COMPETENCY BASED EDUCATION

KENYA CERTIFICATE OF BASIC EDUCATION
SENIOR SCHOOL CURRICULUM

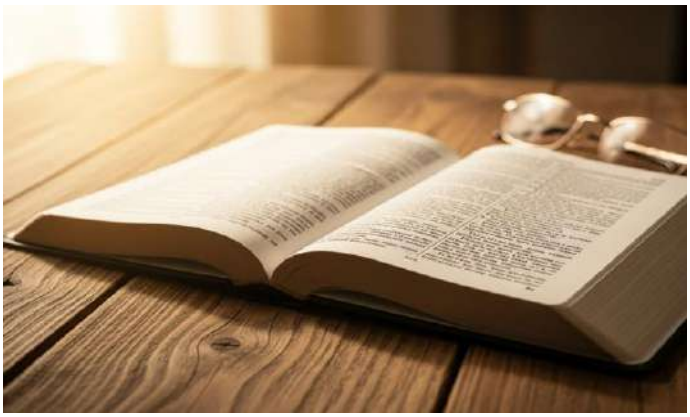
GRADE 11 CHRISTIAN RELIGIOUS EDUCATION NOTES



AUTHOR: COMPETENCE EDUCATION GROUP

STRAND 1.0: THE OLD TESTAMENT

SUB-STRAND 1.1: METHODS OF STUDYING THE HOLY BIBLE



TOPIC: SCRIPTURE, OBSERVATION, APPLICATION AND PRAYER (S.O.A.P) AND CHARACTER SUMMARY METHOD

Specific Bible passages: Genesis 39:1–21 and Genesis 40:1–23.

Key biblical character: Joseph, son of Jacob.

1.0 INTRODUCTION TO METHODS OF STUDYING THE HOLY BIBLE

1.1 Meaning of the Bible

The Bible is the sacred book of Christians, containing God's revelation, teachings, instructions and messages to humanity. It guides Christians in their relationship with God and with other people.

The Bible is divided into two main sections:

1. **The Old Testament:** Contains accounts of creation, the history of God's people, God's laws, wisdom literature, prophecies and promises.
2. **The New Testament:** Contains the life and teachings of Jesus Christ, the work of the apostles, the early Church and Christian teachings.

1.2 Meaning of Bible study

Bible study is the systematic reading, examination, interpretation and application of the teachings of the Bible to understand God's message and live according to His will.

It involves more than simply reading biblical passages. A Christian should seek to understand the meaning of Scripture and apply its teachings in everyday life.

1.3 Meaning of methods of studying the Bible

These are organised approaches or procedures used by Christians to read, understand, interpret and apply biblical teachings.

Examples include:

1. Scripture study method.
2. Observation method.
3. Application method.
4. Prayer method.
5. SOAP Bible study method.
6. Character Summary method.

7. Topical Bible study method.
8. Chapter summary method.
9. Biographical Bible study method.

In this sub-strand, emphasis is placed on the SOAP and Character Summary methods.

1.4 Importance of studying the Bible

Bible study is important because it:

1. **Helps Christians understand God:** It reveals God's nature, character, promises and expectations.
2. **Strengthens faith:** Christians develop confidence in God's power and faithfulness.
3. **Provides moral guidance:** It teaches values such as honesty, humility, kindness, justice and forgiveness.
4. **Promotes spiritual growth:** It helps believers develop a closer relationship with God.
5. **Helps Christians overcome challenges:** Biblical examples provide encouragement during difficult circumstances.
6. **Promotes good relationships:** It teaches Christians to respect, forgive and care for others.
7. **Provides wisdom:** It helps Christians make responsible decisions.
8. **Encourages prayer:** Studying Scripture helps believers communicate with God.
9. **Promotes responsible citizenship:** Biblical teachings encourage integrity, fairness, respect for authority and service to the community.
10. **Prepares Christians for service:** It equips believers to help others and contribute positively to society.

2.0 THE SOAP METHOD OF STUDYING THE BIBLE

2.1 Meaning of the SOAP method

The SOAP method is a systematic approach to studying the Bible through four main stages: Scripture, Observation, Application and Prayer.

The word SOAP is an abbreviation formed from the first letters of the four stages.

It enables Christians to understand biblical passages, identify important lessons and apply God's teachings to their daily lives.



2.2 The four stages of the SOAP method

A. S – SCRIPTURE

Definition: Scripture refers to the written Word of God contained in the Bible.

In this stage, a learner selects and reads a particular Bible passage carefully.

Activities involved include:

1. Selecting a Bible passage for study.
2. Reading the passage slowly and carefully.
3. Reading the passage more than once to understand its message.
4. Identifying important verses.
5. Identifying key words and statements.
6. Writing down a verse that communicates an important message.
7. Reading the surrounding verses to understand the context.
8. Identifying the main theme of the passage.

Example: Genesis 39:2

The passage teaches that the Lord was with Joseph and enabled him to prosper in his master's household.

A learner may select this verse because it demonstrates God's presence and faithfulness.

Importance of the Scripture stage

- Provides the biblical foundation for the study.
- Helps learners understand what the Bible actually says.
- Prevents Christians from relying on personal opinions alone.
- Enables learners to identify God's message.
- Provides a basis for further observation and application.

B. O – OBSERVATION

Definition: Observation is the careful examination of a Bible passage to identify the people, events, places, actions, instructions and messages contained in it.

At this stage, the learner asks questions about what is happening in the passage.

Important observation questions include:

- Who is involved?
- What happened?
- Where did the events take place?
- When did the events occur?
- Why did the events happen?
- How did the people respond?
- What does the passage reveal about God?

Activities involved in observation

1. Identifying the main characters.
2. Identifying the setting of the events.
3. Identifying the major actions.
4. Noting important conversations.
5. Identifying repeated words or ideas.
6. Identifying problems and how they were handled.
7. Identifying God's involvement in the events.
8. Identifying the consequences of people's actions.

Example: Genesis 39:1-21

Through observation, a learner identifies that:

- Joseph was taken to Egypt after being sold.
- Potiphar bought Joseph from the traders.
- Joseph worked in Potiphar's household.
- Joseph was trustworthy and hardworking.
- God was with Joseph.
- Potiphar's wife attempted to tempt Joseph.
- Joseph refused to commit an immoral act.
- Joseph was falsely accused.
- Joseph was imprisoned.
- God continued to show Joseph kindness.

Importance of observation

- Helps learners understand biblical events accurately.
- Develops critical thinking skills.
- Enables learners to distinguish facts from personal opinions.
- Helps identify important biblical principles.
- Encourages detailed examination of Scripture.

C. A – APPLICATION

Definition: Application is the process of relating the lessons and teachings of a Bible passage to one's personal life and everyday experiences.

It involves putting God's Word into practice.

A learner asks:

1. What lesson can I learn from this passage?
2. What should I change in my behaviour?
3. How can I practise the teachings?

4. How can I apply the message at school?
5. How can I apply the message at home?
6. How can the teaching help me relate with other people?

Example: Genesis 39:1-21

Joseph refused to engage in an immoral act despite being under pressure.

Possible applications include:

- Learners should maintain moral integrity even when nobody is watching.
- Young people should resist negative peer pressure.
- Christians should remain faithful to God during difficult situations.
- Employees should be honest and responsible in their work.
- People should avoid making false accusations against others.
- Christians should not abandon their values in pursuit of personal benefits.

Application in the Kenyan context

A Grade 11 learner can apply Joseph's example by:

1. Refusing to participate in examination cheating.
2. Avoiding dishonest activities in school.
3. Respecting teachers, parents and fellow learners.
4. Rejecting negative peer pressure.
5. Reporting wrongdoing through appropriate channels.
6. Being responsible when entrusted with school property.
7. Maintaining honesty when using digital platforms.
8. Demonstrating integrity during leadership and community activities.

Importance of application

- Makes Bible study practical.
- Encourages positive behavioural change.
- Promotes moral responsibility.
- Helps Christians solve everyday challenges.
- Strengthens Christian values in society.

D. P - PRAYER

Definition: Prayer is communication between a person and God. It involves praising God, giving thanks, confessing sins, requesting guidance and seeking God's help.

In the SOAP method, prayer is the stage where the learner responds to the message received from Scripture.

Activities involved in prayer

1. Thanking God for His Word.
2. Praising God for His faithfulness.

3. Confessing personal weaknesses and mistakes.
4. Asking God for wisdom and understanding.
5. Requesting strength to apply biblical teachings.
6. Praying for other people.
7. Asking for God's protection and guidance.
8. Committing to live according to God's instructions.

Example: Prayer based on Genesis 39:1-21

Dear God, thank You for teaching me through Joseph's life. Help me to remain faithful, honest and disciplined even when I face pressure. Give me courage to reject wrongdoing and strength to do what is right. Help me to trust You during difficult situations. Amen.

Importance of prayer

- Strengthens the relationship between Christians and God.
- Encourages dependence on God.
- Helps believers seek guidance.
- Promotes spiritual discipline.
- Provides an opportunity to respond to God's Word.
- Encourages forgiveness and personal transformation.

2.3 Summary of the SOAP method

THE SOAP BIBLE STUDY FRAMEWORK

S

SCRIPTURE

What does the Bible say?

O

OBSERVATION

What do I notice?

A

APPLICATION

How can I practise it?

P

PRAYER

How do I respond to God?

The four stages work together to promote meaningful Bible study.

2.4 Worked example of the SOAP method

Bible passage: Genesis 39:2–4

Theme: God's presence and faithfulness in Joseph's life.

SOAP stage	Application to Joseph's story
Scripture	Read Genesis 39:2–4.
Observation	God was with Joseph. He worked faithfully and gained the confidence of Potiphar.
Application	Christians should remain hardworking, trustworthy and faithful even in unfamiliar environments.
Prayer	Ask God to help you remain faithful, honest and diligent in your responsibilities.

Conclusion: The SOAP method helps Christians move from reading the Bible to understanding its message and putting it into practice.

3.0 THE CHARACTER SUMMARY METHOD OF STUDYING THE BIBLE

3.1 Meaning of the Character Summary method

The Character Summary method is a Bible study approach that involves examining the life of a particular biblical character to understand their background, personality, actions, strengths, weaknesses, experiences and relationship with God.

It helps Christians learn from the experiences of people whose lives are recorded in the Bible.

A biblical character may be a prophet, king, judge, apostle, leader or an ordinary person whose experiences communicate important spiritual and moral lessons.

Examples of biblical characters include:

1. Joseph – Genesis 37–50.
2. Abraham – Genesis 12–25.
3. Moses – Exodus 2–34.
4. David – 1 Samuel 16–31; 2 Samuel.
5. Esther – Book of Esther.
6. Ruth – Book of Ruth.
7. Daniel – Book of Daniel.
8. Nehemiah – Book of Nehemiah.

3.2 Main stages of the Character Summary method

The method involves the following stages:

1. Identification of the biblical character

The learner selects the person whose life they want to study.

Activities include:

- Identifying the character's name.
- Identifying the character's family background.
- Establishing the character's historical period.
- Identifying the Bible passages that describe the person's life.

Example: Joseph, the son of Jacob, is the character selected for study.

2. Studying the character's background

This involves examining the person's family, upbringing, environment and circumstances.

Questions to consider:

- Who were the person's parents?
- Where did the person come from?
- What was the person's family background?
- What challenges did the person experience?
- What was the person's social position?

Example: Joseph was one of Jacob's sons. He was particularly loved by his father, which contributed to jealousy among his brothers.

3. Identifying the character's qualities and strengths

This involves examining positive attributes demonstrated by the character.

Examples include:

- Honesty.
- Faithfulness.
- Courage.
- Patience.
- Humility.
- Wisdom.
- Hard work.
- Forgiveness.
- Self-discipline.
- Responsibility.

Example: Joseph demonstrated integrity when he refused Potiphar's wife's advances.

4. Identifying the character's weaknesses and mistakes

This involves examining the character's shortcomings and the mistakes they made.

A fair character study should distinguish between a person's own mistakes and difficulties caused by other people's actions.

Example: Joseph's dreams and the way he shared them contributed to the jealousy of his brothers. However, he was also a victim of their cruel actions.

5. Examining the character's experiences and challenges

The learner identifies major events and difficulties in the person's life.

These may include:

- Family disagreements.
- Betrayal.
- Rejection.
- Persecution.
- Imprisonment.
- Leadership responsibilities.
- Success and failure.
- Difficult decisions.

Example: Joseph experienced rejection by his brothers, slavery in Egypt and wrongful imprisonment.

6. Examining the character's relationship with God

This involves identifying how the character trusted, obeyed or responded to God.

Questions include:

- Did the character trust God?
- How did the character respond to difficult situations?
- Did the character demonstrate faith?
- How did God guide or protect the character?
- What evidence of God's presence is found in the story?

Example: God was with Joseph throughout his experiences in Potiphar's house and in prison.

7. Identifying lessons learnt

The learner identifies the spiritual, moral and social lessons arising from the person's life.

Example: Joseph teaches Christians to remain faithful, honest and forgiving even when facing injustice.

8. Applying the lessons to everyday life

The learner explains how the character's experiences can influence personal behaviour and decisions.

Examples:

- Demonstrating honesty in school.
- Respecting family members.
- Avoiding revenge.
- Remaining faithful during difficulties.
- Treating people fairly.
- Being responsible in leadership.

3.3 Summary of the Character Summary method

Stage	Main activity
Identification	Select a biblical character.
Background	Examine family and upbringing.

Qualities	Identify strengths and positive values.
Weaknesses	Identify mistakes and shortcomings.
Experiences	Examine challenges and achievements.
Relationship with God	Examine faith and obedience.
Lessons	Identify spiritual and moral teachings.
Application	Relate lessons to everyday life.

3.4 Importance of the Character Summary method

1. **Promotes moral development:** Learners identify positive values from biblical characters.
2. **Encourages self-examination:** Learners reflect on their own behaviour and decisions.
3. **Develops critical thinking:** Learners analyse actions, decisions and consequences.
4. **Provides role models:** Biblical characters provide examples of faith, courage and integrity.
5. **Strengthens faith:** Learners understand how people depended on God during difficult situations.
6. **Promotes responsible behaviour:** It encourages learners to make ethical decisions.
7. **Teaches forgiveness:** Learners understand the importance of forgiving others.
8. **Develops leadership skills:** It highlights qualities needed for responsible leadership.
9. **Encourages perseverance:** Learners learn to remain hopeful during challenges.
10. **Promotes peaceful coexistence:** It teaches respect, understanding and reconciliation.

4.0 THE STORY OF JOSEPH

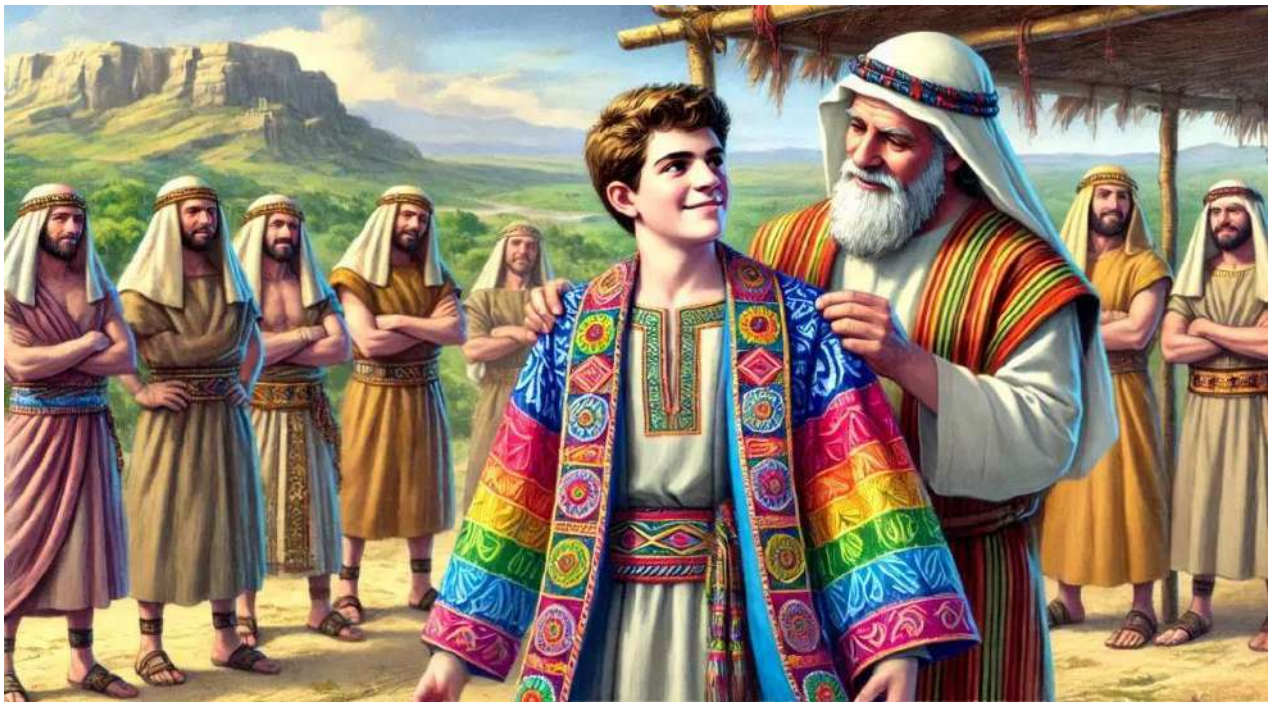
4.1 Introduction to Joseph

Joseph was one of the sons of Jacob and Rachel. His story is recorded in Genesis chapters 37–50.

He is remembered for his faithfulness to God, wisdom, integrity, forgiveness and ability to interpret dreams.

Joseph experienced several challenges, including jealousy from his brothers, slavery, false accusations and imprisonment. Despite these experiences, he remained faithful to God.

His life demonstrates that difficulties do not necessarily mean that God has abandoned a person.



4.2 Joseph's family background

Joseph was the son of Jacob and Rachel.

Important facts about Joseph's background include:

1. His father was Jacob, whose name was later changed to Israel.
2. His mother was Rachel.
3. Joseph had several brothers.
4. Benjamin was his younger brother and also Rachel's son.
5. Joseph was especially loved by his father.
6. Jacob gave Joseph a special robe, which contributed to jealousy among his brothers.
7. Joseph experienced dreams which suggested that he would occupy a position of authority in the future.

4.3 Events leading to Joseph's experiences in Egypt

Before studying Genesis 39 and 40, learners should understand the events that led Joseph to Egypt.

1. Joseph's brothers became jealous of him because of their father's special treatment.
2. Joseph shared his dreams with his family.
3. His brothers became increasingly hostile towards him.
4. They eventually sold him to traders travelling to Egypt.
5. Joseph was taken to Egypt.
6. He was bought by Potiphar, an Egyptian official and captain of Pharaoh's guard.

These events marked the beginning of Joseph's difficult experiences in Egypt.

5.0 JOSEPH IN POTIPHAR'S HOUSE

Bible reference: Genesis 39:1-6



5.1 Joseph's arrival in Egypt

According to Genesis 39:1, Joseph was taken to Egypt after being sold by the traders.

He was purchased by Potiphar, an Egyptian official who served as captain of Pharaoh's guard.

Joseph entered Potiphar's household as a slave.

Despite his difficult circumstances, Joseph remained hardworking and responsible.

5.2 God's presence in Joseph's life

Genesis 39:2 explains that the Lord was with Joseph and that he prospered.

This demonstrates that Joseph's circumstances did not separate him from God.

God continued to guide him even though he was living in a foreign country.

The presence of God in Joseph's life was demonstrated through:

1. His ability to perform his duties successfully.
2. His wisdom in handling responsibilities.
3. His good character.
4. The favour he received from Potiphar.
5. His increasing responsibilities in the household.

5.3 Joseph's faithfulness and hard work

Joseph performed his duties faithfully.

Potiphar recognised that Joseph was trustworthy and that God was with him.

As a result, Potiphar placed Joseph in charge of his household and entrusted him with his property.

Joseph became responsible for managing the household's affairs.

His responsibilities demonstrated that he was:

- Trustworthy.
- Hardworking.
- Organised.
- Responsible.
- Honest.
- Dependable.

5.4 God's blessing upon Potiphar's household

Genesis 39:5 records that the Lord blessed Potiphar's household because of Joseph.

This shows that Joseph's presence brought benefits to the household.

It also demonstrates that a person who acts with integrity can positively influence the lives of others.

5.5 Lessons learnt from Joseph's service in Potiphar's house

1. Christians should remain faithful to God wherever they are.
2. Hard work can earn the confidence of other people.
3. People should be responsible when entrusted with duties.
4. Honesty promotes trust in relationships.
5. Christians should not allow difficult circumstances to destroy their faith.
6. God can work through people to bring blessings to others.
7. Young people should develop a positive attitude towards work.

8. Success should be accompanied by humility and responsibility.
9. People should use their talents responsibly.
10. Good character is important in leadership and employment.

6.0 JOSEPH AND POTIPHAR'S WIFE

Bible reference: Genesis 39:7-18



6.1 Potiphar's wife's temptation

Genesis 39:7–10 describes how Potiphar's wife attempted to persuade Joseph to engage in an immoral relationship with her.

Joseph refused her advances.

He explained that Potiphar had trusted him with the management of the household and had not withheld anything from him except his wife.

Joseph recognised that accepting her proposal would be a betrayal of his master's trust and, more importantly, a sin against God.

6.2 Joseph's response to temptation

Joseph demonstrated strong moral principles.

His response showed that:

1. He respected marriage.
2. He valued honesty.
3. He respected his master's trust.
4. He understood the seriousness of sin.
5. He remained faithful to God.
6. He exercised self-control.
7. He was not willing to exchange his integrity for personal gain.

Joseph continued to refuse Potiphar's wife's advances.

6.3 Joseph's escape from wrongdoing

According to Genesis 39:11–12, Potiphar's wife eventually created an opportunity to pressure Joseph when the other household workers were away.

Joseph refused and left his garment behind as he escaped.

His decision demonstrated that he was determined to avoid wrongdoing.

6.4 Potiphar's wife's false accusations

After Joseph escaped, Potiphar's wife used the garment he had left behind to accuse him falsely.

She claimed that Joseph had attempted to mistreat her.

She presented her version of events to the other household workers and later to Potiphar.

Her accusations were dishonest and resulted in Joseph facing serious consequences.

6.5 Lessons learnt from Joseph's response to temptation

1. Christians should maintain sexual morality.
2. People should resist pressure to engage in wrongdoing.
3. Integrity should not depend on whether other people are watching.
4. Honesty is more important than temporary personal benefits.
5. Christians should respect marriage and family relationships.
6. Self-control is an important Christian value.
7. People should avoid situations that may encourage wrongdoing.
8. It is important to remain faithful to one's principles.
9. False accusations can cause injustice to innocent people.
10. Christians should seek God's strength when facing temptation.

Important biblical teaching:

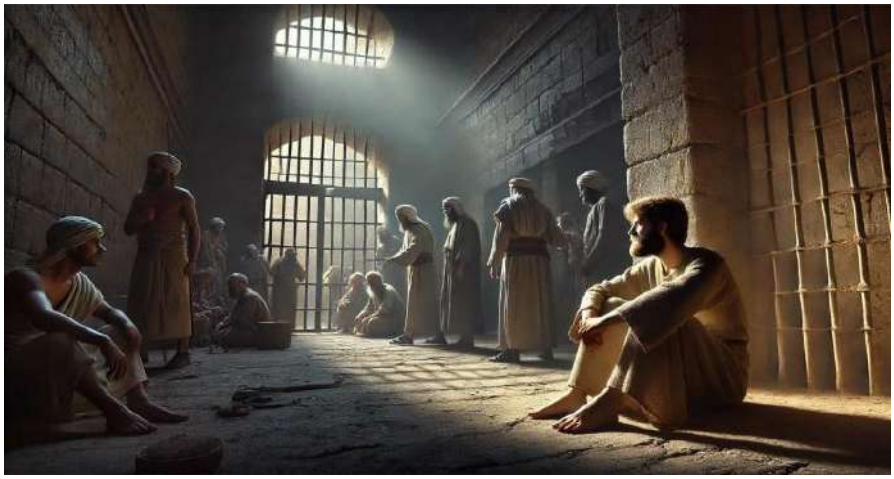
Genesis 39:9 records Joseph's powerful response:

"How then can I do this great wickedness, and sin against God?"

This statement demonstrates that Joseph's faith in God guided his decisions.

7.0 JOSEPH'S IMPRISONMENT

Bible reference: Genesis 39:19-21



7.1 Joseph is sent to prison

When Potiphar heard his wife's accusations, he became angry.

He ordered Joseph to be placed in prison, where Pharaoh's prisoners were kept.

Joseph suffered imprisonment despite having maintained his integrity.

His experience demonstrates that doing what is right does not always result in immediate rewards or recognition from people.

7.2 God's continued presence in prison

Genesis 39:21 explains that the Lord was with Joseph and showed him kindness.

God did not abandon Joseph during imprisonment.

The prison keeper also developed confidence in Joseph and entrusted him with responsibilities.

Joseph continued to demonstrate good character even in prison.

7.3 Joseph's conduct in prison

Joseph:

1. Remained responsible.
2. Continued working faithfully.
3. Maintained his integrity.
4. Earned the confidence of the prison keeper.
5. Demonstrated patience.
6. Trusted in God's presence.

7.4 Lessons learnt from Joseph's imprisonment

1. Christians should remain faithful during suffering.
2. God does not abandon those who trust in Him.
3. Innocent people may sometimes experience injustice.
4. People should not abandon their values because of difficult circumstances.
5. Patience is important when facing challenges.
6. Christians should avoid revenge.
7. Good character can be demonstrated in every environment.

8. People should continue fulfilling their responsibilities even when circumstances are unfavourable.
9. We should not judge others without establishing the truth.
10. Christians should maintain hope during difficult situations.

8.0 JOSEPH INTERPRETS THE DREAMS OF PHARAOH'S OFFICIALS

Bible reference: Genesis 40:1-23

8.1 The two officials are imprisoned

Genesis 40 describes how two of Pharaoh's officials were placed in prison where Joseph was also being held.

The two officials were:

1. The chief cupbearer.
2. The chief baker.

They had offended Pharaoh, their master, and were placed under the supervision of the captain of the guard.

Joseph was assigned to attend to them.

8.2 The officials have dreams

One night, the two officials each had a dream.

In the morning, Joseph noticed that they appeared troubled.

He asked them why they looked worried.

They explained that they had experienced dreams but had nobody to interpret them.

Joseph acknowledged that interpretations belong to God and requested them to explain their dreams.

This demonstrates Joseph's dependence on God rather than claiming that the ability to interpret dreams came from his own power.

8.3 The dream of the chief cupbearer

The chief cupbearer narrated his dream to Joseph.

In the dream:

1. He saw a vine with three branches.
2. The branches produced blossoms.
3. The blossoms developed into ripe grapes.
4. He held Pharaoh's cup.
5. He squeezed the grapes into Pharaoh's cup.

6. He then placed the cup in Pharaoh's hand.

Joseph interpreted the dream as follows:

- The three branches represented three days.
- Within three days, Pharaoh would restore the chief cupbearer to his former position.
- The cupbearer would again serve Pharaoh.

Joseph's interpretation came true.

Joseph's request to the chief cupbearer

Joseph requested the cupbearer to remember him when he returned to Pharaoh's service.

He asked him to mention his situation to Pharaoh so that he could be released from prison.

Joseph explained that he had been taken away from his homeland and imprisoned despite not having committed the wrongdoing for which he was accused.

8.4 The dream of the chief baker

When the chief baker heard that Joseph had interpreted the first dream positively, he also narrated his dream.

In his dream:

1. He was carrying three baskets of bread on his head.
2. The upper basket contained different kinds of baked food for Pharaoh.
3. Birds were eating the food from the basket.

Joseph interpreted the dream.

His interpretation was that:

- The three baskets represented three days.
- Within three days, Pharaoh would have the chief baker executed.
- The birds would eat his body.

Joseph's interpretation also came true.

8.5 Fulfilment of the two dreams

On the third day, which was Pharaoh's birthday, Pharaoh held a feast for his officials.

During the occasion:

1. The chief cupbearer was restored to his former position.
2. The chief baker was executed, as Joseph had interpreted.
3. The cupbearer returned to Pharaoh's service.
4. Unfortunately, the cupbearer forgot Joseph and did not mention him to Pharaoh.

Joseph therefore remained in prison.

8.6 Lessons learnt from Genesis 40:1-23

1. **God gives people different abilities:** Joseph was able to interpret dreams through God's guidance.
2. **God deserves glory:** Joseph acknowledged that dream interpretation belonged to God.

3. **We should help others:** Joseph was concerned about the sadness of the two officials.
4. **We should use our talents responsibly:** Joseph used his ability to interpret dreams to help others.
5. **We should remain hopeful:** Joseph continued serving others despite being imprisoned.
6. **We should not forget those who help us:** The chief cupbearer forgot Joseph after regaining his position.
7. **God's timing is important:** Joseph's release did not happen immediately.
8. **People should be compassionate:** Joseph noticed the emotional condition of the two officials.
9. **God can use difficult circumstances for a purpose:** Joseph's experiences prepared him for future responsibilities.
10. **We should remain faithful:** Joseph continued trusting God even when his situation did not improve immediately.

9.0 CHARACTER SUMMARY OF JOSEPH

This section demonstrates how the Character Summary method can be used to study Joseph's life.

9.1 Joseph's positive qualities

Quality	Explanation from Joseph's life
Faithfulness	He remained faithful to God in Egypt.
Honesty	He refused to betray Potiphar's trust.
Hard work	He worked diligently in Potiphar's household.
Integrity	He refused Potiphar's wife's advances.
Self-control	He resisted temptation.
Wisdom	He interpreted the dreams of the two officials.
Responsibility	He managed Potiphar's household.
Compassion	He noticed the sadness of the two prisoners.
Patience	He continued serving God despite imprisonment.
Humility	He acknowledged that dream interpretation belonged to God.
Forgiveness	His later actions towards his brothers demonstrated forgiveness.
Perseverance	He continued working faithfully despite challenges.

9.2 Challenges experienced by Joseph

1. Rejection by his brothers.
2. Being sold into slavery.
3. Separation from his family.
4. Working as a slave in Egypt.
5. Temptation by Potiphar's wife.
6. False accusations.
7. Imprisonment despite his innocence.
8. Being forgotten by the chief cupbearer.
9. Remaining in prison while waiting for his situation to change.

9.3 Joseph's relationship with God

Joseph's relationship with God is demonstrated through the following:

1. He remained faithful to God in a foreign country.

2. He refused to commit sin against God.
3. He recognised God's presence in his life.
4. He acknowledged God as the source of dream interpretation.
5. He continued to trust God during imprisonment.
6. He demonstrated moral discipline.
7. He used his abilities in ways that helped others.

9.4 How Joseph demonstrated Christian values

Christian value	How Joseph demonstrated it
Faith	Trusted God in difficult circumstances.
Integrity	Refused to engage in wrongdoing.
Honesty	Remained trustworthy in his duties.
Patience	Continued serving despite imprisonment.
Responsibility	Managed Potiphar's household.
Compassion	Cared about the two officials' problems.
Humility	Gave God credit for interpreting dreams.
Forgiveness	Later forgave his brothers.
Self-discipline	Resisted temptation.
Perseverance	Did not abandon his responsibilities.

10.0 LESSONS LEARNT FROM THE STORY OF JOSEPH

The story of Joseph in Genesis 39:1–21 and Genesis 40:1–23 provides important spiritual, moral and social lessons.

A. Lessons about faith in God

1. God remains faithful even when people experience difficult circumstances.
2. Christians should trust God during periods of uncertainty.
3. God can guide people in unfamiliar environments.
4. Christians should acknowledge God as the source of their abilities.
5. Prayer and faith strengthen the relationship between believers and God.

B. Lessons about integrity and morality

6. Christians should remain honest even when nobody is watching.
7. People should resist temptation and negative pressure.
8. Integrity is more important than temporary personal benefits.
9. Christians should respect marriage and family relationships.
10. False accusations should be avoided because they can destroy other people's lives.

C. Lessons about work and responsibility

11. Hard work promotes trust and confidence.
12. People should perform their duties faithfully.
13. Employees should be honest when handling other people's property.
14. Young people should develop positive attitudes towards work.
15. People should use their talents responsibly.

D. Lessons about relationships

16. We should be concerned about the welfare of others.
17. People should not forget those who have helped them.
18. Forgiveness promotes reconciliation.
19. Christians should avoid revenge.
20. People should treat others with respect and fairness.

E. Lessons about overcoming challenges

21. Difficult circumstances should not destroy our faith.
22. Innocent people may sometimes experience injustice.
23. Patience is important when facing challenges.
24. Christians should remain hopeful during difficult times.
25. God's plans may unfold gradually.

11.0 MEMORY VERSES FROM THE STORY OF JOSEPH

Memory verses help learners remember important biblical teachings and apply them in everyday life.

The following verses are particularly relevant to Genesis 39 and 40.

Memory Verse 1: Genesis 39:2

"And the LORD was with Joseph, and he was a prosperous man..." — KJV.

Teaching: God remained with Joseph even when he was away from his family and living in a foreign country.

Lesson: Christians should trust in God's presence during difficult circumstances.

Memory Verse 2: Genesis 39:9

"How then can I do this great wickedness, and sin against God?" — KJV.

Teaching: Joseph refused to engage in wrongdoing because he respected God.

Lesson: Christians should maintain moral integrity even when facing temptation.

Memory Verse 3: Genesis 39:21

"But the LORD was with Joseph, and shewed him mercy..." — KJV.

Teaching: God continued showing Joseph kindness even when he was imprisoned.

Lesson: God's presence is not determined by our physical circumstances.

Memory Verse 4: Genesis 40:8

"Do not interpretations belong to God?" — KJV.

Teaching: Joseph recognised God as the source of the ability to interpret dreams.

Lesson: We should acknowledge God when using our abilities and talents.

Recommended Grade 11 memory verse

Genesis 39:9



"How then can I do this great wickedness, and sin against God?"

Why this verse is important: It summarises Joseph's commitment to moral integrity, faithfulness and obedience to God.

12.0 COMPARISON OF THE SOAP AND CHARACTER SUMMARY METHODS

Both methods help Christians understand the Bible, but they approach Bible study differently.

SOAP method	Character Summary method
Uses four stages.	Focuses on an individual biblical character.
Begins with Scripture.	Begins by identifying a character.
Examines what the passage says.	Examines the person's background and experiences.
Identifies lessons through observation.	Identifies qualities, strengths and weaknesses.
Relates Scripture to personal life.	Relates the character's experiences to personal life.
Ends with prayer.	Concludes with lessons and application.
Can be used for different Bible passages.	Mainly focuses on the life of a selected character.

12.1 Similarities between the two methods

1. Both help Christians understand biblical teachings.
2. Both promote spiritual growth.
3. Both encourage moral development.
4. Both help learners identify lessons from Scripture.
5. Both encourage practical application.
6. Both strengthen faith in God.
7. Both promote responsible Christian living.

12.2 Differences between the two methods

1. SOAP uses four clearly defined stages, while Character Summary focuses on studying a person's life.

2. SOAP can be applied to almost any Bible passage, while Character Summary concentrates on a particular biblical character.
3. SOAP ends with prayer as one of its four stages, while Character Summary ends by drawing lessons and applying them.
4. Character Summary examines a person's background, strengths and weaknesses in greater detail.

13.1 Suggested learner-centred learning activities

Activity 1: SOAP Bible study

- Learners read Genesis 39:1–6.
- In groups, they identify the Scripture, observations, applications and prayer.
- Each group presents its findings.
- Learners explain how the passage can guide their behaviour at school.

Activity 2: Character Summary

- Learners read Genesis 39:7–21.
- They identify Joseph's qualities.
- They discuss the challenges he experienced.
- They identify lessons from his response to temptation.
- They write a summary of Joseph's character.

Activity 3: Role-play

Learners dramatise the events involving Joseph, Potiphar's wife and Potiphar.

They then discuss integrity, honesty, temptation and justice.

Activity 4: Personal reflection

Learners write a short reflection on how they can demonstrate Joseph's integrity in their school, homes and communities.

REVISION QUESTIONS

SECTION A: SHORT-ANSWER QUESTIONS

1. Define the term Bible.
2. Explain the meaning of Bible study.
3. What is meant by methods of studying the Bible?
4. Identify four methods of studying the Bible.
5. State five reasons why Christians study the Bible.
6. What does the abbreviation SOAP stand for?
7. Explain the meaning of Scripture in the SOAP method.
8. State four activities involved in the Scripture stage.
9. Define observation as used in Bible study.
10. Identify five questions that a learner should ask during the observation stage.

11. Explain the meaning of application in the SOAP method.
12. State five ways in which Grade 11 learners can apply biblical teachings in their school environment.
13. Define prayer.
14. Identify five activities involved in the prayer stage of the SOAP method.
15. State four benefits of using the SOAP method.
16. Explain the meaning of the Character Summary method.
17. Outline eight stages involved in studying a biblical character using the Character Summary method.
18. State five benefits of using the Character Summary method.

SECTION B: THE STORY OF JOSEPH

Refer to Genesis 39:1-21 and Genesis 40:1-23.

19. Identify the father and mother of Joseph.
20. Explain how Joseph came to live in Egypt.
21. Who bought Joseph after he was taken to Egypt?
22. Identify five responsibilities Joseph performed in Potiphar's household.
23. Explain how Joseph gained the confidence of Potiphar.
24. State five qualities demonstrated by Joseph while working in Potiphar's household.
25. Describe the events that led to Joseph being falsely accused by Potiphar's wife.
26. Give five reasons why Joseph refused Potiphar's wife's advances.
27. State five lessons Christians learn from Joseph's response to temptation.
28. Explain how Joseph ended up in prison.
29. Describe how God continued to show kindness to Joseph while he was in prison.
30. Identify the two officials who were imprisoned alongside Joseph.
31. Explain the dreams of the chief cupbearer and the chief baker.
32. Give the interpretations Joseph provided for the two dreams.
33. Explain how the dreams of the two officials were fulfilled.
34. Why did Joseph request the chief cupbearer to remember him?
35. Explain why Joseph remained in prison after the chief cupbearer was released.
36. State five lessons Christians learn from Joseph's experiences in prison.

SECTION C: APPLICATION AND HIGHER-ORDER THINKING QUESTIONS

37. A learner is pressured by classmates to participate in examination cheating.

a) Identify the Christian value Joseph demonstrated in Genesis 39:7–12.

b) Explain four ways the learner can apply Joseph's example.

38. A student has been falsely accused of stealing school property.

a) Identify the experience in Joseph's life that relates to this situation.

b) Explain four Christian lessons that can guide the student.

39. A young person has been given responsibility for managing money collected by a school club.

Explain five lessons from Joseph's service in Potiphar's household that can guide the young person.

40. Some Christians abandon their faith when they experience difficulties.

Using Joseph's experiences, explain five reasons why Christians should remain faithful to God.

41. Explain five ways in which the SOAP method can help young people make responsible decisions.

42. Compare the SOAP method and the Character Summary method under five points.

43. Using the Character Summary method, prepare a summary of Joseph's life under the following headings:

a) Family background.

b) Positive qualities.

c) Challenges experienced.

d) Relationship with God.

e) Lessons learnt.

f) Application to everyday life.

44. Explain five ways in which Joseph's experiences promote peaceful coexistence in Kenyan society.

45. Discuss the importance of integrity among learners, using examples from Joseph's life.

SECTION D: BIBLE STUDY PRACTICAL ACTIVITY

Read Genesis 39:1-21 and complete the following SOAP study.

SOAP stage	Learner's activity
Scripture	Identify a key verse from the passage.
Observation	Identify five important events in the passage.
Application	State five lessons that can guide your personal behaviour.
Prayer	Write a short prayer based on the passage.

Character Summary practical activity

Study Joseph's life and complete the following:

1. Identify his family background.
2. State six positive qualities he demonstrated.
3. Identify four challenges he experienced.
4. Explain his relationship with God.
5. State six lessons Christians learn from his life.

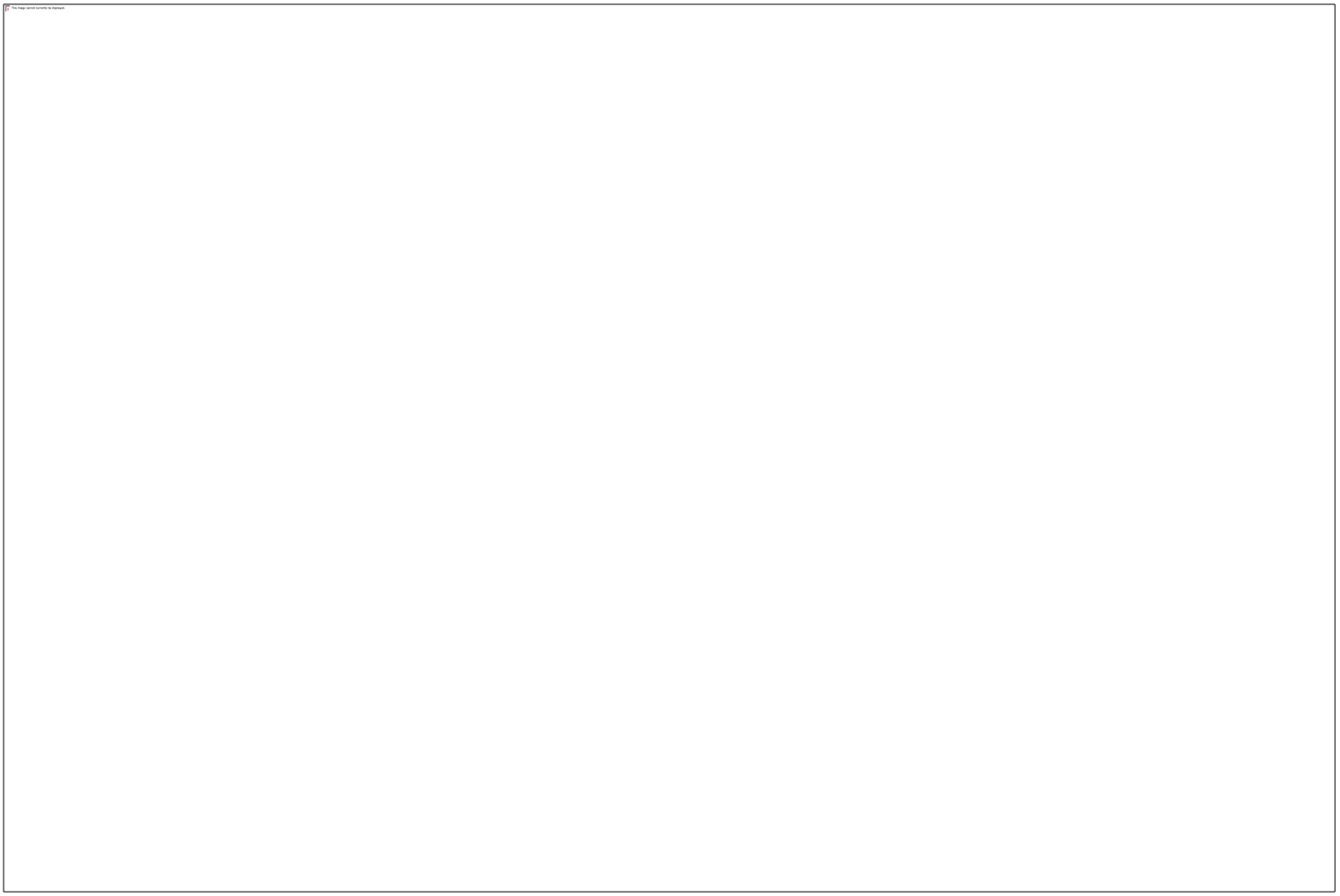
15.0 KEY TAKEAWAYS FOR LEARNERS

1. The Bible is God's Word and provides guidance for Christian living.
2. Bible study enables Christians to understand and apply God's teachings.
3. SOAP stands for Scripture, Observation, Application and Prayer.
4. The Character Summary method focuses on the life, qualities, experiences and lessons of a biblical character.
5. Joseph demonstrated faithfulness, integrity, hard work, patience and self-control.

6. Joseph refused temptation because he did not want to sin against God.
7. God remained with Joseph in Potiphar's household and in prison.
8. Joseph acknowledged God as the source of his ability to interpret dreams.
9. Christians should remain faithful to God during difficult circumstances.
10. Biblical teachings should be demonstrated through responsible behaviour in homes, schools and society.

Suggested further development: The next Grade 11 CRE sub-strand can follow this same textbook structure, with detailed explanations, biblical illustrations, learner activities and competency-based assessment questions.

SUB-STRAND 1.2: WRITING OF THE HOLY BIBLE



Main content areas

1. Stages in the development of the Scriptures.
2. Literary styles used in writing the Holy Bible.
3. Poetry and songs in the Bible, especially Psalms.
4. Purpose in life in the light of wisdom literature.
5. Reading and interpreting Scriptures relating to the development of God's Word.

1.0 INTRODUCTION TO THE WRITING OF THE HOLY BIBLE

1.1 Meaning of the Bible

The Bible is the sacred collection of books recognised by Christians as the inspired Word of God. It communicates God's revelation, teachings, instructions, promises and relationship with humanity.

The Bible provides spiritual, moral and practical guidance for Christian living.

It contains 66 books in the Protestant Bible commonly used in many Kenyan Christian churches.

These books are divided into two major sections:

A. The Old Testament

The Old Testament contains 39 books. It records God's relationship with humanity before the coming of Jesus Christ.

Its major contents include:

1. Creation of the universe and humanity.
2. The fall of humanity.
3. The history of the Israelites.
4. The establishment of God's covenant with His people.
5. The laws given to the Israelites.
6. The lives of prophets, kings and other leaders.
7. Wisdom teachings.
8. Songs, poems and prayers.
9. Prophecies concerning God's people and the coming Messiah.

B. The New Testament

The New Testament contains 27 books. It records the life, ministry, death and resurrection of Jesus Christ and the development of the early Church.

Its major contents include:

1. The birth and childhood of Jesus Christ.
2. The teachings and miracles of Jesus.
3. The death and resurrection of Jesus.
4. The coming of the Holy Spirit.
5. The establishment of the early Church.
6. The missionary activities of the apostles.
7. Letters to Christian communities.
8. Christian teachings about salvation, faith and eternal life.

1.2 Meaning of writing the Holy Bible

Writing the Holy Bible refers to the process through which God's messages and experiences of His people were communicated, recorded, organised, copied, translated and preserved in written form.

The development of the Bible took place over many generations.

God communicated His message through different ways, including:

- Direct communication with individuals.
- Dreams and visions.
- Prophetic messages.
- Historical experiences.
- Teachings and instructions.
- The work of inspired writers.

The messages were eventually recorded in written documents, passed on to other generations and brought together into the collection of books Christians use today.

1.3 Meaning of Scripture

Scripture refers to the sacred writings recognised by Christians as authoritative and inspired by God.

Examples include:

- Genesis.
- Exodus.
- Psalms.
- Isaiah.
- Jeremiah.
- Matthew.
- John.
- Romans.

1.4 Meaning of biblical inspiration

Biblical inspiration refers to the divine influence of the Holy Spirit on the human authors of the Bible, enabling them to communicate God's message through their writings.

The writers used their own languages, experiences, backgrounds, writing abilities and historical circumstances.

However, Christians believe that God guided the writing of Scripture so that it communicates His intended message.

Biblical reference: 2 Timothy 3:16

The passage teaches that all Scripture is inspired by God and is useful for teaching, rebuking, correcting and training in righteousness.

1.5 Why the Bible was written

The Bible was written for several important purposes:

1. To reveal God to humanity.
2. To communicate God's instructions and commandments.
3. To preserve the history of God's relationship with humanity.
4. To teach people about faith and obedience.
5. To guide people in making moral decisions.
6. To preserve the experiences of God's people for future generations.
7. To communicate God's promises.
8. To encourage spiritual growth.
9. To teach people about forgiveness and reconciliation.
10. To guide Christians in their daily lives.

2.0 STAGES IN THE DEVELOPMENT OF THE HOLY BIBLE

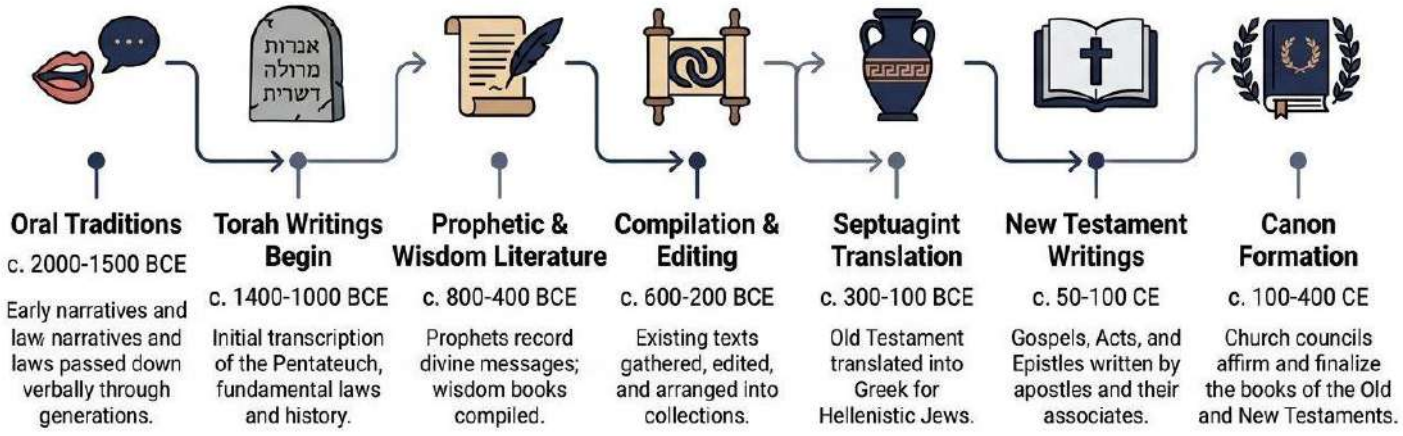
2.1 Introduction

The Holy Bible did not develop as a single book written by one person at one time.

It developed through a series of stages involving God's communication with humanity, the work of inspired writers, recording of messages, copying, recognition of sacred books, translation and preservation.

The main stages covered in this sub-strand are:

1. Revelation.
2. Inspiration.
3. Inscription.
4. Transmission.
5. Canonisation.
6. Translation.
7. Preservation.



2.2 Stage One: Revelation

Meaning of revelation

Revelation is the process through which God makes Himself, His nature, His will and His plans known to humanity.

It involves God communicating truths that human beings would not fully discover through their own abilities.

God revealed Himself through different ways.

Ways through which God revealed Himself

1. Direct communication

God communicated directly with certain individuals.

Examples:

- God spoke to Moses at the burning bush (Exodus 3:1–10).
- God spoke to Abraham and gave him instructions (Genesis 12:1–3).
- God communicated with Samuel (1 Samuel 3:1–14).

2. Dreams

God used dreams to communicate messages and instructions.

Examples:

- Joseph received dreams about his future (Genesis 37:5–11).
- Pharaoh received dreams that Joseph interpreted (Genesis 41:1–32).
- Jacob received a dream at Bethel (Genesis 28:10–17).

3. Visions

God communicated with some individuals through visions.

Examples:

- Isaiah received a vision of God's holiness (Isaiah 6:1–8).
- Ezekiel received visions concerning God's glory (Ezekiel 1).
- Daniel received visions concerning future events (Daniel 7).

4. Through prophets

God used prophets to communicate His message to the people.

Examples:

- Jeremiah communicated God's warnings to Judah.
- Isaiah delivered messages of judgement and hope.
- Amos condemned social injustice.
- Micah called for justice and humility.

5. Through natural events

God revealed His power and authority through events in creation and history.

Examples:

- The creation of the world (Genesis 1).
- The flood during Noah's time (Genesis 6–9).
- The deliverance of the Israelites from Egypt (Exodus 14).

Biblical illustration: Jeremiah 36:1

Read Jeremiah 36:1–4.

The passage describes how God communicated a message to Jeremiah during the reign of King Jehoiakim.

God instructed Jeremiah to record the messages He had given concerning Israel, Judah and other nations.

This illustrates God's revelation through the prophet Jeremiah.

Importance of revelation

1. It enables humanity to know God's nature.
2. It communicates God's will and expectations.
3. It provides guidance to believers.
4. It reveals God's plans for humanity.

5. It helps people understand the relationship between God and His creation.
6. It communicates warnings against wrongdoing.
7. It reveals God's promises and purposes.

2.3 Stage Two: Inspiration

Meaning of inspiration

Inspiration is the divine influence of the Holy Spirit on human authors, enabling them to communicate God's message accurately through written Scripture.

God used human writers who had different backgrounds, professions, experiences and writing abilities.

The writers did not all use the same writing style. Some wrote historical accounts, others wrote poems, songs, laws, letters and prophetic messages.

How inspiration took place

1. God communicated His message to chosen individuals.
2. The Holy Spirit guided the writers.
3. The writers understood and communicated the message.
4. The writers used their individual abilities and languages.
5. The messages were recorded for future generations.

Biblical reference: Isaiah 59:21

Read Isaiah 59:20–21.

The passage describes God's covenant and His Spirit remaining upon His people. It also refers to God's words being placed in the mouths of His people and their descendants.

It illustrates the connection between God's Spirit and the communication of His Word.

Other relevant biblical references:

- 2 Timothy 3:16 – All Scripture is inspired by God.
- 2 Peter 1:20–21 – Prophecy did not originate from human will; people spoke from God as they were carried along by the Holy Spirit.

Characteristics of biblical inspiration

1. **Divine guidance:** God guided the communication of His message.
2. **Human participation:** Human beings wrote the Scriptures.
3. **Different writing styles:** Writers used different literary forms.
4. **Historical context:** Writers communicated within particular historical situations.
5. **Spiritual authority:** Christians recognise Scripture as authoritative for faith and conduct.

Importance of inspiration

1. It gives Scripture spiritual authority.
2. It enables Christians to trust God's Word.
3. It provides guidance for Christian living.
4. It communicates God's truth.

5. It strengthens Christian faith.
6. It helps Christians distinguish divine teaching from ordinary human opinions.

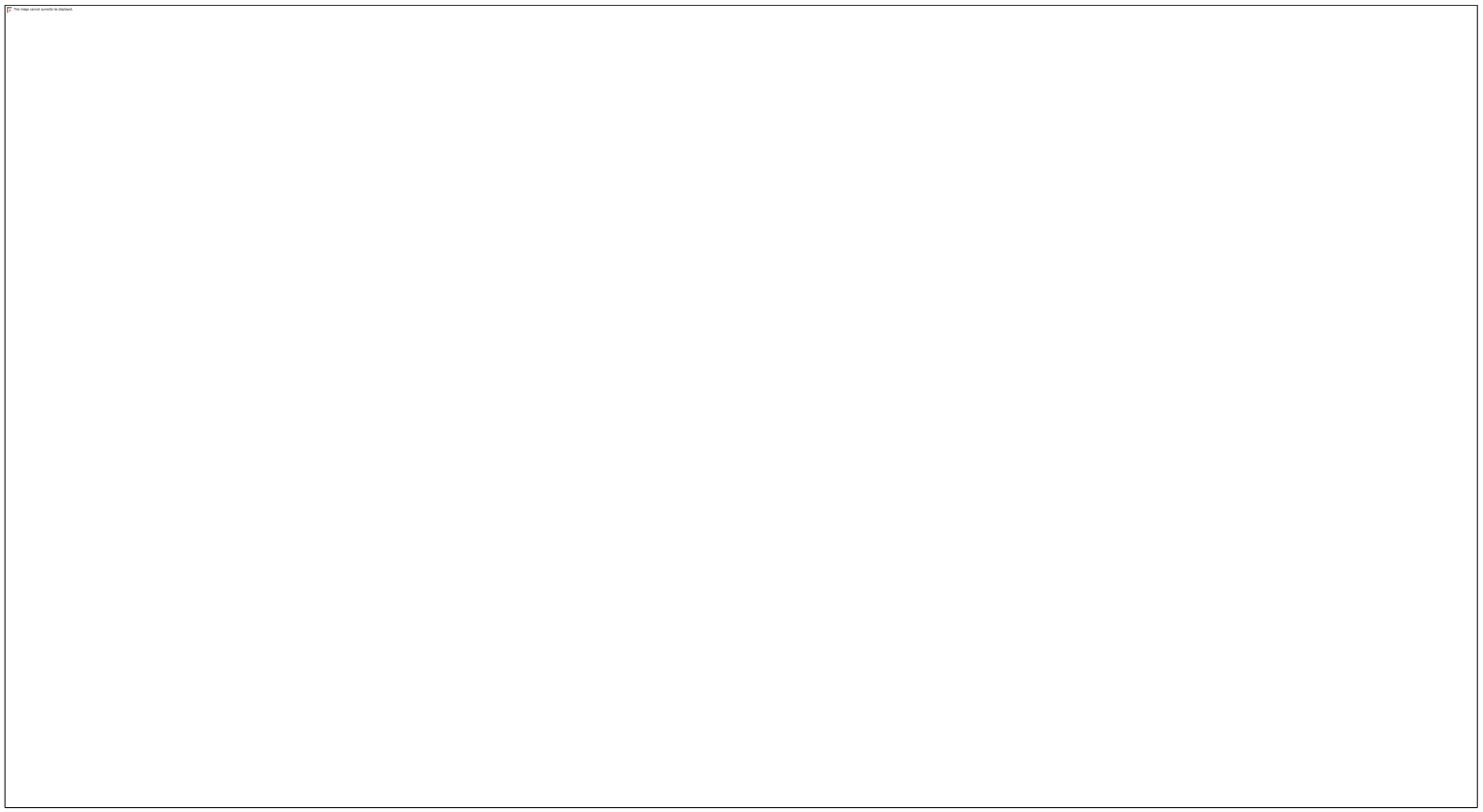
2.4 Stage Three: Inscription

Meaning of inscription

Inscription refers to the process of writing or recording God's messages and instructions in a permanent form using available writing materials.

It is the stage at which messages were put into written form.

The writers used materials and writing tools available during their historical periods.



Materials used in writing Scripture

1. Stone tablets

Stone tablets were used to record important commandments.

Example:

- The Ten Commandments were written on stone tablets (Exodus 31:18; 32:15–16).

2. Papyrus

Papyrus was made from a plant that grew in wet areas, especially along the Nile River.

It was processed into sheets that could be written on.

3. Parchment

Parchment was prepared from animal skins and used for writing manuscripts.

It was durable and could be made into sheets or scrolls.

4. Leather

Animal skins were processed and used as writing materials.

5. Clay tablets

Clay tablets were used in the ancient Near East for recording information, although the Bible's development is not dependent on one writing material.

Writing instruments

Ancient writers used:

- Reed pens.
- Ink.
- Carving tools.
- Writing boards.
- Knives for preparing writing materials.

Biblical reference: Exodus 32:15-16

Read Exodus 32:15–16.

The passage describes Moses descending from Mount Sinai with the two tablets of the covenant. The tablets had writing on both sides, and the writing was described as God's work.

This illustrates the recording of God's commandments in written form.

Other biblical examples of inscription

1. Exodus 24:4 – Moses wrote down the words of the Lord.
2. Deuteronomy 31:9 – Moses wrote down the law.
3. Jeremiah 36:2–4 – Jeremiah dictated God's messages and Baruch wrote them on a scroll.
4. Habakkuk 2:2 – The prophet was instructed to write the vision clearly.

Importance of inscription

1. It helped preserve God's messages.
2. It made it possible to communicate teachings to future generations.
3. It enabled people to refer to God's instructions.
4. It provided a permanent record of historical events.
5. It facilitated the copying and distribution of Scripture.
6. It helped preserve laws, prophecies, poems and other teachings.

2.5 Stage Four: Transmission

Meaning of transmission

Transmission is the process through which biblical messages and writings were passed from one person or generation to another.

Before many biblical messages were recorded in written form, some teachings and historical experiences were communicated orally.

After writing developed, manuscripts were copied and circulated among individuals and communities.

Methods of transmission

1. Oral transmission

This involved passing information from one generation to another through spoken communication.

People communicated God's teachings through:

- ✓ Storytelling.
- ✓ Recitation.
- ✓ Memorisation.
- ✓ Songs.
- ✓ Public reading.
- ✓ Family instruction.

Example:

Parents taught their children God's commandments and the history of the Israelites.

Deuteronomy 6:6–7 encourages Israelites to teach God's commandments to their children.

2. Written transmission

This involved copying and distributing written biblical documents.

Scribes played an important role by copying manuscripts carefully.

Examples:

- Jeremiah's messages were written by Baruch (Jeremiah 36:4).
- The Scriptures were read publicly to the people (Nehemiah 8:1–8).

3. Public reading

God's Word was communicated through public reading during religious gatherings.

This enabled people who did not possess personal copies of written documents to hear the teachings.

4. Teaching by religious leaders

Prophets, priests, teachers and other religious leaders communicated God's teachings to communities.

5. Family instruction

Parents and guardians taught children religious beliefs, laws and moral values.



Biblical reference: Luke 16:27-31

Read Luke 16:27–31.

In this parable, the rich man requests that Lazarus be sent to warn his brothers.

Abraham responds that they have Moses and the prophets and should listen to them.

The passage demonstrates the importance of receiving and responding to the already communicated Scriptures rather than depending on extraordinary signs.

It also illustrates the continuing role of the written witness of Moses and the prophets in communicating God's message.

Other relevant references:

- Deuteronomy 6:6–9 – Teaching God's commandments to children.
- Joshua 1:8 – Meditating on the Book of the Law.
- Nehemiah 8:1–8 – Public reading and explanation of the Law.

Importance of transmission

1. It enables God's Word to reach many people.
2. It connects different generations.
3. It helps preserve religious teachings.
4. It promotes religious education.
5. It enables communities to learn from biblical history.
6. It encourages the continued use of Scripture.
7. It supports the growth of Christian communities.

2.6 Stage Five: Canonisation

Meaning of canonisation

Canonisation is the process through which religious communities recognised and accepted particular books as authoritative sacred Scripture.

The word *canon* refers to a rule, standard or recognised collection of authoritative books.

The books of the Bible were not all written at the same time or by the same people. They were written and circulated over many generations.

Their recognition as authoritative Scripture developed through the religious life, worship and teaching of God's people.

The development of the biblical canon

A. Old Testament canon

1. The Israelites received and preserved the Law of Moses.
2. The teachings of prophets were recorded and preserved.
3. Wisdom writings, historical accounts, poems and songs were used in religious life.
4. The Jewish community recognised and preserved sacred writings.
5. These writings became the foundation of the Old Testament.

B. New Testament canon

1. The early Church received the teachings of Jesus and the apostles.
2. The accounts of Jesus' life and ministry were written in the Gospels.

3. Apostolic letters were circulated among Christian communities.
4. Christian communities read and used these writings in worship and teaching.
5. Church leaders discussed and recognised the books that belonged to the authoritative collection.
6. The collection of 27 New Testament books became established in the Christian Church.

Criteria considered in recognising biblical books

The following considerations were important in the recognition of biblical books:

1. **Apostolic connection:** Whether a New Testament writing was connected to the apostles or their close associates.
2. **Consistency with accepted faith:** Whether its teaching agreed with the faith received by the Christian community.
3. **Widespread use:** Whether it was used and accepted among Christian communities.
4. **Spiritual authority:** Whether it was recognised as having authority in teaching and worship.
5. **Historical acceptance:** Whether it had been received and used by earlier generations of believers.

Biblical reference: Psalm 119:89

"For ever, O LORD, thy word is settled in heaven." — KJV.

The verse emphasises the permanence and authority of God's Word.

It supports the understanding that God's Word remains trustworthy across generations. It is not, by itself, a historical account of the process of canonisation.

Importance of canonisation

1. It identifies the books recognised as authoritative Scripture.
2. It provides a standard for Christian teaching.
3. It helps Christians distinguish canonical books from other religious writings.
4. It promotes consistency in Christian doctrine.
5. It provides a recognised collection for worship and study.
6. It helps preserve the identity of the Christian faith.

Note for learners: Different Christian traditions have slightly different Old Testament canons. The 39-book Old Testament discussed in these notes is the Protestant arrangement commonly used in many Kenyan churches. Catholic and Orthodox traditions recognise additional Old Testament books.

2.7 Stage Six: Translation

Meaning of translation

Translation is the process of changing a written text from its original language into another language while maintaining its intended meaning.

The Bible was originally written mainly in Hebrew, Aramaic and Greek.

Translation made it possible for people from different language backgrounds to read and understand God's Word.

Original languages of the Bible

1. Hebrew

Most of the Old Testament was originally written in Hebrew.

Examples include:

- Genesis.
- Exodus.
- Psalms.
- Proverbs.
- Isaiah.
- Jeremiah.

2. Aramaic

Some portions of the Old Testament were written in Aramaic.

Examples:

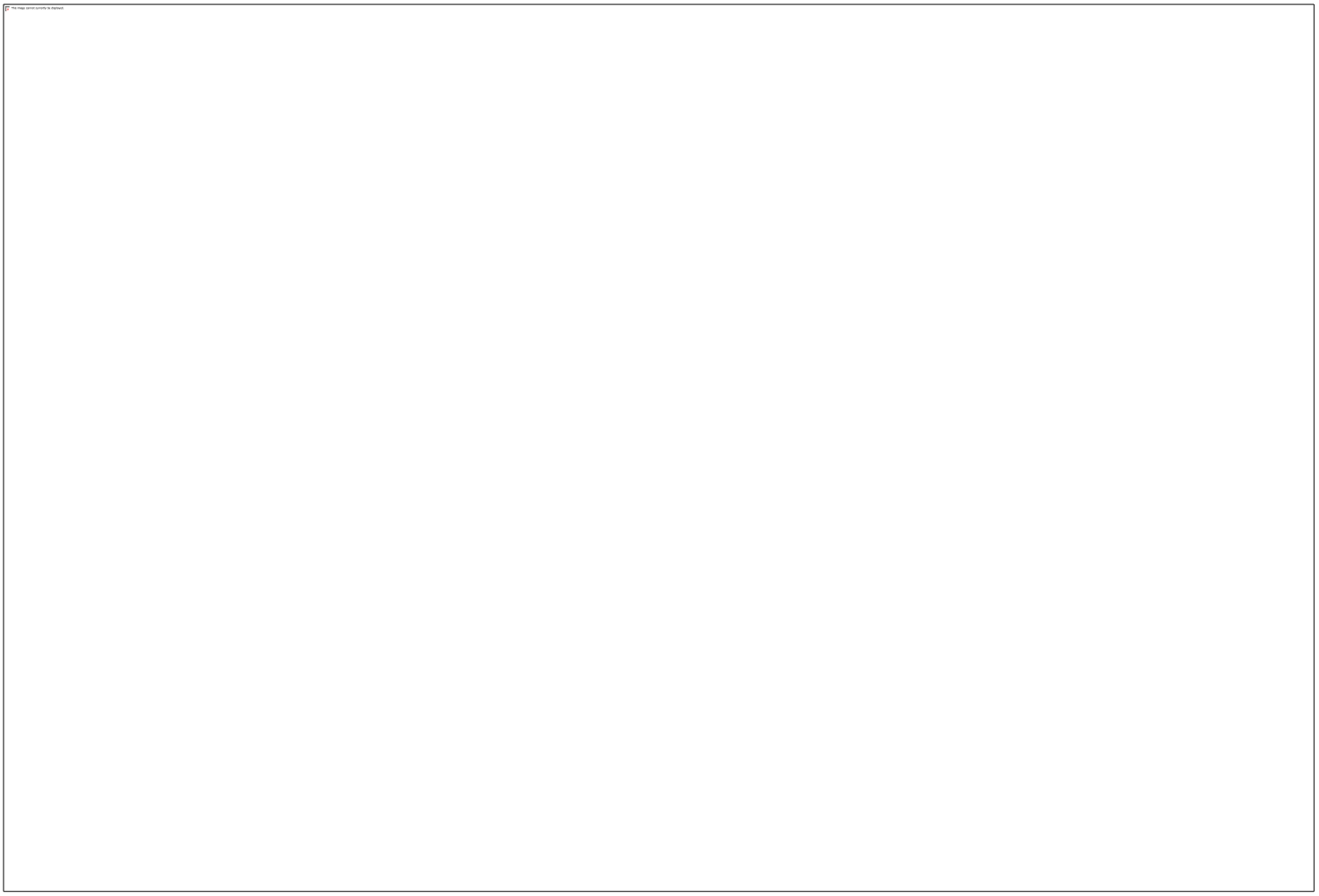
- Daniel 2:4b–7:28.
- Ezra 4:8–6:18.
- Ezra 7:12–26.
- Jeremiah 10:11.

3. Greek

The New Testament was written in Greek, mainly the common Greek language known as Koine Greek.

Examples include:

- Matthew.
- Mark.
- Luke.
- John.
- Acts.
- Romans.
- Revelation.



Historical development of Bible translation

A. The Septuagint

The Septuagint was an ancient Greek translation of Jewish Scriptures.

It was important because Greek-speaking Jewish communities could read and understand the Scriptures in their own language.

It is commonly abbreviated as LXX.

B. The Latin Vulgate

The Latin Vulgate was a major Latin translation of the Bible associated with Jerome in the late fourth and early fifth centuries.

It became influential in Western Christianity.

C. The English Bible translations

Over time, different scholars translated the Bible into English.

Important developments include:

- The work of John Wycliffe and his associates in producing early English Bible translations.
- William Tyndale's English translation work.
- The King James Version, published in 1611.
- Modern translations written in contemporary English.

D. Bible translation in Kenya

Bible translation has played an important role in spreading Christianity in Kenya.

Different communities have been able to access Scripture in languages they understand.

Examples of Bible translations used in Kenya include:

- English Bible.
- Kiswahili Bible.
- Kikuyu Bible.
- Kalenjin Bible.
- Dholuo Bible.
- Luhya Bible.
- Kamba Bible.
- Maasai Bible.

Other Kenyan language communities also have Scripture translation projects.

Biblical reference: Daniel 5:25-28

Read Daniel 5:25–28.

The passage describes the mysterious writing on the wall during King Belshazzar's feast.

Daniel interpreted the writing and explained its meaning.

The words included:

- Mene.
- Mene.
- Tekel.
- Upharsin.

Daniel explained that the message announced the judgement of Belshazzar's kingdom.

Important clarification: Daniel 5:25–28 is an example of interpretation of a written message, rather than a historical account of translating the Bible into another language. It can be used to illustrate the importance of understanding written messages, but it is not direct evidence of the historical Bible translation process.

Importance of translation

1. It enables people to read Scripture in familiar languages.
2. It promotes understanding of God's Word.
3. It encourages Christian evangelisation.
4. It promotes literacy through reading.
5. It enables different communities to participate in Bible study.
6. It reduces language barriers in religious education.
7. It promotes the growth of Christianity.
8. It enables Christians to study Scripture in their mother tongues.

9. It supports religious education in schools and churches.
10. It promotes the preservation of local languages.

Challenges experienced during Bible translation

1. Some biblical words have no direct equivalent in other languages.
2. Different languages have different grammatical structures.
3. Some cultural expressions are difficult to translate.
4. Some idioms and proverbs may lose their original meaning.
5. Ancient historical expressions may be difficult to understand.
6. Translation requires skilled scholars familiar with biblical languages.
7. Some translations may differ in wording while communicating similar meanings.

2.8 Stage Seven: Preservation

Meaning of preservation

Preservation is the process of protecting, maintaining and safeguarding biblical writings so that they remain available and accessible to present and future generations.

Preservation ensures that God's Word continues to be read, studied and communicated.

Methods used to preserve the Bible

1. Careful copying of manuscripts

Scribes copied biblical manuscripts carefully to maintain the accuracy of the written texts.

2. Storage in safe places

Manuscripts were kept in places where they could be protected from damage.

3. Use of durable writing materials

Materials such as parchment and leather helped preserve written documents.

4. Public reading and teaching

Regular reading and teaching ensured that biblical messages continued to be communicated.

5. Production of printed Bibles

Printing technology enabled the production of many copies of the Bible.

6. Bible translation

Translations made Scripture accessible to more people and encouraged its continued use.

7. Modern digital technology

Today, biblical texts are preserved and distributed through:

- Digital Bibles.
- Electronic libraries.
- Websites.
- Mobile applications.
- Audio Bibles.

- Digital archives.

8. Bible distribution organisations

Churches and Bible societies help distribute and make Scripture accessible to different communities.



Biblical reference: Exodus 32:19 and Exodus 34:1-4

Read both passages.

Exodus 32:19

Moses came down from Mount Sinai and saw the Israelites worshipping the golden calf. In anger, he threw down and broke the two stone tablets.

Exodus 34:1-4

God instructed Moses to prepare two new stone tablets to replace the broken ones. Moses then went up Mount Sinai with the new tablets.

These passages illustrate the importance of replacing damaged written records and ensuring that God's commandments continued to be communicated.

Importance of preservation

1. It protects biblical writings from destruction.
2. It ensures that future generations can access Scripture.
3. It helps maintain the continuity of Christian teachings.
4. It supports biblical research and scholarship.
5. It promotes religious education.
6. It enables Christians to study the Bible in different languages.
7. It safeguards important historical and religious records.

2.9 Summary of the seven stages in the development of Scripture

DEVELOPMENT OF THE HOLY BIBLE

1. **REVELATION**

God communicates His message to humanity.

2. **INSPIRATION**

The Holy Spirit guides human authors in communicating God's message.

3. **INSCRIPTION**

God's messages are recorded in written form.

4. **TRANSMISSION**

The messages and manuscripts are passed from one generation to another.

5. **CANONISATION**

Religious communities recognise and accept authoritative biblical books.

6. **TRANSLATION**

Biblical writings are translated into other languages.

7. **PRESERVATION**

Biblical writings are protected and maintained for present and future generations.

2.10 Summary table of biblical references

Stage	Biblical reference	Main teaching
Revelation	Jeremiah 36:1	God communicated His message to Jeremiah.
Inspiration	Isaiah 59:21	God's Spirit and Word remain with His people.
Inscription	Exodus 32:15-16	God's commandments were recorded on stone tablets.
Transmission	Luke 16:27-31	Moses and the prophets provided an existing scriptural witness.

Canonisation	Psalm 119:89	God's Word is permanent and authoritative.
Translation	Daniel 5:25–28	Daniel interpreted a written message; this is an illustration of interpretation, not Bible translation history.
Preservation	Exodus 32:19; 34:1–4	Replacement tablets were prepared after the first ones were broken.

3.0 LITERARY STYLES USED IN WRITING THE HOLY BIBLE

3.1 Meaning of literary style

Literary style refers to the particular way in which information, ideas, events and messages are expressed in written works.

It involves the choice of language, structure, expressions, arrangement of ideas and techniques used by an author to communicate a message.

The Bible contains different literary styles because it was written by different authors who communicated different types of messages.

Some biblical books contain historical accounts, others contain laws, poems, songs, wisdom sayings, prophecies, letters and symbolic visions.

3.2 Meaning of biblical literary styles

Biblical literary styles are the different forms of writing used by biblical authors to communicate God's message, historical events, moral teachings, religious beliefs and spiritual experiences.

Why different literary styles were used in the Bible

1. To communicate different kinds of messages.
2. To record historical events.
3. To express emotions such as joy, sorrow, gratitude and repentance.
4. To teach moral and spiritual values.
5. To communicate God's instructions.
6. To warn people against wrongdoing.
7. To encourage faith and hope.
8. To communicate prophetic messages.
9. To make religious teachings easier to remember.
10. To communicate complex spiritual ideas using stories, symbols and illustrations.

3.3 Main literary styles found in the Bible

The main literary styles include:

1. Narrative or historical writing.
2. Law or legal writing.
3. Poetry and songs.
4. Wisdom literature.
5. Prophetic writing.
6. Gospel writing.
7. Parables.
8. Epistles or letters.

9. Apocalyptic writing.

These are broad literary categories. Some biblical books contain more than one literary style.

3.4 Narrative or historical writing

Meaning

Narrative writing is a literary style that presents events, experiences and activities involving individuals or communities in a story form.

It explains what happened, who was involved, where events took place and the consequences of people's actions.

Characteristics of narrative writing

1. It contains characters.
2. It describes events.
3. It has a setting.
4. It presents a sequence of events.
5. It may include dialogue.
6. It describes conflicts and their resolutions.
7. It communicates moral and spiritual lessons.
8. It may contain historical information.

Examples of narrative writing in the Bible

Old Testament books

- Genesis.
- Exodus.
- Numbers.
- Joshua.
- Judges.
- Ruth.
- 1 Samuel.
- 2 Samuel.
- 1 Kings.
- 2 Kings.
- 1 Chronicles.
- 2 Chronicles.
- Ezra.
- Nehemiah.
- Esther.

New Testament books

- Matthew.

- Mark.
- Luke.
- John.
- Acts.

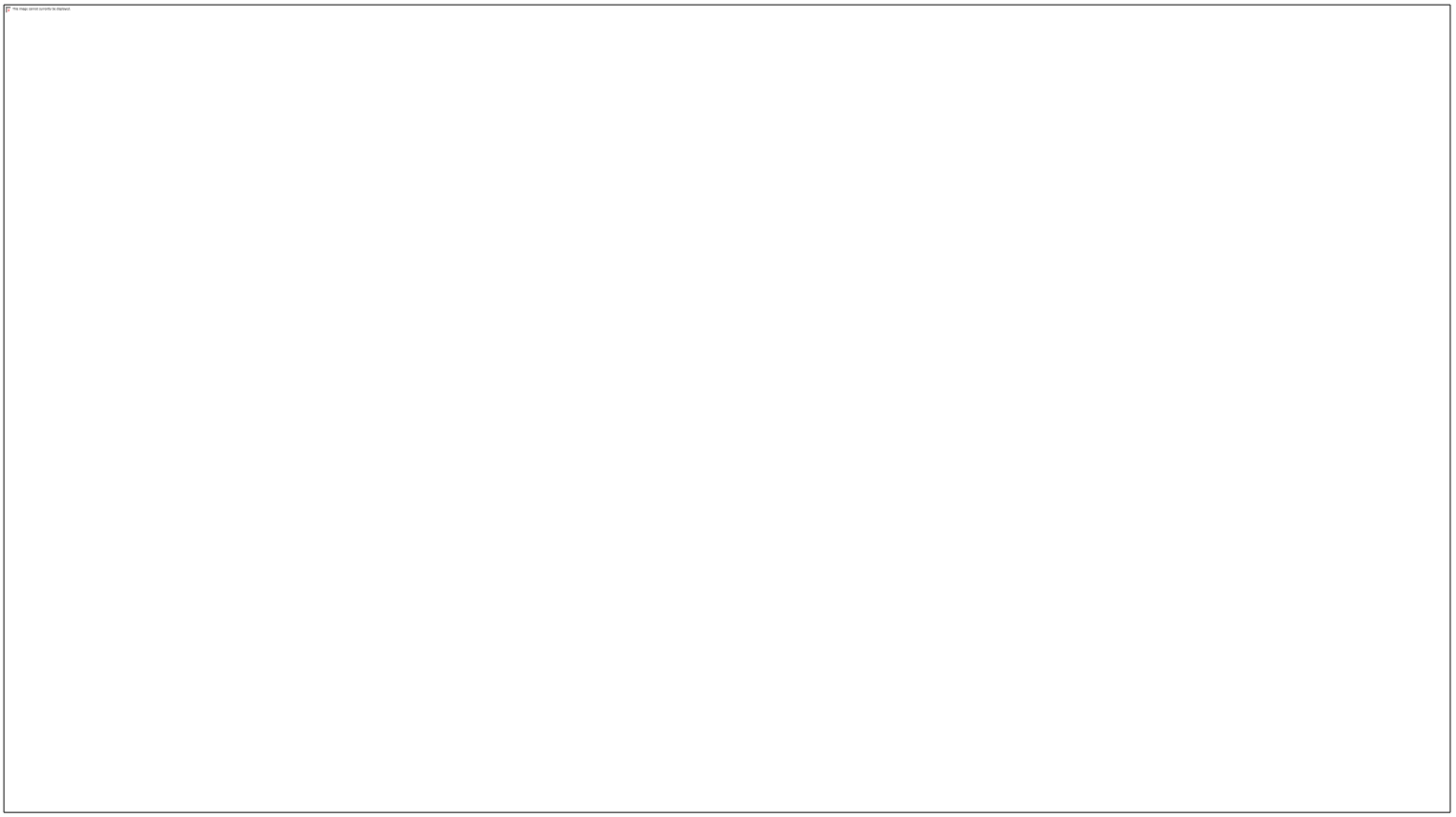
Some of these books contain other literary forms alongside narrative.

Examples of biblical narratives

1. Creation of the world – Genesis 1–2.
2. Noah and the flood – Genesis 6–9.
3. Abraham's call – Genesis 12.
4. Joseph's experiences in Egypt – Genesis 37–50.
5. Moses and the Exodus – Exodus 1–14.
6. David and Goliath – 1 Samuel 17.
7. Esther's courage – Esther 4–7.
8. Jesus' birth – Luke 2.
9. Jesus' resurrection – John 20.
10. The coming of the Holy Spirit – Acts 2.

Importance of narrative writing

- Preserves historical experiences.
- Helps readers understand biblical events.
- Provides examples of faith and obedience.
- Communicates moral lessons.
- Helps readers understand God's relationship with humanity.



3.5 Law or legal writing

Meaning

Law writing is a literary style that communicates rules, commandments, regulations and instructions governing the behaviour of individuals and communities.

In the Bible, legal writing contains instructions given by God to guide the Israelites in their relationship with God and other people.

Characteristics

1. It contains commandments.
2. It gives instructions.
3. It explains acceptable and unacceptable behaviour.
4. It provides guidelines for worship.
5. It regulates social relationships.
6. It explains responsibilities.
7. It gives consequences for disobedience.
8. It promotes justice and order.

Examples of legal writing in the Bible

- Exodus.
- Leviticus.
- Numbers.
- Deuteronomy.

These books contain laws alongside historical narratives and other literary forms.

Examples of biblical laws

1. The Ten Commandments – Exodus 20:1–17.
2. Laws concerning worship – Leviticus 1–7.
3. Laws concerning moral conduct – Leviticus 19.
4. Laws concerning social responsibility – Exodus 22.
5. Instructions on loving God – Deuteronomy 6:4–9.

Importance of legal writing

1. Promotes obedience to God's instructions.
2. Encourages peaceful coexistence.
3. Promotes justice and fairness.
4. Provides guidelines for worship.
5. Helps communities maintain order.
6. Encourages responsibility towards others.
7. Promotes respect for life and property.

3.6 Poetry and songs

Meaning of poetry

Poetry is a literary style that expresses ideas, feelings, experiences and messages using carefully selected words, rhythm, imagery, symbolism and other artistic language techniques.

Biblical poetry communicates praise, worship, sorrow, joy, thanksgiving, repentance and wisdom.

Meaning of biblical songs

Biblical songs are poetic compositions intended to be sung or recited in worship, celebration, thanksgiving, mourning and other religious occasions.

Songs were an important part of the religious and social life of the Israelites.

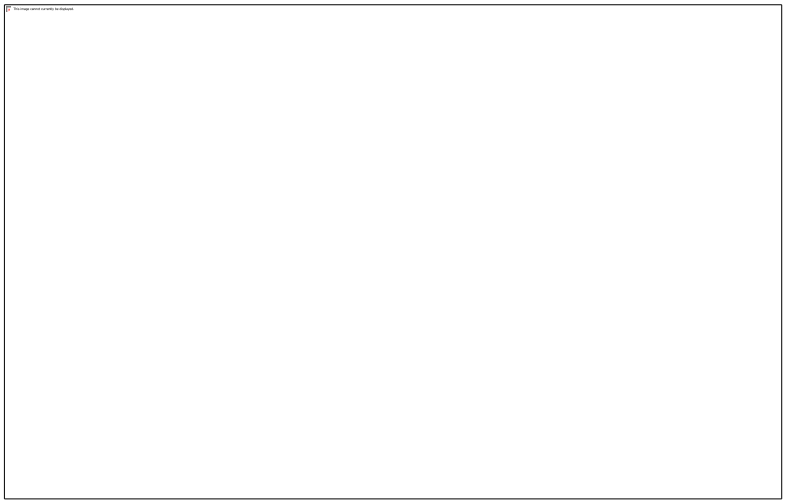
Characteristics of biblical poetry and songs

1. **Parallelism:** Similar or contrasting ideas are expressed in successive lines.
2. **Imagery:** Pictures are created in the reader's mind through descriptive language.
3. **Metaphor:** One thing is described in terms of another.
4. **Symbolism:** Objects or events represent deeper meanings.
5. **Repetition:** Words and phrases are repeated for emphasis.
6. **Rhythm:** Words are arranged to create a pattern or flow.
7. **Emotional expression:** Feelings such as joy, sorrow and gratitude are communicated.
8. **Praise and worship:** God's greatness and goodness are celebrated.
9. **Personification:** Human characteristics may be given to non-human things.
10. **Memorable language:** Ideas are expressed in ways that are easier to remember.

3.7 Examples of poetry and songs in the Old Testament

Biblical book	Example	Main message
Psalms	Psalm 23	Trust in God as a shepherd and protector.
Psalms	Psalm 51	Repentance and seeking forgiveness.
Psalms	Psalm 100	Thanksgiving and praise.
Psalms	Psalm 121	God's protection and care.
Psalms	Psalm 150	Praise and worship.
Exodus	Exodus 15:1–18	Song of Moses and the Israelites after deliverance from Egypt.
Judges	Judges 5	Song of Deborah and Barak celebrating victory.
1 Samuel	1 Samuel 2:1–10	Hannah's song of thanksgiving.
2 Samuel	2 Samuel 22	David's song of praise and thanksgiving.
Job	Job 3	Job expresses his sorrow.
Song of Songs	Song of Songs 2	Love and affection.
Lamentations	Lamentations 1	Sorrow over the destruction of Jerusalem.
Isaiah	Isaiah 12	Song of thanksgiving and trust in God.
Habakkuk	Habakkuk 3	Prayer expressed in poetic form.

3.8 Detailed study of Psalms as poetry and songs



Meaning of Psalms

Psalms is a book in the Old Testament consisting of 150 religious poems, prayers and songs.

The Psalms were used in worship and religious celebrations among the Israelites.

They express different experiences and emotions in human life, including:

- Joy.
- Sorrow.
- Repentance.
- Thanksgiving.
- Praise.
- Trust.
- Fear.
- Hope.
- Gratitude.
- Dependence on God.

Authors associated with Psalms

The book of Psalms contains compositions associated with several individuals.

They include:

1. David.
2. Asaph.
3. The sons of Korah.
4. Solomon.
5. Moses.
6. Heman.
7. Ethan.
8. Other anonymous writers.

David is traditionally associated with many of the Psalms.

Main categories of Psalms

1. Psalms of praise

These Psalms celebrate God's greatness, power, holiness and goodness.

Examples:

- Psalm 8.
- Psalm 29.
- Psalm 33.
- Psalm 100.
- Psalm 150.

2. Psalms of thanksgiving

These Psalms express gratitude to God for His goodness, protection and deliverance.

Examples:

- Psalm 18.
- Psalm 30.
- Psalm 34.
- Psalm 107.
- Psalm 118.

3. Psalms of lament

These Psalms express sorrow, suffering, distress and requests for God's help.

Examples:

- Psalm 13.
- Psalm 22.
- Psalm 42.
- Psalm 44.

- Psalm 77.

4. Psalms of repentance

These Psalms express sorrow for sin and the desire to receive forgiveness from God.

Examples:

- Psalm 32.
- Psalm 51.

5. Psalms of trust

These Psalms express confidence in God's protection and guidance.

Examples:

- Psalm 23.
- Psalm 27.
- Psalm 46.
- Psalm 91.
- Psalm 121.

6. Royal Psalms

These Psalms concern kingship, leadership and God's relationship with the king.

Examples:

- Psalm 2.
- Psalm 20.
- Psalm 45.
- Psalm 72.
- Psalm 110.

7. Wisdom Psalms

These Psalms communicate wisdom, righteous living and the importance of obeying God's instructions.

Examples:

- Psalm 1.
- Psalm 37.
- Psalm 49.
- Psalm 73.
- Psalm 112.
- Psalm 119.

8. Historical Psalms

These Psalms recall important events in the history of Israel and God's relationship with His people.

Examples:

- Psalm 78.

- Psalm 105.
- Psalm 106.
- Psalm 136.

Examples of messages in selected Psalms

Psalm	Main teaching
Psalm 1	Importance of righteous living.
Psalm 8	God's greatness and humanity's place in creation.
Psalm 19	God's glory revealed through creation and His law.
Psalm 23	God provides guidance and protection.
Psalm 27	Confidence in God during difficulties.
Psalm 51	Repentance and forgiveness.
Psalm 91	Trust in God's protection.
Psalm 100	Thanksgiving and joyful worship.
Psalm 121	God watches over His people.
Psalm 150	Praising God through music.

Importance of Psalms in the lives of Christians

1. **Promote worship:** Psalms provide words for praising God.
2. **Encourage thanksgiving:** They teach Christians to appreciate God's goodness.
3. **Provide comfort:** They encourage people experiencing difficulties.
4. **Promote repentance:** They encourage confession and seeking forgiveness.
5. **Strengthen faith:** They teach Christians to trust God.
6. **Promote unity:** Songs can bring people together during worship.
7. **Teach morality:** Wisdom Psalms encourage righteous living.
8. **Encourage prayer:** Many Psalms are written as prayers.
9. **Preserve religious history:** Historical Psalms remind believers of God's actions among His people.
10. **Promote hope:** They encourage confidence in God's promises.

3.9 Wisdom literature

Meaning of wisdom literature

Wisdom literature is a literary form that communicates teachings about wise living, moral behaviour, human experiences, relationships, decision-making and the meaning of life.

It teaches people how to live responsibly and develop a good relationship with God and other people.

Wisdom literature addresses questions such as:

- What is the purpose of human life?
- What makes a person wise?
- Why do good people sometimes suffer?
- What is the relationship between wisdom and knowledge?
- Why should people fear God?
- How should people relate to others?
- What is the meaning of success and wealth?

Main books of wisdom literature

The main books traditionally classified as wisdom literature in the Protestant Old Testament are:

1. Job.
2. Psalms.
3. Proverbs.
4. Ecclesiastes.
5. Song of Songs.

Note: Job, Proverbs and Ecclesiastes are the principal books of wisdom literature. Psalms and Song of Songs are also poetic books and contain wisdom-related themes.

A. The Book of Job

The Book of Job examines the problem of human suffering, faithfulness to God and the limitations of human understanding.

It tells the story of Job, a righteous man who experienced severe suffering.

Main teachings:

1. Human suffering does not always result from personal wrongdoing.
2. People should remain faithful to God during difficult situations.
3. Human beings have limited understanding of God's plans.
4. People should avoid judging others unfairly.
5. God is greater than human understanding.
6. Faith should not depend entirely on material possessions or personal comfort.

B. The Book of Proverbs

Proverbs is a collection of wise sayings and teachings that guide people towards responsible living.

It is traditionally associated mainly with Solomon, although other contributors are also identified in the book.

Main teachings:

1. The fear of the Lord is the beginning of knowledge (Proverbs 1:7).
2. Wisdom is more valuable than material possessions.
3. Hard work leads to responsible living.
4. Honesty promotes good relationships.
5. Self-control helps people avoid wrongdoing.
6. Respect for parents is important.
7. Good friends influence positive behaviour.
8. Pride can lead to failure.
9. Justice and fairness should guide human relationships.
10. People should control their speech.

Examples of Proverbs:

- Proverbs 3:5–6 – Trusting in God.
- Proverbs 6:6–11 – The example of the hardworking ant.
- Proverbs 10:4 – The importance of diligence.
- Proverbs 15:1 – The value of a gentle answer.
- Proverbs 16:18 – The danger of pride.
- Proverbs 22:6 – Guiding children in the right way.

C. The Book of Ecclesiastes

Ecclesiastes explores the meaning and purpose of human life.

It examines human activities such as working, acquiring wealth, seeking pleasure, gaining knowledge and pursuing success.

The writer reflects on the limitations of these activities when they are pursued without recognising God.

Main teachings:

1. Material possessions cannot provide lasting fulfilment.
2. Human life is temporary.
3. Wealth and success cannot eliminate all human problems.
4. Wisdom is better than foolishness.
5. People should appreciate the opportunities and blessings of life.
6. There is an appropriate time for different activities.
7. Human beings should recognise their limitations.
8. People should live responsibly before God.

Important biblical references:

- Ecclesiastes 3:1–8 – A time for everything.
- Ecclesiastes 5:10 – The limitations of loving money.
- Ecclesiastes 7:12 – Wisdom provides protection.
- Ecclesiastes 12:1 – Remembering God during youth.
- Ecclesiastes 12:13–14 – Fearing God and keeping His commandments.

D. The Book of Song of Songs

Song of Songs is a poetic book that celebrates love, affection and the beauty of human relationships.

It uses poetic expressions and imagery to communicate love between a man and a woman.

Main teachings:

1. Love is valuable.
2. Human relationships should be respected.
3. Faithfulness is important in relationships.
4. Love should not be forced.
5. Marriage and commitment should be treated with respect.
6. Human affection can be expressed through poetry and songs.

E. Psalms as wisdom literature

Some Psalms provide teachings about wise and righteous living.

Examples:

- Psalm 1 – The difference between righteous and wicked ways.
- Psalm 37 – Trusting God and doing good.
- Psalm 49 – The limitations of wealth.
- Psalm 73 – Understanding the apparent prosperity of the wicked.

- Psalm 119 – The value of God's Word.

3.10 Purpose in life in the light of wisdom literature

Meaning of purpose in life

Purpose in life refers to the reason for human existence and the goals, responsibilities and values that guide a person's decisions and actions.

In biblical wisdom literature, human beings are encouraged to recognise God as their Creator and live according to His teachings.

Wisdom literature teaches that human life should not be measured only by wealth, education, popularity, possessions or personal success.

Instead, people should seek wisdom, righteousness, meaningful relationships and a responsible relationship with God.

A. Purpose in life according to Proverbs

The Book of Proverbs teaches that the fear of the Lord is the beginning of wisdom and knowledge.

It encourages people to:

1. Respect God.
2. Seek wisdom.
3. Practise honesty.
4. Work diligently.
5. Respect parents and other people.
6. Avoid wickedness.
7. Exercise self-control.
8. Use knowledge responsibly.
9. Make wise decisions.
10. Promote justice and fairness.

Biblical example: Proverbs 1:7

The passage teaches that the fear of the Lord is the beginning of knowledge.

Application to Grade 11 learners:

- Respect God and other people.
- Make responsible academic choices.
- Avoid examination malpractice.
- Use talents positively.
- Develop good relationships.
- Make decisions based on moral values.

B. Purpose in life according to Ecclesiastes

Ecclesiastes teaches that human life is temporary and that material achievements alone cannot provide lasting meaning.

The writer examines the limitations of pleasure, wealth, work and human wisdom.

Ecclesiastes 12:13–14 provides the conclusion that human beings should fear God and keep His commandments.

Purpose in life according to Ecclesiastes includes:

1. Recognising God as the source of life.
2. Living responsibly.
3. Appreciating God's blessings.
4. Avoiding excessive attachment to material possessions.
5. Making good use of time.
6. Fulfilling personal responsibilities.
7. Respecting God's commandments.
8. Preparing to give an account of one's actions.

C. Purpose in life according to Job

The Book of Job demonstrates that human life includes suffering, uncertainty and challenges.

It teaches that people should remain faithful to God even when they do not understand their circumstances.

Purpose in life according to Job includes:

1. Maintaining faith in God.
2. Developing patience.
3. Remaining righteous during suffering.
4. Avoiding unfair judgement of others.
5. Recognising God's greatness.
6. Seeking wisdom rather than relying only on human understanding.
7. Remaining hopeful during difficulties.

D. Purpose in life according to Psalms

Psalms teaches that human life should be centred on God through praise, worship, trust and obedience.

Examples:

- Psalm 23 teaches dependence on God.
- Psalm 100 teaches thanksgiving.
- Psalm 121 teaches trust in God's protection.
- Psalm 150 teaches the importance of praising God.

E. Purpose in life according to Song of Songs

Song of Songs highlights the importance of love and responsible relationships.

It teaches that human beings should:

1. Value genuine love.
2. Respect other people.

3. Demonstrate faithfulness.
4. Appreciate commitment.
5. Respect human dignity.
6. Develop healthy relationships.

3.11 Importance of wisdom literature to young people in Kenya

Wisdom literature provides practical guidance for young people as they prepare for adulthood, employment, family responsibilities and participation in society.

Area of life	Lesson from wisdom literature
Education	Work hard and seek knowledge.
Leadership	Exercise wisdom and fairness.
Family	Respect parents and other family members.
Employment	Be honest and diligent.
Friendships	Choose positive companions.
Financial management	Avoid greed and irresponsible spending.
Digital behaviour	Use technology responsibly and avoid harmful communication.
Relationships	Demonstrate respect and faithfulness.
Citizenship	Promote justice and peaceful coexistence.
Personal development	Set meaningful goals and use talents positively.

Practical examples in the Kenyan context

1. A learner who refuses to cheat during examinations demonstrates the wisdom taught in Proverbs.
2. A young person who respects parents demonstrates responsible conduct.
3. A student who uses social media responsibly demonstrates self-control.
4. A person who works honestly demonstrates diligence.
5. A community leader who treats everyone fairly demonstrates justice.
6. A young person who avoids unnecessary competition for material wealth applies the teachings of Ecclesiastes.
7. A learner who remains faithful during academic difficulties demonstrates the lessons from Job.

3.12 Importance of wisdom literature to Christians

1. It teaches the importance of living wisely.
2. It provides guidance when making decisions.
3. It promotes honesty and integrity.
4. It encourages hard work.
5. It promotes respect for others.
6. It teaches people to appreciate life.
7. It provides guidance during suffering.
8. It encourages humility.
9. It promotes peaceful relationships.
10. It strengthens faith in God.

3.13 Prophetic writing

Meaning of prophetic writing

Prophetic writing is a literary style in which prophets communicate messages believed to come from God.

These messages may contain warnings, promises, judgement, calls to repentance, encouragement and predictions concerning future events.



Characteristics of prophetic writing

1. It communicates God's message.
2. It calls people to repentance.
3. It condemns injustice and wrongdoing.
4. It warns people about the consequences of disobedience.
5. It communicates God's judgement.
6. It contains promises of hope and restoration.
7. It uses symbolic language and imagery.
8. It addresses political, religious and social problems.
9. It encourages faithfulness to God.
10. It sometimes communicates future events.

Books of the major prophets

The traditional grouping of major prophets includes:

1. Isaiah.

2. Jeremiah.
3. Lamentations.
4. Ezekiel.
5. Daniel.

They are called major prophets mainly because of the length and scope of their writings, not because they were more important than the other prophets.

Books of the minor prophets

The twelve minor prophets are:

1. Hosea.
2. Joel.
3. Amos.
4. Obadiah.
5. Jonah.
6. Micah.
7. Nahum.
8. Habakkuk.
9. Zephaniah.
10. Haggai.
11. Zechariah.
12. Malachi.

They are called minor prophets because their books are generally shorter.

Examples of prophetic messages

Prophet	Biblical reference	Main message
Isaiah	Isaiah 1:16–17	Call to justice and righteous living.
Jeremiah	Jeremiah 7:1–11	Warning against false security and wrongdoing.
Ezekiel	Ezekiel 18:30–32	Call to repentance.
Daniel	Daniel 2:31–45	God's authority over earthly kingdoms.
Amos	Amos 5:21–24	Justice and righteousness.
Micah	Micah 6:8	Justice, mercy and humility.
Malachi	Malachi 3:8–10	Faithfulness in giving.

Importance of prophetic writing

1. It communicates God's expectations.
2. It condemns corruption and injustice.
3. It encourages repentance.
4. It gives hope to people experiencing suffering.
5. It promotes social justice.
6. It warns against disobedience.
7. It encourages responsible leadership.

8. It strengthens faith in God's promises.

3.14 Gospel writing

Meaning of Gospel writing

Gospel writing is a literary style that records the life, teachings, miracles, death and resurrection of Jesus Christ.

The word Gospel means good news.

The four Gospels are:

1. Matthew.
2. Mark.
3. Luke.
4. John.



Characteristics of Gospel writing

1. It describes the birth and life of Jesus.
2. It records the teachings of Jesus.
3. It contains accounts of miracles.
4. It records interactions between Jesus and different people.
5. It explains the Kingdom of God.
6. It describes the suffering and death of Jesus.
7. It records the resurrection of Jesus.
8. It communicates messages about salvation and faith.

Examples

- Birth of Jesus – Matthew 1–2; Luke 1–2.

- Baptism of Jesus – Matthew 3; Mark 1.
- Sermon on the Mount – Matthew 5–7.
- Parables of Jesus – Luke 15.
- Crucifixion – Luke 23; John 19.
- Resurrection – Matthew 28; John 20.

Importance of Gospel writing

1. It teaches Christians about Jesus Christ.
2. It communicates the message of salvation.
3. It provides examples of Christian living.
4. It encourages love and forgiveness.
5. It strengthens Christian faith.
6. It records the foundation of Christianity.

3.15 Parabolic writing

Meaning of a parable

A parable is a short story or illustration used to communicate a spiritual or moral lesson.

Jesus frequently used parables to teach people about the Kingdom of God, forgiveness, love, responsibility and righteous living.

Characteristics of parables

1. They use familiar situations.
2. They contain characters.
3. They communicate moral or spiritual lessons.
4. They use comparisons and illustrations.
5. They encourage listeners to think.
6. They often reveal the consequences of human actions.

Examples of parables

Parable	Biblical reference	Main lesson
The Good Samaritan	Luke 10:25–37	Love and compassion towards others.
The Prodigal Son	Luke 15:11–32	Forgiveness and repentance.
The Sower	Matthew 13:1–23	Responses to God's Word.
The Lost Sheep	Luke 15:3–7	God's concern for those who are lost.
The Talents	Matthew 25:14–30	Responsible use of abilities.
The Wise and Foolish Builders	Matthew 7:24–27	Putting God's teachings into practice.

Note: Parabolic writing is a literary form found mainly within narrative and teaching passages, rather than a separate collection of biblical books.

3.16 Epistles or letter writing

Meaning of epistles

Epistles are letters written to individuals or Christian communities to communicate teachings, instructions, encouragement, correction and guidance.

Many New Testament epistles were written by apostles, especially Paul.



Characteristics of epistles

1. They address particular individuals or communities.
2. They contain greetings.
3. They provide instructions.
4. They explain Christian beliefs.
5. They address social and moral problems.
6. They encourage believers.
7. They correct wrong practices.
8. They promote unity in the Church.
9. They explain Christian responsibilities.
10. They contain closing remarks and greetings.

Books of the Pauline epistles

The traditional collection of 13 Pauline epistles includes:

1. Romans.
2. 1 Corinthians.
3. 2 Corinthians.
4. Galatians.
5. Ephesians.
6. Philippians.

7. Colossians.
8. 1 Thessalonians.
9. 2 Thessalonians.
10. 1 Timothy.
11. 2 Timothy.
12. Titus.
13. Philemon.

Other New Testament epistles

1. Hebrews.
2. James.
3. 1 Peter.
4. 2 Peter.
5. 1 John.
6. 2 John.
7. 3 John.
8. Jude.

Note: Hebrews is traditionally grouped among the general epistles in many Bible classifications, although its authorship is unknown.

Importance of epistles

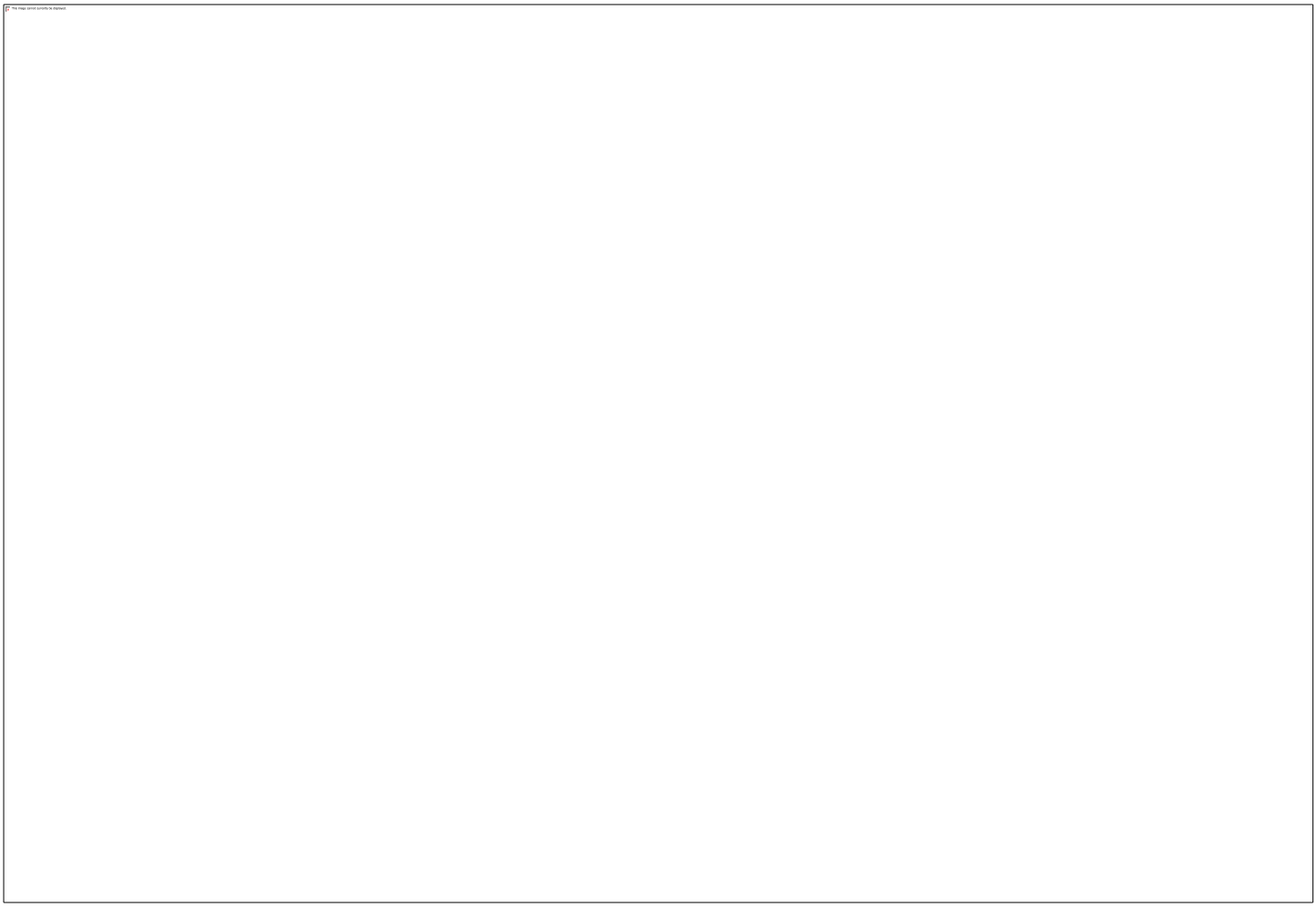
1. They guide Christian behaviour.
2. They explain Christian beliefs.
3. They promote unity among believers.
4. They correct wrongdoing.
5. They encourage spiritual growth.
6. They provide guidance on leadership.
7. They promote love and forgiveness.
8. They address challenges facing Christian communities.

