

RELIGIOUS EDUCATION

FOR TTC

YEAR ONE

STUDENT'S BOOK

OPTIONS: ECLPE, LE, SME

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FORWARD

Dear Student-teachers,

Rwanda Education Board is honoured to present the Religious Education textbook for Year I for ECLPE, SME and LE option. It was designed based on the revised curriculum to support its implementation. The book will help you not only to acquire basic knowledge concerning beliefs and religions in the world but also to develop of skills and appropriate attitudes and values such as empathy, reflective expression, commitment, fairness, self-control, self-esteem, accountability that help you to take well reasoned and sound decisions in everyday life. Furthermore, this book is important tool for effectively implement the Competence-Based curriculum in Pre-primary and Primary schools. Religious Education textbook equips you with competences to meet teaching profession standards that are: teacher as educator, communicator and connector, guide, organizer and facilitator, innovator, researcher and reflective practitioner.

The textbook is made of five units of various religious beliefs and practices in the world. Each unit starts with a key unit competence which represents abilities you are expecting to have by the end of the unit. This competence will be built progressively throughout the unit. The key unit competence is followed by an introductory activity that you are requested to attempt before any other contact with the content under the unit. The unit is then broken down into different subtopics to help you to go step by step. Each subtopic starts with an activity in which you are requested to engage through research, classroom visit, group discussions, presentations, brainstorming, interpretation of illustrations, etc. The content that follows each subtopic is a summary that gives you clear definitions of concepts, explanations to complement what you have acquired through learning activities. At the end of each unit there are assessment tasks/activities that give you an opportunity to demonstrate the level of achievement of the key unit competence.

You are therefore encouraged to always work out introductory and learning activities before reading the provided content to develop cooperation, communication, critical thinking, innovation, problem solving, and research skills. You are also advised to do research to enrich information provided under each topic.

Enjoy learning Religious Education using your book!

Dr. NDAYAMBAJE Irénée

Director General of REB

ACKNOWLEDGEMENT

I wish to sincerely extend my special appreciation to the people who played a major role in development of this Religious Education textbook. 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 textbook. 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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UNIT 1:

INTRODUCTION TO RELIGIOUS SCRIPTURES

Key Unit Competence: Describe the structure of the sacred books and highlight their importance in spiritual growth and worship.

Introductory Activity

Latifah, John and Christian are students in a one of teacher training colleges in Rwanda. They often attend the school library to read different books in order to supplement their information and knowledge. Latifah and Christian are used to read scientific, literary and the Holy Scriptures. John also does the same but he never read the Holy scriptures. He always blames his classmates about wasting of time in reading the Holy scriptures. By the end of term Latifah and Christian receive their school reports with good marks but John gets failure in behaviour.

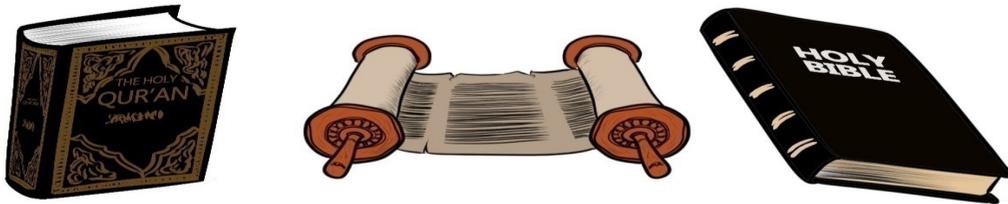
1. Do you think Latifah and Christian performed well in discipline and John failed?
2. How do Holy Scriptures influence the behaviour of Latifah and Christian?
3. Why are some writings called Holy Scriptures?
4. The Holy Scriptures are said to be Word of God, do you think God took materials and wrote it Himself? Explain.
5. What do you think is based on to structure or to group the biblical books?
6. What is the importance of Holy Scriptures at home, at school and in life in general

1.1. Holy Scriptures concepts

1.1. Learning activities:

1. Basing on your personal experience and using various resources, research on the meaning of Holy Scriptures and give some examples.
2. What do you think was the process of their writing?
3. Discuss their importance to individual, school community and society in general. introduce their friends when together they meet new people.

Religious texts or Holy Scriptures are those sacred and central to the teachings of almost every given religion. They are significant as these almost every given religion. They are significant as these texts convey spiritual truth, establish a connection with the divine, foster communal identity, and provide the promotion of mystical experiences and spiritual practices.



The Quran, the Torah and the Bible are some sacred religious Scriptures

1.1.1. Bible

Etymologically the word Bible comes from plural Greek “ta biblia” that means books or a collection of books, a library. Its singular “to biblion” gives name Bible. The Bible is then a collection of books of Word of God consists of the Old and New Testament. Bible is therefore a compilation of books considered as one book.

1.1.2. Testament

The term Testament came from Latin “testamentum” meaning Alliance or covenant: it is defined as treaty for mutual advantages: the following are examples of the covenant found in the Bible:

- Abraham formed an alliance with Canaanite princes (Genesis 14:13)
- Abraham formed alliance with Abimelech (Genesis 21:22-23)
- The patriarchs concluded a covenant of alliance by blood of some sacrificial animal except birds (Genesis 15:10)
- The Sinaitic Covenant or Mosaic Covenant refers to the Biblical Testament between God and His chosen people, Israelites (Exodus 19-20): the sign of that Testament became the Decalogue or Ten Commandments of God.
- Jesus Christ concluded the New and eternal Alliance and with the pillars of the Church (Matthew 26:26; Luke 22:14-19): the sign of that Alliance has been the Holy Meal, Holy Sacrifice known also as the Eucharist.

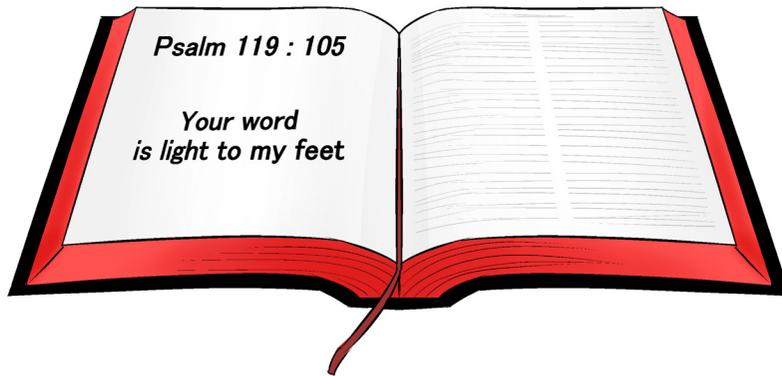
Main parts of the Bible

The Old Testament

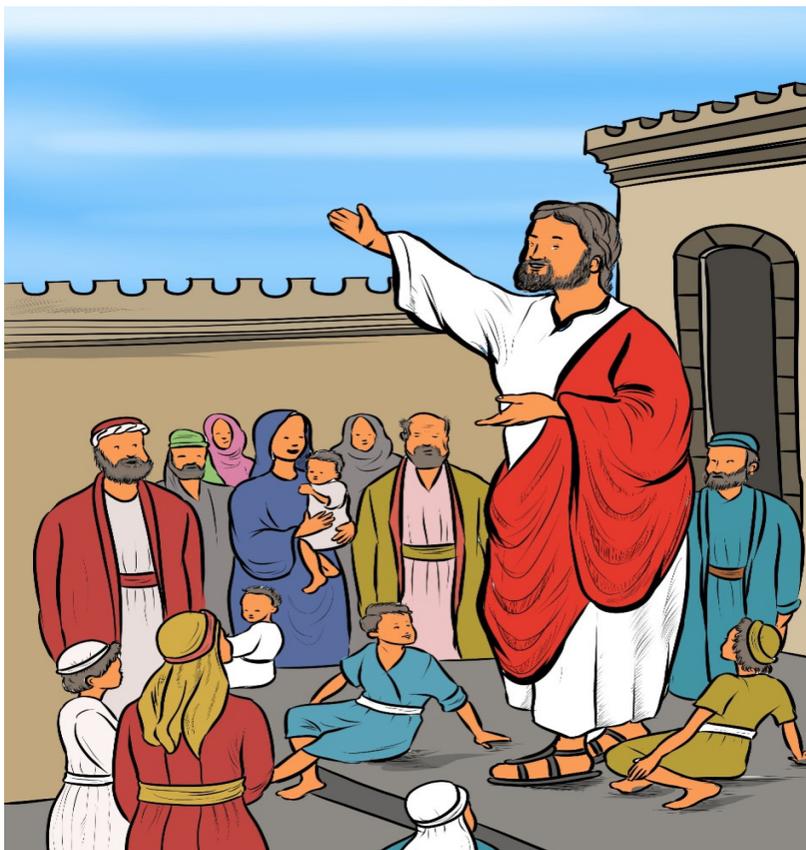
The Old Testament or Old Covenant is formed of all books about the relationship between God and His chosen people, Israel. It is about preparation of Human Salvation: creation of all, the fall of man, the call of Abraham, and liberation of Abraham's descendants from Egyptian slavery, conclusion of the Alliance at Sinai Mount, giving the Promised Land etc. Christians give the name Old Testament to differentiate it from the new one established by Jesus Christ. The Old Testament into the Catholic Bible consists of 46 books while the Old Testament for Protestant Bible consists of 39 books.

The New Testament

The New Testament is about 27 books that talks about the fulfilment of human salvation through Death and Resurrection of Jesus Christ. The books of the New Testament are mainly written in Greek language.



1.1.3. Revelation of the Bible



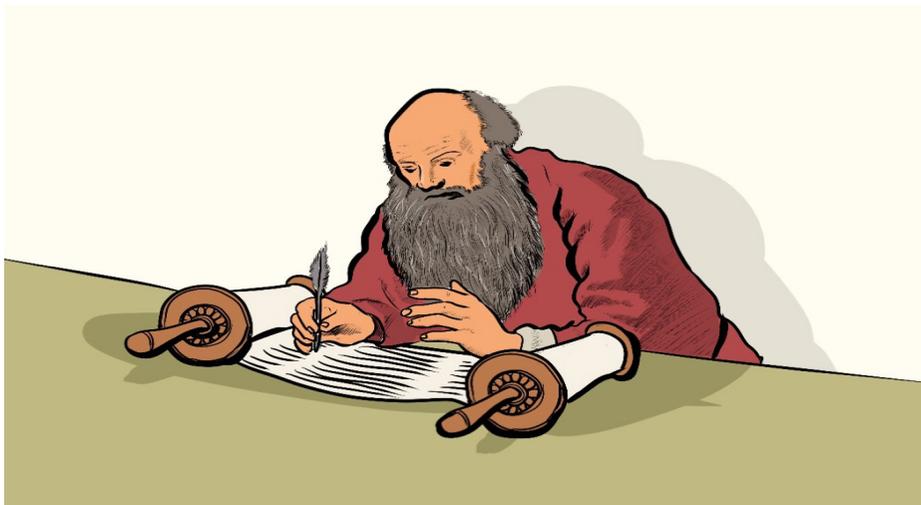
God revealed Himself by Jesus “whoever sees me sees the one who sent me” John 12:45

Divine revelation means that God made Himself known to man. The Bible as Word of God, His creation and the incarnation of Verb constitute the three main means by which God revealed Himself. By incarnation God made Himself a man; God took flesh like us except sin. In Jesus Christ the revelation reached its accomplishment and by His Death the Salvation was fulfilled (John 19:30). Jesus Christ is the True word of God. By Him God is revealed and accessible as it is declared into the Bible "I am the way, the truth and the Life (John 14:6)

1.1.4. Inspiration of the Bible

The Bible is an inspired book because it is formed of the books that were written under inspiration of the Holy Spirit so, it has God its Author. As the Holy Scriptures testify, the authors were free to use their own faculties but God acted in them "All Scripture is God breathed and is useful for teaching, reproof, correction and training in righteousness, so that the man of God may be thoroughly equipped for every good work (2 Timothy 3:16-17). If the Bible has God as its author, it cannot contain the errors. This is called inerrancy of the Bible.

1.1.5. Authorship of the Bible



Paul ,the Apostle of Gentiles

The authorship of the bible refers to its origin and its writing then to whom the Bible is belonging. The Bible is a proper word of God written by sacred authors called by God. They wrote history between God and people and divine mean of education: story of creation and fall of man (Genesis 1-3); laws and norms of life (Exodus 20-23); divine callings; men's reactions like praises, thanksgivings, interrogations; preparation and accomplishment of human Salvation.

Into the Bible God speaks to man. He renewed and communicated His plan of salvation when He firstly called Abraham. He concluded promises with him (Genesis 12:1-5; 15:1-21). To save all humanity God then chose Israel and both sides expressed their relationship in term of Alliance (Exodus 24: 1-8).

1.1.6. Canonicity of the Bible

The concept canonicity comes from Hebrew word “Ganeh” and a Greek word Kanon meaning, rod or reed that was used to measure, rule or standards of measurement. Canon refers to the list of the books included in the Bible officially accepted as inspired by God. Hence, canonicity is a legal Church confirmation of a list of books as inspired books. The Church recognizes that the books that were inspired are satisfactory and approved to be the guide of Religious teaching. Origen (185-253) an early Christian scholar of Alexandria and a theologian used the term Canon to denote the rule of faith, standards which are used to measure or to evaluate.

The Old Testament knew two main canons:

The first Canon: it is called Hebrew Canon, Protocanonical (prime) or Jamnia canon (area in South Tel-Aviv. It was confirmed by Doctor of Laws in 70 AC after destruction of Jerusalem. These books were translated in Greek in Alexandria with additional books in Greek as original texts. These translated books make the canon of Alexandria or Septuagint because 70 scientific translators separately finished translating them at the same time. This translation was made for Jews in Diaspora who used Greek in that time. This Old Testament of Hebrew canon considered 39 books while the Greek Canon contains 46 books as inspired.

- Jesus bore witness to the Old Testament: Jesus bore witness to these three divisions of the Old Testament. “These are my words which I spoke to you while I was still with you, that all things which are written about Me in the Law of Moses and the Prophets and the Psalms must be fulfilled” (Luke 24:44). Jesus mentions Psalms because it was the first and largest book of the writings.
- Jesus testified to the extent of the Old Testament canon. When arguing with the religious leaders Jesus said, “Upon you may fall the guilt of all the righteous blood shed on earth, from the blood of righteous Abel to the blood of Zechariah, the son of Berechiah, whom you murdered between the temple and the altar” (Matthew 23:35). Abel was the first to be murdered and Zechariah was the last to be martyred in the Old Testament order. Abel was slain by his brother Cain and Zechariah was

stoned in the house of God while prophesying. Genesis was the first in chronological order and Chronicles the last.

- Jesus testified to the sacredness of Old Testament. He said, “Do not think that I came to abolish the Law or the Prophets; I did not come to abolish but to fulfil. For truly I say to you, until heaven and earth pass away, not the smallest letter or stroke shall pass from the Law until all is accomplished” (Matthew 5:17-18). Speaking to the disciples after His Resurrection He began “With Moses and with all the prophets, He explained to them the things concerning Himself in all the Scriptures. He said to them, ‘These are my words which I spoke to you while I was still with you, that all things which are written about Me in the Law of Moses and the Prophets and the Psalms must be fulfilled.’ Then He opened their minds to understand the Scriptures” (Luke 24:27, 44-45).

Deuterocanonical (2nd canon) or Apocrypha books

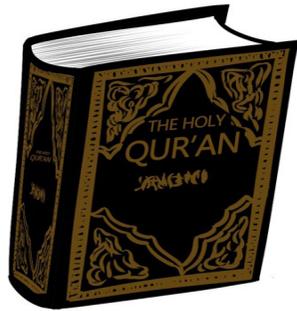
The Deuterocanonical books of the Bible are books considered by the Roman Catholic Church and Eastern Orthodoxy to be canonical parts of the Christian Old Testament but are not present in the Hebrew Bible. The word deuterocanonical comes from the Greek meaning ‘belonging to the second canon’. These books are the following: Tobit, Judith, 1st Maccabees, 2nd Maccabees, Sirach (Ecclesiasticus) and Baruch.

