

RELIGIOUS EDUCATION

TUTOR'S GUIDE

FOR TTC



OPTIONS:

SSE

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FOREWORD

Dear Tutor,

Rwanda Education Board is honoured to present Religious Education tutor's guide's for Social Studies Education Option Year III which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Religious Education content. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

This Tutor's guide for Religious Education is comprised of 3 parts: preliminary notes that help you to understand major concepts and general methodologies, Lesson plan as well as lesson development.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast with traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In the regard of competence-based curriculum, learning is considered as a process of active building and developing of knowledge and skills by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for student-teacher considering the importance of social constructivism suggesting that learning occurs more effectively when

the learner works collaboratively with more knowledgeable and experienced people.

- Engage student teachers through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities following Religion teaching and learning methodology.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, as earlier mentioned, this teacher's book is comprised of 3 parts:. Each part is divided into 3:

- **Part I:** Highlights the structure of this book and gives you general methodological guidance;
- **Part II:** presents sample lesson plans as reference for your lesson planning process;
- **Part III:** Details the teaching guidance for each concept given in the student book.

Even though the book contains the answers to all activities given in the student's book, you are requested to work through each question before judging student's findings.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the teachers, tutors and lecturers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next versions.

Dr. NDAYAMBAJE Irénée
Director General of REB

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I wish to sincerely extend my special appreciation to the people who played a major role in development of this Religious Education Tutor's guide for Social Studies Option, Year III. It would not have been successful without the participation of different education stakeholders that I would like to express my deep gratitude.

My thanks first go to the Rwanda Education Board staffs who were involved in the conception and writing of this Religious Education Tutor's guide. I wish to extend my appreciation to teachers from secondary to university level whose efforts during conception were much valuable.

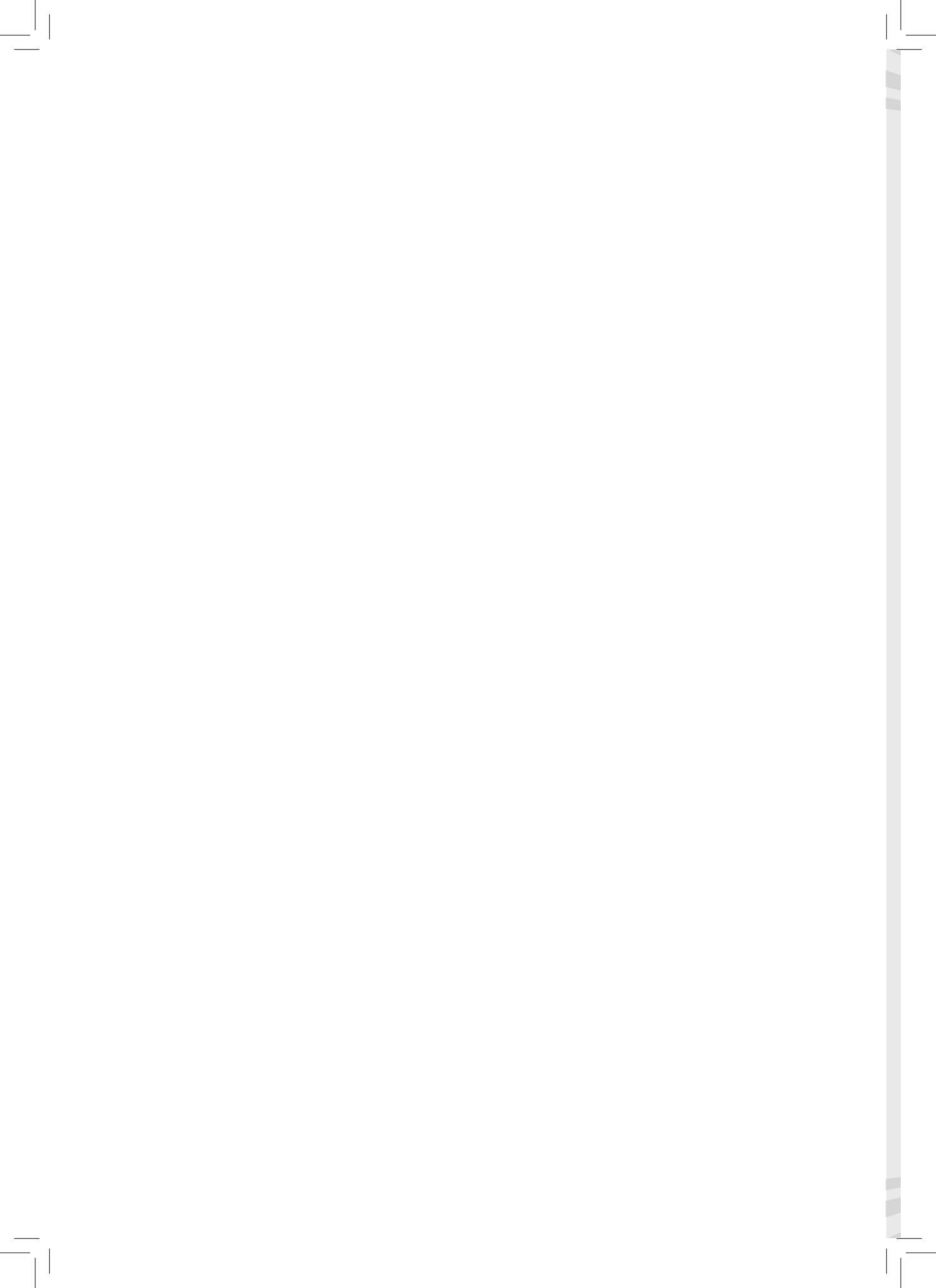
I owe gratitude to different schools, higher learning institutions, organizations in Rwanda that have allowed us to work with staff in the book production and editing.

Joan Murungi,
Head of Curriculum Teaching and Learning Resources Department

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PART I. GENERAL INTRODUCTION

1.1. The structure of the guide

The tutor's guide of Religious Education is composed of two parts.

Part 1 gives the General Introduction that discusses methodological guidance on how best to teach and learn Religious Studies teaching methods and practices, developing competences in teaching and learning, addressing cross-cutting issues in teaching and learning and guidance on assessment.

Part 2 deals with Unit development. It provides information on key unit competence, required prerequisites for a successful learning of the unit, guidance on the introductory activity, list of lessons, and guidance on how to facilitate different lessons, additional information, end unit assessment and additional activities which include: remedial activities, consolidation activities and extended activities. All application activities, end unit assessment and additional activities from the textbook have answers in this part.

1.2. Methodological guidance

1.2.1. Developing competences

To sustain achievements in Education, Rwanda introduced the General Education Competence-Based Curriculum (CBC). This Competence Based Curriculum was launched in April 2015 and implemented since 2016. It has been designed to be responsive to the needs of learners, society and the labour market. With a holistic learner-centered approach, it demands major changes in teaching methodology and the use of a wider range of assessment techniques focusing more on formative or on-going continuous assessment. This has implications for teacher education and the necessary provision of support and guidance provided to Colleges to ensure effective implementation.

The teacher is the most important player in improving the quality of education and a key factor in determining the success of the pre-primary and primary learners. It is therefore necessary to equip student teachers with competences that will enable them to effectively implement the Competence-Based Curriculum in pre-primary and primary school.

How to develop competences?

Competences are developed over time through the cumulative effect of a competence approach to learning. It should be noted that competences are rarely developed in isolation. They are interconnected and developed simultaneously.

Active involvement in learning is crucial to the success of the competence based curriculum. Student teachers need to be engaged in challenging, practical, contextualized and complex learning situations through which application of learning is constantly developed. Through active techniques students are required to think critically, carry out research, solve problems, be creative and innovative, communicate and co-operate.

These active techniques may include but not limited to the following: role play, group work, question and answers, field visits, project work, case study, brainstorming, discussions, research work, games and many others. Student teachers should be involved in balanced activities so that the competences are developed in the cognitive, psychomotor and affective domains.

The following example shows how tutors can help student teachers to develop competences.

Example:

- a) The tutor organizes students in groups and gives an exercise to help in the development of competences in a given topic in Religious Studies. For example, he can ask them to discuss the meaning of environmental sustainability and explain ways of conserving the environment.
- b) The group selects a leader and a secretary to note down points as the discussion progresses.
- c) After the appointed time, the discussions stop and the secretaries from the different groups present their findings.
- d) The competences developed are: Collaboration, Cooperation, Communication, Critical Thinking, Leadership and management, Research and Problem solving and lifelong learning.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of situations. Below are examples of how generic competences can be developed in Religious Studies.

• **Critical Thinking**

These are activities that require students to think critically about subject content. Groups can be organized to work in different ways e.g. taking turns, listening, making decisions, allocating tasks or disagreeing constructively.

- Collect data locally through designing surveys, questionnaires, interview formats then analyse data, draw conclusions and present findings.
- Observe, record, interpret - e.g. Mark out areas in the school and get different groups to record insect, animal, bird life and then to try to explain why different habitats have different species Experiment.

- Research and discuss;
- Compare and contrast exercises;
- Debate (see communication);
- Identify a problem and design a methodology to collect the information needed to solve the problem;
- Make teaching using locally available materials;
- Using reasoning games and tests.
- **Research and problem solving**
 - Use the internet or library;
 - Create a school library;
 - Collect data through observation and recording;
 - Collect data through surveys, questionnaires and different kinds of interviews;
 - Develop sampling rules for data collection;
 - Create a teaching aid to explain a concept.
- **Creativity and Innovation**
 - Design a poster;
 - Write and design a booklet;
 - Make a model;
 - Create an experiment to prove a point;
 - Invent new ways of doing traditional things;
 - Develop a graph to illustrate information;
 - Create a flow chart to show the main stages in a process;
 - Design a data collection survey/questionnaire;
 - Identify a problem which requires data collection to solve;
 - Conduct experiments with objectives, methodology, observations, results, conclusions;
 - Make hypotheses and identify ways to test them;
 - Identify local problems and devise ways to resolve them;
 - Create a teaching aid to explain a concept.
- **Communication Skills**
 - Describe an event or situation;
 - Present ideas - verbally, in writing, graphically, digitally;
 - Set out pros and cons;
 - Argue a case – verbally, in writing, graphically (compare and contrast), digitally;
 - Observe, record, interpret;

- Write letters for different purposes.
- **Cooperation, personal and interpersonal management and life skills**
 - Pair work;
 - Small group work;
 - Large group work;
 - Data collection from the community;
 - Collect community photographs and interview residents to make a class/school history of the local community;

Note: The tutors' Guide should improve support in the organization and management of groups.

- **Lifelong Learning**
 - Take initiative to update knowledge and skills with minimum external support;
 - Cope with the evolution of knowledge and technology advances for personal fulfillment;
 - Seek out acquaintances more knowledgeable in areas that need personal improvement and development;
 - Exploit all opportunities available to improve on knowledge and skills.

1.2.2 Addressing cross cutting issues

One of the changes brought about by the Competence Based Curriculum is the integration of cross cutting issues as an integral part of the teaching and learning process as they relate to and must be considered within all subjects to be appropriately addressed. Some cross cutting issues may seem specific to a particular unit but the tutor needs to address all of them whenever an opportunity arises. In addition, student-teachers should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom.

- **Peace and values Education**

The overall purpose of Religion and Ethics is the behavioral and positive attitude change in the learners. In all activities, after exploring the Holy Scripture passages, learners are helped to live and apply what they have learnt in everyday life. Precisely, peace and values education is included in each and every lesson more especially in the application activities and in the end Unit assessment tasks. In some Units, learners are called to practice Unity in diversity and to respect other people's beliefs, and to live in harmony as Children of the same Heavenly Father.

- **Gender equality**

This cross-cutting issue is dealt with in Religion and Ethics especially in the activities

of Unit 5 about Christian family where the interdependence and complementarity of family members is highlighted. Involve both girls and boys in all activities: No activity is reserved only to girls or boys. Boys and girls should read equally the Holy Scriptures in the classroom without discrimination. Teachers should ensure equal participation of both girls and boys during reading the Word of God and during carrying out other assigned tasks

- **Inclusive Education**

Involve all learners, even the special needs education students and the physically disabled children, in all activities without any bias. For example: Allow a learner with physical disability (using wheelchair) to take notes or lead during assigned tasks. The needs of every learner should be catered for.

