FAMILY, RELIGIOUS AND MORAL EDUCATION

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PlusOne

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Learner’s Book
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Topic Introduction

A family constitutes two or more persons related by birth, marriage, or adoption. There are several types of families that we find in our communities like nuclear, child headed or one parent family. These families differ depending on the number and type of relations found within the family members. Every family member plays an important role in the community that they live through cooperatives, attending funerals, weddings or other ceremonies. In Zimbabwe our totems are very much important for marriage and giving each other respect. Totems also help to preserve the environment. Every religion like Christianity, Indigenous religion or Islam has got their own ways of marrying. Home based care helps us to take care of our relatives and friends who got sick at home.
Unit Objectives

At the end of this unit, you should be able to:

(a) state the origins of families.
(b) state types of families.
(c) list members in families.
(d) describe relationships within families.
(e) define a lineage.
(f) identify own totem.
(g) recite own totem.

Looking Back

In lower grades you have learnt that a family is made up of people who are connected to each other by birth, marriage or adoption. The people who make up a family are called family members. Example of family members include; mother, father or children. All family members play different roles in the family. Parents usually provide some basic needs like shelter, clothing, education and food. There are different types of families like monogamous, nuclear, child-headed and one parent.

Key Words

Member – someone who is part of a group.
Lineage – the members of a person’s family who are directly related to that person and who lived a long time before him or her.
Totem – the symbol that represents one’s family identity in the form of an animal, bird or natural object.
Relationship – the way in which two or more people are connected.
Origin – the point or place where something begins.
Ancestor – a person related to you who lived a long time ago.

Family Origin

Family origin shows all the people in a family over many generations and their relationship to one another. A family tree is used to show family origin.
(b) Child headed family

A child-headed family is one in which a child who is below the age of eighteen (18) becomes the head of the household. This type of family is caused by different reasons which include; death of parents, divorce by parents, migration by parents to work abroad and so on.

The eldest child becomes head of the household and the main provider for their siblings. Children assume the role of parents and provider and take care of family needs. These children have to provide for the family and take on the duties of adults.

The eldest child is the one who mostly work hard so that the family gets a living. He or she looks for part time jobs like working in farms, selling foodstuffs on door to door deliveries, washing and herding cattle to buy food, clothes and raise school fees.

(c) One parent family

A one-parent family is a family that consists of one parent and his or her children living together. One parent family is also known as single parent family.

Death or divorce among partners are major causes of one parent family. This leaves one parent to raise and support the children on their own. The most common type of single parent family is one that consists of a mother and her children.

The parent mostly takes care of the children’s shelter, food, clothing, education and other needs. Sometimes he or she gets help to take care of the children from friends, government or relatives.

Activity 2

Find out the types of families similar to the ones you learnt above in your communities. Present what you find out to your classmates.

Exercise 2

1. Which of the following is not an example of a family type?
   A. Parents and children  
   B. One parent 
   C. Nuclear  
   D. Child headed
good. For example;
SOKO
Ewoi Soko,
Vhudzijena, Mukanya
Hekanhi Mbereka
Makwiramiti,
Mahomu-homu
Anopona nekuba
Vnamushamba negore
Makumbo mana muswe weshanu

**Activity 5**

Form groups based on your totems. Talk about how the totem is recited and its importance. Choose one of you to present your totem poem and its importance to the whole class.

**Activity 6**

Complete the below

<table>
<thead>
<tr>
<th>Animal/object/symbol</th>
<th>Totem it represents</th>
<th>Use/importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example: Zebra</td>
<td>Mbizi/Dube</td>
<td>look after zebras, meaning they do not hunt or kill them.</td>
</tr>
<tr>
<td>Elephant</td>
<td>Nzou/Ndlovu</td>
<td>protect and defend the elephant from disappearance, as a symbol of their culture</td>
</tr>
<tr>
<td>Buffalo</td>
<td>Nyati/Nyathi</td>
<td>protects and defend the buffalo.</td>
</tr>
<tr>
<td>Lion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake/River</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monkey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crocodile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fish Eagle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key points in this unit**

- Family origin shapes the way we think or do things.
- There are many family types like monogamy, nuclear, child headed, one parent and polygamous.
There is always a relationship among family members for example aunt, uncle, mother, father, brother and sister.

A lineage comes from a single ancestor.

Shiri, Mhofu, Shumba, Mbizi, and others are examples of Shona totems used in Zimbabwe.

**Unit Revision Exercise**

**Multiple Choice Questions**

1. A family member is any person who belongs to a certain group of people related by ____.
   A. height  
   B. birth, marriage or adoption  
   C. skin complexion  
   D. parents

2. Which of the following is not an example of a family member?
   A. Aunt  
   B. Grandmother  
   C. Friend  
   D. Father

3. All the family members are ______.
   A. equal  
   B. not equal  
   C. people of same age  
   D. different

4. When you have children you are a ______.
   A. grandmother  
   B. parent  
   C. grandfather  
   D. husband

5. One collective word to describe brothers and sisters is ______.
   A. friends  
   B. family members  
   C. children  
   D. siblings

6. ______ is the father of your father/mother.
   A. Grandfather  
   B. Great-grandfather  
   C. Grandparents  
   D. Uncle

7. Mother-in-law is the mother of your ______.
   A. children  
   B. spouse  
   C. daughter  
   D. son

8. Lineage describes everyone who comes from a similar ______.
   A. mother  
   B. father  
   C. ancestor  
   D. brother

9. A totem is the symbol that represents ____.
   A. a family’s identity  
   B. ancestors  
   C. children’s love  
   D. unity

10. Examples of animal totems does not include ______.
    A. Mhofu/Mpofu  
    B. Mbizi/Tembo  
    C. Dziva/Siziba  
    D. Shumba

11. In Ndebele a totem is called ______.
    A. Siziba  
    B. Sibanda  
    C. Nyoni  
    D. Izibongo

12. In Shona, if you eat your totem it is believed that ______.
    A. you die  
    B. you get made  
    C. you lose all the teeth or fall sick  
    D. you enjoy

13. Elephant is a symbol of which totem?
    A. Nzou/Ndlovu  
    B. Mhofu/Mpofu  
    C. Mhara/Mpala  
    D. Soko/Phiri/Ncube

14. People of the same totem are not allowed to ______.
    A. get married  
    B. settle in one area  
    C. walk together  
    D. greet each other
Structured Questions

