, harmony, and generosity.

Have you ever been a pageboy or flower girl at a wedding? Or have you ever attended a wedding? If you have not then you might have either heard of a wedding story from a friend or a relative. You might have also watched it on television or read about it in newspapers or magazines.

For a marriage to be successful, one must have respect for human life, by being tolerant towards others, as well as respect and live with others peacefully.

This will help you to have a successful marriage or to guide others on how to manage marriages successfully when the right time comes. Before we go any further, let us first look at the meaning of courtship and marriage.

2.1 The Meaning of Courtship and Marriage in the Promotion of Love and Honesty

You will look at the process an individual goes through before marriage.

You will also study the purpose of marriage to an individual and society at large.

Importance of courtship period

Before people commit themselves to marriage a number of activities take place. One of these activities is courtship.

Today, this period is called dating. It is done in order to have a realistic idea of the kind of person you are planning to get married to as your future partner.



Activity 2.1: Reading and Responding

Read the text below.

Once Robert had grown up he identified Sarah as a potential wife. One day, while they were having tea in one of the restaurants in their area, Robert asked Sarah for her hand in marriage. He wanted her to be his wife.

Sarah liked the proposal, but she told him to give it time so that they could get to know each other better. They dated for eight months after which they began preparing for marriage. Eight months later, they got married.



Task: Answer the following questions

In groups:

1. In your opinion, write what you understand about courtship period.
2. Mention the different activities that should be done during courtship.
3. Describe the importance of the courtship period; using examples.
4. Share your ideas with the rest of the class.

Problems Associated with Not Having Courtship Period

You have acquired knowledge about the importance of courtship; you should be able to imagine the problems associated with not having a courtship period. A couple that has not had ample time to study and understand each other may not only have challenges in marriage, but may also fail to sustain a marriage.

Activity 2.1 is about discussing the problems associated with not having a courtship period. You are expected to understand these problems after doing the activity.



Activity 2.2: Reading and Discussing

Read the passage below and answer the questions that follow.

Palma is a beautiful woman who holds a Diploma in Education. She got married to Paul. Their marriage had been arranged by their parents who were old family friends. As a result of the arrangement, they did not have time for courtship. This was also because most of Palma's friends were married, and she had failed to find a suitable partner.

Paul on the other hand, could not wait to get married for fear of having his bad habits revealed. He believed that if Palma found out the truth after their commitment, she would have no choice but to stay. Therefore, Paul could not be open, for he feared losing her.

Later in their marriage, Palma noticed that Paul had unusual behaviour that did not please her. He would wake up late in the night and get out of the house. Little did Palma know that he was a night dancer.

Paul was also a drunkard who sometimes went out drinking and came back home in the wee hours of the morning. As if that was not enough, he was also a drug addict. This became too much for Palma to tolerate.

One day, she complained to him about his habits. She was worried about his security. To her surprise, Paul verbally and physically abused her. He told her not to concern herself with his life.

To make matters worse, Palma later learnt that Paul was having an extra-marital affair with the maid at home. This angered Palma. She shared her problems with a close friend who advised her to take the matter to the elders of the family. She talked to her mother-in-law who was shocked because she did not expect to hear such things about her son.

The mother-in-law called for a meeting between the two families. Palma informed the meeting that she could not bear staying with a violent man who had no respect for her. After several failed pleas from the elders of the family requesting the two to forgive each other, the meeting resolved that they should separate.



Task: Answer the following questions

In groups discuss:

1. Factors that may hinder courtship from taking place.
2. The problems associated with not having a courtship period.

Courtship is important, so it should be strongly encouraged. This is because the weaknesses and strengths of partners will be discovered only if the partners spend some time together before marriage. This prior knowledge gives the couple a chance to know each other better before they make a serious or sacred commitment. When people marry without courtship, they may end up having hardships in marriage. However, courtship at an age below 18 years is not advisable. Therefore, one should get involved in it at the right time in order to have a successful marriage.

2.2 The Meaning of marriage

Each one of us has heard about marriage. However, do you know and understand the true meaning of marriage? Do you know that marriage is an institution initiated by God? Marriage is not a must, but a choice. Some marriages are religious or civil, while others are customary. Couples intending to be married go through a process and have to fulfill some obligations before they get consent from their parents. Some obligations are religious, such as the fulfillment of religious rituals (baptism and confirmation), while others are cultural (payment of dowry to the woman's or bride's family.)

Once such obligations have been successfully met, the two are free to get together as husband and wife. *Activity 2.1* is meant to help you understand the meaning of marriage.



Activity 2.3: Researching and Sharing

1. Research on the internet, read from library resources, or ask elders about the meaning of marriage. Share your findings with the rest of the class.
2. Identify the marriages shown in *Figure 2.1(a)* to *2.1(c)*.

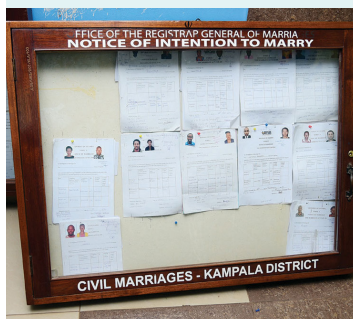


Figure 2.1(a)



Figure 2.1(b)

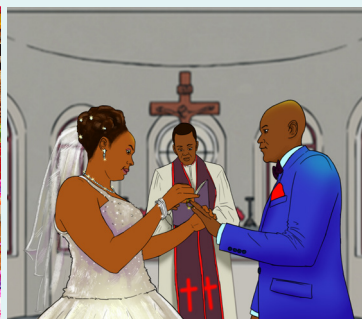


Figure 2.1(c)

3. Share with the rest of the class how marriage is conducted in your society.

People who stay together without paying dowry and without the approval of parents are not considered married by law.

2.3 Purpose of Marriage

Marriage was God's original plan from the moment He commanded humans to be fruitful. It is therefore very important as a fulfillment of God's plan during creation. It is not just two people staying together, but a lifetime commitment which the couple have to follow through.

Activity 2.2 is meant to help you understand the purpose of marriage. After doing it, you will understand the purpose of marriage.



Activity 2.4: Reading and Responding

In pairs, read and interpret the poem below and answer the questions that follow.

Imagine Adam without Eve
How would life be?
Children, company, love
Would be an unfulfilled dream

Imagine Adam without Eve
A life without a helper
The world would be so tedious
Without a helper

Imagine Adam without Eve
A life of hard work
No intimacy
So much loneliness.

Pamela Ampaire



Task: Answer the following questions

1. Suggest a suitable title for the poem.
2. Using the poem, state the purpose of marriage to:
 - i) an individual.
 - ii) society.
3. Discuss and give the meaning of marriage.

Marriage brings two people into a monogamous relationship with a purpose of making a permanent bond. Various needs such as friendship, intimacy, companionship, bearing and raising children among others are fulfilled in marriage. It should be noted that every person has a specific aim in life and that aim is achieved after one settles in by getting into union with the one you love.

It should be noted that marriage promotes the values of love and honesty and helps married people to develop a sense of caring and being cared for.

Marriage as a Custodian of Love and Honesty

Have you ever attended a wedding anniversary? What story did the couple tell? What did they say kept them in a happy marriage for many years? Without love and honesty, marriage would be impossible. Many times, marriage has been kept by love and honesty. Once people come together and take vows as marriage partners, they start to devote and dedicate themselves to each other.

When one says their vows, they commit self to the spouse. One commits his or her love in all circumstances (for richer, for poorer; in sickness and health). One chooses to share one's inner self with one's spouse. The only way to truly experience love is through openness. Openness is attained through honesty and transparency in the communication of your relationship. Honesty is a choice and an action that leads to experiencing love and loving others with your true self.

In order for you to discover more, read the story below, and answer the questions that follow.



Activity 2.5: Reading, Interpreting and Responding

I was privileged enough to grow up in a household where I witnessed love between my parents every single day.

I think I knew what love truly was when I asked my dad jokingly, 'If you found mom sleeping with another man, what would you do?' His response left me overjoyed.

"Hahahahaha!" Dad laughed loudly.

"My son, there is no way your mum can do such a thing," he said.

"The love between your mum and I has been built on a solid rock. I love her and with no doubt, she loves me. We are open and honest with each another. We effectively communicate. When there is a problem or conflict, we mutually find a solution peacefully," he added.

"Dear son, the day I made a vow to your mother, I swore before God, friends and relatives that I would be with her in pain, sorrow, poverty, wealth, sickness, disappointment...name them, until death separates us, and I have to be faithful to my vows no matter what," Dad said.

"In addition, your mum and I have to be close to you and your siblings to make sure you are taken care of," he added.

It was all of that, combined with the look in his eyes that gave me assurance that Dad and Mom loved each other. I realised, then, that true love, respect, harmony, patience, and responsibility were key to a successful marriage.



Task: Answer the following questions

1. With reference to the story, what keeps a marriage strong?
2. What lessons do you learn from the story?
3. Explain how marriage is a custodian of love and honesty.
4. How is marriage a source of honesty?

Marriage is a sign of two people who unconditionally love each other, coming together with all honesty to live monogamously as one body. Dedication and devotion between couples is out of love and honesty.

The partners, after identifying themselves, start to know each other deeply as far as education level, religion and family background among others.

Value of Preparing for Marriage with Reference to Genesis 24(GNB)

Today marriage preparation is not taken as seriously as it was in the Bible times. In Genesis 24, we read about Abraham getting involved in identifying a marriage partner for his son.

The Canaanites practised idolatry, and Abraham found them unfit for his son to marry. He sent his servant to his relatives to find a wife for Isaac. The Bible recommends a marriage that is blessed and accepted by parents/elders.

In *Activity 2.6*, you are expected to discuss the value of preparing for marriage preparation with reference to the Bible. By the end of the activity, you should be well conversant with the position of the Bible on marriage.



Activity 2.6: Reading and Reporting

Read the passage below, and answer the questions that follow.

In the past, marriage was taken more seriously than it is today. Parents raised their children with the aim of getting them married at a certain age. In some cultures in Uganda, girls are given extra preparation for marriage to avoid disappointments and breakups.

A girl child is usually taken to a paternal aunt's home for training in the culture.

Apart from general good conduct, love, and respect are emphasised; while at the aunt's place, a girl is taught how to deal with marital issues, and how to take care of her family.



Figure 2.2

After the training, the bride's parents, together with the family elders, would start looking for a man to marry their girl. This is after they are informed about the behaviour and background of a family that they wish to relate with.

The search for a husband or wife is headed by the elders from both the bride and groom's family, but the proposal comes from the man's side. The girl has no hand in the preparation or discussions. This is left to the elders who also agree on how much bride price the groom's family should pay.

Before the girl leaves her parents' home in the morning of the wedding day, she has to go to the sitting room for the 'last' meeting with her parents.

There, she sits on her father's, mother's, and grandmother's laps as each of them bid her farewell, accompanied with tips of wisdom on how to handle marriage.

The act of sitting on the elders' laps is to emphasise that although she is getting married, she would still be regarded as a child in her father's house.

After all that, her grandmother carries her on the back and takes her out of the house, about three times, just to show her that even after she is married off, she should always find time to visit her parents. They would, however, never forget to remind her that she would be going for good.