Note: These books make difference and bring about 2 versions of the Bibles:

- a. Bible with 66 Books:** These are mostly protestant Bibles who follow only the Hebrew Canon. They recognize 39 books of Old Testament and 27 books of the New Testament. They consider the 7 books as Apocrypha books or non-inspired books hence do not include them in their list book books in the Bible.
- b. Bible with 73 books:** This is followed by Catholics and Orthodox. They followed the Greek Canon. They considered the 7 books as deuterocanonical books and consider them as inspired by God.

Both catholic and some Protestant Churches established the common Bible known as Ecumenical Translation of the Bible (ETB) containing both Proto-canonical and Deuterocanonical.

1.1.7 The Quran



The Sacred book for Muslims

a) Meaning and redaction

The literally meaning of the Quran is “the recitation”. It refers then to the Word of God to be recited. It is the sacred book for Muslim believed as a revelation from God (Allah). Muslims believe that the Quran was orally revealed to Muhammad through the archangel Gabriel (Jibril) from 610AC up to 632 the year of his death. These words were Allah’s words of wisdom, truth, and commandments to His creation. The Quran (which means recitation) was revealed in the Arabic dialect used by the Quraish tribe of Mecca of that time. This dialect became the formal Arabic of the Islamic nations due to the distribution of Quranic scriptures throughout the Islamic empire. In the Arabic, the Quran is poetic in style with rhymes, meter, and shifts in line lengths.

The Quran deals mainly with what and how Allah wants mankind to believe and do in Man’s moral struggle. Its primary theme is that of complete submission to the will of Allah. Other teachings of Quran include;

- there is only one sovereign God (3:191; 5:73; 112:1-4).
- there will be an end of the world and judgment day (:30; 35:33-37).
- those who do not submit themselves to Allah will go to hell (2:24; 3:12).
- that those whose good deeds exceed their bad will obtain paradise (3:135; 7:8-9; 21:47).
- social and ethical behavior for Islamic society.

The Quran was not written by Muhammad by his disciples. The main message of the Quran is the Oneness of God, God is unique: Allah. The Quran is a book with content without mystery. The Islamic theology restricts only what intelligent can grasp: God is one, Omnipotent, bounty etc. the Quran talks about Jesus not as Son of God but as Prophet and about Mary as mother of Jesus.

- **Short History of Qur'an Writing**

In the year 610 (believed to be the 26th of Ramadan), while in a cave on Mt. Hira, which is now called Mount Jabal Nur, Muhammad said that the angel Gabriel appeared to him and commanded him to recite (96:1-19). From that point on, Muhammad claimed to have received revelations up to the time of his death (23 years later in 632). In these encounters with the angel Gabriel, sometimes Muhammad would see the angel, other times he would only hear him, and at others, he only heard the sound of a bell through which the words of the angel came.

Since Muhammad could not read or write, his companions wrote down what he said. These recitations were copied onto a variety of materials: papyrus, flat stones, palm leaves, shoulder blades and ribs of animals, pieces of leather and wooden boards. Additionally, these sayings were also being memorized by Mohammad's followers. In fact, to this day, great emphasis is placed upon memorizing the entire Qur'an, and there are many thousands of Muslims who have committed it to memory.

Apparently, there was no attempt made to collect all of the sayings given by Muhammad during his lifetime. After all, Mohammad was continuing to give 'recitations' on a somewhat regular basis. But, after he died in 632, Abu-Bakr, Muhammad's father in law, became the caliph (religious leader of the Muslims); and there was a small effort to collect the fragments of Qur'anic sayings into a commonplace. But, it wasn't until the fourth leader of Islam, Caliph Uthman, that the whole Qur'an was finally assembled, approved, and disseminated throughout the Muslim world.

The Quran also contains many biblical figures (Abraham, David, Moses, and Jesus) as well as non-biblical figures. However, some of the accounts of biblical characters are different from the Bible.

b) Structure/subdivisions of the Quran

- **General structure**

The Quran is divided into 114 Chapters called "Sūrah" and Suwar in plural which are subdivided into Verses "āyah" in prular "āyāt".

The Quran is also divided into 30 equal sections, called juz' or ajizain plural. The divisions of the juz do not fall evenly along chapter lines. These divisions allow a speed reading of the Quran over a month's period and reading a fairly equal quantity each day.

- **Subdivision into Quarters**

The Quran can be divided into 4 quarters based on the themes. Each quarter begins with the words "Alhamdulillah" (All praises are for Allah):

- The first quarter: This part mainly discusses the concept of Allah being the Sole and Only Creator of everything
- The second quarter: The central theme of this part is that Allah is the Only One Who is responsible for caring and nurturing everything after creating it.
- The third quarter: This part revolves around the discussion that Allah has complete power to control and administer the affairs of the universe as He pleases. It emphasises that He is the Supreme Sovereign and none can be partner to Him.
- The fourth quarter: This part mainly discusses the fact that Allah shall be the Master and Supreme Judge on the Day of Judgment and no intercessor can overrule His decree.

While all these themes have been discussed in great detail in the respective parts of the Quran, they are all summarized in Surah Fatiha. "Alhamdulillah" makes mention of the first part. It includes Allah's name, which tells us that He is the Creator of everything. This is so because the mention of Allah's name compels one to acknowledge this fact.

- **Subdivison according to Juz' (also known as Para or Siparah)**

The Quran can be divided into 30 parts, of almost each length, each part is called Juz'. That means each Juz' is 1/30ths of the Quran.

1.1.8 Torah

The word Torah literally means "instruction", meaning some sort of guidance in life. Though Torah is a part of the Bible, it was used by Jews as guidance to live and offering sacrifice. But when Jews say "Torah," they're most likely speaking of the Five Books of Moses, the foundation of all Jewish instruction and guidance. We also call it the Chumash, from the Hebrew chamesh, which means five. Often, when people talk about "a Torah," they are referring to a parchment scroll version of the Five Books of Moses that is kept in the ark of the synagogue and taken out to be read during service.

The Torah also commands the elders to «keep the Children of Israel away from impurity. Some authors also consider Tenah and Talmud as Holy Scriptures of Jewish Religion.

The following is the summary of Holy Scriptures of some major Religions in the world:

No	Religion	Sacred Text/ Holy Scripture	Short explanation
1	Christianity	Bible	The Bible is considered a divine inspiration that records the relationship between God and humankind, It is inerrant word of God
2	Islam	Quran	The Quran in Islam is regarded as the word of God that is revealed to Muhammad
3	Judaism	Tanakh	The Tanakh is a collection of Jewish texts, and some of its source material serves as the basis for the Christian Bible's Old Testament. Many of the same divine teachings from the Bible are recorded in it
4	Buddhism	Tipitaka	The Tipitaka was written around 1st century BCE, and is authoritative in Buddhism. Their focus is on the dress code, certain dietary rules to be followed, and the teachings of the Buddha.
5	Hinduism	Vedas	It includes the original texts known as Mantra and the commentary portion as Brahmana. It includes four Vedas with teachings, like the procedures of wedding in the Rig Veda, sacrificial rites in the Yajur Veda, chanting of songs of praise in the Sam Veda, and philosophical and political issues are a part of the Atharva Veda

6	Confucianism	Anaclets	<i>These emphasize the practice of moral virtues, especially humaneness or love (jen) and filiality (hsiao). These were exemplified by the “noble person” (chun tzu), particularly with the five relations, namely, between parent and child, ruler and minister, husband and wife, older and younger siblings, and friend and friend.</i>
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1.1. Application activity:

1. What are sacred books scriptures for Christianity and Islam.
2. Explain these terms: Testament, authorship and Canonicity.
3. Explain to your colleague what apocrypha books are.
4. Using various resources the difference and the similarity between Qur'an and the Bible .
5. What should be your attitudes about to the Holy Scriptures? and their role in every day life

1.2. Relationship between the New and Old Testament

1.2. Learning activity :

From this biblical text “Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfill them” (Matthew 5:17). Discuss the links between the two Testaments of the Bible.

On the day of His Resurrection Jesus Himself reminded His disciples the accomplishment of the Old Testament into the new one: He said to them “These are my words that I spoke to you while I was still with you, that everything written about me in the Law of Moses and in the prophets and Psalms must be fulfilled”. Then He opened their mind to understand the Scriptures. And He said to them, “Thus it is written that the Messiah would suffer and rise from the dead on the third day” (Luke 24:44-46)

The Church becomes New Israel. The sign of the Old Alliance is the Ten Commandments of God given at Sinai Mount Ex 20:1-17 while the sign of

the New Alliance becomes the holy Sacrifice: offering body and blood of Jesus Christ.

Jesus summarizes the commandments in love, and we are no longer slaves of laws (Romans 6-8). Christ became the concluding mean of God's revelation (John1:18). In Jesus God proved his deepest love (John3:16). The New Testament develops the process within human salvation reached its fulfilment: conception of Saviour, birth, growth, teachings, miracles, suffering death and resurrection. So the Old Testament became a preparation that was accomplished into the New Testament.

1.2. Application activity:

1. Find out, Explain the sign of Alliance between God and His people.
2. Explain the invention of the sign of the New Alliance between Christ and his Church.
3. Prove the link between the Old and New Testament
4. How did God proved His deepest love for humanity?
5. Is the Old Testament important christians. Justify.

1.3. Structure of the Bible

1.3. Learning activity:

With your previous readings, information, what you heard from the previous lessons and the holy assembly you attended, research on two biblical books for each group below: Historical books; Pentateuch; Prophetic books; Gospel; Letters; Poetic and Wisdom books.

1.3.1. Formation and structure of the Old Testament

a) Formation

Before they were written, some contents of the Old Testament were orally transmitted: they are from Genesis to the books of Samuel where we find history of the Patriarchs, Moses, Judges, Kings, Elisha and Elijah.

In 11th-10th centuries, two schools of scribes wrote Pentateuch. Those schools are **Yahwistic Tradition** in Juda and **Elohistic tradition** in Israel. After the deportation to Babylon (-587-538) the scribes present the book of Jonah, Job, Ecclesiasticus (Sirach) to increase hope of people.

In 2nd century BC the persecution against Jews gave birth to spiritual resistance: book of Daniel and Judith

The Hebrew Bible (Only Old Testament) consists of 3 main parts:

- Torah: 5 books of Law of Moses that occupies the first place in Jewish life
- Nevi'im that means Prophets: book of Joshua, Judges, Samuel and Kings
- Ketuvim that means other writings: Daniel, Ezra, Nehemiah, Chronicles

b) Structure of the Old Testament

The structure of the Old Testament varies according to the centuries. All editions present first the five books of law called "Pentateuch".

In the 13th century after Christ, the Catholics structured the Bible into three collections:

- Historical books with two sub-collections: Pentateuch (Genesis, Exodus, Leviticus, Number and Deuteronomy). Others (Joshua, Judges, Ruth, Samuel, Kings, Chronicles, Ezra, Nehemiah, Tobit, Judith, Esther, and Maccabees).
- Didactic books: Job, Psalms, Proverbs, Qohelet (Ecclesiastes), Song of Songs, Wisdom and Sirach (Ecclesiasticus).
- Prophetic books with two sub collections: Major Prophets (Isaiah, Jeremiah, Ezekiel and Daniel) and Minor prophets (Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi).

Currently, the Bible consists of four collections with 73 books for Catholic Bible and 66 books for Protestant Bible:

Torah or Pentateuch: Genesis, Exodus, Leviticus, Numbers Deuteronomy.

Historical books: Joshua, judges, Ruth, 1st Samuel, 2nd Samuel, 1st Kings, 2nd Kings, 1stChronicles, 2nd Chronicles, Ezra, Nehemiah, Tobit, Judith, Esther, 1st Maccabees, 2nd Maccabees. The following books are not found into Old Testament for protestant Bible: Tobit, Judith, 1st Maccabees, 2nd Maccabees.

Poetic and wisdom books: Job, psalms, proverb, Ecclesiastes, song of Songs, Wisdom, Sirach. The books of Wisdom and Sirach are not found into Old Testament for Protestant Church.

Prophetic books: 3 Major Prophets (Isaiah, Jeremiah, Ezekiel)

15 books as minor Prophets (Lamentations of Jeremiah, Baruch, Daniel, Hosea, Joel, Amos, Obadiah, Jonas, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi. The book of Prophet Baruchi does not appear into Old Testament for Protestant church.

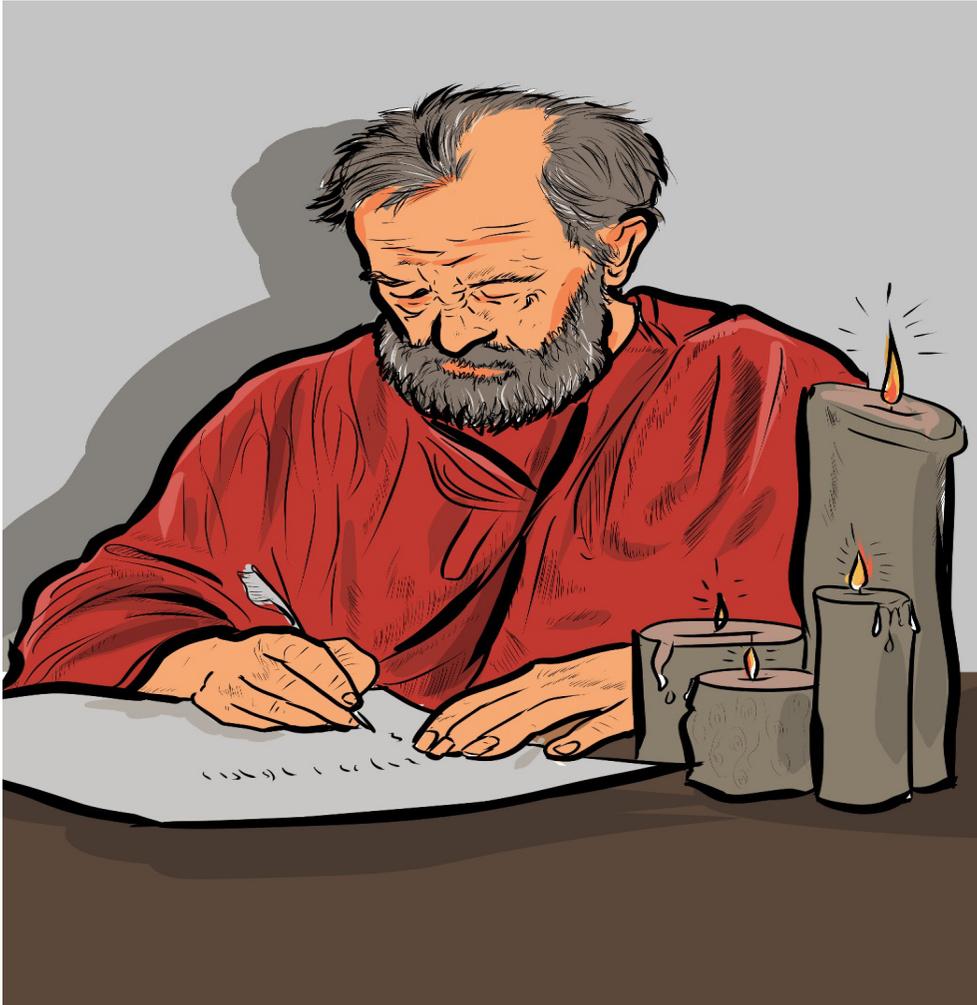
Seven books are not accepted by Protestants because for them their origin is hidden and their message is not clear: this is the origin of their name “Apocrypha books”. These are: Tobit, Judith, 1st Maccabees, 2nd Maccabees, Wisdom, Sirach and Baruch. But the Ecumenical Bible (common Bible for Protestants Orthodox and Roman Catholics) contains all 73 books.