1. Match the totems and their symbols in the table below.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Totem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buffalo</td>
<td>Shumba</td>
</tr>
<tr>
<td>Elephant</td>
<td>Mbizi</td>
</tr>
<tr>
<td>Dam/Hippo</td>
<td>Moyo</td>
</tr>
<tr>
<td>Monkey/Baboon</td>
<td>Nzou</td>
</tr>
<tr>
<td>Bird</td>
<td>Dziva/Siziba</td>
</tr>
<tr>
<td>Mouse</td>
<td>Soko/Ncube/Phiri</td>
</tr>
<tr>
<td>Heart</td>
<td>Shiri</td>
</tr>
<tr>
<td>Leg</td>
<td>Mhofu/Mpofu</td>
</tr>
<tr>
<td>Lion</td>
<td>Mbeva</td>
</tr>
<tr>
<td>Eland</td>
<td>Gumbo</td>
</tr>
<tr>
<td>Zebra</td>
<td>Nyati/Nyathi</td>
</tr>
</tbody>
</table>

2. A ____ is any person who belongs to a certain group of people related by birth, marriage or adoption.

3. All family members are equal. True or false?

4. _____ is the daughter of your children.

5. _____ is the sister (or sister-in-law) of your mother/father.

6. The child of your aunt/uncle is called _____.

7. All members of a lineage are related to a common ______.

8. Totems are also used to protect ______.
Unit Objectives

At the end of this unit, you should be able to:

(a) define marriage.
(b) state ways of marrying in religion.
(c) explain what makes a family life.
(d) explain importance of each way of marriage.
(e) understand the ways of marriage in different religions found in Zimbabwe.

Looking Back

You learnt about religions like Indigenous religion, Christianity, Judaism and Islam that bring families together. They have certain ways of worshipping that unites families by encouraging understanding, love and respect among family members. Families follow special religious ways of life like praying before eating food, marrying in families within the same churches, dressing, food and other activities. Now you are going to learn about some ways of marrying within different religions and roles played by family members in your communities.

Key Words

Religion – the belief in and worship of a great controlling power like God or gods.
Community – a group of people living in the same place.
Worship – to have or show a strong feeling of respect and admiration for God or a god.
Rite – a usually religious ceremony with a set of fixed words and actions for example funeral, marriage or fertility rites.
Engagement – a formal agreement to get married.
Sanctified – make legitimate or binding by a religious ceremony.

Family Life and Marriages in Religion

Family life is defined as the usual communication and activities that a family have together. When members of a family enjoy each other’s company and spend a lot of time doing things together, this is an example of a good family life. Cooking together is a part of family life.
1. Ways of marrying in Indigenous religion

In Indigenous religion, marriage has some cultural ways that have to be met and without that marriage is not regarded as proper. There are several ways of getting married in Indigenous religion. We are going to discuss six ways in this book.

(a) Wife/husband inheritance (Kugara/kugarwa nhaka/ukungena)

In the Zimbabwean culture, if a married woman dies, her surviving husband has the right to marry again her sister. Again, if the husband dies, the woman has the right to marry his surviving brother.

The choice of remarrying all depends with the one who would have lost a spouse. However, the issue of Sexually Transmitted Diseases such as HIV/AIDS has made this type of marrying unpopular.

Activity 1

Discuss some of the reasons why inheritance marriage is becoming less popular.

(b) Marriage by kidnapping (Musengabere/o khurumedzwa)

This is a type of marriage whereby a man ready for marriage kidnaps the woman or girl he wants to marry. Sometimes the bridegroom may not afford what the girl’s family would be demanding for marriage to take place.

The man would hire strong men to help him kidnap the girl and lock her up at his homestead. After some days his family would know about the presence of the girl. She would not go back to her relatives and had to stay with the man she did not love.

She had to learn to love him. In Shona culture this way of marrying is called musengabere while in Venda they call it o khurumedzwa. Nowadays, this kind of marriage is considered abusive and illegal since it violates women’s rights to freedom.

(c) Elop ing (kutizira/ukubalekela/kufohla)

This is another way of getting married in Indigenous religion. Usually the woman leaves her home secretly to live with her lover without the permission of her parents. It mostly happens when a girl gets pregnant before marriage.
TEST 1

Paper 1: Multiple Choice Questions (1 hour 30 minutes - 50 marks)

There are 50 multiple-choice questions and you are required to answer all.

1. Identify any one of the following which is not an example of a family type.
   A. Wedding         B. Polygamous         C. Nuclear         D. Child headed
2. Monogamous family consists of _______.
   A. one parent       B. two parents living together
   C. children only    D. the disabled people
3. Children found in a child headed family are below the age of _______.
   A. 16              B. 19              C. 18              D. 21
4. What is the name of a family that consists of a parent and his or her children living together?
   A. Parent headed family
   B. Small family
   C. Child headed family
   D. One parent family
5. Family members are usually related by _______.
   A. voices
   B. birth, marriage or adoption
   C. friendship
   D. neighbourhood
6. ______ is not an example of a family member.
   A. Friend
   B. Aunt
   C. Grandmother
   D. Father
7. Siblings is a collective word to describe _______.
   A. neighbours
   B. family members
   C. children who love each other
   D. brothers and sisters
8. ______ is the mother of one’s spouse.
   A. Siblings
   B. Mother-in-law
   C. Grandmother
   D. Mother
9. ______ describes everyone who comes from a similar ancestor.
   A. Totem
   B. Father
   C. Folktales
   D. Lineage
10. A ______ is the symbol that represents a family’s identity.
    A. Lion
    B. Elephant
    C. Totem
    D. Zebra
11. In ______ a totem is called Izibongo.
    A. Shangani
    B. Venda
    C. Ndebele
    D. Shona
12. A ______ is a group of people living in the same place.
    A. Community
    B. House
    C. Flat
    D. Village
13. The following are the reasons why the cultural practice of remarrying a brother or sister of the deceased’s spouse is becoming less popular today except _______.
    A. wide spread of education
    B. relatives are refusing
    C. high risk of spreading HIV/AIDS
    D. political wars
14. Eloping marriage happens when a woman starts to stay with her husband _______.
    A. after formal introductions
    B. without permission from the woman’s parents
    C. when she is pregnant
    D. when she wants
Paper 2

(1 hour 30 minutes – 50 marks)

This paper comprises of Section A and B.