- **Standardization culture**

All lessons involve scripture readings from which we get the moral behavior to adopt in our daily life. Students are invited to stick and stand for their values. Decision making and right use of the conscience will help them to live a standard life in matters of morality and avoid dichotomous life.

- **Environment and sustainability:**

In all lessons imbedded in Religious Education, the teacher encourages learners to recognize the importance of nature and the interdependence of all creatures should be upheld to enhance peaceful coexistence. Hence, learners glorify God by protecting and respecting his creatures and taking positive attitudes of beautifying the world. Learners are encouraged to uphold the harmony and peace between all creations.

- **Financial education**

Financial education is very necessary for students in gaining and spending money. Learners are encouraged to have a reasoned spirit in gaining and spending money. Earning money should be just and fair. Spending money should be reasonable by remembering the values of indifference and modesty.

- **Comprehensive Sexuality Education**

Comprehensive sexuality education (CSE) is defined as an age-appropriate, culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic and non-judgmental information. The primary goal of comprehensive sexuality education curriculum is to equip children, adolescents and young people with the knowledge, skills and values in culturally and gender sensitive manner so as to enable them to make responsible choices about their sexual and social relationships, explain and clarify feelings, values and attitudes, promote and sustain risk-reducing behaviour.

CSE requires child centered and experiential learning methodologies to allow children to acquire lifelong skills and competences to be applied in life.

Teachers should explore all social norms and religious values and factors related to sexuality in order to address them through discussions, case studies, storytelling, and field study.

Teachers should consider views from learners about their sexual life and reproductive health, as opportunities to build on in discussion.

Teachers should assist children and young people to establish goals and make decisions related to parenthood and to encourage them to achieve their goals, Religion, culture and media influence learners' attitudes and behaviour. The teacher has to engage learners to take advantage of them and take informed decision for their positive life.

In addressing comprehensive sexuality education, the teacher should use rights-based approach in which values such as honesty, respect, acceptance, tolerance, equality, empathy and reciprocity among others are promoted and linked to human rights; so a teacher has to be role model in words and actions to promote those values.

A teacher has to avoid harassment, any kind of gender-based violence like sexual abuse and "bad touches".

- **Genocide Studies**

Genocide Studies provides learners with an understanding of the circumstances which lead to genocide and those which led to the 1994 genocide against Tutsis. It also provides an understanding of the circumstances that led to the remarkable story of recovery and establishment of reconciliation, social cohesion and national unity in Rwanda. Genocide Studies helps student teachers to comprehend the role of every individual in ensuring that genocide never happens again. This has a strong relationship with peace and values education.

The methodological approach to integrate Genocide Studies and Peace Education is done through case studies, testimonies and storytelling approach.

Facilitation of a participatory and interactive learner-centred approach to teaching and learning using a variety of resources to support the learning of peace building-specific information, concepts, skills, and attitudes in an integrated manner. To cement what the student teachers acquire from case studies and testimonies, it is good to back information with the Word of God about respect of human rights and 10 commandments.

1.2.3. Attention to Special Educational Needs specific to each subject

When we think about inclusive education, we often just think about getting children into school, i.e. making sure they are **physically present** in school. However, we also need to ensure that children are **participating** in lessons and school life and that they are **achieving** academically and socially as a result of coming to school. So we need to think about **presence, participation and achievement**.

Some people may think that it is difficult to address the needs of a diverse range of children. However, by working as a team within your school, with support from families and local communities, and by making small changes to your teaching methods, you will be able to meet the needs of all children including those with disabilities. The student-teachers should be prepared to address special educational needs by copying the best practices from their tutors. Hereafter are some guiding tips that tutors can apply while addressing special educational needs:

Tutors need to:

- Remember that student teachers learn in different ways; therefore they have to be offered a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Always demonstrate the objective of the activity; show student-teachers what s/he expects them to do.
- Vary their pace of teaching to meet the needs of each student teacher. Some Student-Teachers process information and learn more slowly than others.
- Use a clear and consistent language – explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a Student-Teacher who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the Student-Teacher. Both Student-Teachers will benefit from this strategy.
- Have a multi-sensory approach to your activities.

Below are strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom? However the list is not exhaustive because each Student-Teacher is unique with different needs that should be handled differently.

Strategies to help Student-Teachers with physical disabilities or mobility difficulties:

- Adapt activities so that Student-Teachers who have difficulty moving, can participate;

- Provide adapted furniture to assist– e.g. the height of a table may need to be changed to make it easier for a student teacher to reach it or fit their legs;
- Encourage peer support – friends can help friends;

Strategies to help Student-Teachers with hearing disabilities or communication difficulties

- Always get the Student-Teacher’s attention before you begin to speak;
- Encourage the Student-Teacher to look at your face;
- Use gestures, body language and facial expressions;
- Use pictures and objects as much as possible;
- Keep background noise to a minimum.

Strategies to help Student-Teachers with visual disabilities

- Help Student-Teachers to use their other senses to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- Make sure the Student-Teacher has a group of friends who are helpful.

Adaptation of assessment strategies

Each unit in the Tutors’ guide provides additional activities to help Student-Teachers achieve the key unit competence. Results from assessment inform the tutors which Student-Teacher needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of Student-Teachers; slow, average and gifted Student-Teachers respectively.

1.2.4. Guidance on assessment

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/ **Continuous/ formative assessment** intends to improve Student-Teachers’ learning and tutor’s teaching whereas assessment of learning/summative assessment intends to improve the entire school’s performance and education system in general.

Continuous/ formative assessment

It is an ongoing process that arises out of interaction during teaching and learning between. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The tutor should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods. The practical teaching skills will be assessed during regular activities such as micro-teaching, weekly teaching practices and school attachment.

Summative assessment:

The assessment can serve as summative and formative depending on its purpose. The end unit assessment will be considered summative when it is done at the end of unit. It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done. The assessment done at the end of the term or end of year, is considered as summative assessment so that the tutor, Colleges and parents are informed of the achievement of educational objectives and think of improvement strategies where applicable. There is also end of level/ cycle assessment in form of national examinations. Assessment of practical teaching skills will be done as planned in comprehensive assessment guidelines.

1.2.5. Students' learning styles and strategies to conduct teaching and learning process

There are different teaching styles and techniques that should be catered for. The selection of teaching methods should be done with the greatest care and some of the factors to be considered that are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; available instructional materials; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles. There are different learning styles depending on learners. The tutor should use a wide range of techniques and tools to cater for different specificity of learners.

1.2.6. Teaching methods and techniques that promote active learning

The different student learning styles mentioned above can be catered for, if the tutors use active learning whereby Student-Teachers are really engaged in the learning process.

What is active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

The role of the tutor in active learning

- The tutor engages Student-Teacher through active learning methods such as inquiry methods, group discussions, research, investigative activities and group or individual work activities;
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods;

- He provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation;
- Tutor supports and facilitates the learning process by valuing Student-Teachers' contributions in the class activities.

The role of Student-Teachers in active learning

Student-Teachers are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A Student-Teacher engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation);
- Actively participates and takes responsibility for their own learning;
- Develops knowledge and skills in active ways;
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings;
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking;
- Draws conclusions based on the findings from the learning activities.

Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main parts and their small steps:

1. Introduction

Introduction is a part where the tutor makes connection between the current and previous lesson through appropriate technique. The tutor opens short discussions to encourage Student-Teachers to think about the previous learning experience and connect it with the current instructional objective. The tutor reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequences.

2. Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: **discovery activities, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained** below:

- **Discovery activity**

Step 1

- The tutor discusses convincingly with student-teachers to take responsibility of their learning;
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned).

Step 2

- The tutor lets the students-teachers work collaboratively on the task;
 - During this period the teacher refrains to intervene directly on the knowledge;
 - He/she then monitors how the student-teachers are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).
- **Presentation of learners' productions**
 - In this episode, the tutor invites representatives of groups to present the student-teachers' productions/findings;
 - After three/four or an acceptable number of presentations, the tutor decides to engage the class into exploitation of the student-teachers' productions.
 - **Exploitation of learner's productions**
 - The tutor asks the student-teachers to evaluate the productions: which ones are correct, incomplete or false;
 - Then the tutor judges the logic of the students' products, corrects those which are false, completes those which are incomplete, and confirms those which are correct.
 - **Institutionalization (summary/conclusion/ and examples)**
 - The tutor summarises the learned knowledge and gives examples which illustrate the learned content.
 - **Exercises/Application activities**
 - Exercises of applying processes and products/objects related to learned unit/sub-unit;
 - Exercises in real life contexts;

- Tutor guides student-teachers to make the connection of what they learnt to real life situations. At this level, the role of tutor is to monitor the fixation of process and product/object being learned.

3. Assessment

In this step the tutor asks some questions to assess the achievement of the instructional objective. During the assessment activity, Student-Teachers work individually on the task/activity. The tutor avoids intervening directly. In fact, results from this assessment inform the tutors on next steps for the whole class and individuals. In some cases, the tutors can end with a homework assignment.

PART TWO: SAMPLE LESSON PLAN

SAMPLE RELIGIOUS EDUCATION LESSON PLAN

The following is a sample lesson plan in Religious Education

School Name:..... **Teacher's name:**.....

Term	Date:	Subject	Class	Unit No	Lesson Number	Duration	Class size
II	15 May 2020	Religious Education	Year III SSE	3	1of 7	80	40
Types of special Educational needs to be catered for in this lesson and number of learners in each category				3 learners with learning difficulties			
Unit title		Marriage celebrations in Rwandan culture and in different religions					
Key Unit Competence		Appreciate the importance of human sexuality and family in God plan					
Title of the lesson		The meaning and the purpose of human sexuality					
Instructional Objective		Using the religious scriptures, library and internet, learners are able to explain the meaning and purpose of human sexuality.					
Plan for this lesson (Location)		In classroom					
Learning materials		Religious textbooks, sacred scriptures,internet connection, images, etc.					
References							

Timing for each step	Brief description of teaching and learning activities		Competences and Cross-Cutting Issues to be addressed
	Facilitator's/ tutor's/teacher's activities	Student-teachers'/Learners' activities	
	In groups, student teachers find-out concept and ideas that have association with sexuality and explain them. Thereafter, research from internet and sacred scriptures the meaning, purpose as well as restrictions regarding the meaning and purpose of human sexuality. Present their findings and incite discussion.		