Her bed is then thrown out of her parents' house which means that she has no room left. Her husband's home is her new home. This is done to discourage the girl from thinking about separation or divorce whenever she encounters challenges in the marriage.

Later, the bride is made to carry firewood, a pot and a knife as she moves in and out of the house; this symbolises her responsibilities as a woman in the home.



Task: Answer the following questions

1. In reference to the passage above, what preparations do people involve in before marriage?
2. What are the values of preparing for marriage, according to the passage?
3. Identify the values of preparing for marriage with reference to Genesis 24: 10-67 (GNB).

In relation to Genesis 24, it is proper for a girl or boy to undergo marriage preparation. In so doing, conflict is minimised. However, much as it is happening today, a girl should never give herself to a man (cohabiting). A couple should go through necessary preparation sessions on making a home.

Value of Unity in Marriage with Specific Reference to Genesis 2:18-25 (GNB)



The act of marriage is Biblical. In the book of Genesis, God united Adam and Eve. They became one. This is described as the first marriage. Unity means oneness. According to Genesis 2, God has commanded wives and husbands to be one. The union in marriage is a command from God. The union in love is a necessity. God wants the hearts of the marrieds to be knit together.

Activity 2.7 is about values of unity in marriage according to the Bible. Through it, you will be able to understand these values.



Activity 2.7: Reading, Analysing, and Responding

Read the Bible extract below

GENESIS 2:18-25 (GNB)

¹⁸The LORD GOD said,

"It is not good for the man to be alone. I will make a helper suitable for him."

¹⁹Now the Lord God had formed out of the ground all the wild animals and all the birds in the sky. He brought them to the man to see what he would name them; and whatever the man called each living creature, that was its name.

²⁰ So the man gave names to all the livestock, the birds in the sky and all the wild animals. But for Adam no suitable helper was found.

²¹So the Lord God caused the man to fall into a deep sleep; and while he was sleeping, he took one of the man's ribs and then closed up the place with flesh.

²²Then the Lord God made a woman from the rib he had taken out of the man, and he brought her to the man.

²³The man said, "This is now bone of my bones
and flesh of my flesh;

She shall be called 'woman,' for she was taken out of man."

²⁴That is why a man leaves his father and mother and is united to his wife, and they become one flesh.

²⁵ Adam and his wife were both naked, and they felt no shame.



Task: Answer the following questions

1. What are the values of unity in marriage according to the extract above?
2. What lessons do you learn from this?

Marriage can be considered as a partnership of equals, with neither exercising dominion over the other, but rather, with each encouraging and assisting the other in whatever responsibilities and aspirations he or she might have.

According to God's plan, it is a man and a woman that form a whole. For total happiness and productivity in life, both husband and wife are needed. Their combined efforts are complementary. Each has an individual character which when used well, allows a married couple to think, act and rejoice as one; face challenges together and overcome them as one as well as grow in love and understanding.

2.4 Understanding the Right for Pregnancy in order to be a good Parent.

We are all children to different people. Those people are our parents because they gave birth to us. Sometimes people think that life begins at birth, but this is wrong. Life begins at conception. A woman carries a pregnancy for nine months before giving birth. This stage of life is very important because it determines the kind of life of the unborn baby. The unborn child entirely feeds and depends on the mother.

The mother therefore should to feed well, sleep well, have antenatal care, and be emotionally, physically and psychologically well. Doctors' advise pregnant mothers together with their husbands. This helps the husbands to know how to take good care of their wife in order to be good parents. Some women experience miscarriages because of being mistreated. All life is very important right from pregnancy. The value attached to pregnancy creates a strong bond between the parent and the child. At all places of work, women should be supported and empowered. They should not be expelled from work for it creates a bad impression as it shows that a pregnant woman is less valued and getting pregnant is a curse. Human rights laws should strictly and strongly protect pregnant mothers if we are to have responsible parenthood.



Activity 2.8: Sharing and discussing

In groups,

1. Share ideas about the rights and privileges of a pregnant woman.
2. Write down and share your knowledge with the rest of the class.
3. What do you think are the causes for premature birth?
4. In your opinion, how can a pregnant woman be treated?
5. What do you think are the causes of irresponsible parenthood?
6. As a Christian, what advice can you give to men who mistreat their pregnant wives.

All life is precious and God-given. Unborn babies have life, should feed well, and stay in a good womb environment. Pregnancy prepares an individual to be a responsible parent who will take good care of his or her child.

2.5 Importance of Children in Marriage and Society

In African Traditional Society (ATS), marriage was not complete without children, and society looked down on a couple who failed to bear children.

Unlike today, where couples decide not to have children because of their careers, it was an unusual choice not to have children in African Traditional Society.

Children are very important in marriage because they are like glue that holds the couple together. It is also true that children are a blessing from God, and we all need to receive His blessings.

Activity 2.9 is about the importance of children in marriage. Working through it will give you a clue on the importance of having children.



Activity 2.9: Reading, Interpreting, and Reporting

"As we were growing up, everyone in the village talked about how Mr. Kalanga and his wife, Jessy, were not a serious couple because Mrs. Kalanga was always pregnant," Mother narrated the story while we rested at home one evening.

"By their fourth anniversary, they already had four children," she added. "You were in Primary Four by then.

By the time you completed your secondary school education, the couple had a total of ten children," she added.

"As we talk now, his wife is rumoured to be pregnant. Almost everyone considers it to be crazy. However, Mr. Kalanga does not care."

As mother narrated the story, we saw Mr. Kalanga riding, coming towards our home. When he reached home, Mother offered him a seat, and they started chatting. As they chatted, Mother talked to him about family planning and its importance.

"My children are a source of my happiness and a reason for my pride," Mr Kalanga said to my mother.

"The six girls you see are a great source of my wealth," he continued. "Those mighty sons ensure my security," he added.



Figure 2.3

"And after all, I am fulfilling God's command. God commanded us to produce and fill the world. The Lord has so far blessed me with ten children, and I do not mind getting more!" he continued.

"Family planning is against God's perfect plan for marriage which is to pro-create through producing as many children as possible," he concluded.

"I agree with you, Mr. Kalanga. Children are a source of happiness. They are a sign of love, unity in marriage, and indeed a blessing from God. However, they should not be so many children" Mother said. "It is important to produce a manageable number of children so that they can feed well, get good education, better medical care, and above all, love and security. With so many children, you may not be able to love them and care for them the way they deserve."



Task: Answer the following questions

1. What is the importance of having children, according to the story?
2. What are the disadvantages of having many children?
3. In your opinion, what would you do if you got married and failed to have children?

Not forgetting that married couples should produce the number of children for whom they can adequately provide for, nothing on earth should deter people from having children, unless it comes naturally like in case of barrenness or if pregnancy is life threatening.

The Value of Children in Marriage with specific reference to the Book of Genesis 1:28, 21:6-7 and 1 Samuel 2:1-2(GNB)

The Bible teaches that children are a blessing from God, and one of the blessings God gave to Abraham was to produce and fill the earth.

Marriage is for companionship and procreation as written in the Bible. Children are, therefore, the fruits of marriage.

There are two main purposes of marriage: companionship and procreation. Thus, it is not right for a married couple to deliberately leave procreation out of the equation.

According to the book of 1 Samuel, socially, the position of a childless woman in the Hebrew Bible is ranked among the despised, the poor, the helpless, and the unfortunate. This is different from the mother who is blessed, joyful, and rich in children. Therefore a married couple should not just decide against having children.

Activity 2.10 is about the importance of children in marriage. Working through it will give you a clue on the value of children in marriage.



Activity 2.10: Discussing and Responding

Read the extracts below and answer the questions that follow.

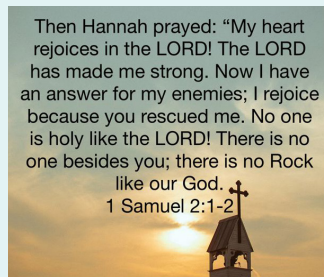
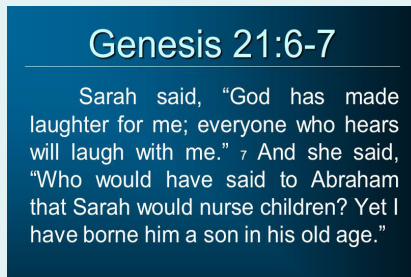


Figure 2.4



Task: Answer the following questions

In groups:

1. Read the bible text in **Genesis 1: 28, Genesis 21: 6 - 7, 1 Samuel 2:1-2** and relate the pictures in *Figure 2.4* to what you have read in the above bible texts.
2. According to the bible texts above, discuss the value of children in a marriage.
3. Share your views with others in class.

It should be noted that however much it was God's purpose in making marriage the place to have children, it was not merely for purposes of filling the earth, but also for filling the earth with worshippers of the true God.

Having children in marriage should not just stop at giving birth to them, but should continue with raising them in Christ.

You have discussed, and now you know the value of children in marriage. If you came in contact with a couple that has been in a childless relationship for over a decade, how would you support them? Let us find out in our next unit.

How to keep a Childless Marriage happy

Once a marriage takes place, children become the expectation. Pressure mounts when family and friends who witnessed the exchange of vows, demand a child. Failure to have a child is the most sensitive thing in marriage. Often, childlessness can mark the beginning of nasty fights and in extreme cases, separation.

How can a couple who swore to love one another till death keep their heads high and sail through life happily even when they have failed to have a child? Being childless is not a choice, a privilege or an accepted state. For many women, being childless is a source of constant pain.

Activity 2.11 is about discussing ways of keeping a childless marriage.



Activity 2.11: Reading, Discussing, and Responding

Read the passage below and answer the questions that follow.

"Live a normal life despite what you are going through", I heard my father advise a couple one Sunday evening. My father, Rev. Biraro, was the parish priest of Nyabihoko Church of Uganda.

"Children are a gift from God, and they are just an addition to the family. You should foster a healthy relationship even in the absence of a child," he continued.

"Continue praying. Do not give up, but keep your faith in God. We all know that situation is disturbing, but you have to keep your peace in the Lord," my father added. Sometimes, failure to conceive may be as a result of anxiety but with a

relaxed mind, you might conceive,” my father added.

“You consider yourselves infertile if you fail to conceive a child, even after trying for more than a year,” my mother, who is a gynaecologist, supplemented. “Therefore, before you conclude that you cannot have children, go through a medical check-up first,” she added.

“Some of the causes of infertility include low sperm count in men and the quality of the sperm. Sometimes, the man can have a high sperm count, yet his sperm is not good enough to make a baby,” she explained.

“For women, it can be tube blockage. If the tubes are blocked, there is no way a person can have a baby. Similarly, if a woman had an abortion and her womb was damaged, it may be hard for her to conceive a child,” she added. “Besides, if you are suffering from Chlamydia, a sexually transmitted disease or imbalance of hormones, it may be difficult to conceive hence causing infertility,” she continued.

“If you have done tests and the gynaecologist has not found anything wrong with both of you, then stop blaming each other and trust that God will do His best for you,” Father said.