Section A

This section is compulsory and carries 30 marks.

1. A family member is any person who belongs to a certain group of people related by ________. [1]

2. The daughter of your children is called _______ [1]

3. Name any use of a totem that you know. [1]

4. Match the totems and their symbols in the table below.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Totem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bird</td>
<td>Dziva/Siziba</td>
</tr>
<tr>
<td>Elephant</td>
<td>Soko</td>
</tr>
<tr>
<td>Buffalo</td>
<td>Nyati</td>
</tr>
<tr>
<td>Monkey/Baboon</td>
<td>Nzou</td>
</tr>
<tr>
<td>Dam/Hippo</td>
<td>Shiri [5]</td>
</tr>
</tbody>
</table>

5. A family life is ________ [1]

6. Inheritance marriage is no longer common in nowadays because _____ [1]

7. Give one reason why people would marry through forced marriage. [1]

8. Write the name of the gift that goes to the girl’s parents with a message of her whereabouts after eloping. [1]

9. List two marriage duties of priests in Roman Catholics. [2]

10. Name the kinds of gifts given to a bride by the groom in Islam. [1]

11. Name the two stages which are part of Judaism ways of marriage. [2]

12. In the Jewish practice, the bride and the groom are not allowed to see each other for ____ before wedding. [1]

13. Write one role that is done by madzisahwira at the funeral. [1]

14. Write two examples of the gifts that can be given to a bride and a groom at the wedding. [2]

15. Name three things brought to nhimbe/ilima by invited guests. [3]

16. Zunde raMambo/Isiphala senkosi is __________ [1]

17. Write two things that children should do to keep their communities clean. [2]

18. Identify three roles usually done by people at a funeral. [3]
(a) Indigenous religion

Indigenous religion refers to those religious practices which originally belong to a particular region which they are practiced in. In this case they are religious practices which have their own roots in Zimbabwe. The Indigenous religious practices vary depending with cultural groups. For example, the way the Indigenous religious practices are performed among the Ndau in Chipinge differs to the way they are performed among the Ndebele in Matabeleland.

The Indigenous religious (IR) practices are passed from one generation to the other. They are passed in different forms which include poems, songs, myths, folktales, proverbs, rituals and ceremonies. Unlike in Christianity and Islam, IR has no sacred writings which guide people in their day to day practices. It is also important to know that IR practices have changed with time.

Indigenous religion in Zimbabwe has characteristics and key beliefs. Characteristics of Indigenous religion include:

- It has no founder. Unlike other religions such as Christianity and Islam where their beliefs were founded by people, Indigenous religion has no founder. It is something which developed from the prehistoric times by indigenous communities.
- It is transmitted through Oral Traditions. Indigenous religion has no written records or text where traditions can be taught. Therefore, the traditions are transmitted through word of mouth from one generation to the other.
- Indigenous religion conduct rituals. Rituals are important in Indigenous religion. They are performed at different levels in Zimbabwean indigenous communities from birth up to death.
- There various beliefs which the Indigenous religion in Zimbabwe base upon or the key beliefs include;
  - belief in the Supreme Being who is the creator of the universe.
  - belief that the Supreme Being is involved in their everyday life.
  - belief in the existence of the spirit beings known as vadzimu in Shona amadhlozi in Ndebele.
  - belief in the existence of supernatural powers.

Exercise 1

1. Religion involves the praise and worship of ________.
2. Who is the founder of Indigenous religion in Zimbabwe?
3. In Indigenous religion in Zimbabwe people believe that the Supreme Being is the _______ of the universe.
4. Indigenous religion in Zimbabwe is passed from one generation to the other in forms of
The belief is based on the covenant which was made between God and Abraham. Their law is based on the commandments which were given to Moses by God on Mount Sinai. Judaism as a religion has certain characteristics and beliefs which are key and important. These include:

- the belief that God is the creator of the universe and everything which is in it.
- the belief that God revealed himself to Abraham who is the father of Judaism.
- the belief that God chose them as a special people.
- the belief that God continues to influence their day to day lifestyle.
- Jewish faith is based on the community. Their prayer uses “We” and “Our” in their prayers. In some faith they use “I” and “Mine”.

**Four tenets of Judaism**

Judaism is based on four tenets which guide their religious faith. These are covenant, law, prophecy and priesthood.

**(i) Covenant**

Covenant is the agreement which was made between God and his people. The important covenants among the Jews include Abrahamic and Mosaic covenants.

**(ii) Law**

These are set of rules which guide people on how they have to relate with God. These set of rules are found in the Torah. The laws are about; God, prayer, symbols, diet, rituals, sacrifices and offerings.

**(iii) Priesthood**

This is an office which originated from the house of Aaron. This office belonged to the people of the house of Aaron and Levi.

**(iv) Prophecy**

This is an important element in Judaism. It was under the control of prophets who were divinely sent by God. Prophets as messengers of God spoke on behalf of God.

**Exercise 3**

1. God gave ______ laws on Mount Sinai.
   A. Abraham    B. Moses    C. Aaron    D. Isaac

2. Judaism is traced back to the covenant which was made between God and ________.
   A. Abraham    B. Moses    C. Isaac    D. Aaron
3. Judaism is based on _____ tenets.
   A. 1    B. 2    C. 5    D. 4

4. _______ was supposed to be from the house of Aaron.

5. The laws found in the Torah highlight about issues of ______, ________ and _________.

Activity 3

Answer the following with either TRUE or FALSE.

2. Abraham is the forefather of Judaism.
3. Jews believe that they are a chosen people of God.
4. God will not save Jews on the judgment day.
5. Priests conduct various sacrifices.

(d) Islam

Islam is a monotheistic religion just like Christianity and Judaism. Islam was found by Prophet Muhammad in the holy city of Mecca. Islam believes that there is only one God called Allah. Allah is the only God who must be worshipped by all mankind. People who are followers of Islam are called Muslims.

Muslims are guided by the principles which are found in their Holy Book which is called the Quran. The Quran was revealed to Muhammad by Allah. The teachings of Islam are based on the Quran.

**Five pillars of Islam**

There are five pillars which each and every Muslim must follow.

1. **Faith**

   Faith is an import pillar of Islam. A Muslim must believe that there is only one God who is called Allah. One must also make a confession of faith which says “There is no God but Allah and Muhammad is his Prophet. This confession of faith confirms one to be a Muslim.