3.17 Apocalyptic writing

Meaning of apocalyptic writing

Apocalyptic writing is a literary style that communicates messages about God's ultimate victory, judgement, future events and the fulfilment of His purposes through visions, symbols and dramatic imagery.

The term is associated with the idea of revelation or unveiling.



Characteristics of apocalyptic writing

1. It uses symbols and images.
2. It contains visions and dreams.
3. It communicates messages about future events.
4. It describes conflict between good and evil.
5. It emphasises God's authority.
6. It communicates judgement.
7. It provides hope to people experiencing persecution.
8. It communicates God's final victory.

Main biblical books associated with apocalyptic writing

1. Daniel – especially chapters 7–12.
2. Revelation – particularly the entire book.

Apocalyptic elements also appear in other biblical passages, including parts of Ezekiel, Isaiah, Zechariah and the teachings of Jesus in Matthew 24–25.

Examples

- Daniel's vision of four beasts – Daniel 7.
- Daniel's vision of the ram and the goat – Daniel 8.
- The vision of the new heaven and new earth – Revelation 21.

- The vision of the New Jerusalem – Revelation 21–22.

Importance of apocalyptic writing

1. Encourages Christians to remain faithful.
2. Provides hope during persecution.
3. Emphasises God's sovereignty.
4. Encourages righteous living.
5. Teaches that evil does not have the final victory.
6. Reminds believers about divine judgement.
7. Strengthens confidence in God's promises.

4.0 SUMMARY OF LITERARY STYLES AND THE BOOKS OF THE BIBLE

The following table provides a broad classification of the 66 books of the Protestant Bible according to their dominant literary forms. Some books belong to more than one category.

Literary style	Books or main examples
Narrative and historical	Genesis, Exodus, Numbers, Joshua, Judges, Ruth, 1 Samuel, 2 Samuel, 1 Kings, 2 Kings, 1 Chronicles, 2 Chronicles, Ezra, Nehemiah, Esther, Acts.
Law	Exodus, Leviticus, Numbers, Deuteronomy.
Poetry and songs	Psalms, Song of Songs, Lamentations; poetic sections in Job, Proverbs, Ecclesiastes and many prophetic books.
Wisdom literature	Job, Proverbs, Ecclesiastes; wisdom themes in Psalms and Song of Songs.
Prophetic writing	Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi.
Gospel writing	Matthew, Mark, Luke, John.
Parables	Found mainly in Matthew, Mark and Luke, with related figurative teachings in John.
Epistles	Romans, 1 and 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 and 2 Thessalonians, 1 and 2 Timothy, Titus, Philemon, Hebrews, James, 1 and 2 Peter, 1, 2 and 3 John, Jude.
Apocalyptic writing	Daniel and Revelation, with apocalyptic passages elsewhere.

Important: The same book can contain several literary styles. For example, Exodus contains historical narratives, laws and songs. Psalms contains praise, lament, thanksgiving, wisdom and royal poetry.

5.0 POETRY AND SONGS IN THE BIBLE

5.1 Importance of poetry and songs in the Old Testament

Poetry and songs played an important role in the religious, social and cultural lives of the Israelites.

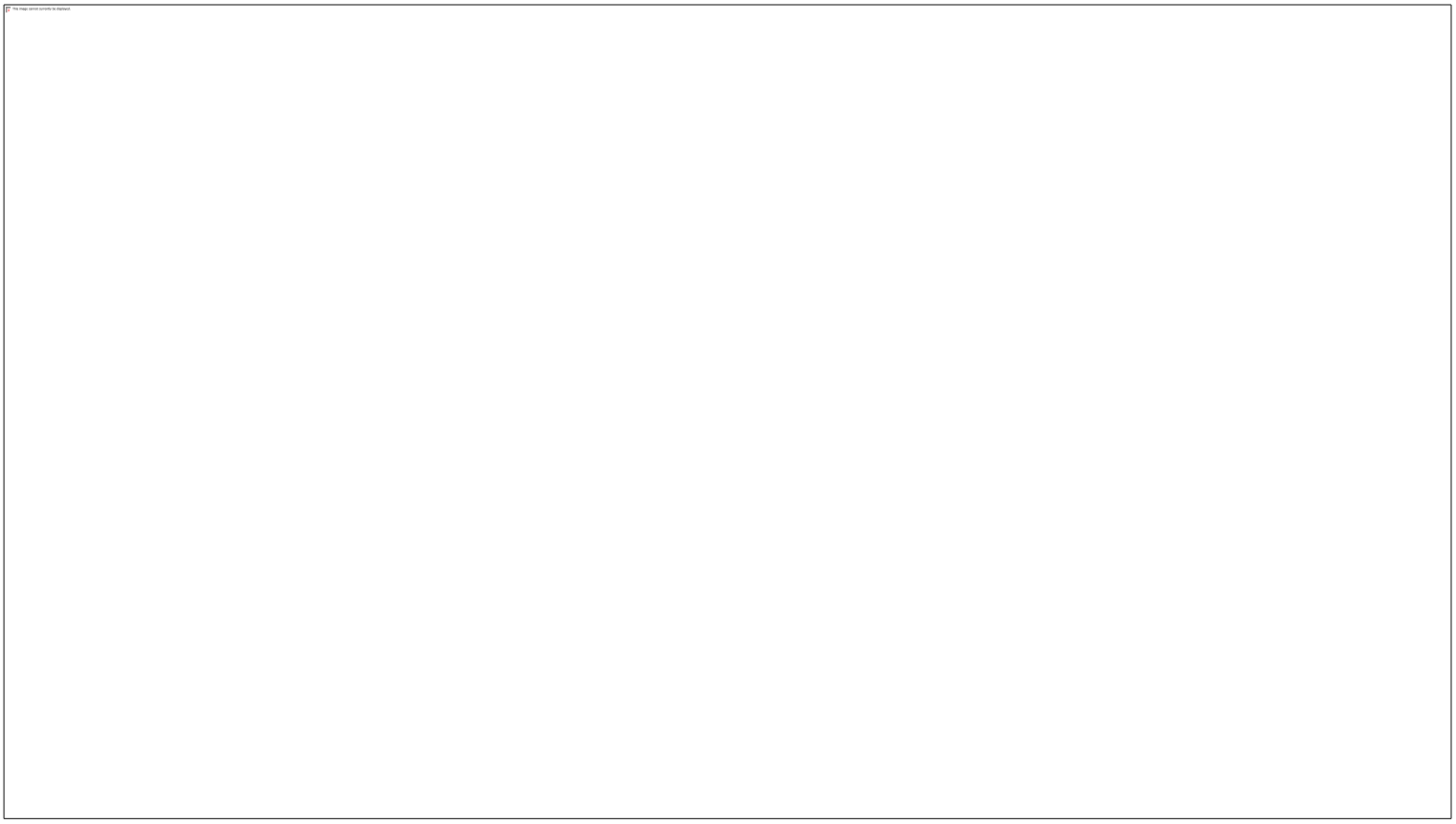
They were used during worship, celebrations, thanksgiving, mourning and remembrance of important events.

Uses of poetry and songs among the Israelites

1. **Worshipping God:** Songs were used to praise God's greatness and holiness.
2. **Celebrating victories:** Songs celebrated victories over enemies.
3. **Expressing thanksgiving:** People sang to thank God for His blessings.
4. **Expressing sorrow:** Poems communicated grief during difficult experiences.
5. **Teaching moral values:** Songs communicated lessons about righteous living.

6. **Remembering history:** Songs helped preserve important historical experiences.
7. **Encouraging faith:** They reminded people to trust God.
8. **Promoting unity:** Singing brought communities together.
9. **Expressing repentance:** Poems helped people communicate sorrow for wrongdoing.
10. **Celebrating love:** Songs expressed affection and appreciation in relationships.

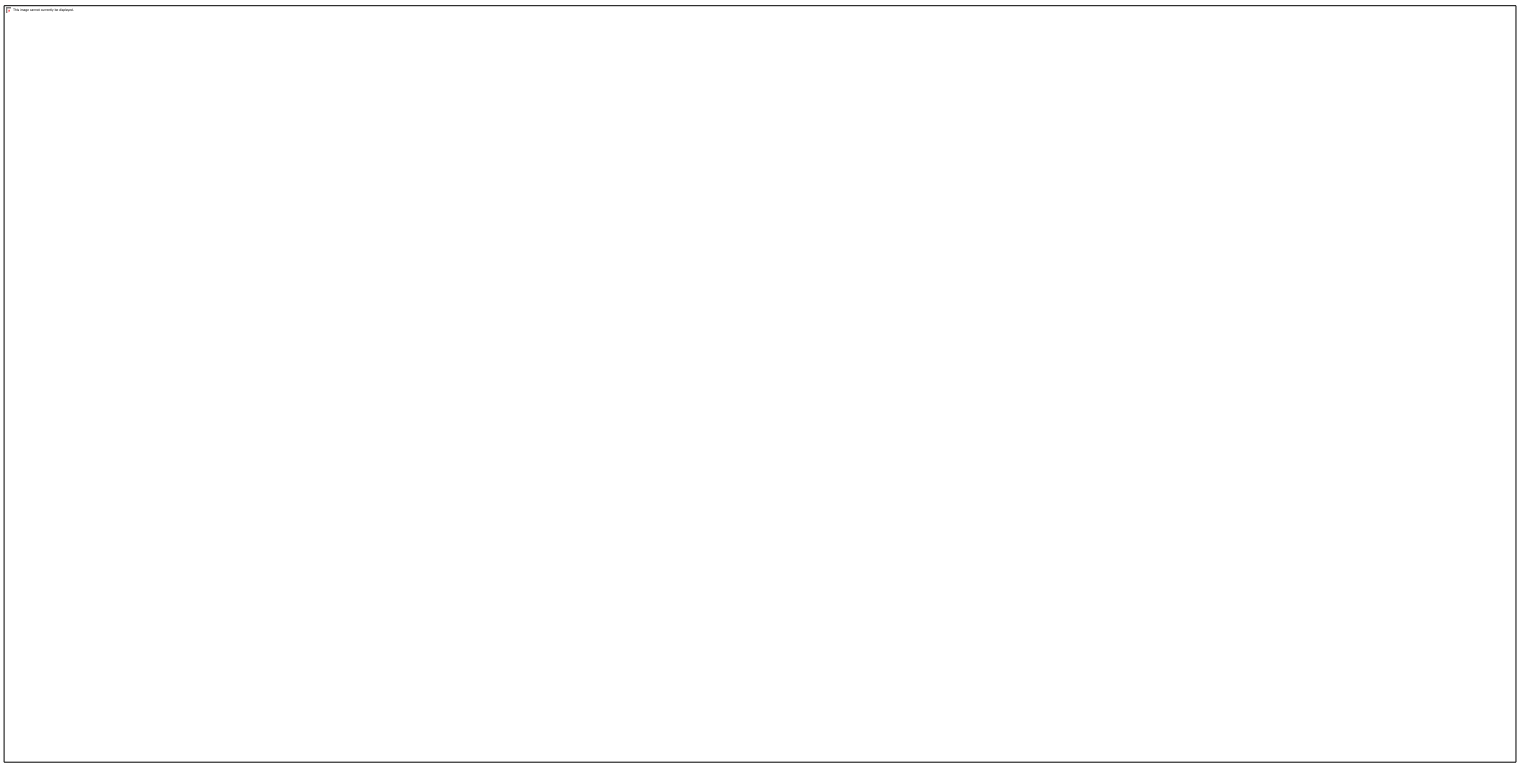
5.2 Examples of important songs in the Old Testament



Song or poem	Biblical reference	Purpose
Song of Moses and Israelites	Exodus 15:1–18	Celebrating deliverance from Egypt.
Song of Miriam	Exodus 15:20–21	Celebrating God's victory over the Egyptians.
Song of Deborah and Barak	Judges 5	Celebrating victory over the Canaanites.
Hannah's song	1 Samuel 2:1–10	Thanksgiving for God's intervention.
David's song	2 Samuel 22	Praising God for deliverance.
Song of Songs	Song of Songs 1–8	Celebrating love and affection.
Song of Hezekiah	Isaiah 38:9–20	Thanksgiving following recovery from illness.
Habakkuk's prayer-song	Habakkuk 3	Expressing faith and confidence in God.
Psalms of David	Various Psalms	Worship, thanksgiving and prayer.

5.3 The Song of Moses and the Israelites

Bible reference: Exodus 15:1-18



Background

The Israelites had been enslaved in Egypt for many years.

God delivered them through Moses and led them out of Egypt.

When Pharaoh's army pursued them, God enabled the Israelites to cross the Red Sea safely.

The Egyptian army was defeated.

Following this deliverance, Moses and the Israelites sang a song praising God.

Main teachings from the song

1. God is powerful.
2. God protects His people.
3. God delivers people from oppression.
4. God deserves praise and thanksgiving.
5. God is faithful to His promises.
6. People should remember God's goodness.
7. Worship should be directed towards God.

Lessons for Christians today

- Christians should thank God for deliverance.
- People should remember those who have helped them.
- God should be praised during times of victory.
- Communities should celebrate positive achievements.
- Christians should remain hopeful during challenges.

5.4 Hannah's song

Bible reference: 1 Samuel 2:1-10

Hannah was the mother of Samuel. She had experienced difficulty having a child.

After God answered her prayer and gave her a son, she offered a prayer of thanksgiving expressed in poetic form.

Main teachings

1. God answers prayers.
2. God is holy and powerful.
3. God lifts up the humble.
4. God can change people's circumstances.
5. Human beings should not boast.
6. God is concerned about the poor and needy.
7. God deserves thanksgiving.

5.5 The Song of Deborah and Barak

Bible reference: Judges 5

Deborah and Barak sang a song after the Israelites defeated the forces of Sisera.

The song celebrated God's intervention and the courage of those who participated in the victory.

Main teachings

1. God gives victory.
2. Courage is important during challenges.
3. Leaders should encourage others.
4. People should work together.
5. Communities should appreciate those who serve them.
6. People should remain faithful to God.

6.0 DIFFERENT LITERARY DEVICES USED IN BIBLICAL POETRY

Biblical poets used different literary devices to make their messages meaningful, memorable and powerful.

6.1 Parallelism

Parallelism is a literary technique in which two or more lines express related, contrasting or developing ideas.

It is common in Hebrew poetry.

Types of parallelism include:

A. Synonymous parallelism

Two lines express similar ideas using different words.

Example: Psalm 19:1.

The heavens declare God's glory, and the skies proclaim the work of His hands.

B. Antithetic parallelism

The second line expresses an idea that contrasts with the first.

Example: Proverbs 10:1 contrasts the effects of wise and foolish behaviour.

C. Synthetic parallelism

The second line develops or completes the idea expressed in the first line.

Example: Psalm 1:3 describes a righteous person like a tree planted by streams of water and develops the picture by explaining its fruitfulness.

6.2 Metaphor

A metaphor is a figure of speech in which something is described as something else to communicate a deeper meaning.

Example: Psalm 23:1

The Lord is described as a shepherd.

This communicates God's guidance, protection and provision.

6.3 Simile

A simile is a comparison between two things using words such as *like* or *as*.

Example: Psalm 1:3

The righteous person is compared to a tree planted beside streams of water.

The comparison communicates stability, growth and fruitfulness.

6.4 Personification

Personification is a literary device in which human qualities or actions are attributed to non-human things.

Example: Psalm 98:8

The rivers are described as clapping their hands.

This communicates joyful praise of God through poetic imagery.

6.5 Symbolism

Symbolism involves using an object, person or event to represent a deeper idea.

Examples:

- Light may symbolise goodness and guidance.
- Darkness may symbolise evil or ignorance.
- A shepherd may symbolise care and leadership.
- Water may symbolise life and cleansing.
- A rock may symbolise security and strength.

6.6 Repetition

Repetition involves using a word or phrase more than once to emphasise an important message.

Example: Psalm 136 repeatedly uses the idea that God's steadfast love endures forever.

6.7 Imagery

Imagery involves using descriptive language that creates mental pictures.

Example: Psalm 23 uses images of green pastures and still waters to communicate peace, provision and protection.

Importance of literary devices in biblical poetry

1. They make messages memorable.
2. They communicate complex ideas simply.
3. They create emotional expression.
4. They make songs interesting.
5. They help readers understand spiritual truths.
6. They encourage reflection.
7. They make worship meaningful.

REVISION QUESTIONS

Instructions: Answer all questions in your exercise book. Support your answers with relevant biblical references where necessary.

SECTION A: SHORT-ANSWER QUESTIONS

1. Define the term Bible.
2. Distinguish between the Old Testament and the New Testament.
3. Explain the meaning of writing the Holy Bible.
4. Define the term Scripture.
5. What is biblical inspiration?
6. State seven stages involved in the development of the Holy Bible.
7. Explain the meaning of revelation.
8. Identify five ways through which God revealed Himself to humanity.
9. With reference to Jeremiah 36:1–4, explain how God revealed His message to Jeremiah.
10. Define inspiration as used in the development of Scripture.
11. Explain the importance of the Holy Spirit in biblical inspiration.
12. What is meant by inscription?
13. Identify five materials used in writing during biblical times.
14. Explain the significance of Exodus 32:15–16 in the development of Scripture.
15. Define transmission as used in the development of the Bible.
16. Identify five methods through which biblical messages were transmitted.
17. Explain the meaning of canonisation.
18. State five considerations that were important in recognising biblical books as authoritative Scripture.
19. What is meant by translation?
20. Identify the three main languages in which the Bible was originally written.
21. Explain the significance of the Septuagint in Bible translation.
22. State five reasons why Bible translation is important in Kenya.
23. Define preservation as used in the development of Scripture.
24. Identify five methods used to preserve the Bible.
25. Explain the significance of Exodus 32:19 and Exodus 34:1–4 in relation to preservation.

SECTION B: LITERARY STYLES

26. Define literary style.
27. Identify eight literary styles used in writing the Bible.
28. Explain five characteristics of narrative writing.
29. List the main biblical books that contain legal writing.
30. Explain five characteristics of poetry and songs.
31. Identify five examples of songs found in the Old Testament and state their purposes.
32. Explain the meaning of wisdom literature.

33. Identify the five main books traditionally associated with Old Testament wisdom and poetry.
34. Explain five characteristics of prophetic writing.
35. Distinguish between major prophets and minor prophets.
36. List the four Gospels.
37. Define the term parable.
38. Identify five parables taught by Jesus and state their lessons.
39. Define the term epistle.
40. Identify the 13 traditional Pauline epistles.
41. List the eight other New Testament epistles.
42. Explain five characteristics of apocalyptic writing.
43. Identify two major biblical books associated with apocalyptic writing.

SECTION C: POETRY, SONGS AND WISDOM LITERATURE

44. What is the Book of Psalms?
45. How many Psalms are contained in the Book of Psalms?
46. Identify five individuals or groups associated with writing the Psalms.
47. Explain six categories of Psalms.
48. Identify five Psalms that communicate trust in God.
49. State five reasons why the Israelites composed songs.
50. Explain the importance of poetry and songs in the religious life of the Israelites.
51. Explain the significance of the Song of Moses in Exodus 15:1–18.
52. Identify five lessons Christians learn from Hannah's song in 1 Samuel 2:1–10.
53. Explain the significance of the Song of Deborah in Judges 5.
54. Define the following literary devices:

a) Metaphor.

b) Simile.

c) Personification.

d) Parallelism.

e) Symbolism.

f) Repetition.

55. Explain the difference between synonymous and antithetic parallelism.
56. Give five examples of biblical imagery and explain their meanings.

SECTION D: PURPOSE IN LIFE IN THE LIGHT OF WISDOM LITERATURE

57. Define the term purpose in life.
58. Explain the meaning of the fear of the Lord according to Proverbs.

59. State six teachings about wise living from the Book of Proverbs.

60. Explain five lessons from the Book of Job concerning human suffering.

61. Discuss the meaning of human life according to Ecclesiastes.

62. Explain the significance of Ecclesiastes 12:13–14.

63. State five lessons Christians learn from the Book of Song of Songs.

64. Explain five ways in which wisdom literature guides young people in Kenya.

65. Discuss the importance of wisdom literature in promoting responsible citizenship.

SECTION E: APPLICATION AND HIGHER-ORDER THINKING

66. A Grade 11 learner is preparing to make important decisions concerning education, friendships and future employment.

Explain five teachings from Proverbs that can guide the learner.

67. A young person believes that wealth and material possessions are the only measures of success.

Using Ecclesiastes, explain five reasons why this belief is incomplete.

68. Some members of a community discriminate against people experiencing poverty.

Using the teachings of wisdom literature, explain five ways Christians can promote justice and compassion.

69. Explain five ways Bible translation has contributed to Christian growth in Kenya.

70. A church wants to preserve its biblical teaching materials for future generations.

Suggest six ways it can preserve and make the materials accessible.

71. Compare narrative writing and poetic writing under five points.

72. Explain five reasons why biblical writers used different literary styles.

73. Using examples from Psalms, explain five ways poetry can communicate spiritual teachings.

74. Explain five ways the study of biblical literary styles develops critical thinking among Grade 11 learners.

75. Discuss the relevance of biblical wisdom literature in addressing challenges facing young people in contemporary Kenyan society.

9.0 BIBLICAL REFERENCES FOR FURTHER STUDY

Topic	Recommended Bible reading
Revelation	Jeremiah 36:1–4
Inspiration	Isaiah 59:20–21; 2 Timothy 3:16; 2 Peter 1:20–21
Inscription	Exodus 32:15–16; Exodus 24:4
Transmission	Luke 16:27–31; Deuteronomy 6:6–9
Canonisation	Psalm 119:89; Luke 24:44
Translation and interpretation	Daniel 5:25–28
Preservation	Exodus 32:19; Exodus 34:1–4
Poetry and songs	Exodus 15; Judges 5; 1 Samuel 2
Psalms	Psalms 1, 23, 51, 100 and 150
Wisdom literature	Job 1–2; Proverbs 1; Ecclesiastes 12; Song of Songs
Prophetic writing	Isaiah 1; Jeremiah 7; Amos 5; Micah 6
Gospel writing	Matthew 5–7; Luke 15; John 20
Epistles	Romans 12; 1 Corinthians 13; James 2

Apocalyptic writing	Daniel 7; Revelation 21–22

STRAND 1.0: THE OLD TESTAMENT

SUB-STRAND 1.3: PRINCIPLES OF GOOD STEWARDSHIP

PRINCIPLES OF GOOD STEWARDSHIP

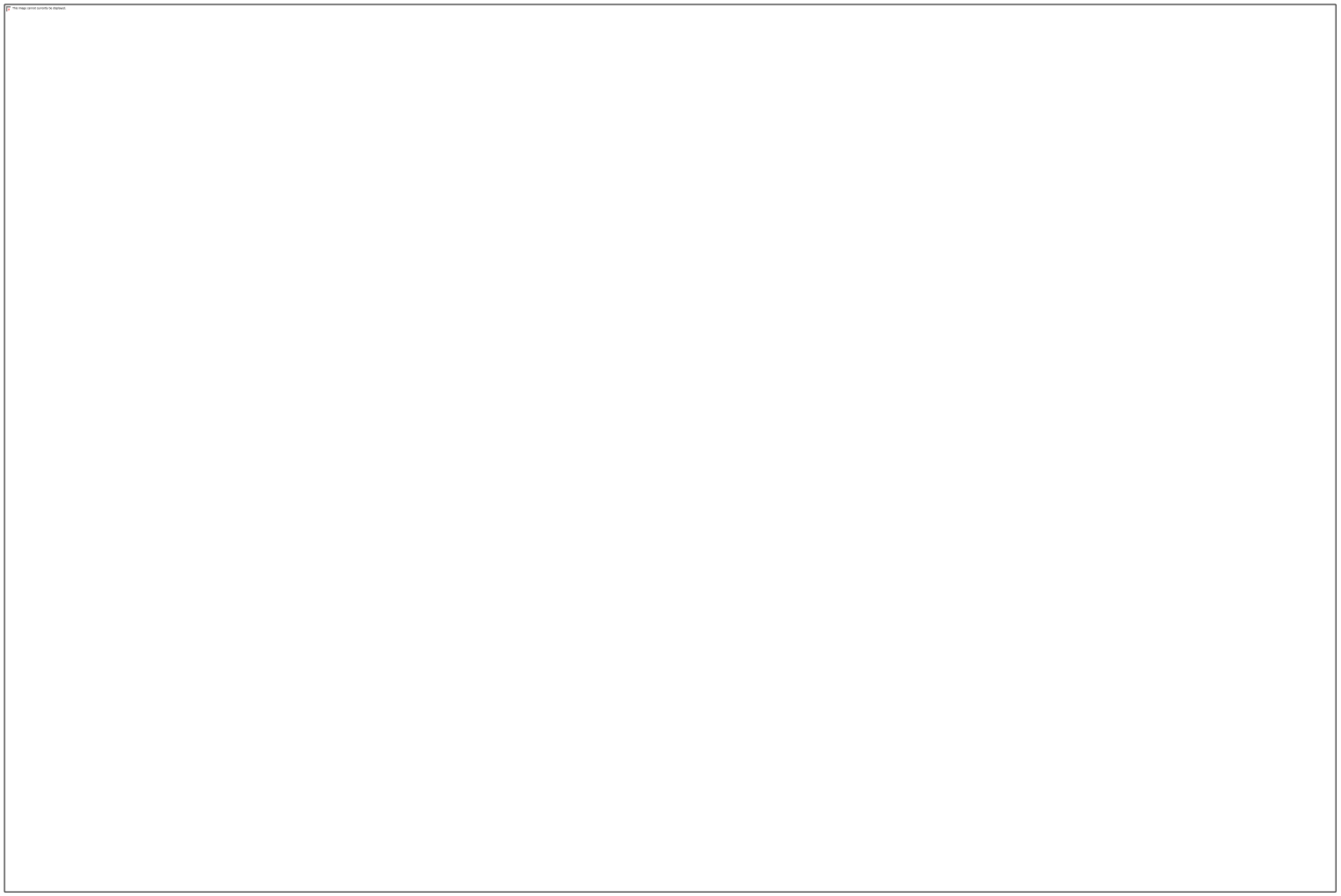


Illustration theme: Responsible care for God's creation in the Kenyan community.

Key biblical foundation: Genesis 1:26–28; Genesis 2:15–16; Deuteronomy 8:17–18.

Key principles: Ownership, Responsibility, Accountability and Reward.

1.0 INTRODUCTION TO STEWARDSHIP

1.1 Meaning of stewardship

Stewardship refers to the responsible management, protection, use and development of resources entrusted to an individual by God or another person.

A steward is a person who is entrusted with the responsibility of taking care of something that belongs to another person.

In Christianity, stewardship means recognising that God is the ultimate owner of everything in creation and human beings are entrusted with the responsibility of managing His creation wisely.

Stewardship involves taking good care of:

1. The environment and natural resources.
2. Human life and health.
3. Personal talents and abilities.
4. Time and opportunities.
5. Money and other material possessions.
6. Family and community resources.
7. School and church property.

8. Knowledge and education.

Example in the Kenyan context:

A learner who uses school textbooks carefully, switches off classroom lights when not in use, plants trees, avoids wasting water and keeps the school compound clean demonstrates good stewardship.

1.2 Who is a steward?

A steward is a person who has been given responsibility to manage resources on behalf of the owner.

A Christian understands that:

- God is the ultimate owner of creation.
- Human beings are God's appointed stewards.
- Every resource is a gift and a responsibility.
- Resources should be used wisely and fairly.
- People will give an account of how they have managed what was entrusted to them.

1.3 Meaning of good stewardship

Good stewardship refers to the proper, honest, careful and responsible use of resources entrusted to an individual.

It involves using resources in ways that:

- Please God.
- Benefit individuals and society.
- Protect the environment.
- Promote fairness and justice.
- Meet present needs without destroying resources needed by future generations.

1.4 Characteristics of a good steward

A good steward demonstrates the following characteristics:

1. **Honesty:** A good steward does not steal, misuse or misappropriate resources.

2. **Responsibility:** A good steward performs assigned duties faithfully.

3. **Diligence:** A good steward works hard and avoids laziness.

4. **Faithfulness:** A good steward can be trusted with responsibilities.

5. **Accountability:** A good steward is willing to explain how resources have been used.

6. **Self-discipline:** A good steward controls personal behaviour and avoids unnecessary wastage.

7. **Creativity:** A good steward finds innovative ways of using available resources.

8. **Environmental awareness:** A good steward protects the environment against pollution and destruction.

9. **Fairness:** A good steward ensures that resources are shared and used justly.

10. **Gratitude:** A good steward appreciates the resources provided by God.

2.0 BIBLICAL TEACHINGS ON STEWARDSHIP

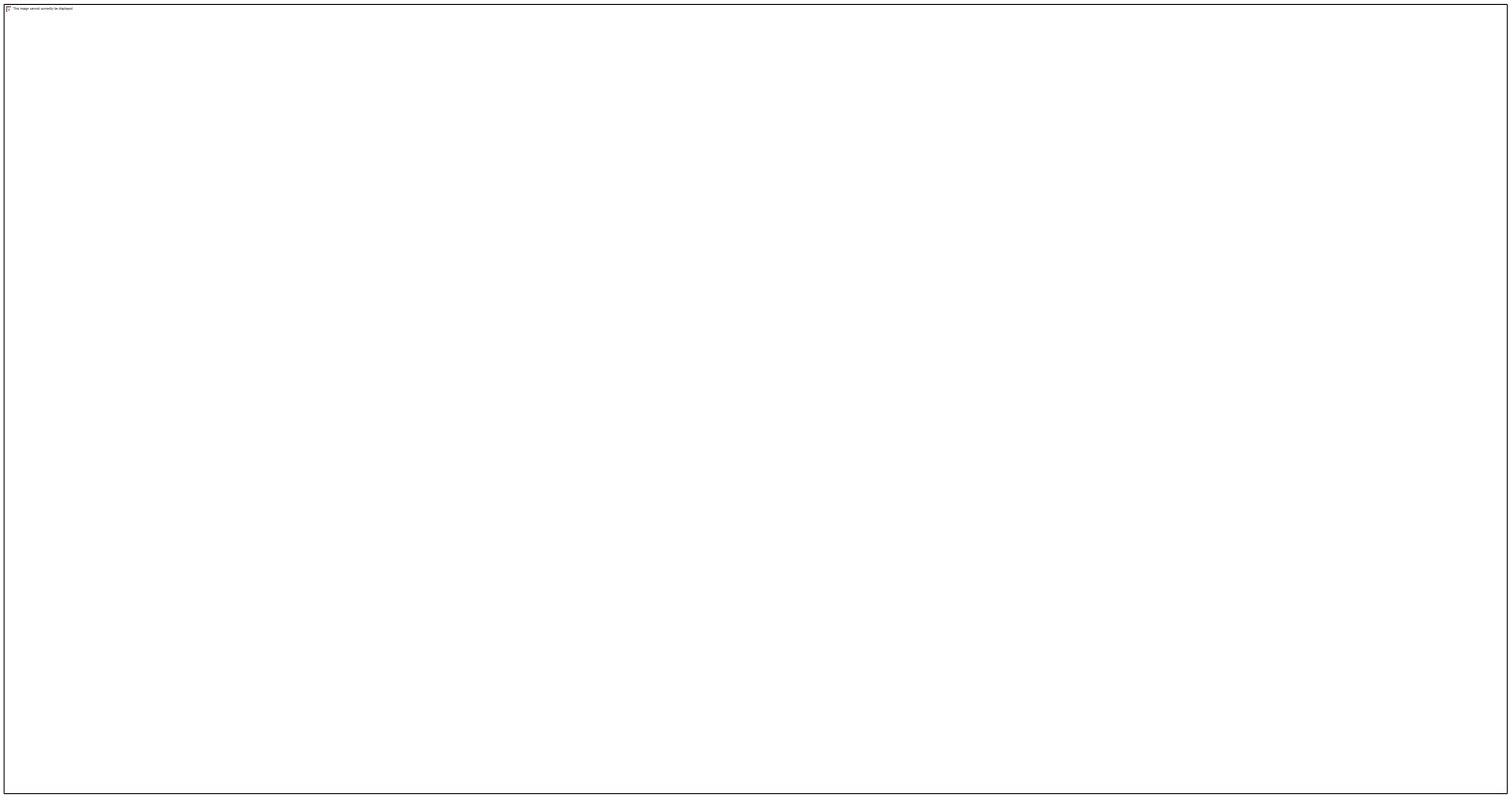
The Old Testament provides important teachings about God's ownership of creation and the responsibility of human beings to manage it.

The main scriptures for understanding stewardship include:

- Genesis 1:26–28.
- Genesis 2:15–16.
- Deuteronomy 8:17–18.
- 1 Chronicles 29:11–12.
- Deuteronomy 28:1–14.
- Proverbs 3:1–35.
- Jeremiah 17:9–10.
- Proverbs 12:24.

2.1 Interpretation of Genesis 1:26–28

Theme: Human beings are entrusted with God's creation.



Biblical background

Genesis 1 describes God's creation of the universe and everything in it.

After creating the different forms of life, God created human beings in His own image and likeness.

God gave human beings authority over other forms of creation and instructed them to multiply, fill the earth and exercise dominion over it.

Interpretation of the scripture

The passage teaches that:

1. Human beings were created in God's image and likeness.

This means that human beings have a special position in creation and should reflect God's character through love, justice, wisdom and responsibility.

2. Human beings were given authority over other creatures.

God entrusted people with the responsibility of managing animals, plants, land and other natural resources.

3. Human beings were instructed to multiply and fill the earth.

This shows that human life and the continuity of creation are important to God.

4. Human beings should exercise dominion responsibly.

Dominion does not mean destroying or abusing creation. It means managing it wisely and protecting it.

5. Creation belongs to God.

Human beings are managers rather than absolute owners of God's creation.

6. Human beings should maintain harmony in creation.

They should avoid activities that cause unnecessary destruction of nature.

Examples of stewardship from Genesis 1:26-28

- Planting trees and protecting forests.
- Taking care of domestic and wild animals.
- Preventing environmental pollution.
- Using land productively.
- Protecting rivers, lakes and other water bodies.
- Practising sustainable agriculture.
- Conserving wildlife in Kenyan national parks and game reserves.

Lessons learnt from Genesis 1:26-28

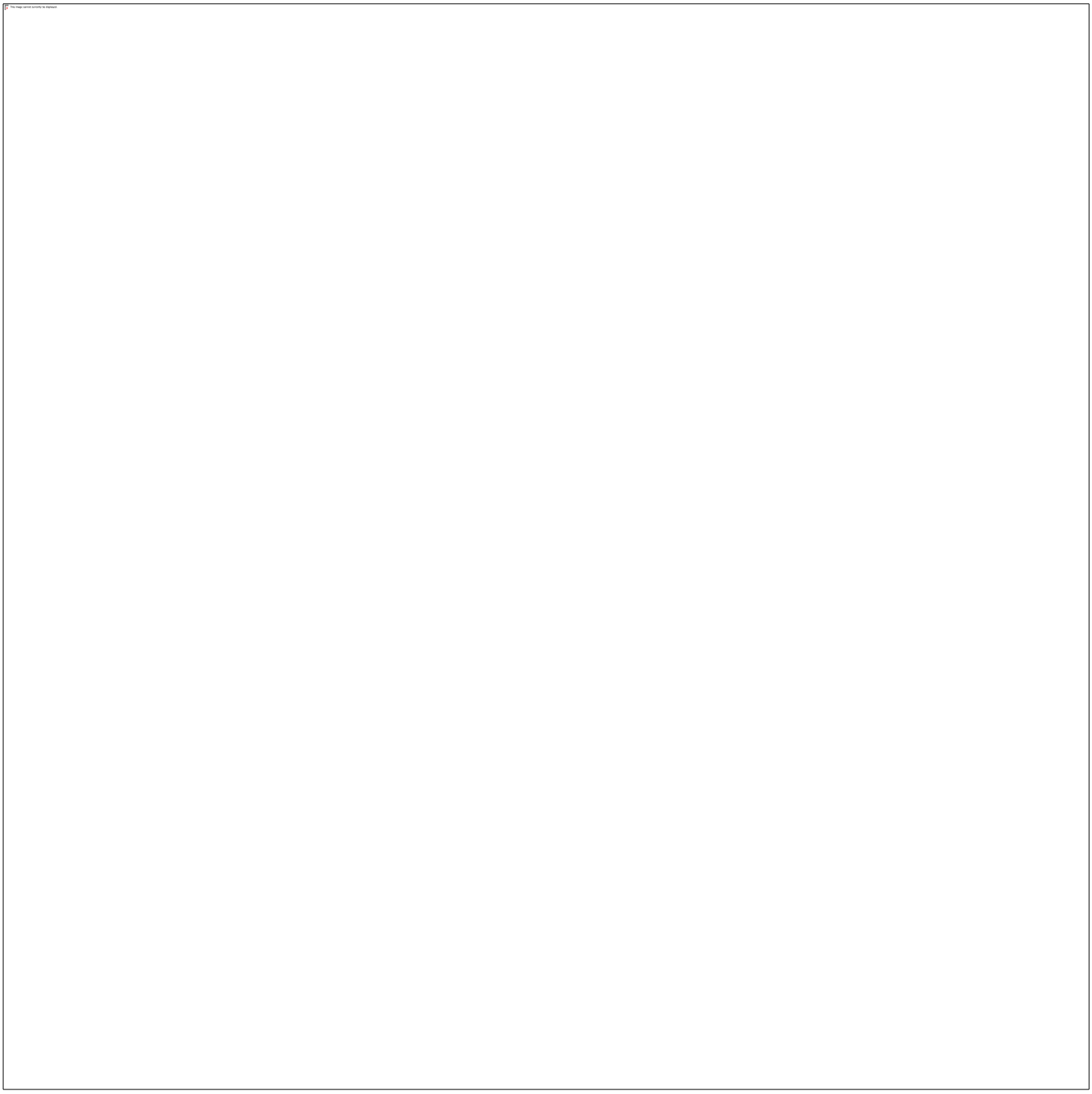
1. God is the creator of all things.
2. Human beings have a special responsibility in creation.
3. People should exercise authority with wisdom and fairness.
4. The environment should be protected and conserved.
5. Animals and plants should be treated responsibly.
6. Human beings should appreciate God's creation.
7. Natural resources should not be exploited carelessly.
8. People should work towards maintaining a balanced environment.
9. Every human being has a responsibility towards creation.
10. Stewardship should benefit present and future generations.

Application in Kenya:

Learners can participate in tree-planting programmes, environmental clubs, wildlife conservation campaigns and community clean-up activities.

2.2 Interpretation of Genesis 2:15-16

Theme: Human responsibility to care for and manage creation.



Biblical background

Genesis 2 gives a more detailed account of the creation of human beings and their placement in the Garden of Eden.

God placed Adam in the garden to work it and take care of it. God also gave him permission to eat from the trees in the garden, subject to a specific instruction.

Interpretation of the scripture

1. God placed Adam in the Garden of Eden.

This demonstrates that God entrusted human beings with resources and an environment to manage.

2. Adam was instructed to work the garden.

Human beings have a responsibility to work hard and make productive use of available resources.

3. Adam was instructed to take care of the garden.

This teaches environmental conservation, protection and responsible resource management.

4. God permitted Adam to eat from the trees.

This shows that resources are provided to meet human needs.

5. Adam was expected to obey God's instructions.

Stewardship requires discipline and respect for established rules.

6. Human beings should balance resource use and conservation.

People should benefit from natural resources without destroying them.

Lessons learnt from Genesis 2:15-16

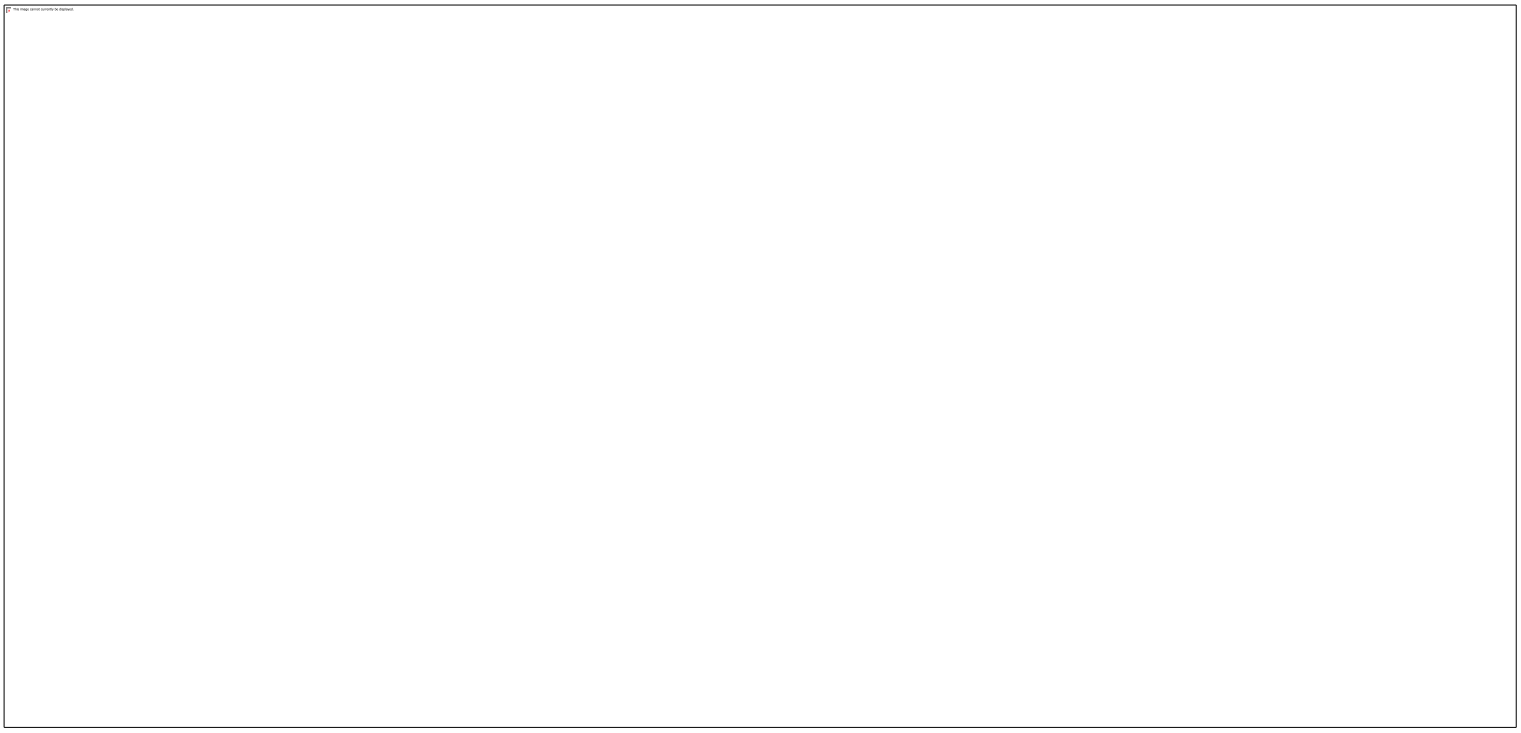
- Work is a responsibility given by God.
- Human beings should protect the environment.
- Natural resources should be used wisely.
- People should avoid unnecessary wastage.
- Obedience is an important quality of a good steward.
- Human beings should appreciate God's provision.
- Productive work contributes to human development.
- Environmental conservation is a Christian responsibility.

Kenyan examples:

- Farmers practising soil conservation.
- Learners maintaining school gardens.
- Families planting fruit trees.
- Communities protecting water catchment areas.
- Proper disposal and recycling of waste.
- Protecting indigenous trees and forests.

2.3 Interpretation of Deuteronomy 8:17-18

Theme: God is the source of human abilities and wealth.



Biblical background

In Deuteronomy, Moses reminded the Israelites of God's faithfulness as they prepared to enter the Promised Land.

He warned them against becoming proud and believing that their own strength and abilities were solely responsible for their wealth and success.

Interpretation of the scripture

1. Human beings should not boast about their achievements.

People should not become proud when they acquire wealth or achieve success.

2. God gives people the ability to produce wealth.

Human abilities, opportunities, talents and strength should be recognised as gifts from God.

3. Human beings should remember God during times of prosperity.

People should not forget God when they become successful.

4. God is faithful to His promises.

God's provision demonstrates His faithfulness to His people.

5. Wealth should be acquired honestly.

People should avoid corruption, cheating and exploitation when seeking economic success.

6. Human achievements should be used to benefit others.

People should use their resources to support families, communities and those in need.

Lessons learnt from Deuteronomy 8:17-18

- God is the source of human abilities.
- People should be humble when they become successful.
- Wealth should not make people forget God.
- Talents should be developed and used productively.

- People should work hard and appreciate opportunities.
- Wealth should be acquired honestly.
- Successful people should assist the less fortunate.
- Gratitude should be expressed to God.
- People should avoid pride and selfishness.

Application in daily life

A Kenyan learner who performs well academically should appreciate the opportunity to learn, work hard, assist classmates and use acquired knowledge responsibly.

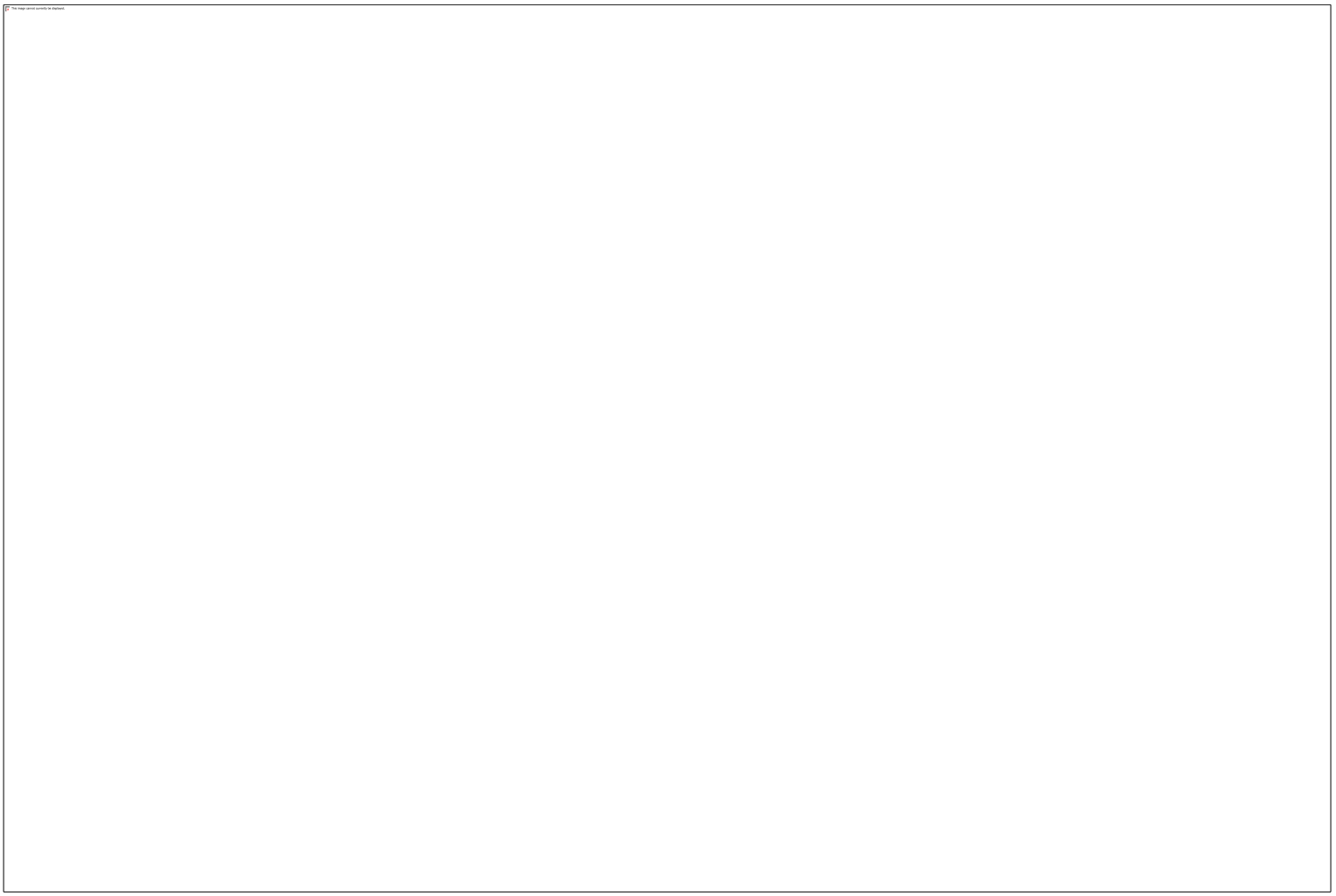
A farmer who receives a good harvest should avoid wasting the produce and should share with those in need.

3.0 THE FOUR PRINCIPLES OF GOOD STEWARDSHIP

The four major principles of Christian stewardship are:

1. Ownership.
2. Responsibility.
3. Accountability.
4. Reward.

The four principles at a glance



1. OWNERSHIP

God is the ultimate owner of creation.



2. RESPONSIBILITY

Human beings must manage resources faithfully.

3. ACCOUNTABILITY

Stewards must explain how they use entrusted resources.



4. REWARD

Faithful stewardship brings blessings and positive outcomes.

3.1 PRINCIPLE ONE: OWNERSHIP

Scripture: 1 Chronicles 29:11-12

Meaning of ownership

Ownership refers to the state of possessing or having legal or rightful control over something.

In Christian stewardship, ownership means recognising that God is the ultimate owner of everything in heaven and on earth.

Human beings are entrusted with the responsibility of managing God's resources.

Biblical background

In 1 Chronicles 29:11–12, King David praises God and acknowledges His greatness, power, glory, victory and majesty.

David recognises that everything in heaven and earth belongs to God. He also acknowledges that wealth, honour, power and strength come from God.

Interpretation of 1 Chronicles 29:11-12

1. God is the ultimate owner of all creation.

Everything in heaven and on earth belongs to God.

2. God is the source of wealth and honour.

Human achievements and possessions should be recognised as gifts from God.

3. God has power over all things.

Human beings should recognise God's authority over creation.

4. Human possessions are temporary.

People should avoid becoming excessively attached to material wealth.

5. People should be humble.

Recognising God's ownership helps individuals avoid pride and selfishness.

6. Wealth should be used responsibly.

People should use their resources to promote God's work and improve the lives of others.

Lessons learnt from 1 Chronicles 29:11-12

- God owns everything in creation.
- Human beings are temporary managers of God's resources.
- Wealth and honour come from God.
- People should be humble.
- Possessions should not become more important than God.
- God's resources should be used for the common good.
- People should appreciate God's provision.
- Human beings should not misuse their authority over creation.

Examples of ownership in daily life

At home:

- Recognising that family resources are gifts from God.
- Respecting parents' property.
- Avoiding wastage of food and water.
- Taking care of household items.

At school:

- Respecting school books, desks and equipment.
- Protecting school buildings.
- Using laboratory equipment carefully.
- Keeping the school environment clean.

At church:

- Respecting church furniture and musical instruments.
- Protecting church property.
- Using church resources for their intended purposes.

- Appreciating resources provided by church members.

3.2 PRINCIPLE TWO: RESPONSIBILITY

Scripture: Deuteronomy 28:1-14

Meaning of responsibility

Responsibility refers to the duty or obligation to perform assigned tasks and manage entrusted resources properly.

In Christian stewardship, responsibility means faithfully carrying out the duties given by God and other people.

Biblical background

Deuteronomy 28:1–14 describes the blessings that God promised the Israelites if they faithfully obeyed His commandments.

Moses explained that obedience would bring blessings to individuals, families, communities, agriculture and economic activities.

The passage emphasises that obedience to God is an important responsibility.

Interpretation of Deuteronomy 28:1-14

1. Obedience to God is important.

The Israelites were expected to listen to God's instructions and follow them.

2. Faithfulness brings positive outcomes.

The Israelites were promised blessings if they remained faithful to God.

3. Responsibility involves hard work.

People should perform their duties diligently rather than depend entirely on others.

4. God blesses different areas of life.

The passage mentions blessings in towns, fields, families, livestock and daily activities.

5. People should follow God's ways.

Good stewardship requires moral discipline and obedience.

6. Blessings should not lead to pride.

People should remain humble and acknowledge God as the source of their success.

Lessons learnt from Deuteronomy 28:1-14

- Christians should obey God's commandments.
- Faithfulness is an important quality of a good steward.
- People should perform their duties diligently.
- Responsible behaviour contributes to success.
- Families should manage their resources wisely.
- People should work honestly.
- God's instructions should guide human decisions.
- Individuals should use their abilities productively.

- Good stewardship promotes community development.

Examples of responsibility

At home:

- Completing household duties.
- Looking after younger siblings responsibly.
- Caring for domestic animals.
- Using electricity and water carefully.
- Helping parents with household activities.

At school:

- Completing assignments on time.
- Attending lessons regularly.
- Taking care of learning materials.
- Participating in school environmental activities.
- Following school rules.

At church:

- Participating in church activities.
- Maintaining cleanliness.
- Arriving on time for assigned duties.
- Taking care of church resources.
- Serving others willingly.

3.3 PRINCIPLE THREE: ACCOUNTABILITY

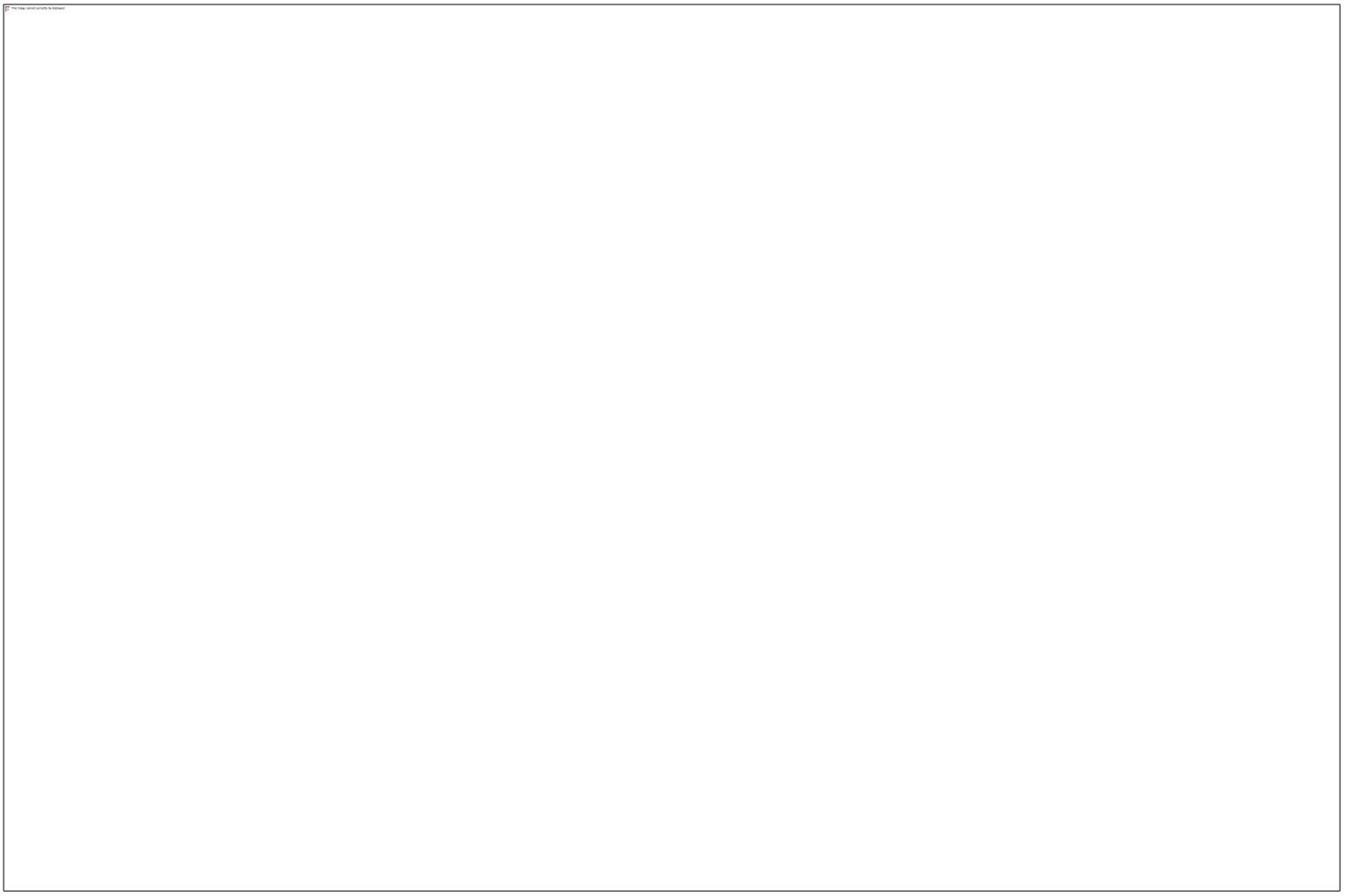
Scriptures: Proverbs 3:1-35 and Jeremiah 17:9-10

Meaning of accountability

Accountability refers to the obligation of an individual to explain, justify and take responsibility for decisions and actions concerning resources entrusted to them.

In Christian stewardship, accountability means that every person is answerable to God for how they use their time, talents, possessions and opportunities.

A. Interpretation of Proverbs 3:1-35



Biblical background

Proverbs 3 contains wisdom teachings that encourage people to obey God's instructions, practise love and faithfulness, trust in God and pursue wisdom.

It also teaches people to avoid evil, pride, dishonesty and unfair treatment of others.

Interpretation of the scripture

1. People should remember God's instructions.

Good stewardship requires following God's guidance in everyday decisions.

2. Faithfulness and love should guide human relationships.

Resources should be managed in ways that promote fairness and kindness.

3. People should trust God.

Human beings should seek God's guidance instead of relying entirely on their own understanding.

4. People should honour God with their possessions.

Material resources should be used in ways that please God.

5. People should accept correction.

A good steward is willing to learn from mistakes and improve.

6. People should avoid dishonesty.

Stewards should not cheat, steal or misuse resources.

7. People should treat others fairly.

People should not deny others what is rightfully theirs.

8. Wisdom should guide the use of resources.

Good decisions help individuals and communities avoid unnecessary losses.

Lessons learnt from Proverbs 3:1-35

- God's instructions should guide human behaviour.
- People should be faithful and trustworthy.
- Wisdom is important in resource management.
- People should avoid dishonesty.
- Good stewards respect other people's property.
- People should accept correction.
- Resources should be used to honour God.
- People should treat others with fairness.
- Christians should avoid selfishness and greed.

B. Interpretation of Jeremiah 17:9-10

Theme: God examines the human heart and knows people's actions.

Biblical background

Jeremiah 17:9–10 teaches that the human heart can be deceptive and that God examines the heart and tests the mind.

God understands the motives behind human actions and rewards individuals according to their conduct.

Interpretation of the scripture

1. Human beings can have deceptive intentions.

People may appear honest outwardly while having selfish or dishonest motives.

2. God knows the true intentions of every person.

Human beings cannot hide their real motives from God.

3. God examines the heart.

Stewardship involves having the right attitude and intentions.

4. God examines people's actions.

Individuals are answerable for the decisions they make.

5. God judges fairly.

God's judgement is based on the truth about people's conduct.

6. Good stewardship requires inner honesty.

People should do what is right even when nobody is watching.

Lessons learnt from Jeremiah 17:9-10

- God knows the thoughts and intentions of human beings.

- People should be honest at all times.
- Good stewardship begins with a sincere heart.
- People should avoid pretending to be responsible.
- Human beings are answerable to God.
- Actions have consequences.
- People should do what is right even when alone.
- Good intentions should be demonstrated through responsible actions.

Examples of accountability

At home:

- Explaining how family money has been spent.
- Admitting mistakes.
- Reporting damaged household property.
- Taking responsibility for assigned duties.

At school:

- Giving an honest account of school property.
- Returning borrowed books.
- Reporting lost or damaged equipment.
- Avoiding examination malpractice.
- Completing assignments honestly.

At church:

- Giving honest financial reports.
- Ensuring church contributions are used appropriately.
- Explaining how church resources have been managed.
- Avoiding misuse of offerings and donations.

3.4 PRINCIPLE FOUR: REWARD

Scriptures: Deuteronomy 28:1-14 and Proverbs 12:24

Meaning of reward

Reward refers to the benefit, recognition or consequence received because of one's actions or conduct.

In Christian stewardship, reward refers to the blessings and positive outcomes associated with faithful and responsible management of resources.

However, Christian stewardship should not be practised merely to receive material benefits. It should be motivated by love for God and a desire to do what is right.

A. Interpretation of Deuteronomy 28:1-14 in relation to reward

The passage describes the blessings promised to the Israelites because of obedience to God.

These include:

1. Blessings in towns and fields.

2. Blessings upon families.
3. Blessings upon agricultural production.
4. Blessings in daily activities.
5. Protection against enemies.
6. Success in responsible undertakings.
7. God's favour upon the community.
8. The opportunity to enjoy the results of faithful living.

Lessons learnt

- Faithfulness to God is important.
- Responsible conduct has positive outcomes.
- Obedience is associated with God's blessings.
- People should work diligently.
- Blessings should be appreciated.
- Success should be used responsibly.

B. Interpretation of Proverbs 12:24

Theme: Diligence and hard work lead to responsible leadership.



Biblical background

Proverbs 12:24 contrasts the diligent person with the lazy person.

It teaches that people who work hard and remain committed are more likely to achieve positions of responsibility, while laziness can lead to dependence and loss of opportunities.

Interpretation of the scripture

1. Hard work is important.

Good stewards work diligently to achieve their objectives.

2. Laziness leads to negative consequences.

People who neglect their duties may lose opportunities and become dependent on others.

3. Diligence promotes leadership.

Responsible people can be trusted with greater responsibilities.

4. Good stewards use time wisely.

They avoid unnecessary delays and wastage.

5. Faithfulness develops trust.

People who perform their duties well are more likely to be trusted by others.

Lessons learnt from Proverbs 12:24

- People should work hard.
- Laziness should be avoided.
- Time should be used productively.
- Diligence promotes success.
- Responsible people can become good leaders.
- Opportunities should be used wisely.
- People should complete assigned tasks.
- Hard work contributes to personal and community development.

Examples of rewards of good stewardship

- Academic improvement through responsible study.
- Trust from parents and teachers.
- Better leadership opportunities.
- A clean and healthy environment.
- Increased productivity in farming and business.
- Strong relationships with other people.
- Peace and cooperation in the community.
- Satisfaction from helping others.
- Recognition for honest and faithful service.

4.0 SUMMARY OF THE FOUR PRINCIPLES OF GOOD STEWARDSHIP

Principle	Meaning	Main scripture	Key lesson
Ownership	God is the ultimate owner of creation.	1 Chronicles 29:11–12	Recognise God as the source of everything.
Responsibility	Faithfully managing entrusted resources.	Deuteronomy 28:1–14	Perform duties diligently and obey God.
Accountability	Being answerable for the use of resources.	Proverbs 3:1–35; Jeremiah 17:9–10	Be honest and responsible.
Reward	Benefits and consequences associated with conduct.	Deuteronomy 28:1–14; Proverbs 12:24	Diligence and faithfulness have positive outcomes.

Important distinction: Ownership identifies who the resources ultimately belong to; responsibility explains what the steward must do; accountability explains who the steward answers to; reward explains the outcomes associated with the steward's conduct.

5.0 GOOD STEWARDSHIP PRACTICES AT HOME, SCHOOL AND CHURCH

Good stewardship should be demonstrated through everyday activities. Christians should put biblical teachings into practice in their families, learning institutions, churches and communities.

5.1 Good stewardship practices at home



Good stewardship practices at home include:

1. **Conserving water:** Closing taps after use and repairing leaking taps.
2. **Saving electricity:** Switching off lights and electrical appliances when not in use.
3. **Proper waste disposal:** Separating biodegradable and non-biodegradable waste.
4. **Maintaining cleanliness:** Cleaning bedrooms, kitchens, toilets and other household areas.
5. **Avoiding food wastage:** Preparing reasonable amounts of food and storing leftovers safely.
6. **Caring for domestic animals:** Providing animals with food, clean water and appropriate shelter.
7. **Maintaining household property:** Taking care of furniture, utensils and electronic equipment.
8. **Planting trees:** Growing fruit trees and other useful plants around the home.
9. **Using money wisely:** Avoiding unnecessary expenditure and saving part of available income.
10. **Respecting family members:** Sharing responsibilities and assisting one another.

11. **Using time wisely:** Balancing household responsibilities, studies, rest and recreation.
12. **Protecting younger children:** Ensuring their safety and guiding them appropriately.

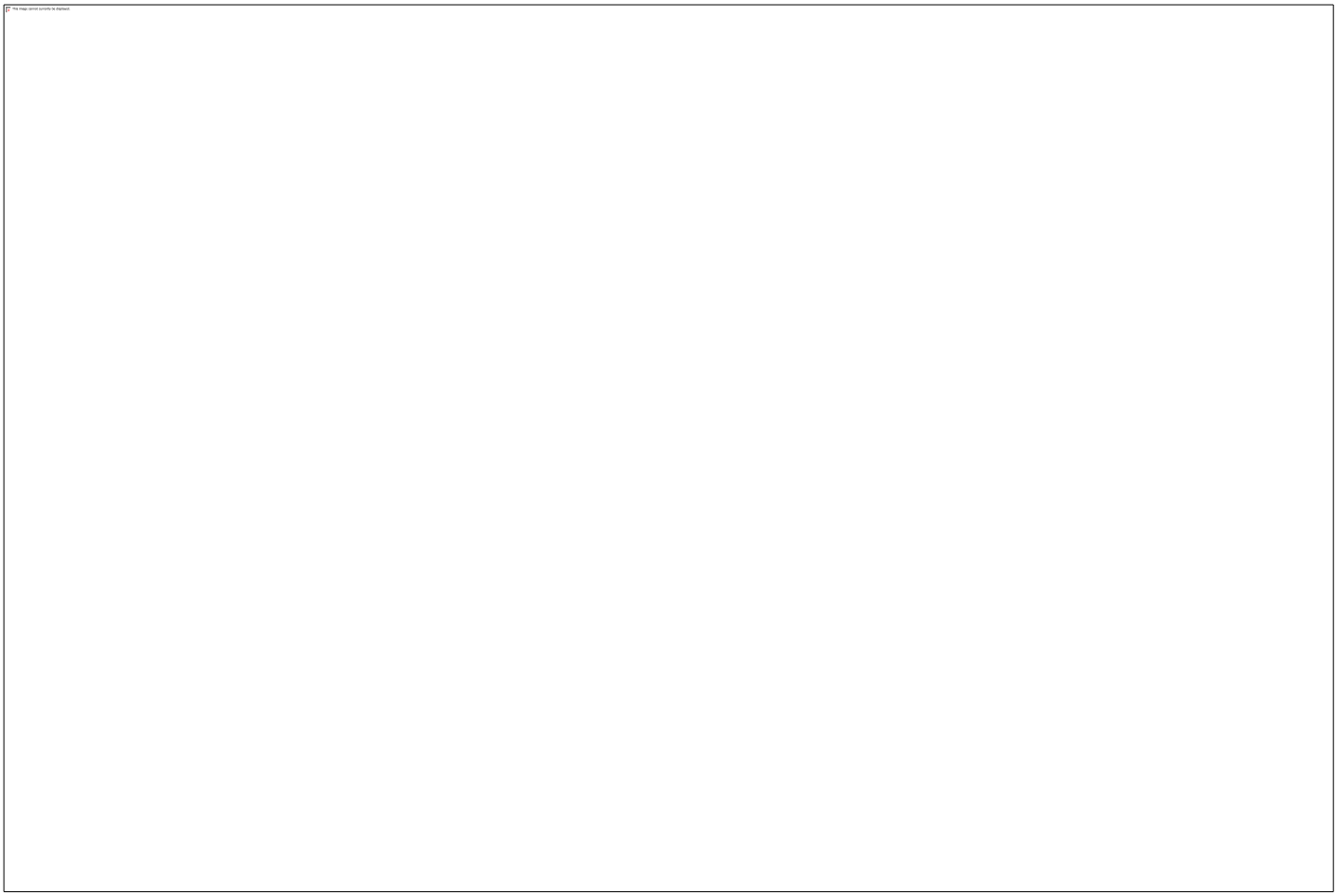
5.2 Good stewardship practices at school

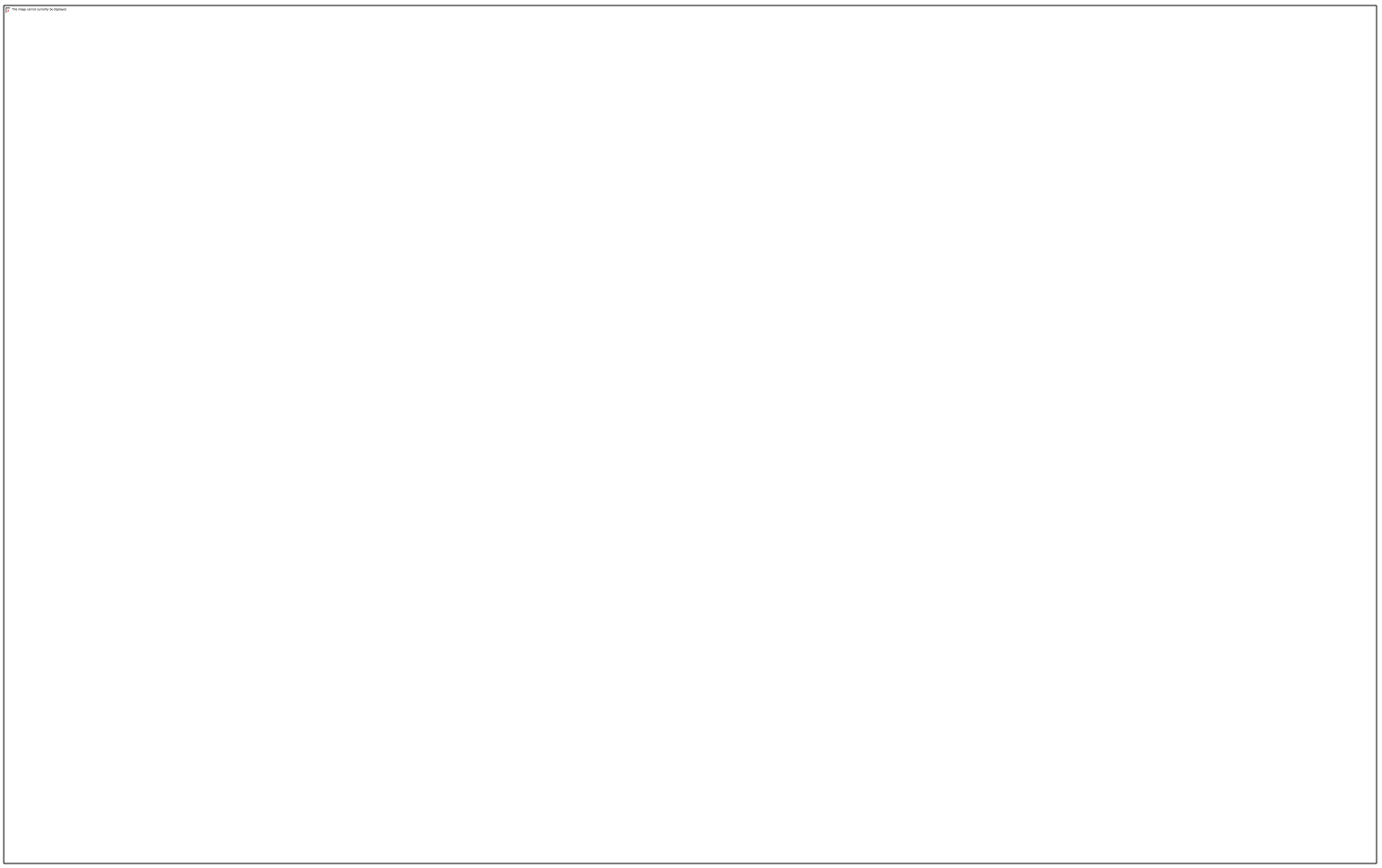


Learners demonstrate good stewardship at school by:

1. Keeping classrooms clean and organised.
2. Taking care of desks, chairs and other furniture.
3. Returning library books after use.
4. Switching off lights and computers when not required.
5. Avoiding vandalism of school property.
6. Using laboratory equipment carefully.
7. Planting and watering trees.
8. Participating in environmental conservation clubs.
9. Disposing of waste appropriately.
10. Completing assignments on time.
11. Respecting teachers and fellow learners.
12. Using school water responsibly.
13. Avoiding misuse of digital devices.
14. Reporting damaged school facilities.
15. Sharing learning materials with classmates.
16. Maintaining school gardens.
17. Protecting sports equipment.
18. Avoiding examination malpractice.

5.3 Good stewardship practices in church





Christians demonstrate good stewardship in church through:

1. Keeping the church compound clean.
2. Taking care of church furniture.
3. Using musical instruments carefully.
4. Managing church finances honestly.
5. Participating in church cleaning activities.
6. Using church equipment for intended purposes.
7. Helping elderly and vulnerable church members.
8. Participating in charity activities.
9. Respecting church leaders and other members.
10. Avoiding wastage of food during church functions.
11. Conserving water and electricity.
12. Protecting church buildings.
13. Participating in environmental conservation.
14. Using talents to serve God.

15. Being honest when handling church contributions.

6.0 APPLICATION OF THE PRINCIPLES OF GOOD STEWARDSHIP IN DAILY ACTIVITIES

Learners should demonstrate stewardship by applying the four principles in their everyday activities.

6.1 Application of ownership

Learners can:

- Recognise that God is the ultimate owner of creation.
- Appreciate natural resources.
- Respect other people's property.
- Protect school and church property.
- Avoid destroying plants and animals.
- Use resources knowing that they are entrusted with their care.

6.2 Application of responsibility

Learners can:

- Complete assigned duties.
- Take care of their learning materials.
- Participate in environmental activities.
- Help their parents with household chores.
- Use their talents to serve others.
- Avoid wasting time and resources.

6.3 Application of accountability

Learners can:

- Give honest explanations concerning resources used.
- Admit mistakes and correct them.
- Return borrowed property.
- Report damaged school equipment.
- Avoid cheating and stealing.
- Keep accurate records when entrusted with money or property.

6.4 Application of reward

Learners can:

- Work hard in their studies.
- Remain faithful in their responsibilities.
- Appreciate positive results.
- Use their achievements to benefit others.
- Encourage responsible behaviour among friends.
- Understand that good conduct has positive consequences.

6.5 Practical application table

Daily activity	Principle demonstrated
Returning a borrowed textbook	Ownership and accountability
Watering trees in the school compound	Responsibility
Reporting how class funds were used	Accountability
Working hard to complete assignments	Responsibility and diligence
Receiving recognition for honest service	Reward
Switching off unused classroom lights	Responsibility
Respecting family property	Ownership
Sharing food with a needy person	Responsibility
Giving an honest financial report	Accountability
Conserving water at home	Responsibility

7.0 CHALLENGES THAT HINDER GOOD STEWARDSHIP

Despite the importance of stewardship, individuals and communities may experience challenges that prevent them from managing resources properly.

7.1 Challenges at home

1. Poverty and inadequate resources.
2. Family conflicts.
3. Lack of cooperation among family members.
4. Ignorance about environmental conservation.
5. Misuse of family income.
6. Poor planning and budgeting.
7. Laziness and irresponsibility.
8. Lack of proper waste disposal facilities.

7.2 Challenges at school

1. Vandalism of school property.
2. Poor waste management.
3. Lack of environmental awareness.
4. Misuse of laboratory equipment.

5. Theft of learning materials.
6. Indiscipline among learners.
7. Negligence of assigned duties.
8. Inadequate water and sanitation facilities.

7.3 Challenges in church

1. Mismanagement of church funds.
2. Lack of transparency.
3. Conflicts among church members.
4. Poor maintenance of church property.
5. Misuse of donations.
6. Lack of cooperation.
7. Negligence of church duties.
8. Lack of proper financial records.

7.4 Ways of overcoming challenges to good stewardship

- Teaching Christian values from an early age.
- Promoting honesty and transparency.
- Encouraging teamwork.
- Establishing proper financial records.
- Providing environmental education.
- Promoting accountability among leaders.
- Encouraging community participation.
- Developing responsible saving habits.
- Reporting misuse of resources through appropriate channels.
- Establishing school and church environmental clubs.

8.0 THE IMPORTANCE OF GOOD STEWARDSHIP

Good stewardship contributes to individual, family, school, church and national development.

Its importance includes:

1. **Environmental conservation:** It protects forests, rivers, wildlife and other natural resources.

2. **Economic development:** It promotes responsible use of financial and material resources.

3. **Personal development:** It develops discipline, honesty and responsibility.

4. **Peaceful coexistence:** It encourages fairness, cooperation and respect.

5. **Improved learning:** Responsible management of educational resources creates a better learning environment.

6. **Strong families:** Sharing responsibilities promotes unity and cooperation.

7. **Church development:** Proper management of church resources supports religious activities.

8. **Sustainable development:** It ensures resources remain available for future generations.

9. **Leadership development:** It develops trustworthy and responsible leaders.

10. **Spiritual growth:** It encourages Christians to live according to God's teachings.

11. **Reduced wastage:** It promotes efficient use of available resources.

12. **Community development:** It encourages people to work together for the common good.

10.0 LEARNER-CENTRED ACTIVITIES AND PRACTICAL APPLICATION

Activity 1: Environmental conservation project

Instructions:

In groups of five, learners should:

1. Identify an environmental problem in their school.
2. Explain how the problem affects the school community.
3. Identify the stewardship principles involved.
4. Suggest practical solutions.
5. Organise a school environmental conservation activity.
6. Present a report on the activity.

Expected outcomes:

Learners should demonstrate responsibility, teamwork, creativity and environmental awareness.

Activity 2: Home stewardship diary

Learners should keep a diary for seven days showing how they practise stewardship at home.

Day	Activity performed	Principle demonstrated
Monday	Conserved water	Responsibility
Tuesday	Helped clean the house	Responsibility
Wednesday	Respected family property	Ownership
Thursday	Accounted for household shopping money	Accountability
Friday	Helped plant vegetables	Responsibility
Saturday	Assisted a neighbour	Responsibility
Sunday	Participated in church cleaning	Responsibility

Learners should write a short reflection explaining what they learnt.

Activity 3: Church stewardship interview

Learners should interview a church leader about:

1. How church resources are managed.

2. How church funds are accounted for.
3. How church property is maintained.
4. How church members assist the needy.
5. How young people can participate in stewardship activities.

Learners should present their findings in class.

Activity 4: Case study

A school received funds to purchase textbooks, sports equipment and cleaning materials. However, some learners misused the equipment, while the class leaders failed to account for the money spent.

Questions:

1. Identify two stewardship principles that were ignored.
2. Explain three consequences of misusing school resources.
3. Suggest four ways of promoting accountability in the school.
4. Explain how the learners can demonstrate ownership and responsibility.

11.0 CREATIVE EXPRESSION: POEM ON GOOD STEWARDSHIP

Poem: God's Creation in Our Hands

GOD'S CREATION IN OUR HANDS

An original CRE learning poem

God made the earth, the sea and sky, The trees that grow, the birds that fly. He gave us land, the rivers too, A special task for me and you.

We must take care of what He gives, And show through actions how one lives. We plant the trees and keep them green, Protect the earth and keep it clean.

At home we save each drop of water, We help our mother, father and brother. We switch off lights when not in use, And never let resources go to waste.

At school we care for books and chairs, We keep the compound free from waste. We share our skills, we work as one, And do our duties till they're done.

In church we serve with willing hearts, We play our roles and do our parts. We help the weak and share our bread, With love and kindness we are led.

God owns the earth, this truth we know, Responsibility we must show. Accountable for all we do, Good stewardship in me and you.

12.0 ORIGINAL SONG ON GOOD STEWARDSHIP

Song: We Are God's Stewards

WE ARE GOD'S STEWARDS

Original CRE classroom song – suitable for group singing

Chorus

We are stewards, yes we are, God's creation near and far. We shall care for all He gives, Serving God in how we live.

Verse 1 – Ownership

God made the earth and all we see, The land, the rivers and the trees. All things belong to God above, We care for them with faithful love.

Chorus

We are stewards, yes we are, God's creation near and far. We shall care for all He gives, Serving God in how we live.

Verse 2 – Responsibility

At home we clean and save our food, At school we work and do what is good. At church we serve with willing hands, Together we fulfil God's plans.

Verse 3 – Accountability

We tell the truth in all we do, We keep our promises and see them through. We use our talents faithfully, And serve with honesty.

Verse 4 – Reward

We work with joy and do our best, With faithful hearts we pass the test. We share our blessings every day, And walk with God along the way.

Final chorus

We are stewards, yes we are, God's creation near and far. Ownership, responsibility, Accountability and reward for me!

Suggested classroom performance: Divide learners into four groups. Each group sings one verse representing one principle of stewardship. All learners sing the chorus together.

REVISION QUESTIONS

Sub-strand 1.3

SECTION A: MULTIPLE-CHOICE QUESTIONS

Instructions: Choose the correct answer from the alternatives provided.

1. Christian stewardship is best described as

A. The accumulation of personal wealth.

B. The responsible management of resources entrusted to human beings by God.

C. The ownership of all natural resources by human beings.

D. The use of resources without considering future generations.

2. According to Genesis 1:26–28, human beings were given authority over creation mainly to

A. Destroy natural resources.

B. Compete with other creatures.

C. Manage and care for God's creation.

D. Accumulate wealth from animals.

3. In Genesis 2:15–16, Adam was placed in the Garden of Eden to

A. Sell the fruits in the garden.

B. Work and take care of the garden.

C. Destroy the vegetation.

D. Build houses for other people.

4. Which lesson about stewardship is emphasised in Deuteronomy 8:17–18?

A. Human beings are the ultimate owners of wealth.

B. Wealth is acquired through human strength alone.

C. God gives people the ability to produce wealth.

D. Wealth should be kept away from needy people.

5. The principle of ownership in Christian stewardship teaches that

A. Wealth belongs to the strongest people.

B. God is the ultimate owner of creation.

C. Only church leaders own natural resources.

D. Human beings have unlimited authority over nature.

6. Which scripture is particularly associated with the principle of ownership?

A. 1 Chronicles 29:11–12.

B. Jeremiah 17:9–10.

C. Proverbs 12:24.

D. Deuteronomy 28:1–14.

7. A learner who completes assigned duties without supervision demonstrates

A. Laziness.

B. Irresponsibility.

C. Responsibility.

D. Selfishness.

8. Deuteronomy 28:1–14 teaches that the Israelites would receive blessings if they

A. Accumulated material possessions.

B. Obeyed God's commandments.

C. Avoided agricultural activities.

D. Ignored God's instructions.

9. Accountability in Christian stewardship means

A. Acquiring more property.

B. Being answerable for how resources are used.

C. Avoiding assigned responsibilities.

D. Sharing resources without permission.

10. Jeremiah 17:9–10 teaches that God

A. Examines the hearts and minds of human beings.

B. Rewards people according to their wealth alone.

C. Does not know human intentions.

D. Only judges people according to their appearance.

11. Which of the following demonstrates good stewardship at school?

A. Vandalising classroom furniture.

B. Wasting laboratory chemicals.

C. Returning borrowed library books.

D. Writing on classroom walls.

12. A Christian who switches off unused electrical appliances demonstrates

A. Accountability.

B. Responsible use of resources.

C. Ownership of electricity.

D. Laziness.

13. Proverbs 3:1–35 encourages people to

A. Depend entirely on material wealth.

B. Practise wisdom, faithfulness and obedience to God.

C. Ignore the instructions of God.

D. Exploit other people's property.

14. According to Proverbs 12:24, diligence leads to

A. Greater irresponsibility.

B. Leadership and responsibility.

C. Laziness and dependence.

D. Destruction of resources.

15. Which of the following is an example of accountability in church?

A. Hiding financial records.

B. Misusing church offerings.

C. Giving an honest financial report.

D. Refusing to explain the use of church property.

16. The principle of reward in stewardship teaches that

A. Faithful conduct has positive outcomes.

B. People should work only for money.

C. All rewards are material possessions.

D. People should avoid helping others.

17. Which of the following best demonstrates environmental stewardship in Kenya?

A. Cutting down trees without replacement.

B. Dumping waste into rivers.

C. Planting trees and protecting water catchment areas.

D. Hunting wild animals illegally.

18. A learner entrusted with class funds should demonstrate accountability by

A. Spending the money secretly.

B. Keeping proper records of expenditure.

C. Refusing to report the expenditure.

D. Sharing the money among friends.

19. Which of the following is NOT a characteristic of a good steward?

A. Honesty.

B. Faithfulness.

C. Negligence.

D. Responsibility.

20. The main purpose of good stewardship is to

A. Promote selfish ownership.

B. Encourage responsible management of God's resources.

C. Accumulate wealth at all costs.

D. Avoid helping the community.

SECTION B: STRUCTURED QUESTIONS

21.

a) Define the term stewardship. (2 marks)

b) Identify four resources that human beings should manage responsibly. (4 marks)

c) State two characteristics of a good steward. (2 marks)

22.

a) Explain five teachings about stewardship from Genesis 1:26–28. (5 marks)

b) State five lessons learnt from Genesis 2:15–16. (5 marks)

23.

a) Explain four teachings about wealth and human abilities from Deuteronomy 8:17–18. (4 marks)

b) Identify four lessons learnt from the passage. (4 marks)

24.

a) Identify the four principles of good stewardship. (4 marks)

b) Explain the principle of ownership using 1 Chronicles 29:11–12. (4 marks)

c) State four lessons learnt from the scripture. (4 marks)

25.

a) Explain five teachings about responsibility from Deuteronomy 28:1–14. (5 marks)

b) Identify five ways learners can demonstrate responsibility at school. (5 marks)

26.

a) Explain five teachings about accountability from Jeremiah 17:9–10. (5 marks)

b) State five ways Christians can demonstrate accountability at home, school and church. (5 marks)

27.

a) Explain five lessons about good stewardship from Proverbs 3:1–35. (5 marks)

b) Describe five teachings about diligence from Proverbs 12:24. (5 marks)

28.

a) Explain five ways of demonstrating good stewardship at home. (5 marks)

b) State five ways Christians can demonstrate good stewardship in church. (5 marks)

29.

a) Explain five challenges that hinder good stewardship in Kenyan schools. (5 marks)

b) Suggest five ways of overcoming these challenges. (5 marks)

30.

Read the following case study and answer the questions that follow.

A group of Grade 11 learners was given responsibility for managing a school environmental conservation project. They received money to purchase seedlings and gardening tools. Some learners used the money for personal activities, while others failed to water the seedlings. The school compound eventually became untidy, and several seedlings dried up.

a) Identify four stewardship principles that the learners failed to demonstrate. (4 marks)

b) Explain four consequences of poor stewardship in the school. (4 marks)

c) Suggest four ways the learners can improve their stewardship practices. (4 marks)

31.

a) Explain five ways learners can apply the four principles of stewardship in their daily activities. (5 marks)

b) Describe five benefits of good stewardship to Kenyan society. (5 marks)

32.

a) Explain how Christian stewardship contributes to environmental conservation in Kenya. (5 marks)

b) Describe five values promoted through good stewardship. (5 marks)

STRAND 1.0: THE OLD TESTAMENT

SUB-STRAND 1.4: CONQUEST AND SETTLEMENT IN CANAAN

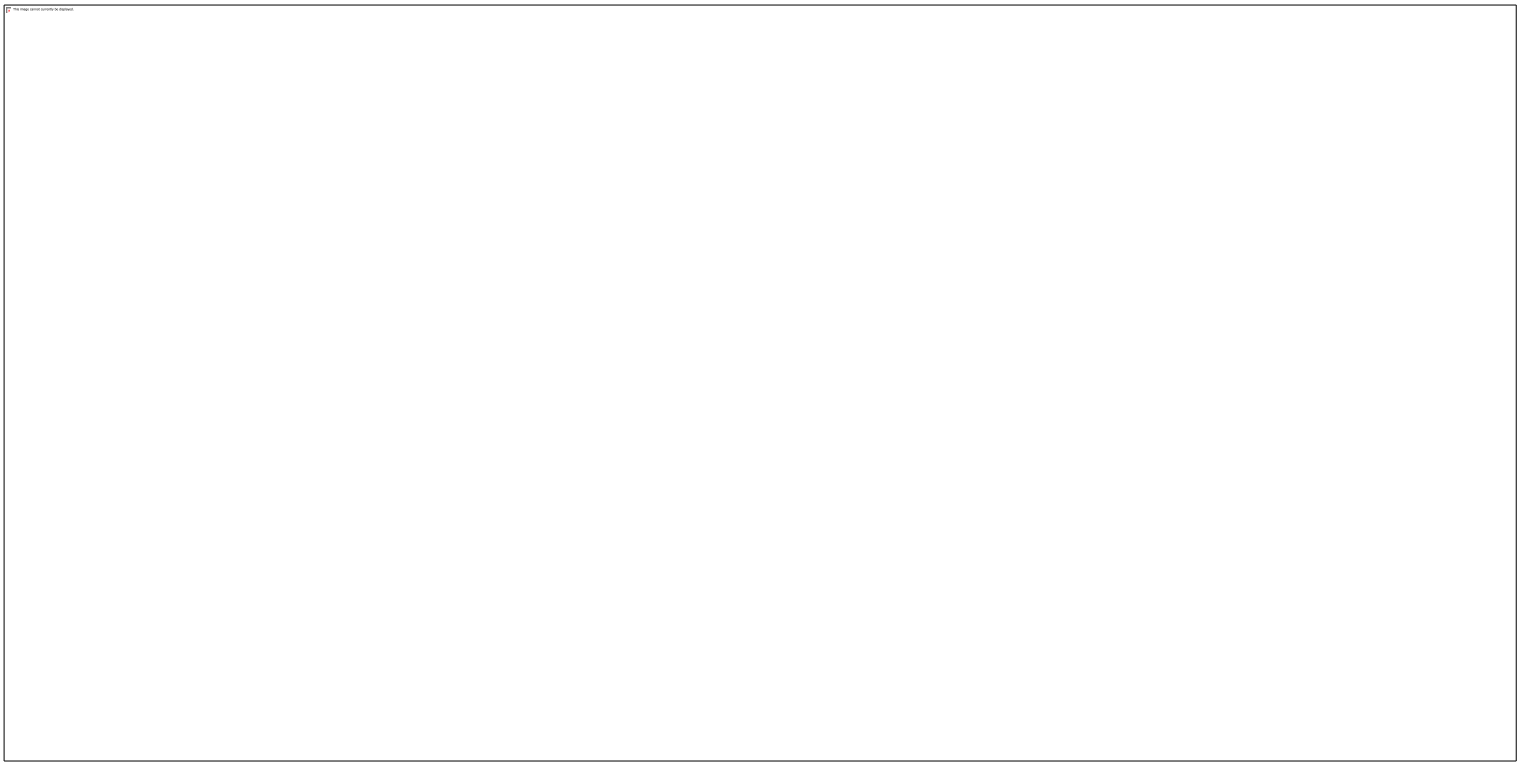


Illustration theme: Joshua leading the Israelites into the Promised Land.

Key biblical references:

- Deuteronomy 28, 30, 31, 32 and 33.
- Joshua 1:1–9.
- Joshua 2:1–24.
- Joshua 3–4.
- Joshua 6–10.
- Joshua 24.

1.0 INTRODUCTION TO THE CONQUEST AND SETTLEMENT IN CANAAN

1.1 Meaning of conquest

Conquest refers to the process through which a group of people gains control over a territory or region, often through military action.

In the Old Testament, the conquest of Canaan refers to the process through which the Israelites entered and gained control of the Promised Land under the leadership of Joshua.

The conquest took place after the death of Moses, who had led the Israelites from slavery in Egypt towards the Promised Land.

The conquest is described mainly in the Book of Joshua.

1.2 Meaning of settlement

Settlement refers to the process of establishing permanent homes and communities in a particular geographical area.

In the biblical context, the settlement of the Israelites in Canaan involved:

1. Entering the Promised Land.
2. Establishing themselves in different territories.

3. Taking possession of the land allocated to the various tribes.
4. Establishing communities and families.
5. Developing agricultural activities.
6. Establishing religious practices based on their covenant relationship with God.
7. Organising themselves as a community under God's guidance.

1.3 Meaning of Canaan

Canaan was the land that God had promised to Abraham and his descendants.

It was situated in the ancient Near East, in the region associated with present-day Israel and Palestine and neighbouring territories.

The Israelites regarded Canaan as the Promised Land because God had promised Abraham that his descendants would inherit it.

Biblical reference: Genesis 12:1–7; Genesis 15:18–21; Genesis 17:8.

1.4 Historical background of the conquest of Canaan

The history of the Israelites' journey to Canaan can be understood through the following events:

1. **The call of Abraham:** God called Abraham from his homeland and promised to give his descendants a land (Genesis 12:1–7).

2. **The covenant with Abraham:** God promised Abraham numerous descendants and the land of Canaan (Genesis 15:18–21).

3. **The migration to Egypt:** Jacob and his family moved to Egypt during a period of famine.

4. **The Israelites' slavery:** The descendants of Jacob became numerous in Egypt and eventually experienced oppression under Pharaoh.

5. **The call of Moses:** God appointed Moses to lead the Israelites out of slavery (Exodus 3:1–12).

6. **The Exodus:** Moses led the Israelites out of Egypt following God's intervention.

7. **The journey through the wilderness:** The Israelites travelled through the wilderness towards the Promised Land.

8. **The giving of the Law:** God gave the Israelites commandments and instructions to guide their relationship with Him and one another.

9. **Preparation to enter Canaan:** Moses prepared the Israelites for life in the Promised Land.

10. **The death of Moses:** Moses died before entering Canaan, and Joshua became his successor.

11. **The crossing of the River Jordan:** Joshua led the Israelites across the River Jordan into Canaan.

12. **The conquest of Canaan:** The Israelites gained control of different territories under Joshua's leadership.

13. **Settlement in Canaan:** The land was distributed among the tribes of Israel.

14. **Renewal of the covenant at Shechem:** Joshua assembled the Israelites and called upon them to renew their commitment to God.

1.5 Why was Canaan important to the Israelites?

Canaan was important for several reasons:

1. **Fulfilment of God's promise:** It was the land God had promised to Abraham and his descendants.

2. **A permanent homeland:** It provided the Israelites with a place where they could establish permanent settlements.

3. **Agricultural opportunities:** The land provided opportunities for crop cultivation and livestock keeping.

4. **Religious significance:** The Israelites understood their possession of Canaan as part of their covenant relationship with God.

5. **National identity:** Settlement helped the Israelites develop a shared identity as God's chosen people.

6. **Community development:** The land provided space for families, communities and tribal organisations.

7. **Continuity of God's promises:** Possession of the land demonstrated the Israelites' belief in God's faithfulness.

2.0 WAYS IN WHICH MOSES PREPARED THE ISRAELITES TO ENTER CANAAN

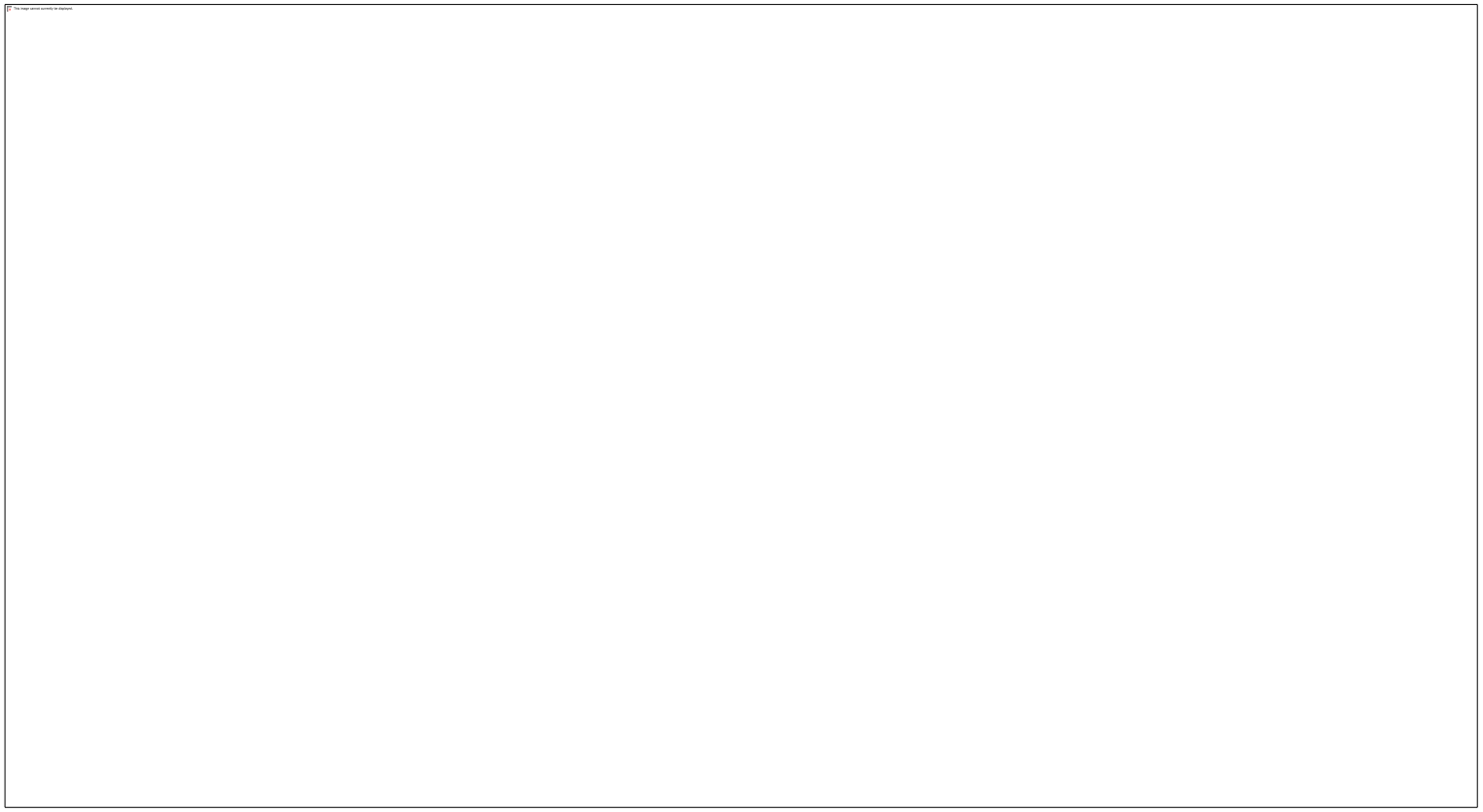
Biblical references: Deuteronomy 28, 30, 31, 32 and 33.

2.1 Introduction

Moses was the leader whom God appointed to deliver the Israelites from slavery in Egypt and guide them through the wilderness.

As the Israelites approached the Promised Land, Moses prepared them spiritually, socially, morally and administratively for life in Canaan.

Although Moses was not allowed to enter Canaan, he played an important role in preparing the Israelites for their new life.



2.2 Ways Moses prepared the Israelites

1. Reminding them of God's promises

Moses reminded the Israelites that God had promised their ancestors Abraham, Isaac and Jacob the land of Canaan.

- He reminded them that their journey was part of God's plan.
- He encouraged them to trust in God's faithfulness.
- He reminded them that God had guided them throughout their journey.
- He strengthened their confidence as they prepared to enter the Promised Land.

Scriptural reference: Deuteronomy 1:8; Deuteronomy 6:10–12.

Lesson: Christians should trust God's promises even when they experience difficulties.

2. Reminding them of their history

Moses reminded the Israelites about their experiences in Egypt and the wilderness.

He reminded them of:

- Their suffering under Egyptian slavery.
- God's deliverance through Moses.
- The crossing of the Red Sea.
- God's provision of food and water.
- The giving of the Ten Commandments.
- Their disobedience and rebellion.
- God's forgiveness and continued guidance.

Lesson: Remembering past experiences helps people appreciate God's faithfulness and avoid repeating mistakes.

3. Teaching them God's commandments

Moses reminded the Israelites of the laws and commandments that God had given them.

These included:

- Worshipping God alone.
- Respecting parents.
- Avoiding murder.
- Avoiding theft.
- Avoiding adultery.
- Avoiding false testimony.
- Respecting other people's property.
- Loving and caring for others.

Scriptural reference: Deuteronomy 5:1–22.

Lesson: God's commandments provide moral and spiritual guidance for society.

4. Teaching them the importance of obedience

Moses explained that obedience to God's commandments would bring blessings, while disobedience would result in serious consequences.

He encouraged the Israelites to:

- Listen to God's instructions.
- Remain faithful to the covenant.
- Avoid worshipping other gods.
- Respect God's laws.
- Live according to God's expectations.

Scriptural reference: Deuteronomy 28:1–68.

Lesson: Obedience to God is essential for a faithful Christian life.

5. Warning them against idolatry

Moses warned the Israelites against worshipping other gods when they settled among the Canaanites.

He understood that interaction with other communities could expose the Israelites to different religious practices.

He therefore instructed them to:

- Worship Yahweh alone.
- Avoid making idols.
- Avoid copying religious practices that contradicted their covenant.
- Remain faithful to God.
- Reject practices that encouraged disobedience.

Scriptural reference: Deuteronomy 6:13–15; Deuteronomy 12:29–31.

Lesson: Christians should remain faithful to their beliefs even when influenced by their surroundings.

6. Explaining the blessings and curses of the covenant

Moses explained the consequences of obeying or disobeying God.

He taught that:

- Obedience would bring blessings.
- Disobedience would bring curses.
- Faithfulness was necessary for maintaining the covenant.
- The Israelites were responsible for their decisions.
- Their relationship with God required commitment.

Scriptural reference: Deuteronomy 28.

7. Encouraging them to choose life

In Deuteronomy 30:15–20, Moses presented the Israelites with a choice between life and prosperity on one hand, and death and destruction on the other.

He encouraged them to choose life by:

- Loving God.
- Obeying His commandments.
- Remaining faithful to Him.

- Holding firmly to Him.

Lesson: Human beings have a responsibility to make choices that promote life, peace and righteousness.

8. Appointing Joshua as his successor

Moses prepared the Israelites for new leadership by publicly commissioning Joshua.

He encouraged Joshua to be strong and courageous because God would remain with him.

This ensured continuity of leadership after Moses' death.

Scriptural reference: Deuteronomy 31:1–8, 14–23.

9. Writing down the law

Moses wrote down the law and entrusted it to the priests and elders.

He instructed them to read the law publicly to the Israelites at appointed times.

This helped future generations understand God's commandments.

Scriptural reference: Deuteronomy 31:9–13, 24–26.

10. Teaching them through a song

Moses composed a song that reminded the Israelites of God's faithfulness and warned them against disobedience.

The song explained:

- God's greatness.
- God's care for the Israelites.
- Israel's history.
- Their tendency to become unfaithful.
- The consequences of disobedience.
- The importance of remembering God.

Scriptural reference: Deuteronomy 32:1–43.

11. Blessing the tribes of Israel

Before his death, Moses blessed the tribes of Israel.

He prayed for their welfare and expressed hope for their future.

Scriptural reference: Deuteronomy 33:1–29.

12. Encouraging unity among the Israelites

Moses reminded the Israelites that they were one covenant community.

He encouraged them to:

- Respect God's laws.
- Maintain their religious identity.
- Support one another.
- Remain united.
- Avoid unnecessary conflicts.

13. Reminding them to care for the vulnerable

Moses taught the Israelites to treat vulnerable members of society fairly.

These included:

- Widows.
- Orphans.
- Foreigners.
- Poor people.
- People who were socially disadvantaged.

Scriptural reference: Deuteronomy 10:17–19; Deuteronomy 24:17–22.

Lesson: A just society should protect vulnerable people and promote fairness.

14. Preparing them for organised community life

Moses taught the Israelites principles that would guide their social, religious and economic lives.