<p>Introduction (sharing experience)</p> <p>10 min</p>	<ul style="list-style-type: none"> • The facilitator introduces the lesson by stating providing the copy of the case study (introductory activity). Ask learners to provide as many as possible views: • What is the purpose of marriage? • Which qualities and conditions 	<ul style="list-style-type: none"> • Student teachers think individually and share in small groups. <p>Possible answers</p> <ul style="list-style-type: none"> • Purpose marriage: love, procreation, completeness, found a family, education of children, etc. • Qualities and conditions to choose a partner: strong friendship, romantic, reliability, sexual attraction, shared values, trustworthy, hardworking, courageous, etc. 	<p>Critical thinking: As learners understand that marriage as commitment requiring physical, psychosocial and financial readiness.</p> <p>Peace and value education: As learners emphasize on ethical values to be maintained by parties in marriage.</p>
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<p>Development of the new lesson/Body</p> <p>60 min</p>	<p>Investigation (exploring diverse views, beliefs, behaviours, practices, etc.)</p> <p>Write on the marker/chalk board or flipchart the concept “sexuality” and ask to write related terms. (10 minutes)</p> <p>Ask learners to conduct the research on internet and sacred scriptures on the views, practices and conditions of sexuality in different religions (50 minutes).</p> <p>Analysis and evaluation (synthesis)</p> <p>Ask student teachers to compare the religious beliefs on sexuality (10 minutes)</p>	<p>Student teachers in their groups, do an inventory of terms related to sexuality: sex, gender, sexual attraction, sexual desire, sexual intercourse, marriage, procreation love, etc. The tutor asks to student teachers explain each concept. The tutor stresses the difference between ‘sex’ and ‘sexuality’ and ‘gender’.</p> <p>Conduct research using books, dictionaries, encyclopedia, internet, sacred scriptures, etc to gather information about the views, practices and conditions of sexuality in different religions: Abrahamic religions and non-Abrahamic religions. Student teachers may work in groups/subgroups regarding main themes: sexuality in Christianity, Judaism, Islam, Non-Abrahamic religions. Present the work to the whole class. Key elements should be written on flipchart.</p> <p>Through learning stations, using different colored markers, student teachers underline similarities and unique beliefs.</p>	<p>Communication: will be developed through listening from each other.</p> <p>Inclusive education: will be addressed when tutor caters for the student with hearing impairment.</p>
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Conclusion 10 min	<p>Introspection and Action (informed action).</p> <p>The facilitator asks student teachers to summarize the lesson and highlight lessons learnt. Ask some pairs to share</p>	<p>Student teachers discuss in pairs write lessons learnt and commitment. Some pairs may share their views to the whole class.</p>	
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UNIT 1

RELIGIOUS TEACHING OF NON-THEISTIC BELIEFS

1.1 Key unit competence:

Appraise the moral and social values from the teachings of non-theistic beliefs

1.2 Prerequisites

From the previous studies, students-teachers know about religion in general and theistic religions in particular. They are able to define and describe religion, and appreciate their importance in society. This knowledge will be extended to non-theistic and polytheistic religions in view of valuing positive elements in them.

1.3 Cross-cutting issues to be addressed

- **Peace and values education:** the tutor emphasizes on the fact that positive elements - such as justice, non-violence and respect for life exist also in non-theistic and polytheistic religions. On the other hand, learners are helped to discover how these values are essential to peace building.
- **Inclusiveness:** the tutor presents non-theistic and polytheistic religions as respectable and worth religions as monotheistic religions. Student-teachers are encouraged respecting all people despite their faith.

1.4 Guidance to introductory activity 1

Ask student-teachers to form gender balanced and inclusive groups. Lead student-teachers to read the case study from the student textbook and assign them to discuss the story and answer the questions. Visit every group to make sure everyone is focused. Set time for the task after which learners present their fruits of their discussions. Then, write down answers as you encourage learners to think critically about the meaning of importance of every religion to humanity.

Possible answers to the questions of the introductory activity 1

1. Read the case study which describes an event in the life of Gandhi, a follower of one “from this story?”

- **Humility:** Gandhi recognizes that he was very poor and has no money.
- **Compassion:** the boy’s heart was filled with pity towards the poverty of Gandhi.
- **Righteousness:** Gandhi said, ‘It wouldn’t be right for me to be the only one to wear a kurta.’
- **The sense of family:** Gandhi could say: “But I am not alone, son”; and “I have a very large family, son.”. And, after all the whole nation was Gandhi’s family.
- **The sense of responsibility:** “Till every one of them has a kurta, how can I wear one?” Indeed, he was the head of that family. He was their friend, their companion. What use would one kurta be to him?

2. How can an example set so long ago still be relevant today?

Gandhi’s example is still relevant today by contradicting some attitudes of the contemporary time alienated by individualism, selfishness, corruption, and injustice. In fact, some leaders still exploit people entrusted to them; Gandhi refused to exploit the work of the boy’s mother. Other leaders use power in for their personal interests: Gandhi refused even gifts from the boy because they were not sufficient for all his family. There are also leaders who are extremely rich while the people are terribly suffering in poverty. For Gandhi, economic development is sustainable only when it benefits the whole family.

1.5. List of lessons

#	Lesson title	Learning Objectives	Number of periods
1	Buddhism	<p>Knowledge and understanding: Explain the meaning of Buddhism, in its historical context, its fundamental teachings and identify its moral values and practices.</p> <p>Skills: Discuss the originality of Buddhist teachings and practices.</p> <p>Attitudes and values: Appreciate the impact of Buddhist teachings on moral values and adopt positive elements among them.</p>	6

2	Confucianism	<p>Knowledge and understanding: Explain the meaning of Confucianism, in its historical context, its fundamental teachings and identify its moral values and practices.</p> <p>Skills: Discuss the originality of Confucianist teachings and practices.</p> <p>Attitudes and values: Appreciate the impact of Buddhist teachings on moral values and adopt positive elements among them.</p>	6
3	Hinduism	<p>Knowledge and understanding: Explain the meaning of Hinduism in its historical context, its fundamental teachings and identify its moral values and practices</p> <p>Skills: Discuss the originality of Hindu teachings and practices</p> <p>Attitudes and values: Appreciate the impact of Buddhist teachings on morals and adopt positive elements among them.</p>	6
4	Unit assessment		6

1.5.1. Buddhism

a) Learning objectives

Knowledge and understanding: Explain the meaning of Buddhism, in its historical context, its fundamental teachings and identify its moral values and practices.

Skills: Discuss the originality of Buddhist teachings and practices.

Attitudes and values: Appreciate the impact of Buddhist teachings on moral values and adopt positive elements among them.

b) Teaching resources

Use of Sacred Scriptures, Religious textbooks, Internet, Journals, Religious Education syllabus for TTCs, etc

c) Prerequisites/Revision/Introduction

The student-teachers have knowledge on beliefs and teachings of monotheistic religions. They are also able to identify values from religious teachings.

d) Learning activity 1.1

• Guidance

Ask student-teachers to form gender balanced and inclusive groups, indicate the page on which to find the learning activity and then assign student-teachers in

groups to read the case study, understand and try to respond to the questions. Presentations will follow at the end of time set for the task.

• **Possible answers to the learning activity 1.1**

1. Describe the image

Someone has passed away. Friends, neighbours and relatives have come to support the family of the departed. Everybody is shocked by what happened because they have lost someone dear to them. They would like to remain with him but they have to take the body to the cemetery for burial ceremony. It is sad.

2. Find as many as possible problems which can be associated to the image

Widowhood (if the deceased person was married), orphans (if the deceased person was a father or a mother), poverty (if the deceased person was the one to take care for his or her family members), despair, sorrow, fear of death, etc.

3. Find as many as possible questions human beings can ask themselves about the image and answers they try to give themselves.

- Why death?
- Where does death come from?
- Was death created by God?
- What happens after death?
- Where does the deceased persons go after death?
- Etc.

d) Possible answers to the application activity 1.1

1. Find three key causes of suffering according to Buddhist teachings and write them down.

The three key causes of suffering according to Buddhism are: craving, hatred and ignorance.

2. Explain the importance of the Four Noble Truths for Buddhists.

The 4 noble truths are:

1. All existence involves suffering (dukkha);
2. Suffering is caused by desire;
3. Suffering can be eliminated by eliminating desire and
4. The eightfold path is the means to eliminate suffering.

The 4 noble truths + the eightfold path are the core belief of Buddhism and when they are well understood and practiced, they lead the practitioner to enlightenment and nirvana (the end of suffering or the Buddhist heaven).

3. Buddhism is a non-theistic religion. What the Buddhist prayer is meant for?

The main forms of Buddhist prayer are: **meditation, chanting** and **metta**. They are meant for:

- Cultivating mindfulness and attentiveness to the present moment;
- Calming and focusing the mind;
- Obtaining the strength needed to afford the daily life.

5. Buddhist monks are expected to follow a vegetarian diet. Imagine what would be the benefits of this practice if 80 % of your contemporaries could take the example of Buddhist monks with regard to dietary customs?

If many of our contemporaries could adopt a vegetarian diet, the environmental protection would benefit as follows: animal species would no longer face extinction, the use of fertilizers and chemicals would be minimized (big farmers use them in quantity to produce cereals for animal food; industries which produce animal food would reject less waste; diseases which are related by meat consumption would be minimized, etc.

1.5.2. Confucianism

a) Learning objectives

Knowledge and understanding: Explain the meaning of Confucianism, in its historical context, its fundamental teachings and identify its moral values and practices

Skills: Discuss the originality of Confucianist teachings and practices

Attitudes and values: Appreciate the impact of Buddhist teachings on morals and adopt positive elements among them.

b) Teaching resources

Use of Sacred Scriptures, Religious textbooks, Internet, Journals, Religious Education syllabus for TTCs.etc

c) Prerequisites/Revision/Introduction

The student-teachers have knowledge on beliefs and teachings of monotheistic religions and Buddhism. They are also able to identify values from religious teachings.

d) Learning activity 1.2

• **Guidance**

Ask student-teachers to form gender balanced and inclusive groups indicate the page on which to find the learning activity and then assign students in groups to read the case study understand and try to respond to the questions. Presentations will follow at the end of time set for the task.

• **Possible answers to learning activity 1.2**

1. What the current education systems could learn from the above scenario?

The current education system could learn from the above scenario different lessons including:

- The importance or the aim of education is first and foremost molding the personality;
- Education could help students develop critical thinking and think correctly through posing questions;
- Conversational approaches could be more relevant in education than magistral approaches;
- Taking into consideration each student's need in making curriculum, training future tutors, and elaborating learning and teaching materials (inclusive education).

2. Do you agree with Confucius on the answer he gave his disciple? Explain your answer.

I agree with Confucius because caution, preparation, tactics are needed not only to succeed every fight but also the whole life. Confucius praises the value of prudence as very important when someone has to make decision, to face challenges and enemies. Taking risks without reasoning is called temerity, that is excessive confidence and boldness. Temerity should be balanced by reason because Rwandans say, *“Umugabo utagira ubwoba ntaba agira n’ubwenge”* (A man who doesn't fear at all, is a stupid person).

c) Possible answers to application activity 1.2

1. Think about the place of history and culture studies in the life of a young man/woman. 'I can't spend my time reading a history book because I have no time to spoil. I need to read about science and technology'. What do you think Confucius would say about this?

I think Confucius would say this:

Science and technology are not enough for a human being to survive; one needs values and social norms to successfully live in society. And values and social norms are not acquired through science and technology; rather they are hidden in history and culture. Also, the past (history) holds the roots of the present and future life. Therefore, we need to value its lessons, learn from it if we are to find out sustainable solutions to the humanity's deepest needs. In the same way, Confucius could quote Marcus Garvey: "A People without the knowledge of their history, origin and culture is like a tree without roots".

2. "Education breeds confidence. Confidence breeds hope. Hope breeds peace" Confucius. Discuss this statement and suggest some practical ways parents, teachers and leaders may be able to help children become peacebuilders and peacemakers in the future.

According to Confucius, education aims at molding personality. Molding personality passes through acquiring values and virtues. Some virtues and values are more essential to making peace than others. All people involved in education (parents, teachers, leaders, etc.) strive to form children and young people in those values. According to Confucius, relationships are important for peace that is for a healthy social order and harmony. Thus, the practical ways to make children peace builders should aim at helping them live good relationships with everyone in respect to his position: a father, a mother, a king, a leader, a son, a friend, a teacher, a neighbour, etc. In other words, children should be taught about respect of others:

- To assist the elder in need, show him respect, listen to him, etc.
- To respect his parents; visit them, consult them when needed, help them if needed, do what they ask you to do, etc.
- To respect leaders: attend community services, pay taxes, behave according to social norms, etc.
- Etc.

4. Appreciate each stage of marriage rituals in Confucianism.

In Confucianism, marriage rituals are conducted in six stages:

1. **The proposal.** It can be accepted or rejected. This shows that no one should be forced to marry or marry not someone he or she did not freely choose by
2. **The engagement.** It is manifested through the announcement of the wedding day. Marriage is a commitment not a joke; as such it entails responsibilities and duties.
3. **The dowry.** Sign of recognition towards parents. People to be married are born from a man and a woman, who grew them up, who loved them. So, parents deserve respect even in marriage matters.
4. **Procession.** The groom visits the bride's home and brings her back to his house. The procession is accompanied by a great deal of singing and drum beating. Marriage engages not only the bride and the groom but also their respective families.
5. **The marriage ceremony and reception.** The couple recite their vows, toast each other with wine, and then take center stage at a banquet. This shows the social aspect of marriage and people are there to witness the consent exchanged between the groom and the bride.
6. **The morning after the ceremony.** The bride serves breakfast to the groom's parents, who then reciprocate. This marks the completion of the marriage. This is a sign of hospitality and integration.