2. **Prayer**

   Each Muslim is supposed to pray. Muslims pray five times a day facing the direction of the holy city of Mecca. Prayers are done regularly and on daily bases. Prayer makes Muslims to draw close to Allah. Allah blesses people during the time of prayer. When one is praying he/she has to remove shoes because they will be on holy ground.
Exercise 6

Fill in the gaps

Religion is very important in Zimbabwe for shaping people at different levels. It shapes individuals from ________ level, __________ level and national level. Different religions in Zimbabwe have guiding principles which teach people _______ and rights. If people follow this they will be ___________ upright. Religions also give people solutions to various problems such as __________, ___________ and __________. Therefore, if one belongs to a religion he or she will have solutions to various challenges of life. If a person belongs to a religion he or she will not live in ___________ because he or she will have people to fellowship with.

Activity 6

I believe everyone in your class belongs to a certain religion. Ask the elders in your religion the importance of belonging to that religion. Those reasons are some of the reasons why one should belong to a religion.

Key points in this unit

• The Indigenous religious practices are passed from one generation to the other.
• Rituals are important in Indigenous religion, they are performed at different levels in Zimbabwean communities from birth up to death.
• Christianity is a religion whose faith is based upon Jesus Christ.
• Judaism believes in the existence of one God.
• Islam was found by Prophet Muhammad in the holy city of Mecca.

Unit Revision Exercise

Multiple Choice Questions

1. Indigenous religion is transmitted through various ways except ________.
   A. Bible  B. poems  C. dances  D. rituals
2. Which of the following is not a characteristic of Indigenous religion in Zimbabwe?
   A. It originated from Zimbabwe
   B. It differs with geographical location
   C. It ended with the coming of Christianity
   D. It is transmitted through Oral Traditions
3. Different practices in Indigenous religion across the country differ depending on ________.
   A. physical location  B. folktales  C. proverbs  D. dances
4. Who is the founder of Indigenous religion in Zimbabwe?
   A. Thobela  B. It has no founder  C. Mbuya Nehanda  D. Sekuru Kaguvi
5. Christians believe in the existence of _______ God.
   A. 1  B. 4  C. 3  D. 5
TEST 2

Paper 1: Multiple Choice Questions (1 hour 30 minutes - 50 marks)

There are 50 multiple-choice questions and you are required to answer all.

1. A family origin carries people who _________.
   A. are siblings  
   B. play with us during childhood  
   C. teach us life  
   D. raise us and who we spend most of our childhood with.

2. Our family’s beliefs about what it means to be human and the purpose of life will have an important role on _________.
   A. what we want  
   B. what our friends need from us  
   C. what we learn and how we develop  
   D. our choice

3. A child headed family is one in which a child who is below the age of _____ becomes the head of the family.
   A. 15  
   B. 16  
   C. 17  
   D. 18

4. Which family types consists of a parent and his or her children living together?
   A. Nuclear  
   B. One parent  
   C. Child headed  
   D. Parent

5. The cultural practice of remarrying the deceased spouses is becoming less common because _________.
   A. people do not have money for lobola  
   B. people no longer care about the property of the deceased  
   C. of high risk of spreading HIV/AIDS  
   D. poor education

6. ________ is a type of marriage where a man ready for marriage kidnaps the woman or girl he wants to marry.
   A. Inheritance  
   B. Forced marriage  
   C. Eloping marriage  
   D. Formal marriage

7. Which one of the following is not an example of the needy people?
   A. The disabled  
   B. The old aged  
   C. Orphans  
   D. The rich people

8. An ancestor is a ____________ of the family.
   A. traditional healer  
   B. spirit medium  
   C. great grandparent  
   D. totem

9. The name of the liberation war of Chimurenga was taken from the name of the ancestor_______
   A. Chaminuka  
   B. Murenga  
   C. Nehanda  
   D. Kaguvi

10. Which of the following was not done by the national ancestors in the liberation struggle?
    A. Mobilizing freedom fighters  
    B. Unifying people  
    C. Healing the injured  
    D. Providing fighters with firearms such as guns

11. ________ is not a traditional dance in Zimbabwe.
    A. Mbakumba  
    B. Muchongoyo  
    C. Jerusalem  
    D. Rhumba

12. Snuff is stored in a ____________.
    A. wooden plate  
    B. pot  
    C. snuff container  
    D. gourd
32. The Torah has _______ books.
   A. 1       B. 2       C. 4       D. 5
33. Who were responsible for carrying rituals in Judaism?
   A. Scribes   B. Priests   C. Prophets   D. Rabbis
34. What is the name of the Jewish skullcap?
   A. Tallit   B. Kippah   C. Kosher   D. Shotchet
35. A tallit has _______ corners.
   A. 3       B. 4       C. 2       D. 5
36. The Jewish holy book/Bible is known as the _______.
   A. Torah   B. Scroll   C. TaNaKh   D. Bible
37. A _______ speaks on behalf of God in Judaism.
   A. Prophet   B. Scribe   C. Rabbi   D. Priest
38. Jews worship God in the ________.
   A. Temple   B. Synagogue   C. Church   D. Mosque
39. Jews believe that God dictated ________ to Moses in Mount Sinai.
   A. Quran   B. Torah   C. kosher   D. Bal tashchit
40. Food which can be eaten in Judaism is called ________.
   A. kosher   B. halal   C. Bal tashchit   D. shotchet
41. There are _______ main groups in Islam.
   A. 5       B. 3       C. 1       D. 2
42. Muhammad was called to be a prophet at the age of _______.
   A. 40       B. 4       C. 30       D. 33
43. _________ is the other name used to refer to pilgrimage.
   A. Hajj   B. Eid-ul-futur   C. Eid-ud-adha   D. Ramadan
44. Muhammad died in the city of ___________.
   A. Mecca   B. Ramadan   C. Medina   D. Jerusalem
45. In which year did Muhammad die?
   A. 609 AD   B. 570 AD   C. 632   D. 573
46. Which of following is not a characteristic of Allah?
   A. Allah can bless people   B. Allah is white
   C. Allah has no physical body   D. Allah knows everything
47. Muslims can communicate with Allah through ________.
   A. prayer   B. eating   C. removing shoes   D. jihad
48. A ________ lead prayers.
   A. Imam   B. Muezzin   C. Ulama   D. Mujahid
49. During Hajj Muslims visit the city of ____________
   A. Mecca   B. Medina   C. Jerusalem   D. Babylon
50. Ramadan is the _____ month.
   A. first   B. ninth   C. sixth   D. twelfth
Paper 2

(1 hour 30 minutes – 50 marks)

This paper comprises of Section A and B.