These included:

- Respect for leadership.
- Justice and fairness.
- Responsible management of property.
- Observance of religious festivals.
- Respect for family relationships.
- Care for the needy.

2.3 Summary table: Moses' preparation of the Israelites

Preparation	Biblical reference
Reminding them of God's promises	Deuteronomy 1:8
Reminding them of their history	Deuteronomy 1–4
Teaching God's commandments	Deuteronomy 5
Teaching obedience	Deuteronomy 28
Warning against idolatry	Deuteronomy 6; 12
Explaining blessings and curses	Deuteronomy 28
Encouraging them to choose life	Deuteronomy 30:15–20
Appointing Joshua	Deuteronomy 31
Writing down the law	Deuteronomy 31:9–13
Composing a song	Deuteronomy 32
Blessing the tribes	Deuteronomy 33
Teaching social justice	Deuteronomy 10:17–19

3.0 BLESSINGS AND CURSES IN DEUTERONOMY 28

3.1 Meaning of blessings

Blessings refer to benefits, favour, protection or positive outcomes that come from God.

In Deuteronomy 28, Moses explained the blessings that would follow the Israelites if they obeyed God's commandments.

3.2 Blessings promised to the Israelites

According to Deuteronomy 28:1–14, the Israelites were promised the following blessings:

1. They would be blessed in their towns.
2. They would be blessed in their fields.
3. Their families would experience blessings.
4. Their agricultural produce would be blessed.
5. Their livestock would increase.
6. Their baskets and kneading bowls would be blessed.
7. They would experience protection against their enemies.
8. Their activities would prosper.
9. They would be established as a holy people.
10. They would be recognised as a people belonging to God.
11. God would bless their storehouses.
12. They would experience success in their undertakings.

3.3 Meaning of curses

Curses refer to negative consequences associated with disobedience to God's commandments.

In Deuteronomy 28:15–68, Moses described the consequences that would follow if the Israelites rejected God's instructions.

3.4 Curses described in Deuteronomy 28

The passage identifies consequences such as:

1. Curses in towns and fields.
2. Failure of agricultural production.
3. Diseases and suffering.
4. Confusion and frustration.
5. Loss of property.
6. Defeat by enemies.
7. Family suffering.
8. Drought and environmental hardship.
9. Economic difficulties.
10. Exile and displacement from the land.

3.5 Comparison between blessings and curses

Blessings of obedience	Curses of disobedience

Prosperity	Economic hardship
Agricultural productivity	Crop failure
Protection	Defeat by enemies
Family blessings	Family suffering
Successful activities	Failure and frustration
God's favour	Consequences of rejecting God's instructions
Security in the land	Displacement and exile

3.6 Implications of blessings and curses for Christians today

The teachings have several implications for Christian life:

1. Christians should obey God's commandments.
2. People should accept responsibility for their choices.
3. Christians should avoid dishonest practices.
4. People should remain faithful to God during difficult times.
5. Christians should practise justice and fairness.
6. People should avoid worshipping material wealth.
7. Communities should promote peace and unity.
8. People should appreciate God's blessings.
9. Christians should avoid exploiting others.
10. Society should protect vulnerable members.
11. People should use resources responsibly.
12. Christians should understand that actions have consequences.

Application in Kenya: A Christian businessperson should conduct business honestly, pay workers fairly, avoid corruption and use income responsibly.

4.0 COMMISSIONING OF JOSHUA TO SUCCEED MOSES

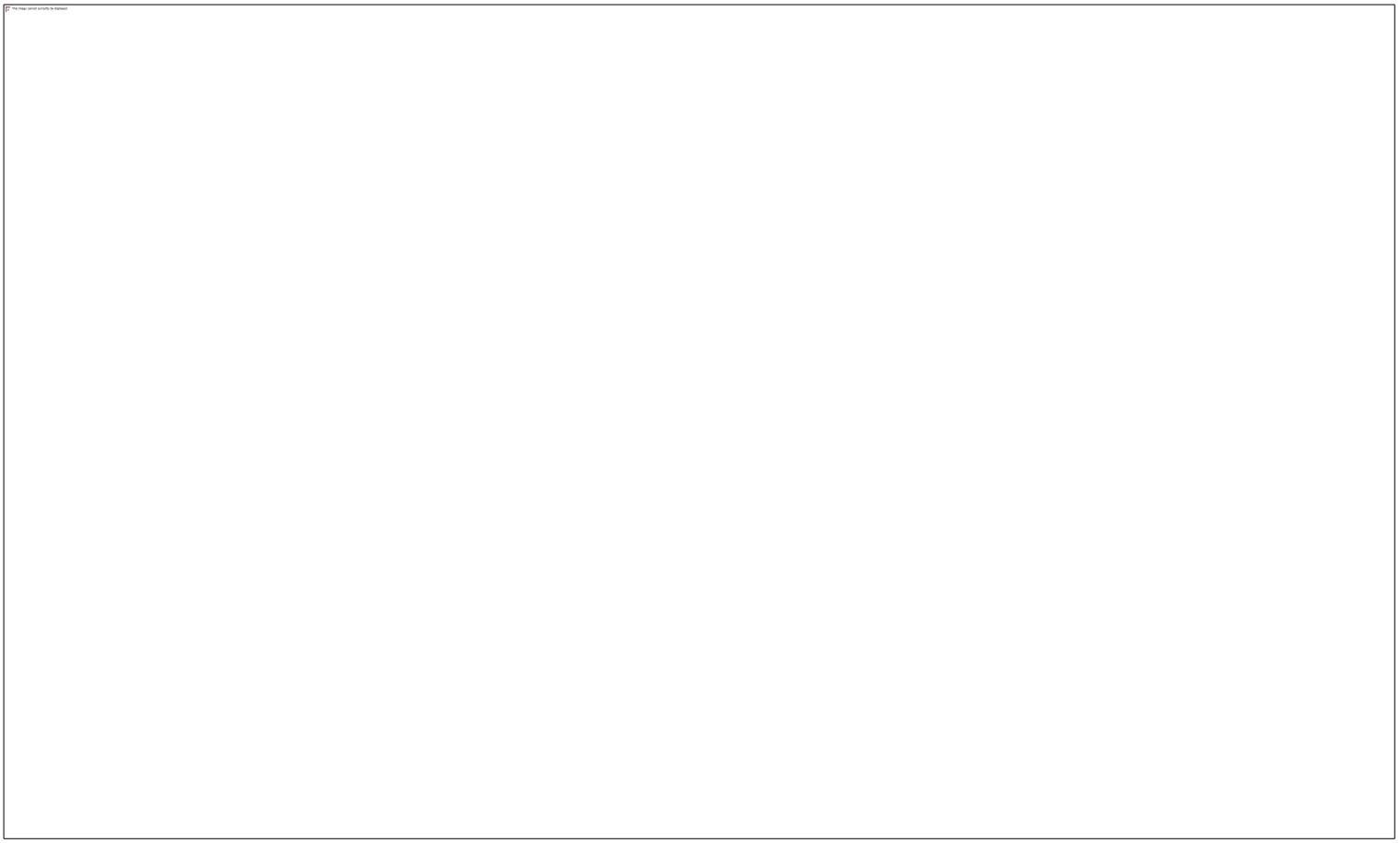
Biblical references: Numbers 27:12-23; Deuteronomy 31:1-8, 14-23; Joshua 1:1-9.

4.1 Meaning of commissioning

Commissioning refers to the formal appointment or authorisation of a person to perform a particular responsibility or task.

In the Old Testament, Joshua was commissioned to succeed Moses and lead the Israelites into Canaan.

4.2 Background of Joshua



Joshua was the son of Nun from the tribe of Ephraim.

He had served as Moses' assistant and had demonstrated courage, faithfulness and loyalty to God.

He was one of the twelve men sent to explore Canaan.

Unlike the majority of the spies, Joshua and Caleb trusted that God would help the Israelites enter the Promised Land.

Biblical reference: Numbers 13–14.

Qualities that made Joshua suitable to succeed Moses

1. **Faithfulness:** Joshua remained faithful to God even when others doubted Him.
2. **Courage:** He demonstrated courage when the Israelites were afraid of the inhabitants of Canaan.
3. **Loyalty:** He faithfully served Moses as his assistant.
4. **Leadership ability:** He had experience leading the Israelites in battles.
5. **Obedience:** He followed God's instructions.
6. **Trust in God:** He believed that God would fulfil His promises.
7. **Patience:** He waited for God's appointed time.
8. **Commitment:** He remained dedicated to the task of leading God's people.
9. **Experience:** He had travelled with Moses and witnessed God's miracles.
10. **Wisdom:** He had experience in handling community responsibilities.

4.3 How Joshua was commissioned to succeed Moses

1. God identified Joshua as Moses' successor

In Numbers 27:18, God instructed Moses to appoint Joshua, a man in whom there was the Spirit, as his successor.

2. Moses was instructed to lay his hands on Joshua

God instructed Moses to place his hand on Joshua as a sign of commissioning.

This symbolised the transfer of leadership responsibility.

3. Moses presented Joshua before the priest and the congregation

Joshua was presented publicly before Eleazar the priest and the whole community.

This allowed the Israelites to recognise the new leader.

4. Moses gave Joshua some of his authority

Moses transferred some of his authority to Joshua so that the Israelites would obey him.

5. Joshua received spiritual guidance

Joshua was expected to depend on God and follow His instructions.

6. Moses encouraged Joshua to be strong and courageous

In Deuteronomy 31:7–8, Moses encouraged Joshua not to fear because God would go before him.

7. God personally confirmed Joshua's leadership

In Deuteronomy 31:14–23, God instructed Joshua to be strong and courageous and promised to be with him.

8. Joshua was instructed to follow God's law

God commanded Joshua to observe the law and meditate on it day and night.

9. Joshua was instructed to lead the Israelites across the Jordan

God gave Joshua the responsibility of leading the Israelites into the Promised Land.

Biblical reference: Joshua 1:1–9.

4.4 Interpretation of Joshua 1:1–9



After Moses' death, God spoke to Joshua and instructed him to lead the Israelites across the River Jordan into Canaan.

God encouraged Joshua to be strong and courageous.

Main teachings from Joshua 1:1-9

1. Leadership responsibilities must continue even after the death of a leader.
2. God chooses people for particular responsibilities.
3. Leaders should be courageous when facing challenges.
4. Success requires obedience to God's instructions.
5. Leaders should meditate on God's law.
6. God remains with those who faithfully serve Him.
7. Fear should not prevent people from performing their duties.
8. Good leaders must remain committed to their responsibilities.
9. Leadership should be guided by God's principles.
10. People should trust God when facing difficult situations.

4.5 Lessons Christians learn from Joshua's commissioning

- God can appoint people to different responsibilities.
- Leadership should be based on integrity and ability.
- Leaders should be courageous.
- Good leaders should serve faithfully.
- Leaders should follow God's guidance.
- There should be continuity in leadership.
- Leaders should prepare their successors.
- A leader should encourage others.
- Leadership requires commitment.
- Christians should trust God during transitions.

4.6 Application in the Kenyan context

Joshua's commissioning can be related to leadership in:

Schools:

- Appointment of class representatives.
- Election of student council leaders.
- Appointment of club officials.
- Transfer of leadership from outgoing to incoming prefects.

Churches:

- Appointment of church elders.
- Commissioning of youth leaders.
- Appointment of choir leaders.
- Training of future church leaders.

National leadership:

- Peaceful transfer of leadership.
- Respect for constitutional procedures.
- Preparing future leaders.
- Promoting integrity and accountability.

5.0 THE ROLE OF RAHAB IN THE CONQUEST OF CANAAN

Biblical references: Joshua 2:1-24 and Joshua 6:22-25.

5.1 Background of Rahab



Rahab was a woman who lived in Jericho, a fortified city in Canaan.

She is introduced in Joshua 2 as a woman who received two Israelite spies sent by Joshua to investigate the land, especially Jericho.

Although she was a Canaanite, Rahab recognised the power of the God of Israel.

She decided to assist the Israelite spies and protect them from the authorities of Jericho.

Her actions played an important role in the events leading to the conquest of Jericho.

5.2 The mission of the two spies

Joshua secretly sent two men from the Israelite camp at Shittim to explore the land of Canaan.

They entered Jericho and stayed at Rahab's house.

The king of Jericho learnt that Israelite spies had entered the city and sent messengers to Rahab demanding that she hand them over.

However, Rahab hid the spies on the roof of her house.

She informed the king's messengers that the men had already left, although she had hidden them.

After the messengers departed, she spoke to the spies.

5.3 Why Rahab helped the Israelite spies

Rahab explained that she had heard about the mighty works of Israel's God.

She mentioned the events surrounding:

1. The crossing of the Red Sea.
2. The Israelites' victory over the kings of the Amorites, Sihon and Og.
3. God's power over the nations.
4. The fear that had spread among the inhabitants of Canaan.

She recognised that the God of Israel was powerful and that the land would be given to the Israelites.

She therefore requested that the spies spare her family when Jericho was conquered.

Biblical reference: Joshua 2:8–13.

5.4 Role of Rahab in the conquest of Canaan

1. She provided accommodation to the spies

Rahab received the two Israelite spies into her house.

This provided them with a place to stay while carrying out their mission.

2. She protected the spies from arrest

When the king's messengers came looking for the spies, Rahab hid them on the roof of her house.

This prevented the spies from being captured.

3. She misdirected the king's messengers

Rahab informed the king's messengers that the spies had left the city.

She directed them towards the Jordan crossing, giving the spies time to escape.

4. She helped the spies escape

Rahab used a rope to lower the spies through the window of her house because her house was built into the city wall.

5. She gave the spies important information

She informed them that the people of Jericho were afraid because they had heard about the mighty acts of Israel's God.

This information encouraged the Israelites and strengthened their confidence.

6. She expressed faith in Israel's God

Rahab acknowledged that the God of Israel was God in heaven above and on earth below.

Her statement demonstrated recognition of God's sovereignty.

7. She requested protection for her family

Rahab asked the spies to spare her parents, brothers, sisters and other relatives.

This demonstrated her concern for her family.

8. She agreed to the sign of the scarlet cord

The spies instructed Rahab to tie a scarlet cord in the window through which she had helped them escape.

The cord would identify her house during the conquest of Jericho.

9. She kept the agreement

Rahab tied the scarlet cord in her window and remained in her house with her family.

10. She and her family were spared

When Jericho was captured, Joshua instructed the two spies to bring Rahab and her family out safely.

She and her family were spared during the destruction of the city.

Biblical reference: Joshua 6:22–25.

5.5 Lessons learnt from Rahab's role

1. Faith in God is more important than one's background.
2. God can use different people to accomplish His purposes.
3. Courage is important when making difficult decisions.
4. Hospitality is an important Christian virtue.
5. People should protect others from danger.
6. Faith should be demonstrated through actions.
7. Keeping promises is important.
8. Concern for family members is valuable.
9. God is concerned about people from different communities.
10. People can change their lives through faith.
11. Information and intelligence can help in decision-making.
12. God can use unexpected individuals to accomplish His plans.

5.6 Rahab in the New Testament

Rahab is also mentioned in the New Testament.

- **Hebrews 11:31:** Rahab is commended for her faith because she welcomed the spies.
- **James 2:25:** Rahab is used as an example of faith demonstrated through actions.
- **Matthew 1:5:** Rahab is included in the genealogy of Jesus Christ.

These references demonstrate the importance of faith, courage and actions.

5.7 Application in the Kenyan context

Rahab's example teaches Kenyan learners to:

- Welcome visitors.
- Protect people facing danger.
- Demonstrate courage when making moral decisions.
- Respect people from different communities.
- Keep promises.
- Demonstrate faith through actions.
- Help family members.
- Use information responsibly.

6.0 CROSSING OF THE RIVER JORDAN BY THE ISRAELITES

Biblical references: Joshua chapters 3 and 4.

6.1 Introduction

After the death of Moses, Joshua became the leader of the Israelites.

God instructed Joshua to lead the Israelites across the River Jordan into Canaan.

The crossing of the Jordan was a significant event because it marked the beginning of the Israelites' entry into the Promised Land.



6.2 Preparations before crossing the Jordan

Before crossing the river, several preparations were made.

1. Joshua and the Israelites moved from Shittim to the banks of the River Jordan.

2. They camped near the river for three days.

3. The officers instructed the people to prepare for the journey.

4. The Israelites were instructed to follow the Ark of the Covenant.

5. They were told to maintain a distance from the Ark.

6. Joshua instructed the people to consecrate themselves because God would perform wonders among them.

7. Joshua told the priests carrying the Ark to move ahead of the people.

8. The people prepared to follow God's instructions.

6.3 The actual crossing of the River Jordan

The events of the crossing are described in Joshua 3.

Step 1: The priests carried the Ark of the Covenant

The priests carrying the Ark moved ahead of the Israelites towards the river.

The Ark represented God's presence among His people.

Step 2: The priests approached the River Jordan

When the priests carrying the Ark reached the river, they stepped into its water.

At that time, the Jordan was overflowing its banks.

Step 3: The waters stopped flowing

As soon as the priests' feet touched the water, the river stopped flowing.

The water coming from upstream stood in a heap at a place called Adam, near Zarethan.

The water flowing towards the Dead Sea was cut off.

Step 4: The riverbed became dry

The water stopped flowing, leaving a dry passage through which the Israelites could cross.

Step 5: The priests stood in the middle of the river

The priests carrying the Ark stood on dry ground in the middle of the Jordan.

They remained there while the Israelites crossed.

Step 6: The Israelites crossed on dry ground

The entire nation crossed the river on dry ground.

This included men, women, children and their possessions.

Step 7: The priests remained in the river

The priests continued standing in the middle of the Jordan until the whole nation had completed the crossing.

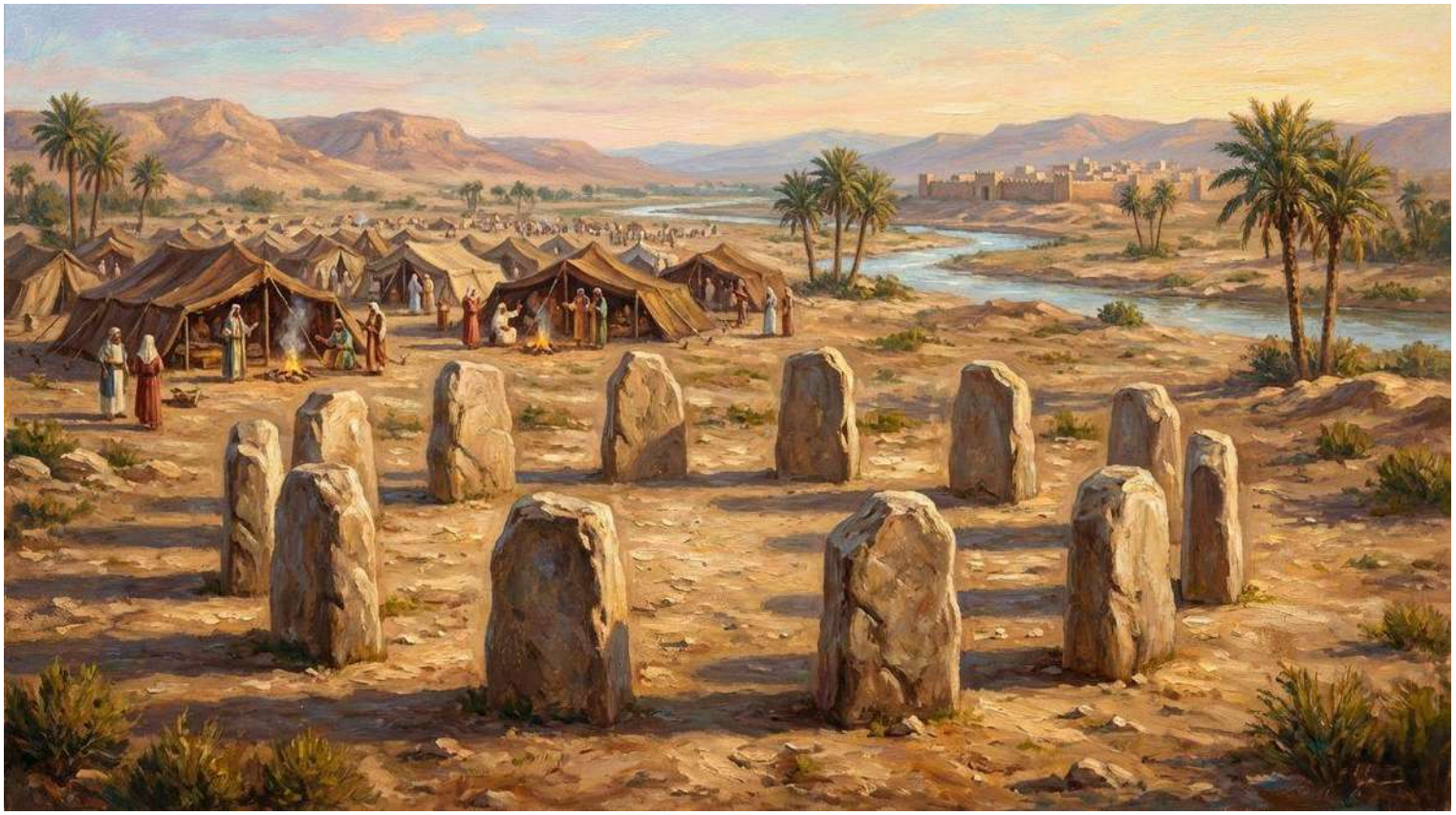
Step 8: The priests left the river

After the people had crossed, the priests carrying the Ark came out of the river.

Step 9: The waters returned

When the priests stepped out of the river, the water returned to its normal flow and again overflowed its banks.

6.4 The twelve memorial stones



After crossing the Jordan, God instructed Joshua to select twelve men, one from each tribe of Israel. Each man was to take a stone from the middle of the river, from the place where the priests had stood. The stones were carried to the place where the Israelites camped at Gilgal.

Purpose of the twelve stones

1. To serve as a memorial of God's mighty act.
2. To remind future generations about the crossing.
3. To teach children about God's power.
4. To strengthen the faith of the Israelites.
5. To remind the Israelites of God's faithfulness.
6. To preserve the history of the nation.
7. To demonstrate God's presence among His people.
8. To encourage future generations to trust God.

Biblical reference: Joshua 4:1–9.

6.5 Significance of the crossing of the River Jordan

The crossing was important because:

1. It marked the beginning of the Israelites' entry into Canaan.
2. It demonstrated God's power over nature.
3. It confirmed Joshua's leadership.
4. It strengthened the Israelites' faith.
5. It reminded the Israelites of the earlier crossing of the Red Sea.

6. It demonstrated God's faithfulness to His promises.
7. It united the Israelites in a common experience.
8. It showed that God was present with His people.
9. It encouraged the Israelites to face future challenges.
10. It provided a lasting memorial for future generations.

6.6 Lessons learnt from the crossing of the Jordan

- God fulfils His promises.
- Faith and obedience are important.
- God can overcome obstacles.
- Leaders should trust God's guidance.
- People should work together.
- Important events should be remembered.
- God's power is greater than natural obstacles.
- Faith should be demonstrated through obedience.
- Future generations should be taught about God's faithfulness.
- Courage is important when facing new situations.

6.7 Application in the Kenyan context

The crossing of the Jordan can be related to situations in which Kenyan learners and communities face major transitions.

For example:

- Moving from junior school to senior school.
- Beginning a new academic year.
- Taking up leadership responsibilities.
- Overcoming academic challenges.
- Beginning a new community development project.
- Working together to overcome difficult circumstances.

7.0 THE CONQUEST OF CANAAN AS GUIDED BY SCRIPTURES

Biblical references: Joshua 6, 7, 8 and 10.

7.1 Introduction

After crossing the River Jordan, the Israelites camped at Gilgal.

They were now in Canaan, the land that God had promised their ancestors.

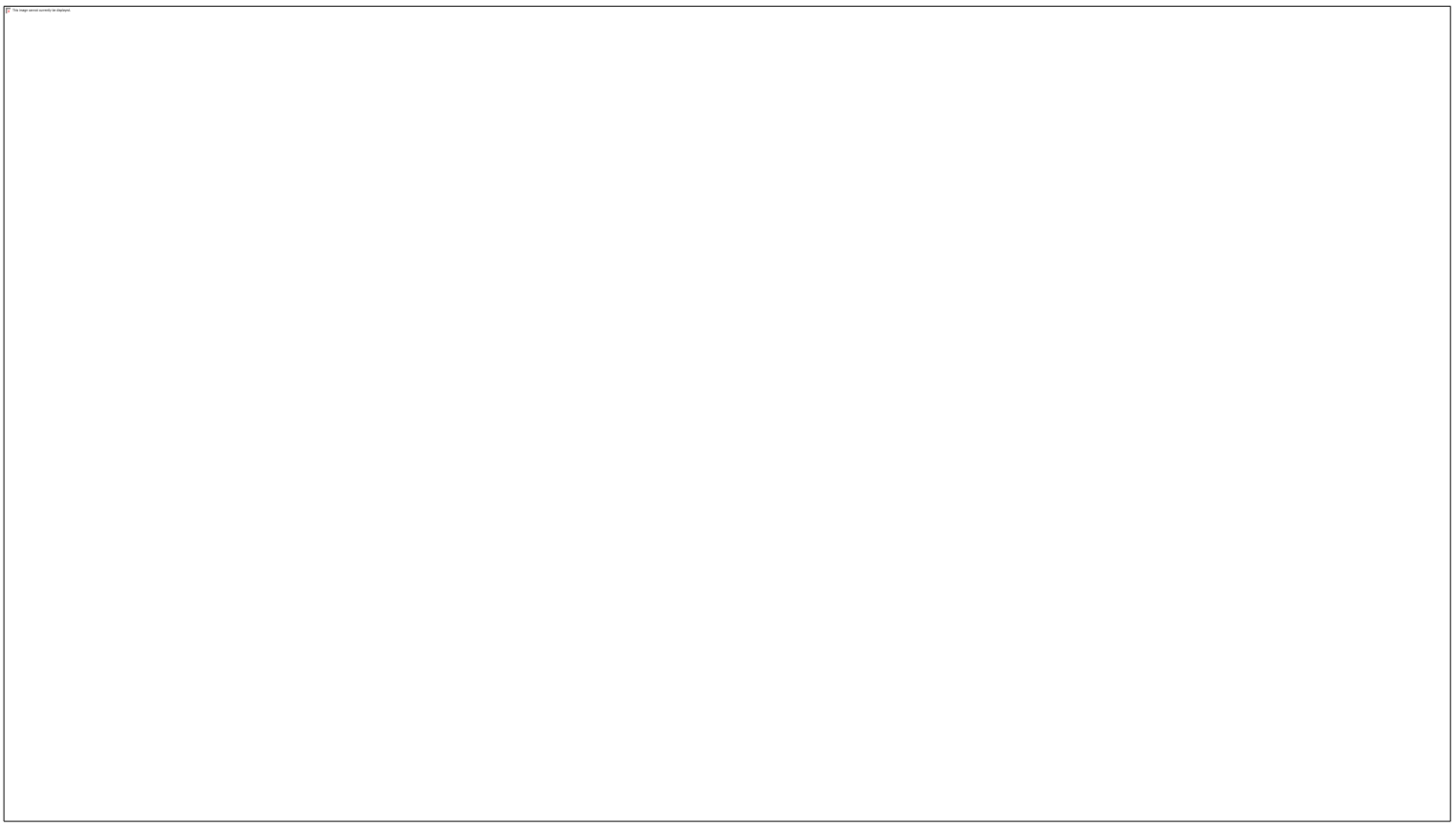
Joshua led the Israelites in the conquest of various territories.

The Book of Joshua describes several important events associated with the conquest.

The main events include:

1. The conquest of Jericho.

2. The sin of Achan.
3. The defeat and subsequent capture of Ai.
4. The defeat of the Amorite kings.



7.2 The conquest of Jericho

Scripture: Joshua 6:1-27.

Jericho was a fortified city in Canaan.

Its inhabitants had closed the city gates because they feared the Israelites.

God gave Joshua specific instructions concerning how the Israelites were to approach the city.

Events leading to the fall of Jericho

1. God informed Joshua that Jericho had been delivered into his hands.
2. Joshua received instructions concerning the city.
3. The Israelite soldiers were organised for the operation.
4. Seven priests carried seven trumpets made from rams' horns before the Ark of the Covenant.
5. The Ark followed the priests.
6. The armed men went ahead of the Ark.
7. The Israelites were instructed to march around the city once each day for six days.
8. On the seventh day, they were instructed to march around the city seven times.
9. On the seventh day, the priests blew their trumpets.
10. Joshua instructed the people to shout.
11. The walls of Jericho collapsed.

12. The Israelites entered the city.

13. Rahab and her family were rescued as had been promised.

14. The city was destroyed according to the instructions given to Joshua.

Role of God in the fall of Jericho

The fall of Jericho demonstrated God's power and the importance of obedience to His instructions.

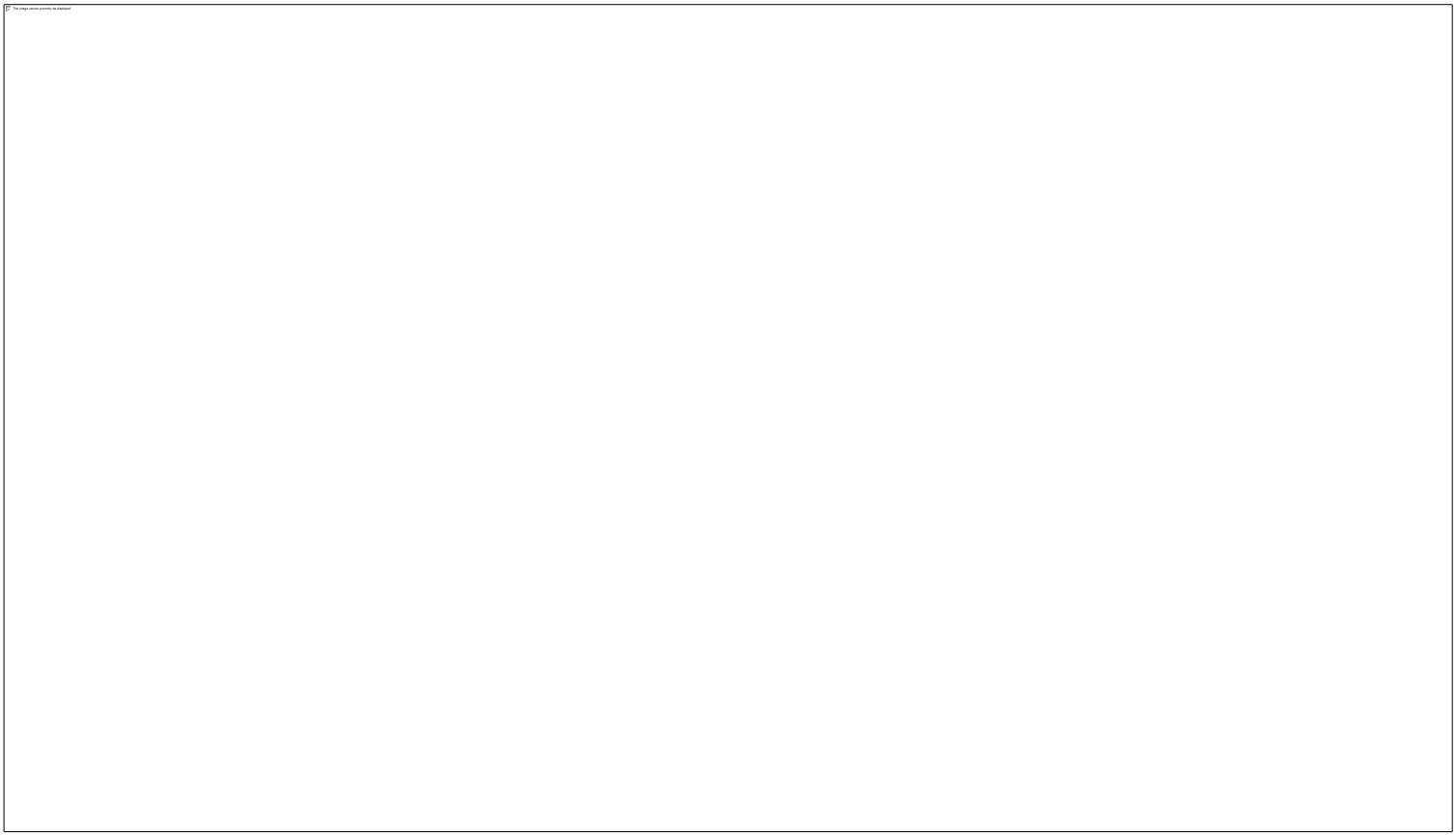
The Israelites believed that their victory came through God's intervention rather than their own strength.

Lessons learnt from the fall of Jericho

- God has power over human obstacles.
- Obedience to God is important.
- Faith requires trust and commitment.
- God's instructions may differ from human expectations.
- Leaders should follow God's guidance.
- Promises should be honoured.
- God can use unexpected people in His plans.

7.3 The sin of Achan

Scripture: Joshua 7:1-26.



After the fall of Jericho, the Israelites prepared to capture the city of Ai.

However, the Israelites experienced defeat because Achan had taken some items from Jericho that had been devoted to God.

Events involving Achan

1. Achan, son of Carmi, from the tribe of Judah, took some forbidden items during the destruction of Jericho.

2. He secretly kept the items in his tent.

3. Joshua sent men to explore Ai.

4. The Israelites underestimated the strength of Ai.

5. A small Israelite force attacked the city.

6. The Israelites were defeated, and some of their men died.

7. Joshua became distressed and prayed to God.

8. God revealed that Israel had sinned by taking items that had been devoted to destruction.

9. Achan's wrongdoing was exposed.

10. Achan confessed that he had taken a beautiful Babylonian garment, silver and gold.

11. The stolen items were recovered.

12. Achan and the consequences of his wrongdoing were dealt with according to the account in Joshua 7.

Lessons learnt from Achan's actions

- Disobedience has consequences.
- Greed can destroy individuals and communities.
- People should respect instructions.
- Hidden wrongdoing can eventually be exposed.
- Honesty is important.
- Individual actions can affect the wider community.
- Leaders should seek God's guidance.
- People should take responsibility for their actions.

CRE reflection: The story should also encourage learners to examine the consequences of dishonesty, greed and misuse of resources in modern society.

7.4 The conquest of Ai

Scripture: Joshua 8:1-29.



After the wrongdoing associated with Achan had been addressed, God encouraged Joshua to attack Ai again.

God gave Joshua instructions concerning the capture of the city.

Events in the conquest of Ai

1. God encouraged Joshua not to be afraid.
2. Joshua was instructed to take the fighting men to Ai.
3. Joshua prepared an ambush near the city.
4. A group of Israelite soldiers positioned themselves behind the city.
5. Joshua and the main force approached Ai.
6. The people of Ai came out to confront the Israelites.
7. The Israelites pretended to withdraw.
8. The defenders pursued them.
9. The ambush group entered the city and captured it.
10. The Israelites gained control of Ai.
11. Joshua built an altar to God on Mount Ebal.
12. Joshua read the law before the Israelites.

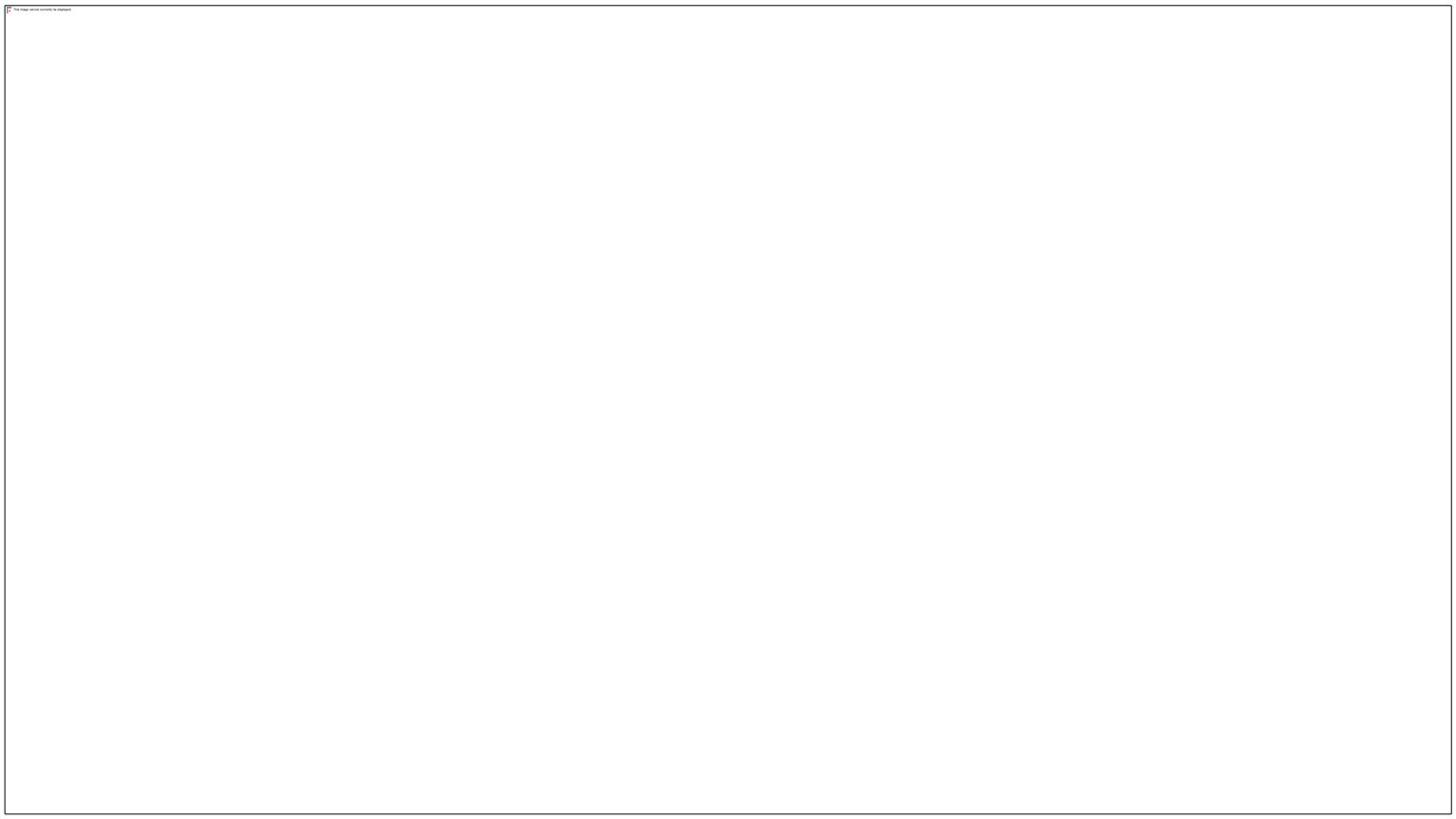
Lessons learnt from the conquest of Ai

- People should learn from past mistakes.
- God gives guidance to those who seek Him.

- Success requires careful preparation.
- Leaders should exercise wisdom.
- Communities should obey God's instructions.
- Worship and gratitude should follow significant achievements.
- God's law should guide community life.

7.5 The conquest involving the Amorite kings

Scripture: Joshua 10:1-43.



After the capture of Ai, the Israelites became involved in events concerning the Gibeonites.

Background

The Gibeonites had heard about the victories of the Israelites.

They decided to make a treaty with Joshua and the Israelites.

When the leaders of Jerusalem and other Amorite cities learnt about this agreement, they became angry.

The king of Jerusalem, Adoni-Zedek, organised a coalition against Gibeon.

The coalition included:

1. Adoni-Zedek, king of Jerusalem.
2. Hoham, king of Hebron.
3. Piram, king of Jarmuth.
4. Japhia, king of Lachish.
5. Debir, king of Eglon.

These kings joined forces against Gibeon because it had made peace with the Israelites.

Events

1. The Gibeonites sent a message requesting help from Joshua.
2. Joshua and the Israelite army marched from Gilgal to assist them.
3. God encouraged Joshua not to be afraid.
4. The Israelites attacked the Amorite coalition.
5. The biblical account describes how God caused confusion among the opposing forces.
6. The account also describes a severe hailstorm that contributed to the defeat of the enemy.
7. Joshua prayed that the sun would stand still over Gibeon and the moon over the Valley of Aijalon.
8. The biblical narrative describes an extraordinary event in which the day was prolonged.
9. The Amorite kings were defeated.
10. Their cities and territories were subsequently attacked.

Lessons learnt from Joshua 10

- God can help people overcome difficult challenges.
- Prayer is important in Christian life.
- Leaders should remain courageous.
- Agreements and commitments should be respected.
- God is powerful over creation.
- People should trust God during difficult situations.
- Communities should seek peaceful relationships.

7.6 Other important cities and territories in the conquest

The Book of Joshua describes the capture of various cities and regions.

City or region	Biblical reference	Significance
Jericho	Joshua 6	First major city captured in the conquest narrative
Ai	Joshua 7–8	Captured after the incident involving Achan
Gibeon	Joshua 9–10	Made a treaty with the Israelites
Jerusalem	Joshua 10	Associated with the Amorite coalition
Hebron	Joshua 10	City of one of the Amorite kings
Jarmuth	Joshua 10	City of one of the Amorite kings
Lachish	Joshua 10	City involved in the southern campaign
Eglon	Joshua 10	City associated with the southern campaign
Hazor	Joshua 11	Important northern city captured by the Israelites
Shiloh	Joshua 18	Place where the Israelites assembled to distribute the land

7.7 The conquest of northern Canaan

Scripture: Joshua 11.

The king of Hazor, Jabin, organised a coalition of northern kings against the Israelites.

Joshua led the Israelites in confronting this coalition.

The biblical narrative describes the defeat of the northern forces and the capture of Hazor.

This expanded the territories under Israelite control.

7.8 Settlement and distribution of the land

Scriptures: Joshua 13–21.

After the major campaigns, Joshua supervised the distribution of the land among the tribes of Israel.

The distribution was intended to provide each tribe with an inheritance.

Some important developments included:

1. The allocation of land to the tribes.
2. Recognition of the territories already given to Reuben, Gad and half the tribe of Manasseh.
3. Distribution of land west of the Jordan.
4. Allocation of special inheritance to Caleb.
5. Establishment of cities for the Levites.
6. Designation of cities of refuge.
7. Establishment of tribal boundaries.

The twelve tribes of Israel

The tribes descended from the sons of Jacob, also called Israel.

They were:

1. Reuben.
2. Simeon.
3. Levi.
4. Judah.
5. Dan.
6. Naphtali.
7. Gad.
8. Asher.
9. Issachar.
10. Zebulun.
11. Joseph, represented through Ephraim and Manasseh in the territorial allocation.
12. Benjamin.

Important note: The territorial distribution did not operate as twelve identical portions. The Levites received towns rather than a normal tribal territory, while Joseph's inheritance was represented through Ephraim and Manasseh.

7.9 Chronological flow chart of the conquest of Canaan

THE CONQUEST OF CANAAN

1. **Moses prepares the Israelites**

Deuteronomy 28–33.

2. **Joshua succeeds Moses**

Joshua 1:1–9.

3. **Spies visit Jericho and meet Rahab**

Joshua 2.

4. **The Israelites cross the River Jordan**

Joshua 3–4.

5. **The fall of Jericho**

Joshua 6.

6. **Achan's wrongdoing and Israel's defeat at Ai**

Joshua 7.

7. **The conquest of Ai**

Joshua 8.

8. **The Gibeonite treaty**

Joshua 9.

9. **The southern campaign and Amorite defeat**

Joshua 10.

10. **The northern campaign and capture of Hazor**

Joshua 11.

11. **Distribution of the land among the tribes**

Joshua 13–21.

12. **Renewal of the covenant at Shechem**

Joshua 24.

7.10 How God's power was manifested during the conquest of Canaan

The biblical narrative demonstrates God's power in several ways:

1. **The stopping of the River Jordan:** God caused the waters of the Jordan to stop flowing, allowing the Israelites to cross on dry ground (Joshua 3).

2. **The fall of Jericho:** The walls of Jericho collapsed after the Israelites followed God's instructions (Joshua 6).

3. **The revelation of Achan's wrongdoing:** God exposed the sin that had affected the Israelites (Joshua 7).

4. **Victory at Ai:** God guided Joshua in the subsequent capture of Ai (Joshua 8).

5. **Protection of the Gibeonites:** The Israelites went to assist Gibeon after its leaders requested help (Joshua 10).

6. **The hailstorm:** God used hailstones during the conflict with the Amorite coalition (Joshua 10:11).

7. **The prolonged day:** Joshua 10:12–14 describes the sun standing still and the moon remaining in place.

8. **Victory over northern kings:** God enabled the Israelites to defeat the northern coalition (Joshua 11).

9. **Fulfilment of God's promises:** The Israelites understood their entry into and possession of Canaan as evidence of God's faithfulness.

Main lesson

The conquest narratives emphasise that the Israelites believed their victories depended on God's guidance, presence and faithfulness rather than human strength alone.

8.0 RENEWAL OF THE COVENANT AT SHECHEM

Scripture: Joshua 24:1-28.

8.1 Meaning of covenant

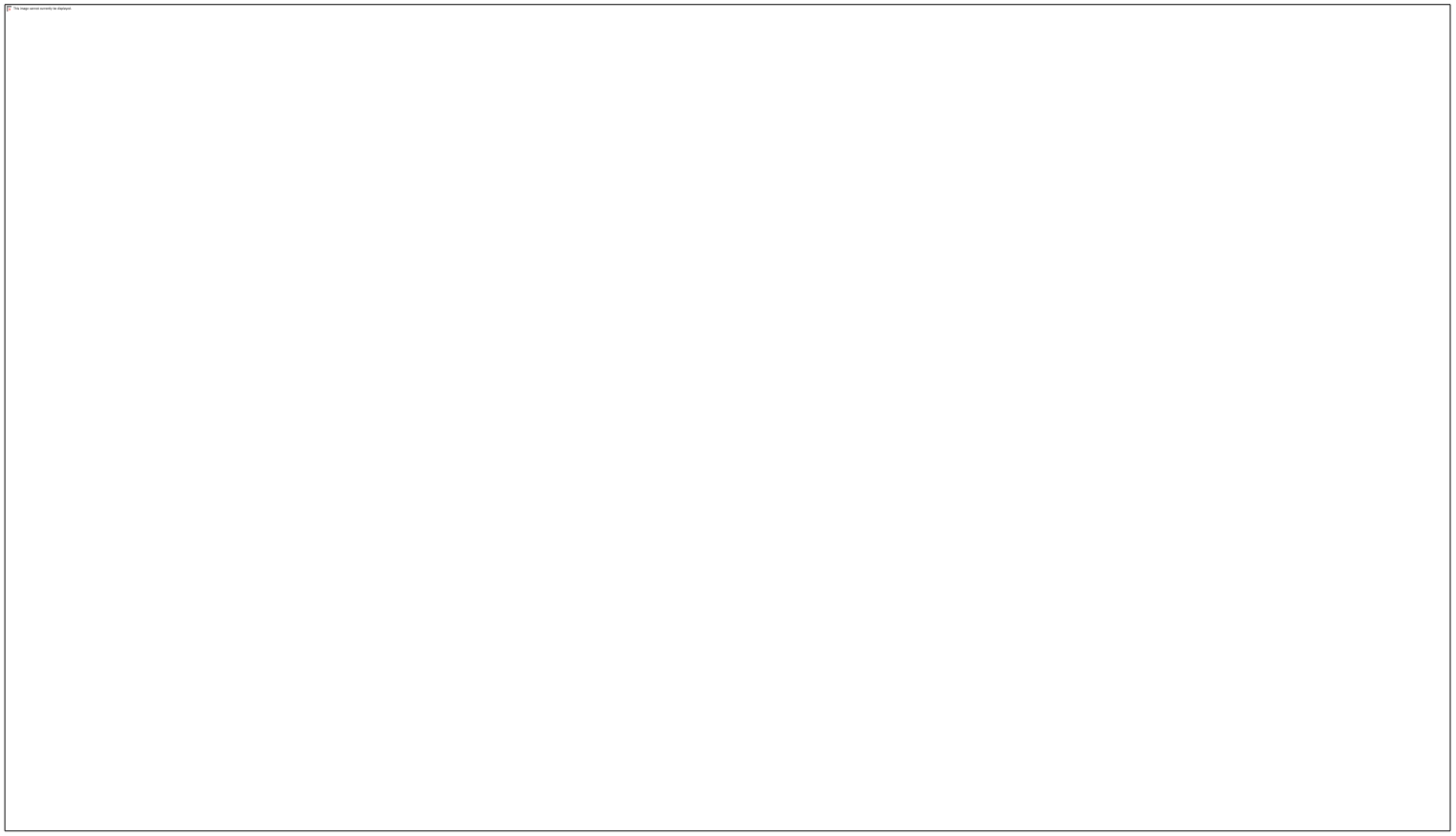
A covenant is a solemn agreement or relationship between two parties, often involving promises, obligations and commitments.

In the Old Testament, the covenant between God and the Israelites established a special relationship in which God promised to be their God and the Israelites were expected to remain faithful to Him.

8.2 Meaning of covenant renewal

Covenant renewal refers to the reaffirmation of an existing agreement or commitment.

In Joshua 24, the Israelites renewed their commitment to God at Shechem after settling in Canaan.



8.3 Background of the covenant renewal at Shechem

After the major conquest campaigns and distribution of the land, Joshua assembled the Israelites at Shechem.

He gathered:

- The elders.
- The leaders.
- The judges.
- The officers.

- Representatives of the different tribes.

Joshua wanted the Israelites to remember God's faithfulness and renew their commitment to worship Him alone.

8.4 Events leading to the renewal of the covenant

1. Joshua assembled the Israelites

Joshua gathered all the tribes of Israel at Shechem.

This provided an opportunity for the people to renew their relationship with God.

2. Joshua reminded them of their history

Joshua reminded the Israelites about the history of their ancestors.

He recalled:

- Abraham's background.
- God's call of Abraham.
- The descendants of Isaac and Jacob.
- The Israelites' settlement in Egypt.
- God's deliverance from Egypt.
- Their journey through the wilderness.
- Their victories over opposing kings.
- Their settlement in Canaan.

3. Joshua reminded them of God's faithfulness

Joshua explained that God had given them a land they had not cultivated and cities they had not built.

They were enjoying the benefits of God's provision.

4. Joshua challenged them to abandon foreign gods

He instructed them to remove the foreign gods that their ancestors had worshipped.

He called upon them to worship Yahweh alone.

5. Joshua challenged them to make a choice

Joshua presented the Israelites with a choice concerning whom they would serve.

He declared his own commitment to God, stating that he and his household would serve the Lord.

6. The Israelites responded positively

The people declared that they would not abandon God because He had delivered them from Egypt and protected them throughout their journey.

7. Joshua warned them about the seriousness of the covenant

Joshua reminded them that God was holy and would not accept unfaithfulness.

He explained that their commitment required genuine obedience.

8. The Israelites reaffirmed their commitment

The people repeated their intention to serve God and obey Him.

9. Joshua established a covenant with the people

Joshua made a covenant with the Israelites and established rules and regulations for them.

10. Joshua recorded the agreement

He wrote the words of the covenant in the Book of the Law of God.

11. Joshua set up a memorial stone

Joshua took a large stone and set it under an oak near the sanctuary of the Lord.

The stone served as a witness to the covenant.

12. Joshua dismissed the people

After the renewal of the covenant, Joshua sent the people back to their respective territories.

8.5 Reasons for renewing the covenant at Shechem

1. To remind the Israelites of their relationship with God.
2. To express gratitude for God's faithfulness.
3. To remind them of their history.
4. To encourage continued obedience.
5. To discourage idolatry.
6. To strengthen unity among the tribes.
7. To reaffirm their commitment to worship Yahweh alone.
8. To establish a clear religious identity.
9. To remind future generations of their obligations.
10. To encourage faithfulness in the Promised Land.

8.6 Lessons learnt from the covenant renewal at Shechem

- God remains faithful to His promises.
- Christians should remember God's goodness.
- Worship should be directed to God alone.
- People should make firm decisions about their faith.
- Families should develop strong religious values.
- Community unity is important.
- Promises and commitments should be respected.
- Faith should be demonstrated through actions.
- People should reject practices that contradict their beliefs.
- Religious commitments should be passed on to future generations.
- Gratitude is an important Christian virtue.
- Leaders should guide communities towards responsible living.

8.7 Relevance of Joshua 24 to Christians in Kenya today

The covenant renewal at Shechem has important lessons for Christians in Kenya.

At personal level

- Christians should remain committed to God.
- They should reject dishonest practices.
- They should make responsible moral choices.
- They should live according to biblical teachings.

At family level

- Parents should guide children in Christian values.
- Families should pray together.
- Family members should promote honesty and respect.
- Parents should provide moral guidance.

At church level

- Church members should remain faithful to God.
- Churches should promote unity.
- Leaders should demonstrate integrity.
- Congregations should support community development.

At national level

- Leaders should practise honesty and accountability.
- Citizens should respect the law.
- Communities should promote peace.
- People should reject corruption and injustice.
- Kenyans should respect the diversity of religious communities.

9.0 APPRECIATING THAT GOD FULFILS HIS PROMISES

9.1 Meaning of God's promises

God's promises refer to assurances given by God concerning His plans, guidance, protection and relationship with His people.

In the Old Testament, God promised Abraham that his descendants would inherit Canaan.

The entry of the Israelites into Canaan was understood as the fulfilment of this promise.

9.2 Evidence of God's faithfulness during the journey to Canaan

1. God called Abraham and promised him descendants and land (Genesis 12:1–7).
2. God renewed His covenant with Abraham (Genesis 15).
3. God protected the descendants of Abraham during their stay in Egypt.
4. God delivered the Israelites from Egyptian slavery.
5. God guided them through the wilderness.
6. God provided food and water during their journey.
7. God gave them commandments to guide their lives.

8. God appointed Joshua to lead them after Moses.
9. God enabled them to cross the River Jordan.
10. God helped them capture important territories.
11. God enabled them to settle in Canaan.
12. God remained faithful despite the Israelites' repeated disobedience.

9.3 Lessons Christians learn about God's faithfulness

- God keeps His promises.
- Christians should trust God.
- Patience is important when waiting for God's promises.
- God provides guidance during difficult situations.
- People should remain faithful to God.
- God's plans may require time to be fulfilled.
- Christians should appreciate God's provision.
- Difficulties should not destroy faith.
- People should remember God's past acts.
- God's faithfulness should encourage hope.

9.4 Ways Christians can demonstrate appreciation for God's promises

1. Through prayer.
2. Through worship.
3. By obeying God's commandments.
4. By showing gratitude.
5. By helping those in need.
6. By remaining faithful during difficulties.
7. By participating in church activities.
8. By living morally upright lives.
9. By sharing biblical teachings.
10. By promoting peace and unity.

10.0 COMPARISON OF THE LEADERSHIP OF MOSES AND JOSHUA

Moses	**Joshua**
Led the Israelites out of Egypt.	Led the Israelites into Canaan.
Prepared the Israelites for entry into Canaan.	Led the Israelites across the Jordan.
Received the Law from God.	Encouraged the Israelites to obey the Law.

Led the people through the wilderness.	Led the conquest and settlement.
Appointed and commissioned Joshua.	Succeeded Moses as leader.
Reminded the people of God's covenant.	Renewed the covenant at Shechem.
Died before entering Canaan.	Led the people in the Promised Land.

12.0 LEARNER-CENTRED LEARNING ACTIVITIES

These activities are designed to promote active participation and practical understanding.

Activity 1: Moses' preparation of the Israelites

Instructions:

1. Read Deuteronomy chapters 28, 30, 31, 32 and 33.
2. Work in groups.
3. Identify ways Moses prepared the Israelites to enter Canaan.
4. Classify the preparations into spiritual, social, moral and leadership categories.
5. Present the findings in class.

Expected learning outcome: Learners should explain the importance of preparation before undertaking major responsibilities.

Activity 2: Analysing Joshua's commissioning

Instructions:

1. Read Joshua 1:1–9.
2. Identify the instructions God gave Joshua.
3. Discuss the qualities of a good leader.
4. Compare Joshua's leadership with leadership in Kenyan schools.
5. Present the findings.

Expected learning outcome: Learners should appreciate courage, integrity and responsibility in leadership.

Activity 3: Research on Rahab

Instructions:

1. Read Joshua 2:1–24.
2. Conduct library or guided internet research on Rahab.
3. Identify her actions during the visit of the spies.
4. Explain how she demonstrated faith and courage.
5. Present the findings in groups.

Expected learning outcome: Learners should appreciate how faith can be demonstrated through actions.

Activity 4: Illustrating the crossing of the River Jordan

Instructions:

1. Read Joshua chapters 3 and 4.
2. Draw a diagram showing the River Jordan.
3. Include the Ark of the Covenant.
4. Show the priests carrying the Ark.
5. Show the Israelites crossing on dry ground.
6. Include the twelve memorial stones.
7. Explain the significance of the event.

Expected learning outcome: Learners should illustrate and explain the crossing of the Jordan.

Activity 5: Developing a conquest flow chart

Instructions:

In groups, develop a flow chart showing the conquest of Canaan.

Include:

- Jericho.
- Rahab.
- Achan.
- Ai.
- Gibeon.
- The Amorite kings.
- Hazor.
- Distribution of the land.
- Covenant renewal at Shechem.

Activity 6: Covenant renewal discussion

Instructions:

1. Read Joshua 24.
2. Identify the events that took place at Shechem.
3. Discuss the reasons for renewing the covenant.
4. Explain the importance of remaining faithful to God.
5. Write a personal reflection on the statement: "As for me and my household, we will serve the Lord."

Activity 7: Sharing experiences of answered prayers

Learners should:

1. Form small discussion groups.
2. Share appropriate experiences of answered prayers.
3. Explain how the experiences strengthened their faith.

4. Identify lessons about patience and trust in God.
5. Respect the privacy and beliefs of fellow learners.

REVISION QUESTIONS

50 MARKS STRUCTURED

SECTION A: MULTIPLE-CHOICE QUESTIONS

Instructions: Answer all the questions by choosing the correct alternative A, B, C or D.

Question 1. The land of Canaan was promised to the descendants of Abraham by

A. Pharaoh.

B. God.

C. Joshua.

D. Moses.

Question 2. The main biblical book describing the conquest of Canaan is

A. Genesis.

B. Exodus.

C. Joshua.

D. Leviticus.

Question 3. Which of the following was one way Moses prepared the Israelites to enter Canaan?

A. Encouraging them to abandon God's commandments.

B. Reminding them of God's covenant and promises.

C. Instructing them to worship foreign gods.

D. Encouraging them to return to Egypt.

Question 4. According to Deuteronomy 28, the Israelites were promised blessings if they

A. Obeyed God's commandments.

B. Worshipped idols.

C. Rejected God's instructions.

D. Abandoned their covenant.

Question 5. Moses encouraged the Israelites to choose life in

A. Deuteronomy 5.

B. Deuteronomy 10.

C. Deuteronomy 30.

D. Deuteronomy 33.

Question 6. Who was appointed to succeed Moses?

A. Caleb.

B. Aaron.

C. Joshua.

D. Eleazar.

Question 7. Joshua was the son of

A. Nun.

B. Aaron.

C. Caleb.

D. Samuel.

Question 8. According to Numbers 27:18–23, Moses commissioned Joshua through

A. Giving him gold.

B. Laying his hands on him.

C. Sending him back to Egypt.

D. Making him a priest.

Question 9. One quality that made Joshua suitable to succeed Moses was

A. Greed.

B. Dishonesty.

C. Courage.

D. Pride.

Question 10. God encouraged Joshua to be strong and courageous in

A. Joshua 1:1–9.

B. Joshua 6:1–5.

C. Joshua 7:1–5.

D. Joshua 24:1–5.

Question 11. Rahab lived in the city of

A. Ai.

B. Jericho.

C. Jerusalem.

D. Hebron.

Question 12. The two Israelite spies were sent to explore Canaan by

A. Moses.

B. Aaron.

C. Joshua.

D. Caleb.

Question 13. Rahab hid the Israelite spies on

A. The roof of her house.

B. The city gate.

C. The riverbank.

D. The marketplace.

Question 14. The sign agreed upon between Rahab and the spies was

A. A white cloth.

B. A golden ring.

C. A scarlet cord.

D. A wooden cross.

Question 15. Rahab was spared during the conquest of Jericho together with

A. The king of Jericho.

B. Her family.

C. The king of Ai.

D. The Amorite soldiers.

Question 16. Rahab is commended for her faith in

A. Hebrews 11:31.

B. Genesis 12:1.

C. Exodus 20:1.

D. Deuteronomy 28:1.

Question 17. The Israelites crossed the River Jordan under the leadership of

A. Moses.

B. Aaron.

C. Joshua.

D. Caleb.

Question 18. The priests carried which sacred object during the crossing of the Jordan?

A. The golden calf.

B. The Ark of the Covenant.

C. The tablets of Pharaoh.

D. The altar of incense.

Question 19. The River Jordan stopped flowing when

A. Joshua shouted at the water.

B. The priests carrying the Ark stepped into the water.

C. The Israelites built a bridge.

D. The spies returned from Jericho.

Question 20. The Israelites crossed the River Jordan on

A. Wooden boats.

B. A bridge.

C. Dry ground.

D. Floating rafts.

Question 21. The number of stones taken from the River Jordan as a memorial was

A. Seven.

B. Ten.

C. Twelve.

D. Fourteen.

Question 22. The memorial stones were set up at

A. Gilgal.

B. Egypt.

C. Jericho.

D. Jerusalem.

Question 23. The first major city captured by the Israelites in the conquest narrative was

A. Ai.

B. Jericho.

C. Hazor.

D. Hebron.

Question 24. The fall of Jericho is described in

A. Joshua 2.

B. Joshua 4.

C. Joshua 6.

D. Joshua 10.

Question 25. The Israelite who took forbidden items from Jericho was

A. Caleb.

B. Achan.

C. Rahab.

D. Eleazar.

Question 26. Achan belonged to the tribe of

A. Judah.

B. Benjamin.

C. Levi.

D. Ephraim.

Question 27. The Israelites were initially defeated when they attacked

A. Jericho.

B. Hazor.

C. Ai.

D. Gibeon.

Question 28. The king of Hazor who organised the northern coalition was

A. Adoni-Zedek.

B. Jabin.

C. Hoham.

D. Debir.

Question 29. Joshua renewed the covenant with the Israelites at

A. Gilgal.

B. Shittim.

C. Shechem.

D. Jericho.

Question 30. Joshua expressed his personal commitment to God by declaring that

A. His household would return to Egypt.

B. His household would serve the Lord.

C. His household would worship other gods.

D. His household would abandon the covenant.

SECTION B: STRUCTURED QUESTIONS

50 MARKS

Instructions: Answer all questions. Show clarity and accuracy in your responses.

Question 31. (5 marks)

a) Define the term conquest as used in the Old Testament. (1 mark)

b) State four ways Moses prepared the Israelites to enter Canaan. (4 marks)

Question 32. (5 marks)

a) Explain the meaning of commissioning. (1 mark)

b) Describe four ways Joshua was commissioned to succeed Moses. (4 marks)

Question 33. (5 marks)

a) Identify the two spies sent by Joshua to explore Canaan. (1 mark)

b) Explain four ways Rahab contributed to the conquest of Canaan. (4 marks)

Question 34. (5 marks)

a) Name the sacred object carried by the priests during the crossing of the River Jordan. (1 mark)

b) Describe four events that took place during the crossing of the River Jordan. (4 marks)

Question 35. (5 marks)

a) Identify the city whose walls collapsed during the conquest of Canaan. (1 mark)

b) State four lessons learnt from the fall of Jericho. (4 marks)

Question 36. (5 marks)

a) Identify the Israelite who took forbidden items from Jericho. (1 mark)

b) Explain four lessons learnt from the incident involving Achan. (4 marks)

Question 37. (5 marks)

a) Name the king who organised the northern coalition against the Israelites. (1 mark)

b) Explain four ways God's power was manifested during the conquest of Canaan. (4 marks)

Question 38. (5 marks)

a) Identify the place where Joshua renewed the covenant with the Israelites. (1 mark)

b) Explain four reasons why Joshua renewed the covenant with the Israelites. (4 marks)

Question 39. (5 marks)

a) State the declaration Joshua made concerning his household in Joshua 24:15. (1 mark)

b) Explain four lessons Christians learn from the renewal of the covenant at Shechem. (4 marks)

Question 40. (5 marks)

Explain five ways Christians in Kenya today can demonstrate the lessons learnt from the conquest and settlement in Canaan. (5 marks)

TOTAL: 50 MARKS

14.0 TEACHER'S CONTENT ACCURACY AND BIBLICAL REFERENCE GUIDE

For textbook development, the following distinctions are important:

Topic	Primary scripture
Moses' preparation	Deuteronomy 28, 30–33
Joshua's commissioning	Numbers 27:12–23; Deuteronomy 31:1–8; Joshua 1:1–9
Rahab and the spies	Joshua 2:1–24
Rahab rescued	Joshua 6:22–25
Crossing the Jordan	Joshua 3–4
Fall of Jericho	Joshua 6
Achan's wrongdoing	Joshua 7
Capture of Ai	Joshua 8
Treaty with Gibeon	Joshua 9
Southern campaign	Joshua 10
Northern campaign	Joshua 11
Distribution of Canaan	Joshua 13–21
Covenant renewal	Joshua 24:1–28

STRAND 1.0: THE OLD TESTAMENT

SUB-STRAND 1.4: CONQUEST AND SETTLEMENT IN CANAAN

Main biblical references: Deuteronomy 28, 30–33; Joshua 1–11; Joshua 24.

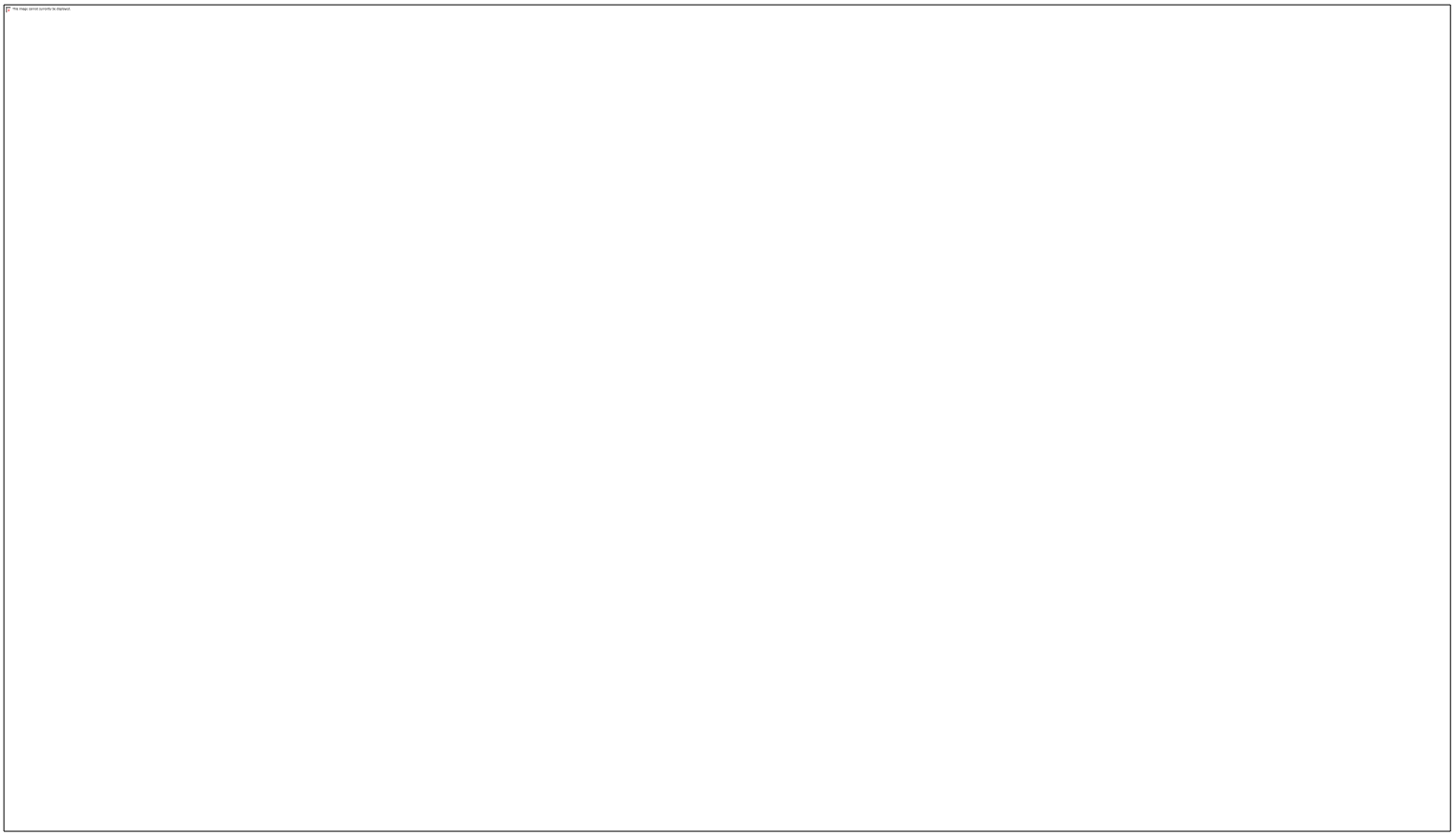


Illustration: The Israelites entering the Promised Land under Joshua's leadership.

1.0 INTRODUCTION TO THE SUB-STRAND

1.1 Expected learning outcomes

By the end of this sub-strand, the learner should be able to:

a) Elaborate ways Moses prepared the Israelites to enter Canaan.

b) Establish how Joshua was commissioned to succeed Moses.

c) Analyse the role of Rahab in the conquest of Canaan.

d) Illustrate the crossing of the River Jordan by the Israelites.

e) Elaborate the conquest of Canaan as guided by Scriptures.

f) Explain the renewal of the covenant at Shechem.

g) Appreciate that God fulfils His promises.

1.2 Essential guiding question

How did God's power manifest during the conquest of Canaan?

Other guiding questions include:

1. How did Moses prepare the Israelites for life in Canaan?
2. Why was Joshua chosen to succeed Moses?
3. What role did Rahab play in the conquest of Canaan?
4. How did the Israelites cross the River Jordan?
5. What lessons can Christians learn from the conquest narratives?
6. Why did Joshua renew the covenant at Shechem?

7. How can Christians demonstrate faithfulness to God today?

1.3 Meaning of key terms

Conquest: The process of gaining control over a territory, often through military action.

Settlement: The process of establishing permanent homes and communities in a particular geographical area.

Canaan: The land promised by God to Abraham and his descendants in the Old Testament.

Promised Land: The land God promised to give Abraham and his descendants.

Commissioning: The formal appointment and authorisation of a person to undertake a particular responsibility.

Covenant: A solemn agreement or relationship involving promises and obligations between two parties.

Covenant renewal: The reaffirmation of an existing covenant or commitment.

Faithfulness: Remaining loyal, trustworthy and committed to God and His teachings.

Idolatry: The worship of idols or other gods instead of the one true God.

Consecration: Setting oneself apart for a sacred purpose or service to God.

2.0 HISTORICAL BACKGROUND OF THE CONQUEST AND SETTLEMENT IN CANAAN

2.1 The promise of Canaan to Abraham

The conquest and settlement of Canaan was connected to the promises God made to Abraham.

In Genesis 12:1–7, God called Abraham from his homeland and instructed him to travel to a land that He would show him.

God promised Abraham that:

1. He would make him a great nation.
2. He would bless him.
3. He would make his name great.
4. He would bless those who blessed him.
5. All the families of the earth would be blessed through him.
6. He would give his descendants the land of Canaan.

In Genesis 15:18–21, God made a covenant with Abraham and promised to give his descendants a particular territory.

2.2 Events leading to the conquest of Canaan

Historical sequence of the Israelites

1. **The call of Abraham**

Genesis 12:1–7. God promises Abraham land and descendants.

2. **The covenant with Abraham**

Genesis 15. God confirms His promises.

3. **The migration to Egypt**

Jacob and his family settle in Egypt during a famine.

4. **Slavery in Egypt**

The Israelites experience oppression under Pharaoh.

5. **The call of Moses**

Exodus 3. God appoints Moses to deliver the Israelites.

6. **The Exodus**

Moses leads the Israelites out of Egyptian slavery.

7. **The wilderness journey**

God guides and provides for the Israelites.

8. **Preparation for Canaan**

Moses teaches the Israelites God's commandments.

9. **The succession of Joshua**

Joshua is appointed to succeed Moses.

10. **Entry into Canaan**

Joshua leads the Israelites across the River Jordan.

11. **Conquest and settlement**

The Israelites gain control of territories and distribute the land.

12. **Covenant renewal**

Joshua gathers the Israelites at Shechem (Joshua 24).

2.3 Importance of Canaan to the Israelites

Canaan was important to the Israelites because:

1. It was the land God had promised Abraham.
2. It provided a permanent homeland for the descendants of Abraham.
3. It provided opportunities for agriculture and livestock keeping.
4. It allowed the Israelites to establish communities.
5. It provided a place where they could practise their religious beliefs.
6. It strengthened their identity as a covenant community.
7. It demonstrated the fulfilment of God's promises.
8. It provided an environment in which they could develop their social, economic and religious institutions.

Application in Kenya: Just as communities value their homes and ancestral heritage, the Israelites regarded Canaan as an important part of their identity and history.

3.0 WAYS MOSES PREPARED THE ISRAELITES TO ENTER CANAAN

Biblical references: Deuteronomy 28, 30, 31, 32 and 33.

3.1 Introduction

Moses was the leader appointed by God to deliver the Israelites from slavery in Egypt and guide them towards the Promised Land.

He led them through the wilderness for many years. As they approached Canaan, Moses realised that they needed spiritual, moral, social and administrative preparation before settling in their new homeland.

Although Moses was not permitted to enter Canaan, he made important preparations to ensure that the Israelites would remain faithful to God after his death.



3.2 Ways Moses prepared the Israelites

1. Reminding them of God's promises

Moses reminded the Israelites that God had promised their ancestors Abraham, Isaac and Jacob the land of Canaan.

He explained that:

- Their journey to Canaan was part of God's plan.
- God had promised to give them a homeland.
- They should trust in God's faithfulness.
- They should not lose hope because of the challenges they had experienced.
- They should appreciate God's guidance throughout their journey.

Scriptural reference: Deuteronomy 1:8; Deuteronomy 6:10–12.

Lesson: Christians should trust God's promises and remain hopeful even when facing difficulties.

2. Reminding them of their history

Moses reminded the Israelites about their experiences in Egypt and the wilderness.

He reminded them of:

- Their suffering under Egyptian slavery.
- God's deliverance through Moses.
- The crossing of the Red Sea.
- God's provision of manna and quails.
- God's provision of water in the wilderness.
- The giving of the Ten Commandments.
- Their disobedience and rebellion.
- God's forgiveness and continued guidance.

Lesson: Remembering past experiences helps people appreciate God's goodness and avoid repeating previous mistakes.

3. Teaching them God's commandments

Moses reminded the Israelites of the laws God had given them.

He emphasised the importance of:

- Worshipping God alone.
- Respecting parents.
- Avoiding murder.
- Avoiding theft.
- Avoiding adultery.
- Avoiding false testimony.
- Respecting other people's property.
- Loving and caring for neighbours.
- Practising justice and fairness.

Scriptural reference: Deuteronomy 5:1–22.

Lesson: God's commandments provide moral and spiritual guidance for individuals and communities.

4. Teaching them the importance of obedience

Moses emphasised that obedience to God's commandments was necessary for maintaining their covenant relationship with Him.

He encouraged them to:

- Listen carefully to God's instructions.
- Observe the commandments.
- Avoid worshipping other gods.
- Remain faithful to the covenant.
- Respect God's authority.

- Practise righteousness in their daily lives.

Scriptural reference: Deuteronomy 28:1–14.

Lesson: Obedience to God should be reflected in people's behaviour and decisions.

5. Warning them against idolatry

Moses warned the Israelites against worshipping idols and foreign gods.

He understood that settling among other communities could expose them to religious practices that contradicted their covenant with God.

He instructed them to:

- Worship Yahweh alone.
- Avoid making and worshipping idols.
- Reject practices that contradicted God's commandments.
- Remain faithful to their covenant.
- Avoid being influenced by ungodly religious practices.

Scriptural reference: Deuteronomy 6:13–15; Deuteronomy 12:29–31.

Lesson: Christians should remain faithful to their beliefs even when influenced by their surroundings.

6. Explaining the blessings and curses of the covenant

Moses explained the consequences of obeying or disobeying God.

He taught that:

- Obedience would attract blessings.
- Disobedience would bring negative consequences.
- Faithfulness was necessary for maintaining the covenant.
- The Israelites were responsible for their decisions.
- Their relationship with God required commitment.

Scriptural reference: Deuteronomy 28.

Lesson: Human beings should understand that their choices have consequences.

7. Encouraging them to choose life

In Deuteronomy 30:15–20, Moses presented the Israelites with a choice between life and prosperity on one hand, and death and destruction on the other.

He encouraged them to choose life by:

- Loving God.
- Obeying His commandments.
- Remaining faithful to Him.
- Holding firmly to Him.
- Avoiding disobedience and idolatry.

Lesson: Christians should make decisions that promote life, righteousness and peaceful coexistence.

8. Appointing Joshua as his successor

Moses prepared the Israelites for new leadership by publicly commissioning Joshua.

He recognised that the Israelites needed a capable leader to guide them into Canaan.

He:

- Presented Joshua before the people.
- Encouraged him to be strong and courageous.
- Transferred leadership authority to him.
- Prepared the Israelites to accept his leadership.
- Assured Joshua of God's continued presence.

Scriptural reference: Deuteronomy 31:1–8; Numbers 27:12–23.

Lesson: Responsible leaders should prepare others to take over leadership duties.

9. Writing down God's law

Moses wrote down the law and entrusted it to the priests and elders of Israel.

He instructed them to read the law publicly during the appointed year of release at the Festival of Shelters.

The purpose was to ensure that:

- The Israelites understood God's commandments.
- Children and future generations learnt God's law.
- Religious teachings were preserved.
- The community remained faithful to the covenant.
- The law guided their conduct.

Scriptural reference: Deuteronomy 31:9–13, 24–26.

Lesson: Religious and moral teachings should be preserved and passed on to future generations.

10. Composing a song to teach the Israelites

Moses composed a song recorded in Deuteronomy 32.

The song reminded the Israelites of:

- God's greatness.
- God's faithfulness.
- God's protection.
- Their history.
- Their tendency to become disobedient.
- The consequences of abandoning God.
- The importance of remembering their Creator.

The song was intended to serve as a witness against Israel when they became unfaithful.

Lesson: Songs, poems and stories can be effective tools for teaching moral and spiritual values.

11. Blessing the tribes of Israel

Before his death, Moses blessed the tribes of Israel.

He prayed for their welfare and expressed hope for their future.

He recognised the different tribes and their roles within the community.

Scriptural reference: Deuteronomy 33:1–29.

Lesson: Leaders should pray for, encourage and support the people under their care.

12. Teaching them social justice

Moses instructed the Israelites to treat vulnerable members of society fairly.

These included:

- Widows.
- Orphans.
- Foreigners.
- Poor people.
- People who were socially disadvantaged.

He reminded them not to exploit others and encouraged them to share resources with those in need.

Scriptural reference: Deuteronomy 10:17–19; 24:17–22.

Lesson: A good society should protect vulnerable people and promote fairness.

13. Teaching them responsible community living

Moses gave instructions concerning how the Israelites should organise their lives in Canaan.

He taught them about:

- Family responsibilities.
- Respect for authority.
- Justice and fairness.
- Responsible use of resources.
- Religious festivals.
- Caring for the poor.
- Maintaining peaceful relationships.
- Respecting other people's property.

Lesson: Community development requires cooperation, discipline and responsibility.

14. Encouraging unity among the tribes

Moses reminded the Israelites that they belonged to one covenant community.

He encouraged them to:

- Remain united.
- Respect one another.
- Support one another.
- Avoid unnecessary conflicts.

- Remain faithful to their common religious identity.

Lesson: Unity is essential for the development of a peaceful and successful society.

3.3 Summary table: Moses' preparation of the Israelites

Preparation	Biblical reference
Reminding them of God's promises	Deuteronomy 1:8
Reminding them of their history	Deuteronomy 1–4
Teaching commandments	Deuteronomy 5
Warning against idolatry	Deuteronomy 6; 12
Teaching obedience	Deuteronomy 28
Explaining blessings and curses	Deuteronomy 28
Encouraging them to choose life	Deuteronomy 30:15–20
Appointing Joshua	Deuteronomy 31
Writing down the law	Deuteronomy 31:9–13
Composing a song	Deuteronomy 32
Blessing the tribes	Deuteronomy 33
Teaching social justice	Deuteronomy 10:17–19

4.0 BLESSINGS AND CURSES IN DEUTERONOMY 28

4.1 Meaning of blessings

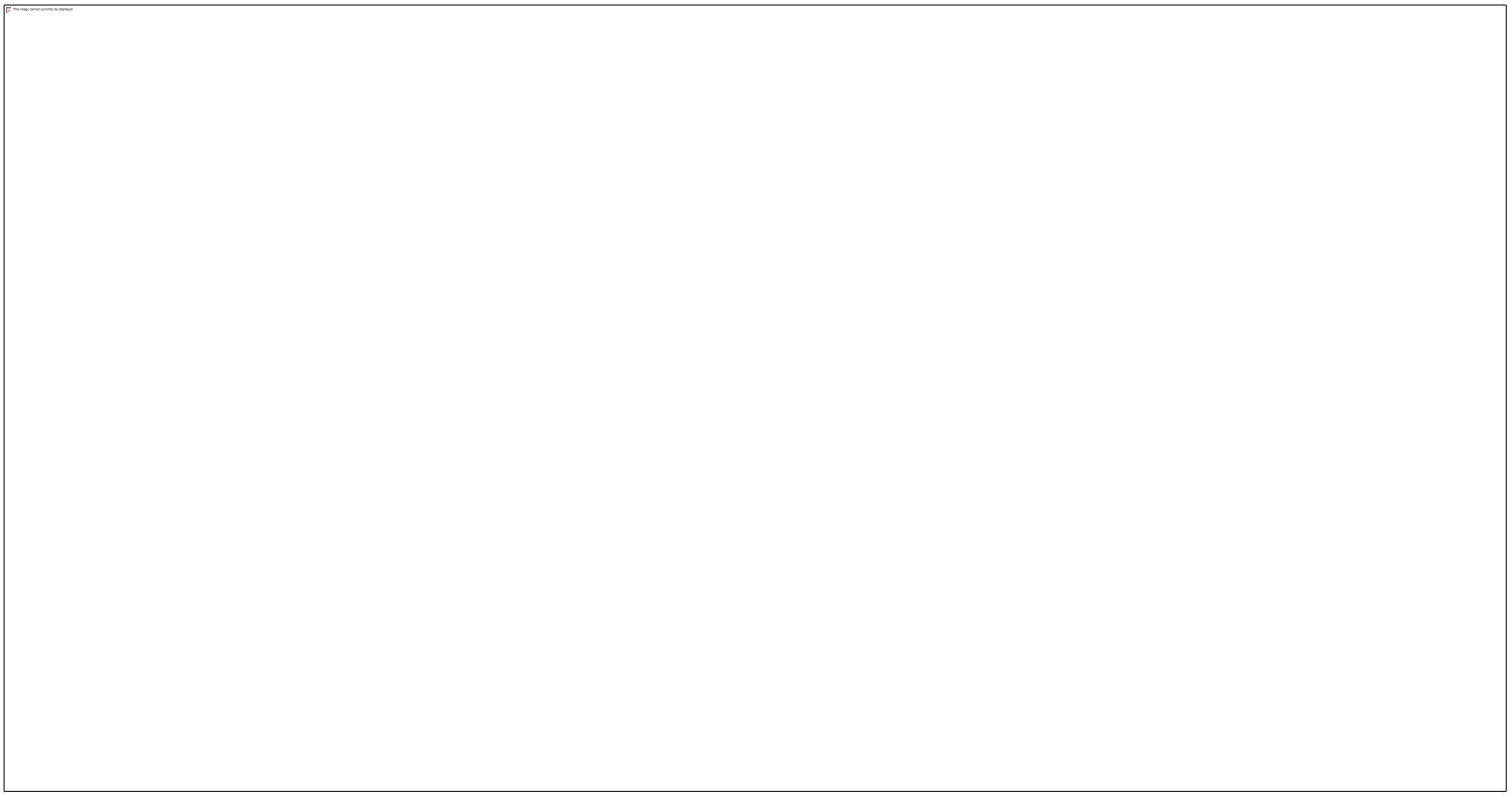
Blessings refer to benefits, favour, protection or positive outcomes associated with God's goodness.

In Deuteronomy 28, Moses explained the blessings that would follow the Israelites if they obeyed God's commandments.

4.2 Blessings promised to the Israelites

According to Deuteronomy 28:1–14, the Israelites were promised:

1. Blessings in their towns and fields.
2. Blessings upon their children.
3. Increased agricultural production.
4. Increased livestock.
5. Blessings upon their baskets and kneading bowls.
6. Protection against their enemies.
7. Success in their undertakings.
8. Prosperity in their land.
9. God's favour upon their activities.
10. Recognition as a people belonging to God.
11. Blessings upon their storehouses.
12. Rain and favourable conditions for agricultural production.



4.3 Meaning of curses

Curses refer to negative consequences associated with disobedience and rejection of God's commandments.

In Deuteronomy 28:15–68, Moses described the consequences that would follow if the Israelites rejected God's instructions.

4.4 Curses described in Deuteronomy 28

The consequences included:

1. Curses in towns and fields.
2. Failure of agricultural production.
3. Diseases and suffering.
4. Confusion and frustration.
5. Loss of property.
6. Defeat by enemies.
7. Family suffering.
8. Drought and environmental hardship.
9. Economic difficulties.
10. Displacement from the land.
11. Social instability.
12. Exile and oppression.

4.5 Comparison between blessings and curses

Blessings of obedience	Curses of disobedience
Prosperity	Economic hardship
Agricultural productivity	Crop failure
Protection	Defeat by enemies
Family blessings	Family suffering
Successful activities	Failure and frustration
Security	Insecurity
God's favour	Consequences of rejecting God's instructions

4.6 Implications of blessings and curses for Christians today

The teachings have several implications:

- Christians should obey God's commandments.
- People should accept responsibility for their decisions.
- Christians should avoid dishonesty and corruption.
- People should remain faithful during difficult times.
- Christians should practise justice and fairness.
- People should avoid worshipping material wealth.
- Communities should promote peace and unity.
- Christians should appreciate God's blessings.
- People should avoid exploiting others.
- Society should protect vulnerable members.
- People should use resources responsibly.
- Christians should understand that actions have consequences.

5.0 COMMISSIONING OF JOSHUA TO SUCCEED MOSES

Biblical references: Numbers 27:12-23; Deuteronomy 31:1-8, 14-23; Joshua 1:1-9.

5.1 Meaning of commissioning

Commissioning refers to the formal appointment and authorisation of a person to undertake a particular responsibility or task.

In the Old Testament, Joshua was commissioned to succeed Moses and lead the Israelites into Canaan.

5.2 Background of Joshua



Joshua was the son of Nun from the tribe of Ephraim.

His original name was Hoshea, but Moses called him Joshua (Numbers 13:16).

Joshua served as Moses' assistant and demonstrated faithfulness, courage and commitment.

He was among the twelve men sent to explore Canaan.

Unlike the majority of the spies, Joshua and Caleb trusted that God would help the Israelites enter the Promised Land.

Scriptural reference: Numbers 13–14.

5.3 Qualities that made Joshua suitable to succeed Moses

1. Faithfulness: Joshua remained faithful to God even when others doubted Him.

2. Courage: He demonstrated courage when the Israelites were afraid of the inhabitants of Canaan.

3. Loyalty: He faithfully served Moses as his assistant.

4. Leadership ability: He had experience leading the Israelites in battles.

5. Obedience: He followed God's instructions.

6. Trust in God: He believed that God would fulfil His promises.

7. Patience: He waited for God's appointed time.

8. Commitment: He remained dedicated to the responsibility of leading God's people.

9. Experience: He had travelled with Moses and witnessed God's miracles.

10. Wisdom: He had experience handling community responsibilities.

5.4 How Joshua was commissioned to succeed Moses

1. God identified Joshua as Moses' successor

In Numbers 27:18, God instructed Moses to appoint Joshua, a man in whom there was the Spirit, as his successor.

2. Moses was instructed to lay his hands on Joshua

God instructed Moses to place his hand on Joshua as a sign of commissioning.

This symbolised the transfer of leadership responsibility.

3. Moses presented Joshua before Eleazar the priest

Joshua was presented before Eleazar the priest and the whole congregation.

This allowed the Israelites to recognise their new leader.

4. Moses transferred some of his authority to Joshua

Moses was instructed to give Joshua some of his authority so that the Israelites would obey him.

5. Joshua received spiritual guidance

Joshua was expected to depend on God and follow His instructions.

6. Moses encouraged Joshua to be strong and courageous

In Deuteronomy 31:7–8, Moses encouraged Joshua not to fear because God would go before him.

7. God personally confirmed Joshua's leadership

In Deuteronomy 31:14–23, God instructed Joshua to be strong and courageous and assured him of His presence.

8. Joshua was instructed to follow God's law

God commanded Joshua to observe the law and meditate on it day and night.

9. Joshua was instructed to lead the Israelites across the Jordan

God gave Joshua the responsibility of leading the Israelites into the Promised Land.

Scriptural reference: Joshua 1:1–9.

5.5 Interpretation of Joshua 1:1-9

After Moses' death, God spoke to Joshua and instructed him to lead the Israelites across the River Jordan into Canaan.

God encouraged Joshua to be strong and courageous.



Main teachings from Joshua 1:1-9

1. Leadership responsibilities must continue even after the death of a leader.
2. God chooses people for particular responsibilities.
3. Leaders should be courageous when facing challenges.
4. Success requires obedience to God's instructions.
5. Leaders should meditate on God's law.
6. God remains with those who faithfully serve Him.
7. Fear should not prevent people from performing their duties.
8. Good leaders must remain committed to their responsibilities.
9. Leadership should be guided by God's principles.
10. People should trust God when facing difficult situations.

5.6 Lessons Christians learn from Joshua's commissioning

- God can appoint people to different responsibilities.
- Leadership should be based on integrity and ability.
- Leaders should be courageous.
- Good leaders should serve faithfully.
- Leaders should follow God's guidance.

- There should be continuity in leadership.
- Leaders should prepare their successors.
- A leader should encourage others.
- Leadership requires commitment.
- Christians should trust God during transitions.

5.7 Application in the Kenyan context

At school:

- Appointment of class representatives.
- Election of student council leaders.
- Appointment of club officials.
- Transfer of responsibilities from outgoing to incoming prefects.

In churches:

- Appointment of church elders.
- Commissioning of youth leaders.
- Appointment of choir leaders.
- Training future church leaders.

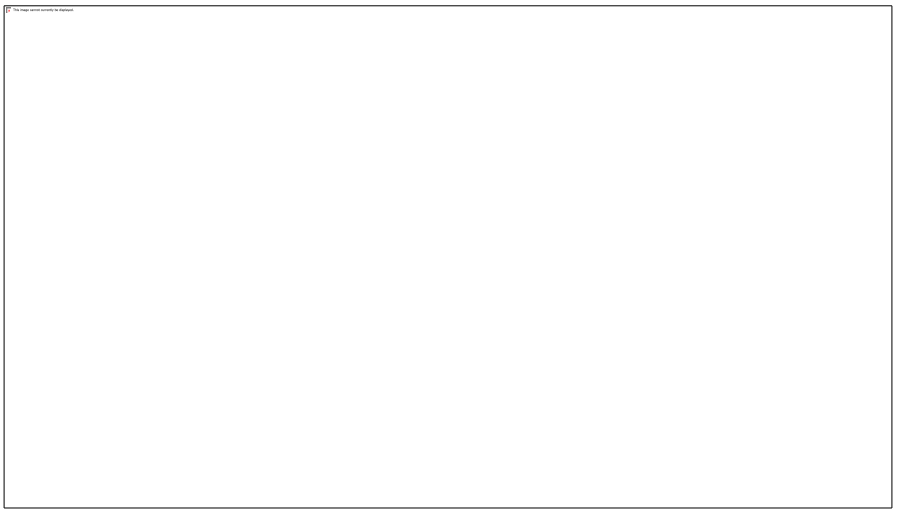
In national leadership:

- Peaceful transfer of leadership.
- Respect for constitutional procedures.
- Preparing future leaders.
- Promoting integrity and accountability.

6.0 THE ROLE OF RAHAB IN THE CONQUEST OF CANAAN

Biblical references: Joshua 2:1-24; Joshua 6:22-25.

6.1 Background of Rahab



Rahab was a woman who lived in Jericho, a fortified city in Canaan.

She is introduced in Joshua 2 as a woman who received two Israelite spies sent by Joshua to investigate the land, especially Jericho.

Although she was a Canaanite, Rahab recognised the power of the God of Israel.

She decided to assist the Israelite spies and protect them from the authorities of Jericho.

Her actions played an important role in the events leading to the conquest of Jericho.

6.2 The mission of the two spies

Joshua secretly sent two men from the Israelite camp at Shittim to explore the land of Canaan.

They entered Jericho and stayed at Rahab's house.

The king of Jericho learnt that Israelite spies had entered the city and sent messengers to Rahab demanding that she hand them over.

However, Rahab hid the spies on the roof of her house.

She informed the king's messengers that the men had already left, although she had hidden them.

After the messengers departed, she spoke to the spies.

6.3 Why Rahab helped the Israelite spies

Rahab explained that she had heard about the mighty works of Israel's God.

She mentioned:

1. The crossing of the Red Sea.
2. The Israelites' victory over the Amorite kings Sihon and Og.
3. God's power over the nations.
4. The fear that had spread among the inhabitants of Canaan.

She recognised that the God of Israel was powerful and that the land would be given to the Israelites.

She therefore requested that the spies spare her family when Jericho was conquered.

Scriptural reference: Joshua 2:8–13.

6.4 Role of Rahab in the conquest of Canaan

1. She provided accommodation to the spies

Rahab received the two Israelite spies into her house. This provided them with a place to stay while carrying out their mission.

2. She protected the spies from arrest

When the king's messengers came looking for the spies, Rahab hid them on the roof of her house. This prevented the spies from being captured.

3. She misdirected the king's messengers

Rahab informed the king's messengers that the spies had left the city. She directed them towards the Jordan crossing, giving the spies time to escape.

4. She helped the spies escape

Rahab used a rope to lower the spies through the window of her house because her house was built into the city wall.

5. She gave the spies important information

She informed them that the people of Jericho were afraid because they had heard about the mighty acts of Israel's God.

This information encouraged the Israelites and strengthened their confidence.

6. She expressed faith in Israel's God

Rahab acknowledged that the God of Israel was God in heaven above and on earth below.

Her statement demonstrated recognition of God's sovereignty.

7. She requested protection for her family

Rahab asked the spies to spare her parents, brothers, sisters and other relatives.

This demonstrated her concern for her family.

8. She agreed to the sign of the scarlet cord

The spies instructed Rahab to tie a scarlet cord in the window through which she had helped them escape.

The cord would identify her house during the conquest of Jericho.

9. She kept the agreement

Rahab tied the scarlet cord in her window and remained in her house with her family.

10. She and her family were spared

When Jericho was captured, Joshua instructed the two spies to bring Rahab and her family out safely.

She and her family were spared during the destruction of the city.

Biblical reference: Joshua 6:22–25.

6.5 Lessons learnt from Rahab's role

1. Faith in God is more important than one's background.
2. God can use different people to accomplish His purposes.
3. Courage is important when making difficult decisions.
4. Hospitality is an important Christian virtue.
5. People should protect others from danger.
6. Faith should be demonstrated through actions.
7. Keeping promises is important.
8. Concern for family members is valuable.
9. God is concerned about people from different communities.
10. People can change their lives through faith.
11. Information can help people make informed decisions.
12. God can use unexpected individuals to accomplish His plans.

6.6 Rahab in the New Testament

Rahab is also mentioned in the New Testament.

- **Hebrews 11:31:** Rahab is commended for her faith because she welcomed the spies.
- **James 2:25:** Rahab is used as an example of faith demonstrated through actions.

- **Matthew 1:5:** Rahab is included in the genealogy of Jesus Christ.

These references demonstrate the importance of faith, courage and actions.

6.7 Application in the Kenyan context

Rahab's example teaches Kenyan learners to:

- Welcome visitors.
- Protect people facing danger.
- Demonstrate courage when making moral decisions.
- Respect people from different communities.
- Keep promises.
- Demonstrate faith through actions.
- Help family members.
- Use information responsibly.

7.0 CROSSING OF THE RIVER JORDAN BY THE ISRAELITES

Biblical references: Joshua chapters 3 and 4.

7.1 Introduction

After the death of Moses, Joshua became the leader of the Israelites.

God instructed Joshua to lead the Israelites across the River Jordan into Canaan.

The crossing of the Jordan was a significant event because it marked the beginning of the Israelites' entry into the Promised Land.



7.2 Preparations before crossing the Jordan

Before crossing the river, several preparations were made.

1. Joshua and the Israelites moved from Shittim to the banks of the River Jordan.
2. They camped near the river for three days.
3. The officers instructed the people to prepare for the journey.
4. The Israelites were instructed to follow the Ark of the Covenant.
5. They were told to maintain a distance from the Ark.

6. Joshua instructed the people to consecrate themselves because God would perform wonders among them.
7. Joshua told the priests carrying the Ark to move ahead of the people.
8. The people prepared to follow God's instructions.

7.3 The actual crossing of the River Jordan

Step 1: The priests carried the Ark of the Covenant

The priests carrying the Ark moved ahead of the Israelites towards the river.

The Ark represented God's presence among His people.

Step 2: The priests approached the River Jordan

When the priests carrying the Ark reached the river, they stepped into its water.

At that time, the Jordan was overflowing its banks.

Step 3: The waters stopped flowing

As soon as the priests' feet touched the water, the river stopped flowing.

The water coming from upstream stood in a heap at a place called Adam, near Zarethan. The water flowing towards the Dead Sea was cut off.

Step 4: The riverbed became dry

The water stopped flowing, leaving a dry passage through which the Israelites could cross.

Step 5: The priests stood in the middle of the river

The priests carrying the Ark stood on dry ground in the middle of the Jordan.

They remained there while the Israelites crossed.

Step 6: The Israelites crossed on dry ground

The entire nation crossed the river on dry ground.

Step 7: The priests remained in the river

The priests continued standing in the middle of the Jordan until the whole nation had completed the crossing.

Step 8: The priests left the river

After the people had crossed, the priests carrying the Ark came out of the river.

Step 9: The waters returned

When the priests stepped out of the river, the water returned to its normal flow and again overflowed its banks.

7.4 The twelve memorial stones

After crossing the Jordan, God instructed Joshua to select twelve men, one from each tribe of Israel. Each man was to take a stone from the middle of the river, from the place where the priests had stood. The stones were carried to the place where the Israelites camped at Gilgal.

Purpose of the twelve stones

1. To serve as a memorial of God's mighty act.
2. To remind future generations about the crossing.
3. To teach children about God's power.
4. To strengthen the faith of the Israelites.
5. To remind the Israelites of God's faithfulness.

6. To preserve the history of the nation.
7. To demonstrate God's presence among His people.
8. To encourage future generations to trust God.

Scriptural reference: Joshua 4:1–9.

7.5 Significance of the crossing of the River Jordan

The crossing was important because:

1. It marked the beginning of the Israelites' entry into Canaan.
2. It demonstrated God's power over nature.
3. It confirmed Joshua's leadership.
4. It strengthened the Israelites' faith.
5. It reminded the Israelites of the earlier crossing of the Red Sea.
6. It demonstrated God's faithfulness to His promises.
7. It united the Israelites in a common experience.
8. It showed that God was present with His people.
9. It encouraged the Israelites to face future challenges.
10. It provided a lasting memorial for future generations.

7.6 Lessons learnt from the crossing of the Jordan

- God fulfils His promises.
- Faith and obedience are important.
- God can overcome obstacles.
- Leaders should trust God's guidance.
- People should work together.
- Important events should be remembered.
- God's power is greater than natural obstacles.
- Faith should be demonstrated through obedience.
- Future generations should be taught about God's faithfulness.
- Courage is important when facing new situations.

7.7 Application in the Kenyan context

The crossing of the Jordan can be related to situations in which Kenyan learners and communities face major transitions.

Examples include:

- Moving from junior school to senior school.
- Beginning a new academic year.
- Taking up leadership responsibilities.
- Overcoming academic challenges.

- Beginning a community development project.
- Working together to overcome difficult circumstances.

8.0 THE CONQUEST OF CANAAN AS GUIDED BY SCRIPTURES

Biblical references: Joshua 6, 7, 8, 9, 10 and 11.

8.1 Introduction

After crossing the River Jordan, the Israelites camped at Gilgal.

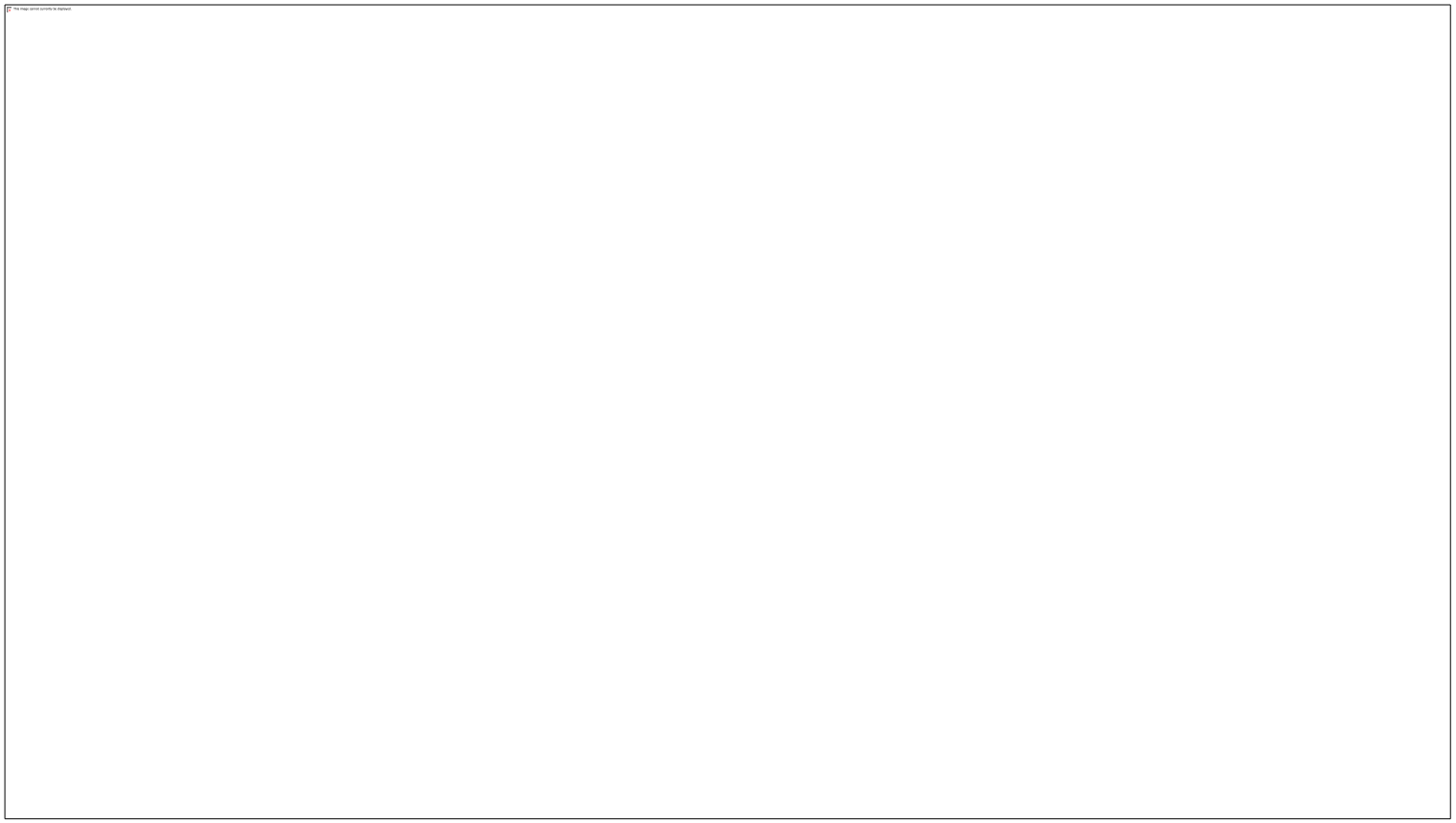
They were now in Canaan, the land that God had promised their ancestors.

Joshua led the Israelites in the conquest of various territories.

The Book of Joshua describes several important events associated with the conquest.

The main events include:

1. The conquest of Jericho.
2. The sin of Achan.
3. The defeat and subsequent capture of Ai.
4. The treaty with the Gibeonites.
5. The defeat of the Amorite kings.
6. The conquest of northern Canaan.
7. The distribution of the land among the tribes.



8.2 The conquest of Jericho

Scripture: Joshua 6:1-27.

Jericho was a fortified city in Canaan.

Its inhabitants had closed the city gates because they feared the Israelites.

God gave Joshua specific instructions concerning how the Israelites were to approach the city.