1.3.2. Structure of the New Testament

The books of the New Testament are structured in four collections below:

- a. **Gospel:** Good News formed by 4 books that account the fulfilment of Salvation: they are Gospel according to Matthew, Mark, Luke and John. The contents of three first gospels (Matthew, Mark and Luke) look almost the same reason why they are called Synoptic Gospel.
- b. **Acts of Apostles:** 1 book written by Luke to testify the birth of the Church (Pentecost) and the expansion of Good news.
- c. **Epistles or letters:** 21 letters or epistles:

- **13 letters of Paul** including:



St. Paul, Writer of Biblical Letters

- Oldest letters: the 1st and the 2nd to Thessalonians written in 50 AC
- Big letters: the 1st and the 2nd to Corinthians, letter to Galatians, to Philipians and to Romans written between 56-60AC
- Letters of captivity: letter to Colossians, to Ephesians and to Philemon written between 61-63 AC
- Pastoral letters: the 1st and the 2nd letter to Timothy, letter to Titus written in 70 AD
- **1 letter to Hebrews** probably written by Paul's disciple.
- **7 Universal letters** including: 2 letters of Peter, 3 letters of John, 1 letter of Jude and 1 letter of James.

The main message of letters has been to create unity of believers, call to leave idols, encouragement to faith, peaceful life and respect between leaders and believers call to sharing, to work, to be aware of wrong teachings, etc.

d. Apocalypse: 1 book written by John Apostle. It is also called “book of Revelation” aiming at strengthening Faith and hope of Christians exposed to kings and emperors’ harassment.

1.3. Application activity:

1. Talk about the collections of books into the Old Testament and the New Testament.
2. Specify the Author for each book: Apocalypse, Acts of Apostles.
3. Identify 7 books found in Catholic Bible that are not found in Protestant Bible.
4. What lessons you get from the book of Job and Daniel.

1.4. Importance of Holy Scriptures in the lives of the believer

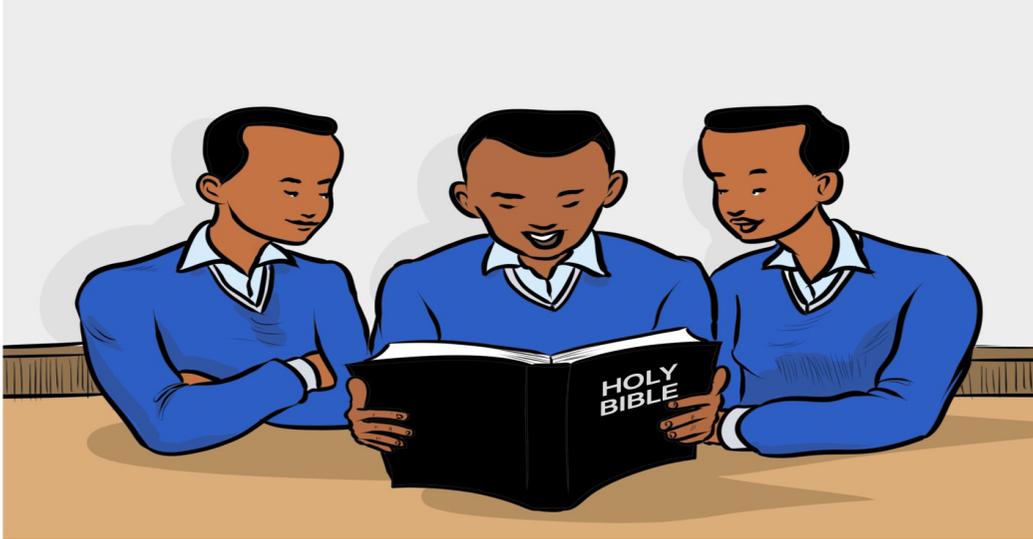
1.4. Learning activity :

Read the passage below and respond to the question that follows it:

Every book is bought by its importance. For example the books of Biology help learners to get enough information about body functions. The books of history recount the past. The books of Geography describe the earth. The Bible and the Quran are the most read books in the world. If you agree with the passage above how do you see one another important at your school, at home or to the society in general?

We are social and religious being formed by visible body and invisible soul. The Holy Scriptures then affect many of human fields:

Social and didactic importance of Holy Scriptures

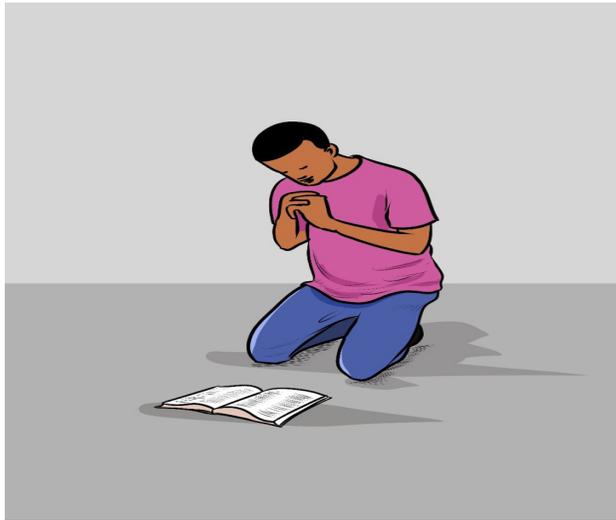


Students are reading the Bible

- They highlight the guidelines for social relationship: solidarity, kindness and sharing (Luke 10:25-37), empathy (Romans 2:15, Matthew 7:12), peaceful life (Isaiah 32:17; 57:21; Matthew 5:9), tolerance and anger control (Ephesians 4:26-27), fellowship (Mark 12:31), social justice (Prophet Amos) etc.
- They are books for teachers and students
- They are used by witnesses to affirm that they tell the truth (justice)
- They are used by leaders to take oaths of offices for commitment
- They orient political leaders (Romans 23:1; Exodus 9:16)
- They comfort soul in the society (Proverbs 3:5-6; Matthew 5:4)
- They make inner-peace into people (Philippians 4:7)
- They are sources of moralities and values: observe commandments of God, discipline, obedience, hardworking, courage, forgiveness, unity, control of language, etc. (Jeremiah 30:11; Deuteronomy 8:5; 1 Corinthians 11:32; Proverbs 6:23; Luke 11:28; 2 Thessalonians 3:8-10; Galatians 3:26; Exodus 14:13, Matthew 5:7, Romans 3:4)

Spiritual importance of Holy Scriptures

As the holy Scriptures were written under the guidance of God's Spirit they mainly contain the spiritual and religious content:



Praying as sign of spiritual growth

- They are essential for spiritual growth: prayer in order to win devil (Psalms141:5), call for repentance (Joel 2:12-27), it highlights the fruits of the Spirit (Galatians 5:22-23), New heart and new spirit (Ezekiel 36:26)
- They comfort soul of sick people (John33:16) and height hope for eternal life
- They call people to be role model (Matthew 5:13)
- They are used in religious ceremonies

1.4. Application activity:

Discuss the importance of the Holy Scriptures to individual, a family, Church and to the society in general

1.5. End unit assessment

1. Referring to the Bible, make the following concepts clear : testament, revelation and canonicity.
2. Relate the main parts of the Bible.
3. Describe the sacred book for Muslims and its message.
4. Explain the apocrypha books.
5. Classify the Paulinic letters and highlight their general importance
6. How are the Holy Scriptures important to lives of people in general?

UNIT 2:

BIRTH OF CHRISTIANITY AND ISLAM

Key Unit Competence: Explain the origin of Christianity and Islam

Introductory Activity

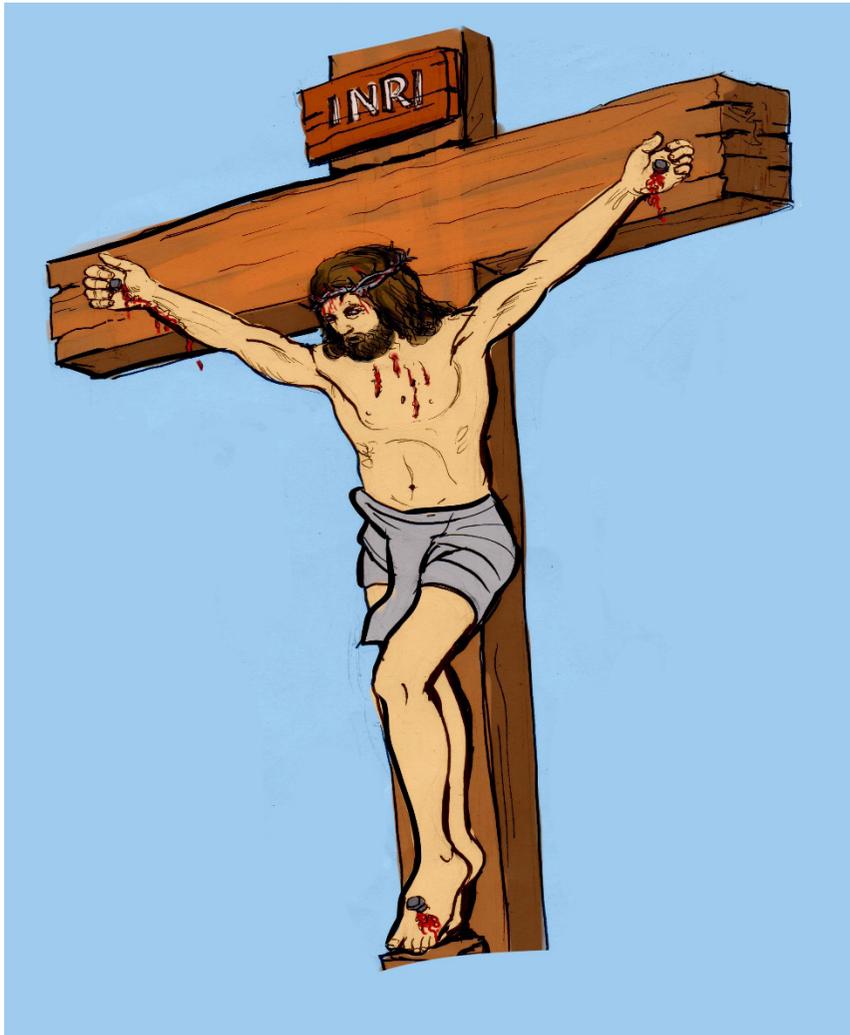
Every institution has its own history: initiators or founders, headquarter, hierarchy, inauguration date, fundamental rules, aims or finalities, adherents or customers.

Discuss the above mentioned elements in relation to Christianity and Islam.

2.1. Christianity

2.1. Learning activity :

Using various resources, research on the birth, founder, mission and expansion of Christianity in the world.

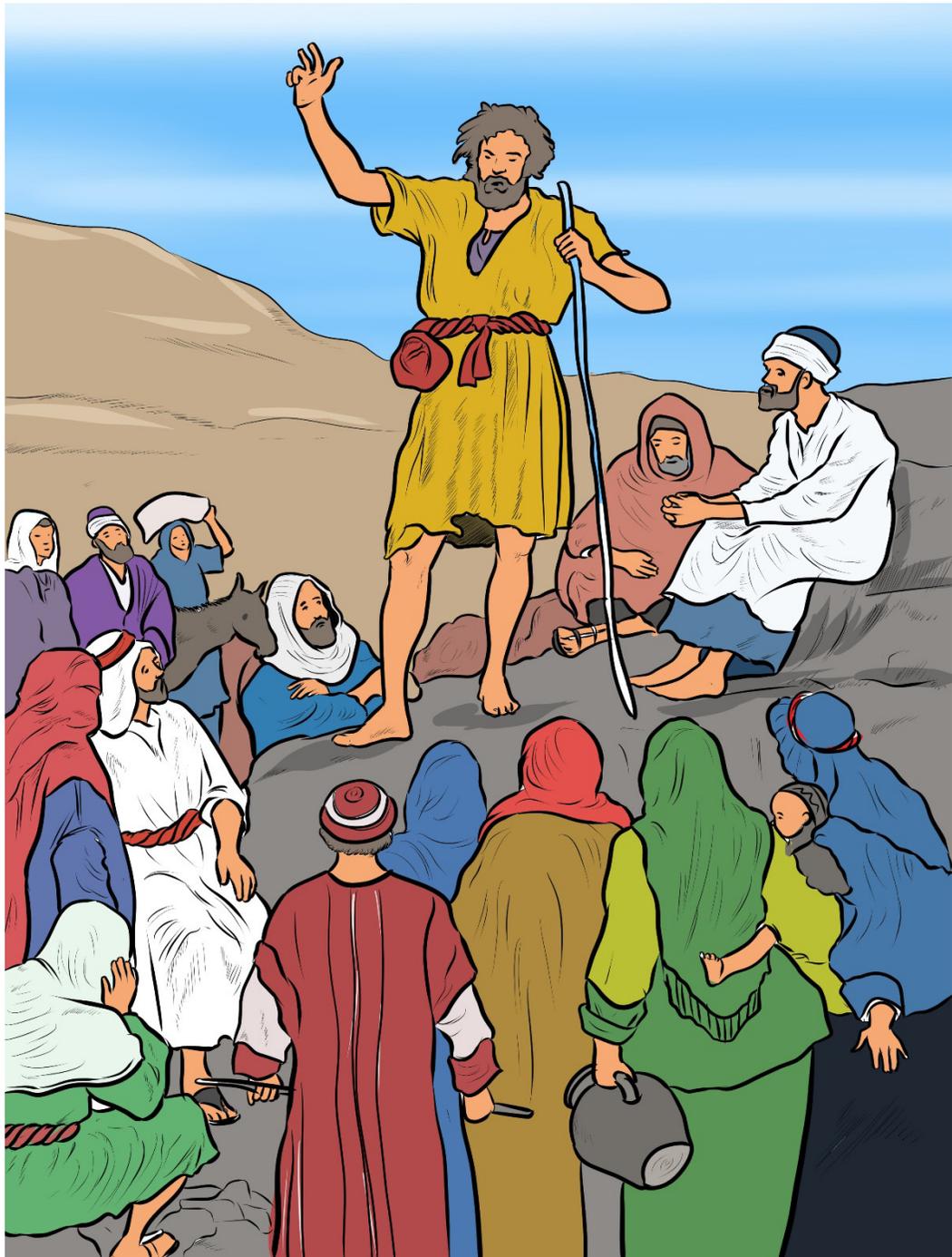


Jesus Christ on the Cross

The name Christians was used firstly at Antioch to mean disciples or followers of Christ (Acts 11: 25-26). This name was given not by Jesus' disciples themselves but by the society of Antioch. It was also used by Agrippa, an unbelieving King when he was in controversies with Paul (Acts 26:28). Peter used it when he comforted Christians to glorify God by accepting persecution basing on their name (1Peter 4:16)

Christianity **then is a religion based on the person and teachings of Jesus Christ**. The essence or fundamental nature of Christianity turns around believing on **life, death and the resurrection** of Jesus Christ. Christians believe God sent his Son Jesus to save the world (John 3:16).

2.1.1. The precursor of Jesus



John the Baptist, precursor of Jesus who was about to come

The **precursor** also called the **herald** refers to the announcer of what about to happen. John the Baptist, son of Elizabeth and Zechariah became **the precursor** of the coming God's Kingdom among people (Mark 1:2-3; Malachi 3:1; Isaiah 40:30). The teachings of John the Baptist were emphasized by the baptism in Jordan River: baptism of conversion. He called people to prepare the paths for the Lord and to produce good fruits (Luke 3:9) He showed the conditions to that heavenly Kingdom to many levels of people: the crowds, tax collectors and soldiers (Luke 3: 10-14). The values from His predications are **repentance, sharing, honesty and respect for human rights**.

