

## TOPIC ONE

### INTRODUCTION TO CHRISTIAN ETHICS

Instructions, Form four work covers contemporary issues in a Christians life. You are advised to read newspapers, listen to radio news, watch television news and current affairs and any other relevant news source. Work in twos. Give yourself topics to study and then give a presentation to your partner or co-learner.

Learning outcomes; after reading and discussing Christian ethics, you should be able to:

- a. Explain the meaning of Christian's ethics
- b. Explore the basics of Christian's ethics

#### Christian ethics

The word ethics comes from a Greek term 'Ethikos' which means custom, or conduct. Ethics are moral principles, which influence a person's behaviour. Ethics are defined as the systematic study of human actions and behaviour. We use ethics to judge, determine and assess the right and wrong of human behaviour. Morals refer to human character, which is the inclination to behave in one-way or another. Ethics is the study of morals and they determine and influence personal and societal behaviour. Christian ethics is the study of human conduct or behaviour from a Christian point of view.

#### b. Basis of Christian ethics.

Sources of Christian's ethics: -

1. The bible, teachings of Jesus Christ
2. Human reason and experience
3. Natural law
4. The Christian community – the church
5. Situation ethics
6. Authoritative Christian literature – based on the bible
7. Gods revelation – through prophets

i. Human reason – These are internal thoughts that guide us when we are making decisions and taking actions. We use our minds and thoughts when confronted by situations. They also rely on internal thoughts in their life experiences.

Internal guiding thoughts have many parts. One is our Conscience. This is our inner self that tells us and lets us know what is right and wrong. There are four types of consciences; doubtful conscience, sensitive conscience, certain conscience and perplexed conscience.

For a Christian, rights and wrongs are in the Bible. God gave the Law of Moses to Israelites. Jesus came and explained the Old Testament and taught new scriptures in the New Testament. These teachings, which we have covered from Form one to three, explain very clearly what is right and wrong. When doubtful of the morality of an action, Christian consults the Bible to know if a decision is right or wrong.

ii. Human Experiences: – these are internal and external guides

- When confronted by situations, Christians use their minds i.e. human reason and their life experiences in making decisions.
- They rely on internal guides, (Human reason) and experience (external guides)

Internal guides

**(i) Conscience:** – Mind, aspect of knowing right or wrong. When right, there's approval when wrong it registers guilt.

When doubtful of the morality of an action we should not do it

If a conscience is perplexed then makes us decision: A decision should be based on a certain conscience.

Types of conscience

- Doubtful conscience
- Sensitive conscience
- Certain conscience
- Perplexed conscience

2. One can also make decisions based on knowledge and free will To make a decision one should have

- Facts about the act, its aims, circumstances. - One should be free to perform

A decision ought to be thoughtful

**3. Intuition:** – inner feeling, insight

It's an internal moral sense to do good or avoid evil. Intuition is important in situations that require quick and immediate that requires quick and immediate action.

#### **4. Feelings**

Feelings are subjective e.g. it feels good to do so this, hence will do..." it can be dangerous to make decisions purely based on feelings especially in marriage friendship etc.

#### **Eternal guides**

##### *Experience*

Guides here include authoritative persons such as parents, teachers, police, civil leaders philosophers, and religious leaders.

Rules from secular, religions, and African traditional culture are part of external guides.

##### **The bible**

The bible, quoted in the text but now out of text guides Christian behaviour. God communicates to his people through the Bible. The Bible offers answers to questions in relation to the life of a Christian.

Today, there are ethical issues not found in the bible e.g. HIV / AIDS, sexual and reproductive health rights, contraceptives, abortion, globalization, cloning, environmental degradation, genetically modified foods, terrorism, international trade etc. this gives reason and other sources / factors are basis of Christian ethics in addition to the bible.

##### **Moral principles in the bible**

- They are mostly found in the teachings of Jesus and the Ten Commandments, sermon on the mountain
- Christians are also encouraged to have

##### **Faith**

- The virtues encouraged include generosity, love, kindness, faithfulness, patience, humility, peace, mercy, loyalty etc.

##### **Christian community – church**

Church leadership can make decisions, which touch on their followers. They guide people on ethical issues e.g. politics, land, justice, abortion, contraception etc.

Church organizations give rules on those conduct of their members.

## Natural law

- The awareness that one has to choose good and avoid evil
- If one studies human nature and reflects upon it he/she will discover natural laws of human behaviour
- Natural law, natural rights such as right to education, life own property many etc. are incorporated into the constitution of any nation.
- The constitution then guides the behaviour of list citizens; Christians being citizens of a country are guided in their behaviour by the constitution.

## Situation ethics

One should reason out the rightness or wrongness of an act. The rightness or wrongness of an act depends on its uniqueness, the circumstances

- Christians are warned against making decisions based on circumstances or the situation e.g. a pregnant student seeking abortion as the option so as to continue with education.

## Gods revelation

God reveals himself to people through prophets, natural events, the law, dreams and visions. Through such ways God guides Christian on how they should approach certain issues. God's revelation does not contradict with the bible.

Revision questions

1. What is the meaning of Christian ethics?
2. What is the basis or source or foundation of Christian ethics?
3. List the basic life skills that one needs to be able to lead a better life

## Revision questions

### 1. 2012 Q5a

(a) Identify **five** sources of Christian ethics.

(5 marks)

## Answers

### 2012 Q5a p2

(a) Sources of Christian ethics

- Human reason/experience.
- The Bible.
- Traditions from Christian community.
- Natural law.
- Situational ethics.

(5x 1= 5 marks)

## **TOPIC TWO:**

### **CHRISTIAN APPROACHES TO HUMAN SEXUALITY, MARRIAGE AND FAMILY**

#### **INTRODUCTION**

Christian approaches refer to how Christians view and handle issues of human sexuality, marriage and the family in accordance with Christians ethics. Through marriage, the family is formed.

#### **LESSON ONE: HUMAN SEXUALITY**

## **Human sexuality**

This is a sacred gift from God. It was given to Adam and Eve. Human sexuality is that which makes us male or female. It is our biological or physiological differences associated with the state of being male or female. It is part of our biological make up. Males and female have different body structures, features, appearances and biological characteristics. In terms of physical strength more men are stronger than females. Besides the biological make up, we have an emotional side, which includes our attitudes, and feelings. Females are said to be more emotional, and talkative than males. Human sexuality is also in our brain and mind and it is what makes us human beings. If you look at animals they also have different physiological features based on sexual differences.

## **Christian teaching on human sexuality**

Males and females are God's creation. Men and women were created for many reasons. These are (1) to be fruitful and to multiply; and (2) for companionship. In Genesis we learn that men and women share the image of God because God intended man and woman to play complementary roles and both are equal before God.

Sex in marriage is a sign of love and it is sacred. In marriage man / and woman become one flesh. Both of them have the ability to control their sexual desires. Christian teaching forbids: sex before marriage, adultery or unfaithfulness, and other unnatural sexual behaviours like lesbianism, homosexuality or being gay, and incest. God created human body and it is to be kept holy. Chastity is encouraged while unfaithfulness in marriage is discouraged. Husbands / wives are to respect one another and give to each other in mutual love.

## **Traditional African understanding of human sexuality**

Human sexuality is highly valued in traditional African communities. It is understood in terms of marriage and parenthood. Procreation was the sole purpose of sex. Sex was to be practiced in marriage and it was regarded as another sacred duty. Adultery was discouraged and offenders punished.

Irresponsible sexual relationships were forbidden. Virginity before marriage was highly valued. If a girl lost her virginity before marriage, she was treated with scorn and punishment. If a boy impregnating a girl, he was fined.

In traditional African society it was a taboo to discuss openly sex matters. Grandparents taught sex education to their grandchildren. Sex education was taught during initiation stages. Free mixing of girls and boys was not allowed except under supervision. Girls were married off immediately after initiation to avoid temptation of engaging in pre-marital sex. To reinforce self – discipline in relationships between the opposite sexes the African traditional society instilled the fear of supernatural curses through myths, taboos and rules



### *Marital status*

Husbands and wives were expected to relate to each other, their parents, and in laws according to the community customs. Conflicts between a husband and a wife were resolved through intervention of relatives.

### *Gender roles*

There are specific chores and duties for either male or female in African traditional societies. Roles were therefore according to gender. Boys went hunting, herding, while girls fetched firewood, and helped in cooking. At an early age, girls and boys would mix freely as they played together. Mature boys and girls however, were restricted from mixing freely without supervision by elders. But there was gender identification. The boys identified with their fathers and other male adults, while girls identified themselves with their mother and other female adults.

Education. Children belonged to the community and not just to their biological parents. At the adolescent stage; 13 – 18 years education was given to the adolescents and intensified at initiation stage. Boys and girls were taught traditional rules, and secrets of the society during initiation. Learning was informal. Knowledge was communicated through songs, stories and riddles among other forms of presentations. All adults acted as parents to the young ones.

Socialisation. Men were socialized to be superior, while women were socialized to accept their subordinate position and role. Everyone knew and accepted what he/she was culturally supposed to do. Division of labour was based on sex. In the African communities, despite their differences, there were many common customary roles, rules, regulations, taboos and beliefs that governed the practices related to male – female relationships from early childhood to old age. These traditional African practices relating to male – female relationships existed at various levels. In all of them, man held superior positions when compared to those of women.

Age. Old women and men were accorded respect. They were consulted for advice and counsel. Kinship system was emphasized.

Christian teaching on male- female relationships. We learn that the husband is the head of the house and should love his wife like Christ loved the church. Once a wife is loved, she should submit to her husband. We also learn that both male and female are equal and co – creators with God. Adam and Eve were created to complement each other. Likewise men and women should love each other. Jesus taught that each man should have one wife and vice versa. Once married, the husbands' body belongs to the wife and hers belong to him. If that is the case, wife and husband should avoid immorality.

Males and females are to relate freely. But the youth are to avoid the passions of youth. These are sexual sins. There are no specific chores or duties for either male or female. Relationship between sexes should be governed by love, chastity, respect, self-control, and self-discipline. Parents are to love their children, while children are to obey and honor their parents. Parents are asked to bring up their children in a Godly way.

## **LESSON TWO. CHRISTIAN TEACHING ABOUT HUMAN SEXUALITY**

Lesson Outcomes: By the end of this lesson, you should

- a. Outline Christian teaching on responsible sexual behaviour
- b. Analyse Christian teaching on irresponsible sexual behaviour
- c. Discuss effects and consequences of irresponsible sexual behaviour
- d. Give examples of the effects of irresponsible sexual behavior

Sexual behaviour is part of human behaviour. The Bible gives principles of sexual behaviour in the Ten Commandments.

### **Christian teaching on responsible human sexuality**

Christianity teaches us about responsible sexual behaviour. Being responsible means that one is exercising self – control or self-discipline in matters of sexual behaviours. Self-discipline is necessary when we have a relationship with the opposite sex (Read, 1 Cor.7: 9 1 Peter 5:8). It is called responsible sexual behaviour, which is obedience to God’s commands. Christians promote healthy social relationship between boys and girls, men and women, and husbands and wives. Responsible sex is between male and female. Sexual intercourse is allowed only between married couples (1 Cor.7: 3 – 5). Married couples are obliged to be sexually faithful to one another (Heb.13: 4) adultery is condemned (exodus 25:14). Relationship between a husband / wife should be one of respect faithfulness, love, care, mercy, submission, tolerance, and forgiveness

### **b. Christian teaching on irresponsible sexual behaviour**

There is much irresponsible sexual behaviour. They include among others all acts and forms of: perversion, misuse, and abuse of sex, incest, rape, fornication, adultery, homosexuality, lesbianism or gay, prostitution, concubine, masturbation, bestiality and child marriages among others. These irresponsible sexual behaviours are against God’s will for humanity. Christians are to shun irresponsible sexual behaviour. This is because their bodies are the temples of the Holy Spirit. Thus whatever Christians do with their bodies, it should be for the glory of God. Let us now discuss in brief some of the irresponsible sexual behaviour; beginning with

### *Incest,*

This is a sexual relationship between people who are closely related by blood. For example, sex between a brother/sister, father / daughter. Incest is condemned in the Bible. It was punishable by death in the Old Testament. Read Leviticus 18:6 – 8.

### *Rape*

Rape cannot be justified and it is condemned in The Bible. Rape is an act of forcing another person to have sexual intercourse without his or her consent. It is sexual violence and a crime against humanity. It is also a denial, and a violation of human rights of the victims who are sexually assaulted. Victims of rape include boys, men, girls, women, and babies especially girls.

Rape is an expression of hatred toward the opposite sex. In traditional African society rape was abhorred and culprits were punished by death. In Kenya rape is punishable by 20 years imprisonment. Indecent assaults or sexual abuses such as touching a person of the opposite sex without their permission or use of vulgar language are both punishable by up to 5 years imprisonment.

### *Fornication*

This is consensual sexual intercourse between unmarried people. It is condemned by both African and Christian teachings and punishment in African traditional society was by either payment of fines, stoning, and ritual cleansing. In the Old Testament, men were forced to marry the girl. Jesus said that fornication was due to people's evil thoughts. Abstinence for the youth is encouraged and preached.

Why do the youth engage in pre – marital sex? There are several reasons. Some of them are: sexual curiosity, proving manhood, human weakness, lack of self control, testing fertility, fear of being jilted / rejected; commercial sex for money; copying acts in the print and electronic media. Others reasons are frustrations, drug abuse, bribe to get a job, and permissiveness in the society.

### *Adultery*

Is committed by adults who have extra marital affairs; between “married partner and another party” Adultery is having sex outside marriage with a person with whom one is not married to. Adultery is caused by lack of self – control, sexual dissatisfaction, long periods of wife and husband separation, sexual dysfunction and vengeance by an initially faithful spouse who wants to be even with the unfaithful spouse.

### *Prostitution*

This is the practice of giving sexual pleasure for money or other material benefits. A prostitute can either be male or female. Prostitutes are referred to as commercial – sex workers.

Why is there prostitution? There are factors leading to prostitution. These are economic reasons such as unemployment, poverty, rejection of a girl at home, drug abuse, stress, anger, anxiety, frustrations in the family and pornography. The church condemns prostitution because it defiles the body, which is a temple of the Holy Spirit. It's sexual immorality. Read Gal 5: 19 – 21.

#### *vi. Homosexuality/ Gay/ Lesbianism.*

This is sex between people of the same sex for example; man and man (homosexuality), woman and woman (lesbianism). Homosexuality is a common practice in modern world. It is also a church problem. The Anglican Church in USA, and Canada have accepted homosexuality. The Anglican Church has gay bishops. African Anglican churches are opposing this practice. What makes people prefer sex with the same sex? The Christian view is that homosexuality is a sign of a lack of Christian moral values. It may also be due to confinement in a prison and permissiveness in society. If it is allowed to continue, it shall disintegrate traditional African values. Because of its threat to God's people, the Church condemns homosexuality. Other reasons for condemning it is because (1) God created a male and a female. Read, Genesis 1:28. Two, sex is sacred. Homosexuality is an unnatural relationship, which lowers human dignity. It does not provide sexual fulfillment (as traditionally). Homosexuality is illegal in Kenya.

#### *vii. Sexually transmitted Diseases (STDs).*

There are many diseases passed from one person to the other through sex. These are gonorrhoea, syphilis, herpes genitalis, hepatitis B, chlamydia, trichomoniasis, HIV/AIDS. Lets discuss them one by one.

**HIV / AIDS.** This is human immune deficiency virus (HIV) that causes acquired immune deficiency syndrome (AIDS) condition. Syndrome refers to many symptoms. HIV is transmitted largely through sex with an infected partner; through blood transfusion; sharing sharp objects with infected persons; and from an infected mother to the unborn child. The HIV virus destroys the white blood cells, and weakens the body 's immune system. When the body is weak, it is not able to fight, and defend itself against infections. Persons with the virus are vulnerable and susceptible to opportunistic infections.

The signs / symptoms of AIDS are manifestations of symptoms of the opportunistic infections. Some symptoms include persistent coughs, loss of weight, oral thrush, loss of appetite, and diarrhoea.

Churches encourage Christians to be compassionate to HIV/AIDS affected people, and to support the infected and the affected individuals like the orphans, widows, and widowers. It also teaches against sexual immorality and against all forms of discrimination.

Gonorrhoea is caused by a bacterium called "Neisseria gonorrhoea". Its symptoms appear 4 days after infection. Its symptoms are burning sensation when passing urine; pain or discomfort in the genitals; sticky discharge or pus in the vagina or through the urethra. The good news is that Gonorrhoea is curable if treated early.

Syphilis. Primary syphilis may show up in the form of a sore or a wound in the genitals a few days after infection. The wound heals by itself without treatment after some time. Syphilis infection may take several years about 7 years before its symptoms re appear. The symptoms of syphilis are a painless sore or pimple on the man's penis or woman's vulva; and swelling of the glands in the groin. Other symptoms, which may appear later, are skin rashes, and sores either in the face armpits, under breasts, mouth or throat.

Herpes genital is a sexual disease caused by a virus. It creates wounds in the genitals. A pregnant woman can transmit the infection to her newborn baby during delivery. This disease can be controlled although there is not an effective treatment.

Hepatitis B virus causes Hepatitis B. It is transmitted through sex, injections by unsterilized needles and contact with contaminated blood. The infection does not show on the genitals. The signs and symptoms of Hepatitis B include yellowness of the eyes (jaundice) due to liver damage and pain around the upper abdomen.

### **c. The effects of irresponsible sexual behaviour.**

There are many effects of irresponsible sexual behaviour. They include among others HIV / AIDS, sexually transmitted infections (STI), abortion; family separations and divorces, deaths, unplanned pregnancies; children living in the streets; school drop outs and psychological problems.

#### *Effects of incest*

These are many. One, incest undermines the healthy relationships between members of a family as it brings shame and guilt among the parties involved. Two, incest destroys relationships within the family and can lead to breaking up of a marriage. Three, incest destroys self-esteem, self – respect, and dignity of the victim. We find that abused boys and girls end up having problems when trying to establish healthy relationship with members of the opposite sex. Four, incest can lead to pregnancy, and abortion. And as you have read in the newspapers, it can lead to infections with sexually transmitted diseases (S.T.I.'s) and HIV / AIDS. As I write, a father was jailed for life for raping his daughter and infecting her with HIV/AIDS virus.

#### *Effects of Rape*

This crime has very serious consequences and harmful effects on the victim. Rape may result in pregnancy and can led to physical, psychological, social, and spiritual side effects. The victim may suffer (1) serious physical injuries and (2) may contract both the STI's, and HIV / AIDs. The victim is traumatized, and ashamed of self. The victim suffers from guilt, loneliness, humiliation,

Post traumatic stress disorders, and depression among others psychological manifestations. Young rape victims in particular may lose trust in the opposite sex. All these sufferings can lead to suicide and death.

#### *Effects of Fornication*

Some of these are having children out of wedlock; feelings of distrust, guilt, and hurt; contracting STI's and HIV/AIDS; loss of self-respect; early and forced marriage and abortion.

#### *Effects of Adultery*

Christians teach against adultery because it is against God's commandments and can lead to divorce, abortion, STI, HIV/AIDS, domestic violence, murder (death) and psychological problems.

#### *Effects of Prostitution are many.*

It can lead to break up of marriage, and family. It lowers a person's dignity and can lead to unplanned pregnancies, school dropouts; infections such as STI's and HIV /AIDS and improper use of family resources.

#### *Effects of homosexuality*

It is a threat to procreation. It promotes loose short-term informal relationships and therefore promotes HIV / AIDS. Homosexual couples are prone to HIV/AIDS infections because of having many partners; although this is changing in USA where homosexual couples are being married in churches.

#### *Effects of Sexually transmitted diseases*

HIV / AIDS effects are numerous. They include recurrent illness due to opportunistic infections. There is also stigmatization. Some individuals have feelings of guilt, anger, denial and depression. The sick persons have to look for extra finances to care for their health. They have the burden for medications, and special diet. HIV/AIDS has no cure and leads to death like many other diseases. Parents die and leave their children as orphans.

Gonorrhea effects are many. The disease damages a woman's fallopian tubes leading to infertility; and a man's epididymis leading to sterility. An infected expectant mother can infect her newborn baby with gonorrhea. The disease may affect the eyes of the unborn child causing blindness. Gonorrhea can also cause inflammation of joints, the heart and liver.

Effects of Syphilis are damage to the heart, brain and the nervous system. This disease can lead to madness and death of the victim. If a child is infected while in the womb, or during birth, the brain may be damaged. The child may have either physical deformities or the infected mother may give stillbirths.

#### *Effects Herpes genitals.*

Infection can cause severe brain damage; cancer of the neck of the womb. If a woman is pregnant, the disease can cause death of the baby. The wounds and sores exposes the sick person to HIV /AIDS infections.

#### *Effects of Hepatitis B*

This disease damages the liver and may lead to death of the infected person. It has a vaccine, but not treatment

#### *viii. Other consequences of irresponsible sexual behaviours*

These are death, unplanned pregnancies, children living in the streets, school dropouts and psychological problems related to irresponsible sexual behaviour. These include among others: stress, depression, self – pity, withdrawal, aggressiveness, and violence.

Stress is the response of the body and mind to any situation that exerts pressure or makes demands on a person. The intensity or pressure experienced determines the level of stress. Some of the signs of stress are: anxiety, worry, drop in performance, chest pains, mood swings, rebellion, ulcers, heart palpitations, fatigue and guilt feelings.

#### *Solutions*

To avoid stress, it is suggested that individuals should accept that one is stressed; identify sources of stress, rest, exercise, listening to therapeutic music and talk to a counselor.

#### *Depression*

This is an acute mental disorder. It is also a state of hopelessness and low spirits. Depression can be mild or severe. It has physical, emotional and behavioural signs and symptoms. Let me caution you that it is only a medical doctor who can know if one has a depression or not. We are told by doctors that signs of a depression are: persistent headaches and chest pains; loss of appetite; too much appetite; loss of memory; insomnia i.e. lack of sleep; weight loss or gain; nervousness and mood swings; low self-confidence; suicidal tendencies and self-pity. Other signs and symptoms are loss of libido (sexual desire); poor performance in school and in work places; hopelessness; loss of interest in ones activities; hypertension and high blood pressure

#### **d. Irresponsible social and human behaviour.**

There are social and human behaviours that are contrary to Christian life. These unacceptable behaviours are abortion, and divorce.

Abortion is termination of pregnancy before the foetus is capable of independent life. There are two types of abortions. One is spontaneous abortion or miscarriage. The other is induced abortion, which is deliberate and illegal in Kenya. Induced abortion has been debated in Kenya. The main question is should abortion be legalized or not. This is because abortion is legal in some European countries.

Why do mothers seeking abortion? There are many reasons, which are known only to mothers. These are one, pregnancy due to rape and incest. Two, if the mother believes that the unborn child will be a burden. This may be because the baby is conceived outside wedlock and the mother lacks economic resources to take care of the baby. Another reason maybe that the mother is in school, and she cannot look after the baby and continue with her education, Three, medical personnel may abort a deformed foetus or in order to save the life of the mother if it is in danger.

Christian's view of abortion as murder (Exodus20: 13). This is because abortion interferes with the mother's body, and destroys the baby. Christian view is that the body is the temple of the Holy Spirit. God is the giver of life and He alone has the right to take it away. Abortion carries with it stigma and the effects mentioned above make Christians condemn abortion.

#### **e. Effects of irresponsible social and human behaviour**

Effects of abortion are infertility, ectopic pregnancy, destruction of a woman's body parts; fetal malformation; risk of the mother bleeding to death and destruction of uterus. Other effects are that the mother may experience in future still births, miscarriages, risk of barrenness; failed abortions leading to deformed babies and psychological problems that we have discussed. These are stress and depression.

#### **Revision questions**

1. Explain the T.A. understanding of human sexuality
2. Explain Christian attitudes towards human sexuality
3. In what ways is sex abused in Kenya?
4. Why do you think minors are defiled or sexually abused in Kenya?
5. Explain the Christian teaching on male/female relationships
6. What is the Christian teaching on responsible sexual behaviour?
7. List the different types of irresponsible sexual behaviour



8. Explain the Christian teaching on irresponsible sexual behaviour

### **LESSON THREE: MARRIAGE**

Learning Outcomes: By the end of the lesson you should be able to;

- a. Explain in brief the meaning of marriage
- b. Explain Christian teachings about marriage
- c. Describe courtship in African Traditional society
- d. Discuss the traditional African and Christian approaches to marriage preparation
- e. Explain celibacy as an alternative to marriage

#### *Definition of marriage*

Marriage is a binding legal union between a man and a woman who agree to have a lasting relationship as husband / wife. Marriage partners choose each other. In some cases, senior member of the family and church influence the choice of a marriage partner. When marrying partners agree to marry, they are joined in church and they become husband and wife. Marriage is thus a covenant in which the partners give themselves to one another.