Events leading to the fall of Jericho

1. God informed Joshua that Jericho had been delivered into his hands.
2. Joshua received instructions concerning the city.
3. The Israelite soldiers were organised.
4. Seven priests carried seven trumpets made from rams' horns before the Ark of the Covenant.
5. The Ark followed the priests.
6. The armed men went ahead of the Ark.
7. The Israelites were instructed to march around the city once each day for six days.
8. On the seventh day, they were instructed to march around the city seven times.
9. On the seventh day, the priests blew their trumpets.
10. Joshua instructed the people to shout.
11. The walls of Jericho collapsed.
12. The Israelites entered the city.
13. Rahab and her family were rescued as had been promised.
14. The city was destroyed according to the instructions given to Joshua.

Role of God in the fall of Jericho

The fall of Jericho demonstrated God's power and the importance of obedience to His instructions.

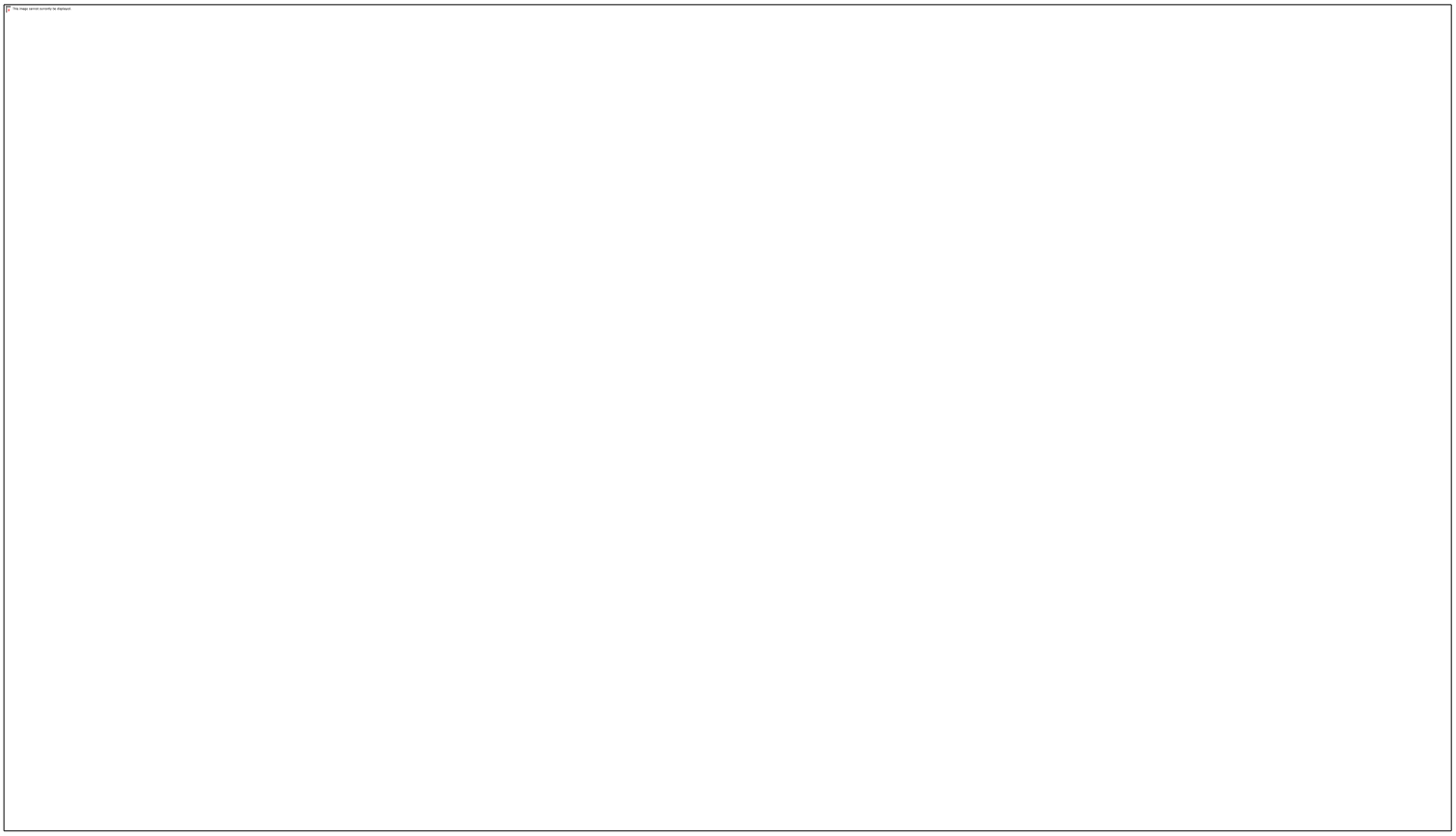
The Israelites believed that their victory came through God's intervention rather than their own strength.

Lessons learnt from the fall of Jericho

- God has power over human obstacles.
- Obedience to God is important.
- Faith requires trust and commitment.
- God's instructions may differ from human expectations.
- Leaders should follow God's guidance.
- Promises should be honoured.
- God can use unexpected people in His plans.

8.3 The sin of Achan

Scripture: Joshua 7:1-26.



After the fall of Jericho, the Israelites prepared to capture the city of Ai.

However, the Israelites experienced defeat because Achan had taken some items from Jericho that had been devoted to destruction.

Events involving Achan

1. Achan, son of Carmi, from the tribe of Judah, took some forbidden items during the destruction of Jericho.
2. He secretly kept the items in his tent.
3. Joshua sent men to explore Ai.
4. The Israelites underestimated the strength of Ai.
5. A small Israelite force attacked the city.
6. The Israelites were defeated, and some of their men died.
7. Joshua became distressed and prayed to God.
8. God revealed that Israel had sinned by taking items that had been devoted to destruction.
9. Achan's wrongdoing was exposed.
10. Achan confessed that he had taken a beautiful Babylonian garment, silver and gold.
11. The stolen items were recovered.
12. The account describes the severe punishment that followed.

Lessons learnt from Achan's actions

- Disobedience has consequences.

- Greed can destroy individuals and communities.
- People should respect instructions.
- Hidden wrongdoing can eventually be exposed.
- Honesty is important.
- Individual actions can affect the wider community.
- Leaders should seek God's guidance.
- People should take responsibility for their actions.

CRE reflection: The story encourages learners to examine the consequences of dishonesty, greed and misuse of resources in modern society.

8.4 The conquest of Ai

Scripture: Joshua 8:1-29.



After the wrongdoing associated with Achan had been addressed, God encouraged Joshua to attack Ai again.

God gave Joshua instructions concerning the capture of the city.

Events in the conquest of Ai

1. God encouraged Joshua not to be afraid.
2. Joshua was instructed to take the fighting men to Ai.
3. Joshua prepared an ambush near the city.
4. A group of Israelite soldiers positioned themselves behind the city.
5. Joshua and the main force approached Ai.
6. The people of Ai came out to confront the Israelites.

7. The Israelites pretended to withdraw.
8. The defenders pursued them.
9. The ambush group entered the city and captured it.
10. The Israelites gained control of Ai.
11. Joshua built an altar to God on Mount Ebal.
12. Joshua read the law before the Israelites.

Lessons learnt from the conquest of Ai

- People should learn from past mistakes.
- God gives guidance to those who seek Him.
- Success requires careful preparation.
- Leaders should exercise wisdom.
- Communities should obey God's instructions.
- Worship and gratitude should follow significant achievements.
- God's law should guide community life.

8.5 The treaty with the Gibeonites

Scripture: Joshua 9:1-27.

The Gibeonites heard about the victories of the Israelites and decided to make a treaty with Joshua.

They disguised themselves as travellers from a distant country by wearing worn-out clothes and carrying old provisions.

They requested a treaty with the Israelites.

Joshua and the leaders entered into an agreement with them without first seeking God's guidance.

When the truth was discovered, the Israelites realised that the Gibeonites lived nearby.

However, because the leaders had sworn an oath to them, they did not destroy them.

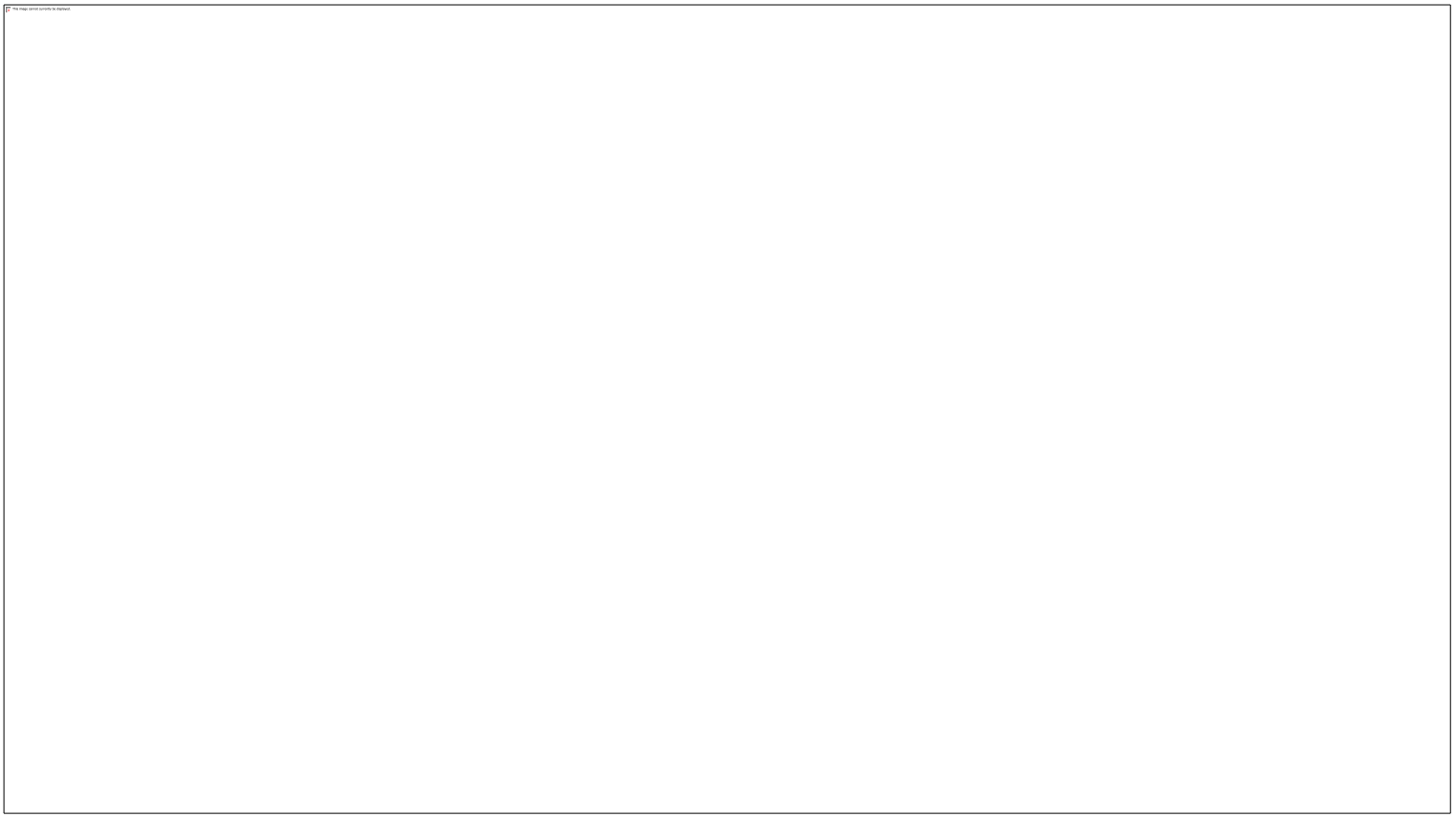
The Gibeonites were assigned responsibilities involving woodcutting and water-carrying for the congregation and the altar.

Lessons learnt

1. People should seek God's guidance before making important decisions.
2. Leaders should investigate matters carefully.
3. Agreements should be respected.
4. Deception destroys trust.
5. Decisions should be made wisely.
6. People should fulfil their commitments.

8.6 The conquest involving the Amorite kings

Scripture: Joshua 10:1-43.



After the capture of Ai, the Israelites became involved in events concerning the Gibeonites.

The king of Jerusalem, Adoni-Zedek, organised a coalition against Gibeon because it had made peace with the Israelites.

The coalition included:

1. Adoni-Zedek, king of Jerusalem.
2. Hoham, king of Hebron.
3. Piram, king of Jarmuth.
4. Japhia, king of Lachish.
5. Debir, king of Eglon.

Events

1. The Gibeonites sent a message requesting help from Joshua.
2. Joshua and the Israelite army marched from Gilgal to assist them.
3. God encouraged Joshua not to be afraid.
4. The Israelites attacked the Amorite coalition.
5. The biblical account describes how God caused confusion among the opposing forces.
6. The account describes a severe hailstorm that contributed to the defeat of the enemy.
7. Joshua prayed that the sun would stand still over Gibeon and the moon over the Valley of Aijalon.
8. The biblical narrative describes an extraordinary event in which the day was prolonged.
9. The Amorite kings were defeated.
10. Their cities and territories were subsequently attacked.

Lessons learnt from Joshua 10

- God can help people overcome difficult challenges.
- Prayer is important in Christian life.
- Leaders should remain courageous.
- Agreements and commitments should be respected.
- God is powerful over creation.
- People should trust God during difficult situations.
- Communities should seek peaceful relationships.

8.7 The conquest of northern Canaan

Scripture: Joshua 11.

The king of Hazor, Jabin, organised a coalition of northern kings against the Israelites.

Joshua led the Israelites in confronting this coalition.

The biblical narrative describes the defeat of the northern forces and the capture of Hazor.

This expanded the territories under Israelite control.

8.8 Distribution of the land among the Israelites

Scriptures: Joshua 13-21.

After the major campaigns, Joshua supervised the distribution of the land among the tribes of Israel.

The distribution was intended to provide each tribe with an inheritance.

Some important developments included:

1. Allocation of land to the tribes.
2. Recognition of the territories already given to Reuben, Gad and half the tribe of Manasseh.
3. Distribution of land west of the Jordan.
4. Allocation of special inheritance to Caleb.
5. Establishment of cities for the Levites.
6. Designation of cities of refuge.
7. Establishment of tribal boundaries.

The twelve tribes of Israel

The tribes descended from the sons of Jacob, also called Israel.

They were:

1. Reuben.
2. Simeon.
3. Levi.
4. Judah.
5. Dan.
6. Naphtali.
7. Gad.

8. Asher.
9. Issachar.
10. Zebulun.
11. Joseph, represented through Ephraim and Manasseh in the territorial allocation.
12. Benjamin.

Important note: The territorial distribution did not operate as twelve identical portions. The Levites received towns rather than a normal tribal territory, while Joseph's inheritance was represented through Ephraim and Manasseh.

8.9 Chronological flow chart of the conquest of Canaan

THE CONQUEST OF CANAAN

1. **Moses prepares the Israelites**

Deuteronomy 28–33.

2. **Joshua succeeds Moses**

Joshua 1:1–9.

3. **Spies visit Jericho and meet Rahab**

Joshua 2.

4. **The Israelites cross the River Jordan**

Joshua 3–4.

5. **The fall of Jericho**

Joshua 6.

6. **Achan's wrongdoing and Israel's defeat at Ai**

Joshua 7.

7. **The conquest of Ai**

Joshua 8.

8. **The Gibeonite treaty**

Joshua 9.

9. **The southern campaign and Amorite defeat**

Joshua 10.

10. **The northern campaign and capture of Hazor**

Joshua 11.

11. **Distribution of the land among the tribes**

Joshua 13–21.

12. **Renewal of the covenant at Shechem**

Joshua 24.

8.10 How God's power was manifested during the conquest of Canaan

The biblical narrative demonstrates God's power in several ways:

1. **Stopping the River Jordan:** God caused the waters of the Jordan to stop flowing, allowing the Israelites to cross on dry ground (Joshua 3).

2. **The fall of Jericho:** The walls of Jericho collapsed after the Israelites followed God's instructions (Joshua 6).

3. **Revelation of Achan's wrongdoing:** God exposed the sin that had affected the Israelites (Joshua 7).

4. **Victory at Ai:** God guided Joshua in the subsequent capture of Ai (Joshua 8).

5. **Protection of the Gibeonites:** The Israelites went to assist Gibeon after its leaders requested help (Joshua 10).

6. **The hailstorm:** God used hailstones during the conflict with the Amorite coalition (Joshua 10:11).

7. **The prolonged day:** Joshua 10:12–14 describes the sun standing still and the moon remaining in place.

8. **Victory over northern kings:** God enabled the Israelites to defeat the northern coalition (Joshua 11).

9. **Fulfilment of God's promises:** The Israelites understood their entry into and possession of Canaan as evidence of God's faithfulness.

Main lesson: The conquest narratives emphasise that the Israelites believed their victories depended on God's guidance, presence and faithfulness rather than human strength alone.

9.0 RENEWAL OF THE COVENANT AT SHECHEM

Scripture: Joshua 24:1–28.

9.1 Meaning of covenant

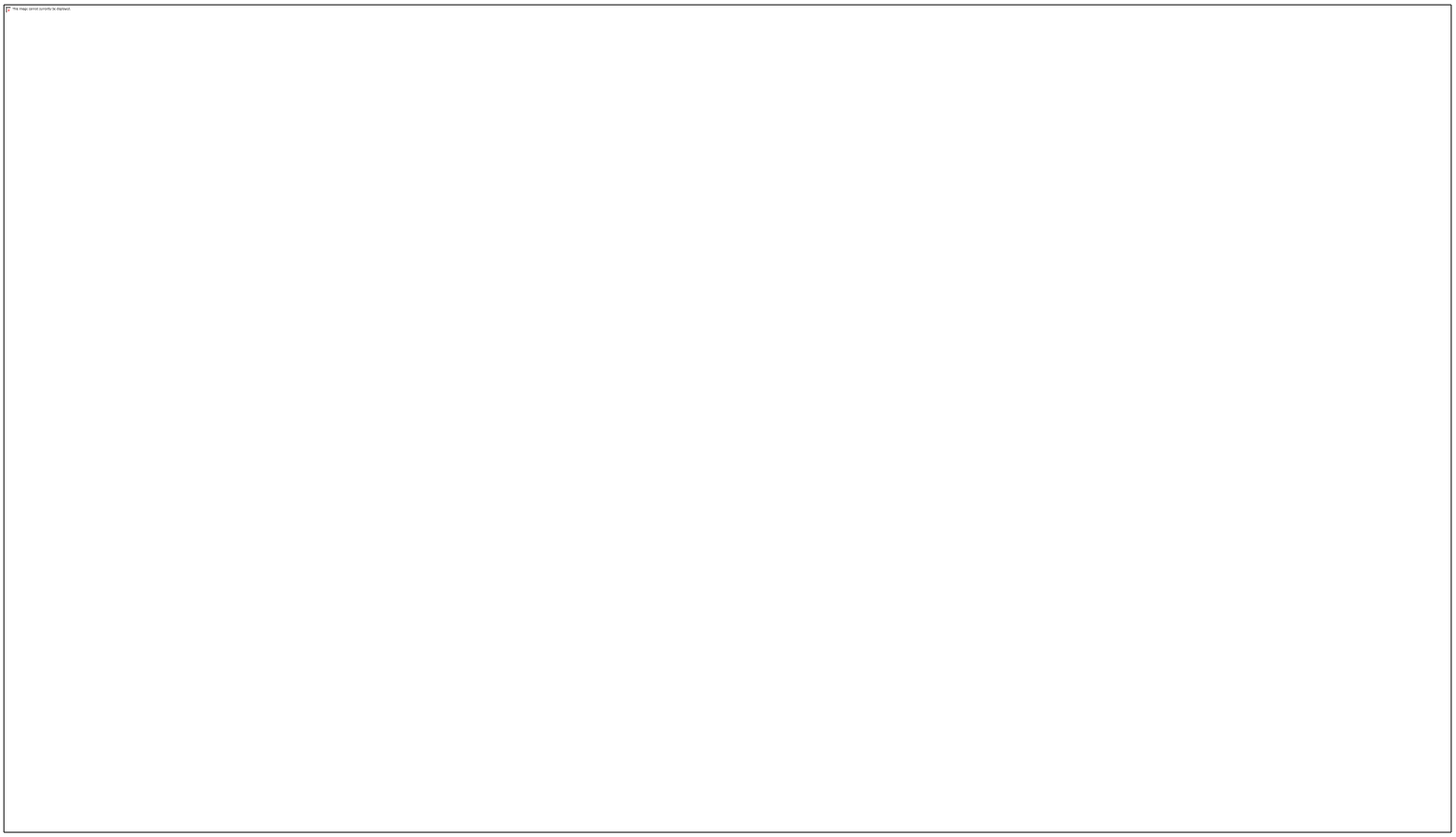
A covenant is a solemn agreement or relationship between two parties, often involving promises, obligations and commitments.

In the Old Testament, the covenant between God and the Israelites established a special relationship in which God promised to be their God and the Israelites were expected to remain faithful to Him.

9.2 Meaning of covenant renewal

Covenant renewal refers to the reaffirmation of an existing agreement or commitment.

In Joshua 24, the Israelites renewed their commitment to God at Shechem after settling in Canaan.



9.3 Background of the covenant renewal at Shechem

After the major conquest campaigns and distribution of the land, Joshua assembled the Israelites at Shechem.

He gathered:

- The elders.
- The leaders.
- The judges.
- The officers.
- Representatives of the different tribes.

Joshua wanted the Israelites to remember God's faithfulness and renew their commitment to worship Him alone.

9.4 Events leading to the renewal of the covenant

1. Joshua assembled the Israelites

Joshua gathered all the tribes of Israel at Shechem.

This provided an opportunity for the people to renew their relationship with God.

2. Joshua reminded them of their history

Joshua reminded the Israelites about the history of their ancestors.

He recalled:

- Abraham's background.
- God's call of Abraham.
- The descendants of Isaac and Jacob.

- The Israelites' settlement in Egypt.
- God's deliverance from Egypt.
- Their journey through the wilderness.
- Their victories over opposing kings.
- Their settlement in Canaan.

3. Joshua reminded them of God's faithfulness

Joshua explained that God had given them a land they had not cultivated and cities they had not built.

They were enjoying the benefits of God's provision.

4. Joshua challenged them to abandon foreign gods

He instructed them to remove the foreign gods that their ancestors had worshipped.

He called upon them to worship Yahweh alone.

5. Joshua challenged them to make a choice

Joshua presented the Israelites with a choice concerning whom they would serve.

He declared his own commitment to God, stating that he and his household would serve the Lord.

6. The Israelites responded positively

The people declared that they would not abandon God because He had delivered them from Egypt and protected them throughout their journey.

7. Joshua warned them about the seriousness of the covenant

Joshua reminded them that God was holy and would not accept unfaithfulness.

He explained that their commitment required genuine obedience.

8. The Israelites reaffirmed their commitment

The people repeated their intention to serve God and obey Him.

9. Joshua established a covenant with the people

Joshua made a covenant with the Israelites and established rules and regulations for them.

10. Joshua recorded the agreement

He wrote the words of the covenant in the Book of the Law of God.

11. Joshua set up a memorial stone

Joshua took a large stone and set it under an oak near the sanctuary of the Lord.

The stone served as a witness to the covenant.

12. Joshua dismissed the people

After the renewal of the covenant, Joshua sent the people back to their respective territories.

9.5 Reasons for renewing the covenant at Shechem

1. To remind the Israelites of their relationship with God.
2. To express gratitude for God's faithfulness.
3. To remind them of their history.

4. To encourage continued obedience.
5. To discourage idolatry.
6. To strengthen unity among the tribes.
7. To reaffirm their commitment to worship Yahweh alone.
8. To establish a clear religious identity.
9. To remind future generations of their obligations.
10. To encourage faithfulness in the Promised Land.

9.6 Lessons learnt from the covenant renewal at Shechem

- God remains faithful to His promises.
- Christians should remember God's goodness.
- Worship should be directed to God alone.
- People should make firm decisions about their faith.
- Families should develop strong religious values.
- Community unity is important.
- Promises and commitments should be respected.
- Faith should be demonstrated through actions.
- People should reject practices that contradict their beliefs.
- Religious commitments should be passed on to future generations.
- Gratitude is an important Christian virtue.
- Leaders should guide communities towards responsible living.

9.7 Relevance of Joshua 24 to Christians in Kenya today

At personal level

- Christians should remain committed to God.
- They should reject dishonest practices.
- They should make responsible moral choices.
- They should live according to biblical teachings.

At family level

- Parents should guide children in Christian values.
- Families should pray together.
- Family members should promote honesty and respect.
- Parents should provide moral guidance.

At church level

- Church members should remain faithful to God.
- Churches should promote unity.
- Leaders should demonstrate integrity.

- Congregations should support community development.

At national level

- Leaders should practise honesty and accountability.
- Citizens should respect the law.
- Communities should promote peace.
- People should reject corruption and injustice.
- Kenyans should respect the diversity of religious communities.

10.0 APPRECIATING THAT GOD FULFILS HIS PROMISES

10.1 Meaning of God's promises

God's promises refer to assurances given by God concerning His plans, guidance, protection and relationship with His people.

In the Old Testament, God promised Abraham that his descendants would inherit Canaan.

The entry of the Israelites into Canaan was understood as the fulfilment of this promise.

10.2 Evidence of God's faithfulness during the journey to Canaan

1. God called Abraham and promised him descendants and land (Genesis 12:1–7).
2. God renewed His covenant with Abraham (Genesis 15).
3. God protected the descendants of Abraham during their stay in Egypt.
4. God delivered the Israelites from Egyptian slavery.
5. God guided them through the wilderness.
6. God provided food and water during their journey.
7. God gave them commandments to guide their lives.
8. God appointed Joshua to lead them after Moses.
9. God enabled them to cross the River Jordan.
10. God helped them capture important territories.
11. God enabled them to settle in Canaan.
12. God remained faithful despite the Israelites' repeated disobedience.

10.3 Lessons Christians learn about God's faithfulness

- God keeps His promises.
- Christians should trust God.
- Patience is important when waiting for God's promises.
- God provides guidance during difficult situations.
- People should remain faithful to God.
- God's plans may require time to be fulfilled.
- Christians should appreciate God's provision.
- Difficulties should not destroy faith.

- People should remember God's past acts.
- God's faithfulness should encourage hope.

10.4 Ways Christians can demonstrate appreciation for God's promises

1. Through prayer.
2. Through worship.
3. By obeying God's commandments.
4. By showing gratitude.
5. By helping those in need.
6. By remaining faithful during difficulties.
7. By participating in church activities.
8. By living morally upright lives.
9. By sharing biblical teachings.
10. By promoting peace and unity.

11.0 COMPARISON OF THE LEADERSHIP OF MOSES AND JOSHUA

Moses	**Joshua**
Led the Israelites out of Egypt.	Led the Israelites into Canaan.
Prepared the Israelites for entry into Canaan.	Led the Israelites across the Jordan.
Received the Law from God.	Encouraged the Israelites to obey the Law.
Led the people through the wilderness.	Led the conquest and settlement.
Appointed and commissioned Joshua.	Succeeded Moses as leader.
Reminded the people of God's covenant.	Renewed the covenant at Shechem.
Died before entering Canaan.	Led the people in the Promised Land.

LEARNER-CENTRED TEACHING AND LEARNING ACTIVITIES

Activity 1: Moses' preparation of the Israelites

Instructions:

1. Read Deuteronomy chapters 28, 30, 31, 32 and 33.
2. Work in groups.
3. Identify ways Moses prepared the Israelites to enter Canaan.
4. Classify the preparations into spiritual, social, moral and leadership categories.
5. Present the findings in class.

Expected learning outcome: Learners should explain the importance of preparation before undertaking major responsibilities.

Activity 2: Analysing Joshua's commissioning

Instructions:

1. Read Joshua 1:1–9.
2. Identify the instructions God gave Joshua.
3. Discuss the qualities of a good leader.
4. Compare Joshua's leadership with leadership in Kenyan schools.
5. Present the findings.

Expected learning outcome: Learners should appreciate courage, integrity and responsibility in leadership.

Activity 3: Research on Rahab

Instructions:

1. Read Joshua 2:1–24.
2. Conduct library or guided internet research on Rahab.
3. Identify her actions during the visit of the spies.
4. Explain how she demonstrated faith and courage.
5. Present the findings in groups.

Expected learning outcome: Learners should appreciate how faith can be demonstrated through actions.

Activity 4: Illustrating the crossing of the River Jordan

Instructions:

1. Read Joshua chapters 3 and 4.
2. Draw a diagram showing the River Jordan.
3. Include the Ark of the Covenant.
4. Show the priests carrying the Ark.
5. Show the Israelites crossing on dry ground.
6. Include the twelve memorial stones.
7. Explain the significance of the event.

Expected learning outcome: Learners should illustrate and explain the crossing of the Jordan.

Activity 5: Developing a conquest flow chart

In groups, develop a flow chart showing the conquest of Canaan.

Include:

- Jericho.
- Rahab.
- Achan.
- Ai.
- Gibeon.
- The Amorite kings.
- Hazor.
- Distribution of the land.
- Covenant renewal at Shechem.

Activity 6: Covenant renewal discussion

1. Read Joshua 24.
2. Identify the events that took place at Shechem.
3. Discuss the reasons for renewing the covenant.
4. Explain the importance of remaining faithful to God.
5. Write a personal reflection on the statement: "As for me and my household, we will serve the Lord."

Activity 7: Sharing experiences of answered prayers

Learners should:

1. Form small discussion groups.
2. Share appropriate experiences of answered prayers.
3. Explain how the experiences strengthened their faith.
4. Identify lessons about patience and trust in God.
5. Respect the privacy and beliefs of fellow learners.

REVISION EXERCISES

SECTION A: MULTIPLE-CHOICE QUESTIONS

30 MARKS

Instructions: Answer all the questions by choosing the correct alternative A, B, C or D.

Question 1. The land of Canaan was promised to the descendants of Abraham by

A. Pharaoh.

B. God.

C. Joshua.

D. Moses.

Question 2. The main biblical book describing the conquest of Canaan is

A. Genesis.

B. Exodus.

C. Joshua.

D. Leviticus.

Question 3. Which of the following was one way Moses prepared the Israelites to enter Canaan?

A. Encouraging them to abandon God's commandments.

B. Reminding them of God's covenant and promises.

C. Instructing them to worship foreign gods.

D. Encouraging them to return to Egypt.

Question 4. According to Deuteronomy 28, the Israelites were promised blessings if they

A. Obeyed God's commandments.

B. Worshipped idols.

C. Rejected God's instructions.

D. Abandoned their covenant.

Question 5. Moses encouraged the Israelites to choose life in

A. Deuteronomy 5.

B. Deuteronomy 10.

C. Deuteronomy 30.

D. Deuteronomy 33.

Question 6. Who was appointed to succeed Moses?

A. Caleb.

B. Aaron.

C. Joshua.

D. Eleazar.

Question 7. Joshua was the son of

A. Nun.

B. Aaron.

C. Caleb.

D. Samuel.

Question 8. According to Numbers 27:18–23, Moses commissioned Joshua through

A. Giving him gold.

B. Laying his hands on him.

C. Sending him back to Egypt.

D. Making him a priest.

Question 9. One quality that made Joshua suitable to succeed Moses was

A. Greed.

B. Dishonesty.

C. Courage.

D. Pride.

Question 10. God encouraged Joshua to be strong and courageous in

A. Joshua 1:1–9.

B. Joshua 6:1–5.

C. Joshua 7:1–5.

D. Joshua 24:1–5.

Question 11. Rahab lived in the city of

A. Ai.

B. Jericho.

C. Jerusalem.

D. Hebron.

Question 12. The two spies sent to explore Canaan were sent by

A. Moses.

B. Aaron.

C. Joshua.

D. Caleb.

Question 13. Rahab hid the Israelite spies on

A. The roof of her house.

B. The city gate.

C. The riverbank.

D. The marketplace.

Question 14. The sign agreed upon between Rahab and the spies was

A. A white cloth.

B. A golden ring.

C. A scarlet cord.

D. A wooden cross.

Question 15. Rahab was spared during the conquest of Jericho together with

A. The king of Jericho.

B. Her family.

C. The king of Ai.

D. The Amorite soldiers.

Question 16. Rahab is commended for her faith in

A. Hebrews 11:31.

B. Genesis 12:1.

C. Exodus 20:1.

D. Deuteronomy 28:1.

Question 17. The Israelites crossed the River Jordan under the leadership of

A. Moses.

B. Aaron.

C. Joshua.

D. Caleb.

Question 18. The priests carried which sacred object during the crossing of the Jordan?

A. The golden calf.

B. The Ark of the Covenant.

C. The tablets of Pharaoh.

D. The altar of incense.

Question 19. The River Jordan stopped flowing when

A. Joshua shouted at the water.

B. The priests carrying the Ark stepped into the water.

C. The Israelites built a bridge.

D. The spies returned from Jericho.

Question 20. The Israelites crossed the River Jordan on

A. Wooden boats.

B. A bridge.

C. Dry ground.

D. Floating rafts.

Question 21. The number of stones taken from the River Jordan as a memorial was

A. Seven.

B. Ten.

C. Twelve.

D. Fourteen.

Question 22. The memorial stones were set up at

A. Gilgal.

B. Egypt.

C. Jericho.

D. Jerusalem.

Question 23. The first major city captured by the Israelites in the conquest narrative was

A. Ai.

B. Jericho.

C. Hazor.

D. Hebron.

Question 24. The fall of Jericho is described in

A. Joshua 2.

B. Joshua 4.

C. Joshua 6.

D. Joshua 10.

Question 25. The Israelite who took forbidden items from Jericho was

A. Caleb.

B. Achan.

C. Rahab.

D. Eleazar.

Question 26. Achan belonged to the tribe of

A. Judah.

B. Benjamin.

C. Levi.

D. Ephraim.

Question 27. The Israelites were initially defeated when they attacked

A. Jericho.

B. Hazor.

C. Ai.

D. Gibeon.

Question 28. The king of Hazor who organised the northern coalition was

A. Adoni-Zedek.

B. Jabin.

C. Hoham.

D. Debir.

Question 29. Joshua renewed the covenant with the Israelites at

A. Gilgal.

B. Shittim.

C. Shechem.

D. Jericho.

Question 30. Joshua expressed his personal commitment to God by declaring that

A. His household would return to Egypt.

B. His household would serve the Lord.

C. His household would worship other gods.

D. His household would abandon the covenant.

SECTION B: STRUCTURED QUESTIONS

50 MARKS

Instructions: Answer ALL questions. Write your answers clearly and provide relevant explanations where necessary.

Question 31. (5 marks)

a) Define the term conquest as used in the Old Testament. (1 mark)

b) State four ways Moses prepared the Israelites to enter Canaan. (4 marks)

Question 32. (5 marks)

a) Explain the meaning of commissioning. (1 mark)

b) Describe four ways Joshua was commissioned to succeed Moses. (4 marks)

Question 33. (5 marks)

a) Identify the two spies sent by Joshua to explore Canaan. (1 mark)

b) Explain four ways Rahab contributed to the conquest of Canaan. (4 marks)

Question 34. (5 marks)

a) Name the sacred object carried by the priests during the crossing of the River Jordan. (1 mark)

b) Describe four events that took place during the crossing of the River Jordan. (4 marks)

Question 35. (5 marks)

a) Identify the city whose walls collapsed during the conquest of Canaan. (1 mark)

b) State four lessons learnt from the fall of Jericho. (4 marks)

Question 36. (5 marks)

a) Identify the Israelite who took forbidden items from Jericho. (1 mark)

b) Explain four lessons learnt from the incident involving Achan. (4 marks)

Question 37. (5 marks)

a) Name the king who organised the northern coalition against the Israelites. (1 mark)

b) Explain four ways God's power was manifested during the conquest of Canaan. (4 marks)

Question 38. (5 marks)

a) Identify the place where Joshua renewed the covenant with the Israelites. (1 mark)

b) Explain four reasons why Joshua renewed the covenant with the Israelites. (4 marks)

Question 39. (5 marks)

a) State the declaration Joshua made concerning his household in Joshua 24:15. (1 mark)

b) Explain four lessons Christians learn from the renewal of the covenant at Shechem. (4 marks)

Question 40. (5 marks)

Explain five ways Christians in Kenya today can demonstrate the lessons learnt from the conquest and settlement in Canaan. (5 marks)

TOTAL: 50 MARKS

15.0 TEACHER'S CONTENT ACCURACY AND BIBLICAL REFERENCE GUIDE

For textbook development and further reference, the following biblical passages should be studied.

Topic	Primary scripture
Moses' preparation	Deuteronomy 28, 30–33
Joshua's commissioning	Numbers 27:12–23; Deuteronomy 31:1–8; Joshua 1:1–9
Rahab and the spies	Joshua 2:1–24
Rahab rescued	Joshua 6:22–25
Crossing the Jordan	Joshua 3–4
Fall of Jericho	Joshua 6
Achan's wrongdoing	Joshua 7
Capture of Ai	Joshua 8
Treaty with Gibeon	Joshua 9
Southern campaign	Joshua 10
Northern campaign	Joshua 11

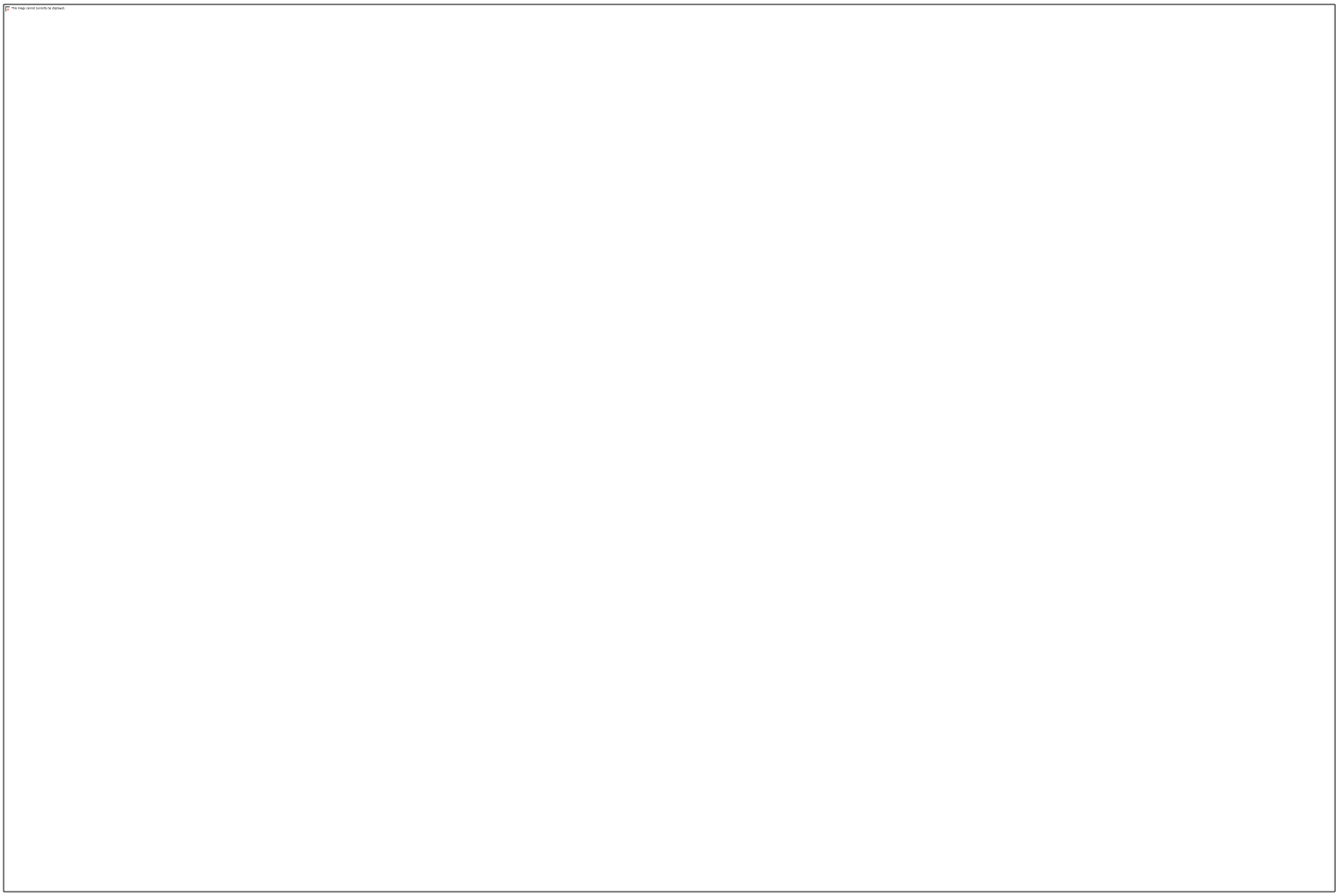
Distribution of Canaan	Joshua 13–21
Covenant renewal	Joshua 24:1–28

STRAND 1.0

THE OLD TESTAMENT

SUB-STRAND 1.7

PROPHET JEREMIAH



COMPREHENSIVE TEACHING AND LEARNING NOTES

Competency-Based Education (CBE) | Kenya

1.0 INTRODUCTION TO PROPHET JEREMIAH

Prophet Jeremiah was one of the major prophets in the Old Testament. He was called by God to deliver messages of warning, judgement, repentance, hope and restoration to the people of Judah.

His ministry took place during a difficult period in the history of the Israelites when the nation was experiencing political instability, religious corruption, social injustice and spiritual decline.

Jeremiah courageously condemned the sins of the people and warned them about the consequences of disobedience to God. He also encouraged them by proclaiming God's promises of restoration and the New Covenant.

Jeremiah is sometimes referred to as the *weeping prophet* because of his deep sorrow over the sins of his people, the suffering of Judah and the destruction of Jerusalem.

Key biblical readings:

- Jeremiah 1:1–19 – The call of Jeremiah.
- Jeremiah 7:1–34 – The Temple Sermon.
- Jeremiah 18:1–12 – The potter and the clay.
- Jeremiah 23:1–8 – The righteous Branch.
- Jeremiah 29:1–14 – Hope for the exiles.
- Jeremiah 31:31–34 – The New Covenant.

- Jeremiah 32:1–44 – Hope and restoration.

1.1 HISTORICAL BACKGROUND OF PROPHET JEREMIAH

1.1.1 Meaning of a prophet

A prophet is a person chosen and appointed by God to communicate His messages to individuals, communities or nations.

A prophet acts as God's spokesperson and communicates His will to the people.

Roles of a prophet include:

1. Communicating God's messages to the people.
2. Warning people against sin and disobedience.
3. Calling people to repentance and righteous living.
4. Condemning corruption, oppression and social injustice.
5. Encouraging people to remain faithful to God.
6. Announcing God's judgement against sinful individuals and nations.
7. Proclaiming hope, restoration and God's promises.
8. Advising leaders on matters concerning justice and good governance.
9. Reminding people of their covenant relationship with God.
10. Encouraging people to uphold moral and spiritual values.

1.1.2 Birth and family background of Jeremiah

1. Jeremiah was the son of Hilkiah.
2. He came from a priestly family.
3. He was born in Anathoth, a town in the territory of Benjamin.
4. Anathoth was situated near Jerusalem.
5. His family belonged to the priestly community.
6. Jeremiah was called by God at a relatively young age.
7. His prophetic ministry began during the reign of King Josiah.

Biblical reference: Jeremiah 1:1–2.

1.1.3 Period of Jeremiah's prophetic ministry

Jeremiah began his prophetic ministry in the thirteenth year of King Josiah's reign.

His ministry continued through the reigns of several kings of Judah.

These included:

1. King Josiah.
2. King Jehoahaz.
3. King Jehoiakim.
4. King Jehoiachin.
5. King Zedekiah.

His ministry extended into the period following the destruction of Jerusalem by the Babylonians.

Biblical reference: Jeremiah 1:2–3.

1.1.4 Political situation during Jeremiah's time

During Jeremiah's ministry, Judah experienced considerable political instability.

The major political developments included:

a) Decline of the Assyrian Empire

- Assyria had previously dominated much of the ancient Near East.
- Its power gradually declined.
- This created opportunities for other kingdoms to expand their influence.
- Babylon emerged as a powerful regional empire.

b) Rise of the Babylonian Empire

- Babylon became a major political and military power.
- The Babylonians sought to control the kingdoms surrounding them.
- Judah became threatened by Babylonian expansion.
- Jeremiah warned Judah against relying on political alliances instead of trusting God.

c) Egyptian interference

- Egypt remained an influential political and military power.
- It attempted to influence the affairs of Judah.
- Some leaders in Judah hoped that an alliance with Egypt would protect them from Babylon.
- Jeremiah condemned misplaced political confidence.

d) Political corruption

- Some kings and government officials failed to uphold justice.
- Poor people were oppressed.
- Leaders abused their positions.
- Jeremiah challenged political leaders to practise justice and righteousness.

1.1.5 Religious situation during Jeremiah's time

The Israelites had abandoned many of the religious principles given to them by God.

The major religious problems included:

1. **Idolatry:** Many Israelites worshipped other gods and participated in pagan religious practices.

2. **Temple worship without obedience:** Some people believed that the presence of the Temple in Jerusalem guaranteed their protection even when they continued sinning.

3. **False prophecy:** Some prophets communicated messages that pleased the people instead of speaking God's truth.

4. **Religious hypocrisy:** People participated in religious ceremonies but failed to practise justice and righteousness.

5. **Violation of God's covenant:** The Israelites abandoned their commitment to obey God's commandments.

6. **Child sacrifice:** Some Israelites engaged in unacceptable religious practices involving the sacrifice of children.

7. **Worship of foreign gods:** The people adopted religious practices from neighbouring nations.

Biblical references: Jeremiah 2:1–13; 7:1–34; 19:1–5.

1.1.6 Social situation during Jeremiah's time

The society of Judah experienced several social problems.

These included:

- Oppression of the poor and vulnerable.
- Exploitation of workers.
- Dishonesty in business transactions.
- Corruption among leaders and officials.
- Injustice in courts.
- Violence and bloodshed.
- Discrimination against vulnerable members of society.
- Failure to protect widows, orphans and foreigners.
- Greed and selfishness.
- Lack of respect for human life.

Jeremiah condemned these practices because they demonstrated a failure to obey God's commandments.

Biblical reference: Jeremiah 5:26–29; 7:5–7; 22:3.

1.1.7 Major challenges facing Judah during Jeremiah's ministry

1. Threats from powerful neighbouring nations.
2. Political instability and changes in leadership.
3. Religious corruption and idolatry.
4. Social injustice and exploitation.
5. False religious teachings.
6. Economic difficulties.
7. Disobedience to God's commandments.
8. Threat of Babylonian invasion.
9. Deportation of Israelites into exile.
10. Destruction of Jerusalem and the Temple.

1.1.8 Significance of Jeremiah's historical background to Christians today

The historical background of Jeremiah teaches Christians several important lessons.

1. **Faithfulness to God:** Christians should remain faithful to God even when society encourages wrongdoing.

2. **Responsible leadership:** Leaders should exercise authority responsibly and serve the people honestly.

3. **Social justice:** Christians should defend the rights of vulnerable members of society.

4. **Religious sincerity:** True worship should be accompanied by obedience and righteous conduct.

5. **Courage:** Christians should stand for truth even when facing opposition.

6. **Trust in God:** Christians should place their confidence in God rather than relying entirely on human power.

7. **Repentance:** People should acknowledge their mistakes and seek forgiveness from God.

8. **Hope:** Difficult situations do not eliminate God's ability to restore and renew people's lives.

1.1.9 Comparison between Judah's society and contemporary Kenyan society

Problems in Judah	Contemporary Kenyan examples
Idolatry	Worship of wealth and material possessions above God
Corruption	Misuse of public resources
Oppression	Exploitation of vulnerable workers
False prophecy	Religious manipulation and deception
Injustice	Unfair treatment of people
Dishonesty	Fraud and cheating in business
Greed	Selfish pursuit of personal wealth
Poor leadership	Abuse of leadership responsibilities

Learning activity: Learners conduct research on social injustices in their communities and suggest possible solutions using the teachings of Prophet Jeremiah.

1.2 THE CALL OF PROPHET JEREMIAH

Main Bible reading: Jeremiah 1:4-19.

1.2.1 Meaning of a prophetic call

A prophetic call refers to God's appointment and commissioning of an individual to serve as His messenger.

God chooses a prophet and gives the person a particular responsibility to communicate His will.

1.2.2 God's call to Jeremiah

Jeremiah 1:4–5 explains that God knew Jeremiah before he was formed in his mother's womb.

God had already appointed him to be a prophet to the nations.

This demonstrates that Jeremiah's prophetic ministry was based on God's divine purpose rather than personal ambition.

1.2.3 Events surrounding Jeremiah's call

1. God spoke to Jeremiah

- God communicated directly with Jeremiah.
- He revealed that He had known him before his birth.
- God explained that Jeremiah had been set apart for a special responsibility.

2. God appointed Jeremiah

- God appointed him as a prophet to the nations.
- His mission involved communicating God's messages to different people and nations.

3. Jeremiah expressed fear and inadequacy

Jeremiah responded that he did not know how to speak because he was young.

He felt inadequate for the demanding responsibility.

4. God reassured Jeremiah

- God told Jeremiah not to be afraid.
- He promised to be with him.
- He assured him of divine protection.

5. God touched Jeremiah's mouth

- God stretched out His hand and touched Jeremiah's mouth.
- He declared that He had put His words into Jeremiah's mouth.
- This symbolised divine authority and empowerment.

6. God commissioned Jeremiah

God appointed him:

- To uproot and tear down.
- To destroy and overthrow.
- To build and plant.

These expressions represented Jeremiah's responsibility to condemn evil, announce judgement and proclaim restoration.

7. God gave Jeremiah visions

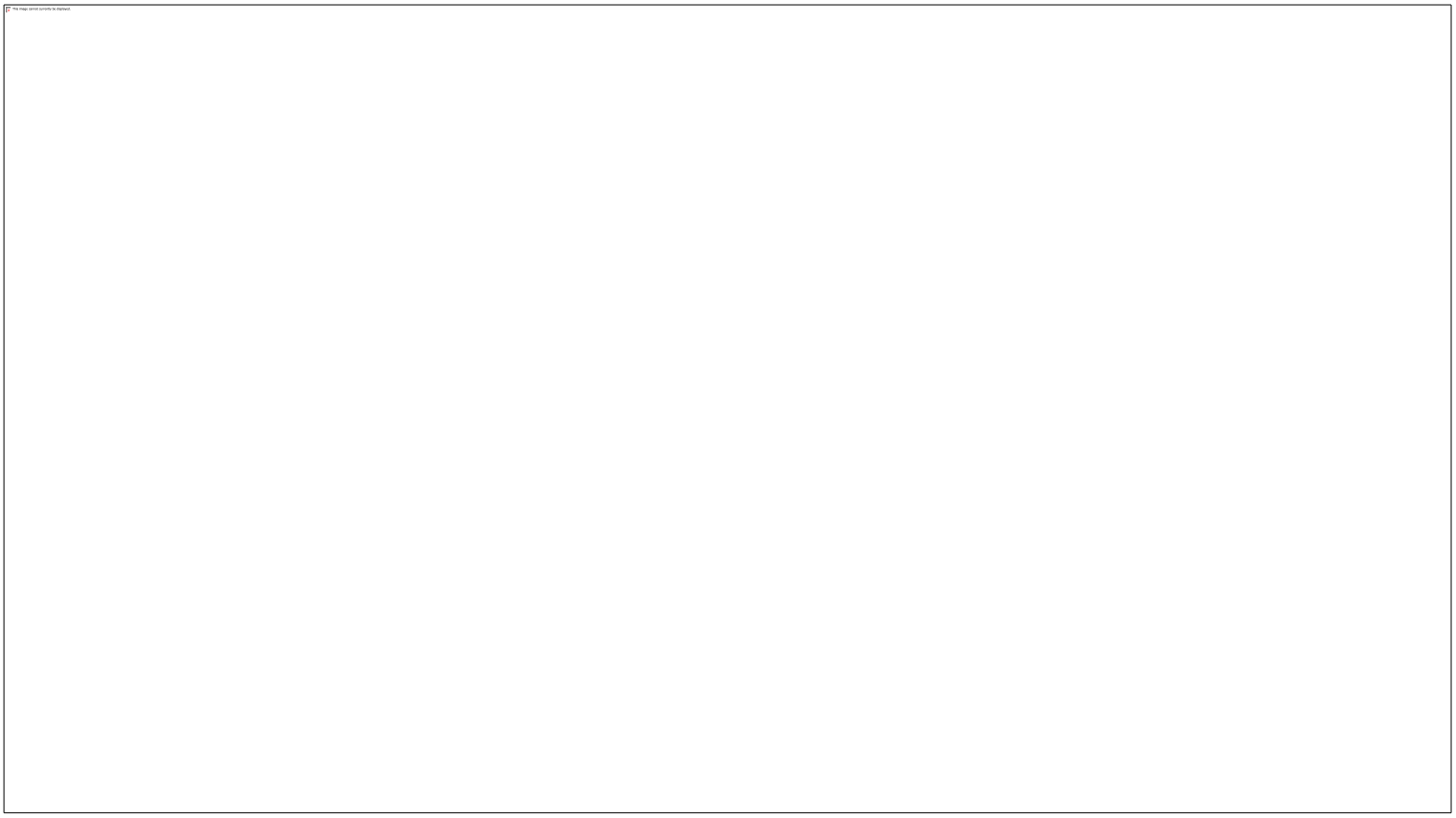
Jeremiah received visions that confirmed his prophetic mission.

These included:

- The branch of an almond tree.
- A boiling pot tilting away from the north.

1.2.4 The vision of the almond tree

Bible reference: Jeremiah 1:11-12.



Jeremiah saw a branch of an almond tree.

God asked him what he saw.

Jeremiah answered that he saw an almond branch.

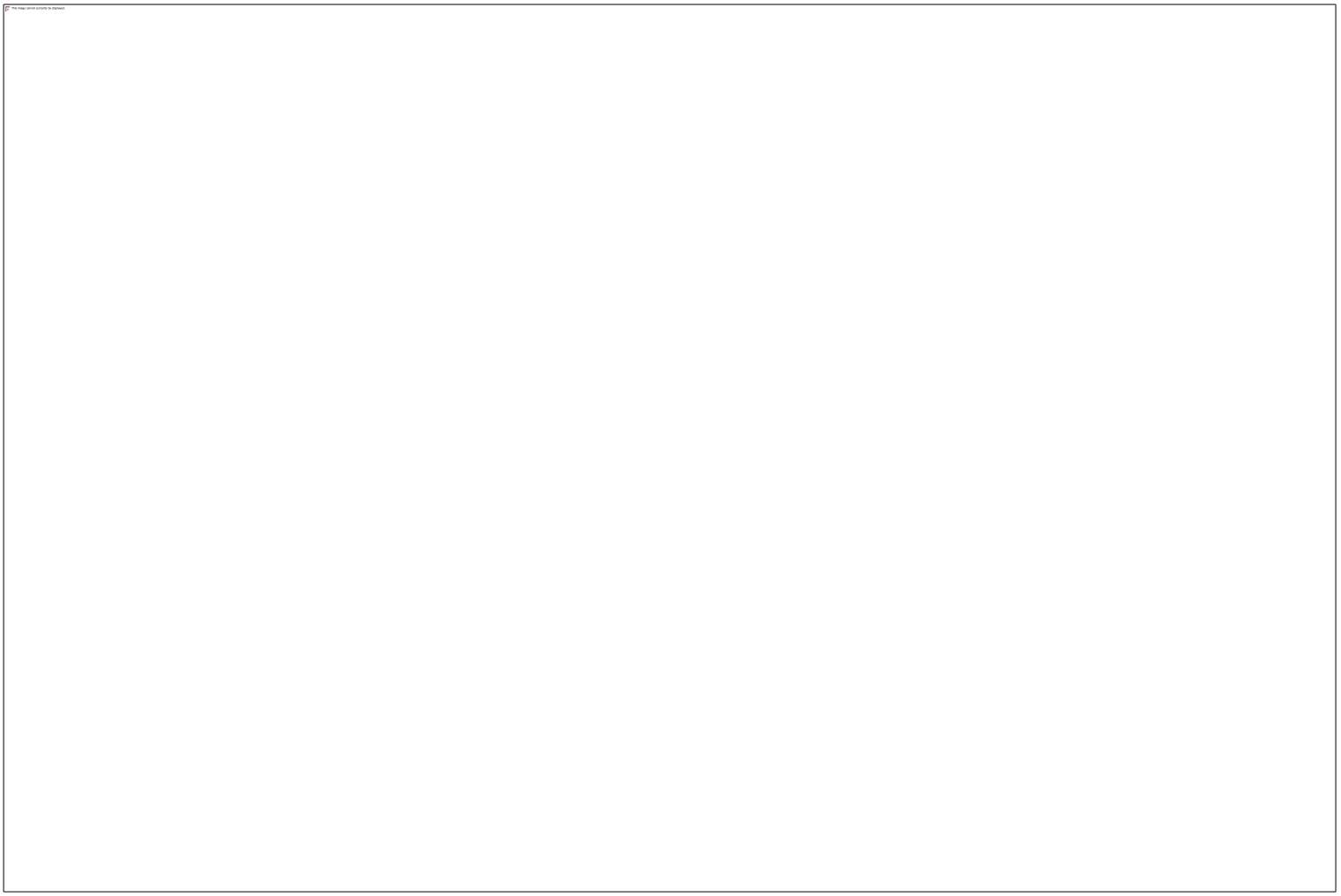
God explained that He was watching over His word to ensure that it was fulfilled.

Significance of the almond tree vision:

1. It symbolised God's watchfulness.
2. It demonstrated that God's promises and warnings would be fulfilled.
3. It assured Jeremiah that his prophetic message was not meaningless.
4. It showed that God was actively involved in the affairs of Judah.
5. It encouraged Jeremiah to remain faithful to his mission.

1.2.5 The vision of the boiling pot

Bible reference: Jeremiah 1:13-16.



Jeremiah saw a boiling pot tilting away from the north.

God explained that disaster would come from the north against the people of Judah.

The vision symbolised the coming invasion and judgement against Judah.

Significance of the boiling pot:

1. It represented impending disaster.
2. It symbolised the threat posed by foreign enemies.
3. It indicated that judgement would come upon Judah.
4. It warned the people against continued disobedience.
5. It demonstrated that God's warnings should be taken seriously.

1.2.6 God's instructions to Jeremiah

God instructed Jeremiah to:

1. Prepare himself for his prophetic mission.
2. Stand before the people and deliver God's messages.
3. Speak everything God commanded him.
4. Avoid being intimidated by the people.
5. Remain courageous.
6. Condemn wickedness and disobedience.

7. Trust in God's protection.
8. Remain faithful despite opposition.

1.2.7 Jeremiah's response to God's call

Jeremiah initially felt inadequate because of his youth.

However, after God's reassurance, he accepted the responsibility and carried out his prophetic ministry.

He became a courageous messenger who challenged kings, religious leaders and ordinary citizens.

1.2.8 Characteristics of Jeremiah's call

1. It was initiated by God.
2. It was based on divine knowledge and purpose.
3. It involved a special assignment.
4. It required obedience.
5. It was accompanied by divine assurance.
6. It involved challenges and opposition.
7. It required courage and perseverance.
8. It empowered Jeremiah to communicate God's message.

1.2.9 Lessons Christians learn from Jeremiah's call

1. God can call people to serve Him regardless of their age.
2. Christians should be willing to serve God.
3. Fear should not prevent people from performing their responsibilities.
4. God equips people for the work He assigns them.
5. Christians should communicate the truth courageously.
6. Christians should not allow opposition to destroy their faith.
7. God's work requires commitment and obedience.
8. Everyone has a responsibility to contribute positively to society.

1.2.10 Relevance of Jeremiah's call to Christians in Kenya

- Young people can participate in church and community leadership.
- Christians should use their talents responsibly.
- Teachers should educate learners with honesty and dedication.
- Religious leaders should communicate biblical truth faithfully.
- Christians should challenge corruption and injustice.
- Young people should resist negative peer pressure.
- Christians should defend vulnerable members of society.

Competency development: Self-efficacy, communication, citizenship, critical thinking and problem-solving.

1.3 EVILS CONDEMNED BY PROPHET JEREMIAH

Jeremiah condemned practices that demonstrated the Israelites' disobedience to God.

He warned that continued wickedness would result in divine judgement.

1.3.1 Idolatry

Meaning: Idolatry is the worship of idols or giving other things the place of God in one's life.

Jeremiah condemned the Israelites for abandoning God and worshipping foreign gods.

Examples of idolatrous practices in Judah:

1. Worshipping Baal.
2. Making and worshipping images.
3. Offering sacrifices to foreign gods.
4. Participating in pagan religious ceremonies.
5. Burning incense to other gods.
6. Trusting objects of worship instead of God.

Bible references: Jeremiah 2:11–13; 7:17–18; 11:13.

Lessons for Christians today:

- Christians should worship God alone.
- Material possessions should not become more important than God.
- People should avoid religious practices that contradict biblical teachings.
- Christians should maintain genuine faith.

1.3.2 Religious hypocrisy

Religious hypocrisy refers to pretending to be religious while behaving contrary to the teachings of God.

Jeremiah condemned people who attended religious gatherings but continued committing evil.

In Jeremiah 7, he delivered the Temple Sermon.

The people believed that the Temple in Jerusalem would protect them despite their wickedness.

Jeremiah challenged this false confidence.

Manifestations of religious hypocrisy:

1. Attending worship services without practising justice.
2. Offering sacrifices while continuing to commit sins.
3. Praying publicly while mistreating others.
4. Claiming to obey God while worshipping idols.
5. Using religion to deceive people.
6. Refusing to repent despite religious instruction.

Lessons for Christians:

- True Christianity requires practical obedience.
- Worship should be accompanied by good behaviour.

- Christians should practise what they preach.
- Religious commitment should promote justice and love.

1.3.3 Social injustice

Social injustice refers to unfair treatment of individuals or groups in society.

Jeremiah condemned the exploitation and oppression of vulnerable people.

Examples of social injustice condemned by Jeremiah:

1. Oppression of the poor.
2. Exploitation of workers.
3. Denial of justice to vulnerable people.
4. Dishonest business practices.
5. Corruption among leaders.
6. Mistreatment of widows and orphans.
7. Oppression of foreigners.
8. Unfair court decisions.

Bible references: Jeremiah 5:26–29; 7:5–7; 22:3.

Lessons for Christians:

- Christians should treat everyone fairly.
- The poor should be supported.
- Workers should receive fair treatment.
- Leaders should exercise justice.
- Christians should defend human dignity.

1.3.4 False prophecy

Jeremiah condemned prophets who gave misleading messages to the people.

These prophets claimed to speak on behalf of God but did not communicate His true message.

Characteristics of false prophets:

1. They communicated messages that pleased the people.
2. They encouraged people to continue sinning.
3. They gave false assurances of peace.
4. They failed to condemn wickedness.
5. They claimed divine authority without God's approval.
6. They misled people spiritually.
7. They contradicted God's true message.

Bible reference: Jeremiah 23:9–40.

Lessons for Christians:

- Christians should examine religious teachings against Scripture.

- Religious leaders should communicate truth.
- People should avoid being manipulated by religious deception.
- Spiritual leadership requires integrity.

1.3.5 Corruption and dishonesty

Jeremiah condemned dishonesty among leaders and ordinary people.

Manifestations included:

- Bribery.
- Cheating.
- Misuse of authority.
- False testimony.
- Exploitation of others.
- Dishonest trade.
- Unfair judgement.
- Greed.

Relevance to Kenya:

Christians should reject bribery, examination cheating, misuse of public resources, fraud and dishonest business practices.

1.3.6 Bloodshed and violence

Jeremiah condemned the shedding of innocent blood.

He opposed practices that violated human dignity and threatened the lives of innocent people.

Lessons:

1. Human life should be respected.
2. Christians should promote peace.
3. Violence should be discouraged.
4. People should resolve conflicts peacefully.
5. Leaders should protect citizens.

1.3.7 Child sacrifice

Some Israelites participated in the sacrifice of children to foreign gods.

Jeremiah strongly condemned these practices.

Bible reference: Jeremiah 7:30–34; 19:1–5.

Lessons:

- Children should be protected.
- Human life is sacred.
- Religious practices should respect human dignity.
- Parents and communities have a responsibility to protect children.

1.3.8 Disobedience to God's commandments

Jeremiah condemned the Israelites for abandoning the covenant they had made with God. They refused to listen to God's instructions and continued practising evil.

Consequences of disobedience included:

1. Loss of God's protection.
2. Social instability.
3. Political insecurity.
4. Foreign invasion.
5. Destruction of Jerusalem.
6. Exile in Babylon.

1.3.9 Summary of evils condemned by Jeremiah

Evil	Explanation	Biblical reference
Idolatry	Worshipping foreign gods	Jeremiah 2:11–13
Hypocrisy	Religious appearance without obedience	Jeremiah 7:1–15
Social injustice	Oppression of vulnerable people	Jeremiah 22:3
False prophecy	Misleading religious messages	Jeremiah 23:9–40
Corruption	Dishonesty and abuse of power	Jeremiah 5:26–29
Bloodshed	Taking innocent human life	Jeremiah 22:3
Child sacrifice	Offering children to foreign gods	Jeremiah 7:30–34
Disobedience	Rejecting God's commandments	Jeremiah 11:1–8

1.3.10 Lessons Christians learn from Jeremiah's condemnation of evil

1. Christians should practise honesty.
2. Religious commitment should be genuine.
3. People should avoid idol worship.
4. Justice should be upheld.
5. Vulnerable people should be protected.
6. Religious leaders should be accountable.
7. Human life should be respected.
8. Corruption should be rejected.
9. People should repent when they commit wrongs.

10. Christians should promote peace and reconciliation.

1.4 JEREMIAH'S TEACHINGS ON JUDGEMENT AND PUNISHMENT

1.4.1 Meaning of judgement

Judgement refers to the act of evaluating people's actions and determining whether they are right or wrong.

In the biblical context, God's judgement involves holding individuals and nations accountable for their conduct.

1.4.2 Meaning of punishment

Punishment refers to the consequences imposed on individuals or groups because of wrongdoing or disobedience.

Jeremiah taught that God was just and would punish the Israelites for persistent disobedience.

1.4.3 Causes of God's judgement against Judah

1. Worshipping foreign gods.
2. Abandoning God's covenant.
3. Oppressing the poor.
4. Practising religious hypocrisy.
5. Following false prophets.
6. Engaging in dishonest practices.
7. Shedding innocent blood.
8. Rejecting God's warnings.
9. Participating in unacceptable religious practices.
10. Refusing to repent.

1.4.4 Jeremiah's teachings on judgement

a) Judgement was a consequence of disobedience

Jeremiah explained that the Israelites would experience punishment because they had abandoned God's commandments.

Reference: Jeremiah 6:16–19.

b) God would use foreign nations as instruments of judgement

God would allow foreign enemies to attack Judah.

The Babylonian Empire became the instrument through which Judah experienced national defeat and exile.

Reference: Jeremiah 25:1–11.

c) The Temple would not protect sinful people

Jeremiah warned that the Temple could not serve as a guarantee of protection while people continued living in wickedness.

Reference: Jeremiah 7:1–15.

d) False prophets would not prevent judgement

False prophets promised peace even when the nation was facing serious danger.

Jeremiah condemned their misleading messages.

Reference: Jeremiah 14:13–16.

e) Judgement would affect the whole nation

The consequences of disobedience would affect leaders, ordinary citizens and the entire nation.

f) God expected repentance

Jeremiah repeatedly called the Israelites to change their ways and return to God.

Reference: Jeremiah 18:7–10.

1.4.5 Ways in which judgement and punishment would affect Judah

1. Foreign invasion.
2. Destruction of cities.
3. Loss of political independence.
4. Death and suffering.
5. Destruction of Jerusalem.
6. Destruction of the Temple.
7. Loss of property.
8. Deportation into exile.
9. Disruption of religious and social life.
10. Loss of national security.

1.4.6 Selected biblical passages on judgement and punishment

Bible passage	Main teaching
Jeremiah 5:12–18	God would bring judgement against Judah.
Jeremiah 6:1–30	Warning of approaching destruction.
Jeremiah 7:30–34	Judgement against unacceptable religious practices.
Jeremiah 8:1–17	Consequences of continued wickedness.
Jeremiah 10:17–25	Warning of approaching disaster.
Jeremiah 14:1–18	Drought and national suffering.
Jeremiah 15:1–9	Seriousness of God's judgement.
Jeremiah 16:16–18	Accountability for the sins of the people.
Jeremiah 17:1–13	Consequences of sin and the importance of trusting God.
Jeremiah 21:1–14	Warning of Jerusalem's destruction.
Jeremiah 25:1–38	The seventy years of Babylonian domination and judgement.
Jeremiah 39:1–10	The fall of Jerusalem.

1.4.7 Relevance of Jeremiah's teachings on judgement to Christians today

1. Christians should understand that actions have consequences.
2. People should avoid deliberate disobedience to God's commandments.
3. Leaders should be accountable for their actions.

4. Christians should not misuse religion to justify wrongdoing.
5. People should repent before their actions cause greater harm.
6. Justice should be promoted in society.
7. Christians should take God's warnings seriously.
8. Religious leaders should avoid misleading their followers.

1.5 SYMBOLIC ACTS OF PROPHET JEREMIAH

1.5.1 Meaning of a symbolic act

A symbolic act is an action performed to communicate a deeper message or represent an important idea.

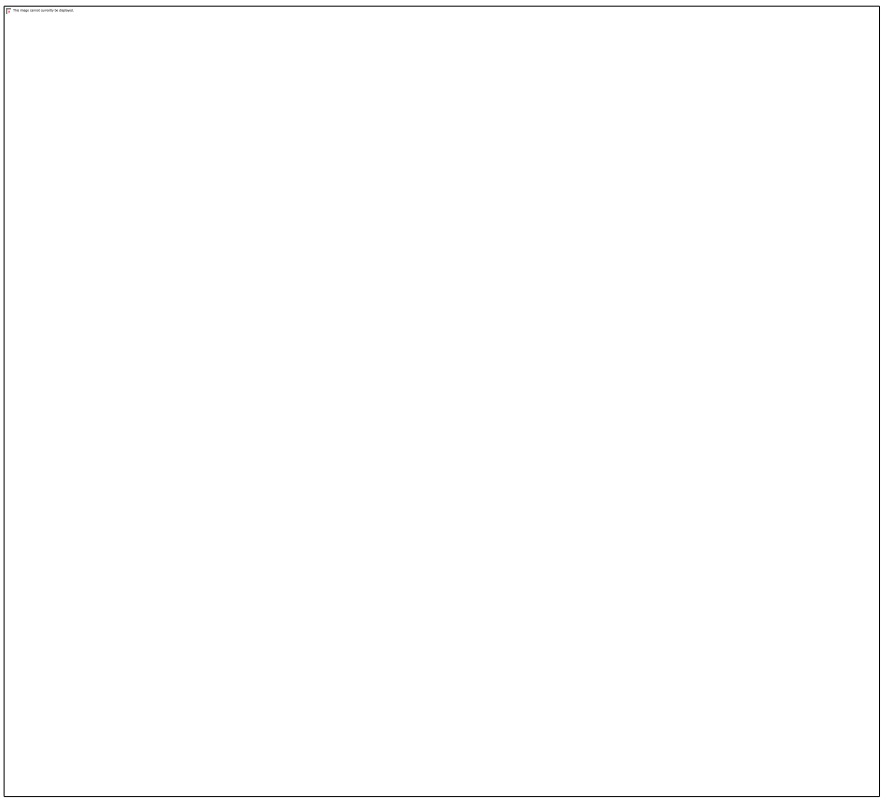
In the Old Testament, prophets sometimes performed symbolic acts to illustrate God's messages to the people.

Jeremiah used symbolic acts to communicate messages concerning judgement, punishment, repentance, hope and restoration.

1.5.2 Symbolic acts related to judgement and punishment

A. The linen belt

Bible reference: Jeremiah 13:1-11.



God instructed Jeremiah to buy a linen belt and wear it around his waist.

Later, God instructed him to hide it near the Euphrates River.

After some time, Jeremiah retrieved the belt and discovered that it had become spoiled and useless.

Meaning and significance:

1. The linen belt represented Judah and Israel.
2. The belt was initially close to the owner, just as Israel had been close to God.

3. Its destruction symbolised the people's spiritual corruption.
4. It showed how pride and disobedience had separated the people from God.
5. It demonstrated that Judah had become unfit for the purpose God had given it.

Lessons for Christians:

- Christians should remain faithful to God.
- Pride can destroy relationships.
- Disobedience has consequences.
- People should avoid spiritual corruption.

B. The unmarried prophet

Bible reference: Jeremiah 16:1-13.

God instructed Jeremiah not to marry or have children.

He was also instructed not to participate in mourning or celebration in the usual way.

Meaning and significance:

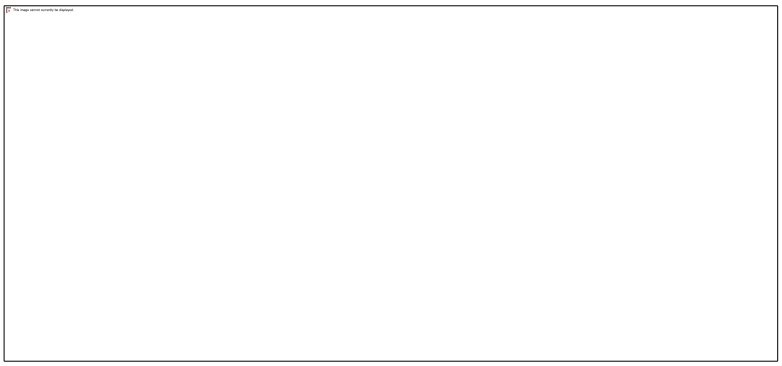
1. It symbolised the coming suffering in Judah.
2. It showed that families would experience great loss.
3. It demonstrated the seriousness of God's judgement.
4. It warned the people about the consequences of their disobedience.
5. It showed that normal family and social life would be disrupted.

Lessons for Christians:

- People should take God's warnings seriously.
- Disobedience can affect entire communities.
- Christians should prepare themselves to face difficult responsibilities.

C. The potter and the clay

Bible reference: Jeremiah 18:1-12.



God instructed Jeremiah to visit the house of a potter.

At the potter's house, Jeremiah observed a potter making a vessel.

When the vessel was spoiled, the potter reshaped the clay into another vessel.

God used this experience to communicate an important message about His relationship with nations.

Meaning and significance:

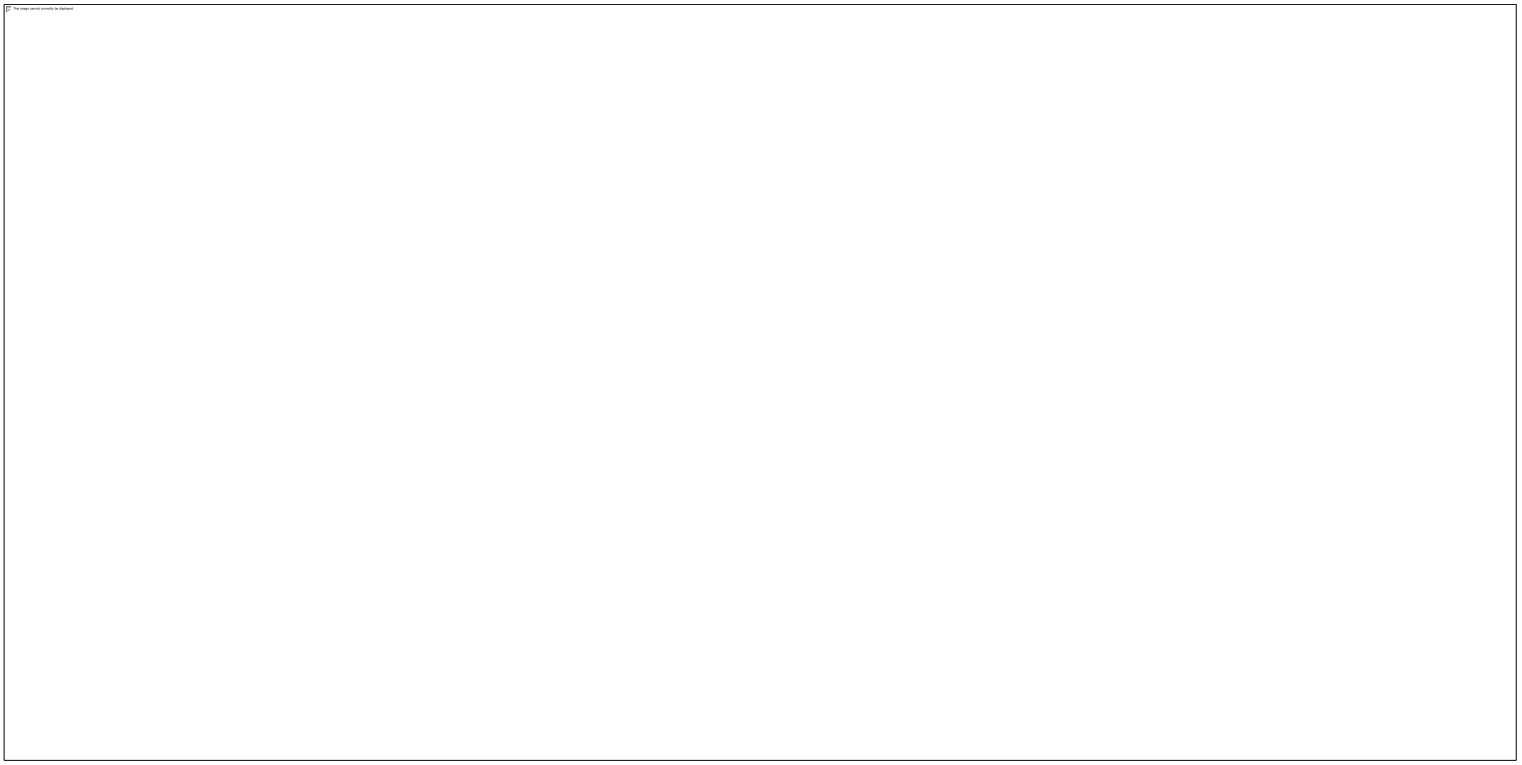
1. The potter represented God.
2. The clay represented the people of Judah.
3. The spoiled vessel represented the people's disobedience.
4. The potter's ability to reshape the clay demonstrated God's authority.
5. It showed that God could change His announced judgement when people repented.
6. It demonstrated that nations were accountable to God.
7. It communicated the possibility of repentance and renewal.

Lessons for Christians:

- God has authority over human life.
- People should remain humble.
- Christians should accept correction.
- Repentance creates opportunities for renewal.
- People should allow God to guide their lives.

D. The broken clay jar

Bible reference: Jeremiah 19:1-13.



God instructed Jeremiah to purchase a clay jar and take some elders and priests to the Valley of Ben Hinnom.

There, Jeremiah announced God's judgement against Judah.

He then broke the jar to demonstrate the seriousness of the coming destruction.

Meaning and significance:

1. The clay jar represented Judah.
2. Breaking the jar symbolised the destruction of Jerusalem.

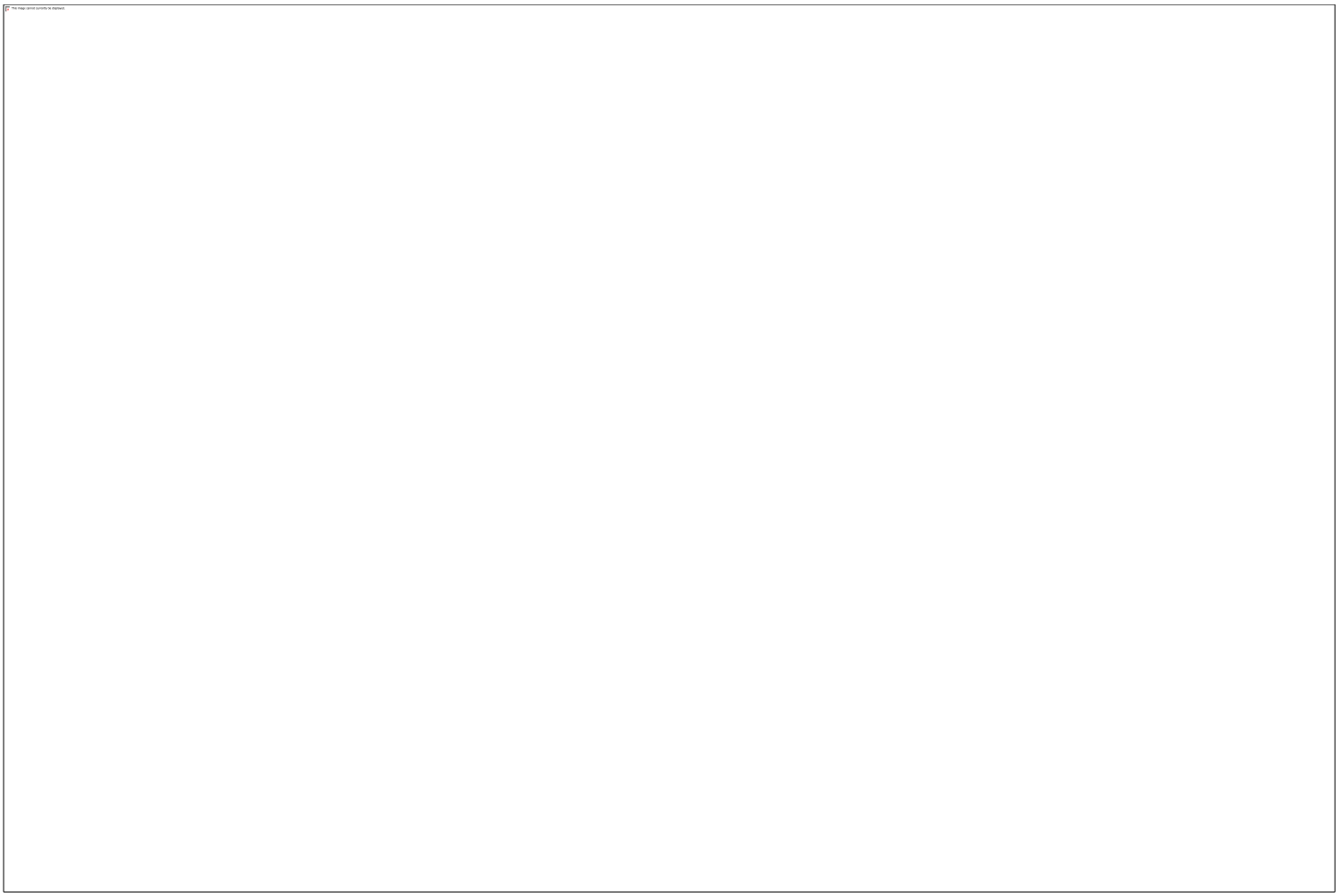
3. It showed that the coming judgement would be severe.
4. It demonstrated the consequences of persistent disobedience.
5. It warned the people against unacceptable religious practices.
6. It communicated the seriousness of rejecting God's instructions.

Lessons for Christians:

- People should avoid persistent wrongdoing.
- Christians should learn from warnings.
- Wrongdoing can destroy relationships and communities.
- Repentance should be taken seriously.

E. The two baskets of figs

Bible reference: Jeremiah 24:1-10.



Jeremiah saw two baskets of figs placed before the Temple of the Lord.

One basket contained very good figs, while the other contained very bad figs.

Meaning of the good figs:

1. They represented the Judeans taken into exile in Babylon.
2. God promised to watch over them.
3. They symbolised people who would eventually experience restoration.

4. They represented hope for a renewed relationship with God.

Meaning of the bad figs:

1. They represented King Zedekiah and the people who remained in Jerusalem.
2. They also represented those who fled to Egypt.
3. They symbolised people who continued in disobedience.
4. They represented those who would experience severe judgement.

Lessons for Christians:

- God expects obedience.
- Difficult situations can become opportunities for renewal.
- Christians should remain faithful during hardship.
- People should trust God's promises.

F. The wooden and iron yokes

Bible reference: Jeremiah 27:1-22; 28:1-17.



God instructed Jeremiah to make a wooden yoke and place it around his neck.

He was to communicate that Judah and neighbouring nations should submit to Babylonian domination.

Hananiah, a false prophet, opposed Jeremiah's message and broke the wooden yoke.

Jeremiah later announced that the wooden yoke would be replaced by an iron yoke.

Meaning and significance:

1. The yoke represented Babylonian domination.
2. It symbolised the coming period of foreign control.
3. It demonstrated the consequences of disobedience.

4. It warned the people against listening to false prophets.
5. The iron yoke symbolised the seriousness and strength of Babylonian control.

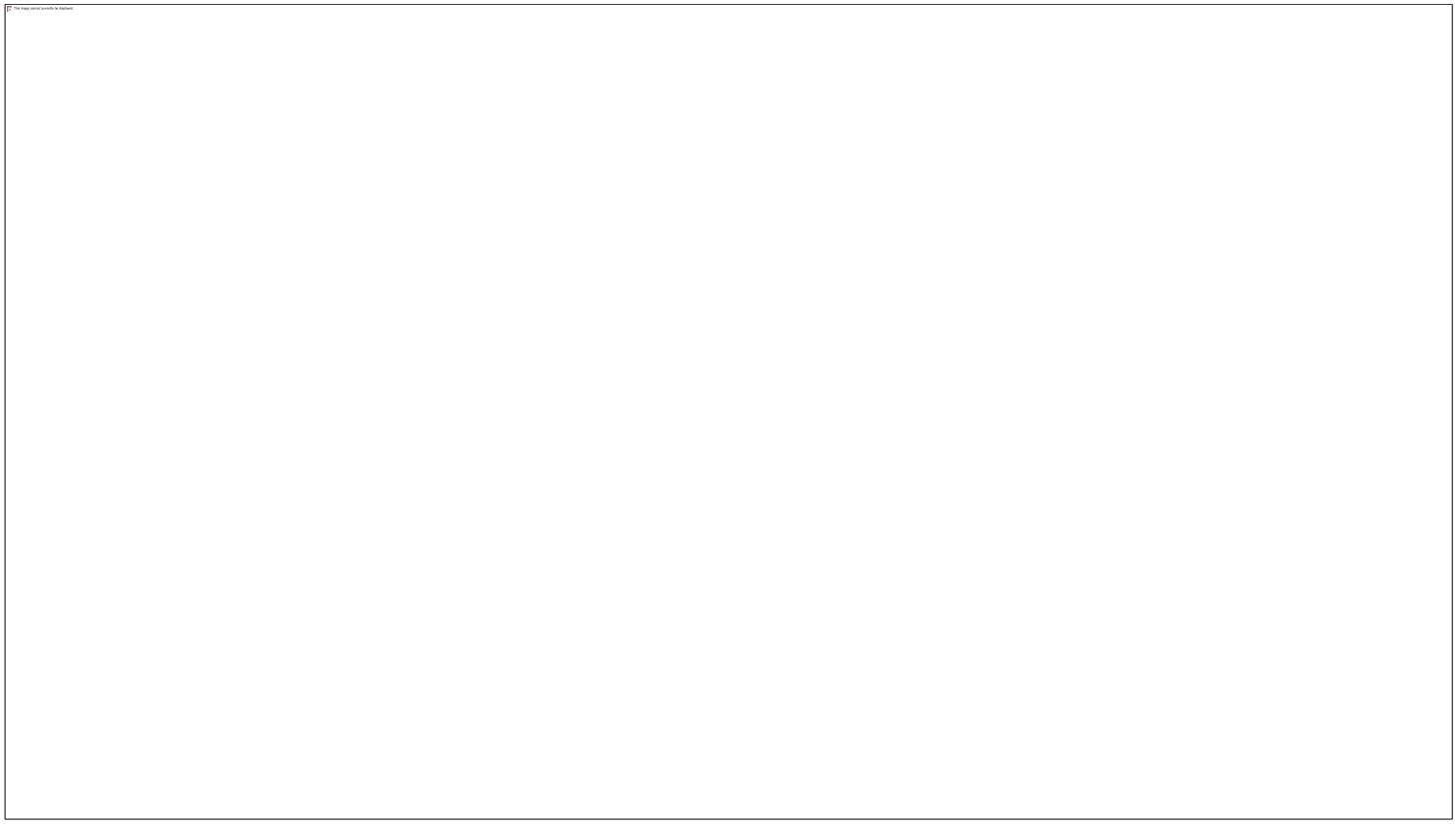
Lessons for Christians:

- Christians should listen to truthful advice.
- False assurances can mislead people.
- People should accept responsibility for their actions.
- Humility is important during difficult situations.

1.5.3 Symbolic acts related to hope and restoration

A. Jeremiah purchases a field

Bible reference: Jeremiah 32:1-15.



While Jeremiah was imprisoned, God instructed him to purchase a field belonging to his cousin Hanamel at Anathoth.

Jeremiah followed the instructions and completed the legal transaction.

He signed the deed, weighed the silver and preserved the documents.

Meaning and significance:

1. The purchase symbolised hope for the future.
2. It demonstrated confidence in God's promises.
3. It showed that people would once again own land in Judah.
4. It symbolised the restoration of normal life.
5. It demonstrated that exile would not last forever.
6. It encouraged the Israelites to remain hopeful.

Lessons for Christians:

- Christians should maintain hope during difficult times.
- Faith should be accompanied by responsible action.
- God's promises encourage perseverance.
- People should plan responsibly for the future.

B. The promise of restoration

Bible reference: Jeremiah 32:36-44.

God promised to gather His people from the lands where they had been scattered.

He would bring them back to their homeland.

Significance:

1. It demonstrated God's continued love.
2. It promised the restoration of the Israelites.
3. It encouraged national renewal.
4. It showed that God had not abandoned His people.
5. It promised renewed security and prosperity.

1.5.4 Summary of Jeremiah's symbolic acts

Symbolic act	Biblical reference	Main message
Linen belt	Jeremiah 13:1–11	Judah's pride and corruption
Unmarried prophet	Jeremiah 16:1–13	Coming suffering and judgement
Potter and clay	Jeremiah 18:1–12	God's authority and opportunity for repentance
Broken clay jar	Jeremiah 19:1–13	Destruction of Jerusalem
Two baskets of figs	Jeremiah 24:1–10	Judgement and future restoration
Wooden and iron yokes	Jeremiah 27–28	Babylonian domination
Purchase of a field	Jeremiah 32:6–15	Hope and restoration

1.5.5 Significance of symbolic acts to Christians today

1. They communicate biblical teachings in practical ways.
2. They encourage Christians to reflect on their behaviour.
3. They demonstrate the consequences of disobedience.
4. They encourage repentance.
5. They strengthen faith in God's promises.

6. They demonstrate God's authority.
7. They teach Christians the importance of hope.
8. They encourage responsible decision-making.

1.6 JEREMIAH'S TEACHINGS ON HOPE AND RESTORATION

1.6.1 Meaning of hope

Hope is the confident expectation that something good will happen in the future.

In Christianity, hope involves trusting God and believing in His promises even during difficult circumstances.

1.6.2 Meaning of restoration

Restoration refers to the process of returning something to a good, useful or original condition.

In the biblical context, restoration involves God renewing His relationship with His people and bringing them back from suffering and destruction.

1.6.3 Reasons why Judah needed restoration

1. Jerusalem had been threatened by foreign invasion.
2. The people had abandoned God's commandments.
3. Many Israelites had been taken into exile.
4. The nation had experienced political instability.
5. The people had lost their land and property.
6. The Temple and religious institutions had been destroyed.
7. Families had been separated.
8. The people had experienced suffering and uncertainty.
9. Their covenant relationship with God had been weakened.
10. They needed spiritual renewal.

1.6.4 Jeremiah's teachings on hope

A. God would gather His people

Bible reference: Jeremiah 23:1-8.

Jeremiah condemned irresponsible shepherds who had scattered and neglected God's people.

He announced that God would gather His people and provide responsible leadership.

Lessons:

- Leaders should care for those under their responsibility.
- Christians should promote unity.
- God is concerned about the welfare of His people.
- Responsible leadership promotes social stability.

B. God would give His people a future

Bible reference: Jeremiah 29:1-14.

Jeremiah wrote to the Israelites who had been taken into exile in Babylon.

He encouraged them to settle, build houses, plant gardens, marry and seek the welfare of the city where they lived.

He reminded them that their exile would not last forever.

Jeremiah 29:11 communicates God's promise of plans for peace, hope and a future.

Lessons:

1. Christians should remain hopeful during difficult times.
2. People should continue working even during hardship.
3. Christians should pray for their communities.
4. People should avoid giving up when circumstances become challenging.
5. God's promises encourage perseverance.
6. Christians should contribute positively wherever they live.

C. God would establish a new relationship with His people

Bible reference: Jeremiah 31:31-34.

God promised to establish a New Covenant with the house of Israel and the house of Judah.

This covenant would be different from the earlier covenant made with their ancestors.

God promised to write His law on their hearts and forgive their sins.

D. God would restore His people to their land

Bible reference: Jeremiah 32:36-44.

God promised to bring His people back from exile and restore their relationship with Him.

E. God would provide righteous leadership

Bible reference: Jeremiah 23:5-6.

Jeremiah announced the coming of a righteous Branch from the line of David.

This ruler would act wisely and promote justice and righteousness.

Christians interpret this prophecy as pointing towards Jesus Christ, the righteous King.

F. God would restore peace and security

Bible reference: Jeremiah 33:14-18.

God promised to fulfil His good promises concerning Israel and Judah.

The passage includes the promise of a righteous Branch from David's line.

1.6.5 Characteristics of restoration according to Jeremiah

1. Return of the Israelites to their homeland.
2. Rebuilding of ruined cities.
3. Restoration of relationships.
4. Renewed worship of God.
5. Forgiveness of sins.

6. Responsible leadership.
7. Peace and security.
8. Spiritual renewal.
9. Re-establishment of the covenant relationship.
10. Renewed hope for future generations.

1.6.6 Lessons Christians learn from Jeremiah's teachings on hope and restoration

1. God is compassionate and merciful.
2. Christians should never lose hope during difficult circumstances.
3. Repentance opens the way for spiritual renewal.
4. People should trust God's promises.
5. Christians should work towards restoring broken relationships.
6. People should forgive one another.
7. Responsible leadership promotes restoration.
8. Christians should encourage those experiencing difficulties.
9. People should remain committed to doing good.
10. God offers forgiveness to those who sincerely repent.

1.6.7 Application of hope and restoration in the Kenyan context

Christians can apply Jeremiah's teachings in the following ways:

- Encouraging people facing unemployment and economic difficulties.
- Supporting families experiencing conflict.
- Promoting peace during political disagreements.
- Helping communities affected by drought and floods.
- Supporting learners facing academic difficulties.
- Rehabilitating people who have made mistakes.
- Promoting reconciliation between conflicting communities.
- Helping vulnerable families through church and community initiatives.
- Encouraging responsible use of resources.
- Participating in community development.

1.7 JEREMIAH'S TEACHINGS ON THE NEW COVENANT

1.7.1 Meaning of a covenant

A covenant is a solemn agreement or commitment between two parties.

In the Bible, a covenant refers to a special relationship established by God with His people, involving promises and responsibilities.

1.7.2 Meaning of the New Covenant

The New Covenant refers to God's promised renewal of His relationship with His people.

In Jeremiah 31:31–34, God promised to establish a new covenant that would be different from the covenant He made with the Israelites when He brought them out of Egypt.

1.7.3 Background to the New Covenant

The Israelites had repeatedly disobeyed God's commandments.

They had broken the covenant made through their ancestors.

Despite God's warnings and repeated calls to repentance, they continued practising evil.

God therefore promised a new covenant that would involve deeper spiritual transformation.

1.7.4 Main teachings of the New Covenant

A. It would be different from the old covenant

God promised a new covenant with the houses of Israel and Judah.

It would not simply repeat the earlier covenant.

B. God's law would be written on people's hearts

God promised to put His law within His people and write it on their hearts.

This indicated a deeper and more personal relationship with God.

C. People would know God personally

The New Covenant would promote a direct and meaningful relationship with God.

D. God would forgive their sins

God promised to forgive their wickedness and remember their sins no more.

E. It would promote spiritual transformation

The New Covenant would involve a change in people's attitudes, values and behaviour.

F. It would demonstrate God's mercy

God's promise showed His willingness to restore His relationship with His people.

1.7.5 Biblical passages concerning the New Covenant

Bible passage	Main teaching
Jeremiah 23:5–6	Promise of a righteous Branch from David
Jeremiah 31:31–34	Promise of the New Covenant
Jeremiah 32:37–42	Restoration and an everlasting covenant
Jeremiah 33:14–18	Promise of a righteous Branch

1.7.6 Difference between the Old Covenant and the New Covenant

Old Covenant	New Covenant
Established with the ancestors of Israel.	Promised to Israel and Judah.
God's laws were given to the people through Moses.	God's law would be written on people's hearts.

The people repeatedly broke the covenant.	Emphasises inward spiritual transformation.
Required obedience to God's commandments.	Emphasises a renewed relationship with God and obedience from the heart.
Included sacrificial practices.	Christians understand its fulfilment through Jesus Christ.

1.7.7 Relationship between Jeremiah's New Covenant and Jesus Christ

The New Testament connects the promise of the New Covenant with the ministry and death of Jesus Christ.

Important connections include:

1. Jesus spoke about the New Covenant during the Last Supper.
2. Jesus' death is understood by Christians as establishing the New Covenant.
3. Jesus emphasised forgiveness of sins.
4. Jesus taught people to develop a personal relationship with God.
5. The New Covenant emphasises love, faith and obedience.
6. Christians believe that Jesus fulfils the promise of the righteous Branch.

New Testament references:

- Luke 22:19–20.
- Matthew 26:26–29.
- 1 Corinthians 11:23–26.
- Hebrews 8:6–13.
- Hebrews 9:15.

1.7.8 Significance of the New Covenant to Christians today

1. **Forgiveness of sins:** Christians believe that through Jesus Christ, they receive forgiveness of sins.

2. **Personal relationship with God:** Christians are encouraged to develop a personal relationship with God through faith and prayer.

3. **Spiritual transformation:** The New Covenant encourages believers to change their attitudes and behaviour.

4. **Obedience:** Christians should obey God's teachings willingly.

5. **Love:** Christians are expected to demonstrate love towards others.

6. **Hope:** The New Covenant gives Christians confidence in God's promises.

7. **Reconciliation:** It encourages forgiveness and restoration of relationships.

8. **Faith:** Christians are encouraged to trust in Jesus Christ.

9. **Moral responsibility:** Believers should practise honesty, justice and righteousness.

10. **Unity:** The New Covenant encourages Christians to live in harmony.

1.7.9 Application of the New Covenant in Kenya

Christians can demonstrate the values of the New Covenant by:

- Forgiving those who wrong them.
- Promoting peace in their communities.
- Avoiding corruption and dishonesty.
- Treating people with dignity.
- Helping vulnerable members of society.
- Practising love and compassion.
- Obeying biblical teachings.
- Promoting unity among different communities.
- Being truthful in their dealings.
- Participating in church and community activities.

1.8 JEREMIAH'S SUFFERING AND LAMENTATIONS

1.8.1 Meaning of suffering

Suffering refers to the experience of physical, emotional, social or spiritual difficulties.

1.8.2 Meaning of lamentation

Lamentation refers to an expression of deep sorrow, grief or sadness, often expressed through prayer, crying or poetic words.

Jeremiah experienced considerable suffering because of his prophetic mission.

He was rejected, threatened, imprisoned and opposed by several individuals and groups.

1.8.3 Causes of Jeremiah's suffering

1. His messages condemned the sins of the people.
2. He warned about the destruction of Jerusalem.
3. He opposed false prophets.
4. He criticised corrupt leaders.
5. He challenged religious hypocrisy.
6. His messages were unpopular.
7. He faced opposition from priests and other religious leaders.
8. He was accused of discouraging the people.
9. He experienced loneliness.
10. He struggled emotionally because of the suffering of his nation.

1.8.4 Examples of Jeremiah's suffering

A. Rejection by the people of Anathoth

Bible reference: Jeremiah 11:18-23.

Some people from Jeremiah's hometown plotted against him.

They opposed his prophetic mission and wanted to silence him.

Lessons:

- Standing for truth may attract opposition.
- Christians should remain courageous.
- People should not allow rejection to destroy their commitment to doing good.

B. Jeremiah's complaint to God

Bible reference: Jeremiah 12:1-6.

Jeremiah questioned why wicked people appeared to prosper while righteous people experienced difficulties.

He expressed his concerns to God.

Lessons:

- Christians may experience moments of uncertainty.
- People should communicate their struggles to God through prayer.
- Believers should remain faithful even when they do not understand their circumstances.

C. Jeremiah's loneliness and rejection

Bible reference: Jeremiah 15:10-21.

Jeremiah expressed sorrow over the rejection he experienced.

He felt isolated because of his prophetic responsibility.

God encouraged him to remain faithful.

Lessons:

- Faithfulness requires perseverance.
- Christians should not depend entirely on people's approval.
- God can strengthen people experiencing rejection.

D. Jeremiah's opposition by religious leaders

Bible reference: Jeremiah 18:18-23.

Some people plotted against Jeremiah because they rejected his messages.

They planned to oppose his ministry.

Lessons:

- Speaking the truth may attract opposition.
- Christians should promote peace rather than revenge.
- Religious leaders should accept correction.

E. Jeremiah's lamentation

Bible reference: Jeremiah 20:7-18.

Jeremiah expressed deep emotional distress because of the difficulties he experienced in his ministry.

He struggled with the rejection and ridicule directed towards him.

However, God's word remained an important responsibility in his life.

Lessons:

- Serving God may involve challenges.
- Christians should remain committed to their responsibilities.
- People should seek God's strength during difficult experiences.
- Honest prayer is important in Christian life.

F. Jeremiah's imprisonment

Bible reference: Jeremiah 37:11-21.

Jeremiah was arrested and accused of deserting to the Babylonians.

He was imprisoned despite his innocence.

King Zedekiah later summoned him privately and asked him about God's message.

Lessons:

- People who speak the truth may be misunderstood.
- Justice should be upheld.
- Leaders should not misuse authority.
- Christians should remain courageous.

G. Jeremiah in the cistern

Bible reference: Jeremiah 38:1-13.

Jeremiah's opponents persuaded King Zedekiah to hand him over to them.

They lowered him into a muddy cistern.

Ebed-Melech, an Ethiopian official, intervened and rescued Jeremiah.

Lessons:

- Christians should defend people facing injustice.
- Courage is necessary when defending the truth.
- People should not misuse power.
- Compassion and kindness can save others from suffering.

1.8.5 Jeremiah's lamentations

Jeremiah expressed sorrow over:

1. The sins of the Israelites.
2. The rejection of God's messages.
3. The destruction that would come upon Judah.
4. The suffering of innocent people.
5. His personal rejection.
6. The opposition he faced.
7. The failure of religious leaders.
8. The spiritual condition of his nation.

9. The loss of national unity.
10. The destruction of Jerusalem.

1.8.6 Why Jeremiah is called the weeping prophet

Jeremiah is commonly known as the weeping prophet because:

1. He deeply regretted the sins of his people.
2. He grieved over the coming destruction of Jerusalem.
3. He was saddened by the suffering of the Israelites.
4. He experienced rejection and loneliness.
5. He expressed sorrow through prayers and lamentations.
6. He was concerned about the spiritual condition of Judah.

1.8.7 Lessons Christians learn from Jeremiah's suffering

1. Faithfulness to God may involve challenges.
2. Christians should remain committed to truth.
3. People should pray during difficult situations.
4. Christians should support those experiencing hardship.
5. People should avoid discouraging others.
6. Christians should defend innocent people.
7. Leaders should respect human rights.
8. People should practise patience and perseverance.
9. Christians should avoid revenge.
10. God can strengthen people facing difficulties.

1.9 THE FALL OF JERUSALEM AND THE EXILE OF THE ISRAELITES

1.9.1 Meaning of exile

Exile refers to the forced removal of people from their homeland to another country or territory.

The Israelites experienced exile when the Babylonians conquered Judah and deported many of its inhabitants.

1.9.2 Background to the fall of Jerusalem

Jerusalem was the capital city of Judah.

It was an important political, religious and economic centre.

However, Judah continued to experience political instability, idolatry and disobedience to God.

Jeremiah repeatedly warned the people that Jerusalem would be destroyed if they failed to repent.

1.9.3 Events leading to the fall of Jerusalem

1. Rise of Babylon

Babylon became a powerful empire under King Nebuchadnezzar.

2. Babylonian expansion

Babylon expanded its influence over neighbouring kingdoms, including Judah.

3. First deportation

In 597 BCE, Jerusalem was captured by the Babylonians.

King Jehoiachin and other people were taken into exile.

4. Rebellion against Babylon

King Zedekiah later rebelled against Babylonian authority.

5. Babylonian military response

Nebuchadnezzar sent his army to attack Jerusalem.

6. Siege of Jerusalem

The Babylonian army surrounded the city, cutting off supplies and weakening its resistance.

7. Destruction of Jerusalem

In 586 BCE, Jerusalem was captured and destroyed.

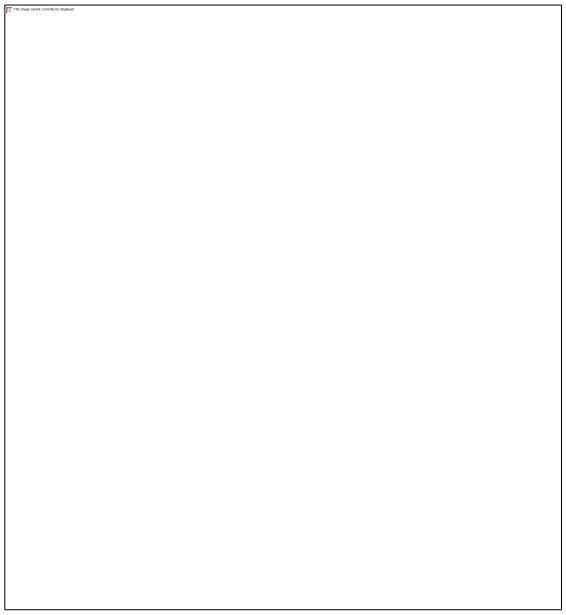
The Temple and many buildings were burned.