Figure 2.5

“Despite the causes of

infertility, you should not lose hope of holding a baby in your arms. You can decide to have a child if you are determined. Instead of only focusing on the natural way of conception, you can choose other options,” mother said.

“Although it is possible for some women to get pregnant on the first try, this may not be the case with you. To increase your chances of conception, I advise you to have sex more than once during ovulation. That is why timing is very important so that there is no chance of missing,” she added.

“In case natural conception has failed, try IVF as the next option. Here, fertilisation takes place outside the woman’s body, and the fertilised egg is later planted in the womb. However, it is very expensive and may not succeed on the first attempt,” Mother continued.

"We have the option of adoption too," the couple said. "We think this will help us to take off the pressure of getting pregnant, because it will give us the child we have always wanted," they concluded.

The meeting that had started in hopelessness ended with hope where many options to bring joy in a childless marriage were showed. Father called for the joining of hands and prayed for the couple to keep strong and have faith in God.



Figure 2.6



Task: Answer the following questions

Using the passage above work in pairs to:

1. Identify and note down the ways a childless couple can stay in a happy marriage. Share your points with the rest of the class.
2. Suggest and write the ways of keeping a childless marriage happy.

2.6 Christian Teachings about Marriage

Christians believe that marriage is a gift from God which should not be taken for granted. It is an institution for building a family life. Getting married in a church before God is very important.

A marriage is a public declaration of love and commitment. This declaration is made in front of friends and family in a church ceremony. This vow is common:

"To have and to hold, from this day forward, for better, for worse, for richer, for poorer, in sickness and in health, to love and to cherish, till death do us apart."

When a couple chooses to have a church marriage, there is an assurance that God cares about their relationship, and that His resources and strength are available to help them.

Before the wedding ceremony, there are several things the couple must do. They must arrange to have their banns (a public announcement of a forthcoming marriage) read out on three Sundays during the three months before the wedding. They must be read out in the parishes (or local churches) of both people.

The couple must speak to the priest about the hymns and prayers they may want on that day. Many couples want to include extra touches such as decorations or musicians.

Some churches offer counselling for marriage preparation where the priest discusses subjects such as: finances, conflict, communication, and sex. This addresses possible problems which the couple may come across during their marriage and helps to suggest solutions to them.

Activity 2.12 is meant to assess your knowledge on Christian teaching about marriage. Doing it will enable you know what the Bible teaches us about marriage.



Activity 2.12: Reading and Reporting (Group work)

- Using the God News Bible read **1 Corinthians 7:1-40**
- With reference to the text, summarise the Bible teaching about marriage.
- Write about the expected Christian behaviour in a marriage with reference to **1 Corinthians 7:1-16**.
- Share your ideas with the rest of the class.

Christian teaching does not teach that marriage is necessary for everyone; priesthood or celibacy is also valued as highly as if not higher than, marriage. Christians who do not marry or who took celibacy vows, are expected to abstain from all sexual activity.

The Bible teaches that married couples are supposed to behave well in marriage. They should follow God's teachings on marriage in order to live a happier and better life and enjoy their marriage relationship together.

The Value of Love, Patience, and Forgiveness with Specific Reference to Hosea Chapter 2 and 3

The book of Hosea chapter 2 and 3 teaches more about the value of love, patience and forgiveness.



Activity 2.13: Reading and Identifying

In groups, study the Bible extracts below, and answer questions that follow.

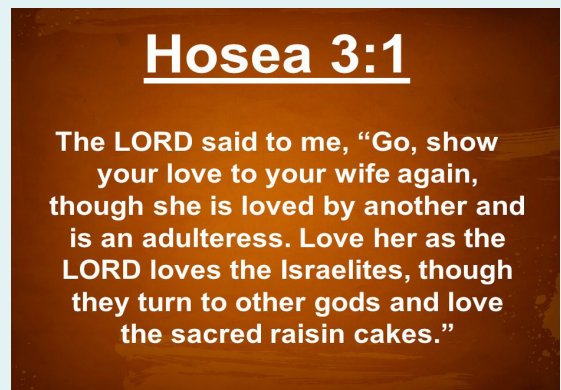
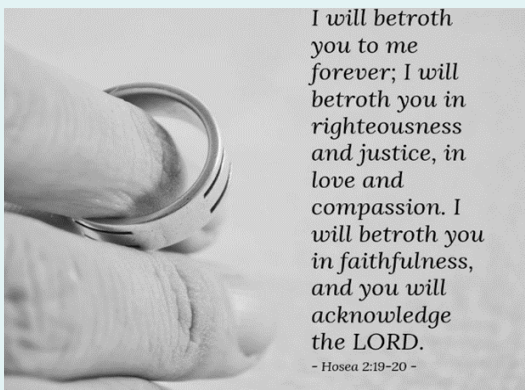


Figure 2.7



Task: Answer the following questions

1. From the extracts above, identify and note down the values of love, patience, and forgiveness. Share your findings with the rest of the class.
2. Read the book of Hosea, Chapters 1 and 2. Identify the statements that reflect:

i) Love	ii) Patience	iii) Forgiveness
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The book of Hosea shows us the value of marriage. These include: love, patience, and forgiveness. These should be promoted in all marriage relations.

How Husbands and Wives Should Conduct Themselves with Specific Reference to 1 Peter 3:1-7

How do parents conduct themselves at home? In case you unfortunately lost one or both parents, you must have visited married relatives or must be neighbouring married people. How do they conduct themselves? What do you like or dislike about a married couple that you know? Different couples conduct themselves differently. What you like is the right way in which couples should conduct themselves and what you dislike are the bad habits that couples should avoid in order to have a harmonious stay in marriage. **1 Peter 3:1-7** highlights the expected conduct.

1 Peter 3:1-7

Marriage Advice

¹“In the same way you wives must submit to your husbands, so that if any of them do not believe God's word, your conduct will win them over to believe. It will not be necessary for you to say a word,

² Because they will see how pure and reverent your conduct is.

³ You will not use outward aids to make yourselves beautiful, such as the way you do your hair, or the jewelery you put on, or the dresses you wear;

⁴ Instead, your beauty should consist of your true inner self, the ageless beauty of a gentle and a quite spirit, which is of the greatest value in God's sight.

⁵ For the devout women, of the past who placed their hope in God used to make themselves beautiful by submitting to their husbands.

⁶ Sarah was like that; she obeyed Abraham and called him her master. You are now her daughters if you do good and are not afraid of anything.

⁷ In the same way you husbands must live with your wives with a proper understanding that they are weaker than you. Treat them with respect, because they also, will receive, together with you God's gift of life. Do this so that nothing will interfere with your prayers.

Activity 2.14 is about the conduct of husbands and wives. Do it to be able to understand this conduct.



Activity 2.14: Reading and Responding

Read the Poem below, and answer the questions that follow;

Husband, love your wife
 She is your choice of a companion
 God has joined you together
 In holy matrimony
 And husband if you do this,
 Nothing will interfere with your prayers

Woman,
 submit to your husband
 He is your provider and protector
 Beauty is deceptive
 But your inner beauty is your true self
 Like the devout women of the past.
 Sarah is a classic example.

Husband Understand your wife
 She is weaker than you
 God expects this from you
 So, treat her with respect
 It is the sure way of winning her love
 and living a happy and harmonious life

Woman
 submit to your husband
 Your conduct will make him believe
 If he is not kind,
 you remain respectful and kind
 Your good conduct will win him over.

Nabukenya



Task: Answer the following questions

1. From the poem and the Bible scriptures above, how should men and women conduct themselves?
2. Identify other ways women and men should conduct themselves in society.

Both the New and Old Testament teach about how husbands and wives should conduct themselves in marriage and its benefits. Therefore, once you join this institution, follow the Biblical teaching about the way you are to behave towards your husband or wife in order to enjoy a harmonious marriage life.

Ways of Promoting Stability in a Marriage

God initiated marriage as a sacred partnership between one man and one woman. Marriage is the firmest foundation for building a family. God designed sexual expression to help married couples build intimacy. Marriage reflects God's covenant relationship with His people.

In *Activity 2.15*, you will understand the ways of promoting stability in a marriage.



Activity 2.15: Reading and Identifying

Task: Group work

1. Read the Bible verses below and summarise ways of promoting stability in a marriage.

Table 6:

Verse	Ways of promoting stability
John 2:1	Having a holy matrimony. Jesus attended the church wedding in Cana
1 Peter 4:8	
Ecclesiastes 4:12	
Ephesians 4:2-3	
Jeremiah 29:11	
Mark 10:9	

Note

God designed marriage to provide companionship and spiritual intimacy, so married people need to protect that for marriages to be successful:

- One must focus on one's spouse's strengths rather than their weaknesses.
- Couples must encourage one another rather than criticise.
- Spouses must pray for one another instead of gossiping about each other.
- Spouses must learn and live what Christ teaches about relating to and loving one another.

Expected Behaviour in Christian Marriage According to 1 Corinthians 7:1-16

In the early days of marriage, couples do not want to leave each other's side. When people are newly married, they always support each other. However, as time goes by, improper behaviour arises. This brings about mistrust and instability.

Apostle Paul, in his letter to the Corinthian church, gives ways Christians should behave in marriage.

Paul's first letter to the Corinthians was written to deal with problems of Christian life such as Answer the following questions about sex and marriage. Due to sexual immorality, Paul advised each Corinthian man to have his own wife and advised each woman to have her own husband.

Do *Activity 2.16* to learn more about expected behaviour in a Christian marriage.



Activity 2.16: Reading and Identifying

Table 7:

Bible text	Expected behaviour
1 Corinthians 7:1-16	Sex should be a priority
1 Corinthians 13:7	
Ephesians 5:33	
Malachi 2:16	
Ephesians 5:21-25	
Genesis 2:24	
Deuteronomy 31:8	

Bad behaviour in marriage results into marriage instability which may cause a marriage break-up. Once one of the partners can no longer tolerate bad behaviours, a divorce is thought about, and yet God hates divorce. Married couples should hate the things God hates. Since He is the author of marriage and He knows the painful results of divorce and does not want His children to go through them.

2.7 Traditional African Marriage and its Values

Courtship and Marriage in Traditional Africa

You have learnt the Christian teaching about marriage including the biblical teachings in the New Testament. Let us discover courtship and marriage in the African Traditional society.

Most marriages today have failed simply because couples take "short cuts" when getting into marriage without taking time to know each other or seek advice from parents and elders.



Activity 2.17: Reading and Reporting

Read the passage below and answer the questions that follow:

"How was marriage conducted in traditional African society?" I asked grandfather one Sunday evening.

"In the traditional society, parents had to make a choice of who their boys should marry, and there was no courtship. Once the boy's parents paid the dowry, the girl would then be allowed to visit the boy's family.

Usually, the girl never went alone. She would be accompanied by two other girls and an elderly woman, preferably her aunt, who would stay at the boy's home for some days. However, while in the boy's family, the girl did not sleep with her boyfriend in the same room," he said.

"Once the bride price was completed a big ceremony involving relatives from both sides would be conducted at the girl's home after which, the girl would be accompanied to her marital home," Mother added.