Section A

This section is compulsory and carries 30 marks.

1. Children should help to keep their communities clean by picking up litter and throw in _____.

   [1]

2. What is a norm?

   [2]

3. In Indigenous religion in Zimbabwe people believe that the Supreme Being is the _____ of the universe.

   [1]

4. Indigenous religion in Zimbabwe is passed from one generation to the other in forms of _____, ________ and __________.

   [3]

5. Christianity means __________.  

   [1]

6. Christians believe in the ______, _________ and resurrection of Jesus Christ.  

   [2]

7. State any 3 tenets of Judaism.  

   [3]

8. State any 3 pillars of Islam.  

   [3]

9. State any 2 functions of the spirit mediums during First Chimurenga.  

   [2]

10. State 2 reasons why religious practitioners wear their ceremonial attires.

    [2]

11. Jewelry was worn on heads, ________, _______ and ______.  

    [3]

12. What is a lineage?  

    [2]

13. Ubuntu is based on the statement, “I am because ______________.”  

    [1]

14. State any 2 activities which are harmful to the environment.  

    [2]

15. List 2 types of foods which Muslims are not supposed to eat.  

    [2]

Section B

This is a choice section which carries 20 marks. You are expected to choose 4 out of 6 questions. Each question carries 5 marks.

1. (a) State any 2 forms of sexual abuse.  

    [2]

(b) State 2 groups of people who can be perpetrators of sexual abuse.  

    [2]

(c) What should be done if one has been victimized by sexual abusers?  

    [1]

2. (a) State any 2 herbs which are used by traditional healers.  

    [1]

(b) Why do traditional healers wear ceremonial attire?  

    [1]

(c) List any 3 types of sacred places you have learnt.  

    [3]

3. (a) What is a parable?  

    [2]

(b) When Jesus was teaching in parables, he used examples of ______ and ________.  

    [2]

(c) In the parable of two sons, the first son represents the ____________.  

    [1]
Topic Introduction

Do you ever wonder why some people just act good or bad at your school? How do you know this is right or else this is wrong? This topic will help you understand the concept of morals and values. In this topic, we discuss the rightness and wrongness of people’s behaviours. The topic discusses the rights and responsibilities of adults and children. It also explains how conflicts begin and how we can deal with those conflicts. You will also understand aspects of integrity and responsibility. Lastly this topic explains religious artefacts and the impact of technology on religious and social values.
The Zimbabwean constitution allows people to worship freely the way they want. Under the amended constitution, parents and guardians of children can decide, the moral and religious upbringing of their children. The law makes sure that they do not violate the rights of their children such as rights to education, health, safety and welfare.

**Responsibilities of belonging to a religion**

Every person who belongs to a religion has certain responsibilities expected from him or her. Right to belong to a religion does not mean people have the right to bully those who do not share beliefs with them.

Everyone who belongs to a religion also has a responsibility to help the poor and disadvantaged. These include orphans, widows, the disabled, the sick and people living with HIV/AIDS. People who belong to religions must defend values such as justice, truth, respect, honesty, and treating all people equally.

In most religions, people learn responsibilities such as sharing and giving to the needy. For example, Judaism teaches people justice which they call “tzedakah.” Tzedakah is considered a commandment and a moral obligation that all Jews should follow.

**Activity 4**

In pairs, ask your friend which religion he/she belongs to? Which day of the week do they go to worship? What does their religion mostly teach? If they do not have a religion, ask why they do not have.

**Exercise 2**

1. Which of the following is a major source of moral values?
   - A. Constitution
   - B. Religion
   - C. Friend
   - D. Tzedakah

2. ___________ can decide the moral and religious upbringing of their children.
   - A. Adults
   - B. Christians
   - C. Parents
   - D. Citizens

3. In most religions we learn moral responsibilities such as ________.
   - A. tzedakah
   - B. commitment
   - C. right to belong to a religion
   - D. giving

4. A commandment and a moral obligation that all Jews should follow is called ________.
   - A. sharing
   - B. giving
   - C. tzedakah
   - D. justice

5. The right to belong to a religion of choice is also known as ________
   - A. freedom
   - B. choice
   - C. religious freedom
   - D. justice
Responsibility: Story of Munyaradzi

Munyaradzi is a young boy from Murehwa. He comes from a family where his father survives on herding other people's cattle. His mother sells live chickens which she uses the money to pay for Munyaradzi’s school fees. But Munyaradzi does not always go to school.

Most of the time Munya and his friends do not even get inside the classroom. Instead, they go to play cards at a nearby bush. They drink beer, and a type of cough syrup called Bronclear nicknamed ‘Brongo’ by other adult drunkards in Murehwa. When it is time to go home Munyaradzi goes home with other children. Everyone at school is afraid of Munyaradzi. He bullies other classmates and he promises to beat anyone who reports him to his parents.

Munyaradzi is now in grade 5, but his mother has decided not to pay school fees for him anymore. She thinks that it is useless for Munyaradzi to continue going to school. She also feels that her son is irresponsible. Since grade 3 Munyaradzi has never passed any test. He hides his report book from his parents. Besides, Munyaradzi also refuses to go to Methodist church with other family members. He does not even help his parents with household duties. He lies that he is tired from schoolwork and sporting activities.