8. Deportation

Many inhabitants of Judah were taken to Babylon.

Others were left behind in the land.

1.9.4 Illustration: The fall of Jerusalem



Suggested textbook illustration: The Babylonian siege and destruction of Jerusalem.

1.9.5 Events during the fall of Jerusalem

According to Jeremiah 39:1–10:

1. The Babylonian army entered Jerusalem.
2. The city walls were breached.
3. King Zedekiah attempted to escape.
4. Babylonian soldiers captured Zedekiah.

5. He was taken before Nebuchadnezzar at Riblah.
6. Jerusalem's buildings were destroyed.
7. The Temple and royal palace were burned.
8. The city walls were broken down.
9. Many people were taken into exile.
10. Some poor people were left in Judah to cultivate the land.

1.9.6 Reasons for the fall of Jerusalem

Political reasons:

- Repeated rebellion against Babylon.
- Poor political decisions by Judah's leaders.
- Failure to follow wise counsel.
- Political instability.

Religious reasons:

- Idolatry.
- Rejection of God's commandments.
- Religious hypocrisy.
- False prophecy.
- Failure to repent.

Social reasons:

- Oppression of vulnerable people.
- Corruption.
- Injustice.
- Violence and dishonesty.

1.9.7 Consequences of the fall of Jerusalem

1. Destruction of the Temple.
2. Loss of political independence.
3. Deportation of many Israelites to Babylon.
4. Destruction of houses and property.
5. Separation of families.
6. Loss of national security.
7. Economic disruption.
8. Religious and cultural disruption.
9. Loss of national leadership.
10. Suffering and uncertainty among the people.

1.9.8 The role of Prophet Jeremiah during the fall of Jerusalem

1. He warned the people about the coming destruction.
2. He advised King Zedekiah to surrender to the Babylonians.
3. He condemned false assurances of victory.
4. He encouraged the people to accept God's message.
5. He continued communicating God's word despite opposition.
6. He was imprisoned because of his prophetic messages.
7. He experienced the fall of Jerusalem.
8. He continued proclaiming hope and restoration.

1.9.9 Lessons Christians learn from the fall of Jerusalem

1. Disobedience has consequences.
2. Leaders should make responsible decisions.
3. People should listen to wise advice.
4. Christians should avoid false teachings.
5. Religious commitment should be accompanied by good conduct.
6. Communities should promote peace and justice.
7. People should remain hopeful during national difficulties.
8. God expects individuals and nations to be accountable.
9. Christians should learn from historical mistakes.
10. Restoration is possible after difficult experiences.

1.10 APPLICATION OF JEREMIAH'S TEACHINGS IN DAILY LIFE

Jeremiah's teachings remain relevant to Christians in contemporary society.

1.10.1 Application in personal life

Christians should:

1. Remain faithful to God.
2. Practise honesty.
3. Avoid idolatry.
4. Repent when they commit wrongs.
5. Maintain hope during difficult situations.
6. Accept correction.
7. Be courageous in defending truth.
8. Avoid negative peer pressure.
9. Respect other people.
10. Pray regularly.

1.10.2 Application in family life

1. Parents should provide responsible leadership.

2. Family members should forgive one another.
3. Parents should protect children.
4. Families should promote honesty.
5. Members should support one another during difficulties.
6. Family disputes should be resolved peacefully.
7. Families should practise genuine worship.

1.10.3 Application in schools

1. Learners should avoid examination cheating.
2. Teachers should treat learners fairly.
3. School leaders should exercise responsibility.
4. Learners should respect one another.
5. Schools should discourage bullying.
6. Learners should report injustice appropriately.
7. Teachers should be role models.
8. Learners should remain hopeful when facing academic challenges.

1.10.4 Application in the church

1. Church leaders should communicate biblical truth.
2. Christians should avoid religious hypocrisy.
3. Churches should support vulnerable people.
4. Members should promote unity.
5. Religious leaders should be accountable.
6. Christians should participate in charitable activities.
7. Churches should promote peace and reconciliation.

1.10.5 Application in national life

1. Citizens should reject corruption.
2. Leaders should promote justice.
3. Human rights should be respected.
4. Communities should reject tribal discrimination.
5. Citizens should participate responsibly in national development.
6. Public resources should be used responsibly.
7. Religious institutions should promote peace.
8. Citizens should protect vulnerable members of society.

1.11 SUMMARY OF THE TEACHINGS OF PROPHET JEREMIAH

Area	Main teachings
Historical background	Judah experienced political instability, religious corruption and social injustice.

Call	God appointed Jeremiah to be His prophet to the nations.
Evils condemned	Idolatry, hypocrisy, corruption, injustice and false prophecy.
Judgement	Persistent disobedience would result in punishment.
Symbolic acts	Communicated messages of judgement, repentance and restoration.
Hope and restoration	God promised to restore His people.
New Covenant	God promised to write His law on the hearts of His people and forgive their sins.
Suffering	Jeremiah experienced rejection, imprisonment and opposition.
Fall of Jerusalem	Babylon destroyed Jerusalem in 586 BCE.
Exile	Many Judeans were deported to Babylon.
Christian application	Faithfulness, justice, repentance, courage, hope and restoration.

1.12 KEY TERMS AND DEFINITIONS

Term	Meaning
Prophet	A person chosen by God to communicate His messages.
Prophecy	A message communicated by a prophet under divine inspiration.
Monarchy	A system of government headed by a king or queen.
Idolatry	Worship of idols or other gods.
Covenant	A solemn agreement between two parties.
New Covenant	God's promised renewal of His relationship with His people.
Judgement	Evaluation of actions and determination of accountability.
Punishment	Consequences resulting from wrongdoing.
Exile	Forced removal of people from their homeland.
Restoration	Renewal or return to a good condition.
Lamentation	Expression of deep sorrow or grief.
Symbolic act	An action representing a deeper message or idea.
Repentance	Genuine turning away from wrongdoing and returning to God.
Hypocrisy	Pretending to be righteous while acting contrary to one's claims.
False prophet	A person who claims to communicate God's message but misleads others.
Social justice	Fair treatment and protection of people's rights.
Perseverance	Continued commitment despite difficulties.
Righteousness	Living according to God's standards of what is right.

REVISION QUESTIONS

30 Multiple-Choice Questions

Instructions: Choose the correct answer from the alternatives provided. Write the letter of the correct answer.

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

1. Prophet Jeremiah was the son of

A. Hilkiah.

B. Zechariah.

C. Amos.

D. Isaiah.

2. Jeremiah came from the town of

A. Bethel.

B. Anathoth.

C. Jericho.

D. Samaria.

3. Jeremiah began his prophetic ministry during the reign of King

A. David.

B. Solomon.

C. Josiah.

D. Ahab.

4. God's statement that He knew Jeremiah before he was formed in the womb demonstrated that

A. Jeremiah was a priest.

B. Jeremiah was appointed by God before birth.

C. Jeremiah was a king.

D. Jeremiah was older than other prophets.

5. Jeremiah initially hesitated to accept God's call because

A. he was afraid of the Babylonians.

B. he did not know the king.

C. he was young and did not know how to speak.

D. he wanted to become a priest.

6. The vision of the almond branch symbolised God's

A. judgement against Egypt.

B. watchfulness over His word.

C. destruction of the Temple.

D. rejection of the Israelites.

7. The boiling pot tilting from the north symbolised

A. agricultural prosperity.

B. the coming invasion and judgement.

C. the restoration of Jerusalem.

D. the establishment of the New Covenant.

8. Which of the following was a major religious evil condemned by Jeremiah?

A. Prayer.

B. Fasting.

C. Idolatry.

D. Charity.

9. Jeremiah delivered the Temple Sermon in

A. Jeremiah 7.

B. Jeremiah 12.

C. Jeremiah 18.

D. Jeremiah 32.

10. Religious hypocrisy refers to

A. practising genuine Christianity.

B. pretending to be religious while behaving wickedly.

C. helping vulnerable people.

D. obeying God's commandments.

11. Which group of people was particularly vulnerable to social injustice in Judah?

A. Foreign kings.

B. Wealthy merchants.

C. Widows, orphans and foreigners.

D. Military commanders.

12. False prophets were condemned by Jeremiah because they

A. encouraged people to repent.

B. communicated misleading messages.

C. promoted justice.

D. supported genuine worship.

13. In Jeremiah 18, the potter represented

A. King Zedekiah.

B. God.

C. Babylon.

D. The Israelites.

14. In the symbolic act of the broken clay jar, the breaking of the jar represented

A. restoration of Jerusalem.

B. the destruction of Jerusalem.

C. the return of the exiles.

D. the beginning of the monarchy.

15. The two baskets of figs are described in

A. Jeremiah 13.

B. Jeremiah 16.

C. Jeremiah 24.

D. Jeremiah 32.

16. The good figs represented

A. the people taken into exile who would experience restoration.

B. the Babylonian army.

C. the false prophets.

D. the people who worshipped Baal.

17. The wooden yoke placed around Jeremiah's neck represented

A. freedom from Babylon.

B. Babylonian domination.

C. agricultural activities.

D. the New Covenant.

18. Jeremiah purchased a field belonging to his cousin

A. Hanamel.

B. Baruch.

C. Ebed-Melech.

D. Gedaliah.

19. Jeremiah's purchase of a field symbolised

A. the coming destruction of Babylon.

B. hope and restoration.

C. the rejection of God's promises.

D. the beginning of the exile.

20. Jeremiah is commonly known as the weeping prophet because he

A. refused to communicate with God.

B. experienced deep sorrow over the sins and suffering of his people.

C. was a professional mourner.

D. lived in Babylon throughout his ministry.

21. The New Covenant is mainly discussed in

A. Jeremiah 1:1–10.

B. Jeremiah 7:1–15.

C. Jeremiah 31:31–34.

D. Jeremiah 39:1–10.

22. According to Jeremiah 31:33, God promised to

A. remove all political leaders.

B. write His law on the hearts of His people.

C. destroy every foreign nation.

D. abolish all religious practices.

23. The New Covenant is connected with the ministry of Jesus Christ through

A. the building of the Temple.

B. the Last Supper and His death.

C. the reign of King David.

D. the Babylonian exile.

24. Which of the following was a major consequence of Judah's disobedience?

A. Permanent political independence.

B. Babylonian invasion and exile.

C. Immediate economic prosperity.

D. Expansion of Jerusalem.

25. Jerusalem was destroyed by the Babylonians in

A. 1000 BCE.

B. 722 BCE.

C. 586 BCE.

D. 70 CE.

26. King of Judah during the final siege and destruction of Jerusalem was

A. Josiah.

B. Hezekiah.

C. Jehoiakim.

D. Zedekiah.

27. Ebed-Melech demonstrated courage by

A. opposing Jeremiah's call.

B. rescuing Jeremiah from the cistern.

C. destroying the Temple.

D. supporting the false prophets.

28. One major lesson from Jeremiah's suffering is that Christians should

A. abandon their faith when opposed.

B. remain courageous when defending the truth.

C. avoid helping other people.

D. support injustice to gain acceptance.

29. Jeremiah 29:11 teaches Christians about

A. the destruction of the Temple.

B. God's plans for hope and a future.

C. the beginning of the monarchy.

D. the worship of foreign gods.

30. Which of the following demonstrates the practical application of Jeremiah's teachings in Kenya?

A. Supporting corruption to gain wealth.

B. Discriminating against vulnerable people.

C. Promoting justice, honesty and peaceful coexistence.

D. Encouraging religious hypocrisy.

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions. The marks for each question are indicated in brackets.

31. Historical background of Prophet Jeremiah

a) State four facts about the family and birthplace of Prophet Jeremiah. (4 marks)

b) Explain three political factors that influenced Jeremiah's prophetic ministry. (3 marks)

32. The call of Prophet Jeremiah

a) Explain four events surrounding the call of Prophet Jeremiah. (4 marks)

b) State two lessons Christians learn from Jeremiah's call. (2 marks)

33. Evils condemned by Prophet Jeremiah

a) Identify four evils condemned by Prophet Jeremiah. (4 marks)

b) Explain three ways Christians in Kenya can promote social justice in their communities. (3 marks)

34. Judgement and punishment

a) Explain three causes of God's judgement against Judah according to Jeremiah. (3 marks)

b) State two consequences of Judah's disobedience. (2 marks)

35. Symbolic acts

a) Explain the significance of the following symbolic acts:

i. The linen belt. (2 marks)

ii. The broken clay jar. (2 marks)

iii. The two baskets of figs. (2 marks)

36. Hope and restoration

a) Explain three promises of restoration given by God through Prophet Jeremiah. (3 marks)

b) State two ways Christians can demonstrate hope during difficult circumstances. (2 marks)

37. The New Covenant

a) State four teachings of the New Covenant according to Jeremiah 31:31–34. (4 marks)

b) Explain two ways the New Covenant is relevant to Christians today. (2 marks)

38. Jeremiah's suffering and lamentations

a) Identify four challenges experienced by Prophet Jeremiah during his ministry. (4 marks)

b) Explain two lessons Christians learn from Jeremiah's suffering. (2 marks)

39. The fall of Jerusalem and exile

a) Explain three events that led to the fall of Jerusalem. (3 marks)

b) State two consequences of the Babylonian exile for the Israelites. (2 marks)

40. Application of Jeremiah's teachings

a) Explain three ways Jeremiah's teachings can help address contemporary social problems in Kenya. (3 marks)

b) State two values Christians learn from the life and ministry of Prophet Jeremiah. (2 marks)

TOTAL: 50 MARKS

1.16 SUGGESTED LEARNER ACTIVITIES AND CBE PROJECTS

The following activities can be used to assess learners' competencies beyond written examinations.

Activity 1: Research on Prophet Jeremiah

In groups, learners research the historical background of Jeremiah using the Bible, textbooks and reliable digital resources.

They prepare a chart showing:

- Jeremiah's family background.
- The kings during his ministry.
- The political situation.
- The religious situation.
- The social problems.

Activity 2: Role-play

Learners role-play Jeremiah's call as recorded in Jeremiah 1:4–19.

They demonstrate:

- God's call.
- Jeremiah's initial hesitation.
- God's reassurance.
- The commissioning of Jeremiah.

Activity 3: Community research on social injustice

Learners identify examples of social injustice in their communities.

They prepare a report containing:

1. The social problem identified.
2. Its causes.
3. Its effects.
4. Biblical teachings addressing the problem.
5. Suggested solutions.

Activity 4: Symbolic acts presentation

Learners form groups and prepare illustrations showing Jeremiah's symbolic acts.

They explain the meaning and significance of each act.

Activity 5: Hope and restoration journal

Learners read Jeremiah 29:11 and Jeremiah 33:3.

They write personal reflections on how the scriptures encourage hope, faith and perseverance.

Activity 6: New Covenant discussion

Learners read Jeremiah 31:31–34 and Luke 22:19–20.

They discuss the relationship between Jeremiah's prophecy and Jesus Christ.

Activity 7: School assembly presentation

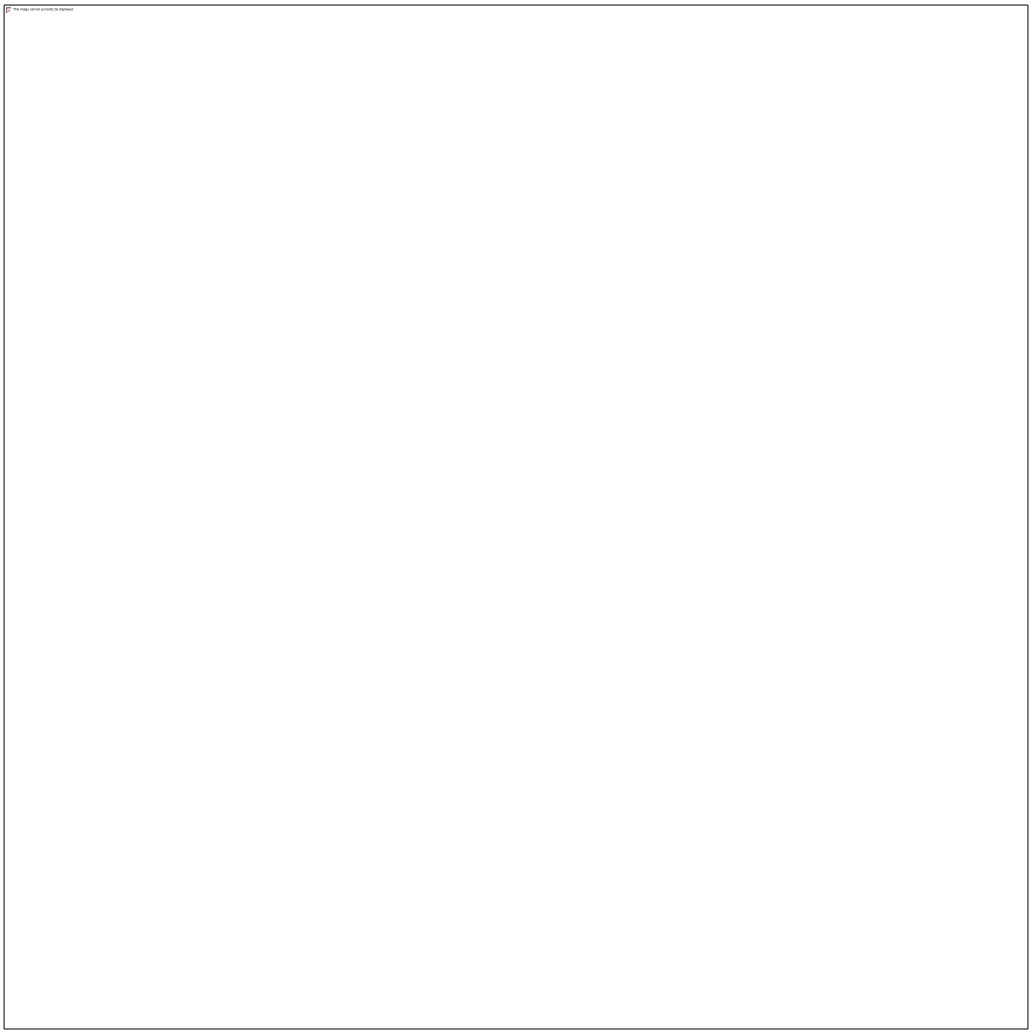
Learners select Bible passages on hope, courage, repentance and restoration and share the messages during school assemblies or Christian clubs.

STRAND 2.0

THE NEW TESTAMENT

SUB-STRAND 2.1

JOURNEY TO JERUSALEM



TRUE JOURNEY TO DISCIPLESHIP

COMPREHENSIVE TEACHING AND LEARNING NOTES

Competency-Based Education (CBE) | Grade 11 | Kenya

SPECIFIC LEARNING OUTCOMES

By the end of this sub-strand, the learner should be able to:

1. Relate lessons learned from Luke 9:51–56.
2. Articulate the cost of discipleship in Luke 9:57–62.
3. Elaborate on the mission of the seventy disciples.
4. Deduce lessons learned from the mission of the seventy disciples.
5. Interpret the teachings in Luke 10:17–20.
6. Participate in advancing the mission of the Kingdom of God.
7. Desire to be a true disciple of Jesus Christ.

2.1.0 INTRODUCTION TO THE JOURNEY TO JERUSALEM

The Journey to Jerusalem is an important section in the Gospel of Luke that describes Jesus Christ's determination to go to Jerusalem, where He would accomplish His mission through His suffering, death and resurrection.

Jesus understood that His mission on earth involved sacrifice, obedience to God and the salvation of humanity.

During this journey, Jesus taught His disciples important lessons concerning commitment, humility, forgiveness, service, faith, evangelism and the cost of following Him.

He also sent seventy disciples ahead of Him to prepare people to receive the Kingdom of God.

The journey provides important lessons about what it means to be a true disciple of Jesus Christ.

Main biblical references:

- Luke 9:51–56 – Jesus begins His journey towards Jerusalem.
- Luke 9:57–62 – The cost of discipleship.
- Luke 10:1–16 – The mission of the seventy disciples.
- Luke 10:17–20 – The return of the seventy disciples.

2.1.1 Meaning of key terms

A. Journey

A journey is the process of travelling from one place to another for a particular purpose.

In the biblical context, Jesus' journey to Jerusalem represented His determination to fulfil God's plan for the salvation of humanity.

B. Jerusalem

Jerusalem was an important city in Jewish religious, political and cultural life.

It was the location of the Temple and the centre of Jewish worship.

Jesus travelled to Jerusalem knowing that He would face opposition, suffering and death.

C. Disciple

A disciple is a person who follows a teacher, learns from the teacher and puts the teacher's teachings into practice.

In Christianity, a disciple is a person who follows Jesus Christ, learns His teachings and seeks to live according to His example.

D. Discipleship

Discipleship is the process of following Jesus Christ, learning His teachings, developing Christian values and participating in His mission.

E. Mission

A mission is a special assignment or responsibility given to an individual or group for a particular purpose.

Jesus' mission involved proclaiming the Kingdom of God, calling people to repentance, healing the sick and bringing salvation to humanity.

F. Kingdom of God

The Kingdom of God refers to God's rule, authority and influence in the lives of people and in the world.

It is demonstrated through righteousness, peace, justice, love, forgiveness and obedience to God.

2.1.1 JESUS BEGINS HIS JOURNEY TO JERUSALEM

Main Bible reading: Luke 9:51-56.

2.1.1.1 Background to Jesus' journey

Jesus had been carrying out His ministry in Galilee and surrounding regions.

He had:

- Taught people about the Kingdom of God.
- Performed miracles.
- Healed the sick.
- Forgiven sins.
- Called disciples.
- Trained His followers.
- Proclaimed God's message.
- Demonstrated compassion towards the suffering.

As His earthly ministry progressed, Jesus became determined to travel to Jerusalem.

Luke 9:51 states that as the time approached for Jesus to be taken up to heaven, He resolutely set out for Jerusalem.

The expression demonstrates His determination to accomplish His divine mission.

2.1.1.2 Events surrounding the journey to Jerusalem

1. Jesus recognised that His time had come

- Jesus understood that His earthly mission was approaching its climax.
- He knew that He would experience suffering in Jerusalem.
- He remained committed to fulfilling God's will.
- He did not allow the anticipated challenges to discourage Him.

2. Jesus resolutely set out for Jerusalem

- Jesus made a deliberate decision to travel to Jerusalem.
- His decision demonstrated courage and determination.
- He remained focused on His mission.
- He was willing to sacrifice Himself for humanity.

3. Jesus sent messengers ahead of Him

- Jesus sent messengers ahead to prepare for His arrival.
- The messengers entered a Samaritan village.
- Their responsibility was to make arrangements for Jesus.

4. The Samaritans refused to welcome Jesus

- The villagers refused to receive Jesus.
- Their refusal was connected to the hostility between Jews and Samaritans.
- They were unwilling to welcome Him because He was travelling towards Jerusalem.

5. James and John reacted angrily

- James and John were unhappy about the rejection.
- They asked Jesus whether they should call down fire from heaven to destroy the village.
- Their reaction demonstrated anger and intolerance.

6. Jesus rebuked the disciples

- Jesus corrected James and John.
- He rejected their desire for revenge.
- He demonstrated that His mission was not based on hatred and destruction.
- He continued towards another village.



2.1.1.3 Historical background of the relationship between Jews and Samaritans

The Jews and Samaritans had a long history of religious and social hostility.

The conflict was associated with differences concerning ancestry, religious identity and the proper place of worship.

Causes of hostility included:

1. Differences in religious beliefs and practices.
2. Disagreements about the appropriate place of worship.
3. Historical disagreements between the two communities.
4. Social separation and mistrust.
5. Negative attitudes developed over generations.
6. Differences in religious traditions.

The Samaritans worshipped at Mount Gerizim, while the Jews regarded Jerusalem as the central place of worship.

These differences contributed to strained relations between the two communities.

2.1.1.4 Lessons learned from Luke 9:51-56

A. Determination in fulfilling God's mission

- Jesus remained committed to His mission.
- He did not allow rejection to discourage Him.
- Christians should remain committed to their responsibilities.
- Believers should not abandon their faith when challenges arise.

B. Forgiveness rather than revenge

- James and John wanted revenge against the Samaritans.
- Jesus rejected their attitude.
- Christians should forgive those who wrong them.
- People should avoid responding to hatred with hatred.

C. Tolerance towards others

- Jesus did not force the Samaritans to receive Him.
- He demonstrated restraint.
- Christians should respect people with different religious and cultural backgrounds.
- People should avoid discrimination.

D. Peaceful coexistence

- Jesus rejected violence as a response to rejection.
- Christians should promote peace in their communities.
- Disagreements should be resolved through dialogue.

E. Humility

- Jesus did not use His authority to punish those who rejected Him.
- Christians should exercise authority responsibly.
- People should avoid arrogance and pride.

F. Respect for other people's decisions

- The Samaritans were unwilling to receive Jesus.
- Jesus continued His journey rather than forcing them.
- Christians should respect the choices of others.

G. Obedience to God

- Jesus remained committed to fulfilling God's will.
- Christians should place God's purposes above personal interests.

H. Avoidance of religious intolerance

- Jesus corrected His disciples' hostile reaction.
- Christians should not discriminate against people because of their religion or community.

2.1.1.5 Relevance of Jesus' response to Christians in Kenya

Jesus' response to James and John is relevant to contemporary Kenyan society.

Christians should:

1. Promote peaceful coexistence among different ethnic communities.
2. Avoid tribal discrimination.
3. Respect people from different religious backgrounds.
4. Reject violence during political disagreements.
5. Forgive those who wrong them.
6. Resolve conflicts through dialogue.
7. Avoid revenge.
8. Promote unity in schools and communities.
9. Demonstrate tolerance in religious discussions.
10. Use their influence to promote peace.

Kenyan example: When disagreements arise between learners from different ethnic communities, Christian learners should encourage dialogue, reconciliation and mutual respect instead of hostility.

2.1.2 THE COST OF DISCIPLESHIP

Main Bible reading: Luke 9:57-62.

2.1.2.1 Meaning of the cost of discipleship

The cost of discipleship refers to the sacrifices, responsibilities and commitments involved in following Jesus Christ.

Jesus taught that becoming His disciple requires more than expressing interest in Christianity.

A true disciple must be prepared to surrender personal interests, accept challenges and remain committed to God's mission.

Discipleship requires faith, obedience, humility, sacrifice and perseverance.

2.1.2.2 Background to the cost of discipleship

As Jesus continued His journey towards Jerusalem, different people expressed their desire to follow Him.

Jesus used their responses to teach important lessons about the seriousness of discipleship.

Three individuals are presented in Luke 9:57–62.

2.1.2.3 The first person: Willingness to follow Jesus

Bible reference: Luke 9:57-58.

A man approached Jesus and declared that he would follow Him wherever He went.

Jesus responded by explaining that foxes had holes and birds had nests, but the Son of Man had nowhere to lay His head.

Explanation of Jesus' response

- Jesus did not promise His followers material comfort.
- His ministry involved travelling and serving others.

- Following Him required accepting an uncertain lifestyle.
- Disciples should not follow Jesus merely to gain wealth or physical comfort.
- Commitment to Jesus should be based on faith and love.

Lessons from the first person

1. Discipleship does not guarantee material wealth.
2. Christians should be ready to make sacrifices.
3. Following Jesus requires commitment.
4. Christians should not seek religious service for selfish gain.
5. Believers should remain faithful during difficult circumstances.
6. Christians should place spiritual values above material possessions.

2.1.2.4 The second person: Priority of God's Kingdom

Bible reference: Luke 9:59-60.

Jesus invited another person to follow Him.

The man requested permission to first go and bury his father.

Jesus responded by telling him to allow the dead to bury their own dead, while he should go and proclaim the Kingdom of God.

Explanation

Jesus emphasised the urgency of God's mission.

His response highlighted that discipleship required serious commitment and that the proclamation of God's Kingdom should not be indefinitely postponed.

The passage does not teach Christians to disrespect their parents or neglect family responsibilities. Rather, it emphasises the priority of responding to God's call.

Lessons from the second person

1. Christians should respond to God's call without unnecessary delay.
2. God's mission should be given priority.
3. Believers should avoid making excuses that prevent them from serving God.
4. Christians should balance family responsibilities with spiritual commitment.
5. The proclamation of the Kingdom of God is urgent.
6. Discipleship requires decisive action.

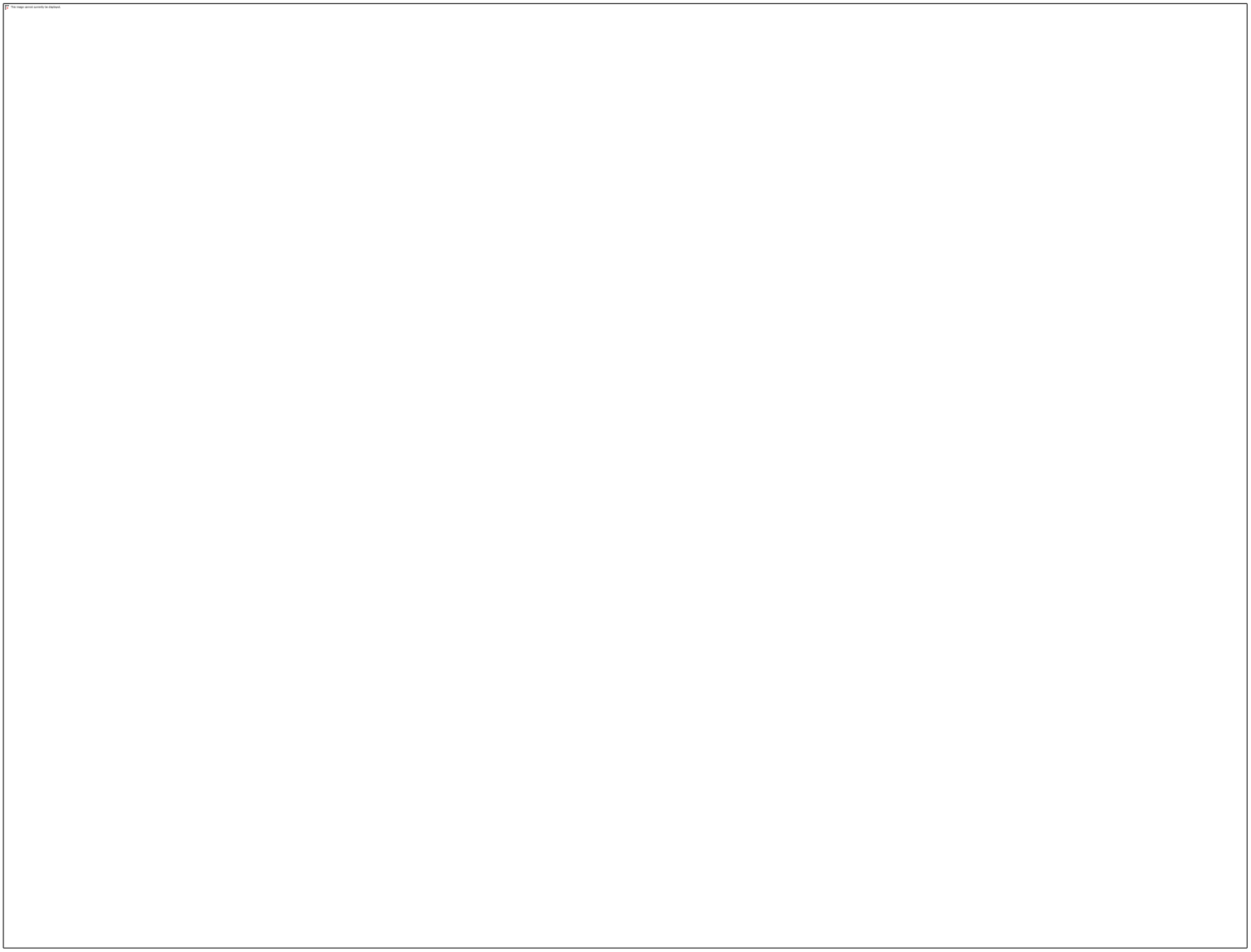
2.1.2.5 The third person: Undivided commitment

Bible reference: Luke 9:61-62.

Another person expressed willingness to follow Jesus but requested permission to first say goodbye to his family.

Jesus responded by using the example of a person ploughing and looking backwards.

He explained that no one who puts a hand to the plough and looks back is fit for service in the Kingdom of God.



Explanation

In traditional farming, a person ploughing a field needed to maintain concentration to make straight furrows.

Looking backwards while ploughing could cause the farmer to lose direction.

Jesus used this example to teach that disciples should remain focused on their spiritual responsibilities.

Lessons from the third person

1. Christians should remain focused on their mission.
2. Discipleship requires undivided commitment.
3. Believers should avoid unnecessary distractions.
4. Christians should not abandon their faith because of challenges.
5. Following Jesus requires determination.
6. People should not allow past experiences to prevent them from serving God.

2.1.2.6 Summary of the three people who wanted to follow Jesus

Individual	Response or concern	Main teaching
First person	Promised to follow Jesus wherever He went.	Be prepared for sacrifice and lack of material comfort.
Second person	Requested to bury his father first.	Give God's mission appropriate priority.
Third person	Wanted to say goodbye to his family first.	Maintain undivided commitment to God's Kingdom.

2.1.2.7 The price to be paid by a true disciple of Jesus Christ

A true disciple should be prepared to make the following sacrifices:

1. Self-denial

- A disciple should place God's will above selfish desires.
- Christians should avoid living only for personal satisfaction.
- Believers should demonstrate humility and obedience.

2. Sacrifice

- Disciples may have to sacrifice time, comfort and personal resources.
- Christians should be willing to help others.
- Serving God may require giving up certain personal interests.

3. Rejection and opposition

- Some people may reject Christians because of their beliefs.
- Disciples should remain faithful when criticised.
- Christians should respond to opposition with love and patience.

4. Material sacrifice

- Following Jesus should not be based on the expectation of wealth.
- Christians should avoid greed.
- Believers should use their resources responsibly.

5. Commitment to truth

- Disciples should speak the truth.
- Christians should reject dishonesty.
- They should defend justice even when it is unpopular.

6. Forgiveness

- Christians should forgive those who wrong them.
- Disciples should avoid revenge.
- They should promote reconciliation.

7. Obedience

- True disciples should obey Jesus' teachings.
- They should practise what they learn from Scripture.
- Obedience should be demonstrated in daily life.

8. Perseverance

- Disciples should remain committed despite challenges.
- They should not abandon their faith during difficult situations.
- Christians should remain hopeful.

9. Service to others

- Disciples should serve people in need.
- They should demonstrate compassion.
- They should use their talents to benefit society.

10. Evangelism

- Disciples should share the message of Jesus Christ.
- They should encourage others to learn about Christianity.
- They should participate in church mission activities.

2.1.2.8 Qualities of a true disciple of Jesus Christ

1. Faithfulness.
2. Humility.
3. Love.
4. Obedience.
5. Honesty.
6. Patience.
7. Forgiveness.
8. Courage.
9. Self-control.
10. Perseverance.
11. Compassion.
12. Responsibility.
13. Generosity.
14. Commitment.
15. Willingness to serve.

2.1.2.9 Relevance of the cost of discipleship to Christians in Kenya

A Christian learner demonstrates true discipleship by:

- Refusing to cheat during examinations.
- Avoiding negative peer pressure.

- Helping learners who experience difficulties.
- Respecting teachers and fellow learners.
- Avoiding bullying.
- Speaking against corruption.
- Participating in church activities.
- Respecting parents and guardians.
- Using social media responsibly.
- Standing for truth even when it is unpopular.
- Helping vulnerable people.
- Promoting peace and unity.

2.1.3 THE MISSION OF THE SEVENTY DISCIPLES

Main Bible reading: Luke 10:1-16.

2.1.3.1 Background to the mission of the seventy disciples

Jesus had been teaching and preparing His followers for the work of the Kingdom of God.

He recognised that there were many people who needed to hear the message of salvation.

He therefore appointed seventy disciples and sent them ahead of Him in pairs to the towns and places He intended to visit.

Some Bible translations and manuscripts use the number seventy-two. In either case, the passage communicates the importance of sending a large group of disciples to participate in Jesus' mission.

2.1.3.2 Events surrounding the mission of the seventy disciples

1. Jesus appointed seventy disciples

- Jesus selected seventy disciples.
- They were given the responsibility of preparing people to receive Him.
- This demonstrated that the mission of the Kingdom of God involved more than the twelve apostles.

2. Jesus sent them in pairs

- The disciples were sent two by two.
- This allowed them to support one another.
- It encouraged teamwork and cooperation.
- They could provide encouragement during difficult circumstances.

3. Jesus sent them ahead of Him

- They were to visit towns and places where Jesus intended to go.
- Their responsibility was to prepare people to receive His message.

4. Jesus described the harvest as plentiful

Jesus told the disciples that the harvest was plentiful but the workers were few.

This meant that many people were ready to receive the message of God's Kingdom, but there were not enough people to communicate it.

5. Jesus instructed them to pray for more workers

- The disciples were to ask the Lord of the harvest to send more workers.
- This demonstrated the importance of prayer in Christian mission.
- It also showed that evangelism requires many committed workers.

6. Jesus warned them about challenges

Jesus sent them out like lambs among wolves.

This expression indicated that their mission would involve opposition and difficulties.

7. Jesus instructed them to travel lightly

They were told not to carry unnecessary items or become distracted by lengthy greetings along the way.

This emphasised urgency, simplicity and commitment.

8. Jesus instructed them to offer peace

When entering a house, they were to offer peace to the household.

If a person of peace was present, their peace would remain there.

9. Jesus instructed them to accept hospitality

They were to remain in the same house and eat what was provided.

This taught contentment and appreciation of hospitality.

10. Jesus instructed them to heal the sick

They were to heal the sick in the towns they visited.

Their healing ministry demonstrated God's concern for human suffering.

11. Jesus instructed them to proclaim the Kingdom of God

They were to tell the people that the Kingdom of God had come near.

12. Jesus warned towns that rejected them

Jesus explained that towns that rejected the disciples would face judgement.

This demonstrated the seriousness of rejecting God's message.



2.1.3.3 Instructions Jesus gave the seventy disciples

Instruction	Explanation
Pray for workers	Ask God to provide more people to spread the Gospel.
Go in pairs	Work together and support one another.
Travel lightly	Avoid unnecessary distractions and possessions.
Offer peace	Promote peaceful relationships.
Accept hospitality	Appreciate the generosity of hosts.
Heal the sick	Demonstrate compassion and God's power.
Proclaim God's Kingdom	Communicate the message of salvation.
Remain focused	Avoid unnecessary delays and distractions.
Accept rejection calmly	Do not force people to receive the message.
Warn against rejecting God's message	Explain the seriousness of refusing the Kingdom of God.

2.1.3.4 Why Jesus sent the disciples in pairs

1. To encourage teamwork.
2. To provide mutual support.
3. To promote accountability.
4. To enable them to encourage one another.
5. To make the mission more organised.
6. To provide companionship.
7. To strengthen their confidence.
8. To provide support when facing opposition.
9. To enable them to share responsibilities.

10. To demonstrate the importance of collaboration.

2.1.3.5 Meaning of the harvest is plentiful but the workers are few

Jesus used the illustration of a harvest to explain the need for evangelists.

A harvest represents people who need to hear and receive the Gospel.

The workers represent Christians who communicate the message of Jesus Christ.

The statement teaches that many people need spiritual guidance, but more committed Christians are needed to spread the Gospel.

Lessons:

- Christians should participate in evangelism.
- Churches should train more people for mission work.
- Believers should pray for church workers.
- Every Christian has a responsibility to promote God's Kingdom.
- Mission work requires cooperation.

2.1.3.6 Challenges likely to be experienced by the seventy disciples

1. Rejection by some communities.
2. Hostility from people opposed to Jesus.
3. Lack of accommodation.
4. Limited food and other resources.
5. Long distances and difficult travelling conditions.
6. False accusations.
7. Religious opposition.
8. Discouragement.
9. Cultural differences.
10. Physical exhaustion.

2.1.3.7 Lessons learned from the mission of the seventy disciples

A. Importance of teamwork

Jesus sent the disciples in pairs.

Christians should cooperate when performing church and community activities.

B. Importance of prayer

Jesus instructed the disciples to pray for more workers.

Christians should pray for church leaders, evangelists and missionaries.

C. Commitment to evangelism

The disciples were sent to communicate the message of God's Kingdom.

Christians should participate in spreading the Gospel.

D. Humility and simplicity

The disciples were instructed not to carry unnecessary possessions.

Christians should avoid greed and unnecessary materialism.

E. Peaceful coexistence

The disciples were instructed to offer peace to households.

Christians should promote peaceful relationships.

F. Hospitality

The disciples were instructed to accept the hospitality offered to them.

Christians should appreciate kindness and generosity.

G. Compassion

The disciples were instructed to heal the sick.

Christians should care for people experiencing illness and suffering.

H. Courage

The disciples were sent like lambs among wolves.

Christians should remain courageous when facing opposition.

I. Contentment

The disciples were instructed to eat what was provided.

Christians should appreciate what they receive and avoid unnecessary complaints.

J. Urgency in mission

The disciples were instructed to avoid unnecessary delays.

Christians should take opportunities to serve God seriously.

K. Respect for other people's decisions

The disciples were not to force people to receive their message.

Christians should communicate their beliefs respectfully.

L. Accountability

The disciples were warned about towns that rejected the message.

People are responsible for their responses to God's word.

2.1.3.8 Comparison between the mission of the twelve and seventy disciples

The twelve disciples	The seventy disciples
Jesus selected twelve apostles.	Jesus appointed seventy disciples.
Their mission is described in Luke 9:1-6.	Their mission is described in Luke 10:1-16.
They were sent to proclaim the Kingdom of God.	They prepared towns and places for Jesus' arrival.
They were given authority over evil spirits and diseases.	They were instructed to heal the sick and proclaim God's Kingdom.
They were sent during Jesus' Galilean ministry.	They were sent during Jesus' journey towards Jerusalem.

2.1.4 THE RETURN OF THE SEVENTY DISCIPLES

Main Bible reading: Luke 10:17-20.

2.1.4.1 Events surrounding the return of the seventy disciples

After completing their mission, the seventy disciples returned to Jesus with joy.

They reported that even demons submitted to them in Jesus' name.

Jesus responded by explaining the significance of their authority and the importance of spiritual priorities.

2.1.4.2 Main events

1. The disciples returned joyfully

- They returned after completing their mission.
- They were excited about the results of their work.
- Their experience demonstrated the success of the mission.

2. They reported that demons submitted to them

- The disciples reported that evil spirits obeyed them in Jesus' name.
- This demonstrated the authority given to them by Jesus.
- They recognised that their success depended on His power.

3. Jesus explained His authority over Satan

Jesus stated that He saw Satan fall like lightning from heaven.

This statement communicated the defeat and limitation of Satan's power in the context of God's Kingdom.

4. Jesus assured them of authority

Jesus explained that He had given them authority over the power of the enemy.

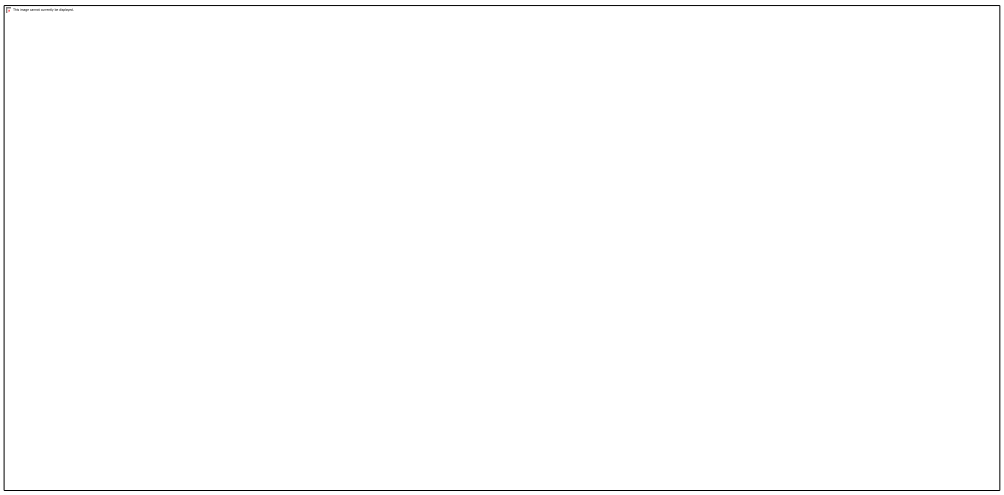
The disciples had been empowered to carry out their mission.

5. Jesus warned them against excessive celebration

Jesus told the disciples not to rejoice primarily because spirits submitted to them.

Instead, they were to rejoice because their names were written in heaven.

This emphasised the importance of their relationship with God rather than extraordinary experiences.



2.1.4.3 Meaning of Luke 10:19

In Luke 10:19, Jesus assured His disciples that He had given them authority over the power of the enemy.

The verse communicates that:

1. Jesus has authority over evil.
2. His disciples are empowered to carry out their mission.
3. God's power is greater than the power of evil.
4. Christians should trust Jesus as they serve Him.
5. Spiritual authority should be exercised responsibly.

The passage should not be understood as permission to take unnecessary risks or harm others. Its central lesson is confidence in God's authority and protection.

2.1.4.4 Why Jesus told the disciples to rejoice that their names were written in heaven

1. Eternal life is more important than temporary success.
2. Salvation is more valuable than supernatural experiences.
3. Christians should avoid pride.
4. Ministry should not be used to seek personal fame.
5. A close relationship with God is the greatest achievement.
6. Christians should remain humble when successful.
7. Spiritual rewards are more important than material rewards.
8. True discipleship involves faithfulness to God.

2.1.4.5 Lessons from the return of the seventy disciples

1. Christians should serve God joyfully.
2. Success in ministry should be attributed to God.
3. Christians should avoid pride.
4. Believers should recognise Jesus' authority.
5. Christians should remain humble.
6. Salvation is more important than temporary achievements.
7. Prayer and faith are important in Christian mission.
8. Christians should use their gifts responsibly.
9. People should celebrate spiritual growth.
10. Christians should remain committed even when results are not immediate.

2.1.5 ADVANCING THE MISSION OF THE KINGDOM OF GOD

2.1.5.1 Meaning of advancing the Kingdom of God

Advancing the Kingdom of God refers to participating in activities that promote God's rule, values and teachings in society.

Christians advance God's Kingdom by communicating the Gospel and demonstrating Christian values through their actions.

The mission of the Kingdom of God is not limited to preaching. It also involves serving humanity, promoting justice, caring for vulnerable people and encouraging peaceful coexistence.

2.1.5.2 Ways Christians can advance the Kingdom of God

A. Evangelism

Evangelism involves sharing the message of Jesus Christ with other people.

Christians can participate in evangelism by:

1. Sharing biblical teachings.
2. Inviting people to church services.
3. Participating in outreach programmes.
4. Supporting church evangelists.
5. Sharing Christian messages through appropriate digital platforms.
6. Living as good examples of Christian values.

B. Missionary work

Missionary work involves travelling to different communities to communicate the Gospel and support their spiritual and social development.

Christians can participate through:

- Supporting missionaries.
- Participating in church outreach.
- Helping establish Christian fellowships.
- Supporting Bible translation and distribution.
- Participating in community service.

C. Christian education

Christians advance God's Kingdom by teaching others about the Bible.

Examples include:

- Sunday school teaching.
- Christian Religious Education lessons.
- Bible study groups.
- Christian clubs.
- Youth fellowships.
- Religious seminars.

D. Helping vulnerable people

Christians can demonstrate God's love by:

1. Supporting orphans.
2. Helping widows.

3. Supporting people with disabilities.
4. Visiting the sick.
5. Helping vulnerable families.
6. Supporting learners who lack educational materials.
7. Participating in community welfare programmes.

E. Promoting justice

Christians should:

- Reject corruption.
- Promote fairness.
- Respect human rights.
- Speak against exploitation.
- Defend vulnerable people.
- Promote responsible leadership.

F. Promoting peace and reconciliation

Christians should:

1. Encourage peaceful conflict resolution.
2. Forgive those who wrong them.
3. Promote unity among communities.
4. Avoid tribal discrimination.
5. Support reconciliation programmes.
6. Encourage peaceful political participation.

G. Demonstrating Christian values

Christians advance God's Kingdom by practising:

- Love.
- Honesty.
- Humility.
- Forgiveness.
- Compassion.
- Faithfulness.
- Patience.
- Self-control.
- Generosity.
- Responsibility.

H. Using digital technology responsibly

In contemporary Kenya, digital technology provides opportunities for Christian mission.

Christians can:

1. Share Bible verses through appropriate social media platforms.
2. Participate in online Bible study.
3. Share Christian educational videos.
4. Attend online worship services.
5. Support digital evangelism.
6. Use technology to organise charitable activities.
7. Avoid spreading false religious information.
8. Respect the privacy of others when sharing information.

I. Participating in church activities

Christians can participate through:

- Choirs.
- Bible study.
- Youth fellowships.
- Church cleaning.
- Community outreach.
- Sunday school.
- Christian mentorship.
- Church development projects.

2.1.5.3 Importance of advancing the Kingdom of God

1. It spreads the message of salvation.
2. It encourages people to live according to Christian values.
3. It promotes love and compassion.
4. It strengthens Christian fellowship.
5. It promotes peace and reconciliation.
6. It supports vulnerable members of society.
7. It encourages responsible leadership.
8. It promotes justice.
9. It strengthens faith.
10. It contributes to community development.

2.1.5.4 Challenges facing Christians in advancing the Kingdom of God in Kenya

1. Religious intolerance.
2. Lack of adequate financial resources.
3. Negative peer pressure.
4. Misuse of religious authority.

5. Limited access to some communities.
6. Materialism and greed.
7. Corruption.
8. Lack of commitment among some believers.
9. Competition among religious groups.
10. Misuse of digital platforms.
11. Misinformation about Christianity.
12. Social and cultural differences.

2.1.5.5 Solutions to challenges facing Christian mission

1. Encourage cooperation among churches.
2. Promote responsible religious leadership.
3. Train committed evangelists.
4. Encourage Christian education.
5. Use digital technology responsibly.
6. Promote tolerance.
7. Practise transparency in church leadership.
8. Encourage community participation.
9. Promote interfaith understanding and peaceful coexistence.
10. Strengthen Christian fellowship.

2.1.6 CHARACTERISTICS OF A TRUE DISCIPLE OF JESUS CHRIST

A true disciple demonstrates commitment to Jesus Christ through faith, attitudes and actions.

2.1.6.1 Characteristics of a true disciple

1. Faith in Jesus Christ

A true disciple believes in Jesus and trusts His teachings.

2. Obedience

A disciple puts Jesus' teachings into practice.

3. Love

A disciple demonstrates love towards God and other people.

4. Humility

A disciple avoids pride and recognises the importance of serving others.

5. Forgiveness

A disciple forgives people who commit wrongs.

6. Sacrifice

A disciple is willing to surrender personal interests for the sake of God's mission.

7. Commitment

A disciple remains faithful to Jesus even during difficult situations.

8. Prayerfulness

A disciple communicates with God regularly through prayer.

9. Evangelism

A disciple participates in sharing the Gospel.

10. Service

A disciple uses talents and resources to help others.

11. Patience

A disciple demonstrates tolerance and self-control.

12. Honesty

A disciple speaks the truth and avoids dishonesty.

13. Courage

A disciple stands for Christian values even when facing opposition.

14. Perseverance

A disciple continues serving God despite challenges.

15. Peacefulness

A disciple promotes peace and avoids unnecessary conflict.

2.1.6.2 Difference between a follower and a true disciple

Ordinary follower	True disciple
May follow for personal benefit.	Follows because of faith and commitment.
May abandon the teacher when challenged.	Remains faithful during difficulties.
May listen without practising teachings.	Puts teachings into practice.
May seek recognition.	Serves with humility.
May avoid sacrifice.	Is willing to make sacrifices.
May follow temporarily.	Demonstrates lasting commitment.

2.1.6.3 How learners can practise true discipleship in school

1. Obeying school rules.
2. Respecting teachers and fellow learners.
3. Avoiding examination cheating.
4. Helping learners with special needs.
5. Rejecting bullying.
6. Avoiding drug and substance abuse.
7. Promoting peaceful relationships.
8. Participating in Christian Union activities.
9. Demonstrating honesty.
10. Respecting school property.
11. Helping maintain a clean environment.

12. Avoiding negative peer pressure.
13. Being responsible on social media.
14. Showing compassion towards disadvantaged learners.
15. Being committed to learning.

2.1.7 COMPARISON OF THE TEACHINGS OF JESUS IN LUKE 9:51-62 AND LUKE 10:1-20

Luke 9:51-62	Luke 10:1-20
Jesus begins His journey to Jerusalem.	Jesus sends seventy disciples on mission.
Jesus demonstrates determination.	Disciples demonstrate commitment through service.
Jesus rejects revenge against the Samaritans.	Disciples are instructed to offer peace.
Jesus teaches the cost of discipleship.	Jesus teaches the responsibilities of mission.
Emphasises sacrifice and commitment.	Emphasises evangelism and teamwork.
Calls for undivided commitment.	Calls for cooperation and prayer.
Teaches forgiveness and tolerance.	Teaches hospitality and peaceful coexistence.

2.1.8 APPLICATION OF THE JOURNEY TO JERUSALEM IN CONTEMPORARY KENYA

The teachings of Jesus during His journey to Jerusalem remain relevant to Christians in Kenya.

A. In families

1. Family members should demonstrate love.
2. Parents should provide responsible leadership.
3. Children should respect their parents.
4. Family disagreements should be resolved peacefully.
5. Family members should support one another.
6. Forgiveness should be practised.

B. In schools

1. Learners should demonstrate commitment to education.
2. Learners should avoid examination malpractice.
3. Teachers should act as positive role models.
4. Learners should support one another.
5. Bullying should be discouraged.
6. Christian values should guide learners' behaviour.

C. In churches

1. Christians should participate in evangelism.
2. Churches should promote unity.
3. Church leaders should serve with humility.
4. Christians should support vulnerable members.
5. Church activities should promote justice and peace.
6. Believers should practise genuine Christianity.

D. In society

1. Citizens should reject corruption.
2. Communities should promote peaceful coexistence.
3. Christians should defend human dignity.
4. People should respect religious diversity.
5. Vulnerable people should be supported.
6. Citizens should participate responsibly in community development.

E. In digital life

1. Christians should avoid spreading false information.
2. Social media should be used responsibly.
3. Online communication should demonstrate respect.
4. Christians should avoid cyberbullying.
5. Digital platforms can be used to spread positive Christian messages.
6. Personal information should be protected.

2.1.9 BIBLICAL PASSAGES AND THEIR MAIN TEACHINGS

Bible passage	Main teaching
Luke 9:51	Jesus resolutely sets out for Jerusalem.
Luke 9:52-53	The Samaritans reject Jesus.
Luke 9:54-56	Jesus rejects revenge and rebukes His disciples.
Luke 9:57-58	Discipleship may involve material sacrifice.
Luke 9:59-60	God's mission requires commitment.
Luke 9:61-62	A true disciple should not look back.
Luke 10:1-2	The seventy are sent; workers are needed.
Luke 10:3-4	The disciples are warned about challenges and instructed to travel lightly.
Luke 10:5-9	The disciples are to offer peace, heal and proclaim God's Kingdom.
Luke 10:10-12	Instructions concerning towns that reject them.
Luke 10:13-16	Warning to towns that reject God's message.
Luke 10:17-18	The seventy return joyfully; Jesus speaks about Satan's fall.
Luke 10:19	Jesus assures the disciples of authority over the enemy.
Luke 10:20	The disciples should rejoice that their names are written in heaven.

2.1.10 KEY TERMS AND DEFINITIONS

Term	Meaning
Journey	Travelling from one place to another.
Jerusalem	The central city of Jewish religious life.
Disciple	A person who follows and learns from a teacher.
Discipleship	The process of following Jesus and practising His teachings.
Mission	A special assignment or responsibility.
Evangelism	Sharing the message of Jesus Christ.
Kingdom of God	God's rule, authority and influence.
Apostle	A person sent out with a special mission.
Sacrifice	Giving up something valuable for a particular purpose.
Self-denial	Putting God's will above selfish desires.
Perseverance	Continuing despite challenges.
Tolerance	Respecting people with different beliefs or opinions.
Hospitality	Welcoming and caring for visitors.
Commissioning	Officially assigning someone a responsibility.
Reconciliation	Restoring peaceful relationships.
Proclamation	Publicly communicating a message.
Missionary	A person involved in spreading the Christian message.
Harvest	In Jesus' illustration, people ready to receive the Gospel.
Labourer	A person working to advance God's Kingdom.
Salvation	Deliverance from sin and its consequences through Jesus Christ.

SECTION B: REVISION QUESTIONS

30 MULTIPLE-CHOICE QUESTIONS

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Choose the correct answer from the alternatives provided. Write the letter of the correct answer.

1. The Gospel that gives a detailed account of Jesus' journey to Jerusalem in this sub-strand is

A. Matthew.

B. Mark.

C. Luke.

D. John.

2. Jesus resolutely set out for Jerusalem because

A. He wanted to become a political ruler.

B. the time had come for Him to fulfil His mission.

C. He wanted to avoid His disciples.

D. He wanted to visit the Roman emperor.

3. The Samaritans refused to welcome Jesus because

A. He was travelling towards Jerusalem.

B. He had no money.

C. He was accompanied by children.

D. He had refused to heal them.

4. Which two disciples wanted to call down fire from heaven upon the Samaritan village?

A. Peter and Andrew.

B. James and John.

C. Philip and Thomas.

D. Matthew and Judas.

5. Jesus responded to the rejection by the Samaritans by

A. destroying the village.

B. encouraging His disciples to fight.

C. rebuking His disciples and proceeding to another village.

D. abandoning His mission.

6. One major lesson from Jesus' response to the Samaritans is that Christians should

A. practise revenge.

B. promote tolerance and forgiveness.

C. discriminate against others.

D. avoid people from different communities.

7. A disciple is best described as a person who

A. follows a teacher and practises the teacher's teachings.

B. seeks political leadership.

C. avoids learning from others.

D. participates in religious ceremonies only.

8. In Luke 9:57–58, Jesus explained that

A. disciples would always be wealthy.

B. He had nowhere to lay His head.

C. His disciples would become kings.

D. following Him guaranteed comfort.

9. The first person who wanted to follow Jesus demonstrated that

A. discipleship may involve material sacrifice.

B. Christians should avoid all responsibilities.

C. following Jesus guarantees wealth.

D. discipleship requires political power.

10. The second person requested permission to

A. visit the Temple.

B. bury his father first.

C. travel to Samaria.

D. become a priest.

11. Jesus' response to the second person emphasised

A. the importance of delaying God's work.

B. the urgency and priority of God's mission.

C. the importance of material wealth.

D. the need to abandon all family relationships.

12. The illustration of a person ploughing and looking backwards teaches Christians about

A. agricultural development.

B. undivided commitment.

C. political leadership.

D. material prosperity.

13. The cost of discipleship includes

A. selfishness and pride.

B. revenge and hatred.

C. sacrifice and commitment.

D. dishonesty and corruption.

14. Jesus appointed how many disciples for the mission described in Luke 10:1?

A. Twelve.

B. Thirty.

C. Seventy.

D. One hundred.

15. Jesus sent the seventy disciples

A. individually.

B. two by two.

C. in groups of ten only.

D. together with Roman soldiers.

16. The statement that the harvest is plentiful but the workers are few means that

A. many people need the Gospel, but more workers are required.

B. farmers were refusing to plant crops.

C. there were too many Christian workers.

D. people no longer needed spiritual guidance.

17. Jesus instructed the disciples to pray for

A. more political leaders.

B. more workers for the harvest.

C. more wealthy merchants.

D. more Roman soldiers.

18. Jesus described the disciples as lambs among wolves to demonstrate that

A. their mission would involve challenges and opposition.

B. they were going to hunt animals.

C. they were not expected to preach.

D. they would become farmers.

19. The disciples were instructed to offer _____ to the households they entered.

A. punishment.

B. wealth.

C. peace.

D. political authority.

20. One reason Jesus sent the disciples in pairs was to promote

A. competition.

B. teamwork and mutual support.

C. isolation.

D. selfishness.

21. Which of the following was part of the mission of the seventy disciples?

A. Healing the sick.

B. Collecting taxes.

C. Building a palace.

D. Fighting foreign armies.

22. The disciples were instructed to proclaim that

A. the Roman Empire had ended.

B. the Kingdom of God had come near.

C. Jerusalem had been destroyed.

D. all people should become political leaders.

23. The seventy disciples returned to Jesus

A. in fear and confusion.

B. joyfully.

C. without completing their mission.

D. after abandoning Christianity.

24. The disciples reported that demons submitted to them

A. in their own names.

B. through the authority of Jesus' name.

C. through political power.

D. through Roman military support.

25. In Luke 10:19, Jesus assured His disciples of authority over

A. Roman governors.

B. the power of the enemy.

C. the Temple priests.

D. foreign kings.

26. Jesus instructed the disciples to rejoice mainly because

A. they had become wealthy.

B. they had defeated political opponents.

C. their names were written in heaven.

D. they had become famous.

27. One major lesson from the mission of the seventy is the importance of

A. teamwork and evangelism.

B. revenge and hatred.

C. selfishness and greed.

D. discrimination and intolerance.

28. Which activity demonstrates true discipleship in a Kenyan school?

A. Bullying fellow learners.

B. Cheating during examinations.

C. Helping disadvantaged learners.

D. Disrespecting teachers.

29. A Christian who uses social media to share appropriate biblical teachings demonstrates

A. irresponsible leadership.

B. digital evangelism.

C. religious discrimination.

D. selfishness.

30. The best way Christians can advance the Kingdom of God is by

A. seeking personal fame.

B. promoting hatred.

C. proclaiming the Gospel and practising Christian values.

D. avoiding community service.

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer ALL questions. The marks for each question are indicated in brackets.

31. Jesus begins His journey to Jerusalem

a) State four events that took place when Jesus began His journey to Jerusalem according to Luke 9:51–56. (4 marks)

b) Explain three lessons Christians learn from Jesus' response to the Samaritan village. (3 marks)

32. The cost of discipleship

a) Explain the responses of the three individuals who expressed their desire to follow Jesus in Luke 9:57–62. (6 marks)

b) State two qualities of a true disciple of Jesus Christ. (2 marks)

33. The price of true discipleship

a) Explain four sacrifices that a true disciple of Jesus Christ should be prepared to make. (4 marks)

b) State two ways learners can demonstrate true discipleship in school. (2 marks)

34. The mission of the seventy disciples

a) Explain four instructions Jesus gave the seventy disciples before sending them on their mission. (4 marks)

b) State three reasons why Jesus sent the disciples in pairs. (3 marks)

35. Lessons from the mission of the seventy

a) Explain three lessons Christians learn from the mission of the seventy disciples. (3 marks)

b) State two challenges Christians may face when spreading the Gospel in Kenya. (2 marks)

36. The return of the seventy disciples

a) Describe three events that took place when the seventy disciples returned to Jesus. (3 marks)

b) Explain two lessons Christians learn from Luke 10:17–20. (2 marks)

37. Advancing the Kingdom of God

a) Explain four ways Christians can participate in advancing the Kingdom of God in Kenya. (4 marks)

b) State two reasons why Christians should participate in evangelism. (2 marks)

38. True discipleship in contemporary society

a) Explain three characteristics of a true disciple of Jesus Christ. (3 marks)

b) State two ways Christians can demonstrate responsible use of digital technology in advancing God's Kingdom. (2 marks)

39. Jesus' teachings on peace and tolerance

a) Explain three lessons Christians learn from Jesus' response to James and John in Luke 9:54–56. (3 marks)

b) State two ways Christians can promote peaceful coexistence among different communities in Kenya. (2 marks)

40. Application of the journey to Jerusalem

a) Explain three ways the teachings of Jesus during His journey to Jerusalem can guide learners in their daily lives. (3 marks)

b) State two values developed through the study of true discipleship. (2 marks)

TOTAL: 50 MARKS

2.1.14 SUGGESTED CBE LEARNING ACTIVITIES AND PROJECTS

These activities can be used by teachers to assess learners' knowledge, values and competencies.

Activity 1: Group discussion on discipleship

Bible passage: Luke 9:57–62.

Learners work in groups to discuss the meaning and cost of discipleship.

They prepare a chart showing:

- Meaning of discipleship.
- Sacrifices involved in discipleship.
- Qualities of a true disciple.
- Challenges facing Christians.
- Ways of practising discipleship in school.

Expected outcome: Learners demonstrate communication, collaboration and critical thinking.

Activity 2: Role-play of Jesus' encounter with the Samaritans

Bible passage: Luke 9:51–56.

Learners act out the encounter between Jesus, James, John and the Samaritans.

They demonstrate:

1. Jesus' determination to travel to Jerusalem.

2. The refusal of the Samaritans.
3. The reaction of James and John.
4. Jesus' correction of the disciples.

Reflection: What should Christians do when rejected by others?

Activity 3: Research on the mission of the seventy

Bible passage: Luke 10:1–16.

In groups, learners research the mission of the seventy disciples.

They prepare a PowerPoint presentation or chart showing:

- The number of disciples.
- Why they were sent in pairs.
- Instructions given to them.
- Their responsibilities.
- Challenges they faced.
- Lessons Christians learn from their mission.

Activity 4: Christian community service

Learners identify a community need and participate in an appropriate service activity.

Examples include:

- Visiting an elderly person's home with appropriate school supervision.
- Participating in environmental cleanliness activities.
- Supporting disadvantaged learners.
- Participating in church outreach.
- Organising a peace and unity campaign.

Learners prepare a report explaining how their activity demonstrates true discipleship.

Activity 5: Discipleship journal

Learners read Luke 9:51–62 and Luke 10:17–20.

They maintain a journal containing:

1. The biblical teaching.
2. What they have learnt.
3. How the teaching applies to their lives.
4. One action they intend to practise.
5. A reflection on their progress.

Activity 6: Digital evangelism project

Learners prepare a short Christian message promoting one of the following:

- Peace.
- Forgiveness.

- Love.
- Honesty.
- Commitment.
- Compassion.

They present the message through an appropriate poster or digital presentation while observing privacy, accuracy and responsible digital communication.

2.1.15 END-OF-SUB-STRAND SUMMARY

The Journey to Jerusalem teaches Christians that true discipleship involves commitment, sacrifice, obedience and service.

Jesus demonstrated determination by resolutely setting out for Jerusalem despite knowing the challenges awaiting Him.

His response to the Samaritan village demonstrated forgiveness, tolerance and peaceful coexistence.

Through His encounter with three individuals who wanted to follow Him, Jesus explained that discipleship requires sacrifice, priority and undivided commitment.

The mission of the seventy disciples demonstrated the importance of teamwork, prayer, evangelism, hospitality, compassion and proclaiming the Kingdom of God.

When the seventy returned, Jesus reminded them that their greatest reason for rejoicing was their relationship with God and not merely their successful ministry.

Christians today are therefore expected to demonstrate true discipleship through their actions in families, schools, churches and communities.

STRAND 2.0: THE NEW TESTAMENT

SUB-STRAND 2.2: JOURNEY TO JERUSALEM

THE PARABLE OF THE GOOD SAMARITAN AND JESUS VISITS MARTHA AND MARY

1.0 INTRODUCTION

The New Testament contains important teachings of Jesus Christ that guide Christians on how to live according to God's will. During His ministry, Jesus used parables, conversations, miracles and personal encounters to teach people about the Kingdom of God.

In Luke 10:25–42, Jesus teaches about two important aspects of Christian discipleship:

1. Showing love and compassion to people in need through the Parable of the Good Samaritan.
2. Giving priority to listening to God's Word through His visit to Martha and Mary.

These teachings remind Christians that genuine faith should be demonstrated through love, kindness, service, compassion and commitment to God's Word.

Learning outcomes

By the end of this sub-strand, the learner should be able to:

a) Elaborate on the Parable of the Good Samaritan.

b) Articulate lessons learned from the Parable of the Good Samaritan.

c) Relate Jesus' visit to Martha and Mary and the lessons learned.

d) Emulate the Good Samaritan by helping people in need.

e) Desire to show kindness and compassion to others.

Key inquiry questions

1. How is the Parable of the Good Samaritan relevant to Christians today?
2. Why was Mary's choice better than Martha's?
3. How can Christians demonstrate compassion towards people in need?
4. How can Christians balance practical service and listening to God's Word?

Key terms and definitions

Parable: A simple story used by Jesus to communicate spiritual or moral lessons.

Samaritan: A person from Samaria, a region whose people had historical and religious differences with the Jews.

Good Samaritan: A person who demonstrates kindness, compassion and practical assistance to someone in need, regardless of their background.

Compassion: A feeling of concern and sympathy for another person's suffering that motivates one to help.

Neighbour: A person who should be treated with love, respect and kindness, whether or not they are related to us.

Mercy: Showing kindness, forgiveness and practical concern to someone who is suffering or in need.

Hospitality: Welcoming and receiving visitors warmly and providing assistance or care.

Discipleship: Following Jesus Christ by learning from His teachings and putting them into practice.

2.0 THE PARABLE OF THE GOOD SAMARITAN

2.1 Biblical background: Luke 10:25-37

The Parable of the Good Samaritan is recorded in Luke 10:25–37.

Jesus told this parable in response to a question asked by a lawyer who wanted to test Him.

The lawyer asked Jesus:

- What must he do to inherit eternal life?
- Who is his neighbour?

Jesus responded by asking him what was written in the Law.

The lawyer answered that a person should:

1. Love the Lord God with all their heart.
2. Love God with all their soul.
3. Love God with all their strength.
4. Love God with all their mind.
5. Love their neighbour as themselves.

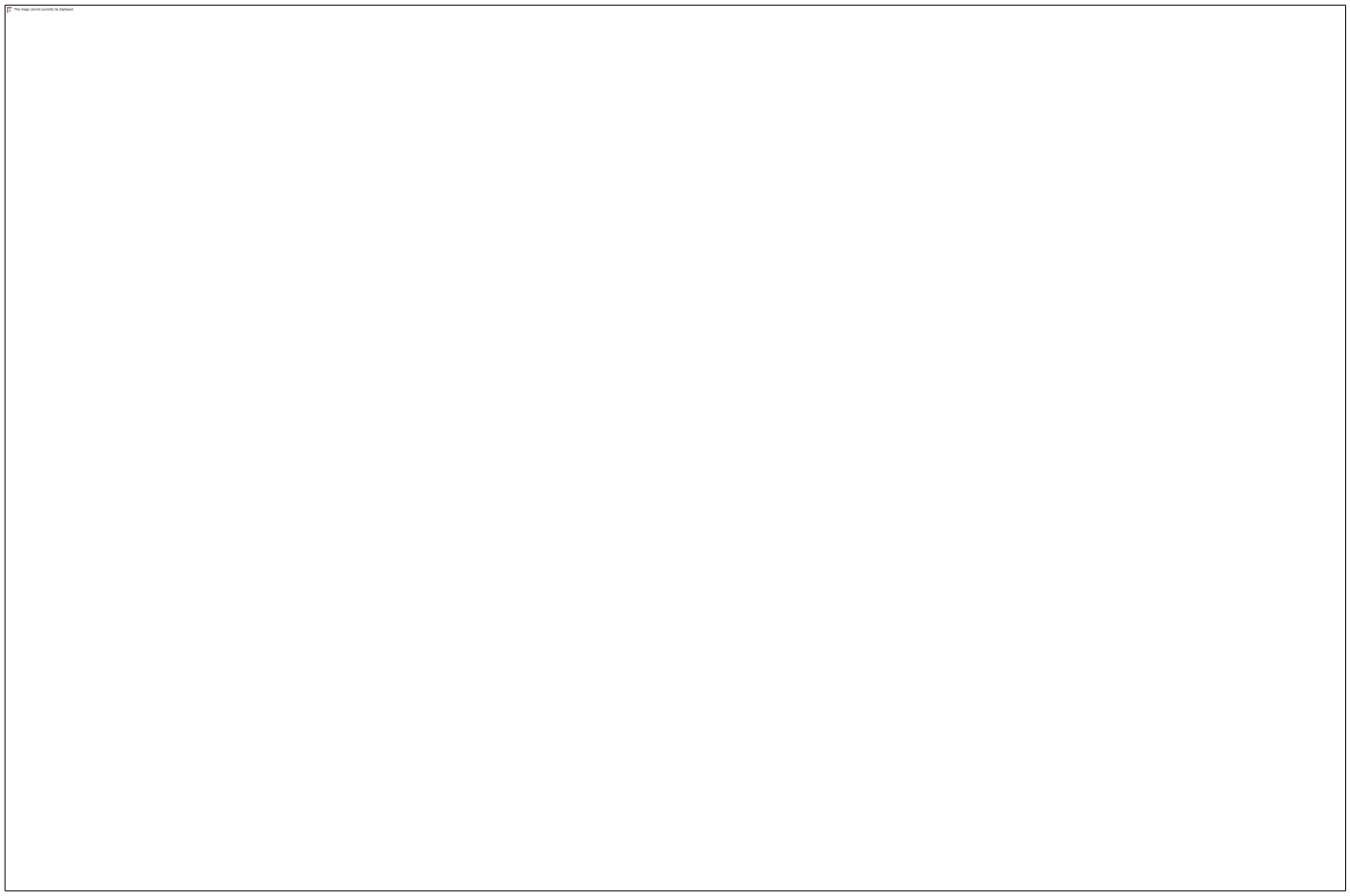
Jesus agreed with the answer and instructed him to do this and live.

However, the lawyer wanted to justify himself and asked Jesus:

"And who is my neighbour?"

Jesus answered by telling the Parable of the Good Samaritan.

2.2 The story of the Good Samaritan



Jesus narrated the following story:

1. A man was travelling from Jerusalem to Jericho.
2. On his way, he was attacked by robbers.

3. The robbers took away his belongings.
4. They beat him and left him half-dead beside the road.
5. A priest happened to travel along the same road.
6. When the priest saw the injured man, he passed by on the other side.
7. A Levite also came along the road.
8. When the Levite saw the injured man, he also passed by on the other side.
9. A Samaritan travelling along the same road came to where the injured man was.
10. When he saw the injured man, he was moved with compassion.
11. He went to him and treated his wounds using oil and wine.
12. He bandaged the injured man's wounds.
13. He placed him on his own animal.
14. He took him to an inn and cared for him.
15. The following day, the Samaritan gave the innkeeper two denarii.
16. He instructed the innkeeper to take care of the injured man.
17. He promised to repay any additional expenses when he returned.

After narrating the story, Jesus asked the lawyer which of the three people had acted as a neighbour to the man who had been attacked.

The lawyer answered that it was the one who showed mercy.

Jesus then instructed him:

"Go and do likewise."

This instruction teaches Christians to demonstrate love through practical actions.

2.3 Main characters in the parable

Character	Role in the story	Action or behaviour
The injured traveller	Victim of robbery	Was attacked and left helpless
The priest	Religious leader	Passed by without helping
The Levite	Religious assistant	Passed by without helping
The Samaritan	Compassionate traveller	Helped and cared for the injured man
The innkeeper	Care provider	Was entrusted with caring for the injured man
The lawyer	Questioner	Asked Jesus who a neighbour was

2.4 Meaning of the different characters

A. The injured traveller

The injured traveller represents people who experience suffering and need assistance in society.

Examples include:

- People injured in road accidents.
- Children who have been abandoned or neglected.
- People living in extreme poverty.
- Families affected by floods and drought.
- People living with disabilities who require support.

- Refugees and displaced persons.
- People suffering from illness.
- Victims of violence and exploitation.
- Elderly people who lack family support.

Christian lesson: Christians should recognise the needs of vulnerable people and respond with compassion.

B. The priest

A priest was a religious leader who performed religious duties among the Israelites.

In the parable:

- The priest saw the injured man.
- He did not stop to assist him.
- He passed on the opposite side of the road.

His behaviour demonstrated a failure to put love into practice.

Christian lesson: Religious position and knowledge are not enough. Christians must demonstrate their faith through actions.

C. The Levite

Levites were members of the tribe of Levi who performed various duties associated with religious worship and the temple.

In the parable:

- The Levite saw the injured man.
- He did not provide assistance.
- He passed by on the other side.

His actions resembled those of the priest.

Christian lesson: Christians should not ignore suffering when they have an opportunity to offer appropriate assistance.

D. The Samaritan

The Samaritan was the central character in the parable.

He demonstrated practical love by:

- Noticing the injured man.
- Feeling compassion for him.
- Stopping to assist him.
- Treating his wounds.
- Bandaging him.
- Providing transport.
- Taking him to an inn.
- Paying for his care.

- Promising to meet any additional expenses.

Christian lesson: Genuine love is demonstrated through practical actions rather than words alone.

E. The innkeeper

The innkeeper was responsible for providing accommodation and care.

He accepted the responsibility of looking after the injured man.

Christian lesson: Helping others can involve cooperation with different people and organisations.

2.5 Historical relationship between Jews and Samaritans

To understand the parable fully, learners should understand the historical relationship between Jews and Samaritans.

The Jews and Samaritans had a long history of religious and social disagreements.

Some causes of their differences included:

1. **Religious disagreements:** They differed on certain religious beliefs and practices.
2. **Place of worship:** Samaritans regarded Mount Gerizim as their important place of worship, while Jews regarded Jerusalem as the central place of worship.
3. **Historical differences:** Historical developments led to division and mistrust between the communities.
4. **Social separation:** Members of the two communities sometimes avoided close social relationships.
5. **Cultural differences:** Differences in traditions and religious practices contributed to their separation.

Significance of using a Samaritan in the parable

Jesus deliberately used a Samaritan as the example of a compassionate neighbour.

This was significant because:

- The audience would not necessarily have expected a Samaritan to be the hero of the story.
- Jesus challenged prejudice and discrimination.
- He demonstrated that goodness is not determined by ethnic or religious background.
- He showed that love should extend beyond familiar communities.
- He taught that people should be judged by their actions rather than their identity.

Application in Kenya: Christians should avoid tribalism, discrimination, prejudice and hostility towards people from other communities.

3.0 LESSONS FROM THE PARABLE OF THE GOOD SAMARITAN

The parable provides important moral, spiritual and social teachings for Christians.

3.1 Love should be demonstrated through actions

- Love is not merely expressed through words.
- Genuine love involves identifying people's needs and responding appropriately.
- The Samaritan demonstrated love by caring for the injured traveller.
- Christians should translate biblical teachings into practical service.

Example: A learner who shares learning materials with a classmate who cannot afford them demonstrates practical love.

3.2 Christians should show compassion to the needy

- Compassion involves recognising the suffering of others.
- Christians should be concerned about people experiencing difficulties.
- They should offer assistance where possible.
- Compassion should be shown without expecting payment or recognition.

Example: Helping a sick neighbour obtain appropriate medical assistance.

3.3 Every person is our neighbour

Jesus challenged the idea that a neighbour must belong to one's family, tribe, religion or social group.

Christians should:

- Respect people from different ethnic communities.
- Help strangers who need assistance.
- Welcome people from different backgrounds.
- Avoid discrimination.
- Treat everyone with dignity.

Kenyan example: A learner should be willing to assist a new student from another county to settle into school life.

3.4 Christians should overcome prejudice and discrimination

- The Samaritan helped someone who belonged to a community that had historical disagreements with his own.
- His actions demonstrated that compassion is greater than prejudice.
- Christians should not allow stereotypes to prevent them from helping others.

Example: A Christian should not deny another person assistance because of their ethnic background.

3.5 Religious knowledge should be accompanied by good actions

- The priest and Levite were associated with religious responsibilities.
- However, they failed to demonstrate compassion in the situation.
- Their actions show that religious knowledge without practical love is incomplete.
- Christians should practise what they learn from the Bible.

Example: A learner who participates in Christian worship should also demonstrate honesty, kindness and respect at school.

3.6 Christians should be ready to make sacrifices

The Samaritan sacrificed:

- His time.
- His personal resources.
- His comfort.

- His transport.
- His money.

Christians should sometimes give up personal convenience to help others.

3.7 Helping the needy requires practical action

- Feeling sorry for someone is not enough.
- Compassion should lead to responsible action.
- The Samaritan treated the injured man's wounds and arranged further care.
- Christians should identify suitable ways of responding to people's needs.

3.8 Christians should be responsible and reliable

- The Samaritan did not abandon the injured man after providing initial assistance.
- He arranged continued care through the innkeeper.
- He promised to meet additional expenses.

Christians should fulfil responsibilities they accept.

3.9 Christians should cooperate with others

- The Samaritan involved the innkeeper in caring for the injured man.
- Helping people may require teamwork.
- Churches, schools, families and community organisations can work together to support vulnerable people.

3.10 Christians should promote peace and unity

- The parable teaches that people from different communities can care for one another.
- It challenges hatred, hostility and division.
- Christians should promote peaceful coexistence.

3.11 We should not ignore people in need

- The priest and Levite ignored the injured man.
- Their actions demonstrate the danger of indifference.
- Christians should avoid turning away from people who genuinely need help.
- Assistance should, however, be provided responsibly and with consideration for personal safety.

3.12 Human life should be valued

- The Samaritan treated the injured traveller as a person deserving care.
- Christians should respect the dignity of every human being.
- They should protect vulnerable people from neglect, exploitation and abuse.

4.0 RELEVANCE OF THE PARABLE OF THE GOOD SAMARITAN TO CHRISTIANS TODAY

The teachings of the parable remain relevant in modern society, including Kenya.

4.1 Helping accident victims

- Christians should be concerned about people injured in road accidents.

- They can contact emergency services.
- They can seek assistance from trained first responders.
- They can help protect victims from further danger without putting themselves at unnecessary risk.

Example: A Christian who alerts emergency responders after witnessing a road accident demonstrates concern for human life.

4.2 Supporting vulnerable families

Christians can:

- Donate food.
- Provide clothing.
- Support children's education.
- Assist families affected by drought.
- Contribute towards medical needs.
- Support people who have lost their livelihoods.

4.3 Helping people living with disabilities

Christians should:

- Respect their dignity.
- Promote accessible learning environments.
- Avoid discriminatory language.
- Provide appropriate assistance.
- Support their participation in community activities.

4.4 Supporting refugees and displaced persons

- Christians should welcome people forced to leave their homes.
- They can contribute food, clothing and other essential items.
- They should avoid discrimination against people seeking safety.

4.5 Promoting peaceful coexistence

Kenya is a multicultural society with different ethnic, linguistic and religious communities.

The parable teaches Christians to:

- Respect cultural diversity.
- Avoid tribal discrimination.
- Promote national unity.
- Participate in community peace initiatives.
- Resolve disagreements peacefully.

4.6 Supporting learners in school

Learners can demonstrate the Good Samaritan spirit by:

- Sharing learning materials.

- Helping classmates understand difficult concepts.
- Welcoming new learners.
- Supporting classmates with disabilities.
- Reporting cases of bullying to responsible adults.
- Assisting learners who are unwell.

4.7 Supporting people affected by natural disasters

Christians can support victims of:

- Floods.
- Drought.
- Landslides.
- Fires.
- Disease outbreaks.

They can contribute food, clothing, shelter materials and other appropriate support through organised relief programmes.

4.8 Helping the elderly

Christians can:

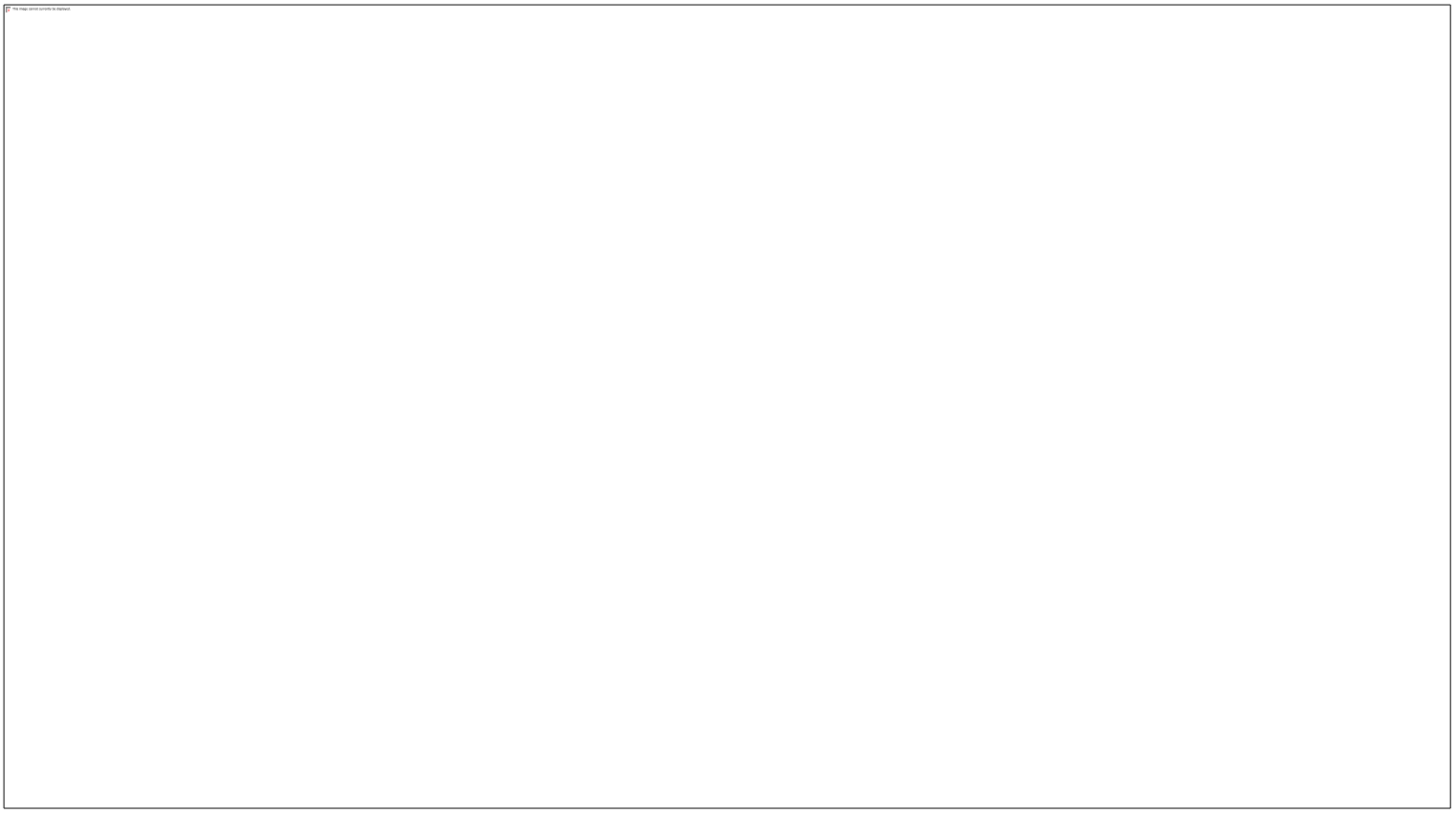
- Visit elderly people.
- Help with appropriate household activities.
- Provide food and basic necessities.
- Accompany them when seeking assistance.
- Listen to their concerns.
- Treat them with dignity.

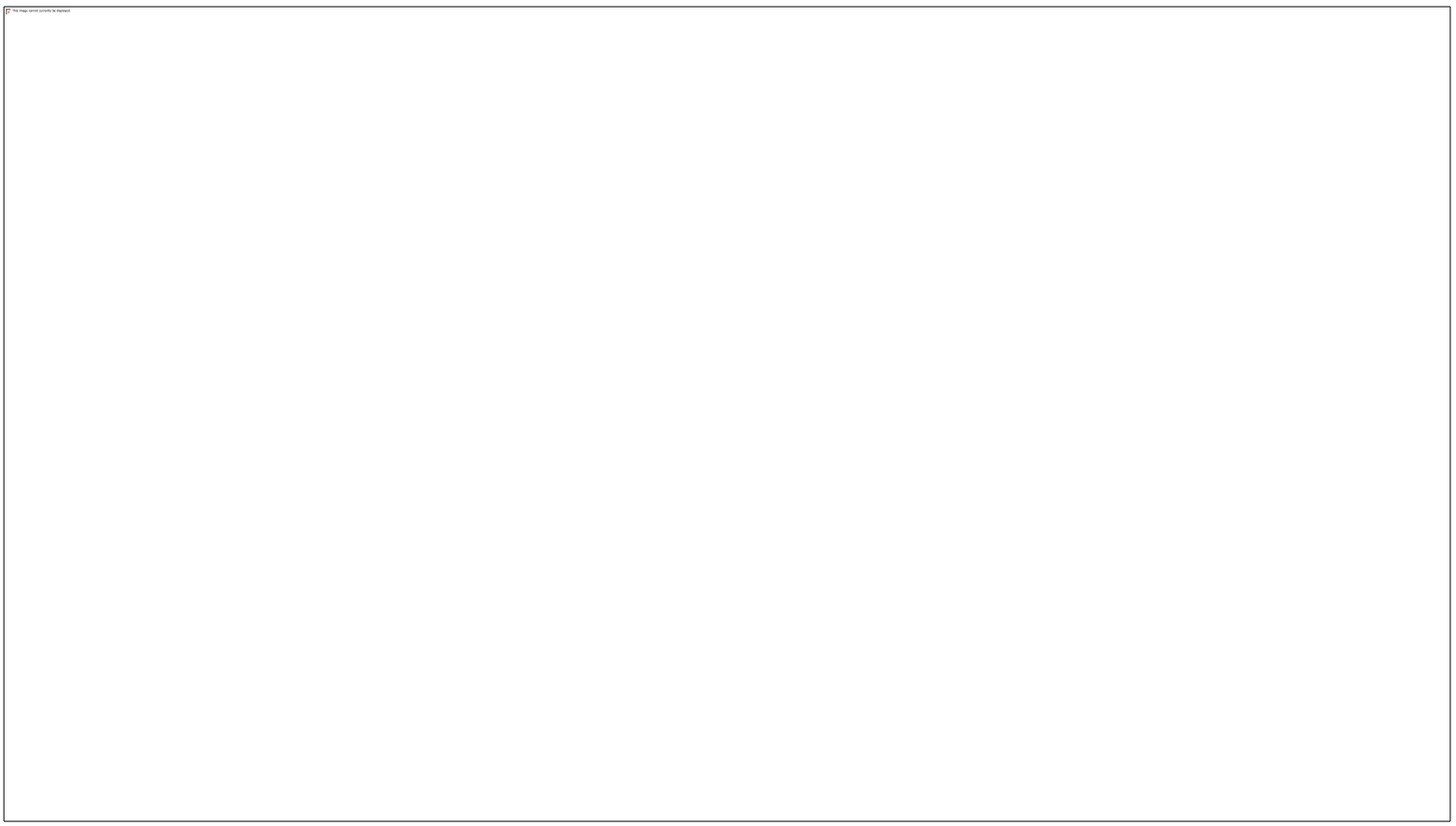
4.9 Responsible use of social media

Christians can demonstrate compassion online by:

- Avoiding cyberbullying.
- Reporting harmful online behaviour.
- Sharing verified information about legitimate relief activities.
- Avoiding humiliating images of people in distress.
- Supporting positive messages of peace and unity.

5.0 PRACTICAL WAYS OF SHOWING COMPASSION TO THE NEEDY







Compassion becomes meaningful when it is expressed through practical actions.

A. Material support

- Donating food.
- Giving clothes.
- Providing books and stationery.
- Donating blankets.
- Supporting families with basic household items.

B. Emotional support

- Listening to people experiencing difficulties.
- Encouraging people who feel discouraged.

- Comforting bereaved families.
- Showing patience towards others.
- Avoiding judgemental language.

C. Educational support

- Helping learners who experience difficulties in their studies.
- Donating textbooks.
- Supporting learners who lack school materials.
- Offering guidance and mentorship.

D. Health-related support

- Encouraging people to seek appropriate medical attention.
- Supporting health awareness activities.
- Helping elderly people access health services.
- Participating in organised community health programmes.

E. Spiritual support

- Praying with people who request spiritual support.
- Encouraging people through biblical teachings.
- Visiting the sick through organised church programmes.
- Supporting people experiencing difficult situations.

F. Environmental support

- Participating in community clean-up activities.
- Supporting families affected by environmental disasters.
- Helping maintain clean and safe community spaces.
- Participating in tree-planting activities.

5.1 Qualities demonstrated when helping the needy

A Christian who follows the example of the Good Samaritan should demonstrate:

1. Compassion – being concerned about the suffering of others.
2. Kindness – treating others with care.
3. Generosity – willingly sharing resources.
4. Humility – helping without boasting.
5. Patience – responding calmly to people's needs.
6. Respect – recognising the dignity of every person.
7. Responsibility – fulfilling accepted duties.
8. Courage – standing for what is right.
9. Forgiveness – avoiding hatred and revenge.
10. Cooperation – working with others to meet people's needs.

5.2 Responsible helping and personal safety

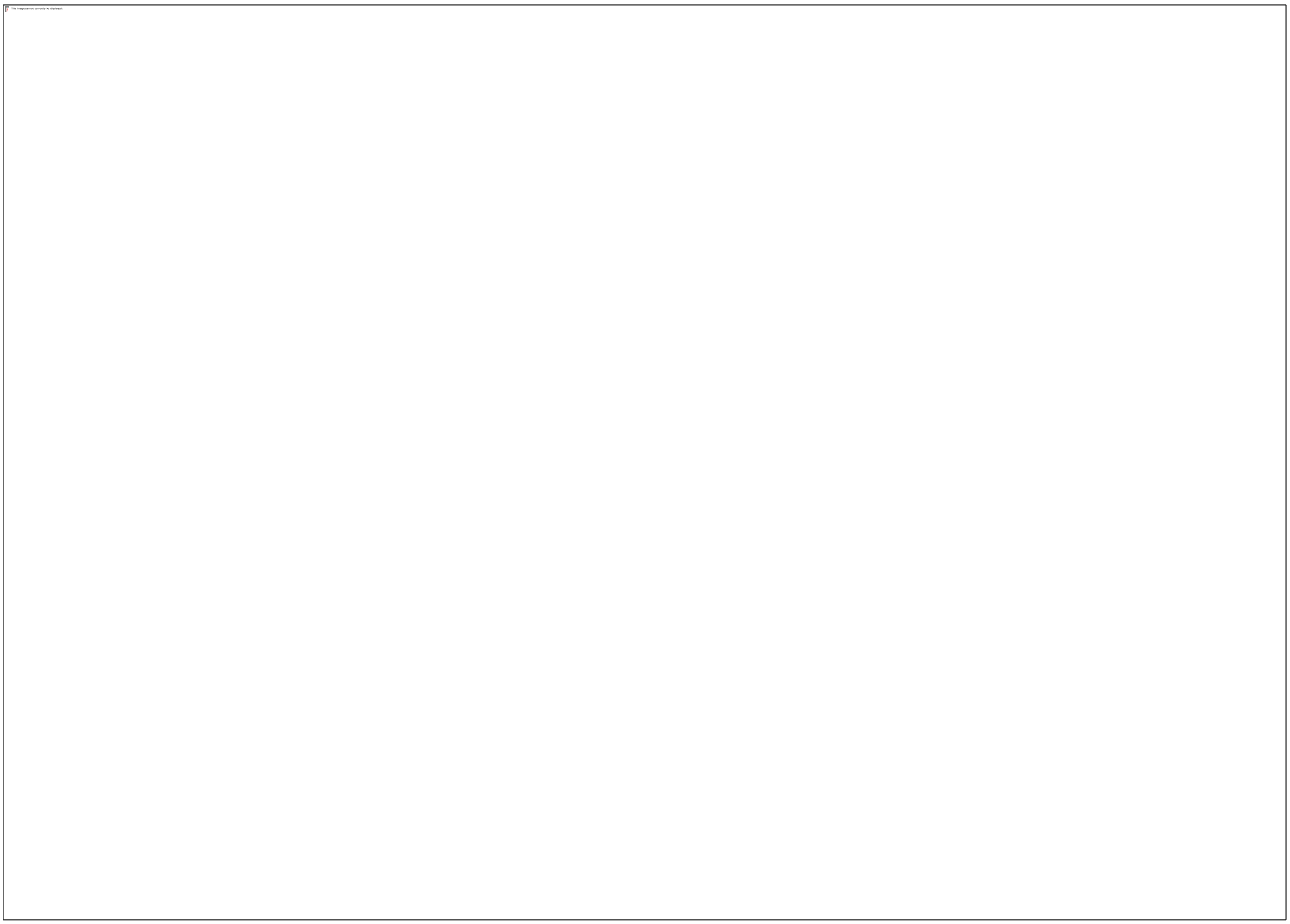
The parable encourages Christians to help people in need. However, assistance should be offered wisely.

Christians should:

- Assess whether the environment is safe.
- Seek assistance from responsible adults or emergency services.
- Avoid exposing themselves or others to unnecessary danger.
- Respect the privacy and dignity of people receiving assistance.
- Avoid taking photographs of vulnerable people without appropriate consent.
- Ensure that donations reach the intended beneficiaries.
- Work through trustworthy organisations where necessary.

6.0 JESUS VISITS MARTHA AND MARY

6.1 Biblical reference: Luke 10:38-42



The visit of Jesus to Martha and Mary is recorded in Luke 10:38–42.

This event took place during Jesus' journey.

As Jesus and His disciples travelled, they entered a village where a woman named Martha welcomed Him into her home.

Martha had a sister called Mary.

The two sisters responded differently to Jesus' visit.

6.2 Martha's response

Martha welcomed Jesus into her home.

She was occupied with preparations and serving.

Her actions included:

1. Welcoming Jesus into the house.
2. Preparing to receive Jesus and His companions.
3. Attending to hospitality responsibilities.
4. Becoming distracted by many preparations.
5. Feeling overwhelmed by the work.
6. Asking Jesus to tell Mary to help her.

Martha eventually approached Jesus and said that she was concerned that Mary had left her to do the work alone.

She asked Jesus to instruct Mary to assist her.

6.3 Mary's response

Mary chose to sit at Jesus' feet and listen to His teaching.

Her actions included:

1. Welcoming the opportunity to learn from Jesus.
2. Sitting near Jesus.
3. Listening attentively to His words.
4. Giving priority to spiritual instruction.
5. Remaining focused on Jesus' teaching.

In the cultural setting of the time, sitting at a teacher's feet was a recognised posture of learning and discipleship.

6.4 Jesus' response to Martha

Jesus responded to Martha by saying that she was worried and troubled about many things.

He explained that only a few things were necessary, and that Mary had chosen what was better.

Jesus taught that listening to God's Word and giving attention to spiritual matters should not be neglected because of excessive concern with other activities.

Important clarification: Jesus was not teaching that serving visitors or performing household duties was wrong. He was correcting Martha's excessive distraction and showing the importance of giving priority to His teaching.

7.0 COMPARISON BETWEEN MARTHA AND MARY

Martha	Mary
Welcomed Jesus into her home	Welcomed Jesus' teaching
Concentrated on preparations	Concentrated on listening
Was occupied with many tasks	Sat at Jesus' feet
Became worried and troubled	Remained attentive
Asked Jesus to tell Mary to help	Continued listening to Jesus
Represented practical hospitality	Demonstrated attentive discipleship

Main teaching

Both hospitality and listening to God's Word are important in Christian life.

However, Christians should not become so occupied with daily activities that they neglect their spiritual growth.

8.0 WHY MARY'S CHOICE WAS BETTER THAN MARTHA'S

Mary's choice was better in the particular situation because:

1. **She gave priority to God's Word.** She recognised the importance of listening to Jesus' teaching.

2. **She demonstrated commitment to learning.** She placed herself in a position where she could receive spiritual instruction.

3. **She avoided unnecessary distraction.** She concentrated on what Jesus was teaching.

4. **She recognised the significance of Jesus' presence.** She used the opportunity to learn from Him.

5. **She demonstrated discipleship.** Sitting at Jesus' feet showed her willingness to learn from a teacher.

6. **She valued spiritual growth.** She understood that spiritual nourishment was important.

7. **She chose what Jesus described as the better portion.** Jesus affirmed her decision to listen to His teaching.

8. **She demonstrated attentiveness.** She gave Jesus her full attention.

9. **She showed that learning God's Word is important.** Christians need biblical knowledge to guide their decisions and behaviour.

10. **She demonstrated the importance of priorities.** Christians should identify what is most important in their lives.

Does this mean Martha was wrong to serve?

No. Martha's hospitality was a positive action.

The problem was not serving Jesus. The problem was allowing excessive worry and preparations to distract her from the opportunity to listen to Him.

Christians should therefore balance:

- Prayer and practical service.

- Bible study and daily responsibilities.
- Worship and work.
- Spiritual growth and care for others.

9.0 LESSONS CHRISTIANS LEARN FROM JESUS' VISIT TO MARTHA AND MARY

9.1 Christians should prioritise God's Word

- God's Word provides guidance for Christian living.
- Christians should create time to read and study the Bible.
- Biblical teachings help Christians distinguish right from wrong.
- Learners should develop a habit of studying Scripture.

9.2 Christians should avoid unnecessary worry

- Excessive worry can distract people from important responsibilities.
- Martha became troubled by many preparations.
- Christians should learn to manage their concerns.
- They should seek God's guidance when facing difficulties.

9.3 Christians should practise hospitality

- Martha welcomed Jesus into her home.
- Christians should welcome visitors and treat them respectfully.
- Hospitality promotes friendship and unity.
- It should be practised without unnecessary anxiety or competition.

9.4 Christians should be attentive listeners

- Mary listened carefully to Jesus.
- Listening helps people understand instructions and teachings.
- Christians should listen attentively during worship, Bible study and teaching.
- Learners should develop active listening skills.

9.5 Christians should have proper priorities

- Not every activity has equal importance.
- Christians should identify activities that contribute to spiritual growth.
- They should avoid allowing less important tasks to interfere with essential responsibilities.
- They should manage time wisely.

9.6 Women have an important role in Christian learning and ministry

- Mary was allowed to sit and learn from Jesus.
- Jesus affirmed her choice.
- This demonstrates the value of women as learners and participants in spiritual life.
- Women should be encouraged to participate in Christian education, leadership and service.

9.7 Christians should balance work and worship

- Practical service is important.
- Listening to God's Word is also important.
- Christians should not neglect worship because of daily responsibilities.
- They should also avoid using worship as an excuse to neglect their responsibilities.

9.8 Christians should not criticise others unfairly

- Martha complained about Mary's decision.
- Jesus corrected her concern.
- Christians should avoid judging others without understanding their circumstances.
- They should communicate their concerns respectfully.

9.9 Spiritual growth requires commitment

- Mary deliberately chose to listen to Jesus.
- Christians should make deliberate efforts to grow spiritually.
- They should participate in Bible study, prayer and fellowship.

9.10 Christians should value opportunities to learn

- Jesus' visit created an opportunity for spiritual instruction.
- Mary took advantage of the opportunity.
- Christians should appreciate opportunities to learn God's Word.
- Learners should make good use of Christian education programmes.

10.0 RELEVANCE OF THE VISIT TO MARTHA AND MARY TO CHRISTIANS TODAY

The encounter remains relevant to modern Christians.

A. In the family

Christians should:

- Set aside time for family prayer.
- Read the Bible together.
- Listen to one another.
- Balance household responsibilities with spiritual activities.
- Avoid unnecessary arguments over domestic duties.

B. In schools

Learners should:

- Pay attention during CRE lessons.
- Participate in school Christian activities.
- Respect teachers and fellow learners.
- Manage time between studies, worship and other responsibilities.
- Avoid distractions during lessons.

C. In churches

Church members should:

- Attend Bible study sessions.
- Participate in worship.
- Listen carefully to sermons.
- Serve others willingly.
- Avoid allowing church activities to become competitions for recognition.

D. In the workplace

Christians should:

- Perform their duties responsibly.
- Maintain honesty and integrity.
- Set aside time for spiritual development.
- Avoid excessive work that destroys family and spiritual relationships.
- Treat colleagues respectfully.

E. In the digital world

Christians should:

- Use digital devices responsibly.
- Avoid spending excessive time on entertainment.
- Access appropriate Christian learning resources.
- Participate in online Bible study responsibly.
- Avoid distractions during prayer and worship.

F. In community life

Christians should:

- Participate in community service.
- Support vulnerable people.
- Promote peace and cooperation.
- Respect the spiritual and social needs of others.

11.0 COMPARISON BETWEEN THE PARABLE OF THE GOOD SAMARITAN AND THE VISIT TO MARTHA AND MARY

Both passages teach important principles of Christian discipleship.

Good Samaritan – Luke 10:25-37	Martha and Mary – Luke 10:38-42
Teaches practical love	Teaches priority of God's Word
Emphasises compassion	Emphasises attentive listening
Focuses on helping the needy	Focuses on spiritual learning
Challenges discrimination	Challenges unnecessary distraction
Demonstrates mercy through action	Demonstrates discipleship through listening
Encourages sacrifice and service	Encourages spiritual commitment
Teaches who a neighbour is	Teaches what deserves priority

Common teachings

Both passages teach Christians to:

1. Love God and other people.
2. Demonstrate genuine discipleship.
3. Show concern for others.
4. Make wise decisions.
5. Develop good Christian character.
6. Put Jesus' teachings into practice.
7. Value spiritual growth.
8. Promote peace and unity.