John the Baptist declared to be **precursor** and **lesser** than whom he came to prepare for "One mightier than I is coming after me. I am not worthy to stoop and loosen the thongs of His sandals. I have baptized you with water; he will baptize you with the Holy Spirit" (Mark 1:6-8)

2.1.2. Fundamental teachings of Christianity

Christianity is one of three monotheistic religions that consider Abraham as their ancestor: Judaism, Christianity and Islam. Christianity is based on the **life and teachings** of Jesus of Nazareth: Jesus is Christ, the Anointed by the Spirit of God, the Son of God and the Savior of all people, the Messiah who was prophesied into the Old Testament.

The main teachings of Christianity then, turn around one God triune: God is one the **Father** Creator of heaven and earth; the **Son** who is Incarnated Verb of God who **died and rose for human Salvation** and **the Holy Spirit** who animates the lives and inspires the Church.

This **central theme Christian teaching** was also recalled by Paul to Romans: "for if you confess with your mouth that Jesus is Lord and believe in your heart that God raised him from the dead, you will be saved. For it is with your heart that you believe and are justified, and it is with your mouth that you profess your faith and are saved. For the Scripture says, "No one who believes in him will be put to shame" (Romans 10:9-11)

2.1.3. Jesus and His Mission

Short biography of Jesus



Joseph, Mary and Jesus in way to exile in Egypt

This is the **Jesus' biography on earth** remembering that before everything the Word was and the Word was with God (John 1:1-11)

The Annunciation by angel Gabriel and the spiritual conception (Luke 1:26-35)

Parents are Mary and Joseph descended from King David. Birth time: Under the reign of King Herod, the great who ordered the massacre of innocent babies and Augustus Caesar emperor of Rome with a decree of government

census. He was born at Bethlehem. The shepherds and the Magi came to pay Him respect. At the 8th day He was dedicated in the Temple according to the Jewish custom. At early age He was taken to exile in Egypt.

The growth place is Nazareth. At 12 years old He disappeared at Jerusalem on the Feast of Easter. He was found after three days (Luke 2:41-49). At 30 year old he entered into the public life. He received the baptism by John the Baptist that followed by His 40 days of fasting temped by devil. He started teaching in Galilee and the message was to call for repentance and believing in the Gospel because the Kingdom of God is at hand (Mark1:14-15). He chose 12 Apostles (Mark3:13-19). He performed many miracles and He used to teach in parables (comparisons aiming at teaching).

At 33 years old He concluded the process of Salvation by ultimate sacrifice: He offered Himself at the Last Supper. It follows his crucifixion on Calvary, His death and Resurrection after three days. He appeared to eleventh and at the 8th He reappeared to Tom. He stayed with Apostles until the 40th day when He went back in Heaven (The Ascension). On the Pentecost (50th day of His resurrection), Jesus fulfilled the promise to the Apostles: they received the gift of the Holy Spirit.

Mission of Jesus



Jesus' predications were often accompanied by miracles

Firstly, Jesus declared his mission when He returned to Galilee and taught in Synagogue “the Spirit of the Lord is upon me, because he has anointed me to bring glad tidings to the poor. He has sent me to proclaim liberty to captives and to recovery of sight to the blind, to let the oppressed go free, and to proclaim a year acceptable to the Lord” (Luke 4:17-19).

Several times Jesus declared His main mission: **Proclamation of Good News of eternal life** to the entire world. For Jesus all categories of people are children of God. He comes to increase hope of the neglected people especially: Sinners called gentiles, sick people, wives, children, slaves and all the oppressed people in general.

He came to gather all human kinds in one Kingdom without distinction “I came to seek and to save that which was lost” (Luke 19:10). He performed miracles to prove the power of God Kingdom of God among people. But, His target was not human kinds body, He came to heal spiritual injuries and the blindness of hearts (John 9:1-12) and His Kingdom did not belong to this world (John 18:36-37)

He came to save sinners and to call them for repentance. So God hates sin but loves sinners who repent perfectly “It is not the healthy who need a doctor, but the sick. I have not come to call the righteous to repent but sinners” (Luke 5:31-32)

2.1.4. Pentecost event



On the Pentecost the Apostles received the power of the Holy Spirit

The Pentecost was a Jewish feast called Shavuot. It was primarily a thanksgiving for the first fruits of the wheat harvest but it was later associated

with a remembrance of the Law given by God to Moses on Sinai Mount. In the early church, Christians often referred to the entire 50-day period beginning with Easter as Pentecost.

Shiphrah N.Gichaga wrote: Pentecost was one of Jewish festival with the Passover and the Feast of Tabernacles. For Jews Pentecost was a commemoration of God's giving of the Law to Moses on Mount Sinai. It was a harvest festival commonly called the **Festival week**'. Every Jew was expected to bring to the Temple the first fruits of the harvest as thanksgiving. The feast was held 50 days after the Jewish Passover. (Shiphrah Gichaga N: 2009)

The Christian Pentecost refers to the 50th day after the Resurrection of Jesus when Jesus fulfilled the promise made to His Disciples: reception gift of the Holy Spirit. The spirit came in form of wind, fire and different tongues. God manifested His presence through a mighty wind and fire as the light Apostles' mission. The Holy Spirit enabled Apostles to speak different tongues and everybody there understood in his/her own languages (Acts 2:8). It is a Sign that they would evangelize many nations.

What became the role of the Holy Spirit to the Early Church?

- He would act as advocate, counsellor and comforter
- To make understanding deeply Jesus' Words and teachings(remind and Explain parables and mystery such death and Resurrection and holy Trinity)
- To reveal the truth about God and His Word then to fight against heresies
- To continue Jesus' work of renewing the people of God for example by forgiving sins (John 20: 22-23) and by others holy and efficacious signs
- Power to Apostles to be true witnesses of Jesus in Jerusalem, Judaea, Samaria and to the end of the earth (Acts 1:8)
- Power to discern and find out the sinful hearts: cheating of Sapphira and Ananias (Acts5:1-11)

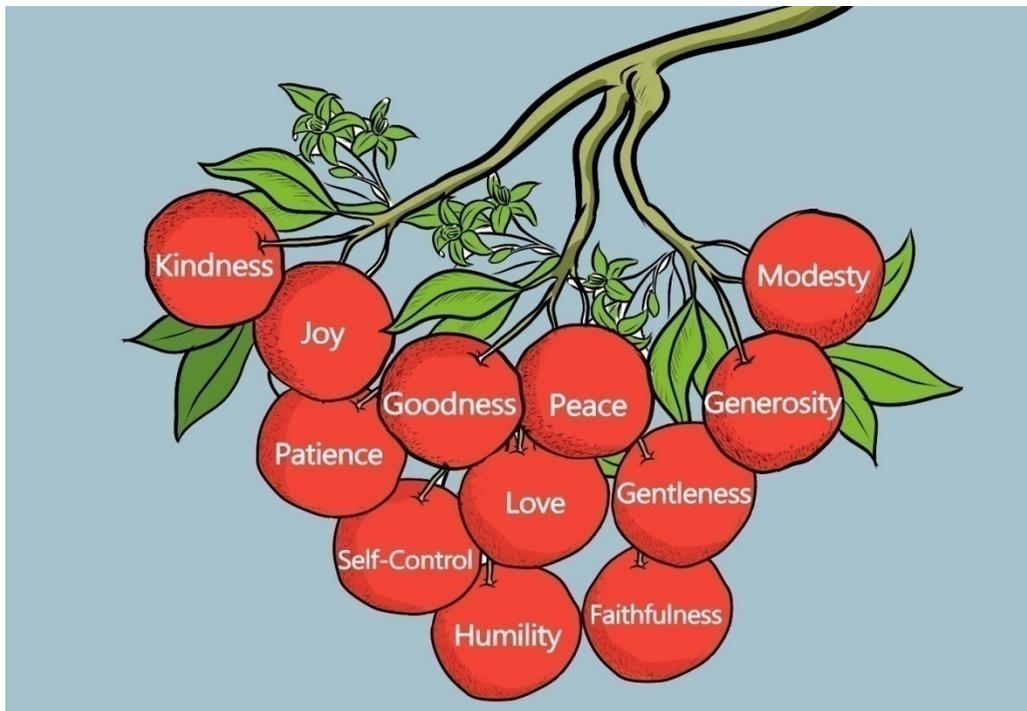
The gift of the Holy Spirit to Christian (Isaiah 11:1-3; 1 Corinthians 12:1-32)

- **Wisdom:** perfection of Faith. It helps to make deep understanding of all truth about God, His plan for us and to order our relationship with created world. By wisdom we love God by loving creatures rather than loving things more than God

- **Understanding:** it helps to gain certitude about our beliefs and meaning of the essence of the believed truth
- **Counsel:** perfection of cardinal virtue of prudence. It helps to judge best to act well
- **Fortitude:** also called courage, it refers to strength to follow through on the actions suggested by counsel
- **Knowledge:** it gives us ability and skills to do well what we judged
- **Piety:** it is a willingness to worship and serve God
- **Fear of the Lord:** it is a perfection of virtue of hope. It helps us to desire not to offend God. There are also gift of **faith** as total confidence in God, of **performing miracles**, of **prophecy**, of **distinguish spirits**, of **speaking in tongues** and of **interpretation of them**.

With the help of the Holy Spirit Christians generate the following fruits as the Scripture says in Galatians 5:16-26: peace, joy, love, kindness, patience, self-control, faithfulness, gentleness and generosity.

The Illustration below shows the fruits of the Holy spirit



In addition, Christians live virtues of modesty, humility and goodness or mercy.

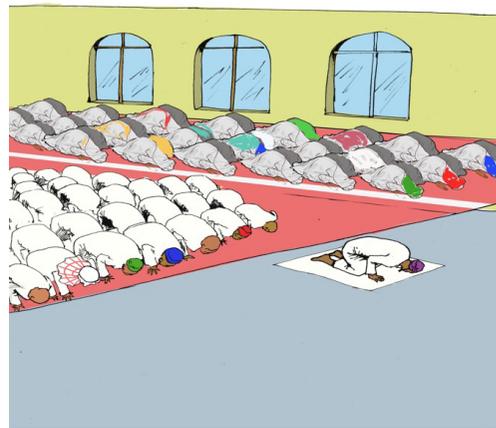
2.1. Application activity:

1. How do the teachings of John the Baptist help you to live in the society?
2. Summarize the biography of Jesus
3. What and how did Jesus accomplish His Mission?
4. Explain the basis of Christian teachings
5. How did the Pentecost become the public foundation of the Church?
6. How does the Holy Spirit manifest Himself in your life at school like at home?

2.2. Islam

2.2. Learning activity :

Using different resources, personal information and knowledge you got in previous school years make a research and share the results about Islam: Its foundation, beliefs and its holy book



A common Muslim prayer in a Mosque

Islam means **Submission to Allah**. This submissiveness is also talked by Jan Thompson. Literary the word **Islam means Surrender** and **Muslim means *the one who surrenders to Allah*** (Jan Thompson: 2005, p2). Islam

also means Peace because by surrendering Muslim makes peace. The Islamic concepts:

- **Allah:** Muslim name for God
- **Allahu Akbar:** God is the most great
- **Bismillah:** in the name of Allah, the Merciful, and the Compassionate.
- **adhan:** first call to prayer
- **du'a:** personal prayer
- **jumu'ah:** Friday prayer
- **qiblah:** direction for prayer (where Muslims orient regard in prayer)
- **mihrab:** alcove in the wall in mosque that shows the qiblah
- **minbar:** a piece of furniture in Mosque serves to raise imam or a preacher of Friday midday sermon, so that he can be seen and heard.
- **wudu:** washing that Muslims perform before prayer
- **salam:** peace
- **imam:** a leader of a prayer, or the one stands in the front of other worshippers.
- **khatib:** preacher of the Friday sermon
- **masjid or mosque:** Muslim place of worship
- **mu'adhin or muezzin:** person who calls Muslims to prayer
- **Makkah:** the holy city of Islam, in Saudi Arabia (Mecca)
- **prostration:** a taken position of Muslims in a prayer to show they surrendered their lives to Allah
- **The dome:** a part of building in hot countries sometimes over the prayer hall that allows air to circulate.
- **the minaret:** a tall tower
- **moon and star:** signs to Muslims of the greatness of the Creator
- **The five-pointed star:** it symbolizes the five Pillars of Islam
- **Muhammad:** the greatest prophet of Islam, the Messenger of Allah
- **The Quran:** the sacred book for Muslims

A Muslim common prayer known as Swalat is made in the carpeted Mosque. But, Jan Thompson wrote that a **“prayer mat laid down at home or even at the side of the road, becomes a mosque or a place of prostration”** (Jan Thompson: 2005, p1)

When a Muslim goes to mosque to pray must wash feet before but visitors must not. When worshipper washes another one's feet he proves respect to him. The cleanness or hygiene rite before prayer shows respect to Allah. Ordinary women do not get regular time to go to mosque to pray by many family responsibilities. If they go there they will pray separately with men so, they do not distract each other. In this case also if there is washing room, the room for men will be separated from the men's one.

A mosque has three uses: it is first a place of worship; it can be used as a college or Islamic school. Lastly it is a community centre used for all kinds of activities.

2.2.1. Bibliography of Muhammad

Muhammad is believed as God's Prophet. The first pillar of Islam which is about faith testifies it "there is no god but Allah, and Muhammad is the messenger of Allah (La illaha illallahu Muhammad-ur-Rasulallah)

Short biography of Muhammad

Muhammad was born in Makkah (Mecca) in Arabia about 570 of Christian era.

His father is Abdullah was a trader who was died few months before the birth of Muhammad. He became trader like his Father. Died, he was buried in Yathrib which became Madinah.

His mother is Amina who died at 6 years of Muhammad

He was taken in charge by his grandfather Abdul Muttalib who later died

Muhammad was left in uncle's hands Abu Talib, son of Abdul Muttalib

Muhammad looked after uncle's sheep and he went with him on trading expeditions.

He founded a league to protect the safety and rights of strangers in Makkah

He earned the reputation of being an honest and reliable businessman, and he was called "**al-Amin**", the Trustworthy.

He impressed **khadijah**, the rich widow for whom he worked

At his 25 years old he had a very happy marriage with khadijah with 40 years old.

As long as Kadhjah was alive, Muhammad did not take other wife while polygamy was allowed. Muhammad took 12 wives in all during his time at Madinah.

In Makkah, arabs used to worshiped about 365 idols while Allah was known too. Muhammad and the arabs called Hanifs took decision to become monotheist, believing that there was only one God, Allah.

Muhammad liked to play alone to the Cave Hira on a mountain called Jabal al-Nur which means **Mountain of Light**. One night when he was 40 years old He received a vision from Archangel Gabriel who gave him Arabic word to recite. This is how Islam started getting the Quran about 610 AC. The night of first vision of Muhammad known as the **Night of Power** is called **Laylat-ul-Qadr**. Many Muslim commemorate this Night in the night of 27th in Ramadan. He became a preacher of one God and opponent to idolaters. His wife died in 619. On 16th July 622 Muhammad with Abu Bakr set out by night on the journey to Yathrib, late in the honor of Muhammad called **al-Madinah** (the town of prophet). This is what Muslims call **Hijrah that means emigration**. The reason is that there was a serious group who wanted to assassinate him. The Muslims were many that time and the **Muslims' titles were:**

- **The Companions:** all muslims who knew Muhammad in his lifetime
- **The Emigrants:** all those who had come with Muhammad to Yathrib
- **The Helpers:** all citizen of Yathrib who converted to Islam

Death of Muhammad: from **Jan Thompson** we read that in March 632 he went on pilgrimage to Makkah (Mecca) for the last time where he delivered a famous speech to his fellow pilgrims. He enforced the five essential practices known as five Islamic pillars. A few months later; **Muhammad died of fever and was buried in Madinah**. His tomb is still there, under the dome of the prophet Mosque, with the tombs of his two successors, **Abu Bakr** and **Umar** (**Jan Thompson: 2005, p34**)

2.2.2. Muslim era

Historically an **era** refers to a system of **chronology dating from a particular event**. It can be also defined as a **memorable or important date or event** especially one that **begins a new period in the history** of a person or thing. When we simply consider an era as an epoch we will conclude that the end of an era is the beginning of another. Examples of eras: the **zero years** is known as Christian era from the birth of Jesus.