Marriage involves other members of the community hence it is a social and community affair.

Marriage is a permanent union. Marriage is a community requirement in which everyone in the community participates. Each person is expected to undergo marriage because it is a rite of passage. Marriage gives a person, a high social status and prestige in the community.

Marriage is also a covenant between a man and a woman that should not be broken. Two people are joined in marriage in order to procreate and perpetuate the community. Once married, a couple is allowed to have sexual relationship, and companionship. Marriage is an expression of and fulfillment of mutual love and comfort. It enhance unity; social prestige, and respect in society. Purpose of marriage is sexual fulfillment; cultural and social requirement; obligation to build a family; and procreation although children are a gift from God.

#### *Forms of marriages*

There are many forms of marriages. There is a marriage ceremony organised as a symbol or mark of the union between a man and a woman. These marriages ceremonies are either civil, or religious. The main religious ceremonies are Christian, Islamic, Hindu, and Sikh among others. We also have African customary ceremonies many of which are polygamous. Christianity does not allow polygamous marriage

### *Secular approaches to marriage.*

In the modern world, some people choose not to marry for personal reasons. Some people have children without getting married while others opt to have a marriage without children. Husband and wife are equal. Monogamy is practiced for economic reasons. In some families' women are the heads of the family. Choosing a partner is an individual act and not communal. In marriage traditional qualities of a good wife such as industrious, honesty, and hospitality are not considered. The modern society values external beauty, financial status and social status. As a result, there is a high rate of marriage, separation, and divorce. At times young people fail to be married in church. There is no formalization of marriages. These marriages are called "Come-we-stay" arrangements

Gender issues in marriage. The wife is subordinate to the husband but had rights. Marriage did not end with death of the husband. The wife was inherited by one of her husband's brother. This is widow inheritance / Levirate marriage. She could also refuse to be inherited but remained married to that man even in death. The wife could not marry outside the family because of dowry. There was dowry payment to parents. If a wife died, the man would marry the sister of his dead wife. This is surrogate marriage.

Those who did not marry were considered "lesser humans". Young people were prepared for marriage during initiation, which was witnessed in a public ceremony. During marriage, couple makes vows to each other. The ancestors are invoked to bless the marriage.

### *Factors that lead to a stable, healthy and successful marriage*

People are different and they understand their roles differently. Here am giving you a few suggestions. Discuss with your study companions and come up with other suggestions. One important factor is mutual responsibility by the couple. This occurs if there is mutual consultation with each other in decision-making. Two is forgiveness of each other. Three is good treatment of each other especially with equal respect. Four is sharing scriptures together. Five is giving love and respecting each other. Six is having a faithful sexual relationship and lastly being open and honest.

Seven is African traditional qualities of a good wife who is described as: hardworking, fertile, morally upright, generous, kind, obedient, humble, clean, beautiful, polite, warm hearted and hospitable. Eight are the qualities of a good husband, which are described as: being able to provide good leadership in the family. Other qualities are being aggressive, wise, brave, courageous, responsible and good property manager.

### **Christian Teaching about Marriage**

Christians teach that marriage is sacred and that it is a divine institution, which is ordained God. God started it when he created Adam and Eve. Marriage should therefore be monogamous and permanent as God protects marriages. The woman should submit to the husband who is told to love the wife as Christ loved the church. Church teaches respect of each other. Marriage is complete even without children as it is between a male and a female. Marriage is not obligatory and it ends when one partner dies.

### ***Christian's preparation and approach to marriage***

Christians organise youth seminars, and rallies to teach the youth how to choose marriage partners and how to treat wife / husbands; care for the children; behave towards in laws; acquire wealth (men); and head a family. Youth are taught to avoid sexual intimacy before marriage. Those intending to marry are encouraged to go for pre marital counselling. During counselling, they are informed that love is the most important bond of unity in marriage. Church encourages partners to go for HIV /AIDs test before marriage. Marriage ceremony is conducted in church

### ***Choice of a marriage partner***

There are many ways of identifying a marriage partner. One is arrangement by parents. If not one can make an individual decision and choose a wife or husband. Two is through an intermediary or third party. In African traditional polygamous marriages, the first wife identified a wife for her husband.

Girls would be given out to a chief as a gift

### **c. Courtship in African Traditional society (A.T.S).**

Courtship varied from community to community. Courtship is the period between engagement and wedding ceremony. During courtship premarital sex is forbidden. Girls and boys dressed with bracelets and rings. Courtship was important in A.T.S. This was because the man and woman who were girls and boys got to know each other better before marriage. It was a period when girls/boys were instructed in family life education. It was also a period for linking the two marrying families. The couple had time to learn about one another's character, and know their families. It is a symbol (sign) of the girl's presence in her home (maternal home). She continues to live with her own people.

The families and clan had an opportunity to check if the marrying couple was related and if their clans were acceptable to the parents. Courtship gives time to the two families to negotiate and pay the bride wealth or dowry.

Bridal Wealth, dowry, bride price are all expressions of partnership. The family of the man pays dowry to the family of the woman. Some churches disregard bride wealth, while others encourage it. Dowry is paid in different forms. The girl's family decides what it wants. Will it be livestock (poultry, pigs, camels, cows, goats, sheep), beer, grain, jewellery and clothes among others.

### **Importance of dowry**

It acts as a compensation for the girls labour and seals the marriage covenant. It is a public expression of appreciation for the coming of a new wife/mother into the man's family. It promotes friendship and cements relationship between families. It shows commitment and seriousness of the future husband. After dowry payment, the woman belongs to her husband. A ceremony is carried out depending on the community. Bride price payment is accompanied by marriage ceremonies. Lastly dowry helps in maintaining peace

### **Traditional African approaches to marriage preparation.**

Polygamy is one husband, married to many wives. Polygamy is allowed by the African traditional religion because it occurs if the first wife is barren; ensures that all women have husbands; prevents infertility; provides extra labour in farms. A polygamous man has a higher status because many wives symbolize wealth.

Children are important in a marriage because they promote social status of their parents. They cement a bond of unity between husband / wife. They are a source of labour, and wealth. They are heirs to the family wealth

They provide security to the family.

Divorce is legal dissolution of marriage. Christians allow divorce because of specific grounds. Divorce was rare in African traditional societies. Divorce is granted under circumstances of: adultery, witchcraft, laziness, cruelty and disrespect of wife.

In the contemporary society, divorce is sought after or allowed because of: unfaithfulness in marriage or adultery; domestic violence; misuse of family resources; childlessness; in-law interference and alcohol abuse.

### ***Legal reasons for divorce***

According to the laws of Kenya, divorce is allowed under the following reasons; adultery; if a man deserts his wife for more than 3 years; if a partner becomes insane; and domestic violence for example, physical, and psychological torture.

### *Christian teaching about divorce*

Christians discourage divorce because marriage is a permanent status. There is no room for divorce. Church discourages divorce because of its adverse effects. Some denominations allow divorce if there is adultery. God hates divorce. Married couples should remain faithful to each other

Effects of divorce are strained relationships, children suffering psychologically, and experiences of rejection. A divorcee faces social stigma, rejection, and isolation. If parents separate, they create single parent families. These families suffer from economic hardships and feelings of failure and inadequacy.

e. Celibacy as an alternative to marriage.

Celibacy is a Latin word “Coelebes” meaning bachelor. Why do some people fail to marry?

There are many reasons. Some of these are to pursue education leading to delayed marriage; and career demands (workaholic). Other people are discouraged by examples of failed marriages.

Other reasons maybe economic independence, poor health, HIV /AIDS, mental illness; parental interference and disappointment from past failed relationships. This happens if parents do not approve a partner.

Revision questions

1. Explain the traditional African understanding of marriage
- 2, what is the importance of children in traditional African society?
- 3.what is the Christian teaching about marriage?
4. What is the importance of courtship period in T.As
5. Why are many people opting for celibacy?

## **LESSON FOUR: THE FAMILY**

### **Introduction**

As society grows and changes, the family grows and changes. As a result, there are several types and practices of the family. In this lesson, we shall discuss the traditional family as it is practiced in the Bible, the traditional African societies and some Christian families.

Learning Outcomes. By the end of the topic, the learner should be able to

- a Explain types of families in society
- b Analyse traditional African family values and practices
- c Explain Christians family values and practices
- d Discuss problems related to family life today
- e Compare approaches to family by Christians and traditional African society
- f. Discuss responsible parenthood

## The family

What is a family? Family is the basic social unit of human society. This basic unit is extended to include relatives bound together by blood, marriage, friendship, and adoption. They are all members of the family. In Kenya, there are many types of families.

### a. Types of families

#### i. Nuclear family

Is parents and their children, It is father, mother, and children. There is an increase of monogamous families or nuclear because of urbanization as rural youth come to towns in search of white-collar jobs. Migration to cities by people of different tribes has led to pluralism. Education, high cost of living has led to the death of the African culture, which required men and women to marry many partners to produce many children to defend their tribe.

Advantages of nuclear families are many. One, the man is able to give undivided attention to one wife and children. Two, there is sharing of mutual love, and peace in the home. Three it is economical to manage one family. Four there is little competition for attention, less strife, quarrels and stress. Five, it is easier to monitor the behaviour of a few children.

#### Polygamous family

Father, mother and children. This type of family has disadvantages in modern Kenya. Modern society is a cash economy. Thus if a man has many wives and children, they may lack basic necessities like food, shelter, education and clothes.

- ii. *Single parent family* – one parent, and children. Single – parent families are created by several circumstances. One is by parents separating. Separation of parents is due to several reasons. These are for example, one partner going to another country and failing to return to his or her country and family. Two, a single family is created by divorce. Divorced parents may decide not to marry again. Three is when one parent refuses to marry. This happens when a girl gets pregnant and the boy does not marry her. Four is because of death of a spouse. The remaining parent may decide not to remarry. Five is when some mothers decide to have children without marriage. This may not be correct as there is no research to suggest it. Six is imprisonment of one partner for a long time. One parent is left looking after children because one is in jail.
- iii. *Extended family* – father, mother, children, uncles, aunts, and cousins. This is the common family type in traditional African communities.
- iv. *Children led family*. This happens when parents die and the 1st born takes care of brothers and sisters including cousins.

- v. *Grandparent headed family*. The HIV/AIDS epidemic has introduced this type of family where grandparents take care of their grandchildren due to the death of both parents especially the mother due to HIV / AIDS disease. This scourge has made many children orphans. In other cases parents go for further studies abroad and leave their children with their parents.

#### **b. Traditional African family values and practices.**

In African societies creation of a family is through marriage, and subsequent procreation. Family is viewed as a sacred institution in African society. The African traditional family includes the dead (ancestors), the unborn children and the living.

An African traditional family has obligations and duties. These were (1) offering sacrifices to ancestors,

(2) pouring libations; and (3) giving the dead decent burials (4) providing basic needs to their children (5) bringing up children to be morally upright individuals. Further to this, the African traditional family is responsible for the upbringing, caring, and protection of its children. This is demonstrated by the nuclear family, which provides necessities required to meet and satisfy the economic needs of its members.

The African traditional family is expected to participate in communal activities. Work in the family was divided according to age, gender and social status. Each family member worked for its basic needs as well as the welfare of the community.

The African family had well-stated and practiced values There were (1) respect for family members (2) providing responsible parenthood, which is the process of bringing up children to become all round or self reliant persons (3) educating children in all aspects of life. Parents and the extended family members helped their children to develop intellectually and cognitively.

The family taught children physical skills. It also gave children confidence to appreciate their physical strength. Children were taken through a rigorous physical curriculum of games such as wrestling, swimming and running to develop their physical strength. Children's bodies were nourished thoroughly. They were served good and nutritious food, which improved their muscle strength.

Children were taught social skills. They learnt how to behave towards adults, peers and grandparents. They developed social skills since parents allowed them to socialize and interact with other children, grandparents and the community. This made them grow socially, emotionally and psychologically.

They had a curriculum for teaching and training in traditional African religious values, family matters, moral and social values. This teaching of children started from an early age. The teaching method used was observation and practice

Parents taught by being good role models. They were expected to model desired values and family practices. Children were taught how to relate with one another as brothers and sisters. Parents were to show tolerance to children. These values show that African parents understood their parental roles and responsibilities.

These values were sometimes; exploited by the irresponsible family members or specific individuals. This exploitation encouraged dependency, leading to conflicts, competition, hatred, and jealousy.

Christian parents are expected to train their children to know God; be self-disciplined, and follow the Christian way of living. Another duty is to provide basic needs to their children.

Christian understanding of the family

Among Christians, family is sacred and instituted by God. Read again about the Christian teachings about marriage.

### **Role of children in the Christian family**

A Christian child is expected to obey parents, honor them, and respect parents. This is one of the Ten Commandments given to Moses by God.

Parenting styles

- a) Dictatorship /authoritative / autocratic – the parents is the final authority, imposes decisions
- b) Permissive or liberal style – also referred to as “Laissez faire” the children do as they want
- c) Democratic style – parents discuss with their children on family issues. This is the best style.

### **□□Problems related to family life today**

Families are faced with numerous problems such as

- a) Children abuse – sex assault, beating
- b) Domestic violence – abusive language, frequent fights, emotional abuse
- c) Diseases e.g. HIV / AIDS epilepsy , autism.
- d) Children with special needs, blindness, deafness or those with mental challenges, motor co – ordination (Autism)
- e) Separation, divorce
- f) Childlessness
- g) Single parent families – economic hardships
- h) Misuse of family resources, economic crisis
- i) Affluence – a lot of wealth
- j) Unemployment, underemployment
- k) Retrenchment – laying off of some employees in order to reduce the workforce
- l) Mismanagement of family finances
- m) Alcohol and drug abuse
- n) The generation gap
- o) Poor relations with in-laws
- p) Cultural and religious differences



## • Traditional African approaches to problems related to family life today

- 1) Individuals were prepared for challenges of family life right from childhood
- 2) Adolescents, initiates were given family life education
- 3) People entered marriage knowing that it's a life long union
- 4) Rules were clear to govern marriage relation
- 5) Polygamy helped reduce unfaithfulness
- 6) There were no single parent families. Members lived together reducing loneliness
- 7) Widows / widowers were encouraged to marry again

Traditional brew was taken in moderation

## Christian's approaches to problems related to family life today

- 1) Christian families are obliged to live according to Christian principles and values such as mutual respect, self discipline, understanding, honesty, faithfulness, love and forgiveness
- 2) Premarital counseling is carried out
- 3) Church holds regular seminars and conferences on family life matters. Love and respect for each other. Christian wife to submit to husband who is head of the family. They are taught to take each other as complementary and equal partners.
- 4) Women are encouraged to form participate in church organizations e.g. mothers union, women's guild where they learn roles of being a wife, mother, and a woman.
- 5) Some churches offer advice to families on management of their families. They are encouraged to have investments.
- 6) Breadwinner is encouraged to write a written will
- 7) To improve the parent – child relationship churches offer guidance and counseling to the youth Christian parents are advised to set positive role models to their children
- 9) Parents are encouraged to be open and promote effective communication with their children
- 10) Churches in case of serious family conflicts such as child abuse, domestic violence, advise legal action.
- 11) Churches organize youth seminars where they talk about drug abuse, premarital sex, negative peer pressure and media influence etc.
- 12) Relevant information is passed through books, pamphlets, magazines, media FM, TV etc.
- 13) Some churches welcome unwed mothers
- 14) Churches provide health services, guidance on HIV / AIDS
- 15) Some churches care for widows, orphans widowers and the needy

Revision questions

1. State the different types of families

## Revision questions

**1. 1994 Q 34**

Give reasons why the early Christians lived together in one community

**2. 1994 Q 37**

Highlight conditions which divorce could be allowed in traditional African Communities

**3. 1995 Q 2c**

State the various ways in which Christians resolve misunderstanding between Parents n their children

**4. 1995 Q 3b,c**

Discuss reasons why members of Christian families in Kenya find it difficult to harmoniously live together.

**5. 1996 Q 20**

Give five reasons why Christians in Kenya encouraged young people to seek church weddings.

**6. 1997 Q 20**

State five advantages of a monogamous marriage (5 marks)

**7. 1997 Q 4b (pp 2)**

b) What factors have contributed to sexual immorality among the youth in Kenya today? (7marks)

**8. 1998 Q 19**

Give five reasons which motivate Christians to take vows in marriage (5 marks)

**9. 2001 Q 18**

Identify five effects of irresponsible sexual behaviour in Kenya today. (5marks)

**10. 2002 Q 6b, c**

b) State ways in which sex is abused in Kenya. (6marks)

c) Describe the problems faced by a family living with a member who is living

with Acquired immune Deficiency syndrome.(AIDS) (7marks)

**11. 2002 Q 17**

Give five reasons why trial marriage is condemned by the church (5marks)

**12. 2003 Q 5b (pp 2)**

b) State the causes of prostitution in Kenya today. (8marks)

**13. 2003 Q 17**

Give five Christian teachings on human sexuality (5marks)

**14. 2004 Q 5c**

c) Identify the effects of divorce on children in Kenya today. (7marks)

**15. 2004 Q 20**

Identify five ways through which the church prepares the youth for marriage. (5marks)

**16. 2005 Q 20**

Identify five ways in which Christians assist people who are leaving with HIV?AIDS (5marks)

**17. 2005 Q 5c (pp 2)**

(b) Why is the church in Kenya opposed to the practice of wife inheritance? (7 marks)

**18. 2006 Q 5a, c (pp 2)**

(a)What are the advantages of a monogamous marriage? (8 marks)

(c)Give reasons why the church is involved in the fight against HIV and AIDS (5 marks)

**19. 2007 Q 5 (pp 2)**

(a) Outline the Christian teachings on marriage (6 marks)

(b) How should Christians prepare for marriage? (8 marks)

(c) Give reasons why some Christians break their marriage vows? (6 marks)

**20. 2010 Q 5b(pp 2)**

(b) Give **six** reasons why some young people are choosing to remain unmarried in Kenya today.  
(6 marks)

**21. 2012 Q5b, 5c**

(b) Give **seven** reasons why Christians in Kenya condemn homosexuality. (7 marks)

(c) Explain how responsible parenthood is demonstrated by Christians in  
Kenya today. (8 marks)

## Answers

1994 Q34

- They were guided by the Holy Spirit
- They were able to strengthen each other in faith through worship/and breaking of bread.
- They were being persecuted so they gave each other moral support/for their own security
- They expected Jesus to come back very soon, hence they were ready to be taken by him
- They were able to help one another/ live according to the demands of the new kingdom concerning love/and sharing
- It helped them to grow in knowledge of Jesus Christ learn from the apostles
- To find a new community of believes /a new people of God.

1994 Q37

- If the wife was barren
- Perpetual cruelty by either spouse
- If the wife was a witch/or practiced witchcraft
- If the wife or husband was found to be of unacceptable behaviour eg a thief practiced incest, sex deviant, adulterous.
- If the wife was lazy and negligent /careless
- If the wife was disrespectful to her husband and in-laws

1996 Q 20

- Marriages is God- ordained/ Marriage is holy/ a sacrament
- So the young people can learn and accept the teachings of the church on marriage
- So they can have God's blessings for their marriage
- It is a respectable way to publicize the marriage/ publicly announce that the two people are man and wife (5 x 1 = 5 marks)

1997 Q 20

- To achieve intimate oneness for two persons. Two is company, three is a Crowd
- Wife, husband and children get undivided love
- It is easier to achieve complete faithfulness and trust
- It becomes easier to build mutual confidence
- Makes it easier to bring up children in a healthy and peaceful atmosphere
- It is the only legal marriage relationship in law and according to the church
- Reduces the risk of drug and alcohol use by the children and parents/ produces delinquency
- Helps to enhance/ improves family resources
- Wife is able to enjoy all the rights and privileges without threat and competition
- Reduce of the effect of injected with S.T.D.S
- Easier to achieve complete harmony and peace in the family
- The practices of inheritance upon the death of the father
- Children grow in confidence and develop love, trust and respect for the father
- Reduces rivalry in family / Favoritism/ jealousy among wives and children
- Reduces cases of homicide (5 x 1 = 5 marks)

1997 Q 4b (PP2)

- Drugs/alcohol abuse among the youth
- Permissiveness in the society/moral laxity /lack of discipline in the society.
- Pornography form print media/materials /literature/pictures.
- Poverty which has led some to turn to commercial sex/prostitution
- Lack of proper sex education for the youth.
- Changing life styles/urbanization resulting in overcrowded house/ lack of privacy.
- Influence form electronic media (e.g television. Video cassettes/cinemas).
- Availability of contraceptives which make the youth engage in sex education without any fear of pregnancies.
- Unemployment/Idleness the youth are lured into sex with promises of jobs/favors
- Stress/frustrations, force the youth to seek consolation in sex among other things.
- The wrong role models from the adults/the youth don't have examples to emulate.
- Peer pressure/youth engage in sex to fit in their peer group/to be accepted.
- Parents have abdicated their role of teaching the youth about the facts of life to the schools which doing very little/nothing at all.

7x1=1mark

2001 Q 18

- Promote spread of sexually transmitted diseases
- Increase mental disorders e.g. rape victim.
- Unwanted children/Abortion /street children/unwanted pregnancies
- Irresponsible parenthood
- Increase of poverty cases/wastage/misuse of resources
- It leads to deaths e.g aids
- It leads to loss of status in society.
- It causes disagreements the family/divorce/separation
- It leads to one facing legal consequences/imprisonment
- It leads to single parenthood.
- It leads to forced/early marriages
- It leads to school dropout

5x1=5marks.

2002 Q 6b, c

- Sex before marriage/fornication
  - Sex outside marriage/ adultery
  - Prostitution
  - Homo sexuality/ Lesbianism/ Sodom/ Oral sex
  - Pornographic literature/ mass media of technological devices in sex
  - Bestiality
  - Masturbation
  - Incest
  - Rape/ paedophilia ( defilement of underage)
- 
- Social stigma/ suffers isolation
  - Economic crises due to high rate of opportunistic diseases
  - Poverty due to care/ medication
  - Suffers depression as they watch their person wear off
  - They condemn/ judge the person as a sinner
  - They have to exercise high hygiene standards to ensure safety of other members

- Suffers a drawback in their occupation as most time is spent caring for the patient
- Struggle a lot to provide the required diet for proper maintenance
- Pretend to show love though they suffer bitterness inside themselves
- Quarrels/ misunderstanding within the family (7 x 1 = 7 marks)

2002 Q 17

- Undermines dignity of the individual/ brings shame/ disrespect
- Undermine the institution of marriages/ not proper marriage/ spoiling marriage
- it is against God's law
- It can lead to diseases
- The children born out of such union, lack identity/ role model/ single parenthood
- It is a sign of lack of commitment/ separation/ easily broken
- It promotes irresponsible sexual behavior
- leads to lack of trust/ honesty
- Can lead to abortion/ death (5 x 1 = 5 marks)

2003 Q 17

- God created both male and female
- Male and female complement each other
- Male and female have distinctive role in creation
- Both share the image of God
- The union of male and female is consummated in marriage
- Male and female should live in harmony / should respect each other
- Procreate/ fulfill God's command to multiply
- Sexual deviation is condemned ( homosexuality, lesbianism, bestiality, adultery, sodomy, e.t.c
- Male and female should respect each other in regard each to his ability
- Sex is sacred (5 x 1 = 5 marks)

2004 Q 5c

- Loss of parental love/ guidance
- Can lead to abuse of drugs
- They can suffer emotional imbalance
- Can lead to school dropout/ truancy
- Children run away from home/ could become street children
- Can lead to child abuse/ labour
- Many engage in prostitution/ crime to provide for themselves (criminals)
- Lead to disease/ death

2004 Q 20

- Teaching them about reproductive health
- Preaching sermons on God's design for marriage
- Encouraging chastity/ abstinence before marriage
- Having guidance and counseling before marriage
- Organizing seminars/ workshops/ retreats where topics on marriage are discussed
- Participating in joint church activities
- Christian leaders living exemplary lives that can be emulated
- Encouraging responsible/ positive relationship among sexes
- Training them to take up responsibility in life (prepare for married life)
- Encourage the youth to seek God's guidance through prayer / praying for them. (5 marks)

2005 Q 20

- Praying for them/ preaching to them
  - Guiding and counseling them
  - Providing medical services for them
  - Providing basic needs for both the infected the family members
  - Educating them on ways of avoiding re- infection/ teach them to live positively initiating
  - Income – generating activities to provide employment for them preaching against their discrimination/ advocating for legislation to support their existence
  - Building home/ shelter for them
  - Visiting them
- (1 x 5 = 5 marks)

2005 Q 5c (PP2)

- It may lead to abandonment of children/ wife
- It can cause jealousy/ breakage of the family
- It may lead to destruction of property/ snatching/ grabbing/ property
- It is dehumanizing/ oppressive to the woman/ widow
- It can lead to disease/ HIV/ AIDS
- It can cause embarrassment to the concerned members
- It is against the Christian teaching of monogamy
- It may lead to street children/ increase in crime
- It can lead to mistreatment of children/ wife
- It can lead to death
- It can create psychological/ emotional problems (7 x 1 = 7 marks)

2006 Q 5a,c (PP2)

- It enhances intimacy/ conjugal rights in the family
  - It upholds dignity/ honour of the family members/ children respect their Father
  - Security is enhanced
  - Love is not divided
  - It eases wrangles on property ownership/ inheritance
  - It is a covenant protected by God/ the state
  - Law and order prevails in the family/ there is harmony/ unity
  - It reduces the risk of being infected with sexually transmitted infection/ HIV and AIDS
  - Providing for family needs/ resources is easier
  - It is easier to develop mutual confidence/ trust among family members
  - It reduces delinquency among the children
  - The woman takes pride in the marriage/ is able to enjoy privileges
  
  - It is a continuation of Jesus works of healing
  - The church has a duty to guide and counsel/ promote moral values in the Society
  - To cater for the infected / affected members within the church
  - To conserve / preserve God's creation
  - It is the duty of the church to help reduce human suffering
  - To promote economic development
  - To promote peace in the family co- existence
- (5 x 1 = 5 marks)

2010 Q 5b (PP2)

- They have seen/experienced incidents of broken marriages/unfaithfulness in marriage.