12.0 CHRISTIAN VALUES DEVELOPED THROUGH THE TWO PASSAGES

The two biblical passages help learners develop the following values:

Value	Explanation	Application
Love	Caring for others	Supporting needy people
Compassion	Concern for suffering	Helping vulnerable people
Generosity	Willingness to share	Donating learning materials
Kindness	Treating others well	Speaking politely
Humility	Avoiding pride	Serving others without boasting
Respect	Recognising human dignity	Treating everyone fairly
Responsibility	Fulfilling duties	Caring for people entrusted to us
Patience	Remaining calm	Listening to others
Cooperation	Working together	Participating in charity activities
Commitment	Remaining dedicated	Attending Bible study
Hospitality	Welcoming others	Receiving visitors warmly
Self-discipline	Managing behaviour	Avoiding unnecessary distractions

LEARNER PARTICIPATION AND PRACTICAL ACTIVITIES

The following activities can be used by teachers to make learning practical and learner-centred.

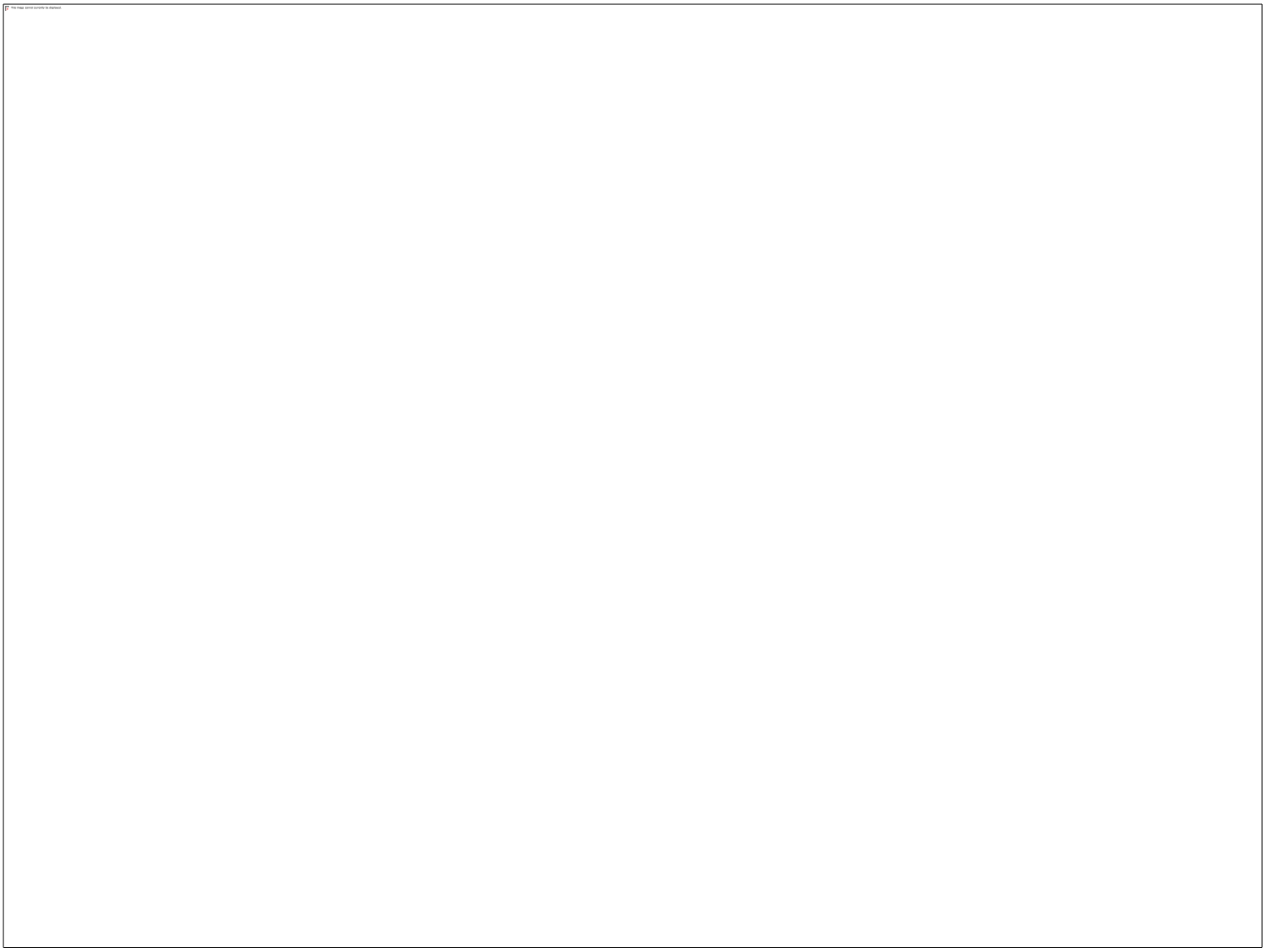
Activity 1: Reading and interpretation

Instructions:

1. Read Luke 10:25–37.
2. Identify the main characters.
3. Explain the actions of each character.
4. Discuss the meaning of the Samaritan's actions.
5. Present the lessons to the class.

Expected learning: Learners understand the message of compassion and practical love.

Activity 2: Role-play the Good Samaritan



Instructions:

1. Divide learners into small groups.
2. Assign roles to different group members.
3. Act out the journey of the injured traveller.
4. Demonstrate the behaviour of the priest and Levite.
5. Demonstrate the Samaritan's response.
6. Discuss the lessons learnt after the performance.

Reflection questions:

- Which character demonstrated true love?
- Why did the Samaritan stop?
- How can learners demonstrate similar kindness?

Activity 3: Community compassion project

Instructions:

1. Identify a genuine need within the school or local community.
2. Discuss the need with the teacher or responsible adult.

3. Agree on appropriate ways of providing assistance.
4. Collect suitable items or contributions.
5. Distribute them responsibly and respectfully.
6. Reflect on the experience in a journal.

Possible projects include:

- Donating books to needy learners.
- Supporting elderly people.
- Visiting an organised community care centre.
- Collecting appropriate food items for vulnerable families.
- Supporting learners who lack basic school materials.

Activity 4: Bible study on Martha and Mary

Instructions:

1. Read Luke 10:38–42.
2. Identify the actions of Martha.
3. Identify the actions of Mary.
4. Explain Jesus' response.
5. Discuss how learners can balance school responsibilities and spiritual growth.

Activity 5: Prepare a school assembly talk

Topic: The importance of showing compassion to others.

The learner should explain:

- The meaning of compassion.
- The story of the Good Samaritan.
- Why Christians should help the needy.
- Practical ways learners can demonstrate kindness.
- The importance of respecting everyone.

Activity 6: Prepare a Christian values poster

Learners should prepare a poster containing the message:

"LOVE YOUR NEIGHBOUR AS YOURSELF."

The poster should include:

- A suitable biblical message.
- An illustration showing kindness.
- Examples of compassionate actions.
- A short message encouraging peaceful coexistence.

Activity 7: Personal reflection journal

Learners should complete the following sentences:

1. One lesson I have learnt from the Good Samaritan is...
2. One way I can help a needy person is...
3. I can avoid discrimination by...
4. Mary's decision teaches me to...
5. I will improve my Christian life by...

16.0 BIBLICAL REFERENCES FOR FURTHER STUDY

Biblical reference	Main teaching
Luke 10:25–37	The Parable of the Good Samaritan
Luke 10:38–42	Jesus visits Martha and Mary
Matthew 25:34–40	Serving others is connected with serving Christ
Matthew 25:44–45	Neglecting people in need
Matthew 22:37–40	Love for God and neighbour
John 13:34–35	The command to love one another
James 2:14–17	Faith demonstrated through actions
1 John 3:17–18	Love demonstrated through deeds
Galatians 6:2	Bearing one another's burdens
Philippians 2:4	Considering the interests of others

Explanation of Matthew 25:44-45

Jesus teaches that neglecting people in need is a serious matter.

The passage challenges Christians to:

- Recognise the needs of others.
- Show compassion to vulnerable people.
- Avoid selfishness and indifference.
- Demonstrate love through practical assistance.
- Understand that service to others is an important expression of Christian commitment.

REVISION QUESTIONS

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer all questions. Choose the correct answer from the alternatives A, B, C and D.

1. The Parable of the Good Samaritan is recorded in the book of

A. Matthew

B. Luke

C. Mark

D. John

2. Jesus told the Parable of the Good Samaritan after a lawyer asked Him

A. how to become a priest

B. where to find the temple

C. who his neighbour was

D. how to perform miracles

3. The man in the parable was travelling from

A. Jerusalem to Jericho

B. Jericho to Bethlehem

C. Samaria to Jerusalem

D. Nazareth to Capernaum

4. What happened to the traveller on his way?

A. He lost his way.

B. He was attacked by robbers.

C. He became a religious leader.

D. He was invited to a wedding.

5. Who was the first religious leader to see the injured man?

A. A Levite

B. A Samaritan

C. A priest

D. An innkeeper

6. What did the priest do when he saw the injured man?

A. He treated his wounds.

B. He carried him to an inn.

C. He called the Samaritan.

D. He passed by on the other side.

7. Which other person passed by without helping the injured traveller?

A. A Levite

B. An innkeeper

C. A shepherd

D. A disciple

8. The person who showed compassion to the injured man was

A. the priest

B. the Levite

C. the Samaritan

D. the lawyer

9. The Samaritan treated the injured man's wounds using

A. water and flour

B. oil and wine

C. milk and honey

D. salt and water

10. Where did the Samaritan take the injured traveller?

A. To a temple

B. To a marketplace

C. To an inn

D. To a synagogue

11. How much money did the Samaritan give the innkeeper?

A. One denarius

B. Two denarii

C. Five denarii

D. Ten denarii

12. According to Jesus, who acted as a neighbour to the injured man?

A. The priest

B. The Levite

C. The lawyer

D. The one who showed mercy

13. The main teaching of the Good Samaritan is that Christians should

A. help only their relatives

B. avoid strangers

C. show love and compassion to everyone

D. seek recognition when helping others

14. The parable challenges Christians to avoid

A. hospitality

B. discrimination and prejudice

C. cooperation

D. generosity

15. One way a learner can demonstrate the Good Samaritan spirit is by

A. refusing to share learning materials

B. laughing at a struggling classmate

C. helping a learner in need

D. avoiding new learners

16. Jesus visited two sisters called

A. Mary and Martha

B. Mary and Elizabeth

C. Ruth and Naomi

D. Sarah and Rebecca

17. The account of Jesus visiting Martha and Mary is found in

A. Luke 5:1–10

B. Luke 10:38–42

C. Luke 15:1–7

D. Luke 19:1–10

18. Who welcomed Jesus into her home?

A. Mary

B. Martha

C. Elizabeth

D. Anna

19. What was Mary doing when Jesus visited?

A. Preparing food

B. Cleaning the house

C. Sitting at Jesus' feet and listening

D. Going to the marketplace

20. Martha was distracted by

A. many preparations

B. a disagreement with Jesus

C. a journey to Jerusalem

D. a religious ceremony

21. Why did Martha approach Jesus?

A. To ask Him to leave.

B. To ask Him to send Mary away.

C. To ask Him to instruct Mary to help her.

D. To ask Him to provide food.

22. Jesus described Martha as being

A. joyful and peaceful

B. worried and troubled about many things

C. unwilling to welcome visitors

D. uninterested in her family

23. According to Jesus, Mary had chosen

A. the easiest work

B. the better portion

C. the most expensive meal

D. the highest position

24. Mary's action demonstrates the importance of

A. avoiding visitors

B. listening to God's Word

C. neglecting responsibilities

D. seeking material possessions

25. Which statement correctly explains Jesus' teaching to Martha?

A. Hospitality is always wrong.

B. Household duties are unnecessary.

C. Spiritual priorities should not be neglected.

D. Christians should never serve visitors.

26. Which of the following is a Christian value demonstrated by the Samaritan?

A. Selfishness

B. Compassion

C. Pride

D. Hatred

27. A Christian who welcomes people from different communities demonstrates

A. discrimination

B. prejudice

C. hospitality

D. hostility

28. Which biblical passage teaches about serving Christ by helping people in need?

A. Matthew 25:34–40

B. Genesis 1:1–5

C. Exodus 3:1–6

D. John 1:1–5

29. Which of the following is the best way to balance practical service and spiritual growth?

A. Avoiding all responsibilities

B. Ignoring Bible study

C. Managing time for worship, learning and service

D. Concentrating only on household duties

30. The overall message of Luke 10:25–42 is that Christians should

A. seek positions of authority

B. avoid people from different backgrounds

C. practise love and prioritise God's Word

D. concentrate only on material possessions

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions.

31. The Parable of the Good Samaritan (10 marks)

a) State the biblical reference of the Parable of the Good Samaritan. (1 mark)

b) Identify four main characters in the parable. (4 marks)

c) Explain three actions performed by the Samaritan to assist the injured traveller. (3 marks)

d) State two lessons Christians learn from the parable. (2 marks)

32. Lessons from the Good Samaritan (10 marks)

a) Explain five ways in which Christians can demonstrate compassion towards needy people in Kenya today. (5 marks)

b) Explain three ways in which the Parable of the Good Samaritan challenges discrimination in society. (3 marks)

c) State two reasons why Christians should help people without expecting rewards. (2 marks)

33. Jesus visits Martha and Mary (10 marks)

a) Identify the biblical reference for Jesus' visit to Martha and Mary. (1 mark)

b) Describe three activities or actions associated with Martha during Jesus' visit. (3 marks)

c) Explain three reasons why Mary's choice was better than Martha's in that situation. (3 marks)

d) State three lessons Christians learn from the visit. (3 marks)

34. Application of Christian teachings (10 marks)

a) Explain four ways learners can demonstrate the Good Samaritan spirit in school. (4 marks)

b) Describe three ways Christians can apply the teachings of Martha and Mary in their daily lives. (3 marks)

c) State three Christian values developed through the study of Luke 10:25–42. (3 marks)

35. Christian responsibility in society (10 marks)

a) Explain four challenges that may prevent Christians from helping people in need. (4 marks)

b) Suggest three ways churches and schools can encourage compassion towards vulnerable people. (3 marks)

c) Explain three reasons why Christians should give priority to God's Word. (3 marks)

19.0 TEACHER'S ASSESSMENT AND REFLECTION

The teacher should assess learners through:

1. Oral questions and answers.
2. Group discussions.
3. Role-play presentations.
4. Bible passage interpretation.
5. Written assignments.
6. Community service participation.
7. Christian values posters.
8. Personal reflection journals.
9. School assembly presentations.
10. Observation of learners' behaviour and participation.

Suggested assessment indicators

By the end of the sub-strand, the learner should demonstrate the ability to:

- Narrate the Parable of the Good Samaritan accurately.
- Explain the lessons from Luke 10:25–37.
- Identify practical ways of helping vulnerable people.
- Explain the different responses of Martha and Mary.
- Interpret Jesus' response to Martha.
- Demonstrate compassion, kindness and respect.
- Appreciate the importance of listening to God's Word.
- Apply Christian teachings in school, family and community life.

STRAND 2.0: THE NEW TESTAMENT

SUB-STRAND 2.3: JOURNEY TO JERUSALEM

TOPIC: JESUS' TEACHINGS ON PRAYER

1.0 INTRODUCTION

Prayer is an essential part of Christian life. It is one of the ways through which Christians communicate with God, express their faith, seek guidance and develop a personal relationship with Him.

During His ministry, Jesus Christ taught His disciples the importance of prayer. He demonstrated the value of prayer through His own life and instructed His followers on how to pray.

In Luke 11:1–13, Jesus teaches about prayer through:

1. The Lord's Prayer.
2. The Parable of the Friend at Midnight.
3. The teaching on asking, seeking and knocking.
4. The assurance that God responds to the needs of His children.

These teachings encourage Christians to pray sincerely, persistently, faithfully and confidently.

Prayer should not be viewed merely as a religious routine. It is an expression of trust in God and a way of seeking His will in everyday life.

Learning outcomes

By the end of this sub-strand, the learner should be able to:

a) Explain the importance of prayer in the life of a Christian.

b) Elaborate on the parables of prayer.

c) Deduce lessons learned from the parables for application in daily life.

d) Pray always to enrich their spiritual lives.

Key inquiry questions

1. How are Christ's teachings on prayer relevant to Christians today?
2. Why should Christians pray always?
3. What can Christians learn from the Lord's Prayer?
4. What does the Parable of the Friend at Midnight teach about persistence in prayer?

Suggested learning experiences

Learners should be guided to:

- Share personal experiences about their prayer life.
- Brainstorm the importance of prayer in Christian life.
- Read Luke 11:1–4 and discuss the Lord's Prayer.
- Recite and interpret the Lord's Prayer.
- Read Luke 11:5–13 and dramatise the Parable of the Friend at Midnight.
- Watch an appropriate video on Jesus' teachings about prayer.
- Identify lessons from the parables.
- Write Luke 11:9–10 on flashcards and meditate on the passage.
- Keep journals recording reflections on their prayer life.
- Compose prayers thanking God for His goodness.

2.0 MEANING AND UNDERSTANDING OF PRAYER

2.1 Definition of prayer

Prayer is the act of communicating with God through words, thoughts, worship, thanksgiving, confession, requests and silent reflection.

It is a spiritual activity through which Christians express their dependence on God and develop a relationship with Him.

Prayer can be offered individually or collectively, silently or aloud, and at different times and places.

2.2 Other important definitions

Intercession: Prayer offered to God on behalf of another person or group of people.

Supplication: A humble and sincere request made to God for assistance or guidance.

Thanksgiving: Expressing gratitude to God for His goodness, protection, provision and blessings.

Confession: Acknowledging one's sins before God and asking for forgiveness.

Praise: Expressing admiration and appreciation for God's greatness, power and goodness.

Worship: Showing reverence, honour and devotion to God.

Persistence in prayer: Continuing to pray faithfully and consistently, even when an answer is not immediately apparent.

Meditation: Reflecting deeply on God's Word and teachings.

2.3 Prayer as communication with God

Prayer enables Christians to communicate with God in different ways.

Through prayer, Christians can:

1. Speak to God about their experiences.
2. Thank God for His goodness.
3. Ask God for guidance.
4. Confess their sins.
5. Pray for other people.
6. Praise God for His greatness.
7. Express their fears and concerns.
8. Seek strength during difficult situations.
9. Reflect on God's will.
10. Strengthen their faith.

Example in the Kenyan context: A learner may pray before beginning an examination, asking God for wisdom, confidence and the ability to remember what they have studied.

3.0 IMPORTANCE OF PRAYER IN THE LIFE OF A CHRISTIAN

Prayer plays an important role in the spiritual, moral and social life of Christians.

3.1 Prayer strengthens a Christian's relationship with God

- Prayer creates an opportunity for Christians to communicate with God.
- It helps believers develop a personal relationship with their Creator.
- Through prayer, Christians express love, trust and dependence on God.
- Regular prayer encourages spiritual closeness to God.

Example: A Christian who sets aside time each morning to pray develops a regular habit of communicating with God.

3.2 Prayer provides spiritual strength

- Christians experience difficulties, temptations and challenges.
- Prayer helps them seek strength from God.
- It encourages believers to remain faithful during difficult circumstances.
- It reminds Christians that they are not expected to depend entirely on their own abilities.

Example: A learner experiencing pressure from examinations may pray for strength, wisdom and perseverance.

3.3 Prayer provides guidance and direction

- Christians sometimes face difficult decisions.
- Prayer helps believers seek God's guidance.
- It encourages them to reflect on their choices.
- Through prayer and biblical teachings, Christians are guided towards responsible decisions.

Example: A young person may pray for wisdom when choosing a career or deciding how to respond to peer pressure.

3.4 Prayer promotes forgiveness and repentance

- Through prayer, Christians acknowledge their mistakes.
- They confess their sins before God.
- They ask for forgiveness.
- They seek strength to change their behaviour.
- Prayer encourages moral responsibility.

3.5 Prayer promotes thanksgiving

- Prayer enables Christians to appreciate God's goodness.
- Believers thank God for life, health, family and provision.
- It encourages contentment and gratitude.
- It helps Christians recognise blessings that they might otherwise take for granted.

Example: A family may pray together to thank God for protection, food and successful completion of a school term.

3.6 Prayer brings comfort during difficult situations

- Christians may experience grief, illness, disappointment and uncertainty.
- Prayer provides an opportunity to express their concerns to God.
- It encourages hope and courage.
- It helps believers face difficult situations with faith.

3.7 Prayer encourages humility

- Prayer reminds Christians that human beings depend on God.
- It teaches believers not to become proud or boastful.
- It encourages acknowledgement of God's greatness.
- It promotes a humble attitude towards others.

3.8 Prayer promotes unity among Christians

- Collective prayer brings believers together.
- It creates opportunities for fellowship.
- Christians pray for one another.
- It promotes mutual concern and cooperation.

Example: Learners may participate in morning prayers during school assemblies.

3.9 Prayer encourages moral discipline

- Regular prayer encourages Christians to examine their behaviour.
- It reminds believers of their responsibility to live according to God's teachings.
- It helps them resist temptations.
- It promotes honesty, self-control and respect.

3.10 Prayer enables Christians to intercede for others

- Christians can pray for family members, friends and neighbours.
- They can pray for people experiencing suffering.
- They can pray for national leaders and peace in the country.
- They can pray for the sick, elderly and vulnerable.

3.11 Prayer encourages dependence on God

- Prayer reminds Christians that God is the source of life and provision.
- It encourages believers to trust Him.
- It helps Christians avoid relying entirely on material possessions and human power.

3.12 Prayer encourages hope and perseverance

- Prayer reminds Christians that difficulties are part of human life.
- It encourages patience when answers are not immediate.
- It helps believers maintain hope.
- It motivates Christians to continue doing what is right.

3.13 Prayer helps Christians resist temptation

- Christians face temptations in their daily lives.
- Prayer helps believers seek God's strength to overcome wrongdoing.
- It encourages self-control.
- It reminds Christians to avoid situations that may lead them into sin.

3.14 Prayer promotes peace and reconciliation

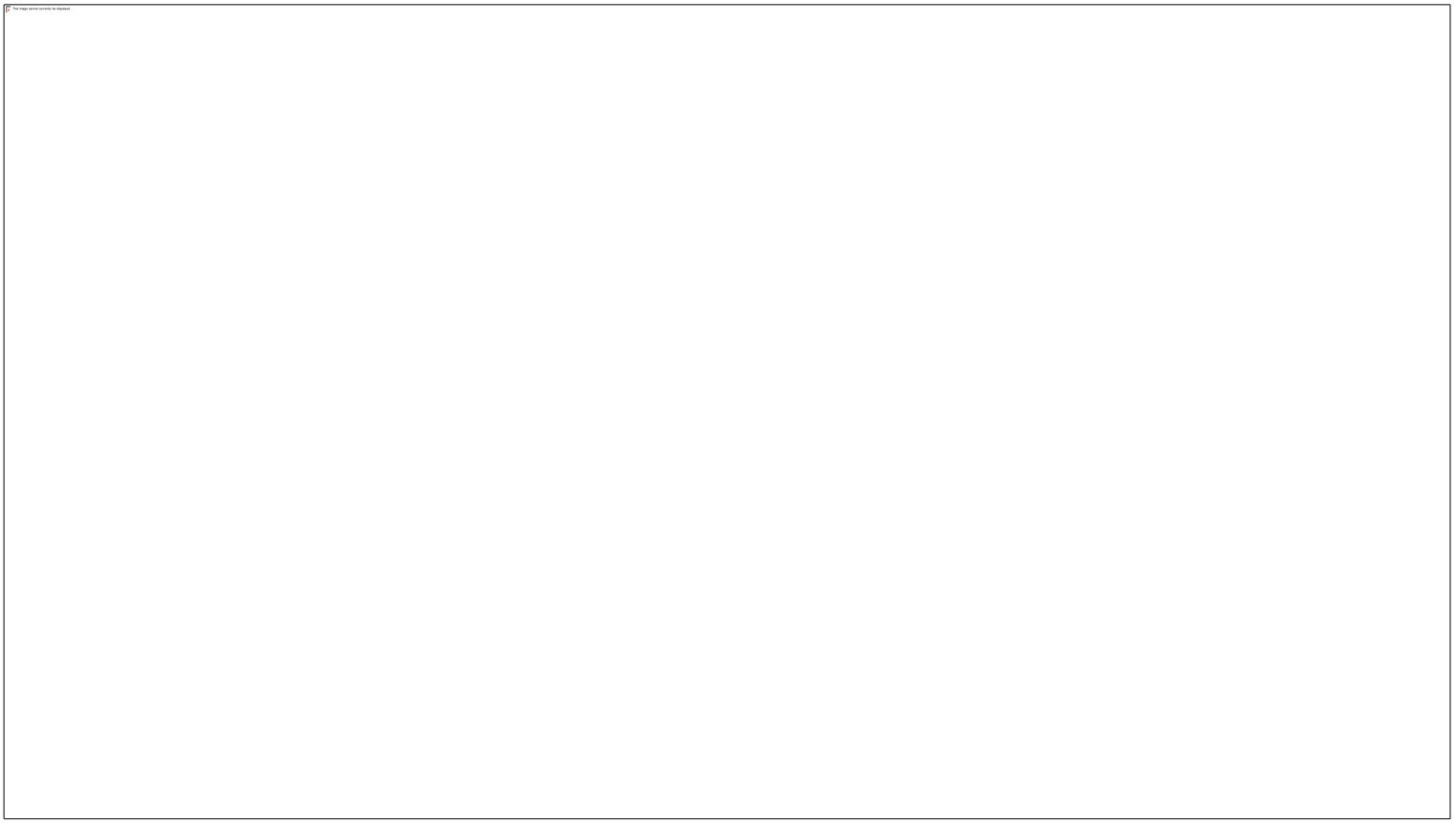
- Prayer encourages forgiveness and understanding.
- It helps Christians reflect on conflicts and their responsibilities.
- It encourages believers to seek peaceful solutions.
- It promotes unity within families, schools and communities.

3.15 Prayer encourages service to others

- Christians pray for people in need.
- Prayer may motivate them to take practical action.
- It encourages generosity and compassion.
- It strengthens their commitment to Christian service.

4.0 DIFFERENT FORMS AND TYPES OF CHRISTIAN PRAYER

Christians pray in different ways depending on their needs, circumstances and purposes.



4.1 Adoration

Meaning: Adoration is a form of prayer in which Christians honour God for who He is.

It involves:

- Acknowledging God's greatness.
- Recognising His holiness.
- Honouring His power.
- Expressing reverence.
- Declaring God's majesty.

Example:

"Almighty God, You are holy, powerful and worthy of all honour and praise."

4.2 Confession

Meaning: Confession is acknowledging one's sins before God and seeking His forgiveness.

It involves:

- Admitting wrongdoing.
- Expressing genuine regret.
- Asking God for forgiveness.
- Seeking strength to change.
- Making efforts to avoid repeating the wrongdoing.

Example: A learner who has cheated in an examination may confess the wrongdoing to God and commit to honesty in future.

4.3 Thanksgiving

Meaning: Thanksgiving is expressing gratitude to God for His goodness and blessings.

Christians thank God for:

- The gift of life.
- Good health.
- Family and friends.
- Food and shelter.
- Education.
- Protection.
- Opportunities.
- Spiritual blessings.

Example: Thanking God for the opportunity to complete a school year successfully.

4.4 Supplication

Meaning: Supplication involves making humble requests to God for personal needs.

Christians may pray for:

- Wisdom.
- Strength.
- Guidance.
- Provision.
- Protection.
- Forgiveness.
- Courage.
- Patience.

4.5 Intercession

Meaning: Intercession is praying on behalf of other people.

Christians may intercede for:

- Sick people.
- Needy families.
- Teachers and learners.
- Parents and guardians.
- National leaders.
- People affected by disasters.
- Communities experiencing conflict.

- The Church.

4.6 Praise

Meaning: Praise is expressing appreciation for God's goodness and wonderful works.

It may involve:

- Singing hymns.
- Reciting psalms.
- Declaring God's goodness.
- Giving thanks for His protection.
- Celebrating His mighty works.

4.7 Silent prayer

- Silent prayer is communicating with God inwardly without speaking aloud.
- It allows Christians to reflect and meditate.
- It may be practised during personal devotion, worship or quiet reflection.

4.8 Collective prayer

- Collective prayer is prayer offered by a group of believers.
- It may take place in churches, schools, families or Christian fellowships.
- It promotes unity and shared faith.

4.9 Personal prayer

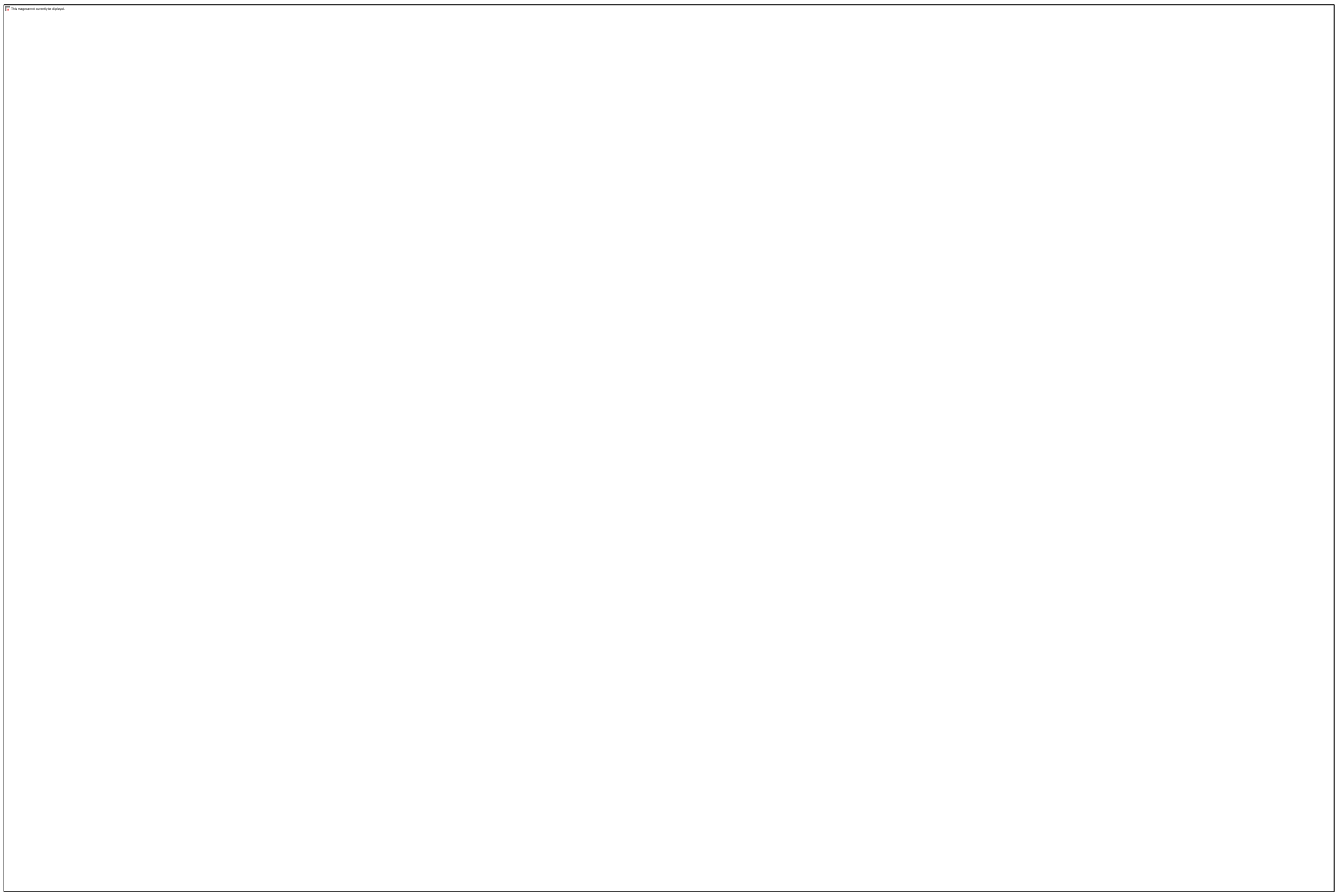
- Personal prayer is offered by an individual.
- It allows Christians to express personal concerns.
- It encourages personal spiritual growth.
- It can be practised at home, school or other appropriate places.

4.10 Spontaneous prayer

- This is prayer offered naturally in response to a situation.
- It may arise when someone receives good news or experiences a challenge.
- It is not necessarily prepared in advance.

5.0 JESUS' TEACHING ON THE LORD'S PRAYER

5.1 Biblical reference: Luke 11:1-4



The Lord's Prayer is one of the most important teachings of Jesus on prayer.

According to Luke 11:1, Jesus was praying in a certain place. When He finished, one of His disciples asked Him to teach them how to pray, just as John the Baptist had taught his disciples.

Jesus responded by giving them a model prayer.

The prayer is commonly known as:

- The Lord's Prayer.
- The Disciples' Prayer.
- The Our Father.

It is a model that teaches Christians how to approach God and what to include in their prayers.

5.2 The Lord's Prayer according to Luke 11:2-4

The following is a familiar wording from the King James Version:

Our Father which art in heaven, Hallowed be thy name. Thy kingdom come. Thy will be done, as in heaven, so in earth.

Give us day by day our daily bread.

And forgive us our sins; for we also forgive every one that is indebted to us. And lead us not into temptation; but deliver us from evil.

Note: The wording and length of the Lord's Prayer differ slightly between Luke 11:2–4 and Matthew 6:9–13. The version above follows Luke's account.

5.3 Explanation of the parts of the Lord's Prayer

A. "Our Father"

This opening teaches Christians that:

1. God is a loving Father.
2. Christians can approach God with confidence and trust.
3. God cares for His children.
4. Believers are part of a spiritual family.
5. Christians should recognise their relationship with God.
6. The word "our" reminds believers that prayer is not only about individual needs but also about the needs of others.

Application: Christians should approach God with respect, trust and confidence.

B. "Which art in heaven"

This phrase acknowledges God's heavenly nature and greatness.

It teaches Christians that:

- God is above all creation.
- God is holy and powerful.
- God is not limited by human weaknesses.
- Christians should approach Him with reverence.
- God deserves honour and worship.

Application: Christians should respect God's authority and recognise His greatness.

C. "Hallowed be thy name"

To hallow means to regard something as holy or sacred.

This phrase teaches that:

- God's name is holy.
- Christians should honour God.
- Believers should respect God's character.
- Christians should avoid using God's name carelessly.
- Their conduct should reflect respect for God.

Application: Christians should live in ways that bring honour to God's name.

D. "Thy kingdom come"

The Kingdom of God refers to God's rule and authority.

This request teaches Christians to:

- Desire the establishment of God's rule.
- Promote righteousness.

- Support justice and peace.
- Live according to God's teachings.
- Reject evil and corruption.
- Work towards a society characterised by love and fairness.

Application in Kenya: Christians should promote honesty, justice, peaceful coexistence and responsible leadership.

E. "Thy will be done, as in heaven, so in earth"

This phrase expresses submission to God's will.

It teaches Christians to:

1. Accept God's authority.
2. Seek to understand His will.
3. Obey God's commandments.
4. Avoid selfish decisions.
5. Trust God during difficult circumstances.
6. Place God's purposes above personal desires.

Application: A Christian may pray for success in a particular undertaking while remaining willing to accept God's direction.

F. "Give us day by day our daily bread"

This is a request for God's provision.

Daily bread represents basic human needs and sustenance.

The phrase teaches Christians to:

- Depend on God for daily provision.
- Appreciate food and other necessities.
- Avoid greed and excessive materialism.
- Share resources with people in need.
- Be content with what God provides.
- Pray for the needs of others.

Kenyan example: A family may thank God for food and pray for provision during a difficult economic period.

G. "And forgive us our sins"

This phrase teaches Christians to seek God's forgiveness.

It reminds believers that:

- All human beings make mistakes.
- Christians should acknowledge their wrongdoing.
- They should sincerely repent.
- They should seek reconciliation with God.

- They should make efforts to change their behaviour.

Application: A learner who has wronged a classmate should acknowledge the mistake and seek forgiveness.

H. "For we also forgive every one that is indebted to us"

This phrase connects receiving forgiveness with forgiving others.

It teaches Christians to:

- Forgive people who offend them.
- Avoid revenge.
- Promote reconciliation.
- Let go of bitterness.
- Treat others with mercy.
- Recognise that forgiveness is an important Christian responsibility.

Application: Learners should resolve disagreements peacefully instead of holding grudges.

I. "And lead us not into temptation"

This phrase expresses the desire for God's guidance and protection against situations that may lead to sin.

It teaches Christians to:

- Seek God's guidance.
- Avoid situations that encourage wrongdoing.
- Exercise self-control.
- Resist peer pressure.
- Make responsible decisions.
- Remain faithful to Christian values.

Application: A learner may pray for strength to resist cheating, bullying, dishonesty and other forms of misconduct.

J. "But deliver us from evil"

This is a request for God's protection from evil.

It teaches Christians to:

- Seek God's protection.
- Reject evil practices.
- Avoid harmful influences.
- Trust God during difficult circumstances.
- Stand for what is right.
- Seek strength to overcome wrongdoing.

Application: Christians should pray for protection against violence, injustice, corruption and harmful behaviour.

5.4 Main teachings of the Lord's Prayer

The Lord's Prayer teaches Christians to include the following elements in their prayers:

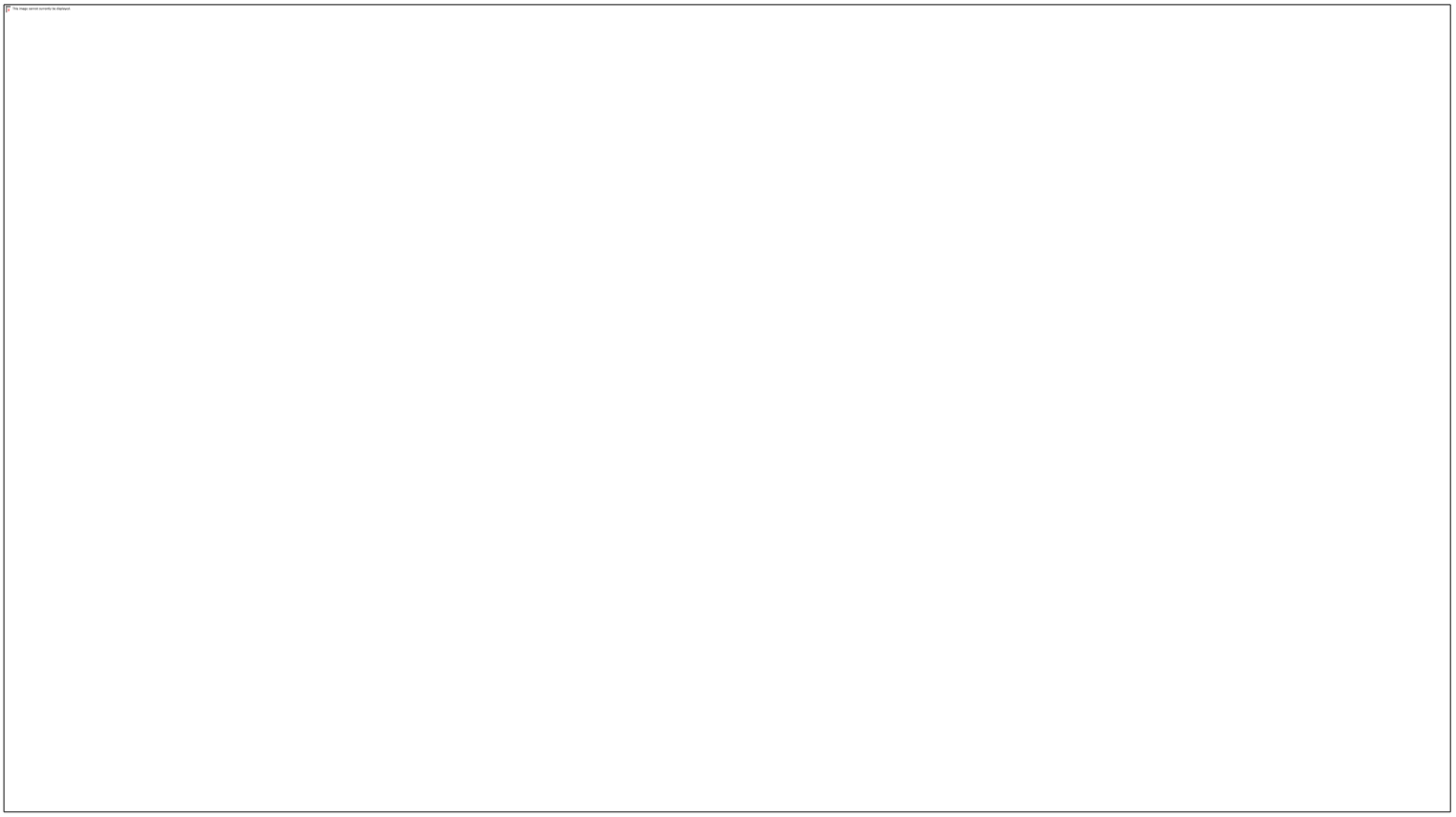
Part of the prayer	Main teaching
Our Father	Recognising God as Father
Hallowed be thy name	Worship and reverence
Thy kingdom come	Desire for God's rule
Thy will be done	Submission to God's will
Daily bread	Dependence on God
Forgive us our sins	Confession and forgiveness
As we forgive others	Forgiving other people
Lead us not into temptation	Seeking guidance
Deliver us from evil	Seeking protection

5.5 Why the Lord's Prayer is important to Christians today

1. It provides a model of how Christians should pray.
2. It teaches believers to honour God.
3. It encourages submission to God's will.
4. It reminds Christians to depend on God for daily needs.
5. It teaches the importance of forgiveness.
6. It encourages Christians to pray for protection.
7. It promotes concern for the needs of others.
8. It reminds believers to seek God's Kingdom.
9. It encourages humility and trust.
10. It provides a common prayer used in Christian worship and fellowship.

6.0 THE PARABLE OF THE FRIEND AT MIDNIGHT

6.1 Biblical reference: Luke 11:5-8



Jesus used the Parable of the Friend at Midnight to teach His disciples about persistence and confidence in prayer.

A parable is a simple story used to communicate a spiritual or moral lesson.

6.2 The story of the Friend at Midnight

Jesus asked His disciples to imagine a situation involving two friends.

The story develops as follows:

1. A man had a visitor who arrived at his home at midnight.
2. The man had no food to offer the visitor.
3. He decided to visit a friend to ask for three loaves of bread.
4. He went to the friend's house at midnight.
5. He knocked on the door and requested bread.
6. His friend was already in bed with his children.
7. The friend initially refused to get up and give him bread.
8. He explained that the door was already shut and the family was in bed.
9. However, the man continued requesting assistance.
10. Eventually, the friend got up and gave him what he needed.

Jesus explained that the man would receive what he needed because of his persistence and boldness.

6.3 Meaning of the main characters and events

A. The man requesting bread

He represents a person who has a need and approaches someone for assistance.

His actions demonstrate:

- Recognition of a need.
- Willingness to seek help.
- Determination.
- Persistence.
- Confidence in approaching a friend.

B. The friend inside the house

The friend represents the person from whom assistance is requested in the story.

He initially hesitates because:

- It is midnight.
- The door has already been closed.
- His family is asleep.
- He does not want to be disturbed.

However, he eventually responds to the request.

C. The visitor

The visitor represents a person whose arrival creates a need for hospitality.

The man requesting bread is concerned about providing for the visitor.

This illustrates the importance of hospitality and responsibility towards others.

D. The bread

The bread represents the assistance required to meet an immediate need.

In the story, it is an ordinary necessity, but it also helps communicate the lesson about asking persistently.

E. Midnight

Midnight represents an inconvenient time when obtaining assistance may be difficult.

The unusual timing emphasises the persistence of the person requesting help.

6.4 Meaning of persistence in prayer

Persistence in prayer means continuing to communicate with God faithfully and consistently.

It involves:

1. Maintaining faith when answers are not immediate.
2. Continuing to pray during difficulties.
3. Trusting God's wisdom.
4. Avoiding discouragement.
5. Remaining committed to prayer.
6. Seeking God's guidance patiently.
7. Combining prayer with responsible action.

Persistence does not mean trying to force God to do whatever a person wants. It means maintaining trust in God while seeking His will.

6.5 Lessons Christians learn from the Parable of the Friend at Midnight

1. Christians should be persistent in prayer

- The man continued requesting bread despite the initial refusal.
- Christians should not abandon prayer when they face difficulties.
- They should remain faithful and patient.
- They should continue seeking God's guidance.

2. Christians should approach God with confidence

- The man approached his friend boldly.
- Christians should approach God with trust.
- They should believe that God cares about their concerns.
- They should pray sincerely without unnecessary fear.

3. Christians should recognise their needs

- The man understood that he needed bread.
- Christians should be honest about their needs.
- They should bring their concerns before God.
- They should distinguish genuine needs from selfish desires.

4. Christians should demonstrate hospitality

- The man wanted to provide food for his visitor.
- Christians should welcome visitors.
- They should care for guests.
- They should assist people who need hospitality.

5. Christians should be concerned about others

- The man was seeking bread for his visitor.
- His request was not entirely for his own benefit.
- Christians should pray for other people.
- They should demonstrate concern for the welfare of others.

6. Christians should remain hopeful

- The man did not give up.
- Christians should maintain hope during difficult situations.
- They should avoid losing faith when answers are delayed.
- They should trust in God's care.

7. Christians should be willing to ask for assistance

- The man recognised that he could not meet the need alone.

- Christians should not be ashamed to seek appropriate help.
- They should appreciate the support of others.
- They should develop cooperative relationships.

8. Christians should be responsible

- The man wanted to meet the needs of his visitor.
- Christians should fulfil their responsibilities.
- They should be willing to make reasonable efforts to assist others.

9. Prayer should be sincere

- The man had a genuine need.
- Christians should pray sincerely.
- They should avoid treating prayer as a performance intended to impress others.

10. Christians should not give up easily

- The man's persistence enabled him to obtain bread.
- Christians should remain committed to prayer.
- They should continue trusting God during challenging circumstances.

7.0 JESUS' TEACHING ON ASKING, SEEKING AND KNOCKING

7.1 Biblical reference: Luke 11:9-10

After the Parable of the Friend at Midnight, Jesus taught His disciples:

- Ask, and it will be given to you.
- Seek, and you will find.
- Knock, and the door will be opened to you.

This teaching emphasises confidence, persistence and trust in God.



7.2 Explanation of asking

Asking means presenting requests to God through prayer.

It teaches Christians to:

1. Express their needs honestly.
2. Ask God for wisdom.
3. Seek strength during challenges.
4. Pray for other people.
5. Request forgiveness.
6. Ask for guidance.
7. Trust God's response.

Example: A learner may ask God for wisdom and concentration while preparing for examinations.

7.3 Explanation of seeking

Seeking means making an active effort to find something desirable or necessary.

In Christian life, seeking God involves:

- Studying the Bible.
- Searching for God's guidance.
- Pursuing righteousness.
- Seeking truth.
- Developing faith.
- Making responsible choices.
- Participating in Christian fellowship.

Example: A Christian who studies the Bible to understand God's will demonstrates the act of seeking.

7.4 Explanation of knocking

Knocking represents persistent effort and continued dependence on God.

It teaches Christians to:

- Remain committed to prayer.
- Continue seeking God's guidance.
- Avoid giving up easily.
- Exercise patience.
- Trust God during uncertainty.
- Remain hopeful.

Example: A family facing a prolonged challenge may continue praying while taking appropriate steps to address the situation.

7.5 Lessons from asking, seeking and knocking

1. Christians should pray with faith.
2. Believers should be persistent in prayer.
3. Christians should seek God's guidance.
4. Prayer should be accompanied by responsible action.

5. Christians should remain patient.
6. Believers should trust God's wisdom.
7. Christians should not become discouraged by delays.
8. Prayer should be sincere.
9. Christians should pray for the needs of others.
10. Believers should remain committed to God's teachings.

7.6 Understanding God's answers to prayer

Christians believe that God responds to prayer according to His wisdom and will.

An answer may not always take the form or timing a person expects.

Therefore:

- Christians should not assume that every request will be granted exactly as desired.
- They should remain open to God's direction.
- They should recognise that some circumstances require patience.
- They should combine prayer with responsible decisions.
- They should seek appropriate support when dealing with practical challenges.
- They should remain faithful even when they do not understand the outcome.

Important teaching: Prayer is not a formula for forcing God to fulfil every human desire. It is an expression of trust, relationship and submission to His will.

8.0 JESUS' TEACHING ABOUT GOD AS A LOVING FATHER

8.1 Biblical reference: Luke 11:11-13

Jesus used examples from family life to explain God's goodness.

He asked His listeners to consider whether a father would give his child a harmful object when the child requested something good to eat.

Jesus referred to ordinary examples involving:

- A son asking his father for a fish.
- A son asking for an egg.
- A father responding to the needs of his child.

Jesus explained that even human parents, despite their limitations, know how to give good gifts to their children.

He then taught that God, who is perfectly good, gives the Holy Spirit to those who ask Him.

8.2 Lessons from Jesus' teaching

A. God cares for His children

- God is presented as a loving Father.
- Christians can approach Him with confidence.
- He is concerned about human needs.
- Believers should trust His goodness.

B. God is more generous than human beings

- Human beings have limitations.
- God is presented as perfectly good.
- His goodness is greater than human kindness.
- Christians should appreciate His care.

C. Christians should trust God's wisdom

- Human beings may not always understand what is best for them.
- God knows what is good.
- Christians should seek His guidance.
- They should not assume that every desired outcome is necessarily beneficial.

D. The Holy Spirit is an important gift from God

- Jesus identifies the Holy Spirit as God's gift.
- The Holy Spirit guides and strengthens believers.
- Christians should seek spiritual growth.
- Believers should depend on the Spirit for Christian living.

E. Christians should develop confidence in prayer

- God is approachable.
- Believers should pray sincerely.
- They should trust God's love.
- They should remain faithful.

9.0 RELATIONSHIP BETWEEN THE LORD'S PRAYER AND THE PARABLE OF THE FRIEND AT MIDNIGHT

The Lord's Prayer and the Parable of the Friend at Midnight provide complementary teachings about prayer.

The Lord's Prayer - Luke 11:1-4	Friend at Midnight - Luke 11:5-8
Provides a model of prayer	Teaches persistence in prayer
Teaches reverence for God	Teaches confidence when making requests
Encourages submission to God's will	Encourages perseverance
Includes requests for daily needs	Illustrates asking for assistance
Teaches forgiveness	Encourages concern for others
Includes seeking protection from evil	Encourages continued trust

Common lessons

Both teachings encourage Christians to:

1. Depend on God.
2. Pray sincerely.
3. Trust God's goodness.
4. Recognise their needs.
5. Pray for others.
6. Remain faithful.

7. Seek God's guidance.
8. Develop a strong relationship with God.

10.0 WHY CHRISTIANS SHOULD PRAY ALWAYS

Jesus' teachings encourage believers to make prayer a regular part of their lives.

Praying always does not mean that Christians must speak continuously without attending to their responsibilities. It means maintaining a consistent attitude of dependence on God and making prayer part of everyday life.

10.1 To maintain a close relationship with God

Regular prayer strengthens the Christian's relationship with God.

10.2 To receive spiritual guidance

Prayer helps believers seek God's direction when making decisions.

10.3 To overcome temptation

Christians pray for strength to resist wrongdoing.

10.4 To develop patience

Prayer encourages believers to remain patient during difficult circumstances.

10.5 To express gratitude

Regular prayer helps Christians appreciate God's blessings.

10.6 To seek forgiveness

Prayer gives believers an opportunity to confess sins and seek reconciliation with God.

10.7 To intercede for others

Christians pray for the welfare of family members, friends, communities and the nation.

10.8 To develop spiritual discipline

Regular prayer encourages consistency and commitment in Christian life.

10.9 To seek peace and comfort

Prayer helps Christians express their concerns and seek strength during difficult experiences.

10.10 To remain committed to God's will

Prayer reminds believers to seek God's purposes rather than concentrating only on personal desires.

11.0 QUALITIES OF EFFECTIVE CHRISTIAN PRAYER

Christian prayer should reflect sincerity, humility and faith.

11.1 Sincerity

- Christians should pray honestly.
- They should avoid pretending to be spiritually perfect.

- Their prayers should reflect genuine feelings and intentions.

11.2 Faith

- Christians should trust God's goodness.
- They should approach Him with confidence.
- They should remain committed to their faith.

11.3 Humility

- Prayer should recognise God's greatness.
- Christians should avoid pride.
- They should acknowledge their dependence on God.

11.4 Persistence

- Christians should remain faithful in prayer.
- They should avoid discouragement.
- They should continue seeking God's guidance.

11.5 Forgiveness

- Christians should seek forgiveness for their sins.
- They should also be willing to forgive others.
- They should promote reconciliation.

11.6 Gratitude

- Christians should appreciate God's goodness.
- They should not pray only when they have problems.
- They should thank God for everyday blessings.

11.7 Reverence

- Christians should honour God.
- They should approach prayer respectfully.
- They should recognise His holiness.

11.8 Trust

- Christians should trust God's wisdom.
- They should remain patient.
- They should accept that answers may differ from their expectations.

12.0 FACTORS THAT MAY HINDER EFFECTIVE PRAYER

Some situations and attitudes may interfere with a Christian's prayer life.

12.1 Lack of faith

- Some Christians may doubt God's ability or willingness to respond.
- Doubt may discourage consistent prayer.

- Believers should develop faith through Scripture and fellowship.

12.2 Sinful behaviour

- Deliberately engaging in wrongdoing may affect a person's relationship with God.
- Christians should acknowledge their sins.
- They should seek forgiveness and make efforts to change.

12.3 Lack of time

- Busy schedules may cause Christians to neglect prayer.
- Poor time management may interfere with personal devotion.
- Christians should create reasonable time for prayer.

12.4 Distractions

- Phones, television, entertainment and other activities may distract people.
- Christians should identify suitable quiet moments for personal prayer.
- They should manage digital devices responsibly.

12.5 Selfishness

- Some people pray only for personal wealth, success or comfort.
- Christian prayer should also include concern for others.
- Believers should develop generosity and compassion.

12.6 Impatience

- Some Christians may become discouraged when answers are delayed.
- They should learn to remain patient.
- They should trust God's wisdom.

12.7 Pride

- Pride may cause a person to believe that they do not need God's guidance.
- Prayer encourages humility.
- Christians should recognise their dependence on God.

12.8 Unforgiveness

- Holding grudges may affect relationships.
- The Lord's Prayer reminds Christians to forgive others.
- Believers should seek reconciliation where possible.

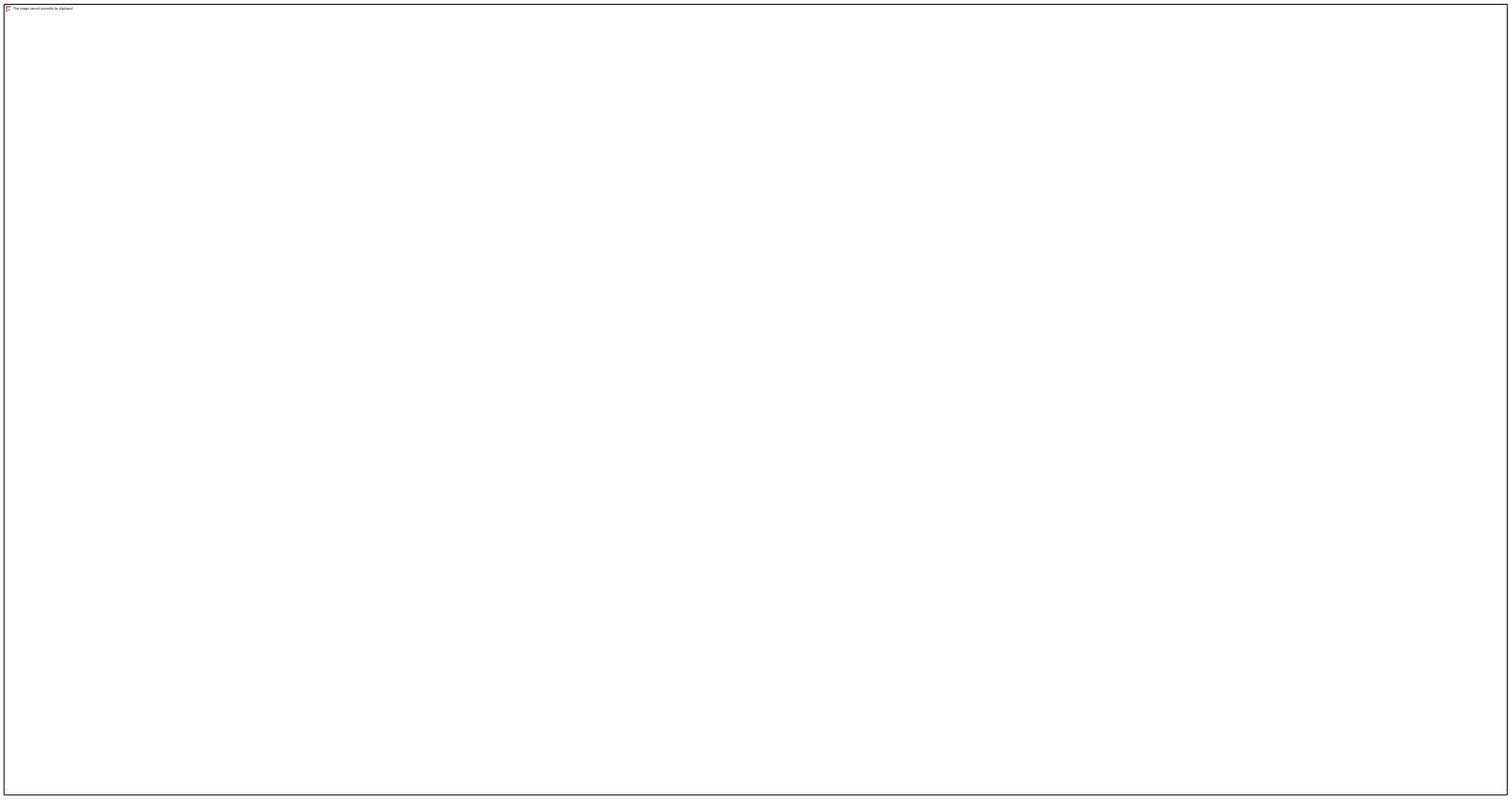
12.9 Treating prayer as a routine

- Prayer may become meaningless when performed without attention or sincerity.
- Christians should understand what they are praying about.
- They should pray thoughtfully.

12.10 Discouragement

- Difficult circumstances may make some people lose confidence.
- The Friend at Midnight teaches persistence.
- Christians should remain hopeful and seek appropriate support.

13.0 HOW CHRISTIANS CAN DEVELOP A CONSISTENT PRAYER LIFE



Christians can strengthen their prayer life through practical habits.

1. **Establish a regular prayer schedule:** Set aside time for prayer each day.
2. **Read the Bible:** Use Scripture to guide prayer and spiritual reflection.
3. **Begin and end the day with prayer:** Thank God in the morning and reflect on the day in the evening.
4. **Pray with family members:** Family prayer promotes unity and spiritual growth.
5. **Participate in church prayer meetings:** Collective prayer encourages fellowship.
6. **Keep a prayer journal:** Record prayer requests, reflections and experiences.
7. **Pray for other people:** Remember the needs of family members, friends and the wider community.
8. **Practise thanksgiving:** Regularly thank God for His goodness.
9. **Meditate on Scripture:** Reflect on biblical passages about prayer.
10. **Avoid unnecessary distractions:** Choose appropriate moments and environments for prayer.
11. **Practise forgiveness:** Resolve disagreements and avoid holding grudges.
12. **Combine prayer with responsible action:** Take appropriate steps to address practical problems.

13.1 Sample daily prayer schedule

Time	Suggested prayer activity

Early morning	Thanksgiving and guidance for the day
Before lessons or work	Prayer for wisdom and concentration
Before meals	Thanksgiving for food
During difficult moments	Prayer for strength and guidance
Evening	Reflection, confession and thanksgiving
Before sleeping	Prayer for protection and rest

This is a suggested routine, not a compulsory timetable. Christians may organise their prayer time according to their circumstances.

14.0 RELEVANCE OF JESUS' TEACHINGS ON PRAYER TO CHRISTIANS IN KENYA TODAY

Jesus' teachings on prayer remain relevant to Kenyan Christians in their homes, schools, churches, workplaces and communities.

14.1 In families

Christians can:

- Pray together as families.
- Thank God for provision.
- Pray for family members.
- Seek guidance during family challenges.
- Teach children the importance of prayer.
- Pray for unity and peace.

14.2 In schools

Learners can:

- Participate in school prayers.
- Pray for wisdom and discipline.
- Pray for teachers and fellow learners.
- Seek strength to resist peer pressure.
- Pray for peace and unity.
- Practise honesty and respect.

14.3 In churches

Church members can:

- Participate in collective prayer.
- Pray for church leaders.
- Intercede for vulnerable people.

- Pray for spiritual growth.
- Pray for unity among believers.
- Support community outreach programmes.

14.4 In the workplace

Christians can:

- Pray for wisdom when making decisions.
- Ask for strength to remain honest.
- Pray for peaceful working relationships.
- Seek guidance when facing ethical challenges.
- Thank God for opportunities and provision.

14.5 During national challenges

Christians can pray for:

- Peace and unity in Kenya.
- Responsible leadership.
- Justice and fairness.
- Protection during disasters.
- Economic stability.
- National reconciliation.
- Peaceful resolution of conflicts.

14.6 During personal challenges

Christians may pray when experiencing:

- Illness.
- Bereavement.
- Financial difficulties.
- Family disagreements.
- Academic pressure.
- Uncertainty about the future.

Prayer should be accompanied by appropriate practical action, such as seeking medical care, counselling, education support or assistance from trusted people.

14.7 In the digital world

Christians can:

- Use digital Bibles.
- Listen to appropriate Christian teachings.
- Join responsible online prayer groups.

- Share encouraging biblical messages.
- Avoid spreading misleading religious information.
- Manage screen time so that digital activities do not interfere with responsibilities.

15.0 PRACTICAL PRAYER ACTIVITIES FOR LEARNERS

Activity 1: Sharing personal prayer experiences

Instructions:

1. Learners share experiences of when they have prayed.
2. They identify reasons that motivated them to pray.
3. They discuss how prayer influences their lives.
4. They identify ways of improving their prayer habits.

Expected learning: Learners appreciate the importance of prayer in Christian life.

Activity 2: Reciting and interpreting the Lord's Prayer

Instructions:

1. Read Luke 11:1–4.
2. Recite the Lord's Prayer.
3. Identify its main sections.
4. Explain the meaning of each section.
5. Discuss how the prayer can guide Christians today.

Expected learning: Learners understand the content and significance of the Lord's Prayer.

Activity 3: Dramatise the Friend at Midnight

Instructions:

1. Divide learners into groups.
2. Assign roles to different group members.
3. One learner acts as the man requesting bread.
4. Another acts as the friend inside the house.
5. Another acts as the visitor.
6. Present the story to the class.
7. Discuss lessons from the parable.

Reflection questions:

- Why did the man request bread at midnight?
- Why did the friend initially refuse?
- What enabled the man to obtain assistance?
- What does the story teach about prayer?

Activity 4: Memorising Luke 11:9-10

Instructions:

1. Read Luke 11:9–10.
2. Write the key words on flashcards.
3. Recite the passage.
4. Explain the meaning of asking, seeking and knocking.
5. Discuss how the passage applies to daily life.

Activity 5: Keeping a prayer journal

Learners should record:

- The date of prayer.
- The main purpose of the prayer.
- The biblical passage reflected upon.
- The lessons learnt.
- Their personal reflections.
- Practical actions they intend to take.

Learners should not be required to disclose private or sensitive prayer matters to the class.

Activity 6: Composing a prayer of thanksgiving

Learners should compose a short prayer thanking God for:

- The gift of life.
- Family and friends.
- Education.
- Good health.
- Protection.
- Food and other provisions.
- Opportunities to learn.
- His guidance and goodness.

Activity 7: Group discussion

Topic: Why should Christians pray always?

Learners should discuss and present their findings under:

1. Spiritual benefits.
2. Moral benefits.
3. Social benefits.
4. Emotional benefits.
5. Benefits to families and communities.

16.0 SAMPLE CHRISTIAN PRAYERS FOR LEARNING

16.1 A prayer of thanksgiving

Almighty God,

We thank You for the gift of life and for Your goodness towards us. We appreciate the protection, love and care You give us every day. Thank You for our families, teachers, friends and the opportunity to learn. Guide us to use our abilities responsibly and to show kindness to others. May our lives bring honour to Your name.

Amen.

16.2 A prayer for wisdom and guidance

Heavenly Father,

We come before You seeking wisdom and guidance. Help us make good decisions and remain faithful to Your teachings. Give us courage to overcome challenges and strength to resist wrongdoing. Guide our studies and help us respect one another.

Amen.

16.3 A prayer for the nation

Almighty God,

We thank You for our country, Kenya. We pray for peace, unity and justice among all communities. Guide our leaders to serve with honesty and responsibility. Protect families and communities facing difficulties. Help us become responsible citizens who promote love, respect and peaceful coexistence.

Amen.

16.4 A prayer for forgiveness

Merciful God,

We acknowledge that we sometimes make mistakes in our thoughts, words and actions. Forgive us for the wrong things we have done. Help us learn from our mistakes and develop the courage to change. Teach us to forgive others and to live peacefully with everyone.

Amen.

IMPORTANT BIBLICAL REFERENCES FOR FURTHER STUDY

Biblical reference	Main teaching
Luke 11:1–4	The Lord's Prayer
Luke 11:5–8	The Friend at Midnight
Luke 11:9–10	Ask, seek and knock
Luke 11:11–13	God as a loving Father
Matthew 6:5–8	Sincere prayer
Matthew 6:9–13	The Lord's Prayer
Matthew 7:7–11	Asking, seeking and knocking
Luke 18:1–8	The persistent widow
Philippians 4:6–7	Prayer and thanksgiving
1 Thessalonians 5:17	Praying continually
James 5:13–16	Prayer in different circumstances
Psalm 145:18	God is near to those who call upon Him
Mark 1:35	Jesus' personal prayer life
Matthew 26:36–46	Jesus prays in Gethsemane
John 17:1–26	Jesus' prayer for His disciples

21.0 KEY TERMS AND THEIR MEANINGS

Term	Meaning
Prayer	Communication with God
Intercession	Praying on behalf of others
Supplication	Making humble requests to God

Thanksgiving	Expressing gratitude to God
Confession	Acknowledging sins and seeking forgiveness
Adoration	Honouring God for who He is
Praise	Celebrating God's goodness
Persistence	Continuing faithfully despite difficulties
Temptation	An enticement to do something wrong
Forgiveness	Releasing resentment and showing mercy
The Lord's Prayer	A model prayer taught by Jesus
Parable	A story used to teach a spiritual lesson
God's Kingdom	God's rule and authority
Holy Spirit	God's Spirit who guides and strengthens believers
Meditation	Deep reflection on God's Word

22.0 SUMMARY OF THE SUB-STRAND

Jesus taught His disciples that prayer is an essential part of Christian life.

In Luke 11:1–4, He provided the Lord's Prayer as a model, teaching Christians to honour God, seek His Kingdom, submit to His will, request daily provision, seek forgiveness and ask for protection.

In Luke 11:5–8, the Parable of the Friend at Midnight teaches persistence and confidence in prayer. The man continued requesting bread because he had a responsibility to provide for his visitor.

In Luke 11:9–10, Jesus taught His followers to ask, seek and knock. This encourages Christians to remain committed to prayer and to seek God's guidance.

In Luke 11:11–13, Jesus explained that God is a loving Father who gives good gifts to His children, including the Holy Spirit.

Christians today should pray sincerely, faithfully and persistently. They should include praise, thanksgiving, confession, supplication and intercession in their prayers.

Prayer should also influence their behaviour by encouraging forgiveness, kindness, responsibility, humility and service to others.

23.0 REVISION QUESTIONS

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer ALL the questions in this section. Each question carries one mark. Choose the correct answer from the alternatives A, B, C and D. Write the letter of the correct answer in the spaces provided.

1. Prayer is best described as

A. Communication with God
B. A discussion between friends
C. A religious competition
D. A way of avoiding responsibilities

2. According to Luke 11:1, who asked Jesus to teach them how to pray?

A. The Pharisees
B. One of His disciples
C. The Sadducees
D. The Roman soldiers

3. The Lord's Prayer is recorded in

A. Luke 11:1–4
B. Luke 10:25–37
C. Luke 15:11–32
D. Luke 19:1–10

4. The words "Our Father" in the Lord's Prayer teach Christians that

A. God belongs to a particular family
B. God is a loving Father
C. Christians should pray only in groups
D. God is limited to one place

5. The phrase "Hallowed be thy name" means that

A. God's name should be treated as holy
B. Christians should avoid mentioning God
C. God's name should be used carelessly
D. Christians should worship human beings

6. The phrase "Thy kingdom come" expresses the desire for

A. Human kingdoms to expand
B. God's rule to be established
C. Wealth to increase
D. Political power to be acquired

7. Which of the following is taught by the phrase "Thy will be done"?

A. Christians should always demand their wishes.
B. Christians should submit to God's will.
C. Christians should avoid making decisions.
D. Christians should depend entirely on themselves.

8. The phrase "Give us day by day our daily bread" teaches Christians to

A. Depend on God for daily provision
B. Accumulate wealth selfishly
C. Refuse to work
D. Ignore the needs of others

9. Which part of the Lord's Prayer teaches Christians to seek forgiveness?

A. Hallowed be thy name
B. Thy kingdom come
C. Forgive us our sins
D. Give us daily bread

10. The phrase "As we forgive every one that is indebted to us" encourages Christians to

A. Seek revenge
B. Forgive those who offend them
C. Avoid other people
D. Punish everyone who disagrees with them

11. The Parable of the Friend at Midnight is found in

A. Luke 11:5–8
B. Luke 10:38–42
C. Luke 8:4–15
D. Luke 12:13–21

12. In the Parable of the Friend at Midnight, the man requested

A. Money
B. Three loaves of bread
C. A place to sleep
D. A new house

13. Why did the man visit his friend at midnight?

A. He wanted to attend a meeting.
B. He needed food for a visitor.
C. He wanted to borrow clothes.
D. He wanted to travel to another village.

14. What was the initial response of the friend inside the house?

A. He immediately opened the door.
B. He invited the visitor inside.
C. He refused to get up because his family was asleep.
D. He sent his children to help.

15. The main lesson from the Parable of the Friend at Midnight is that Christians should

A. Avoid asking for assistance
B. Persist in prayer
C. Pray only at midnight
D. Refuse to help visitors

16. The teaching "Ask, and it shall be given you" is found in

A. Luke 11:9
B. Luke 10:25
C. Luke 9:23
D. Luke 15:4

17. In Jesus' teaching on prayer, seeking refers to

A. Searching for material possessions only
B. Actively pursuing God's guidance and truth
C. Avoiding spiritual activities
D. Demanding immediate answers

18. Knocking in Luke 11:9 symbolises

A. Persistence and continued effort
B. Anger towards other people
C. Avoiding responsibilities
D. Refusing to pray

19. According to Luke 11:11–13, Jesus used the example of a father and his child to teach about

A. The importance of farming
B. God's goodness and care
C. The duties of religious leaders
D. The importance of travelling

20. According to Luke 11:13, God gives the _____ to those who ask Him.

A. Holy Spirit
B. Material wealth
C. Political authority
D. Earthly kingdoms

21. Prayer offered on behalf of other people is called

A. Confession
B. Intercession
C. Adoration
D. Meditation

22. Expressing gratitude to God is known as

A. Thanksgiving
B. Temptation
C. Supplication
D. Confession

23. A Christian who acknowledges wrongdoing and seeks God's forgiveness is practising

A. Praise
B. Intercession
C. Confession
D. Adoration

24. Which of the following is an example of adoration?

A. Asking for money
B. Honouring God for His greatness
C. Requesting assistance from a friend
D. Complaining about others

25. Which of the following may hinder a Christian's prayer life?

A. Faith
B. Humility
C. Persistent distractions
D. Thanksgiving

26. Which of the following demonstrates a consistent prayer life?

A. Praying only when facing examinations
B. Praying regularly and sincerely
C. Praying to impress other people
D. Avoiding personal devotion

27. A learner who prays for a sick classmate is practising

A. Intercession
B. Selfishness
C. Pride
D. Discrimination

28. Which of the following demonstrates the correct relationship between prayer and action?

A. Praying for success without making any effort
B. Praying for wisdom and preparing responsibly
C. Praying to avoid school responsibilities
D. Praying instead of seeking necessary medical care

29. Which biblical passage teaches about the persistent widow?

A. Luke 18:1–8
B. Luke 10:25–37
C. Luke 2:1–7
D. Luke 19:1–10

30. The overall message of Jesus' teachings on prayer in Luke 11:1–13 is that Christians should

A. Pray only when they have problems
B. Pray sincerely, persistently and confidently
C. Pray to impress other people
D. Expect every request to be granted exactly as desired

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions.

31. Jesus' teaching on the Lord's Prayer (10 marks)

a) Define the term prayer. (2 marks)

b) State four teachings found in the Lord's Prayer in Luke 11:1–4. (4 marks)

c) Explain four ways in which the Lord's Prayer is relevant to Christians today. (4 marks)

32. The Parable of the Friend at Midnight (10 marks)

a) Identify the biblical reference of the Parable of the Friend at Midnight. (1 mark)

b) Describe four events in the parable. (4 marks)

c) Explain five lessons Christians learn from the parable. (5 marks)

33. Asking, seeking and knocking (10 marks)

a) State the biblical reference for Jesus' teaching on asking, seeking and knocking. (1 mark)

b) Explain the meaning of the following terms as used in Jesus' teaching:

i) Asking. (2 marks)

ii) Seeking. (2 marks)

iii) Knocking. (2 marks)

c) State three reasons why Christians should persist in prayer. (3 marks)

34. Importance of prayer in Christian life (10 marks)

a) Explain five ways in which prayer is important in the life of a Christian. (5 marks)

b) Identify three forms of Christian prayer. (3 marks)

c) State two factors that may hinder effective prayer. (2 marks)

35. Application of Jesus' teachings on prayer (10 marks)

a) Explain four ways learners can apply Jesus' teachings on prayer in school. (4 marks)

b) Describe three ways Christians can develop a consistent prayer life. (3 marks)

c) Explain three lessons Christians learn from Jesus' teaching about God as a loving Father in Luke 11:11-13. (3 marks)

ANSWER GUIDE FOR REVISION

Section A: Multiple-choice answers

Question	Answer	Question	Answer
1	A	16	A
2	B	17	B
3	A	18	A
4	B	19	B
5	A	20	A
6	B	21	B
7	B	22	A
8	A	23	C
9	C	24	B
10	B	25	C
11	A	26	B
12	B	27	A
13	B	28	B
14	C	29	A
15	B	30	B

Section B: Suggested marking points

The following are suggested marking points. Award marks for other relevant, correct responses.

31.

a) Prayer is communication with God through words, thoughts, worship, thanksgiving, confession and requests. (2)

b) Any four:

- Honouring God's name.
- Seeking God's Kingdom.
- Submitting to God's will.
- Asking for daily provision.
- Seeking forgiveness.
- Forgiving others.
- Seeking protection from temptation and evil. (4)

c) Any four:

- Provides a model for Christian prayer.
- Encourages Christians to honour God.
- Promotes forgiveness.
- Encourages dependence on God.
- Promotes concern for others.

- Encourages submission to God's will.
- Reminds Christians to seek spiritual protection. (4)

32.

a) Luke 11:5–8. (1)

b) Any four:

- A man received a visitor at midnight.
- He had no bread to offer the visitor.
- He went to a friend's house.
- He requested three loaves of bread.
- The friend initially refused because his family was asleep.
- The man continued requesting assistance.
- The friend eventually gave him the bread. (4)

c) Any five:

- Christians should persist in prayer.
- They should approach God with confidence.
- They should remain hopeful.
- They should be concerned about others.
- They should demonstrate hospitality.
- They should be responsible.
- They should not become discouraged easily.
- They should be willing to seek assistance. (5)

33.

a) Luke 11:9–10. (1)

b)

i) Asking: Presenting requests to God through prayer. (2)

ii) Seeking: Actively pursuing God's guidance, truth and will. (2)

iii) Knocking: Continuing to seek God's help with persistence and confidence. (2)

c) Any three:

- To strengthen their relationship with God.
- To seek guidance.
- To receive spiritual strength.
- To remain hopeful.
- To overcome temptation.
- To develop patience.
- To express dependence on God. (3)

34.

a) Any five:

- Strengthens relationship with God.
- Provides spiritual strength.
- Offers guidance.
- Encourages forgiveness.
- Promotes thanksgiving.
- Provides comfort.
- Encourages humility.
- Promotes unity.
- Encourages intercession.
- Promotes moral discipline. (5)

b) Any three:

- Adoration.
- Confession.
- Thanksgiving.
- Supplication.
- Intercession.
- Praise.
- Silent prayer.
- Collective prayer.
- Personal prayer. (3)

c) Any two:

- Lack of faith.
- Lack of time.
- Distractions.
- Pride.
- Impatience.
- Unforgiveness.
- Lack of sincerity.
- Discouragement. (2)

35.

a) Any four:

- Participating in school prayers.
- Praying for teachers and learners.

- Praying for wisdom and guidance.
- Praying for peace and unity.
- Seeking strength to resist peer pressure.
- Maintaining a personal prayer routine.
- Keeping a prayer journal. (4)

b) Any three:

- Establishing a regular prayer schedule.
- Reading the Bible regularly.
- Participating in family prayer.
- Attending church prayer meetings.
- Keeping a prayer journal.
- Praying for others.
- Setting aside quiet time for prayer. (3)

c) Any three:

- God cares for His children.
- God is generous and loving.
- Christians should trust God's wisdom.
- Christians should approach God with confidence.
- God gives the Holy Spirit to those who ask Him.
- Christians should depend on God. (3)

STRAND 2.0: THE NEW TESTAMENT

SUB-STRAND 2.4: THE JOURNEY TO NEW JERUSALEM

1.0 INTRODUCTION TO THE SUB-STRAND

The Gospel according to Luke records several teachings and miracles performed by Jesus Christ during His earthly ministry. These teachings reveal His divine authority, the importance of faith, repentance, obedience to God's Word and spiritual transformation.

In Luke 11:14–36, Jesus addresses different issues concerning spiritual authority, the kingdom of God, repentance, true blessedness and spiritual enlightenment.

Jesus uses miracles, parables, metaphors and illustrations to communicate important spiritual truths to His listeners.

The passage teaches Christians that:

1. God's power is greater than the power of evil.

2. People should genuinely repent and avoid returning to their former sinful ways.
3. True blessedness comes from hearing and obeying God's Word.
4. People should respond positively to God's message.
5. Christians should allow God's Word to guide their thoughts, decisions and actions.
6. Spiritual growth requires continuous obedience and commitment to God.

Specific learning outcomes

By the end of this sub-strand, the learner should be able to:

1. Explain the meaning of the term *dumb demon*.
2. Narrate the miracle of casting out the dumb demon in Luke 11:14–23.
3. Outline lessons learnt from Luke 11:21–23.
4. Explain why an unclean spirit returns to a person, as described in Luke 11:24–26.
5. Describe ways Christians can guard themselves against returning to past sins.
6. Explain the meaning of true blessedness in Luke 11:27–28.
7. Interpret the metaphor of the sign of Jonah in Luke 11:29–32.
8. Explain the spiritual meaning of the allegory of the light of the body in Luke 11:33–36.
9. Apply the teachings of Jesus Christ in their daily lives.

2.0 THE DISPUTE OVER BEELZEBUB

2.1 Meaning of Beelzebub

Beelzebub is a name used in the Bible in reference to the ruler of demons or Satan.

In Luke 11:15, some people accused Jesus of using Beelzebub, the ruler of demons, to cast out demons.

The accusation arose after Jesus performed a miracle by casting out a demon that had made a man unable to speak.

Understanding the term Beelzebub

1. Beelzebub was associated with the power of evil and the demonic world.
2. Some of Jesus' opponents used the name to accuse Him of receiving supernatural power from Satan.
3. The accusation challenged the source of Jesus' miraculous power.
4. Jesus rejected the accusation and demonstrated that His power came from God.
5. Jesus used the accusation as an opportunity to teach about the kingdom of God and the defeat of Satan.

Important biblical reference: Luke 11:15–19.

2.2 Meaning of a dumb demon

A *dumb demon* refers to an evil spirit believed, in the biblical narrative, to have caused a person to become unable to speak.

The expression is used in the context of Luke 11:14, where Jesus cast out a demon and the man who had been unable to speak regained his ability to speak.

In this biblical context:

- *Dumb* means unable to speak.
- *Demon* refers to an evil spiritual being.
- A dumb demon therefore refers to a demon associated with the inability to speak.

Important clarification: The expression describes the spiritual interpretation given in this particular biblical account. It should not be used to suggest that people with speech or communication disabilities are possessed by demons.

2.3 The miracle of casting out the dumb demon (Luke 11:14–23)



Biblical background

Jesus was carrying out His ministry by teaching people, healing the sick and demonstrating the power of God.

On one occasion, He encountered a man who was unable to speak because of a demon.

Jesus cast out the demon, and the man immediately regained his ability to speak.

The miracle attracted the attention of the people who had witnessed it.

However, instead of everyone accepting the miracle as evidence of God's power, some people began questioning the source of Jesus' authority.

Narration of the miracle

According to Luke 11:14–23:

1. **Jesus encountered a man who could not speak.**
   - The man's inability to speak was attributed to a demon.
   - His condition prevented him from communicating verbally with other people.
   - The situation attracted the attention of those who witnessed it.
2. **Jesus cast out the demon.**
   - Jesus demonstrated His authority over evil spirits.
   - He freed the man from the spiritual oppression described in the passage.
   - The miracle showed His power to overcome evil.

3. **The man regained his ability to speak.**
   - After the demon had been cast out, the man spoke again.
   - His recovery demonstrated the effectiveness of Jesus' authority.
   - The people were amazed by what had happened.
4. **Some people questioned Jesus' source of power.**
   - Some accused Him of using Beelzebub, the ruler of demons.
   - They refused to acknowledge that His power came from God.
   - Their accusation revealed their unbelief and opposition to Jesus.
5. **Others demanded a sign from heaven.**
   - They wanted further evidence to prove His authority.
   - Their attitude demonstrated a lack of willingness to recognise the significance of the miracle.
6. **Jesus understood their thoughts and responded to their accusations.**
   - He explained that a kingdom divided against itself would be destroyed.
   - He demonstrated that Satan could not sensibly work against his own kingdom.
7. **Jesus explained the meaning of His actions.**
   - If He cast out demons by the power of God, then the kingdom of God had come upon them.
   - His actions demonstrated that God's power was defeating evil.
8. **Jesus used the illustration of a strong man.**
   - A strong man protects his property by guarding his house.
   - However, when a stronger person attacks and defeats him, his possessions can be taken away.
   - Jesus used this illustration to show that He had greater authority than Satan.
9. **Jesus challenged people to make a decision.**
   - Those who were not with Him were against Him.
   - Those who did not gather with Him scattered.
   - He emphasised the importance of making a clear commitment to God's kingdom.

2.4 Jesus' response to the accusation of Beelzebub

Jesus responded to the accusation using logical arguments.

Argument 1: A divided kingdom cannot stand

Jesus explained that every kingdom divided against itself would be destroyed.

- Satan's kingdom could not remain strong if Satan consistently fought against himself.
- Casting out demons through Satan's power would mean that Satan was destroying his own kingdom.
- Therefore, the accusation against Jesus was illogical.

Lesson: Christians should use wisdom and sound reasoning when evaluating accusations and claims.

Argument 2: A divided household cannot stand

Jesus also used the illustration of a divided household.

- A family or household that is constantly divided experiences conflict.
- Continuous disagreements weaken unity.
- Unity is necessary for stability and progress.

Kenyan application:

In a Kenyan family, cooperation among parents, children and other family members promotes peace and development. Similarly, unity among learners, teachers and school leaders promotes effective learning.

Argument 3: God's power was at work

Jesus explained that if He cast out demons by the finger of God, then the kingdom of God had come upon the people.

This meant that:

- God was actively working through Jesus.
- God's authority was greater than Satan's power.
- The defeat of demons demonstrated the presence of God's kingdom.
- People needed to recognise and accept God's work.

Argument 4: The illustration of the strong man

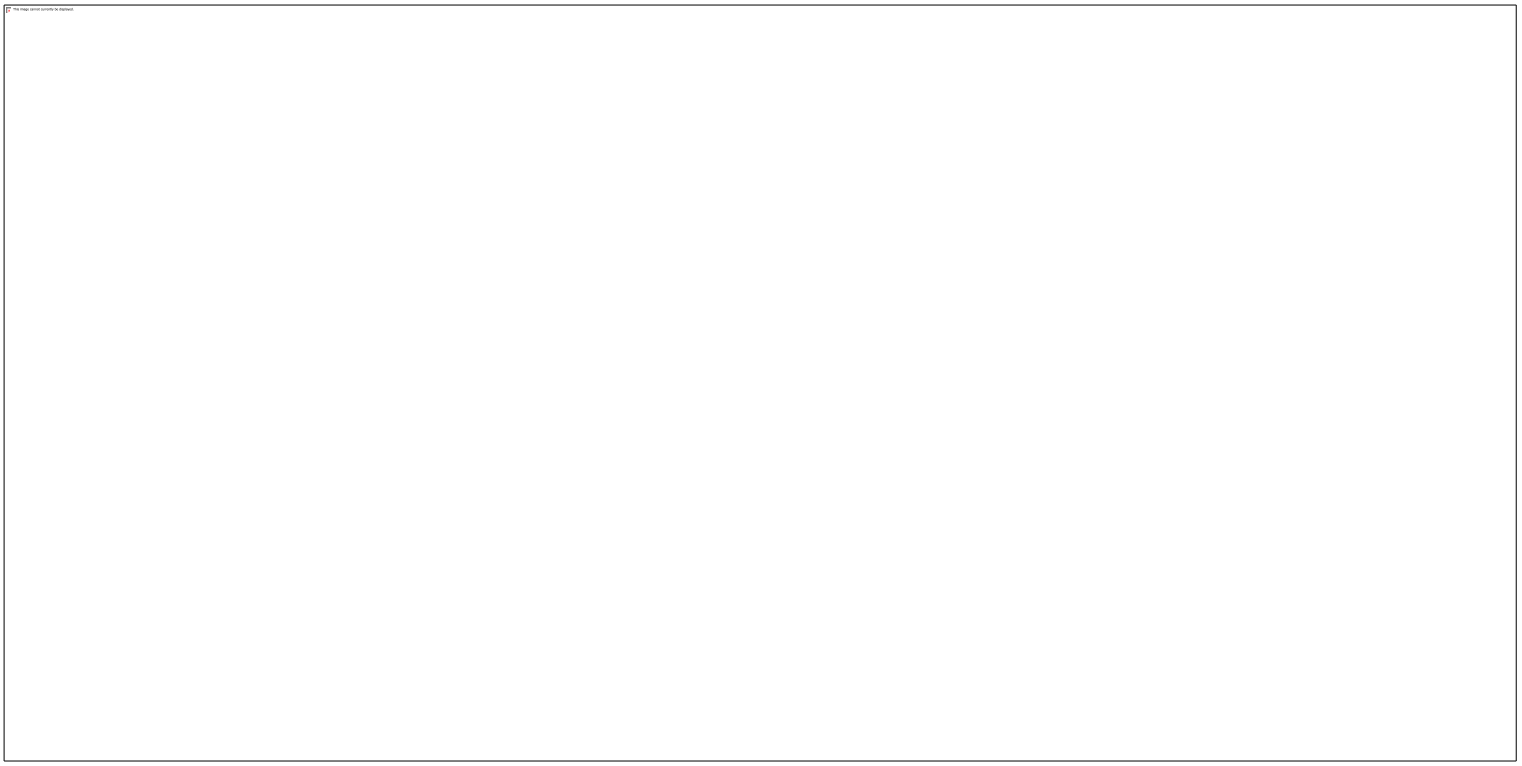
Jesus compared Satan to a strong man who guards his property.

However, a stronger person can defeat him, take away his weapons and distribute his possessions.

In this illustration:

Illustration	**Spiritual meaning**
Strong man	Satan
House	Satan's domain
Possessions	People held under evil's influence
Stronger person	Jesus Christ
Defeat of the strong man	Jesus' victory over evil

The illustration demonstrates that Jesus has authority over Satan and the forces of evil.



2.5 Lessons learnt from Luke 11:21-23

1. **Jesus has authority over evil.**
    - Jesus is stronger than Satan.
    - He has power to defeat evil and deliver people from its influence.
    - Christians should trust in God's power.
2. **God's kingdom is greater than Satan's kingdom.**
    - God's authority is supreme.
    - Evil cannot overcome God's power.
    - Christians should remain committed to God's kingdom.
3. **Christians should stand firmly with Jesus.**
    - Jesus teaches that people must make a decision concerning their commitment to Him.
    - Christians should not be double-minded in matters of faith.
    - They should demonstrate their commitment through their actions.
4. **People should avoid opposing God's work.**
    - The opponents of Jesus failed to recognise the divine authority demonstrated through His miracles.
    - Christians should avoid rejecting truth because of prejudice.
5. **Unity is important for success.**
    - A divided kingdom cannot stand.
    - Families, schools, churches and communities should promote cooperation.
    - Unity encourages peaceful coexistence.
6. **God's power brings freedom and transformation.**

- Jesus freed the man from the condition described in the passage.
- Christians should seek God's guidance when facing spiritual challenges.

7. **Christians should recognise the works of God.**

- The people who witnessed the miracle needed to acknowledge its significance.
- Christians should appreciate God's work in their lives and communities.

8. **Faith requires commitment.**

- Following Jesus requires deliberate decisions.
- Christians should demonstrate loyalty to Christ in their daily lives.

Competency-based learning activity

Group discussion:

Learners discuss the question:

Why should Christians depend on God's power to overcome evil?

Expected discussion points:

- God is more powerful than evil.
- God provides spiritual strength.
- Prayer encourages dependence on God.
- God's Word provides guidance.
- Faith helps Christians remain committed to righteous living.
- Christian fellowship provides encouragement and accountability.

Values developed

- Faith.
- Courage.
- Unity.
- Responsibility.
- Commitment.
- Discernment.

3.0 THE RETURN OF AN UNCLEAN SPIRIT

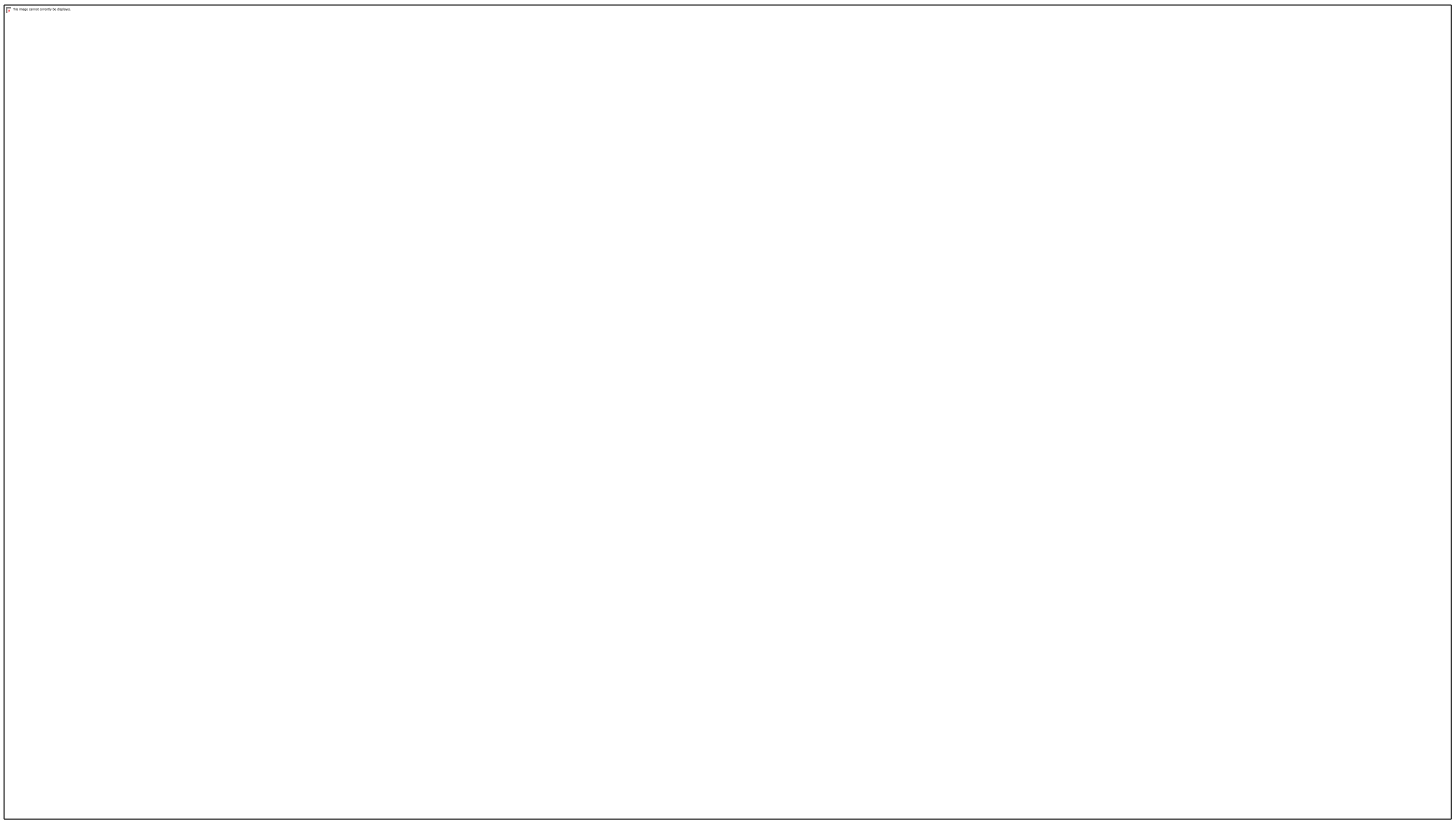
3.1 Meaning of an unclean spirit

An **unclean spirit** refers to an evil spiritual being associated with impurity, opposition to God and harmful spiritual influence.

In Luke 11:24–26, Jesus uses the illustration of an unclean spirit that leaves a person, wanders through dry places and later returns to the person from whom it had departed.

The illustration teaches the importance of genuine and lasting spiritual transformation.

3.2 The return of an unclean spirit (Luke 11:24-26)



Narration of the teaching

According to Luke 11:24–26:

1. Jesus described an unclean spirit leaving a person.
2. The spirit wandered through dry places seeking rest.
3. It failed to find a place of rest.
4. It decided to return to the house from which it had come.
5. On returning, it found the house swept and put in order.
6. The spirit then went and brought seven other spirits more evil than itself.
7. They entered and lived in the person.
8. The final condition of that person became worse than the initial condition.

Explanation of the illustration

Jesus used the illustration of an empty house to communicate an important spiritual message.

The house represents a person's life.

When the unclean spirit left, the house was clean and orderly but remained empty.

The illustration shows that removing evil influences without replacing them with positive spiritual commitment leaves a person vulnerable to returning to former sinful behaviour.

Meaning of key expressions

Biblical expression	Meaning
Unclean spirit	Evil spiritual influence

Dry places	Places where the spirit seeks rest in the illustration
House	A person's life
Swept	Cleaned or put in order
Empty	Lacking lasting spiritual commitment
Seven other spirits	Greater evil influences in the illustration
Last state	The person's final condition

3.3 Why does an unclean spirit return to a person?

The passage uses an illustration to warn against incomplete spiritual transformation.

The following explanations help learners understand its message:

1. **Lack of genuine repentance**
   - A person may appear to change without sincerely turning away from sin.
   - Such a person may eventually return to former sinful behaviour.
   - Genuine repentance involves a change of heart and direction.
2. **Failure to develop a relationship with God**
   - A person may stop certain sinful activities but fail to develop a consistent relationship with God.
   - Spiritual growth requires prayer, worship and obedience.
3. **Failure to fill life with positive activities**
   - Avoiding wrongdoing alone is not sufficient.
   - Christians should replace negative habits with positive activities.
   - Examples include reading the Bible, helping others and participating in fellowship.
4. **Influence of negative friends**
   - Some friends may encourage a person to return to harmful behaviour.
   - Christians should choose friends who promote responsible conduct.

5. **Lack of self-discipline**
   - A person without self-control may easily return to former habits.
   - Discipline helps Christians make wise decisions.
6. **Neglect of God's Word**
   - God's Word teaches Christians how to live righteously.
   - Ignoring biblical teachings may weaken spiritual commitment.
7. **Failure to seek spiritual guidance**
   - Christians need encouragement and guidance from mature believers.

- Church leaders, parents and trusted mentors can support spiritual growth.

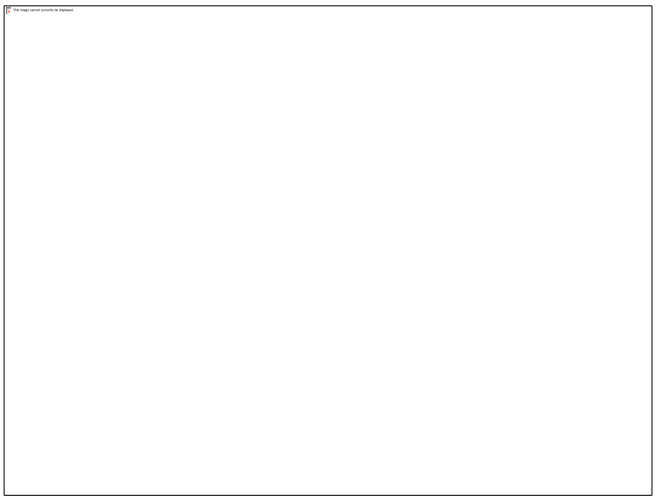
8. **Overconfidence**

- Some people may assume that they can overcome every temptation without God's help.
- Jesus' teaching reminds Christians of the importance of continuous dependence on God.

3.4 Lessons learnt from the return of an unclean spirit

1. Christians should practise genuine repentance.
2. Spiritual transformation should be permanent and meaningful.
3. Christians should avoid returning to their former sinful ways.
4. A person's life should be filled with godly values.
5. Prayer strengthens spiritual commitment.
6. Reading and applying the Bible promotes spiritual growth.
7. Christians should avoid bad company.
8. Self-discipline is important in Christian living.
9. People should seek guidance from responsible Christian leaders.
10. Christians should remain watchful against temptation.
11. Avoiding evil should be accompanied by practising good deeds.
12. Spiritual growth requires continuous effort.

3.5 Ways Christians can guard themselves against returning to past sins



1. Regular prayer

- Christians should communicate with God through prayer.
- Prayer helps believers seek strength and wisdom.
- It encourages dependence on God during difficult situations.

2. Reading and studying the Bible

- The Bible provides moral and spiritual guidance.
- Regular Bible study helps Christians distinguish right from wrong.
- Applying biblical teachings strengthens faith.

3. Attending church services

- Church services provide opportunities for worship and spiritual instruction.
- Christians learn from biblical teachings.
- Fellowship strengthens commitment to Christian values.

4. Choosing good friends

- Christians should associate with people who encourage responsible behaviour.
- Positive friendships promote good decision-making.
- Friends can provide support during difficult situations.

5. Avoiding temptation

- Christians should identify situations that may encourage sinful behaviour.
- They should avoid activities and environments that weaken their moral values.
- Responsible choices help prevent a return to past mistakes.

6. Practising self-control

- Self-control helps Christians manage their behaviour.
- It enables them to resist negative peer pressure.
- It encourages responsible decision-making.

7. Seeking forgiveness

- Christians should acknowledge their mistakes.
- They should sincerely ask God for forgiveness.
- They should make deliberate efforts to change their behaviour.

8. Participating in Christian fellowship

- Fellowship encourages mutual support.
- Christians learn from one another.
- It strengthens unity and accountability.

9. Serving others

- Helping people encourages love, kindness and responsibility.
- Service shifts attention from selfish interests to the needs of others.
- Examples include visiting the sick and supporting vulnerable members of society.

10. Setting spiritual goals

- Christians should set realistic goals for spiritual growth.
- They should monitor their progress.
- They should continually improve their relationship with God.

Kenyan application

A Grade 11 learner who has abandoned dishonest examination practices should maintain that change by:

- Preparing adequately for examinations.

- Avoiding friends who encourage cheating.
- Seeking assistance from teachers.
- Practising honesty.
- Taking responsibility for personal academic progress.
- Praying for wisdom and self-discipline.

Key teaching: Genuine change is not simply abandoning bad behaviour; it involves developing good habits and maintaining a strong relationship with God.

4.0 TRUE BLESSEDNESS

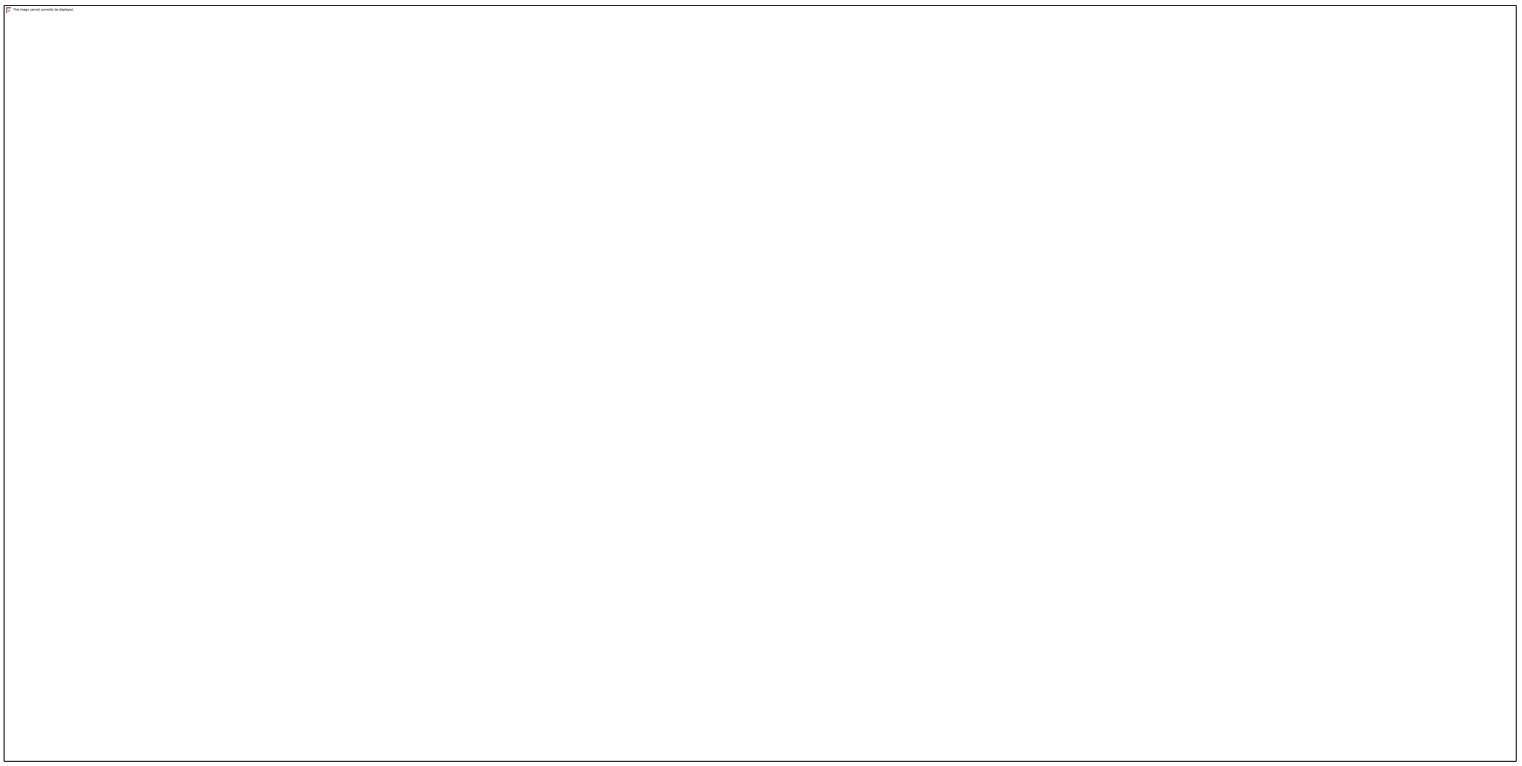
4.1 Meaning of blessedness

Blessedness refers to a state of spiritual happiness, favour, well-being and fulfilment that comes from God's relationship with a person.

In Christianity, true blessedness is not determined only by material wealth, physical comfort, fame or social position.

It is closely associated with faith, obedience to God and living according to His Word.

4.2 The teaching on true blessedness (Luke 11:27–28)



Biblical narration

According to Luke 11:27–28:

1. As Jesus was teaching, a woman in the crowd raised her voice.
2. She declared that the womb that bore Jesus and the breasts that nursed Him were blessed.
3. The woman expressed admiration for Jesus and His mother.
4. Jesus responded by emphasising that those who hear God's Word and obey it are truly blessed.
5. Jesus redirected attention from physical relationships to spiritual obedience.

Explanation of Jesus' response

The woman focused on the privilege of being Jesus' mother.

Jesus did not deny the importance of His mother. Instead, He emphasised a more important spiritual principle.

True blessedness comes from hearing God's Word and putting it into practice.

This teaching shows that a person's relationship with God is demonstrated through obedience.

4.3 Meaning of the phrase, "Blessed are those who hear the Word of God and obey it"

The statement contains two important responsibilities.