Muhammad's Hijrah to Madinah

The **year 622** is considered as Muslim era or the foundation of Islam. It is linked with **Hijrah** that became the beginning of Muslim calendar. It became also the first time the community ran to Islamic lines. 622CE became the 1AH (1 *anno Hegirae*) for the Muslims and the Muharram is the 1st Month in Islamic calendar, so the 1st Muharram is the New Year's Day. On this day Muslims commemorate the Hijrah (Jan Thompson: 2005, p32).

2.2.3. Pillars of Islam

This is an extract from the last Muhammad's sermon "O People, listen to me in earnest, worship Allah, say your five daily prayers, fast during the month of Ramadan, and give your wealth in Zakat. Perform Hajj if you can afford to" (Jan Thompson: 2005, p33). The Islamic faith is based on six pillars such as: beliefs in Allah, beliefs in Angels, beliefs in holy books (Quran and Gospel not the whole Bible), beliefs in Messengers or prophets, beliefs in Last Day and beliefs in predestination. But Islam itself is based on five pillars that follow:

Shahadah: it is a declaration of faith: Abdul Wahid Hamid tells us that the Arabic word Shahaadah means Witness or Testimony (Abdul Wahid Hamid: 1989, pp20-21). There is no god except Allah and Muhammad is His Prophet.

Salat (Prayer): every Muslim is called to pray five times per day kneeling towards Mecca. Those prayers are: Fajr: The Morning Prayer between dawn and sunrise, Zuhr: prayer of after midday, during the early afternoon, Asr: prayer of the late afternoon, Maghrib: prayer of just after sunset and Isha: prayer of the night prayer.

Sawm: it is an islamic fasting during the month of Ramadan. Muslims fast from food and drinks as long as the sun is out.

Zakat: it is a practice charitable giving to the poor or alms-giving. It is done in money, materials or services.

Hajj: Pilgrimage to Makkah (Mecca) at least once in lifetime.

The fundamental sources of Islam are the Quran as Word of God and the Sunnah as the examples of prophets Muhammad PBUH (**P**eace and blessings **B**e **U**pon **H**im). By Sunnah we understand the **sayings, actions, silence and disapprovals of the Prophet**. Sunnah is also linked to the Hadith which refers to the recorded **expressions, quotes and Quran interpretation** from the Prophet Muhammad about **religious duties**. **Hadith** is considered to be the second to the Quran. The hadith helps to understand the Quran and this last helps to explain the hadith.

2.2. Application activity:

1. Here are the islamic and arabic terms, give their meaning in English: Bismillah, Allah, Swalat and Allahu Akbar.
2. Discuss the values should the society get from grandfather and uncle of Muhammad
3. Why is year 622 considered as starting of Muslim era?
4. How does each Islamic pillar help Muslim to live well with his/her and with others?

2.5. End unit assessment

1. Explain the mission and the teachings of John the Baptist
2. Breakdown the basis of faith in christianity and in Islam
3. Summarise the biography of Jesus and of Muhammad
4. Generalise the role of the Holy Spirit sent to the Apostles on the Pentecost
5. Interpret the necessity of hygiene of Mosque and cleanliness of body before a prayer
6. Develop the found letters added to the name of Prophet Muhammad PBUH
7. Justify the link between the Quran and the Hadith

UNIT 3: THE GREATEST COMMANDMENT

Key Unit competence: Assess the practice of supreme commandment and the Golden rule in various religious teachings

Introductory Activity

Read attentively the answer given by Jesus to the one who asked Him about the supreme Commandment of God “Love the Lord your God with all your heart and with all your soul and with your mind? This is the first and the greatest commandment. The second is like it: love your neighbor as yourself. All the law and the prophets hang on these two commandments” (Matthew 22:35-40).

Assess how all commandment linked with these two above Commandments

3.1. God's commandments and their categories

3.1. Learning activity :

Basing on your experience as a believer, analyze the relationship between God and his people.

- What do you think regulates this relationship?
- Discuss two commandments of your choice and identify sins related to the breaking of these commandments?

a) Decalogue

God is love 1John4:8. God who is one and Triune lives communion of Love as Paul said “May the grace of the Lord Jesus Christ, the love of God and the communion of the Holy Spirit be with all of you” (2Corinthians 13:13). When the man fell God did not abandon him. He called Abraham and communicated him the plan of Salvation. He liberated the Abraham's

descendants from Egyptian slavery. God concluded Alliance with His people at Mount Sinai (Exodus 19:7-25) and the Sign of that Alliance is the Ten Commandments of God known as Decalogue (Exodus 20: 3-17). Below are the ten commandments of God and the values we get from:

Ten Commandments'		Roman Catholic Version		Related values
King James Bible Version				
1 st	I am the LORD your God, which have brought you out of the land of Egypt, out of the house of bondage. You shall have no other gods before me.	1 st	I am the LORD your God. You shall have no strange gods before Me.	Never adore or worship any kinds of idols like money, pride, honour, power, technology. Be monotheistic.
2 nd	You shall not make unto you any graven image, or any likeness of any thing that is in heaven above, or that is in the earth beneath, or that is in the water under the earth: You shall not bow down yourself to them.	(There is idolatry in the Papal system so the 2nd Commandment has been deleted or absorbed into the first. All remaining Commandments are therefore shifted along one count.)		
3 rd	Thou shall not take the name of the LORD your God In vain; for the LORD will not hold him guiltless that taketh his name in vain.	2 nd	You shall not take the name of the LORD your God in vain.	You love God when you become realistic and when you do not take oaths in the name of God for nonsense.

4 th	Remember the Sabbath day, to keep it holy. Six days shall your labor, and do all your work: But the seventh day is the Sabbath of the LORD your God: in it you shall not do any work, you, nor your son, nor your daughter, your manservant, nor your maidservant, nor your cattle, nor your stranger that is within your gates: For in six days the LORD made heaven and earth, the sea, and all that in them is, and rested the seventh day: wherefore the LORD blessed the Sabbath day, and hallowed it.	3 rd	Remember to keep holy the Sabbath day. (The Sabbath is fourth by normal count. The day to be kept is no longer mentioned since they changed the Sabbath to Sunday.) (Note God had more to say on the fourth Commandment than all others and with good reason. It is very important.)	Love God when you consecrate the day to God and thank Him for the work He did.
5 th	Honor your father and your mother: that your days may be long upon the land which the LORD your God gave you.	4 th	Honor your father and your mother.	Love of parents and relatives.
6 th	You shall not kill.	5 th	You shall not kill.	Respect the life since fertilization until the death.

7 th	You shall not commit adultery.	6 th	You shall not commit adultery.	Respect for others' body, value the marriage and live sexual moral in the society.
8 th	You shall not steal.	7 th	You shall not steal.	Respect for others' property, work hard for getting your own daily bread
9 th	You shall not bear false witness against your neighbor.	8 th	You shall not bear false witness against your neighbor.	Be truthful, realistic, never judge other.
10 th	You shall not covet your neighbor's house, you shall not covet your neighbor's wife, nor his manservant, nor his maidservant, nor his ox, nor his ass, nor any thing that is your neighbor's.	9 th	You shall not covet your neighbor's wife. (Tenth Commandment split into two to get back to Ten Commandments)	Be truthful, realistic, never judge for others
10 th			You shall not covet your neighbor's goods.	Wish for others what you wish being done for you.

b) Categories of Commandments of God

The book of Exodus testifies God Himself as the Author of **two tablets of covenant** and giving them to Moses (Exodus 31:18). The Exodus 32:19 shows that those tablets were broken by Moses and rewritten by God Himself while in Exodus 34:1



The God's Commandments were given to Moses on two tablets

God ordered Moses to prepare two stone tablets like the former ones in order God rewrite on the words that were on the broken ones. The commandments of God were then in two categories:

The commandments for the relationship between God and people

According to Godfrey E.N. Nsubuga, this category groups the first four commandments that talks about God's instructions to Israelites about spiritual activities: monotheistic way of praying God, worshiping and honouring Him (GODFREY E.N. NSUBUGA: 2016, p6)

The commandments for the relationship between people and people

There are six commandments about morality, social relationship: Children responsibilities, respect of human life, respect of marriage and sexual chastity. Without consider the categories of the commandments we find each commandment in two dimensions: **Obligations** shown by **imperative verb** for example: honour your father and your mother and the **prohibited** or forbidden shown by **shall not** for example: You shall not murder

3.1. Application activity:

1. Precise the Commandment of God that prevents us from the following sins:
 - a. Cheating quiz and examination
 - b. Disobey discipline leaders at school
 - c. Abortion of foetus willingly
 - d. Sexual infidelity
2. Precise the category and dimension for each commandment below:
 - a. Remember the Sabbath Day, the Day of the Lord and keep it holy
 - b. You shall not give false testimony against your neighbour
 - c. Honour your father and your mother
 - d. You shall not steal
3. With fact example, explain how we sometimes substitute God by money and by honour, and give a piece of advice.

3.2. The Greatest Commandment

3.2. Learning activity :

Discuss the the greatest commandment in christianity and its importance in daily life.

a) Greatest Commandment into the Old Testament

The Old Testament also talks about the double greatest commandment of God: Hear O Israel! The Lord is our God, the Lord one! Love the Lord your God with all your heart, and with all your soul and with all your strength” (Deuteronomy 6:4-6).

This commandment is not only limited to love for God but also it has to be prove to our neighbour as it is commended in book of Leviticus “you shall love your neighbour as yourself” (Leviticus 19:18).

b) Greatest Commandment into the New Testament

When a lawyer and expert of the law asked Jesus what the most important Commandment is Jesus responded: Love the Lord your God with all your heart and with all your soul and with your mind. This is the first and the greatest commandment. The second is like it: love your neighbour as yourself. (Matthew 22:35-40). All the law and the prophets hang on these two commandments”

Richard comments the first part of the greatest commandment like this:

With all your heart: never hide anything from God. He is your best confidant; trust God with your heart. He will give you wisdom and direction, keep commandments into your heart and be moral “If you love me, keep my commandments” (John14:15).

With all your soul: display the fruits of self-control and having a humble spirit. A balance between spiritual life, dogmas of your beliefs, feelings, emotions, and daily life is necessary.

With all your mind: renew your mind with the Word of God and do everything consciously.

With all your strength: ask from God to give you the supernatural strength to do what God is calling you to do. Do what you have to do beyond how you feel.

Love your neighbour as yourself: before we love others we must know that we are loved. God loved us before: we must first receive God who is love and then we love others for God who is inside us (Philippians 2:13). Bernock confirms “Before we can give this love we need to receive it ourselves. You can not give what you do not have”. We remember a clear meaning of the one who is our neighbour was given by Jesus in a parable of Good Samaritan (Luke 10: 25-37). Referring to the Bible, Bernock identified some characteristics of loving your neighbour:

- Acting with compassion
- Looking out for neighbours’ wellbeing (1Corinthians13:1-13)
- Serving from heart that means kindness (1Corinthians13:4)
- Speak kindly
- Sharing joy and sorrow: rejoice with those who rejoice, mourn with those who mourn (Romans 12:15)

- Forgiving (Ephesians 1:4)

Jesus shows love as new and greatest commandment and as a tangible mark of His disciple “By this everyone will know that you are my disciples” (John13:35).

3.2. Application activity:

1. Explain
 - a) To love God with all your heart
 - b) To love God with your entire mind
2. To love your neighbour requires receiving love first. Explain
3. How do you love God through your classmates or your neighbours?
4. Talk about love God with all your soul.

3.3. The Golden rule in various religions

Barikunda is a student-teacher in one of Rwanda teacher training college. He is clever and talented. He never explains courses to his time taker classmates. He thinks he will be the first and almost alone to get scholarship for University then he will serve God and the society. He always becomes jealous against his some classmates who try their best to succeed and he celebrates the failure of time taker ones. Study the case and thereafter advise him about good service to God and to the society.

3.3.1. Golden rule in Islam

Golden rule in Islam is as an **ethics of reciprocity** which refers to an **Islamic moral principle** that calls upon people to treat others the way they would like to be treated (Abu Amina Elias: 2013). The Oxford dictionary defines the golden rule as any form of the dictum: do unto others as you would have them do unto you (Oxford English Dictionary: 1989).



Muslims perform a kind deed to sick people at hospital

Several times Muhammad PBUH stated the Golden rule as reported by disciples: None of you has faith until he loves for his brother or his neighbour what he loves for himself (sahih Muslim, Book 1, Number 72)

Sahih Muslim: refers to **authentic source** of reported information

- The servant does not reach the reality of faith until he loves for the people what he loves for himself of goodness (Sahih Ibn Hibban, Book of faith, Number 238).
- Whoever would be delighted to be delivered from the hellfire and entered into Paradise, then let him die with faith in Allah and the last Day, and let him treat the people the way he would love to be treated (Musnad Ahmad, Number 6768, Sahih).
- The words said by Abu Huraira (May Allah be pleased with Him) were reported: be kind to your neighbour and you will be a believer; love for the people what you love for yourself and you will be a muslim (By Al-Bukhali, Ali-Adab Al-Mufrad, Number 260, Hasan) in Sunan At-Tirmidhi, Book of Asceticism, Number 2305, Sahih)

3.3.2. Golden rule in Judaism

The value of empathy is deeply rooted in Jewish everyday's life. Rabbi Tzvi Nightingale recounts: Judaism depends on the ability to view another person as real as oneself. For Judaism believers, to understanding God's Word cannot begin without the recognition that a person next to me is just a real as me; that another person travelling through life has the self and same

experience of love, pain, hurt and joy from the ups and downs as the life that I strongly and seriously experienced (Rabbi Tzvi Nightingale: 2018). The Talmud shows that the Torah mainly rolls on Golden rule as Rabbi Tzvi Nightingale continues:

A gentile came to Shammai Jewish school (50-30 before Christian era) requesting a quickie conversation to Judaism. He asked to be taught the entire Torah while standing on one foot. Shammai (master and founder of that school) had no patience for the ridiculous and disrespectful request and chased him out of the study hall. Unworried, the gentile then proceeded to visit Shammai's colleague Hillel with the same request. Hillel instructed him "*Whatever is hateful and distasteful to you, do not do to your fellow man*" this is the entire Torah, the rest is commentary. Go learn!



A Jewish person studying the Torah

What does **Talmud** mean? The Talmud is source form which the code of Jewish (Law) is delivered. It is made up of the **Mishnah** and **Gemara**: **Mishnah** refers to original written version of the oral law while Gemara becomes record of the rabbinic discussions (Their different views) on the Mishnah. It can clearly be defined as **the central text of Rabbinic Judaism and the primary source of Jewish religious law and Jewish theology**. The Hebraic word Rabbi refers to teachers or masters.

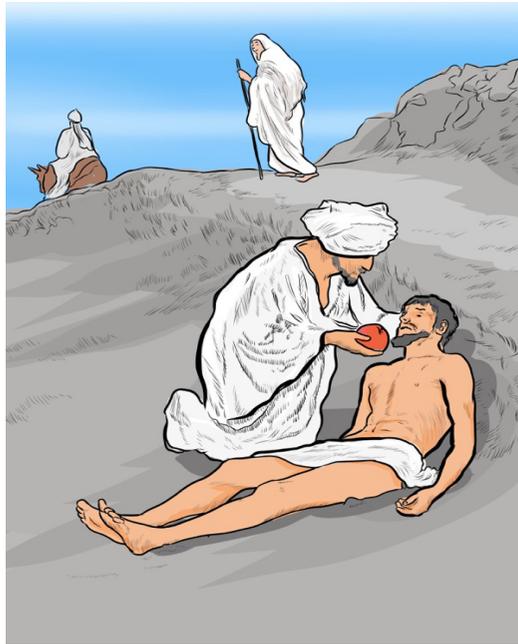
3.3.3. Golden rule in Christianity

The Golden rule is **defined as ethical principle of treating other people as one's self would prefer to be treated**. Biblically the Golden rule is founded in two synoptic Gospels Matthew and Luke: So in everything, do to others what you would have them do to you, for this sum up the law and the Prophets" (Matthew 7:12). Similarly, Luke said "Do to others as you would have them do to you" Luke 6:31

Brannon Deibert defined it in moral context: the golden rule covers the empathic essence of morality. It is a simple yet powerful way of saying that we should recognize the respective dignity of our fellow man and not forget we all are capable of inflicting immoral actions.

