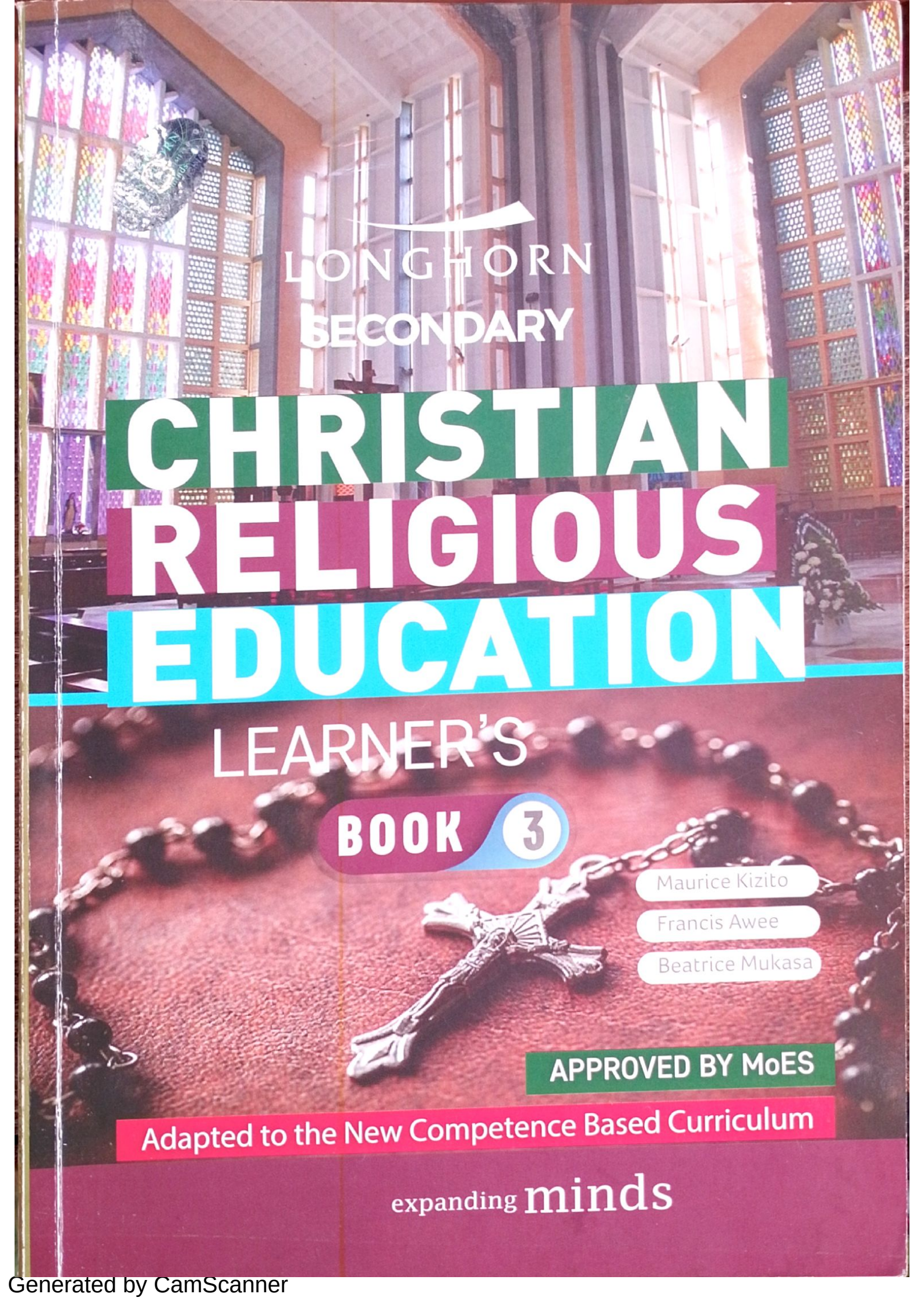




LONGHORN
SECONDARY

CHRISTIAN RELIGIOUS EDUCATION

LEARNER'S

BOOK

3

Maurice Kizito

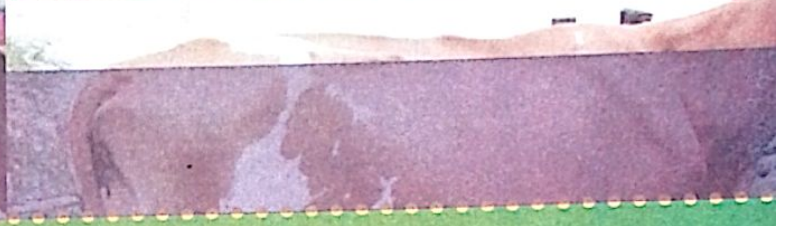
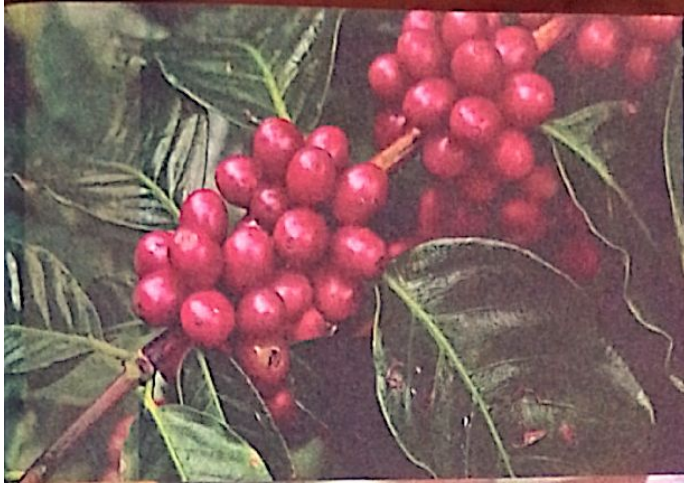
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Adapted to the New Competence Based Curriculum

expanding minds



Longhorn Secondary Christian Religious Education

Learner's Book 3



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Preface

Christian Religious Education Learner's Book Three has been developed to make the learning of the subject easy and understandable to all learners. Tailored on the new competence based curriculum, the book responds to the unclear subject content. The need to provide you with a suitable guide inspired us to write this book. The content and subject matter in this book has been drawn from your daily life experiences. In this way, we have integrated the present situation, Bible and setting to bring all kinds of learners on board.

Christian Religious Education is aimed at promoting your spiritual and moral development and to enable you engage in a search for meaning, value, and purpose in life. The book creates awareness that beliefs and values are fundamental to self, families and to the fabric of society. It will also help you discover the meaning and purpose of morality, beliefs and the values that are upheld by society.

This book shall basically serve you in two ways. First, it is meant to guide you on how to study on your own. Second, it is meant to help you during classroom interactions with your teacher. It is important to know that no one knows everything but we can learn from each other. Your teacher will act as a facilitator.

The chapters of this book have been received from the syllabus. This syllabus is the one given by the National Curriculum Development Centre. We used research to come up with the right information in every chapter. You need to work on your own to discover more than what this book gives.

Using this book requires you to know its features. The major features include; chapter, key words, subtopic, activity, Activity of integration, glossary and index. .

Following the instructions in this book, you are advised to focus on the activities and you will be able to study the subject content even without a facilitator.

You are also advised to read/study everything in the chapter. Enquire from your teacher whenever you need assistance. Should you need to find meaning to special words, use the glossary at the end of this book. Such words have been arranged in their alphabetical order. Also, the dictionary is very helpful. We recommend the Oxford Advanced Learner's Dictionary, and the Good News Bible. The activity of integration is like an examination that will test you about your overall understanding of the chapter. Therefore, make sure you understand and put everything in practice.

Rationale

Christian Religious Education promotes the spiritual and moral development of learners. It enables them to engage in a search for meaning, value and purpose in life. Learners become aware that the beliefs and values are fundamental to self, families and to the fabric of society. Religious beliefs are diverse. The scope of the programme of study enables learners to develop an appreciation of faith within communities.

The programme of study reflects contemporary approaches in the learning-teaching process. It supports learners in developing and reflecting upon their values and contributing to their capacity for sound moral, and ethical judgment. Through developing awareness and appreciation of the value of each individual in a diverse society, Christian Religious Education brings about responsible attitudes towards other people.

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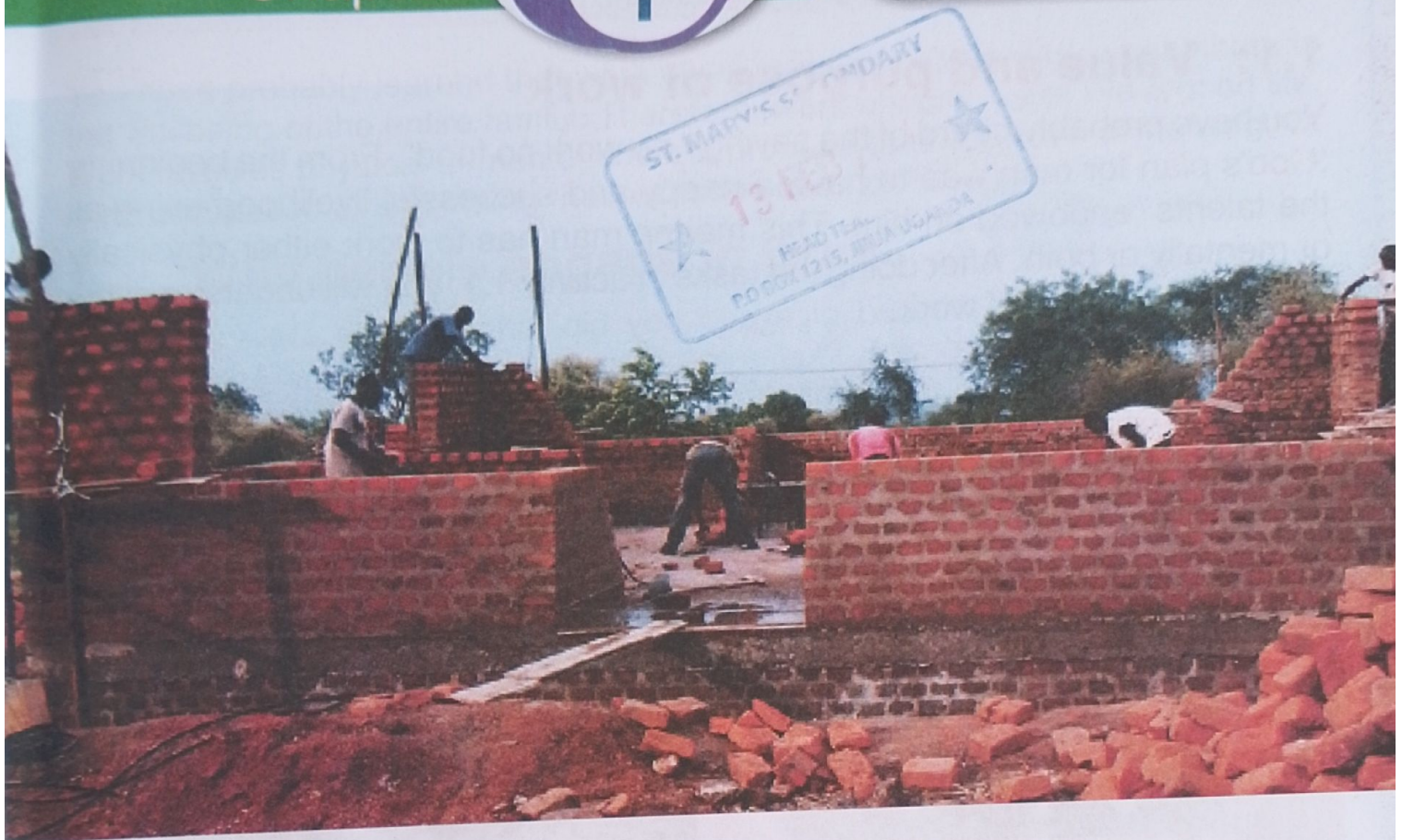
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Theme : Man's Dominion over the World

Chapter

1

Work



Key words

- 💧 career
- 💧 work ethics
- 💧 unemployment
- 💧 employer
- 💧 employee
- 💧 professional

After studying this chapter and practising its activities, you will be able to:

- (a) understand the purpose of work.
- (b) appreciate your own talents when making career choices.
- (c) appreciate work ethics.
- (d) understand the challenges of work in the modern world.
- (e) understand the rights and responsibilities of employers and employees.
- (f) appreciate the Biblical teachings about work.

Introduction

In the previous chapter, you learnt about marriage and family, where emphasis was put on fulfilling your specific roles in the family. Now you will learn about how mankind can earn a living, raise a family, satisfy their needs and live in harmony.

In this chapter, you will understand the religious teachings on the value of work, appreciate its importance and develop a positive attitude towards work. This will enable you to examine what people do, what causes them to do it, and how they feel about what they do. The meaning of work, and the purpose it serves in today's society.

1.1: Value and purpose of work

You have probably heard of the saying, "no work no food". From the beginning, God's plan for man was to have a happy and successful livelihood using all the talents endowed on him. This means man has to work either physically or mentally or both. After doing the tasks in activity 1.1, you will understand the value and purpose of work.



Activity 1.1 Understanding the value and purpose of work

In groups, study the photographs A-D in figure 1.1 and do the tasks that follow.

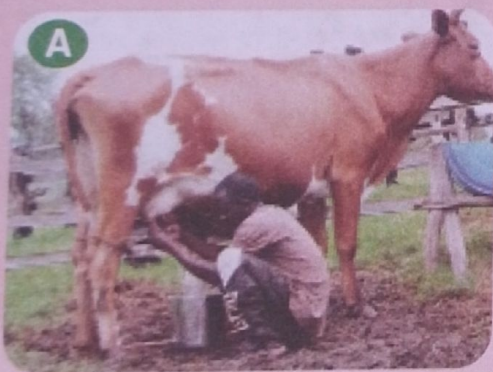


Figure.1.1 (Source: Longhorn Archives)

Task:

1. Identify the activities taking place in figure. 1.1.
2. Describe any type of work not mentioned in figure 1.1 that people do in your society.

3. Discuss any type of activities that people in your society involve in and their rewards.
4. Explain why people in your society engage in work?
5. Brain storm any two types of work that you have involved in and reasons why you involved in it.
6. Present your views to the rest of the class.
7. Write the main ideas in your notebook.

You have probably learned that work gives man the opportunity to contribute to the wellbeing of the entire family. Therefore, work enables us to live a good life. Work involves physical or mental effort to produce or accomplish something. Or is an occupation or something that someone does or has done.

1.2: Why people engage in work

When you were a child, what did you desire to become when you grew up? Superhero? Firefighter? Ballet dancer? Astronaut? Scientist? From the beginning at the creation of the universe, Man is appointed king over creation, responsible to God the ultimate king, and as such, expected to manage and develop and care for creation. This task includes actual physical work. Our work in God's image begins with faithfully representing God.

"You will have to work hard and sweat to make the soil produce anything, until you go back to the soil from which you were formed. You were made from soil, and you will become soil again." (Genesis 3:19, GNB)

After doing the tasks in activity 1.2 you will understand the reasons people work in the modern society.

Activity 1.2 Finding out the reasons for work in the modern society

In groups, study the photographs A- D in figure 1.2, and do the tasks that follow.





Figure.1.2 (Source: Longhorn Archives)

Task: In groups,

1. Identify the various activities taking place in figure 1.2 above.
2. Explain why people in the illustrations above are carrying out such work.
3. Discuss the work activities in a home/ family setting
4. Write the main ideas in your notebook

You have probably learned that a working Christian is a reflection of a working God who created the universe and is still at work in our lives. Believers should be slothful. We should do honest work and be hardworking in all we do.

You should have probably learned that although God is your provider, He calls you to use what you have in your hands. God's first gift to you for your provision is your ability to work.

If you were to get enough money to live as comfortably as you would like for the rest of your life, would you continue to work or would you stop working? Give reasons for your answers.

1.3: Types of Work in Society

You might have seen different people wake up early in morning and prepare themselves to go for work. They dress differently because they do different kinds of work. Some wear suits and others, casual wear.

What comes into your mind when you see such different dress codes?

After doing the tasks in activity 1.3, you will explore the different types of work that exist in your society.



Activity 1.3

Exploring the types of work today

In groups; Study the photographs A-D in figure 3.3 and respond to the tasks that follow;

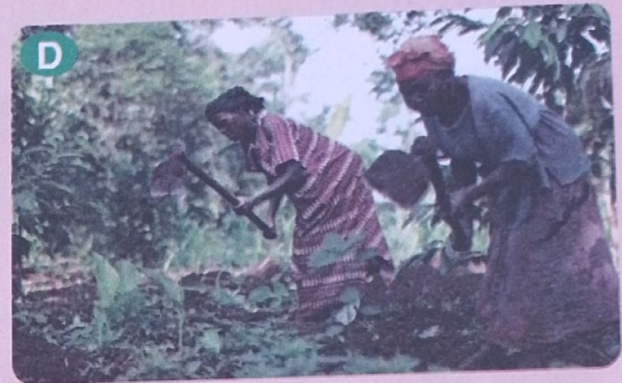


Figure.1.3 (Source: Longhorn Archives)

Task: In groups,

1. Identify the kind of work activities in the figure 1.3 above?
2. Explain the requirements for each kind of work to be carried out successfully.
3. Which kind of work do you want to engage in? Give reasons for your answers.
4. Giving examples, differentiate between mental and physical work.
5. Present your work to the rest of the class through a discussion.
6. Write the main ideas in your notebook.

You have probably learnt that all kinds of work need doing and are interrelated in one way or the other. This means that they depend on each other. For example, housewives do a lot of physical work requiring only modest skills, when they cook and prepare meals. Additionally, when a housewife becomes a teacher, she is really engaged at the mental level of work.

After investigating the photograph in figure 1.3 and doing the tasks in activity 1.4. You will understand more about other different types of work.

1.4: Nature of work in modern society

Envision yourselves in ten years time. You are at work. What do your workplaces look like? What do you do on a typical day? Who else is in the workplace and what is your relationship with those people? Imagine what it is like to work at the largest company in Uganda?

After doing the tasks in activity 1.4, you will explore the new trends in work today. This will enable you to understand the importance of the new skills required in carrying out work in the modern world.

Activity 1.4 Understanding the nature of work in modern society

In groups, read through the texts below and do the tasks that follow;

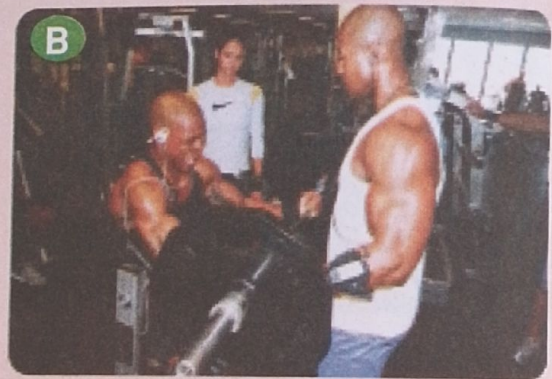


Figure.1.4 (Source: Longhorn Archives)

Task:

1. Describe the other new kinds of work that exist in your society.
2. Explain the skills required to be successful in these trends of work.
3. In your opinion, discuss how these new trends in work have eased work today.
4. Share your group ideas with the whole of the class.
5. Write down important ideas in your notebooks.

You might have found out that the above new trends in work not directly produce tangible results.

Unlike in the past, today's world provides a variety of new occupations in both mental and physical work.

Professional work

If your teacher walked into class wearing a baggy T-shirt, faded ripped jeans and tennis shoes, what would your first impression of him be? How would your impression change if he walked in wearing a suit and a tie?

After doing the tasks in activity 1.5, you will understand the meaning of professional work, its requirements, and challenges of professional work.



Activity 1.5 Understanding the profession work

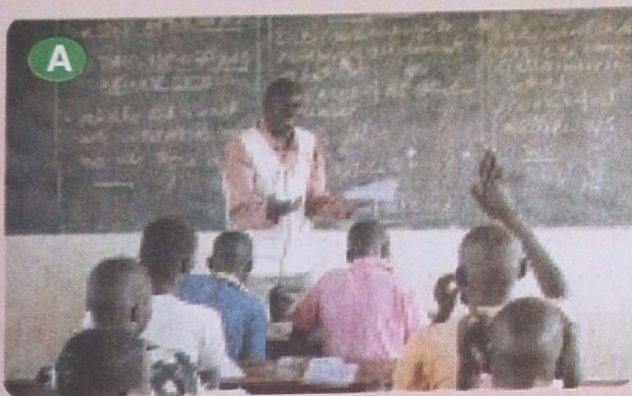


Figure.1.5 (Source: Longhorn Archives)

Task: In groups

1. Identify the different kinds of professional work in (figure 1.5a- 1.5d) above
2. Assume you want to become one of them, Discuss the requirements for such kind of work.
3. In your groups, select one profession of your choice and identify its work ethics.
4. Brainstorm other work professions of your dream not mentioned on the posters.

5. Using manila(s), let the each group write their dream profession and the work ethics for those professions.
6. Share your work with the rest of the class through a discussion.
7. Write the main ideas in your notebook.

You have probably learnt that professional refers to anyone who earns their living from performing an activity that requires a certain level of education, skill, or training. There is typically a required standard of competency, knowledge, or education that must be demonstrated (often in the form of an examination or credential), as well as adhering to codes of conduct and ethical standards. In your own opinion, why do you think companies want their employees to behave in a professional manner?

Think about it:

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

Talent based work

You might have observed your friends earning a living from their talents like musicians, artistes, among others, How have these talents benefited them and the community where they live? Do you know your talent? What is it? How does it benefit you and the people around you?

After doing tasks in activity 1.6, you will understand the importance of doing work based on your talent.

Activity 1.6 Discussing the importance of talent based work

In groups, study the photographs A-D in figure 1.4 and do the tasks that follow.





Figure.1.6 (Source: Longhorn Archives)

Task: In groups:

1. Discuss the kinds of talent in the figure.
2. Identify any person who has talent in your society, school or country.
3. How has the person mentioned benefited your community?
4. Share your group ideas with the whole class
5. Write the main ideas in your notebook.

Although the roles might have apparent differences in importance, our callings are equal. They are a spiritual calling. There are no second-class callings from God. We will be worthy of this calling if we are devoted in our relationship with Him and look to Him only for leadership and strength. (Exodus 31:1-5, Romans 12:6-8, 1 Corinthians 12:28).

When we talk about 'talent,' we mean those natural tendencies that exist deep within us. These are the aspects of our personality or behaviour most resistant to change. God provides us with unique skills, gifts and talents, and calls us to particular roles and activities.

Online based work



Activity 1.7

Finding out the importance of online based work

In groups, study the case study and do the task that follows;

A new virus known as COVID-19 has spread throughout the world like wildfire. The virus primarily spreads between people through close contact and via aerosols and respiratory droplets that are exhaled when talking, breathing, or otherwise exhaling, as well as those produced from coughs or sneezes. The Ugandan Government declared a complete lock down to stop its spread in the country. During the lock down, everyone was supposed to stay at home. All educational institutions were closed. This meant that all family members were to stay together. You might have heard of the idea of working from home.

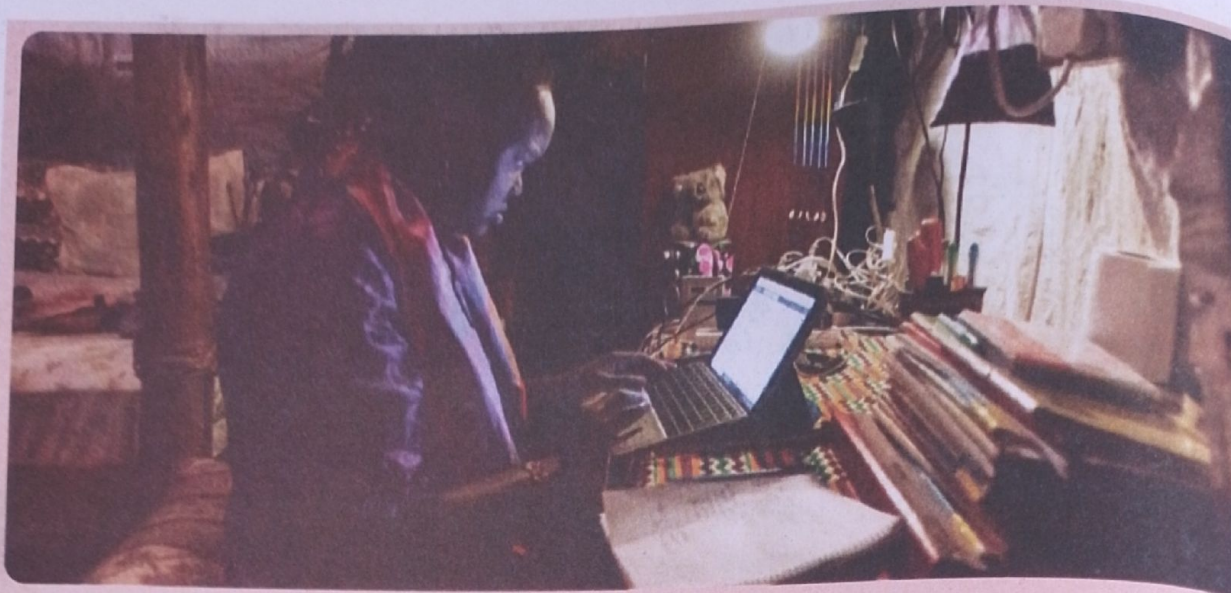


Figure.1.7 (Source: Longhorn Archives)

Task:

1. What does one need to study online?
2. What has made this easy?
3. Why would you prefer working online?
4. Share your work to the rest of the class & write down the main idea in your notebook.