Exercise 4

1. The nickname of a cough syrup that Munyaradzi and his friends drink is ______.
   A. Murehwa     B. beer     C. Bronclear     D. Brongo

2. The main reason why Munyaradzi’s mother decided against paying Munyaradzi’s school fees is because Munyaradzi is ________.
   A. a bully     B. drunk     C. not responsible     D. useless

3. The reasons why other children are afraid of Munyaradzi is because ____________.
   A. he does not go to school     B. he drinks beer     C. he is a bully

4. Why does Munyaradzi go home with other children?
   A. To beat them     B. To mislead parents     C. To bully them

5. Which church does Munyaradzi’s parents go to?
   A. Murehwa     B. Methodist     C. Bronclear     D. Does not go to church

6. Munyaradzi comes from ____________ and he is in grade ____________________.

7. The parents of Munyaradzi earn money from ____________ and ____________.

8. Munyaradzi and his friends went to ____________ and ____________.

9. List any two responsibilities which Munyaradzi is failing to do.

10. List any 5 rights which are found in the African Charter.

Role of religion in promoting children’s rights

Religion and children’s rights and responsibilities are well connected. Children mostly learn of their responsibilities from various places of worship. Most religions teach their followers
Unit Revision Exercise

Multiple Choice Questions

1. __________ means treating people equally or in a way that is right or reasonable.
   A. Morality    B. Responsibility    C. Discrimination    D. Fairness

2. Rules shared by members of a community to explain what is good or bad are ________.
   A. values    B. religions    C. rights    D. responsibilities

3. __________ and __________ are examples of moral responsibilities we learn in most religions.
   A. Playing and rest
   B. Honest and justice
   C. Giving and going to school
   D. Keeping our environment clean and the Children’s Act

4. We learn about morals and values every day at home, school and via ____________.
   A. parties    B. religious institutions
   C. rallies    D. constitution

5. Set of rules that help and guide us to know and do what is right at any given time are __________ and ____________.
   A. rights and responsibilities
   B. religion and morals
   C. morals and values
   D. duties and rights

6. The reason we need to always treat each other fairly is to avoid unnecessary ____________.
   A. duties
   B. conflicts
   C. harm
   D. treatment

7. The international children’s rights treaty which lists all the rights of the child is called ____________.
   A. African Charter
   B. United Nations Children’s Charter
   C. Convention on the Rights of the Child
   D. Constitution of Zimbabwe

8. Children always start to learn about morals and values via ____________.
   A. family
   B. school
   C. community
   D. religion

9. A child who always wash dishes and cook food for other family members is keeping which responsibility?
   A. Helping parents
   B. Making his/her choices
   C. Helping the disadvantaged
   D. Right to belong to a family

10. Which of the following is not a responsibility?
    A. To attend school always and participate
    B. To assist parents in house chores
    C. To play and rest
    D. To obey laws and morals in community, school or family

11. The right to fair treatment includes ____________.
    A. respecting the rules
    B. right to play and rest
    C. to keep his or her environment clean
    D. basic needs such as food, shelter and clothing
Unit Objectives

At the end of this unit, you should be able to:

(a) state causes of conflict at school and community.
(b) identify forms of conflict.
(c) give the meaning of conflict management.
(d) suggest ways of managing conflict.

Looking Back

In grade four you learnt about conflict and the causes of family conflict. You learnt how jealous and selfishness can lead to family conflict. You were taught about the various effects of family conflict. Lastly you were also taught the ways of managing family conflict. Now you will learn the causes and forms of conflict at school and community. You shall also learn suggested ways of managing that conflict.

Key Words

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict management</td>
<td>being able to handle disagreements fairly.</td>
</tr>
<tr>
<td>Conflict</td>
<td>disagreements between two or more people.</td>
</tr>
<tr>
<td>Community</td>
<td>people whom we live and share important resources, values and heritage with.</td>
</tr>
<tr>
<td>School</td>
<td>an environment where children learn and get educated.</td>
</tr>
</tbody>
</table>

Conflict at school and community

Conflict means disagreement between two or more people. What is important is to manage conflict well so that it will not develop to war and hatred.

When unnecessary conflict happens whether at school and community, precious time is wasted, people get saddened and unnecessary fights.

There are times when conflict allows people to be able to raise and solve problems.
Ways of managing conflicts

There are many ways of managing disagreements.

Common ways of managing conflict include:

- listening carefully to each other.
- collaborating or working together.
- taking responsibility for own feelings and emotions.
- seeking to understand.
- finding help from other senior people.

(a) Talking and listening carefully to each other

Conflict sometimes do happen because the parties involved do not listen and talk to each other well. In any disagreement, it is important to be a good listener who is curious, open minded and tolerant. Even when you are talking to each other, the opinions and views of both parties should be heard.

(b) Taking responsibility for your own feelings and emotions

Most conflicts begin due to communication breakdown, it is critical that every person controls his or her own emotions. Even when a person is angry, they should control their anger so that it does not turn into violence. A person who does not control emotions can destroy property and generate conflicts with others. One can easily manage conflict by avoiding speaking or acting when they are still very angry.

(c) Avoiding or staying completely out of conflict

This is a way of managing conflict where one decides to walk away from situations that provoke conflict. It maybe just not participating in conversations that may lead to disagreement or ignoring any situation that generates conflict. For example, one can decide to avoid speaking to a drunken person who is giving rude sexual comments.

(d) Collaboration

Another best way to resolve a conflict is to look for common ground and work together. This is done by looking for similarities, not differences and working together to achieve those common goals.

(e) Mediation

Conflict can be easily managed by inviting someone who can negotiate with two parties that disagree. This usually requires a senior person who is respected in the community and who has more wisdom and understanding. For example, uncles and aunties are called, whenever spouses fight, to help them unite.
C. Negotiate with them   D. Compete with them
5. In real life conflict between two or more people is ___________.
   A. always bad    B. normal    C. unfair    D. abnormal
6. Which of the following is a sign that conflict has not been managed well?
   A. violence    B. greediness    C. jealous    D. poverty
7. All conflict that is not managed properly create ____________.
   A. other conflicts    B. greed    C. poverty    D. selfishness
8. When you disagree with each other you should always try to __________ your emotions.
   A. show    B. not show    C. control    D. not control
9. A person who is very __________ cannot control his / her emotions.
   A. jealousy    B. greedy    C. kind    D. angry
10. Being able to handle disagreements fairly is also known as ______________.
    A. conflict experience    B. collaboration    C. conflict management    D. negotiation
11. Which method of conflict management would you use if you want to stay completely out
    of trouble?
    A. Listening    B. Collaborating    C. Competition    D. Avoiding
12. A person who use all resources reserved for everyone by himself or herself is said to be
    ______.
    A. violent    B. greedy    C. jealousy    D. poor

Structured Questions
1. The other time when conflict is needed sometimes is when ____________.
2. Failure to manage conflict may result in _______ and ________________.
3. Conflicts that we see most of the time at school or in our communities include _______ and _________.
4. The table below consist of true and false statements. Tick the most appropriate box with correct answer.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict sometimes allows people to be able to raise and solve problems together.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is difficult to control oneself when you are bullied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saying sorry can help to manage a conflict.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflict is not a very common thing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children cannot be arrested for hurting others during conflict.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most disagreements can be managed easily by effective communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too much kindness can result in conflict.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Objectives

At the end of this unit, you should be able to:

(a) identify aspects of integrity and responsibility.
(b) explain responsibility and integrity as it relates to various contexts.