1.5.3. Hinduism

a) Learning objectives

Knowledge and understanding: Explain the meaning of Hinduism in its historical context, its fundamental teachings and identify its moral values and practices

Skills: Discuss the originality of Hindu teachings and practices

Attitudes and values: Appreciate the impact of Buddhist teachings on moral values and adopt positive elements among them.

b) Teaching resources

Use of Sacred Scriptures, Religious textbooks, Internet, Journals, Religious Education syllabus for TTCs, etc

c) Prerequisites

The learners have knowledge on beliefs and teachings of monotheistic religion, Buddhism and Confucianism. They are also able to identify values from religious teachings.

d) Learning activities 1.3

- **Guidance**

Ask student-teachers to form gender balanced and inclusive groups. Indicate the page on which to find the learning activity 1.3 and then assign students in groups to read the case study, discuss and answers questions. Presentations will follow at the end of time set for the task.

- **Possible answer to learning activity**

Question 1

1. Choose correct answers among the following statements. Gandhi didn't choose to become a Christian or a Muslims because: (the correct answers are underlined)
 - a) He hates other religions than Hinduism.
 - b) One is born with a religious heritage.
 - c) There is no religion but Hinduism.
 - d) Hindu teachings suit him the best.
 - e) Islam and Christianity are monotheistic religions.

Question 2

- a) The presence of God in all beings pantheism
- b) Belief in many gods polytheism

e) Possible answer to application activity

1. If one is a Hindu by being from Indians, what implications should be expected?

It implies:

- Religion or faith is understood as something to acquire but to be born with;
- Hindu religion does not require missionary activities to convert others to its belief;
- The only way to perpetuate it is to make more children;
- Hinduism is present wherever there is someone from India;
- Religious fanaticism has no room in hinduism;
- Etc.

2. Give the four purposes of life according to Hinduism.

The four purposes of life

1. **Dharma** : fulfill moral, social and religious duties;
2. **Artha** : attain financial and worldly success ;
3. **Kama**: satisfy desires (sexuality, enjoyment) and drives in moderation;
4. **Moksha** :attain freedom from reincarnation.

3. Appreciate the Hindu attitude toward truth.

Hindus consider “truth as one”, but “sages call it by different names”. This attitude to truth contradicts those who say, “it depends”. Truth does not depend on people’s feelings, it is one. However, truth can be approached differently because people are also different in culture, knowledge, experience, etc. Multiple approaches to truth does not make multiple or relative. Hindu attitude encourages people to respect others opinions and beliefs, and be open to them. It also allows people to keep looking to truth because what they hold or know as truth is just incomplete. This attitude to truth can foster peaceful coexistence for it is essentially based to tolerance.

1.6. Summary of the unit

This unit intended to introduce learners to non-theistic and polytheistic beliefs so that they appraise the moral and social values from them. In order to achieve this goal, these beliefs have been presented in terms of their origins, fundamental teachings and practices. All has been done putting special emphasis on positive elements that also exist in non-theistic and polytheistic beliefs.

1.7. Additional information for the teacher

Non-theistic and polytheistic religions are not known by many of students, especially African students. Therefore, there are many biases and/or a strong desire to learn about them. Consequently, the teacher should be sufficiently equipped so that he or she is able to defend that they are not idolatries and that they deserve our attention for everyone can learn something good from their teachings and followers.

1.8. Possible answers for the End unit assessment questions

1. Complete the text below:

Buddhism was founded by a certain man called *Siddharta Gautama Buddha*. He was born about *560 BCE* in *Lumbini (between India and Nepal)*. He lived in a *luxurious* life until he undertook four (number) journeys. On his journeys, he saw *human suffering* through three forms: *an old man ; a sick man; and a dead man*. Then he began to seek for *true knowledge* so as to set people free from *suffering* and *death* After missing it in Buddhism, he opted to seat beneath a mango tree for *meditation* and he finally reached *enlightenment*.

2. Imagine any situation in which people are grievously facing suffering and then draw from Buddhist religion practical ways to help them overcome it.

- Situation : A mother whose son has just passed away.
- Practical ways:
 - Let the mother know that the cause of suffering is desire, craving (she is suffering because she loves his son too much that she can afford to lose him);
 - Let her know that another cause of suffering is ignorance (she is suffering because she did not know that nothing is permanent on earth, so mortal is his son);
 - Appeal her to meditate so that she reaches enlightenment;
 - Help the mother deploy right effort (to develop noble thoughts and perform good deeds);
 - Help the mother cultivate right mindfulness and awareness of her life (what she does or says today will bear fruits);
 - Etc.

3. “In a country well governed, poverty is something to be ashamed of. In a country badly governed, wealth is something to be ashamed of.” (Confucius). Discuss at length.

Through this statement, Confucius argues that poverty in a country is the rightest indicator of bad governance. In other words, he is saying that leaders should ensure that resources (properties) are fairly distributed among all citizens. If good leaders do so, bad ones steal from the people and make themselves rich. The first respect themselves and their people through good management of property, wise decisions, benevolent actions and all is done honestly. In short good leaders are righteous, responsible and accountable. These qualities allow them to eradicate poverty, which is shameful for a country well governed.

A leader who is dishonest, irresponsible and selfish cannot but enrich himself or a group of individuals, which is shameful for a country badly governed.

4. “I came to the conclusion long ago that all religions were true and that also that all had some error in them, and while I hold by my own religion, I should hold other religions as dear as Hinduism. So we can only pray, if we were Hindus, not that a Christian should become a Hindu; but our innermost prayer should be that a Hindu should become a better Hindu, a Muslim a better Muslim, and a Christian a better Christian” (Gandhi). Draw from this statement values and attitudes that could help religions and people coexist peacefully.

Values and attitudes that could help religions and people coexist peacefully, include:

- **Humility:** recognizing that every religion, even his or hers, is neither absolutely perfect nor imperfect;
- **Respect:** all religions are equal (my religion is as dear as others);
- **Poverty of the spirit:** recognizing that you still are called to perfection, before you get concerned by someone else's perfection (... becoming a better where you belong);
- **Tolerance:** truth exist in all religion (no need to destroy them, better respect their uniqueness and ways of viewing truth);

1.9 Additional activities

1.9.1 Remedial activities

List the eightfold path (middle way) taught in Buddhism

1. Right understanding/knowledge;
2. Right speech;
3. Right conduct;
4. Right mindfulness;
5. Right effort;
6. Right livelihood;
7. Right thought/intention;
8. Right concentration/meditation;

1.9.2. Consolidation activities

Explain with examples the Buddhist concept of anicca.

Anicca (impermanence) is a Buddhist concept that refers to the changing state of things. In other words, things are subject to change. For example,

- One is born a baby, she or he grows old and dies;
- Seasons change;
- Flowers fade and leaves fall;
- One gets hungry, eats and gets again hungry;
- Etc.

1.9.3. Extended activities

Search about the philosophy of non-violence in the context of Hinduism and Buddhism.

Nonviolence is the personal practice of being harmless to self and others under every condition. As such, nonviolence is close to precepts of Hinduism and Buddhism. The first of Ten Commandments of Hinduism is given as follow: “Do no harm” (Ahmsa). In Buddhism, the first of the ten precepts is “Not to kill but to cherish all life”. one can say that non-violence is embedded in Hindu and Buddhist religions.

UNIT 2

VALUES AND COMMITMENT TO RELIGIOUS TEACHINGS

2.1. Key Unit competence

Practice values and commitment to religious teaching in his or her daily life

2.2 Prerequisites

Before undertaking this Unit on Values and Commitment to Religious Teachings, student teachers are supposed to have prior knowledge and information on the impact of religions on the development of religious values so that they may appreciate and practice religious teachings reasonably.

2.3 Cross-cutting issues

- **Peace and value education** : the tutor stresses the role and the place of religious teachings in promoting peace through love, care for the poor and respect for human rights which are emphasised by several religions. On the hand, students teachers are helped to realise the relevance of religious teachings in the context of conflicts, poverty, and injustice.
- **Inclusive education**: religions teach that all human beings are equal. Therefore, no one should be excluded from the society despite his or gender, race, disability, socio-economic situation, etc. Thus the education teacher uses an inclusive approach as he or she facilitates lessons so that the students learn to practice inclusiveness in the daily life.
- **Environment and sustainability**: the environment includes all that exist including human beings and it has been entrusted to all of them. This stewardship implies responsibility and accountability. Students are helped to appreciate the role of religions in protecting environment.

2.4. Guidance to introductory activity 1

Make some copies of the case study of introductory activity or indicate the page on which the introductory is found in the student textbook. Guide student teachers to form gender balanced and inclusive groups. Ask student teachers to read the case study and answer questions after understanding them. Supervise to make sure that

all student teachers are involved in performing the task assigned and keep focused. Set the time for the task. Facilitate group discussions. Invite each group to present. Supplement their presentations by key and important points related to the unit.

Possible answers to the questions of the introductory activity 1

1. Imagine what would be the consequences of a freedom without a commitment to others in your community.

The consequence of a freedom without a commitment to others in society could be: discrimination, stealing or damaging others' assets, injustices, prostitution, lack of respect, etc.

2. Give examples of the founding ideals of your country and some names of those who died in their defense.

The founding ideals of Rwanda include:

- To promote national unity and reconciliation,
- To ensure sovereignty and security for all Rwandans;
- To establish genuine democracy;
- To build an integrated and self-sustaining economy;
- To eradicate corruption;
- To repatriate and resettle Rwandese refugees;
- To promote social welfare;
- To prevent from genocide and its ideology;
- Etc.

Some names of those who died in their defense are:

- National heroes, including Fred Gisa Rwigema, Uwiringiyimana Agatha, Niyitegeka Felicité, les enfants de Nyange, etc:
- Abarinzi b'Igihango (friendship pact)
- Solidiers who died during the liberation day, etc.

2.5. List of lessons

#	Lesson title	Learning Objectives	Number of periods
1	Commitment: discipleship and stewardship	<p>Knowledge and understanding: Distinguish the concepts stewardship and discipleship in religious beliefs.</p> <p>Skills: Explain discipleship and stewardship as values</p> <p>Attitudes and values: Appreciate the importance of the values of discipleship and stewardship in the life the believer</p>	4
2	Important values associated to commitment	<p>Knowledge and understanding: Identify different values that are common to religious beliefs.</p> <p>Skills: Discuss values that demonstrate perfect commitment to one's belief.</p> <p>Attitudes and values: Live values pertaining to the commitment in his/her personal belief.</p>	3
3	Examples of commitment worth of imitation	<p>Knowledge and understanding: Identify individuals who performed extraordinary charitable activities in World and in Rwanda.</p> <p>Skills: Practice discipleship and stewardship.</p> <p>Attitudes and values: recognize good examples of stewardship and discipleship.</p>	2
4	Remedial activities and End unit Assessment		3

2.5.1 Commitment: discipleship and stewardship

a) Lesson objectives

Knowledge and understanding: Distinguish the concepts stewardship and discipleship in religious beliefs.

Skills: Explain discipleship and stewardship as values

Attitudes and values: Appreciate the importance of the values of discipleship and stewardship in the life of the believer.

b) Teaching resources

Use of the Bible, Qur'an, Religious textbooks, Religious Education Syllabus for TTCs, etc

c) Prerequisites/Revision/Introduction

Student-teachers have knowledge on different religious teachings and they are able to explain how religion shapes personal and societal values.

d) Learning activities 2.1

• Guidance

Ask student-teachers to go in the computer lab with dictionaries and encyclopedia from the library and form groups of average number; then ask them to search about the definition of commitment, discipleship and stewardship.

