



South Sudan

Secondary CRE

Student's Book

4

Secondary
CRE 4

Secondary CRE has been written and developed by Ministry of General Education and Instruction, Government of South Sudan in conjunction with Subjects experts. This course book provides a fun and practical approach to the subject of Christian Religious Education, and at the same time imparting life long skills to the students.

The book comprehensively covers the Secondary 4 syllabus as developed by Ministry of **General Education and Instruction**.

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Student's Book

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FOREWORD

I am delighted to present to you this textbook, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This textbook shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum and school textbooks for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum and the new textbooks. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my previous role as the Undersecretary of the Ministry, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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UNIT 1

Religious Approaches to Modern Science, Technology and Environment

Key Words

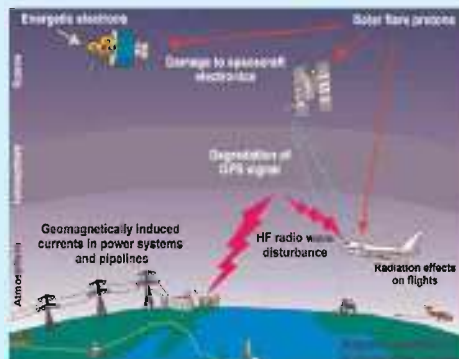
Modern science, environment, technology, haemophilia, hereditary, blood transfusion, plastic surgery, biotechnology, dialysis, cloning

The relationship between science and religion is a subject of continued debate. To some extent, the two become compatible and even incompatible on issues against the religious views. The unit teaches the overview of technological advancement and environment. However, there are different views of christians concept to the modern science and technology.

Activity 1.1

Discussion corner

1. Look at the pictures below.



1. Talk about what you can see.
2. Relate the pictures to modern science, technology and environment.
3. Mention other aspects of modern science and technology.

The meaning of modern science, technology and environment

Activity 1.2

1. In groups, discuss the meaning of the following terms:
 - (a) Science
 - (b) Technology
 - (c) Environment
2. Discuss the benefits of modern science and technology to the environment.
3. Discuss the relationship between modern science and technology and religion.

Contribution of modern science to proclamation of the Good News of Christ

Group work

1. Look at the picture below.



2. Identify the aspects of modern science and technology from the picture.
3. Explain the contribution of the following technological advancement in evangelisation.

Activity 1.3

Read the story below

St. Paul's Catholic Church was full when we got there. Everyone was conversing with their neighbour, a happy buzz of words filled the air. We found two empty seats and sat down. In front of us was a stage, seated on the stage was the choir. Next to the stage, on either side and up high on the walls were two large projection screens providing information of upcoming events in the church. Soon the choir started singing and that signaled us of the start of the service. As soon as the choir stopped, the priest welcomed the congregation. We could all hear him clearly since he was using the microphone and speakers were connected all over the church. As the priest preached, we could all see him as his image was projected on the huge screens. We read the Bible verses from our tablets. We sang different hymns and the words of the songs were projected on the big screens.

After the service, we were invited to a live video session on the importance of having faith in God. We later posted the video on YouTube, Facebook, Twitter and different WhatsApp groups. We drove home listening to Christian songs on *Bakhita* Radio. As lunch was being served, we turned on Family Tv and followed the sermon from an international evangelist who was preaching on repentance and forgiveness.

1. In groups, discuss how technology is used in churches in our country.
2. Discuss why the video was posted on you tube, facebook, twitter and different whatsapp groups.
3. Discuss the importance of modern science and technology to the church.
4. In groups, identify the contribution of modern science in spreading the gospel from this story.
5. Explain how the congregation was able to hear the gospel and see live pictures.

Modern technology has in a great way contributed to proclamation of Good News of Christ through various ways. For instance:

Christians use mass media to spread the Good News. They use printing press in publishing Christian magazines and Bibles. They produce cassettes, CDs, DVDs in producing worship songs and sermons.

They use airplanes and vehicles to facilitate transport in preaching the gospel.



Christians in the church

Christians produce films to preach the gospel.

Activity 1.4

1. Discuss the significance of the advancement in technology to evangelism.
2.
 - (a) Explain advantages of public address system in worship.
 - (b) Explain the significance of a piano in worship.

Christians use Internet, computers and electronic mails to spread the gospel. Musical instruments like electric guitars and pianos used to aid worship as they bring in aspects of entertainment.



Public address system

Mobile phones, fax can be used to send messages outside and within the country.



Speakers

Modern equipment can be used for leisure in enhancing the work of the church for example, music and drama.



Electric piano

Aspects of modern science and technology rejected by some Christian sects

Activity 1.5

1. Identify the aspects of modern science and technology in the society.
2. Discuss your approach to these aspects.
3. Why do christians reject some of modern science and technology in the society?
4. In pairs, write down aspects of modern science and technology rejected by some Christian sects.

1. Blood transfusion

Debate

“Science and technology is necessary in our modern society”. Debate in class.

Group work

1. What is blood donation?
2. Discuss the precautions for blood donation.
3. What makes people to donate blood?

Ways in which blood transfusion is used to save lives

Blood transfusion is used to save lives through various ways: Restoring blood lost through accidents, wars and child birth. It helps in maintaining blood levels of patients undergoing major surgery and also terminally ill patients. Blood transfusion enhances the haemoglobin levels of some patients.

Precautions that should be put into account before blood transfusion

Pair work

1. Research about the precautions before blood transfusion is done from the internet if you can access.
2. What do you think should be done before donating or receiving blood?
3. Explain the text on the chart below.

PRECAUTIONS

- Donor must be healthy, without any diseases like Syphilis, Hepatitis, AIDS, Cancer etc.
- Only compatible blood must be transfused.
- Both matching and cross matching must be done.
- Rh compatibility must be confirmed.
- Blood should be fresh.
- Apparatus for transfusion must be sterile.
- Temperature of blood to be transfused must be same as the body temperature.
- Transfusion of blood must be slow. The sudden rapid infusion of blood into the body increases the load on heart, resulting in many complications.

Activity 1.6

1. Look at the picture below.
2. Explain what is happening in the picture.
3. Write down precautions that should be taken before this process.



4. Discuss the benefit of what is happening in the picture above.

Christian view on blood transfusion

Debate

Hold a debate on the motion “Aspects of modern science and technology rejected by Christians are good.”

Christians have different views about blood transfusion. Some Christians are against blood transfusion while others are for blood transfusion.

Reasons why some Christians support blood transfusion

Christians support blood transfusion because they believe it is a way of following the example of Jesus Christ who shed his blood to save humankind. It minimises possible rise of criminal commercial blood donors or helps in maintenance of law and order. They also believe it is in line with the Bible teaching of sharing with the needy. A demonstration of neighbour’s love or love for humankind. Blood transfusion is a way of showing patriotism in supplementing government efforts in saving lives of needy citizens.

Moreover, blood transfusion is a way of giving people who need blood chance to live or realise their vision or recover their health. A kind of investment to expect benefit from blood transfusion in event of need.

Reasons why some Christians are against blood transfusion

Some Christians are against the practice of blood transfusion because they believe that: Blood is life. Therefore, it cannot be taken from one person and placed into another. It is a practice which interferes with God's creation. Through blood transfusion, one can contact AIDS and other diseases. Life is God given and only God has the power to sustain it. To transfuse blood is equal to eating it which is a sin according to the Bible (Leviticus 17:10-14).

10 If any Israelite or any foreigner living in the community eats meat with blood still in it, the LORD will turn against him and no longer consider him one of his people. 11 The life of every living thing is in the blood, and that is why the LORD has commanded that all blood be poured out on the altar to take away the people's sins. Blood, which is life, takes away sins. 12 That is why the LORD has told the people of Israel that neither they nor any foreigner living among them shall eat any meat with blood still in it. 13 If any Israelite or any foreigner living in the community hunts an animal or a bird which is ritually clean, he must pour out its blood on the ground and cover it with earth. 14 The life of every living thing is in the blood, and that is why the LORD has told the people of Israel that they shall not eat any meat with blood still in it and that anyone who does so will no longer be considered one of his people.

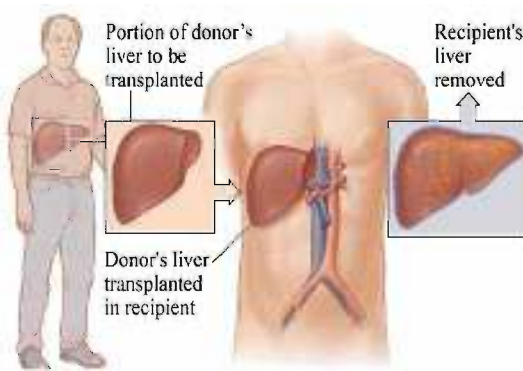
Pair work

1. In pairs, compare and contrast reasons why some Christians support blood transfusion and reasons why some are against it.
2. What have you learnt from your comparison?

2. Organ transplant

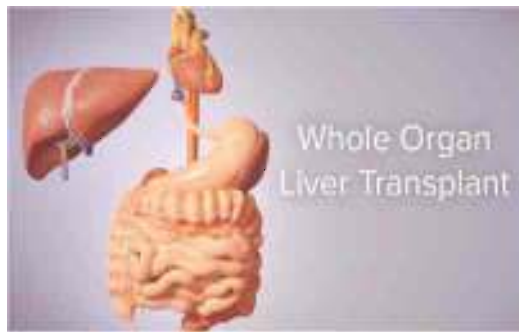


Process of organ transplant

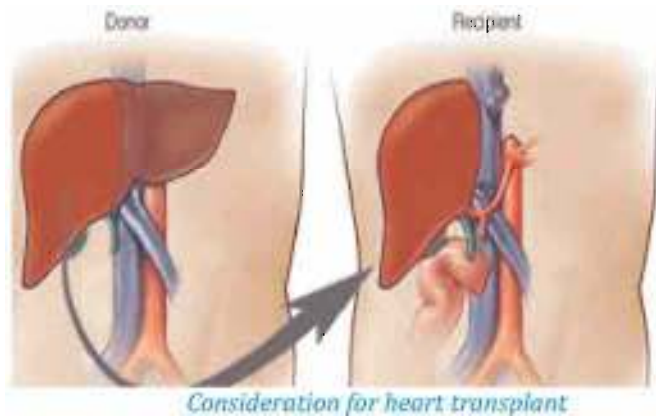


Group work

1. Explain what organ transplant is.
2. Discuss Christian approach on organ transplant.

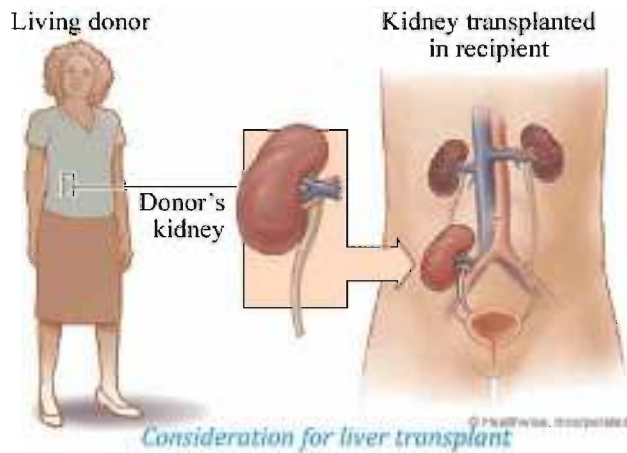


Organ transplant is the most challenging and complex area of medicine. The organs mainly transplanted include the kidney, the heart, the lungs, the liver, the pancreas, the eyes and the intestines. The most common organ transplants carried today are heart and kidney transplants. Heart transplant is done when other treatments for cardiovascular diseases are inadequate or inappropriate. The first heart transplant was carried out by Dr. Christian Bernard in 1967 in South Africa. When heart transplants began, survival rates were low but with improved technology in medical field majority of heart transplant patients are now able to survive for more than five years.