Looking Back

In grade four you learnt some aspects of integrity such as peace, dignity, honesty, respect, fairness and political tolerance. You learnt about responsibility and the various contexts of responsibility, which included self, family, community and nation. Lastly you learnt to respect yourself and others. Now you will learn the various aspects of integrity and responsibility.

Key Words

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>the quality of being honest and having strong moral uprightness.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>doing the things you are expected to do and accepting the results of your actions.</td>
</tr>
<tr>
<td>Trustworthy</td>
<td>dependable and able to be trusted.</td>
</tr>
<tr>
<td>Honesty</td>
<td>being truthful.</td>
</tr>
<tr>
<td>Accountability</td>
<td>being responsible or answerable for your actions.</td>
</tr>
<tr>
<td>Leadership</td>
<td>people who have decision-making power.</td>
</tr>
<tr>
<td>Value</td>
<td>something that helps people decide what is right or wrong; what motivates and drives a citizen.</td>
</tr>
<tr>
<td>National values</td>
<td>lasting beliefs or ideals shared by citizens about what is good or bad, desirable or undesirable.</td>
</tr>
<tr>
<td>National Value Systems</td>
<td>a set of those consistent values shared by citizens.</td>
</tr>
</tbody>
</table>

Responsibility and Integrity

Responsibility

Responsibility is the ability to be answerable or accountable for own actions and to look first to yourself to determine the cause of an event, rather than to others. Responsibility means being able to respond to whatever situation you come across.
14. People who are lazy, corrupt, and those who cheat, lie, probably lack __________ which is a key element of moral uprightness.
   A. trustworthiness  B. fairness  C. integrity  D. love

15. If you can do all the things that you are expected to do then it means you are ________.
   A. courageous  B. responsible  C. fair  D. patient

Structured Questions

1. Is it possible to lack responsibility and integrity but possess honesty?
2. An example of a responsibility is __________
3. When you fail to keep your promise, it is your responsibility to ______________.
4. Your parents reluctantly permit you to go to a party after you promise there will be no alcohol or other drugs. Your friend’s older brother is driving. After an hour you notice that he is on his third can of beer. Nobody else at the party has a car. What do you do?
5. The following statements have some that are true and false. Read them and indicate which one is true / false.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>To believe in something, and not to live it, is dishonest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you are intelligent but lack integrity then you are honest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Trust is the basis for every relationship.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you discover your classmates are cheating on an important exam, there is nothing wrong for you to cheat, too.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honest simply means not lying, nothing more.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you are accountable for your actions; you don’t make excuses or blame others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This world is an unfair world, and nothing we do is going to change that.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Objectives

At the end of this unit, you should be able to:

(a) state forms of sexual abuse.
(b) identify perpetrators of sexual abuse.
(c) state the importance of reporting cases of sexual abuse.

Looking Back

In grade 4 you learnt about religion and abuse. Abuse is a single or repeated act of causing pain or harm on purpose to another person. One can be abused in different ways which include: sexual, emotional, physical and verbal. There are several ways of preventing sexual abuse like knowing your rights and reporting cases of abuse to your school teachers, community elders or the police. In this unit you shall learn more about forms of sexual abuse, the perpetrators and the importance of reporting sexual abuse.

Key Words

Abuse – to use something for the wrong purpose in a way that is harmful or morally wrong.
Perpetrator – a person who carries out a harmful, illegal, or immoral act.
Consent – permission for something to happen or agreement to do something.
Victim – is a person who has been hurt by another person.
Molestation – to touch or attack someone in a sexual way against their wishes.
Incest – the crime of having sexual intercourse with a parent, child, sibling, or grandchild.
Gender – the state of being male or female.

Sexual Abuse

Sexual abuse is when someone is forced, pressurised or tricked into taking part in any kind of sexual activity with another person. Sexual abuse can happen to men or women of any age. It is often perpetrated or done using force or by taking advantage of another.

The perpetrator or wrongdoer of sexual abuse may use physical force, make threats or take advantage of a person unable to give consent or permission. Examples of sexual abuse include;
Activity 1

In groups, suggest the ways that can be done to reduce the cases of sexual abuse.

Exercise 1

1. _______ is when someone is forced, pressurised or tricked into taking part in any kind of sexual activity with another person.
   A. Consent       B. Sexual abuse       C. Sexual consent       D. Child abuse

2. Sexual abuse can happen to _______ of any age.
   A. women only       B. men only       C. men or women       D. girls only

3. The perpetrator of sexual abuse may use any of the following ways to abuse a person except _______.
   A. physical force
   B. making threats
   C. taking advantage of a person unable to give consent
   D. seeking consent of the person

4. Which one of the following is NOT an example of sexual abuse?
   A. Being touched in a way you do not like without giving permission or consent.
   B. A parent bathing a child
   C. Someone flashing or exposing themselves to you online or offline
   D. Being forced to have sex, look at sexual pictures or videos, do something sexual or watch someone do something sexual

5. Read the statements below and select any ONE that is NOT correct.
   A. Sexual abuse can happen to both girls and boys.
   B. Someone could be sexually abused by a stranger, somebody you love and trust or a boyfriend or girlfriend.
   C. Someone could be sexually abused by a person of the same gender.
   D. Sexual abuse is always full sex and it does not include kissing.

Reporting Systems

1. Pick somebody you trust

Speaking up about sexual abuse is a brave and difficult thing to do. The person you trust could be a grandparent, neighbour, a friend’s parent, teacher, religious leader, doctor or other people you trust. They could give you new ideas on how to cope with things.

2. Write it down

Talking about abuse can be upsetting but it is important that you tell them as much as you can about what has been happening. You could try to write it down in a letter instead.

3. Pick a time

When you can talk privately with the person you want to tell.

4. Get support

If you have a close friend, you could ask them to be there when you tell somebody. If it is
Activity 2

Make a drama that shows issues around child sexual abuse in your communities. There must be a sexual abuse perpetrator and a victim. Report the abuse to the police and demonstrate the reporting procedure/way.