- In order to pursue their career/education.
- They are not ready to take responsibilities of marriage
- Poverty/lack of jobs/inadequate resources to start a family/economic empowerment.
- Permissiveness allows many to satisfy their sexual lust without marriage commitment.
- Failure to get an expected idea partner.
- Marriage is no longer a communal duty/it is an individual decision.
- Religious commitment/supersitionhinder one from involving themselves in marriage.
- Low self esteem/lack of confidence, fear of being jilted/failed relationship.

(6marks)

2012 Q5b, c

(b)

- Homosexuality is a form of sexual immorality.
- It is against God's /Biblical teachings/it is a sin.
- It is an abuse to the sacredness of sex.
- It is contrary to the natural order of things.
- Homosexuality does not enable procreation to take place.
- It lowers the dignity of human beings who are created in the image of

God.

- It can lead to diseases like HIV/AIDs leading to human suffering.
- 'It may lead to psychological problems like stress/depression.
- It leads to rejection/being an outcast. (7 x 1 = 7 marks)

(c)

- Christians parents provide physical basic needs for the family.
  - They provide spiritual guidance to their children.
  - They teach their children to live in harmony with others moral values.
  - They provide their children with education in order to acquire necessary knowledge/skills to realize their full potential.
  - They act as role models for their children.
  - They discipline/correct the children whenever they deviate from the norms.
  - They provide protection/security to their children which enables the children to deal with situations in life.
  - They teach their children how to grow physically/socially/psychologically so as for them to understand changes in their bodies as they develop.
- (4 x 2 = 8marks)

## **CHRISTIAN APPROACHES TO WORK**

Learning Outcomes: By the end of the topic you should be able to;

- a Define the term “work” and “vocation”
- b Explain and appreciated the traditional African attitude towards work
- c Explain the role of professional ethos, ethics and code in society
- d Explain virtues related to work
- e Discuss the moral duties and responsibilities of employers and employees
- f Discuss Christian approaches to issues related to employment

## **LESSON ONE: DEFINITION OF TERMS**

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

- a. Explain the meaning of work. Vocation, profession, trade, craft, and job
- b. Give general reasons why people work

### **Work**

Use of energy, physical or mental, for the purpose of improving human life; It is any activity that requires expenditure of energy or application of skills e.g. studying, teaching, cooking, farming etc.

### **Vocation**

Work can be described as a vocation, profession, trade, craft, career or a job.

Vocation is from a Latin word “Vocare” which means call ‘

Christians believe that every individual has been called of God to various duties.

Vocation is work that requires special skills, special training or a unique call or a special mission in society.

## **Profession**

Work that is characterized by a code of ethics, lengthy specialized training, advance knowledge and self– discipline. Professionals have their own set standards. The professionals determine entry requirements for new members and usually have machinery for dealing with errant members. E.g. Law, medicine, architecture etc

## **A trade**

Refers to an occupation, a way of making a living; Some trades require specialized training examples hairdressing

## **A craft**

An occupation which requires manipulative skills or use of the hands e.g. woodcarving, pottery, weaving. A craft may be a trade depending on the nature of occupation.

## **A career**

An occupation that one chooses to pursue in his/her life; It's the general way of earning a living.

## **Job**

Refers to tasks performed, services rendered in return for payment of wages. Most jobs are temporary others casual and others permanent and pension able.

What determines one's career, vocation?

1. Available opportunities for future development in a particular job
2. The need to serve others especially the church and the needy
3. Interests, strengths, talents, abilities
4. Inclination or attraction to a certain kind of work
5. Pressure from parents, peers etc

General reasons why people work

- a) It's an essential element of life
- b) God ordained work. Humans work for their food
- c) Work contributes to the development of the community
- d) Work is personal. It defines a person
- e) People work to earn a living

- f) People work for enjoyment, leisure
- g) To assist and give to the needy
- h) To get luxuries
- i) People work to raise their standards of living
- j) For self satisfaction and fulfillment
- k) For personal development
- l) To keep a person occupied and not idle
- m) To acquire wealth and status in the society
- n) To socialize with other members of the society
- o) To attain independence and not depend on someone else

## **LESSON TWO: TRADITIONAL AFRICAN ATTITUDE TO WORK**

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

### **a. Explain importance of work**

1. Work is essential to the well being of the individual and survival of the community
2. Work ensured basic needs such as food, shelters etc were provided.
3. In traditional African society work was divided according to the age, gender, and status e.g. chief, elder of the individual.
4. Everyone was a worker. Boys assisted in herding, fishing, girls assisted in cooking fetching firewood. Women cooked, took care of babies constructed houses (maasai) etc.
5. Works among the traditional African societies included pastoralist, farmers, livestock keeping, fishing, bee keeping etc
6. Work was a communal affair; people would work together and assist each other

7. Work was not for a wage (Money). The rewards of work-included food, communal unity, acquisition of moral values etc.
  8. Hard work was emphasized, laziness was condemned
  9. There were some specific works for specialization e.g. herbal medicine men, divination, prophecy, rain making, pottery etc.
  10. Work involved giving prayers, offerings, and sacrifices to God
  11. Through work, the basic needs of the individual, community were fulfilled
  12. Through work potentials; talents and skills were explored, acquired and utilized.
  13. Work had a religious dimension as well as a social dimension. It brought people together improving their relations
  14. SAE
1. Find out how different communities in Kenya lived in the past and how they live today
  2. How did the lifestyle of the communities influence daily activities

### **LESSON THREE: CHRISTIAN TEACHING ON WORK**

Learning outcomes; By the end of the lesson you should be able to: -

1. Describe the christens teachings about work
- The Christian teaching on work is based mainly on the interpretation of the bible, the teachings of Jesus and the teachings of the apostles. Some of the teachings are: -
1. God himself instituted work. He created the heavens and the earth and all in it. Since God worked man should work. (Gen. 2:1)
  2. God's work of creation is good (Gen. 1:31) Christians should endeavor to produce good works
  3. Work is a duty, an obligation, a command Christians are responsible for God's creation (Gen.2: 15). They are to protect it – animals, birds, plants, marine life are all under the care of man.
  4. Human beings should work to acquire their basic needs (Genesis. 1:29 – 30, 3:19) God blesses the work of our hands

5. Human beings are co – creators with God (Gen.1: 28) God continue to create through human beings. Human beings glorify God through their work.

6. God reveals himself through his work of creation. God had a purpose for his creation. He is orderly, source of life, Almighty etc.

7. Work is a co – operative undertaking. Eve was created to be Adam’s helper (Gen. 2:20) Christians should co – operate in their undertakings

8. Hard work is praised and laziness is looked down upon. (Proverbs 31:27). Christians should work for their daily needs and not become a burden to others.

9. Work should be accompanied with rest (Gen.2: 2) God rested on the 7th day from all his work. God commanded the Israelites to rest on the 7th day.

10. People should enjoy what they have worked for (Ecc.3: 22)

11. Work should be done for the glory of God and for the good of the society.

12. People should work honestly not steal but work to earn an honest living (Eph.4: 28)

13. Those who do not work should not eat

They should always work since God is always at a work (John 15:17)

## **LESSON FOUR: ROLES OF PROFESSIONAL ETHOS, ETHICS AND**

### **CODES IN THE SOCIETY**

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

1. Define the following terms, professional ethics, professional codes and professional ethos

2. Describe the role of ethics

## *Definitions*

### *Professional ethics*

Principles of behaviour / conduct that guide members of a particular profession; what workers are allowed to do and not to do.

### *Professional ethos*

The group identity of members of a profession, their unique custom or character e.g. what identifies doctors, lawyers etc.

### *Profession codes or code of ethics*

Collection of laws arranged systematically according to major concerns and core functions of the profession.

## *Roles*

- To regulate the behaviour of professional (workers)
- Enables professionals to understand their role
- Ensures professionals provide quality of services to their clients
- To encourage respect among professionals
- Give guidance on how professionals should relate to one another
- They safe guard professionals against being compromised / misused
- They determine expected level of performance
- They serve as a measure of competence
- Act as a measure of quality service
- They protect the professionals
- They provide a reference point for disciplining (used to discipline the errant professional)
- They inspire respect and high esteem for professionals
- Through professional codes, ethics, ethos, professional earn public trust

## **LESSON FIVE: VIRTUES RELATED TO WORK**

Learning outcome: By the end of the lesson the learner should be able to: -es

1. Define the term virtue
2. Give examples of virtues related to work

### *Definition*

A virtue is a good human habit. It's a moral principle, moral quality or goodness of character and behaviour.

### *Examples of virtues related to work*

- (i) Diligence – hardworking
- (ii) Honesty, integrity – ability to be relied upon (Integrity) Honest is being truthful.
- (iii) Faithfulness – being trustworthy and loyal
- (iv) Responsibility – ability to make decisions and take action independently. Being mindful of other people's welfare
- (v) Tolerance – ability to bear with others or with difficult situations

## **LESSON SIX: MORAL DUTIES AND RESPONSIBILITIES OF EMPLOYERS AND EMPLOYEES**

Learning outcomes: by the end of the lesson, you should be able to: -

1. State and explain the duties and responsibilities of employers towards employees
2. List the rights of employers
3. Outline the moral duties of employees
4. List the rights of employees

Employers: government, non – governmental organization, private sector – individuals, company, self-employment.

Employers have several duties and responsibilities towards their employees. They are:

- To organize and conduct business efficiently for the benefit of the institution, employer, community
- To respect the employee, treat them with dignity
- Pay a fair wage to the employee



- Ensure good healthy and safe working conditions
- Provide social welfare for the employees e.g. time off, leave days, time for recreation
- Grant leave as required by law or the terms of contract
- Take care of the welfare of the employees give medical cover, pension scheme etc
- To motivate their employees
- To reward employees
- Compensate employees made redundant

### *Rights of the employer*

Employers have a right to / are entitled to

- (a) Get profits from their businesses
- (b) Carry out their businesses without unfair taxation
- (c) Form association with other employers
- (d) Obtain and conduct business
- (e) Hire, dismiss employees in accordance with the requirements of their firms and contract
- (f) Demand a fair days work
- (g) Conduct business without subjection to unfair conditions and competitions

### *Rights of the employees*

To receive fair wages

To have a reasonable work load

Have reasonable hours of work

Have safety and protection at work

Right to join a labour union

Right to further individual training and development education

Rights to retirement, terminal benefits

Rights to a fair opportunity for provision

A right to time for rest

Right to Favorable working conditions

## LESSON SEVEN: CHRISTIANS APPROACHES TO ISSUES

### RELATED TO EMPLOYMENT

Learning outcomes: By the end of the lesson you should be able to; -

1. Define the following terms, wages and industrial action
2. State the Christian teachings on wages
3. List the reasons for industrial action
4. State the results of workers strike/ industrial action
5. Explain the Christian approaches towards strikes

#### *Wages and industrial action (Strikes)*

A wage is payments for work done. Payment is in modern times done according to hours, weeks or days that one works.

#### *Christian teachings on wages*

- Human beings have the right to work for a decent living (Matt.20:1 – 16) They should be paid for their work.
- Workers should be paid wages to the amount and value of their work (1 Timothy 5:18)
- Wages should be paid as agreed upon (Mathew 20:13)
- Employers should not take advantage of the poverty of the employee (Deuteronomy 24: 14 – 15)
- Human beings should not be enslaved to work (Ex.5:22 – 23)
- Employers who degrade their workers in wages are condemned (Deut.24:14 – 15, Jer.22:13)
- Oppression is condemned (Amos 5:18, 8:4)
- Workers wages should never be withheld (James 5:4)

### *Industrial action*

Also commonly called 'Strike' this is an effort by workers to stop work in protest by boycott go-slow sit – ins or refuse to work. There has been increase of industrial action in the recent past in most countries of the world.

### *Reasons for industrial actions*

- 1 Due to increased awareness of workers rights
- 2 Exposure to global trends through the media
- 3 Formation of trade unions that fight for the rights of workers
- 4 Due to poor working conditions
- 5 Underpaying workers
- 6 Threatening workers with unjustified dismissals
- 7 Suspending the workers / interdiction – unjustly
- 8 A hostile working environment

### *Results of workers strikes (industrial / action)*

- a) Pay cuts
- b) Demotions
- c) Loss of jobs
- d) Employers suffer losses
- e) Inflation
- f) Injuries even death when confronted by police
- g) Victimization of some individuals
- h) Bitterness among the workers and employers

### *Christian approaches towards strikes*

- a) Christians recommend a peaceful co – existence between workers and employers
- b) There should be fairness, justice, love among workers, employees
- c) There should be an open communication channel across the ranks from top to bottom

- d) Employees should not destroy property
- e) Working conditions should be better and improved
- f) Employees to be human when dealing with employees

## **LESSON EIGHT: CHILD LABOUR**

Learning outcomes: By the end of the lesson you should be able to: -

1. Define the term child labour
2. State the reasons why children are employed
3. State the disadvantages of child labour
4. List down the causes of child labour
5. Describe the position of the church in dealing with child labour

A child is a person below 18 years. A child does not have an identity card, does not vote (in Kenya). According to International Labour Organization the minimum employment age is 14 years.

Child labour - It is engaging a person below the age of 14 years in wage / paid employment.

### *Reasons why children are employed*

- To provide cheap labour
- They cannot fight for proper terms
- They are easily hired and fired

### *Disadvantages of child labour*

Children are not yet mentally and physically prepared to do adult jobs. This leads to

- a) Exploitation of children
- b) Children paid less, taken advantage of
- c) It inhibits the growth of a child and denies them a chance to enjoy their childhood
- d) It deprives them of their right to basic education

- e) It exposes children to hazards (dangers) from machines, chemicals
- f) Heavy workload deprives children of social educational, moral, psychological, physical rights

### *Places where children are employed*

- Plantations – coffee, tea
- Domestic services – homes
- Tourism sector
- Industries
- Children are trafficked and employed as commercial sex workers

### *Causes of child labour*

#### *Reasons why children work*

- 1 Lack of money / poverty
- 2 Death of parents
- 3 Dropping out of school due to pregnancy, indiscipline, (truancy), poor academic performance or lack of school fees
- 4 Those who never went or taken to school
- 5 Lack of good role models e.g. coast province Mombasa, Malindi has several of the financially stable people being school dropouts, engaged in drug trafficking, commercial sex etc.
- 6 Influence of cultural values e.g. circumcision of boys in some communities is done later in life and one is declared an adult e.g. the kikuyu circumcising at 13 years, or 12 years
- 7 Children being lured by employers
- 8 Greed for material benefits
- 9 Being homeless ending up as a street child

### **Position of church in dealing with child labour**

- The church condemns it
- It has put up homes for poor children (orphanages)
- It provides guidance, counseling to both parents and children
- Children are blessing from God hence should be loved and cared for
- Parents have the responsibilities to protect their children from harm.

### **LESSON NINE: UNEMPLOYMENT AND SELF –EMPLOYMENT**

Learning outcomes: By the end of the lesson you should be able to: -

1. Define the term unemployment and self employment
2. State the causes of unemployment
3. Describe the response of Christians to issues of unemployment
4. List the problems faced by self employed people

### **Unemployment**

When people are capable and willing to work but are unable to find a viable income or occupation it is referred to as unemployment.

### ***Causes of unemployment***

- 1 Preference for prestigious white collar jobs (Office jobs, non – manual jobs)
- 2 Corruption – tribalism, nepotism, bribery denying jobs to the qualified in preference for the unqualified
- 3 Unequal distribution of wealth – some regions are more resourceful than others. Industries, good infrastructure concentrated in some areas.
- 4 Inadequate resources for self – employment (lack of capital, skills)
- 5 Limited job opportunities – probably due to high population growth
- 6 Few international investors in Kenya, probably due to high crime rate, insecurity  
Identify ways of creating job opportunities

### **Response of Christians to issues of unemployment**

- a) They encourage self – employment in cases of unemployment
- b) They have set up vocational training, polytechnics to train people towards jobs that are for self – employment
- c) Christians condemn idleness

## **Self-employment**

Self-employment is an economic activity initiated, controlled by an individual. It is an occupation in which a person initiates a personal enterprise and manages it with the help of others.

### ***Examples***

Small businesses enterprises, Jua kali sector, music industry, entertainment (e.g. comedians), community work, agriculture etc

### ***Problems / challenges***

- Some lack sufficient capital to start a business and keep it running
- Lack of necessary skills to run the business
- High taxation leading to some business closing down
- Small scale traders face undue competition from larger firms

### Revision questions

1. What is work?
2. List any six reasons why people work
3. Explain T.As attitude towards work
4. List some of the factors that have changed the attitude towards work in the modern society
5. What are the rights of employers?
6. State the duties of employees
7. Why has child labour become common in Kenya?
8. What are the causes of unemployment in Kenya?
9. What can the government do to reduce unemployment in Kenya?

## Revision questions

### 1. 1995 Q 40

Give five reasons why Christians should develop positive attitude to work.

### 2. 1995 Q 7

State ways in which the employer should show respect for the human dignity of Employees.

### 3. 1997 Q 16

State five factors which hindered expansion of the Christian missionary work in Kenya in the nineteenth Century. (5marks)

### 4. 1999 Q 4a, c

(a) With Reference to the life and ministry of Jesus Identify activities which show that he is a worker

(c) Explain the factors that a Christian should consider when choosing a career (6 marks)

### 5. 2000 Q 18

State five ways in which the church can promote self employment in modern society (5marks)

### 6. 2000 Q 4(pp 2)

a) Give reasons why Christians condemn idleness (10marks)

b) Explain factors that have led to unemployment in Kenya today. (8marks)

c) Outline steps the church in Kenya has taken to solve the problem of employment.

### 7. 2001 Q 6 (pp 2)

a) Describe the methods used by the early missionaries to improve the living standards of the Africans in Kenya. (7 marks)

b) Give reasons why Christians in Kenya should work in unity (10marks)

c) Explain ways through which a Christian can serve God.

### 8. 2004 Q 17

Give five factors that a Christian employer should consider when decision on a salary for an employee. (5marks)

### 9. 2005 Q 19

Write down five consequences of denying employees rest. (5marks)

### 10. 2005 Q 2c( pp 2)

c) How should a Christian respond when offered a job in a hardship area? (6marks)

### 11. 2008 Q 5 ( pp 2)

a) Explain the factors that contribute to unemployment in Kenya today (8 marks)

b) Give eight causes of conflict between the employer and employees in Kenya. (8 marks)

c) Discuss the role of a Christian during a strike. (4 marks)



**12. 2009 Q 5c**

(c) Write down **seven** problems that Christian leaders in Kenya face in their work today. (7marks)

**13. 2009 Q 5 (pp 2)**

c) Identify six ways in which the church is helping to reduce the rate of unemployment in Kenya today. (6 marks)

**14. 2012 Q3c P1**

(c) What problems do church leaders in Kenya face when carrying out their work

(6marks)

## Answers

### 1995 Q40

- Work was ordained by God
- God worked for six days during creation and continues to work
- Work makes human beings complete/by working an individual realizes self fulfilment/self realization / it is natural to work
- One has to work in order to provide for his/her family needs/to be self reliant
- Through work human beings can be useful to others /contribute to the community /share resources with others/contribute to the development of the community
- Work keeps the body, mind and spirit healthy and strong
- By working human beings obey Gods command 'to subdue and conquer the' they are co-workers with God.
- By working Christians follow the examples set for them by Jesus who was himself a worker when he lived on earth
- Work has a social dimension of bringing people together
- The bible condemns laziness/idleness

### 1997 Q 16

- Lack of trained personnel such as ministries, catechists, evangelistic and teachers to do missionary work
- Lack of resources ( money), to expand the work and put up facilities
- For missionary work
- Poor infrastructure e.g. roads and others means of communication.
- Missionaries could only stay in one station and traveling from one place to another was difficult .
- Failure by missionaries to use appropriate methods and approaches to win the Africans to Christianity.
- Negative attitudes and lack of interest by Africans to Christianity
- Language problems, missionaries would not communicate effectively with the local people and vice versa. Missionaries spent valuable time learning local languages which they could otherwise put into missionary work.
- Cultural resistance from the local people. Some people felt that becoming Christians would alienate them from their communities
- Environmental and geographical factors hostile climate, difficult terrains, droughts.
- Attacks by tropical diseases, e.g. Malaria, black water diseases
- Fear of wild animals
- Fear of hostile tribes, e.g. Maasai, Gallo
- Competition from other religious e.g. Islam and African traditional religious
- Rivalry among Mission societies/ denominations/ religion groups
- Attitudes of some missionaries towards Africans- considered Africans primitive/ savage / untutored/ unable to comprehend Christian abstract doctrines
- German missionaries were not accepted in British colonies

- Contradiction in the Christian message / some condemned use of alcohol while others tolerated it some condemned polygamy while others tolerated it, circumcision of women.

1999 Q 4a, c

- Preaching /teaching in synagogues/all over the country/ministering
- Healing the sick/healing the blind man/any other miracles of healing
- Raising the dead of life-The raising of Jairus daughter (any other miracles of raising).
- Praying /prayed to God the father
- Feeding in the people e.g. He fed the five thousands/wedding in Cana.
- Being a carpenter/he assisted his father
- Identify with workers by drawing examples of parables/allegories from the world of work-parable of the sower /any other relevant example
- Washing the disciples feet during the last supper
- Calming the storm (any other nature miracles e.g walking on water/cursing the fig tree.
- Fishing /Jesus wet fishing with his disciples (John 21:5-6)
- Judging cases-the woman caught in adultery (John 8) forgiving sins of paralytic
- Training instructor-He trained the disciples on how to carry out their work/the mission of the seventy two (72)
- Leadership-appointment/commissioning of the disciples/apostles looking for disciples

7 x 2=14marks.

- Ability- academic/physical/ a person should have the knowledge skills/capability and strength to perform the tasks involved.
- Inclination attitude-should have a positive attitude towards the career
- Call- One should have the desire to serve god/community through the task/glory to God.
- Talent-One should consider their inborn/natural abilities
- Enjoyable-convenience-One has to choose a profession that one would to serve is not boring.
- Remuneration-It should meet ones basic needs in life/job opportunity relevant job
- A career that would help one to promote virtues in society.
- The individuals should be able to observe the professional code/honesty/punctuality etc.
- The career should provide opportunities for one to develop to maturity provide job security.