Figure 2.8:

"Before a girl is granted a go-ahead in her relationship, the parents first traced the would-be husband's family background to make sure that there was no blood relationship between the two families. Once the parents told her not to proceed with the relationship for a given reason, the girl would not hesitate to put an end to the relationship" My aunt supplemented.

"That was very important, but today, girls just commit themselves into relationships with the boyfriends they find in schools, churches and at parties. It is common that some girls go visiting their boyfriends' houses or even make appointments to meet in certain places. Girls then get pregnant or even get HIV or other sexually transmitted diseases. The boys then run away, leaving the girl miserable. One of my friends was found pregnant and the school even expelled her. Grandfather, when I get a boyfriend, I promise not to commit myself to him without you and Mother giving him your approval," I said.



Task: Group Work

1. How was courtship conducted in the African Traditional society?
2. Explain how marriage was conducted in African Traditional Society
3. Read more about courtship for marriage and write a report on how courtship and marriage were conducted in the African traditional society.

Courtship is a very important period for marriage orientation. During this period, intending couples receive sex education given by the paternal aunts, discover the background of the partners and fulfill dowry obligations. Such a moment is of great importance for the couple, more especially in developing intimate love.

Good Practices of Marriage in African Traditional Society

You read a story about courtship or marriage in the African Traditional Society. In this section, you will learn about the good practices in African Traditional Society.

For a marriage to succeed in the traditional African society, there are certain good practices couples followed. These practices were expected to help them reduce cases of disobedience and immorality that would affect their marriages. These practices were imparted to the young ones by the elders such as aunties and grandparents.



Activity 2.18: Discussing and Identifying

1. Discuss the good marriage practices of African Traditional Society. Write a report of your findings on the good marriage practices.

In African Traditional Society, marriage was taken to be a big social affair. Family members played a great role in choosing a partner, once their son was grown. They ensured that they consulted the family of the girl, and thereafter, dowry was paid.

The family was guided by the elders to ensure their well-being.

Marriage was special and everyone in the Traditional African society had to accept it with respect. It was everyone's responsibility to ensure stability in marriage. Husbands and wives were expected to play their roles. And for this, they had to undergo training by the elders who also approved these marriages.

Comparison between African Traditional Society and Christian Marriages

The African Traditional society setting has some views that are similar to those of the Christian church. In some aspects however, there are some differences between the two societies concerning marriage.

In *Activity 2.19*, you are expected to compare traditional African and Christian marriages.



Activity 2.19: Researching, Comparing and Responding

1. Use the internet to search or make consultations from elders about the similarities and differences between the African Traditional society and Christian marriage.
2. Write your findings in your note books.
3. Share them with the rest of the class.

Table 8:

African traditional society	Christian marriages
Differences	
Similarities	

Despite the differences in traditional African and Christian marriages, both promote values of love, honesty, and faithfulness. However, people intending to marry are free to choose the type of marriage that suits them best though Christian marriage is ideal since a successful marriage must involve three (husband, wife and God).



ICT Activity

Tom is planning a church marriage. Using Excel, prepare for him a budget for his wedding. The number of guests is 300. Save the file and send it to the class teacher's email for marking.



A sample Activity of Integration

Societies today are changing. Many people have become career-oriented and care less about marriage. People are comfortably choosing to live as single parents. As long as one has a good job, marriage is no longer considered a necessity. In addition, societies are being attacked by the vice of sexual deviations. Homosexuality is on the rise. The elders, politicians, local community leaders and religious leaders are all concerned because marriage is God's original plan.

You have been invited by a Reverend of the Church of Uganda in your community for sensitisation on marriage.



Figure 2.9



Task: Group Work

Prepare sensitisation message of 200 words on the importance of marriage, in fostering the values of love, honesty, respect and generosity in the community.

Chapter Summary

You are expected to have understood the meaning and importance of courtship and marriage and how it promotes the values of love and honesty. You should also appreciate the importance of children in marriage and society, understand the right of pregnancy in order to be a good parent in future.

You are also expected to have appreciated the Christian teaching about marriage and understood African traditional marriage and the it values thereby appreciating the purpose of marriage.



Keywords

- Family
- Empathy
- Trend
- Genetically
- Associated
- Extended
- Infidelity
- Research
- Polygamous
- Integration
- Courtesy
- Royalty
- Nuclear
- Legally
- Productive
- Biological
- Divorce
- Hierarchical
- Ancestors
- Justice
- Harmony
- Generosity
- Bound
- Reproductive
- Destitute
- Power point
- Extinction
- Humanity
- Compassion
- Unity
- Context
- Constituted
- Instability
- Modern
- Lineage

After studying this topic and practising its activities, the learner will be able to:

- a) understand the importance of family to the society in promoting unity.
- b) understand the various types of family to develop unity, empathy, loyalty, and generosity.
- c) understand the roles of the different members of the family to promote the values of individual responsibility.
- d) appreciate the values of harmony within family relationships.
- e) understand current family trends.
- f) appreciate Christian teaching about family.
- g) understand the type of family in traditional African Traditional Society.
- h) understand the nature of the traditional African family.
- i) understanding how modernity has influenced the African family.

Introduction

Having learnt about marriage in the previous topic, you will find the topic of family easy to understand. Once two people come together as husband and wife, they form a family.

In this new topic, Family, you will understand how the family promotes the values of responsibility, unity, loyalty, generosity, and harmony in a bid to maintain the well-being of its members and society; and how it provides a sense of boundaries for performing tasks in a safe environment. A family helps an individual grow into a functional adult, transmitting culture, and ensuring continuity of human kind.

3.1 Importance of the Family in the Promotion of Unity in the Society

Meaning of a Family

Do you live with other relatives? Who are they and how are they related to you? In this subtopic, you are going to study the meaning of a family, its members and the overall benefit of a family to society.



Activity 3.1: Observing and Answering



Figure 3.1

In groups:

1. Identify the people you see in the picture.
2. What do you think is the relationship between the people?
3. Write down what you think about each member of the family.
4. What name is given to that group of people?
5. Using the information obtained from the picture and a dictionary, find out the meaning of the word family.

From the discussion, you have discovered that the group represents a family. Families may fall under different types, that is, nuclear, extended, or foster families.

DID YOU KNOW?

You must have come from a home where you may or may not be related by blood, but live together. The number of members in that home may be big or small and that in the family, there is a head.

Once people come together as husband and wife, a family begins. They may produce children or not. The family grows bigger when other relatives decide to live with the new couple. Therefore, a family may be nuclear or extended.

Members That Constitute a Family

A family is a group of people who in most cases live together. They share everything and are supposed to take care of one another. Family members are either genetically related or legally bound to each other; for example by marriage.

A nuclear family consists of the father, mother and their biological children. It is a smaller type of family.

An extended family is one whose membership comprises of the parents, their biological children, and relatives like: uncles, aunties, and grandparents among others.

A foster family is one that provides custody or guardianship for children whose parents are dead or unable to look after them.

**Activity 3.2: Identifying Members Who Constitute a Family**

You have discovered what is good and bad about the three types of families. Try now to discover more about the family by studying and interpreting *Figure.3.2*, and answer the questions that follow.

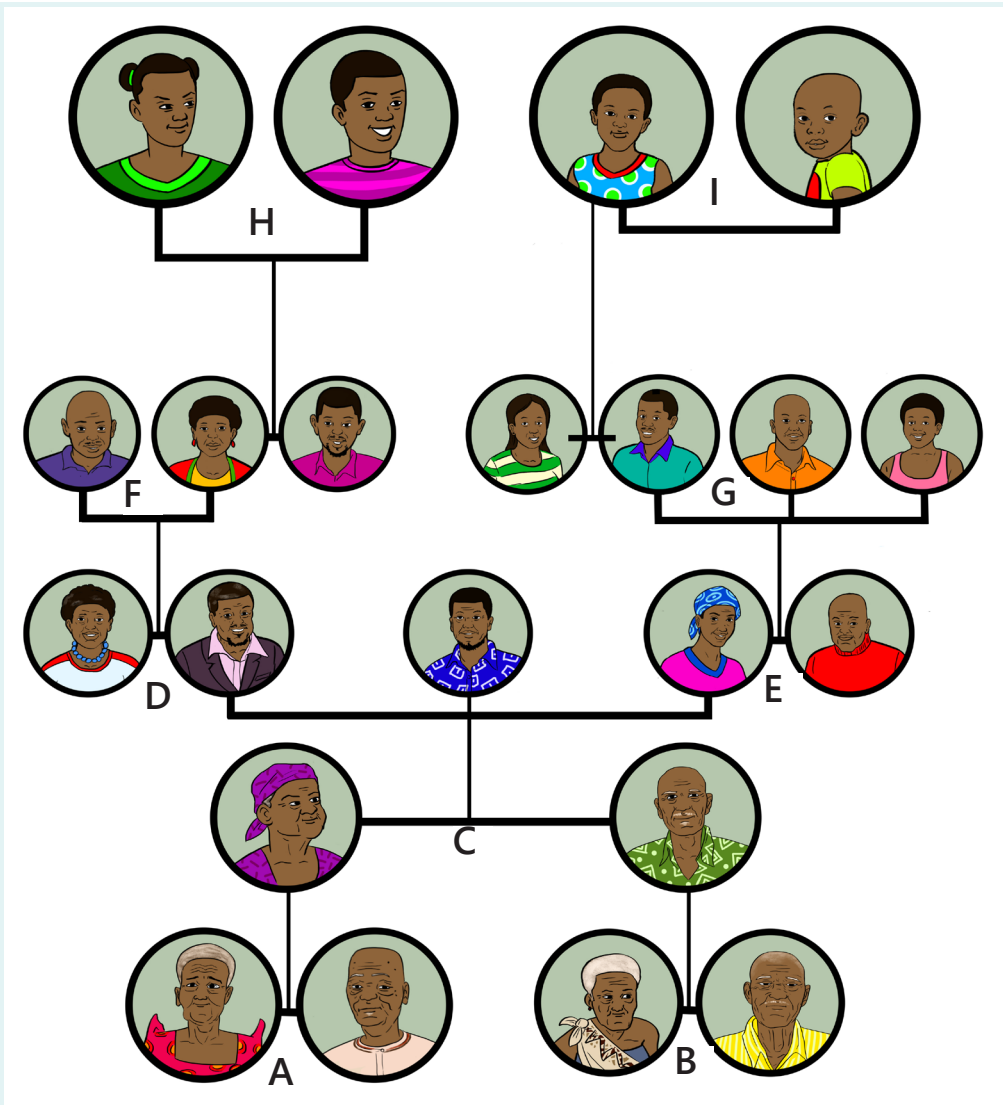


Figure 3.2

In groups:

1. Name Figure 3.2.
2. From *Figure 3.2*, identify the members that make up a family.
3. Share your findings with the rest of the class.

The father heads the family depending on the setting, some families have relatives of the wife or husband staying with them. In modern society, we find adopted sons, daughters, and house managers, commonly known as maids, as part of the family.

Importance of a Family in Society

Now that you know what a family is and the people that make up a family, what is the importance of a family in society? Reflecting back on the family you belong to, what are those important things that you have done for society as members of that family? Read the poem below and find out more.