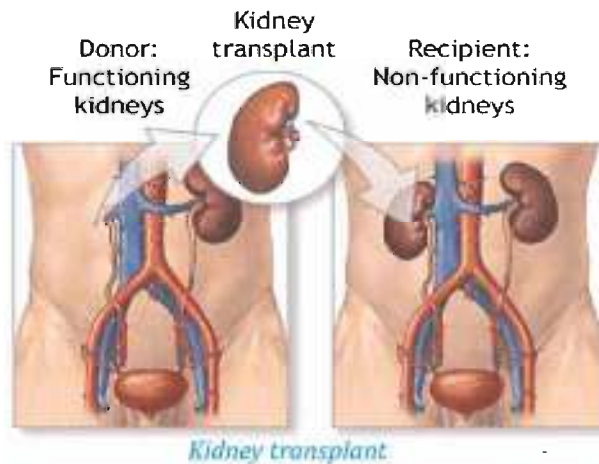


Pair work

1. Find out blood transfusion and organ transplant.
2. Compare and contrast between blood transfusion and organ transplant.
3. Write down your points and share with the rest of the pairs.
4. Show your teacher what you have written.



Kidney transplant was first done in United Kingdom in 1960's. It has now become the most common and successful form of organ transplant. Kidney transplant has greatly improved due to advanced medical technology, research and knowledge. The survival rates of kidney transplants are usually very high. A kidney transplant is better than dialysis as it is cheaper and healthier to a patient in the long run.



Christian view on organ transplant

Activity 1.7

Your parent is suffering from kidney failure. The doctors have advised him or her to get a kidney transplant. Will you support the doctors advice? Justify your answer.

Christians have various views in regards to organ transplant. Some are for it while others are against it.

Some Christians support organ transplant because: They believe that, one

should do everything humanly possible to save life.

It is a way of continuing with God's work of creation as seen in the Bible where God removed a rib from Adam's body and used it to create Eve (Genesis 2:21-23).

21 Then the LORD God made the man fall into a deep sleep, and while he was sleeping, he took out one of the man's ribs and closed up the flesh. 22 He formed a woman out of the rib and brought her to him. 23 Then the man said,

They view donation of an organ for transplant as way of expressing love and concern for those suffering as taught by Jesus Christ.

Reasons why some Christians are against organ transplant

They see it as a way of transferring one's life to another person.

Transplanting of an organ from an animal is a way of lowering the human dignity. They believe life is God given and only God has power to sustain it.

They see organ transplant as expensive and can easily drain all the family resources causing poverty.

3. Genetic engineering



GMO food

Activity 1.8

1. Research from the Internet if you can access on genetic engineering.
2. Explain how scientists apply genetic engineering in gene-modification.
3. Discuss Christians approach on genetic engineering.

Genetics is the study of science dealing with heredity; transfer of genes in human beings. Genetic engineering also known as genetic modification, is the deliberate alterations made to the inherited features by modifying the structures or position of individual genes. It is a technological way of

changing the genetic makeup of cells, including the transfer of genes within and across species.

Genetic engineering is a powerful technique in applied genetics and biotechnology. It gives human beings the power to study and change the genetics status of organisms including human beings. Genetic engineering applies certain techniques such as radiation, chemical actions, or micro surgery.

These techniques can be used to fertilise ova of plants, animals and human beings. It can also be used to undo the influence of a disease of a defect causing gene.

Pair work

1. In pairs, explain to your friend what you have learnt about Genetic engineering.
2. Share with the rest of the pairs.

Benefits of genetic engineering

Genetic engineering has many benefits to human beings. For instance, it helps: To transfer genes of human insulin which plays vital role in the regulation of blood sugar levels in diabetic patients. It also helps to manufacture human growth hormone which is used in the treatment of dwarfism and restoring near normal heights in children suffering from growth hormone deficiency? It creates human beings asexually (test tube babies). Genetic engineering increases the rate of growth and maturity of livestock. It can also produce genetically engineered bacteria which are used for clearing up oil spills and polluted surfaces. To meet the demand of ever increasing human population, food production has to be interested and this is done through genetic engineering. Genetic finger printing for forensic work in crime busting and criminal trials originate from genetic engineering.

Individual work

1. Individually, read the text on benefits of genetic engineering.
2. Identify the benefits from the text.
3. Write down your points and show your teacher.

To determine the biological parent in cases of disputes on babies genetic engineering has to be used. It also increases disease resistance in crops and altering traits in plants and animals. It helps to classify blood during screening before it is transferred to another person. To make a blood clotting

agent this is usually lacking in patients with haemophilia.

Debate

“Genetic engineering has more benefits than harm“ Debate in class. One group to be proposers and another group to be opposers.

1. One of you to write down points for proposers and another for opposers.
2. Present the points in class after the debate

Disadvantages of genetic engineering

Activity 1.9

1. Talk about advantages of genetic engineering.
2. Write down your points for comparison.
3. Present to the class what you have learnt.

Genetic engineering has some disadvantages hence the church condemns it. For example: Human made beings contradict God’s work of creation. It may cause complications like introducing cancer causing genes into common infectious organisms. Other disadvantages include:

1. Genetically processed food has little value to the body.
2. It challenges God’s work of creating man.
3. It is against God’s power or will to procreate naturally.
4. It denies man and woman God given ability to procreate.
5. It is against God’s law of natural growth.
6. Eliminates weak organisms and interferes with the balance of nature.
7. It is done for selfish and individualistic gains which leads to misuse of resources.
8. Destroys the principle of variety and the beauty of nature.
9. Genetically modified food contains chemicals which are harmful to human health.

Advantages of genetic engineering

However, Genetic engineering has got advantages like:

1. It leads to high quality breeds.
2. It aids in the production of drugs that fight resistant disease.

3. Produces blood clotting agencies.
4. Solves the problem of infertility through artificial insemination and intro-fertilisation.
5. Cloning may assist in saving the species that are faced with extinction.
6. It may be used to determine the sex of a child before birth.

Pair work

1. Read the above advantages and disadvantages of genetic engineering.
2. Compare and contrast the advantages and disadvantages of genetic engineering.

Christian view on genetic engineering

Group work

1. Do you think genetic engineering will end the increasing food insecurity in sub-saharan countries? Discuss.
2. As a Christian, do you support the large scale production of GMO foods? Discuss.

4. Plastic surgery

Activity 1.10

1. What is plastic surgery?
2. Discuss the effects of plastic surgery on human body.
3. Looking at the pictures below, what do you think is happening?
4. Do you support the practice? Explain.



Facial plastic surgery

When it began, plastic surgery was only used to correct facial deformities. Today it is widely used to correct defects of all external parts of the body. It is also used to correct deficiencies caused by congenital abnormalities, malignant or benign tumours or disfigurement resulting from secondary burns or other injuries that is reconstructive surgery.



Face after plastic surgery

The most common form of plastic surgery is cosmetic surgery. It helps in improvement of the appearance of certain parts of the body for example, the face, ears, nose, breasts and hips. These improvements may not be for medical purposes but because a person feels unattractive. Some of the reasons why some people go for plastic surgery is because they want to retain certain jobs for example, in the film industry. Treatment of major burns.

Group work

1. In groups of five, read about plastic surgery and bleaching.
2. Compare and contrast plastic surgery and bleaching.
3. Write down your points and share with the rest of the group members.

Some do it to improve one's voice or tone. Some people are dissatisfied with their appearance so they seek to effect a desired change to experience full freedom of movement and to lessen fatigue. For example, in athletics, excessively large breast may be reduced.

Although plastic surgery has many benefits, it also poses some dangers to an individual.

Activity 1.11

1. In groups of 5, discuss the possible dangers of plastic surgery to an individual.
2. Share with other groups to see what they have discussed.
3. Combine your discussion and present in class.

Christian view on plastic surgery

Christians support plastic surgery if it is used for medical reasons. They are encouraged by the miracles that Jesus performed to restore people into wholeness, or instance when he healed the man with a withered hand. Therefore if plastic surgery is used to restore people to wholeness it is a continuation of Jesus healing ministry. Christians are opposed to plastic surgery that is meant for aesthetic value. Those who fail to do so fail to appreciate God's work of creation.

5. Bleaching or toning



Various ways of bleaching

Skin bleaching or **lightening** is a process of reducing or blocking the concentration of melanin in order to whiten the skin or give a fairer complexion. This can be achieved by either applying a cream, getting a laser treatment or cryosurgery which involves the use of liquid nitrogen to remove patches or moles on the skin. Some of these products have mercury

which is harmful to the skin.



While getting a light skin makes one more beautiful, it comes with side effects and risks. Some of these effects include the following; It can cause permanent skin bleaching whereby the skin can never go back to the original color. Too much use of the lightening creams can lead to pigmentation, which affects the color of the skin. There is Irritation and redness of the skin. Uneven skin tone is also another effect. It also causes skin Cancer. Skin gets exposed to the sun.



Pair work

1. In your own understanding, what can you say about bleaching?
2. How will you advice someone who has bleached herself or himself?
3. What about someone who wants to bleach herself or himself, which advice will you give him or her.

Euthanasia is a Greek word meaning easy and painless death. It is also referred to as mercy killing. It refers to painless killing of a patient suffering from an incurable and painful disease or an irreversible coma. It also refers to the competent and sympathetic help given to a dying person to experience love and care.

Euthanasia may be given with the person's consent or without the person's consent. It involves the act of omission of life saving procedure with the intention of causing death of a human being in order to eliminate suffering.

Euthanasia can be carried out through; Switching off life supporting machine of a patient in a coma. There is also administering an overdose of a medicine hence causing death.

The people who support Euthanasia claim that; It is a dignified death rather than continuous suffering. Sometimes it is expensive to cater for patients who will finally die. Human beings have a right to decide what is good for them. It is a sign of mercy shown to those suffering from terminal diseases.

Activity 1.12

1. Listen to a resource person invited by your teacher to talk about euthanasia.
2. Identify reasons why euthanasia is supported apart from the one discussed above.
3. What have you learnt from the resource person about euthanasia?

Christian view on Euthanasia

The following are reasons why Christians are against Euthanasia:

- i) It is a form of murder.
- ii) It shows lack of faith in God's power to heal.
- iii) The Ten Commandments forbid killing or murder.
- iv) It is contrary to the teachings of Jesus Christ who restores life.
- v) It deprives relatives, friends and family willingness of giving love and care to the dying person.
- vi) It discourages medical research on vaccines.
- vii) It is against medical ethics.
- viii) It is against human rights.
- ix) A patient may recover after a long period of time or deep coma.
- x) It is only God who has a right of taking away life.

Dangers involved with Euthanasia

Some people may practise it in order to grab the inheritance of the person. It increases suicide cases, wanting to die even when the pain is bearable.

Results to discouraging patients as it makes them feel unwanted or neglected by their relatives. It denies medics an opportunity to provide selfless service to the patient's recovery. It indicates lack of faith in God as a giver of life or creator.

Word search

Identify the aspects of modern science and technology rejected by some Christian from the word search below.

B	L	O	O	D	T	R	A	N	S	F	U	S	I	O	N	A	W
O	N	G	U	J	K	R	S	U	O	K	W	L	Z	G	O	K	P
R	B	N	N	D	S	F	G	J	P	L	F	K	F	M	V	L	Q
G	E	N	E	T	I	C	E	N	G	I	N	E	E	R	I	N	G
A	N	H	M	K	I	H	O	K	U	G	G	B	F	C	S	E	O
N	C	V	U	J	D	D	P	U	M	F	X	W	Y	S	R	U	K
T	B	D	M	D	G	R	B	L	E	A	C	H	I	N	G	T	P
R	F	X	X	L	J	U	T	Y	H	O	P	C	V	F	T	H	Q
A	C	S	G	X	C	V	G	Y	A	Z	W	Q	X	V	B	A	R
N	H	W	Q	A	F	O	K	M	G	F	C	V	G	G	U	N	W
S	R	T	C	V	H	C	V	G	V	B	N	L	K	W	S	A	S
P	L	A	S	T	I	C	S	U	R	G	E	R	Y	E	A	S	T
L	K	M	K	M	J	F	J	T	E	W	S	S	Z	E	A	I	U
A	Y	H	K	K	C	S	L	D	D	C	B	C	Z	T	O	A	C
N	H	E	J	L	X	E	K	T	K	D	L	W	Q	I	K	P	V
T	V	W	T	W	V	A	R	A	K	I	W	E	R	Y	N	L	W

Challenges of modern science and technology to the environment and faith

Activity 1.13

1. Identify the effects of modern science and technology to the environment in the Christian point of view.
2. Discuss how the challenges can be solved.