Key points in this unit

- Sexual abuse can happen to men or women of any age.
- Someone could be sexually abused by a stranger, somebody you love and trust or a friend or girlfriend.
- There are several forms or types of sexual abuse which involve rape, sexual harassment, child sexual abuse, incest, molestation, unwanted touching, unwanted exposure to pornography, child pledging or exhibition.
- A perpetrator is any person who commits sexual abuse. That person can be a family member, relative or non-relative.
- There are many ways of reporting sexual abuse like talking to somebody you trust or reporting to the department of Victim Friendly Unit in the Zimbabwe Republic Police or Childline Zimbabwe.

Unit Revision Exercise

Multiple Choice Questions

1. ________ is a type of sexual abuse usually involving sexual intercourse or other forms of sexual penetration carried out against a person without that person’s consent or permission.
   A. Rape  
   B. Molestation  
   C. Incest  
   D. Sexual harassment

2. ________ is bullying or force of a sexual nature and the unwelcome promise of rewards in exchange for sexual favours.
   A. Rape  
   B. Molestation  
   C. Incest  
   D. Sexual harassment

3. ________ it is the sexual abuse of children by adults or by older children or peers who dominate and control through sexual activity.
   A. Rape  
   B. Molestation  
   C. Child sexual abuse  
   D. Sexual harassment

4. Sexual abuse by other family members, including mother or father, step-parents, aunts, uncles, cousins, and grandparents is known as ________.
   A. rape  
   B. molestation  
   C. incest  
   D. sexual harassment

5. ________ sexual abuse involving sexual stimulation to body and genital areas, including penetration.
   A. Rape  
   B. Molestation  
   C. Incest  
   D. Sexual harassment

6. Encouraging a child under the age of eighteen to touch his/her own body or someone else’s body for a sexual purpose is a _____ form of sexual abuse.
   A. rape  
   B. molestation  
   C. incest  
   D. unwanted touching

7. ________ is a way of forcing one to watch sexual acts even if he or she does not want.
   A. Unwanted exposure to pornography  
   B. Unwanted touching  
   C. Unwanted exposure  
   D. Unwanted abuse
3. ________ is caused by over-feeding.
   A. Cancer  B. Obesity  C. HIV/AIDS  D. Cholera

4. In Judaism a person must eat in a ______ way.
   A. warm  B. holy  C. balanced way  D. average

5. In Islam rest is a sign of Allah's ________.
   A. victory  B. holiness  C. greatness  D. Quran

**Activity 3**

Identify various exercises which are practiced in your religion.

**Unit Revision Exercise**

**Multiple Choice Questions**

1. ________ encouraged Israelites to bath and please God.
   A. Moses  B. Allah  C. Muhammad  D. Abraham

2. People who eat ________ are not allowed to enter the Mosque.
   A. fruits  B. bad smelling food  C. fast  D. warm food

3. Muslims are not allowed to ________.
   A. keep moustache  B. shave hair  C. pluck out air  D. shave moustache

4. Muslims must present themselves to Allah looking ________.
   A. sad  B. clean  C. dirty  D. scruffy

5. Muslims brush their teeth at least ________ times per day.
   A. 2  B. 3  C. 4  D. 5

6. Christians believe that cleanliness is nearest to ________.
   A. sin  B. righteousness  C. goodness  D. godliness

7. Christians keep their bodies clean because they believe that the body is a ________ of God.
   A. servant  B. temple  C. child  D. channel

8. ________ commands people in Judaism to remain clean.
   A. Torah  B. Bible  C. Quran  D. TaNaKh

9. In Judaism the habit of ________ nails is discouraged.
   A. cutting  B. biting  C. clipping  D. having short

---

**Key points in the unit**

- Personal hygiene means cleanliness of personal body.
- Personal hygiene includes washing hands, bathing and cutting nails.
- Christians believe that the body is the temple of God therefore it must be kept clean.
- Muslims brush their teeth at least five times in a day.
- Torah has commands which command Jews to remain clean.
- Health habits enables one to be healthy.
- Health habits include eating right and moderate food.
TEST 3

Paper 1: Multiple Choice Questions (1 hour 30 minutes - 50 marks)

There are 50 multiple-choice questions and you are required to answer all.

1. ______ family consists of a child who is below the age of 18 as the head of the family.
   A. One parent       B. Monogamy       C. Nuclear       D. Child headed
2. Siblings is collective word which describes ______.
   A. friends        B. family members      C. children       D. brothers and sisters
3. Everyone who comes from a similar ancestor are referred to as part of a ______.
   A. lineage       B. siblings       C. family       D. monogamy
4. Totems are responsible for ______ a particular group/clan of people.
   A. destroying     B. identifying     C. creating       D. erasing
5. In most families, people of the same totem are not allowed to ______.
   A. get married    B. settle in one area    C. walk together     D. greet each other
6. The covenant between God and ______ laid the foundation of Judaism.
   A. Moses         B. Abraham        C. Isaac         D. David
7. Muslim pray whilst facing the city of ______.
   A. Jerusalem   B. Medina       C. Mecca       D. Israel
8. A commandment and a moral obligation of giving that all Jews follow is called ______.
   A. sharing     B. giving       C. tzedakah     D. justice
9. How many times is a marriage announced in front of the church in Roman Catholic Church?
   A. Three       B. Five        C. Two         D. One
10. ______ is the name of God in Islam.
    A. Muhammad   B. Hajj         C. Allah       D. Mecca
11. Set of rules that help and guide us to know our freedoms and what we are expected to do at any given time are ______ and ______.
    A. rights and responsibilities       B. religion and morals
    C. morals and values       D. duties and responsibilities
12. ______ means treating people unequally or in a way that is not right or reasonable.
    A. Morality       B. Responsibility     C. Discrimination     D. Fairness
13. All of the following are responsibilities except ______.
    A. to attend school always and participate
    B. to play and rest
    C. to assist parents in house chores
    D. to obey laws and morals in community, school or family
14. Which of the following is a sign that fairness has not been followed in distribution of resources?
    A. Violence       B. Greediness       C. Jealous       D. Poverty
15. Which method of conflict management would you use if you want to create common ties with a rival?
    A. Listening       B. Collaborating     C. Competition     D. Avoiding