6 x 1=6Marks

2000 Q 18

- Open more technical institute for masons, carpenters, electricians
- Provide guidance and counseling for positive attitude towards work/dignity of work
- Enhancing a sense of responsibility in work.
- Giving them assistance in obtaining the equipment to staff small scale enterprises (e.g. sewing machines, tool boxes)

- Help them find market for the finished products
  - Organise in-service courses for the self employed to improve the quality of their products
  - Organise communal self help projects
  - Help them in obtaining premises for their business
- 5x1=5marks

2000 Q 4 (PP2)

- God ordained work/human beings were given the responsibility of looking after God's creation.
  - Jesus condemned idleness in his ministry in the parable of the talents
  - Idleness may lead to antisocial activities e.g. stealing, drinking, irresponsible sexual behaviour
  - Idleness leads to poverty/inability to meet one's basic needs
  - Jesus worked and so endorsed dignity of work.
  - Idleness is a failure to glorify God.
  - Idleness dehumanizes individuals.
  - Christians should emulate Jesus' example of hard work
  - Idleness is a health hazard e.g. obesity, heart attack.
  - Idleness is a rebellion against God's intention for human beings.
  - Idleness retards the development of God giving talents.
- 
- The growth rate of Kenya's economy is lower than the population growth
  - Inadequate land for those who want to self employed in agriculture sector
  - Inadequate funds to start economic ventures
  - Adoption of lifestyles that do not promote development e.g. drug addiction, laziness.
  - The great part of Kenya is low potential
  - Wrong attitude instilled in the youth by the society/the youth think they should only do the white collar jobs.
  - Poor job distribution where some people hold more than one job.
  - Policies that allow foreigners to take up jobs which would have been performed by Kenyans.
  - Low investment ability due to debt crisis and conditions set by donor countries.
  - Application of redundancy practices by both the government and the private sector i.e (retrenchment)
  - Liberalization of market which has led to the influx of cheap goods thus leading to closure of some industries.
  - Corruption/nepotism/tribalism.
- 
- Employ people as pastors/evangelists/catechist
  - Has set up youth polytechnics to provide vocational training/skills required for employment.
  - Sponsors people through scholarships and bursaries to enable them acquire the necessary skills for employment
  - Church ran training colleges/universities where people are prepared for different careers

- Encourage positive attitudes towards all types of jobs/guidance and counseling
- Establishment of institutions which provide employment opportunities/e.g schools/hospitals
- Provides funds to start small scale income generating industries and projects
- Sustain self-help groups by helping them to make products and market them thus creating job opportunities. (7 marks)

2001 Q 6(PP2)

- Providing them with education/training
- Providing them with jobs/employment
- Inviting them to join the church and serve as priests, catechists, sisters etc
- Preaching against/discouraging some traditional practices
- Providing them with medical facilities/care
- Introducing new (crop/house/clothes) modern technology/agriculture.
- Introducing self-help projects (water)
- Introducing new means of transport/communication/infrastructure
- Providing homes for the freed slaves/destitute. (7marks)

2001 Q 6 (PP2)

- Providing them with education/training
  - Providing them with jobs/employment
  - Inviting them to join the church and serve as priests, catechists, sisters etc
  - Preaching against/discouraging some traditional practices
  - Providing them with medical facilities/care
  - Introducing new (crop/house/clothes) modern technology/agriculture.
  - Introducing self-help projects (water)
  - Introducing new means of transport/communication/infrastructure
  - Providing homes for the freed slaves/destitute. (7marks)
- 
- In order to promote oneness of Christ
  - To promote the teachings of Christ
  - To share the scarce resources/minimize expenses
  - In order to achieve effective evangelism/ministry
  - In order to adopt a common attitude to the integration of African culture in worship
  - To prevent the formation of splinter groups/cults
  - To reduce the internal wrangling
  - In order to have a common stand in dealing with issues affecting the society (education/constitutional review/medical care)
- 
- Preaching/teaching the word of God/dedications (priests/nuns/sister) participation in choir
  - Be feeding the hungry/relief food
  - Taking care of the sick/visiting the sick
  - Praying/ fasting for God's peace in the world
  - Contributing to church/charitable organizations

- By paying taxes/tithing
- Taking care of the environment/working in the church
- Providing homes for the needy/adopting orphans
- Paying fees for the needy/Providing education
- Being just and fair in giving services
- Advocating for equitable distribution of resources.

2004 Q 17

- Hours of work
- Education/ training of employee/ qualification/ skills
- Experience of employee/ competence
- Value of work
- Needs of the employee/ state of the economy of the country/ standard of living
- Dangers/ risks of the job to be done/ nature of work/ type of work
- The returns/ profits of the work
- The ability to pay/ sustainability
- The amount of work to be done / volume (5 x 1 = 5 marks)

2005 Q 19

- Poor working relationships/ lack of respect
- Leads to exhaustion/ fatigue
- Can result in poor health/ death
- Can result in go-slow
- There is mistrust/ need to be supervised so as to work
- Can lead to strikes/ riots/ violence
- Leads to loss of job/ sacking
- Leads to family conflicts/ suspicion/ separation/ divorce
- Lack of time for spiritual nourishment/ worship
- Leads to low morale/ negative attitude to work

2005 Q 2c (PP2)

- Give thanks to God for the job opportunity.
- One should pray about it.
- Should take up the challenge/accept the offer.
- Should carry out the mission of Jesus Christ.
- Should work with commitment/dedication
- Should adhere to professional ethics
- Should keep the contract of service.
- Should take care of the family
- Should take care of the family.
- Should take care of the family
- Should seek guidance on how to work /live in the hardship area
- Seek training in life skills. (6x1 =6marks)

2008 Q 5 (PP2)

- High population whereby there are too many people for the available job opportunities.
- Lack of money to start individual businesses/unavailability of finances.
- Some people lack skills which make them not to be absorbed in the job market.
- Rural-urban migration:- many people are congested in towns where job opportunities are limited.
- Foreign aid:- dependence on foreign aid causes the donors to give conditions of employment, that is lean service.
- Selfishness/greed:- some Kenyans have more than two jobs, while others lack.
- Education system:- many Kenyans prefer white collar jobs after school and because of stiff competition for available spaces, many remain unemployed.
- Negative attitude towards work:- some Kenyans lack the initiative to do or participate in economic activities/just idle around.
- Unequal distribution of wealth: Some regions have more resources that create employment than others.
- New technological advances that has led to retrenchment.
- Bribery/corruption is a social evil that denies jobs to those qualified in preference to the less qualified.
- Insecurity/increase in crime discourages local and international investors.

(8

marks)

- Lack of respect to the employer by employees.
  - Employees not given time for leisure/leave.
  - Poor working conditions/environment.
  - When the employees do not receive wages/not paid in time.
  - When employers fail to consider the welfare of employees/allowances.
  - When employees fail to accomplish tasks within the expected time/poor time management.
  - When employees are not allowed to join trade unions.
  - Unequal chances of promotion/discrimination by the employer/lack of promotion.
  - Poor/low remuneration.
  - Sexual harassment by the employer.
  - Differences in religious affiliation between employer and employees.
  - Racial/tribal/ethnic differences may bring conflict.
  - Misuse/destruction of property by the employee.
  - Divulging of secrets of the employer/organization. (8x1=8 marks)
- 
- Not to take part in the strike.
  - Encourage other people to find better means of solving the problem.
  - To inform the authority of any grievances if they are not aware/mediate.
  - To pray for a solution to the problem/seek God's guidance for a solution to the problem.
  - Should not take part in a violent demonstration/encourage peaceful demonstration.

- To report the matter to the nearest police station. (4x1=4 marks)

2009 Q 5c

- Opposition from political leaders/society. ...
  - Lack of cooperation from the members of the church/lack of unity among Christians,
  - False prophets/cultic affiliation //hypocrisy/ black magic/witchcraft,
  - Misinterpretation of the scriptures.
  - Drug abuse among the-members.
  - Lack of adequate time for pastoral care.
  - Poor infrastructure that make it impossible to" reach some areas.
  - Insecurity in. some parts of the country,
  - Lack of resources to enable them spread the good news/poverty.
  - Lacks of professional training to enable them do their work effectively.
  - Permissiveness /moral decadence, which has become the order of the day.
  - 'Negative influence from the mass media/pornography.
- (7x1=7marks)

2009 Q 5 (PP2)

- The church encourages people to start income generating activities
  - The church provides loans to the unemployed to start small scale business
  - The church create job opportunities through establishing church projects.
  - It teaches the youth about the dignity of manual work/encourages the youth to participate in agriculture/technical fields.
  - It organizes seminars for the youth/unemployment on how to utilize their potentials.
  - It condemns corrupt practices which interfere with the recruitment/economic growth.
  - It encourages its members to pay taxes promptly so that the government can have the resources to employ/pay the workers.
  - It trains/sponsors the youth on vocational skills that are necessary for employment/self employment.
  - The church tries to be fair when recruiting people for various jobs.
- (6 marks)

2012 Q3c P1

(c) Problems faced by church leaders in carrying out their work.

- (i) They receive threats/opposition from the opponents.
- (ii) Inadequate material/financial resources
- (iii) There is lack of cooperation from the church members
- (iv) There is rivalry among the leaders/themselves.
- (v) They may not be good role models/hypocrisy.
- (vi) They may suffer from long separation from their families.
- (vii) There is misinterpretation of the Biblical theology from different sources.
- (viii) Greed for material things/property.



- (ix) They may be posted to a hostile working environment.
- (x) There is political interference in their work.
- (xi) They may lack adequate skills for carrying out their work.
- (xii) Permissiveness from moral decadence
- (xiii) Rejection

(6x1=6 marks)

## **CHRISTIANS APPROACHES TO LEISURE**

Learning Outcomes: By the end of the topic, you should be able to

- a Explain the meaning of leisure
- b Discuss the traditional African understanding of leisure
- c Discuss Christian teaching on leisure
- d Discuss the importance of leisure
- e Outline various forms and uses of leisure
- f Explain how leisure is misused in the society today
- g Discuss the abuse of alcohol and other drugs and their effects
- h Explain Christian criteria for evaluating the use of leisure

Christian criteria for evaluating the use of leisure

### **LESSON ONE: MEANING OF LEISURE**

Work is an obligation – however people cannot work 24 hours. They need to rest. God rested on the 7th day after work. Work and rest are complementary elements of human life.

#### *Definition of leisure*

This is the time when one is free from work or other duties. Time at one's own disposal, which can be utilized in a productive manner depending on one's interests and abilities

Leisure provides mental, physical relaxation, spiritual, emotional relaxation and enrichment

#### *Forms of leisure*

1. Passive
2. Active leisure

Passive involves use of mental energy

Active leisure – there is use of physical energy

*Examples of activities of passive leisure are*

- Watching television
- Reading story books
- Playing video games
- Chatting with friends

*Examples of activities of active leisure are*

- Jogging
- Mountain climbing
- Gardening
- Dancing
- Tree planting
- Playing football

*Leisure is used for*

- Enjoyment
- Entertainment – song, dance, watching movies etc
- Relaxation – exercises
- Socialization – sharing, education
- Religious engagement – wedding ceremonies, visiting the sick, worship

In passive leisure others entertain while in active leisure the person is active, whole body is involved.

Active leisure enables a person

to

1. Develop his/her body
2. Build stamina
3. Strengthen relationships etc

Some leisure activities are dangerous e.g. boxing, motor racing; while others are expensive e.g. golf. Other leisure activities are addictive while others are unproductive.

- Leisure activities should be planned for

- Leisure activities can also be economic, income generating activities.

## **LESSON TWO: TRADITIONAL AFRICAN UNDERSTANDING OF LEISURE**

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

1. Define leisure according to the traditional African understanding

2. State the various forms of communal leisure activities

In traditional African society leisure permeates all aspects of life. Leisure activities accompany work. Leisure and work were entertainment. Work was accompanied by singing, reciting stories sharing past events. Examples of leisure activities in traditional African society include

- Wrestling
- Running
- Playing ajua
- Mock fighting
- Swimming
- Spear throwing
- Poetry
- Music and dance etc

### *Leisure activities that were communal include*

- Bull fighting
- Tongue – twisters
- Poetry recitation
- Telling of myths legends
- Dancing
- Brain teasers
- Riddles etc

- o Work in African society included fishing, tilling the land, herding, hunting, harvesting
- o Most leisure activities in traditional African society were active form of leisure, communal, not individualistic and not for monetary gains
- o All forms of leisure had an educational value. Folk stories had a moral value. People were taught not to be selfish, greedy jealousy etc Myths and legends tell of the origin of the community and its history of important people as well as history of the community.
- o In African traditional society, leisure led to acquisition of values or virtues such as co – operation, sharing, solidarity, love, bravery, empathy, endurance, tolerance etc.
- o Most activities were linked to the worship of God and, veneration of the ancestors
- o Leisure activities were organized along gender and age group season (E.g. harvest – dancing, singing); wet rainy seasons – boat swimming
- o Rites of passage e.g. initiation, marriage, birth and naming provided leisure activities
- o Leisure activities were planned for

### **LESSON THREE: CHRISTIAN TEACHING ON LEISURE**

Learning outcomes: By the end of the lesson you should be able to: -

1. Describe the Christian teachings on work
2. State the various ways that Christians use their leisure

#### *Christian teach that*

- a) Work and leisure are of divine origin. God rested on the 7th day after working
- b) Leisure is a gift from God leisure should be put to good use. Its not be wasted
- c) Leisure provides us with the opportunity to worship God. Leisure should be used to serve God.
- d) Christians associate leisure with personal growth and fellowship
- e) Jesus recognized the need for rest by withdrawing his disciples from their active ministry. Its good to have time alone for reflection, rest, visit friend etc.
- f) Leisure should be used to seek God and help others e.g. Jesus prayed, helped the needy restored people's health.

### *Ways Christian use their leisure time – activities*

- Worshipping God
- Visiting the sick
- Caring for the needy
- Resting
- Watching television
- Chatting with family members
- Retreat – time spend away with a group of people to be alone with God
- Visiting friends, relatives
- Reading the bible
- Praying etc

### **LESSON FOUR: IMPORTANT USE AND MISUSE OF LEISURE**

Learning outcomes: By the end of the lesson you should be able to: -

1. State the importance of leisure
2. List the ways that leisure can be used properly
3. Describe how leisure is misused today

#### *Importance of leisure*

Leisure is necessary. It's important in various ways

- 1)It is a good time to assess the work we have done (Reflection time)
- 2)It brings people together leading to self – growth and fulfillment (Social function of leisure)
- 3)Leisure helps individuals to discover their hidden talents
- 4)Leisure relaxes the mind – a change of activity, relieves the mind
- 5)Leisure refreshes the body – restores lost energy
- 6)Leisure enables Christians to offer charity to those in need
- 7)Leisure provides time for worship and spiritual renewal

*Leisure gives one time to rest*

- 9)It's time for recreation
- 10)Give one time to attend social occasions
- 11)Allows people to travel and visit friends and relatives

12) Leisure can be used to enhance and acquire new skills and knowledge

13) It's a time to develop and discover one's talents

### *Uses of leisure – proper of leisure*

*Leisure can be used for*

a. Religious experience

b. A time for rest

c. Leisure is used to provide us with time to help others

d. Leisure can be used to spread the word of God

e. Development of talents

f. It's an opportunity for individual growth

g. Leisure strengthens social relationships

h. Leisure can be used for reflection on one's decisions; actions etc. Leisure activities reveal who we are.

i. Leisure can be used for educative and economic purposes

Proper use of leisure is when leisure time is spent doing activities that add value to us.

### *Misuse of leisure today*

Leisure time can be misused through various activities e.g.

1) Spending too much time in passive activities e.g. pornography watching, watching films that are violent

2) Spending leisure time in idle talk – gossip-leading to conflicts

3) Spending time in gambling, casinos making bets on horses playing Ajua games etc

4) Alcohol and drug taking – when a person over drinks alcohol, spends time drinking at the expense of family, abusing drugs is misuse of leisure time.

5) Leisure can also be misused by engaging in dangerous activities.

Night dancing, disco dancing has become a common form of leisure worldwide.

What are the advantages and disadvantages?

## LESSON FIVE: DRUG ABUSE AND ITS EFFECTS- ALCOHOL, SOFT AND HARD DRUGS

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

1. Define the terms drug, drug use, drug abuse
2. State the different ways that drugs are administered
3. List the various categories of drugs
4. List the different types of drugs
5. Describe the various effects of different drugs

A drug is any substance which when taken may alter or cause changes in the normal functioning of the body.

Drug abuse

Improper use of drugs. Using a drug for another purpose than what it is intended for

Drug use

Proper use of drugs

Drugs are taken in various forms namely

- 1 Liquids
- 2 Lotions
- 3 Ointment
- 4 Powder
- 5 Cake form,

Drugs are classified as legal and illegal

Ways of administering drugs

Drugs are taken /administered in various ways

- Infecting
- Inhaling / smoking
- Chewing
- Swallowing
- Drinking
- Sniffing / snuffing

### *Categories of drugs*

a) Medicinal

b) Soft drugs

c) Hard / narcotic drugs



## Types of drugs

- 1) Preventive drugs e.g. drugs to prevent polio, cholera, yellow fever
- 2) Curative drugs – drugs that cure diseases
- 3) Sedatives, palliatives – drugs that alleviate pain, put patients to sleep e.g. drugs for diabetes, heart diseases, asthma, painkillers
- 4) Tranquillizers – drugs that relieve tension induce sleep e.g. piriton, valium
- 5) Stimulants – drugs used to increase physiological activity of a particular organ. They arouse the activity of the central nervous system / senses.
- 6) Volatile drugs – these drugs intoxicate the user, they are derived from petroleum products paint thinners dry cleaning fluids glue etc. stimulants and volatile drugs classified as soft drugs.
- 7) Hard drugs or narcotic drugs

These are highly addictive drugs. The body forms dependence on these drugs. These drugs affect the mind causing drowsiness; sleep, stupor and they are the most commonly abused drugs. Examples are

### ☐☐ Cocaine

- From coca leaves
- Its highly addictive
- Causes mental problems
- Can lead to death on overdose
- A very expensive drug

Other side effects are confusion, Convulsions, circulatory collapse and rapid heart beat

### ☐☐ Bhang / Marijuana

- A plant of Indian hemp
- Also called marijuana, Hashish, Cannabis, Sativa depending on which part of the plant is taken i.e. leaves, stem, or roots.
- Users become aggressive excited or high

- Bhang changes perception of space, time and reality
- It causes drowsiness and irresponsible behaviour
- Its side effects causes people to be engaged in criminal activities e.g. robbery with violence as it gives changes in perception

#### ☐☐Morphine

It's used to suppress pain clinically

- It's addictive
- Its derived from cocaine
- Used as local aesthetic

#### ☐☐Heroin

- Its pain relieving
- Highly addictive
- Powder heated in foil paper, vapour forms hence smoked referred to as "chasing the dragon"
- Also called brown sugar
- Its injected and inhaled
- An overdose can lead to death
- it's expensive
- It causes respiratory problems
- Its depressive
- Withdrawal symptoms when heroine is not available are nausea, vomiting, diarrhoea and severe anxiety

#### ☐☐Soft drugs

- Cigarette
- Alcohol
- Miraa / khat

## Cigarette

- Made from tobacco

- Cigarettes contain

a) Nicotine – a highly addictive substance.

b) Carbon monoxide, which damages arteries heart and lungs

c) Tar – black substance which promotes cancer of the throat, heart and lungs Cigarettes are legal drugs in Kenya.

Pregnant women may miscarry or terminate the pregnancy if they smoke. Leads to chest respiratory diseases poor blood circulation

Leads to destructive fires due to carelessness

## Miraa / khat

1 Plants / legally in Kenyan, and other parts of the world

2 They are chewed

3 Causes temporary excitement

4 Makes one loose appetite for food and sex

5 The juice in miraa causes temporary excitement in the user when ingested

6 Miraa makes the user to be irritable

## *Alcohol*

- Alcohol is a drug made through fermentation

- It's a drink used in social ceremonial occasions

- It's in form of beer wines, traditional brew (e.g. busaa, muratina, mnazi )and spirits e.g. whisks, brandy, gin, chang'aa

- Alcohol is prepared by fermentation or distillation – heating to a certain degree.

- In African traditional society, alcohol was fermented and used for

1. Medicinal  
value
2. Entertainment
3. Marriage  
celebrations
4. Beer parties  
given to  
visitors
5. Excessiv  
e drinking was  
discouraged
6. Drunk  
people were  
scorned or  
scolded
7. Young  
people were  
not allowed to  
drink alcohol
8. When  
alcohol is taken  
excessively it is  
abused

### *Alcohol abuse*

- Alcohol can lead to body dependence or addiction

- Consequences of abusing alcohol are such as

(i) Squandering family resources

(ii) Health deterioration

(iii) Lack of concentration leading to poor quality of work

(iv) Family break-ups due to frustrations

A man experiences a desire for sex but lacks the ability to perform leading to break ups

(v) Deformed foetus if a mother abuses alcohol when pregnant

(vi) Alcohol destroys brain cells

(vii) It leads to unruly behaviour such as fights, violence

(viii) One is vulnerable to risky behaviour – a drunk person is unable to make proper decisions hence vulnerable to sexual infections such as HIV / AIDS

(ix) Can make a person cause accidents if driving under the influence of alcohol or staggering on the road.

### **LESSON SIX: CAUSES OF ALCOHOL AND DRUG ABUSE (REASONS WHY PEOPLE ABUSE ALCOHOL AND DRUGS)**

Learning outcomes: By the end of the lesson you should be able to: -

1. State and explain the effects of drugs

2. State and explain the causes of drug use and abuse

(i) Frustration due to unemployment, inability to perform well and meet set standards or other personal frustrations.

(ii) Idleness – when idle some turn to alcohol and drug use

(iii) Addiction

(iv) Boredom

(v) Bad examples from adults

(vi) Availability of drugs in the Kenyan market

- (vii) Negative peer pressure
- (viii) Experimentation then addiction
- (ix) Media influence
- (x) Societal permissiveness
- (xi) Urbanization
- (xii) Pressure of work
- (xiii) Financial stress
- (xiv) Globalization – foreign world influences

### **Effects of drug abuse**

Drug abuse poses danger to the health of a person, affects family, society in general.

Effects of drug abuse are

A. Psychological problems – drugs are addictive. The body becomes dependant on them. It cannot perform without the drugs. It leads to depression, irritability, aggressiveness, paranoia, one becoming afraid to face reality etc.

B. Crime – robbery, theft, people abusing drugs will rob, steal so as to get money to buy the drugs. Drugs have led to students setting schools on fire, killing their fellow students

C. Illusion – users do not face reality

D. Health problems – one is prone to diseases because of frequent use of drugs. Drugs weakens the body's system e.g. alcohol leads to liver Cirrhosis, stomach ulcers. One is susceptible / prone to HIV / AIDS infection STI's lung cancer, still birth etc

E. Economic problems

Drugs are expensive. Abuse leads to depletion of family resources leading to poverty

F. Loss of job and income

G. Social problems

Abuse of drugs leads to family conflicts, leading to separation, divorce, family quarrels fights and even murder (domestic violence)

H. Accidents

I. Frustrations

J. Poor performance in school work

K. Death

People die out of drug abuse. An over dose of heroine, cocaine kills. Alcohol can lead to a blackout, this affects the brain

## **LESSON SEVEN: REMEDIES TO DRUG ABUSE**

Learning outcomes: By the end of the lesson you should be able to:-

1. List down the various remedies to drug use and abuse

Drug abuse has become a global problem. Remedies or solutions include

a) Law enforcement

Through bodies such as UNDCP United Nations International Drug Control Programmes Anti Narcotics Police Units, NACADA National Agency for the Campaign Against Drug Abuse so as to control abuse of Narcotics and other drugs.

b) Education

People to be educated on the effects of drugs; The curriculum from primary to secondary to include topics on drug abuse

Guidance and counselling

Religious teachings – all religions condemn the abuse of drugs

Family values to be promoted. Parents should set good examples to their children

Every individual to cultivate individual values. Respect their body and take care of their bodies

Rehabilitation of drug users / abusers

## **LESSON EIGHT: CHRISTIAN CRITERIA FOR EVALUATING THE USE OF LEISURE**

Learning outcomes: By the end of the lesson you should be able to: -

1. Describe the Christian's criteria for evaluating the use of leisure  
Criteria – criterion – a principle or standard for judging something.  
How does a Christian determine whether a certain leisure activity is lawful, acceptable before God – criteria for evaluating the use of leisure

1) Christians, should engage in leisure activities which promote their respect and dignity they should socialize with people who are morally upright (bad company corrupts good morals)

2) God ordains leisure hence it should serve God's purpose.

3) Leisure should come after work

4) Leisure should be used for the good of others. The activities that are harmful to others should be avoided

5) Activities chosen should enrich their knowledge of God

6) Activities should provide service to others

7) Leisure doesn't mean laziness

A Christian should not engage in a harmful activity to self but those that promote respect and dignity



- 9) Christians to avoid activities that lead to sin or to addiction
- 10) They should perform an activity which develops their physical, emotional, social and spiritual well-being
- 11) Leisure should be enjoyed with moderation
- 12) Activities for leisure should be moral, within the laws of God and pleasing to God.

***Revision questions***

1. Identify five (5) reasons why the taking of alcohol as a way of spending leisure is condemned
2. Write down five ways in which modern Christians use their leisure time
3. Give five ways in which drug use and abuse could affect a Christian
4. Identify ways in which Christians can overcome temptations to drug use and abuse
- 5 (a) Why is leisure important in the life of a Christian?
- 5 (b) What factors have contributed to the misuse of leisure in Kenya?
6. State the factors that have led to the misuse of drugs in Kenya

## Revision questions

### 1. 1991 Q 5

- a) Explain the religious significance of leisure in the life of a Christian
- b) Describe ways in which alcoholism has contributed to the breakdown of families in the modern society.
- c) How is the Christian community in Kenya trying to solve social problems resulting from the misuse of leisure?

### 2. 1992 Q 49

Give ways in which Christian can use leisure to glorify God.