After doing all the tasks in activity 1.7 and 1.8, you will explore the importance of online based work, its requirements and challenges.



Activity 1.8

Finding out the importance of online based work

In groups, study the photograph in figure 1.8 and do the task that follows;

Typical E-commerce Process:

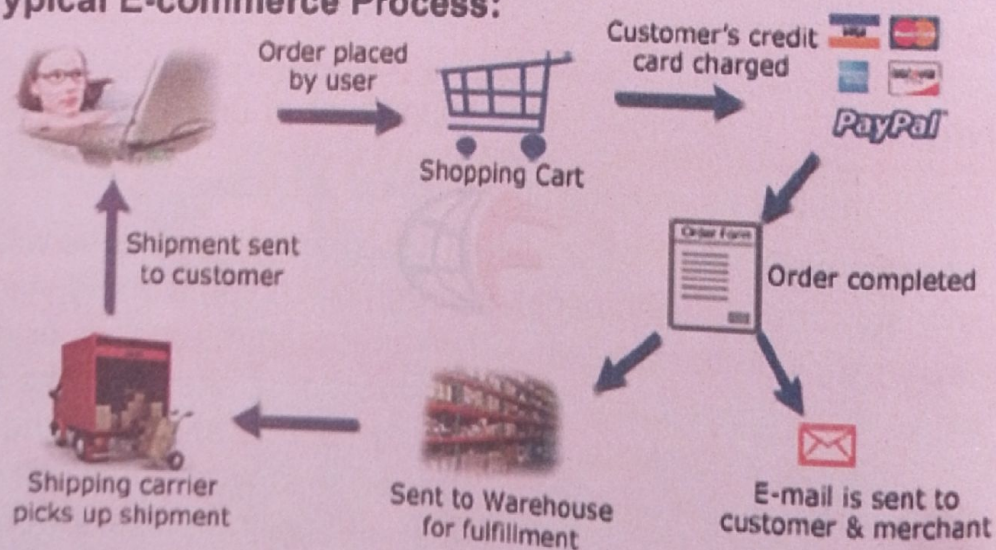


Figure.1.8 (Source: Longhorn Archives)

Task:

You are selected as a manager of your family business that sells classic clothes for youth.

Project work:

1. Design a proposal for all the items that are required to sell the business products online.
2. Discuss the advantages and disadvantages of working from home .
3. Share your work with the rest of the class through a discussion.

You have probably learned that an online job is any job where you can work from home or a remote location, rather than reporting to a set location daily. Online jobs are becoming more and more readily available as technology and internet connections continue to improve.

Many people work online in a variety of fields such as customer service, writing, billing, computer programing, and education.

Online remote workers must have a certain level of computer literacy, no matter what the work opportunity is, which they have been selected to fill. Finding candidates who tick all the right boxes, but who are not knowledgeable about the ways of the internet, represent an unnecessary risk.

Talents in making career choices

We all have natural talents, some of which can be transferred over to a career path. Knowing what your natural talents are is a vital part of choosing the right career path. There are numerous benefits if you choose a career based on what comes easy to you. After doing the tasks in activity 1.9, you will explore the importance of choosing a career based on your talent.



Activity 1.9

Exploring the importance of talent on choosing a career

In groups, study the photographs A-C in figure 1.6 and respond to the tasks that follow.





Figure.1.9

Task: In groups ;

1. Identify the talents from activity 1.9 above.
2. Explain the meaning of a career.
3. Select one talent and explain how it can be a career for some one.
4. Identify the different kinds of jobs that can be generated from the above talents
5. Share the group ideas wit the whole class.
6. Write down main ideas in the notebooks.

You have probably found out that a job should be based on what you love to do every day, instead of what you have to do. If work-related tasks are aligned with your talents, it makes what you do enjoyable.

Everyone is capable of doing other things, but those other tasks usually feel more like work. You need to ask yourself what you always enjoy doing, and how can those talents can be applied to a job?

Did you know?

Individuals who choose a career according to their interest and talent usually perform to their best and offer high standard and good quality services to their clients. You are therefore advised to choose a career according to your interest and talent.

1.5: Career choice

As you go through the school system, you must direct your attention towards what you want to be in life. Have you taken a decision on a career you wish to pursue? Is your future career influenced by your parents, your own dreams, or other factors? Do you, sometimes, find yourself in a dilemma of choosing a career-wishing to choose one career from many other equally important options?



Activity 1.10

Exploring the importance of talent in choosing a career

In groups, read the extract below and do the task that follows.

Have you ever wondered how your school would be without teachers, bursars, accountants, head teacher, security guards or nurses? What of a hospital without doctors, nurses, lab technicians, surgeons and dentists? What of courts without judges, lawyers, juries and advocates? What of Uganda without the president, ministers, police and the army? Uganda is comprised of people with various careers and these also belong to different career fields.

A career field comprises people of different jobs, but operating in the same line of work. Take an example of doctors, surgeons, dentists, and lab technicians, all these belong to the same career field (medical field).

It is important for one to choose a career in life. Before one does this, he/she can obtain information regarding careers from various sources and also follow certain steps to choose a desired career.

Task:

1. Identify the careers of some of your family members.
2. Show how their careers are useful to the community.
3. Present your work to the class.
4. Write down the main ideas in your notebook.



Figure.1.10 (Source: Longhorn Archives)

You might have learnt that selecting a career path can take weeks, months or even years as you continue learning what you want to become in future. It is important to note that you may have the option to change your path multiple times in your life, making the ability to choose a new career a valuable life skill.

After doing the tasks in activity 1.10, you will understand the factors you should consider when choosing a career. This will guide you when deciding to start work.



Activity 1.11 Understanding the factors considered in choosing a career

Your community is made up of many different people that fill different roles. Farmers work in rural areas, tourist guides in national parks and bankers work in towns. Each person fills an important role.

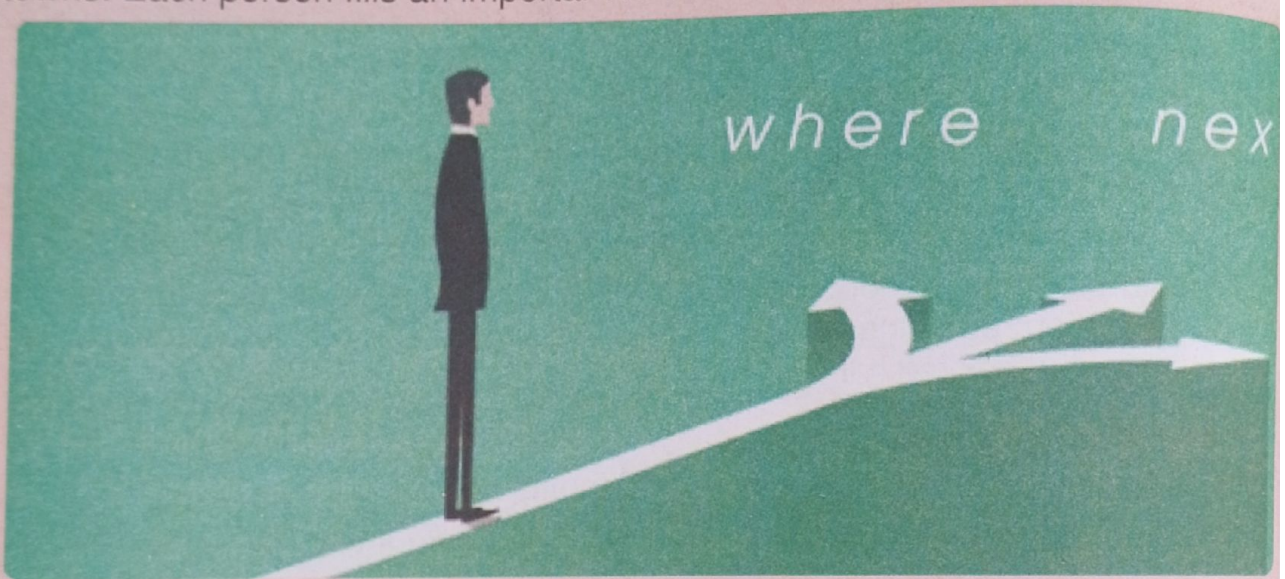


Figure.1.11 (Source: Longhorn Archives)

In groups

1. In a few years, it will be your turn to select a role. What would you like to do when you finish your studies? Why would you like to do this work?
2. Discuss the factors that you would consider when selecting a career.
3. Share your responses with the rest of the class.
4. Write down the main ideas in your notebook.

The Bible give us a guideline on how to choose a job. Proverbs 16:3; Commit to the Lord whatever you do, and your plans will succeed. Proverbs 16:9, In his heart a man plans his course, but the Lord determines his steps. Proverbs 19:21; Many are the plans in a mans heart, but it is the Lord's purpose that prevails.

1.6: The value of community participation



Figure.1.12 (Source: Longhorn Archives)

You might have observed people in your community gathering to clear a well, participating in general village cleanliness, clearing bushes around the hospital among other. Did you know that all members of the community have the ability to take part in real decision-making and governance, and power to determine the outcome of decisions, and where participation is voluntary?

After doing the tasks in activity 1.11, you will understand the importance of community participation.



Activity 1.12

Understanding the importance of community participation

In groups, read the story and do the tasks that follow;

Kabangereza village has a population of 10,000 people. Children in this village walk a long distance to attend school which has few teachers because it is a remote area. Pregnant mothers hardly get maternity treatment because that the only public hospital in the sub-county is very far from the village. The people only carry out peasant farming and the reason for this is that they cannot access a bigger market due to poor roads. The village is full of bushy homes and thus, diseases like malaria, diarrhea, and typhoid are common. Such diseases cost the lives of the elderly, children, and disabled people.



Figure.1.13 (Source: Longhorn Archives)

In groups

1. Assume you are the LC1 chairperson. Identify the different projects your village members can involve in to solve the problems in your village.
2. Discuss what you hope to achieve through the community engagement?
3. Share your ideas with the rest of the class
4. Write the main ideas in your notebook.

You have probably found out that community participation creates local networks of community members. The more people who know what is going on and are willing to work toward a goal, the more likely a community is to be successful in achieving its goals.



Activity 1.13





Figure.1.14 (Source: Longhorn Archives)

In groups, study the photograph in figure 1.9 and do the tasks that follow.

Task:

1. Describe the activity taking place.
2. Explain why is it important for the community to participate in the activity above.
3. In your opinion, what would be your advice to those people who do not want to participate in community activities?
4. Mention other work activities in which your society, can participate as a group.
5. Present to the rest of the class through a discussion
6. Write down the main ideas in your notebook.

God did not create man as a solitary being. From the beginning "male and female He created them" (Gen. 1:27). Their companionship produces the primary form of interpersonal communion, for, by his innermost nature man is a social being, and unless he relates himself with others, he can neither live nor develop his potential.

The Bible calls upon all Christians to be involved in community participation through its teachings for example James 2:14-17 Our faith is dead if we ignore others in need., 1 John 4:19-21, Those who love God must love their brothers and sisters. John 15:12-17, This is my commandment: love one another as I have loved you.

1.7: Traditional African practices of work

Work was one of the most important aspects of human life in the African traditional society. For this reason, each and every member had a role to play. Work was, therefore, part of the livelihood of the community. Work was held in high esteem in most cultures and traditions around the world. After doing the tasks in activity 1.14, you will explore the understanding of work and its patterns among the traditional Africans.



Activity 1.14

Exploring the traditional African understanding of work

In groups, read through the text below and do the task that follows.

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

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

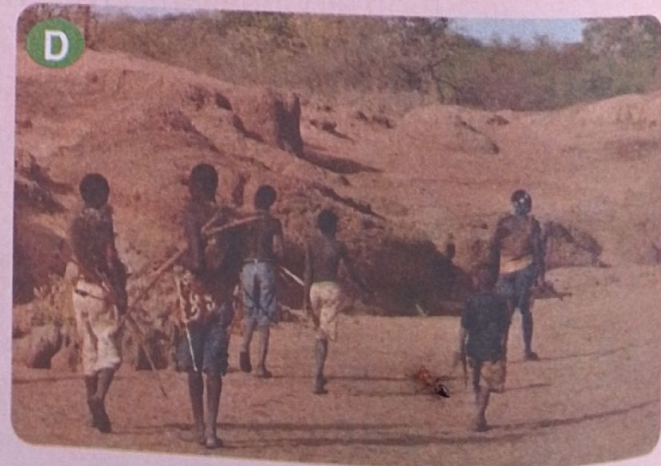
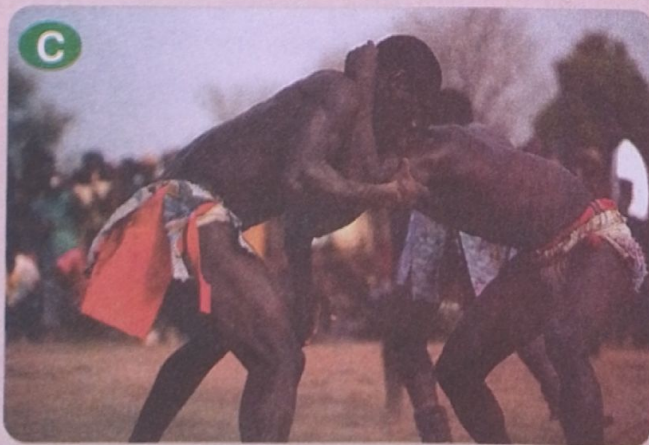


Figure.1.15 (Source: Longhorn Archives)

Task: In groups;

1. Identify the main activities African traditional societies engaged in.
2. Discuss the values of work that the traditional African society practised.
3. Compare the traditional African understanding of work with the nature of work today.
4. Share your group ideas with the entire class.
5. Write the main ideas in your notebook.



Activity 1.15

Exploring the importance of division of labour in Traditional African society.

In groups

1. Identify the kinds of work done by:

(a) Elders	(c) Men
(b) Women	(d) Children in traditional African society.
2. Why do you think was the reason for dividing work according to gender in the traditional African Society?
3. How did this promote a positive attitude towards work?
4. If we were to follow the traditional African practices of work, which kind of work would women have not been allowed to do today? Why?
5. Present your work to the rest of the class through discussions.

You have probably found out that work was divided according to sex, age, rank (status) and ability. The young and the old, women and men, boys and girls, leaders and subordinates had different roles to play. In Buganda, all domestic duties like cooking, fetching water and cultivation were strictly for women. The men had the duty of hunting and making the backcloth, among others.

Importance of voluntary work in the community

You might have observed your friends or yourself participating in a voluntary activity, if so, how did you get involved? How did that participation make you feel? Think about the forms of voluntary work in your own understanding. What comes to your mind? Did you know that acts of volunteering towards individuals or even communities can be classified as charity?

One may choose to help clean the church without expecting any form of payment. One may also go and help an old man or woman with housework.



Activity 1.16

Discussing the importance of voluntary work in the society

In groups, study the photographs A-C in figure 1.16 and do the tasks that follows



Figure.1.16 (Source: Longhorn Archives)

Task: In your groups,

1. Discuss what do you think is happening in the picture above?
2. How do people benefit from what they are doing in the picture?
3. Explain why you chose to volunteer.
4. Present your work to the rest of the class through a discussion.
5. Write the main ideas in your notebook.

But did you realise just how important volunteering could be for the person doing it. In fact, volunteering is beneficial to the doer for number of reasons, including stress reduction, combating depression and providing a sense of purpose.

**Activity 1.17****Project work**

1. Look around and think of needs at the school and in the community that could be addressed by a group volunteer project. Work with a partner to write down problems or needs you see around them.
2. Come up with a project that can address those problems identified in your school and community. For example, 'End plastic pollution in schools.'
3. Write an essay, using examples based on research and experience that describes how an individual can influence the lives of others through volunteering.

You have probably heard of the saying that "No work, no food". This, of course, presumes that there is work to do. It does not matter whether that work is paid or not. If there is useful work we can do, we cannot sit idle and expect God to bless our idleness.

Many households depend on paid work done outside the home and unpaid work done within. You have realised that in both kinds of work there are elements of God's provision. Even those who need paid work, but who are unemployed or unable to hold down a paid job, can still work in voluntary capacities. It is our responsibility to work to according to our ability, even if it is God's job to ensure that our needs are met. Idleness is not a valid form of dependence on God.

1.8: Virtues related to any kind of work

There are virtues related to any kind of work which every employer looks for when employing workers.

Responsibility in work

At the workplace, responsibility refers to the degree to which your employees understand their roles and how their specific job duties contribute to the success of the company. It is the duty of the employer and those in leadership roles to make those responsibilities known to employees. After doing the task in the activity 1.16, you will explore the values of being responsible at the place of work.

**Activity 1.18**

In groups, read the scenario below and do the tasks that follow:

After his graduation in a Bachelor's degree in Arts with Education, from Kyambogo university, Ogwanga was appointed as the Headteacher of Kabusungu primary school.

He was then expected to uplift the standing school. Parents, pupils and the Board Governors have high expectations of him.

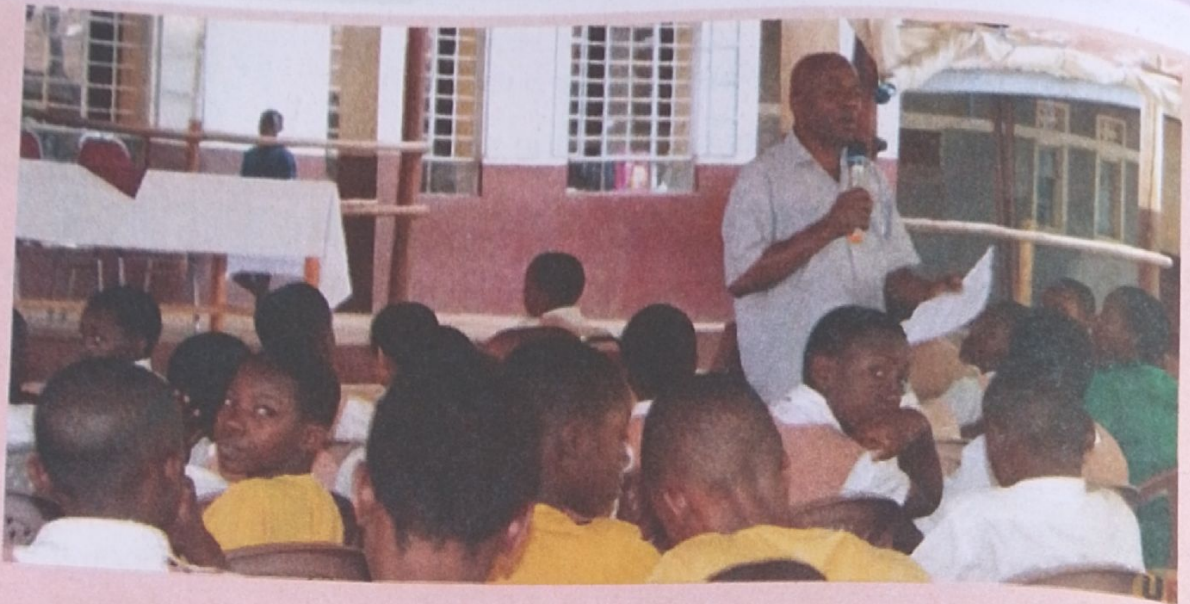


Figure.1.17 (Source: Longhorn Archives)

Task:. In groups,

1. Discuss the responsibilities and duties that Mr. Katama is expected to fulfill
2. Explain the challenges which Mr. Katama is likely to face in fulfilling his responsibilities at work?
3. Present your work to the rest of the class through a discussion.
4. Write down main ideas in your notebooks.

The Bible continually emphasises the fact that the greater the privilege the greater the responsibility or accountability. Jesus concluded the teaching of a parable with the statement, "From everyone who has been given much, much will be demanded; and from the one who has been entrusted with little, little will be asked" (Luke 12:48).

Dedication in work

You might have realised that to get good grades, you have to set aside the scheduled time to study each day consistently, as well as be on time and give 100% of your effort to doing quality work.



Figure.1.18 (Source: Longhorn Archives)

When you look at the photographs above, you realise that being determined means to have a firm decision or goal and not wavering in your pursuit of achieving it. An athlete might have a goal to finish a marathon, no matter how long it takes them or how hard they have to work.



Activity 1.19

Exploring the values of dedication at work

In groups, recite the poem and do the task that follows.

I am dedicated to my job, I love working for the company. It has been good to me. Although my work can get frustrating and stressful, at the end of the day I still have a job and do it all again the next day. Although I work for more hours, I do not go on thinking, "I work too hard I deserve a pay raise."

All that matters is, it that gets me out of my house, and get paid for what I like doing. I do not get any recognition, but the way I see it is, if my boss has not said anything to me and still keeps me on the payroll, that is enough recognition and appreciation for me.

Opportunities come my way but I do not take them. I enjoy where I am at. If you are looking for a job that is going to pay you for your worth, then you are not going to enjoy any job. Money isn't everything, but having a job that you like is.

Task:

1. Brainstorm on the meaning of dedication.
2. Explain the characteristics of a dedicated worker.
3. Why is dedication important in the workplace?
4. Share your work with the rest of the class through a discussion.
5. Write down the main ideas in your notebook.

You have realised that hardwork and dedication yield results. The Bible tells us the importance of developing a solid work ethic, and of putting our all into everything we do.

Reflect on the reading below for further understanding.

Colossians 3:23 "Whatever you do, work heartily, as for the Lord and not for men". Matthew 5:16 "In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven". Proverbs 16:3 "Commit your work to the Lord, and your plans will be established." "If you built a house with your work ethic, dedication and preparation, would you trust its foundation enough to live in it. "Confidence is the result of hours and days and weeks and years of constant work and dedication. The harder you work, the better it pays. Have you ever felt this way about your studies?

Honesty in work

You might have realised that many workers believe it is sometimes and to tell a small lie because it is not going to hurt anyone. The problem is, once you tell one lie, you often have to tell more lies to go along with it. It is stressful having to remember which lie you told someone and you begin to feel bad about lying.



Activity 1.20

Understanding the value of honesty at work

In groups, read the scenario below and answer the questions that follow.

Like many others, you have taken some office supplies for personal use. The office manager is now wondering where all the pens have been taken, and asks you if you know where they are. It seems like a small thing, so you answer that you do not know.

However, your office is right next to the supply room, so you realise you would have seen people coming and going. Therefore back up your claim, you give been out of the office more than usual. But your guilty about the lying and can not concentrate on your project.

Task: In groups

1. Identify the causes of dishonesty at the work place.
2. Discuss the consequences of being dishonest at the place of work.
3. Share your responses with the rest of the class.
4. Write down the main ideas in your notebook.

From activity 1.18, you have realised that as a Christian, you need to be honest at work. Honesty in the workplace encourages a sense of trust among employees the company and the community.



Activity 1.21

Discussing the importance of honesty in a work place

In groups, read the text below and answer the questions that follow;

A long time ago, a woodcutter lived in a small village. He was very honest about his work and always worked hard. Each day, he would go to cut trees in the nearby forest. After cutting the trees, he would bring the wood to his village and sell it to people, from which he earned a lot of money. He used to earn more money from his daily supplies, which would also earn him good savings.

One day, he was cutting down trees along the river. Suddenly, the axe slipped from his hand and fell into the river. That river was very deep, so he could not take out the axe himself. He had only one axe which was now lost in the river. He got very upset. He started thinking about how he would be able to live without an axe. Seeing him pray with an honest heart, God appeared and asked his cause of sadness.