Pornographic films

Group work

1. What is pornography?
2. Identify the effects of pornography in modern society.
3. Discuss the pornography as the cause of immorality in schools.

Activity 1.44

1. Find out reasons that make young people to watch pornographic films.
2. Write them down for comparison.
3. Compare with your friend to see what they have written.

The youth should be guided to ensure that they are not addicted to watching of the pornographic films. Christian moral values should be instilled in them from a young age to ensure they are not swayed by their friends. The content that young people watch should be monitored even if it is the television, the channels should be regulated because some of them contain pornographic materials.

Christians oppose the watching of pornographic materials because they may make the young ones get tempted to do what they watch. It is also ungodly to watch naked images of some people. Sex is a sacred thing that should also be done privately not in public by married couples only.

Debate

“The current increase in immorality and sexual dissipation is due to modern science and technology.” Debate in class.

Pollution and Desertification

Activity 1.15

1. In groups, find out the meaning of the following words:
 - (a) Pollution
 - (b) Desertification
2. What are the causes of pollution and desertification?
3. Share in class.

In the modern world, human kind entirely depend on the environment for raw materials, industries, food, leisure, water and fresh air. Scientists try to increase food production from the land and waters by using improved breeds, fertilisers, irrigation, herbicides and land reclamation techniques. However, some activities of applied modern science have caused destruction of God given environment. Through pollution and desertification.

1. Pollution

Activity 1.16

1. Identify types of pollution on the environment.
2. Discuss the effects of pollution on the environment.
3. Find out the possible solutions for reducing pollution.

Pair work

1. With a friend, discuss Christian approach to pollution.
2. What measures are put in place to control pollution?

Substances that cause pollution are known as pollutants. They include:

- i) Pesticides, insecticides and herbicides.
- ii) Industrial waste.



Effect of human activity on the environment



Effect of industries to the environment

- iii) Fertilisers.
- iv) Ultra-violet rays from nuclear plants.
- v) Dust.
- vi) Smoke.
- vii) Noise.
- viii) Waste heat.
- ix) Radioactivity and electromagnetic pulses.
- x) Exhaust gases from automobiles and industries.



Effect of industries to the environment

Activity 1.17

1. In groups, discuss the causes of:
 - (a) Land pollution
 - (b) Air pollution
 - (c) Water pollution
2. Write the causes down and present them in class for comparison.

Main types of pollution are:

- (a) Land pollution
- (b) Air pollution
- (c) Water pollution

(a) Land pollution

Land pollution is the contamination or degradation of earth's surface. Land is polluted when solid and semi-solid waste from industries, commercial, medical and domestic buildings is left on the surface of the earth.

Effects of land pollution

Substances like industrial waste corrodes or degrades the land surface making it unproductive. Garbage heaps in urban areas are an eye-sore and spoil the beauty of the environment. Garbage heaps also contain dangerous objects like glasses which may cause injury.

The rotting garbage produce foul smell to the environment.



Dumping litter pollutes the environment

Dump sites acts as hiding places for thieves. Agricultural chemicals make the land acidic and eventually infertile as well as affect the food health and life of animals and human beings.

(b) Air pollution

Air pollution is the contamination of the atmosphere with substances which are harmful to people, plants and animals.

Effects of air pollution

It leads to the depletion of the ozone layer which protects life from the infrared rays.

It also leads to formation of smog which reduces visibility in the cities causing road accidents.



Traffic jam causes air pollution

Air pollution causes foul smell. For instance, gases such as sulphur dioxide has a suffocating odour. Gas leakages from industries can cause loss of eyesight. It causes rusting of rooms and other iron and steel surfaces due to acid rain.

Build-up of carbon dioxide in the atmosphere which leads to global warming and greenhouse effect.

(c) Water pollution

This is the increase of substances in water in excess that make its consumption harmful to human beings, plants and animals.

Water pollution is caused by eroded soil and other impurities deposited in water. Water is also polluted when it is used as a coolant in industries and released to water bodies it warms the water thus dissolves oxygen which is helpful for marine life. Oil spills and leakages also pollutes water bodies as they contaminate water. When fertilisers that contains Nitrogen and Phosphorus are released in water, they affect agricultural life of plants.



Water pollution

Activity 1.18

1. In groups of four, talk about effects of water pollution.
2. Write down the possible solutions for effects of water pollution.
3. Compare what you have written with other members in your class.

(d) Noise Pollution

This pollution is experienced when anything affects the normal sound production. It may be experienced in areas near factories, airports, railway lines, roads and market centres.

Pair work

1. In pairs, compare and contrast land pollution, air pollution, water pollution and noise pollution.
2. Share your comparison with the rest of the pairs.

Effects of noise pollution

Noise pollution may cause hearing problems. It can also lead to shock due to sudden loud noise. Walls of buildings can crack. There can be lack of sleep due to disturbances.

It can bring public nuisance leading to irritation. It can also lead to poor communication leading to misunderstanding when instructions are given in a noisy place.

Noise pollution can be minimised through construction of sound proof buildings. Educating people on the effects of noise pollution, installing silencers on some engines.

Construction of residential houses far away from factories and other noisy areas. Avoid listening to loud music and advocate laws to be passed on the need to reduce noise for vehicles, entertainment and aircraft.

Check your progress

1. Which other ways of minimising noise pollution can you think of?
2. Write them down and share the answers with your friend.

1. Desertification

Activity 1.19

1. Find out the meaning of the term desertification.
2. Listen to a Geography teacher give a talk on desertification.

Group work

1. Identify factors that contribute to desertification in our country.
2. Discuss ways of controlling desertification.
3. Find out regions that have been affected by desertifications using a world map.
4. Talk about the effects of desertification.



Effects of desertification

Desertification is the spread of desert-like conditions into arable land thus making it unfit for crop cultivation and uninhabitable. Desert conditions are caused by the following factors:

Inadequate rainfall in an area, poor irrigation methods, cutting down of trees without replacing effects catchment areas.



Deforestation

Overgrazing in an area wastes the earth surface which is washed away when it rains. Continuous use of chemicals makes the soil infertile hence supporting little vegetation cover. Cultivation on steep slopes and water catchment areas. Over cultivation may render the soil infertile. Destruction of forests by fire and also shifting cultivation causes desertification. Acidic rains may destroy vegetation leading to desertification.

Ways in which modern science and religion can work together

Activity 1.20

“Modern science and religion can work together,” debate.

Use of modern means of transport has made people to travel to any part of the world to evangelise.



Construction of new roads

Through the mass media, the word of God can be spread to various parts of the world. Invention of audio visual machines which has helped in preaching the gospel. Through modern means of communication, there is easy exchange religious knowledge and ideas. Used to improve human life through disease control and good diet. Increased people’s knowledge and mysterious events such as outer space. Man is able to conquer animal and plant kingdom as a responsibility that God gave in the Garden of Eden. Science has been used to improve man’s spiritual and material needs. Through science, man takes part in God’s creation work.

The merits of modern science to society

Activity 1.21

Hold a debate on the motion, “modern science and technology has brought more benefits to the society than harm”.

Transport and **communication** enables people to travel faster and interact socially. It has improved agriculture hence leading to increased food production. Invention of modern machines has made work easier. Computer and the Internet has improved trade between nations. Formal education and training has equipped human beings with new skills for survival.



A vocational training centre in South Sudan

It has led to job opportunities through industrial development. It has brought better health care through modern equipment and medicine. There is improved security matters by use of radar alarms and electrical fencing.



An electric fence

There is better exploitation of natural resources and better understanding and management of the environment such as weather forecast and irrigation. Population control and management through family planning methods. Improvement in trade through use of computer technology.

Demerits of modern science to society

Activity 2.22

You have been invited as a guest speaker to speak on demerits of modern science to the society. Write a speech you will give.

Cloning and test tube babies undermine human sexuality. Production of weapons of mass destruction which leads to loss of life. Production of chemicals which threaten both human and animal life. Vasectomy and tubal ligation undermines God's purpose of creation. Pollution of the environment threatens human life. Procuring of abortion which leads to death of unborn child and risk the mother's life. Experimentation of human beings undermines God's creation.

Glossary

Biotechnology:	The use of biological processes, organisms, or systems to manufacture products intended to improve the quality of human life.
Cloning:	The process of producing similar populations of genetically identical individuals that occurs in nature when organisms such as bacteria, insects or plants reproduce asexually.
Dialysis:	The process of removing waste products and excess fluid from the body.
Donor:	A person who provides blood for transfusion.
Dwarfism:	Short stature that results from a genetic or medical condition.
Haemophilia:	An inheritable disease, usually affecting only males but transmitted by women to their male children, characterised by loss or impairment of the normal clotting ability of blood so that a minor wound may result in fatal bleeding.
Hereditary:	Genetically transmitted or transmittable from parent to offspring.
Terminal illness:	An incurable disease that cannot be adequately treated and is reasonably expected to result in the death of the patient within a short period of time.

UNIT 2

Religious Approaches to Wealth Money and Poverty

Key Words

Wealth, money, poverty, corruption, bribe

Wealth and poverty have been recognised as the central challenges in human life. The issue of wealth creation, distribution and our attitude towards it in respect to the less fortunate is of great concern today. Therefore, the unit tackles religious approaches in relation to wealth, money and poverty in the modern society.

Activity 2.1

Discussion corner

1. Look at the following pictures. What do you see?
2. Explain comparisons of economic status of the people in the two pictures?



3. Talk about the social and economic status of the people shown in the two pictures.
4. What do you think should be done to reduce the gap between the rich and the poor?

Wealth, money and poverty

Activity 2.2

1. It is common to hear people say so and so is wealthy or poor.
2. In groups, discuss what makes someone to be termed as rich or poor.
3. In groups, discuss the meaning of the following words:
 - (a) Wealth
 - (b) Poverty
 - (c) Money
4. Discuss good ways of getting money in our country.

Wealth

It refers to the total accumulation of materials things or possessions owned by an individual, family or a group of people. It is all the property that has economic value. For example; land, animals, buildings or services offered in exchange for money.

Money

Money is something that is generally accepted as a medium of exchange for goods and services. It is a measure of value or means of payment. It is usually in the form of coins or notes.



South Sudanese currency

Poverty

Poverty refers to the state of having inadequate basic needs. Poverty is characterised by inability to afford good health facilities, proper nutrition and education facilities. This results in poor health care and hunger. Poverty is also manifested in the form of an environment that is not cared for.

Activity 2.3

1. Talk about the causes of poverty in South Sudan.
2. Discuss ways of eradicating poverty in our country. Write them down for comparison in class.

Traditional African view on wealth, money and poverty

Group work

In groups, read the text below and summarise in your own words the traditional African view on wealth and poverty.

In African traditional society, wealth is in form of large herds of cattle, flocks of sheep, goats and many wives and children. People practised barter trade to acquire wealth.



Cattle in a traditional homestead

Wealth is attributed to the head of the family. Unmarried persons cannot be considered wealthy even if the person has a lot of material possessions.

Wealth is communally owned and people are encouraged to work hard so as to acquire wealth honestly. Wealthy people are highly regarded and can be considered for leadership positions. Wealth is believed to be a blessing from God.



Sheep



Goats



People working

Though the poor are assisted, lazy people are ridiculed through songs, riddles and proverbs. Wealthy people are praised and encouraged by members of the community.



Home for the rich



Home for the poor

Poverty is viewed as a form of punishment or a curse for wrongdoing. Since wealth is measured in terms of the number of children, number of animals or land that one has, if one does not have them, such a person is considered poor. Natural disasters such as drought and floods may cause poverty. For instance disaster contributes to loss of farm produce and livestock, hence famine.