• Possible answers to the learning activity 2.1

Possible definitions of:

- **Commitment:** the state or quality of being dedicated to a cause, activity, etc.; an engagement or obligation that restricts freedom of action; a commitment obligates you to do something; examples of commitment: marriage, accepting leadership responsibility, etc.
- **Discipleship:** adhering to the doctrines of another, embracing and assisting in spreading the teaching of another, following another person; changing from the inside and adopt to leave according to the teachings or example of whom one has vowed to follow.
- **Stewardship:** the job of supervising or taking care of something, such as an organisation or property; the conducting or managing of something especially: the carefull and responsible management of something entrusted to one's care stewardship of natural resources.

e) Possible answers to the application activity 2.1

“I am not the my neighbour’s keeper”. Why do you think that this statement is not true?

Being someone’s keeper means to care for others, help others grow, and protect them from harm. This is the responsibility of everybody. Therefore, I think that this statement is not true because:

- Everyone has not only rights but also duties (others’ expectations from you are your duties toward them); so there is a sense every one is the keeper of his neighbour.
- Persons are social beings; as such they cannot live like islands. Living in community implies responsibilities towards others.
- Everyone has people who depend on you: children depend on parents, brothers and sisters depend on each other in various ways, leaders are supposed to care for the common good for all, etc. Believers accept that it is God who entrusted them to us. Therefore, if someone depends on you, you are his or her keeper.
- Refusing to be the keeper of someone would be saying that you even do not need others to help you grow.
- Etc.

2.5.2. Important values associated to commitment

a) Learning objectives

Knowledge and understanding: Identify different values that are common to religious beliefs.

Skills: Discuss values that demonstrate perfect commitment to one’s belief.

Attitudes and values: Live values pertaining to the commitment in his/her personal belief.

b) Teaching/Learning resources

Sacred Scriptures (Bible and Qur’an), Religious textbooks, internet, religious magazines.

c) Prerequisites/Revision

The tutor asks student-teachers to give examples of religious values. Student teachers will give those examples one by one as the tutor write them down.

d) Learning Activity 2.2

• Guidance

Ask student teachers to form gender balanced and inclusive groups. Ask them to discuss about the learning activity 2.2 from the student book. Pass around to make sure that they are all focused. Give them precise time to carry out this task. Ask each group to present results, write them on the board and skip those which have been reported by previous group.

• Possible answers to learning activities 2.2

For each of the following situations, list the two most important practices, that you feel must absolutely be performed:

1. An increasing number of street children

- Provide food and clothes;
- Searching about the causes of the situation in view of family reintegration and school reinsertion
- Respect them and their rights as children (arresting them not for example)
- Etc.

2. Someone lends you his house to live in for 12 months

- Keep the house clean
- Damage not the house
- Protect the house or prevent from catastrophes
- Respect the rent contract, etc.

3. You are considering investing your heritage in a drug company.

- Invest the heritage in businesses which are legally acceptable
- Invest the heritage in something prosperous for the heir and his/her descendance
- Use the heritage in ways that are healthy for the owner, the society and the environment
- Protect the heritage from lost, and damage
- Etc.

d) Possible answers to application activity 2.2

• Possible answers to learning activities 2.2

For each of the following situations, list the two most important practices, that you feel must absolutely be performed:

1. An increasing number of street children

- Provide food and clothes;
- Searching about the causes of the situation in view of family reintegration and school reinsertion
- Respect them and their rights as children (arresting them not for example)
- Etc.

2. Someone lends you his house to live in for 12 months

- Keep the house clean
- Damage not the house
- Protect the house or prevent from catastrophes
- Respect the rent contract, etc.

3. You are considering investing your heritage in a drug company.

- Invest the heritage in businesses which are legally acceptable
- Invest the heritage in something prosperous for the heir and his/her descendance
- Use the heritage in ways that are healthy for the owner, the society and the environment
- Protect the heritage from lost, and damage
- Etc.

2.5.3 Examples of commitment worth of imitation

a) Learning objectives

Knowledge and understanding: Identify individuals who performed extraordinary charitable activities in World and in Rwanda

Skills: Practice discipleship and stewardship

Attitudes and values: recognize good examples of stewardship and discipleship

b) Teaching materials

Sacred Scriptures (Bible and Quran), Religious education textbooks, internet, newspaper, journals, etc.

c) Prerequisites

Student teachers have knowledge on role models from various contexts (political, social, religious, sciences, etc.) and they are able to explain how religion helped in molding their personalities.

d) Learning activity 2.3

• Guidance

Form gender balanced and inclusive groups and distribute copies of the case study (Learning activity 2.3). Let them read the case study in their respective groups. Pass around to make sure that they are all focused. Give them precise time to carry out this task. Let student discuss about the case study, present results and together make a summary on each exercises.

• Possible answers to learning activity 2.3

1. Why did Fr Munyaneza get in trouble with interahamwe until death?

Fr Munyaneza got into trouble with interahamwe until death because:

He was refusing them to commit evil which has led them to discriminate one group, to dehumanize its members, and deny dignity in them. Fr Munyaneza represents good while interahamwe represented the evil; it was a fight between good and evil, between truth and wrong. He got into trouble because he was proposing love and peace to people full of hatred, anger and ignorance.

2. What does this extract reveal about Father Munyaneza J. Bosco's true character?

This extract reveals that Fr Manyaneza was an innocent man, a man of peace and compassion, a courageous man, and more importantly a man who loves, who cares and who fights for the truth. He was a man with the sense of responsibility because he refused to leave the sheep; he had full and totally engaged his life to the service of people entrusted to him.

3. Possible answer to application activity 2.3

List three practices you can engage in to:

1. Promote civil rights

- Vote for laws that promote civil rights;
- Participate in march for peace and justice;
- Write a civil right article publishable on social media, in newspaper and journals;
- Identify injustices, new minorities in society;
- Etc.

2. Protect environment

- Avoid polluting activities or practices such as using public transportation more often;
- Minimize waste;
- Use resources reasonably and with awareness that they are limited;
- Minimize the use of chemicals and fertilizers;
- Plant trees ;
- Help the poor (he is part of the environment);
- Recycle and use materials made with recycled materials;
- Reducing food waste;
- Etc.

3. Prevent from social injustices

- Make change in your own life and set an example;
- Speak out/denouncing injustice;
- Contact the media;
- Vote against injustice;
- Educate people about their rights and duties;
- Go to protest or demonstration;
- Etc.

2.6. Summary of the unit

This unit aims to help students integrate religious values to the extent that they can themselves commit to some religious principles and believers' examples. In view of this, learners have been given opportunities to study about commitment from the perspective of discipleship and stewardship, to identify values which are associated to religious teachings and praise individuals whose lives and deeds reflected their commitment, discipleship and stewardship.

2.7 Additional information for the tutor

- Religious teachings bind first and foremost the followers of a given religion. However, it is not forbidden to learn something positive and good from another religion and integrate it without being forced to change your own religion.
- Religions recommend the care for the poor. Poverty does not refer only to the lack of material means; it can also refer to different realities such as:
 - a) The poverty of body: a type of poverty which is present in people with a lack of food, clothing, shelter, and other material needs.
 - b) The poverty of mind: a type of poverty which is present in people with a lack of education, skills, and knowledge.
 - c) The poverty of spirit: a type of poverty which is present in people with a lack of faith, hope, and love.
 - d) The poverty of soul: a type of poverty which is present in people with a lack of purpose in life, a sense of hopelessness about any last meaning. Such people seek the meaning of life in possession, sex, power, and prestige instead of searching for love, forgiveness, and justice. Such people need also to be care for and helped to overcome their poverty.

- e) **Poverty of the spirit:** this is a positive type of poverty; it is praised by Jesus: “blessed are the poor in spirit” (Matthew 5:3). It recognizes that we totally depend on God. It affirms that God is our Savior, the sole source of all good gifts. People with such kind of poverty are not to be helped but to be imitated.
- The principles of stewardship are multiple; we have just mention four among others.

2.8 Answers to end unit assessment

1. How does commitment to religious teachings and values contribute to fostering peace and harmony in human society?

Human beings live in society and communities. Peace among the latter depends on how people relate one another. And religions teach about relationships, that is how one should behave with his or her neighbour. Therefore, religious teachings contribute to fostering peace and harmony in society by encouraging people to:

- Love his or her neighbour as she or he loves herself or himself;
- Help the needy and care for the poor they live with in the communities;
- Kill not ;
- Steal not from someone;
- Respect others' lives and properties;
- Protect the environment;
- Help each other to grow in all dimension through leadership;
- Etc.

2. List as many as possible practices to promote environmental stewardship.

- Planting trees;
- Recycle and use recyclable materials;
- Minimize industrial wastes;
- Minimize food waste;
- Help the poor;
- Avoid consumerism;
- Minimize the use of chemicals and fertilizers;
- Growing a garden at home;
- Developing the environmental awareness through readings, studies, conferences, etc.
- Use rationally the limited resources such as electricity, water, wood, etc.
- Etc.

3. Prior to taking the office, the President of the Republic of Rwanda must take the following oath:

“I, do solemnly swear to Rwanda that I will: remain loyal to the Republic of Rwanda; observe and defend the Constitution and other laws; diligently fulfill responsibilities entrusted to me; preserve peace and national sovereignty; consolidate national unity; never use the powers conferred upon me for personal interests; strive for the interests of all Rwandans. Should I fail to honour this oath, may I be subjected to the rigors of the law? So help me God.”

Appreciate the idea of commitment hidden in this presidential oath in the light of discipleship and the four principles of stewardship.

The presidential oath is an eloquent example of commitment.

- It is a commitment in the sense of discipleship because the president “swears to Rwanda”, commit himself to “remain loyal to the Republic of Rwanda” and seek the “help from God” in all his activities. This is what do disciples: they engage to live according to the will of the master as the president vows to follow not his will but the will of Rwandans as it is enclosed in the Constitution and other laws. Also, a disciple or a servant relies on the help of his master; the master in the oath is God from whom the president expects help.
- It is a commitment in the sense of stewardship because the four principles of stewardship are also applicable:
 - a) The principle of **ownership** is respected because the president recognizes that the power he is about to exercise is not his but it is given to him by Rwandans to whom he swears. He also recognizes that the source all power is God because it from him he expects the help to faithfully exercise the power entrusted to him.
 - b) The principle of **responsibility** is respected because the president mentions what will be his responsibilities as president. These responsibilities include: defend the Constitution and other laws; preserve peace and national sovereignty; consolidate national unity; strive for the interests of all Rwandans.
 - c) The principles of **accountability** and **reward** are respected because the president is aware that he will give accounts to Rwandans before the law and may be punished by the same law if, for example, he uses the powers conferred upon him for personal interests

2.9 Additional activities

2.9.1 Remedial activities

- a) Identify various values associated with commitment;
- b) Give four principles of stewardship.

- **Possible answers to remedial activities**

- a) Love for neighbour, solidarity, care for the poor, respect others, honesty, integrity, etc.
- b) The principles of stewardship: ownership, responsibility, accountability and reward.

2.9.2 Consolidation activities

Can you think of any situations that could bring together all human beings despite that they are believers or non-believers?

Suggestion on how to go about the activity

Group learners in pair and instruct them to find out situations that could bring together all human beings despite that they believe or not. Set time for the task after which they proceed with presentation. Award marks for the task and summarize with key points related to the protection of life.

Examples of those situations that learners may be able to identify and explain are as follow: hunger, extreme poverty, slavery, children exploitation, gender based violence, genocide, etc. In such situations and their similar, every human person should feel concerned and commit himself or herself to ending them.

2.9.3 Extended activities

Read the following case study and devise ways to fight consumerism:

“Greed is one of the causes of poverty. Some people go after material possessions with a vengeance. Along the way, they ignore poor people. Consumerism, the practice of “buy, buy, buy” is a trap that blinds us to other people by turning material possessions into gods.”