The woodcutter revealed all his problems to God and pleaded to God to return his axe. God raised his hand and dipped poured it into the deep river and took out the silver axe and asked the woodcutter, 'Is this your axe?' The woodcutter saw the axe and said, "No." God again put his hand in the water and took out an axe which was made of gold' God asked him, "Is this your axe?" The woodcutter saw the axe well and said,

"No God! That is not my axe." God said, "Oh son! Look at it carefully; this is a precious golden axe which is very special. Is it really not yours?" The woodcutter said, 'No! That is not my axe. I cannot cut a tree with a gold axe, it is of no use to me.' God was happy to see this and put his hand again in the deep river and took out an axe. This axe was made of iron and God asked the woodcutter, "Is this your axe?" Seeing the axe, he said, "Yes, that is my axe. Thank you my God." God was highly impressed by the honesty of the woodcutter. As a reward, God gave him an iron axe, and also two axes for his honesty. So be honest with your work, in every situation. You will definitely get the fruits of your honesty.

Task: In your groups

1. Imagine you are the wood cutter, explain what you would do to get the axe from the deep river.
2. Discuss the benefits of honesty at the workplace?
3. Relate the story of the woodcutter to most of the workers today.
4. What do you learn from the text above?
5. Share you work with the rest of the class.
6. Write down the main ideas in notebook.

Cooperation in work



Figure.1.19 (Source: Longhorn Archives)

You might have observed a group of neighbourhood women getting together and they each contributes a small amount of money on a regular basis (say 5000 shillings a week). Then at a predetermined period of time, say, each week one is given. She can use this money to pay for her children's school fees, to improve her (usually self-built) home, pay off debts, purchase materials for a small business, or whatever else she may need.

The next week, another member in line gets the money. And it keeps rotating meaning each member can receive the money a couple of times a year. These are known as "Nigina" groups, SACCOs, among others. This brings out that saying that "united we stand, divided we fall." After doing the tasks in activity 1.20, you will understand the meaning and importance of cooperation in work.



Activity 1.22

Finding out the importance of cooperation in work

In groups, read the interview below and do the tasks that follow.

A teacher asked S.3 students to define the term cooperation. Here were their answers:

1. The learners say that cooperation is "when people work together in a team" and "when you work with a group or a person to accomplish a common goal." According to you, how would you define cooperation?
2. One girl says cooperation is "blending in with everyone." What does it mean to "blend in"? Do you have to blend in to cooperate? Explain your answer.
3. The learners give examples of activities that require cooperation: plays, class projects, soccer, and basketball. Make a list of other activities, events, and projects that require cooperation.
4. One boy tells us that cooperation can be tough" because "everyone has different ideas, and finding the right idea is hard. Do you agree or disagree? Why?
5. The learners say that "without cooperation, everything falls apart" and "we'd all be alone." Have you ever been in a situation where people did not cooperate and things fell apart? Describe what happened.

From activity 1.23, you have realised that Individual commitment to group effort is what makes a team work, a company works, a society works and a civilisation works. You ought to know that improving organisational teamwork is the goal of most team building activities, and like any other subject, the Bible provides wisdom about how to achieve it and why it is important. Ecclesiastes (4:9-10 GNB): Two are better than one, because they have a good return for their labour.

If either of them falls down, one can help the other up. But pity anyone who falls and has no one to help them up. Nobody climbs Mount Everest alone. To accomplish great things, we all need teammates and a supporting cast to pick us up and we need to look for opportunities to pick others up as well when they stumble. To understand this further, perform the tasks in the activity and practice cooperation in work.



Activity 1.23

Project

As a group, select one of the projects from the following or create a new one of your choice that demonstrates cooperation among people.

1. Making paper bags.
2. Work together to decide how the example demonstrates cooperation.
3. Swap your products and comment on each group's work.
4. Write down the main ideas in your notebook about the importance of cooperation in work.



Activity 1.24

In groups, read the scenario below and do the tasks that follow.

Cooperation on stage and behind the scenes is critical to a player's successful run. With only a week before the opening night of "Time Flies", it is no surprise that this high school theater group is working overtime to memorise its lines. What many people might not realise, however, is the extraordinary amount of effort and teamwork that goes on behind the scenes in order to make a play successful. Like the actors, everyone backstage plays a crucial part in the production.

The stage managers keep everything organised. The set decorators build the props and the director helps the actors with their line delivery and stage presence. And these are just a few of the tasks necessary to put on a good show. It takes everyone co-operating and working together in order to achieve success. The cast members know that if they can not depend on their backstage counterparts, and vice versa, they will not accomplish their desired goal: a perfect performance.



Figure.1.20 (Source: Longhorn Archives)

Task In groups

1. Explain what character traits the students in the theatre group possess?
2. Discuss how are the cast members and the play's backstage crew workers like a team?
3. Brain storm, examples of other types of jobs in which teams of people must cooperate. What happens if there is a breakdown in any part of that team?
4. Present your work to the class through a discussion.
5. Write down the main ideas in you notebook.

From activity 1.25, you have realised the importance of cooperation in work. Now let us look at how work leads to happiness.

1.9: Relationship between work and happiness

You might have realised that in daily life, society often puts a cross an indirect message with a basic formula: Work hard; become successful, then you will be happy. Do you agree with this statement? After doing the tasks in activity 1.26, you will understand the relationship between work and happiness.



Activity 1.25

Understanding the relationship between work and happiness

In groups, study the photographs in figure 1.22 and do the tasks that follows.





Figure.1.21 (Source: Longhorn Archives)

Task: In groups

1. Discuss why this farmer is happy after work?
2. Explain the sources of happiness for the people in the photograph above?
3. Discuss the factors responsible for happy workers at a work place?
4. Share your group ideas with the whole class
5. Note down important ideas in your exercise books.

From activity 1.26, you have realised that having a job is a major step towards happiness. Everybody wants to be happy at work. Happiness is a critical factor for work, and work is a critical factor for happiness.

Did you know?

God worked so hard to create our very earth, and waters, and first parents Adam and Eve, that on the seventh day, he had to rest when he had completed his work, meaning he put time and effort into creating such beauty. After God created every living thing, both seen and unseen, He gazed upon all He had created and saw that it was good. (Genesis 1:31) Jesus expressed the happiness that would come after doing one's assigned duty (Matthew 24:45-47).

Jesus taught the need for having joy and solidarity in work. In the parable of the lost sheep, He showed how everyone would celebrate the effort of a person. He looked at work as an avenue for bringing people together (Luke 15:6). As you might expect, people in well-paying jobs are happier and more satisfied with their lives and jobs than those in the lower income brackets. However, it is not the case that the more money you have the happier you are.

1.10: Role of education in work today

You learned that work is not just giving service for money. You ought to know that work helps us to earn a living, increase our wealth, and increase our status and development of the country and among others.



Activity 1.26

Debating about the role of Education

Organise a debate on the motion "Education is not just a piece of paper".

1. Divide yourselves into two groups (Opposers and proposers).
2. Present your work to the rest of the class.
3. Write down the main ideas in your notebook.



Activity 1.27

Understanding the role of education in work

In groups, recite the poem and do the task that follows;

It is God's command that mankind should learn,
Without education, the world would be like an animal farm
It is the founding mother of civilisation & development
The power of education is the biggest capacity to prosper
It is the weapon with which you can defeat many human enemies
It is the key for livelihood and way out of poverty
It is the tool to eradicate ignorance and prejudice
It is the rays of the day break opening your eyes
It is a blessed new vision and civilisation born
It is the producer of well-behaving citizens of the world
It is a thing beyond the boundaries demarked by politicians
It is the door opener for a better life and hope
It means a better life in the world and good paradise hereafter
It is a lifelong supply benefitting you forever
It is wealth that everyone is not fortunate to experience
It is the thing that increases when you give something out of it
It is a God's instruction that you should pass on it to the others
It is a gift you have to donate as you gain it.

By: Joseph Raymond Jjuuko

Task: In groups

1. Discuss the meaning of education
2. Explain the skills which education provide that are necessary in work
3. Brain storm on the benefits of education in this poem
4. Share your group ideas with the entire class
5. Write down main ideas in the notebooks.

You have probably found out that education is about learning skills, knowledge and helping people learn how to do work well.

When it comes to discussing the job market and the working world, it is difficult to overstate the role of education in employment.

1.11: Work ethics

In your classroom there are many habits that are forbidden, like making noise, throwing dusters, stealing pens and books, and parents always expect you to perform well. Many teachers do not like students coming late to class.

Likewise at the place of work, there is some behaviour that is not acceptable.

**Activity 1.28**

Exploring the meaning of ethics

Work out in groups

1. Divide your selves into the professions listed below and demonstrate the different professional ethics for each;

(a) Doctor	(d) Journalist	(g) Plumber
(b) Nurse	(e) Lawyer	
(c) Teacher	(f) Electrician	
2. List the demonstrated ethics in your books.

**Activity 1.29**

Exploring the meaning of ethics

You have recently opened your own business and you are in the process of hiring twenty new employees.



Figure 1.22 (Source: Longhorn Archives)

Task: In groups

1. Describe the qualities you would expect from your employees.
2. How would you ensure that all these ethics are observed at the work place?
3. Discuss the importance of ethics at the work place.
4. Present your work to the entire class.
5. Write the main ideas in your notebook.

From activity 1.30, you have probably realised that good morals (habits, character or disposition) are required of individuals at a given job. You have probably found out that every worker is personally accountable and responsible for the work that he/she does based on the belief that work has intrinsic value.

The professional ethics

You learnt about the types of work where you realised that people are engaged in different kinds of work both skilled and unskilled. Here you learnt that skilled work (mental work) requires the worker to have attended school and acquire skills to do the work. It also involves using more of your mind to do the work to solve a problem. Unskilled work means that one does not attend school to acquire the skills; this also involves using more of your body muscles to do the work.

In activity 1.30, you will understand the meaning of professional ethics and the reason why these work ethics are needed in every place of work.

**Activity 1.30****Understanding the need for work ethics**

In groups, read the text, and do the task that follows.

As a District Education Officer (D.E.O) of your district. You have the major role of organising and managing education as well as monitor the educational, legal and administrative activities for District schools under the Education Department of State Governments.

Task: In groups

1. Brain storm how you would expect teachers to behave
2. Discuss the reasons you will give the teachers for following these ethical guidelines.
3. Share your work with the rest of the class
4. Write down the main ideas in your notebook.

You have probably learnt that professional ethics are principles that govern the behaviour of a person or group in a business environment. Like values, professional ethics provide rules on how a person should act towards other people and institutions in such an environment.

**Activity 1.31****Understanding the need for work ethics**

Observe the work ethic photographs below and work out the tasks:



Figure.1.23 (Source: Longhorn Archives)

In groups,

1. Select one profession of your choice and identify its work ethics.
2. Brainstorm on other work professions of your dream not mentioned on the posters.
3. Using manila papers discuss your dream profession and the work ethics for those professions.
4. Discuss/ share your ideas with the whole class
5. Write down main ideas in your notebooks



Activity 1.32

Understanding the need for work ethics

In groups ; Project work

Consult a catechist, a priest or any knowledgeable person to identify for you the set values, beliefs and principles derived from the Bible concerning work.

1. Type in Microsoft Word.
2. Present to your teacher for further guidance.

You should also know that Christian workers are responsible not only for the quality of work, but also for faithfulness to God in the way they pursue that work and for their own good character while working. We will be judged and rewarded accordingly. However, God is ultimately responsible for the outcome and impact of our work. (Matthew 25:21, Colossians 3:23-24).

Medical ethics

Like any other profession, medical profession has principles and guidelines for every one wishing to do it. Doctors still swear to the Hippocratic Oath as they say; "swear to fulfill, to the best of my ability and judgment, this covenant: I will respect the hard-won scientific gains of those physicians in whose steps I walk and gladly share such knowledge as is mine with those who are to follow."

In the oath, the physician pledges to prescribe only beneficial treatments according to his abilities and judgment; to refrain from causing harm or hurting the medical profession. After doing the tasks of activity 1.34, you will understand the principles guiding



Activity 1.33

Understanding the importance of medical ethics

In groups; read the case study and do the tasks that follow;

A family wants to know the condition of a 55 year old woman who has been undergoing a treatment in the hospital.

They crowd into her room and in the doorway and as the nurse enters and leaves, family members ask many questions. The nurse is aware that the doctor accurately reported the diagnosis and prognosis to the care takers but has misinformed the rest of the family.

Task: In groups

1. Brain storm on what the nurse is to do and why?
2. Share your work with the rest of the class
- 3 write down the main ideas in your notebook.



Activity 1.34

Discussing medical ethics

In groups, read the case study below and answer the questions that follow;

"Sometimes I think that what I really want to do is to kill people and drink their blood." Dr. Allen Wolfe looked at the young man in the chair across. The face was round, soft and innocent looking, like that of a baby, but the body had the powerful shoulders of a college wrestler.

There was no doubt that Hall Crane had the strength to carry out his fantasies."Any person in particular" Dr. Wolfe asked.

"Women. Girls about my age. Maybe their early twenties."

"But no one you're personally acquainted with."

"That's right. Just girls I see walking down the street or getting off a bus. I have a tremendous urge to stick a knife into their stomachs and feel the blood come out on my hands."

"But you've never done anything like that?"

Crane shook his head. "No, but I am afraid I might."

Dr. Wolfe considered Crane a paranoid schizophrenic with compulsive tendencies, someone who might possibly act out his fantasies. He was a potentially dangerous person.

"Would you be willing to take my advice and put yourself in a hospital under my care for a while?"

"I don't want to do that," Crane said. "I don't want to be locked up like some animal."

"But you don't really want to hurt other people, do you?"

"I guess not," Crane said. "I haven't done anything yet."

"But you might," Dr. Wolfe said. "I'm afraid you might let yourself go and kill someone."

Crane smiled. "That's just the chance the world will have to take, isn't it?"

Task:

1. Brainstorm on the choice Dr. Wolfe should have made to authority. Give respond for your answer.
2. From the discussion above, discuss the importance of professional ethics.
3. Share your work with the rest of the class through a discussion.

The agreeable and disagreeable behaviour at a workplace

Activity 1.35

Mbabazi is an accountant at Nyamitanga secondary school. On return from the lock down for work he had saved a lot of money from the temporary employment he had acquired at the time. Apart from disrespecting fellow employees and bragging, he started carrying many unwanted items to work such as radios and would play loud music in the office, while distracting other employees. He also bullied and teased fellow workers.

Information reached his bosses and he was strongly warned but it was all in vain.

Task: In groups:

1. Explain the unacceptable behavior Mbabazi displayed at work.
2. Discuss the possible advise you would give to Mbabazi
3. Brain storm on the appropriate and expected behaviour from people at work place like a school.
4. Share your ideas with the entire class
5. Write down important ideas in your exercise books

To succeed in the workplace, it's a good idea to develop work habits and conduct that reflects a desire to help the organisation. Managers and coworkers enjoy working with people who report to work every day, interact in positive ways, take pride in their work and complete their assignments on time.

With a bit of extra effort, you can prove your value to your colleagues and your boss. They can not help but respect your hardwork and efficiency.

Activity 1.36

In groups, read the case study below and answer the questions that follow:

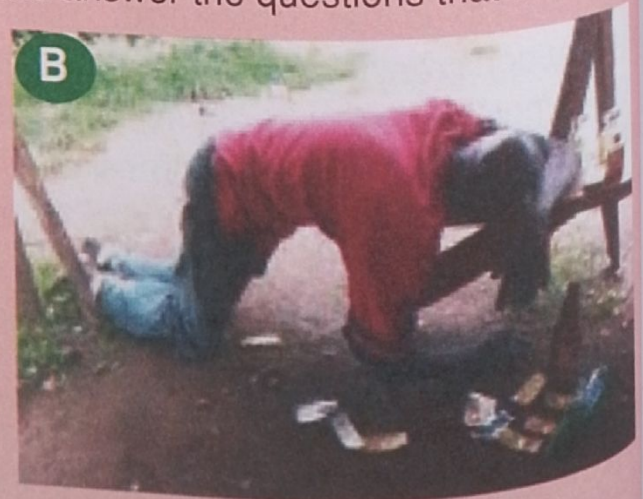




Figure.1.24 (Source: Longhorn Archives)

Task: In groups,

1. Brainstorm on the agreeable and disagreeable behaviour at the work place reflected in the figure above.
2. Discuss any other agreeable and disagreeable behaviours at a work place not reflected.
3. Suggest measures of how we can avoid/control the disagreeable behaviours and how we can promote the agreeable behaviour at work.
4. Share your group ideas with the whole class
5. Write down important ideas in your exercise books.

Every place of work has a different atmosphere, a different environment, different ethos. An efficient and harmonious working environment is created, largely; by the way people behave in the workplace. This includes the behaviour of employees, employers and to, some extent, even customers and clients.



Activity 1.37

Project work

1. Invite any employer in your locality/neighbourhood to have a discussion with your class about agreeable and disagreeable behaviour for the workers at his work place.
2. Make a report and present it to the class.
3. Write down important ideas in your exercise books.

Workplace deviation refers to behaviour that violates organisational norms. It occurs for many reasons. Perhaps an employee feels she has too much work and purposely works slowly to prove the point. Or maybe there's a person who spreads workplace gossip to sway opinions or advance because of personal financial pressures. Whatever the cause, workplace deviation can severely affect the work environment. Employees feel unappreciated and disrespected and productivity goes down. After doing the tasks in activity 1.30, you will explore the agreeable and disagreeable behaviours at the place of work place.

1.12: Challenges of work in the modern world

In your community, do you see some idle people hanging around. What could be the cause? How do authorities react to such tendencies? Have you noticed complaining groups of people abandoning work? What do you think could be the cause? After doing the tasks in activity 1.39, you will understand the challenges which workers face as they do their work.



Activity 1.38

Understanding the challenges of work in the modern world

In groups, study the photographs A-D in figure and do the tasks that follow

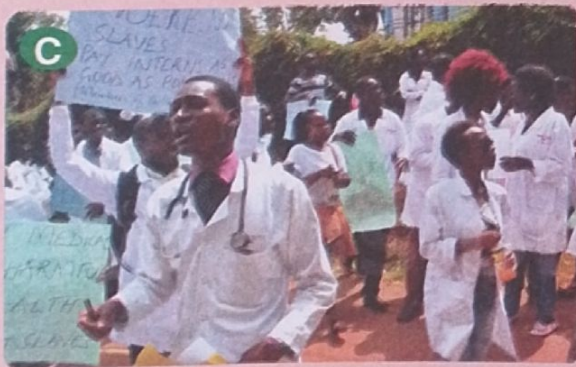
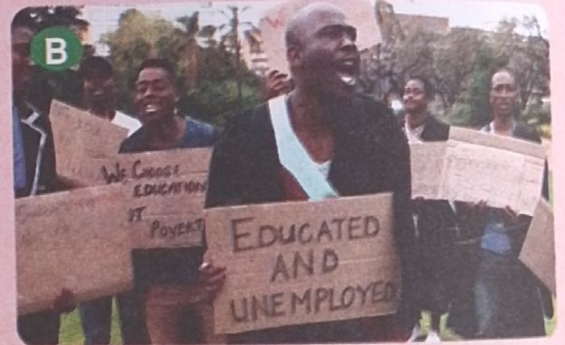


Figure.1.25 (Source: Longhorn Archives)

Task: In groups,

1. Identify the challenges of work in the photograph A-E in figure 1.
2. Discuss other challenges facing workers while doing their work.
3. Suggest ways of overcoming the challenges of work in society.
4. Present your group work to the class and comment on each other's group work.
5. Write down important ideas on challenges of work in your notebooks.

To understand more about the challenges workers face as they do their work, do the tasks in activity 1.32.

You have probably realised that whether you are new to the workplace or a seasoned employee, problems occur at work. People spend nearly one third of their adult lives at work, and workplace issues are a common source of stress for many.



Activity 1.39

Dialogue about challenges at workplace between two employees and their employer

- Joseph:** Good morning, fellow hustler.
- Maria :** Good morning, colleague, how are you today?
- Joseph:** What's up?
- Joseph :** The police was here interrogating our boss. On Friday while you were away, Ms. Tumusiime his secretary came late, he slapped her right away and terminated her from work and she has now reported the case to the police.
- Boss:** Who told you that this is a place for you to gossip? Instead of working very hard for my enterprise and your survival you are just making noise like weaver birds.
- Maria :** Kneeling down, pleads; "forgive us Boss, It is this big mouthed Joseph who started the gossip. That you make us work up the last atom of our strength and you in the end pay us peanuts".
- Joseph:** I will not tolerate this kind of treatment (walks to a further end)
- Boss:** Is this the way you will develop this enterprise. Is gossip one of the strategies for growing the business.
- Joseph:** You should improve on the way you are communicating and treating us.
- Maria :** I am a hundred times sorry Boss. We shall not repeat it. You are the best, next to none.
- Boss:** I have pardoned you Maria by deducting 10% of your monthly salary for 3 months and will not terminate your services soon. For Joseph, I am terminating you now.
- Maria:** Thank you very much Boss.
- Joseph:** We shall meet in court.

Task: In groups: .

1. Brainstorm the challenges faced by the employees at the work place in the dialogue.
2. Discuss ways on how the challenges can be solved.
3. Present your group ideas to the rest of the class.
4. Write down important ideas in your books

It is impossible to have a workplace where everyone's roles, expectations, and personalities work perfectly together, without conflict. As such, certain workplace issues may cause negative psychological symptoms.

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

Ways of overcoming the challenges faced by workers using the Bible

Work today is associated with a lot of problems. This may explain why many workers tend to complain a lot about the job they are doing. The Bible gives a variety of ways on how to overcome the challenges faced by workers. All workers are advised to read the Bible to relieve themselves of the challenges of work.

After doing the tasks of activity 1.33, you will understand what the Bible teaches in to overcoming the challenges faced by workers.



Activity 1.40

Exploring the ways of overcoming the challenges faced by workers using the Bible.

In groups, get the Good News Bible and do the tasks that follow.

Table 1.2: Challenges faced in work in the Bible.

Bible teaching about wealth	
Biblical verses	Old testament teaching about work
Genesis 2:1-3	
Exodus 20:10	
Exodus 20:11	
Leviticus 19:13	
Proverbs 6:1-10	
Proverbs 19:17	
Proverbs 23:5	
Isaiah 58:10	Then your light will rise in the darkness,
Proverbs 30:7-9	
Psalms 121:1-2	
Proverbs 10:22	
Proverbs 28:20	
Proverbs 28:19	
Genesis 43:23	

New testament teaching about work

Luke 16:25	
Mark 12 (43-44)	
Matthew 25: 14-30	
Matthew 25: 31- 46	
Mark 6:3	
Matthew 21:28- 31	Jesus also called for honesty and responsibility in work. This was in the parable of the two sons. He emphasised the need for individuals to take care of any given task instead of pretending.
Matthew 19: 24	
Luke 16:25	

Task:

1. Discuss the Bible teachings about work as shown in the table
2. Open your Bible and read the Bible verse in table 3.2. Use the Bible to fill the missing gaps in table 3.2, discussing the ways of overcoming the challenges faced by workers using the Bible as the example shows on Matthew 21:28-31.
3. Present your work to the rest of the class
4. Write down the important ideas in your notebooks.

You have probably found out that, despite the many problems at work, Christians should always be advised to continue working.

1.13: Rights and responsibilities of employers and employees

As discussed earlier in the section on types of work, you have discovered that all work should be respected. Workers who do mental and physical work should all be respected equally. All work, both physical and mental, has dignity and adds value to society. After doing the tasks in activity 1.34, you will explore the rights of employers. You have probably found out that every worker whether in a big or small company has got rights that their employers have to observe. These rights are based on human rights that every human being is supposed to enjoy regardless of the kind of work they are doing.

**Activity 1.41**

Understanding the right of employers

In groups, role play and respond to the tasks that follow.

ROLE PLAY # 1

Characters: Boss and 3 employees: Chris, Pat and Terry

Scene: Manager of a fast food restaurant asks the three employees to stop working and come in for an emergency meeting.

- Boss singles out Terry and tells him that in order to keep his job; he must get a haircut and stop wearing such baggy pants.
- Next, Boss says that someone has been stealing from the cash register. Boss has been going through all of the employees' lockers to see who did it.
- The employees begin to complain about the boss' actions. Boss says that those complaining about the policy must be guilty of the theft. The employees protest even more. Boss fires Pat and assigns Chris to cleaning the toilets for the rest of the week (even though it is not his turn).