### 3. 1998 Q 18

Identify five reasons why the taking of alcohol as a way of spending leisure time is condemned (5 marks)

### 4. 1999 Q 16

Give five ways in which Christians spread the gospel using the print media (5 marks)

### 5. 2000 Q 17

Write down five ways in which modern Christians use their leisure time. (5marks)

### 6. 2002 Q 18

Give five ways in which drug abuse could affect a Christian family (5marks)

### 7. 2003 Q 18

Identify ways in which Christians can overcome the temptation to drug abuse. (5marks)

### 8. 2004 Q 4a, b

- a) Why is leisure important in the life of a Christian youth? (12marks)
- b) What factors have contributed to the misuse of leisure in Kenya today? (6marks)

### 9. 2005 Q 17

State five ways in which Christians use their talents to promote evangelism in Kenya today

### 10. 2006 Q 5b (pp 2)

- (b) State the factors that have led to the misuse of drugs in Kenya today (7 marks)

### 11. 2009 Q 1c ( pp 2)

- c) Explain the importance of singing in a Christian service (6 marks)

### 12. 2011 Q 5 (pp 2)

- a) Give seven reasons for the importance of manual work in Kenya today (7marks)
- b) List seven activities that the youth should engage in during their leisure time (7 marks)
- c) State six consequences of denying employees rest. (6 marks)

## Answers

### 1991 Q5

- Meditate
- Pray
- Preach
- Reading the bible thus going closer to God.
- Time for fellowship
- Time with family members
- Time for relaxation
- Time for talent eg singing, sports
- Time to make friends or meet new friends
- Guidance and counseling

(b)

- Quarreling
- Finance consumer
- Poverty
- Divorce /separation
- Unfaithfulness
- Loss of respect
- One can have an accident due to impaired judgment and die
- Have an accident and become a liability to the family members
- Imprisoned (drinking after hours, fighting)  
One can be sacked from work

(c)

- Guidance and counseling
- Parents are supposed to give their children limited leisure time
- Young encouraged to help the old
- Providing leisure facilities
- Polytechnics - vocational jobs
- Homes for the old
- Seminars (discussions)
- Young encouraged to meet regularly so as not to be idle
- Preaching against misuse of leisure

### 1992 Q49

- In worship i.e. praying, reading the bible,
- In doing work of charity e.g. visiting the sick, old, disabled, the poor  
Fellowship/sharing with other Christians
- Relaxing with family/friends
- In evangelism/spreading the word of God
- For self improvement/Self fulfillment e.g. reading in hobbies, physical exercises  
For the development of community/church

### 1998 Q 18

- Lead to conflicts/squabbles within the family
- Misuse of family resources/wealth

- May lead to alcoholism/addiction
- Leads to irresponsible sexual behaviours such as prostitution/adultery/fornication
- Could lead loss of means of livelihood/loss of income
- May lead to irresponsibility which return will lead to divorce/separation/crimes
- May lead to irresponsibility which return will lead to divorce/separation/crimes
- Leads to accidents such motor accidents.

**1999 Q 16**

- Reading the bible /Christians literature/studying.
- Teaching using C.R.E textbooks.
- Selling magazines with Christian messages
- Advertising Christian issues in newspapers/printing Christian newspapers.
- Distributing Christian pamphlets /newsletters/giving the printed material free.
- Illustrating Christian messages using the Bible Atlas
- Use of encyclopedia to explain /interpret Christian terminologies/ bible dictionary.
- Displaying posters with Christian messages.
- Imprinting Christian messages on various objects/items/clothes
- Translating print media into local languages to reach most people

5x5 =5marks

**2000 Q 17**

- Organise/attend religious seminar/conference
- Visit/ pray of the sick/prisoners
- Participate in church choir/concerts
- Offer/give free services to the aged
- Read religious literature (e.g. bible, Christian pamphlets, newsletters, magazines)
- Keep the church and its environment clean
- Have fellowship with other Christian / Pastoral care
- Initiate self-help projects to assist the needy
- Provide guidance and counseling to the community
- Preach the word of god
- Visit relatives and friends
- Be with your family
- Listen to Christian preaching/songs on the radio
- Watch Christian films/videos.

5x1=5marks

**2002 Q 18**

- Drains family resources
- Quarrels/ fight in family may occur
- Leads to diseases
- Leads to family break up/ separation/ divorce
- It reduces one's capacity to be productive in the family
- Results in making wrong decisions/ judgments

- Leads to denial of conjugal rights
  - Leads to lose of religious values/ morals
  - Leads to poor role model for children
  - Leads to crimes/ imprisonment
- (5 x 1 = 5 marks)

**2004 Q 4a, b**

- Gives one time to visit the sick/ needy
  - For dedicating oneself to God/ worship God
  - Provides an opportunity for fellowship with others
  - It allows one to develop the different talents given by God
  - It gives one an opportunity to meet new friends/ family
  - One is able to read the word of God
  - Provides an opportunity for one to preach/ evangelize
  - Provides an opportunity to guide/ counsel others/ one another/ be guide
  - Provides time to rest/ rejuvenate/ to regain lost energy
  - Provides one with opportunity to take care of the environment
- 
- Too much money/ wealth/ availability of drugs/ contraceptives
  - Lack of inadequate facilities
  - Lack of proper guidance/ education on how to use leisure
  - Poverty
  - Inability to select/ make the right decision
  - Bad company/ peer pressure
  - Watching/ reading pornographic materials/ negative media
  - Misunderstanding in families/ frustrations
  - Inability to balance between different activities
  - Permissiveness
  - Lack of role models
  - Idleness/ boredom/ unemployment
- 8 x 1 = 8 marks)

**2005 Q 17**

- Make articles for sale/ weaving / knitting
- Writing/ drawing Christians literature
- Teach others professional skills/ trade
- Acting Christians plays/ skits/ reciting poems
- Compose/ sing dance Christians music
- Preach the word to others
- Offering guidance counseling services
- Acting ushers/ master of ceremonies

**2006 Q 5b (PP2)**

- Poor role models/ lack of role models
- stress / depression/ rebellion (frustrations)
- Peer pressure/ curiosity

- Influence of mass media
  - Availability/ cheap cost of drugs / too much wealth
  - Irresponsible parenthood
  - Lack of guidance and counseling
  - Corruption/ greed
  - Poverty
  - Moral decay/ permissiveness in the society
  - Lack of knowledge/ ignorance on the use of drugs
  - Idleness
  - Urbanization/ western culture
- 7 x 1 = 7 marks)

**2009 Q1c (PP2)**

- It's an opportunity to praise /adore God.
- Christians pass messages/ pray through singing.
- Singing removes tension/ makes worshippers relax.
- Singing creates an atmosphere of worship.
- The singing removes boredom because of the varied activities during the service.
- God given talents are portrayed/ enhanced during singing.
- Non members are attracted to church through singing.
- Those who feel depressed are encouraged through singing.
- Singing unites/ brings worshippers together as they all join in chorus/ song

**2011 Q 5 (PP2)**

- Through manual work human beings emulate God as a worker
  - It is a sign of being obedient to God's instructions to work
  - It enables human beings to look after/ preserve the environment / be co-creators with God
  - It keeps the body physically fit
  - Human beings are able to obtain their basic needs/ earn their living through manual work
  - It is a way of serving others / community
  - It enables human beings to develop their talents/ abilities
  - Manual work gives satisfaction / fulfillment
  - It keeps one busy/ active / reduces crime
- 
- Taking part in church choir/ singing
  - Helping the sick/ needy
  - Taking part in retreats/ seminars/ camps/ crusades
  - Reading Christian literature
  - Playing games
  - Planting flowers/ trees/ cleaning the compound
  - Watching TV/ listening to Christian music/ messages
  - Taking part in bible study
  - Visiting their friends/ relatives
  - Evangelizing/ preaching/ praying

- It may lead to poor working relations
- The organization may realize low output
- The workers may resort to a strike action/ go slow
- Some of the employees may lose their job through sacking/ resignation
- It can lead to poor health / death
- It may lead to break ups of families
- It can lead to labour conflicts between the employer/ employee
- Mistrust may arise leading to close supervision
- Employees may develop negative attitudes towards work
- Accidents are likely to occur.
- Vandalism

## CHRISTIANS APPROACHES TO WEALTH, MONEY AND POVERTY

Learning Outcomes: By the end of this topic, you should be able to: -

- a. Define the concepts wealth, money and poverty
- b. Explain and appreciate the traditional African understanding of wealth and poverty
- c. Describe the impact of the introduction of money economy in the traditional African society.
- d. Explain Christian teachings on money, wealth and poverty
- e. Discuss Christians approached to some issues related to wealth money and poverty
- f. Uphold the Christian principles in acquiring and using wealth

### LESSON ONE: DEFINITION OF THE CONCEPTS WEALTH, MONEY AND POVERTY

#### *a) Wealth: – accumulation...*

Accumulation of materials owned by an individual, family or a group of people; Wealth is property that has economic value e.g. land, animals, money, valuable possessions such as jewellery, commercial and residential buildings etc.

#### ***Ways of acquiring wealth***

- Inheritance
- Business
  
- Commercial farming
  
- Salaried Jobs
  
- Investment of money in financial institution
  
- Provision of commercial services



## *b) Money*

It's the medium of exchange that functions as a legal tender. It is something that is generally accepted as a medium of exchange, a means of payment. It is usually in form of coins or notes. Good monetary media (money) has certain qualities.

### *Qualities of money*

- It should be acceptable
- It should be fairly stable
- Easy to divide into small units
- Easy to carry
- Should be relatively scarce
- It should be durable
- Its value should be maintained through proper control of its circulations

Money is a measure of wealth. What it can purchase is the value. Money is used to buy services, goods, pay debts etc.

Examples of currencies in the world are

Ksh. (Kenya), Rand (South Africa) US & Dollar, Pound (Britain) Euro (Europe), Yen (Japan)  
Etc

## *c) Poverty*

State of being without adequate basic necessities of life e.g. food, shelter, clothing

It's a state of helplessness. It is characterized by poor health, hunger, and lack of education facilities, uncared for environment.

## Causes of poverty

- a. Adverse climatic conditions (Geographical factors)
- b. Poor family background (historical and social factors)
- c. Political stability leading to civil wars
- d. Poor governance
- e. Regional imbalance of natural resources
- f. Low level of technology
- g. Laziness
- h. Over dependence on foreign aid

## LESSON TWO: THE TRADITIONAL AFRICAN UNDERSTANDING OF WEALTH AND POVERTY

Learning outcomes: By the end of the lesson you should be able to: -

1. Define the terms wealth and poverty according to the traditional African understanding
2. State the various ways in which wealth was acquired in traditional African communities
3. List the causes of poverty in tradition African communities

### Wealth

In African traditional societies wealth was measured in terms of the amount of land, livestock, grains, wives, children possessed by an individual or the community.

***Wealth was acquired in various ways.***

(i) As a gift from God

Most Africans believe that wealth is a blessing from God.

(ii) Inheritance

In cases where the head of the family is dead, the eldest son becomes the custodian of the estate. The clan and community elders give direction on how the wealth is to be shared out.

(iii) Bride wealth

(iv) Farming

(v) Exploitation of natural resources – honey, wood for carving, building materials etc

(vi) Trade

African communities were involved in barter trade where they exchanged good and services (vii) Raids – wealth was also acquired by raiding other communities – goats, sheep, Cattle.

- People were encouraged to work hard to acquire wealthy honesty

- Wealthy people were highly regarded and were considered for leadership position

- Wealth was incomplete without a family

### Poverty

Poverty was viewed as punishment or curse for wrongdoing.

Other causes of poverty according to African Traditional Society were: -

- Laziness
- Lack of inheritance
- Raids by other communities
- Famine
- Natural calamities
- Sickness – rendering the individual weak to acquire wealth

- In acquiring wealth, principles such as value for human life, mutual responsibility, and sharing, communal ownership were emphasized.
- Places that were communal include grazing land, rivers, and watering places
- Laziness was ridiculed through songs, riddles and proverbs.

### **LESSON THREE: IMPACTS OF THE INTRODUCTION OF MONEY ECONOMY IN TRADITIONAL AFRICAN SOCIETY**

Learning outcomes: By the end of the lesson you should be able to: -

1. Define economy, development and money economy
2. Explain the reasons for the introduction of money
3. Explain the impact of money economy in traditional African society

#### ***Introduction***

- Money was introduced to Africa by the Europeans
- Before colonial period, Africans practiced barter trade – actual goods exchanged with other goods e.g. animals would be exchanged with food grains, millet, sorghum, cowpeas, children exchanged for food during famine.
- Trade merchants from Asia had introduced into Africa forms of currency such as the cowrie shells, gold and the Indian rupees. Europeans introduced currency still used today

Economy: – careful management of resources, finances, income and expenditure of a family, a business enterprise, community or a country. The economy of a country is to be well managed if it has the ability to meet the social economic needs of her members.

Development - It's measured by the health of its economy in the provision of health, education, housing, sanitation, employment, longevity of life, decrease of material and child mortality.

Money economy: – Use of money as a means of exchange in economic activities e.g. banking, investment, insurance, payment of goods and services.

### ***Reasons for money introduction***

1) Colonization brought a lot of changes such as unoccupied land declared 'Crown land' for colonialists.

2) Tax introduction

Africans were supposed to pay taxes to the government. Taxes were paid in form of money.

3) Introduction of formal education

A school fee was introduced. Fees were paid in form of money.

4) Introduction of modern medical

services People paid medical services

using money.

5) Emergence of new lifestyles

Converts to Christianity were emphasized on to have materials, hence had to work to improve their living standards. They built houses, took their children to schools practiced modern family techniques hence had to use money.

### **Impact of the introduction of money economy in traditional African society**

1) Introduction of wage – labour

2) Break up of family ties as people migrated from rural to urban areas in search of employment

3) African land taken by the colonialists, reducing people to squatters hence need to work

4) There was creation of a gap between people – the rich and the poor

5) Emergence of vices e.g. corruption, bribery, prostitution, robbery

6) Deterioration of cherished African values e.g. bride wealth has become commercialized, customs lost etc.

7) Loss of African human dignity. Africans had to pay taxes to the colonial government. They were forced to work in European farms so as to get money. They worked under dehumanizing conditions

Production of traditional food crops declined replaced by cash crops.

9) Individual ownership of land was emphasized. Land could be sold at will

10) There was increase of rural – urban migration leaving the rural people less educated.

11) Exploitation of the poor by the rich – poor wages, overcharging prices on foods.

12) Destruction of the natural environment to create room for building projects, urban centres

13) The cost of living increased. Almost everything is acquired by money.

#### **LESSON FOUR: THE CHRISTIAN TEACHING ON WEALTH, MONEY, POVERTY**

Learning outcomes: By the end of the lesson you should be able to: -

1. Explain the Christian teachings on wealth
2. Explain the Christian teachings on poverty

##### *Teaching on wealth*

1) Wealth is a blessing from God

2) Those who obey God's laws, teachings of the prophets are promised blessings by God Deut 28: 1 – 4

3) Wealth has duties associated with it e.g. 10% tithe, alms to the poor, and an aspect of stewardship.

4) Wealth should be used wisely. People are not owners of their property but are stewards. Should share with the poor, needy.

5) Wealth is not permanent e.g. parable of the rich fool. When people die, they take nothing with them. Naked into the world, naked out of the world. Job. 1:21

6) Wealth can create a false sense of independence feeling of self reliance no need for God

7) Wealth should be obtained justly – no happiness for a person who gets riches in the wrong way.

8) Wrong attitude to wealth can lead to idolatry and other dangers. Matt. 19: 23 – 24  
danger of materialism – making riches their God, the love of money is the root of all evil (1 Timothy 6:10)

9) It is wrong to discriminate against others on the basis of material possessions. Jesus associated with the rich, the poor, the sick etc.

10) Seek spiritual wealth, which is permanent and more fulfilling than material wealth, which is transitory – temporal. Matt 6:19 – 20)

11) Acknowledge God as the source of one's riches

12) Use wealth to help the needy

13) Wealth is an instrument to enable us live decently.

14) Obsession with money and wealth leads to sin

15) Church leaders should avoid greed for wealth (1 Timothy 3:3)

16) God will judge rich exploiters.

### *Christian teaching on poverty*

1) Christian teachings discourage irresponsible behaviour and habits e.g. laziness, idleness and negligence. Some people became poor because of such.

2) Some people become poor because of misfortunes

3) Others are poor because of judgment due to disobedience to God

4) God cares for the poor

5) Those with more should share with the poor

6) People should work to alleviate poverty in the society

7) Jesus helped the poor so should we

The poor in spirit will be blessed

## **LESSON FIVE: CHRISTIAN APPROACHES / RESPONSE TO ISSUES RELATED TO WEALTH AND MONEY.**

Learning outcomes: By the end of the lesson you should be able to: -

1. Describe the Christian's response towards wealth and poverty
2. State the factors causing poverty
3. Describe how wealth/ resources can be distributed fairly

### **Christian can respond by**

- A. Insistence on fair distribution of wealth
- B. Fighting against bribery and corruption
- C. Using life skills
- D. Practicing Christian values

### ***Introduction***

- Affluence – having a lot of material possessions and a luxurious standard of living.

Poverty is a state of lack of the basic necessities.

- Illegal means of acquiring wealth include fraud, grabbing public land, selling narcotic drugs etc

### **Factors that have contributed to poverty**

1. Political instability
2. Lack of formal education
3. Laziness
4. Negative attitude towards work – choosing jobs
5. Historical factors – colonization lack of land
6. Exporting unprocessed agricultural products cheaply then sold back expensively.



### *A. Fair distribution of wealth / resources*

- a) Christians to promote the value of justice, fairness, social responsibility. How? By having anti – corruption crusades, be role models, teach or import skills, advocate for cancellation of foreign debts, taxation to all etc.
- b) Fair salaries
- c) Promotion of affordable and decent housing
- d) Favourable terms of loans
- e) Encourage Jua Kali artisans
- f) Christians to demand transformation of society through implementation of just economic policies that can ensure fair distribution of wealth.
- g) Encourage foreign investors through good infrastructure, incentives e.g. shorter process to register business, security.
- h) Christian to encourage investments by churches and inculcate in people the values of hard work, proper time management free education free health care for the poor or needy.

Fair distribution of wealth / resources refers to jobs, infrastructure, hospitals, water, agricultural products etc.

### **LESSON SIX: BRIBERY AND CORRUPTION**

Learning outcomes: By the end of the lesson you should be able to: -

1. Define the following terms bribery and corruption
2. Explain the factors that contribute to bribery and corruption
3. Explain the consequences of bribery and corruption

Fighting against bribery and corruption  
Bribery and corruption are related terms.

Corruption: – practice of giving a bribe in the form of money, goods or privileges in return for a service.

Bribery: – act of giving money, material goods or services to someone to influence the recipient to give undeserved favour.

It is aimed at influencing a decision to favour. Bribery is a form of corruption.

-Corruption is some kind of moral degeneration. A practice whereby someone uses his/her influence in an activity that is not morally acceptable.

-Example of corruption include promotion by a senior for a favour, colluding to miss work, use of government vehicles to attend to personal matters.

In Kenya, Kenya Anticorruption commission KACC is a national body formed to fight corruption.

### **Factors leading to bribery and corruption**

1. Un-employment – one will bribe to secure employment
2. Greed for money – caused by peer pressure, poor moral values, wrong ethical foundation about money etc.
3. Fear – fear of being imprisoned
4. Ignorance – giving bribes in form of gifts
5. Disintegration of traditional African values
6. Lack of moral integrity – no Christian values, one having no spiritual basis
7. Frustration in the place of work
8. A perverted conscience

## **Consequences of corruption and bribery**

1. Leads to injustice
2. Leads to incompetent supplies of goods or services being awarded hefty contracts – leads to poor services e.g. road construction
3. Poor infrastructure, poor public service delivery
4. Leads to undermining moral fabric of society – leading to social hopelessness and despair
5. Has led to lack of trust in public servants, and the government
6. Discontentment among people.
7. Degrades the personality of an individual
8. Can lead to imprisonment and lose of job

## **LESSON SEVEN: CHRISTIAN ATTITUDE TOWARDS BRIBERY AND CORRUPTION**

Learning outcomes: By the end of the lesson you should be able to: -

1. Describe the Christian attitude towards bribery and corruption
2. Define the following terms life skills, decision making, critical thinking, creative thinking, self esteem and assertiveness
3. List the steps involved in decision making
  1. It is condemned as an evil practice (a social evil) Ex. 23:8
  2. Bribes cause injustice proverbs 17:23
  3. Seen as morally wrong as they negatively affect one's family
  4. Jesus drove out merchants from the temple. They had started exploitation of the poor.
  5. Condemned because it degrades the personality of an individual
  6. Amos condemned taking and giving of bribes
  7. Bribes blinds the eyes

In the parable of John the Baptist condemned soldiers from taking bribes

Corrupt judge and the widow, corruption is condemned

8. Christians are to live righteously and not give bribes or receive. They are the light of the world.

9. Money gained from corruption is not acceptable before God.

### *C Using life skills*

Life skills are abilities, which enable a person to face the challenges of life in an effective way they are

- Decision making
- Critical thinking
- Creative thinking
- Self esteem
- Assertiveness

#### **a. Decision making**

Process of identifying the best alternative to overcome a challenge encountered. Often decisions we make do not only affect us but those around us.

Steps to decision – making

1. Identify the challenge (problem)

What's the problem? What is bothering you?

2. Understand the challenge / problem: – What is really bothering you?

3. Find out possible solutions

4. Find out the possible options and alternatives

5. Consider the possible consequences for each option

6. Select the best option

7. Implement

8. Evaluate the outcome of the action

### *b. Critical thinking*

Ability to examine and assess a given situation impartially or objectively; It involves reasoning carefully. Getting detailed information, consider the option before making a decision. Critical thinking makes a person responsible for their actions.

### *c. Creative thinking*

This is the act or practice of using ideas imaginatively to solve a problem

### *d. Self-esteem*

- This is the regard one has about himself or herself. Self-esteem can be low or high, positive or negative. A positive or high self-esteem person has confidence, is outgoing, social, appreciates self, realistic and independent.

- A person with low, negative self-esteem is naïve, withdrawn, shy, feels inadequate, and no self-confidence.

### *e. Assertiveness*

Ability to express ones feelings and wishes without hurting others; Assertive people are confident; direct in dealing with others assertive people have a high self-esteem.

## **LESSON EIGHT: CHRISTIAN VALUES RELATED TO WEALTH, MONEY, AND POVERTY.**

Learning outcomes: By the end of the lesson you should be able to: -

1. Define the terms, values, love. Honesty, reliability, fairness, justice, respect, humility, faithfulness, persistence and chastity
2. State the values related to work

Values – Beliefs, which guide people on what is right and wrong. There are

- Social values
- Cultural values
- Moral values

Values related to wealth are: -

- Love
- Honesty
- Reliability
- Fairness
- Justice
- Respect
- Faithfulness
- Humility
- Persistence
- Chastity

Love – intense emotion of attachment, affection, warmth, fondness, regard for a person or something how should love guide a Christian in relation to wealth creation?

Honesty – quality of being truthful, fair trustworthy, sincere, genuine. The opposite of honesty is dishonesty.

Reliability – being dependable, faithful, predictable, unfailing. The ability of being relied upon and keeping promises

Fairness – condition of being unbiased, free from discrimination.

Justice – fair dealings with the people, as they deserve according to the law. Being fair, giving people what's due to them. Opposite of justice is injustice.

Respect - Quality of having high regard for somebody or something.

Politeness - It's important to respect other people's property.

Humility – quality of not thinking that you are better than others. Being humble; Opposite of humility is pride, being proud. Those who humble themselves shall be exalted.

Faithfulness – quality of remaining loyal or true to someone. Christians should be faithful at their places of work and in allocating their wealth to God’s work. Those who are entrusted with public resources to manage on behalf of the people should show a high degree of faithfulness.

Persistence – quality to persevere. Quality to continue steadfastly, unrelentingly despite opposition e.g. the unjust judge and widow, job =, Jeremiah are people who persisted.

Chastity – a state of being pure, holy, innocent modest. It is abstinence from actions that may make one impure before God.

-Christians should strive hard not to defile their bodies in search of wealth

-Christians should strive to live holy lives, avoid prostitution, drug abuse;

corruption -people use sexual favour to get jobs or promotion. Christians should thus avoid such.

#### Revision questions

1. Explain the biblical teaching on wealth
2. Discuss the biblical teaching on acquisition and use of wealth
3. Explain ways in which people misuse wealth in Kenya today
4. Show how misuse of wealth leads to family instability
5. Give ways in which the Kenyan government is alleviating the high levels of poverty
6. State the factors that have contributed to high levels of poverty in Kenya today

## Revision questions

**1. 1991 Q 2b,c**

- b) State the teaching of Jesus on wealth
- c) Explain ways in which people misuse their wealth in society today

**2. 1994 Q 4b, c**

- b) Give reasons why missionaries started schools
- c) How does the church in Kenya use mass media to educate Kenyans?