Activity 3.3: Sharing Ideas and Experiences about the importance of a Family to the Society

Family life was planned by God
 Father is the head of family
 Wife is a helper to her husband
 Children are blessings from God

Family starts small
 Then grows when children are born
 Children grow up and bear more children
 Grandchildren also bear children

Family makes a clan
 Husbands relatives are welcomed
 Wife's relatives are welcomed
 Visitors are also welcomed.

Family life provides help
 Foster families are on increase
 Orphans are catered for
 Needy children receive help.

Mbaalu Sanyu Mary



Answer the following questions

In pairs:

1. Give a suitable title to the poem.
2. Using the information from the poem and library resources, identify the importance of a family.
3. Give the role of the following people in a family:

i) Father	iv) Aunties
ii) Mother	v) Uncles
iii) Grandparents	
4. In your own opinion, what would the world be without the institution of a family?

A family is the single most important influence in a child's life. From their first moments of life, children depend on parents and the family as a form of the child's first relationship. The family ensures the continuation of society, both biologically through procreation, and socially through socialisation. Society would not be complete if the family did not exist. The family is the smallest unit of society.

3.2 Types of Families

What constitutes/makes up your family? Share with the class members what makes up your family. Note down the members mentioned by other classmates that are part of their family. Families have got types, depending on who constitutes them. Each type of a family is unique and special in its own way.



Activity 3.4: Explaining the two major types of Families

In groups, observe the pictures and do the tasks that follow.



Figure 3.3(a)



Figure 3.3(b)



Answer the following questions

1. Name the types of families shown in *Figures 3.3(a)* and *3.3(b)*.
2. Identify the differences between the two families in *Figures 3.3(a)* and *3.3(b)*.

There are mainly two types of families in our society. The extended family was most preferred by African traditional societies. However, due to social and economic challenges, people have changed the family settings. Due to economic pressure, today many people prefer raising only their biological children.

Advantages of a Nuclear Family

Families that consist of the parents and only their children have more benefits; they enjoy more privileges than those constituting parents, children, and relatives. These benefits are social, political, spiritual and economic in nature. Today, this could be the reason why most people prefer nuclear families.



Activity 3.5: Sharing ideas and experiences about the Advantages of Nuclear Families

Read the passage below and answer the questions that follow.

I grew up in a family of only Father, Mother, my siblings, and I. We did not have any of our relatives in our home like some do. We had a small family. As a result, our parents had a manageable family.

They provided us with all the basic needs. We went to the best schools in the country. We ate the best meals at home and we often had medical check-ups. We lacked nothing, and our parents were always caring and loving.

We had enough time to interact with our parents; we played together, shared challenges, and received advice. Having them around us gave us a sense of security. We feared nothing because we knew that mother and father would always be there to protect us.

We prayed together and every Sunday, father drove us all in his car to church. We always attended the 10:00 O'clock service.



Figure 3.4

In everything we did, both our parents aimed at bettering our behaviour.

Day by day, they taught us acceptable behavioural expectations. In our family, we had many daily routines, like eating meals together, watching movies, and praying together.

Through such things, we established a strong bond as we worked together and relied on one another to overcome challenges. We witnessed our parents' supportive and loving relationship which helped us to learn how to live with others peacefully.



Answer the following questions

In pairs:

1. Identify the responsibilities of members of a nuclear family with reference to the story.
2. Mention three benefits of a nuclear family.

Most people have turned away from extended families mainly because of the benefits of a nuclear setting. This is the trend, more especially, in urban areas because of the high costs of living.

Within a nuclear family, there are shared values, responsibilities, and unconditional love, as well as honesty, friendship, healthy attachment patterns, and an environment that supports growth and learning. This guides children against making poor decisions in the future, as they are taught a sense of right and wrong.

Disadvantages of a Nuclear Family

Despite the fact that a nuclear family is considered the best, it poses a number of challenges. While some societies prefer it, especially the Western world, others, especially the African Traditional Society, do not consider it ideal.



Project Work:

Field visit

1. In groups, with the help of your teacher, visit an elder in the neighbourhood of your school. Seek permission from the school administration.
2. Discuss and share with the elder the advantages and disadvantages of a nuclear family.
3. Prepare a presentation of your findings and present it to the rest of the class.

Advantages of Extended Family

If you come from a nuclear family, you must have visited your grandparents either in your vacation or seasonal holidays where you might have found cousins, uncles, aunties. How did you find life with your relatives? What family do you prefer, and why? Read the dialogue below to find out more about the advantages of an extended family.



Activity 3.6: Researching and Sharing

Read the Dialogue

Musumba: Wanyama, how is your family?

Wanyama: My family is fine. God has blessed us with five children. My wife brought two cousins to help us raise the children, and my mother also came home for treatment.

Musumba: Wonderful, God is great and a good provider. It seems you have a big family.

Wanyama: Oh yes. We depend on God for providence, care and protection.

Musumba: A large family is the one referred to as extended family.

Wanyama: Oh yes, I have come to realise that living with our biological children is not enough. Our parents looked after us, so we also have to take care of them in their old age.

Musumba: Thank you, Wanyama for having such a generous heart. God is going to bless you abundantly.



Answer the following questions

In groups, find out the following:

1. What type of family does Wanyama have?
2. Of what advantage is Wanyama's family?
3. Other than those mentioned above, search the Internet and note down additional advantages of an extended family.
4. Using the Internet, search for the values promoted by an extended family. You can also find out from the students in higher classes.

An extended family includes multiple generations living together under the same roof. This type of family setup extends beyond a nuclear family which comprises of a father, a mother, and their children. Extended families may include uncles, aunties, and cousins who share the same household. This type of culture was common in the African Traditional Society, but now the lifestyles have changed. An extended family provides support to the parents and children in various ways.

Disadvantages of an Extended Family

An extended family has its challenges. This affects not only, the heads of family, but also the entire family and, sometimes, the society at large. The choice of the type of family we have once we are grown up, will depend on an individual.



Activity 3.7: Sharing Ideas and Experiences about the Disadvantages of Extended Families

1. In groups, discuss experiences on the disadvantages of an extended family.
2. Share your experiences with the rest of the class.

The Value of Courtesy in the Family and Community

You now know the meaning and types of family. You have also discovered the importance of the family. In this section, you will discover some values that are developed in the family. Courtesy is one of these values. Let us work through the activity and discover the value of courtesy.



Activity 3.8: Reading and Interpreting

Being polite is useful,
we must all be, to make the world a better place, when the young copy,
they will be confident in us.

With friends and family close to you, this behaviour keeps a good name,
the feeling of being so genuinely nice,
repeat it to others and they will listen to you.

Please and thank you are free you know,
it shows good manners and breeds respect,
you do not have to show professionalism,
sometimes politeness brings it.

Also respect your elders.
be kind to them where you can give up your seat and open doors,
and your praises will be sang.

So please, try to remember,
morning, noon, and night,
you just have to be polite.

Esther



Answer the following questions

In groups, find out the following:

1. In your own opinion, and with the help of the poem, what is courtesy?
2. In reference to the poem, explain the values promoted by courtesy in the family and community.
3. What other values do you learn from your family

Families are very important to individuals who grow and learn from them. They are protected and given identity because of the family. To the society, families provide leaders, labour, and market for the manufactured goods.

In this section, you will discover that when we spend time with our families and love each other and communicate openly, we create a better future for all.

Families help to educate children and teach them socialisation thereby instilling values of citizenship and belonging in the society. Learning to have courtesy is a must for everyone who desires to make progress in life.



Activity 3.9: Observing and Recording

In groups, study the pictures **A, B, C** and **D**.



Figure 3.5 (a)



Figure 3.5 (b)



Figure 3.5 (c)



Figure 3.5 (d)



Answer the following questions

In groups, find out the following:

1. Study the illustrations provided and find out the courteous behaviour in each.
2. In your own opinion, and with the help of the photographs, what is courtesy?
3. In reference to the photographs, explain the values promoted by courtesy in the family and community.
4. What other values do you learn from your family? Mention five courteous behaviours.
5. Share your findings with the rest of the class. Make corrections and write down the notes in your books.

In your discussion, you ought to have found out that families are very important to individuals who grow and learn from them. Courtesy is all about using your good manners using magic words like please, sorry/I'm sorry, thank you, pardon me, excuse me, yes sir, no sir, you are welcome and so on.

Learning to have courtesy is a must for every one who desires to make progress in life. Good manners show friendliness and concern for others.

3.3 Roles and Responsibilities of Different Members of the Family

Family members must live together in peace and harmony. To achieve this, each member of the family must be aware of what they should do, and the responsibilities expected of them.

They should be able to do their work cheerfully. The distribution of household chores depends on the age, sex, and health of every member.

The roles individuals play are influenced by different cultural norms and values. These roles are either productive or reproductive.

As family members age, specifically in nuclear and extended families, they take on additional roles such as becoming a spouse, parent, or grandparent. People's roles are always expanding or changing, depending upon their age and family stage.



Activity 3.10: Observing and Recording

Study the pictures.



Figure 3.6(a)

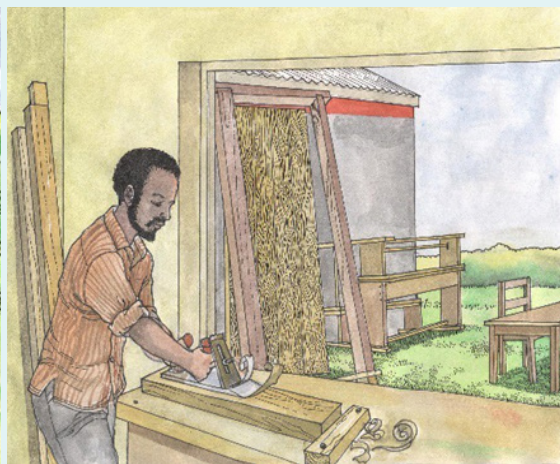


Figure 3.6(b)



Figure 3.6(c)



Figure 3.6(d)

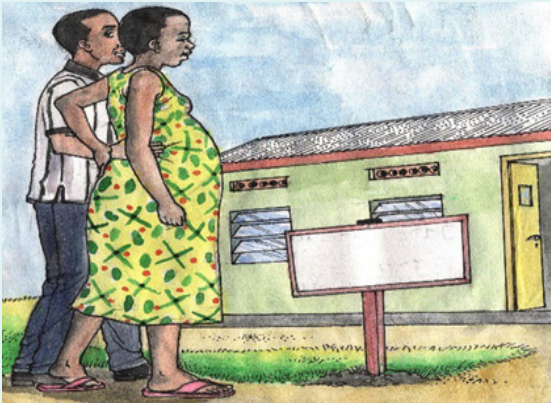


Figure 3.6(e):



Figure 3.6(f):

1. In pairs, identify what is happening in *Figures 3.6(a) to 3.6(f)*.
2. Explain to your classmates and record the roles not mentioned.
3. In your opinion, should boys and girls take on the same roles? Why?
4. Write the responsibility of each member of the family.
5. Share your findings with the rest of the class. Write down notes in your books.