A. Hearing God's Word

Hearing God's Word involves:

1. Listening attentively to biblical teachings.
2. Reading the Bible regularly.
3. Participating in Bible study.
4. Listening to sermons and Christian instruction.
5. Being willing to learn God's expectations.
6. Reflecting on biblical messages.
7. Seeking clarification when teachings are not understood.

B. Obeying God's Word

Obedience involves putting biblical teachings into practical action.

Examples include:

1. Loving God and other people.
2. Forgiving those who offend us.
3. Telling the truth.
4. Helping people in need.
5. Respecting parents and other authorities.
6. Avoiding dishonesty and corruption.
7. Practising justice and fairness.
8. Showing kindness to strangers.
9. Respecting human dignity.
10. Promoting peace and reconciliation.

4.4 Lessons learnt about true blessedness

1. **Obedience to God is essential.**

- Christians should not only listen to God's Word.
- They should put biblical teachings into practice.

2. **Spiritual blessings are more important than material possessions.**

- Wealth alone does not guarantee spiritual happiness.

- A person can be materially poor but spiritually committed.

3. **Every Christian has an opportunity to be blessed.**
   - True blessedness is not limited to people from particular families.
   - Anyone who hears and obeys God's Word can experience spiritual fulfilment.
4. **Faith should be demonstrated through actions.**
   - Genuine faith influences a person's behaviour.
   - Christians should demonstrate their beliefs through good deeds.
5. **God values obedience.**
   - Jesus emphasised the importance of obeying God's Word.
   - Christians should make obedience a priority.
6. **Spiritual maturity requires action.**
   - Listening to sermons alone does not demonstrate spiritual growth.
   - Christians should apply what they learn.
7. **Family background does not replace personal faith.**
   - Being born into a Christian family does not automatically make someone spiritually mature.
   - Each individual should develop a personal relationship with God.
8. **God's Word should guide daily decisions.**

- Biblical principles should influence decisions at home, school, church and work.

4.5 Ways Christians can demonstrate obedience to God's Word

Area of life	Practical demonstration
Family	Respecting parents and caring for relatives
School	Avoiding examination malpractice
Church	Participating in worship and fellowship
Community	Helping vulnerable people
Leadership	Practising honesty and justice
Environment	Caring for God's creation
Relationships	Showing love, forgiveness and respect
Business	Avoiding corruption and dishonesty

learners demonstrate obedience to God's Word by:

- Respecting teachers and fellow learners.
- Avoiding bullying.
- Returning lost property.
- Refusing to cheat in examinations.
- Helping learners with special educational needs.
- Maintaining cleanliness.
- Resolving conflicts peacefully.

- Respecting different religious and cultural backgrounds.

Values developed

- Integrity.
- Respect.
- Honesty.
- Compassion.
- Responsibility.
- Love.
- Obedience.

5.0 THE SIGN OF JONAH

5.1 Meaning of a sign

A **sign** is something that provides evidence, information or a message about something else.

In the Bible, signs were sometimes used to demonstrate God's power or communicate important spiritual truths.

5.2 Who was Jonah?



Jonah was a prophet of God whose story is recorded in the Old Testament book of Jonah.

God instructed Jonah to go to Nineveh and warn its inhabitants about their wickedness.

However, Jonah initially refused to obey God's instructions.

Brief account of Jonah's mission

1. God instructed Jonah to go to Nineveh.
2. Jonah attempted to escape from God's command by travelling in the opposite direction.
3. He boarded a ship heading to Tarshish.
4. A great storm arose at sea.

5. Jonah was thrown into the sea.
6. God provided a great fish that swallowed Jonah.
7. Jonah remained inside the fish for three days and three nights.
8. Jonah prayed to God.
9. God commanded the fish to release Jonah.
10. Jonah went to Nineveh and delivered God's message.
11. The people of Nineveh repented.
12. God showed mercy to the people.

Biblical reference: Jonah chapters 1–4.

5.3 The sign of Jonah in Luke 11:29-32



Biblical background

In Luke 11:29–32, large crowds gathered around Jesus.

Jesus observed that the people were demanding a sign.

He described them as a wicked generation because they were seeking additional signs despite the evidence already available through His ministry.

Jesus then referred to the sign of Jonah.

Explanation of the sign of Jonah

1. Jonah became a sign to the people of Nineveh through his preaching.
2. The people of Nineveh listened to Jonah's message and repented.
3. Jesus explained that He was greater than Jonah.

4. He warned that the people listening to Him were responsible for responding to His message.
5. Jesus referred to the Queen of the South, who travelled a long distance to hear the wisdom of Solomon.
6. He also referred to the people of Nineveh, who repented after hearing Jonah.
7. Jesus explained that the present generation had a greater opportunity because someone greater than Jonah and Solomon was among them.
8. The teaching emphasised the need for repentance and acceptance of God's message.

5.4 Why did Jesus refer to Jonah?

Jesus referred to Jonah for several reasons.

1. To demonstrate the importance of repentance

- Jonah preached God's message to the people of Nineveh.
- The people responded by repenting.
- Jesus expected His listeners to respond positively to God's message.

2. To challenge unbelief

- Some people demanded additional signs.
- They failed to recognise the importance of Jesus' teachings and miracles.
- Jesus challenged their unwillingness to believe.

3. To demonstrate His greatness

- Jesus declared that someone greater than Jonah was present.
- He was greater than the prophets who had come before Him.
- His message carried divine authority.

4. To emphasise accountability

- The people of Nineveh would stand as witnesses against those who rejected Jesus' message.
- They had repented after receiving a warning from Jonah.
- Jesus' listeners had an even greater opportunity to respond.

5. To encourage people to listen to God's message

- Jonah's preaching changed the behaviour of the people of Nineveh.
- Jesus expected His listeners to take God's message seriously.
- Christians should be willing to respond positively to biblical teachings.

5.5 The Queen of the South

The Queen of the South is commonly identified as the Queen of Sheba.

Her visit to King Solomon is recorded in 1 Kings 10:1–13.

Her visit to Solomon

1. She heard about Solomon's wisdom and reputation.
2. She travelled a long distance to Jerusalem.
3. She wanted to test Solomon with difficult questions.

4. She observed his wisdom, wealth and organisation of his kingdom.
5. She acknowledged the greatness of his wisdom.
6. She praised God for establishing Solomon as king.

Why Jesus referred to her

- She made an effort to seek wisdom.
- She travelled a long distance to learn from Solomon.
- She responded positively to the wisdom she encountered.
- Jesus taught that His listeners had a greater opportunity because He, who was greater than Solomon, was among them.

5.6 Lessons learnt from the sign of Jonah

1. Christians should repent when they recognise their sins.
2. God's message should be taken seriously.
3. People should not demand unnecessary signs before believing in God.
4. Jesus has greater authority than Jonah.
5. God's mercy is available to those who genuinely repent.
6. Christians should respond positively to God's Word.
7. People should avoid stubbornness and disobedience.
8. God's message is meant for all people.
9. People should seek wisdom and understanding.
10. Christians should be accountable for their actions.
11. Repentance should lead to a change in behaviour.
12. God's forgiveness is available to those who turn away from wrongdoing.

5.7 Application of the sign of Jonah in modern Kenyan society

The teaching can be applied in different situations.

At school:

- Learners should admit their mistakes.
- They should stop dishonest practices.
- They should accept correction from teachers.
- They should change negative behaviour.

At home:

- Family members should apologise when they offend one another.
- Children should obey responsible parental guidance.
- Parents should guide children with love and wisdom.

In society:

- Leaders should repent from corrupt practices.

- Citizens should reject dishonesty.
- Communities should promote peace and reconciliation.
- People should support justice and responsible leadership.

Key teaching: Genuine repentance involves recognising wrongdoing, seeking forgiveness and changing one's behaviour.

6.0 THE LIGHT OF THE BODY

6.1 Meaning of light

Light is a form of energy that enables people to see objects and their surroundings.

In biblical teachings, light is often used symbolically to represent:

- Truth.
- Knowledge.
- Wisdom.
- Righteousness.
- God's guidance.
- Spiritual understanding.
- Goodness.

Darkness may symbolise ignorance, evil, sin and spiritual blindness.

6.2 The light of the body (Luke 11:33-36)



Biblical narration

According to Luke 11:33–36:

1. Jesus explained that nobody lights a lamp and hides it in a secret place or under a basket.
2. Instead, a lamp is placed on a stand so that people entering the room can see its light.
3. Jesus then described the eye as the lamp of the body.
4. He explained that when the eye is healthy, the whole body is full of light.
5. When the eye is unhealthy, the body is full of darkness.
6. Jesus warned His listeners to ensure that the light within them was not darkness.

7. He concluded by explaining that when the whole body is full of light, it becomes completely illuminated.

6.3 The metaphor of the eye as the lamp of the body

A **metaphor** is a figure of speech in which one thing is described as another to communicate a deeper meaning.

In Luke 11:34, Jesus compares the eye to a lamp.

The eye is an important organ that enables a person to see.

In the illustration, the eye represents a person's inner attitude, spiritual perception and understanding.

The lamp represents light that guides and illuminates.

Meaning of the eye

The eye symbolises:

1. A person's attitude towards life.
2. Spiritual understanding.
3. The ability to recognise truth.
4. Moral perception.
5. A person's intentions.
6. The direction of one's thoughts and actions.

Meaning of the light

Light symbolises:

1. God's truth.
2. Spiritual wisdom.
3. Righteousness.
4. Good moral values.
5. God's guidance.
6. Spiritual enlightenment.

Meaning of darkness

Darkness symbolises:

1. Sin.
2. Ignorance.
3. Evil behaviour.
4. Spiritual blindness.
5. Falsehood.
6. Rejection of God's truth.

6.4 Explanation of the healthy eye

Jesus explains that when the eye is healthy, the whole body is full of light.

Spiritually, this means:

- A person who has a positive spiritual attitude can recognise God's truth.
- Such a person is guided by wisdom.
- Their actions reflect good moral values.
- They make responsible decisions.
- They are more likely to follow God's teachings.

A spiritually healthy person demonstrates honesty, kindness, justice and compassion.

6.5 Explanation of the unhealthy eye

Jesus also explains that when the eye is unhealthy, the body is full of darkness.

Spiritually, this means:

- A person may fail to recognise God's truth.
- Their thoughts may be influenced by evil.
- They may make irresponsible decisions.
- They may develop negative attitudes.
- Their actions may reflect dishonesty, selfishness and injustice.

The teaching warns Christians against allowing evil attitudes to influence their lives.

6.6 The meaning of the lamp placed on a stand

Jesus explained that people do not light a lamp and hide it.

Instead, they place it where it can illuminate the entire room.

This teaches that:

1. God's truth should not be hidden.
2. Christians should demonstrate their faith through actions.
3. Good moral values should influence society.
4. Christians should be examples to others.
5. The knowledge of God should guide daily living.
6. Believers should allow their lives to influence others positively.

6.7 Spiritual lessons learnt from the light of the body

1. **Christians should seek spiritual enlightenment.**

- They should study God's Word.
- They should seek wisdom and understanding.
- They should allow God to guide their decisions.

2. **A person's attitude influences their actions.**

- Positive attitudes encourage responsible behaviour.
- Negative attitudes may lead to harmful decisions.

3. **Christians should avoid spiritual blindness.**

- They should not ignore God's teachings.
- They should be willing to correct their mistakes.

4. **God's truth should guide human behaviour.**
   - Biblical principles should influence personal decisions.
   - Christians should practise honesty and justice.
5. **Believers should be examples to others.**
   - Their actions should reflect Christian values.
   - They should promote peace and goodness.
6. **Christians should avoid evil influences.**
   - They should avoid activities that weaken their faith.
   - They should choose positive relationships and environments.
7. **Spiritual growth requires self-examination.**
   - Christians should examine their thoughts and intentions.
   - They should identify weaknesses and seek improvement.
8. **Faith should be visible through actions.**
   - A Christian should demonstrate love and compassion.
   - Good behaviour should reflect one's commitment to Christ.
9. **People should be careful about what influences them.**
   - What people see, hear and think about can influence their attitudes.
   - Christians should choose positive influences.
10. **Christians should share God's goodness with others.**
    - They should promote truth and righteousness.
    - They should use their abilities to help others.

6.8 The relationship between the eye and spiritual life

Physical illustration	Spiritual meaning
Eye	Spiritual perception and attitude
Healthy eye	Positive spiritual attitude
Unhealthy eye	Negative spiritual attitude
Light	Truth and righteousness

Darkness	Sin and ignorance
Illuminated body	Life guided by God's truth
Lamp on a stand	Visible demonstration of Christian values

6.9 Applying the light of the body in Kenyan society

At school

Learners should:

- Avoid cheating in examinations.
- Respect teachers and fellow learners.
- Refuse to participate in bullying.
- Use digital technology responsibly.
- Help classmates who experience learning difficulties.
- Promote peace and unity.

At home

Family members should:

- Speak truthfully.
- Respect one another.
- Resolve conflicts peacefully.
- Share responsibilities.
- Care for children and elderly relatives.

In the community

Christians should:

- Support vulnerable people.
- Speak against injustice.
- Protect the environment.
- Promote peaceful coexistence.
- Reject corruption and dishonesty.
- Participate in community development.

In leadership

Christian leaders should:

- Exercise authority responsibly.
- Practise transparency.
- Promote fairness.
- Avoid discrimination.

- Protect public resources.
- Serve people with integrity.

7.0 COMPARISON OF THE FIVE MAIN TEACHINGS

Teaching	Biblical reference	Main message
Dispute over Beelzebub	Luke 11:14–23	Jesus has authority over evil
Return of an unclean spirit	Luke 11:24–26	Genuine spiritual transformation must be maintained
True blessedness	Luke 11:27–28	Those who hear and obey God's Word are blessed
Sign of Jonah	Luke 11:29–32	People should repent and respond to God's message
Light of the body	Luke 11:33–36	God's truth should guide people's lives

8.0 GENERAL APPLICATION OF JESUS' TEACHINGS IN DAILY LIFE

The teachings in Luke 11:14–36 provide important guidance for Christians in contemporary society.

8.1 Personal life

Christians should:

1. Develop a personal relationship with God.
2. Practise regular prayer.
3. Read and apply the Bible.
4. Avoid returning to past sinful behaviour.
5. Practise self-discipline.
6. Demonstrate honesty and integrity.
7. Seek forgiveness when they make mistakes.
8. Make responsible decisions.

8.2 Family life

Christians should:

1. Respect parents and guardians.
2. Care for family members.
3. Promote peace and unity.
4. Forgive one another.
5. Share family responsibilities.
6. Guide children using positive Christian values.
7. Avoid unnecessary conflicts.

8.3 School life

Learners should:

1. Respect teachers and other learners.
2. Avoid examination malpractice.
3. Refuse to engage in bullying.
4. Demonstrate honesty.
5. Help other learners.
6. Use school resources responsibly.
7. Maintain discipline.
8. Participate in community service.

8.4 Community life

Christians should:

1. Help vulnerable members of society.
2. Promote justice and fairness.
3. Reject corruption.
4. Protect the environment.
5. Promote peaceful coexistence.
6. Respect cultural diversity.
7. Support community development.
8. Demonstrate compassion.

8.5 Digital life

In modern Kenyan society, Christians also interact through digital platforms.

They should:

- Avoid spreading false information.
- Respect other people's privacy.
- Avoid cyberbullying.
- Use social media responsibly.
- Avoid accessing harmful content.
- Share positive and constructive information.
- Demonstrate honesty in digital communication.

9.0 COMPETENCE-BASED LEARNING ACTIVITIES

These activities help learners develop practical skills and demonstrate understanding.

Learning activity	**Expected learner achievement**
Read Luke 11:14–23	Narrate the miracle and explain Jesus' authority

Role-play the dispute over Beelzebub	Demonstrate critical thinking and communication
Read Luke 11:24–26	Explain the return of the unclean spirit
Group discussion on avoiding past sins	Develop decision-making and self-discipline
Read Luke 11:27–28	Explain true blessedness
Debate material wealth and spiritual blessedness	Develop reasoning and communication
Read Jonah 1–4	Explain Jonah's mission and repentance in Nineveh
Read Luke 11:29–32	Interpret the sign of Jonah
Read Luke 11:33–36	Explain the metaphor of the eye and the lamp
Perform a skit about the light of the body	Demonstrate creativity and collaboration
Write a personal reflection journal	Evaluate personal spiritual development

9.1 Suggested skit: The light of the body

Title: Let Your Light Shine

Characters:

- Narrator.
- Teacher.
- Learner 1.
- Learner 2.
- Learner 3.

Scene: A Kenyan secondary school classroom.

Narrator: Three learners are discussing how to behave during examinations.

Learner 1: Some students are planning to cheat during the examination. Should we join them?

Learner 2: I believe we should avoid cheating because it is dishonest.

Learner 3: We should remember the teaching of Jesus about the light of the body. Our actions should reflect truth and righteousness.

Teacher: Well said. A Christian should demonstrate good values even when nobody is watching.

Learner 1: I have decided to prepare well and avoid dishonest practices.

Narrator: The learners agree to practise honesty, discipline and responsibility.

Moral lesson: Christians should allow God's truth to guide their thoughts and actions.

9.2 Personal reflection journal

Learners should write a reflection based on the following prompts:

1. What have I learnt about Jesus' authority over evil?
2. Which past behaviour should I improve or abandon?
3. How can I demonstrate obedience to God's Word?
4. How can I respond positively to God's message?
5. What does being a light to others mean in my school?
6. What practical actions will I take to grow spiritually?

PART II: REVISION QUESTIONS

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer all questions. Choose the correct answer from the alternatives A, B, C and D.

1. According to Luke 11:14, what condition affected the man whom Jesus healed?

A. He was unable to walk.

B. He was unable to speak.

C. He was unable to see.

D. He was unable to hear.

2. What happened immediately after Jesus cast out the demon from the man?

A. The man regained his ability to speak.

B. The man became blind.

C. The man ran away.

D. The man fell asleep.

3. In Luke 11:15, some people accused Jesus of casting out demons through the power of

A. Elijah.

B. Moses.

C. Beelzebub.

D. Abraham.

4. What did Jesus mean by saying that a kingdom divided against itself cannot stand?

A. A kingdom should have many rulers.

B. Division weakens a kingdom.

C. Every kingdom needs an army.

D. A kingdom should avoid trade.

5. In the illustration of the strong man, who does the stronger man represent?

A. Moses.

B. Jonah.

C. Satan.

D. Jesus.

6. According to Luke 11:20, casting out demons by the finger of God demonstrates that

A. God's kingdom has come.

B. Satan controls the kingdom.

C. people should fear miracles.

D. human power is supreme.

7. Jesus taught that whoever is not with Him is

A. neutral.

B. against Him.

C. a prophet.

D. a disciple.

8. What does the house represent in the illustration of the returning unclean spirit?

A. A church building.

B. A person's life.

C. A marketplace.

D. A school.

9. What did the returning unclean spirit find when it came back?

A. A house full of people.

B. A house that had been destroyed.

C. A house swept and put in order.

D. A house occupied by animals.

10. How many additional spirits did the unclean spirit bring with it?

A. Two.

B. Four.

C. Five.

D. Seven.

11. What is the main spiritual lesson from the illustration of the returning unclean spirit?

A. People should avoid cleaning their homes.

B. Genuine spiritual transformation should be maintained.

C. Christians should avoid helping others.

D. People should live alone.

12. Which of the following is an effective way of guarding oneself against returning to past sins?

A. Avoiding all people.

B. Ignoring biblical teachings.

C. Regular prayer and Bible study.

D. Associating with dishonest friends.

13. In Luke 11:27, what did the woman in the crowd declare?

A. Blessed was the person who healed the sick.

B. Blessed was the womb that bore Jesus and the breasts that nursed Him.

C. Blessed were the Pharisees.

D. Blessed were the Roman rulers.

14. According to Jesus in Luke 11:28, who are truly blessed?

A. Those who are wealthy.

B. Those who are famous.

C. Those who hear God's Word and obey it.

D. Those who belong to powerful families.

15. Which of the following demonstrates obedience to God's Word?

A. Cheating during examinations.

B. Spreading false information.

C. Helping vulnerable people.

D. Disrespecting parents.

16. Jonah was instructed by God to preach to the people of

A. Jerusalem.

B. Nineveh.

C. Bethlehem.

D. Nazareth.

17. What did Jonah initially do after receiving God's instructions?

A. He immediately went to Nineveh.

B. He travelled to Egypt.

C. He attempted to run away from God's command.

D. He became a king.

18. How long did Jonah remain inside the great fish?

A. One day and one night.

B. Two days and two nights.

C. Three days and three nights.

D. Seven days and seven nights.

19. What happened when the people of Nineveh heard Jonah's message?

A. They attacked Jonah.

B. They repented.

C. They left the city.

D. They ignored the message completely.

20. In Luke 11:29–32, Jesus used the sign of Jonah mainly to emphasise the need for

A. wealth.

B. military power.

C. repentance.

D. political leadership.

21. Who was the Queen of the South?

A. The Queen of Sheba.

B. The Queen of Egypt.

C. The Queen of Rome.

D. The Queen of Persia.

22. Why did the Queen of the South visit Solomon?

A. To wage war against him.

B. To learn about his wisdom.

C. To purchase his palace.

D. To become his servant.

23. What does light commonly symbolise in biblical teachings?

A. Ignorance.

B. Hatred.

C. Truth and righteousness.

D. Dishonesty.

24. According to Luke 11:33, where should a lamp be placed?

A. Under a basket.

B. In a hidden place.

C. On a lampstand.

D. Outside the house.

25. In Luke 11:34, Jesus compares the eye to

A. a door.

B. a lamp.

C. a mirror.

D. a window.

26. What does a healthy eye symbolise in the teaching of Jesus?

A. Spiritual understanding and a positive attitude.

B. Greed and selfishness.

C. Hatred and jealousy.

D. Ignorance and confusion.

27. What does darkness represent in the spiritual illustration of the light of the body?

A. Knowledge.

B. Righteousness.

C. Sin and ignorance.

D. Wisdom.

28. Which of the following best demonstrates being a light to others?

A. Encouraging examination malpractice.

B. Helping others and practising honesty.

C. Spreading rumours.

D. Promoting hatred.

29. Which Christian practice helps maintain spiritual growth?

A. Avoiding prayer.

B. Ignoring the Bible.

C. Regular fellowship and Bible study.

D. Practising dishonesty.

30. What is the overall message of Luke 11:14–36?

A. Christians should seek material wealth above everything.

B. People should depend on God's power, repent and obey His Word.

C. People should avoid listening to Jesus.

D. Spiritual growth is unnecessary.

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions. Write your answers clearly and give relevant examples where necessary.

QUESTION 31: THE DISPUTE OVER BEELZEBUB (10 MARKS)

a) Define the term *dumb demon* as used in Luke 11:14. (2 marks)

b) Narrate the miracle of casting out the dumb demon according to Luke 11:14–23. (4 marks)

c) Explain four lessons Christians learn from Jesus' response to the accusation of Beelzebub. (4 marks)

QUESTION 32: THE RETURN OF AN UNCLEAN SPIRIT (10 MARKS)

a) Explain the meaning of the term *unclean spirit*. (2 marks)

b) Describe what happened when the unclean spirit returned to the person, according to Luke 11:24–26. (4 marks)

c) Explain four ways Christians can guard themselves against returning to past sins. (4 marks)

QUESTION 33: TRUE BLESSEDNESS (10 MARKS)

a) Explain the meaning of the term *blessedness*. (2 marks)

b) Explain Jesus' teaching on true blessedness in Luke 11:27–28. (4 marks)

c) Identify four ways learners can demonstrate obedience to God's Word in school. (4 marks)

QUESTION 34: THE SIGN OF JONAH (10 MARKS)

a) Identify the town where Jonah was sent by God to preach. (1 mark)

b) Describe Jonah's experience before he went to preach in Nineveh. (4 marks)

c) Explain five lessons Christians learn from the sign of Jonah in Luke 11:29–32. (5 marks)

QUESTION 35: THE LIGHT OF THE BODY (10 MARKS)

a) What does the eye symbolise in Luke 11:34? (2 marks)

b) Explain four spiritual lessons Christians learn from the allegory of the light of the body. (4 marks)

c) Explain four ways Christians can demonstrate that they are lights to other people in contemporary Kenyan society. (4 marks)

PART III: ANSWER KEY AND MARKING GUIDE

SECTION A: MULTIPLE-CHOICE ANSWERS

Question	Answer	Question	Answer
1	B	16	B
2	A	17	C
3	C	18	C
4	B	19	B
5	D	20	C
6	A	21	A
7	B	22	B
8	B	23	C
9	C	24	C
10	D	25	B
11	B	26	A
12	C	27	C
13	B	28	B
14	C	29	C
15	C	30	B

SECTION B: SUGGESTED MARKING SCHEME

QUESTION 31 (10 MARKS)

a) A dumb demon refers to an evil spirit believed in the biblical account to have caused a person to become unable to speak. (2 marks)

b) Narration:

- Jesus encountered a man who could not speak because of a demon. (1)
- Jesus cast out the demon. (1)
- The man regained his ability to speak. (1)
- The people were amazed, and some accused Jesus of using Beelzebub's power. (1)

c) Lessons:

Award 1 mark for each well-explained point.

- Jesus has authority over evil.
- God's kingdom is greater than Satan's kingdom.
- Christians should remain committed to Jesus.
- Unity is important for stability.
- Christians should recognise God's work.
- God's power brings freedom and transformation.

QUESTION 32 (10 MARKS)

a) An unclean spirit refers to an evil spiritual being associated with impurity and opposition to God. (2 marks)

b) Description:

- The unclean spirit left the person. (1)
- It wandered through dry places seeking rest. (1)
- It returned and found the house swept and in order. (1)
- It brought seven other spirits, and the person's final condition became worse. (1)

c) Ways:

Award 1 mark for each well-explained point.

- Regular prayer.
- Reading and applying the Bible.
- Attending church services.
- Choosing responsible friends.
- Practising self-discipline.
- Avoiding temptation.
- Seeking spiritual guidance.
- Participating in Christian fellowship.

QUESTION 33 (10 MARKS)

a) Blessedness refers to a state of spiritual happiness, favour and fulfilment that comes from God's relationship with a person. (2 marks)

b) Explanation:

- A woman in the crowd praised the mother of Jesus. (1)
- She declared that the womb that bore Jesus and the breasts that nursed Him were blessed. (1)
- Jesus emphasised that those who hear God's Word are blessed. (1)
- He added that true blessedness belongs to those who obey God's Word. (1)

c) Ways:

Award 1 mark for each relevant point.

- Respecting teachers.
- Avoiding examination malpractice.

- Helping fellow learners.
- Avoiding bullying.
- Telling the truth.
- Maintaining discipline.
- Caring for school property.
- Respecting others.

QUESTION 34 (10 MARKS)

a) Nineveh. (1 mark)

b) Jonah's experience:

- God instructed Jonah to go to Nineveh. (1)
- Jonah attempted to escape by travelling to Tarshish. (1)
- A great storm arose while he was at sea. (1)
- He was swallowed by a great fish, remained inside for three days and three nights, prayed and was released. (1)

c) Lessons:

Award 1 mark for each well-explained point.

- Christians should repent.
- God's message should be taken seriously.
- People should avoid stubbornness.
- God is merciful to those who repent.
- Jesus is greater than Jonah.
- Christians should accept God's guidance.
- People should seek wisdom.
- Christians are accountable for their actions.

QUESTION 35 (10 MARKS)

a) The eye symbolises spiritual perception, understanding and a person's attitude towards life. (2 marks)

b) Lessons:

Award 1 mark for each well-explained point.

- Christians should seek spiritual enlightenment.
- God's truth should guide their decisions.
- They should avoid evil influences.
- They should examine their attitudes.
- They should demonstrate righteousness.
- They should allow faith to influence their actions.

c) Ways:

Award 1 mark for each well-explained point.

- Helping vulnerable people.
- Promoting peace and reconciliation.
- Practising honesty and integrity.
- Rejecting corruption.
- Protecting the environment.
- Supporting justice and fairness.
- Encouraging positive behaviour.
- Using digital platforms responsibly.

STRAND 2.0: THE NEW TESTAMENT

SUB-STRAND 2.5: JOURNEY TO JERUSALEM – FEARLESS CONFESSION WITHOUT HYPOCRISY

Grade 11

Kenya CBE

Christian Religious Education

Main biblical references: Luke 11:37–54 and Luke 12:1–12.

Key themes: Hypocrisy, truthfulness, integrity, fearless confession of faith, persecution, blasphemy against the Holy Spirit and Christian responsibility.

PART I: INTRODUCTION TO THE SUB-STRAND

1.0 General introduction

During His journey towards Jerusalem, Jesus Christ continued teaching His disciples, religious leaders and other people who gathered to listen to Him.

He challenged religious hypocrisy, condemned dishonest religious practices and encouraged His followers to remain faithful to God even when facing opposition.

Jesus emphasised that true religion should not be based on outward appearances, public recognition or the observance of religious traditions alone. Instead, it should be demonstrated through genuine faith, honesty, justice, humility and obedience to God's commandments.

In Luke 11:37–54, Jesus confronted the Pharisees and teachers of the Law over their hypocrisy, misuse of religious authority and failure to practise justice and love.

In Luke 12:1–12, Jesus warned His disciples against hypocrisy and encouraged them to confess their faith fearlessly. He also taught about the importance of acknowledging Him before others and warned against blasphemy against the Holy Spirit.

These teachings remain relevant to Christians in contemporary Kenyan society, where people are expected to demonstrate integrity in families, schools, churches, workplaces, leadership and public life.

1.1 Specific learning outcomes

By the end of the sub-strand, the learner should be able to:

1. Define the term hypocrisy.
2. Compile the acts of hypocrisy condemned by Jesus Christ.
3. Explain the teachings of Jesus in Luke 11:37–54.
4. Interpret the metaphors used by Jesus when condemning hypocrisy.
5. Articulate Jesus' teachings in Luke 12:8–12.
6. Explain the meaning of fearless confession of faith.
7. Describe the consequences of blaspheming against the Holy Spirit.
8. Identify the advantages of being truthful.
9. Demonstrate truthfulness and integrity in daily life.
10. Apply Jesus' teachings in promoting genuine Christian living.

1.2 Key questions for reflection

1. Why did Jesus condemn hypocrisy?
2. Why should Christians profess their faith fearlessly?
3. What is the difference between outward religious appearance and genuine faith?
4. Why is truthfulness important in Christian living?
5. How can Christians demonstrate integrity in contemporary Kenyan society?

2.0 MEANING OF HYPOCRISY

2.1 Definition of hypocrisy

Hypocrisy refers to the act of pretending to have good moral, religious or personal qualities, beliefs and values that a person does not genuinely practise.

A hypocritical person presents a false image of themselves to others by claiming to be righteous, honest, religious or morally upright while their actual behaviour contradicts those claims.

In Christian teaching, hypocrisy occurs when there is a contradiction between what a person professes and what they practise.

For example:

- A person who preaches honesty but regularly steals from others.
- A church leader who teaches forgiveness but deliberately promotes hatred.
- A learner who claims to be disciplined but continuously breaks school rules.
- A person who publicly condemns corruption but secretly accepts bribes.

2.2 Characteristics of a hypocritical person

A hypocritical person may demonstrate the following characteristics:

1. **Pretending to be righteous**
   - They present themselves as morally upright.
   - However, their private conduct contradicts their public image.
   - They may use religion to gain respect and recognition.
2. **Dishonesty**
   - They deliberately mislead others.
   - They conceal the truth to protect their reputation.
   - They may make false promises.
3. **Double standards**
   - They judge other people harshly while excusing their own wrongdoing.
   - They expect others to follow rules they themselves ignore.
4. **Seeking public recognition**
   - They perform religious activities to attract praise.
   - Their main concern may be public admiration rather than pleasing God.
5. **Lack of integrity**
   - Their words do not agree with their actions.
   - They may behave differently depending on who is watching.
6. **Exploitation of others**
   - They may misuse authority for personal gain.
   - They take advantage of people who trust them.
7. **False religious commitment**
   - They may appear devoted to religious activities.
   - However, they neglect important Christian values such as justice, mercy and love.

2.3 Difference between genuine Christianity and hypocrisy

Genuine Christianity	Hypocrisy
Practising what one teaches	Teaching what one does not practise
Being honest	Being deceptive

Showing genuine humility	Pretending to be humble
Helping others sincerely	Helping others for public praise
Practising justice	Exploiting other people
Forgiving others	Pretending to forgive while promoting hatred
Accepting correction	Blaming others for personal mistakes
Obeying God's Word	Using religion for personal advantage

2.4 Forms of hypocrisy in contemporary society

A. Religious hypocrisy

This occurs when people pretend to be religious but fail to practise the values taught by their faith.

Examples:

- A Christian who attends church regularly but mistreats family members.
- A church leader who misuses church funds.
- A person who quotes Bible verses but refuses to help people in need.
- A believer who publicly condemns dishonesty but engages in corruption.

B. Social hypocrisy

This occurs when people pretend to support good social values but behave contrary to those values.

Examples:

- A person who campaigns against discrimination but discriminates against others.
- A community leader who advocates peace but encourages conflict.
- A person who promotes respect but constantly insults others.

C. Political hypocrisy

This occurs when leaders make promises or public statements that contradict their actual conduct.

Examples:

- A leader who promises transparency but misuses public resources.
- A leader who advocates equality but practises favouritism.
- A public officer who condemns bribery but accepts illegal payments.

D. Academic hypocrisy

This occurs when learners or education stakeholders claim to support academic honesty but engage in dishonest practices.

Examples:

- A learner who condemns examination cheating but copies answers.
- A learner who accuses others of plagiarism while presenting copied work as original.

- A person who claims to support discipline but deliberately disrupts learning.

E. Environmental hypocrisy

This occurs when people claim to support environmental conservation but participate in activities that damage the environment.

Examples:

- A person who advocates tree planting but destroys trees irresponsibly.
- A learner who campaigns against littering but throws rubbish carelessly.
- A business that claims to protect the environment but disposes of waste irresponsibly.



Key point: Genuine Christian living requires consistency between beliefs, words and actions.

3.0 JESUS CONDEMNS HYPOCRISY (LUKE 11:37-54)

3.1 Biblical background

In Luke 11:37–54, Jesus was invited to dine at the house of a Pharisee.

The Pharisees were a Jewish religious group known for their strict observance of religious laws and traditions.

During the meal, the Pharisee noticed that Jesus did not first perform the customary ceremonial washing before eating.

The Pharisee was surprised by Jesus' conduct.

Jesus used this opportunity to challenge the Pharisees concerning their religious attitudes and practices.

He explained that they concentrated on outward cleanliness while neglecting the condition of their hearts.

He condemned their hypocrisy and exposed the difference between their public religious appearance and their inner moral condition.

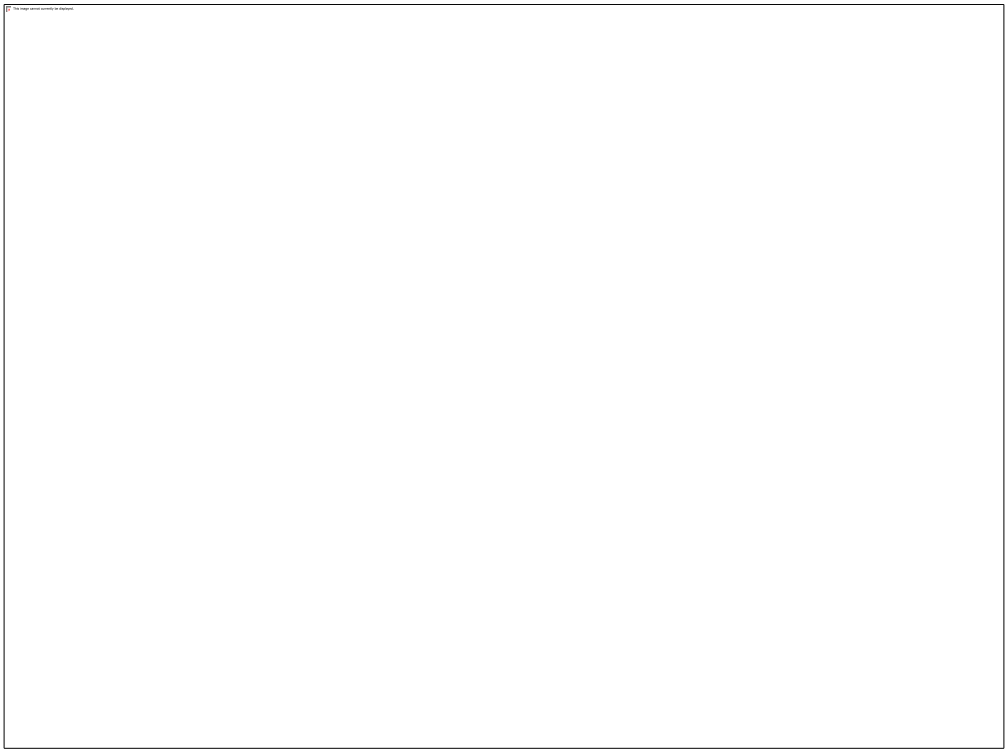
3.2 The Pharisees and their religious practices

Pharisees were members of an influential Jewish religious movement that emphasised strict observance of the Law of Moses and various religious traditions.

Some Pharisees were criticised by Jesus because they placed excessive importance on outward religious practices while neglecting justice, love and genuine obedience to God.

It is important to note that Jesus' criticism concerned the hypocrisy and conduct of particular religious leaders, not every Jewish person or every Pharisee.

3.3 Jesus' response to the Pharisee who invited Him



Narration of Luke 11:37-41

1. Jesus was invited by a Pharisee to have a meal.
2. He went to the Pharisee's house and sat down to eat.
3. The Pharisee noticed that Jesus did not perform the customary ceremonial washing before the meal.
4. The Pharisee was surprised by this.
5. Jesus challenged the Pharisee's understanding of cleanliness.
6. He explained that the Pharisees cleaned the outside of cups and dishes.
7. However, their inner lives were full of greed and wickedness.
8. Jesus taught that the Creator of the outside also created the inside.
9. He called upon them to give alms and demonstrate genuine generosity.
10. He emphasised the importance of inner purity and sincere righteousness.

3.4 The metaphor of cleaning the outside of the cup and dish

Jesus used the illustration of a cup and dish to explain the difference between external appearance and inner character.

Metaphor: "You clean outside of the cup and the dish, but inside you are full of extortion and wickedness."

This illustration appears in Luke 11:39.

Meaning of the cup and dish



Illustration	Spiritual meaning
Outside of the cup	External appearance and religious behaviour
Inside of the cup	Inner character and intentions
Cleaning the outside	Concentrating on outward religious practices
Dirt inside the cup	Greed, wickedness and sinful attitudes
Genuine cleanliness	Inner purity and righteous living

Explanation

Jesus compared the Pharisees' religious behaviour to cleaning only the outside of a cup while leaving its inside dirty.

The Pharisees concentrated on ceremonial washing and outward religious observances.

However, they neglected the condition of their hearts.

Jesus taught that genuine purity must begin within a person.

A person should not only appear religious but should also demonstrate honesty, kindness, justice and love.

Lessons from the metaphor

1. God is concerned with both outward conduct and inner character.
2. Religious appearance alone does not make someone righteous.
3. Christians should avoid pretending to be morally upright.
4. Genuine righteousness begins in the heart.
5. People should avoid greed and exploitation.
6. Christians should practise generosity.
7. Inner purity should be reflected through outward actions.

8. True worship should be accompanied by good moral conduct.

3.5 Acts of hypocrisy condemned by Jesus Christ

Jesus identified several practices among the Pharisees and teachers of the Law that demonstrated religious hypocrisy.

A. Neglecting justice and the love of God

Biblical reference: Luke 11:42

Jesus condemned the Pharisees because they carefully gave a tenth of their smallest garden produce, such as mint, rue and other herbs, but neglected justice and the love of God.

Explanation:

- They concentrated on minor religious requirements.
- They ignored more important responsibilities.
- They failed to demonstrate fairness towards other people.
- They neglected genuine love for God.

Lessons:

- Christians should practise justice.
- Love for God should influence behaviour.
- Religious observances should not replace moral responsibility.
- Christians should treat all people fairly.

B. Seeking the most important seats in synagogues

Biblical reference: Luke 11:43

Jesus condemned the Pharisees for loving the most important seats in synagogues and greetings in marketplaces.

Explanation:

- They desired public recognition.
- They enjoyed being treated as important people.
- They were more concerned about social status than genuine service.
- Their behaviour reflected pride and self-importance.

Lessons:

- Christians should practise humility.
- Leadership should involve service.
- People should not seek praise for every good action.
- Social status should not determine a person's worth.

C. Being like unmarked graves

Biblical reference: Luke 11:44

Jesus compared the Pharisees to unmarked graves that people walked over without knowing.

In the Jewish ceremonial context, contact with a grave could make a person ceremonially unclean.

Explanation:

- The Pharisees appeared religious outwardly.
- However, their inner character was spiritually corrupt.
- Their influence could lead others into wrongdoing without people recognising it.

Lessons:

- Christians should avoid misleading others.
- Religious leaders should demonstrate genuine integrity.
- People should be careful about the influence they have on others.
- Inner purity is more important than outward appearance.

D. Imposing burdens on others

Biblical reference: Luke 11:46

Jesus condemned the teachers of the Law because they placed heavy burdens on people but did not help them carry those burdens.

Explanation:

- They imposed difficult religious expectations.
- They made life difficult for ordinary people.
- They failed to demonstrate compassion.
- They demanded obedience from others without practising the same standards.

Lessons:

- Christians should be compassionate.
- Leaders should avoid exploiting their authority.
- People should help others overcome challenges.
- Rules should be administered fairly.

E. Building tombs for prophets killed by their ancestors

Biblical reference: Luke 11:47-48

Jesus criticised the religious leaders for building tombs for the prophets whom their ancestors had killed.

Explanation:

- They honoured prophets publicly through monuments.
- However, they continued the attitude of rejecting God's messengers.
- Their actions showed inconsistency between public honour and actual behaviour.

Lessons:

- Christians should respect God's messengers.
- True respect should be demonstrated through actions.
- People should learn from past mistakes.
- Religious ceremonies should be accompanied by obedience to God.

F. Rejecting God's messengers

Biblical reference: Luke 11:49-51

Jesus referred to the prophets and messengers whom God had sent.

He explained that earlier generations had rejected and killed some of God's messengers.

Jesus warned that the current generation would also be accountable for rejecting God's message.

Lessons:

- Christians should listen to God's Word.
- People should not reject truth because it challenges their behaviour.
- Those who oppose God's messengers are accountable for their actions.
- God values truth and righteousness.

G. Taking away the key of knowledge

Biblical reference: Luke 11:52

Jesus condemned the teachers of the Law because they had taken away the key of knowledge.

Explanation:

- They were expected to guide people in understanding God's Law.
- However, their conduct and interpretation of religious requirements became an obstacle.
- They prevented others from accessing the truth.
- They failed to use their knowledge to guide people towards God.

Lessons:

- Teachers and religious leaders should guide people truthfully.
- Knowledge should be used to help others.
- Leaders should not mislead those under their care.
- Education and religious instruction should promote understanding.

H. Using religious authority for personal advantage

Jesus' criticism also exposed the misuse of religious authority.

Some religious leaders used their positions to gain recognition and influence rather than serve God and the community.

Lessons:

- Authority should be exercised responsibly.
- Leaders should be accountable.
- Religious positions should not be used for selfish gain.
- Genuine leadership requires service and integrity.

3.6 The six woes pronounced against the Pharisees and teachers of the Law

In Luke 11:42–52, Jesus pronounced serious warnings against the Pharisees and teachers of the Law because of their conduct.

A *woe* is an expression of strong warning, grief or impending judgement.

Woe	Biblical reference	Hypocritical practice condemned
First woe	Luke 11:42	Neglecting justice and the love of God
Second woe	Luke 11:43	Loving prominent seats and public greetings
Third woe	Luke 11:44	Being like unmarked graves
Fourth woe	Luke 11:46	Imposing heavy burdens on others
Fifth woe	Luke 11:47–51	Honouring prophets outwardly while continuing the attitude of rejecting God's messengers
Sixth woe	Luke 11:52	Taking away the key of knowledge and hindering people from understanding God's truth

Important observation: The woes expose the contradiction between religious appearance and genuine obedience to God.

3.7 Jesus' confrontation with the Pharisees and teachers of the Law

According to Luke 11:53–54:

1. After Jesus had spoken these things, the Pharisees and teachers of the Law became hostile towards Him.
2. They began questioning Him intensely.
3. They tried to trap Him in His words.
4. They looked for opportunities to accuse Him.
5. Their reaction demonstrated their unwillingness to accept correction.

Lessons from their reaction

- Christians should accept correction positively.
- People should not oppose truth because it exposes their weaknesses.
- Religious leaders should be willing to examine their conduct.
- Christians should avoid hostility towards people who offer constructive criticism.
- Truth should be spoken with courage and wisdom.

3.8 Summary of the acts of hypocrisy condemned by Jesus

1. Concentrating on outward cleanliness while neglecting inner purity.
2. Neglecting justice and the love of God.
3. Seeking public recognition and prominent positions.
4. Pretending to be righteous while having corrupt inner attitudes.
5. Imposing heavy religious burdens on others.

6. Failing to help people carry their burdens.
7. Honouring prophets outwardly while rejecting their message.
8. Rejecting God's messengers.
9. Misusing religious knowledge and authority.
10. Preventing people from understanding God's truth.
11. Practising double standards.
12. Opposing correction and refusing to change.

4.0 JESUS WARNS AGAINST HYPOCRISY (LUKE 12:1-3)

4.1 Biblical background

Following His confrontation with the Pharisees and teachers of the Law, Jesus continued teaching His disciples.

A large crowd had gathered around Him.

Jesus began by warning His disciples against the hypocrisy of the Pharisees.

He used the illustration of yeast to explain how hypocrisy can spread and influence people's behaviour.

4.2 Meaning of yeast

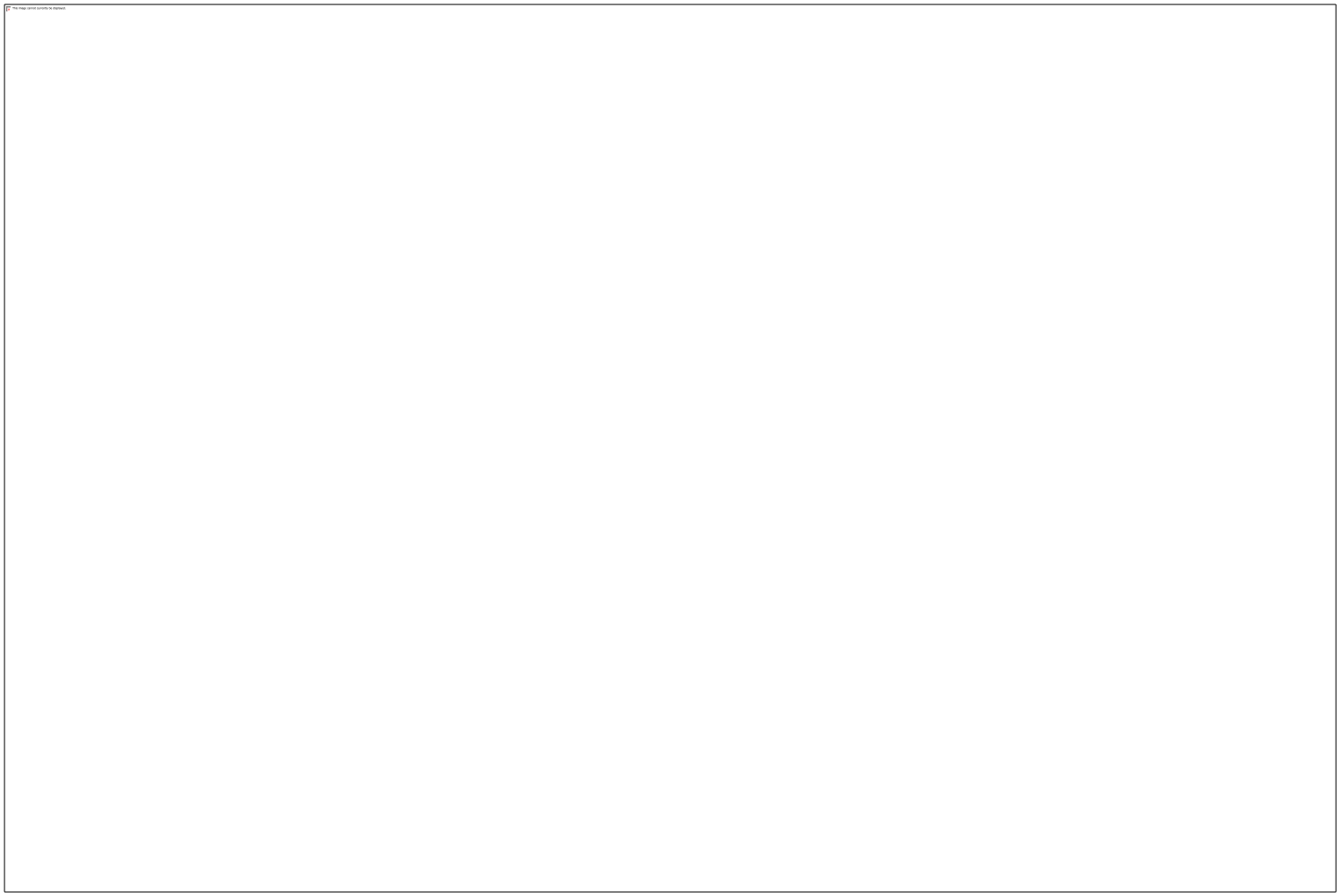
Yeast is a substance used in making dough rise during the preparation of bread.

A small quantity of yeast can affect a large quantity of dough.

In Luke 12:1, Jesus compared the hypocrisy of the Pharisees to yeast.

Spiritual meaning of the yeast metaphor

- A small amount of hypocrisy can gradually influence a person's entire character.
- Dishonest behaviour can spread from one person to another.
- Unchecked hypocrisy can affect families, churches and communities.
- Christians should identify and reject hypocrisy before it becomes established in their lives.



4.3 The meaning of the phrase: "The yeast of the Pharisees, which is hypocrisy"

The expression means that hypocrisy can spread and influence people's lives in the same way that yeast affects dough.

Jesus warned His disciples not to imitate the dishonest religious behaviour of the Pharisees.

Lessons from the yeast metaphor

1. Christians should avoid hypocrisy.
2. Small dishonest actions can develop into serious moral problems.
3. People should examine their conduct regularly.
4. Bad behaviour can influence other people.
5. Christians should practise honesty both publicly and privately.
6. Religious commitment should be genuine.
7. Christians should avoid copying negative examples.
8. People should correct wrongdoing before it spreads.

4.4 Everything hidden will be revealed (Luke 12:2-3)

Jesus taught that nothing concealed would remain hidden forever.

He explained that what people said in darkness would be heard in the light and what they whispered in private would be proclaimed publicly.

Explanation

1. Human beings may hide their wrongdoing from other people.
2. Some people may pretend to be honest while secretly engaging in dishonesty.
3. However, God knows every person's thoughts, intentions and actions.
4. Truth cannot remain concealed forever.
5. People should therefore practise honesty even when nobody is watching.
6. Christians should avoid secret wrongdoing.

Kenyan examples

- A learner should not cheat in an examination simply because the teacher is not watching.
- A public officer should not misuse public funds because the public may not immediately discover it.
- A businessperson should not deceive customers through false measurements.
- A church treasurer should manage church funds honestly even when there is no immediate supervision.

Key teaching: Genuine integrity is demonstrated even when a person is not being observed by others.

5.0 FEARLESS CONFESSION OF FAITH (LUKE 12:4-12)

5.1 Meaning of confession of faith

Confession of faith refers to openly acknowledging and declaring one's belief in Jesus Christ and commitment to Christian teachings.

A Christian who confesses faith demonstrates through words and actions that they believe in Jesus Christ.

Fearless confession means remaining committed to Christ even when facing opposition, criticism, intimidation or persecution.

5.2 Why did Jesus encourage His disciples to confess their faith fearlessly?

Jesus understood that His followers would experience opposition because of their commitment to His teachings.

He therefore encouraged them to remain faithful and not allow fear of human beings to make them deny God.

Biblical teaching

In Luke 12:4–12, Jesus taught His disciples about:

1. Whom they should fear.
2. God's care for His people.
3. The importance of acknowledging Jesus before others.
4. The consequences of denying Jesus.
5. Blasphemy against the Holy Spirit.
6. The guidance of the Holy Spirit during persecution.

5.3 Jesus teaches His disciples not to fear human beings (Luke 12:4-5)

Jesus addressed His disciples as friends and encouraged them not to fear those who could only harm the body.

He reminded them that God has ultimate authority.

Explanation

1. Human beings have limited power.
2. People may threaten or persecute Christians because of their beliefs.
3. Christians should not abandon their faith simply to gain human approval.
4. God has authority over human life and ultimate judgement.
5. Believers should respect God and remain faithful to Him.

Lessons

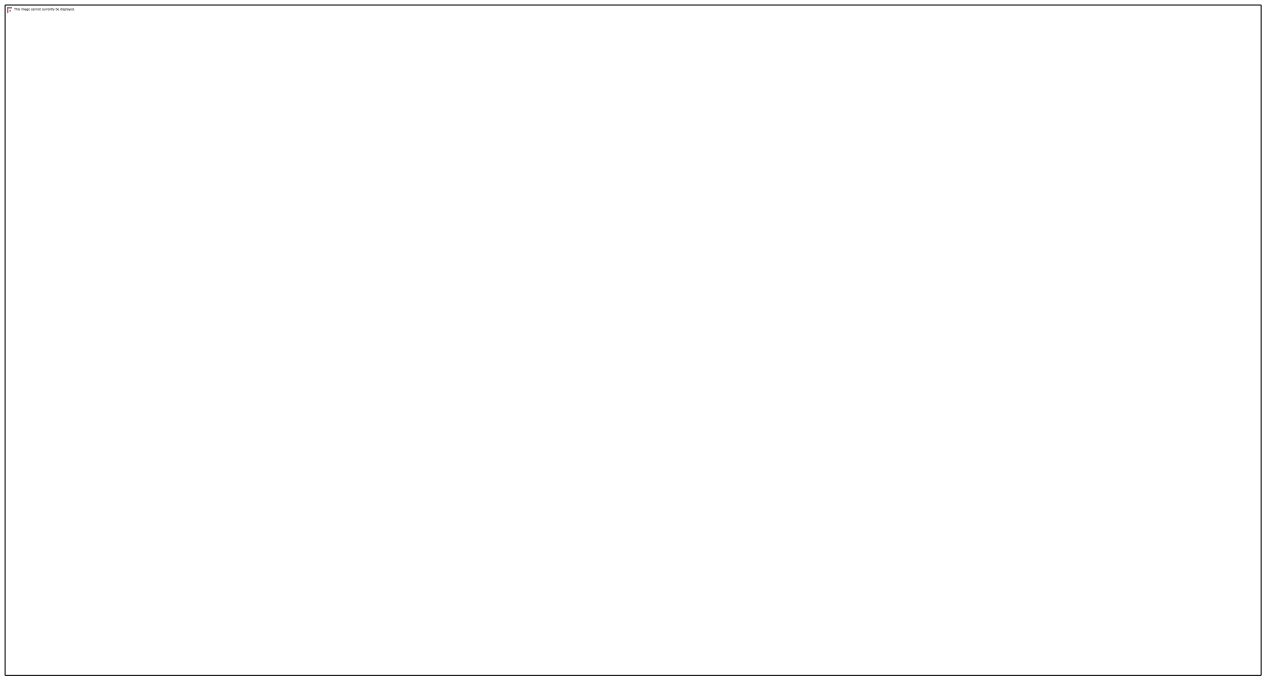
- Christians should not allow intimidation to destroy their faith.
- They should distinguish between respect for authority and blind obedience to wrongdoing.
- Fear of God should encourage righteous living.
- Christians should remain courageous when defending truth.
- Believers should trust God's authority.

5.4 Jesus teaches about God's care for His people (Luke 12:6-7)

Jesus used the example of sparrows to demonstrate God's concern for His creation.

He explained that although sparrows were of little market value, not one of them was forgotten by God.

He further taught that even the hairs on a person's head were numbered.



Meaning of the sparrow illustration

1. Sparrows are small birds that may appear insignificant to people.
2. Jesus used them to demonstrate that God values even small creatures.
3. If God cares for sparrows, He certainly cares for human beings.
4. Human life is valuable in God's sight.
5. Christians should trust in God's care.

Meaning of the statement that the hairs on one's head are numbered

This statement demonstrates the depth of God's knowledge and care for every individual.

It teaches that:

- God knows each person individually.
- No human being is insignificant before God.
- Christians should trust God during difficult circumstances.
- God is aware of the challenges His people face.
- Human life should be treated with dignity and respect.

Kenyan application

This teaching is relevant to:

- Learners who experience peer pressure.
- Families facing economic difficulties.
- People living with disabilities.
- Vulnerable members of society.
- Christians experiencing discrimination.
- People facing challenges in their communities.

Christians should remember that every human being has dignity and value.

5.5 Confessing Jesus before other people (Luke 12:8-9)

Jesus taught that whoever acknowledges Him before other people will also be acknowledged before the angels of God.

However, whoever denies Him before other people will be denied before the angels of God.

Meaning of acknowledging Jesus

Acknowledging Jesus involves:

1. Publicly declaring belief in Him.
2. Following His teachings.
3. Demonstrating Christian values.
4. Remaining committed to Christian faith.
5. Defending truth and righteousness.
6. Refusing to abandon faith because of intimidation.
7. Demonstrating love and compassion.
8. Living in a manner that reflects Christian beliefs.

Meaning of denying Jesus

Denying Jesus refers to rejecting or disowning one's relationship with Him.

Examples include:

- Deliberately denying Christian faith to gain approval.

- Rejecting Jesus' teachings because of fear of criticism.
- Publicly claiming to follow Christ while deliberately rejecting His teachings.
- Refusing to stand for Christian truth when facing intimidation.

It is important to distinguish deliberate rejection from an individual's moment of fear, weakness or later repentance. The Bible also records Peter's denial of Jesus and his subsequent restoration.

Lessons from Luke 12:8-9

1. Christians should acknowledge Jesus openly.
2. Faith should be demonstrated through actions.
3. Believers should remain committed during opposition.
4. Christians should not seek human approval at the expense of truth.
5. Every person is accountable for their relationship with God.
6. Christians should be courageous in defending their beliefs.
7. Genuine faith requires consistency.
8. Believers should support one another during difficult times.

5.6 What does it mean to profess faith fearlessly?

To profess faith fearlessly means:

- Remaining loyal to Jesus.
- Speaking truthfully about Christian beliefs.
- Refusing to participate in wrongdoing.
- Demonstrating Christian values.
- Defending justice and human dignity.
- Maintaining faith during difficult circumstances.
- Sharing the Gospel respectfully.
- Standing against discrimination and corruption.

Fearless confession does not mean insulting people who hold different beliefs. Christians should communicate their faith with respect, love and wisdom.

6.0 BLASPHEMY AGAINST THE HOLY SPIRIT (LUKE 12:10)

6.1 Meaning of blasphemy

Blasphemy refers to showing serious disrespect, contempt or dishonour towards God or sacred things through words, attitudes or actions.

In Luke 12:10, Jesus warned about blasphemy against the Holy Spirit.

He taught that anyone who speaks against the Son of Man may be forgiven, but blasphemy against the Holy Spirit will not be forgiven.

This is a serious warning about deliberately rejecting and speaking against the work of God's Spirit.

6.2 Meaning of blasphemy against the Holy Spirit

Blasphemy against the Holy Spirit refers to a serious and deliberate rejection of the truth and work of God's Spirit, accompanied by persistent opposition to God's revealed truth.

In the context of Jesus' ministry, some religious leaders witnessed His works but attributed the power behind them to evil.

Their attitude demonstrated a refusal to recognise God's work.

Understanding the teaching

1. The Holy Spirit is God's Spirit.
2. The Holy Spirit guides people towards truth.
3. The Holy Spirit reveals God's will.
4. The Holy Spirit convicts people concerning sin.
5. The Holy Spirit helps Christians understand and live according to God's truth.
6. Deliberately rejecting the Spirit's work hardens a person's attitude towards God.
7. Jesus warned against this serious form of spiritual opposition.

Important clarification for learners: Ordinary questions about faith, moments of doubt, mistakes or sincere struggles to understand God should not automatically be regarded as blasphemy against the Holy Spirit. Jesus' warning concerns a grave rejection of God's work and truth.

6.3 Why did Jesus warn against blasphemy against the Holy Spirit?

Jesus gave this warning to emphasise:

1. The importance of respecting God's Spirit.
2. The seriousness of rejecting God's truth.
3. The danger of deliberately opposing God's work.
4. The importance of recognising the work of the Holy Spirit.
5. The need for genuine repentance.
6. The responsibility of people who receive God's message.
7. The importance of remaining open to God's guidance.

6.4 Consequences of blaspheming against the Holy Spirit

According to Luke 12:10, Jesus taught that blasphemy against the Holy Spirit would not be forgiven.

The teaching has several important implications.

1. Lack of forgiveness

- Jesus describes this sin as unforgivable.
- It represents a serious rejection of God's work.
- It demonstrates the danger of persistently resisting God's truth.

2. Spiritual hardness

- Persistent rejection of God's guidance can harden a person's heart.
- Such a person may become unwilling to acknowledge wrongdoing.
- They may reject opportunities for repentance.

3. Separation from God's truth

- A person who continually rejects the work of the Holy Spirit resists spiritual guidance.

- This affects their relationship with God.
- They become less willing to accept correction.

4. Loss of spiritual direction

- The Holy Spirit guides believers in Christian living.
- Deliberately resisting God's Spirit means rejecting this guidance.
- This may result in poor spiritual decisions.

5. Accountability before God

- Jesus emphasised that people are accountable for their response to God's truth.
- Individuals should take their spiritual responsibilities seriously.
- They should avoid deliberate opposition to God's work.

6.5 Ways Christians can avoid blasphemy against the Holy Spirit

1. Respect God's work.
2. Remain open to the guidance of the Holy Spirit.
3. Avoid deliberately misrepresenting God's work.
4. Study the Bible to understand Christian teachings.
5. Practise genuine repentance.
6. Seek forgiveness when they sin.
7. Avoid stubbornness and deliberate rejection of truth.
8. Respect the spiritual experiences of other believers while exercising biblical discernment.
9. Pray for wisdom and understanding.
10. Demonstrate humility when receiving correction.

6.6 The work of the Holy Spirit in Christian life

Work of the Holy Spirit	**Explanation**
Guidance	Helps Christians make decisions according to God's will
Teaching	Helps believers understand spiritual truth
Conviction	Makes people aware of sin and the need for repentance
Comfort	Encourages believers during difficult times
Strengthening	Helps Christians remain faithful
Witnessing	Enables believers to testify about Christ
Wisdom	Helps believers discern right from wrong

Biblical references: John 14:26; John 16:7–13; Acts 1:8; Galatians 5:22–23.

7.0 THE HOLY SPIRIT AND COURAGE DURING PERSECUTION (LUKE 12:11-12)

7.1 Meaning of persecution

Persecution refers to the unfair treatment, harassment, intimidation or suffering experienced by people because of their beliefs, identity or commitment to certain values.

In the biblical context, persecution refers to the opposition Christians experienced because of their faith in Jesus Christ.

7.2 Jesus' teaching about persecution

According to Luke 12:11–12:

Jesus told His disciples that when they were brought before synagogues, rulers and authorities because of their faith, they should not be excessively worried about how to defend themselves or what to say.

He assured them that the Holy Spirit would teach them what they needed to say at the appropriate time.

Explanation

1. Jesus knew that His disciples would face opposition.
2. Some would be questioned by religious leaders and government authorities.
3. Their faith would be tested.
4. Jesus encouraged them not to lose confidence.
5. He promised that the Holy Spirit would guide them.
6. The disciples were expected to remain faithful.
7. They were not to depend only on their own wisdom.
8. They were to trust God's guidance.

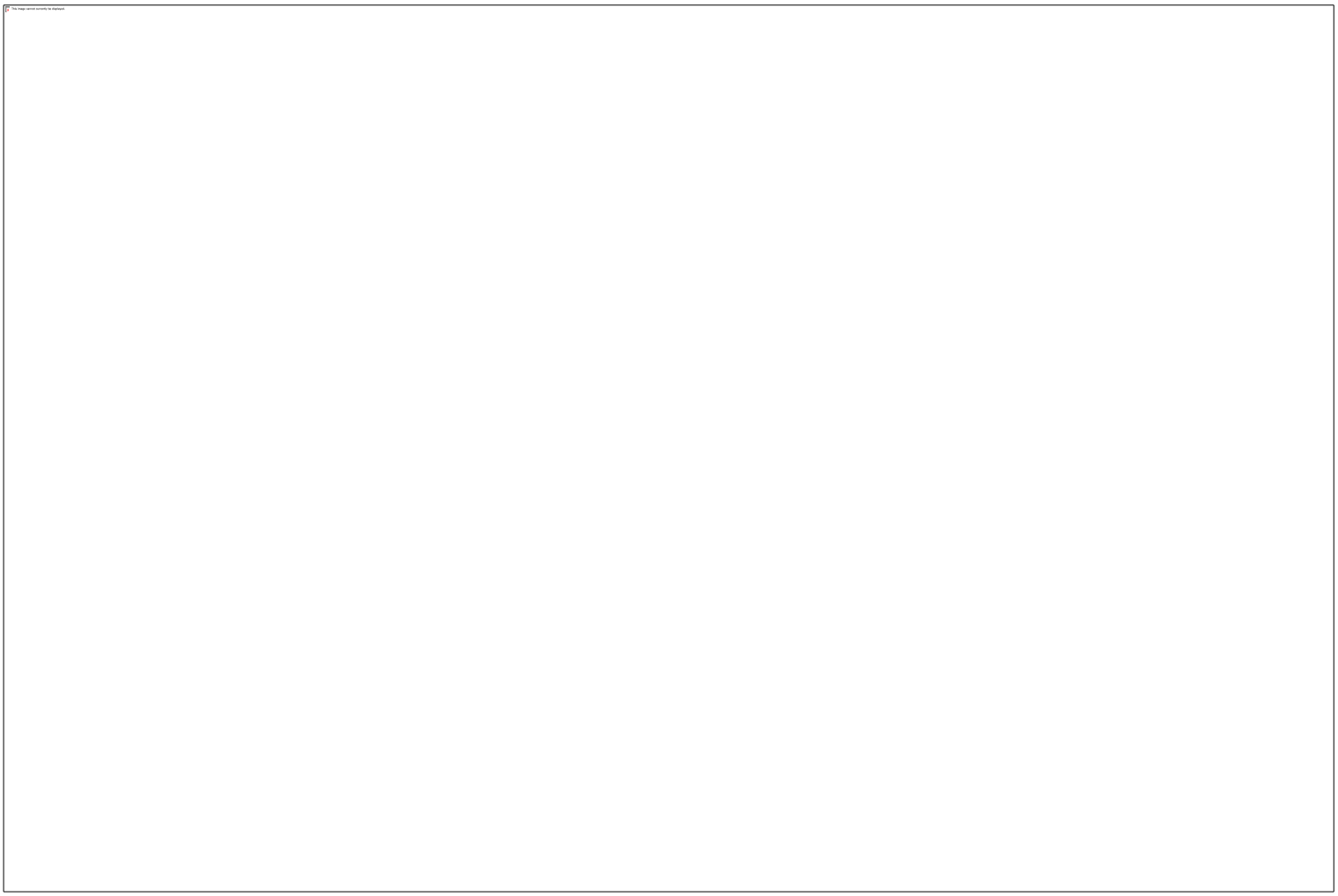
7.3 Lessons learnt from Luke 12:11-12

1. Christians should remain faithful during persecution.
2. God provides guidance during difficult circumstances.
3. Believers should not allow intimidation to destroy their faith.
4. The Holy Spirit empowers Christians to witness about Jesus.
5. Christians should depend on God for wisdom.
6. Believers should speak truthfully when questioned about their faith.
7. Christians should remain courageous and responsible.
8. Faith should be maintained even when it becomes unpopular.
9. Christians should avoid responding to opposition with hatred or violence.
10. Believers should communicate their convictions respectfully.

7.4 Ways Christians can demonstrate courage in modern Kenyan society

- Speaking against corruption.
- Refusing to participate in examination malpractice.
- Defending people who are unfairly treated.

- Promoting peace during community disagreements.
- Standing against bullying.
- Refusing to engage in dishonest business practices.
- Defending human dignity.
- Respecting religious freedom.
- Supporting vulnerable members of society.
- Speaking truthfully even when pressured to lie.



8.0 THE IMPORTANCE OF TRUTHFULNESS IN CHRISTIAN LIVING

8.1 Meaning of truthfulness

Truthfulness is the quality of being honest, sincere and accurate in what one says, believes and does.

A truthful person communicates facts honestly and avoids deliberate deception.

In Christian living, truthfulness is an important moral value because it reflects God's character and promotes trust among people.

8.2 Characteristics of a truthful person

1. **Honesty**

- Speaks the truth.
- Avoids telling lies.
- Gives accurate information.

2. **Integrity**

- Practises what they believe.
- Maintains moral principles.
- Does the right thing even when nobody is watching.

3. **Reliability**

- Keeps promises.
- Completes assigned responsibilities.
- Can be trusted by others.

4. **Transparency**

- Does not deliberately conceal important information.
- Explains decisions honestly.
- Avoids misleading people.

5. **Accountability**

- Accepts responsibility for mistakes.
- Does not blame innocent people.
- Takes corrective action.

6. **Consistency**

- Demonstrates the same moral standards in public and private.
- Does not change behaviour merely to impress others.

8.3 Advantages of being truthful

A. Builds trust

- People trust individuals who communicate honestly.
- Truthfulness strengthens relationships.
- It creates confidence among family members, friends and colleagues.

B. Promotes peaceful relationships

- Honesty reduces unnecessary misunderstandings.
- It encourages open communication.
- It promotes reconciliation.

C. Builds a good reputation

- Truthful people are respected.
- Their words are considered reliable.
- They are more likely to be trusted with responsibilities.

D. Promotes accountability

- Truthfulness encourages people to accept responsibility.
- It helps individuals correct mistakes.

- It promotes responsible decision-making.

E. Prevents unnecessary conflicts

- False information can create disagreements.
- Truthful communication reduces suspicion.
- It promotes understanding.

F. Promotes justice

- Truthful witnesses help establish facts.
- Honest reporting supports fair decisions.
- It protects people from false accusations.

G. Strengthens Christian faith

- Truthfulness reflects Christian values.
- It demonstrates obedience to God's Word.
- It strengthens a person's witness as a Christian.

H. Promotes good leadership

- Truthful leaders gain public confidence.
- They make decisions based on accurate information.
- They are more accountable to the people they serve.

I. Promotes academic integrity

- Learners submit original work.
- They avoid cheating.
- They develop confidence in their abilities.

J. Encourages personal peace

- Truthful people do not have to maintain false stories.
- They develop confidence in their decisions.
- They avoid the complications associated with deception.

8.4 Disadvantages of dishonesty

1. It destroys trust.
2. It damages relationships.
3. It encourages corruption.
4. It promotes conflicts.
5. It damages a person's reputation.
6. It encourages examination malpractice.
7. It leads to poor decision-making.
8. It creates fear of being exposed.
9. It undermines justice.

10. It weakens Christian witness.

8.5 Ways of promoting truthfulness in contemporary Kenyan society

Setting	**Practical ways of demonstrating truthfulness**
Family	Being honest with parents and relatives
School	Avoiding cheating and plagiarism
Church	Giving honest accounts of church resources
Business	Using correct weights and measurements
Government	Practising transparency and accountability
Community	Avoiding rumours and false accusations
Digital platforms	Sharing verified information
Workplace	Giving accurate reports and records
Leadership	Making honest promises and decisions

8.6 Biblical teachings on truthfulness

Biblical reference	**Teaching**
John 8:32	Knowing the truth brings freedom
John 14:6	Jesus identifies Himself as the way, the truth and the life
Ephesians 4:25	Christians should speak truthfully to one another
Proverbs 12:22	God detests lying lips but delights in trustworthy people
Colossians 3:9	Christians should not lie to one another
Proverbs 12:19	Truthful lips endure, while lying lasts only briefly

9.0 LESSONS LEARNT FROM LUKE 11:37-54 AND LUKE 12:1-12

The teachings of Jesus provide important guidance on genuine Christian living. The following lessons summarise the major messages of the passages.

1. Christians should avoid hypocrisy.
2. True religion should begin with inner transformation.
3. Religious activities should be accompanied by genuine moral conduct.

4. Justice and love are more important than empty religious appearances.
5. Christians should practise humility.
6. Leaders should serve others rather than exploit their positions.
7. Christians should use knowledge to guide and help others.
8. People should accept correction.
9. Dishonesty should be avoided in public and private life.
10. God knows the hidden intentions of every person.
11. Christians should acknowledge Jesus before others.
12. Believers should not deny their faith because of intimidation.
13. Christians should respect the Holy Spirit.
14. People should remain open to God's guidance.
15. Christians should depend on the Holy Spirit during difficult situations.
16. Truthfulness promotes trust and peaceful relationships.
17. Christians should demonstrate integrity.
18. Faith should be expressed through words and actions.
19. Christians should promote justice and fairness.
20. Believers should remain courageous when defending truth.

10.0 APPLICATION OF JESUS' TEACHINGS IN CONTEMPORARY KENYAN SOCIETY

The teachings of Jesus in Luke 11:37–54 and Luke 12:1–12 remain relevant in Kenya today.

10.1 In families

Christians should:

- Speak truthfully to family members.
- Avoid favouritism.
- Respect parents and guardians.
- Treat children fairly.
- Avoid pretending to be caring while neglecting family responsibilities.
- Promote forgiveness and reconciliation.
- Manage family resources honestly.

10.2 In schools

Learners should:

- Avoid examination malpractice.
- Respect teachers and fellow learners.
- Avoid bullying.
- Submit original assignments.
- Accept correction.

- Report information honestly.
- Avoid spreading rumours.
- Demonstrate fairness during group work.

Teachers should:

- Treat learners fairly.
- Avoid favouritism.
- Assess learners honestly.
- Respect learner dignity.
- Avoid misusing their authority.
- Provide truthful feedback.

10.3 In churches

Church members and leaders should:

- Manage church resources transparently.
- Avoid exploiting believers.
- Teach biblical truth accurately.
- Treat members fairly.
- Demonstrate humility.
- Help vulnerable people.
- Practise what they preach.

10.4 In political leadership

Christian leaders should:

- Avoid corruption.
- Respect the rule of law.
- Be transparent.
- Honour legitimate commitments.
- Avoid discrimination.
- Promote peace.
- Protect public resources.
- Serve citizens responsibly.

10.5 In business

Christians should:

- Use accurate measurements.
- Avoid selling counterfeit products.
- Give correct information to customers.
- Honour business agreements.

- Pay workers fairly.
- Avoid bribery.
- Keep accurate financial records.

10.6 In digital communication

Christians should:

- Avoid spreading fake news.
- Verify information before sharing it.
- Avoid cyberbullying.
- Respect other people's privacy.
- Avoid impersonation.
- Use social media responsibly.
- Communicate respectfully with people of different beliefs.

PART II: COMPETENCE-BASED LEARNING ACTIVITIES

These activities enable learners to apply Jesus' teachings to practical situations.

11.0 Suggested classroom activities

Activity 1: Group brainstorming on hypocrisy

Instructions:

Learners form groups and identify acts of hypocrisy condemned by Jesus in Luke 11:37–54.

Each group prepares a chart showing:

Act of hypocrisy	Biblical reference	Modern example
Neglecting justice	Luke 11:42	Discriminating against vulnerable people
Seeking recognition	Luke 11:43	Helping others only to receive praise
Being like unmarked graves	Luke 11:44	Pretending to be righteous
Imposing burdens	Luke 11:46	Leaders exploiting people
Rejecting God's messengers	Luke 11:47–51	Rejecting truth and correction
Taking away the key of knowledge	Luke 11:52	Misleading people through misuse of knowledge

Activity 2: Group discussion on the yeast of the Pharisees

Learners read Luke 12:1–3 and discuss:

1. Why did Jesus compare hypocrisy to yeast?
2. How can dishonesty spread in a school?

3. Why should Christians be truthful even when nobody is watching?
4. What happens when leaders practise double standards?

Activity 3: Debate on fearless confession

Motion: Christians should profess their faith fearlessly even when facing opposition.

One group supports the motion while another presents possible challenges and responsibilities.

Expected discussion points:

- Courage.
- Integrity.
- Religious freedom.
- Respect for other beliefs.
- Accountability.
- Peaceful communication.
- Faithfulness to God.

Activity 4: Flash-card activity on Luke 12:10

Learners write Luke 12:10 on flash cards and identify its spiritual lessons.

They discuss:

- The identity and work of the Holy Spirit.
- The seriousness of blasphemy against the Holy Spirit.
- The importance of recognising God's work.
- The importance of repentance.
- The need to remain open to spiritual guidance.

Activity 5: Role-play on truthfulness

Learners act out a situation in which a student discovers that a classmate has cheated in an examination.

The role-play should demonstrate:

- Honesty.
- Courage.
- Integrity.
- Responsibility.
- Respect.
- Wise decision-making.

Activity 6: Personal reflection journal

Learners write a reflection on how they can avoid hypocrisy and demonstrate truthfulness.

Suggested reflection questions:

1. Am I consistent in what I say and do?

2. Do I treat other people fairly?
3. Do I tell the truth even when it is difficult?
4. Do I accept correction?
5. How can I demonstrate my Christian faith at school?
6. What changes should I make to improve my integrity?

PART III: REVISION QUESTIONS

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer all questions. Choose the correct answer from the alternatives A, B, C and D.

1. Hypocrisy is best described as

A. practising what one believes.

B. pretending to possess good qualities that one does not practise.

C. respecting other people's beliefs.

D. helping people in need.

2. According to Luke 11:37–38, where was Jesus when the Pharisee noticed that He had not performed the customary washing?

A. In a synagogue.

B. At a marketplace.

C. At the Pharisee's house.

D. At the temple.

3. What did Jesus compare to the inside and outside of a cup?

A. The relationship between parents and children.

B. The difference between outward appearance and inner character.

C. The importance of wealth.

D. The relationship between teachers and learners.

4. In Luke 11:39, Jesus accused the Pharisees of being full of

A. love and kindness.

B. wisdom and knowledge.

C. extortion and wickedness.

D. humility and forgiveness.

5. According to Luke 11:42, which important matters did the Pharisees neglect?

A. Wealth and education.

B. Justice and the love of God.

C. Fasting and prayer.

D. Ceremonial washing and sacrifices.

6. Why did Jesus condemn the Pharisees for loving prominent seats in synagogues?

A. They wanted to teach children.

B. They desired public recognition and status.

C. They wanted to build more synagogues.

D. They wanted to help strangers.

7. In Luke 11:44, Jesus compared the Pharisees to

A. good shepherds.

B. unmarked graves.

C. fruitful trees.

D. faithful servants.

8. What did Jesus condemn the teachers of the Law for in Luke 11:46?

A. Refusing to attend synagogue.

B. Imposing heavy burdens on people without helping them.

C. Refusing to give alms.

D. Building houses for the poor.

9. What did Jesus mean by the key of knowledge in Luke 11:52?

A. A key used to open the temple.

B. Understanding and access to God's truth.

C. A symbol of political authority.

D. A sign of material wealth.

10. How did the Pharisees and teachers of the Law react after Jesus confronted them?

A. They praised Him.

B. They immediately repented.

C. They became hostile and tried to trap Him.

D. They invited Him to another meal.

11. In Luke 12:1, Jesus compared the hypocrisy of the Pharisees to

A. water.

B. yeast.

C. salt.

D. oil.

12. What is the main spiritual meaning of the yeast metaphor?

A. Hypocrisy can spread and influence people's lives.

B. Christians should avoid eating bread.

C. Religious leaders should avoid cooking.

D. People should seek material wealth.

13. According to Luke 12:2–3, what did Jesus teach about hidden things?

A. They should always remain hidden.

B. They will eventually be revealed.

C. They are unimportant.

D. They should be forgotten.

14. Jesus encouraged His disciples not to fear those who could only

A. provide food.

B. harm the body.

C. give them money.

D. teach them the Law.

15. What did Jesus use to demonstrate God's care for human beings in Luke 12:6–7?

A. Lions.

B. Sparrows.

C. Camels.

D. Eagles.

16. What does the statement that the hairs on one's head are numbered demonstrate?

A. God's detailed knowledge and care for individuals.

B. The importance of physical appearance.

C. The need for expensive clothing.

D. The importance of public recognition.

17. According to Luke 12:8, what will happen to a person who acknowledges Jesus before others?

A. Jesus will deny knowing them.

B. Jesus will acknowledge them before God's angels.

C. They will become wealthy.

D. They will become political leaders.

18. What is the meaning of confessing Jesus?

A. Rejecting His teachings.

B. Openly acknowledging belief in Him.

C. Hiding one's Christian identity.

D. Refusing to participate in worship.

19. According to Luke 12:10, which sin did Jesus describe as unforgivable?

A. Blasphemy against the Holy Spirit.

B. Asking questions about the Bible.

C. Making an ordinary mistake.

D. Experiencing fear.

20. Blasphemy against the Holy Spirit involves

A. seeking guidance from God.

B. deliberately rejecting and opposing the work of God's Spirit.

C. attending church services.

D. helping vulnerable people.

21. Which of the following is an important role of the Holy Spirit?

A. Encouraging dishonesty.

B. Promoting hatred.

C. Guiding believers into truth.

D. Encouraging corruption.

22. What did Jesus promise His disciples in Luke 12:11–12?

A. They would never face opposition.

B. The Holy Spirit would guide them in what to say.

C. They would become rulers.

D. They would never experience difficulties.

23. Persecution refers to

A. receiving gifts from friends.

B. unfair treatment because of one's beliefs.

C. participating in community service.

D. attending religious gatherings.

24. Truthfulness means

A. deliberately hiding facts.

B. speaking and acting honestly.

C. seeking public recognition.

D. blaming others for mistakes.

25. Which of the following demonstrates truthfulness in school?

A. Copying examination answers.

B. Giving false information to teachers.

C. Submitting original assignments.

D. Spreading rumours.

26. Which of the following is a characteristic of a hypocritical person?

A. Integrity.

B. Accountability.

C. Double standards.

D. Transparency.

27. Why should Christians practise what they preach?

A. To gain public recognition.

B. To demonstrate genuine faith and integrity.

C. To avoid helping others.

D. To become more powerful.

28. Which of the following is an advantage of truthfulness?

A. It destroys relationships.

B. It encourages corruption.

C. It builds trust.

D. It promotes conflicts.

29. Which of the following demonstrates fearless confession of faith in contemporary Kenya?

A. Joining corruption to gain approval.

B. Refusing to participate in examination malpractice despite peer pressure.

C. Disrespecting people with different beliefs.

D. Hiding wrongdoing to protect one's reputation.

30. What is the central message of Luke 11:37–54 and Luke 12:1–12?

A. Christians should seek social recognition.

B. Genuine Christians should avoid hypocrisy, practise truthfulness and remain faithful to Jesus.

C. Religious activities are more important than moral conduct.

D. People should fear human beings more than God.

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions. Write your answers clearly and support them with relevant biblical references and practical examples.

QUESTION 31: JESUS CONDEMNS HYPOCRISY (10 MARKS)

a) Define the term hypocrisy. (2 marks)

b) Describe the circumstances under which Jesus confronted the Pharisee in Luke 11:37–41. (3 marks)

c) Explain five acts of hypocrisy condemned by Jesus in Luke 11:37–54. (5 marks)

QUESTION 32: THE TEACHINGS OF JESUS ON HYPOCRISY (10 MARKS)

a) Explain the meaning of the metaphor, "You clean the outside of the cup and dish, but inside you are full of extortion and wickedness." (3 marks)

b) Explain four lessons Christians learn from the metaphor of cleaning the outside of the cup and dish. (4 marks)

c) Explain three ways religious leaders can demonstrate genuine Christianity in contemporary Kenyan society. (3 marks)

QUESTION 33: FEARLESS CONFESSION OF FAITH (10 MARKS)

a) Define the term confession of faith. (2 marks)

b) Explain four teachings of Jesus in Luke 12:4–9. (4 marks)

c) Explain four reasons why Christians should profess their faith fearlessly in contemporary society. (4 marks)

QUESTION 34: BLASPHEMY AGAINST THE HOLY SPIRIT (10 MARKS)

a) Define blasphemy against the Holy Spirit. (2 marks)

b) Explain four teachings of Jesus about the Holy Spirit in Luke 12:10–12. (4 marks)

c) Explain four ways Christians can demonstrate respect for the Holy Spirit in their daily lives. (4 marks)

QUESTION 35: TRUTHFULNESS AND CHRISTIAN LIVING (10 MARKS)

a) Define truthfulness. (2 marks)

b) Explain four advantages of being truthful in society. (4 marks)

c) Describe four ways learners can demonstrate truthfulness and integrity in school. (4 marks)

PART IV: ANSWER KEY AND SUGGESTED MARKING SCHEME

SECTION A: MULTIPLE-CHOICE ANSWERS

Question	Answer	Question	Answer
1	B	16	A
2	C	17	B
3	B	18	B
4	C	19	A
5	B	20	B
6	B	21	C
7	B	22	B
8	B	23	B
9	B	24	B
10	C	25	C
11	B	26	C
12	A	27	B
13	B	28	C
14	B	29	B
15	B	30	B

SECTION B: SUGGESTED MARKING SCHEME

QUESTION 31 (10 MARKS)

a) Definition of hypocrisy (2 marks)

Hypocrisy is pretending to possess good moral or religious qualities while one's actual behaviour contradicts those qualities.

b) Circumstances under which Jesus confronted the Pharisee (3 marks)

- Jesus was invited to dine at the house of a Pharisee. (1)
- The Pharisee noticed that Jesus did not perform the customary ceremonial washing before eating. (1)
- Jesus used the opportunity to teach about inner purity and condemn hypocrisy. (1)

c) Acts of hypocrisy condemned by Jesus (5 marks)

Award 1 mark for each well-explained point.

- Neglecting justice and the love of God.
- Seeking prominent seats and public recognition.
- Being like unmarked graves.
- Imposing heavy burdens on people without helping them.
- Honouring prophets outwardly while rejecting their message.
- Rejecting God's messengers.
- Taking away the key of knowledge.
- Misusing religious authority.

QUESTION 32 (10 MARKS)

a) Explanation of the metaphor (3 marks)

- The outside of the cup represents outward religious appearance. (1)
- The inside represents a person's heart, intentions and character. (1)
- Jesus condemned people who maintained outward religious appearances while practising greed and wickedness internally. (1)

b) Lessons learnt (4 marks)

Award 1 mark for each well-explained point.

- Christians should practise inner purity.
- Religious appearance alone does not make a person righteous.
- People should avoid hypocrisy.
- Christians should practise generosity.
- Justice and love should guide Christian living.
- Words and actions should agree.

c) Ways religious leaders can demonstrate genuine Christianity (3 marks)

Award 1 mark for each point.

- Managing church resources honestly.
- Treating all members fairly.
- Helping vulnerable people.
- Teaching biblical truth accurately.
- Practising humility and compassion.
- Avoiding exploitation of believers.

QUESTION 33 (10 MARKS)

a) Definition of confession of faith (2 marks)

Confession of faith refers to openly acknowledging and declaring one's belief in Jesus Christ and commitment to His teachings.

b) Teachings in Luke 12:4-9 (4 marks)

Award 1 mark for each well-explained point.

- Christians should not fear those who can only harm the body.
- God has ultimate authority.
- God cares for His people, as illustrated by the sparrows.
- God knows every individual.
- Christians who acknowledge Jesus will be acknowledged before God's angels.
- Christians should not deny Jesus because of fear.

c) Reasons for fearless confession (4 marks)

Award 1 mark for each well-explained point.

- It demonstrates commitment to Jesus.
- It promotes courage and integrity.
- It enables Christians to defend truth.
- It strengthens Christian witness.
- It helps believers resist peer pressure.
- It promotes justice and righteousness.
- It encourages other believers.

QUESTION 34 (10 MARKS)

a) Definition (2 marks)

Blasphemy against the Holy Spirit refers to a serious and deliberate rejection and opposition to the truth and work of God's Spirit.

b) Teachings about the Holy Spirit in Luke 12:10-12 (4 marks)

Award 1 mark for each well-explained point.

- Jesus warned against blasphemy against the Holy Spirit.
- The Holy Spirit guides Christians.
- The Holy Spirit helps believers understand God's truth.
- The Holy Spirit empowers believers to witness about Jesus.
- The Holy Spirit guides disciples when they face questioning and persecution.
- Christians should remain open to God's guidance.

c) Ways of demonstrating respect for the Holy Spirit (4 marks)

Award 1 mark for each point.

- Remaining open to God's guidance.
- Practising genuine repentance.
- Reading and applying the Bible.
- Avoiding deliberate opposition to God's work.
- Praying for wisdom.
- Practising humility.

- Respecting God's truth.

QUESTION 35 (10 MARKS)

a) Definition of truthfulness (2 marks)

Truthfulness is the quality of being honest, sincere and accurate in one's words and actions.

b) Advantages of truthfulness (4 marks)

Award 1 mark for each well-explained point.

- Builds trust.
- Promotes peaceful relationships.
- Builds a good reputation.
- Promotes accountability.
- Prevents unnecessary conflicts.
- Promotes justice.
- Strengthens Christian faith.
- Encourages good leadership.

c) Ways learners demonstrate truthfulness in school (4 marks)

Award 1 mark for each point.

- Avoiding examination malpractice.
- Submitting original assignments.
- Giving accurate information to teachers.
- Returning lost property.
- Accepting responsibility for mistakes.
- Avoiding false accusations.
- Respecting school rules.
- Avoiding plagiarism.

PART V: COMPREHENSIVE REVISION SUMMARY

12.0 Summary of the biblical passages

Biblical reference	Main teaching	Central lesson
Luke 11:37–41	The Pharisee's meal and the cup and dish	Inner purity is more important than outward appearance
Luke 11:42	Neglecting justice and God's love	Christians should practise justice and love
Luke 11:43	Seeking prominent seats	Christians should practise humility
Luke 11:44	Unmarked graves	Religious hypocrisy misleads others

Luke 11:45–46	Burdens imposed by teachers of the Law	Leaders should be compassionate
Luke 11:47–51	Rejection of God's prophets	Christians should respect God's messengers
Luke 11:52	The key of knowledge	Religious leaders should guide people towards truth
Luke 11:53–54	Opposition to Jesus	Christians should accept correction
Luke 12:1	Yeast of the Pharisees	Hypocrisy can spread
Luke 12:2–3	Hidden things revealed	God knows the truth
Luke 12:4–5	Fear of God rather than human beings	Christians should remain courageous
Luke 12:6–7	The sparrows	God values and cares for human beings
Luke 12:8–9	Acknowledging or denying Jesus	Christians should confess their faith
Luke 12:10	Blasphemy against the Holy Spirit	People should respect God's Spirit
Luke 12:11–12	The Holy Spirit and persecution	God provides guidance to believers

13.0 Important definitions for Grade 11 learners

Term	**Definition**
Hypocrisy	Pretending to possess qualities that one's actions do not demonstrate
Pharisees	A Jewish religious movement known for strict observance of religious laws and traditions
Teachers of the Law	Religious experts responsible for interpreting and teaching Jewish law
Metaphor	A figure of speech in which one thing is described as another
Yeast	A substance used to make dough rise

Confession of faith	Open acknowledgement of belief in Jesus Christ
Fearless confession	Declaring and maintaining Christian faith despite opposition
Blasphemy	Serious disrespect or contempt towards God or sacred things
Holy Spirit	God's Spirit who guides, teaches and strengthens believers
Persecution	Unfair treatment because of one's beliefs or convictions
Truthfulness	The quality of being honest and sincere
Integrity	Consistency between one's values, words and actions
Accountability	Accepting responsibility for one's actions
Justice	Treating people fairly and upholding what is right
Spiritual guidance	Direction and assistance in living according to God's will
Religious hypocrisy	Pretending to be religious while failing to practise genuine religious values

STRAND 2.0: THE NEW TESTAMENT

SUB-STRAND 2.6: JOURNEY TO JERUSALEM

HE RICH FOOL, DO NOT WORRY, WATCHFULNESS AND READINESS, AND SETTLING WITH YOUR OPPONENT

PART I: INTRODUCTION TO THE SUB-STRAND

1.0 General introduction

During His journey towards Jerusalem, Jesus Christ continued teaching His disciples and the crowds about the Kingdom of God and the responsibilities of those who believed in Him.

In Luke 12:13–59, Jesus addressed important issues affecting human life, including the desire for wealth, anxiety about material needs, spiritual preparedness, judgement and the need for reconciliation.

Jesus warned people against greed and the excessive desire to accumulate material possessions. He used the parable of the rich fool to demonstrate that material wealth cannot guarantee a person's life or eternal security.

He further encouraged His followers not to worry excessively about food, clothing and other material needs. Instead, they were to trust God, seek His Kingdom and demonstrate generosity towards others.

Jesus also taught about watchfulness and readiness through the illustration of servants waiting for their master's return. He emphasised that His followers should remain spiritually prepared because they did not know the exact time of His coming.

In addition, Jesus taught about commitment to God's Kingdom, the divisions that His message could bring, the importance of interpreting the signs of the times and the need to settle disagreements before they lead to judgement.

These teachings remain relevant in contemporary Kenyan society, where people face challenges such as materialism, corruption, unemployment, economic uncertainty, family conflicts, lack of preparedness and the misuse of wealth.

1.1 Specific learning outcomes

By the end of this sub-strand, the learner should be able to:

1. Relate the parable of the rich fool and explain its relevance to contemporary society.
2. Articulate lessons learnt from Luke 12:22–34.
3. Explain the teachings in Luke 12:32–34 and their relevance to Christian living.
4. Elaborate on the teachings of the watchful servants.
5. Deduce spiritual lessons from Luke 12:35–48 and Luke 12:54–56.
6. Interpret the teachings in Luke 12:49–53 and Luke 12:57–59.
7. Demonstrate watchfulness and readiness through prayer and responsible Christian living.
8. Apply biblical teachings on wealth, contentment, generosity and reconciliation in everyday life.

1.2 Key inquiry questions

1. Why is it wrong to idolise material wealth?
2. Why should Christians watch and pray always?
3. How can Christians demonstrate trust in God during difficult economic circumstances?
4. Why should Christians prepare for the coming of God's Kingdom?
5. How can people resolve disagreements before they become serious conflicts?

2.0 THE PARABLE OF THE RICH FOOL (LUKE 12:13-21)

2.1 Meaning of a parable

A parable is a short story drawn from everyday human experiences and situations, used by Jesus to communicate spiritual and moral teachings.

Jesus used parables to explain the nature of God's Kingdom and help people understand important spiritual truths.

Characteristics of parables

1. They are usually based on familiar situations.
2. They communicate spiritual or moral lessons.
3. They use ordinary people and objects to illustrate deeper truths.
4. They encourage listeners to reflect on their behaviour.

5. They often challenge wrong attitudes and practices.
6. They help learners relate biblical teachings to everyday life.

Examples of parables taught by Jesus

Parable	Biblical reference	Main teaching
The Good Samaritan	Luke 10:25–37	Love and compassion
The Lost Sheep	Luke 15:1–7	God's concern for the lost
The Prodigal Son	Luke 15:11–32	Repentance and forgiveness
The Rich Fool	Luke 12:13–21	Danger of greed and materialism
The Great Banquet	Luke 14:15–24	Invitation into God's Kingdom
The Persistent Widow	Luke 18:1–8	Persistence in prayer

2.2 Background to the parable of the rich fool

The parable of the rich fool was told by Jesus when someone in the crowd requested Him to intervene in a family inheritance dispute.

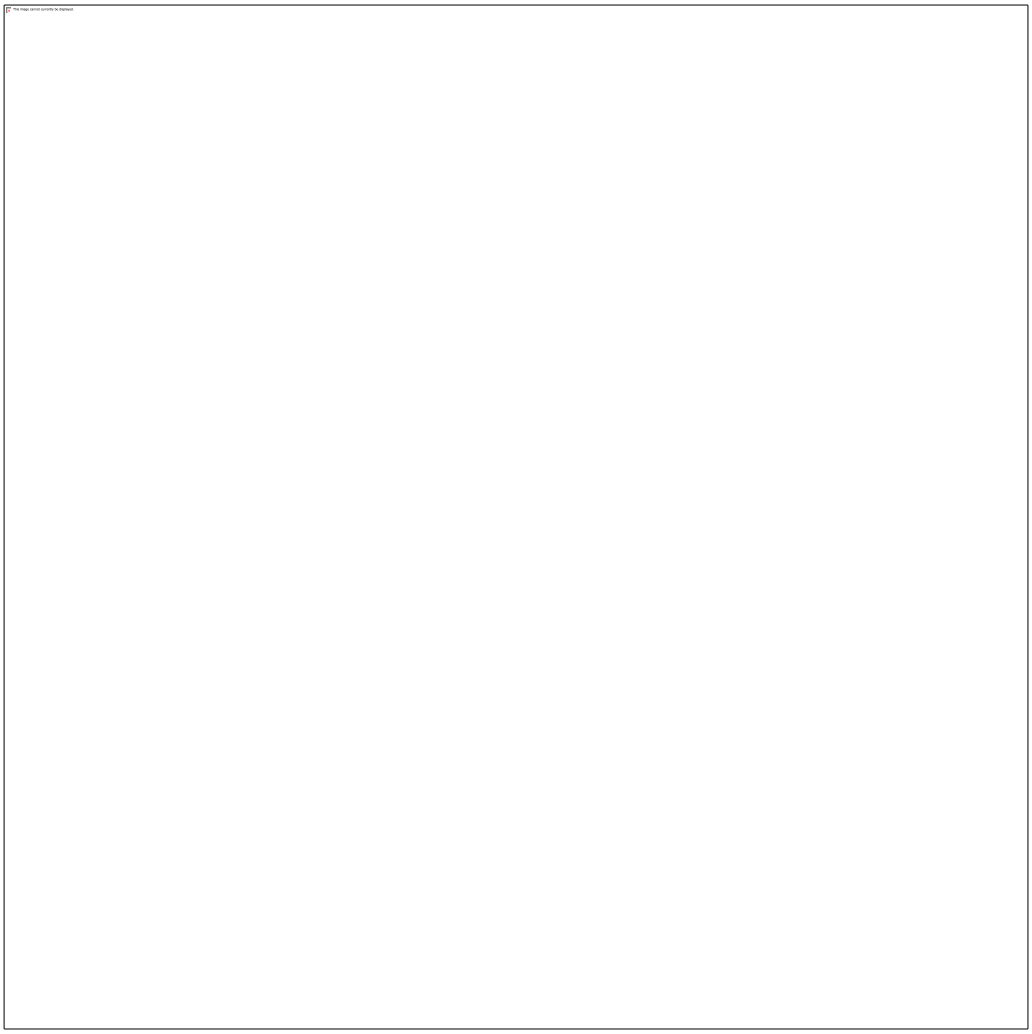
According to Luke 12:13, the person asked Jesus to tell his brother to divide the inheritance with him.

Jesus declined to act as a judge or arbitrator in the dispute and warned the crowd against greed.

He then told the parable of the rich fool to demonstrate that the value of human life is not measured by the amount of wealth one possesses.

2.3 Narration of the parable of the rich fool

Biblical reference: Luke 12:16–21



Jesus told the story of a rich man whose land produced an abundant harvest.

The man's land yielded so much produce that his existing storage facilities could not accommodate the harvest.

Instead of considering how to use the abundance responsibly or help others, he concentrated on accumulating and storing more wealth.

The rich man reasoned within himself and decided to:

1. Pull down his existing barns.
2. Build larger barns.
3. Store all his grain and other goods.
4. Keep his wealth for many years.
5. Relax, eat, drink and enjoy life.

He believed that his accumulated wealth would guarantee a comfortable future.

However, God addressed him as a fool and informed him that his life would be demanded that very night.

The man had prepared extensively for material security but had neglected his spiritual relationship with God.

Jesus concluded by teaching that the person who stores up treasures for themselves but is not rich towards God is a fool.

2.4 Detailed explanation of the actions of the rich fool

A. He received an abundant harvest

- The man's land produced a very large harvest.
- His agricultural activities were successful.
- He acquired more wealth than he had expected.
- His success provided him with an opportunity to practise generosity and responsible stewardship.

Lesson: Material success should be accompanied by gratitude, generosity and responsibility.

B. He concentrated on accumulating wealth

- The man became preoccupied with his possessions.
- He focused on how to store more goods.
- He did not consider the needs of the poor.
- He viewed wealth mainly as a means of personal satisfaction.

Lesson: Christians should avoid allowing wealth to become the central purpose of life.

C. He planned to build larger barns

- His existing barns were insufficient.
- He decided to demolish them.
- He planned to construct larger storage facilities.
- His attention was directed towards increasing his personal security through possessions.

Lesson: Planning and saving are important, but they should be guided by wisdom and concern for others.

D. He believed that wealth guaranteed a long and comfortable life

The man told himself that he had enough possessions for many years.

He believed that he could now relax and enjoy life without concern.

However, he failed to recognise that human life is uncertain and that wealth cannot control the time of death.

Lesson: Material possessions cannot guarantee the future or replace dependence on God.

E. He failed to prepare spiritually

- The man focused on physical and material needs.
- He neglected his relationship with God.
- He did not consider his accountability before God.
- He was unprepared for the end of his earthly life.

Lesson: Christians should prepare for both their present responsibilities and their spiritual future.

F. God called him a fool

God informed the rich man that his life would be required that night.

His accumulated possessions would remain behind.

He could not carry his wealth into eternity.

Lesson: Human beings should use their resources wisely because life is temporary.

2.5 Why was the rich man described as a fool?

The rich man was described as a fool because of his wrong attitude towards wealth and his failure to recognise the most important things in life.

The reasons include:

1. **He was greedy:** He concentrated on accumulating more possessions instead of considering the needs of others.
2. **He was selfish:** He planned to enjoy his wealth alone without demonstrating generosity.
3. **He trusted material possessions:** He believed that wealth would guarantee his future security.
4. **He forgot God:** He failed to recognise God as the giver of life and blessings.
5. **He neglected spiritual preparation:** He did not consider his accountability before God.
6. **He ignored the uncertainty of life:** He assumed that he had many years ahead of him.
7. **He lacked compassion:** He did not consider sharing his abundant harvest with the needy.
8. **He misunderstood the purpose of wealth:** He viewed possessions as an end in themselves rather than resources to be managed responsibly.
9. **He was self-centred:** His plans focused on his personal comfort.
10. **He failed to become rich towards God:** He accumulated earthly treasures but neglected spiritual values.

2.6 Meaning of being rich towards God

Being rich towards God means living a life characterised by spiritual commitment, obedience, generosity, faithfulness and concern for other people.

It involves using one's resources and abilities in ways that please God.

A person who is rich towards God:

- Loves God sincerely.
- Obeys God's commandments.
- Helps the poor and vulnerable.
- Demonstrates compassion.
- Shares resources with those in need.
- Practises justice and fairness.
- Uses talents responsibly.
- Promotes peace and reconciliation.
- Gives thanks to God.
- Prioritises spiritual values over material possessions.

Important: Being rich towards God does not mean that Christians must avoid owning property, saving money or engaging in productive economic activities. The problem is allowing material possessions to replace God as the centre of one's life.

2.7 Lessons learnt from the parable of the rich fool

1. Christians should avoid greed.

- Greed makes people desire more possessions without considering the needs of others.

- Christians should be content and responsible in managing resources.

2. Life is temporary.
   - Human beings do not control the length of their earthly lives.
   - People should use their time wisely.
   - They should prepare spiritually.
3. Wealth cannot guarantee eternal life.
   - Money and possessions cannot prevent death.
   - Material success cannot replace a relationship with God.
4. Christians should be generous.
   - People should share their resources with the needy.
   - Generosity demonstrates love and compassion.
5. Wealth should be used responsibly.
   - Christians should avoid wastefulness.
   - They should invest in productive activities.
   - They should consider the welfare of society.
6. People should not be selfish.
   - Selfishness prevents individuals from helping others.
   - Christians should consider community needs.
7. God is the source of life.
   - Human beings should acknowledge God's authority.
   - They should appreciate the gift of life.
8. Christians should plan for the future wisely.
   - Planning and saving are important.
   - However, material plans should not replace spiritual preparation.
9. People should avoid excessive pride.
   - Wealth should not make individuals feel superior.
   - Christians should remain humble.
10. Spiritual values should be prioritised.

- Love, faith, justice and generosity are more important than the accumulation of possessions.

2.8 Relevance of the parable of the rich fool in contemporary Kenya

The parable remains relevant in modern Kenyan society in several ways.

A. Greed and corruption

Some individuals accumulate wealth through dishonest means.

Application:

- Christians should avoid bribery.

- Public resources should be used responsibly.
- Leaders should practise accountability.
- People should acquire wealth through honest work.

B. Economic inequality

Some people have abundant resources while others struggle to meet basic needs.

Application:

- Christians should support vulnerable families.
- Communities should promote fair opportunities.
- People should share resources with the needy.

C. Unethical business practices

Some businesspeople prioritise profits at the expense of customers and workers.

Application:

- Businesses should practise honesty.
- Workers should be treated fairly.
- Customers should receive genuine products.
- Profits should not be pursued through exploitation.

D. Excessive materialism

Some people measure success through expensive houses, vehicles, clothing and other possessions.

Application:

- Christians should not judge others by their wealth.
- People should develop positive moral values.
- Material success should be balanced with spiritual growth.

E. Neglect of family responsibilities

Some people concentrate on making money while neglecting their families.