ROLE PLAY # 2

Characters: Boss and 1 employee

Scene: Boss is working at a desk and an employee enters and asks to speak to Boss. Employee begins to explain his/ her excellent work record and years of loyalty and asks for a raise. Boss says no and responds that the employee is fired for being a trouble maker.

ROLE PLAY # 3

Characters: Boss and 2 employees

Scene: Boss is working at a desk and employees enter and ask to speak to Boss. Employees explain that the other employees have been discussing about it and would like longer breaks and a raise. Boss calls them troublemakers and fires both of them immediately.

Task: In groups

1. In light of the play, explain your view on the behavior of;
 - (a) Boss(employer)
 - (b) Workers (employees)
2. Discuss the advise you would give the employer and the employees to create harmonious living at their place of work?
3. If you were the manager of the company, discuss four rules that would ensure that workers are treated with dignity.
4. Share your work and with the teachers and the rest of the class.
5. Write down important ideas in the notebooks

You have probably discovered that as a Christian your work is yoked with Christ. You should work as if yoked to Jesus Christ. "The foundation of His throne is Righteousness and Justice, with Love and Faithfulness going before Him." Your work and the decisions you make, should be based on these principles aligned with God's moral standards, always concerned with the fair treatment of others and with a clear expression of Christ's love for all people. (2 Corinthians 6:14-15, Matthew 11:29-30).

**Activity 1.42****Understanding the right of employees**

In groups, study the photographs A-D and do the tasks that follow



Figure.1.26 (Source: Longhorn Archives)

Task: In groups

1. Identify the responsibilities of the employer as reflected in the demonstration.
2. Discuss the rights of the employee
3. Present your work to the class.
4. Write down the main ideas in your notebook .

**Activity 1.43****Understanding the right of employees**

Read the article and work out the task below.

Article 23.1 of the Universal Declaration of Human rights States:

Everyone has the right to work, to free choice employment, to just and favourable conditions of work and to protection against unemployment.

Task: In groups,

1. Identify the rights of the employees stated in the article above.
2. Brainstorm on other rights of employees
3. Share your ideas with the whole class
4. Write down important ideas in your notebooks

**Activity 1.44****Understanding the right of employees**

In groups, read the scenario below and perform the tasks that follow.

Juan and Antonio have been working for the last 3 months for a landscaping company. They work 6 days a week and at least 50 hours per week. Their bosses give them a 20 minute meal break each day, but no other breaks. They are supposed to be paid every Friday. They are normally paid sh. 200, 000 weekly in cash and do not receive anything in writing about their wage.

They have not been paid for the last 2 weeks of work because the employer says he does not have enough money to pay them.

Task:

1. Identify the claims these workers have against their employer?
2. Brainstorm the rights of Juan and Antonio that were abused by the employer.
3. Present your work to the rest of the class 4 write down the main ideas in your notebook.

**Activity 1.45****Understanding the right of employees**

Using the internet, identify the rights of employees reflected in the;

Project work:

1. The international Covenant on Economic , Social and Cultural Rights document
2. The African Charter on Human and people's Rights document.
3. Write your findings in your notebook.

Qualities of a good employee/worker



Employees are a company's most valuable resource. Despite changes in the workplace brought about by advanced technology, some expectations for employees have not changed. In addition to the practical skills of a good employee, an employer also looks for intangible qualities that can help the company run smoothly and successfully. Did you know that character traits of an employee are just as important as credentials when considering job applicants?

After doing the tasks in activity 1.36, you will understand the qualities of a good employee that every employer considers before recruiting a new worker in his or her organisation. You have probably found out that employees should be good team players who can cooperate with their colleagues on projects, be flexible and willing to adapt to changes in routine.



Activity 1.46

Understanding the right of employees

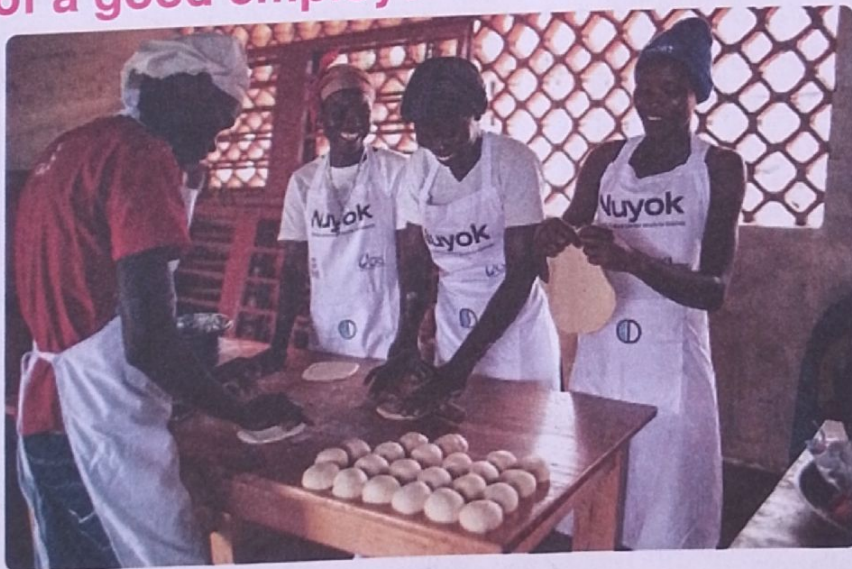
Using the internet,

1. Identify the rights of employees reflected in the above article
2. Brain storm on qualities one would look for in an employee
3. Present to the entire class
4. Using the text books or internet identify the major qualities of a good employee and employer as directed by Christian virtues
5. Write your findings in your notebook

The employee must treat customers, clients and co-workers with courtesy. They should also be honest in the sense of being ethical, show respect for their employer by doing their job to the best of their ability. Demonstrate their commitment to the job and show that they take their work seriously.

Using the Good News Bible, look up the text and discuss Jesus' teaching on work (Mathew 25): The parable of the three servants(Mathew 25:14-30 GNB).

Qualities of a good employer





Activity 1.47

Discussing the qualities of a good employer

In groups, read the text and do the tasks that follow.

Imagine you have just finished your studies and it is your first day at your new place of work.

Task: In groups

1. Discuss how you would like to be treated by your new employer.
2. Brainstorm the personal values and characteristics that you would like your new employer to have.
3. Share your work with the rest of the class
4. Write the main ideas in your notebook.

You have probably learnt that your personal values show your sense of right and wrong. A value can be "people should be treated with dignity and respect". your values therefore influence your behaviour and attitudes. A great sense of humour is not just for the comedy clubs. It can also be great for business.



Activity 1.48

Understanding the qualities of a good employer

An advertisement on the television is inviting interested and qualified personnel to fill vacancies of an engineer, Secretary and human resource manager

1. Select one job of your choice.
2. Identify the expected rights and responsibilities for you on the job you have chosen.
3. Share your opinions with the class.

Behind every successful company are generally happy and healthy employees. Other than giving your workers a huge pay raise and a free gym membership, one of the best ways to improve their mood and well-being is to encourage humour in the workplace.

1.14: Biblical teaching about work

You have discovered how work is valued in the African Tradition Society and modern world. Today, work is very vital and there has been different changing patterns of work. In this section, you will discover how the Bible in the Old Testament and New Testament emphasises the value and importance of work.

Does work matter in the Bible? What does the Bible say about work? Work is a primary means God uses to bring about His will and His plans for mankind from Genesis to Revelation.

Aspects of work in Genesis 1 and 2

As discussed earlier in the section of the Biblical teaching about work, you discovered that God him self was a worker. You also found out that God gave man instructions to continue working with God as a co-creator. In this activity 1.50, you will understand the general aspects of work in Genesis 1 and 2 after doing the tasks in it.



Activity 1.49

Understanding the aspects of work in Genesis 1 and 2

In groups, read through the text below and do the tasks that follow.

The topic of work comes up at the very beginning of the Bible. In the creation account recorded in the first two chapters of Genesis, we see God at work as He separated the light from the darkness; separated the water to create ground and sky; gathered the waters into seas; created vegetation for the land; made the stars; made living creatures for the water, air and land; and, finally, made the first humans, male and female, Adam and Eve.

At the end of Genesis 1, God observed the result of His work and we are told that it was very good. Genesis 2 provides details of mankind's first job. God had planted a garden and placed Adam in it "to work it and take care of it" (Genesis 2:15).

We read that God said it was not good for Adam to be alone so He created Eve to help him. Adam and Eve were to work together to take care of God's creation in the Garden of Eden. After blessing Adam and Eve, He presented this assignment: "Be fruitful and increase in number; fill the earth and subdue it.

Rule over the fish, the birds, and over every living creature that moves on the ground." (Genesis 1:28). How wonderful and what an honor it is that God entrusted human beings to take care of His creation.



Figure.1.28 (Source: Longhorn Archives)

Task: In groups,

1. Explain how God is a worker
2. Discuss the work which man does as God planned
3. Discuss the kinds of work that man does that has violated God's plan for him.
4. Present your work with the rest of the class through a discussion 5 write down the main ideas in your notebook.

After doing the tasks in activity 1.43, you will understand the Old Testament teaching about work.



Activity 1.50

Understanding the Old Testament teaching about work

Table: showing the Old Testament teaching about work.

In groups, using the Good News Bible, look up for the verses in table 1.2, and do the task that follows.

Bible text	Teaching about work
Genesis 1:26-32, 2:15	
Genesis 4:1	
Genesis 11:1-9	
Exodus 20:9-10	
Deuteronomy 24:9-22	
Jeremiah 22:3-17	
Proverb 6:6-10	
Ezra 3:9-11	
Ecclesiastes 3:2	

Task: In groups,

1. Discuss the Bible teaching on work in the Old Testament in the table above
2. Present to the entire class your ideas
3. Write the important ideas in your notebooks

You have probably discovered that from the beginning to the end, the Old Testament clearly reveals the sanctity and dignity of work. Work is found within the Creation. Himself and humanity is called to continue God's work on earth.

The New Testament just like the old Testament provides believers with different views about work. Its teachings are based on the life and attitude of Jesus Christ who is presented as a person familiar with work situations. After doing the task in activity 1.39, you will understand the New Testament teaching about work.

**Activity 1.51**

Understanding the New Testament teaching about work

Table: showing the New Testament teaching about work.

In groups, using the Good News Bible, look up for the verses in table 1.3 and do the task that follows.

Bible verse	What do you learn from this teaching about work?
Matthew 18:23-27	
(Luke 15:6	
Luke 6:48-49	
Matthew 25:14-16	
Matthew 25:31-46	
John 6:27	
Luke 12:13-21	
John 13:5	
2 Thessalonians 3:10	
Romans 8:18-25	
1 Corinthians 10:31	
James 5:1-6	
1 Peter 5:2-4	

Task: In groups,

1. Discuss the New Testament teaching about work as in the table above
2. Share your group ideas with the entire class
3. Write down important ideas of work in the New Testament in your notebooks

You have probably found out that whatever you do, work heartily, as for the Lord and not for men, knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ. God's words tell us that working hard with faith can lead to the great things He has planned for us.

Importance of work in the Bible

You might have found that the Bible tells us God Himself worked and that He has entrusted us with important work. A working Christian is a reflection of a working God who created the universe and is still at work in our lives.

Believers are not to be slothful .You are to do honest work and be hardwork in all you do.

You must work with excellence and righteousness because we are a representa of God. Always remember when you are at work that you are working for Lord and not man. After doing the tasks in activity 1.41, you will understand importance of work in the Bible.



Activity 1.52

Understanding the importance of work in the Bible

In groups, using Good News Bible, look up for the verses in table 3. 66 and the tasks that follow.

Table: 1.4 showing the importance of work according to the Bible.

Bible verse	Why should you work according to the Bible
Ephesians 5:15-17	
1 Timothy 5:8	
Genesis 1:27-28, Genesis 2:15, Deuteronomy 5:13 ,	
Proverbs 21:25 ,2 Thessalonians 3:11, Proverbs 20:13	
2 Thessalonians 3:10, Proverbs 12:14, Proverbs 28:19	
Acts 20:35	
Ephesians 4:28	
John 4:34 , Mark 6:3	
Colossians 3:23-24	
Ephesians 5:15-17	

Task: In groups

1. Discuss the benefits of work as depicted in the verse above.
2. Present you work to the rest of the class through a discussion
3. Write the main points in your notebook.

Lessons learnt from Jesus Christ as a worker



Figure.1.29 (Source: Longhorn Archives)

You have learnt that every child has a role of helping the parents with domestic work and to please his/her parents, like wise; Jesus Christ was born in a working environment, in the kraal. In the first place Joseph, the father of Jesus, was a carpenter and Jesus worked with him. Jesus' mother Mary is reflected as any mother doing house chores.

Jesus left his work as a carpenter to work for the spiritual needs of his people. He also prepared his disciples for this work and after his death, they continued to do His work of spreading the Gospel. Jesus emphasised working for the Kingdom of God. Through work, mankind shares in the work of establishing the Kingdom of God (Mark 6:30-34). In everything, we have to ensure we perfect whatever we do in preparation for the kingdom.



Activity 1.53

Learning from Jesus as a worker

In groups, using the Good News Bible, read the verses in table 3. 66 and do the tasks that follow.

Table: 1.5 Showing the works of Jesus and the lesson you can learn from Him.

Bible verse	What do you learn from Jesus as a good worker?
John 6:27	
John 13:5	
Mark 6:3	

Task:

1. Discuss the work activities that Jesus got involved in the above scripture
2. Explain the lesson you can learn from Jesus as a worker.
3. Present your work to the rest of the class through a discussion
4. Write the main points in your notebook.

You have realised that Jesus Himself was a worker and also promoted hard work. The Bible provides believers with different views about work. Its teachings are based on the life and attitude of Jesus Christ, who is presented as a person familiar with work situations. Many of the parables of Jesus were related to work and included different types of work, such as management, farming, gardening, construction and shepherding.

1.15: Values of community service



Figure.1.30 (Source: Longhorn Archives)

When you live in a community, it is important to invest in that community with both your time and resources. In every community, there are people who need help and assistance.

Sometimes this comes in the form of a person in a service career and sometimes it comes from someone like you who belongs to a group or organisation that identifies a need and works to solve it.



Activity 1.54

Discussing the values of community service

Task: In groups,

1. Discuss the meaning of community service
2. Brain storm work activities that can be done as a service to community.
3. Share your ideas with the entire class.
4. Write down in your notebooks the important ideas



Activity 1.55

Discussing the importance of Voluntary work

Task: In groups,

1. Explain what you understand by voluntary work.
2. Discuss the benefits of voluntary work
3. Brain storm on the activities you can get involved in on voluntary basis
4. In groups, identify the problems in your community and come up with a project that solves these problems.
5. Share your group ideas with the entire class
6. Write down main ideas in your notebooks.

You have probably found out that Christians are supposed to love one another and treat every one like a brother and sister.

Jesus helped and prayed for the needy through His ministry. Christians ought to volunteer using their abilities and talents.

1.16: Charity work

Charity is not all about giving to those in need. It may take many other forms. Look at the picture below.

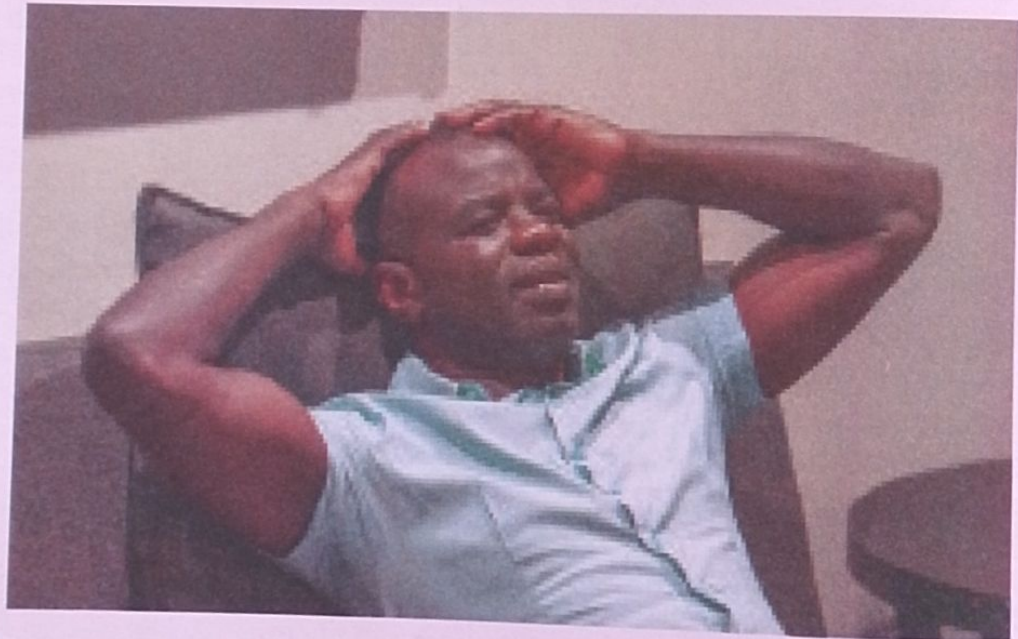
Reflection

Did you know that when a Christian performs an act of charity it benefits both the Christian and the recipient? While the act touches the recipient's life, the Christian gets inner satisfaction and happiness because he/she has made an impact on another individual or the community. In Christianity, a person who does charity work receives blessings and grace (2 Corinthians 9:6 - 10).

Sample of Activity of Integration

Mr. Okello owned a large Dairy farm at Nyero in Kumi District. He was able to pay fees for his children in town schools and also provide the basic needs for his family because he earned enough money from sales of his farm products.

In 2018 when a certain extremist Christian sect established a church in his neighbourhood he was convinced to join it. When he became a member of this church, he neglected his work on the farm because this sect emphasised daily long prayers and believing in miracle without working. His farm is no longer doing well and his children have dropped out of school. In fact his wife is also planning to abandon the home.



Task:

As a student of C.R.E, write a letter to Mr. Okello showing him the importance of work in the Bible in order to help him solve his family problems.

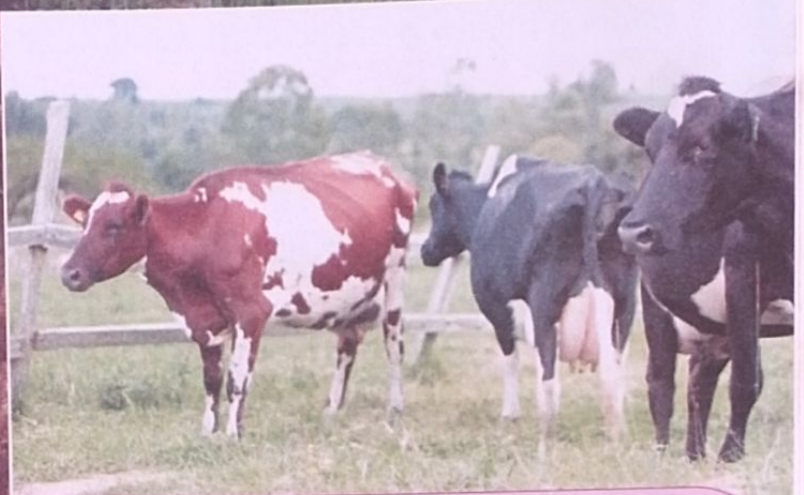
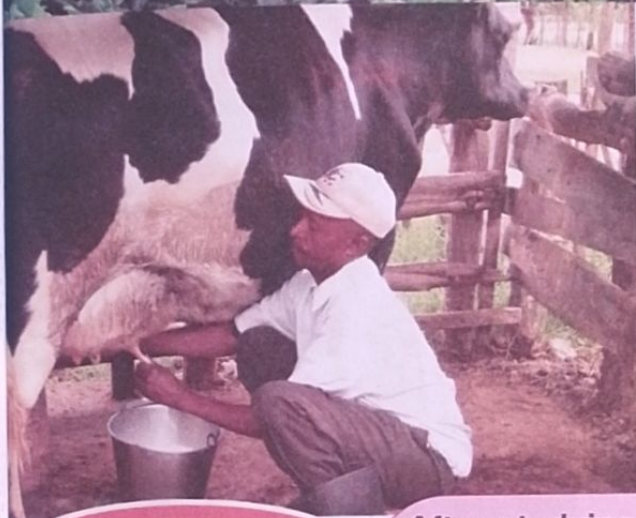
Chapter summary

In the chapter you have studied and understood the purpose of work, one can appreciate his/her own talents when making career choices, you can appreciate work ethics, you have understood the challenges of work in the modern world, the rights and responsibilities of employees and employers.

Chapter

2

Wealth and Development



Key words

- wealth
- development
- generosity
- greed
- corruption
- success
- happiness

After studying and practicing the activities in this chapter, you will be able to;

- (a) the acceptable ways of acquiring wealth honestly.
- (b) appreciate the contribution made by Christians in the development of the society.
- (c) appreciate the value of generosity .
- (d) know the dangers associated with wealth to avoid greed and corruption .
- (e) appreciate wealth as a source of success to encourage commitment and hard work.
- (f) appreciate wealth as a source of happiness.
- (g) understanding African Traditional views about wealth and development.

Introduction

In chapter one, you learnt about work. You realised that work allows you to make money and gain skills. It can help you make your life better or get you in a better direction in a way. You do need money to survive. You need shelter, food, clothes and other things in our lives. Having a job allows us to have these things. In this chapter, you will be able to explore the ways through which wealth can be acquired and the Christian perspective of wealth and development. As a result, you will be able to acquire your own wealth in honest and acceptable means.

2.1: Meaning of wealth

Christianity teaches that Christians must strive everyday, to work and earn wealth and it is this wealth that is used for development. It clearly explains how to earn wealth, spend it, and grow it which will lead to development.

From the beginning, man was put in control of everything in the World (Gen: 2:15). Man only needs to utilise the wealth for his satisfaction in his endeavour to attain prosperity that leads to a good life and development in this earthly life and in the hereafter.

After doing the tasks in activity 1.1, you will understand the meaning of wealth



Activity 2.1 Understanding the meaning of wealth

In groups, study the photograph A-D and do the tasks that follow.

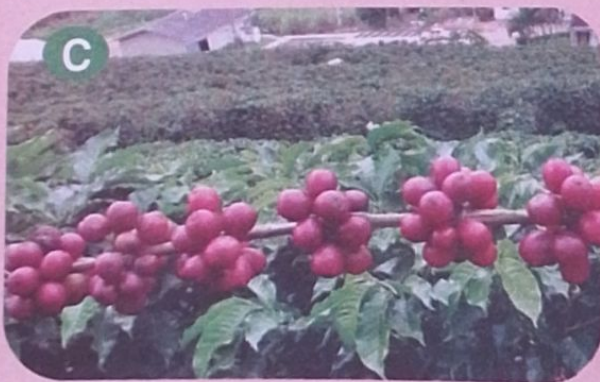


Figure.2.1 (Source: Longhorn Archives)

Task: In groups;

1. Identify the forms of wealth in photographs A-D in figure 2.1
2. Discuss other forms of wealth in your community not shown in figure 2.1?
3. Select one kind of wealth and show how you can use it for development.
4. Present your work to the class through a discussion
5. Write the main ideas in your notebook.

2.2: The acceptable ways of acquiring wealth honestly

You have learned about the meaning of wealth and the different kinds of wealth both private and communal. How can one acquire wealth? How are wealthy people supposed to use it? Would you like to be rich? Very few would say: It is better to be poor and happy than rich and miserable.

Do you agree with this statement? But couldn't something be worked out so that one is? Such moderately wealthy and just a little moody?"As Christians, we know that the Bible has many warnings against the dangers of pursuing wealth. In 1 Timothy 6:9-10, for example, the apostle Paul warns,



Activity 2.2 Exploring the acceptable ways of acquiring wealth honestly

In groups, read the case study and do the task that follow.

Case study

While in their Senior Two, Apollo and Atim joined the Young Farmers club. Among the activities carried out by the club was growing of vegetables, Matooke and rearing animals like cows and pigs for sale. Each time they harvested and carried it to the school kitchen, the school bursar paid them some money which they shared between them. Apollo decided to save all the money he received and a portion of his pocket money.

On the other hand, Atim used her money to buy expensive items she had all along wished to have. During the holidays of the second term in Senior Four, Apollo used his savings to start a piggery project. He constructed a pig sty and then bought piglets. He saved on feed costs by collecting some weeds and plant by-products from the gardens.