**3. 1995 Q 38**

Give five reasons why it is important for a family to discuss its budget.

**4. 1996 Q 18**

State five factors which hinder Christians in Kenya from helping the needy  
(5marks)

**5. 1997 Q 18**

Suggest five ways in which the Church in Kenya could help street children.  
(5marks)

**6. 2001 Q 19**

State five ways through which Christians show love to famine stricken people  
(5marks)

**7. 2003 Q 19**

Give five reasons why Christians take up insurance policies.  
(5marks)

**8. 2003 Q 2c (pp 2)**

c) How should a Christian respond when offered a bribe?  
(6marks)

**9. 2005 Q 3c (pp 2)**

(c) Why do some Christians find it difficult to share their wealth with others?  
(6 marks)

**10. 2005 Q 6c (pp 2)**

(b) Outline the steps the church is taking to reduce poverty in Kenya today.  
(7 marks)

**11. 2007 Q 6a (pp 2)**

(a) Explain how unfair distribution of wealth can lead to social disorder  
in  
Kenya today  
(8 marks)

**12. 2009 Q 6**

a) Explain four negative effects of the introduction of money economy on  
traditional African communities.

(8 marks)

b) Outline six teachings of Jesus on wealth. (6  
marks)



c) Give six reasons why Christians should not involve themselves gambling. (6 marks)

**13. 2010 Q 4c**

(c) Give six reasons why Christians find it difficult to help the needy in society today. (6 marks)

**14. 2011 Q 4c (pp 2)**

State seven reasons why some Christians find it difficult to help the sick (7 marks)

**15. 2012 Q6a, 6c P2**

(a) Outline the traditional African concept of wealth. (6 marks)

(c) Explain **six** ways the church is using to eradicate poverty in Kenya today.

(6  
mar  
ks)

## Answers

### 1991 Q2b, c

- Wealth should be worked for
- It is a gift from God
- Should be shared with the poor
- Can prevent people from worshipping God
- It is not permanent (rich fool)
- He should use wealth to get external life
- spreading the gospel

c)

- Bribe for position or obtain something
- Bribe to escape punishment
- Use money to kill enemies, old people using money to reduce the young
- Prostitution
- Extravagant - buying two cars
- Buying dangerous weapons
- oppressing the poor
- exploitation
- Gambling.

### 1994 Q4 b, c

- To use them as means of evangelizing the
- Africans/ win African converts to Christianity
- To train African catechist/and evangelists who
- could be used in the missionary work
- To use the schools to 'civilize'/transform the Africans
- To use the schools to fight against /or eliminate certain African practices, which were not in keeping with Christianity (egwitchcraft, polygamy)
- To train people to work in the colonial administration / in the settlers farms and in the mission stations.
- To provide education in order to uplift the living standard to Africans'
- To teach the converts how to read so that they could read the Bible and other Christian literaturefor themselves/translate the bible
- To equip the African with basic skills of literacy and numerate social and practical skills.
- The missionaries also wanted to us schools to teach religious instructions/knowledge for the spiritual development of adherents /deepen their faith

(c)

- Use of radio/television to air programs that cover a wide range of Christian life and ministry e.g worship services, plays film literatures, choirs, songs and crusades

- Use of news papers to educate the people on the work of church and how they should behave.
- Churches publishing their own magazines, pamphlets, brochures and news letter in which they write on various issues – (political, social economical, religious and family life).
- Use of posters carrying Christian message and teaching
- Print Post Cards, which carry Christian carry Christian message

**1996 Q 18**

- Too many needy cases
- Lack of experts to help in specialized areas e.g. in hospitals to help people with special needs
- Tribal/ ethnic feelings/ zoning prevalent at present/ marginalization
- Political learning's and influence Christians belonging to a political party are not free to help needy people who do not belong where they belong
- Poor communication/ infrastructure in some parts of the country
- Sometimes aid has some strings attached donors dictate how aid should be spent// given used
- Economic demands/ inflation which leave Christians with nothing to help the poor with/ give/ lack of enough resources
- Indifferences by some Christians to the plight of the needy/ some Christians are too attached to their material wealth/ selfishness
- Corruption/ bribery prevailing in the society/ lack of transparency and accountability discourage some of the Christians from helping the poor
- Denominational factors where Christians from one denomination are not ready to help the needy who are not members of their church
- Lack of strategies/ procedure/ system on how help given is spent
- Lack of awareness by some Christians on almsgiving (5 x 1 = 5 mks)

**1997 Q 18**

- Rehabilitate them/ reform them/ change them
- Try to link them up with their families / parents
- Give them guidance and counseling
- Provide them with the basics of life- food, shelter and clothing/ material support
- Help them to go to school/ provide leaving resources/ pay school fees
- Help in building home for them/ contribute to building homes
- Appeal to the governments and the non- governmental organizations and the community to help those children
- Persuade them to attend church and accept them into the churches/ give them moral support.

- Accept and welcome street boys to their homes
- Evangelize them/ win them to the church
- Start money generating projects for them
- Help equip them with survival skills for employment and self-employment
- Teach them values and morals e.g. cleanliness, honesty, self – respect

(5

mks)

**2001 Q 19**

- Praying for them
- Providing them with food and water clothes i.esharing .
- Initiating/funding projects to help them become self reliant food production.
- Sanitizing people on the plight of the affected cases.
- Advocating for equitable distribution of resources.
- Supporting their self help projects.
- Providing medical facilities/care.
- Providing basic education/skills/training
- Providing basic education/skills/training
- Providing guidance and counseling/preaching to them
- Providing guidance and counseling/preaching to them.
- Providing personal care/visiting them. 5x1=5mks

**2003 Q 19**

- It is a saving/ form of investment
- To provide security against risks( disability, death, theft, sickness etc)
- It can assist one to get a loan
- To fulfill legal requirements/ moral obligations
- For the beneficiaries to inherit
- For use in old age/ after retirement
- To generate revenue/ income/ create employment (5 x 1 = 5 mks)

**2003 Q 2c (PP2)**

- He should not accept the bribe
- He should condemn the act of bribing
- He should pray for God’s guidance
- He should advice the person not to depend on bribing

**2005 Q3c (PP2)**

- There is selfishness/ individuals in modern society
- The high costly of living has led to economic constraints
- Some only share with members of their tribe/ race/ clan/ family

- Denominational differences hinder the spirit of sharing
- It can encourage dependence/ laziness
- It is difficult to identify those who may genuinely require help/ assistance
- Those receiving help may be suspicious
- Those receiving the assistance may not show appreciation
- They have not understood the biblical concept of sharing

( 1 x 6 = 6 mks)

**2005 Q 6c (PP2)**

- Advocates for equitable distribution of resources
- Condemns unfair treatment of workers
- Supports income generating activities among its members
- Initiates projects where people are employed
- Establishes people on the importance of sharing resources/ communal living
- Encourage self- employment
- Preaches against idleness/ encourages dignity of work
- Condemns deals in the society (7 x 1 = 7 mks)

**2009 Q 6**

- It has led to introduction of wage labor instead of communal working that existed.
- It led to migration to town as people search for better paying jobs, destroying the closely knit traditional way of life.
- It has led to formation of socio-economic classes among the people/rich versus poor thus creating suspicion/insecurity. It has created individualism which has destroyed the communal way of living/extended family relationship.
- It has led to vices like bribery/corruption/exploitation which have replaced honesty/fairness in traditional African setting.
- The dependency on no money has led to social evils like prostitution, immorality which has destroyed the traditional concept of marriage/value of sex.
- It has led to private ownership of land/land can be bought by those with money hence destroying the traditional land ownership.
- Dowry has been commercialized thus destroying the traditional African meaning of showing appreciation of the family of the bride/girl.
- The type of education one receives is now determined by the amount of money one has unlike in the traditional set up where the elders passed on education to all without being paid.
- Due to the introduction of money economy modern means of transport have been acquired which led to accidents/pollution of the environment.

- Age is no longer a determinant of social status/ a rich young man maybe respected by an elder who is not economically stable.

(4 x 2 = 8marks)

- Wealth should be acquired in the right manner
- Wealth a gift from God/God given
- Wealth should be used to serve God/expand God's Kingdom.
- Those who have wealth are only stewards
- Those who have wealth are only stewards.
- Poverty is not a result of sin/the poor can only enjoy God's blessing
- Wealth can be hindrance for one to enter in the Kingdom of God.
- One cannot serve God and Mammon/wealth
- Wealth cannot satisfy all human needs/cannot answer human quest for salvation.
- Those who have wealth should avoid extravagance/prodigality/luxury
- Earth wealth/possession is temporary
- Those who have wealth should use it responsibly. (6 x 1 = 6 marks)

- Gambling enables one to get money/wealth without working for it
- In gambling one's gain leads to another person loss
- It creates bitterness in the one who losses
- The bible condemns gambling/unfair interests
- It involves taking advantage of the ignorant players
- There is no security on the wealth/money one put in gambling
- It is addictive/can become a compulsive habit
- It can interfere with family budget/priorities/can lead to misunderstanding in the family/friends
- It can lead to violence/loss of life
- It can lead to stress/illness
- It shows lack of trust/dependence upon God
- It can lead to poverty, time wasting at the expense of productive work.

(6 marks)

**2010 Q4 c**

- There are too many needy cases.
- Tribal/ethnic feelings may hinder one from giving assistance to the needy.
- Political leaning/affiliations influence Christians against helping those who do not belong to their camp.
- Lack of what to share/inadequacy

- Indifferences of some Christians to the light of the needy.
- Denominational differences where some Christians are not ready share with those who do not belong to their group
- Poor communication/infrastructure in some parts of the country that make impossible to reach the needy
- It is difficult to identify the genuine needy cases
- Misappropriation of resources meant for assisting the needy discourages Christian from contributing.

**2011 Q 4c (PP2)**

- Some Christians lack the gift of healing
- They are afraid of being infected
- Because of religious/ denominational barriers
- They lack knowledge / skill of handling the sick
- They have no time for the sick
- Because of poverty/ may not have enough resources to share
- Lack of love for the needy/ sick
- It is difficult for some Christians to determine those who are genuinely sick/ fainting
- Due to social differences / status/ educational background
- Due to nepotism/ ethnic affiliations
- Due to gender biases

**2012 Q6a,c (PP2)**

- (a) The traditional African concept of wealth
- Wealth is a blessing from God.
  - It is pan and parcel of human existence.
  - It is measured in the amount of property/wives/children one has.
  - It can be individually/communally owned.
  - Wealth is acquired through hard work/inheritance/gift.
  - Wealth determines ones social status.
  - Wealth should be used to help the needy in society.
  - There are rules governing how it is distributed.
  - Wealth is used to worship God.-appease ancestors.
  - '

(6x1=6 mark)

(c) Ways the Church is using to eradicate poverty in Kenya.

- The Church preaches/teaches/encourages hard work among the citizens which enables them to fight poverty.

- The Church speaks against vices like oppression/exploitation of the poor by the rich in the society which are promoting poverty.
- The Church takes care of the poor by providing them with material possession
- The Church has established projects that offer employment to members •>) the society, this enables them to take care of their needs.
- The Church gives out bursaries to the needy children enabling them undertake education and get employment.
- The Church is offering subsidized medical -services which enhances the economic output/productivity of the people.
- The Church is working together with the government to create a peaceful society which promotes economic/social development.
- The Church prays for God's intervention in the lives of the poor which gives them hope in life.
- It offers guidance and counseling to the poverty stricken thus enabling them to open up to realities of life

(6 x 1=6 marks)



## **APPROACHES TO LAW, ORDER AND JUSTICE**

Learning Outcomes: By the end of the topic you should be able to:

- a Define the terms 'law' 'order' and 'justice'
- b Describe the traditional African practices that promote law, order and justice.
- c Explain the Biblical teaching on law, order and justice.
- d Identify and evaluate the need for law, order and justice in the society.
- e Explain the rights and duties of citizens
- f Explain the causes and remedies of social disorder.
- g Evaluate the role of Christians in the transformation of the society
- h Discuss church-state relationship

### **LESSON ONE: DEFINITION OF TERMS**

Learning outcomes: By the end of the lesson you should be able to: -

1. Define the following terms  
law, order and justice
2. State the types of law
3. State the types of statutory laws

## ***Introduction***

- Law, order, justice are essential for the survival of any society
- Following laws leads to order and justice lack of following leads to disorder and injustice laws of Kenya are laid down in the constitution.

## **A. Law**

Established rules by an authority to regulate human behaviour in the community Schools laws, religious laws, factory laws, hospital laws etc. laws differ from society to society. Laws are dynamic. Laws cover all aspects of life.

## **B. Order**

Condition brought about by obedience to set rules or laws. Order leads to peaceful co – existence in the society. Where there is order, things are done systematically. The opposite of order is disorder.

## ***Types of laws***

1. Non – legal laws – no court action e.g. school rules
2. Customary traditional laws – based on culture, social traditions. They have to agree with state laws. They are respected by state.
3. Statutory laws / legal laws – laws made by local council or national government and citizens are expected to obey them.

## ***Types of statutory laws***

- a) Civil laws – made by parliament on issues such as taxes, labour, divorce etc
- b) Criminal law – on crime / punishment
- c) Constitutional law – matters of state and governance
- d) Company law
- e) Religious laws e.g. Islamic law ‘sharia’

## **C. Justice**

Treating others the way they deserve in relation to the law. Its administration of rightful dealings in a fair manner according to their actions; a just society follows rules and administers legal action to those who offend others or disobey rules. Justice means treating people the same way without discrimination.

### **LESSON TWO: IMPORTANCE OF LAW, ORDER AND JUSTICE**

Learning outcomes: By the end of the lesson you should be able to: -

1. State the importance of law, order and justice
  - a) They are essential to preserve harmony and protect people
  - b) Laws guide people and ensure people's rights are protected.
  - c) They protect people's property and enable people to live in harmony
  - d) They protect the consumer from exploitation
  - e) They safeguard religious freedom
  - f) Laws control power of those in authority and promote political stability
  - g) Provides stability, encouraging economic growth
  - h) Helps to control discontentment among people
  - i) Helps implementation of taxes effectively
  - j) Provides / help in maintenance of security
  - k) Ensures human rights are upheld
  - l) Enables the government to protect its citizens from internal or external threats.
  - m) International law regulates relations between countries.

### **LESSON THREE: RIGHTS AND DUTIES OF CITIZENS**

Learning outcomes: By the end of the lesson you should be able: -

1. Define the terms citizen, rights and duty
2. List the rights of citizens
3. State the duties/ responsibilities of citizens

Citizen – person who is a member of a state, kingdom, empire. A person who has full rights as a member of a country by birth, decent, registration, naturalization;

Rights – legal claims that one is entitled to from the

government Duty – ones responsibility to the government.

## **Rights**

1)Right to life – to live securely

2)Right to education

3)Right to liberty / freedom e.g. one should not be imprisoned, detained, without trial. One is innocent until proven guilty

4)Right to protection of property

5)Right to own a family – right to marry and raise a family

6)Right to health

7)Freedom of movement

Right to freedom of association

9)Right to freedom of assembly

10)Freedom of religion

11)Right to own property

12)Right to equality – non discrimination

13)Protection of freedom of expression and speech (own opinions, ideas)

## ***Children have rights e.g.***

Right to life, education, parental care, health, protection from exploitation, right to identity etc

## **Duties of citizens (responsibilities)**

1)Pay taxes to the government

2)Respect the flag and national anthem

3)Respect those in authority

- 4) Respect the laws of the land
  - 5) Register as a voter and vote in national elections
  - 6) Be responsible at work
  - 7) Participate in national development
- Promote peace and harmony in the society
- 9) Report errant members of the society to law enforcement agents
  - 10) Protect the environment – clean, plant trees, avoid poaching etc

## **LESSON FOUR: TRADITIONAL AFRICAN PRACTICES THAT PROMOTE LAW, ORDER, JUSTICE**

Learning outcomes: By the end of the lesson you should be able to: -

1. State and explain the traditional African practices that promoted law, order and justice

Some of the practices that promote law, order and justice are

### ***a) Punishment of offenders***

People who committed offences such as stealing, murder, witchcraft were punished through death, curses, paying heavy fines etc. this promoted law, order, justice

### ***b) Installation of rules, kings, chiefs, elders***

They were installed to maintain law, order and to execute justice in their areas of jurisdiction

### ***c) Administration of oaths***

- Administered by specialists and are used as a method of establishing and maintaining law and order

### ***d) Making of covenants***

- Covenants were made if there was a conflict between two communities. They would promise to live in peace and harmony.

*e) Observing of taboos and customary law*

Taboos were prohibitions. Those who went against taboos were severely punished

f) The kinship system – defined how people related one to another

g) Rites of passage – ensured customs, laws were adhered to

h) Religious practices- such as praying, singing, sacrificing and giving of offerings had the effect of maintaining order.

## **LESSON FIVE: BIBLICAL TEACHING ON LAW, ORDER AND JUSTICE**

Learning outcomes: By the end of the lesson you should be

able to: 1. Describe the biblical teachings on law, order and justice

God initiated Law, order, and justice.

1. God's creation is orderly. God desires order

2. Man was created with a conscience to know right from wrong sin has consequences or punishment. God does punish disobedience i.e. justice

3. God instituted the laws as part of his plan for salvation e.g. law of circumcision, Torah (10 commandments), circumcision of the heart, laws on what to eat etc.

4. God's law governed kingship in Israel. National prosperity depended on a king's ruler ship. Kings were to ensure law and order

5. In the New Testament John the Baptist urged people to observe the law (social justice).

6. Jesus taught that the kingdom of God is based on law, order and justice. There should be fair treatment for all people

7. Jesus said that the law of Moses was given to guide people

8. Christians should obey the law of the land and respect those in authority

9. The apostolic teachings stress the need for law, order, justice (1 Cro.14: 33)

10. Christians should be orderly.

11. The birth of Jesus was orderly. His ministry was also orderly hence should Christians.

## LESSON SIX: CAUSES OF SOCIAL DISORDER AND THEIR REMEDIES

Learning outcomes: By the end of the lesson you should be able to: -

1. State and explain the causes of social disorders
2. State the causes of discrimination
3. Explain the causes of crime
4. List the forms of punishment

Social disorder is a state of confusion or lack of order in the society

### *Causes*

- 1)Discrimination
- 2)Inequitable distribution of wealth, resources
- 3)Crime
- 4)Racism
- 5)Tribalism
- 6)Sexism

### **Discrimination**

Discrimination is unfair treatment. Discrimination is on basis of

- Race
- Tribe
- Sex / gender

People or a particular person is singled out and treated with disfavor or distaste. It is showing bias or prejudice.

### *Causes of discrimination*

- a. Culture
- b. Prejudice – bias original from opinions that have no known basis or supporting facts – stereotypes
- c. Ignorance e.g. on HIV /AIDS
- d. Social status – ones position in a society

Inequitable distribution of wealth and resources

- This is when riches of family, community, and nation are not fairly shared out due to Selfishness or poor planning. Some areas are marginalized.

Racism – unfair treatment of people

because of their race

Tribalism – discrimination on basis of

ethnic group

Crime – an offence against state, normally settled in court. Its antisocial behaviour causing disorder;

### *Causes of crime (Why people commit crime)*

1. Poverty
2. Public mistrust for law enforces
3. Lack of parental guidance
4. Wide gap between the rich and the poor
5. Greed for power, money
6. Materialism
7. Drug and substance abuse

### *Sexism*

- Discrimination against people because of gender

- Women are discriminated in areas such as jobs, no promotion for women, oppression of women at home, cultural values demeaning the status of women, wife beating / men beating, female genital mutilation (FGM) early children marriages etc.



## Remedies to social disorder

1) Rehabilitation for drugs users / abusers

2) Punishment for offenders of crime

## *Forms of punishment*

- Imprisonment

- Payment of fines

- Corporal punishment

- Probation

- Being assigned community work

- Being placed under house arrest

- Learning in approved schools, Juvenile homes

3) Equitable distribution of national

resources

- Develop marginalized areas

- Create jobs

4) Campaign against drug abuse

5) The public to use hot lines to report crime to police

6) Preach against racism, tribalism, and preach equality, freedom and interaction with all people

7) People to be sensitized to appreciate and respect different ethnic groups

Promote national unity through education /cultural programmes

9) Creation of more national schools so as to have students from all backgrounds

10) Encourage domestic tourism

11) Enlighten women on their rights

12) Employment on merit

13) Rich countries to share wealth with the poor

## **LESSON SEVEN: ROLE OF CHRISTIANS IN TRANSFORMING THE SOCIAL, ECONOMIC, POLITICAL LIFE OF THE SOCIETY**

Learning outcomes: By the end of the lesson you should be able to: -

1. Define the term transformation
2. Describe Christian's participation in social life
3. Describe Christian's participation in political life
4. Describe Christian's participation in economic life

Transformation is to completely change the attitude, character, and well being of the society

### ***a) Christian participation in the social life***

- Christians are involved in the preaching of the gospel in many places in the country. They use print and electronic media to spread the gospel.
- Christians have shown concern for the destitute and victims of violence in the society by building homes for them and providing them with food and clothing.
- Christians run schools, vocational institutions, universities providing educational services
- Christians offer medical services to the society
- They speak openly against sexual immorality, murder, bribery, corruption, abortion etc.
- They show compassion to those in need the poor, HIV / AIDS orphans, widows, widowers, aged etc.
- They offer guidance and counselling to dysfunctional families (the pastors, those trained to do counselling – almost all pastors get a training in guidance and counselling)

### ***b) Christians participation in the political life***

- Christians participate in the political life by advocating for fair distribution of wealth
- They offer prayers for government, political leaders
- They exercise their right by voting
- They also participating in the political life by standing up for elections (Vying for elections)

### *c) Christian participation in economic life*

- Christians participate in economic life by paying taxes to the government
- By contributing in collection of funds for construction of churches, schools, hospitals
- They invest in business that promotes their own development as well as the development of the country.
- They provide financial resources in order to assist others to start economic activities or self employment

They discourage business practices such as using faulty scales, hiking of prices cheating in business etc and encourage proper acquisition of wealth

### *d) THE CHURCH – STATE RELATIONSHIP*

The government and the church interact at various levels and in different areas

- a) Religious leaders give advice to the state
- b) The church speaks against corruption, robbery, rape, abortion, vices which the government is fighting
- c) The church is the conscience of the state
- d) Both educate the citizens on the constitution and their rights
- e) The church preaches peace, love, unity, order
- f) The state needs support of the church in mobilizing citizens to adopt government policies
- g) Both are involved in rehabilitation of prisoners
- h) The church builds schools and other institutions that supplement government institutions.
- i) The church is involved in formulation of educational curriculum.

*However the church differs with government on various issues such as*

- a) Use of condoms (Some churches opposed to this)
- b) Use of live bullets by the law enforces when curbing riots

c) Fight on corruption a thorn to the church since state leaders are involved

d) Issue of death penalty – church been fighting against death penalty to convicts

NB. The government lifted the death penalty as a form of punishment in the year 2009.

Revision questions

1. State ways in which Christians can promote peace/unity in the

society

2. Why should Christians take part in voting?

## Revision questions

- 1. 1991 Q 49**  
State the functions of the state authority
- 2. 1991 Q 50**  
Explain how money economy has changed the traditional African concept of Bride wealth
- 3. 1993 Q 5a, c**
  - a) Explain how Christians can contribute towards the maintenance of law and Order in the society
  - c) Give the obstacles of effective maintenance of law and order.
- 4. 1994 Q 38**  
Explain ways in which the church is helping in the maintenance of peace in Kenya
- 5. 1995 Q 39**  
State five ways in which Christians contribute to the maintenance of law and Order in Kenya.
- 6. 1996 Q 19**  
Identify five causes of conflicts between parents and children in Kenya today. (5marks)
- 7. 1996 Q 6a,c( pp 2)**
  - a) Give reasons why some Christians are opposed to the use of capital punishment. (8marks)
  - c) State ways in which Christians in Kenya help those who have been released from prison. (9marks)
- 8. 1997 Q 17**  
Give five reasons why Kenyans are attracted to the Church (5marks)
- 9. 1997 Q 19**  
State five ways in which Christians practice social justice (5marks)
- 10. 1997 Q 2b ( pp 2)**
  - b) Describe the obstacles that a Christian could encounter in trying to promote social justice in Kenya. (12marks)
- 11. 1998 Q 17**  
State five reasons why a preacher may be disliked by the society today (5 marks)
- 12. 1998 Q 20**  
Give five reasons why a Christian should not resort to strike action as a way of Presenting grievances (5 marks)
- 13. 1998 Q 2a,b ( pp 2)**
  - b) Explain the causes of conflict between the young and the old people in the Church today (4 marks)
- 14. 1999 Q 19**

Identify five problems which have resulted from freedom of worship in Kenya Today  
(5 marks)

**15. 1999 Q 20**

Give reasons why Christians should obey the laws of their country (5 marks)

**16. 2000 Q 19**

What roles can Christians play in the national election? (5marks)

**17. 2001 Q 20**

Identify five ways through which a Christians can help reduce the practice of corruption Kenya. (5marks)

**18. 2002 Q 20**

Give five reasons why Christians should participate in the law reform Process in Kenya. (5marks)

**19. 2002 Q 6a ( pp 2)**

a) Outline the steps the church is taking to reduce lawlessness in Kenya today. (12marks)

**20. 2003 Q 20**

State five ways in which Christians in Kenya show respect for the state (5marks)

**21. 2004 Q 18**

List five ways through which the church is rehabilitating wrong doers in Kenya today. (5marks)

**22. 2004 Q 4c (pp 2)**

Give reasons why the church condemns injustice in Kenya today. (7marks)

**23. 2005 Q 18**

Give five reasons why Christians should vote during the general elections (5marks).