Ways in which wealth is acquired in African traditional society

Africans believe that wealth should be acquired in proper or honest ways. Some people acquire wealth through hard work in keeping of livestock, barter trade, and specialised skills such as tool making, basketry, pottery and practice of herbal medicine. Through inheritance, sons inherit property such as land from their parents or fathers. Girls do not inherit property from their fathers because they are expected to leave their homes when they get married. In the form of bride wealth, a man who has many daughters receive a lot of bride wealth when she gets married. Some people give valuable gifts to leaders such as kings and elders. They use gifts to pledge loyalty to their political leaders by giving them girls to marry, livestock and valuable items such as gold. Through raids of cattle, sheep and goats as well as camels from neighbouring communities.

Pair work

1. In pairs, discuss with your friend on how wealth is acquired in your community.
2. Compare yours with that of your friend. Are they the same?
3. Share what you have discussed with the rest of the pairs.
4. What can you conclude on the acquisition of wealth among various communities?

A wealthy man in African traditional community uses his wealth to assist the underprivileged. These include the poor, widows, orphans and people with disabilities. Generosity is practised while arrogance is shunned. It is believed that generous people receive more wealth as a blessing from God and the ancestors.



Caring for the needy

Group work

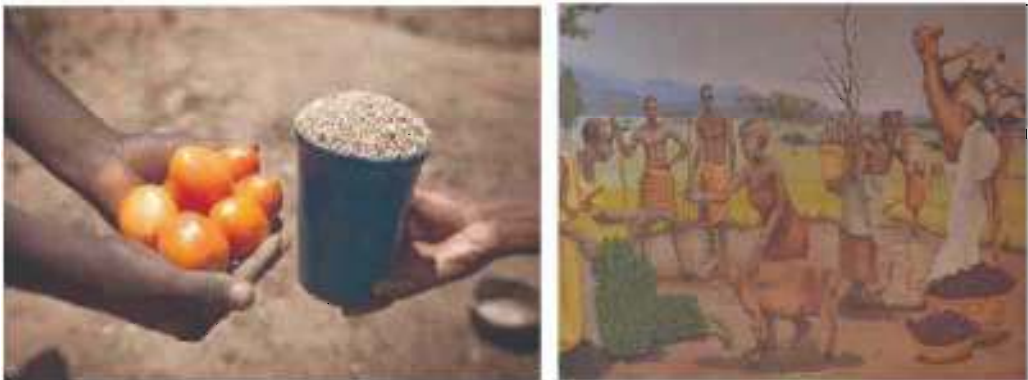
1. In groups of 5, summarise in your own words ways in which wealth is acquired in African traditional society.
2. Share your work with the rest of the groups.
3. Combine your summaries and present in class.

Impact of introduction of monetary economy on African traditional society

Activity 2.4

1. Talk about different currencies in the world today.
2. In groups, discuss ways in which money economy changed African traditional society.
3. Explain the advantages of monetary economy.

Money was introduced in most parts of Africa by European traders who visited the continent in the 19th Century. For example, the British introduced the sterling pound. Today these and other currencies are in the use in many African countries and the world at large.



Various forms of barter trade

Prior to the introduction of money, Africans used barter trade. They exchanged goods for other goods. The introduction of money economy brought about many changes. Some of the changes were positive while others were negative. In the first places, money economy led to the introduction of paid employment or jobs, traditionally people worked for mutual support not for payment. Money economy replaced barter trade. Africans began to use difference currencies in businesses. It led to accumulation of wealth by individuals who began to regard wealth as personal property. It brought about vices such as corruption, bribery, violence crimes such as robberies.

This destabilised peace, harmony and unity among African traditional communities. Money economy increased the gap between rich and the poor, thereby promoting class division. People began to migrate from rural to urban areas in search of paid employment this weakened the family. Money economy weakened traditional values of integrity, honesty, fairness and sharing among others. People become more individualistic, selfish, dishonest and greedy.

PEOPLE MOVING TO TOWN FROM RURAL AREAS



Pair work

1. According to the text above on impact of introduction of monetary economy on African traditional society.
2. Identify some of the positive and negative changes brought by monetary economy.

Originally, in the African Traditional Societies, Africans used the barter system which was a sufficient, simple self maintaining family economy. Barter – Is the direct exchange of goods/property for other goods like exchanging wheat for millet. Later Africans began to use money in the form of cowry shells before the colonists came. It was still a simple method for buying goods and making payments.

But when the colonialists came they created an urgent need for the use of money. Money was needed:-

- (i) For the payment of hut-tax or poll-tax. Tax was a method used by colonialist to exploit Africans and to force them work in European farms in order to get money to pay. Failure to pay money (tax) could lead to imprisonment.
- (ii) For buying the new items that Europeans had brought with them like matches for lightning fire, paraffin cloths, soap and food. To possess these items Africans had to work and earn some money.

(iii) For paying alms in church as well as paying school fees for the new education that they come with.

Because of the need for Africans to earn money for the above reasons some missionaries encouraged Africans to work as they were spreading the gospel and preaching to them about the Lord Jesus Christ. Some of these missionaries themselves became employers of Africans and paid them as a result of their labour. Some other people who employed the Africans were settlers who wanted Africans to work on their farms. The sole aim of these settlers was to enrich them using the African cheap labour. This kind of exploitation still goes on in South Sudan today. Companies also employed the African cheap labour in the process of manufacturing products that were later sold to Africans at exorbitant prices.

As the colonial administration expanded, they needed clerks and other semi-skilled workers like the police to help them with administrative duties. They therefore employed Africans and paid them salaries. So money was becoming important as people could now not do without it.

As development continued there was diversification of opportunity. Thus trained Africans could be employed as Agriculturalists, medical assistants, police, teachers, skilled craftsmen. All these were paid positions.

Because of education offered to Africans they started having expectations of a higher standard of living. Because of employment and earning of salary Africans joined the world economic order. This has resulted into division of the African societies into rich and poor which never existed before. This has brought about disturbance as people are struggling to acquire more and more wealth. The gap between the rich and the poor is widening. This struggle for survival for the fittest has led to bribery and corruption in the distribution of jobs. Africans have failed to understand the nature and use of money hence the cropping up of such abuses related to the use of money.

However, despite all these problems, the money economy has come to stay and as Christians we must learn the proper use of money and form pressure groups against those abusing the use of money.

Debate

'Introduction of money brought more harm than good'. Debate.

Biblical teaching on wealth, money and poverty

Activity 2.5

Identify the teachings in the Bible on wealth, money and poverty.

Role-play

Dramatise the parable of the ten pounds.

Group work

1. In groups, read selected Bible texts on wealth, money and poverty. Genesis 1:26-30; 2: 15-16, Proverbs 10; 4: 22, Jeremiah7:4-7, 31:31-34, Ezekiel 34: 22-31 and Romans14: 6-8.

Genesis 1:26-30

26 Then God said, "And now we will make human beings; they will be like us and resemble us. They will have power over the fish, the birds, and all animals, domestic and wild, large and small." 27 So God created human beings, making them to be like himself. He created them male and female, 28 blessed them, and said, "Have many children, so that your descendants will live all over the earth and bring it under their control. I am putting you in charge of the fish, the birds, and all the wild animals. 29 I have provided all kinds of grain and all kinds of fruit for you to eat; 30 but for all the wild animals and for all the birds I have provided grass and leafy plants for food" — and it was done.

Genesis 2: 15-16

15 Then the LORD God placed the man in the Garden of Eden to cultivate it and guard it. 16 He said to him, "You may eat the fruit of any tree in the garden,

Proverbs 10, 4-22

4 Being lazy will make you poor, but hard work will make you rich. 5 A sensible person gathers the crops when they are ready; it is a disgrace to sleep through the time of harvest. 6 Good people will receive blessings. The words of the wicked hide a violent nature. 7 Good people will be remembered as a blessing, but the wicked will soon be forgotten. 8 Sensible people accept good advice. People who talk foolishly will come to ruin. 9 Honest people are safe and secure, but the dishonest will be caught. 10 Someone who holds back the truth causes trouble, but one who openly criticizes works for peace. 10 One ancient translation but one peace: 11 A good person's words are a fountain of life, but a wicked person's words hide a violent nature. 12 Hate stirs up trouble, but love overlooks all offences. 13 Intelligent people talk sense, but stupid people need to be punished. 14 The wise get all the knowledge they can, but when fools speak, trouble is not far off. 15 Wealth protects the rich; poverty destroys the poor. 16 The reward for doing good is life, but sin leads only to more sin. 17

People who listen when they are corrected will live, but those who will not admit that they are wrong are in danger. 18 Anyone who hides hatred is a liar. Anyone who spreads gossip is a fool. 19 The more you talk, the more likely you are to sin. If you are wise, you will keep quiet. 20 A good person's words are like pure silver; a wicked person's ideas are worthless. 21 A good person's words will benefit many people, but you can kill yourself with stupidity. 22 It is the LORD's blessing that makes you wealthy. Hard work can make you no richer.

Jeremiah 7:4-7

4 Stop believing those deceitful words, 'We are safe! This is the LORD's Temple, this is the LORD's Temple, this is the LORD's Temple!' 5 "Change the way you are living and stop doing the things you are doing. Be fair in your treatment of one another. 6 Stop taking advantage of aliens, orphans, and widows. Stop killing innocent people in this land. Stop worshipping other gods, for that will destroy you. 7 If you change, I will let you go on living here in the land which I gave your ancestors as a permanent possession.

Jeremiah 31:31-34

31 The LORD says, "The time is coming when I will make a new covenant with the people of Israel and with the people of Judah. 32 It will not be like the old covenant that I made with their ancestors when I took them by the hand and led them out of Egypt. Although I was like a husband to them, they did not keep that covenant. 33 The new covenant that I will make with the people of Israel will be this: I will put my law within them and write it on their hearts. I will be their God, and they will be my people. 34 None of them will have to teach his fellow-citizen to know the LORD, because all will know me, from the least to the greatest. I will forgive their sins and I will no longer remember their wrongs. I, the LORD, have spoken."

Ezekiel 34: 22-31

22 But I will rescue my sheep and not let them be ill-treated any more. I will judge each of my sheep and separate the good from the bad. 23 I will give them a king like my servant David to be their one shepherd, and he will take care of them. 24 I, the LORD, will be their God, and a king like my servant David will be their ruler. I have spoken. 25 I will make a covenant with them that guarantees their security. I will get rid of all the dangerous animals in the land, so that my sheep can live safely in the fields and sleep in the forests. 26 "I will bless them and let them live round my sacred hill. There I will bless them with showers of rain when they need it. 27 The trees will bear fruit, the fields will produce crops, and everyone will live in safety on his own land. When I break my people's chains and set them free from those who made them slaves, then they will know that I am the LORD. 28 The heathen nations will not plunder them any more, and the wild animals will not kill and eat them. They will live in safety, and no one will terrify them. 29 I will give them fertile fields and put an end to hunger in the land. The other nations will not sneer at them any more. 30 Everyone will know that I protect Israel and that they are my people. I, the Sovereign

LORD, have spoken. 31 "You, my sheep, the flock that I feed, are my people, and I am your God," says the Sovereign LORD.

Romans 14: 6-8.

6 Those who think highly of a certain day do so in honour of the Lord; those who will eat anything do so in honour of the Lord, because they give thanks to God for the food. Those who refuse to eat certain things do so in honour of the Lord, and they give thanks to God. 7 None of us lives for himself only, none of us dies for himself only. 8 If we live, it is for the Lord that we live, and if we die, it is for the Lord that we die. So whether we live or die, we belong to the Lord.

2. Discuss the teaching of the Bible on wealth, money and poverty based on the texts above.

The Bible has many passages and verses that teach about wealth, money and poverty. These are found in both the old and the new testaments. You might even have heard some of this teachings from preachers because wealth and money are popular topics in church sermons today.

While some Bible references address the issues of wealth, money and poverty directly, others are not so direct. Therefore, as you read the Bible texts that are selected in the syllabus, you should examine them keenly to be able to grasp the teachings.

Let us first look at Genesis 1:26-30. It says "then God said,' let us make man in our image.

26 Then God said, "And now we will make human beings; they will be like us and resemble us. They will have power over the fish, the birds, and all animals, domestic and wild, 1.26 One ancient translation animals, domestic and wild; Hebrew domestic animals and all the earth. large and small." 27 So God created human beings, making them to be like himself. He created them male and female, 28 blessed them, and said, "Have many children, so that your descendants will live all over the earth and bring it under their control. I am putting you in charge of the fish, the birds, and all the wild animals. 29 I have provided all kinds of grain and all kinds of fruit for you to eat; 30 but for all the wild animals and for all the birds I have provided grass and leafy plants for food" — and it was done.