Every member of a family should contribute to its well-being. There should be division of labour to avoid the burden of work overload on any individual. Since women also play the reproductive role of child bearing, much of the productive roles, such as providing food, shelter, clothing, and security, as well as collecting firewood, fetching water, harvesting food, and so on, should be done by their male counterparts to reduce the burden. Husbands and wives should work together in complementary roles. No one is a subordinate to the other.

Biblical Teaching on Responsibilities of Members of the Family

You have discussed the role of each family member. You agreed that everyone’s contribution leads to a happy family. In this section, you will discover what the Bible teaches about the same. God wants our families to be happy. The Bible provides guidelines for each family member, describing the role that God wants each one to play. When family members fulfil their roles in harmony with God’s guidance, the results are good. Let us discover more through *Activity 3.11*.



Activity 3.11: Reading and Answering

Table 9:

Bible text (GNB)	Summary of the Biblical teaching on the role of different family members
Ephesians 6:1-4	Children have a duty to obey parents
1 Peter 3:1-7	
Exodus 2:1-3	
Exodus 20:12	
Genesis 24:1-66	

Every family on earth exists because of our heavenly Father and He certainly knows what makes families happy. Each member of the family can help to make family life better by performing their roles and responsibilities in accordance to God’s Word. This can promote unity and harmony among family members. Families in the modern society, therefore should use the teachings to promote happiness.

3.4 Value of Harmony in Family Relations

Ideal Relationship in the Family, According to Paul’s Letter to the Ephesians 5: 21-33, 6: 1-4 and 6: 5-9

Most of our families have had conflicts at one point. In most cases, these conflicts are a result of failure to submit to one another. This is not new today. It happened even during Bible times. In the Bible, we read of many family relationships that were broken by misunderstandings amongst family members. Take an example of Cain who murdered Abel; Adam who blamed Eve after eating the forbidden fruit, and Abraham who had a son with Hagar his Egyptian slave.

In order to fulfil God’s plan of having happy family relationships, Paul wrote a letter to the Ephesians advising them on how to live in unity and harmony within their families.



Activity 3.12: Reading and Identifying

In pairs, read **Ephesians 5: 21-33; 6: 1-4** and **6: 5-9** and perform the tasks that follow.

1. What should be the ideal relationship between:
 - i) husband and wife?
 - ii) children and parents?
 - iii) servants and masters?
2. What is the general message to families given in Paul's letter to the Ephesians?

St. Paul's letter to the Ephesians is concerned with bringing all the family members together, not forgetting even servants. This plan is to bring about unity and oneness among family members. Just as the church is like a body with Christ as the head, children, wives, and servants in a family are like a body with the husband /father as its head.

Misunderstandings Between Children and Their Parents

You have discovered the ideal family that God expects people to have. However, in many cases people fail to meet that expectation. This causes misunderstandings. Misunderstandings between children and their parents are unavoidable. Parents are, therefore, charged with a big responsibility of helping their children understand the difference between good and bad, right and wrong, and what it means to be respectful to others.



Activity 3.13: Sharing and Answering

1. In groups, discuss and share your ideas with the rest of the class about.
 - i) The conflicts you have experienced between your parents and yourself.
 - ii) The causes of the conflicts mentioned in (i) above.
 - iii) The effects of the conflicts identified in (i) above.
 - iv) Possible solutions to resolve the conflicts in (i) above.

Causes of misunderstandings between the parents and their children must be amicably identified and solved. If these differences are not solved harmoniously, the effects are always far reaching. You should always avoid misunderstandings with your parents. In case they arise, conflict resolution should be reached mutually to create good relationships in the family.

The misunderstandings may take different forms. They may be social, economic, cultural, or religious.

Causes of Misunderstandings between Wives and Husbands

Have you ever come across a couple who have never conflicted? This may be impossible. When a person spends most of their time and a major part of his/her life with one person, misunderstandings and conflicts are bound to arise.

In your family or neighbourhood, you must have witnessed conflicts between a husband and a wife. No matter how loving a family is, all families go through conflicts. One wonders what could be the cause of the conflicts that happen between two people who promised to love each other until death separated them. Let us find out in the next activity.



Activity 3.14: Identifying and Responding

1. In groups, using the forms of misunderstandings mentioned, identify and represent them in a table form in the order shown.

Table 10:

No.	Social	Economic	Cultural	Religious
1	• Failure to return a book or dress or anything that you may have borrowed	• How to share resources from a family business	• Intermarriages • In-law related conflict	• Different religions • Adultery
2				
3				
4				
5				
6				



Answer the following questions

1. In pairs, find out the possible causes of misunderstandings between husbands and wives.
2. Using the knowledge you have acquired in C.R.E since Term 1, suggest solutions to the misunderstandings identified.



Project Work:

In groups, visit the Internet, or consult your school chaplain or a married person on the teaching staff, and find out the causes of misunderstandings between husbands and wives.

Misunderstandings in marriage are often caused by differences in opinion between spouses. Husbands and wives should bear in mind that each person is unique and different from the other, and perfection can only happen when both of them adjust and cooperate with one another, rather than being against each other. It is impossible to change someone. That change must come from the individual himself/herself. This is when the change will be permanent.

A forced change does not last. Disagreements may stem from jealousy or mistrust, which may be reflected in a lack of communication such as a spouse not being informed of the other's feelings, thoughts, and important matters in their lives. This may lead to broken promises which break down trust and respect.

Dangers of Family Instabilities to the Members and Society

Do you believe that once family instability occurs, it affects, not only the family members, but also, the society at large? Family instability can be economical, emotional, social, and physical. The challenges and struggles of family instability can be passed on from generation to generation if the issues are not corrected, or the family and children do not receive appropriate physical and emotional assistance when needed.



Activity 3.15: Reading and Summarising

Read the poem below.

Family is our anchor and shelter,
We expect our parents to raise us,
our grandparents to love us,
and our brothers and sisters to always be there for us in any circumstance.
They are our blood, and we depend on that connection.
When a family member doesn't live up to our expectations, we feel betrayed.
When a parent, grandparent or older brother or sister puts their
needs before our own, we feel unloved and hurt.
In such a case, we are likely to feel sad, alone, and angry.

When there is infidelity, our parents' divorce
When our parents' divorce,
we are left alone. We lack the basic needs,
We become destitute.

When there is poverty,
And the bread winner of the family fails to provide.
The result is constant misunderstandings

With the interference of in-laws,
There is no chance to make independent decisions,
No solidarity or unity
This gives rise to family instability.

In society,
Many children become idle,
The number of street children increases, crime rate increases,
The quality of health and education decline.

Roland



Answer the following questions

In groups:

1. Suggest a suitable title for the poem.
2. Find out the causes of family instabilities.
3. Using information given in the poem, point out the dangers of family instabilities to:
 - i) Family members
 - ii) Society
4. Identify ways to recover from a family conflict.
5. Share your findings with the rest of the class. Make corrections and write down notes in your books.

Unresolved misunderstandings will always affect, not only the family, but also the entire society. Once misunderstandings are not handled well, they affect the social, economic, spiritual and political aspects of the society.

Importance of Harmony in the Family

Harmony is important in the family setting. Without it, there is no happiness or joy. Harmonious ways of solving conflicts have a great impact on families. Do you know how important it is to solve misunderstandings within a family?

Such conflicts disfavour the children and their parents. What could be the importance of harmony? Why is this harmony so important in the family? It is not only about good behaviour of the children and their future. It is also highly important for the parents. Imagine that you are a parent. You come home after work and every night there is a fight over something. The children fight each other both physically and verbally, the father ignores the chaos, then you start yelling and nobody is listening to you.

Harmony is important because it creates a stress-free environment. All kinds of stress may cause diseases both physical and mental. And if the health is poor, everything will crash.

A family should have the ability to trust and support one another. Family members should communicate their differences in a constructive way, and look beyond themselves and immediate family.

Building family harmony starts with living our values. Try to talk kindly to every one in the family, adult and children.

Give priority to your family, above everything else. Take some time off from busy schedules to be with family members.

If you want to discover the importance of harmony, do *Activity 3.16*.



Activity 3.16: Reading, Discussing and Reporting

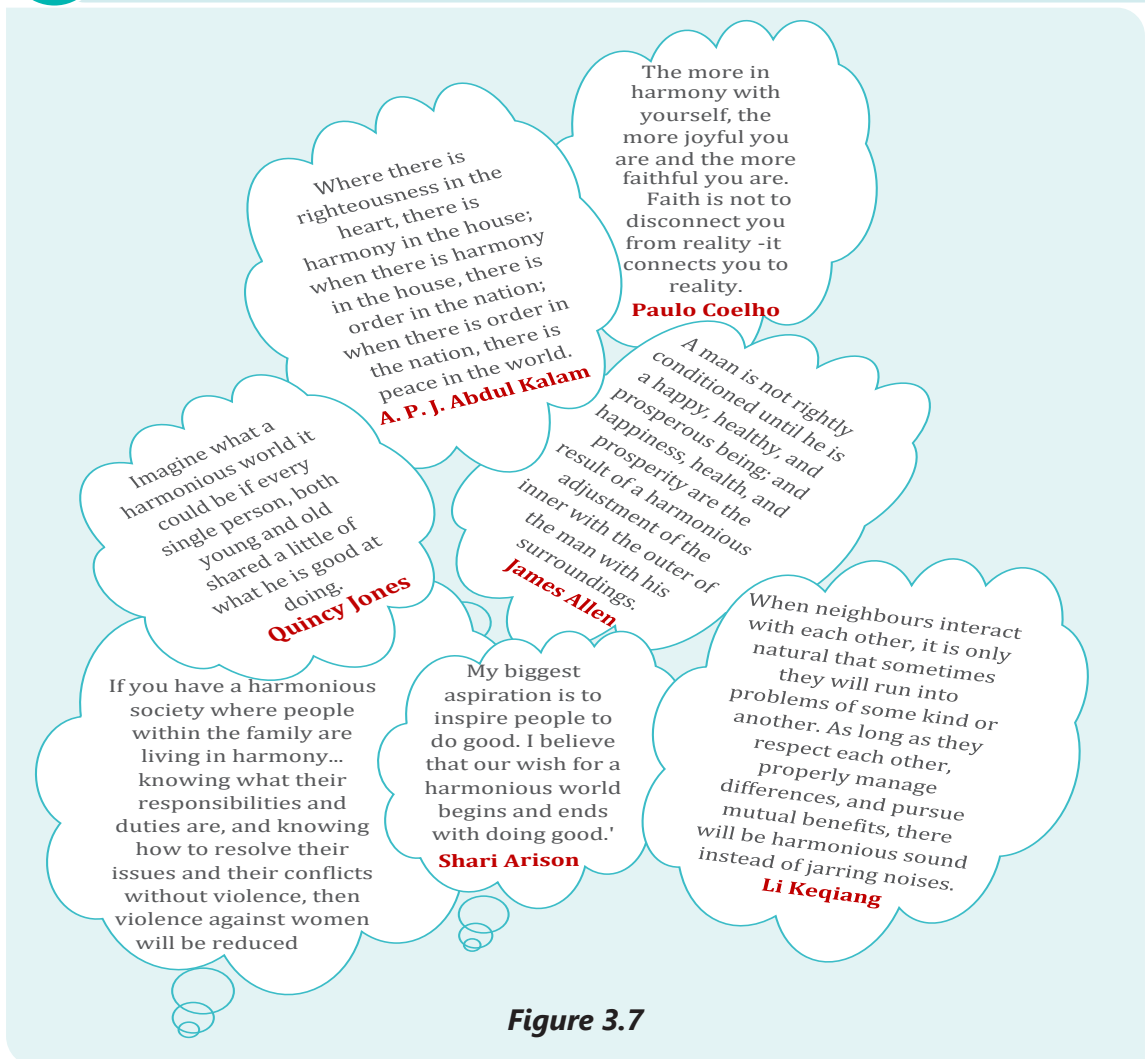


Figure 3.7



Answer the following questions

1. In groups, find out the meaning of harmony using the ideas in the messages above.
2. According to you what are the important things in a family that can create harmony.
3. Summarise the importance of harmony using the ideas in the messages above.
4. Share your findings with the rest of the class

Harmonious living is a conscious effort by all families, for living in harmony with others is easier said than done. Harmonious living means people living peacefully together without fighting or disagreeing. We must try to live in peace and harmony with ourselves and those around us.