**24. 2005 Q 16**

Identify five causes of conflict between the youth and the old people in the church (5marks)

**25. 2006 Q 6 (pp 2)**

(c)How is the church helping to reduce the rate of crime in Kenya? (8 marks)

**26. 2007 Q 3c**

(c) What life skills do Christians need to use in order to fight corruption in Kenya today? (6 marks)

**27. 2007 Q 4c**

(c)How can Christians assist the church leaders to perform their duties effectively? (5 marks)

**28. 2007 Q 6b, c (pp 2)**

(b) Identify ways through which Christians promote justice in Kenya Today (7 marks)

(c) Give reasons why Christians in Kenya are against the death sentence  
(5 marks)

**29. 2008 Q 4c**

(c) How is the church promoting social justice in Kenya today? (6marks)

**30. 2008 Q 5c**

(c) State **five** ways in which Christians solve conflicts among themselves. (5marks)

**31. 2008 Q 6 (pp 2)**

a) Give six reasons why it is important to have laws in a country. (6 marks)

b) Outline eight problems related to maintenance of law and order in Kenya today (8 marks)

c) Identify ways in which Christians in Kenya help those who have been released from prison (6 marks)

**32. 2010 Q 3c( pp 2)**

(c) Why should Christians be discouraged from taking part in mob justice? (6 marks)

**33. 2010 Q 5c (pp 2)**

(c) Identify **six** ways in which the Church is helping to solve the problem of domestic violence in Kenya today. (6 marks)

**34. 2011 Q 6a, c**

a) Explain seven ways in which Christians can contribute towards the maintenance of law and order in the society. (7 marks)

c) Identify six obstacles to effective maintenance of law and order in Kenya today (6 marks)

**35. 2012 Q6b P2**

(b) Give **eight** reasons why corruption is widespread in Kenya today. (8 marks)

## Answers

1991 Q49

- Maintain law and order
- Provide defense/security
- Provide social services, roads, education, health and medical care
- Provide leadership
- Protect individual right and freedom
- Promote international cooperation
- Answerable to die people/should be accountable to the people
- Legislate law to govern the people

1991 Q50

- The bride wealth has become individualized. It is no longer shared by the family (extended family) of the bride/is solely given to the bride's father
- Its no longer seen as token of appreciation/ gratitude but as a 'price'
- it is now paid on cash money not in form of animals/other kinds
- Sometimes fixed according to status/ exploitation position of the girl
- It has become a manifestation of greed/ exploitation by the bride's father
- It has become commercialized
- The girl is viewed as an investment by her father/as a commodity which was bought by the husband

1993 Q5a, c

- By taking it as their responsibility /obligation to obey the laws of the land.
- By respecting/obeying the lawful authority
- By condemning evil/injustice/violation of human rights in the society
- By questioning /condemning oppressive/unjust laws/and systems
- Keeping the laws of God /and by being Christ like. (if a Christian lived according to the laws of God then she /she is not break the natural law)
- Being exemplary to others/ set examples by doing what is right/should practise what they preach.
- Should be ready to forgive those who do wrong
- By being peacemakers /by being ready to bring reconciliation in the society
- Praying for peace/ justice to prevail in the community
- By fighting against /trying to alleviate social evil: e g prostitution/delinquency/drunkenness/drug abuse/tribalism/sexism/racism etc.
- Trying to alleviate suffering caused by poverty / disease /hunger.
- Should be prepared to share what they have with others, (eg helping the poor and the needy)
- Should provide guidance and counseling service; to those who need them
- Create jobs /job opportunities for the unemployed.
- Calling/fighting for justice in the community
- Educating the people on their rights/ responsibilities
- Speaking the truth as they see it with courage.
- Helping the victims of the unjust systems/ rehabilitate the victims of unjust systems/ injustice/rehabilitate criminals /prisoners.

c)

- Increasing rate of crime especially in urban areas.



- Political instability especially in some third world countries
- Political insecurity leading to despotism / dictatorship/totalitarianism
- Greed for power/wealth (some people are ready to use any means to acquire wealth and power)
- High rate of unemployment which lead to idleness/crimes/desperation
- Corruption which creates a situation where the custodians law leaders fail to discharge their duties/lack of impartiality by the authorities
- Hypocrisy where leaders mislead the society, through propoganda.(they talk to peace and promote war/love and they sow hatred/unity and sow disunity
- Poverty which lead to Magendo business robberies /murder.
- All sorts of oppression discrimination (tribalism), racism/sexism /classism or. basis of age /religion. .
- Unequal distribution of wealth/resources where the rich are becoming richer/poor poorer.
- Permissiveness /breaking away from traditional norms /customs (eg individualism /drug addition / premarital sex etc.

#### 1994 Q38

- Through preaching/peace, love and justice
- Preaching equality of all people.
- Condemning all kinds of discrimination and oppression.
- Preaching reconciliation and playing reconciliation roles.
- Providing social services e.g. education, medical, home; of the aged, orphans and homeless.
- Condemning evil in the society.
- Creating employment and providing necessary skills for job or self-employment.
- Providing relief in cases of drought or famine, to the poor, giving bursaries
- Organizing and conducting prayers for peace
- By creating awareness/concretizing people on the importance of peace through and use of mass media

#### 1996 Q 19

- Age gap between the parents and children, where parents fail to understand the children and children fail to understand the parents
- Lack of concern by the parents to the needs and interests of their children
- Unwillingness by the children to perform duties accept instruction by the parents
- Children expecting too much from their parents and vice versa
- Failure by parents to give time/ spend time with their children because they are involved in other things/ guidance and counseling
- Children getting too involved with their peer group and have place for parents
- Failure by parents to command respect from their children because of their weakness or failures
- Failure by parents to set good examples to their children/ poor role models
- Extreme poverty which dehumanizes/ extreme wealth which may spoil some children- doing what they want

- Some children are not informed about their responsibilities to the family and the community
- Parents putting too much restriction on their children's freedom/ exercising too much control over the children / over protectiveness
- Too much freedom given to the children by the parents the pressure/ laxity by the parents to their children
- Marital problems by parents
- Influence of foreign culture/ mass media etc.

1996 Q 6a, c (PP2)

- It is against the human rights to take away an individual's life.
- God's law forbids human beings from killings/ committing murder. ("You shall not kill")
- Capital punishment does not serve/ fulfill the purpose for which punishment is intended, i.e retribution/ warning/ reform/ discouragement from repeating the offence.
- It is an attack on the human dignity of an individual
- Human beings are made in the image/ likeness of God, so capital punishment is destroying then image of God in human beings
- It is a criminal attack on another person in the eyes of Christians
- It is God who gives life and only God has the right to take it.
- The judge who pronounces capital punishment on the accused person may be prejudiced/ unjust/ dishonest/ might make the wrong judgment
- Human beings are imperfect/ they cannot assess the responsibility of the offender with absolute accuracy/ God alone is accurate ( e.g person might be accused wrongly/ human beings are unable to assess the inner intentions of the offender. How much evil was done).
- God's intention of punishment is to bring repentance/ reform ( capital punishment denies an individual's this opportunity
- Those who execute punishment/ the offender/ their family/ suffer degradation
- Deprive a family community of a member
- It is irreversible ( 6 x 1 = 6 mks)
  
- Visiting them so that they may feel wanted in the society / invite them to their homes
- Pray for them
- Preach the good news of salvation to them
- Provide them with basic necessities (e.g shelter, food and clothing)
- Show them love/ concern
- Involve them in the community/ church activities
- Provide them with guidance and counseling to help them and reform
- Welcome them into the church
- Help them to become self- reliant by helping them acquire employment/ survival skills for self/ job employment
- Listen to them/ help them solve problems 9 x 1= 9 mks

1997 Q17

- being members of a church gives the belonging/ identity
- Some go to church as a form of leisure / routine/ habit
- To worship and join others in worship
- Some go to church to make friends / met friends/ socialize
- Others go to church to look for material help for spiritual growth/ development and nurture.
- To some, it is prestigious to go church/ seek popularity/ recognition
- To fulfill an obligation/ as a sense of duty
- To seek comfort and consolation
- To seek forgiveness and correction
- To physical and spiritual healing
- For guidance and counseling
- To cover up their sins/ crimes/ wrong doing/ hypocrisy
- To seek God's blessings
- To provide good education for their children/ get them Christian schools
- To follow the religion of their parents/ not to annoy their parents.

(5 mks)

1997 Q 19

- By sharing belongings and resources with those who do not have
- Helping the poor and the needy/ orphans
- Visiting the sick, prisoners, bereaved, the oppressed and the depressed
- Fulfilling their domestic obligations
- Fulfilling their civic obligations
- Provision of social services e.g. schools, hospitals and orphanages
- Fulfilling ecclesiastical obligations and responsibilities
- Praying for peace and justice
- Pointing for peace and justice
- Pointing out and correcting evil in society
- Calling for justice and the rule of law
- Caring for the environment

(5 x 1 = 5 mks)

1997b (PP2)

- Opposition from the rich/Government –who will not be willing to help/ share their riches with the poor.
- Opposition from the powerful/those in power making positions-because they are not willing to share the power/power making positions with others.
- Greed/selfishness/corruption – resulting in grabbing exploitation of the poor/powerless.
- Political leanings/people belonging to a political party- are not willing to share power/wealth resources with those belonging to different political parties.
- Racism-people belonging to a certain race discriminating against others.
- Different religious/ faiths/denominations-are not willing to help people of other faiths/denominations.
- Sexism-where the men dominate/are not willing to share power with women.

- Age factor- Where the men dominate/are not willing to share power with women youth, as to them the youth are irresponsible/ inexperienced/the youth are not ready to share power/ responsibilities with the old because they are out of dead wood.
- The educated-who have no regard for the uneducated who they regard as ignorant. (12 mks)

1998 Q 2b (PP2)

- Church leadership – The young want to have say in church affairs/decision making
- Church worship- the young may consider some forms of worship dull/out of date/they may want to introduce new forms of worship e.g dance.
- Religious beliefs- some are considered outdated.
- Church teachings- Failure of the young people to observe certain church teaching (e.g sex before marriage/love of the church leaders may be pretenders- therefore the youth lack role models.
- Hypocrisy – some of the church leaders may be too autocratic/intolerant to the opinions of the young.
- Lack of democracy – the church leaders may be too autocratic/intolerant to the opinions of the young.
- Permissiveness in society/loss of Christian values
- Family conflicts leading to loss of respect/confidence.
- Loss of faith in God’s workshop/loss of patience.
- Manner of dress-Some churches don’t accept modern fashions.

4 x2 =8mks

1999 Q 19

- Rise of state church conflicts
- Many churches have sprung up whose main aim is material gain
- Leading to confusion due to different interpretations of the scripture/some Christians many give up their faith completely due to confusion.
- Misuse of resources due to duplication of churches activities.
- Open conflict between leaders and the public due to different modes of worship
- Has led to emergence of cults which practice ungodly activities. (5marks)

1999 Q 20

- In order to maintain peace/harmony
- To as to imitate Jesus Christ emulate Jesus
- To promote justice in society
- To be role models/live exemplary lives
- Avoid punishment/avoid crimes
- Its Christians duty to respect the authority.

2000 Q 19

- By praying for fair/free and just /peaceful elections
- Being employed at various levels in and out of polling stations
- Being committed in playing different roles.

- Being honest/not fearing intimidation/persecution
- Casting one's vote
- Educating the masses on their civil rights/ obligations
- Financing / assisting the government in facilitating smooth and fair elections.
- Avoiding situations of confrontations with the government of the day

5x1=5mks

2002 Q 20

- To exercise their democratic rights/ citizenship
- To ensure that just laws are enact/ avoid
- To ensure that quality leadership is achieved
- It is service to humanity
- To improve the quality of life
- It is a sign of accountability
- It shows a sense of unity in nation building/ collective responsibility
- it leads/ helps develop the while persons
- It is an opportunity to infuse Christians principles in the law e.g. freedom of worship.

(5 x 1 = 5 mks)

2002 Q 6a (PP2)

- Church members obey the laws of the country
- Educating people on civil rights
- Participating in law processes/ constitutional reform
- Condemning evil practices in the society/ preaching against evil
- Teaching church members responsible parenthood/ citizenship/ morality
- Disciplining deviant member of the church
- Rehabilitating law breakers
- Providing material assistance to the needy
- Praying for peace/ love to prevail
- Providing guidance and counseling services
- Participating in National functions as a sign of unity/ solidarity
- Paying taxes to support activities of the state
- Initiating development projects/ provide vocational training
- Providing job opportunities

2003 Q 20

- Praying for the nation/ leaders
- Observing national days e.g. Madaraka day
- Obeying the laws of the country
- Paying taxes
- Working together on state matters
- Participating in elections/ voting
- Alleviating poverty
- Contributing to harambees
- Respecting the flag
- Promoting peace

(5 x 1 = 5 mks)

2004 Q 18

- Accepting/ welcoming them as members of the church
- Involving them in church activities like choir

- Preaching to them
- Visiting them
- Building homes where the rejected can stay/ rehabilitation centers
- Providing guidance and counseling for them
- Appealing/ asking their family members to accept them
- Providing them with materials supplies/ funds
- Providing them with jobs/ employ them/ giving self income generating projects
- Providing them with training/ skills for self- reliance carpentry tailoring, masonry etc
- Praying them or for them/ intercede on their behalf
- Providing recreation activities to engage them / cut down on idleness

(5

marks)

2004 4c (PP2)

- The church has moral responsibility/ duty to correct evil in society
- It is a way of emulating Jesus Christ/ imitating
- It is against God's teachings / laws
- To ensure fair distribution of human/ natural resources
- In order to uplift human dignity / human rights
- So as to create peace/ harmony/ unity in society
- To promote national development
- To guard against God's judgment upon the nation

2005 Q 16

- Mode of dressing language/ communication
- Controversies over the kind of music/ dance
- Issue relating on sex / marriage
- Rigidity in Biblical interpretations
- Controversies over observance of ritual/ church rules (1 x 5 = 5 mks)

2005 Q 18

- It is their constitutional right
- In order to own their elected leaders/ identify with them
- So as to remove oppressive leaders/ government
- In order to effect a peaceful change/ transition
- It is a demonstration of obedience to earthly authorities
- The elected leaders are their direct representatives in parliament / civic authorities (1 x 5 = 5 mks)

2006 Q 6c (PP2)

- Providing guidance and counseling
- Preaching about love for one another in the society
- Rehabilitating law breakers
- Providing jobs/ offering training opportunities to the people
- Giving loans to people to start/ run business
- Providing recreational facilities/ organizing recreational activities for the youth
- Reporting criminals to the law enforcement authorities

- Disciplining deviant members of the church
- Participating in government programmes established to fight crime(e.g. community policing)
- Obeying the laws of the country/ being role models
- Praying for peace/ harmony
- Teaching responsible parenthood
- Providing basic needs for the needy
- Condemning evil practices in the society/ teaching against crime.

2007 Q 3c

- Poverty
- Corruption/greed/selfishness
- Disobedience /rebellion
- Inability to forgive others
- Influence from media/foreign culture
- Wrong choices/lack of vision/peer pressure
- Unemployment
- Permissiveness
- Influence of drug and substance abuse
- Poor role models
- Lack of guidance and counseling

2007 Q 4c

- Critical thinking
- Creative thinking
- Decision making
- Conflict resolution
- Tolerance
- Assertiveness
- Self-esteem
- Self-awareness
- Empathy
- Effective communication

(6 x 1 = 6 marks)

2007 Q 6b, c (PP2)

- Preaching to/teaching people to have fair dealing with one another
- Living exemplary lives/role models
- Encouraging the government/leaders to uphold the rule of law
- Carrying our civic education for the citizens to know their rights and duties
- Condemning acts of unfairness in society
- Helping in the rehabilitation of the lawbreakers/offering guidance and counseling services
- Praying for people to practice justice
- Participating in law/constitutional making process
- Assisting the needy to get job/offering them jobs
- Asking those who have wrongly acquired wealth to return it/pay back
- Using mass media to promote justice

(7 x 1 = 7 marks)

- The law of God forbids killing

- Death sentence is irreversible in case an innocent person is killed
- Life is sacred/belongs to God
- Killing does not reform the offender
- The offender's right as human being is undermined as he/she is used as a means to deter others
- It is against God's principle of forgiveness
- It undermines Christian virtue of love
- The victim's dependants/family are denied a chance to be with their loved one
- It can be misused by those in power to instill fear/discourage opposing views/eliminate others (5 x 1 = 5 marks)

2008 Q 4c

- Providing education to the public on social justice/civic education.
- By respecting/following the laws of the country as laid down by the government.
- By providing shelter to the needy.
- It preaches on social justice.
- The church prays for social justice in the country.
- The church gives food/clothing to the affected.
- It advises the government on the need for the practice of justice in society.
- The church condemns social injustice in society. (6x1=6 marks)

2008 Q 5c

- They pray over the issue/problem.
- They offer guidance and counseling to the affected.
- Paying visits/talking to the offender/fellowship.
- By involving church leaders as arbitrators.
- Forgiving the one who has wronged the other/asking for forgiveness.
- Willingness by the offender to accept the mistakes made/accepting liability (confession).
- Withdrawing some privileges for a period of time so that one can reform.
- By sharing meals/eating together.
- Through shaking of hands/accepting a greeting. (5x1=5 marks)

2008 Q 6 (PP2)

- Laws safeguard people's rights/citizen's rights.
- People's property is protected under the law.
- They protect the consumer from exploitation.
- It allows/provides for economic development/growth.
- Individuals are able to enjoy the freedom of worship.
- The law acts as a check/measure of those in authority.
- The law outlines how foreigners should be handled.
- They control taxation/collection of revenue.
- It enables the government to protect its citizens against oppression.
- The law determines the type of punitive measures for a crime done/prevents crime.
- It ensures political stability in a country/nation (order/peace/love/unity).



- It outlines the relationship between different nations/countries. (6x1=6 marks)
- Some legislators/parliamentarians do not observe the law thus serving as wrong role models.
- There is a lot of unfairness/injustice when settling cases because of tribalism/nepotism/ religious affiliation/gender.
- Intimidation/people in high offices use their power to influence certain decisions regarding law breaking.
- Economic inability makes the poor to resort to lawlessness to meet their needs/unequal distribution of resources.
- Availability of dangerous weapons/guns in the wrong hands leads to insecurity/terrorism.
- There are a few resources to cater for the ever growing population, thus leading to overcrowding/competition that overwhelms the established machinery.
- People lack interest/do not care about others, hence do not report cases of lawlessness/permisiveness in society/drug abuse.
- Bribery/corruption has destroyed the credibility of the government officials.
- People have lost respect/trust for government machinery/have resigned to a life of hopelessness/fear of victimization.
- Interference from the civil society/human rights groups/activists who oppose government initiatives in maintenance of law and order.
- Inadequate modern technology hampers maintenance of the law.
- Inadequate skilled personnel to handle issues to do with law breaking.
- People are not conversant with the laws of the country.
- Greed for power/wealth. Some people can go to any extent to acquire wealth even if it means breaking the law. (8x1=8 marks)
- Praying for them.
- Visiting them so that they can feel wanted in society/invite them to their homes.
- Preaching the good news of salvation to them.
- Showing them care/concern.
- Welcoming them into church.
- Providing them with financial needs (food/shelter/clothing/medication).
- Offering guidance and counselling to help them to reform.
- Involving them in community/church activities.
- By helping them to become self reliant by giving them jobs/survival skills.
- Listening to them/help them to resolve their problems.
- Counselling their families to accept/forgive them. (6x1=6 marks)

2010 Q 3c (PP2)

- It does not give room to reason.
- It is impulse/based on emotions.
- It can lead destruction of poverty/life/it is violent physical injuries.
- It is unbiblical/it lacks love/against law of the Lord.

- It can be fueled by lies/malice/incitement
- The victim is denied a change of defending himself/herself
- It is a form of relation/revenge
- It does not give room for forgiveness/reconciliation/rehabilitation
- It can lead to bitterness/regret/psychological suffering.

(6 x 1 = 6marks)

2010 Q 5c (PP2)

- Offering guidance and counselling to couples who are affected.
- Holding seminars/conferences for marriage couples.
- Developing mass media programmes on family relationship.
- Praying for families
- Teaching on the need for love/respect/tolerance in marriage.
- Members in their homes to encourage them.
- Giving material assistance/employment to the needy in order to reduce tension.
- Condemn all forms of violence.
- Settling disputes among couples/children.

(6 x 1 =

6mks)

2011 Q 6a, c

- By obeying the law of the land/ leading exemplary lives
  - By respecting the lawful authority
  - Through rehabilitating criminals
  - By condemning acts which violate human rights/ unjust laws
  - Through educating the mass on their rights and responsibilities
  - By sharing what they have with the needy
  - By praying for peace / the national leaders / citizens
  - By preaching on the importance of law and order/ peace
  - Forgiving others freely
  - Reporting criminals to the relevant authorities
  - Through reconciling the warring parties
  - Through guidance and counseling services
- 
- There is an increase in the rate of crime/ the law enforcement officers cannot cope with the work load
  - Due to unequal distribution of resources
  - Permissiveness in the society
  - Due to political instability/ incitement by politicians
  - Extreme poverty
  - Social discrimination
  - Some cultural beliefs practices hinders effective maintenance of law/ concealing information criminals
  - High rate of unemployment
  - Bribery/ corruption
  - Greed for material wealth
  - Inadequate modern equipment to combat crime
  - Delay in the delivery of justice to the offended

- The citizens lack knowledge on the procedures for the effective maintenance of law and order.

2012 Q6b (PP2)

- Unemployment cases which make an individual desperate to secure an employment chance by engaging in corrupt activities.
- Desire for instant services make some people become corrupt.
- Some people feel that they have not been adequately paid for work done hence engage in corrupt acts to compensate themselves.
- Fear of arrest/punishment make law breakers to engage in corrupt deals.
- Some people engage in corrupt deals in order to be served due to ignorance of their rights.
- Lack of moral integrity by some people.
- Greed makes some people to engage in corruption.
- Due to tribal/ethnic affiliations.
- There is lack of efficient machinery to curb corrupt practices/absence.
- The Judiciary is not able to deal with injustice/cases take too long to be determined
- Some government agents abuse the power bestowed upon them
- The belief of the common person that the government is not a master and therefore has to be corrupted before receiving services.

## **CHRISTIAN APPROACHES TO SELECTED ISSUES RELATED TO MODERN SCIENCE, TECHNOLOGY AND ENVIRONMENT**

Learning Outcomes: By the end of the topic, you should be able to:

1. Explain the Christian view on some issues related to modern science and technology
2. Explain the Christian view on the effects of modern science and technology on the environment

### **LESSON ONE: DEFINITIONS**

Science – subject field that deals with a systematic study of our surroundings and behaviour of materials in the universe

It is based on observation, experimentation and measurement.

Technology – application of science to achieve desired objectives.