Genesis 2:15-16 adds a little more defaults. It says that God put the man he had created in the Garden of Eden. God told him to work it and take care of it. He was instructed to eat all fruits except the forbidden one.

Individual work.

From your perspective, what do the two references in Genesis teach us about wealth?

Note that to the Israelite people, who were descendants and later Abraham, large herds of livestock were highly valued. Like some African traditional communities they were mainly pastoralists. Plenty of harvest hence adequate food supply was also important. The fact that God gave human beings authority to rule the world and its resources shows they had (have) a special responsibility in relation to their environment. The book of wisdom recognises the same point. It says: “God in his wisdom has formed man to have dominions over creatures he has made, and rule the world in holiness and righteousness “(wisdom 9:2-3).

Pair work

1. From the text above, what have you learnt about wealth?
2. What can you say about wealth in the book of wisdom 9:2-3?

The issues of wealth, money and poverty are addressed in other passages in the Bible. According to (proverbs 10:4-22), “lazy hands makes a man poor, but diligent hands bring wealth (verse 4). “he who gathers crops in summer is a wise son, but he who sleeps during harvest is a disgraceful son” (verse 5), “ Blessings crown the head of the righteous, but violence overwhelms the mouth of the wicked”(verse 6). The passage continues to show contrasts between the righteous and the wicked, the wise and the foolish. The kind of decisions they make, and what they do determines what happens in their lives. The righteous and the wise receive blessings, the latter gets ruined. “The wise in heart accepts commands but a chattering fool comes to ruin. (Proverbs 10:8). (proverbs 10:9) continues to say” the man of integrity walks securely, but he who takes crooked paths will be found out.”

Group work

1. In groups of five, read the following verse (proverbs 10:4-22).
2. In your own words, write an essay to summarise the verse above according to what it talks about.
3. Share your essay with the rest of the groups.

Verse 15-16 says “the wealth of the rich is their fortified city, but poverty is of the ruin of the poor.”

The wages of the righteous bring them life, but the income of the wicked brings them punishments.” Other messages on wealth and poverty are found in verses 22 and 24 as follows;”the blessing of the lord brings wealth and he adds no trouble to it (verse 22).”What the wicked dreads will overwhelm him, but what the righteous desire will be granted “(verse 24).

Despite the contrast between the rich and the poor or wealth and poverty, in proverbs 10:4-22, chapter 22:2 gives another teaching. It says: “rich and poor have this in common; the lord is the maker of them all.” While the righteous are promised blessings (wealth) and good life in the text we have just read, Isaiah 53:3-11 gives us different dimension. It is a prophesy (messianic) about the suffering servant. It prophesies how the servant of God (messiah to come) would suffer, even though he would be an innocent and righteous man.

Group work

1. Compare and contrast between the rich and the poor in the society of today.
2. Write down your points and share with the rest of the groups.
3. One of the group members to present your findings in class.

The prophet Hosea and Jeremiah condemned the evil and unjust practices among the Israelites. Hosea condemned murder, stealing, adultery, violence and unfaithfulness to God.”Because of this the land mourns, and all who live in it waste away; the beast of the field and birds of the air and the fish of the sea are dying.” (Hosea 4:3). Does this remind you of the earlier teaching in Genesis 1 and 2?

Like Hosea, Jeremiah condemned Israel’s injustice and unfaithfulness. He told them that if they repented of their sins, God would allow them to continue living in their ancestral land forever. (Jeremiah 7:4-7). This means they would escape God’s punishment but they refuse to repent. In Jeremiah 31:31-34, the prophet promised those who were undergoing punishment in exile in Babylon that God would make a new covenant in which the wicked would be forgiven.

Pair work

1. Compared this message that you have just read with the texts we have discussed from the book of proverbs.
2. Does this give you some hint on the issues of wealth and poverty?

The prophet Ezekiel (Ezekiel 34:22-35) also gave hope to the Israelites who were in exile. He refers to the Israelites as sheep while God is their shepherd. He promised them that God would restore them to their ancestral land where they would prosper once more. He said God will make a covenant of peace with them (Ezekiel 34:25).” They will no longer be plundered by the nations, nor will animals devour them. I will provide for them a land

renounced for its crops, and they will no longer be victims of famine in the land.”(Ezekiel 34:28-29).

Activity 2.6

1. In groups, identify the right ways of acquiring wealth from the Bible passages you have studied. Can you also identify the wrong ways of acquiring wealth?
2. Look up for evidence from the Bible texts discussed to support the view that righteousness does not automatically bring wealth and other blessings.
3. Write down some causes of poverty based on what you have learnt.
4. What are some of the indicators of wealth according to the Old Testament?

In the New Testament we get more teachings about wealth, money and poverty. In his sermon on the mountain, Jesus says that whoever hears and puts into practice His teachings is like a wise person who build on a rock foundation (Matthew 6:24). The wise builder is not like the man who hears the word of God but cannot resist trials and temptations. “The one who received the seed, that fell among thorns is the man who hears the word, but the worries of this life, and the deceitfulness of wealth choke it, making it unfruitful”(from the parable of the sower Luke 3:22)

It is important to have strong faith in God in order to resist worldly temptations. This idea is supported by Paul in his first letter to Timothy (1 Timothy 4). He advises Timothy to set an example for the believers in speech, in life, in love, in faith, and in purity.” (1 Timothy 12).

Pair work

1. Prophet Hosea and Jeremiah condemned evil and unjust practices among the Israelites. What are some of the evil and unjust practices in our society today?
2. As the leader of the society, what will you do to eliminate the unjust practices?

In Luke’s gospel, Jesus’ sermon on the plain tells us more about wealth and poverty. For example, he taught his disciples saying, “Blessed are you who are poor for yours is the kingdom of God. Blessed are you who hunger now, for you will be satisfied. Blessed are you who weep now, for you will laugh.... rejoice in that day and leap for joy, because great is your reward in heaven.

But woe to you who are rich, for you have already received your comfort.” (Luke 6:22-24).

The teachings that begin with the words ‘blessed are referred to as the beatitudes. They focus on the right attitude to wealth and poverty. Jesus also use parables to teach about wealth, money and poverty. These include, the parable of the talents (Matthew 25:14-30) and the parable of the ten coins (Luke 19:12-27)

Mathew 25:14-30

14 "At that time the Kingdom of heaven will be like this. Once there was a man who was about to go on a journey; he called his servants and put them in charge of his property. 15 He gave to each one according to his ability: to one he gave 5,000 gold coins, to another he gave 2,000, and to another he gave 1,000. Then he left on his journey. 16 The servant who had received 5,000 coins went at once and invested his money and earned another 5,000. 17 In the same way the servant who had received 2,000 coins earned another 2,000. 18 But the servant who had received 1,000 coins went off, dug a hole in the ground, and hid his master's money. 19 "After a long time the master of those servants came back and settled accounts with them. 20 The servant who had received 5,000 coins came in and handed over the other 5,000. 'You gave me 5,000 coins, sir,' he said. 'Look! Here are another 5,000 that I have earned.' 21 'Well done, you good and faithful servant!' said his master. 'You have been faithful in managing small amounts, so I will put you in charge of large amounts. Come on in and share my happiness!' 22 "Then the servant who had been given 2,000 coins came in and said, 'You gave me 2,000 coins, sir. Look! Here are another 2,000 that I have earned.' 23 'Well done, you good and faithful servant!' said his master. 'You have been faithful in managing small amounts, so I will put you in charge of large amounts. Come on in and share my happiness!' 24 "Then the servant who had received 1,000 coins came in and said, 'Sir, I know you are a hard man; you reap harvests where you did not sow, and you gather crops where you did not scatter seed. 25 I was afraid, so I went off and hid your money in the ground. Look! Here is what belongs to you.' 26 " 'You bad and lazy servant!' his master said. 'You knew, did you, that I reap harvests where I did not sow, and gather crops where I did not scatter seed? 27 Well, then, you should have deposited my money in the bank, and I would have received it all back with interest when I returned. 28 Now, take the money away from him and give it to the one who has 10,000 coins. 29 For to every person who has something, even more will be given, and he will have more than enough; but the person who has nothing, even the little that he has will be taken away from him. 30 As for this useless servant — throw him outside in the darkness; there he will cry and grind his teeth.'

Luke 19:12-27

12 For the Holy Spirit will teach you at that time what you should say." 13 A man in the crowd said to Jesus, "Teacher, tell my brother to divide with me the property our father left us." 14 Jesus answered him, "My friend, who gave me the right to judge or to divide

the property between you two?" 15 And he went on to say to them all, "Watch out and guard yourselves from every kind of greed; because a person's true life is not made up of the things he owns, no matter how rich he may be." 16 Then Jesus told them this parable: "There was once a rich man who had land which bore good crops. 17 He began to think to himself, 'I have not anywhere to keep all my crops. What can I do? 18 This is what I will do,' he told himself; 'I will tear down my barns and build bigger ones, where I will store my corn and all my other goods. 19 Then I will say to myself, Lucky man! You have all the good things you need for many years. Take life easy, eat, drink, and enjoy yourself!' 20 But God said to him, 'You fool! This very night you will have to give up your life; then who will get all these things you have kept for yourself?' " 21 And Jesus concluded, "This is how it is with those who pile up riches for themselves but are not rich in God's sight." 22 Then Jesus said to the disciples, "And so I tell you not to worry about the food you need to stay alive or about the clothes you need for your body. 23 Life is much more important than food, and the body much more important than clothes. 24 Look at the crows: they don't sow seeds or gather a harvest; they don't have storerooms or barns; God feeds them! You are worth so much more than birds! 25 Can any of you live a bit longer by worrying about it? 26 If you can't manage even such a small thing, why worry about the other things? 27 Look how the wild flowers grow: they don't work or make clothes for themselves. But I tell you that not even King Solomon with all his wealth had clothes as beautiful as one of these flowers.

Activity 2.7

1. In small groups, discuss the following questions:
 - a. In your own opinion, is the master's action in Luke 19-26 fair?
 - b. What do the parable of the talents and the parable of the ten coins teach about wealth, money and poverty?
 - c. Give reasons for your answers.

In the parable of the rich fool, (Luke 12:15-21), Jesus gave other teachings on wealth. The parable was given in response to someone in the crowd who asked Jesus to tell his brother to divide the inheritance with him. Jesus replied

15 So he went to work for one of the citizens of that country, who sent him out to his farm to take care of the pigs. 16 He wished he could fill himself with the bean pods the pigs ate, but no one gave him anything to eat. 17 At last he came to his senses and said, 'All my father's hired workers have more than they can eat, and here I am about to starve! 18 I will get up and go to my father and say, Father, I have sinned against God and against you. 19 I am no longer fit to be called your son; treat me as one of your hired workers.' 20 So he got up and started back to his father. "He was still a long way from home when his father saw him; his heart was filled with pity, and he ran, threw his arms round his son, and kissed him.

21 'Father,' the son said, 'I have sinned against God and against you. I am no longer fit to be called your son.'

Activity 2.8

1. Role play the parable of the talents in class with the help of your teacher. what do you learn from this parable about wealth and money?
2. Explain the Biblical teachings on wealth with reference to the parable of the rich fool.
3. Use examples from the Bible passages that you have studied to explain the Biblical teaching on poverty.

How people acquire wealth and money

The Bible emphasises on the need to acquire wealth and money in a just and fair way. Today, people acquire wealth in different ways, some are fair and others are not.

Some people acquire wealth through paid employment. Employees earn wages and salaries from their employers. It is not automatic that this will bring wealth because some wages and salaries are low. However, wise people can save and invest to create wealth.

A person can also generate wealth by engaging in business. Through hard work they can make good profits and accumulate wealth gradually. There are also people who use talents. These include music, sports, acting in movies and photography. People who have land can also gain wealth through large scale farming.