M. Pennock, *Catholic Social Teaching: Learning and Living Justice*, p. 150.

- **Possible answers**

An important way to fight back against consumerism is to live more simply. Student teachers should strive to think in the same way as Richard Foster who gave ways to live more simply:

- Develop a habit of giving things away
- Enjoy things without owning them
- Buy items for their usefulness rather than their status
- Give up anything you find addictive
- Reject anything that oppresses others
- Ignore propaganda from sellers of useless products that you don't really need
- Seek God's kingdom first and foremost.
- Etc.

UNIT 3

MARRIAGE CELEBRATIONS IN RWANDAN CULTURE AND IN DIFFERENT RELIGIONS

3.1. Key Unit competence

By the end of this Unit, the student teacher will be able to appreciate the importance of human sexuality and family in God plan.

3.2 Prerequisites

Student teachers have knowledge from ordinary level about sexuality and marriage in Christianity the marriage in God's plan. This knowledge will help them to link the purpose of sexuality and marriages and their different considerations in different religions.

3.3 Cross-cutting issues to be addressed

- **Peace and values education:** the tutor emphasizes the importance of the family in the promotion of peace. S/he makes the reference to the respect of rights and duties in the family as the basis of the society. Human rights are addressed in general including children rights. Values that constitute the basics for the family life are also referred to: love, tolerance, forgiveness, etc.
- **Inclusiveness:** the tutor stresses the importance of religious diversity in the consideration of purpose of sexuality and marriage, wedding practices, rights and duties, etc. Student teachers will appreciate the diversity and practices and will be encouraged to use a descriptive approach of beliefs and practices.
- **Financial education:** this cross-cutting issue will be addressed as learners describe the duties of spouses in the provision of the family and education children. The tutor emphasis that besides love and procreation purpose, the reflection on professional and economic life become fundamental aspects that are likely to be considered in the finances as fundamental in the marriage.
- **Gender equity:** The tutor emphasizes the merits of gender equity in the family regarding the roles of spouses and children. S/he contrasts the society and religious traditions and constraints of the modern life.
- **Comprehensive and sexuality education:** The tutor guides student teachers to reflect on potential elements of human sexuality and its importance on

the comprehensive human growth development, the purpose of marriage. Thereafter, student-teachers discuss the consequence of sexuality and the negative effects of unsafe sexuality life.

3.4 Guidance to introductory activity 3

The tutor guide student teachers to discuss in pairs on the case study. Thereafter form groups of four persons, share their discussions, write down the answers on the flipchart and post them and present to the classroom. Encourage learners to think critically and ethically in order to give constructive ideas.

• What would you advise Umutoni and Migambi?

Student teachers are guided to find-out the conditions that are preliminary before engagement to marriage:

- Set their family goals;
- Examine their readiness for future duties and responsibility as a husband/ wife and parent: provision of the home, education of children, responsibility to the large family, etc.
- Future life as husband and wife;
- Evaluate their future duties and responsibility;
- Health and medical check;
- Check their financial situation and consent on the management of their income;
- Plan an engagement.

The tutor emphasizes that falling in with somebody is natural, but marriage requires the readiness of both parties. Planning of engagement is an important ingredient for a happy marriage and family.

• Discuss with your neighbour the purpose of marriage.

- Procreation (Genesis 1: 26-28)
- Companionship
- Enjoyment
- Completeness
- Fruitfulness .

• **Which qualities and conditions would you like in your partner? Why?**

Student teachers may give different views varying from the physical appearance, friendship and acquaintance, values, etc. A good partner might show the extent of humour, strong friendship, romantic, reliability, sexual attraction, shared values, trustworthy, hardworking, courageous, etc. Thereafter, they analyse the relevancy of each quality. The tutor emphasizes the importance of carefulness while engaging to marriage. Choosing a life partner is the most important decision; it is far different from the mere friendship.

3.5.List of lessons

#	Lesson title	Learning Objectives	Number of periods
1	The meaning and the purpose of human sexuality	<p>Knowledge and understanding: Define the concepts of sexuality and marriage.</p> <p>Skills: Describe the relationship between human sexuality, marriage and God’s plan for humanity.</p> <p>Attitudes and values: Appreciate the gift of human sexuality, and the nature, purpose and ends of marriage.</p>	3
2	Human sexuality theories	<p>Knowledge and understanding: identify moral and psychosocial theories about sexuality.</p> <p>Skills: contrast theories about the human sexuality.</p> <p>Attitudes and values: Value the importance of sexuality in the promotion of human growth and development.</p>	3
3	Marriage according to different religious teachings	<p>Knowledge and understanding: Identify various religious teaching about marriage.</p> <p>Skills: Explain the religious teachings on sexuality and marriage.</p> <p>Attitudes and values: Appreciate the religious diversity on human sexuality and marriage.</p>	3

4	Marriage celebration in Rwandan culture Knowledge and understanding outline the important steps in marriage celebration in Rwandan culture. Skills: Portray the wedding ceremony according to Rwandan traditional culture. Attitudes and values: show concern of the uniqueness of the Rwandan culture.	3
5	Rights and duties of spouses Knowledge and understanding: State the rights of spouses in different religions. Skills: Explain the importance of duties and their effects on the family life. Attitudes and values: Appreciate the family life and responsibility.	3
6	Different kinds of marriage and their effects on society and human rights Knowledge and understanding: Define different kind of marriage. Skills: Discuss the consequences of different kinds of marriage. Attitudes and values: Practice self-control by avoiding sexual promiscuity and sexual deviations.	3
7	Issues associated with marriage and families Knowledge and understanding: Find-out issues related to marriage and families. Skills: Describe main issues faced by the marriage and families and propose solutions. Attitudes and values: show concern on the family life.	3
	Unit assessment	3

3.5.1: The meaning and the purpose of human sexuality

a) Learning objectives

Knowledge and understanding: Define the concepts of sexuality and marriage.

Skills: Describe the relationship between human sexuality, marriage and God’s plan for humanity.

Attitudes and values: Appreciate the gift of human sexuality, nature, purpose and ends of marriage.

b) Teaching resources

Use textbooks, religious scriptures and books, flipchart, markers, papers, images showing the sexuality at different stages.

c) Prerequisites/Revision/Introduction

Student teachers have revised discussed the question from the introductory activity 3. This knowledge will help them to deepen their understanding on human sexuality as well as its aspects and development.

d) Learning activities

The tutor writes the concept 'sexuality' and invites learners to find-out the words which come in their mind. Through brainstorming, make the student teachers list of words related to sexuality. For instance: sex, gender, sexual attraction, sexual desire, sexual intercourse, marriage, procreation love, etc. The tutor asks learners to explain each concept. The tutor stresses the difference between 'sex' and 'sexuality' and 'gender':

- Sex may refer characteristics of the human being, and other living things, according to the basis of their reproductive functions.
- Sexuality bears a multidimensional aspect. It includes thoughts, imaginations, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships.

The tutor asks student teachers to write roles associated with men and those associated with women. Learners are encouraged to justify their point of views. For instance, women can give birth, breastfeeding, care for children, provide for the family, protect the family. Men can, care for children, provide for the family, protect the family, etc. The discussion is encouraged thoroughly to analyse the significance of differences.

The tutor emphasizes that the understanding of gender roles and characteristics depend on the society. Different societies have diversified comprehension. While, in some society the man is considered as the head of the family, this view may not be absolute. The gender stipulations and stereotypes may also change according to the interaction of culture and the constraints of the modern society. The tutor invites student teacher to research on internet, dictionaries, sacred books the beliefs on sexuality in different religions. Thereafter, learners find the similarities of those views. In four groups, student teachers do research: (1) Judaism; (2) Christianity; (3) Islam; (4) Non-Abrahamic religions. Within groups, they can make sub-groups in order to carry the work efficiently. Present to the whole class.

e) Application activities

1. Compare the concepts of sex, sexuality and gender.

- Sex refer to characteristics of the human being, and other living things, according to the basis of their reproductive functions. Everybody can be referred as male or female. The concept 'sex' may also refer to sexual intercourse.
- Sexuality bears a broader and multidimensional aspect of the human life. sexuality is experienced and expressed in thoughts, imaginations, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors.
- Gender refers to the socially constructed characteristics of women and men, such as norms, roles and relationships between group of men and women.

2. Discuss the purpose of sexuality and values to be maintained

Marriage is the end purpose of sexuality. Additionally, potential benefits are likely to be experienced: fulfilment, enjoyment, trust, pleasure and feeling of love.

Student teachers find-out values from the religious beliefs about sexuality: knowledge, prudence, self-control, chastity, responsibility, commitment, complementarity, righteousness, faith, love, and peace.

3. Compare the various religious restrictions of human sexuality

Most religious beliefs condemn what they perceive as sexual immorality:

- Adultery, incestuous acts, sex with a menstruating woman, bestiality
- Sexual promiscuity
- sexual intercourse outside marriage is discouraged
- Chastity is encouraged

3.5.2: Human sexuality theories

a) Learning objectives

Knowledge and understanding identify moral and psychosocial theories about sexuality

Skills: contrast theories about the human sexuality.

Attitudes and values: Value the importance of sexuality in the promotion of human growth and development.

b) Teaching resources

Use textbooks, religious scriptures and books, flipchart, markers, papers, images showing the sexuality at different stages.

c) Prerequisites/Revision/Introduction

Student teachers have the knowledge on the stages of human development and their effects in expression of sexuality. Besides the knowledge of the role of sexuality and developmental psychology, they have gained the understanding of various religious views on sexuality. Their prior knowledge will enable them to weigh the role of sexuality in shaping the human life, behaviour and action.

d) Learning activities

The tutor asks student-teachers share their knowledge about sexuality, complement with readings through internet and books.

Possible answers:

1. Research on theories on human sexuality and discuss their assumptions.

Theories on human sexuality vary according to the domain of interpretation. The consideration of ethics and psychosocial aspects leads to the following theories:

Ethical aspects: optimism views on sexuality considers sexual life as fundamental while pessimist view considers the sexual activity as negative instrumentalization tool. This latter advocacy for the celibacy life than marriage. Though both religious thoughts are upheld in various sacred scriptures, they recognize the dangers of unhealthy sexuality on human life. The psychosocial views find the stages of sexuality and related developmental characteristics.

2. Explain the steps and elements influencing the human sexuality

- Steps of human sexuality include oral, anal, phallic, latency and genital stages.
- Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors (WHO 2006: 5). The social institutions play a decisive role in shaping the sexuality: family, religion, education, media, etc.

e) Application activities

The tutor gives, invites learners to write an essay on the question of application. The key points for the performance will include the understanding of the topic, description of ideas, relevance of idea and argumentation. The essay will be submitted to the tutor for correction.

1. Evaluate the theories on sexuality, what are their strengths and weaknesses?

Theories on human sexuality, whether ethical based theories or psychosocial have strengths and weaknesses. The strength resides in the linkage that they accord to the sexuality and its interaction with the domains of social life, their ability to interpret the human behaviour and choices. The weakness resides in the limitations of each theory in comprehending some aspects.

For instance: pessimistic view upholds the celibacy and overlook marriage while the latter is fundamental to the family life. The psychosocial theories cannot work in isolation. When they are combined, they give an understanding of the determinant of the human life and behaviour.

2. Discuss the relationship between sexuality and society.

Theories on human sexuality show the extent of its influence in shaping the human attitude, behaviour and action. They also show the role of the society and its social institutions in regulating the sexuality.

3.5.3. Marriage according to teaching of different religions

a) Learning objectives

Knowledge and understanding: Identify various religious teaching about marriage.

Skills: Explain the religious teachings on sexuality and marriage.