Challenges Faced by Modern Families

Families that have the resources they need to provide all the basic needs for the growth of their children face fewer challenges than those that struggle to get by. However, with our country facing economic hardships, many families are experiencing unexpected challenges. These challenges have not stopped at being economic, but have also extended to include social and political aspects.



Project Work:

Research about humanitarian organisations dealing with family affairs from the Internet. Visit the office of the LC1 chairperson in your village or probation and welfare office at your sub-county or district or the welfare and child protection unit at the nearest police station.



Activity 3.17: Researching and Reporting

1. In pairs, interact with the person in-charge of the office you have visited.
2. Identify the challenges facing the families they have on record.
3. Find out how the offices have tried to overcome the challenges.
4. Write a report on your findings.

The challenges in modern society vary from family to family. Through research, education, collaboration, and outreach, different stakeholders develop and share insights with those whose decisions affect the quality of life for families.

3.5 Current Family Trends

DID YOU KNOW?

The trend of family life changes with every generation. Today divorce, remarriage, and cohabitation are on the rise. Families are smaller now as compared to those in the African Traditional Society. There is a high rise of single-parent households and a drop in child-bearing due to circumstances surrounding parenthood.



Activity 3.18: Discussing the Current Family Trends

The following responses were given by Senior Two students of Kolo SS after being asked to mention the current family trends.

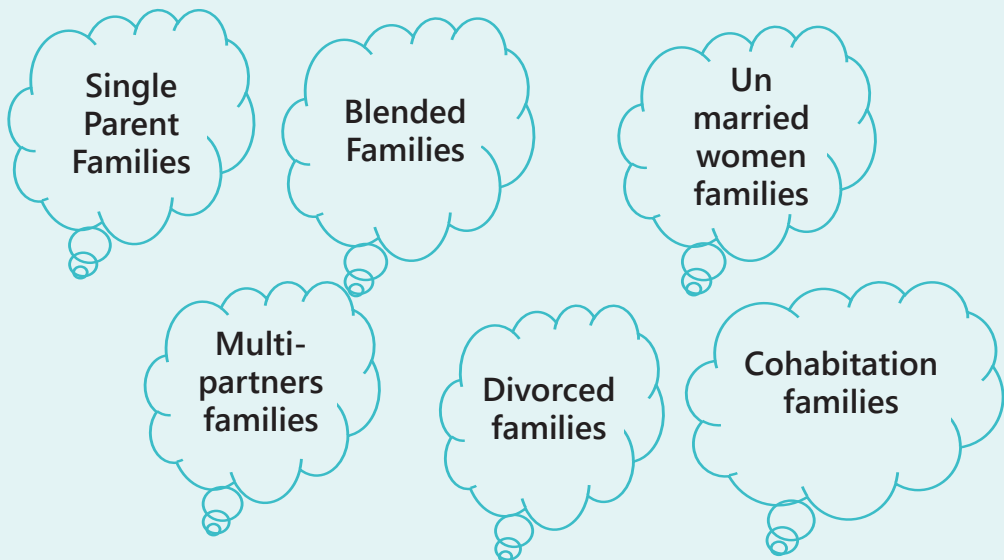


Figure 3.8

1. In groups, explain each of the above responses.
2. What do you think are the challenges/problems caused by the new family trends? Share your ideas in your groups.
3. Suggest the solutions to the challenges you have mentioned.
4. Through your group leader, share your ideas with the rest of the class.
5. Suggest ways of promoting the right attitudes to the family.



Project Work:

In groups, using the internet or library resources or by consulting with other learners in higher classes, carry out further research on the ways of promoting the right attitudes in the family.

Long ago, children grew up in the hands of a family which stayed together with fathers as heads of the family. Unfortunately, this has changed. Today, women head several families, and cohabiting is the order of the day.

3.6 Christian Teaching about Family

DID YOU KNOW?

The family institution started with Adam and Eve in the book of Genesis. It is God Himself who initiated the family institution. The family is at the centre of God's plan as a source of blessing and joy.



Activity 3.19: Reading and Discussing

1. Read the following to find out the Bible teaching about the family, and discuss in groups.

Bible text	Teaching about family
Genesis 1:28	
Genesis 2:18-24	
Malachi 2:13-16	
Luke 18:16-17	• Let the children come to me, for the kingdom of God belongs to them

Values of Family, as Expressed in Abraham's Family

In Genesis, we read about Abram (Abraham), the faithful man of God. Do you know the story of his family? His family life has something to teach us. Remember that he spent much time in a childless marriage with his wife, Sarai (Sarah). Following Sarai's (Sarah's) request, he had a child with Sarai's servant, Hagar, whom they named Ishmael. Abraham was patient with Sarah who was barren. He turned to God for a child, and later God blessed him with a son, Isaac. Abraham introduced Isaac to monotheism (Worship of one God).



Activity 3.20: Reading and Answering

1. Read and fill in the table provided.

Bible text	Values	Lesson from Abraham's family
Genesis 16:15-16		• Be productive • Do not give up • Trust in God to answer prayer
Genesis 21:1-3		

Genesis 25:1-5		
Genesis 25:5		
Genesis 25:19-34		
Genesis 25:20-26		
Genesis 25:28-34		

- Using the Bible texts you have read, describe Abraham's relationship with his children.
- Use the example of Abraham's family to identify the values expressed in the family.

Keeping the family together requires commitment and patience. Family conflicts should be resolved harmoniously. A family is run by three people (husband, wife, and God). Decision making should be participatory, but based on God's guidance.

Christian Teaching on Relationships within a Family Setting

DID YOU KNOW?

The Bible talks about relationship within a family. Christ's relationship with the church as the head, reflects expected family relationships. Christians should emulate His life.



Activity 3.21: Reading and Summarising

- As a Christian, what should be the ideal relationship in a family setting?

Just as Jesus maintained a good relationship with the Church as the head, fathers should also maintain a good relationship with their families as the heads.

Ideal Relationship Between Children and Parents

What kind of relationship do you have with your parents? Everyone must have good relationship with their parents. How do you feel when there is tension between you and your parents? The feeling is not good. Apostle Paul and other Bible authors wrote about how children should relate with their parents. Find out from *Activity 3.23* how they ought to behave while with parents and how parents ought to treat them.



Activity 3.22: Reading the Bible and Writing

In pairs, read the verses given in the table below and write down what they teach about relationships between children and parents.

Table 11:

Bible text	Relationship between children and parents
1 Samuel 2:19	- Hannah the mother of Samuel would make a robe each year and take it to him when she accompanied her husband Elkanah to offer the yearly sacrifice. - Parents provide basics of life to their children.
Ephesians 6:1-4	
Psalms 127:3-5	
Exodus 20:12	
Proverbs 18	
1 Kings 2:1-4	
Genesis 37:3	
Luke 15:21-22	
Matthew 2:13	
Proverbs 31:1-5	
Ephesians 5: 22-33	

By children performing their duties and parents fulfilling their roles, a harmonious relationship and environment is created in the home.

3.7 Nature of Family in The African Traditional Setting

DID YOU KNOW?

The traditional African family setting was different from that of today. Traditional African family patterns are however, slowly but gradually, changing as a result of modernisation shown through trends, like urbanisation. Work through *Activity 3.24* to discover more about the African Traditional Society family.



Activity 3.23: Reading and Answering

In traditional Africa, the family was a link in the social life of Africans. In Africa, there was considerable importance attached to the respect for elders and ancestors. African communities were characterised by socialism as opposed to individualism. The majority of African households were mostly rural, patriarchal, and



Figure 3.9: Typical African home of the past

hierarchical; they were polygamous and open to kinship networks. They attached substantial importance to lineage continuation. These features played a key role in influencing the number of children women gave birth to.

The social organisation of most African families was rooted in a patriarchal and hierarchical system that prevented the possibility of women (who generally had a lower status than men in the society) from making deliberate choices on the number of children they wanted to have.

At marriage, women had a lower status than all the members of their husband's family. Women were voiceless and powerless. Men were superior. Substantial cultural importance was attributed to fertility and lineage continuation, tight patriarchal traditions, and polygamy.

Marriage was dominated by arranged marriages whereby parents usually interfered in the selection of marriage partners for their children. This was mostly common for their daughters and was done without the consent of the children.

In traditional societies, a high value was given to marriage. This was marked by the practice of early marriages and childbearing, which in most cases, continued till the end of the productivity age.

Polygamous marriages, dominated traditional societies and were characterised by the trend of early marriage where most of the women got married quite young, mostly to mature older men. Polygamy constitutes a major feature of rural Africa.

Families were dominated by the extended family settings whereby a family was made up of, the married couple and their children, but also, included uncles, aunties, grandparents, to name but a few.

Large families were seen as an asset. There were no interests in reducing the family size. It was seen that having fewer children in the face of high death rates could lead to family Extinction.



Answer the following questions

1. In groups, discuss what characterised the African settlement patterns, according to *Figure 3.9*.
2. Explain the nature of the family in the traditional African setting as specified in the passage.
3. In your own opinion, explain good practices in the African Traditional society family.
4. Through your group leader, share your ideas with the rest of the class.
5. Make corrections and write down the points you have agreed upon in your notebook.

Many people constituted the African Traditional family, and these were close relatives. Women would stay together with their co-wives, since polygamous marriages were the order of the day. Each member of the family (as shall be discussed in the next unit) had a role to play, and this created social harmony.

Roles of Family Members in African Traditional Society

Do you play a specific role at home? This is not a practice that started with modern society. For harmonious living, every member of the family in the African Traditional setting had a clear role to play, too. Your parents have roles, and so do children.



Activity 3.24: Role playing the Roles of Family Members in Traditional Families

1. Form groups and act out the roles played by different members of your family (mother, father, sons, daughters).
2. Each group should present in front of the rest of the class.

Roles in a family (with an exception of the reproductive ones) should be shared to reduce work overload on particular family members, especially the women. Men have to support women in carrying out work, keeping in mind that women have the burden of child bearing. Both boys and girls should be involved in working, for it helps them become responsible people.