In some cases, one can inherit from parents. For example land, houses, motor vehicles and other property, can be inherited. In today's society, greed and selfishness has driven some people to use unjust acts such as stealing, robberies with violence, bribery and corruption. These are immoral ways of acquiring wealth. They are underlined in the Bible.

Pair work

1. Compare and contrast Biblical teaching on wealth, money and poverty and traditional view on wealth, money and poverty.
2. Share with the rest of the pairs and write them down.

There are many ways in which people use their wealth today.

Wealth and money are utilised to satisfy one's own needs and those of their families. Excess money may be invested in income generating activities in

order to create more wealth, some people use their wealth to advance in their education and training so as to improve on their knowledge and skills. Christians invest in health and works of charity to the needy. Muslims also give aim to the poor to pay tithes and support church projects. Christians utilise wealth to serve God.

Corruption and bribery in society

Activity 2.9

1. What causes corruption and bribery in society?
2. In pairs, identify corrupt practices in society today; write them down for comparison.
3. In groups, suggest ways of fighting against corruption and bribery.

Corruption refers to lack of moral uprightness. It means not being straight forward in what one is doing. A corrupt person therefore lacks integrity that he or she cannot stand for the truth.

Bribery

Bribery, is a form of corruption. It is the act of giving money or services to someone in order to obtain a favour. It is the act of influencing someone to make a favourable decision. Bribery involves two parties, the giver and the receiver. People give bribes for different reasons.



Receiving bribe

Greed for money and wealth contributes to grabbing of other people's lands and property. It also causes misappropriation of public funds by those entrusted with the funds. **Selfishness:** Due to selfishness, one can bribe a potential employer to give him or her a job, while knowing there is a more qualified person who deserves to be given the chance.

Lack of moral integrity, a person who does not value honesty, faithfulness can be easily swayed with money to cover up the truth such a person can also bribe others easily. Unemployment, due to lack of jobs some people may be tempted to give bribes in order to get employed. Neglect of Biblical teachings, Christian teachings which condemn bribery and corruption as evils before God have been neglected.

Disintegration of African traditional moral values, traditional communities emphasised honesty or moral responsibility for others, justice, fairness, generosity, love and cooperation among other values.

As pointed out earlier, corruption and bribery are unjust ways of acquiring and using wealth and money. They are vices or evils which are condemned in the Bible. They promote discrimination and unfairness. Corruption and bribery can destabilise peace and lead to conflicts and even wars when in society. This can happen when people rise up to fight against corrupt government.

Group work

1. What is the relationship between corruption and bribery?
2. Why do some people engage in corruption?
3. Is it wrong to be corrupt? Give reasons.

Point to note

War against corruption begins at an individual level. Everyone has the responsibility to make the right choice and do the right thing while bearing in mind the consequences of their choice.

Forms of corruption

'Money-in-politics' has been known by different names. There're multiple variants.

- i. Pork barrel politics usually refers to spending which is intended to benefit constituents of a politician in return for their political support, either in the form of campaign contributions or votes.
- ii. Patronage politics; patronage refers to the support that kings, presidents and the wealthy have provided to artists such as musicians, painters, and sculptors. ... In some countries the term is used to describe political patronage, which is the use of state resources to reward individuals for their electoral support.
- iii. Cronyism; the practice of partiality in awarding jobs and other advantages to friends, family relatives or trusted colleagues, especially in politics

and between politicians and supportive organizations. For instance, this includes appointing “cronies” to positions of authority, regardless of their qualifications.

- iv. Clientelism; is the exchange of goods and services for political support, often involving an implicit or explicit quid-pro-quo. Clientelism involves an asymmetric relationship between groups of political actors described as patrons, brokers, and clients
- v. “Quid pro quo”; is a Latin phrase that literally means “something for something,” or “this for that.” We use the phrase to signify an exchange of goods, services, favors, or any other kind of value. When we’re talking about multiple exchanges, we can say quid pro quos. Describe when two parties engage in a mutual agreement to exchange goods or services.

The above forms of corruption can be manifested either explicitly or implicitly. Explicit (simultaneous exchange of support and reward) and implicit (not immediate, more nuanced, favor may be returned much later). Simplistically, it works in three ways:

- i. The gift is personal to the recipient. The presenter knows the recipient. Example given, a key, influential political supporter gets appointed to an important position, such as Cabinet member, head of a government agency.
- ii. The gift is broad based to the extent of the voters who voted in the political office holder, such as significant, disproportionate public infrastructure investments for an electoral constituency.

The presenter/giver does not know the recipients personally.

- iii. The target scope of the recipients lies in between personal and electoral constituency span. The presenter/giver may not know the recipients personally. For instance, in states where political system reward ardent supporters in the party machinery, with jobs in the Civil Service. This explains the bloated Greek state machinery we heard so much about during the Greek financial crisis.

However, there was no cultural bias in this behavior, as all political orders exhibited this trait at some point in their political development timeline. This trait is underpinned by universal base human impulses of; kinship, tribe, collective dynamics, and others.

The reason why we have seen less of this behaviour in the more functional democracies of the world is because other political forces, such as Rule of law, have moderated, reined in, these behaviors over time.

Lobbyists raise money from wealthy NGOs and CEOs of companies to invest in politicians by funding their campaigns, and make huge profits in return by rigging laws that benefit them at the cost of the taxpayer, employee, customer, and client of said corporation. This is essentially how all laws are made, and most laws are held hostage so other earmarks and riders can be added by every last politician before it passes. It works because they can pretend they are “fighting the enemy team” by not letting a bill pass but in reality they are holding off until it has their bribe cough I mean political campaign donor’s suggested and carefully pre-written content inside. Then they switch tactics and say they are bi-partisan and an American, not just a politician of team-x. It works every time. Is anybody going to stop this?

Another form of corruption is in our legal system, where you can pay money to get out of jail, which is called bail. You can also pay a fee or fine to avoid jail entirely. You can also pay a settlement to avoid court entirely. You can also just hire additional lawyers all day until it’s just statistically impossible for anyone who sues you to win, or anyone you sue for that matter! It also helps if you own the news media company that your jury reads, assuming you ever actually have to appear in court, which won’t happen. Oh, and also this is the only nation in the world that lets lawyers keep a cut of what you win when suing, incentivising cutthroat ambulance chasers and heated divorce courts that leave one side homeless and the other with everything, or paying alimony for life! It ruins lives that were already ruined.

Another form of corruption is our medical system. The entire thing is a life or death situation where you have to buy their product, which is coercion through deadly threat, but apparently isn’t in this single case. In every other developed nation on the planet this is illegal, but hey in America you get to go broke every time you inevitably get cancer and various other incurable diseases as you age. Sure, you can get medical insurance, and you will because it’s mandatory. But it won’t cover your pre-existing condition, which is just about all conditions, and these companies pay millions for lawyers to find legal loopholes not to ever pay out. That means all those insurance premiums you paid, might have earned you nothing in return. The same is true of auto insurance, home insurance, and just about every kind you can imagine. There are so many laughable loopholes that deny you coverage you would not even believe, from your political beliefs to your lawn size, and it’s all legal thanks to lobbyists and no real oversight for insurance companies that have literally everyone as their required-by-law customers.

So there are a few common examples, but it's really anywhere if you look closely enough. We can always improve, and will with your help.

- i. Hiding your income in order to not pay the taxes.
- ii. Bribing or forcing someone to bribe
- iii. Make fake bills for big projects and take the different for personal use
- iv. Mixing impurities in the product that one is selling (example: Mix water in Milk)
- v. Creating political organisations where anyone in the world can donate without being identifiable. For example; AAP party has created a portal in which anyone from the world can donate, even though he/she is not an Indian citizen, which is against the law. There is no verification of their Passport also and names like "I Support AAP" are used.

How to bridge the gap between the rich and the poor

Unlike in Africa traditional society, today there is a wide gap between the rich and the poor. Rich people use their powerful positions and influence to amass wealth. The poor get poorest due to exploitation by the rich. These class division contribute to crime disorder and violence in the society.



A slum



An estate

Corruption is one of the causes of the gap between the rich and the poor. Corrupt leaders use their influence to get big tenders to oppress and exploit the poor. They accumulate wealth at the expense of the less fortunate.

Unemployment also contributes to the gap between the wealthy and the poor. The unemployed have no regular income so they remain poor. They lack education and training. They also lack capital to start their own business. There are many other factors that contribute to the gap between the rich and the poor.

Pair work

1. In pairs, read the text below carefully.
2. Find out how the gap between the rich and the poor can be bridged.
3. Present your findings in class.

Generally the wealthy are the minority while the poor are the majority. This shows the unfairness in the distribution of wealth and resources in the society. It is therefore important to take measure to reduce the gap between the rich and the poor.

Fighting against corruption and bribery, expanding education opportunities to enable more children to go to school, setting up more colleges to provide training opportunities in vocational skills that can lead to self-employment.



Peace demonstrations against corruption

Young people should encouraged to be creative and to exploit their talents to create jobs for themselves. Workers should be paid fair wages. Fairness means giving a person what he or she deserves. A fair employer will pay his or her employee the wages that they deserve. Farmers should also be encouraged to use modern technology to improve yields, hence better income.



Modern technology

Group work

1. Dramatise some ways of acquiring wealth in African society.
2. in groups, discuss factors which promote unfair distribution of wealth in society today.
3. In what ways can the teaching of the Bible on wealth and money help reduce the gap between the rich and the poor?

Glossary

- Wealth:** The total accumulation of materials owned by an individual, family or a group of people. It is all the property that has economic value, for example, land animals, buildings or services offered in exchange for money.
- Money:** Something that is generally accepted as a medium of exchange. It is a measure of value or means of payment.
- Poverty:** Refers to the state of lack of basic needs.
- Corruption:** Lack of moral uprightness.
- Bribe:** Something, usually money given in exchange of a favour. can also be inform of services given to influence a decision in favour of the giver.

UNIT 3

Psycho-social issues

Key Words

Psycho-social, stigma, discrimination

In this unit, we will learn about psycho social issues in the society. The unit tackles the causes and possible solutions to these problems.

Activity 3.1

Discussion corner

Look at the chart below. Explain the psycho-social issues involved.



Pair work

1. Identify some of the stressful situations you might have experience at home and in school.
2. Talk about how you normally feel when you have not done your assignments or homework and the deadline is near.

Traditionally, the focus of occupational safety and health has been on physical and chemical hazards in the workplace. It has led to the creation of a common approach to hazards such as noise, vibration and dangerous substances. However, there has been a growing awareness that not all hazards have a physical presence. Psychosocial factors, shorthand for the psychological, economic and social influences on workers, can also have an impact on both physical and mental health and well-being.

It is important to recognise that psychosocial factors at work can influence the health and wellbeing of workers. These factors, which are linked to the way work is designed, organised and managed, can potentially lead to an increased level of work-related stress and deterioration of work performance and of mental and physical health. Research carried out over the last several decades has identified those work characteristics ('psychosocial risk factors') that may result in stress in workers, independently of individual dispositions, occupation or cultural background. Further, it is widely recognised that economic and technological developments across the world are creating changes in the pressures and demands on working people. Although some of these changes can be beneficial they can also have adverse effects leading to an increase in psychosocial hazards (or risk factors) which, in turn, can result in an increase in problems such as those encompassed by the use of the word 'stress'.

In common with a number of other health problems, such as musculoskeletal disorders, psychosocial factors that can have a negative effect on health can be present in the workplace, but are not necessarily purely work-related and can result from domestic and wider social influences. However, that should not be regarded as an excuse for inaction by employers.

Stress is one of those words which everybody uses, but they often mean different things when they talk about it. For example, some people talk about being exposed to stress, rather like the load on a steel girder. Others talk of suffering from stress as if it is an illness or response to that exposure or load. Still others use the word stress to relate to the demands and challenges they face – in work and in everyday life. Here we call this 'pressure'. Stress is different from pressure, which is a natural part of life. None of these uses are 'right' or 'wrong' – just different.