Attitudes and values: Appreciate the religious diversity on human sexuality and marriage.

b) Teaching resources

Use textbooks, religious scriptures and books, flipchart, markers, papers, images showing marriage in different religions.

c) Prerequisites/Revision/Introduction

Student teachers have knowledge about the human sexuality and its purpose. This knowledge will help them to study the consideration of marriage in different religions. The tutor reminds them to stress the importance of maintaining the religious value in sustaining marriage.

d) Learning activities

As in the previous lessons (3.1), student teachers research on various teachings and practices of marriage in different religions. Thereafter, present to the whole class.

e) Application activities

1. Explain the practice of marriage in Judaism, Christianity and Islam.

- In Judaism, the marriage is settled after the signing of the contract, a document stipulating the conditions of the marriage, rights and obligations. After the reading of the conditions stipulated in the promise, the ceremony ends by the breaking the glass under the bridegroom's foot. This symbolic act is thought by some to represent the idea that even times of great joy need to be balanced by moments of serious reflection.
- **Christianity:** Marriage is considered as an unbreakable union of the man and woman (Genesis 1: 26-28; 2: 24). The husband and wife are believed to remain together until the death departs them. The bride and bridegroom pledge to love and care for each other 'in sickness and health'. The celebration of the marriage is declared by a priest or minister after the mutual consent of spouses. Most of the time, civil marriage takes place before.
- The mutual consent, the dower, the witnesses and prenuptial contract are the preliminary conditions of the marriage. After that the contract is signed, the marriage is legitimatised. The celebration of wedding will take various forms according to the culture.

2. Discuss the steps and requirements leading to marriage.

These depend on a religion to another. Generally, the conditions prior to marriage may include the appropriate age, the mutual consent of the bride and bridegroom, the presence of witness, the religious minister to authorize the marriage, etc.

3.5.4: Marriage celebration in Rwandan culture

a) Learning objectives

Knowledge and understanding: Outline the important steps in marriage celebration in Rwandan culture.

Skills: Portray the wedding ceremony according to Rwandan traditional culture.

Attitudes and values: Show concern of the uniqueness of the Rwandan Culture.

b) Teaching resources

Use textbooks, books, flipchart, markers, papers, images of the traditional culture. Traditional clothes and tools that were used in traditional wedding: calabash, pot, cultural troop, etc.

c) Prerequisites/Revision/Introduction

Student teachers have prior knowledge on the marriage celebration in different religion. The tutor emphasizes the important of integrating the culture in the celebration of marriage. S/he invites to exp student teachers lore the richness of

Rwandan culture in various domains of life. Incorporating the culture in wedding celebration.

d) Learning activities

1. Identify the steps during the celebrations of marriage in Rwandan culture and activities performed in each step.

The steps of the marriage in Rwandan culture include courtship, introduction ceremony, wedding and seclusion. Student teachers will describe the main activity in each step.

2. Prepare a sketch of the marriage in the context of Rwandan culture.

The tutor organizes student teachers in group and invites them to prepare a sketch on the marriage according to the Rwandan tradition: identify materials to be used, distribution of roles, steps and activities, etc. They are encouraged to be creative. The sketch performance of the sketch can be during the application. and perform a sketch.

e) Application activities

1. Perform a sketch on marriage according to the Rwandan culture.

Student teachers perform the sketch, following steps, actions and the language appropriate to the wedding ceremonies.

2. Compare the traditional and modern marriage in Rwanda.

After the sketch, the tutor provides the sheet of paper and asks student teachers to complete resemblances, differences, elements of the traditional that need to be incorporated in the modern wedding, general appreciation, etc.

3.5.5. Rights and duties of spouses

a) Learning objectives

Knowledge and understanding: State the rights of spouses in different religions.

Skills: Explain the importance of duties and their effects on the family life.

Attitudes and values: Appreciate the family life and responsibility.

b) Teaching resources

Use sacred books, textbooks, books, internet flipchart, markers, papers, images of celebration in in different religions and denominations.

c) Prerequisites/Revision/Introduction

Student teachers have already the notion about the sexuality and marriage in different religions, restrictions and prohibitions. The tutor will help them review the previous lessons so that they can have link with rights and duties of spouses in different religions.

d) Learning activities

The tutor asks student teachers to analyze the texts and find-out duties of spouses:

- **Husband:** honor the wife, love, support, not irritate against her, not imposing her, speak gently, show kindness, respect each other, etc.
- **Wife:** honor her husband, accept authority of the husband, show kindness, and respect each other.

He asks them to extend an inventory of rights and duties of spouses according different resources: cultural, religious, legal system, etc. Write right and duties on the flipchart and post them on the wall.

The tutor may ask student teachers to pursue the research after class in order to identify different scriptures, articles of the family law dealing with rights and duties of spouses.

e) Application activities

1. Explain the duties of the spouses in a) Judaism b) Christianity c) Islam

Student teachers are requested to summarize rights and duties, especially those involving the mutual interaction.

- In Judaism,** the husband has ten duties: provision of nourishment and maintenance; clothing and lodging, cohabitation, the sum of money defined by the law (ketubah), medical attention and care in sickness, to ransom his wife when taken into captive, provide suitable burial upon her death, ensure the right to survival at home is possible even after the husband death, provide daughters until they become betrothed, ensure sons inherit their mother's ketubah.
- Christianity:** the shared rights and duties include: living with each other, loving each other, staying faithful, helping each other in their work, their crosses and their commitment to Christ, being patient with each other, saving each other, maintaining regular but moderate marital sex, looking out for each other's interests in all praying for each other
- Islam:** shared duties: care for the need of the family, mutual responsibility, treat each other with kindness, and fulfil the other sexual needs.

2. Compare the religious and the civil laws about rights and duties of spouses.

As indicated in the learning activities, student teachers present their homework, dealing with duties and rights of spouses their readings from scriptures with those from civil law about rights and duties of marriage, establish similarities and differences.

3.5.6. Different kinds of marriage and their effects on society and human rights

a) Learning objectives

Knowledge and understanding: Define different kind of marriage.

Skills: Discuss the consequences of different kinds of marriage.

Attitudes and values: Practice self-control by avoiding sexual promiscuity and sexual deviations.

b) Teaching resources

Use sacred books, textbooks, books, internet flipchart, markers, papers, images about the types of marriage.

c) Prerequisites/Revision/Introduction

Student-teachers have the knowledge about the human sexuality and marriage in different religions: conditions, restrictions, prohibition. This knowledge will help them to relate consequences behind some forms of marriage.

d) Learning activities

The monogamy remains the only form of marriage in Rwanda. However other societies recognize also in some circumstances the polygamy and polyandry.

1. What are factors favoring or disfavoring each type of marriage?

The factors involving the type of marriage includes the culture, tradition, education, economic situation, religious regulations, etc. Polygamy is accepted in some conditions when man can take care of his wives physically, financially, intellectually, morally. But polyandry is strictly prohibited in Abrahamic religions.

2. Discuss effects of each of these types of marriage: monogamy, polygamy, polyandry.

The decision to choose any type of types of marriage leads to connected consequences. The monogamous marriage entails the mutual responsibilities (3.5) that spouse have to fully respect. The polygamy involves the responsibility to the wives and children. Despite the economic constraints, polygamy is accountable to address the problems of rivalry, adversity and conflicts among wives. The effects of polyandry include both social and health issues.

3. Research from religious scriptures the consequences of these above types of marriage.

The tutor asks student teachers to read the sacred scriptures (Bible, Qur'an) and research from the internet the consequences of polygamy and polyandry. Thereafter, student teachers present their findings to the whole classroom.

e) Application activities

1. Explain the consequences of polygamy to the society.

Polyandry is known to lead to severe health issues. It may lead to sterility and extinction of the population of the society. It is prohibited amongst Abrahamic religions.

2. Discuss the consequences of polyandry and polygamy

The consequences were various among others the rivalry between women, the diversion against the Lord, hatred and wars between the descendants of the same lineage. Further effects include the abuse of power from the husband, jealousy and rivalry, woman is reduced to the neglected status, affects children. Polygamy does not allow the principle of equality between the man and woman.

3.5.7: Issues associated with marriage and families

a) Learning objectives

Knowledge and understanding: Find-out issues related to marriage and families

Skills: Describe main issues faced by the marriage and families and propose solutions.

Attitudes and values: Show concern to the family life.

b) Teaching resources

Use sacred books, textbooks, books, internet flipchart, markers, papers, images about marriage and family issues.

c) Prerequisites/Revision/Introduction

Student teachers have the prior knowledge on human sexuality and issues related to sexuality. This knowledge will help them to link sexuality issues with those associated to marriage and family life.

d) Learning activities

Outline issues associated with marriage and families. Supplement your finding by the research on internet and library and present your findings. The tutor will ask student teachers to recall the meaning sexuality, sexuality health and education as well as the issues associated to the sexuality. Thereafter, student teachers will establish the link sexuality and marriage. From this, S/he facilitates them in identify a list of issues of marriage and family.

e) Application activities

1. Outline the marriage issues, their causes, their consequences to human society and the remedy to address them.

- Struggle raising and education of children;
- Difficulty agreeing on decisions;
- Support of extended family;
- Emotional depression;
- Divorce and separation;
- Sexuality right and education;
- Gender equity;
- Techniques of birth control;
- Use of contraceptives;
- Contractual marriage, etc.

2. Discuss the requirements for sexuality health, rights and education.

The sexuality health is considered as an important part of reproductive health.

- Complete physical, mental and social wellbeing
- Safe sexual life and ability to decide when and how to reproduce
- Right to be informed on sexuality
- Access to appropriate information regarding the appropriate method of family planning
- Access to health care services, etc. (WHO 2006: 4).

3.6 Summary of the unit

The unit concerns the sexuality and marriage celebration in different religions. The terms related to sexuality have been explicated notably sex, gender, sexuality, sexuality health. The sexuality bears a multidimensional aspect that the biological consideration. The sexuality is likely to influence beliefs, choices, decisions, behaviours and actions. Thus, the sexuality health and education constitute the basic rights. In regard to marriage, different religious beliefs define what they perceived the norms, conditions, restriction and prohibition in marriage. Marriage is the ultimate end of sexuality. Before the engagement to the bride and bridegroom are likely to weigh the duties and responsibilities.

3.7 Additional information for tutor

The tutor will help student teachers to deepen the cross-cutting of comprehensive sexuality education. Thus, he may require student teachers to explore books about sexuality, sexual health, and reproductive health in order and draw important conclusion towards a health family.

3.8 End unit assessment (answers)

1. Discuss the purpose of sexuality and find-out the sexuality issues.

The purpose of sexuality is a comprehensive human fulfilment involving various domains of life and their corresponding potentialities. The marriage is amongst the goals of marriage along with additional benefits.

2. Evaluate the theories on sexuality and propose the assumptions.

Ethical aspects: optimism views on sexuality considers sexual life as fundamental while pessimist view considers the sexual activity as negative instrumentalization tool. This latter advocacy for the celibacy life than marriage. Though both religious thoughts are upheld in various sacred scriptures, they recognize the dangers of unhealthy sexuality on human life. The psychosocial views find the stages of sexuality and related developmental characteristics.

3. Find-out the social and spiritual significance of the marriage practices in Rwandan tradition, Judaism, Christianity and Islam.

The marriage bears the religious significance. For the Judaism, Christianity and Islam, the lawful marriage implies the act of worship, commitment and reflection.

4. Discuss the requirements of sexuality health, right and education.

Like the question 2 in the application activity 3.7.

5. Find-out the similarities and differences between the religious and the civil code of laws about rights and duties of spouses.

The tutor invites learners to research on civil law about marriage.

6. Identify problems faced by families in the Rwandan society and propose the solutions.

- Infidelity, alcohol addiction, drug abuse, unemployment, divorce, conflicts, etc.

The tutor main underline problems identified by many groups and ask student teachers to describe them.

3.9 Additional activities

3.9.1 Remedial activities (questions and answers).

The student teachers with learning difficulties may be requested to describe the marriage celebration they have attended. Write duties at the family and homes.

3.9.2 Consolidation activities

Tutor may require student teachers to examine the sexuality issues and propose adequate solutions; compare those solutions with the human rights.

3.9.3 Extended activities

Talented student teachers may be assigned tasks to compare the marriage in different religions and various religious beliefs on marriage.

UNIT 4

RELIGION, SCIENCE AND TECHNOLOGY

4.1 Key Unit competence

By the end of this Unit, the student teacher will be able to analyse the impact of science and technology on religious belief.