The golden rule particularly, guides the Christian relationships and interactions and social life in general.

Importance of Golden rule



A good Samaritan

The Golden rule

- Teaches us to adopt self-discipline and kindness
- Guides principles of all morality
- Comprises all the rules and all precepts given by the Prophets
- Instructs us to put ourselves in our neighbours' place and guides our behaviours accordingly.

So, Golden rule is a vital emphasis on empathy and the reciprocity of morality

Examples of Golden rule

- **Put yourself in others' shoes** (empathy): is known as ability to understand, receive, feel and share others' emotions, situation or what they are experiencing.
- **Do not do unto others as you would not want done to you** (known as the Silver Rule) it is like an inverse of the Golden Rule to remind us to not do what we would prefer not to happen to ourselves.



Reciting a prayer of St Francis of Assisi plants values in children

“Lord make me an instrument of your peace;

Where there is hatred, let me sow love;

Where there is injury, pardon;

Where there is discord, union;

Where there is doubt, faith;

Where there is despair, hope;

Where there is darkness, light;

Where there is sadness, joy”.

“O Divine Master,

*Grant that I may not so much seek
To be consoled, as to console;
To be understood, as to understand;
To be loved, as to love;
For it is in giving that we receive,
It is in pardoning that we are pardoned, and
It is in dying that we are born to eternal life”
Amen*

Christians are encouraged to shine, to be the light for others. The must evangelizes by good works in order the world that surrounds them see their good deeds and glorify the Father in Heaven (Matthew5:6). The Prayer of Francis of Assisi reminds us just how we can do that. It is an uplifting prayer that teaches us how we can live like Jesus Christ and serve those around us, putting others needs first. God wants us we feel and prove love for Him through our neighbours as condition to live communion with Him “ No one has ever seen God; but if we love one another, God remains in us, and His love is perfected in us (1John4:12).

3.3. Application activity:

1. After you learnt the Golden Rule in different religions, Generalize it.
2. Explain the Golden Rule in context of empathic essence of morality.
3. Actualise the Golden rule to your school life.
4. Analyse the values which are in the whole prayer of St Francis of Assisi.

3.4. End unit assessment

1. How should you observe the supreme Commandment of God at school and at home?
2. Assess the doctrinal similarities on Golden rule between Judaism, Christianity and Islam
3. Classify the Commandments of God according to their categories and their dimensions
4. How can the prayer of Saint Francis of Assisi be important at your school? Justify your answers.
5. What do you understand by the word Talmud?

UNIT 4:

THE PILLARS OF FAITH IN ABRAHAMIC RELIGIONS

Key Unit competence: Explain the fundamental elements of faith in Judaism, Christianity and Islam.

Introductory Activity

1. Basing on your experience and using research identify religions found in your community and come up with their fundamental teachings and practices.
2. Explain what you know about Judaism.
3. Compare the fundamental teachings of Christianity and Islam, and come up with similarities and differences.
4. What do you think was the religion of Jesus, what did they believe in?

The concept of Abrahamic religions refers to three religions: Judaism, Christianity and Islam. These religions are very closely related in their origins and their Holy Scripture. They also have similar beliefs about morals and ethics. They do differ, however, in important aspects of their beliefs. Historically, relations among these faith groups reflect both conflict and cooperation. They all originate from the personality and faith of Abraham which is a pure monotheism. They are like children of a single parent, capable of reaching understandings and living in peace together despite difference in some aspects of faith and practice.

4.1. Jewish Faith and Torah

4.1. Learning activity :

Using various resources discuss the Jewish religion and its key teachings.



Jewish religious men going into synagogue to pray.

Judaism is the theistic religion of Jews, which means that they believe in the existence of supreme God who is transcendent. Judaism is a monotheistic religion and Jews consider Abraham as their ancestor. Jewish faith is based on Torah (The first five books of Moses).

Torah is a Hebrew term which means “Instruction”, “Teaching” or “Law”. The word Torah has a range of meaning. It can most specifically mean the first five books (**Pentateuch or Five books of Moses**) of the 24 books of the Hebrew Bible (Tanakh).

Torah consists of the origin of Jewish peoplehood: their call into being by God, their trial and tribulations, and covenant with their God, which involves following a way of life embodied in a set of moral and religious obligations and civil laws.

The Torah starts from the beginning of God’s creating the world through the beginning of the people of Israel, their descent into Egypt, and the giving of the Torah at biblical Mount of Sinai. It ends with the death of Moses, just before the people of Israel cross to the promised land of Canaan.

The first five books of Moses are Genesis, Exodus, Leviticus, Numbers and Deuteronomy.

Genesis



Some of God's creatures

The book of Genesis is the first book of the Torah. It is divisible into two parts, primeval history (Chapters 1-11) which is the story of the first years of the world's existence, and the Ancestral history (Chapters 12-50).

The primeval history (Chapters 1-11) sets out the author's (or authors') concepts of the nature of the deity and of humankind's relationship with its maker: God creates a world which is good and fit for mankind, but when man corrupts it with sin God decides to destroy his creation, saving only the righteous Noah to re-establish the relationship between man and God.

The Ancestral history (Chapters 12-50) tells of the prehistory of Israel, God's chosen people. At God's command Noah's descendant Abraham journeys from his home into the God-given land of Canaan, where he dwells as a sojourner, as does his son Isaac and his grandson Jacob. Jacob's name is changed to Israel, and through the agency of his son Joseph, the children of Israel descend into Egypt, 70 people in all with their households, and God promises them a future of greatness. Genesis ends with Israel in Egypt, ready for the coming of Moses and the Exodus.

Exodus



Israelites crossing Red Sea under Moses' leadership

The book of Exodus is the second book of the Torah, immediately following Genesis. The book tells how the ancient Israelites left slavery in Egypt through the strength of Yahweh, the God who has chosen Israel as his people. God used the prophet Moses to rescue his people Israel as their leader.

Leviticus



Priest ready to sacrifice a sheep

The book of Leviticus begins with instructions to the Israelites on how to use the Tabernacle, which they had just built (Leviticus 1-10). This is followed by rules of clean and unclean (Leviticus 11-15), which includes the laws of slaughter and animals permissible to eat, the Day of atonement (Leviticus 16), and various moral and ritual laws sometimes called the holiness Code (Leviticus 17-26). Leviticus 26 provides a detailed list of rewards for following God's commandments and a detailed list of punishments for not following them. Leviticus 17 establishes sacrifices at the Tabernacles as an everlasting ordinance, but this ordinance is altered in later books with the Temple being the only place sacrifices are allowed.

Numbers

The book of Numbers is the fourth book of the Torah. The name of the book comes from the two censuses taken of the Israelites.

Numbers begins at Mount Sinai, where the Israelites have received their laws and covenant from God and God has taken up residence among them in the sanctuary. The task before them is to take possession of the Promised Land, Canaan. The people are counted and preparations are made for resuming their march. The Israelites begin the journey, but they murmur at the hardships along the way, and about the authority of Moses and Aaron and God destroys many of them.

Deuteronomy

The book of Deuteronomy is the fifth book of the Torah. Chapters 1-30 of the book consist of three sermons or speeches delivered to the Israelites by Moses on the plains of Moab, shortly before they enter the Promised Land.

The final four chapters (31-34) contain the song of Moses, Blessing of Moses and narratives recounting the passing of the mantle of leadership from Moses to Joshua and finally, the death of Moses on Mount Nebo.

4.1. Application activity:

1. Define the following terms: Judaism and Torah.
2. List the five books of the Law. And summarize major teaching
3. Explain how laws can help you to live peacefully in your community

4.2. Christian faith



Jesus crucified on the cross

4.2. Learning activity :

Using various resources, discuss the meaning of the term christianity and its fundamental faith.

Christianity is an Abrahamic monotheistic religion based on the life and teachings of Jesus of Nazareth. Its adherents, known as christians, believe that Jesus is the Christ, the Son of God, and the Saviour of all people. His coming as the Messiah was prophesied in the Hebrew Bible, called the Old Testament in christianity, and chronicled (recorded) in the New Testament.

Christians believe in the death and resurrection of Jesus Christ who died because of people's sins. All christian denominations believe that Christ is the word of God incarnated. They confess that He came to save them through his death and resurrection. He rose from the dead and appeared to the apostles who became the witnesses of what they saw (Acts 2:32). The Christian faith came from the apostles who had followed Jesus Christ.

The word of God about Christ was written in the Holy Scriptures. Thus, Christians also believe in the written Scriptures to nourish their faith.

The creed summarises the Christian faith and its main points include:

Belief in God the Father, Jesus Christ as the Son of God, and the Holy Spirit

The death, descent into hell, resurrection and ascension of Christ

The holiness of the Church and the communion of the Saints

Christ's second coming, the Day of Judgment, and Salvation of the Faithful.

Like Jews, Christians have no fundamental reason to live in disunity with one another. After all the one they believe in is One! Salvation is universal for all who believe and confess the death and resurrection of Jesus Christ.

We note that the name Christians was first used at Antioch and it means the Disciples of Christ, the ones who believe and imitate Christ (Acts 11:25-26)

4.2. Application activity:

1. What does the term Christianity mean?
2. Briefly explain the beliefs of Christians.
3. How can Christian beliefs help you to live in harmony in your society?

4.3. Six pillars of Islamic faith



Some Muslims entering the mosque for prayer

4.3. Learning activity :

Using various resources identify the pillars of Islamic faith.

Islam is a theistic religion. The word Islam means submission under Allah's laws. Muhammad, the prophet of Allah started receiving the content of the **Quran** from 610 up to 632. Officially Islam was founded in 622. Muhammad was born at Mecca probably in 570. He went in Medina by exile.

Iman, this term literally means faith or belief. In Islamic theology it denotes a believer's faith in the metaphysical aspects of Islam. Its most simple definition is the belief in the six articles of faith known as *arkan al iman*. The term *iman* has been described in both *Quran* and *hadith*.

Quran (Koran) is the central religious text of Islam, which Muslims believe to be a revelation from God (Allah). Hadith refers to the record of the words,

actions, and the silent approval of the Islamic prophet Muhammad. According to the Quran, “iman” must be accompanied by righteous deeds and the two together are necessary for entry into Paradise.

The six pillars of faith: Faith (iman) breaks down into six pillars:

1. **Belief in the existence and oneness of God (Allah).** Believing in Allah above all else is the first and most important. It is not only belief in Allah alone but in the way He is described through the Quran and the *hadith* (Sayings) of Prophet Muhammad.
2. **Belief in the existence of Angels.** The second pillar of Iman is the belief in Allah’s angels. The angels are messengers of Allah. They are not His children as some may think. They were created from light and were created before humans, for the purpose of worshipping Allah. They can also appear in the shape of a man if so ordered to so. Some of the angels’ names, which we know of, are Jibra’il, Mika’il, Israfil, and Malik. They have many jobs such as guardians, gatekeepers, and Trumpeters.
3. **Beliefs in the existence of the books of which God is the author:** the Quran (revealed to Muhammad), the Gospel (revealed to Jesus), the Torah (revealed to Moses), and Psalms to David. Muslims are to believe in all of these books and not just the Quran alone.
4. **Belief in the existence of all prophets:** Muhammad being the last of them, Jesus the penultimate (second from the last, Muhammad), and Moses sent before them.
5. **Belief in the existence of the Day of Judgment:** in that day, humanity will be divided into two groups: that of paradise and that of hell. These groups are themselves composed of subgroups.
6. **Belief in the existence God’s predestination,** whether it involves good or bad or pre-ordainment. What this means is that everything in our lives is already written. It is our duty to know that whatever Allah wills will occur. Also He is creator of everything including our deeds. Allah knows our past, present, and the future. Our lives are set, but that does not mean that we strive any less toward perfection.

From the above pillars, the first five are mentioned together in the Quran and by Muhammad, while including a corollary of belief in Allah, the good and evil of fate ordained by God, has referred to all six together in the following manner in the *Hadith* of Gabriel. *Iman* is that you believe in God and His angels and His books and His Messengers and the Hereafter and the good and evil fate ordained by your God.

Similarities and differences of Abrahamic Religions

Abrahamic religions have things in common and have also differences. The following aspects constitute the commonality and uniqueness of each religion:

- **Basic Beliefs and Common Stories**

Jews, Christians and Muslims believe that God made a covenant, or agreement with Abraham to keep the faith in One God and to worship Him and teach the practice of worship to his children down the generations. God would preserve, protect and multiply the children of Abraham.

The Jews believe that the covenant of God with Abraham goes only for their people as one nation, while Christians and Muslims believe that the covenant and message of God goes for all mankind. This covenant became the legacy, or trust, for the children of Abraham to continue.

According to the scriptures, Abraham was promised that his offspring would become the fathers of great nations. These nations are the people who are now called Jews, Christians, and Muslims. They are called monotheists, meaning people who believe in one God, the Creator of all that is in the universe and on earth. The common core of Abraham's story is his faith and obedience to the call of God. It is expressed in the Jewish and Christian traditions in a verse of the book of Genesis.

Another act of Abraham that belongs to the core story is that God told him in a dream to sacrifice his son. He and his son were prepared to obey this divine command, but God redeemed the sacrifice with a magnificent ram. This miracle meant that God does not require human sacrifice, but only the willingness to obey. The Biblical account says that the son to be sacrificed was Abraham and Sarah's son Isaac, while the Qur'an states that it was the first-born son Ishmael, whose mother was Hagar. The lesson of obedience and strength of faith, however, is the same.

- **God, Prophets, and Revelation**

All of the Abrahamic monotheistic faiths share a belief that God, the Creator, has "spoken" to humankind over time. The word for this divine communication is "revelation". Adherents of the Abrahamic religions believe that God revealed Himself to certain individuals called prophets over the course of human history. They believe that God communicated five main messages:

- The nature and qualities of the one God;

- The purpose and nature of the universe created by God;
- The need to worship one God;
- The purpose of human life and the need to live a righteous life and the news of judgment after death, and reward or punishment in the afterlife;
- Morals and laws which people are told to follow.

The Abrahamic faiths have in common a belief in angels as God's messengers to human beings. The angel of revelation is named Gabriel. The human beings chosen by God as bearers of revelation to other human beings are called prophets. Some of them were chosen and inspired to teach people, while the Major Prophets received revelations that have been memorized, recited and written in Holy books or scriptures.

- **The Messiah**

- Jews believe that Messiah is still awaited and coming at some future time. The Reform tradition does not expect an individual Messiah. Jews do not believe that Jesus was the Messiah. Some Jews believe that Jesus was a spiritual leader.
- Christians believe that Jesus was the Messiah. They also believe that Jesus was the son of God, who came to redeem human beings from sin or wrongdoing, and that he compensated for all human sins with his suffering and death. This salvation, or being saved and given eternal life, is the central teaching of the New Testament (which means promise or pledge, i.e. the salvation through Jesus).
- Muslims also believe that Jesus was the Messiah. They do not believe that he was the son of God, but a human being. Muslims also believe that God did not allow him to die or be crucified at the hands of human beings.

Both Christians and Muslims believe that Jesus was raised up to God, but Christians believe that Jesus was raised from the dead or resurrected. Muslims believe that Jesus was one of the greatest prophets. Muslims also share the belief with Christians in the Second Coming of Jesus Christ near the end of time.