Environment – our surroundings – both natural and human made i.e. mountains, lakes, land, forests, animals, buildings, flowers etc

### **LESSON TWO: POSITIVE AND NEGATIVE EFFECTS OF SCIENCE AND TECHNOLOGY**

Learning outcomes: By the end of the lesson you should be able to: -

1. State the various ways that science and technology has improved our lives
2. State the negative effects of science and technology

#### ***Ways science and technology has improved human lives***

- 1)Improvement of crop production – a quality seeds, fertilizers leading to improved yields
- 2)Better nutrition, health care, medical services

- 3)Improvement of livestock production through artificial insemination, quality medicine leading to more milk production.
- 4)It has led to development of efficient means of transport – land, air, seas
- 5)Work has been made easier and enjoyable. There is use of machines, automation, use of computers.
- 6)People’s lives have been spared, saved e.g. through life saving machines (ICU), incubators
- 7)Business transactions are being done through the internet  
Communication has been made easy – fax, email, short text messages on mobile phones etc
- 9)Research is ongoing for incurable diseases i.e. HIV / AIDS, cancer
- 10)There is better management of environment
- 11)Technology has made the world a global village
- 12)Through family planning methods, its easier to control population growth
- 13)There’s a better security system through use of scanners, alarms, electrified fences etc.
- 14)Improvement of learning through e–learning
- 15)There’s easier movement from one country to another

### **Negative effects of science and technology**

1. People use medicine to commit suicide
2. Increase of crime, fraud and death through modern means of communication
3. Destruction of family relationships
4. Breakdown of community names, values morals, breakdown of families
5. Terrorism
6. Greed for money / materialism
7. Unemployment – replacement of personnel by machines
8. Health hazards such as accidents in factories
9. Pollution, air poisoning

## **LESSON THREE: CHRISTIAN VIEW ON ISSUES RELATED TO SCIENCE AND TECHNOLOGY.**

Learning outcomes: By the end of the lesson you should be able to: -

1. Define the following terms euthanasia, blood transfusion, organ transplant, genetic engineering and plastic surgery
2. Describe Christians' view on euthanasia, blood transfusion, organ transplant, human cloning, genetic engineering and plastic surgery
3. State the reasons for and against euthanasia, blood transfusion, organ transplant, human cloning, genetic engineering and plastic surgery
  - a. Euthanasia
  - b. Blood transfusion
  - c. Organ transplant
  - d. Genetic engineering
  - e. Plastic surgery

### **Euthanasia**

It's a Greek word, which means an easy and painless death. It is 'mercy killing' ending a person's life so as to alleviate them from experiencing pain.

- Its practiced with the sick person's knowledge
- It is involuntary when its practiced against or without the sick person's consent
- Its done by
  - a) Injecting an overdose of sleeping pills to the sick person
  - b) Switching off life support machine
  - c) Exposing the person with chronic pneumonia to very cold air.

### **Christians view on Euthanasia**

Christians are opposed to euthanasia for several reasons such as

- a) Life is sacred, a gift from God and only God can take away human life
- b) Suffering is part of human life
- c) Euthanasia is against medical ethos, which demands that doctors and nurses work for the sustenance of human life and alleviation of suffering but not to terminate it.
- d) Jesus has power over sickness and through his name all sickness are healed
- e) Accepting euthanasia discourages medical research on vaccines that may cure various diseases.
- f) Euthanasia discourages patients and makes them to lose hope in life. They may feel unwanted and rejected.

### **Blood transfusion**

- It's the process of injecting a person's blood into another person through his/her veins. The giver is a donor the receiver is a recipient.

### ***Reasons for blood transfusion***

1. When a person is suffering from acute anemia (little blood in the body) low blood level.
2. To restore blood lost during fatal accidents, wars, or childbirth
3. To maintain blood levels for patients undergoing major operations
4. To correct the low haemoglobin level of some patients
- 5 Blood has to be screened for any diseases, and then kept in blood bank after determining the blood group. The transfusion should be in a hygienic way. The equipment used should be sterilized
6. Donors should not be below 16 years or above 65 years

### ***Alternatives to blood transfusion***

- a) Volume expanders – increase fluid levels in the body
- b) Growth factors – intra operative / post operative

c) Blood salvage – same blood when on surgery is saved then transfused back to the patient

### *Christian view on blood transfusion*

a) Some Christian's believe it is wrong to take blood from a healthy person and transfuse it to another person.

b) Blood is life and life cannot be taken from one person to another

c) Blood transfusion is essential as it saves life

d) Blood transfusion can transmit dangerous diseases like HIV / AIDS and Hepatitis B

e) God has given Christians the intelligence and capability to make the right decision and choice

### **Organ transplant**

- This is the removal of a defective organ and replacing it with a healthy one. Body organs transplanted are kidneys, heart and eyes small intestines, pancreas.

- The purpose is to replace the damaged organ of a recipient

- Common transplants are the heart, kidney, eyes from living and the dead (heart) within a span of hours. Eyes can be transplanted from animals.

### **Christian view on organ transplant**

a) It saves life hence acceptable to some

b) Its transferring human life from one person to another

c) Its wrong to transplant from animals – view by some Christians

d) Some support organ transplant by referring to the story of creation of Eve from parts of Adam

e) It is part of human beings continuing with the creation work of God.

f) It is an expression of love and concern for those suffering as taught by Jesus Christ.

### **Genetic engineering**



- It's a scientific technique used by scientists to change the biological characteristics of living organisms by deliberately altering the structure of individual genes.

- There are genetically modified foods, genetically engineered seeds, test tube babies, human clones, and genes of human insulin.

### *Human cloning*

This is a form of genetic engineering. It's a creation of genetically identical copy of a human being, human cell.

- Twins are a form of natural cloning
- There's therapeutic cloning and reproductive cloning (human cloning)
- Therapeutic cloning is when cells from an adult are used in creating medicine or for research
- Reproduction cloning is the making of human beings
- More than 90% of cloning has failed.
- Animals cloned have died young, had cancers or arthritis.
- Human cloning is illegal worldwide
- Genetic cells are used to treat Alzheimer, heart attack, cancer
- Test tube babies are different from human cloning. Test tube babies are where the egg and sperm is fused together outside the body.
- In cloning, a needle like device is used to draw out the cells from an embryo, then preserved using chemicals, then put in a womb/uterus to grow. Some do not need a sperm cell, they use other body cells for fertilization.

### **Reasons for advocating human cloning**

- Can clone people whose genetic composition is of a genius, people with special abilities or talents
- Can be able to bring, revive back great extinct characteristics.
- Those who support it believes it can reduce immorality

### **Reasons against human cloning**

1. God is the sole creator. Cloning takes the place of God.
2. It de –humanizes human beings purpose of human reproduction
3. It destroys uniqueness of each individual (Cloning is an exact copy)
4. It can be abused and used to create antisocial people (rapists, thieves)
5. May create deformed people
6. It's un-ethical, immoral experiment. Its destruction of the embryo hence abortion
7. 95% of clones have failed (animal) most animals died
8. It's illegal
9. Closed animals died of cancer, had arthritis, deformities and an early death
10. Cloning may bring a destructive copy of humans

### **Advantages of genetic engineering**

1. Implanting genes that are diseases free in people, plant and animals could prevent diseases.
2. Genetic crops yield more
3. Helps to determine the biological parent in case of dispute on babies (DNA)
4. Helps to increase disease resistance in crops and altering animal traits in plants and animals
5. Assists in classifying blood during screening before it's transfused to another person.

### **Christian view of genetic engineering**

1. Christians support genetic engineering that is beneficial to human beings e.g. Cure of genetic diseases, production of drugs, plant and animals
2. Human beings are made in God's image and are loved by God with or without defects.
3. The dignity of the human being is eroded or disregarded and should be upheld.
4. Christians oppose cloning and test tube babies
5. It's against God's will or teaching

## Plastic surgery

- It's to change or mould the shape of something, to enhance or restore an area of the body
- It's repairing or improving of damaged, diseased or unsatisfactory shaped parts of the body with pieces of skin or bone taken from other parts of the body.
- Skin grafting is the most common type of plastic surgery
- Plastic surgery is done on cleft lips i.e. cosmetic surgery, breast surgery – reduction or enlargement, surgery done to look younger.

## Reasons for plastic surgery

- It can help restore ones confidence or self – esteem
- It enhances beauty, attractiveness or youthfulness
- It enhances a person's life and can be a life changing procedure
- It may help a person to get a new

## job Disadvantages

- Its expensive
  - Can lead to transmission of diseases
- ## Christian views on plastic surgery
- Some support it, as it has some benefits
  - Some Christian oppose plastic surgery in order to look younger
  - Some argue that some people do it because of a lack of self – acceptance, low self esteem hence should work on such issues first.

## LESSON FOUR: THE CHRISTIAN VIEW ON THE EFFECTS OF MODERN SCIENCE AND TECHNOLOGY ON THE ENVIRONMENT (POLLUTION, DESERTIFICATION)

Learning outcomes: By the end of the lesson you should be able to: -

1. State the various ways of caring for the environment

In Genesis 1, man was given the responsibility of taking care of the environment

### *Ways of taking care of the environment*

1. Cleaning up the environment, clean up rivers
2. Educating people on the importance of conservation
3. Dispose industrial wastes properly
4. Enforce use of environment – friendly fuel (unleaded fuel)
5. Factory owners to supply protective wear to factory workers
6. Planting of trees and flowers
7. Establishing airports, industries, and disco clubs away from residential areas.
8. Advocate for laws to be passed to minimize noise from vehicles, aircrafts, entertainment centres.
9. Waste to be managed through
  - Reuse e.g. bottles
  - Recycle – plastic bottles to be recycled to plastic bins, old newspapers to be recycled to tissue papers.
  - Recover – burning waste products to produce electricity

Waste can be managed to reduce use of ‘Throw away’ goods e.g. batteries to use of electricity.

### **LESSON FIVE: POLLUTION AND ITS EFFECTS.**

Learning outcomes: By the end of the lesson you should be able to: -

1. Define the terms pollutant and pollution
2. Give examples of pollutants
3. State and explain the types of pollution
4. State the effects of the various types of pollution.

It's introduction into the environment of substances or energy that is liable to cause hazards to human health, harm to living resources and ecological systems

In simple terms pollution is the contamination of the environment.

Substances that cause pollution are called pollutants. Some of the pollutants include;

- Industrial effluent
- Pesticides
- Insecticides
- Fertilizers
- Ultra – violent rays from nuclear plants
- Dust
- Smoke
- Noise
- Waste heat
- Exhaust gases from automobiles

### *Types of pollution*

- a) Water pollution
- p) Air pollution
- q) Land pollution
- r) Radiation pollution
- s) Sound pollution (noise)

### *Water pollution*

This is the increase of substances in water in excess of its rightful chemical components thus making it unsuitable for human, animal or plant use.

- Disposing domestic and industrial waste into rivers, lakes, seas etc pollutes water.

- Disposing agricultural chemicals pesticides into water bodies.
- Oil spilling into waters
- Poor sanitation bathing or washing clothes in rivers or dams

### *Effects of water pollution*

- a. Causes diseases, which are communicable such as cholera, typhoid, and dysentery.
- b. Leads to death of marine life – birds (Flamingo) fish by oil spills
- c. A Mercury (metal) lead, silver is poisonous. They kill organisms.
- d. Water becomes unfit for human consumption

### *Air pollution*

- Presence of contaminants in the atmosphere caused

by a. Smoke

b. Fumes

c. Dust – from mines, quarries

- When there is an increased level of carbon dioxide in the atmosphere that's pollution

- Other major atmospheric pollutants include gases such as chlorofluorocarbons (CFC), and sulphur dioxide (SO<sub>2</sub>)

- Nitrogen Oxide (NO) i.e. fumes from vehicles, aircrafts, industries

### **Effects**

(i) Leads to diseases such as bronchitis, asthma

(ii) Leads to depletion of the Ozone layer leading to ultra – violent rays of the sun penetrating to the earth causing skin cancer, cataracts (eye problems), low plant yields.

(iii) Causes rusting of roofs

(iv) Causes acid rains

- (v) Carbon dioxide (CO<sub>2</sub>) in the atmosphere has led to global warming.
- (vi) Formation of smog (thick fog), which can lead to accidents.
- (vii) Colored rain due to large amounts of dust in the atmosphere
- (viii) Eyesight loss due to gas leakages from industrial plants.

### *Land pollution*

Land pollution is any physical or chemical alteration to land, which causes change in its use and renders it incapable of beneficial use without treatment.

- Improper or excessive use of insecticides, pesticides makes land acidic
- Land is also polluted by improper disposal of waste / garbage, broken glasses.

### **Effects**

- (i) Waste is an eye sore spoiling the beauty of the environment
- (ii) Broken glass can lead to injuries
- (iii) Open mining leaves pits, which are a danger to people and animals.

### *Noise pollution*

- Experienced especially in urban centres, near roads, running water, mining areas, airports, music from bars, nightclubs etc.
- An instrument called sound meter measures noise. The lowest unit is 0 Decibel, which is okay. More than 80 decibels is harmful to the ear.

Noise over 80 decibels can cause (effects)

- Deafness, hearing problems
- Psychological disorders – frustrations, irritation
- Insomnia
- Shock due to sudden noise

- Cracking of walls

### *Noise can be minimized by*

- Construction of sound proof buildings
- Location of residential areas away from industries, airports, bars, main roads
- Banning of unnecessary hooting, playing of loud music in public vehicles
- Installing silencers in generators
- Education people on the effects of noise pollution

Pollution caused by radiation

- Mainly in developed countries

Atomic explosions e.g. Hiroshima / Nagasaki in Japan in 1945; The side effects of mutations of born children; Some children born with deformities; The radiation caused chromosome mutations. Some mutations on the cells of the parent / grandparents

- Nuclear power stations also a danger
- Medical equipment e.g. X ray machines when one is over exposed to these radiations (x – rays) it can lead to development of cancer.

## **LESSON SIX: DESERTIFICATION**

Learning outcomes: By the end of the lesson you should be able to: -

1. Define the term desertification
2. Describe the causes of desertification

This is slow encroachment of desert – like a condition to land that was previously productive making it desolate, uncultivable and uninhabitable. Human activity accelerates creation of deserts.

### *Causes of deserts*



## *1. Natural*

- a) Persistent rains in a semi – arid area
- b) Exposure of an area to very high, very cold temperatures
- c) Inadequate rainfall for a long period of time

## *2. Human*

Human activities that lead to desertification are

- (i) Cutting down of trees (deforestation) for land use such as building, industries, and not replacing them.
- (ii) Use of water from wells to irrigate land. Its harmful especially salty water – salt on soil salination is toxic to soils.
- (iii) Incorrect use of pesticides and fertilizers destroy soil nutrients.
- (iv) Industrialization – industries emit carbon dioxide (CO<sub>2</sub>) leading to formation of acid rain, which leads to unproductive land hence desertification
- (v) Overgrazing especially among the pastoralist communities
- (vi) Poor farming methods like cultivation on riverbanks and slopes, which causes soil erosion, leading to desertification.

## **LESSON SEVEN: SOLUTIONS TO DESERTIFICATION**

Learning outcomes: By the end of the lesson you should be

able to: - 1.state the solutions to desertification

Land can be restored through the following ways;

- (i) Removal of people, livestock from certain areas e.g. forests
- (ii) Installation of good drainage systems
- (iii) Reduction of water logging / salination

(iv) Use of alternative sources of fuel such as wind, solar, biogas instead of cutting down trees to use as fuel (charcoal)

(v) Advocate for penalties to those who pollute the environment – factories

(vi) Replace trees that are cut down

(vii) Build water storage facilities to store rain water then use it for irrigation

(viii) Educate people on the importance of the environment

(ix) Use of manure instead of harmful fertilizers

Emulate Prof. Wangari Maathai implanting trees – 8th October 2004 she was awarded the Nobel peace prize, an international award, for her efforts in preserving the environment.

#### Revision questions

1. How can modern Christians evaluate scientific and technological discoveries
2. Why is the church in Kenya opposed to plastic surgery?
3. How has science and technology improved human life?
4. What are the consequences of science and technology in our society?

## Revision questions

**1. 1990 Q 45 a, b**

- (a) Discuss Environmental factors that threaten human existence
- (b) Explains ways in which Christians can contribute to the conservation of the Environment

**2. 1992 Q 5a b**

- (a) Discuss how modern science and technology could enhance Christians understanding of God's creation
- (b) Explain how science and technology challenges the Christian understanding of human dignity

**3. 1994 Q 40**

Explain problems caused by industrialization in a community

**4. 1995 Q 7**

State ways in which the church in Kenya is involved in rural development

**5. 1997 Q 6 b (pp2)**

- (b) Explain the religious significance of the environment in traditional African communities  
(7 marks)

**6. 2000 Q 20**

Identify five ways in which a Christian can show respect for life today. (5marks)

**7. 2002 Q 19**

What roles can Christians play in the national election? (5marks)

**8. 2003 Q 6c (pp2)**

Why is the church in Kenya opposed to genetic engineering? (5marks)

**9. 2004 Q 19**

State five ways in which modern science and technology undermine Christian teaching on respect for human life (5marks)

**10. 2010 Q 6 (pp2)**

- (a) Explain the Christian view on plastic surgery in Kenya today. (10 marks)
- (b) Describe four ways through which science and technology has negatively affected the environment created by God. (4 marks)
- (c) How can the youth in the Church carry out environmental restoration in Kenya today? (6 marks)

## Answers

### 1990 Q45a, b

- Destruction/exploitation of natural resources by man eg mining/poaching/exploitation of workers/child labour.
- Environmental pollution e.g. air pollution, water pollution, garbage /toxic gases/forest fires/use of pesticides.
- Modern science and technology e.g production of atomic warfare and other sophisticated armaments which threaten the destruction of the **world** and annihilation of humankind.
- Natural catastrophes like drought/flood/ earthquakes /hurricanes /volcanic eruptions / famine
- Accidents eg factory accidents, automobile accidents, plane accidents, house fires.
- Soil erosion
- Use of drugs eg bhang, heroin, overdose of certain medicines.
- Urbanization /natural vegetation gives way to building. Overcrowding/homelessness as a result to urbanization.
- Injustice in the society where suffering is inflicted upon people by people through such practices as racism/sexism/apartheid/classism.
- Wars and use of war weapons.
- Destruction of the environment by animals etc

(b)

- Christians should understand that the environment was created and sanctified by God and should be revered/kept holy.
- Teach others the need and importance of preserving, rescuing, and caring for the environment
- Make contribution towards the preservation, protection/caring for the environment in terms of money, time, ideas and equipments
- Participate in conservation project eg planting of trees, digging of terraces/gabions/cleaning the environment.
- Set an example in conservation of the environment keeping the environment clean.
- Avoid buying and using products made from materials obtained through destruction of the environment eg game trophies/charcoal.
- Observing of personal hygiene /cleanliness
- Caring for the needy/the poor/the sick/the disable accident victims.
- Caring for the flora and the fauna
- Through sharing the fruits of the environment with justice.

### 1992 Q5a, b

- Science and technology have enabled human being to formulate rules/make tools which help them to control /rule over the universe (as God told to be masters of the universe.
- Through increase experimentation human beings have developed sophisticated technology eg harness nuclear power/traveling/saying in outer space for months. (This has made them wonder about God's creation. The astronauts who made it to the moon exclaimed the wonders of God).

- Science and technology have been used to improve human/animals/plant life. Medical advances have led to disease control and even to extermination of some diseases thus prolonging life (eg more food production etc)
- Science and technology have helped in raising the standards of living (with more-machinery being produced and provided to help workers produce more with less effort)
- Science and technology have been used to serve the material/spiritual needs of human beings, (church have used scientific knowledge and discoveries in spreading the word of God in the world and in initiating development projects to help the people)
- Through technological advances the world has been reduced to a global village (eg through faster means of transport).
- Christian understanding of creation is that man actively participates in God's creation (developments in science and technology are ways of man's participation in the creative work of God.
- In spite of all the advances in science and technology there are questions about the mystery of the universe/creation that they cannot ensure and therefore human beings turn to God for those answers
- Science and technology have been used to sustain /improve the environment for the benefit of human race /for the glory of God.
- Science and technology have helped humanbeings to understand the wonderful order design in the universe and made them ask the fundamental question, ("Who designed this orderbecause it could not have happened by chance
- Science and technology have helped Christians to share with others the wonderful works of Gad(eg by using modem mass media ) electronic media.

b)

- Some scientists (eg Darwin) argue that man is a "chance" creature. (This view reduces the dignity of a person who according to Christian teaching was created by God in His (God's) own image.
- Science and technology have been used to "create" thus taking the place of God eg test-tube, babies, transplants, sex change.
- Science and technology have sometimes been used to destroy what has created (eg Bombing of Hiroshima and Nagasaki, used of chemical/ Biological weapons)
- Some nations use their scientific and technology advances to oppress/humiliate other nations (or even to blackmail them, although all human beings are supposed to be equal.
- Science and technology have created division in society in making some people richer than others.
- Science and technology seem to have replaced human labour (in some cases or reduced man to a mere machine or a producing device).
- The science theory of evolution challenges the Christian view that man /woman created by God.
- Science and technology have been used to deny peophjobs/employment which was done by human beings)
- Some countries have use their scientific and technological advances to subjugate/subordinate and to exploit the countries that are not scientifically and technological advanced.

**1991 Q40**

- May lead to breakdown of community norms values morals
- Destroys personal/leads to individualism where there is little or no consideration for the welfare others.
- May lead to breakdown of family/ties/time for \_\_\_e family is limited the demands of the jobs.
- May lead to other vices
- May lead to exploitation of works
- Causes health hazards /accidents in factories
- May lead to pollution /air poisoning
- May lead to exploitation of land resources

**1997 Q 6b (PP2)**

- The environment was created by God/it is sacred/ to be revered.
- Each ethnic group believed that their homeland was given to them by God/it was a gift from God.
- In some communities, the most important oaths were taken by one taking the soil as a symbol of land/environment.
- African communities set aside certain places as sacred/ to symbolize God's presence among them (e.g mountains/ forests/caves/rivers /trees). These places were also used as places of worship.
- Some communities had totemic animals/birds/heavenly bodies which were considered sacred.
- The environment demonstrated the relationship between god and the people at given times e.g drought/flood/epidemics) showed that God was annoyed with the people/good rains/ a bumper harvest/ green vegetation showed God's blessings.
- People believed that it was their religious obligation to take care of the environment.
- Used the environment to reveal / understand God's attributes/his nature (e.g. thunder/ lightning/ rain/ clouds/earthquakes/ volcanicity/eclipses/sun moon/stars.
- Rites of passages were connected to the environment/ circumcision blood flowed to the soil to blind the initiate to the ancestors/ birth –placenta was buried in the ground/upon death the body was buried in the ground.
- The Africans believed that the environment was the abode of the spirits/the living dead / the ancestors.

**2000 Q 20**

- Care for / conserve the environment (e.g. planting trees/grass/flowers)
- Avoiding pollution of water, air and land/through proper disposal of waste.
- Caring for the less fortunate members of the society/helping the needy.
- Condemning abortion.
- Discouraging capital punishment
- Practicing responsible parenthood/ discouraging child abuse.
- Sharing natural resources with those who are unfortunate
- Discouraging capital punishment
- Providing guidance and counseling on the value of life. 5x1= 5mks

**2003 Q 6c (PP2)**

- It is against the teaching of God

- It interferes with procreation
- It may produce race which is undesirable
- It makes man compete with God
- It hinders God's plan (like marriage)

#### 2004 Q 19

- People are able to carry out abortions which lead to death of unborn/ risk the mother's life mercy killing euthanisa
- Cloning/ test tube babies undermine human sexuality
- Machine. Fertilizer pollute the environment thus endangering the lives of human beings/ any forms of pollutions
- Information derived from pornographic literature video films cyber cafes/ tapes radio pollute the minds
- Vasectomy, tubal ligation undermines God's purpose for protection
- Weapons of mass destructions lead to loss of life
- Human being have been rendered jobless due to modern science and technology/ unemployment
- Accidents caused by machines lead to loss of life/ vehicles
- Deforestation leads to depletion of trees/ soil erosion/ lowers food production/ hunger
- Organ transplant/ plastic surgery undermines God's creation
- Drug abuse/ substance abuse

#### 2010 Q 6 (PP2)

- Christian approves plastic surgery when used to restore/improve deformities/treatment.
  - It is not recommended for beauty/cosmetic reasons since that goes against Lord's design.
  - Plastic surgery is like self-glorification thus it is discouraged.
  - God is more interested in one's soul than a beautiful body.
  - Plastic surgery takes the place of God who is the creator/challenges God the creator.
  - The intention of plastic surgery in most cases is to create celebrities who become objects of worship.
  - Risks involved when performing surgery can lead to deformity/death.
  - It shows lack of appreciation of oneself. (5 x 2 = 10mks)
- 
- Use of chemicals has led to the pollution of water/soils
  - Emission of smoke from industries/nuclear factories leads to pollution of air.
  - Felling trees has led to desertification/drying up of rivers.
  - Manufacturing of plastic materials has led to environmental degradation.
  - Science and Technology has led to the over utilization of natural resources like fish/wildlife.
  - Quarrying/mining had led to environmental degradation. (4 x 1 = 4mks)
- The youth should sensitize people on the importance of protecting the environment/theatre performance in environment.

- They should teach/on methods of environmental conservation gabions terracing contour ploughing etc.
- They need to form church organizations/clubs/societies aimed at environment conservations.
- The youth should raise funds to support environmental exploitation/degradation.
- They should raise funds to support environmental conservation programmes.
- They take part in the environmental days for planting of trees/cleaning occasions.
- They should lobby the government to enact laws that are aimed at protecting the environment.
- They should act responsible/be role models on issues regarding the environment.  
(6 mks)