4.2. Prerequisites

Before undertaking this unit, the student teacher should have knowledge on importance of religion and technology in everyday life.

4.3. Cross-cutting issues to be addressed

- **Peace and values education:** the tutor emphasizes the importance of ethical uses of technological tools such as computer, social medias, devices, etc. S/ he underlines the benefits of science and technology uses in the promotion of communication and transmission of moral and spiritual values. Address the technology issues in the modern society.
- **Inclusiveness:** the tutor stresses the importance of using diverse science and technological tools in facilitation the access to information.
- **Financial education:** this cross-cutting issue will be addressed as student teachers explain the importance of science and technology to the society. The tutor emphasizes that the success in business, education, religious missionary activity or any other domain requires the integration of science and technology.
- **Comprehensive and sexuality education:** The tutor guides student teachers to reflect on the influence of sexuality education.

4.4. Guidance to introductory activity 4

The tutor guides student teachers to discuss in pairs on the case study. Encourage student teachers to think critically and ethically in order to give constructive ideas.

1. Discuss your point of view in regard to the uses of science and technology and their impact on moral and religious life.

Student teachers will explicate more on the impact of the uses of the following technologies:

- Writing and editing using computer;
- Internet services;
- Business: order, money transfer
- Industry and manufacturing, etc.
- Education;
- Mass media, etc.

2. Compare technologies that were used in the traditional Rwanda with the modern society. Do you think there is a considerable development of science and technology in Rwanda? Why?

Some student teachers may agree that there is a great progress of technology in Rwanda. Others may argue that technology is decreasing and relying on imports. The tutor encourages the debate with convincing arguments. Thereafter, s/he asks them to propose solutions for the advancement of science and technology in Rwanda.

4.5. List of lessons

#	Lesson title	Learning Objectives	Number of periods
1	Meaning of science and technology	Knowledge and understanding: Define the concepts science and technology. Skills: Explain the correlation between science and technology Attitudes and values: Appreciate uses of technology in daily life.	3

2	Controversy on scientific and technological advancement on human life and religious teachings	<p>Knowledge and understanding: Contrast the scientific and technological advancement on human life and religious teaching.</p> <p>Skills: Analyse the scientific and technological advancement on human dignity and religious teachings.</p> <p>Attitudes and values: Use efficiently the technological devices for the promotion of human dignity.</p>	3
3	Consequences of science and technology of information on social and moral life	<p>Knowledge and understanding: Identify the consequences of science and technology on social and moral life.</p> <p>Skills: Assess the consequences of scientific and technological advancement to social and moral life.</p> <p>Attitudes and values: Show concern on the promotion and the wellbeing of human dignity.</p>	3
4	Importance of science and technology to Religion	<p>Knowledge and understanding: Identify the practice of science and technology.</p> <p>Skills: Discuss the importance of science and technology</p> <p>Attitudes and values: Appreciate the importance of science and technology in human life.</p>	2
	Unit assessment		1

4.5.1: Meaning of science and technology

a) Learning objectives

Knowledge and understanding: Define the concepts science and technology.

Skills: Explain the correlation between science and technology.

Attitudes and values: Appreciate uses of technology in daily life.

b) Teaching resources

Use textbooks, religious scriptures and books, flipchart, markers, papers, images showing ancient and modern technology.

c) Prerequisites/Revision/Introduction

From the introductory activity learners have the knowledge about the uses of sciences and technology. In the same context, learners will provide the appropriate definition of terms referring to examples of science and technology.

d) Learning activities

The tutor facilitates learners to reflect on the case study. Learners share their understanding on science and technology.

- Science may refer to the domain of learning (e.g. Biology, Physics, Chemistry), science as the knowledge and methodologies to acquire the knowledge, etc.
- Technology means the application of knowledge in order to solve the human problem. It may refer to the action itself, the techniques used to apply knowledge, technological tools and devices, etc.

e) Application activities

1. Find-out the relationship and difference between science and technology.

Science	Technology	Science and technology
<ul style="list-style-type: none">• Domain of learning (e.g. Biology, Physics, Chemistry),• Science as the knowledge and methodologies to acquire the knowledge, etc.	Application of knowledge, techniques, tools, devices	Knowledge is fundamental for both science and technology; Technology uses science and scientific research uses technology in place. Science assess the relevance of technology.

2. Discuss the link between science, technology and religious life.

Religion defines norms and values to be maintained in the society like courage, commitment, promptness. Thus, science and technology are supported and vulgarised by a religious viewpoint.

4.5.2: Controversy on scientific and technological advancement on human life and religious teachings

a) Learning objectives

Knowledge and understanding: Contrast the scientific and technological advancement on human life and religious teaching.

Skills: Analyse the scientific and technological advancement on human dignity and religious teachings.

Attitudes and values: Use efficiently the technological devices for the promotion of human dignity.

b) Teaching resources

Use textbooks, religious scriptures and books, flipchart, markers, papers, images showing ancient and modern technology.

c) Prerequisites/Revision/Introduction

Student teachers have knowledge about the meaning of science and technology as well as the technological devices. This knowledge will help them assess the positive/negative effects of each device

d) Learning activities

The tutor facilitates student teachers to debate on the case study.

1. What advice would you give to Mugisha, his parents and his classmates?

Mugisha should consider his talent and dream; study the domain he likes and understands more, be courageous, search for career guidance, work hard, be innovative, etc.

Parents should talk to their children, find solution together especially those regarding studies and career orientation and help them achieve their dreams.

2. Do you think science and technology can solve all the human problems? Debate with supportive or contrasting arguments.

The tutor organises groups for debate:

- A group for student teachers supporting the ideas;
- A group of learners contrasting the idea.

After the debate, the tutor may highlight the main points about the importance of science and technology in solving human problems. And, probably, s/he mentions some problems caused by the excessive use of technology.

e) Application activities

1. Discuss the controversy on scientific and technological advancement on human life and religious teachings.

Three views regarding the effects of science and technology on human life and religious teachings are considered:

- The view supporting science and technology shows their importance in solving human problems in different domains and transmission of values: medicine, education, media, etc.
- The view considering science and technology as leading to negative effects examines their destructive consequences: industrial pollution, use of nuclear guns, spread of rumors, breaking the privacy, etc.

2. Question 2

Prepare an action against the misuse of science and technology. This might be a campaign, a sketch, performance, action to alleviate the negative effects of science and technology.

This is a project-based activity. In a group, learners choose the issue that is likely to be addressed; identify steps, gather materials and perform.

4.5.3: Consequences of science and technology of information on social and moral life

a) Learning objectives

Knowledge and understanding: Identify the consequences of science and technology on social and moral life.

Skills: Assess the consequences of scientific and technological advancement to social and moral life.

Attitudes and values: Show concern on the promotion and the wellbeing of human dignity.

b) Teaching resources

Use textbooks, religious scriptures and books, flipchart, markers, papers, images showing the effects of technology.

c) Prerequisites/Revision/Introduction

The tutor facilitates learners to revise the previous lesson. This knowledge will help them to deepen on consequences of science and technology of information on moral and religious life.

d) Learning activities

The tutor facilitates student teachers to identify negative effects of science and technology on social and moral life.

Possible answers: Negative effects of science and technology include the alteration of personal beliefs social isolation, reduction in the family ties between the family and society members, inactivity, obesity, lack of desire to work different kinetic activities, waste of time in things that are not useful, increase in the rate of violence, especially in children because of watching violent program, etc.

e) Application activities

1. Discuss the effects of science and technology on the moral and religious life.

Inactivity, obesity, lack of desire to work different kinetic activities, waste of time in things that are not useful, increase in the rate of violence, especially in children because of watching violent programs, high crime rate, etc

2. Suggest the ethical ways to deal with the negative effects of the extensive use of science and technology.

- Educating to the conscious use of science and technology;
- Increase attention and concentration on task;
- Use technology for the positive and productive purpose;
- Integrate science and technology in everyday life.

4.5.4: Importance of science and technology to Religion

a) Learning objectives

Knowledge and understanding: Identify the practice of science and technology.

Skills: Discuss the importance of science and technology.

Attitudes and values: Appreciate the importance of science and technology in human life.

b) Teaching resources

Use textbooks, religious scriptures and books, flipchart, markers, papers, images showing the effects of technology, etc.

c) Prerequisites/Revision/Introduction

The tutor facilitates student teachers to revise the uses of science and technology. This knowledge will help them to discuss the importance of science and technology.

d) Learning activities

The tutor distributes copies of the case study. In group, student teachers plan an activity aiming at mobilizing people to hold a favorable attitude towards the use of technology. They write an essay and submit it. The tutor evaluates both the content and methodology.

e) Application activities

1. Discuss the contributions of science and technology in the promotion of moral and religious life.

The use of the internet, social media, smart phones, apps and cloud phone system essential tools for religious organizations. they enable members of the congregation access to sacred scriptures (Bible, Qur'an) and sources or information necessary for the strengthening of the faith through the electronic system. In addition, the foundation of schools, promoting science and technology, has been the amongst the religious commitment.

2. Find-out from various scriptures (Bible, Qur'an, great quotes from Buddhism, etc.) the appreciation of science and technology. Write a dissertation.

- "My child, you can learn if you want to. You can be clever if you are determined to" (Ecclesiasticus 6:32).
- Let the wise hear and increase in learning, and the one who understands obtain guidance (Proverbs 1: 5).
- For everyone who asks receives; he who seeks finds; and to him who knocks, the door will be opened (Matthew 7: 8).
- A person who follows a path for acquiring knowledge, Allah will make easy the passage to Paradise for him." "A Muslim will not tire of knowledge until he reaches Heaven." (Reem 2011).
- "O my Lord, advance me in knowledge" (Qur'an 20:114), etc.

4.6 Summary of the unit

The unit about religion, science and technology describes the benefits of integrating science and technology in the daily. The role of science and technology in promoting the moral and religious life has been explicated. However, the unconscious use of technology is known to lead to the ruin. For instance, the use of atomic bomb is the worst effect of technology advancement. In addition, despite the importance of technology of information in allowing access to various resources, the irresponsible use of social medias is likely to affect the work, family and society. Thus, the responsibility and accountability are important for the purposeful use of technology.

4.7 Additional information for tutor

The tutor may research on the methods of searching knowledge and the characteristics of effective technology.

4.8. End unit assessment (answers)

1. Discuss the relationship between science and technology and their contribution in the promotion of the moral life.

Student teachers may refer to the textbook (4.2) and any other related resource in order to extend their argumentation.

2. Discuss the controversy on scientific and technological advancement on human life and religious teachings.

The controversy resides in the consideration of the following:

- Contributions and opportunities provided by science and technology;
- Consequences from misuses of science and technology;
- Individual choices and social factors influencing the positive/negative uses of technology.

Views differ concerning the benefits of science and technology and their deceptive consequences of their misuses or overuse. Despite the diversity of views and arguments justifying each view, the contribution of science and technology in various domains including the moral and religious life remain innumerable.

3. Propose ethical ways to deal with the influences of the modern science and technology of information.

The ethical ways in dealing with the influence of modern technology entails the consideration of a set of adequate behaviour in the way that is honest, decent, proper, fair and honourable. Before using any technology, it important to reflect on the usefulness of the action, the respect of privacy and property as well as the laws in force.

4.9 Additional activities

4.9.1 Remedial activities (questions and answers).

Student teachers with learning difficulties will be motivated to share experience on how technology affect the people's life. For instance, the uses of phone and its consequences.

4.9.2 Consolidation activities

The tutor may invite student teachers to analyse effects of science and technology on health, psychological life and social life:

- - **Health:** distraction, depression, mental health, vision problems, hearing loss, neck pains, etc.
- - **Psychosocial issues:** deficit in social skills, sense of isolation, depression, etc

4.9.3 Extended activities

For the fast student teachers the tutor may ask to learn to make the research on the technological tools and their uses. Make a list of the tools and devices appropriate to the office, religious activities, ICT, etc.

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