Among adherents of the Abrahamic faiths, only Christians and Muslims believe Jesus as a messenger of God and only Muslims believe that Muhammad was a prophet, a man who was born in Makkah in about the year 570 AD. They believe that he received the final revelation from God through the holy book called the Quran. Historically, Muhammad was not accepted as a prophet by Christians and Jews. Similarly, Jews do not accept Christian or Muslim beliefs about Jesus.

- **The Monotheistic Concept of God and the Afterlife**

All three Abrahamic faiths share many ideas about the nature of God. He is the Creator of the Universe. The monotheistic tradition of God includes the idea of a covenant, or promise, of God. The covenant is a trust placed upon human beings to believe in God, to worship only Him and not to worship any other gods. The scriptures describe God's characteristics or attributes, such as justice, mercy, and power over all of Creation. The scriptures of the Abrahamic faiths also describe the promise of God to judge all human beings on the Judgment Day, after they have died, and to reward or punish them according to God's justice. All of the faiths believe that God requires human beings to show mercy to others, to do good deeds such as helping others, and that He will reward those who have faith and do well in this world.

The promise of God is for eternal life after death, in a heavenly paradise. Equally, those who do evil will be punished in Hell. The most important thing for human beings, however, is to have faith in God, that He will grant mercy to whomever He will, and forgive their sins or wrongdoing. Another important concept of God is that He is not from the world, but He is present, and each human being can approach God and become near to Him, through prayer and other acts of worship.

- **Practices of Worship**

Belief in the need to worship God is common to all religions. The most basic form of worship is prayer. Each tradition prescribes specific words and requirements for prayer, which takes place at appointed day. Public prayer in houses of worship is common to all three faiths: Jews on Saturday, for Christians on Sunday, and for Muslims on Friday.

All Abrahamic faiths recognize the personal, private prayer of each believer. Prayers that mark the times in the day and the cycle of the year are among the most important signs of obedience to God. Such rituals are also the source of scientific efforts to achieve accurate timekeeping and calendars. The prayer also implies fasting in these three religions and performing pilgrimage to Holy lands.

- **Celebrations**

Each of the Abrahamic faiths has a few major celebrations during the year. Both Judaism and Islam follow a lunar calendar for the timing of these celebrations, and some Christian feast days are also influenced by the lunar calendar. Some of these celebrations are:

- **Judaism:** Rosh Hashanah, Yom Kippur, Passover, Shavuot, Sukkot, Chanukkah, Purim; these celebrations recall events in the dramatic history of the Jewish people.
- **Christianity:** Advent, Christmas, Lent, Good Friday, Easter, and Pentecost; these are only a few of the celebrations that commemorate events in the life of Jesus.
- **Islam:** Ramadan, Eid al-Fitr; Hajj and Eid al-Adha; Ramadan is a month of fasting commanded in the Qur'an, and the feast day that ends it is Eid al-Fitr. Eid al-Adha and the Hajj (the ritual journey to Makkah) commemorate events in the life of Abraham and his family

Sharing food and other gifts with family, neighbours, and needy people are common ways to celebrate, and attending special worship services are part of these celebrations.

- **Leadership**

Individuals and the community participate in worship and follow ethical, practical and religious laws. Leaders especially trained in knowledge of the faith and care for the community and its members play roles in guiding the faithful.

- In Judaism, leaders are called Rabbis, and they receive rigorous training in the scriptures and other Judaic writings.
- In Christianity, priests and pastors serve as part of a church hierarchy, or ranks of authorities. Only trained, ordained, or initiated priests can fulfil certain sacred functions of worship for the lay, or ordinary people.
- In Islam a prayer leader is called an imam “one who stands in front” of the lines of worshippers. Leaders who offer advice on how to practice Islam, on the law, and other kinds of guidance.

- **Moral and ethical principles and laws**

Christianity, Islam and Judaism share a set of morals and values. The most basic set of moral and ethical values in the Biblical tradition is the Ten Commandments, which was part of the revelation taught by Moses, and are revered by Jews and Christians as they appear in the Torah and the Old Testament. This part of the belief system is an important reason why Muslims are taught to respect Jews and Christians as fellow “People of the Book.” The Qur'an includes all of the Ten Commandments – many of them stated in a similar way, with the exception of the Sabbath (day of rest).

The Qur'an also states that its revelation came to confirm the right message that the earlier prophets brought. Much of this message is the central religious concept of one God, and the basic commandments to honour parents, help the poor, respect neighbours, not to steal, kill, envy, or lie, and so on. Some of these commandments also form the basis of civil and criminal law in secular governments, and they form the basis for the concept of human rights. The fact that they share values, beliefs and ethics, make them to easily interact and allow many kinds of interactions possible.

4.3. Application activity:

1. What does the term Islam mean?
2. Define the following concepts:
 - a. Quran
 - b. Hadith
3. Identify the islamic six pillars of faith

4.4. End unit assessment

1. Define the following terms: Judaism, Torah
2. List the five books of the Law.
3. Explain how laws can help you to live peacefully in your community.
4. Briefly explain the beliefs of christians.
5. How christian beliefs can help you to live in harmonious life in your society?
6. What does the term Islam mean?
7. Define the following concepts:
 - a. Quran
 - b. Hadith
8. Discuss the Islamic six pillas of faith.

UNIT 5:

THE PILLARS OF FAITH IN ABRAHAMIC RELIGIONS

Key Unit competence: Evaluate the contribution of Religious values to the peaceful life in the society.



UN peace keeping intervention versus armed rebellion to protect people and refugees

Introductory Activity

1. Discuss on the things that are important to observe in order to have peace.
2. According to you, what are the causes and consequences of insecurity?



People in a village having their meal together, others playing football

5.1. Learning activity :

In the picture above, we see people living together peacefully. There is sharing and playing together. Describe what you understand by the term peace, and discuss why you think peace is very important in society.

5.1. Meaning of Peace and inner peace

a. Definition of Peace

The concept of peace is etymologically in line with the Latin **pax** and the Greek **eirene** which are approximations of Hebrew **shalom** a cognate of Arabic **salaam**, meaning safety, prosperity and security. Like other abstract terms, peace is intangible. But like “happiness”, “justice” and “freedom”, **we recognize peace by its absence**. Peace denotes the opposite of things we don't like, that disturb our peace.

It is often said that peace is not merely the absence of war but presence of justice. The word peace can be defined as a social and political condition that ensures development of individuals, society and nation.

It is a state of harmony characterized by the existence of healthy relationships.

It is a condition related to the social or economic welfare and equality.

It is also related to a working political order that serves true interests of all.

In the context of intra-national and international relations, peace implies the presence of socio-cultural and economic understanding and unity.

Some scholars have differentiated negative peace from positive peace.

Negative peace implies that there is no visible violence. In this case, there could be lots of unresolved underlying issues that people do not want to talk about.

On the other hand **positive peace** is a situation where there is restoration of relationships, the creation of social systems that serve the needs of the whole population and the constructive resolution of conflicts so that situation do not escalate to open violence. Peace therefore, is a situation that prevails when there exist respectful attention to the legitimate needs and interests of all concerned.

Christians are called to be **peace builders**. In simple terms peace building is all activity aiming at improving the quality of life. Peace building prevents, reduces, transforms and helps people recover from all forms of violence. Throughout the word of God, young people have always been called to rise and shine and be examples and role models in their communities as peace builders (Isaiah 9:6; Psalms 34:14; Ecclesiast 9:18). God himself is a God of peace and hope. Young people are called to be ambassadors of peace and hope. They can become instruments of peace, harmony, love and unity

in their community through mediation, mobilization, advocacy, ensuring security, creating awareness on human rights (Matthew 5:9; Ephesians 4:3; Romans 12:18).

b. Definition of inner peace

Inner peace is also called peace of mind or inner calmness. It can be developed through a kind of exercises and behaviours or discipline. It refers to a state of being mentally and spiritually at peace, with enough knowledge and understanding to keep oneself strong in the face of discord or stress. Being “at peace” is considered by many to be healthy (homeostasis) and the opposite of being stressed or anxious, a state where our mind performs at an optimal level with a positive outcome. Peace of mind is thus generally associated with bliss, happiness and contentment. Peace of mind, serenity, and calmness are descriptions of a disposition free from the effects of stress.

5.1 Application activity:

1. Define the term Peace
2. Distinguish between positive peace and negative peace
3. After defining the term inner peace explain the actions you can carry out to develop inner peace.

5.2. Obstacles to Peace and inner peace

5.2. Learning activity :

Observe and describe the pictures below and discuss on the factors that can be barriers to peace



The obstacles of inner peace in the society, habit makes our character and then after, our personality. When one does not develop a number of tips to maintain his or her inner peace, he or she will find him/herself dominated by stress and then overloaded by ideas and actions that can lead to a disharmonious life. Being so, inner peace will progressively die and loose its place in one's life. Therefore, stress is the big obstacle of inner peace.

The other obstacles of inner peace are: failure to achieve goals, physical and mental troubles, fear, anger, hatred, disputes, quarrels, hunger, bad relationships with others,

Actions that can develop inner peace: Finding peace within is a wonderful but also a difficult thing. It is easy to go looking for it in the wrong places. So here are five timeless thoughts to help develop your inner peace:

- **Simplify:** The simplification of life is one of the steps to inner peace. A persistent simplification will create an inner and outer well-being that places harmony in one's life.
- **Accept:** Acceptance of others, their looks, their behaviours, their belief, bring you an inner peace and tranquillity instead of anger and resentment.

- **Forgive:** Inner peace can be reached only when we practice forgiveness. Forgiveness is letting go of the past, and is therefore the means for correcting our misperceptions. Forgiveness is important because as long as you don't forgive someone you are linked to that person.
- **Do what you enjoy:** Never continue in a job you don't enjoy. If you're happy in what you're doing, you'll like yourself, you'll have inner peace. And if you have that, along with physical health, you'll have more success than you could possibly have imagined.
- **Be careful with your inner peace:** Never be in a hurry; do everything quietly and in a calm spirit. Do not lose your inner peace for anything whatsoever, even if your whole world seems upset.

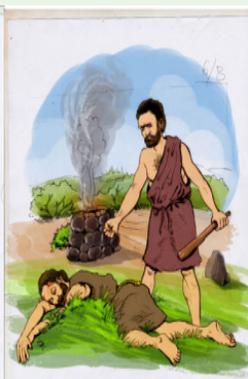
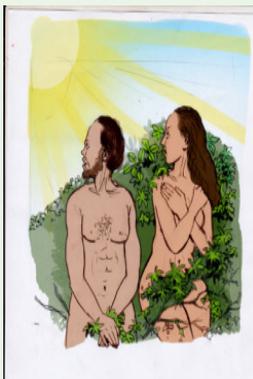
5.2. Application activity:

1. List the factors that influence the lack of inner peace.
2. Explain how stress is the big obstacle of inner peace.
3. Discuss the actions that can develop your inner peace.

5.3. Religious teaching on Peace

5.1. Learning activity :

1. Observe the images below and read Genesis 4:1-12 in the Bible.
2. Find out why Cain killed his brother Abel.
3. What else could he have done to avoid committing murder?



Adam and eve after sin

Cain kills Abel

The flood in time of Noah

Towel of Babel fall

In biblical view, peace describes the state of those who love the word of God (Psalm 119:165). It depicts the concept of peace expressed in the blessing of Aaron found in Numbers 6:24, wherein it sums up all blessings and is closely associated with the presence of God. Peace is the result of God's presence in a person's life as God is the source of Peace (Psalm 85:8).

Peace in the Old Testament

In the Old Testament, the primarily Hebrew word for peace is *shalom*, and it refers to relationships between people (Genesis 34:21), nations (1 Kings 5:12), and God with men (**Psalm 85: 8**). Peace is a desired status in each of these arenas, and *shalom* is often tied to a covenant or promise kept. A familiar friend (literally, "friend of my peace" in Psalms 41:9) is one with whom you would be at ease, a trusted companion. Peace was the standard greeting (1 Samuel 25:6), still used in many cultures today.

Shalom denotes completion or wholeness. The general meaning of the root word is of entering into a state of wholeness and unity, a restored relationship. It also conveys a wide range of nuances: fulfillment, completion, maturity, soundness, wholeness, harmony, tranquillity, security, well being, welfare, friendship, agreement, success and prosperity. The word *shalom* occurs more than 250 times in the Tanakh and appears in 213 separate verses.

Peace in the New Testament

In the New Testament the primarily Greek word for peace is *eirene*, and it refers to rest or tranquillity. Peace is the state of law and order that gives rise to the blessing of prosperity. It also used to denote peaceful conduct towards others. The New Testament use of the *eirene* remains firmly based in the Hebrew traditions of *Shalom* in the Tanakh. It can describe both the content and the goal of all Christian preaching, since the message is called the Gospel of peace (Ephesians 6: 15). The word is found 91 times in the New Testament, 24 of which are in the Gospels.

A key focus of peace in the New Testament is the advent of Jesus Christ. As announced by the angels in Luke 2: 14 ("Peace on earth"). Isaiah had predicted the Messiah would be the prince of peace (Isaiah 9:6), and He is called the Lord of peace in 2 Thessalonians 3:16. It is through Christ's work of justification that we can have peace with God (Romans 5:1); and that peace will keep our hearts and minds secure (Philippians 4:7).

God commands us to seek peace (Psalms 34:14; Matthew 5:9). We should "make every effort to do what leads to peace (Romans 14:19). Of course there will be people who do not desire peace, but we are still to do our utmost

to be at peace with them (Romans 12:18). Believers have an obligation to “let the peace of the Lord rule” in their hearts (Colossians 3:15). This means we have the choice either to trust God’s promises (letting His peace rule) or to rely on ourselves and reject the peace he offers. Jesus gave his disciples peace based on truth that he has overcome the world (John 14:27; 16:33). Peace is the Fruit of the Holy Spirit, so, if we are allowing the Spirit of God to rule in our lives, we will experience His peace. To be spiritually minded brings life and peace, according to Romans 8:6.

The world will continue to have wars and interpersonal conflicts until Jesus comes to establish true, lasting peace (See Isaiah 11:1-10), but God will give His Peace to those who trust Him. Jesus took the chastisement of our peace (Isaiah 53:5) and has made it possible for us to have peace with God. Once His peace rules in our hearts, we are able to share that peace with others; we become publishers of peace (Isaiah 52:7) and ministers of reconciliation (2 Corinthians 5:18).

5.3. Application activity:

1. State the biblical meaning of peace. Discuss
2. Comment on this statement, “Peace is the result of God’s presence in a person’s life.”
3. What do you know about the biblical teachings concerning peace

5.4. Peace and Conflict

5.4. Learning activity :

1. Find the meaning of the term conflict.
2. In the conflict situation below, who is the mediator and who are the fighters?
3. Propose all the causes of conflict that you know.



A man stopping two men who were fighting

Definition of conflict

A conflict is a situation where there is opposition between two persons or entities. It is the result of incompatibility of objectives and manifested behaviours by protagonists. The term conflict comes from the Latin “*conflictus*” which means an “act of striking together”. In other words, conflict basically means a situation of competitive or opposing action. Put differently, conflict is a natural and even necessary part of our lives whether at home, in our families, at work, or within the church because it helps to resolve issues which would otherwise prevail. Intense conflicts can, but do not have to, lead to violence. This means that when a conflict is not well resolved, it may generate severe problems.

Types of conflict

Conflicts can be classified into four types:

Interpersonal conflicts

This refers to the conflict between two people. This is because people are different from one another. For example, some people get angry easily, some are emotional, others are slow to anger.

Intrapersonal Conflict

These are the conflicts that occur within an individual. The experience takes place in the person’s mind. It is a psychological conflict as it involves people’s thoughts, values, principles, and emotions. Intrapersonal conflict may be a simple one like making a decision between going or not going for lunch.

Intragroup conflicts

It is a type of conflict that happens among individuals within a team. The incompatibilities and misunderstandings among these individuals lead to an intragroup conflict. It arises from interpersonal disagreements (e.g. team members have different personalities which may lead to tension) or differences in views and ideas (e.g. in a presentation, members of the team might find the notions presented by the one presiding to be erroneous due to their differences in opinion). Within a team, conflict can be helpful in coming up with decisions which will eventually allow them to reach their objectives as a team.