When school started, he left the project for his mother and siblings to take care of. After Senior Four, Apollo's pigs had grown and increased in number. He sold some and got some good money. Both Apollo and Atim were called back to the same school for their A'level education. Apollo was able to buy nice clothes and shoes for himself. He was also able to buy essential textbooks for his subject combination. Atim's parents had issues with paying school fees as they did not have a stable source of income. Atim did not have enough scholastic materials and was always begging from friends for snacks and materials to use while at school. She depended on her friends to survive well at school.



Figure.2.2 (Source: Longhorn Archives)

Task: In groups

1. Identify the activity in 2.2 above
2. Brian storm on this activity as a way of acquiring wealth honestly.
3. Discuss the benefits of the above activity as a form of wealth to an individual/ family
4. Present your work to the class through a discussion
5. Write down the main ideas in your notebook.

You have probably realised that wealth includes adequate physical possessions to live and flourish as a human being created in the image of God, and it also requires a specific attitude toward the purpose of possessions.

You have also found out that the way you earn, employ or manage others, conduct business, invest and spend your money can be just or unjust.

Think about it

The Bible does not say God makes you wealthy; it says He will give you the power to produce wealth (Deuteronomy 8:18). That means, He will always give you something to put your hands to, anoint your ability and bring the blessing on the scene when you are obedient to His commands.

2.3: Unacceptable ways of acquiring wealth to day

You have probably read about what the Bible says about getting wealth. It says that those who want to be rich fall into temptation and are trapped by many senseless and harmful desires that plunge people into ruin and destruction. For, the love of money is a root of all kinds of evil, and in their eagerness to be rich some have wandered away

from the faith and pierced themselves with many pains. (1 Timothy 6:9-10). After doing the tasks in activity 2.2, you will explore the different unacceptable ways of acquiring wealth.

Activity 2.3 Exploring the unacceptable ways of acquiring wealth today

Ochen lived in Kasokoso village with his Parents. They were a happy and rich family. One day, Ochen's father was bitten by a poisonous snake while patrolling around his compound at night. He later died and was buried.

Chanwatt, who a family friend to whom Ochen's had entrusted much with the documents for the family property like the land title, the will, car cards and many others disappeared for three years. People in the village soon forgot about Ochen's father but Ochen himself did not. He was sad and many times cried for his father. After sometime, Chanwatt a family friend came back claiming the Ochen's father had sold all the family property to him after he had changed the details into his names. Chanwatt claimed also claimed the land the neighbours owned. Chanwatt used force to chase away the people on land. After five years, Chanwatt was regarded to be one of the wealthiest people in the community.



Figure.2.3 (Source: Longhorn Archives)

Task: In groups

1. Identify the ways through which Chanwatt acquired wealth.
2. Brain storm what other unacceptable ways people get wealth today?
3. Discuss better ways in which people can get wealth
4. Present your work to the rest of the class. 5 write down the main ideas in your notebook.



Activity 2.4 Exploring the unacceptable ways of acquiring wealth honestly

In groups, read the case study and do the task that follow.

Case study

Baguta Mulumba is a laborer at Kawempe market, in Wakiso district. He started working at the market as a young boy selling old sacks which people used to pack their goods. He later upgraded to ferrying bunches of Matooke to customers' homes and to their vehicles in return for a small pay.

Buguta would take the bunches of those who never followed up to his stall, where he would replace some of the good bunches with his not so nice ones.

As his demand for money went up, he resorted to a habit of stealing some fingers from every bunch of Matooke he offloaded from the truck. He would shave these figures in the huge jacket he wore at down.

By the time he finished off loading the truck, he had his own sack full already. He sold it at about sixty thousand Uganda shillings yet he heard earnings from offloading. There were many complaints and at times he would resort to pick-pocketing in the market and in no time he would be returned. He was also fast and energetic in all he did.



Figure.2.4 (Source: Longhorn Archives)

Task: In groups,

1. Discuss how Buguta was trying to get his wealth.
2. Which ways does he use to get the wealth that Christianity prohibits?
3. Advise Baguta Mulumba on the proper way to earn wealth.
4. Share with the class your group ideas.
5. Write down main ideas in your books

You have realised that all these ways of acquiring wealth are not good in the eyes of God and always breed negative consequences. As a Christian, the way wealth is acquired is also important. Do not acquire wealth through gambling or lottery winnings, as this can encourage greed. Some Christian denominations, such as Quakers, completely refuse to take part in gambling.

God warns about these ways as it is quoted in Proverbs 22:16 "He who oppresses the poor to make more for himself or who gives to the rich, will only come to poverty."

2.4: The appropriate use of wealth

You might have observed wealthy people in your community continuing to work harder so as to generate more wealth. You might also have observed rich people misusing their wealth. The big question here is: What should you do with your money? Should you save? Invest? Give it away? How do rich people behave in your communities? If you had all powers to make money, what would you do with it? After doing the tasks in activity 2.5, you will understand the appropriate ways of using wealth.



Activity 2.5 Understanding the appropriate ways of using wealth.

In groups, read the following story and do the tasks that follow.

Nabadda is a rich lady living in Kasubi. She organises a trip to Dubai every month and goes with her friends for leisure. Near her home, there are about 10 poor families from whom she bought the land where she built her magnificent bungalow. She is the only person with clean water in the village.

During the church fundraising, she was invited but did not attend claiming that it was a weekend and she had to go party with her rich gang friends. Nabadda spends most of her time enjoying expensive drinks from expensive hotels and clubs. She rarely attends church since she's ever exhausted by weekend parties. Some other relatives are living in ramshackled houses in the village and take one meal a day. When confronted by one of her friends about this bad situation of her relatives, "It is none of my business" she exclaimed!

Task: In groups

1. Identify the ways through which Nabadda uses her wealth.
2. Assume Nabadda approached you for advice on how she should use her wealth. Discuss what you would tell her highlighting the appropriate ways of using wealth.
3. Present your work to the entire class
4. Write down the main ideas in your notebook.

You have probably realised that the problem of our age is the proper administration of wealth, so that the ties of brotherhood may still bind together the rich and poor in a harmonious relationship. Christians should endeavour to use their wealth in a way that pleases God. You will further understand other ways through which one can use his/her wealth appropriately after doing the tasks of activity 2.5.

Activity 2.6 Exploring other appropriate ways of using wealth.
In groups, study the photographs A-D and do the tasks that follow.



Figure.2.5 (Source: Longhorn Archives)

Task: In groups

1. Describe the activities taking place in photographs A-D in figure 2.2.
2. Discuss other ways in which wealth can be used appropriately.
3. Present your work to the rest of the class through a discussion.
4. Write down important ideas in your notebooks.

You have probably realised that wealth is a good tool, if you are careful to use it as stewards for the Lord. (But it is a dangerous trap if you adopt a worldly perspective towards it). Remember Paul's words, "It is required of stewards that one be found trustworthy"(1 Cor. 4:2).

When you have eaten your fill and have built fine houses and live in them, and when your herds and flocks have multiplied, and your silver and gold is multiplied, then do not exalt yourself, forgetting the Lord your God, Do not say to yourself, My power and the might of my own hand have gotten me this wealth.

You are to use the wealth appropriately to build the kingdom of God by doing good as like those mentioned above. Because wealth can be a dangerous trap, we should be careful not to use it in an ungodly manner, but rather to be faithful. To understand further about how to use your wealth, open that good news Bible and read 1Timoth 6: 17-19

2.5: Abuse of wealth

You have probably heard the saying that too much wealth corrupts good morals. How does this happen? How do people abuse wealth in your communities? Not all accumulation of wealth is a result of injustice. However, even when wealth is gained through legitimate means, it still has the potential to do great harm.

After doing the tasks in activity 2.5, you will understand that there are many events in our society which reveal the truth that wealth is dangerous. Riches can cause all kinds of negative side effects

Recognising the dangers of riches, we should ask for God's grace to not become proud, corrupt, exploitative or complacent. And perhaps most of all, we are not to imagine that we are especially favored by God.

Note: Truly I tell you, it will be hard for a rich person to enter the kingdom of heaven. Again I tell you, it is easier for a camel to go through the eye of a needle than for someone who is rich to enter the kingdom of God. (Matthew 19:23-24).

2.6: Biblical teachings about wealth

You might have realised that many people suffer from the consequences of extreme poverty, particularly in the developing world. Many Christians believe that people should use their wealth to help those who have less.

To accept that you have nothing about which to boast, helps you to realise that without God, you can do nothing - for all you are, and all you have, and all that has been given to you is from His bountiful supply.

The principle that is included in this verse and is summarised in one of the earliest books of the Bible, "Naked I came from my mother's womb, and naked I shall return there. The Lord gives and the Lord takes away. Blessed be the name of the Lord." (Job 1:21 GNB).

After doing the tasks in activity 2.6, you will explore the Biblical teaching about wealth.



Activity 2.7 Understanding the Biblical teaching about wealth

In groups, use the Good News Bible to read Deuteronomy 8:17-18 GNB and do the task that follows;

So then, you must never think that you have made yourselves wealthy by your own power and strength. Remember that it is the LORD your God who gives you the power to become rich. He does this because he is still faithful today to the covenant that he made with your ancestors.

Task:

1. Brain storm on what causes rich people to forget God?
2. How do rich people take the position of God in the society they come from?
3. As a Christian what advice do you give to proud rich Christians?
4. Present your work to the class through a discussion
5. Write down the main ideas in your notebook.

You have discovered that God gave us the intelligence to come up with whatever idea or invention that made us successful, the physical strength to work hard for the things you have and the perseverance to see it through. Whatever you produce is not of your strength, but is from the mercy and grace of the Lord. He gives you life and breath. If you plant, you cannot cause it to grow.

The Lord sends the sunshine and rain and air to make it grow. Most do not even know what makes a seed grow let alone be able to make it grow. He is like the stream and we are like the fish. We swim where we will, but he gently pushes us where He wills.



Activity 2.8 Understanding the Biblical teaching about wealth

In groups, read through the text and do the tasks that follow.

She would never acknowledge that I am the one who gave her the corn, the wine, the olive oil, and all the silver and gold that she used in the worship of Baal. (**Hosea 2:8 GNB**).



Figure.2.6 (Source: Longhorn Archives)

Gomer leaves her faithful husband to live with her lover. But her lover did not actually provide for her. Supplies would show up in the kitchen. grain, wine, oil, Gifts would show up on her bedside stand, gold, silver, jewelry.

But they were not actually from her lover at all. Hosea knew where she lived. And he would make regular trips and secretly drop supplies and gifts off for her. Instead of thanking Hosea, the giver of the gifts, she would use these to ingratiate herself with her lover, who in turn would do nothing for her.

Even when Israel was unfaithful, God was faithful. He continued to give gifts from above (James 1:17) even when Israel was chasing after false gods. Israel in turn took these gifts, which she received from the Lord, and sacrificed them to Baal. People are terribly unfaithful and undeserving of God's love and yet He still loves us.

Task: In groups

1. In relation to the text, explain how Christians use wealth today in ungodly ways?
2. Discuss the view that God is the giver of wealth.
3. Discuss the Bible teaching on wealth.
4. Share your group ideas with the entire class.
5. Write down main ideas in your notebooks

From activity 1.8, you have realised that wealth and riches are not forever, and the crown of rulers and their sceptre of authority will not endure. We live in a perishable body, and the peace and security for which men seek so earnestly is short-lived and evanescent. The earth mourns and is withering away, while people in exalted positions, will ultimately fade away.

**Activity 2.9** Understanding the Biblical teaching about wealth**1 Timothy 6:6-12 GNB**

So then, if we have food and clothes, that should be enough for us.

Task: In your groups,

1. According to the Bible texts above, what is wealth in the eyes of God?
2. Compare the meaning of wealth today to that of the Bible.
3. What else would you add to the list ("food and clothing") before you will be content?
4. What consequences result from the love of money?
5. Present your ideas to the entire class.
6. Write down the main ideas in your notebook.

Think about it:

Is it wrong for a Christian to own nice things or to buy non-necessary items in the face of so many needs in the world? You have explored that if you are poor or struggling to provide enough for your needs, you are to ask God for guidance and help.

Resisting the urge to be overcome by anxiety or despair, you can look for God's grace to remain generous and joyful, even finding a way to be more content with less than you desire. Most of all, you should ask God for his grace, not to imagine you are less valuable to God or are being punished by him.

Note:

Do not lay up for yourselves treasures on earth, where moth and rust destroy and where thieves break in and steal, but lay up for yourselves treasures in heaven, where neither moth nor rust destroys and where thieves do not break in and steal. For where your treasure is, there your heart will be also.

Let us pray:

Kind Father, You are the Giver of all good things. You long to be gracious to me (Isaiah 30:18). I thank you for Your generosity in granting me the desires of my heart, answering my prayers, and making me glad with the joy of Your presence (Psalm 21:1-7). You pour out unending blessings, far beyond what I deserve. Please help me to recognize that nothing I own is really mine; it is a gift from You. When I reflect on my attitude toward food and possessions, I see how often I satisfy my own desires rather than considering the needs of others. I confess that I think nothing of spending money on little extravagances, knowing full well that others elsewhere are in need of water, food and clothing. I give generously to various causes, but never to the point of significant sacrifice.

2.7: The contribution made by Christians in the development of the society

You might have realised that the Christian church has always been involved in the transformation of society, especially as it took sides with the poor and oppressed. Today, more than ever, given the increasing poverty, violence and injustices in the world, the Christian church is called upon to embrace, engage and continue with its task of being an agent for transformation and change.

It has to fulfill the gospel imperative of making the world a better place for all to live in justice, peace and harmony and development. After doing the tasks in activity 2.9, you will explore the contributions made by Christians in the development of society.

Every society needs a rise in the level and quality of life of its people, the creation or expansion of local regional income and employment opportunities, without damaging the resources of the environment.





Figure.2.7 (Source: Longhorn Archives)

Development is visible and useful, not necessarily immediately, and includes an aspect of quality change and the creation of conditions for a continuation of that change.



Activity 2.10

Read the case study below and do the task that follows;

Christians in Masaka diocese came up with an organization called Caritas MADD0 (MASAKA DIOCESAN DEVELOPMENT ORGANISATION).

This is a Christian faith-based organisation offering social services and development work in Masaka Diocese. It was established and expanded to include development work besides social services to promote the spirit of giving and receiving as related to love, compassion and solidarity.

The Diocese and activities of Caritas MADD0 cover the political districts of Kalangala, Rakai, Ssembabule, Masaka, Kalungu, Bukomansimbi, Lwengo and Lyantonde.

Caritas MADD0 enters the community using the church structure that is the 49 parishes, which are grouped into eleven deaneries and then finally the 700 sub parishes

Each level has a development committee which coordinates MADD0 activities in the parishes. Households are organized into groups to utilize their different gifts for better results.

To-date, Caritas MADD0 has achieved the following;

Gender equity mainstreaming: This is mainstreamed in all MADD0 development programmes with emphasis on the relationship between men and women especially in the area of sharing roles.

MADDO promotes good governance and leadership that addresses gender concerns: This is done through democracy monitoring from a gender perspective, promoting effective people's engagement in multi-party politics, increasing women's participation in politics, strategic leadership and decision making.

Formulating mechanisms of identifying and assisting the vulnerable groups in the community; building the capacity of widows as well as orphans, and other Vulnerable Children (OVC) to demand and protect their rights. Caritas MADDO emphasises setting up several income-generating ventures at group and individual levels in order to create a good market for the good quantity and quality of the agricultural products.

Promoting biological and economical productivity of crops and livestock; Food security, increasing incomes through sustainable agribusiness Promoting producer and marketing organizational capacity including cooperatives and value addition for agricultural products in the market place.

MADDO Dairies has also improved nutrition by providing safe milk and continues to promote dairy farming as a business in the area.

Supporting communities to access safe water and practice hygienic and safe sanitary behavior, Free treatment, Coordination and providing health support supervision including capacity building of Lower Level Units (LLUs).



Figure.2.8 (Source: Longhorn Archives)

Task:

1. Discuss projects being undertaken by Christian from the case study above.
2. Brain storm on the Christian organisations in your local area.
3. Explain how these projects have boosted development in the community.
4. Present your work to the class through a discussion.
5. Write down the main ideas in your notebook.

Did you know that the development of Uganda has been partly supported by Christian non-governmental organizations (NGO)? Have you ever heard of some of these Christian organisations that promote education and health in Uganda? As a Christian do you think there is any contribution made by Christianity towards the development of Uganda? What are some of those developmental programs that Christianity has brought to Uganda?

**Activity 2.11**

Researching about the contributions of Christians to the development of society

In groups;

1. Using Internet or research, write a report on the different Christian projects that have influenced development in Uganda. You can take an example of any of the following;
 - (a) Centenary bank
 - (b) Any Christian university
2. Research on the developmental services offered by the following organisations in your society.

Table 3.1 showing developmental services by Christian organisations

Organisation	Developmemnts achieved
Scripture and Christian Union	
Compassion International	
Mother's Union	
Christian Children's Fund	
Catholic Women's Association	
World Vision International	
Young Women's Christian Association (YWCA)	
Bible Society	

Task:

1. Copy the tables to your notebook.
2. Present your work to the teacher for further guidance.
3. Write down the main ideas in your notebook.

2.8: The value of generosity

You might have probably received a gift from somebody. How did you feel about it? Have you ever been in a state where you felt you were alone in the world and then all over a sudden a kind person came into your life? What was your mood like? What about the person who came into your life, how did he / she react to your situation? How would the school community look like if we chose to do good to each other and carry each other's burden? After doing the tasks in activity 2.11, you will understand the importance of generosity.



Activity 2.12 Understanding the importance of generosity

In groups, use Good New Bible to read (2 Corinthians 9:6-15, GNB) and do the tasks that follow;

Remember that the person who sows few seeds will have a small crop; the one who sows many seeds will have a large crop. You should each give, then, as you have decided, not with regret or out of a sense of duty; for God loves the one who gives gladly. And God is able to give you more than you need, so that you will always have all you need for yourselves and more than enough for every good cause.

As the scripture says: "He gives generously to the needy; his kindness lasts forever." And God, who supplies seed to sow and bread to eat, will also supply you with all the seed you need and will make it grow and produce a rich harvest from your generosity. He will always make you rich enough to be generous at all times, so that many will thank God for your gifts which they receive from us. For this service you perform not only meets the needs of God's people, but also produces an outpouring of gratitude to God.

And because of the proof which this service of yours brings, many will give glory to God for your loyalty to the gospel of Christ, which you profess, and for your generosity in sharing with them and everyone else. And so with deep affection they will pray for you because of the extraordinary grace God has shown you. Let us thank God for his priceless gift!.



Figure.2.9 (Source: Longhorn Archives)



Figure.2.10 (Source: Longhorn Archives)

Task: In groups;

1. What do the above photos teach you in light of the Bible text?
2. Brainstorm the promise God gives to believers who do give generously?
3. Share your experience about how people benefit when they give generously.
4. Present your findings to the teacher and the rest of the class.
5. Write down the main ideas in your notebook.

Paul teaches us that there are two ways to fail at giving. If you give generously but not joyfully, you've given the wrong way. If you're joyful but not generous, you've failed. God wants us to give at the intersection of generosity and joy.

He wants your generosity, and he wants your joy. He wants you to be cheerful and he wants you to be obedient. After doing the tasks in activity 2.11, you will understand the benefits of generosity to the society.

You have found out that our choice must bear in mind the gift God has given us in Christ. Freely God sent Jesus to save us from our sins. Freely Christ laid down his life for us. And by doing so, God raised him from the dead and promises to do the same for us someday.

Activity 2.13 Discussing the benefits of generosity.

In groups, study the photograph in figure 2.7 and do the tasks that follow.

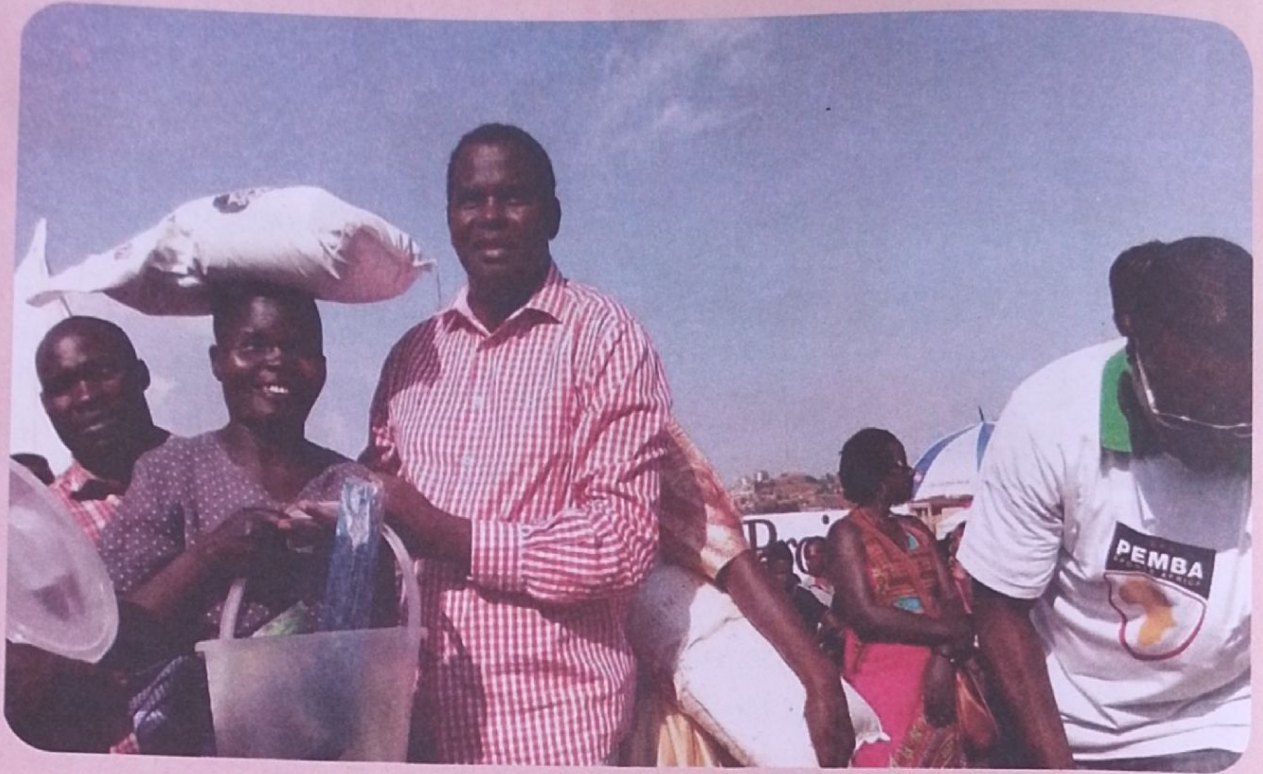


Figure.2.11 (Source: Longhorn Archives)

"Earn all you can, save all you can, so you can give all you can."

Task: In groups,

1. Explain the charitable activity taking place in the photograph in figure 2.3?
2. Discuss the lesson a Christian can learn from it.
3. Present your work to the class through a discussion
4. Write down the main ideas in your notebook.

All because of the gift of God, freely given. We are called to respond to this; "God's greatest gift" freely out of the resources God has placed at our disposal. So we give freely and generously because of the free gift God gave us in Christ.

Let us pray:

Dear God, if I am being selfish or greedy, please show me so I can tell you I am sorry. Please forgive me for thinking of myself instead of others. Please send Your Holy Spirit to help me be generous instead. Help me to be generous so I can refresh others. Dear God, sometimes I have selfishness in my heart.

Please send Your Holy Spirit to smother it like water smothers fire. Dear God, it is so easy to want things for myself. Please help me to think of others also. Dear God, please show my family and I how we can help the poor people who live in our community. Amen.

2.9: The dangers associated with wealth

Have you ever wanted something very much? If so, you are like most people.

Activity 2.14 Exploring the dangers associated with wealth

In groups, study the text and do the tasks that follow

The parable of a rich fool.

A man in the crowd said to Jesus, "Teacher, tell my brother to divide with me the property our father left us, Jesus answered him, "my friend who gave me the right to judge or to divide property between you two?" And He went on to say to them all, watch out and guard yourselves, from every kind of greed because a person's true life is not made up of things he owns, no matter how rich he may be.

¹⁶ Then Jesus told them this parable; There was once a rich man who had land which bore good crops. ¹⁷ He began to think of himself, I haven't anywhere to keep my crops. What can do?