Features of A Good Family in The Traditional Africa

DID YOU KNOW?

African traditional families had practices that every family complied with. These practices are what characterised a good family.



Activity 3.25: Observing and Identifying



Figure 3.10(a)



Figure 3.10(b)



Figure 3.10(c)



Figure 3.10(d)

1. In groups, discuss which of the figures above represent features of a good family.
2. Name the good features.
3. Which ones represent features of a bad family?

The African Traditional Society family had a standard set of practices that every family had to observe. As a result, there was a high degree of discipline. Disciplinary actions, such as ex-communication, were taken for those family members that failed to adhere to the set of standard morals.

Position of a Family in the Community

DID YOU KNOW?

Without family there is no community. Creating strong families through enhancing family relationships, parenting, and child development is the foundation for the community.



Activity 3.26(a): Investigating and Explaining

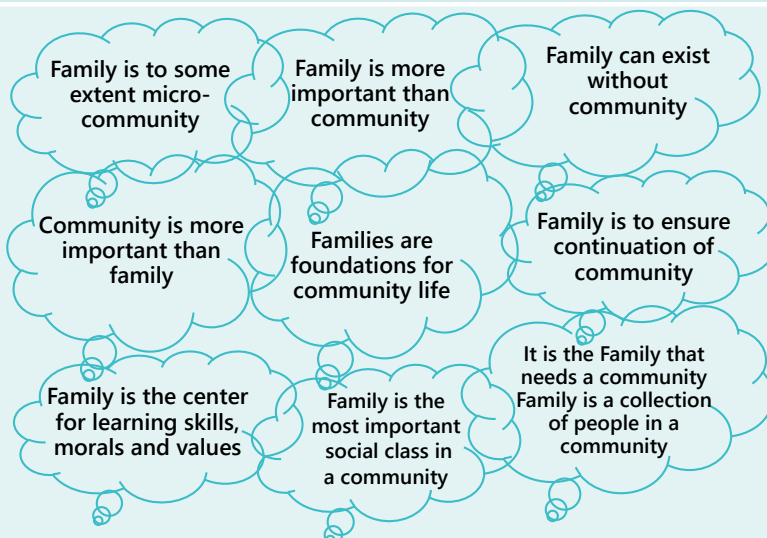


Figure 3.11

1. In pairs, which of the above statements clearly defines the position of a family in a community?

Society needs the family. This is because there is need for labour, and society needs the market for finished goods. It needs people to control and utilise resources, among others. This means the place of the family in a community is unquestionable, not only in the African Traditional settings, but also today.



Activity 3.26(b): African Family Values

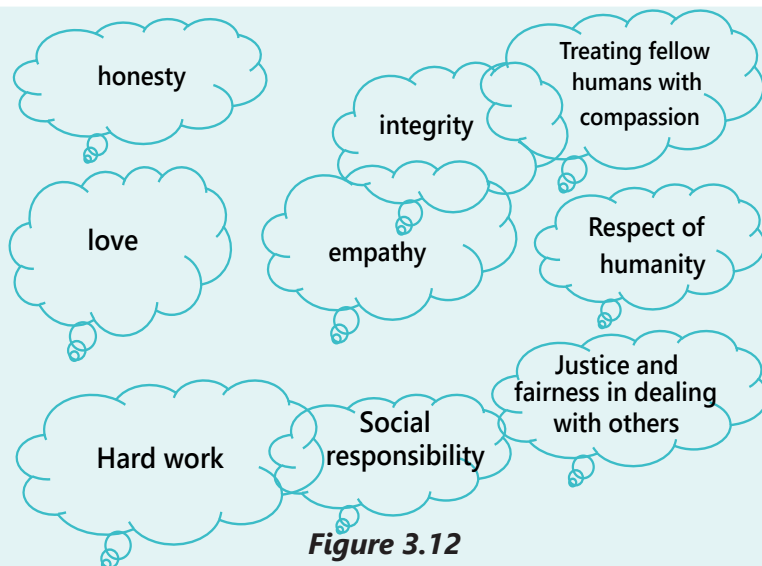


Figure 3.12

1. Which of the above values about the African family are relevant today?



Activity 3.26(c): Comparing the African Traditional Family and Modern Family

Read the Passage

Family patterns that were the norm in Traditional Rural African Societies are slowly being changed and substituted by modern values. The transformation of societies from rural to urban settings has greatly contributed to changes in the family structure. This has generated the change of cultural/traditional norms and values that characterised rural communities. Ugandan families are increasingly faced with the challenges and pressure coming from the competition prevailing between traditional and modern family values. Hence, modern family patterns are increasingly subjected to transforming and adapting to changing times.

The most popular trend is that of an increase in combining traditional and modern marriage norms, values and practices. For example, modern practices are also hierarchical and patriarchal. Today, the age at which marriage takes place is delayed more than it was before. Furthermore, modern societies have adopted policies that strive to advocate for the consent of both parties before marriage.

Despite this development, the selection of marriage partners is still done with the consent of family members.

Marriage in Uganda today is substantially marked by the shift from polygamous marriages to monogamous marriages. This is prominent in the urban areas of the country and mostly among the younger generation. Monogamous marriages have become the norm. This, however, does not mean that polygamous marriages do not occur; rather its occurrence is less nowadays than it was before. The introduction of Christianity has played a great role in this. Monogamy, in principle, was limited in African Traditional societies where marriages between one man and two or more wives dominated. Urbanisation and modernisation have also contributed to these changes.

There is the emergence of concepts from the Western World which did not prevail before. These are ideas such as love and romance; they have altered traditional marital relationships. The beginning of modernity has raised transformation of African family organisation, marked by the drift from larger family size to small size households. This has also been affected by the number of children that married women give birth to. Today, couples can decide to have or not to have children at all. Despite this fact, extended families still have quite a stronghold in Uganda, even in the era of modernisation. The main reason for this has been linked to the role that the extended family plays as social security in the society.

Ugandan family patterns are increasingly faced with the challenges and pressure coming from the friction between traditional and modern family values and structure. There is a steady increase in the move towards the abandonment of traditional practices for modern ones. For example, modern practices are also hierarchical and patriarchal. Other modern practices taking place, such as childbearing outside marriage, single parenthood, and non-marital unions, are on the rise in Uganda.



Answer the following questions

1. In pairs, compare the traditional family and modern family in Uganda today. Present your comparison in a table as shown below.

Table 12:

Traditional Society	Modern Society
Similarities	
Differences	

2. What do you learn from the good practices of the Traditional African family?



Sample Activity of Integration

Mr. Obina grew up in an extended family. He did not like his experience with it. He therefore opted for a nuclear family; after marriage it was his wife, children, and himself that mattered. He did not want anything to do with relatives. His son Patrick after marriage allowed in his home both his mother-in-law and her daughter. Life was okay at home at first since the grandmother could take care of the children and keep the home. Her daughter helped her with house chores as Patrick's wife had a job which engaged her every day from morning to evening. A problem arose when the wife accused Patrick of having a relationship with her sister. Mr. Obina advised his son to get his sister-in-law out of his home in order to have peace. However, getting rid of the young lady was not an option because the mother would not let her go. Patrick's wife also insisted that her mother could not go because she loved her so much and cannot trust any maid with her children. She threatened to leave Patrick if he sends them away. Patrick did not know what to do.

As a C.R.E student, prepare a radio presentation of 20 minutes to advise people like Patrick and his family on the importance of family in the promotion of unity, loyalty, generosity and harmonious living.



Tasks:

As a Christian Religious Education student, prepare a presentation for a radio talk show addressing the problem above. In your presentation, include the following:

1. The Christian values promoted by the family.
2. Roles of the different members of the family in promoting the values of individual responsibility.
3. Use Biblical teachings to explain to the radio listeners about harmonious living in a family.

Chapter Summary

By the end of this chapter, you should have understood the importance of family to society in promotion of unity.

You should also have understood how the family promotes the values of responsibility, unity, loyalty, generosity, and harmony as derived from Christianity and African traditional Society.

GLOSSARY

attribute: a quality or feature regarded as a characteristic or inherent part of someone or something

affirm: to publicly show your support for an opinion or an idea

abortion: the intentional ending or deliberate termination of pregnancy, usually the embryo or fetus capable of independent life

ancestors: a person related to you who lived a long time ago

assertive: being bold or confident in statement or behaviour/conduct

beneath: at a lower position or level/someone or something under a person or something

conscious: having knowledge of something or being aware of and responding to one's surroundings

complementary: different but useful or attractive when used together

couple: two persons married, engaged or otherwise romantically paired; two of the same sorts considered together/pair

courtesy: excellence of manners or social conduct, polite behaviour, or respect of others

compassion: a strong feeling of sympathy and sadness for the suffering or bad luck of others and wish to help them

context: a situation within which something exists or happens and that can help explain it

constituted: be part of a whole or to make up, form, or compose

destitute: extremely poor and lacking the means to provide for oneself

dignity: the quality or state of being worthy, honoured, or esteemed. or a sense of self pride in one's self (self-respect)

discriminate: to make or see a difference in favour of or against a person or thing on the basis of the group, class or category to which the person or thing belongs rather than according to actual merits

deprive: not having the things that are necessary for pleasant life such as enough money, food, or good living conditions

diverse: very different from each and of various kinds

despise: to dislike and have a low opinion of someone or something

endowed: to naturally have a particular feature and quality among others

euthanasia: also called mercy killing. the act or practice of painlessly putting to death persons suffering from painful and incurable diseases or incapacitating physical disorder

empathy: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation

extinction: the act of ending the existence of a plant or animal, or when a type of a person, custom, or skills among others stop existing

foster: to take care of a child usually for a limited time without being the child's legal parents

fertilisation: the joining of sex cells to form a new living thing

genocide: the deliberate or intentional killing of a large group of people especially those of a particular nation or ethnic group

generosity: the quality, act or fact of being willing to share

genetically: belonging to or relating to genes

hierarchical: a system in which the people within a company or organisation are organised into levels according to the authority they have

in vitro: happening outside the body/living organism in artificial conditions often in a test tube

integration: the action or process of combining two or more things in an effective way

infidelity: the act or fact of having sex with someone who is not your husband, wife or regular sexual partner

institution: a large important organisation such as a university, church or bank

justice: fairness in the way that people are treated

jubilant: the feeling of great happiness, especially because of a success

lineage: direct descent from an ancestor, or the members of a person's family who are directly related to that person and who lived a long time before him or her

profane: to treat something sacred with disrespect, abuse, or irreverence

recline: to lean or lie back with the upper part of your body in a nearly horizontal position

retard: to delay or impact the development or progress of, or to slow up especially by preventing or hindering advance or accomplishments

research: to study a subject in detail especially in order to discover new information or reach a new understanding

reproductive: relating to, functioning in, or capable of reproduction relating to the process of reproduction

sanctity: holiness of life and character; godliness, the quality of being holy, or being very important and deserving respect

sacred: considered to be holy and deserving respect, especially because of a connection with god

self-esteem: this is how one feels about oneself. it is a self-belief or respect

torment: cause to experience severe mental or physical suffering

trait: distinguishing quality or characteristic, typically one belonging to a person

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