Intergroup conflict

This takes place when a misunderstanding arises among different teams within an organization. For instance, the sales department of an organization can come in conflict with the customer support department. This is due to the varied sets of goals and interests of these different groups. In addition, competition also contributes for intergroup conflict to arise. There are other factors which fuel this type of conflict. Some of these factors may include a rivalry in resources or the boundaries set by a group to others which establishes their own identity as a team.

Conclusively conflict may seem to be a problem to some, but this is not how conflict should be perceived. On the other hand, it is an opportunity for growth and can be an effective means of opening up among groups or individuals. However, when conflict begins to draw back productivity and gives way to more conflicts, then conflict management would be needed to come up with a resolution.

Causes of Conflicts

Here are some of the causes of conflict that can arise in society:

- 1. Failure to apologise:** Failure to apologise for the wrong done to others can lead to conflict. People are human and therefore they are not always perfect. They make mistakes and wrong others. However, if one is wronged but the offender fails to express regret for the wrong done that can lead to a conflict.
- 2. Backbiting:** Backbiting is another vice which can cause conflict. Backbiting annoys many people. It hurts most when it is a friend that has been backbiting you. You feel betrayed, such a friend proves to be unfaithful to you.

3. **Selfishness:** Being selfish is about being self centred and always pursuing selfish interest. A person who always puts his interests first without considering the good of others is selfish person.
4. **Envy:** An envious person feels bad when another person is favoured, gets good grades at school or does something better than him or her. Envy leads to gossiping, insulting others and or even fighting. (James 4:1-2)
5. **Divisive manipulation:** This is what colonialists used “divide and rule”. They would turn peaceful African communities against each other to fight but in the interests of the colonialists.
6. **Nepotism and tribalism:** Nepotism is about favouring one’s relatives at the expense of others. An example is a leader who can unjustly employ his or her relatives in Government offices. Normally such persons are appointed without following the proper rules of appointing civil servants.
7. **Prejudice:** This means judging someone before you know the facts. It is the act of judging others without supporting evidences. Many times we are prejudiced against others on the basis of their personal characteristics, say obesity, disability, homelessness, age, skin complexion or height.
8. **Lack of self-control:** Some people are ‘short-tempered’; they hardly control their anger which results in being quarrelsome person.
9. **Poverty:** When people are poor they are not happy. They tend to think that those who are rich are the ones who made them poor. The poor think that the rich have accumulated a lot of money of which some would have belonged to the poor.
10. **Injustice:** this refers to unfair treatment of one party by another. It is therefore, the absence of equal treatment, misuse of laws against others and victimising any person by any means. Injustice of whatever kind breeds bitterness, hatred and the desire to seek for revenge. It is this desire to seek for revenge which eventually leads to conflict or violence.

Consequences of conflict in society

1. **Lack of peace:** The first thing a conflict takes away from people is peace. Where there is conflict, people live in fear and are always worried. They do not know what can happen any time. Where there is absence of peace, people cannot concentrate on things that matter a lot to their existence. This blocks development and progress.

2. **Deaths during wartime:** The most important thing for any person is his or her life. Once life is lost nothing else has any meaning to a dead person. Conflict that can lead to physical aggression such as war is deadly because it can cause injuries or death. The main reason why people flee away from war zones is the fear of being killing deliberately or accidentally by stray bullets or explosives.
3. **Migration:** Conflict can lead to real physical war. Where there is conflict or an actual war there is neither peace nor safety. Those who feel vulnerable and cannot defend themselves decide to migrate to other areas where they can be safe. By migrating they leave behind their homes and places of their daily activities. They often move to places where they may not have relatives. This makes them refugees or internally displaced people. They begin to live on handouts from well-wishers, charity organisations or the Government.
4. **Destruction of infrastructure:** War is always disaster. Battlefields are characterised with exchange of bullets, bombs and different kinds of explosives. When this land of infrastructure such as water facilities, electricity generating sources, roads and buildings are destroyed. All these things are important for the provision of social services. Government spends a lot of money to establish these social facilities.

However, a war of a few days can destroy facilities that took Government several years to establish. Even when a war ends, it always takes a long times to rebuild the infrastructures that were destroyed during the war time.

5.4 Application activity:

1. Define the term conflict.
2. Explain the types of conflict that you know.
3. Highlight the causes and consequences of conflict in society.

5.5. Methods of Conflict resolution

5.5. Learning activity :

The story of Uwineza and Gasimba

Uwineza and Gasimba are Senior one students and were still fighting in the field when Mahoro arrived. They were fighting over a lost pen they found in the field. Each one of them claimed that the pen belonged to them. Nobody wanted to lose the fight. Mahoro stopped them from fighting and requested them to give her the pen. Because she was a friend and classmate to both, they gave her the pen. Then she asked them who was the real owner but both claimed ownership. She told them that she, as the mediator, would take the pen. Gasimba became happy that neither of them would get the pen. Uwineza looked innocent as she said she did not have a pen to use in the class. Mahoro decided to take the pen to class without the two. She went entered the classroom and asked other students about the pen. Those close to Uwineza confirmed that the pen belonged to her. She called the two and gave the pen to Uwineza because she was convinced that the pen belonged to her. After that clear evidence, Gasimba said that he only admired the pen. He therefore agreed to buy five pens for her as they shook hands.

1. From the above story did you know that it was good to be honest? Explain. Identify at least two methods of solving conflict.
2. Identify the evidence that the two classmates in conflict were eventually reconciled.
3. What do you think was the situation after solving the conflict ? Think and discuss other methods of conflict resolution.



A mediator between two men who were fighting

There are several methods used to cope with conflict. Those methods are called Conflict resolution methods. Some of them are: **mediation or dialogue, negotiation, arbitration, promoting democratic rule, counselling and litigation.**

1. Mediation or dialogue:

Mediation is a voluntary process in which an impartial person (the mediator) helps with communication and promotes reconciliation between the parties which will allow them to reach a mutually acceptable agreement. Mediation often is the next step if negotiation proves unsuccessful.

The Process: The mediator manages the process and helps facilitate negotiation between the parties. A mediator does not make a decision nor force an agreement. The parties directly participate and are responsible for negotiating their own settlement or agreement.

2. Negotiation:

Negotiation is the most basic means of settling differences. It is back-and-forth communication between the parties of the conflict with the goal of trying to find a solution.

The Process: You may negotiate directly with the other person. You may hire an attorney to negotiate directly with the other side on your behalf. There are no specific procedures to follow - you can determine your own - but it works best if all parties agree to remain calm and not talk at the same time. Depending on your situation, you can negotiate in the board room of a big company, in an office or even in your own living room.

Negotiation allows you to participate directly in decisions that affect you. In the most successful negotiations, the needs of both parties are considered. A negotiated agreement can become a contract and be enforceable.

3. Arbitration:

Arbitration is the submission of a disputed matter to an impartial person (the arbitrator) for decision.

The Process: Arbitration is typically an out-of-court method for resolving a dispute. The arbitrator controls the process, will listen to both sides and make a decision. Like a trial, only one side will prevail. Unlike a trial, appeal rights are limited.

In a more formal setting, the arbitrator will conduct a hearing where all of the parties present evidence through documents, exhibits and testimony. The parties may agree to, in some instances, establish their own procedure; or an administering organization may provide procedures. There can be either one arbitrator or a panel of three arbitrators. An arbitration hearing is usually held in offices or other meeting rooms.

4. Promoting democratic rule:

The most conflicts in Africa are caused by bad governance; leaders should strive to establish democratic rules in their countries. When people are led democratically and can participate in the management of their countries, conflicts will be reduced. Elections must be free and fair so that those defeated accept results honorably. Wherever there is serious discontent over election results, those cheated can resort to violence.

5. Counselling:

This is the profession of advice and guidance in resolving a personal problem. Counselling is a framework through which the counsellor reaches out to a person in need of advice and guidance for the purpose of enabling that person to overcome some certain personal difficulties. Sometimes, the cause of conflict between parties or people can be personal weaknesses that need to be addressed in order to end dispute. Counselling can play an important part in helping individuals involved in a dispute to be reconciled.

The counsellor can help individuals to identify better and safer ways of solving problems that had previously seemed very difficult to deal with.

6. Litigation

Litigation is the use of the courts and civil justice system to resolve legal controversies. Litigation can be used to compel opposing party to participate in the solution.

The Process: Litigation is begun by filing a lawsuit in a court. Specific rules of procedure, discovery and presentation of evidence must be followed. The attorney for the other side will want to take your deposition to learn more about the facts as you see them and your position in the case. There can be a number of court appearances by you and/or your lawyer. If the parties cannot agree how to settle the case, either the judge or a jury will decide the dispute for you through a trial.

A trial is a formal judicial proceeding allowing full examination and determination of all the issues between the parties with each side presenting its case to either a jury or a judge. The decision is made by applying the facts of the case to the applicable law. That verdict or decision can conclude the litigation process and be enforceable; however, if appropriate, the loser can appeal the decision to a higher court. In some cases, the losing party may have to pay the costs of the lawsuit and may have to pay the other party's attorney fees.

For conflict based on interest, approaches like win-win, lose-lose and win-lose are frequently used.

- **Active Nonviolence Methods**

Definition of Active Non-Violence: It is the personal practice of being harmless to self and others under every condition. The idea came from the philosophy of "abstention from violence: not hurt animals, people and environment. Gandhi, Martin Luther King Junior and Mandela used this kind of methods for several times. Among the principles of Active Non Violence, we can cite: non-aggression, non-killing, non-violence, etc.

Six Principles of nonviolence in conflict resolution (according Martin Luther King Jr)

1. Nonviolence is a way of life for courageous people. It is active nonviolent resistance to evil.
2. Nonviolence seeks to win friendship and understanding. The end result of nonviolence is redemption and reconciliation.

3. Nonviolence seeks to defeat injustice, not people. Nonviolence recognizes that evildoers are also victims.
4. Nonviolence holds that suffering can educate and transform. Nonviolence willingly accepts the consequences to its acts.
5. Nonviolence chooses love instead of hate. Nonviolence resists violence to the spirit as well as the body. Nonviolence love is active, not passive. Nonviolence love does not sink to the level of the hater. Love restores community and resists injustice. Nonviolence recognizes the fact that all life is interrelated.
6. Nonviolence believes that the universe is on the side of justice. The nonviolent resister has deep faith that justice will eventually win.

- **Gandhi and Active Non-Violence Methods**

Mahatma Gandhi (2 October 1869 – 30 January 1948) was an Indian activist who was the leader of the Indian independence movement against British rule. Employing nonviolent civil disobedience, Gandhi led India to independence and inspired movements for civil rights and freedom across the world. Gandhi's birthday, 2 October, is commemorated in India as Gandhi Jayanti, a national holiday, and worldwide as the International Day of Nonviolence. According to Gandhi, nonviolence and truth are inseparable.

- **Martin Luther King and Active Non-Violence Methods**

Martin Luther King Junior (January 15, 1929 – April 4, 1968) was an American Baptist minister and activist who became the most visible spokesperson and leader in the civil rights movement from 1954 through 1968. He is best known for his role in the advancement of civil rights using the tactics of nonviolence and civil disobedience based on his Christian beliefs and inspired by the nonviolent activism of Mahatma Gandhi. King believed and declared that violence was immoral.

- **Mandela Nelson and Active Non-Violence Methods**

Nelson Mandela (18 July 1918 – 5 December 2013), (imprisoned for 27 years) was a South African anti-apartheid revolutionary, political leader, and philanthropist, who served as President of South Africa from 1994 to 1999. He was the country's first black head of state and the first elected in a fully representative democratic election. His government focused on dismantling the legacy of apartheid by tackling institutionalized racism and fostering racial reconciliation. Ideologically an African nationalist and socialist, he served as President of the African National Congress (ANC) party from 1991 to 1997.

- **Effects of Conflict Resolution (individual, family and society)**

Conflict resolution has significant impact on individual, family and society.

At the individual level, the person whose conflict is resolved, is peaceful and can work positively and successfully. When he or she has overcome his/her conflicts, he/she becomes a source of benediction for others.

At the family level, the resolution of conflicts creates harmony between family members and enhances their efforts for integral development.

At the society level, conflict resolution contributes to the welfare and development of communities.

Conflict Analysis

For conflicts to be resolved, it is necessary to understand what is going on between conflicting individuals or entities. One needs to study the problem, analyze it and this to be easy some tools can be helpful.

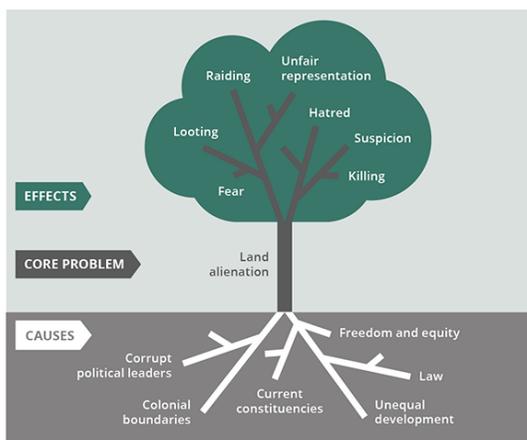
- **Problem Analysis**

It is usually said that a problem well analyzed is a problem half solved. In a basic conflict analysis, we should gather as much information and knowledge about:

- Who are the people directly and indirectly affected by the conflict? What are their perspectives about the conflict?
- What are the underlying issues and needs that are not being mentioned?
- What are the roots causes of the conflict? Do the conflicts have historical roots or do they come from the current social context?
- If there is no immediate intervention, is the conflict likely to escalate to violence?
- Are there parties who may be benefiting from the conflict; and is there anyone trying to resolve the conflict?
- How should you intervene in the conflict?
- **Classical Problem Solving Approach**
 - The following steps can help solving the problem:
 - Define the problem.
 - Generate as many options as possible for resolution.

- Evaluate the options.
- Pick the best.
- Develop implementation plan.
- **Alternative approach to Conflict Resolution**

One of the tools to resolve conflicts is by the “*The conflict resolution tree*”. As the name suggests, the conflict resolution tree focuses on the root causes of the core problems that we can visibly see. The analogy of a tree is very familiar with most people hence they can easily identify with the dynamics in the analysis. In the Conflicts Resolution Tree, the leaves and branches represent the effects while the stem or trunk represents the core problem. Of course the roots represent the root causes of the conflict.



Brief description of the tool

This is a graphic model that uses the image of a tree in order to identify causes and effects of a core problem through three questions:

- What is the name of the tree? (i.e. What is the core problem?)
- What are the roots of the tree? (i.e. What are the causes of the core problem?)
- What are the branches of the tree? (i.e. What are the effects of the core problem?)

Using the Conflict Resolution Tree, we can ask some questions about any situation of conflict such as:

- Questions about obvious issues that we can see on the green leaves.
- Questions about the relationship between the leaves and the core issues and conditions of the roots.
- Questions about the trunk which represents the core problem. For example, if the problem is drug abuse, we need to ask why young people are engaging in drug abuse.

5.5. Application activity:

1. Define conflict resolution methods.
2. Outline different means of conflict resolution.
3. Explain the active non violence method of conflict resolution and outline its principles according to Martin Luther King Junior.
4. Outline the effects of conflict resolution to an individual, family and society.

5.5. End unit assessment

1. Why is the lack of peace in any given area a great disadvantage to people?
2. Highlight the causes and consequences of conflict in society.
3. Identify and explain the effects of war on a development.
4. Among the following five actions, find one which cannot develop inner peace: Simplify, Accept, Forgive, Do not do what you enjoy, be careful with your inner peace.
5. Explain how stress is the big obstacle of inner peace.
6. Distinguish the different types of conflict.
7. Explain the different ways conflicts can be resolved.

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