¹⁸ This is what I will do, he told himself, I will tear down my barns and build bigger ones, where I will store my corn and my goods. ¹⁹ Then will say to myself lucky man. You have all the good things you need for many years. Take life easy eat, drink and enjoy yourself,

²⁰ But God said to him, you fool. This very night you will have to give up your life then who will get all these things you have kept for yourself? ²¹ And Jesus concluded, this is how it is with those who pile up riches for themselves but are not rich in God's sight.



Task:

1. Brain storm the causes of the greed in the society today?
2. Discuss the consequences of such vices to the society today.
3. Present your work to class through a discussion 4 write down the main ideas in your notebook.

Activity 2.15 Understanding the dangers of greed

In groups, open the Good News Bible. Read (2 Kings 5:5, 20-27) and do the tasks that follow.

Gehazi was ruined by greed

He was a servant of Elisha, a prophet of the true God, Jehovah. Elisha and Gehazi lived long ago, about a thousand years before God's Son, Jesus, was born on earth.

Jehovah used Elisha to do really wonderful things to perform miracles! For example, the Bible tells about an important man in the Syrian army who had the bad disease leprosy. No one could heal him, but Elisha did. When Elisha was used by God to help people get well, he never accepted money.

Do you know why?

Because Elisha knew that those miracles come from Jehovah "not himself. When Naaman is healed, he was so happy that he want to give Elisha gifts of gold, silver, and fine clothes. Elisha would not take anything, but Gehazi wanted these gifts very much.



Figure.2.12 (Source: Longhorn Archives)

After Naaman left, Gehazi chased after him without telling Elisha. When he caught up with Naaman, *do you know what Gehazi told him?* "Elisha sent me to tell you that two visitors just came. He would like to have two changes of clothes so that he can give them to the men."

But that was a lie! Gehazi had made up the story about the two visitors. He told it because he wanted to have the clothes that Naaman tried to give to Elisha. Naaman, of course, did not know this, So he was happy to give Gehazi the gifts. Naaman even gave more things to Gehazi than Gehazi asked for. Do you know what happened next?

When Gehazi got back home, Elisha asked him: "Where have you been?"

"Oh, nowhere," Gehazi answered.

Jehovah, however, had let Elisha know what Gehazi had done. So Elisha said: "This is no time to accept money and clothes!"

Gehazi had taken money and clothes that do not belong to him, So God makes Naaman's leprosy come upon Gehazi.

Task: In groups,

1. Why did Gehazi make up a story that was, in fact, a lie?
2. Discuss how people in your society show greed for wealth?
3. In light of the story, what happens to greedy people?
4. As a Christian, what lessons do you learn from the story?
5. Present your work to the class
6. Write down the main ideas in your notebook.

May we never do anything to cause us to lose that! Instead, let us be kind and ready to share the things we have.

2.10: Dangers of corruption

You might have observed some people engaging in dishonest behaviour like giving or accepting bribes or inappropriate gifts, double-dealing, under-the-table transactions, manipulating elections, diverting funds and laundering money as well as investors. What are the likely dangers of such dishonest behaviors in a country?

After doing the tasks in activity 2.13, you will discover the dangers of such dishonest behaviors called corruption.

Activity 2.16 Exploring the dangers of corruption



Figure.2.13 (Source: Longhorn Archives)

Person A gives a customs officer shs. 100,000. The customs officer allows person B to bring illegal drugs into the country.

Task: In groups

1. Brain storm on the negative effects due to the behavior above.
2. Identify and explain the dangers associated with corruption.
3. What can one do in order to avoid greed and corruption which is always associated with wealth?
4. Share your ideas with the whole class
5. Note down main ideas in your exercise books

You have probably found out that in Uganda today, many people are referred to as greedy and corrupt and there is fear that if nothing is done to curb it, the evil may eat up the whole country.

Activity 2.17 Understanding the dangers of corruption

In groups, study the case study below and do the task that follow.

Buy your degree" case study

A student working full-time at a low paying job sees an advertisement for an undergraduate degree in business that does not require class attendance. Compared to other online degrees, this university is quite low in tuition, something the student can afford.

There are no prerequisites to register for the course, and no minimum required time allocated for course-taking and study. The student pays the low fees, and after doing minimal work in a few courses, receives the degree. The student then applies for a job and is hired for a position based on this degree.

Task: In groups

1. Explain the corruption issues raised in the scenario above.
2. What prompted the student to seek this degree?
3. Use the internet to define "quality assurance" in the context of education.
4. Share your work with the class
5. Write down the main ideas in your notebook.

Let us pray:

Dear God, according to Your Word, selfishness and greed rank alongside sexual immorality, impurity, debauchery, idolatry as well as witchcraft, hatred, discord and jealousy, fits of rage, drunkenness and envy, murder, deceit and malice (Galatians 5:19-21, Romans 1:29). Lord, I pray that You will forgive me for the ways I have been inconsiderately selfish with the resources You have given me.

I want to be generous with these blessings so I can be a blessing to others (Genesis 12:1-3). In Jesus' name, I ask that You would put to death in my life the things that belong to the sinful nature, especially greed (Colossians 3:5).

2.11: Wealth as a source of success

You have probably realised that people work so hard over the course of their lives. You have also found out that you want to make money and you want to have a better life, but what actually gives you satisfaction with life? Is it wealth and material possessions, or is it what those things are a sign of?

How is wealth a source of happiness? Are poor people not happy? Who is a happy person to you? After doing the tasks in activity 2.19, you will discover how wealth is a source of happiness.



Activity 2.18 Understanding wealth as a source of success

In groups, recite the Poem and answer do the tasks that follow.

Oh, To Be Wealthy and Famous

*Oh to be wealthy and famous, living in a big house by the sea,
With a Rolls Royce in my garage of money, worries quite free,
Seen as a successful person with heaps of money to spend,
Everyone would want to know me, everyone would be my friend.*

*I could help the poor and needy, for others I could do good
I could help you out then poor fellow, instead of saying I would help you if I could,
Money speaks every language, pity the poor and downtrodden
Surely there is nothing greater than money, the great paper god.*

*I could do wonders with money, help those in dire poverty
Be an example to others, to worthy causes donate generously,
Instead I struggle for survival, one of the poor of our Street,
Life for me an uphill battle struggling to make ends meet.*

*Oh to be wealthy and famous, the wealthiest man in the Town,
I could be generous with money, help those financially down,
Instead I am just a poor battler, who would wish to be my friend,
I who must be careful with money and count every dollar I spend?*

Poem by **Francis Duggan**

Task: In groups,

1. Explain who a successful person according to the poem?
2. Discuss how wealth can encourage commitment and hard work.
3. As a Christian what can you learn from the Poem?
4. Present your work to the class and to the teacher through a discussion.
5. Write down the main ideas in your notebook.



Activity 2.19

Namaganda a wealthy business woman in Kasawo and a mother of two adult boy and girl wished to share part of her wealth between her two children (Rinah and Raymond) after they finished studies at the Kyambogo university.

She gave the children 30 acres of land each getting fifteen. Rinah used her land for growing crops both food and cash crops. The farm developed so fast that in a short period she had a mixed farm with animal and fish rearing.

Many residents were been given work and she added another developmental activity every year. She also rears rabbits which she sells cheaply to children to instill in them the culture of rearing animals and being responsible. She is very happy and contented with her achievements.

Raymond immediately sold off his land and bought a used Jeep car. He used to drive around the village boasting, after a while the car broke down but was always for repair and he got fed up with it and sold it and used up all his money.

Nakigozi Sarah passed on and left a will that all the wealth she left was for the young children. Raymond has been in a very poor financial state. He is claiming that he was treated unfairly and his friends advised him to report the case to court.

Task:

Before the court session the family members have called for a meeting. Imagine you are the caretaker of the late Nakigozi Sarah's family and you have been called to arbitrate between the two children. Write a report on the presentation you are to make to the family.

How wealth promotes contentment and happiness in the community

You have heard of the saying: "money does not buy happiness." If money has little impact on happiness, does this mean we should not worry about poverty? Is it really true that countries with more wealth have happier people than the poor countries?

You may have often heard that contentment is the key to happiness. You might have even been told many times to be content with what you have. But have you ever wondered what contentment is, exactly? After doing the tasks in activity 2.20, you will discover how wealth promotes contentment and happiness in the community.



Activity 2.20

Understanding the ways in which wealth promotes happiness in community.

In groups, study the photograph and do the task that follows.

Nakakande Joyce is a resident of Kabangereza village in Bukomansimbi district. She is known as one of the richest women in a community. This village is far away from the main town. Nalubega decided to build a church where Christians could attend to worship. She also built a supermarket on this land and built a hospital where village members could receive medical care cheaply and employed many medical doctors. The village members were so happy about this and started praying for her whenever they went to church. The prayers were performed in a neat, clean and comfortable place. After mass, the priest always called upon Nalubega

Joyce to give a speech as the founder of the first church in the sub-county. She said "God is good all the time and all time God is good and that is His nature Wow!" Thank God the giver of all. I thank the Almighty for answering my prayers and fulfilling my heart's desires. I am at peace with myself even if he took me today.



Figure.2.14 (Source: Longhorn Archives)

Task: In groups

1. From the story brainstorm on the causes happiness to;
 - (a) the community
 - (b) Nalubega Joyce
2. In your home area, brainstorm on the kinds of wealth that people possesses and cause happiness to the community.
3. Share your ideas with the entire class
4. Write down important ideas in your notebooks.

You have probably understood that contentment means to be happy with what you have, who you are, and where you are. It is respecting the reality of the present. It is appreciating what you do have and where you are in life. Contentment does not mean the absence of desire; it just means you are satisfied with your present, and you trust that the turns your life takes will be for the best.

You have realised that, with the availability of wealth, man is pleased, happy and contented. When wealth is lawfully earned and utilized in line with the christian teachings it undoubtedly causes contentment and happiness.



Activity 2.21

In groups;

- (a) Discuss the argument that "more income may mean more stress and less fun"
- (b) Share with the class.

Note:

Money allows us to meet our basic needs, to buy food and shelter and pay for healthcare. Meeting these needs is essential, and if we do not have enough money to do so, our personal well being and the well being of the community as a whole suffer greatly. If money has little impact on happiness, does this mean we should not worry about poverty?

Most researchers reject this harsh conclusion by assuming a diminishing marginal utility for income, yielding a curvilinear relationship between income and happiness, so that a dollar provides more happiness to a poor person than it does to a rich person



Activity 2.22

Debating about the relationship between happiness and wealth
Organise a debate on the theme "less money brings happiness to an individual"

You have finally realised that wealth is one of the things that brings make contentment and happiness to mankind. This is because possessing it gives man self esteem, self gratification, propels civility and harmony in the community.

2.12: How money and other forms of wealth can reduce happiness

It may seem that money is a sure path to prestige and happiness. After all, most well-paid citizens are held up as role models of success, leading seemingly perfect, enviable lives. Still, some people embrace the opposite idea: Money can not buy happiness, so, which of these is right?

While some studies seem to tie wealth to well-being, others show that, after a certain point, a higher income will not bring more happiness or life satisfaction. How true is this statement according to you?

One becomes so happy when he /she has money that can enable him solve all the problems that money can easily take care of. However, once the basic necessities are covered, the problems that come up are not what can be solved by simply throwing more money at them.



Activity 2.23 Discussing the ways money reduces happiness

I grew up in a small beautiful village Makukuulu in Bukomansimbi district. In our neighborhood was a forest owned by an old man called Mukiri who loved his forest so much that he spent most of his time in the green forest. In it were a variety of fruit trees like mangoes, grapes, passion fruits and tangerines as well as jackfruit, soursoup, cocoa and goose berries. He allowed the village folk to fetch firewood, take fruits and hunt. Leo only hated people who cut down his trees.

This was the reason why he spent most of the time in the forest with his spear, arrow and bow to work on those who went against his will. In the village all people enjoyed the benefits of the forest. None went hungry and people said; "in this village we shall never starve with Leo's forest".

Years after Leo's death the children partitioned the land and each started selling their portions. Part of the land was sold to a Chinese citizen. The Chinese constructed a polythene bag factory. Many people have been employed, he has about 250 employees including the machine operators, drivers, askaris cook and cleaners. The people are more happy about the developments. A small town has been created, the once dark path is now a well lighted road where a hospital, hotels and schools have been constructed. But of recent there are numerous problems that have come up. The fumes pollute the wells, the crops are covered with residue from the factory and machines produce a lot of sound which disturbs the people at night. The once happy village is a thick cloud of smoke.



Figure.2.15 (Source: Longhorn Archives)

1. Discuss how these forms of wealth have benefited the community.
 - (a) Leo's wealth
 - (b) the Chinese's wealth
2. How did the wealth in the story reduce the happiness for the local people?
3. What advice would you give to the inhabitants of the village to keep happy?
4. Present to the class.
5. Write down main ideas in the notebooks.

You have probably realised that money doesn't fulfill basic psychological needs, like belonging and competence. That is why making more of it will not increase your happiness, even if you value money above other things. In fact, it may do the opposite. Having money up to a certain point contributes considerably to your feelings of well-being. But beyond that point, more money does not necessarily translate to a happier you. However, with mindful and right spending, money can buy a whole lot of happiness.

The effects of development on the environment

Have you ever heard of environmental degradation? What does it mean to you? What could be the possible causes and how can you fight it?



Activity 2.24 Discussing effects of development on the environment

Study the case study below and do the task that follows;

In Kanaga village Mubende district the Member of Parliament donated some coffee seedlings to improve the standards of living of the community members. The LC1 Chairpersons received the seedlings and distributed them to different members of the village. Unfortunately village A's gardens did not yield properly due to inadequate supervision from owners of the gardens. In village B, the farmers were more responsible, took care of the gardens and eventually had positive yields. At village B, a processing factory was started. The youth in the village have been employed in this factory. The state of living in the area has changed to better and more businesses have opened up to the envy of village A



Figure.2.16 (Source: Longhorn Archives)

Task:

1. Brainstorm the factors responsible for village B's development and village A's failure.
2. How can you support the people of village A?
3. Share with the class.
4. Note down important ideas

Activity 2.25 Discussing effects of development on the environment

In groups, study the photographs A-C in figure 2.9 and do the task that follows.



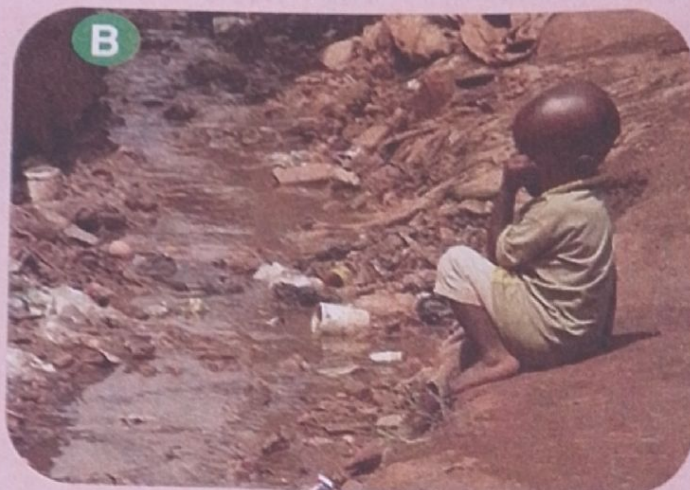


Figure.2.17 (Source: Longhorn Archives)

Task: In groups

1. Identify the activities taking place in picture A,B,C above in figure 2.17
2. Explain how the above development activities affect the environment?
3. Imagine you are the local council leader of your village, how can you effect development without compromising the environment?
4. Present your work to the class though a discussion
5. Note down important ideas in your notebooks

Note:

If you are wealthy, you are to be grateful and thankful for the blessing of wealth and seek God's guidance on how to handle this wealth without harming ourselves others or the environment.



Activity 2.26

Winnie was giving her story about why she has an artificial eye. She said near her home was a big rock It was beautiful and they often played on the hill. They would also put their cassava and coffee to dry at the rock.

The beautiful mountain had caves. Birds both wild and domestic stayed over. It was a place of tourism. The rock had minerals underneath; the environmentalist from the Ministry started digging the minerals underneath. The locals were employed in the mines. The village developed into a town and business improved. However , the deep holes created from mining contained stagnant water during the rainy season that led to mosquitoes.

The mines always collapsed on people and the deaths were not always reported. Some people were forced to leave their beautiful simple homes. I lost my eye when the rock hit our house at the age of ten.



Task:

1. Brainstorm the developments that came in the area
2. How did they affect the lives of the inhabitants?
3. Suggest how such occurrences can be overcome.
4. If you were in charge of the village how would you support the people?
5. Present your work to the class through a discussion..

Wealth and development in Traditional Africa

Like the saying goes "an apple does not fall far from its tree:" It is from traditional African wealth that our generation wealth evolved. You will explore wealth in traditional Africa in details after doing the tasks in the activities in this lesson. What did our ancestors consider as wealth? Were there poor people in African traditional society? How were they treated in the community?



Activity 2.27 The composition of wealth in African traditional society

In groups; read the story of an old man narrating about the African traditional understating of wealth and do the tasks that follow;

Oketch is a grandfather of 70 grandchildren. He lives in Nakawuka, Entebbe district. He is so happy that he has so far lived for 110 years.

When we had a conversation with him about what made him always happy in his youthful stage, he narrated to us as follows;

In the African Traditional society wealth was equally cherished, People worked to the last atom of their strength to acquire wealth. The man was fully defined

by how much he possessed, not necessarily money but property of whatever form. Everyone had to work men and women plus the children, unless he was seriously sick. ends of cows, goats, flocks of sheep, flocks of birds like hens, guinea fowls, agriculture and plantations with food crops like bananas, millet and cassava were among the things that men of the time possessed, not forgetting women, children and big homesteads. They measured wealth in terms of the amount of land, livestock and grains possessed by an individual. The higher the number of wives and children a man had the wealthier he was. Wealth would be owned individually or communally.

When we asked him to tell us how they acquired this wealth, he said that in traditional African communities wealth was acquired through various ways, for example:

Through raiding other communities for goats, sheep and cattle, trade which involved the exchange of actual goods and services, exploitation of natural resources: for example, natural vegetation provided people with food (fruits), honey, medicinal herbs, building materials, seeds for making beads, weaving material and wood for carving.

Farming was the main economic activity it was got through bride-wealth; whereby many daughters were regarded as a source of wealth to their family, inheritance; whereby a man who had grown-up children might share wealth among them. ; Most African communities believed that wealth is a blessing from God.





Figure.2.18 (Source: Longhorn Archives)

In groups,

1. Identify the types of wealth in the above picture
2. Discuss what was considered wealth in African traditional society.
3. Compare the means of getting wealth in the African traditional society with those of today.
4. Share your ideas with the whole class
5. Write down main ideas in your notebooks.

Did you note that in traditional African society, there were no poor people because resources were communally owned?

Ways through which wealth was acquired in Traditional Africa

Activity 2.28

In groups:

Demonstrate ways through which the following people acquired wealth in the past;

(a) Baganda

(b) Westerners

(c) Northerners

Relate wealth to development in Traditional Africa

Activity 2.29

Use the internet to explain the meaning of wealth and cite examples of what was regarded as wealth in African Traditional society.

1. Visit an elder in the society to explain to you how wealth was acquired in African Traditional Society.
2. Explain how wealth in African traditional society led to development.
3. Present your findings to the entire class.
4. Note down important ideas in your notebooks.

The value of generosity in Traditional Africa

Activity 2.30

In groups, study the photograph and do the task that follows.

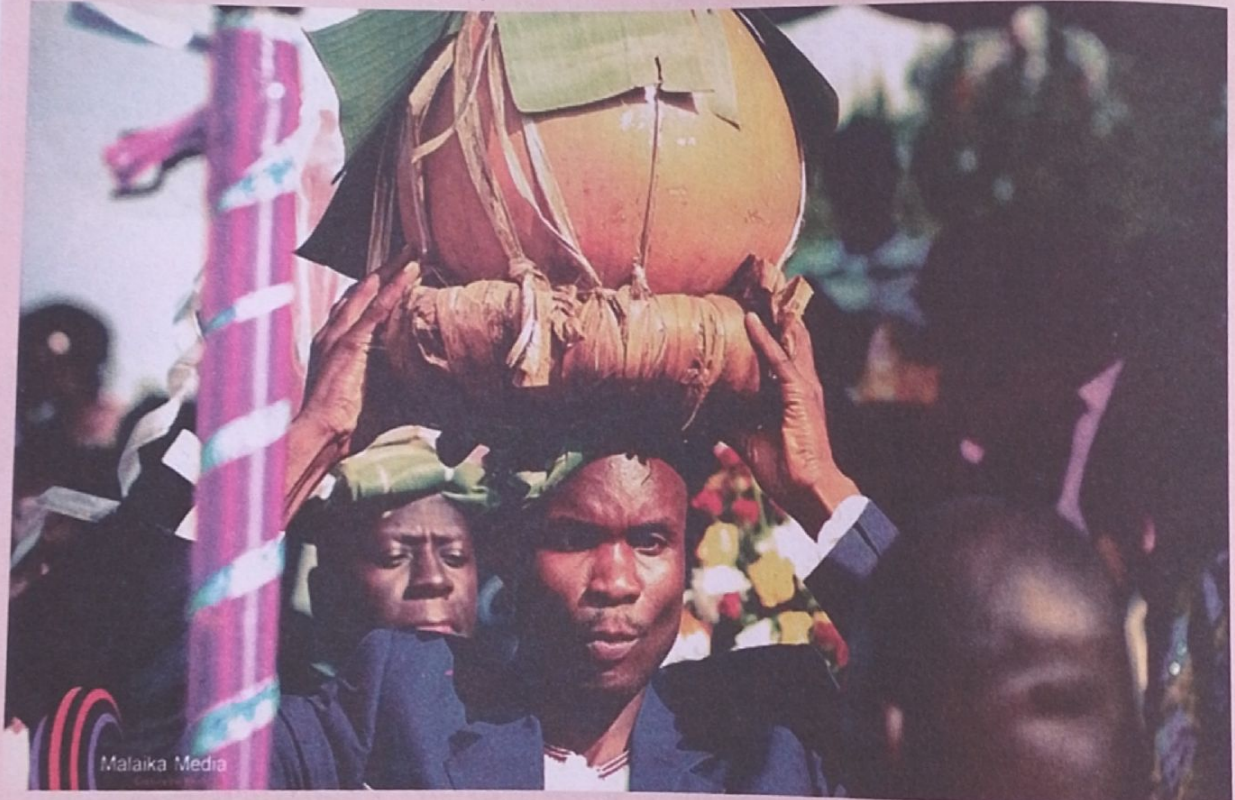


Figure.2.19 (Source: Longhorn Archives)

Task: In groups;

Study the picture and observe people carrying items to a traditional family.

1. Explain why are they giving items to the people in that home?
2. Discuss other occasions when one has to give others?
3. In the traditional times what are those items that people usually gave others and on what occasions would they give.
4. Brian storm why was it important to be generous in traditional Africa to the community members.
5. Present the group ideas to the class
6. Write down these notes in your notebook.

Nobody starved, either of food or human dignity, because he lacked personal

Note:

Both the rich and the poor individuals were completely secure in African Society. A man could depend on the wealth possessed by the community of which he was a member. The virtue of generosity is important and it stretches far back from the African traditional society.

It binds the people in the society together by promoting brotherhood, creating love and a good feeling for others, prevents selfishness and greed among the people and it strengthens society. When giving the general public it can be announced but if it is to individuals it should be secret.

Sample Activity of Integration

A prime suspect in the murder of three people in two months was killed and burnt to ashes in Lira district in March 2018. Solomon Odong was arrested for allegedly killing Oliver Okello, a mobile money operator and Joseph Otim a boda boda rider at Nyago trading center. But before that, police said he had allegedly shot dead a security guard at a sport betting facility in Lira town.

Last week, Odong was suspected to have shot dead and severely injured a woman identified as Sandra Owuni at her mobile money shop in Jinja camp, Lira town and robbed five millions shillings. Despite being common forms of business and sources of livelihood to many house holds, bodaboda and mobile money businesses have claimed many people's lives and in a way affected development.



Figure.2.20 (Source: Longhorn Archives)

Task:

Write an essay highlighting cases where some members of your community try to acquire wealth in a wrong ways and advise them on better ways of acquiring wealth.

Chapter summary

In this chapter, you are expected to have understood the acceptable ways of acquiring wealth honestly and the contribution made by Christians towards the development of society you appreciate the value of generosity, the dangers associated with wealth, avoiding greed and corruption; wealth as a source of happiness and also to have Traditional views about wealth and development.