Within the occupational safety and health, the term occupational or work (or work-related) stress is widely used to describe what people experience at work when they perceive that there is an imbalance between the demands made of them by their work and the physical and mental resources they have available to cope with those demands. To put it more simply, stress is not being able to cope. Extensive research over many years has identified

a variety of factors potentially leading to psychosocial risks to health in the workplace. These include:

- i. Excessive workloads.
- ii. Conflicting demands and lack of role clarity.
- iii. Lack of involvement in making decisions that affect the worker and lack of influence over the way the job is done.
- iv. Poorly managed organisational change, job insecurity.
- v. Ineffective communication, lack of support from management or colleagues.
- vi. Psychological and sexual harassment, discrimination, third party violence.

There are many different perspectives on these factors in different countries leading to them sometimes being 'packaged' or presented slightly differently. However, the core issues remain the same. Further articles provide more detailed perspectives on specific aspects of the psychosocial work environment and their potential impact on the workforce; emotional labour; understanding and managing conflicts at work, organisational justice.

For many years, psychosocial risks and stress were seen as a specifically 'white collar' problem (with terms such as 'executive stress'). However, it has long been recognised that, although the influence and relative importance of different risk factors may vary, stress is a problem across all sectors (construction, public administration, agriculture, services), and groups of workers.

Although stress itself is not an illness, prolonged exposure to stress can lead to physical or mental ill-health such as burnout, anxiety or depression. It can also cause negative emotional or behavioural changes, impair what is called 'cognitive performance' (concentration, memory, decision-making, etc.). Individuals can become irritable or withdrawn leading to relationship problems with colleagues as well as violence, harassment or aggression. Some of these effects, such as bullying can be both a sign of stress and a cause of stress in others.

As with many physical and chemical hazards in the workplace, not all workers are equally affected by psychosocial risk factors. This has resulted in some people regarding suffering ill-health from such factors as a sign of weakness, rather than recognising the importance of individual susceptibility, as is the case with hazards such as respiratory sensitisers.

From a business perspective there is research evidence that work-related stress can be expensive. Evidence such as studies showing stress at work leading to an increase in accidents, longer periods of sickness absence and greater staff turnover all points to increased costs – which can be avoided if the risks are carefully identified and reduced in the same way as those concerning physical hazards.

Reducing psychosocial risks at work is good for business and workers. As with all hazards in the workplace, the assessment and elimination or reduction of risks should take priority. However, a good approach to managing the risk of stress at work is likely to involve a combination of measures such as workplace interventions and management methods. Many of these are simply part of good management practice. Implementing them can improve the efficiency of your business as well as helping to maintain a good psychosocial working environment with healthy, effective workers.

Psycho-Social problems and how they can be managed

Pair work

1. In pairs, give examples of problems faced in society today.
2. List them down for comparison in class.

Everyone experiences some kind of problems in life at one time or another. Sometimes problems may be mainly political, involving a politician struggling for power. Others may be mainly economic such as issues of unemployment and inadequate food supply.

There are also social problems which are mainly concerned with people's behaviour and attitude as they interact in the society. Whether political, economic or social all problems affect people's minds, their thinking, opinions and consequently their actions. Problems that affect the mind and feelings are described as **psychological problems**. Stress and mental illness are psychological problems. They affect the way individuals behave towards others in society. Therefore, such problems can be described as psycho-social.

Individual work

1. Read the text below.
2. In your own words, summarise the difference between stigma and discrimination.

There are a number of psycho-social problems mentioned in the syllabus for a detailed study. These are **stigma, discrimination, gender based violence, sex coercion** and **bullying**. It is important to note that stigma and discrimination give rise to all the other problems.

So what is 'stigma'? What is meant by 'discrimination'? It is a feeling that makes a person or society despise another individual or group. It is a feeling of disapproval of somebody without any justifiable reason. Stigma leads to discrimination. For example, some people stigmatise people living with HIV and AIDS (PLWHAS). They do not want to be associated with PLWHAS due to false beliefs or ignorance. For example, some think they can get infected by coming into contact with a (PLWHAS).

Discrimination means treating people differently, such that some are given better treatment than others. Discrimination may be on the basis of sex, age, health, religion, status, ethnicity and race. The one who is discriminated against is treated worse than those who are favoured. During Jesus' earthly ministry, the Jews discriminated against the Gentiles. They believed the Gentiles were unclean because they were uncircumcised. Stigma and discrimination both lead to unfair treatment of others in the society today. They can lead to violence against women, sex coercion and bullying among other problems.

Generally, such psycho-social problems can be managed by creating awareness of individual rights and enforcing laws to protect this right. Guidance and counselling and teaching of Christian values such as equality, justice, love and respect for one another can also help reduce some problems. Ways of managing such problems will be discussed in more details in the subsequent sub-topics.

Group work

1. In groups of 5, explain how you will create awareness of individual rights to manage psycho-social problems.
2. Write down your points.
3. Compare your work with the rest of the pairs.

The marginalised groups and reasons for their discrimination

Activity 3.2

1. Talk about forms of discrimination in society today.
2. List down the forms of discrimination you have discussed.

Pair work

1. In pairs, identify groups of people who are discriminated against.
2. Why are they discriminated against the society?

There are many groups of people that are discriminated against. Some of them are: Religious groups, Ethnic groups, People of some races and Women. Others are: People living with HIV and AIDS (PLWHAS), Children orphaned by AIDS, People with disabilities, Political groups and Poor people.

Group work

1. Discuss the impact of discrimination on one specific group of people that you know.
2. Make group presentations on the impact of discrimination based on the specific group identified.
3. Discuss the possible solutions against discrimination in the society.

Causes of stigmatisation and discrimination

Religious groups

Religious groups may be discriminated against because of their different beliefs and practices. They may be looked down upon as less religious or less holy. Most of the time the group that is discriminated against is stigmatised. Such as by being called bad names. Intolerance of other people's faiths is a major reason for such discrimination.

Ethnic groups

Discrimination on ethnic groups usually occurs when an ethnic group is viewed as inferior by another. This attitude is brought about by prejudice. Prejudice is an unfair opinion formed about someone or a situation without enough knowledge and facts. It means judging before hand facts.

People of some races

Racial discrimination is based on skin color. For example some European whites discriminate against Africans because of their black skin. This was a common form of discrimination during the colonial period. Due to prejudice, some Europeans mistreated Africans. They believed black people were inferior to whites. In South Africa, Apartheid (racial segregation) was practiced for many years. The policy favoured whites against blacks. Some Africans also hated Europeans for mistreating them. Racial discrimination is fuelled by prejudice and has persisted in some countries up to the present.

Women

Discrimination against women in the society is at its high magnitude. There are various forms in which women are discriminated.

The human rights of women in some parts of the world have been continued to be deprived despite the diversity of their political systems. Many governments routinely suppress civil society by restricting freedom of the press, expression, and assembly. These restrictions adversely affect both men and women; however, women are subject to a host of additional gender-specific human rights violations. For example, family, penal, and citizenship laws throughout the region relegate women to a subordinate status compared to their male counterparts. This legal discrimination undermines women's full personhood and equal participation in society and puts women at an increased risk for violence.

Family matters in countries as diverse as countries governed by religion-based personal status codes. Many of these laws treat women essentially as legal minors under the eternal guardianship of their male family members. Family decision-making is thought to be the exclusive domain of men, who enjoy by default the legal status of "head of household." These notions are supported by family courts in the region that often reinforce the primacy of male decision-making power.

The most extreme examples of gender inequality you can find currently practiced, often state-sanctioned, in the world today are:

Forbidden from driving; In some countries, women aren't allowed to drive, or even ride bikes, and men aren't allowed to drive women they're not closely related to. However, there is a dilemma of how to get girls to school on buses that can only be driven by men. The logical question at this point is this: If no men are allowed to come in contact with schoolgirls, and women aren't allowed to drive, who will be driving the school buses?

Clothing requirements; there is subject on the type of clothing women should wear. Despite the saying “ My dress my style”, in some part of the continent; women undergo subjection on accepted code of dressing style whether in the office or at home.

Right to divorce; In many countries, while husbands can divorce their spouses easily (often instantaneously through oral repudiation); wives' access to divorce is often extremely limited, and they frequently confront near insurmountable legal and financial obstacles. In Lebanon, battered women cannot file for divorce on the basis of abuse without the testimony of an eyewitness. A medical certificate from a doctor documenting physical abuse is simply not good enough. Although women in Egypt can now legally initiate a divorce without cause, they must agree not only to renounce all rights to the couple's finances, but must also repay their dowries. Essentially, they have to buy their freedom. In Israel, a man must grant his wife a get, a Jewish divorce right that can only be given by a man to his wife – never the other way around.

Access to education; girl education has been a slogan in African continent visional to educate girls and empower them. Women are deprived right to education through culture and social partaking in some countries. Cultural factors related to the 'correctness' of sending girls to school, reluctance to send girls and boys to the same school after third grade, as well as the perceived and real security threats related to girls walking to school and attending classes all contribute to slowing down the enrollment of girls in schools. Likewise, the enormous inadequate of female teachers, who are fundamental in a country where girls cannot be taught by a man after a certain age, is having a negative impact on girls' education.

Right to travel; Husbands in Egypt and Bahrain can file an official complaint at the airport to forbid their wives from leaving the country for any reason. In Syria, a husband can prevent his wife from leaving the country. In Iraq, Libya, Jordan, Morocco, Oman and Yemen, married women must have their husband's written permission to travel abroad, and they may be prevented from doing so for any reason. In Saudi Arabia, women must obtain written permission from their closest male relative to leave the country or travel on public transportation between different parts of the kingdom.

Victims of violence; women's unequal legal rights increase their vulnerability to violence. In many countries in the region, no specific laws or provisions exist to penalize domestic violence, even though domestic violence is a widespread problem. Domestic violence is generally considered to be a private matter outside the state's jurisdiction. Battered women are told to

go home if they attempt to file a complaint with the police. Few shelters exist to protect women who fear for their lives. Spousal rape has not been criminalized; husbands have an absolute right to their wives' bodies at all times. Penal codes in several countries in the region also contain provisions that authorize the police and judges to drop charges against a rapist if he agrees to marry his victim.

Custody rights; In Bahrain, where family law is not codified, judges have complete power to deny women custody of their children for the most arbitrary reasons. Bahraini women who have been courageous enough to expose and challenge these violations in 2003 were sued for slander by eleven family court judges.

Citizenship; Most countries in the region-with the exception of Iran, Tunisia, Israel, and to a limited extent Egypt-have permitted only fathers to pass citizenship on to their children. Women married to non-nationals are denied this fundamental right.

Sexual subjugation; many countries criminalize adult, consensual sex outside of marriage. In Morocco, women are much more likely to be charged with having violated penal code prohibitions on sexual relations outside of marriage than men. Unmarried pregnant women are particularly at risk of prosecution. The Moroccan penal code also considers the rape of a virgin as an aggravating circumstance of assault. The message is clear: the degree of punishment of the perpetrator is determined by the sexual experience of the victim.

Female infanticide; China's one child policy has heightened the disdain for female infants; abortion, neglect, abandonment, and infanticide have been known to occur to female infants. The result of such family planning has been the disparate ratio of 114 males for every 100 females among babies from birth through children four years of age. Normally, 105 males are naturally born for every 100 females.

Activity 3.3

1. Find out reasons why women are discriminated against in society.
2. Talk about ways of addressing women discrimination in society today. Write them down for comparison in class.

People living with HIV and AIDS (PLWHAS)

PLWHAS are discriminated against because of stigma. Some people believe that a person who gets HIV infection must be sexually immoral. Others think that PLWHAS can infect anyone they come into contact with; hence they avoid mixing with them. These are misconceptions and signs of ignorance. It is known that one cannot get infected with HIV merely by touching a HIV positive person. There are other ways one can get infected other than through sexual intercourse.



Voluntary Counselling and Testing Centre

Activity 3.4

1. Find out the meaning of the term misconception.
2. Apart from sexual intercourses, talk about other ways in which HIV and AIDs is transmitted.
3. List down the modes of HIV and AIDS transmission that you have discussed.

People with disabilities

Sometimes people who have disabilities such as the visually and mentally challenged are not accorded the dignity that they deserve as human beings. Some relatives mistreat them because they have no patience to attend to their needs. Due to stigma associated with some disabilities in African traditional societies, some parents lock up children with physical and mental disabilities in their houses. They feel ashamed to let such children interact with the public. This kind of treatment is unfair and inhuman to the children.