Chapter

3

Leisure



Key words

- leisure industry
- routine
- talent
- recreation
- sabbath
- Innovation
- Social media

After doing the activities in this chapter, you will be able to;

- understand the types of leisure in order to make the right choices.
- understand how one can use leisure to realise their own potential.
- understand how free time can be used to build constructive relationships.
- understand the modern trends of leisure in order to make the correct choices.
- understand the social and economic importance of the leisure industry.
- understand the value of leisure in God's creation story.
- understand the effects of modern leisure activities.
- understand the Biblical teachings about leisure.
- appreciate the value of leisure in traditional Africa.

Introduction:

When God created man, he commanded him to work in order to accumulate more wealth and earn a living. However, God also commanded man to rest after his work. In this chapter, you are going to understand the importance of leisure to an individual and society so that you choose the right leisure activities.

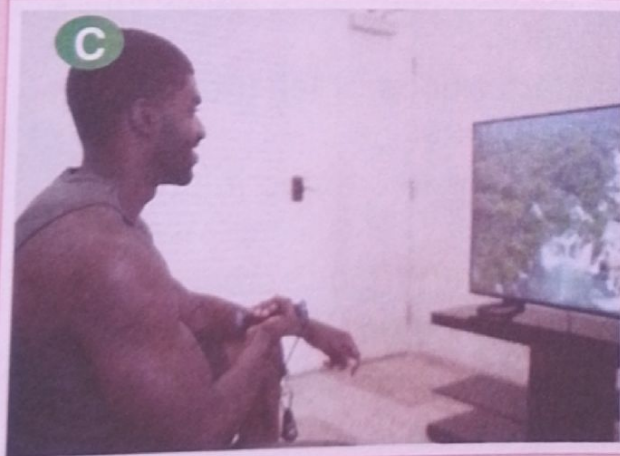
This will help you know how to use your free time profitably. The saying goes; "All work and no play makes Jack a dull boy". But how would you wish to relax so as to re-energise? What leisure activities do you think are useful to you?

3.1: Understanding the types of leisure in order to make the right choices

In Term one, you studied about various forms of work. Now, what happens during the time when you are not working? The time when you are not engaged in routine in work is what we may call free time. After doing the tasks in activity 3.1, you will understand the meaning of leisure.

Activity 3.1 Understanding the types of leisure

In groups, study the photographs A-F in figure 3.1 and do the tasks that follow.



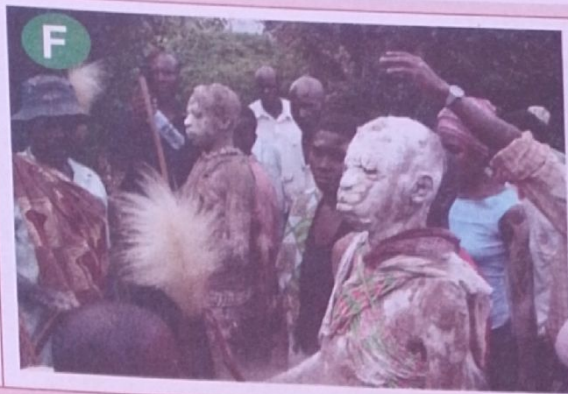


Figure.3.1 (Source: Longhorn Archives)

Task: In your groups,

1. Identify the leisure activities in figure 3.1 above
2. Categorise all these leisure activities in form of;
 - (a) Religious, (c) Physical, (e) Solidarity.
 - (b) Cultural, (d) Social,
3. Discuss other leisure activities you know but are not mentioned here above
4. Explain how have those activities benefited your society?
5. Present to the class your group ideas.
6. Write down important ideas in your notebooks.

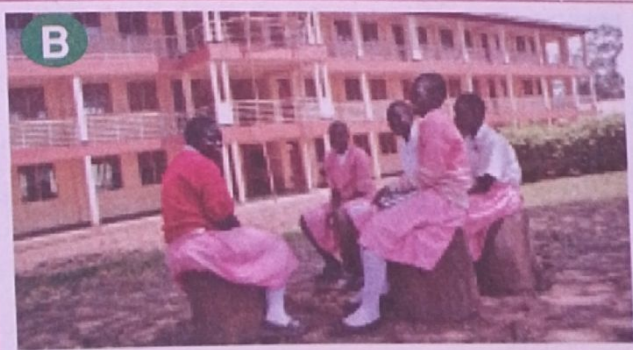
You have realised that there are various leisure activities. All these play various roles in one's life. Therefore, mankind is encouraged to involve in them for the better, in all circles of life i.e religious, cultural, physical, social as we have identified in our previous activities.

Brainstorming the various leisure activities in schools

In schools where you study from, there are various co-curricular activities that are done after classes. These are aimed at developing your skills both mentally and physically. After doing the tasks in activity 1.2, you will explore the different leisure activities that are carried out at school and how you can benefit from them.

Activity 3.2 Brainstorming the various leisure activities in my school

In groups, study the photographs A-C in Figure 3.2 and do the tasks that follow.



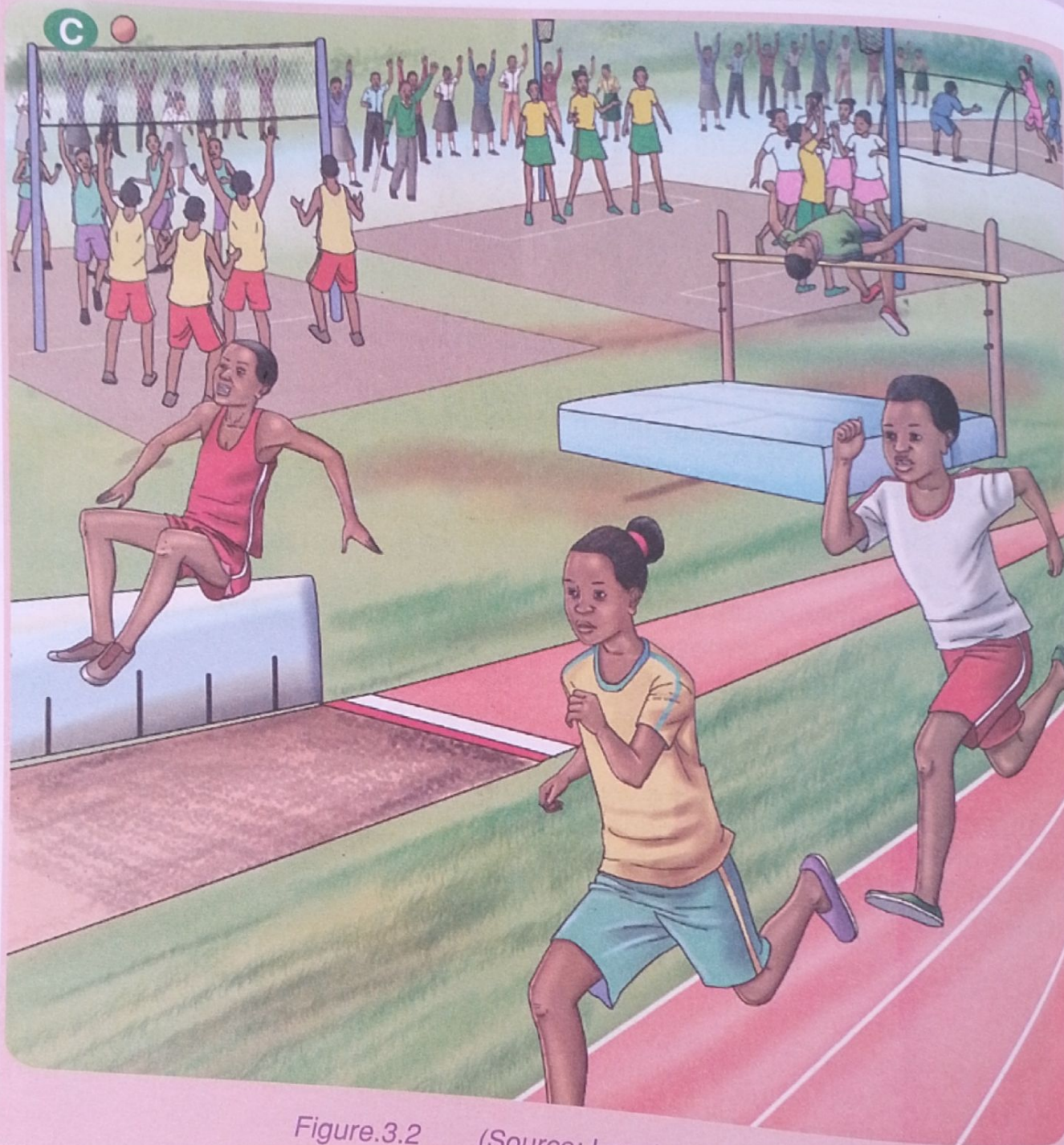


Figure.3.2 (Source: Longhorn Archives)

Task: In groups

1. Identify the various leisure activities taking place in Figure.3.2.
2. Discuss other leisure activities that are carried out in your school.
3. Explain the ones that are done in a group from those that are done individually.
4. Discuss the benefits of these activities of leisure.
5. Share your work with to the rest of the class.
6. Write down the main ideas in your notebook.

Activity 3.3 Identifying the different leisure activities in my community

In groups, study the photographs A - D in figure 3.3 and do the tasks that follow.



Figure.3.3 (Source: Longhorn Archives)

Task: In groups

1. Identify the leisure activities in the photograph A-D above.
2. Brain storm other activities that your society participates in, during the free time.
1. Discuss the socio-economical importance of the leisure activities above to the society.
2. Present your work to the rest of the class and the teacher for further guidance
3. Write down the main ideas in your notebook.

Activity 3.4 Identifying the different leisure activities in my community

Task: In groups

1. Using a table, discuss the leisure activities that are similar and those which differ with those in your school.

Similar leisure activities	Differing leisure activities

- Identify leisure activities not acceptable in your societies
- Share with the class.

You have realised that different societies have different leisure activities with different values attached to them. But in almost all the societies leisure is after work and people indulge in activities such as wrestling, football, singing, physical exercises, reading watching T.V and visiting friends and relatives.

3.2: How one can use leisure to realise their own potential

Don't you just love it when someone says, "You have potential." What does that really mean? Living out your potential is in the striving, in the trying, or at least daring to. It lies in following your heart, in daring to fight your own personal battle, in striving to bring your own personal dream to life.

Leisure activities should be targeted at goal setting, human connection, learning and personal development. After doing the tasks in activity 1.5, you will explore how one can use the leisure to realise his/her potential.

Activity 3.5 Realising my potential using leisure time

In groups, study the photographs A-D in figure 3.3 and do the tasks that follows.

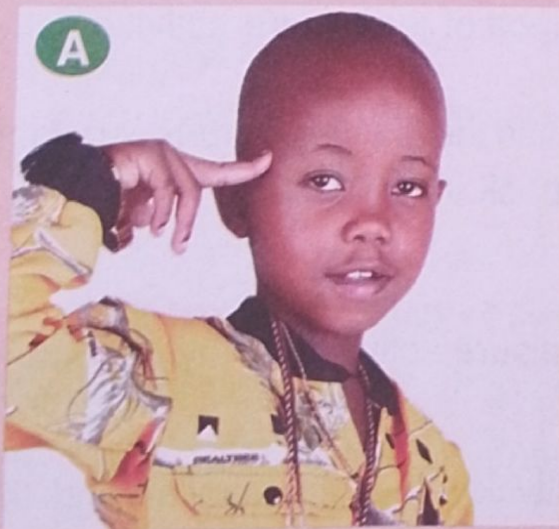




Figure.3.4 (Source: Longhorn Archives)

Task: In groups

1. Identify the different talents illustrated above in figure 3.4
2. Giving examples, brain storm what could be the dreams of the children in the illustrations above?
3. Select your five favorites recreational activities and then discuss the following questions:
 - (a) Why do you participate in these activities (motives)?
 - (b) Predict how this will change you in the next 10, 20, 30, and 50 years.
 - (c) How can this leisure activity help you to become a better person in life?
4. Present your work to class through a discussion.
5. Write down the main ideas in your notebook.

Think about this:

The way you use and spend your time shapes you as a given number of hours spent challenging yourself in a given area molds you into an expert. Leisure activities can help us develop emotionally, spiritually and physically.

During leisure, we involve ourselves in activities that use a lot of energy such as drama, dancing or sports. Such activities help us to be strong and healthy. There are other activities that may require less energy such as singing, watching movies or playing games.

Note:

While you do all such activities, you should feel the excitement of doing them in a productive way. Making the right use of your time cannot only be interesting but also very satisfying if you can be a little more creative to come out with great productive ideas to dig up your abilities.

3.3: Understanding how free time can be used to build constructive relationships

Are the relationships within your lives supportive? Do they help you meet your needs and goals, or do they hinder you? You are all involved in a variety of different kinds of relationships, Relationships at home, with neighbours, with friends, at work. A constructive relationship is a relationship characterised by flexibility of role, mutual concern for member's needs, as well as other factors.

After doing the tasks in activity 1.6, you will understand how free time can be used to build constructive relationships. Choose a leisure activity and write about it.



Activity 3.6

Understanding the positive ways of spending leisure time to build constructive relationships

Read the story about Joseph and do the task that follows.

Jjuuko Joseph a student of Kalungu secondary school was very stubborn and used to live a violent life. He liked smoking and playing football; escaping and no one could defeat him in a fight.

He would always go home late since after school, he would go and participate in gambling with his friends who had dropped out of school for so many reasons. One day, a priest visited our school and talked about how one can use his free time at school or at home.

The priest said that, the proper use of leisure was when leisure time was spent doing activities that added value to us. Leisure could be used for reflect on one's decision and actions as leisure activities revealed who we are. When Joseph heard this, he decided to use his free time to develop his talent.

He was a talented footballer. He joined the school football team and during the Copa Coca-Cola National Schools Championship in Makukuulu, Joseph emerged the best player of the tournament. The news spread on social media about the success of this young boy.

After getting a report about the talent of this boy, the Uganda cranes coach called up for Joseph to be part of the national football team. Joseph is likes and loved by everyone and inspires other people to always use their free time positively.



Figure.3.5 (Source: Longhorn Archives)

Task; In groups

1. Identify the ways in which Joseph misused his free time at first.
2. In light of the story, discuss the various ways people misuse leisure time today.
3. Explain your leisure activities which can help one to construct good relationship with God and others.
4. Identify the leisure activities that do not promote constructive relationships among people today.
5. Share your work to the class through a discussion
6. Write down the main ideas in your notebook.

You have realised that it is easy for people to do something that provides meaningless pleasure, but your choice is going to influence whether or not you have a purposeful life. Leisure time lets you do anything you want and if you acknowledge its role in helping find meaning in life, you are going to make wiser decisions about how you spend free time.

Note:

You should participate in a leisure activity that facilitates the developmental needs for social relatedness, and can contribute to your identity as an important and valued member of a group. In such activities you have opportunities to be with other people, cooperate with them, and feel respected and liked.

3.4: Understanding the modern trends of leisure in order to make the correct choices



Activity 3.7 Discussing the modern trends in leisure

Read the newspaper article and answer the questions that follow;

"When the wide world was our playground"

Yesterday was a Saturday, my friends and I went to the playground with our ball made out of banana fibres for a competition. All the village members were allowed to participate for free. The winner took a hen and 50, 000 shillings.

To achieve this, we had to first do all the home work including fetching firewood from the nearby forest, water from the village well and graze the goats. Our team won and we had to compete with another village team. It was Christmas and all the village members were to attend.



Figure.3.6 (Source: Longhorn Archives)

Yesterday was National Play day.

It is a pity I was too busy to play marbles or conkers. Playday is supported by Pepsi cola and Cocacola under the slogan "Dirt is Good." Does playtime have to be organised, pasteurised and supervised?

One of the most depressing things I have seen lately is the installation of a shiny new climbing frame in a playground. It was the replacement for a gnarled old tree that has stood for years, but was now said to be "dangerous". In my day, we made our own playgrounds.



Figure.3.7 (Source: Longhorn Archives)

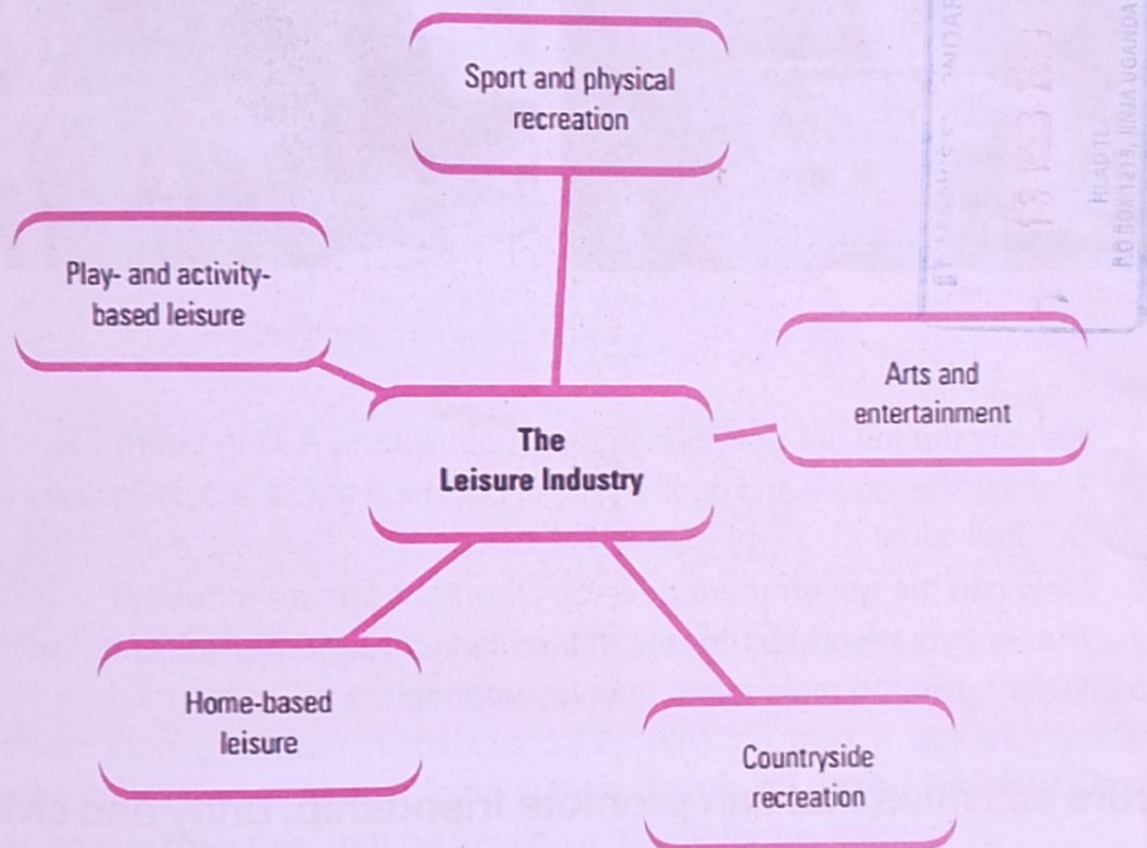
We chalked hopscotch grids onto the pavement, played marbles with cats eyes from the road, climbed trees, made a den, sneaked into orchards for apples, went picking blackberries in the hedgerows, all without a thought for "health and safety".

Task:

1. Identify the new trends in leisure according to the article.
2. Describe other new leisure activities in your society that you know.
3. Explain the cause of the changes in leisure activities today.
4. Explain the problems associated with commercialisation of leisure.
5. Share your work with the rest of the class
6. Write down the main ideas in your notebook.

New recreational activities are being introduced all the time. Have you heard of "canyoning", "sorbing", "consternating" or "geocaching"? All these are included in the modern leisure activities today. Use the internet to find out more about these activities.

3.5: Understanding the social and economic importance of the leisure industry



The five key components of the leisure industry

The leisure industry is the segment of business focused on recreation, entertainment, sports, and tourism (REST)-related products and services. After doing the tasks in activity 1.10, you will understand the social and economic importance of the leisure industry.



Activity 3.8

Understanding the social and economical importance of leisure industry

In groups, study the photographs A-D in figure 3.9 and do the tasks that follow

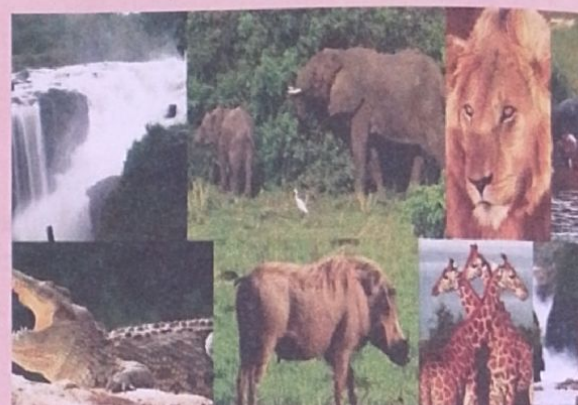
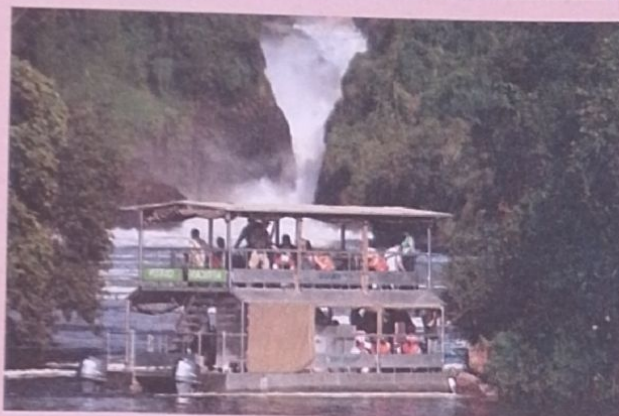
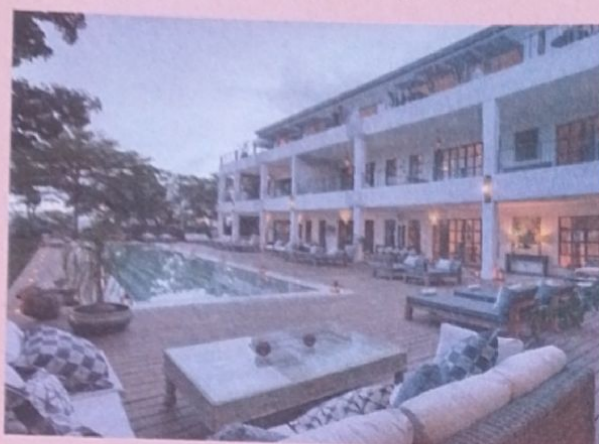


Figure.3.8 (Source: Longhorn Archives)

Task:

1. Identify the leisure activities in the photographs A-D in figure 3.9
2. Discuss the social and economical importance of the leisure industry to the; (a) Individual (b) Society
3. How can the government develop Uganda's leisure industry?
4. Present your work to the rest of the class through a discussion
5. Write down the main ideas in your notebook.

Leisure activities that can promote friendship, unity and civility.



Activity 3.9

Discussing types of leisure

In groups;

Study the photographs A- D in figure 3.4 and answer the tasks that follow.

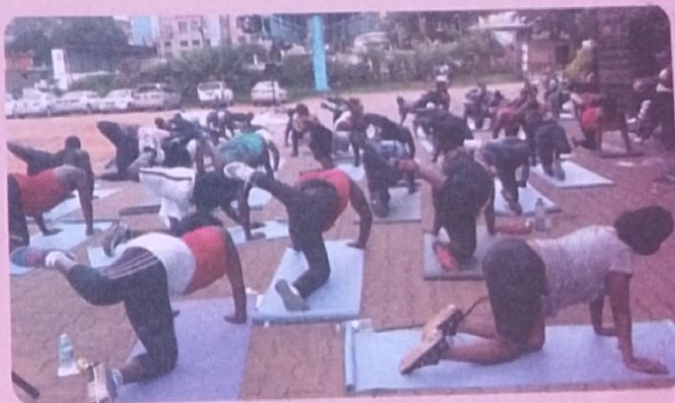


Figure.3.9 (Source: Longhorn Archives)

Task: In groups

1. Identify the Christian activities illustrated above.
2. Discuss other christian leisure activities that you can think of.
3. How do these activities promote friendship and unity.
4. Share your work with the rest of the class
5. Write down the main ideas in your notebook.

Some of the Christian teachings call up on Christians to love one another. Proverbs 18:24 NIV A man of many companions may come to ruin, but there is a friend who sticks closer than a brother. Proverbs 13:20 NIV He who walks with the wise grows wise, but a companion of fools suffers harms. #3 John 15:13 NIV Greater Love has no one than this, that he lay down his life for his friends.