Political groups

Discrimination on political grounds is usually caused by ideological and personality differences. Politicians normally associate with people whom they share political ideas and goals with. Those who hold opposing views may therefore be discriminated against, through oppression and suppression of their freedom of assembly and expression.

Poor people

Rich and powerful people sometimes treat the poor with contempt. A rich person may also be given a preferential treatment in a social gathering while the poor may not even be recognised.

From the examples given, causes of discrimination can be summarised as follows:

Ignorance or lack of knowledge of facts such as about HIV and AIDS and disabilities. Prejudice against some ethnic religious groups and races.

Biased cultural beliefs and customs against women. Arrogance and selfishness associated with politically powerful groups. High economic status and influence of the wealthy class.

Lack of Christian moral values and principles of love, justice, fairness and equality.

Group work

1. Use the internet if available to research on the problem you may also talk to some social workers in your local area.
2. Find out the psycho-social problems in our present society.
3. Talk about causes of psycho-social problems.

Impact of stigmatisation and discrimination on individuals and the society

Pair work

1. In pairs, if you can access the internet, research the impact of stigmatisation on individuals and the society. You can also talk to resource persons who may have been invited.
2. Present your findings in class.

Violence against women and female sexual coercion in the workplace, school and home

Activity 3.5

1. Why do some people become violent?
2. In what ways is violence against women manifested in school.
3. Individually, write down causes of violence and sexual coercion against women based on points raised during discussions.

Group work

1. Discuss and explain why violence against women is wrong.
2. In groups discuss causes of violence and sexual coercion against women in school, workplace and at home.
3. Present your findings in class.

Violence refers to the use of extreme force with intention to hurt somebody. It may be expressed in cruel words and actions intended to attack and cause harm to another person. Generally women have been victims of violence for many years because of discrimination.

For many years, women have been subjected to domestic violence by their husbands where a husband beats or fights with his wife. However in some cases, wife beats their husbands.

The Wife Beater & His Wife

Psychiatrists have delved for years into the psyche of the alcoholic in an attempt to understand what drives him to drink. But rarely have doctors investigated the unlovely but all too frequent byproduct of alcoholism—wife beating.

Sometimes women become victims of sexual coercion or harassment by men: To coerce is to put pressure on someone to persuade them to do something they are not willing to do. Sexual coercion is where a person makes demands on someone of the opposite sex to force them into sex. Usually it is men who coerce women to engage in sex. In a few cases women also make sexual moves on men. Sexual coercion can be referred to as sexual harassment, especially when the demands are made repeatedly.

Rape: It is another violence against women. Rape is forced sex. A man or a woman can be a rapist. In most cases men are the culprits.

Causes of violence against women and female sexual coercion in work place, in school and at home

Pair work

1. Read the following causes of violence and female sex coercion.
2. In pairs, discuss causes of domestic violence in society.
3. Explain why a christian should condemn all forms of discrimination against women.

Discrimination against women. For example, a male employer who is used to shunning female employees, while favouring his male counterparts. Lack of respect for a woman's dignity as a human being. Some men, especially those in higher positions take advantage of women colleges by coercing them into sex. Alcoholism, men who are addicted to alcohol sometimes sexually harass women at the work place. A man under the influence of alcohol may not be able to control this sexual urges. This can even lead him into raping a woman. Lack of self-control, there are men who are not self-disciplined and hence can force a junior female worker into sex.



Violence against women and female sex coercion in school

The most common form of violence in school is bullying. Others are verbal abuse and fighting. Even sexual coercion is a form of violence. The causes of violence against women in schools are similar to those in the work place. However there are additional causes such as: Influence of pornographic material in the media. Nowadays students are exposed to pornography in the Internet. This can lead them into sexual coercion of their female schoolmates. Poor upbringing. Some boys are brought up in families where they are given too much freedom to do as they wish. This contributes to lack of discipline and can cause them to beat up girls in case of disagreements. Unstable family background and domestic violence due to frustrations at home. A boy may become violent in school. Male children who grow up in families where parents are always fighting are likely to become aggressive, hence violent against girls.



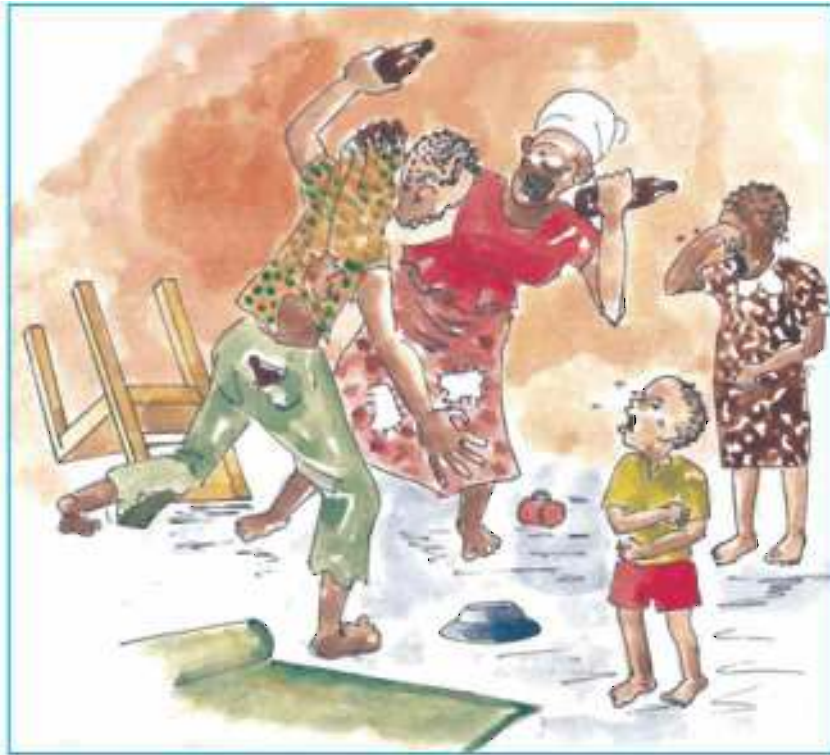
Read the story below

Loki was going home from school one evening. Suddenly, two strong men grabbed her. She tried to resist but the men were too strong. She screamed for help but no one came to help her. The men dragged her to a nearby bush and raped her. They left her in pain and ran away after they had raped her.

A Good Samaritan found Loki later lying helplessly in the bush. She was taken to the hospital where she was treated and discharged. After two months Loki discovered she was both HIV positive and pregnant.

Group work

1. Discuss in groups, some causes of rape.
2. How does rape affect the victim?



Husband and wife fighting

Activity 3.6

1. Discuss what girls can do to reduce the risk of getting raped.
2. Talk about effects of rape.
3. What advice will you give to Loki?
4. What actions should be taken when she has been raped?

Bullying

Group work

1. Brainstorm the meaning of bullying in class giving relevant examples of situations in which it occurs.
2. Discuss in groups what makes some students bully others in schools. Is it right to bully others? Give reasons.
3. Look at the pictures of students smoking. Explain ways in which alcohol and drugs can contribute to bullying.

Arrogance happens when a senior student feels superior and therefore mistreats a junior. There is also negative peer pressure where a student bullies others because his or her friends are doing it. They just copy their peers without reasoning. Some students engage in bullying when they have taken alcohol or smoked 'bhang'. They cannot make proper judgment because of the drugs.



Children smoking

Exposure to violent movies on TVs and the internet can cause or influence a boy or girl to experiment or practise the same.



Children browsing

Activity 3.7

1. In pairs, read the text above and identify causes of bullying in schools.
2. Write them down for comparison.
3. Present in class what you have written.
4. What can you do to discourage bullying in school?
5. Suggest measures that the school management can take to ensure that bullying does not occur in school.

Causes and effects of bullying in the community

The family is the smallest unit of the community. Some cases of bullying starts at the family level. Even the school cannot be totally removed from this community where it is situated hence some of the causes of bullying in schools also apply to the community. Among the causes are alcohol and drug abuse, arrogance. Personality traits whereby some people who are aggressive and rough by nature are likely to bully others. Male chauvinism and misuse of power by the rich and powerful people who sometimes bully the poor in order to have their way.

Pair work

1. In pairs, discuss forms or examples of bullying in families. You should identify the bully, the persons bullied and how they are bullied.
2. Discuss causes of bullying in the family.
3. Discuss ways in which bullying can be prevented in the community. Include ways in which bullying can be handled where it has occurred.

These are similar to the effects in the school set up. In summary, psychological and emotional effects include stress, depression, humiliation and loss of self-confidence. Conflicts and violence can also occur in the community. Some women lose confidence in men due to sexual coercion. This may cause them to avoid marriage or to have problems in their marital relationships.

Activity 3.8

1. How does psychological and emotional effects affect human life?
2. Explain some of the solutions to the above effects.

Ways of solving bullying in schools and in the community

Guidance and counseling can discourage the perpetrators from the inhuman behaviour. Through education the youth acquire moral values such as respect and love for others. This can help them in developing good character.



Discouraging the culture of alcohol abuse, including abuse of other drugs, is also a good way of solving bullying in schools and community.

They teaching the youth life skills to empower them so that they can make sound decisions and choices. Some of the life skills are decision-making, communication, assertiveness, critical thinking and self-awareness skills. The culprits should also be punished to deter others from engaging in the offence. Inculcating Christian values in churches, youth seminars and rallies is a way of solving bullying. Encourage parents to take responsibility for bringing up their children properly. Parents have to ensure their children are disciplined.



Teaching children to be disciplined

Activity 3.9

1. Individually, read the above text.
2. Point out some of the points that show ways of solving violence against women in the society.
3. What have you learnt from the points you have pointed out.

Recite the verse

“Train up a child in the way he should go. And when is old he will not depart from it”.

Activity 3.10

1. Read the following text

Alcoholism and abuse of other drugs causes some men to beat their wives and even sexually abuse them. Superiority complex of some men have no time to communicate with their wives peacefully. They believe women are inferior and should not talk or make decisions. So they resort to violence when they disagree or quarrel. Inferiority complex. For example, a man who is less educated or earns lower income than his wife may feel inferior. This can make him beat up his wife to cover up his feelings of inadequacy in cases of disagreements. Negative perceptions associated with bride wealth cultural beliefs. There are men who still believe that a woman is ‘bought’ with bride wealth. They use this to justify violence against their wives.

2. What have you learnt?
3. Share with your friend.

Homework

1. Find out what your local church is doing to discourage violence against women.
2. Inquire more information about violence in your community.
3. Share your finding with your classmates.

Ways in which violence against women and female sexual coercion can be eradicated in African society

Activity 3.11

1. In small groups suggest ways in which violence and sex coercion against women can be eradicated in African society.
3. Work in small groups to find out any organizations that may be working in South Sudan to support women who have fallen victims of gender based violence. What do they do to assist the affected women..
4. Work in groups to prepare posters conveying brief messages intended to discourage violence against women.

As you think about some ways of eradicating violence and sex coercion against women is not easy. However, educating both men and women to respect one another and treat each other with dignity, eradicates violence against women and female sexual coercion complaining against excessive consumption of alcohol and abuse of other drugs, may also help eradicate violence. We should also fight against gender based discrimination against women.



Teaching and promoting Christian values to help people understand that sex is sacred and should not be abused. In God's eyes, men and women are equals hence, discrimination is a sin.

Individuals can also play a role by reporting known cases of violence and female sex coercion to the relevant authorities so that culprits can be taken to court and charged.

Check your progress

1. Some people claim that women are to be blame when they are sexually harrassed. Do you agree? Support your views.
2. Are women always the victims of violence? Explain your answer.
3. Debate the motion "It is possible to eradicate violence against women completely"
4. Discuss ways of managing the impact of psycho-social problems on the individual. You should go through what you have learnt in this unit for some ideas.

Glossary

Psycho-social issues: These refer to behaviors affecting both the mind psychologically and social aspects.

Discrimination: Treatment of an individual or group to their disadvantage.

Stigma: It is a condition of being out of respect, and covered with shame.

Coercion: Putting pressure on someone to force them to do something against their will.