In our day-to-day lives a Christian should aim at promoting friendship and unity. This is reflected in activities like physical exercises i.e athletics and football and church marriage, to build togetherness and strengthen brotherhood in Christ. Jesus also used to visit His friends like Martha, Mary and Lazarus.

Describing the types of leisure activities

Leisure can be categorised into four groups, these can be cultural (such as attending sports events and concerts) physical (such as basketball, aerobics and gardening), social (such as visiting friends and going to parties) and solitary (such as reading, listening to music and watching TV).

After doing the tasks in activity 1.10, you will be able to describe each of the above types of leisure.



Activity 3.10 Discussing types of leisure

In groups, study the photographs A- D in figure 3.4 and do the tasks that follow

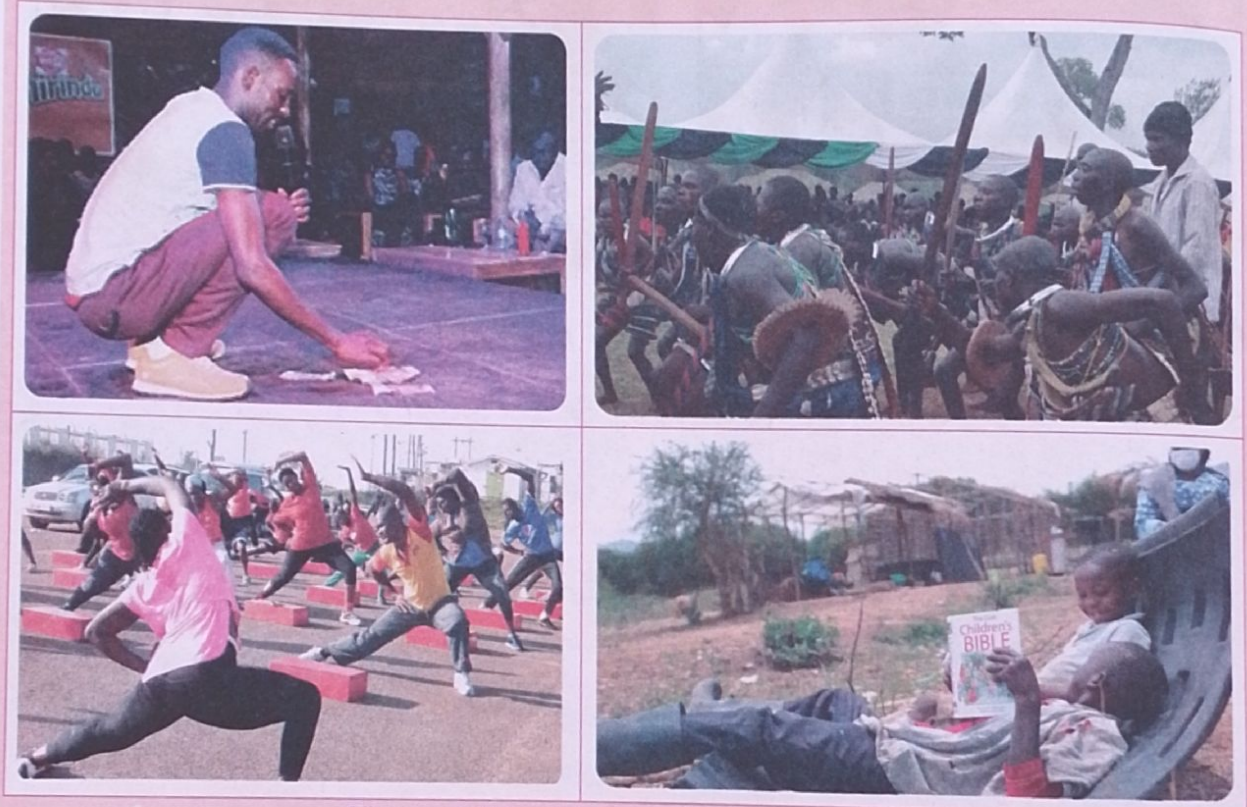


Figure.3.10 (Source: Longhorn Archives)

Task: In groups,

1. Identify the leisure activities in Photographs A-D in figure 3.4
2. Explain leisure activities that can promote friendship, unity and civility.
3. Brainstorm on why active leisure activities are more profitable than passive ones.
4. Use a table to list the different types of leisure activities and suitable ages for each of them.
5. Share your work to the rest of the class
6. Write down the main ideas in your notebook.

You have realised that at-least every one participates in any of the above leisure activity either at home, school, village or in a recreational center.

3.6: Understanding the value of leisure in God's creation story

In this article, the nature of God's rest in the first creation account is examined by describing what "rest" entailed for God. It is suggested that God's notion "rest" emerges from the creational activity of the first six days, that it continues into the present time, and that it serves as a counterpoint to the notions of rest presented by other cultures.

It is also argued that, while God rested on the seventh day, humanity was busy with its appointed tasks of subduing the earth, exercising dominion, and expanding the borders of the garden as they multiply and fill the earth.

Activity 3.11 Understanding the value of leisure in God's creation story

In groups, open the Good News Bible, look up Genesis 2:1-3 and do the tasks that follow;

¹And so the whole universe was completed. ²By the seventh day God finished what he had been doing and stopped working. ³He blessed the seventh day and set it apart as a special day, because by that day he had completed his creation and stopped working. ⁴And that is how the universe was created.

(Deuteronomy 5:12-15 GNB)

'Observe the Sabbath and keep it holy, as I, the LORD your God, have commanded you. You have six days in which to do your work, but the seventh day is a day of rest dedicated to me. On that day no one is to work neither you, your children, your slaves, your animals, nor the foreigners who live in your country. Your slaves must rest just as you do.

Remember that you were slaves in Egypt, and that I, the LORD your God, rescued you by my great power and strength. That is why I command you to observe the Sabbath.



Figure.3.11 (Source: Longhorn Archives)

Task:

1. Discuss the importance of the sabbath to Christians today.
2. Explain how some Christians misuse the sabbath day.?
3. Why was the Sabbath so important in the lives of the Israelites?
4. Explain how the Sabbath day is important in your life as a Christian.
5. Share your work with the rest of the class through a discussion.
6. Write down important ideas in your notebooks.

There are numerous activities which we could do in our spare time. Some of these activities take us towards God and others take us away from God. What is the Bible's advice on how we use our spare time?

**Activity 3.12**

Identifying the value of leisure and leisure activities that are acceptable in Christianity

In groups, use the Good News Bible, look up Ecclesiastes 3:1-8 and do the tasks that follow.

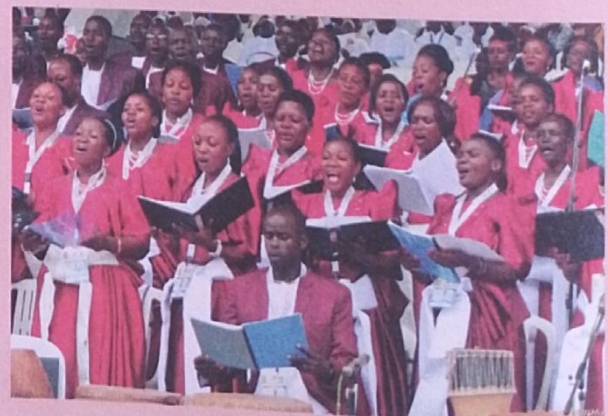
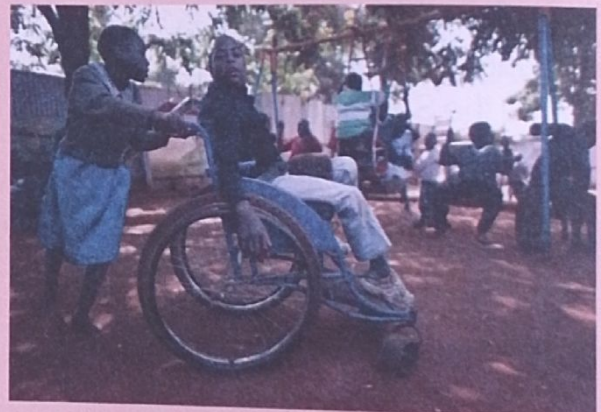
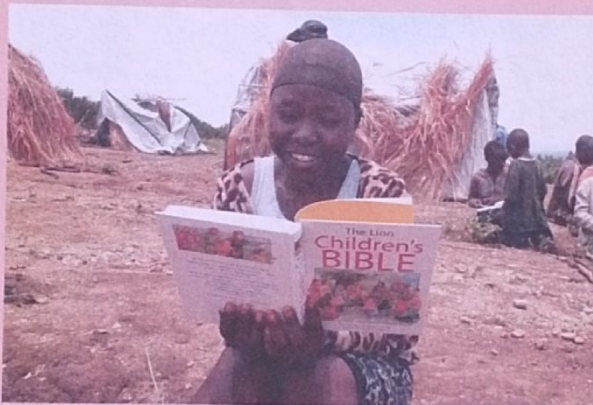


Figure.3.12 (Source: Longhorn Archives)

Task: In groups

1. Identify the leisure activities in the photograph A-D in figure 4.9 above.

2. Discuss other productive ways in which a Christian can use leisure time.
3. Explain the importance of such activities to a Christian.
4. Share your work with the rest of the class 5 write down the main ideas in your notebook.

3.7: Understanding the Biblical teachings about leisure



Activity 3.13

Identifying the biblical texts about the acceptable use of leisure

Table : 3.1 Showing the acceptable ways of spending leisure.

Book	Verse	Teaching about the way of spending leisure
Genesis	2:2-3	
Exodus	31:15	
Ecclesiastes	3:1-8	
Deuteronomy	5:12-15	
Numbers	28:9-20	
Leviticus	23:26ff	
Ezekiel	46:4-6	

Task:

1. Discuss the teaching on leisure in the verses above in table 3.1
2. Explain ways in which Christians can spend leisure times.
3. Present your work through a discussion
4. Write down the main ideas in your notebook.



Activity 3.14

Identifying the biblical texts about the acceptable use of leisure

Table : 3.1 showing the acceptable ways of spending leisure using the Good News Bible.

Book	Verse	Way of spending leisure
Luke	10:38-42	
John	2:1ff	
Mark	1:35	

Luke	4:16	
Mark	6:35-44	

Task: In groups

1. Discuss the New Testament teaching on leisure in the above verse.
2. Explain ways in which Christians should spend their leisure time.
3. Present your work through a discussion
4. Write down the main ideas in your notebook.

3.8: Leisure and leisure activities that are not acceptable in Christianity

A lot of people think that living a life according to the principles of God is not enjoyable. There are many verses in the Bible which make it clear that God does want us to enjoy ourselves but in the right way. After doing the tasks in activity 1.14, you will explore the leisure activities that are not acceptable in Christianity.



Activity 3.15

Identifying the value of leisure and leisure activities that are not acceptable in Christianity

In groups, study the photographs A-D in Figure 3.7 and do the tasks that follow.



Figure.3.13 (Source: Longhorn Archives)

Task: In groups

1. Identify the various leisure activities in figure 3.7 above.
2. Mention any other unacceptable leisure activities that are not mentioned above.
3. Explain the disadvantages of spending leisure in the above ways.
4. Brainstorm leisure activities you would advise your schoolmates to involve in.
5. Share with the class and teacher.
6. Write down main ideas in your notebooks.

Christianity calls upon all Christians to be very careful, making the most of every opportunity, because the days are evil. Ephesians 5:15-16 . Avoid godless chatter, because those who indulge in it will become more and more ungodly. 2 Timothy 2:16. In our spare time it may be tempting to become lazy but God warns us against laziness.

Activity 3.16

In groups, discuss Jesus' participation in leisure activities

Mark: 2:23-28

Jesus was walking through some cornfields on the Sabbath. As his disciples walked along with him, they began to pick the ears of corn, so the Pharisees said to Jesus, "Look, it is against our Law for your disciples to do that on the Sabbath!" Jesus answered, "Have you never read what David did that time when he needed something to eat? He and his men were hungry, so he went into the house of God and ate the bread offered to God.

This happened when Abiathar was the High Priest. According to our Law only the priests may eat this bread but "David ate it and even gave it to his men." And Jesus concluded, "The Sabbath was made for the good of human beings; they were not made for the Sabbath. So the Son of Man is Lord even of the Sabbath."

Task:

1. What does this mean to Christians today?
2. What does Sabbath mean to Jesus according to the Bible text?
3. Discuss the people's ideas about the Sabbath?

Jesus' participation in leisure activities

Leisure in the New Testament is based on the life, preaching or examples of Jesus Christ. Christ recognized the rhythm of life and pointed out that life is more important than work.



Activity 3.17

In groups, using Good News Bible, look up **John 2:1-12** and do the tasks that follow.



Figure.3.14 (Source: Longhorn Archives)

Task:

1. Identify the kind of leisure Jesus enjoyed according to the text.
2. Look up Mark 2:23-28 and Luke 10: 38-48 and note down other ways in which Jesus spent His leisure time.
3. Discuss the ways in which a Christian can use leisure time to help the poor and needy people in their society.
4. Share your work to the rest of the class
5. Write down the main ideas in your notebook.

Comparing Christian teachings about leisure with modern understanding of leisure

The way people spend their leisure time today is similar yet different from the way Christianity recommends.

After doing the tasks in activity 3.18, you will explore the differences and similarities between the two.



Activity 3.18

Comparing Christian teachings about leisure with modern understanding of leisure

In groups, study table 3.2 and do tasks that follow.

Table 3. 2 showing the differences between Christian teachings about leisure with modern understanding of leisure.

Christian teachings	Modern understanding of leisure

1. Copy the table into your notebook.
2. Discuss the similarities between the christian teaching and modern understanding of leisure.
3. Share your work with the rest of the class
4. Write down the main ideas in your notebook.

3.9: Understanding the effects of modern leisure activities

We live in a dynamic world; all the life activities change with the society and so is leisure. Leisure existed long before, as (you have observed) in the previous unit and it has changed gradually. Some traditional Africa leisure activities were adopted, but technology advancement, modernization and civilisation have come up with new ones. There are a number of recreation facilities and services spread all over Uganda. Some people get involved in sports activities, spectating, music, comedy, tourism, travel and all sorts of entertainment for personal gratification.



Activity 3.19

Exploring the changes in the patterns of leisure in modern society

In groups: Study the table and do the tasks that follow.

Table: 3.1 Showing how the leisure activities have changed in modern society.

Modern Society leisure activities	African Traditional Society leisure activities

Task:

1. Copy the table to your notebook.
2. Work with group members to find out the differences between the leisure activities in traditional society and those of modern society .
3. Present your work through a discussion.
4. Write down important ideas in your books



Activity 3.20 Debating on the effects of modern trends in leisure

In groups:

In a debate support or refute the statement.

1. "Modern leisure is a necessary evil." Make two groups. Secretaries should note views from the debate.
2. Present to the teacher for more guidance.

The dangers of misusing leisure

Among the modern patterns of leisure is use of televisions and radios to enjoy music, watch interesting programs and drama, smart phones in which people communicate with others, see those they have not seen in a long time, read stories, watch and play or involve in games.



Activity 3.21 Exploring the effects of modern leisure activities

In groups, study the photographs A-E in figure 3.14 and do the tasks that follow.

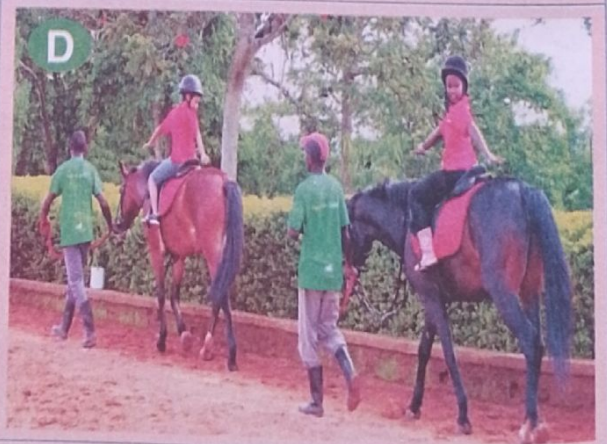
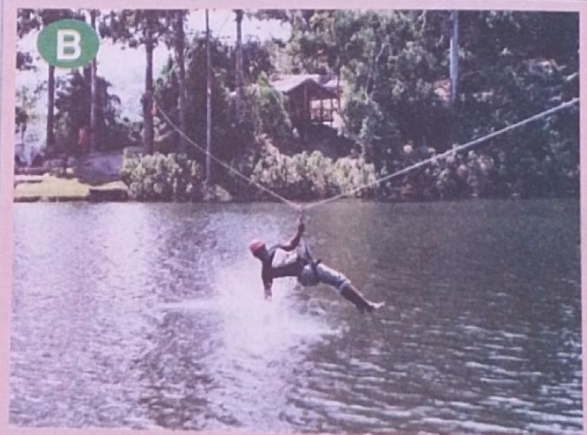




Figure.3.15 (Source: Longhorn Archives)

Task:

1. Identify the modern leisure activities in the photographs in the figure 3.15
2. Discuss other ways in which people spend their time other than those that are illustrated above in the figure 3.15
3. Discuss the problems associated with modern leisure activities today.
4. Suggest possible solutions to the problems discussed above.
5. Share your work with rest of the class
6. Write down the main ideas in your notebook.

Technological innovations in leisure

Today the way we spend our time is changing rapidly. This activity argues that an important driver is leisure-enhancing innovation, aimed at capturing our time, attention, and data. Leisure-enhancing technologies can help account for both the rise in leisure hours and the decline in productivity observed across the industrialised world. After doing the task in activity 1.21, you will explore the technological innovations in leisure today.



Activity 3.22 Exploring the technological innovations in leisure

In groups, read the extract below and do the task that follows.

Leisure time can be spent in any way one chooses, and with the amazing technological advances of the last century, almost any activity you might think of can be turned into reality.

Actually, if we take a look at the bigger picture, almost all aspects of our lives are nowadays linked in some form or another to technology.

Computers, TV sets and mobile phones are now present in any household, so the equipment people use for recreational activities has also changed.

Regardless of whether we use them for work-related or recreational activities, the impact of technology on the way our days unfold cannot be ignored. There are leisure activities that can now be done while sitting in a sofa at home, like gambling, which is now available online from any desktop or mobile device.

You can even start a game at home on your PC, pause it, and then pick up where you left off when you are on the move on your mobile phone. Is that not that amazing?

The consensus among the population is that technology has enhanced the quality of leisure, as it made it possible for people to communicate faster, to connect to remote areas more easily and it brought along all kinds of new pieces of equipment people use for fun activities, like gaming consoles, exercising machines, virtual reality headsets, and so on.

Task:

1. Identify the technologies and devices in the extract above.
2. Explain how a Christian can use any of them during his/her leisure time.
3. How have these activities benefited your society?
4. Discuss the ways people have misused social media as they enjoy their leisure time.
5. Present your work to the class. Write down the main ideas in your notebook.

Despite the fact that the way we spend leisure has changed with technology, Christian should be alert on the misuse of such devices. These however should be used positively and cautiously such as to seek for more Christian knowledge, effective and appropriate communication, acquisition of skills and spreading the word of God among others.

3.10: Appreciating the value of leisure in traditional Africa

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



Activity 3.23 Discussing the leisure activities in the Traditional African Society.

In groups, study the photographs A-E in figure 3.8 and do the task that follow.



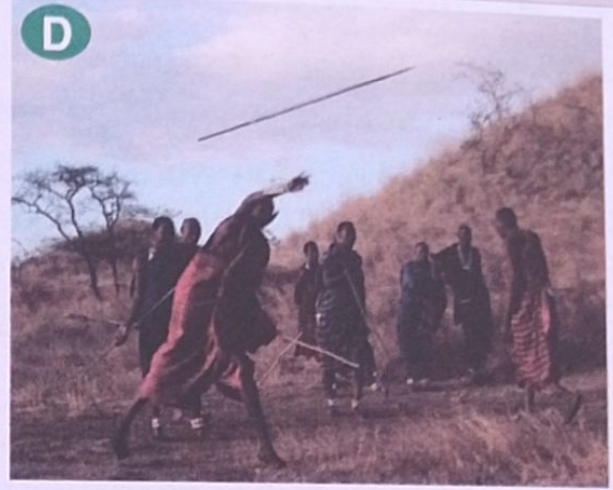
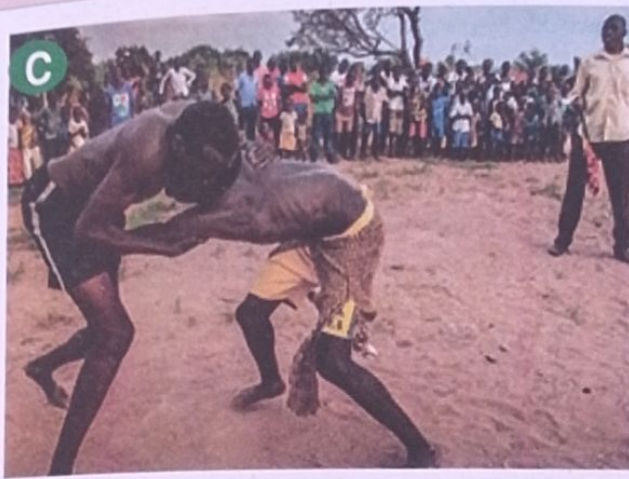


Figure.3.16 (Source: Longhorn Archives)

Task:

1. Identify the activities shown in the photographs A-E
2. Explain the difference between leisure today and that in the African traditional society.
3. Share your work with the rest of the class through a discussion
4. Write down the main ideas in your notebook.

These were productive and included making mats and baskets, among others. Although you may imagine that this was also work, in reality, Africans in the past considered this a leisure activity.

On the other side, boys and men would get involved in productive activities like making crafts such as baskets and carvings out of wood.

**Activity 3.24**

1. Using Internet, text book, or library, search about other ways through which the traditional African spent their leisure time.
2. Using Micro soft word program, typeset, or write about good leisure practices in Traditional African Society that are still relevant for people in the modern world.
3. Present your work to the teacher for further guidance.
4. Write down the main ideas in your notebook.

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

There were some activities that were strictly for women and girls.

**Activity 3.25**

1. Consult elders in your community about the traditional African society understanding of leisure.
2. Inquire from them about the leisure activities of their times that have been phased out.
3. Then make a list of new leisure activities that you know as different from the above.
4. Put your responses in the table below.

African traditional society leisure	Phased out leisure activities	New leisure activities today

5. Write the advantages and disadvantages of all of them.
6. Present to your teacher to be scored.

Sample of activity of Integration

In 2018, Uganda Cranes players after reaching the second round of the African Cup of Nations (AFON) tournament boycotted training due to unpaid allowances. Many stakeholders including the coach Sebastiens Disabre and FUFA president Engineer Magogo pleaded with them but all in vain. They at last resolved to call off the strike but still lost to Senegal by one goal to zero scored by Sadio Manne Liverpool's professional player. Many attributed the loss to the disorganization caused by unpaid allowances.



Task:

1. You are selected as a Minister of Sports, identify the various leisure activities Ugandans can engage in apart from football.
2. Suggest possible solutions to challenge that are faced with leisure industry in Uganda.

Chapter summary

In the chapter you have acquired knowledge, understanding, skills, and values concerning leisure, the Bible teachings about leisure, the importance of leisure in Christianity, types of leisure activities, modern trends of leisure, how leisure can be misused in society today, the value of African traditional understanding of leisure, the social and economic importance of leisure, and how leisure can be used to build relationship.

Glossary

Career:

Occupation / profession

Work:

Something which occupies one.

Ethics:

Moral principles guiding society/ values

Unemployment:

A situation of being without a job/ redundant.

Employer:

The owner or manager of a company.

Employee:

The worker/ provides labour, services

Profession:

This means a career or a job.

Wealth:

Refers to material possessions

Development:

Refers to progress either economic, political or social

Generosity:

The act of being kindness

Greed:

Refers to selfish desire

Corruption:

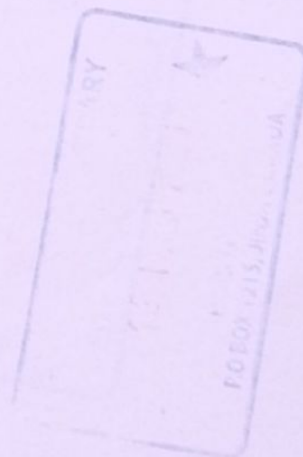
Dishonest or fraudulent-

Success:

Refers to an achievement

Happiness:

State of contentment.



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