Application:

- Parents and guardians should provide emotional and spiritual support.
- Families should spend quality time together.
- Wealth should not replace love and responsible parenting.

F. Environmental responsibility

People may accumulate wealth through activities that destroy the environment.

Application:

- Christians should promote sustainable farming.
- Businesses should dispose of waste responsibly.
- People should conserve forests, water and soil.

2.9 Ways Christians can avoid idolising material wealth

Idolising material wealth means giving possessions, money and financial success excessive importance, allowing them to take the place of God in one's life.

Christians can avoid this by:

1. Prioritising their relationship with God.
2. Practising contentment.
3. Avoiding greed.
4. Giving to people in need.
5. Earning money honestly.
6. Avoiding unnecessary competition over possessions.
7. Using resources responsibly.
8. Practising gratitude.
9. Supporting community development.
10. Avoiding corruption and exploitation.
11. Participating in charitable activities.
12. Balancing work, family and spiritual responsibilities.

3.0 DO NOT WORRY (LUKE 12:22-31)

3.1 Introduction

After teaching the crowd about the rich fool, Jesus turned to His disciples and taught them about worry and anxiety.

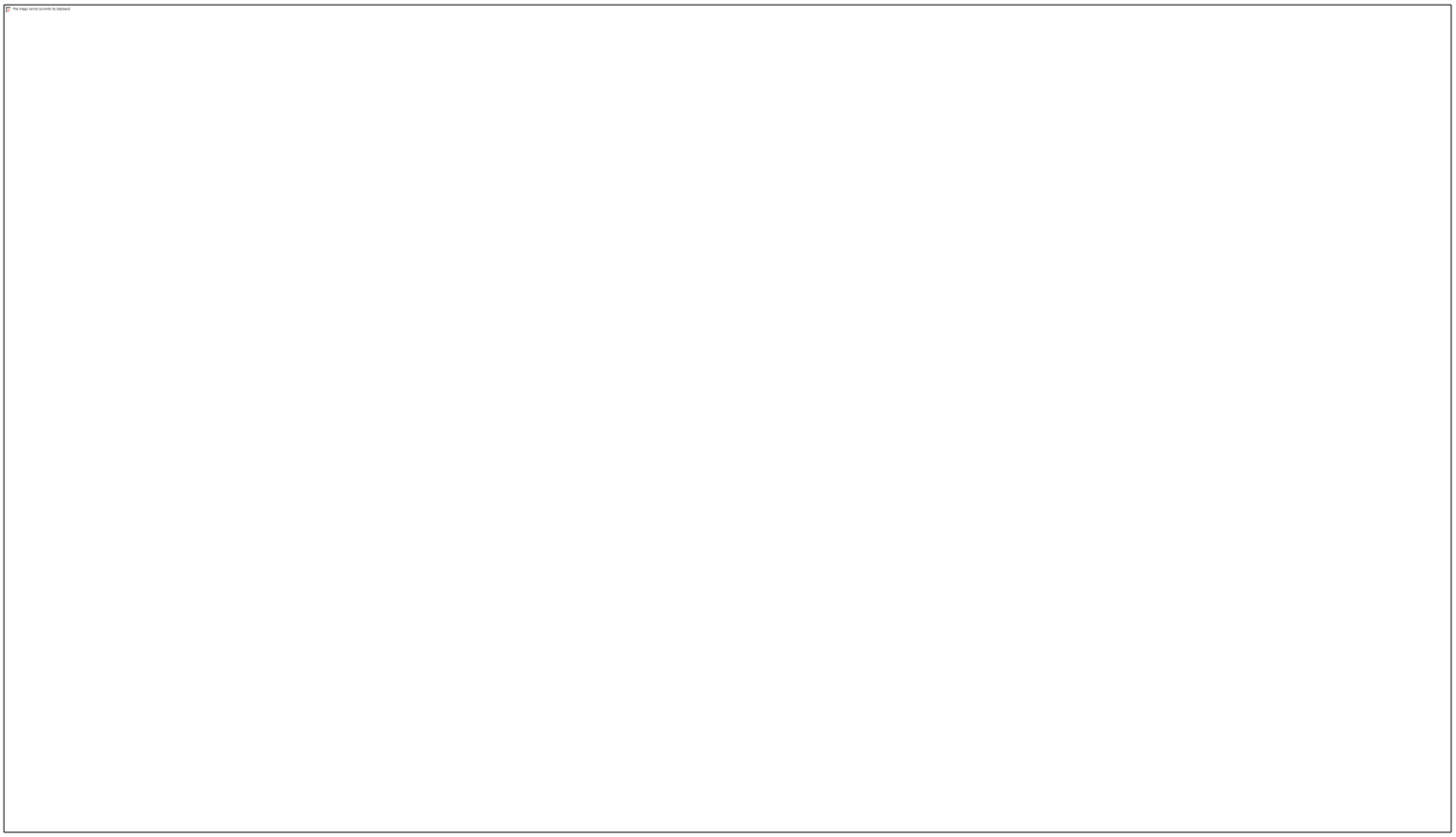
He encouraged them not to be excessively anxious about their daily material needs, such as food and clothing.

Jesus explained that life is more important than food and the body more important than clothing.

He used examples from nature to demonstrate God's care for His creation.

He referred to ravens and lilies to illustrate that God provides for His creation.

Jesus encouraged His followers to trust God instead of allowing anxiety about material possessions to dominate their lives.



3.2 Meaning of worry

Worry refers to a state of anxiety, fear or excessive concern about possible difficulties, uncertainties or future events.

In Luke 12:22–31, Jesus warned against allowing anxiety about material needs to control one's life.

He did not teach that people should become lazy or refuse to work. Rather, He encouraged them to trust God while continuing to fulfil their responsibilities.

3.3 Reasons why people worry

People may worry because of:

1. Lack of food.
2. Lack of clothing.
3. Unemployment.
4. School fees and educational expenses.
5. Family responsibilities.
6. Sickness and disease.
7. Uncertainty about the future.
8. Lack of shelter.
9. Economic difficulties.
10. Natural disasters such as droughts and floods.
11. Family conflicts.
12. Social pressure and competition.
13. Business losses.

14. Fear of failure.
15. Insecurity and community challenges.

3.4 Jesus' teaching about food and clothing

Biblical reference: Luke 12:22-23

Jesus instructed His disciples not to worry about their lives, what they would eat, or about their bodies and what they would wear.

Explanation

- Food is necessary for human survival.
- Clothing protects the body and provides dignity.
- However, these physical needs should not become the central purpose of human existence.
- Life has a greater value than material possessions.
- Christians should trust God while working responsibly to meet their needs.

Lessons

1. God values human life.
2. Christians should trust God.
3. People should avoid excessive anxiety.
4. Human beings should appreciate God's blessings.
5. Material needs should not replace spiritual priorities.
6. Christians should practise contentment.

3.5 The illustration of the ravens (Luke 12:24)

Jesus asked His disciples to consider the ravens.

He explained that ravens neither sow nor reap, have neither storehouses nor barns, yet God feeds them.

Jesus then asked how much more valuable human beings are than birds.



Meaning of the raven illustration

1. Ravens are birds that depend on the natural environment for food.
2. They do not cultivate crops or store grain in barns like human beings.

3. God provides for His creation.
4. Human beings have greater value in God's sight.
5. Christians should trust God to provide for their needs.

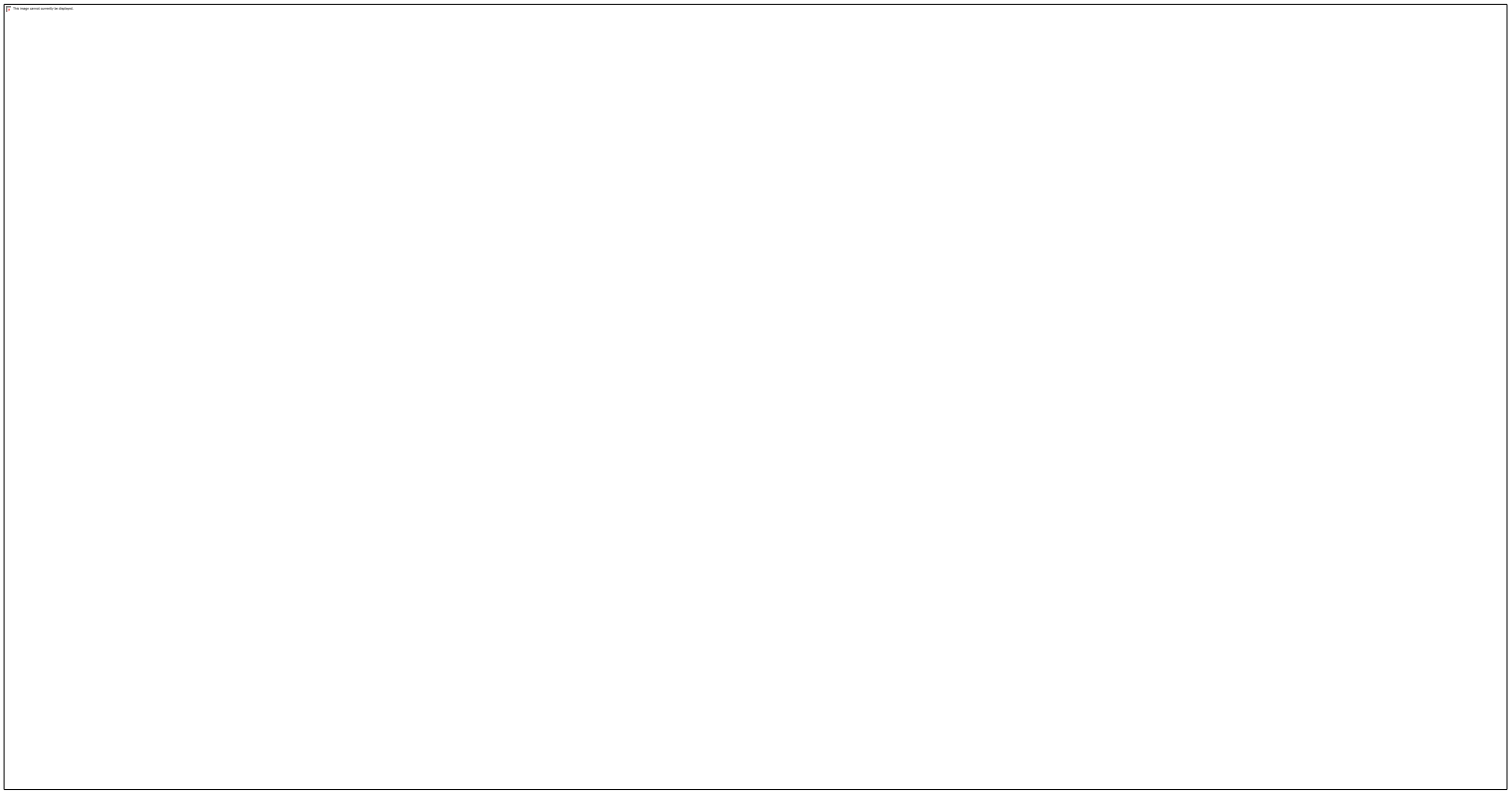
Lessons learnt

- God cares for His creation.
- Human beings should trust God's provision.
- People should avoid excessive anxiety.
- Christians should appreciate the value of human life.
- People should not allow fear of material shortages to destroy their faith.

3.6 The illustration of the lilies (Luke 12:27-28)

Jesus asked His disciples to consider how lilies grow.

He explained that they do not labour or spin, yet even King Solomon in all his glory was not dressed as beautifully as one of them.



Meaning of the lilies illustration

- Lilies grow naturally without human effort to manufacture their beauty.
- God has provided for their growth and appearance.
- Their beauty demonstrates God's provision for creation.
- If God clothes the grass of the field, He will certainly care for human beings.
- Christians should trust God rather than become excessively anxious.

Lessons learnt

1. God cares for His creation.
2. Human beings should appreciate God's provision.
3. Christians should avoid unnecessary anxiety.
4. People should develop faith and trust in God.
5. Material appearance should not become the measure of human worth.
6. Christians should not compare their possessions with those of others.

3.7 Why should Christians not worry excessively?

According to Luke 12:25–26:

Jesus asked who among the disciples could add even a single hour to their life by worrying.

He demonstrated that worry cannot solve the challenges of life.

Reasons

1. Worry cannot change the past.
2. Excessive anxiety does not guarantee success.
3. God knows human needs.
4. Worry can interfere with sound decision-making.
5. Life is more valuable than material possessions.
6. God cares for His creation.
7. Christians should depend on God's wisdom.
8. Anxiety should not prevent people from fulfilling their responsibilities.

3.8 Jesus warns against running after material things (Luke 12:29-30)

Jesus told His disciples not to be constantly concerned about what they would eat or drink.

He explained that people who do not know God may spend their lives pursuing such things.

However, the Father knows what His children need.

Lessons

- Christians should not make material possessions their highest priority.
- God knows the needs of His people.
- People should practise contentment.
- Believers should trust God.
- Christians should avoid unnecessary competition.
- People should maintain a balanced approach to work and worship.

3.9 Seek the Kingdom of God first (Luke 12:31)

Jesus encouraged His disciples to seek God's Kingdom, assuring them that their needs would be provided for.

Meaning of the Kingdom of God:

The Kingdom of God refers to God's rule, authority and reign in the lives of people and throughout creation.

It is demonstrated through obedience to God, righteousness, justice, love, peace and faithfulness.

Ways Christians can seek God's Kingdom

1. Obeying God's commandments.
2. Praying regularly.
3. Studying the Bible.
4. Practising justice.
5. Showing love to others.
6. Forgiving those who wrong them.
7. Helping vulnerable people.
8. Promoting peace.
9. Living honestly.
10. Sharing the Gospel.
11. Avoiding corruption.
12. Practising generosity.

3.10 Lessons learnt from Luke 12:22-31

1. Christians should trust God for their needs.
2. Human life is more valuable than material possessions.
3. God cares for His creation.
4. People should avoid excessive anxiety.
5. Christians should practise contentment.
6. Believers should not compete unnecessarily for material possessions.
7. God knows the needs of His people.
8. Christians should seek God's Kingdom first.
9. People should work responsibly while depending on God.
10. Christians should appreciate God's provision.
11. People should avoid comparing themselves with others.
12. Spiritual values should be prioritised.

3.11 Application in contemporary Kenyan society

A. Economic challenges

Many Kenyan families face challenges involving food prices, school fees, transport and other household expenses.

Christian response:

- Work responsibly.
- Budget available resources.
- Avoid dishonest ways of earning money.

- Pray and trust God.
- Support vulnerable families.
- Practise responsible saving.

B. Unemployment

People may become anxious when they cannot find employment.

Christian response:

- Develop practical skills.
- Seek legitimate employment opportunities.
- Engage in productive activities.
- Support entrepreneurship.
- Avoid losing hope.
- Trust God while taking responsible action.

C. Education

Learners may worry about examinations and future careers.

Christian response:

- Prepare adequately.
- Manage study time.
- Seek guidance from teachers.
- Avoid examination malpractice.
- Pray for wisdom.
- Maintain confidence and hope.

D. Family responsibilities

Parents may worry about providing for their children.

Christian response:

- Plan family resources wisely.
- Encourage cooperation.
- Provide emotional support.
- Seek responsible economic opportunities.
- Trust God.

Key point: Jesus' teaching against worry encourages faith and responsible action, not laziness or neglect of human responsibilities.

4.0 TREASURES IN HEAVEN AND GENEROSITY (LUKE 12:32-34)

4.1 Introduction

In Luke 12:32–34, Jesus continued teaching His disciples about the Kingdom of God and the proper attitude towards material possessions.

He encouraged His followers not to be afraid because it pleased the Father to give them the Kingdom.

He instructed them to sell their possessions and give to the needy, explaining that they should provide themselves with treasures in heaven.

He further taught that where a person's treasure is, their heart will also be.

These teachings emphasise generosity, spiritual commitment and the importance of prioritising God's Kingdom.

4.2 Meaning of treasures in heaven

Treasures in heaven refers to spiritual riches and eternal rewards associated with faithfulness, obedience, generosity, love and service to God.

Unlike earthly possessions, heavenly treasures are not affected by theft, destruction or material decay.

Examples of treasures in heaven

1. Faithfulness to God.
2. Generosity towards the needy.
3. Acts of compassion.
4. Forgiveness.
5. Love for others.
6. Obedience to God's Word.
7. Promotion of justice.
8. Service to the community.
9. Helping vulnerable people.
10. Sharing the Gospel.

4.3 Jesus encourages His followers not to fear (Luke 12:32)

Jesus addressed His disciples as a little flock and assured them that it pleased their Father to give them the Kingdom.

Meaning of the little flock

The expression refers to Jesus' disciples, who depended on God for guidance and protection.

It demonstrated the relationship between God as the caring shepherd and His followers as His people.

Lessons

- God cares for His followers.
- Christians should trust God's promises.
- Believers should not be discouraged by their small numbers.
- God's Kingdom is a gift of divine grace.
- Christians should remain faithful.

4.4 Jesus teaches generosity (Luke 12:33)

Jesus encouraged His disciples to sell their possessions and give to the needy.

He taught them to provide purses that would not wear out and treasures in heaven that would not fail.

Meaning

Jesus emphasised that material possessions should be used to serve God and other people.

He challenged selfishness and excessive attachment to wealth.

Ways Christians can demonstrate generosity

1. Donating food to vulnerable families.
2. Supporting learners from disadvantaged backgrounds.
3. Helping elderly people.
4. Supporting people with disabilities.
5. Contributing to community development.
6. Visiting and supporting the sick.
7. Helping families affected by disasters.
8. Sharing knowledge and skills.
9. Supporting charitable activities.
10. Offering voluntary service.

4.5 Where your treasure is, there your heart will be also (Luke 12:34)

Meaning: A person's priorities are revealed by the things they value most.

If someone gives excessive importance to wealth and possessions, their attention and decisions may become dominated by material things.

If a person prioritises God's Kingdom, their life will reflect spiritual values.

Lessons

1. Christians should examine their priorities.
2. Material wealth should not control human behaviour.
3. People should prioritise spiritual growth.
4. Generosity demonstrates love.
5. Christians should use possessions responsibly.
6. Believers should avoid greed.
7. People should invest in activities that benefit society.
8. The condition of the heart influences human actions.

4.6 Difference between earthly treasures and heavenly treasures

Earthly treasures	Heavenly treasures

Money and material possessions	Spiritual riches
Expensive clothing	Humility
Houses and vehicles	Faithfulness to God
Personal luxury	Generosity
Social status	Genuine love
Temporary possessions	Eternal spiritual value
Selfish accumulation	Compassion and service
Can be stolen or destroyed	Cannot be destroyed by earthly circumstances

4.7 Application in Kenya

Christians can demonstrate the teaching through:

- Supporting needy learners with school materials.
- Donating food to vulnerable households.
- Participating in community health activities.
- Helping elderly members of society.
- Supporting families affected by drought.
- Volunteering in community development.
- Using wealth to promote justice and dignity.

Important distinction: Jesus was not teaching that responsible saving, owning property or working for financial security is sinful. He was challenging greed and the attitude that possessions are more important than God and other people.

5.0 WATCHFULNESS AND READINESS: THE WATCHFUL SERVANTS (LUKE 12:35-48)

5.1 Meaning of watchfulness

Watchfulness refers to the state of being alert, attentive and prepared for an expected event.

In Christian teaching, watchfulness means living in constant spiritual readiness for the coming of Jesus Christ and the fulfilment of God's Kingdom.

It involves remaining faithful, prayerful, obedient and responsible while waiting for the Lord.

5.2 Meaning of readiness

Readiness is the state of being fully prepared to respond to an expected event or responsibility.

Spiritual readiness means preparing one's life through faith, repentance, prayer, obedience and righteous conduct.

Difference between watchfulness and readiness

Watchfulness	**Readiness**
Being spiritually alert	Being spiritually prepared
Remaining attentive	Taking appropriate action
Recognising the importance of the Lord's coming	Living according to God's expectations
Avoiding spiritual carelessness	Demonstrating faithfulness
Being aware of one's responsibilities	Fulfilling one's responsibilities

5.3 Biblical background

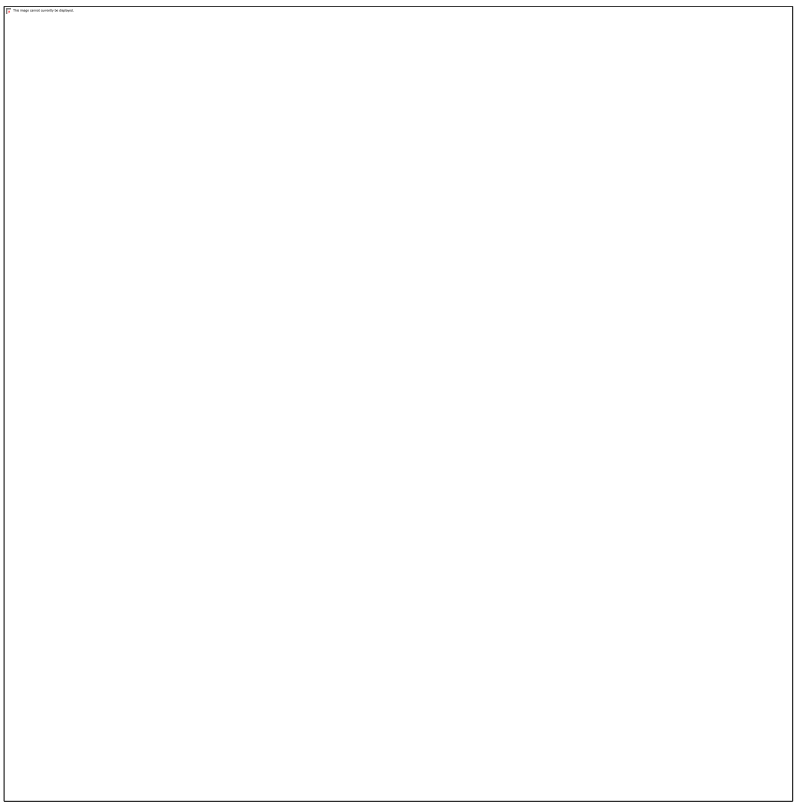
In Luke 12:35–48, Jesus used the illustration of servants waiting for their master to return from a wedding banquet.

He taught that servants should remain dressed for service and keep their lamps burning.

The servants did not know the exact time when their master would return.

Therefore, they had to remain alert and prepared.

Jesus used this illustration to teach His disciples about spiritual watchfulness and readiness.



5.4 Narration of the parable of the watchful servants

According to Luke 12:35–40:

1. Jesus instructed His disciples to be dressed ready for service.
2. He told them to keep their lamps burning.
3. He compared them to servants waiting for their master to return from a wedding banquet.
4. The servants were expected to open the door immediately when their master knocked.
5. The master would bless the servants whom he found awake and ready.
6. Jesus explained that the master might return during the second or third watch of the night.
7. He emphasised that the servants should remain prepared.
8. He further compared His coming to the unexpected arrival of a thief.
9. He taught that the Son of Man would come at an hour people did not expect.

5.5 Explanation of the symbols used in the parable

Symbol or expression	**Spiritual meaning**
Master	Jesus Christ
Servants	Jesus' followers and believers
Wedding banquet	A picture of the master's absence and the expected return
Lamps	Spiritual alertness and preparedness
Being dressed for service	Readiness to fulfil God's will
Opening the door	Being prepared to welcome the Lord
Unexpected return	Uncertainty of the time of Christ's coming
Blessing of faithful servants	God's approval and reward for faithfulness

5.6 The significance of keeping lamps burning

In biblical times, lamps were important sources of light.

A servant waiting for the master had to ensure that the lamp remained lit.

Spiritual significance

1. Light represents spiritual alertness.
2. It symbolises faithfulness.
3. It demonstrates preparedness.
4. It reminds Christians to remain committed to God.
5. It encourages believers to avoid spiritual darkness.
6. It represents the need to continue doing good.

5.7 Why should Christians watch and pray always?

Christians should watch and pray because:

1. They do not know the exact time of Christ's coming.
2. Life is uncertain.
3. Prayer strengthens their relationship with God.
4. Watchfulness helps believers resist temptation.
5. Prayer provides spiritual guidance.
6. It encourages faithfulness.
7. It promotes spiritual discipline.
8. It helps Christians remain focused on God's Kingdom.
9. It prepares believers to face challenges.
10. It encourages repentance and righteous living.

5.8 The parable of the thief (Luke 12:39-40)

Jesus compared the coming of the Son of Man to the unexpected arrival of a thief.

He explained that if the owner of a house knew the exact time when a thief would come, he would remain alert and prevent the house from being broken into.

Jesus used this illustration to teach that His coming would occur at an unexpected time.

Lessons learnt

- Christians should always remain spiritually prepared.
- Believers should not postpone repentance.
- Christians should avoid spiritual laziness.
- People should live responsibly every day.
- Faithfulness should not depend on the expectation of an immediate reward.
- Christians should not attempt to predict the exact time of Christ's coming.

5.9 The faithful and unfaithful servant (Luke 12:41-48)

Peter asked Jesus whether the parable was meant for the disciples or for everyone.

Jesus responded by describing a faithful and wise manager who had been placed in charge of the master's household servants.

A. The faithful and wise servant

The faithful servant:

1. Performs assigned responsibilities.
2. Provides food for the other servants at the proper time.
3. Remains trustworthy.
4. Demonstrates responsibility.
5. Does not misuse authority.
6. Remains prepared for the master's return.

The master rewards such a servant by placing him in charge of more responsibilities.

Lesson: Christians should be faithful and responsible in whatever duties God has entrusted to them.

B. The unfaithful servant

Jesus described another servant who reasoned that his master was delaying his return.

He began mistreating other servants and indulging in irresponsible behaviour.

When the master returned unexpectedly, he found the servant unprepared.

Characteristics of the unfaithful servant

- He became careless.
- He abused his authority.
- He mistreated other servants.
- He acted irresponsibly.
- He took advantage of the master's absence.
- He ignored his responsibilities.
- He failed to prepare for the master's return.

Lesson: Christians should not misuse freedom or authority. They should remain accountable even when supervision is absent.

5.10 The principle of responsibility according to knowledge (Luke 12:47-48)

Jesus taught that servants who knew their master's will but failed to act accordingly would receive a greater punishment than those who did not know.

He concluded that much would be required from the person to whom much had been given.

Meaning

People who receive greater opportunities, knowledge, authority or responsibility are expected to use them faithfully.

Examples in contemporary Kenya

Teachers:

- Teachers entrusted with learners should protect their welfare.
- They should teach responsibly.
- They should assess learners fairly.

School leaders:

- They should manage school resources honestly.
- They should treat teachers and learners fairly.
- They should remain accountable.

Parents and guardians:

- They should provide responsible guidance.
- They should protect children.
- They should demonstrate good moral values.

Public leaders:

- They should use public resources responsibly.
- They should promote justice.
- They should serve citizens faithfully.

Learners:

- They should use educational opportunities responsibly.
- They should complete assigned tasks.
- They should respect school rules.

5.11 Lessons learnt from Luke 12:35-48

1. Christians should remain spiritually alert.
2. Believers should prepare for the coming of Jesus.
3. Christians should pray regularly.
4. People should remain faithful in their duties.
5. God's coming is not known to human beings.
6. Christians should avoid spiritual laziness.
7. Leaders should exercise authority responsibly.
8. People should avoid abusing others.
9. Everyone is accountable for their actions.
10. Greater responsibility requires greater accountability.
11. Christians should be ready to serve at all times.
12. Faithfulness should be demonstrated through actions.
13. People should not misuse opportunities.
14. Believers should avoid postponing repentance.
15. Christians should remain committed even when the expected event appears delayed.

5.12 Ways Christians can demonstrate watchfulness and readiness

1. Praying regularly.
2. Reading and studying the Bible.
3. Repenting when they commit sins.
4. Forgiving others.
5. Helping the needy.
6. Attending worship services.
7. Promoting justice.
8. Avoiding dishonest practices.
9. Demonstrating love and compassion.
10. Sharing the Gospel.
11. Avoiding harmful behaviour.

12. Fulfilling responsibilities faithfully.
13. Resisting negative peer pressure.
14. Maintaining a good relationship with God.
15. Using time and resources responsibly.

6.0 JESUS INTERPRETS THE SIGNS OF THE TIMES (LUKE 12:54-56)

6.1 Meaning of signs of the times

Signs of the times refers to observable events, conditions or developments that help people recognise the significance of what is happening around them and respond appropriately.

In Luke 12:54–56, Jesus challenged the crowds because they could interpret weather conditions but failed to recognise the spiritual significance of His ministry.

6.2 Biblical background

Jesus observed that people were able to interpret changes in the weather by observing clouds and wind.

However, they failed to recognise the spiritual significance of the events taking place during His ministry.

They witnessed His teachings, miracles and works but did not fully understand that God's Kingdom was being revealed among them.

Jesus therefore challenged them for failing to interpret the present time.

6.3 Narration of Luke 12:54-56

1. Jesus told the crowds that when they saw a cloud rising in the west, they predicted rain.
2. When they observed the south wind blowing, they predicted hot weather.
3. They were skilled at interpreting natural signs.
4. However, they failed to interpret the spiritual significance of the time in which they lived.
5. Jesus challenged them for failing to recognise the importance of His ministry.

6.4 Lessons learnt from the teaching about signs of the times

1. Christians should be spiritually alert.
2. People should recognise God's work in their lives.
3. Believers should study the Scriptures.
4. Christians should not ignore important spiritual opportunities.
5. People should use wisdom when interpreting events.
6. Christians should avoid spiritual blindness.
7. Believers should respond positively to God's message.
8. People should distinguish between temporary events and spiritual priorities.
9. Christians should make responsible decisions based on sound understanding.
10. Believers should remain attentive to God's guidance.

6.5 Application in contemporary Kenyan society

Christians should be able to identify and respond to important challenges affecting society.

Examples include:

- Corruption and misuse of public resources.
- Environmental destruction.
- Poverty and inequality.
- Conflicts within communities.
- Unethical use of digital technology.
- Discrimination.
- Drug and substance abuse.
- Family breakdown.
- Examination malpractice.
- Violence and insecurity.

Christian response

- Promote justice.
- Speak against corruption.
- Support vulnerable people.
- Promote peace.
- Protect the environment.
- Encourage ethical use of technology.
- Promote responsible leadership.
- Support education.
- Demonstrate compassion.

Important clarification: Jesus' teaching in Luke 12:54–56 is primarily a challenge to recognise the significance of His ministry and the present spiritual opportunity. It should not be used to claim that every weather event or social crisis is a prediction of the exact date of His return.

7.0 JESUS BRINGS DIVISION (LUKE 12:49–53)

7.1 Introduction

In Luke 12:49–53, Jesus explained that His mission would bring division among people.

He used strong language about bringing fire upon the earth and undergoing a baptism that He had to experience.

He also explained that His message would sometimes create divisions within families because individuals would respond differently to His teachings.

This teaching demonstrates that commitment to Christ may involve difficult choices and opposition, even among people who are closely related.

7.2 Jesus' statement about bringing fire upon the earth (Luke 12:49)

Jesus said that He had come to bring fire upon the earth and wished that it were already kindled.

Meaning of fire in the passage

The image of fire has been interpreted in different ways in Christian understanding.

In this context, it communicates the seriousness and transformative impact of Jesus' mission and the division that His message would bring.

It should be understood within the wider context of judgement, spiritual decision and the response to God's Kingdom.

Lessons

1. Jesus' mission demands a response.
2. Christians should take God's message seriously.
3. People should be prepared to make difficult moral choices.
4. Faithfulness may attract opposition.
5. Believers should remain committed to truth.
6. Christians should communicate their beliefs peacefully.

7.3 Jesus' baptism of suffering (Luke 12:50)

Jesus referred to a baptism that He had to undergo and expressed distress until it was accomplished.

Meaning

This statement points towards the suffering He would experience in fulfilling His mission, especially His approaching death.

Jesus understood that His mission involved sacrifice.

Lessons

- Serving God may require sacrifice.
- Christians should remain committed to their responsibilities.
- Faithfulness may involve difficulties.
- Believers should not abandon their values because of challenges.
- Christians should be willing to serve others selflessly.

7.4 Jesus explains division within families (Luke 12:51-53)

Jesus explained that His message would not always bring immediate peace among people.

Some would accept His teachings while others would reject them.

This difference in response could create divisions even within families.

Biblical illustration

Jesus described a situation in which:

- A father might disagree with his son.
- A son might disagree with his father.
- A mother might disagree with her daughter.
- A daughter might disagree with her mother.
- A mother-in-law might disagree with her daughter-in-law.
- A daughter-in-law might disagree with her mother-in-law.

Explanation

1. People have different beliefs and convictions.
2. Some individuals accept the Gospel while others reject it.
3. Faith can lead to disagreements within families.
4. Christians may experience opposition because of their commitment to Christ.
5. Believers should remain faithful while maintaining love and respect for family members.

Lessons learnt

1. Christians should remain committed to their faith.
2. Believers should respect people with different convictions.
3. Faith should not be forced upon others.
4. Christians should avoid hatred and hostility.
5. Families should practise peaceful dialogue.
6. People should make decisions based on truth and conscience.
7. Believers should demonstrate love even when others disagree with them.
8. Commitment to God may require difficult personal decisions.

7.5 Application in contemporary Kenyan society

In Kenya, people may belong to different religious traditions, denominations and cultural backgrounds.

Differences in religious beliefs may sometimes lead to family disagreements.

Christians should therefore:

- Respect people of different faiths.
- Avoid religious discrimination.
- Discuss differences peacefully.
- Remain committed to their convictions.
- Avoid insulting other people's beliefs.
- Promote freedom of worship.
- Maintain family love and unity.
- Avoid using violence to defend religious positions.

Key point: Jesus' teaching about division does not encourage Christians to create conflict. It explains that His message can produce different responses among people.

8.0 SETTLING WITH YOUR OPPONENT (LUKE 12:57-59)

8.1 Meaning of an opponent

An opponent is a person who disagrees with another person, opposes their position or is involved in a dispute with them.

An opponent may be involved in a disagreement over money, property, family matters, business or other responsibilities.

8.2 Meaning of reconciliation

Reconciliation is the process of restoring peaceful relationships between people who have experienced disagreements, conflict or separation.

It involves recognising wrongdoing, communicating honestly, seeking forgiveness and finding peaceful solutions.

8.3 Biblical background

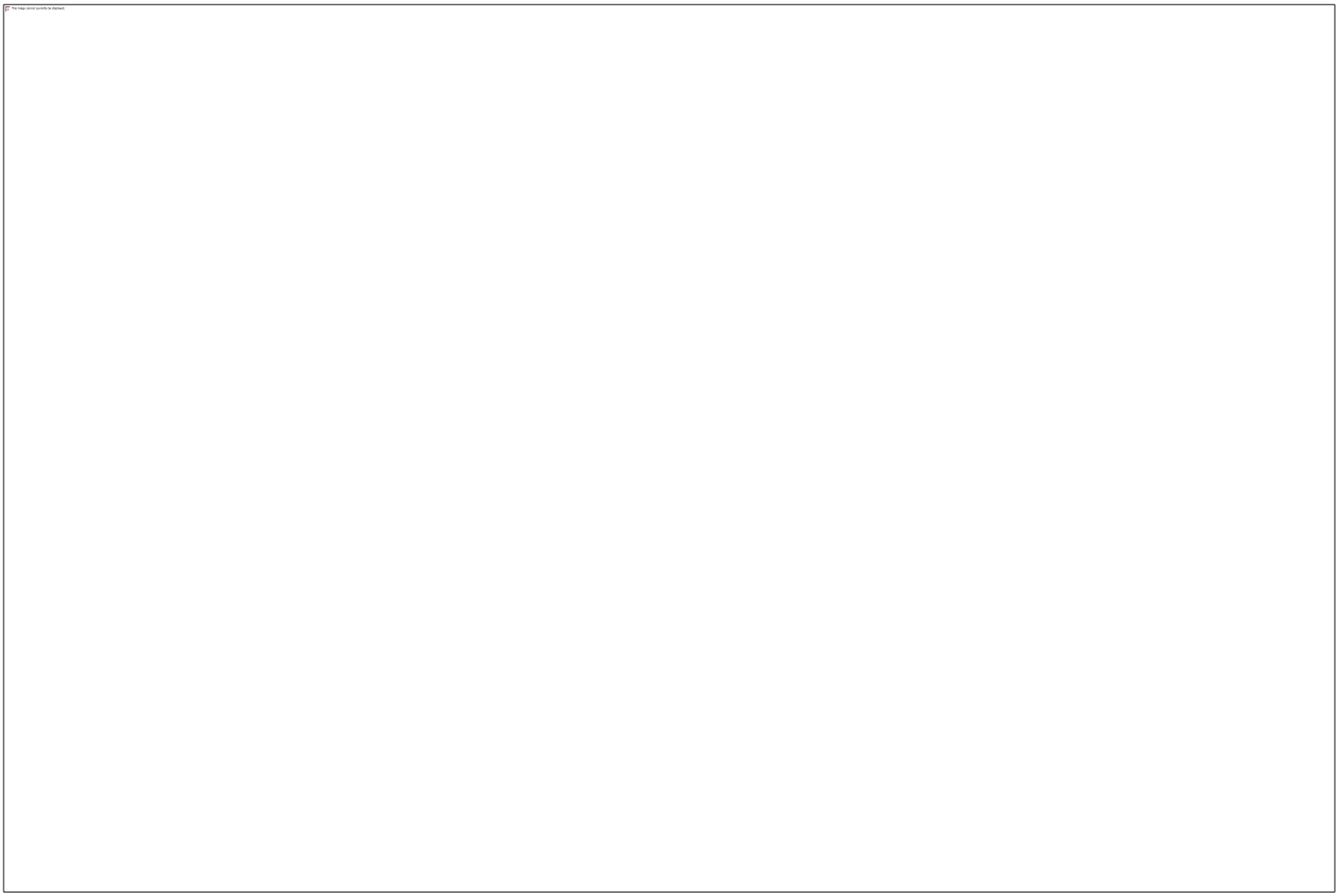
In Luke 12:57–59, Jesus challenged the crowd to judge for themselves what was right.

He used the example of two people who were on their way to court.

He advised them to make efforts to settle their disagreement before reaching the judge.

Jesus explained that failing to resolve the dispute could lead to serious consequences.

The teaching emphasises the importance of taking responsibility for disagreements and seeking reconciliation before matters become worse.



8.4 Narration of Luke 12:57–59

1. Jesus challenged the crowd to determine what was right.
2. He described a person going with an opponent to a magistrate.
3. He advised the person to make efforts to settle the dispute while still on the way.
4. He explained that failure to settle the matter could result in being taken before the judge.

5. The judge could hand the person over to an officer.
6. The person could then be imprisoned.
7. Jesus emphasised the seriousness of unresolved disputes.

8.5 Lessons learnt from settling with an opponent

1. Christians should resolve disagreements peacefully.
2. People should avoid unnecessary court cases.
3. Disputes should be addressed before they become serious.
4. Christians should practise forgiveness.
5. People should accept responsibility for their mistakes.
6. Dialogue promotes peaceful relationships.
7. Reconciliation prevents unnecessary suffering.
8. Christians should seek justice.
9. People should respect lawful authorities.
10. Believers should avoid revenge.
11. Conflicts should be addressed promptly.
12. Christians should demonstrate humility.

8.6 Ways of resolving disagreements in contemporary Kenyan society

A. Dialogue

People should discuss their differences openly and respectfully.

Examples:

- Family members discussing disagreements over household responsibilities.
- Learners discussing misunderstandings during group work.
- Neighbours discussing boundary disagreements.

B. Mediation

Mediation involves using a neutral third party to help conflicting individuals reach an agreement.

Examples:

- A trusted elder helping family members settle a disagreement.
- A teacher helping learners resolve a dispute.
- A community leader helping neighbours reach a peaceful settlement.

C. Forgiveness

People should be willing to forgive those who have wronged them.

Forgiveness reduces resentment and creates opportunities for reconciliation.

D. Apology

A person who has made a mistake should acknowledge it and apologise sincerely.

E. Negotiation

Conflicting parties should discuss possible solutions and agree on fair terms.

F. Respect for the law

Some disputes require formal legal processes.

Christians should respect lawful procedures, especially where rights, safety or justice are involved.

8.7 Relevance in contemporary Kenyan society

The teaching is important in:

Families:

- Resolving inheritance disagreements.
- Settling marital and household misunderstandings.
- Promoting peaceful relationships.

Schools:

- Resolving conflicts between learners.
- Addressing bullying.
- Encouraging respectful communication.

Communities:

- Settling land and boundary disagreements.
- Promoting peace between neighbouring communities.
- Addressing misunderstandings peacefully.

Businesses:

- Resolving contractual disagreements.
- Settling payment disputes.
- Maintaining good working relationships.

Churches:

- Promoting unity among members.
- Resolving leadership disagreements.
- Avoiding unnecessary divisions.

9.0 SUMMARY OF JESUS' TEACHINGS IN LUKE 12:13-59

The teachings in this chapter provide guidance on how Christians should live responsibly as they prepare for God's Kingdom.

Section	Main teaching	Central message
Luke 12:13-21	The rich fool	Avoid greed and become rich towards God
Luke 12:22-26	Do not worry	Trust God instead of excessive anxiety
Luke 12:27-31	Ravens, lilies and God's provision	God cares for His creation
Luke 12:32-34	Treasures in heaven	Prioritise spiritual values and generosity
Luke 12:35-40	Watchful servants	Remain prepared for the Lord's coming
Luke 12:41-48	Faithful and unfaithful servants	Be responsible and accountable
Luke 12:49-50	Fire and baptism	Jesus' mission involves serious commitment and sacrifice
Luke 12:51-53	Division	Faith may create differences in people's responses
Luke 12:54-56	Signs of the times	Recognise the spiritual significance of God's work
Luke 12:57-59	Settling with an opponent	Resolve disagreements promptly and peacefully

10.0 APPLICATION OF THE TEACHINGS IN CONTEMPORARY KENYAN SOCIETY

10.1 In families

Christians should:

1. Manage family resources responsibly.
2. Avoid greed and selfishness.
3. Support needy family members.
4. Trust God during economic difficulties.
5. Pray together.
6. Resolve family disagreements peacefully.
7. Prepare children spiritually and morally.
8. Demonstrate love and forgiveness.

10.2 In schools

Learners should:

1. Avoid materialistic competition.
2. Appreciate opportunities for education.
3. Prepare adequately for examinations.
4. Avoid anxiety caused by unhealthy competition.
5. Use their talents responsibly.
6. Help disadvantaged classmates.
7. Resolve disagreements peacefully.
8. Demonstrate honesty and responsibility.
9. Avoid bullying.
10. Participate in community service.

10.3 In churches

Christians should:

1. Support charitable activities.
2. Manage church resources responsibly.
3. Pray regularly.
4. Remain spiritually alert.
5. Demonstrate generosity.
6. Prepare spiritually for Christ's coming.
7. Avoid abusing leadership positions.
8. Promote unity among believers.

10.4 In government and leadership

Christian leaders should:

1. Avoid corruption.
2. Practise transparency.
3. Use public resources responsibly.
4. Promote justice.
5. Serve citizens faithfully.
6. Support vulnerable communities.
7. Remain accountable.
8. Avoid selfish accumulation of wealth.

10.5 In the business sector

Christians should:

1. Earn wealth honestly.

2. Avoid exploitation.
3. Treat workers fairly.
4. Pay legitimate obligations.
5. Avoid bribery.
6. Practise responsible saving.
7. Support community development.
8. Avoid damaging the environment for profit.

PART IV: COMPETENCE-BASED LEARNING ACTIVITIES

11.0 Suggested teaching and learning activities

Activity 1: Bible reading and narration

Biblical reference: Luke 12:13-21

Learners read the parable of the rich fool and narrate the events in their own words.

They identify:

- The problem that led Jesus to tell the parable.
- The actions of the rich man.
- Why the rich man was called a fool.
- Lessons for modern society.

Expected learning outcome: Learners demonstrate communication, critical thinking and biblical interpretation skills.

Activity 2: Group discussion on material wealth

Learners form groups and discuss:

Question: Why is it wrong to idolise material wealth?

Each group presents five arguments and provides examples from Kenyan society.

Expected responses include:

- Wealth cannot guarantee life.
- Greed encourages corruption.
- Materialism weakens relationships.
- Excessive attachment to wealth undermines spiritual values.
- Selfishness prevents generosity.

Activity 3: Flash-card activity

Learners write Luke 12:31 on flash cards.

They read and meditate on the verse.

They identify practical ways of seeking God's Kingdom in their lives.

Activity 4: Role-play on generosity

Learners act out a situation in which a family receives an unexpected financial benefit.

They demonstrate two possible responses:

- A selfish response involving excessive accumulation.
- A responsible response involving saving, gratitude and generosity.

Learners discuss which response reflects Jesus' teaching.

Activity 5: Group activity on watchfulness

Learners read Luke 12:35–48 and prepare a chart showing the differences between the faithful and unfaithful servants.

Faithful servant	**Unfaithful servant**
Responsible	Irresponsible
Trustworthy	Untrustworthy
Disciplined	Careless
Serves others	Mistreats others
Remains prepared	Becomes careless
Accountable	Abuses authority

Activity 6: Discussion on settling disagreements

Learners identify common disagreements in Kenyan families, schools and communities.

They discuss peaceful methods of resolving such disagreements.

Activity 7: Personal reflection journal

Learners write a reflection entitled:

How I Prepare for the Coming of God's Kingdom

The reflection should include:

1. My understanding of watchfulness.
2. How I practise prayer.
3. How I demonstrate generosity.
4. How I avoid greed.
5. How I resolve disagreements.
6. How I prepare spiritually.
7. Changes I intend to make in my life.

PART V: REVISION QUESTIONS

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer all questions. Choose the correct answer from the alternatives A, B, C and D.

1. What prompted Jesus to tell the parable of the rich fool in Luke 12:13–21?

A. A request to heal a sick person.

B. A request to settle an inheritance dispute.

C. A request to explain the Sabbath.

D. A request to provide food for a crowd.

2. What did the rich man decide to do when his land produced an abundant harvest?

A. Give all his produce to the poor.

B. Build larger barns to store his produce.

C. Sell his land to another farmer.

D. Stop farming permanently.

3. Why did Jesus describe the rich man as a fool?

A. He refused to cultivate his land.

B. He failed to accumulate enough wealth.

C. He stored earthly treasures but was not rich towards God.

D. He refused to build a house.

4. What is the central teaching of the parable of the rich fool?

A. Wealth is the only source of happiness.

B. Christians should avoid all farming activities.

C. People should prioritise spiritual values over material possessions.

D. People should avoid planning for the future.

5. Which of the following demonstrates being rich towards God?

A. Accumulating wealth selfishly.

B. Helping vulnerable people and obeying God's commandments.

C. Seeking public recognition.

D. Competing with others for expensive possessions.

6. According to Luke 12:22–23, what did Jesus teach His disciples not to worry excessively about?

A. Their responsibilities as disciples.

B. Their food and clothing.

C. Their relationship with God.

D. Their commitment to prayer.

7. Which birds did Jesus use to illustrate God's provision?

A. Eagles.

B. Doves.

C. Ravens.

D. Parrots.

8. What spiritual lesson is demonstrated by the illustration of the lilies?

A. Human beings should compete over appearance.

B. God provides for His creation.

C. People should avoid working.

D. Wealth determines human worth.

9. According to Luke 12:25, what did Jesus teach about worry?

A. It can guarantee a longer life.

B. It can increase material possessions.

C. It cannot add even a single hour to one's life.

D. It is necessary for spiritual growth.

10. What did Jesus instruct His disciples to seek first in Luke 12:31?

A. Political power.

B. Material possessions.

C. The Kingdom of God.

D. Public recognition.

11. What is the meaning of the Kingdom of God?

A. A kingdom ruled by wealthy people.

B. God's rule and authority in the lives of people and creation.

C. A government established by human beings.

D. A place where people accumulate possessions.

12. According to Luke 12:32, Jesus referred to His disciples as

A. a large army.

B. a little flock.

C. a group of rulers.

D. a royal family.

13. What did Jesus encourage His followers to do in Luke 12:33?

A. Accumulate more possessions.

B. Sell their possessions and give to the needy.

C. Refuse to help strangers.

D. Compete for material wealth.

14. What is meant by the statement, "Where your treasure is, there your heart will be also"?

A. People should keep money in safe places.

B. A person's priorities are reflected in what they value most.

C. Wealth is more important than relationships.

D. People should avoid helping others.

15. What does watchfulness mean in Christian teaching?

A. Remaining spiritually alert and prepared.

B. Waiting without fulfilling responsibilities.

C. Predicting the exact date of Christ's coming.

D. Avoiding all social activities.

16. In Luke 12:35, what were the servants instructed to keep burning?

A. Their houses.

B. Their lamps.

C. Their fields.

D. Their barns.

17. In the parable of the watchful servants, the master represents

A. a farmer.

B. Jesus Christ.

C. a political leader.

D. a wealthy merchant.

18. What did the master do when he found his servants awake and ready?

A. Punished them.

B. Dismissed them.

C. Blessed them and served them.

D. Ordered them to leave.

19. Why did Jesus compare His coming to the arrival of a thief?

A. To encourage stealing.

B. To demonstrate that His coming would be unexpected.

C. To teach people how to protect property.

D. To discourage people from working.

20. What was the major characteristic of the faithful servant?

A. He misused his authority.

B. He mistreated other servants.

C. He remained responsible and trustworthy.

D. He neglected his duties.

21. What happened to the unfaithful servant in Luke 12:45–48?

A. He was rewarded with more authority.

B. He became the master.

C. He faced judgement for his irresponsible conduct.

D. He was given additional possessions.

22. What is the meaning of the teaching that much is required from a person who has been given much?

A. People with wealth should avoid responsibilities.

B. Greater privileges and responsibilities require greater accountability.

C. Leaders should avoid serving others.

D. Knowledge removes responsibility.

23. In Luke 12:49, Jesus used which illustration when describing His mission?

A. Water.

B. Fire.

C. Bread.

D. Salt.

24. What did Jesus mean by the baptism He had to undergo in Luke 12:50?

A. His participation in a river ceremony.

B. The suffering He would experience in fulfilling His mission.

C. His appointment as a political ruler.

D. His journey to Galilee.

25. Why did Jesus explain that His message would bring division in Luke 12:51–53?

A. All families would stop communicating.

B. People would respond differently to His teachings.

C. Christians would be forbidden from worshipping.

D. His disciples would abandon their families.

26. What was Jesus criticising in Luke 12:54–56?

A. The inability of people to predict agricultural seasons.

B. The inability of people to recognise the spiritual significance of His ministry.

C. The failure of people to build houses.

D. The failure of people to travel.

27. What did Jesus encourage people to do when they were involved in a dispute with an opponent?

A. Seek revenge.

B. Ignore the disagreement.

C. Make efforts to settle the disagreement promptly.

D. Encourage other people to fight.

28. Which of the following is a peaceful method of resolving disagreements?

A. Revenge.

B. Mediation.

C. Intimidation.

D. Discrimination.

29. Which action demonstrates watchfulness in contemporary Kenyan society?

A. Ignoring spiritual responsibilities.

B. Practising corruption.

C. Praying regularly and living responsibly.

D. Accumulating wealth selfishly.

30. What is the central message of Luke 12:13–59?

A. Christians should prioritise material possessions.

B. Christians should avoid all economic activities.

C. Christians should trust God, practise generosity, remain watchful and live responsibly.

D. Christians should avoid resolving disagreements.

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions. Write your answers clearly and support them with relevant biblical teachings and practical examples.

QUESTION 31: THE PARABLE OF THE RICH FOOL (10 MARKS)

a) Define the term parable. (2 marks)

b) Narrate the parable of the rich fool according to Luke 12:13–21. (4 marks)

c) Explain four lessons Christians learn from the parable of the rich fool. (4 marks)

QUESTION 32: DO NOT WORRY AND TRUST IN GOD (10 MARKS)

a) Explain the meaning of worry. (2 marks)

b) Explain four teachings of Jesus in Luke 12:22–31. (4 marks)

c) Describe four ways Christians can demonstrate trust in God while facing economic challenges in contemporary Kenya. (4 marks)

QUESTION 33: TREASURES IN HEAVEN (10 MARKS)

a) Define the term treasures in heaven. (2 marks)

b) Explain four teachings of Jesus in Luke 12:32–34. (4 marks)

c) Explain four ways Christians can demonstrate generosity towards vulnerable people in society. (4 marks)

QUESTION 34: WATCHFULNESS AND READINESS (10 MARKS)

a) Define the following terms:

i. Watchfulness. (1 mark)

ii. Readiness. (1 mark)

b) Narrate the parable of the watchful servants in Luke 12:35–40. (4 marks)

c) Explain four lessons Christians learn from the parable of the watchful servants. (4 marks)

QUESTION 35: JESUS' TEACHINGS ON RESPONSIBILITY AND RECONCILIATION (10 MARKS)

a) Explain two lessons from the parable of the faithful and unfaithful servants in Luke 12:41–48. (2 marks)

b) Explain four lessons Christians learn from Luke 12:49–56. (4 marks)

c) Explain four ways Christians can resolve disagreements peacefully according to Luke 12:57–59. (4 marks)

PART VI: ANSWER KEY AND SUGGESTED MARKING SCHEME

SECTION A: MULTIPLE-CHOICE ANSWERS

Question	Answer	Question	Answer
1	B	16	B
2	B	17	B
3	C	18	C
4	C	19	B
5	B	20	C
6	B	21	C
7	C	22	B
8	B	23	B
9	C	24	B
10	C	25	B
11	B	26	B
12	B	27	C
13	B	28	B
14	B	29	C
15	A	30	C

SECTION B: SUGGESTED MARKING SCHEME

QUESTION 31 (10 MARKS)

a) Definition of a parable (2 marks)

A parable is a short story based on familiar everyday experiences used by Jesus to communicate spiritual or moral teachings.

b) Narration of the parable of the rich fool (4 marks)

Award 1 mark for each well-explained point.

- A rich man's land produced an abundant harvest.
- He realised that his existing barns could not accommodate the produce.
- He decided to demolish the old barns and construct larger ones.
- He planned to store his possessions and enjoy life for many years.
- God informed him that his life would be demanded that night.
- His accumulated possessions would remain behind.

c) Lessons learnt (4 marks)

Award 1 mark for each well-explained point.

- Christians should avoid greed.
- Wealth cannot guarantee eternal life.
- People should be generous.
- Christians should prioritise spiritual values.

- Human life is temporary.
- People should prepare spiritually.
- Wealth should be used responsibly.

QUESTION 32 (10 MARKS)

a) Meaning of worry (2 marks)

Worry is a state of anxiety or excessive concern about possible difficulties, uncertainties or future events.

b) Teachings in Luke 12:22-31 (4 marks)

Award 1 mark for each well-explained point.

- Christians should not worry excessively about food and clothing.
- God cares for His creation, as demonstrated by the ravens.
- God provides for His creation, as illustrated by the lilies.
- Human life is more valuable than material possessions.
- Worry cannot add time to human life.
- Christians should seek God's Kingdom first.
- God knows the needs of His people.

c) Ways of demonstrating trust in God (4 marks)

Award 1 mark for each well-explained point.

- Praying regularly.
- Working responsibly.
- Budgeting available resources.
- Avoiding dishonest ways of earning money.
- Practising contentment.
- Supporting vulnerable people.
- Seeking legitimate employment opportunities.
- Remaining hopeful during difficult circumstances.

QUESTION 33 (10 MARKS)

a) Meaning of treasures in heaven (2 marks)

Treasures in heaven refer to spiritual riches and eternal rewards associated with faithfulness, obedience, generosity and service to God.

b) Teachings in Luke 12:32-34 (4 marks)

Award 1 mark for each well-explained point.

- God cares for His followers.
- Christians should not be afraid.
- Believers should practise generosity.
- Christians should support the needy.

- People should prioritise spiritual values.
- A person's heart is influenced by what they value most.
- Christians should avoid excessive attachment to wealth.

c) Ways of demonstrating generosity (4 marks)

Award 1 mark for each point.

- Donating food to needy families.
- Supporting disadvantaged learners.
- Helping elderly people.
- Supporting people with disabilities.
- Visiting the sick.
- Helping disaster-affected families.
- Participating in charitable activities.
- Offering voluntary community services.

QUESTION 34 (10 MARKS)

a) Definitions (2 marks)

i. Watchfulness: Remaining spiritually alert and attentive as one prepares for the coming of Jesus Christ. (1)

ii. Readiness: Being spiritually prepared through faith, prayer, repentance and obedience to God. (1)

b) Narration of the parable of the watchful servants (4 marks)

Award 1 mark for each well-explained point.

- Jesus instructed His disciples to remain dressed and ready for service.
- They were to keep their lamps burning.
- He compared them to servants waiting for their master to return from a wedding banquet.
- The servants were expected to open the door immediately when the master knocked.
- The master blessed the servants he found awake.
- Jesus explained that His coming would be unexpected.

c) Lessons learnt (4 marks)

Award 1 mark for each well-explained point.

- Christians should remain spiritually alert.
- Believers should pray regularly.
- People should prepare for Christ's coming.
- Christians should remain faithful in their responsibilities.
- Believers should avoid spiritual laziness.
- People should not postpone repentance.
- Christians should remain committed to God's work.

QUESTION 35 (10 MARKS)

a) Lessons from the faithful and unfaithful servants (2 marks)

Award 1 mark for each point.

- Christians should be faithful and responsible in their duties.
- Leaders should not misuse authority.
- People are accountable for their actions.
- Greater responsibility requires greater accountability.

b) Lessons from Luke 12:49–56 (4 marks)

Award 1 mark for each well-explained point.

- Christians should remain committed to their faith.
- Serving God may involve sacrifice.
- Faith may create disagreements because people respond differently to the Gospel.
- Christians should respect people with different beliefs.
- Believers should recognise the spiritual significance of Jesus' ministry.
- Christians should remain spiritually alert.
- People should respond positively to God's message.

c) Ways of resolving disagreements (4 marks)

Award 1 mark for each well-explained point.

- Dialogue: Discussing disagreements openly and respectfully.
- Mediation: Involving a neutral person to help resolve a dispute.
- Forgiveness: Releasing resentment and restoring relationships.
- Apology: Acknowledging wrongdoing and expressing sincere regret.
- Negotiation: Agreeing on a fair solution.
- Respecting lawful procedures when formal resolution is necessary.

STRAND 2.0: THE NEW TESTAMENT

SUB-STRAND 2.7: JOURNEY TO JERUSALEM – THE GROWTH OF THE KINGDOM OF GOD

Main Biblical Reference: Luke 13:1–35

Other Related References: Matthew 13:31–33; Matthew 7:13–14; Matthew 23:37–39; John 15:1–8; Galatians 5:22–23.

1.0 INTRODUCTION TO THE GROWTH OF THE KINGDOM OF GOD

The Gospel of Luke records the journey of Jesus Christ towards Jerusalem, where He would complete His earthly mission through His suffering, death and resurrection. During this journey, Jesus taught His disciples and other people about the Kingdom of God.

In Luke 13, Jesus used teachings, parables, miracles and warnings to explain the nature of God's Kingdom and what people should do to become partakers of it.

His teachings emphasised that the Kingdom of God:

1. Calls people to repent and turn away from sin.
2. Requires people to produce good spiritual fruit.
3. Demonstrates God's compassion towards those who suffer.
4. Begins in ways that may appear small but grows significantly.
5. Transforms individuals and communities from within.
6. Requires commitment, faith and obedience to God.
7. Should not be taken for granted because people are accountable for their choices.
8. Invites all people to respond to God's message.
9. Calls believers to demonstrate love, justice, humility and compassion.
10. Requires people to live according to God's will rather than merely claiming to know Him.

1.1 Meaning of the Kingdom of God

The Kingdom of God refers to God's rule, authority and influence in the lives of people and throughout creation.

It is the situation in which people accept God as their ruler and allow His will to guide their thoughts, decisions, relationships and actions.

The Kingdom of God is not simply a geographical territory or a political government. It is primarily about God's reign and the transformation that takes place when people accept His authority.

Characteristics of the Kingdom of God

1. **God is the supreme ruler.** God exercises authority over His Kingdom, and His will guides those who belong to it.

2. **It is founded on righteousness.** Members of God's Kingdom are expected to practise honesty, fairness, integrity and justice.

3. **It is characterised by love.** People are expected to demonstrate love towards God and their neighbours.

4. **It promotes peace.** The Kingdom encourages reconciliation, forgiveness, unity and peaceful relationships.

5. **It transforms lives.** People who accept God's rule are expected to abandon sinful behaviour and develop godly character.

6. **It welcomes all people.** God's invitation is not restricted to a particular tribe, race, social class or nationality.

7. **It grows progressively.** The influence of God's Kingdom may begin with small acts of faith and develop into significant transformation.

8. **It demands commitment.** People must respond to God's invitation through genuine faith, repentance and obedience.

9. **It promotes service.** Members are expected to serve others rather than seek positions of selfish power.

10. **It has a future fulfilment.** Christians look forward to the complete establishment of God's rule.

1.2 Meaning of Growth of the Kingdom of God

Growth of the Kingdom of God refers to the gradual spread and increasing influence of God's rule in people's lives, families, churches, schools and communities.

It involves:

- More people accepting God's message.
- Individuals turning away from sinful practices.
- Christians developing spiritual maturity.
- Communities practising justice, peace and compassion.
- Believers sharing the Gospel with others.
- People demonstrating Christian values in their daily activities.
- Social transformation through responsible Christian living.

Example in the Kenyan context: When learners establish a Christian fellowship in school and encourage one another to practise honesty, respect, forgiveness and responsible behaviour, they contribute to the growth of God's Kingdom.

2.0 REPENT OR PERISH

Biblical Reference: Luke 13:1-5

2.1 Introduction

Jesus taught that all people need to repent because everyone is accountable to God. He used two unfortunate events reported during His time to explain the importance of repentance.

Some people approached Jesus and told Him about Galileans whose blood Pilate had mixed with their sacrifices. They appeared to be concerned about the suffering of the victims and the possible meaning of the incident.

Jesus responded by asking whether those Galileans were greater sinners than other Galileans because they had suffered in that way. He rejected the idea that the victims were necessarily more sinful than other people.

Jesus also referred to eighteen people who died when the tower of Siloam fell on them. He asked whether they were more guilty than other people living in Jerusalem.

His answer was that they were not. He used both incidents to teach that everyone should repent.

2.2 Meaning of Repentance

Repentance is a sincere change of mind, heart and behaviour in which a person recognises wrongdoing, turns away from sin and chooses to follow God's will.

It involves more than simply feeling sorry for having done something wrong.

A genuinely repentant person:

1. Recognises and acknowledges wrongdoing.
2. Accepts personal responsibility for their actions.
3. Feels genuine sorrow for offending God and hurting others.
4. Asks God for forgiveness.
5. Makes an effort to correct the wrong committed.
6. Avoids repeating the same sinful behaviour.
7. Develops a desire to live according to God's teachings.
8. Demonstrates change through practical actions.

Example: A learner who steals another learner's book should acknowledge the wrongdoing, apologise, return the book and make a commitment to respect other people's property.

2.3 Events That Jesus Used to Teach About Repentance

A. The Galileans killed under Pilate

According to Luke 13:1, some people informed Jesus about Galileans whose blood Pilate had mixed with their sacrifices.

- The incident involved people from Galilee.
- Pilate was the Roman governor associated with the incident.
- The victims were participating in religious activities.
- Their suffering raised questions about sin, judgement and human responsibility.
- Jesus challenged the assumption that the victims were greater sinners than other people.

B. The eighteen people killed by the falling tower of Siloam

Jesus referred to eighteen people who died when a tower in Siloam fell on them.

- The event involved an unexpected disaster.
- The victims were not necessarily more sinful than other people.
- Jesus discouraged people from judging victims of tragedy as worse sinners.
- He redirected attention to the need for personal repentance.

2.4 Why Jesus Rejected the Idea That Victims Were Greater Sinners

Jesus wanted His listeners to understand that suffering or experiencing a tragedy does not automatically prove that a person is more sinful than others.

The teachings demonstrate that:

1. All human beings are accountable to God.
2. People should avoid judging others unfairly.
3. Human beings cannot determine someone's spiritual condition simply from their circumstances.
4. Everyone needs God's forgiveness.
5. People should concentrate on correcting their own wrongdoing.
6. Tragedies should encourage compassion rather than condemnation.
7. Life is uncertain, and people should not postpone their spiritual responsibilities.

8. God's judgement should not be used as an excuse for blaming victims.

2.5 Lessons from the Teaching on Repentance

1. **Everyone needs repentance.** No person should consider themselves too righteous to require God's forgiveness.

2. **Avoid judging victims.** Christians should not assume that people experiencing accidents, disasters or suffering are being punished for particular sins.

3. **Life is uncertain.** People should take their relationship with God seriously instead of assuming that they will always have another opportunity.

4. **Repentance must be genuine.** True repentance involves a change in behaviour, not merely words.

5. **God expects moral responsibility.** Individuals should take responsibility for their decisions and actions.

6. **People should show compassion.** Christians should support people experiencing difficulties rather than condemn them.

7. **Forgiveness is important.** People should seek forgiveness from God and from those they have wronged.

8. **Spiritual preparation is necessary.** Christians should live responsibly because they are accountable to God.

9. **Wrongdoing has consequences.** People should recognise that sinful behaviour can damage relationships and communities.

10. **Everyone is invited to turn to God.** God's call to repentance applies to people from all backgrounds.

2.6 Application of the Teaching on Repentance in Contemporary Kenyan Society

Area of life	Application
Family	Family members should admit mistakes, apologise and forgive one another.
School	Learners should stop cheating, bullying and stealing.
Church	Christians should confess wrongdoing and practise genuine Christian living.
Leadership	Leaders should reject corruption and take responsibility for their decisions.
Business	Business people should avoid fraud, dishonesty and exploitation.
Community	People should resolve conflicts peacefully and avoid blaming victims.
Environment	Citizens should repent of irresponsible environmental practices and protect natural resources.
Digital communication	Young people should stop spreading rumours, cyberbullying and false information.

2.7 Learner Activity

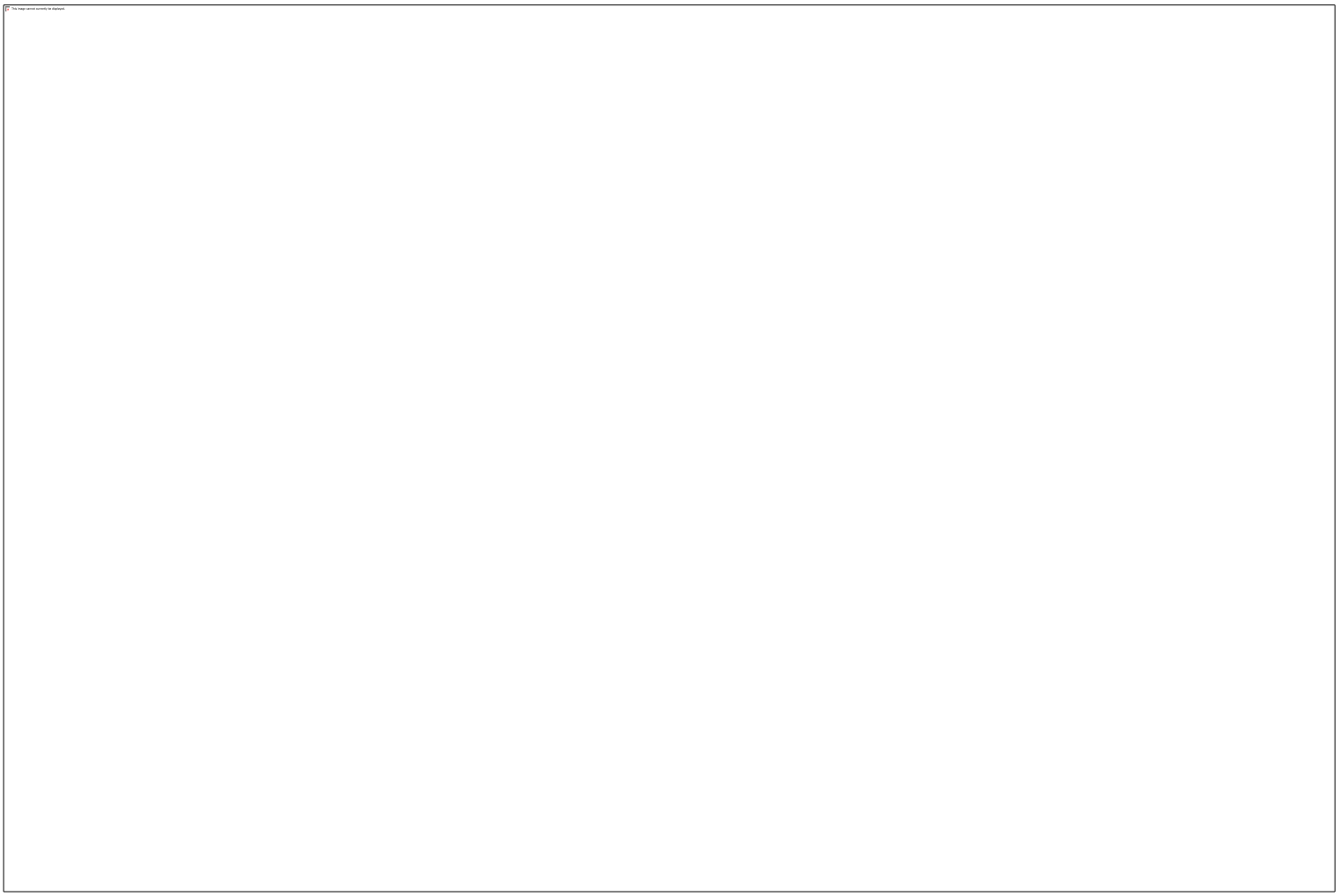
Read Luke 13:1–5 and discuss the following:

1. What were the two incidents mentioned by Jesus?
2. Why did Jesus reject the assumption that the victims were greater sinners?
3. What is the meaning of repentance?
4. How can a learner demonstrate genuine repentance?
5. Why should Christians avoid judging people who experience tragedies?

Personal reflection: Identify one area of behaviour in which a Christian should seek improvement. Explain practical steps that can demonstrate genuine change.

3.0 THE PARABLE OF THE BARREN FIG TREE

Biblical Reference: Luke 13:6-9



3.1 Meaning of a Parable

A parable is a short story drawn from familiar experiences or everyday life that communicates a spiritual or moral lesson.

Jesus used parables to help people understand important truths about God, human behaviour and the Kingdom of God.

Parables often use familiar things such as:

- Farming activities.
- Seeds and plants.
- Family relationships.
- Household activities.
- Business transactions.
- Fishing.
- Food preparation.
- Marriage celebrations.

3.2 Narration of the Parable of the Barren Fig Tree

In Luke 13:6–9, Jesus told a parable about a man who had a fig tree planted in his vineyard.

The owner came looking for fruit on the tree but found none.

He instructed the gardener to cut down the tree because it had failed to produce fruit for three years.

However, the gardener requested that the owner allow the tree to remain for one more year.

The gardener promised to dig around it and put manure on it. He hoped that the tree would eventually produce fruit.

If it produced fruit, it would be allowed to remain. If it continued to be unproductive, it could be cut down.

3.3 Main Characters and Their Roles

1. The owner of the vineyard

- He owned the vineyard where the fig tree was planted.
- He expected the tree to produce fruit.
- He inspected the tree and discovered that it was unproductive.
- He considered removing it because it had failed to meet expectations.
- He represents the idea of accountability and the expectation that people should produce good results from the opportunities they receive.

2. The gardener

- He was responsible for caring for the vineyard.
- He requested more time for the tree.
- He promised to improve the conditions around the tree.
- He demonstrated patience and willingness to support growth.
- His actions illustrate the importance of care, patience and giving opportunities for improvement.

3. The barren fig tree

- It occupied space in the vineyard.
- It received attention and care.
- It failed to produce fruit for the period described.
- It represents unproductive or fruitless living in the context of the parable.

3.4 Meaning of the Important Features in the Parable

Feature	Explanation
Fig tree	Represents a person or community expected to demonstrate good spiritual fruit.
Vineyard	Represents the setting in which opportunities for growth and development are provided.
Owner	Illustrates accountability and the expectation of fruitfulness.
Gardener	Demonstrates patience, care and the opportunity for improvement.
Three years without fruit	Emphasises continued failure to meet expectations.
Extra year	Represents an additional opportunity to change.
Digging around the tree	Illustrates deliberate efforts to encourage improvement.
Applying manure	Represents support and conditions that promote growth.
Producing fruit	Symbolises positive behaviour and a life that reflects God's will.

Cutting down the tree	Illustrates the seriousness of continued unproductiveness and accountability.

Interpretation note: The parable communicates the importance of repentance, patience and accountability. The details should not be treated as a rigid code in which every object must represent only one person or event.

3.5 Meaning of Bearing Fruit in Christian Life

Bearing fruit means demonstrating positive qualities and actions that reflect a person's relationship with God.

A Christian who bears good fruit demonstrates:

1. Love towards God and other people.
2. Honesty in personal and professional activities.
3. Forgiveness towards those who offend them.
4. Patience when dealing with others.
5. Kindness towards people in need.
6. Faithfulness in fulfilling responsibilities.
7. Self-control when facing temptation.
8. Peaceful behaviour when resolving disagreements.
9. Generosity towards vulnerable members of society.
10. Justice and fairness in dealing with other people.

Related Bible reference: Galatians 5:22–23 describes the fruit of the Spirit, including love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

3.6 Lessons from the Parable of the Barren Fig Tree

1. **God expects positive results.** Christians should demonstrate good character through their actions.

2. **People should use opportunities responsibly.** The tree had been given time and a place to grow. Similarly, people should make good use of the opportunities they receive.

3. **Repentance should lead to change.** A person should not continue repeating harmful behaviour without making an effort to improve.

4. **God is patient.** The gardener's request for additional time illustrates the value of patience and opportunities for change.

5. **People should not take God's patience for granted.** An additional opportunity should encourage responsible action.

6. **Growth requires support.** The gardener was prepared to improve the conditions around the tree. Similarly, people need guidance, encouragement and support to develop.

7. **Everyone is accountable.** People are responsible for how they use their talents, opportunities and resources.

8. **Spiritual growth requires effort.** Good character does not develop automatically; it requires commitment and practice.

9. **A person's life should benefit others.** Just as a fruit tree is expected to produce fruit, Christians should contribute positively to society.

10. **There are consequences for continued irresponsibility.** People should understand that their choices have consequences.

3.7 Application in Contemporary Kenyan Society

- Learners should use their talents and abilities to achieve positive results.
- Teachers should guide learners patiently while maintaining appropriate expectations.
- Parents should provide opportunities and support for children to develop good character.
- Public officers should use their positions to serve citizens.
- Farmers should care for crops and use appropriate farming methods to improve productivity.
- Christians should participate in activities that benefit their communities.
- Young people should use their time constructively.
- Churches should support spiritual growth through teaching, fellowship and service.

3.8 Learner Activity

Read Luke 13:6–9.

In groups:

1. Narrate the parable in your own words.
2. Identify the main characters.
3. Explain why the owner wanted to remove the fig tree.
4. Discuss why the gardener requested additional time.
5. Explain the meaning of bearing fruit in Christian life.
6. Identify ways learners can demonstrate good fruit at school and at home.

4.0 HEALING OF THE CRIPPLED WOMAN

Biblical Reference: Luke 13:10-17



4.1 Introduction

Jesus demonstrated the power and compassion of God's Kingdom through healing miracles.

A healing miracle is an extraordinary act in which Jesus restores a person's health or physical condition through divine power.

In Luke 13:10–17, Jesus healed a woman who had been crippled for eighteen years. The incident took place on a Sabbath day in a synagogue.

The event demonstrated that God's Kingdom promotes compassion, dignity, freedom and restoration.

4.2 Narration of the Healing of the Crippled Woman

According to Luke 13:10–17:

1. Jesus was teaching in a synagogue on the Sabbath.
2. A woman who had suffered from a disabling condition for eighteen years was present.
3. She was bent over and could not straighten herself properly.
4. Jesus noticed her and called her forward.
5. He told her that she was free from her infirmity.
6. He laid His hands on her.
7. Immediately, she straightened up and praised God.
8. The leader of the synagogue became angry because Jesus had healed on the Sabbath.
9. He argued that people should come for healing on the other six days rather than on the Sabbath.
10. Jesus challenged his argument by referring to the practice of untying an ox or donkey to take it for water on the Sabbath.
11. He argued that the woman deserved to be released from her suffering.
12. His opponents were put to shame, while the crowd rejoiced at the wonderful things He did.

4.3 Why the Synagogue Leader Objected to the Healing

The synagogue leader objected because:

1. The healing took place on the Sabbath.
2. He believed that healing was a form of work that should not be performed on that day.
3. He placed greater emphasis on his interpretation of Sabbath regulations than on the needs of the suffering woman.
4. He failed to recognise the importance of compassion and restoration.
5. He misunderstood the purpose of religious observance.

4.4 Jesus' Response to the Synagogue Leader

Jesus responded by pointing out the inconsistency in the leader's argument.

He observed that people untied their oxen or donkeys on the Sabbath and led them to water.

He then argued that the woman, who was a descendant of Abraham, deserved to be released from her condition.

Jesus' response demonstrated that:

- Human welfare should be taken seriously.
- Religious observance should promote love and compassion.
- People should not use religious rules to deny others dignity.
- God's Kingdom brings freedom and restoration.
- Helping people in need is consistent with God's purposes.

4.5 Why the Healing Was Important

1. It demonstrated Jesus' divine power.

2. It showed His compassion towards people who were suffering.
3. It restored the woman's physical condition.
4. It restored her dignity and confidence.
5. It demonstrated that God's Kingdom brings freedom.
6. It challenged the misuse of religious authority.
7. It showed that the Sabbath should not be used as an excuse to ignore human suffering.
8. It encouraged people to praise God for His goodness.
9. It demonstrated Jesus' concern for people who were often overlooked.
10. It revealed the conflict between Jesus and some religious leaders.

4.6 Lessons from the Healing of the Crippled Woman

1. Jesus is compassionate.

Jesus noticed the woman and responded to her condition. Christians should also be sensitive to the difficulties experienced by others.

2. God values human dignity.

The woman was treated as a person worthy of attention and care. Christians should respect the dignity of every individual.

3. Religious observance should promote compassion.

Religious practices should not be used to justify cruelty, discrimination or neglect.

4. People should help those in need.

Christians should support people experiencing physical, emotional, social and economic difficulties.

5. Jesus has power to restore.

The healing demonstrated Jesus' authority and power over human suffering.

6. People should avoid religious hypocrisy.

The synagogue leader criticised the healing while allowing ordinary activities necessary for caring for animals. This revealed inconsistency in his application of religious rules.

7. Everyone deserves equal respect.

People should not be discriminated against because of disability, age, gender, social status or economic background.

8. Christians should celebrate God's goodness.

The woman praised God after being healed. Christians should appreciate God's goodness in their lives.

9. Leadership should be guided by compassion.

Religious and community leaders should put the welfare of people at the centre of their decisions.

10. Freedom is an important feature of God's Kingdom.

Jesus' healing demonstrated God's concern for releasing people from conditions that limit their well-being.

4.7 Application in Contemporary Kenyan Society

Situation	Christian application
Learners with disabilities	Schools should provide accessible facilities and equal learning opportunities.
People living in poverty	Christians should support vulnerable families through responsible community initiatives.
Hospitals and health centres	Christians should encourage compassionate and respectful treatment of patients.
Religious institutions	Churches should welcome all people and avoid discrimination.
Schools	Learners should avoid mocking or excluding classmates with disabilities.
Community leadership	Leaders should prioritise people's welfare when making decisions.
Family relationships	Family members should care for relatives experiencing illness or disability.
Public services	Everyone should be treated fairly and respectfully.

4.8 Values Demonstrated in the Healing

- **Love:** Jesus showed concern for the woman's welfare.
- **Compassion:** He responded to her suffering.
- **Respect:** He recognised her dignity.
- **Courage:** He challenged the misuse of religious authority.
- **Justice:** He defended the woman's right to humane treatment.
- **Faith:** The event encouraged trust in God's power.
- **Responsibility:** Jesus demonstrated the importance of responding to human needs.

4.9 Learner Activity

Read Luke 13:10–17.

1. Narrate the healing of the woman.
2. Explain why the synagogue leader was angry.
3. Discuss Jesus' response to the leader.
4. Identify five lessons from the healing.
5. Explain how schools can support learners with disabilities.
6. Discuss why compassion is important in religious institutions.

5.0 THE PARABLE OF THE MUSTARD SEED

Biblical Reference: Luke 13:18-19



5.1 Introduction

Jesus used the parable of the mustard seed to explain how the Kingdom of God grows from a seemingly small beginning into something significant.

He compared the Kingdom of God to a mustard seed that a man took and planted in his garden. The seed grew and became a large plant, and birds made nests in its branches.

The parable teaches that the Kingdom of God may begin in ways that appear insignificant, but its influence can expand and benefit many people.

5.2 Narration of the Parable

According to Luke 13:18–19:

1. Jesus asked what the Kingdom of God was like.
2. He compared it to a mustard seed.
3. A man took the seed and planted it in his garden.
4. The seed grew into a large plant.
5. Birds came and made nests in its branches.

6. Jesus used this illustration to explain the growth of God's Kingdom.

5.3 Meaning of the Mustard Seed

The mustard seed was commonly used in Jesus' teaching as an illustration of something very small.

The seed represents a small beginning, while the mature plant illustrates the significant growth that can follow.

The parable does not teach that the Kingdom of God is physically a plant. Rather, the plant is used to explain a spiritual truth.

5.4 Meaning of the Important Features

Feature	**Meaning in the parable**
Mustard seed	A small beginning.
Man planting the seed	An illustration of initiating an activity or planting something that can grow.
Garden	A setting in which growth takes place.
Growth of the seed	The expansion of God's Kingdom.
Large plant	The significant influence that develops from a small beginning.
Birds nesting in the branches	The benefit and welcome that others may receive from the growth of the Kingdom.

5.5 Characteristics of the Growth of God's Kingdom Illustrated by the Mustard Seed

1. **It begins small.** God's work may start through a small group of believers or a simple act of faith.

2. **It develops gradually.** Growth takes time and requires patience.

3. **It has great potential.** Something that appears insignificant can eventually have a major influence.

4. **It requires participation.** Just as a seed is planted, people must actively participate in spreading God's message.

5. **It benefits others.** The large plant provides a place for birds to nest. Similarly, God's Kingdom should provide spiritual and social benefits to people.

6. **It can influence society.** A small group of committed Christians can positively influence a school, family or community.

7. **It requires suitable conditions.** Growth is encouraged by care, guidance, commitment and faithfulness.

5.6 Lessons from the Parable of the Mustard Seed

1. Christians should never underestimate small beginnings.
2. God's Kingdom has the potential to grow and influence many people.
3. Patience is necessary when expecting positive results.
4. Small acts of kindness can create significant changes in society.

5. Every believer has a role in the growth of God's Kingdom.
6. Christians should support one another in their spiritual development.
7. The growth of God's Kingdom should benefit other people.
8. People should remain committed even when results are not immediately visible.
9. A small group of dedicated believers can influence a larger community.
10. God's work should not be judged only by its initial appearance.

5.7 Application in Contemporary Kenyan Society

A. In schools

- A small Christian Union can influence the behaviour of many learners.
- A few learners who practise honesty can encourage others to avoid examination dishonesty.
- A small environmental project can grow into a school-wide conservation programme.
- A learner who consistently demonstrates kindness can inspire classmates.

B. In families

- Parents who teach children Christian values can influence future generations.
- Family prayer and Bible study can strengthen relationships.
- Small acts of forgiveness can restore unity in families.

C. In churches

- A small fellowship can grow into an active congregation.
- A few committed members can organise activities that benefit the community.
- Christian outreach activities can encourage more people to learn about God's message.

D. In communities

- A small community initiative can develop into a larger project.
- A group of volunteers can encourage peaceful relationships.
- A small act of helping a vulnerable family can inspire others to support those in need.

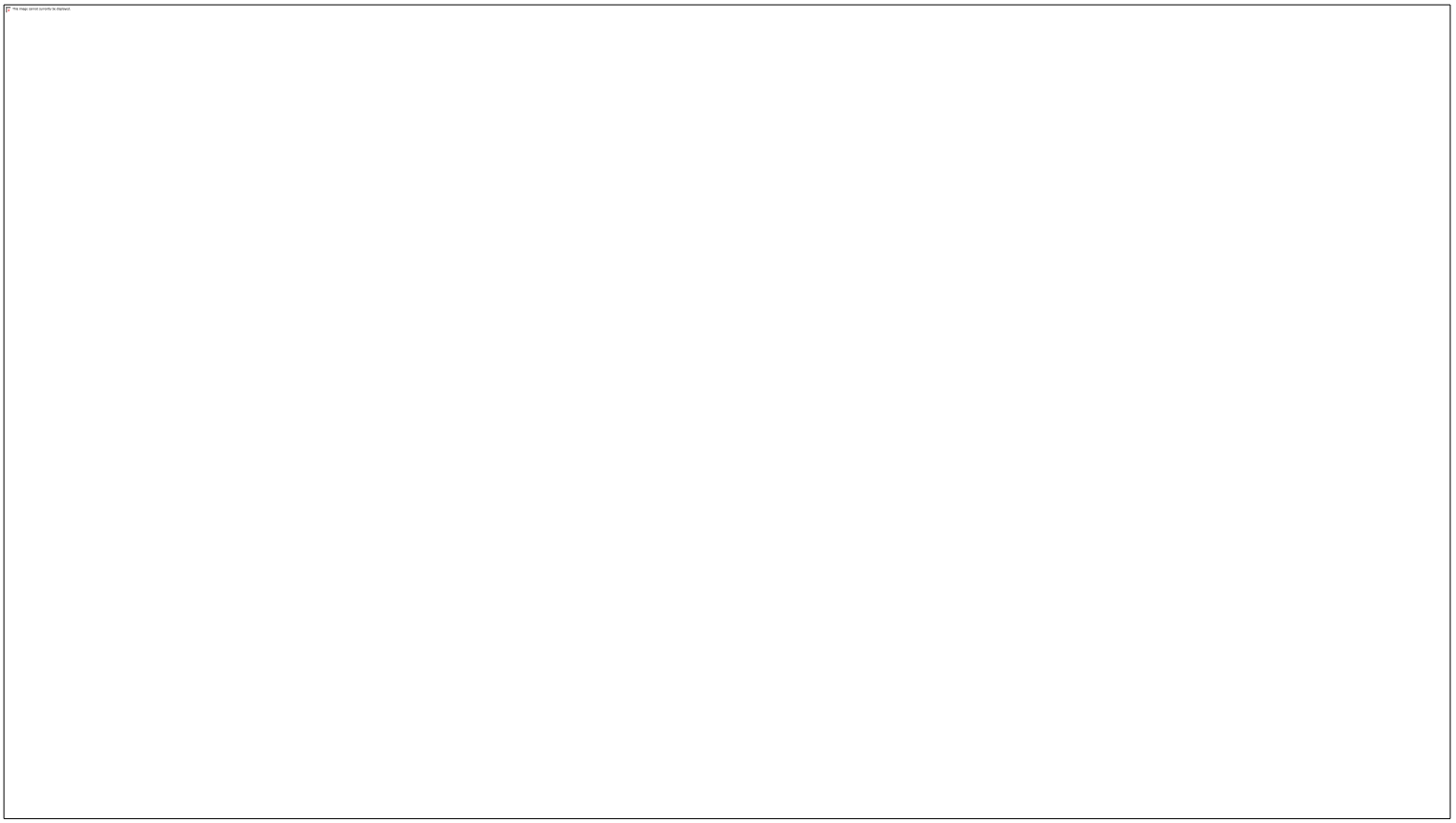
5.8 Learner Activity

Read Luke 13:18–19.

1. Describe the growth of the mustard seed.
2. Explain what the seed represents in the parable.
3. Discuss why Jesus compared the Kingdom of God to a mustard seed.
4. Identify examples of small beginnings that have brought positive change in your community.
5. Explain how learners can contribute to the growth of God's Kingdom.

6.0 THE PARABLE OF THE YEAST

Biblical Reference: Luke 13:20-21



6.1 Introduction

Jesus used the parable of the yeast to explain how the Kingdom of God works within society.

He compared the Kingdom of God to yeast that a woman mixed into a large quantity of flour until the whole mixture was affected.

The parable teaches that God's Kingdom has a transforming influence. Although its beginnings may not be easily noticed, its influence can spread throughout people's lives and communities.

6.2 Meaning of Yeast

Yeast is a substance used in preparing certain types of bread and other baked foods. When mixed with dough under suitable conditions, it causes the dough to rise.

In the parable, a small quantity of yeast influences the entire mixture.

Jesus used this familiar household activity to illustrate the gradual and widespread influence of God's Kingdom.

6.3 Narration of the Parable

According to Luke 13:20–21:

1. Jesus asked what He could compare the Kingdom of God to.
2. He compared it to yeast.
3. A woman took the yeast.
4. She mixed it into a large quantity of flour.
5. The yeast worked through the mixture.
6. Eventually, the whole mixture was affected.

6.4 Meaning of the Important Features

Feature	Explanation
Yeast	Illustrates the transforming influence of God's Kingdom.
Woman	Represents the person involved in the ordinary activity of preparing food.
Flour	Represents the wider environment or community affected by the influence of the Kingdom.
Mixing	Illustrates the spread of influence within society.
The whole mixture	Demonstrates the widespread effect of the Kingdom.
Hidden activity	Illustrates that spiritual transformation may begin without being immediately visible.

6.5 Characteristics of the Growth of God's Kingdom Illustrated by Yeast

1. **It works from within.** The yeast is mixed into the flour. Similarly, the Kingdom of God transforms people's hearts and attitudes.

2. **It may begin unnoticed.** The initial activity of yeast is not always immediately visible. Spiritual growth may also begin quietly.

3. **It spreads progressively.** The influence gradually affects the whole mixture.

4. **It produces transformation.** The dough changes as the yeast works through it. Similarly, God's Kingdom transforms people's behaviour.

5. **It influences the wider community.** A transformed individual can positively influence a family, school or society.

6. **It requires time.** Transformation is a process that may require patience and commitment.

7. **It involves ordinary people.** The woman in the parable was involved in an ordinary household activity. This shows that lessons about God's Kingdom can be understood through everyday experiences.

6.6 Lessons from the Parable of the Yeast

1. The Kingdom of God transforms people's lives from within.
2. Spiritual growth may begin in small and unnoticed ways.
3. Christians should influence society positively.
4. Good values can spread from one person to another.
5. People should remain patient as positive change develops.
6. Christians should demonstrate their faith through daily conduct.
7. God's Kingdom should influence all areas of human life.
8. Every believer has a responsibility to promote positive transformation.
9. Ordinary activities can provide opportunities to demonstrate Christian values.
10. The influence of God's Kingdom should extend beyond the church into the wider community.

6.7 Differences Between the Mustard Seed and Yeast

Mustard seed	Yeast
Emphasises growth from a small beginning.	Emphasises transformation from within.
The seed grows into a large plant.	The yeast influences the whole mixture.
Its growth becomes visible as the plant develops.	Its activity begins in a way that may not be immediately visible.
Birds benefit from the branches of the plant.	The whole mixture is affected by the yeast.
Emphasises expansion and significant development.	Emphasises influence and transformation.

6.8 Similarities Between the Mustard Seed and Yeast

1. Both parables explain the growth of God's Kingdom.
2. Both use familiar examples from everyday life.
3. Both illustrate the significance of small beginnings.
4. Both demonstrate that growth takes place progressively.
5. Both encourage patience and commitment.
6. Both show that the Kingdom of God can have a significant influence.
7. Both demonstrate that ordinary things can communicate spiritual truths.
8. Both encourage believers not to underestimate their contribution.

6.9 Application in Contemporary Kenyan Society

- A learner who consistently practises honesty can influence classmates.
- A parent who demonstrates love and forgiveness can transform family relationships.
- A teacher who promotes fairness can influence the behaviour of learners.
- Church members who practise generosity can encourage community service.
- Christians who reject corruption can encourage integrity in society.
- Young people who promote responsible digital communication can influence online communities.
- Community members who resolve conflicts peacefully can promote unity.

6.10 Learner Activity

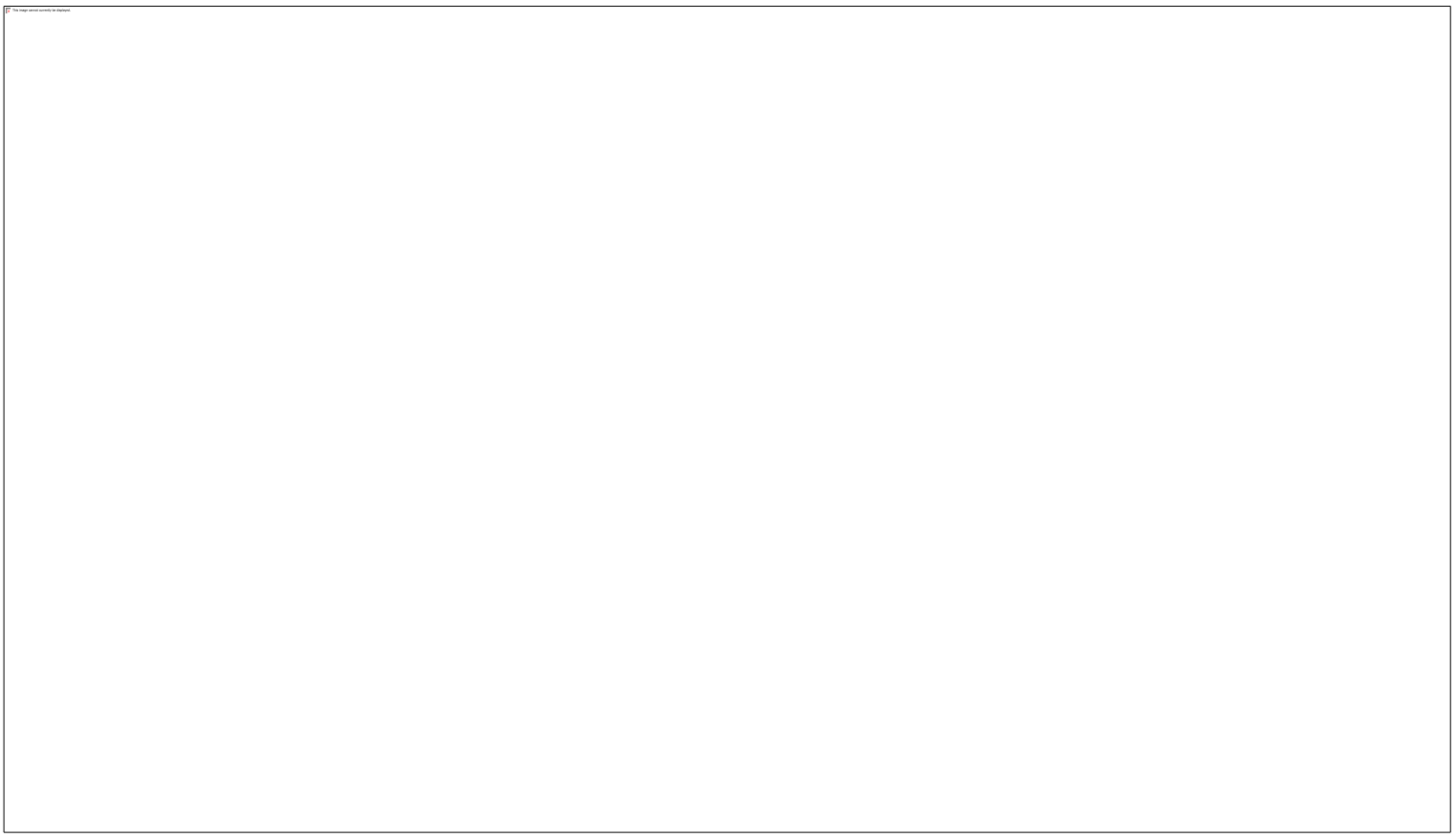
Read Luke 13:20–21.

1. Narrate the parable of the yeast.
2. Explain the role of yeast in preparing dough.
3. Discuss the meaning of the yeast in the parable.
4. Compare the parable of the yeast with that of the mustard seed.

5. Share experiences of how one person's positive behaviour has influenced others.

7.0 THE NARROW DOOR

Biblical Reference: Luke 13:22-30



7.1 Introduction

Jesus continued His journey towards Jerusalem, teaching in towns and villages.

Someone asked Him whether only a few people would be saved. Instead of giving a simple numerical answer, Jesus encouraged His listeners to make a serious effort to enter through the narrow door.

He explained that the owner of a house would eventually close the door. Some people would later knock and claim that they had eaten and drunk with the householder and that he had taught in their streets.

However, the householder would not recognise them as people who truly belonged to his household.

Jesus then described a situation in which people would come from different directions and backgrounds to share in God's Kingdom, while some who assumed they would be included would find themselves excluded.

7.2 Meaning of the Narrow Door

The narrow door is an illustration used by Jesus to describe the serious commitment required of people who desire to enter God's Kingdom.

It symbolises the need for:

- Genuine repentance.
- Faith in God.
- Obedience to God's teachings.
- Commitment to righteous living.
- Humility.

- Spiritual readiness.
- A sincere relationship with God.

The narrow door does not mean that God wants to exclude people unfairly. Rather, it warns that people should not assume that they belong to God's Kingdom simply because of their background, religious association or familiarity with religious activities.

7.3 Narration of the Teaching

1. Jesus was travelling towards Jerusalem.
2. He taught in towns and villages.
3. Someone asked whether only a few people would be saved.
4. Jesus instructed the listeners to strive to enter through the narrow door.
5. He explained that the owner of a house would eventually close the door.
6. Some people would arrive later and knock.
7. They would claim to have known the householder.
8. The householder would refuse to recognise them as people who truly belonged to him.
9. The excluded people would express disappointment.
10. Jesus explained that people would come from different directions to participate in God's Kingdom.
11. He warned that some who considered themselves first would become last, while others considered last would become first.

7.4 Why Jesus Used the Illustration of a Narrow Door

Jesus used the illustration to communicate the following truths:

1. **Entering God's Kingdom requires commitment.** People should take their spiritual lives seriously.

2. **Time is limited.** People should not postpone responding to God's invitation.

3. **Religious association is not enough.** Merely attending religious gatherings does not automatically demonstrate a genuine relationship with God.

4. **People should demonstrate genuine faith.** Their actions should reflect the teachings they profess.

5. **God's invitation is open to all.** People from different backgrounds are invited to become partakers of His Kingdom.

6. **People should avoid spiritual pride.** No one should assume that they are automatically more deserving than others.

7. **God expects sincere obedience.** Believers should live according to His teachings.

7.5 Meaning of Striving to Enter Through the Narrow Door

Striving to enter through the narrow door means making a deliberate and serious effort to live according to God's will.

It involves:

- Developing a genuine relationship with God.
- Repenting of wrongdoing.
- Practising forgiveness.

- Demonstrating love towards others.
- Rejecting dishonesty and corruption.
- Living with humility.
- Resisting harmful influences.
- Practising justice and fairness.
- Remaining faithful during challenges.
- Serving others with sincerity.

Striving should not be understood as earning God's love through human effort alone. Christian teaching recognises the importance of God's grace, faith and a transformed life.

7.6 Why Some People Were Excluded in the Illustration

The people who knocked on the closed door relied on their previous association with the householder.

Their mistake was assuming that familiarity and outward association were sufficient.

This teaches that:

1. Knowing about Jesus is different from following His teachings.
2. Religious activities should be accompanied by genuine faith.
3. People should not depend on past achievements alone.
4. Christians should demonstrate their faith through their conduct.
5. Spiritual responsibility should be taken seriously.
6. People should not assume that their family or community background guarantees their place in God's Kingdom.

7.7 Lessons from the Teaching on the Narrow Door

1. Christians should make a deliberate effort to live according to God's will.
2. Repentance is necessary for those who desire to participate in God's Kingdom.
3. Religious association alone does not guarantee genuine faith.
4. People should not postpone their spiritual responsibilities.
5. Humility is more important than spiritual pride.
6. God's invitation is extended to people from different backgrounds.
7. People should demonstrate their faith through practical actions.
8. Christians should avoid judging others as unworthy of God's invitation.
9. A genuine relationship with God requires commitment.
10. People should remain spiritually prepared throughout their lives.

7.8 Application in Contemporary Kenyan Society

At school

- Learners should practise honesty instead of merely attending Christian Union meetings.
- They should avoid bullying, cheating and stealing.
- They should demonstrate respect for teachers and fellow learners.

- They should use their talents responsibly.

At home

- Family members should practise forgiveness.
- Children should respect their parents and guardians.
- Parents should guide their families according to Christian values.
- Family members should avoid hypocrisy and dishonesty.

In the church

- Christians should combine worship with responsible living.
- Church leaders should demonstrate integrity.
- Members should support vulnerable people.
- Christians should avoid discrimination based on tribe, class or background.

In society

- Leaders should reject corruption.
- Citizens should respect the rights of others.
- Business people should practise honesty.
- Communities should promote peace and justice.

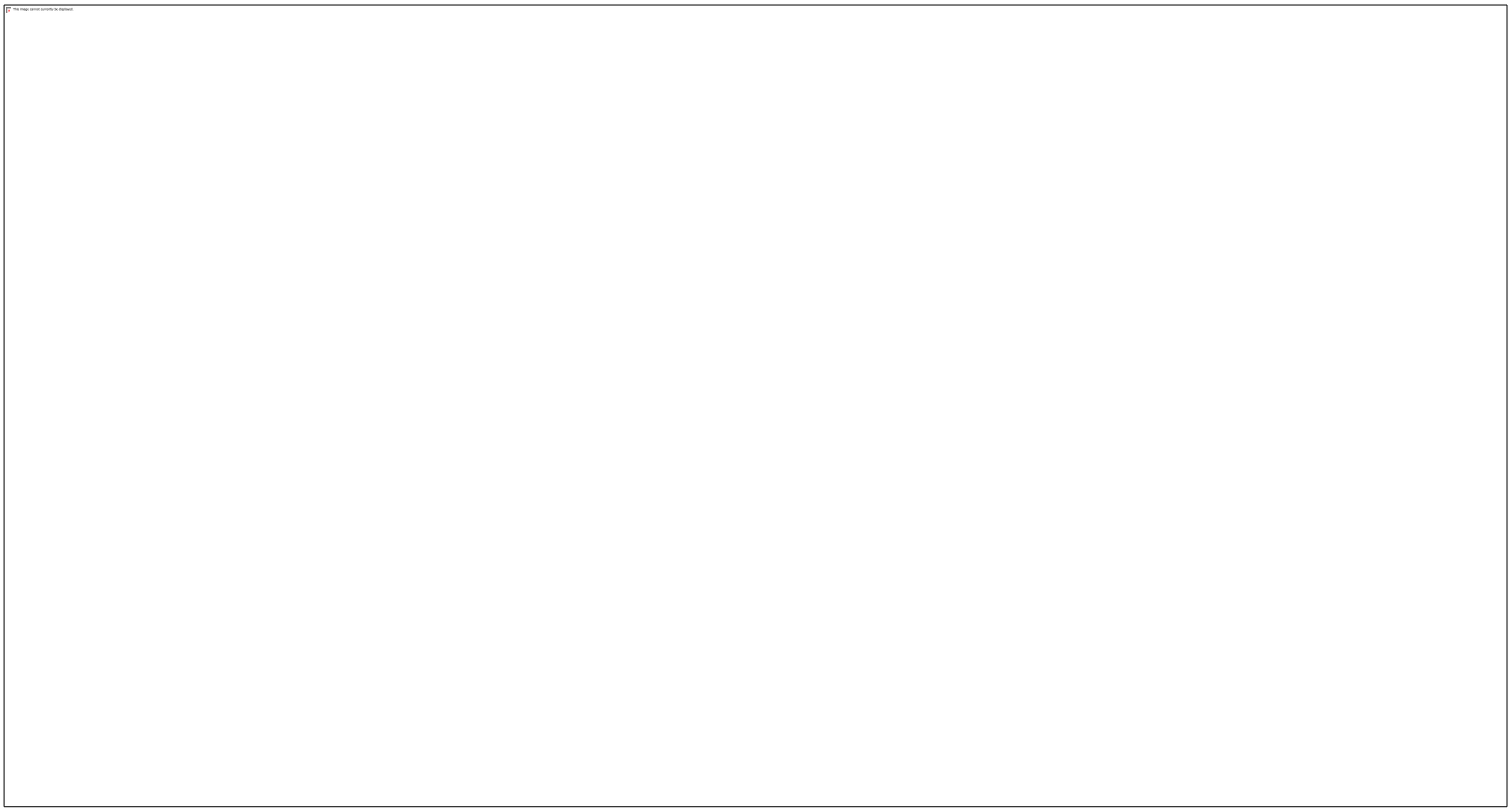
7.9 Learner Activity

Read Luke 13:22–30.

1. What question did someone ask Jesus?
2. What did Jesus mean by the narrow door?
3. Why were some people refused entry in the illustration?
4. Explain why religious association alone is not enough.
5. Discuss how learners can demonstrate genuine Christian commitment.
6. Explain why people from different backgrounds are welcomed into God's Kingdom.

8.0 JESUS' LAMENT OVER JERUSALEM

Biblical Reference: Luke 13:31–35



8.1 Introduction

As Jesus continued His journey towards Jerusalem, some Pharisees came to warn Him that Herod wanted to kill Him.

Jesus responded by demonstrating that He was determined to continue with His mission. He referred to His work of driving out demons and healing people and explained that He would continue until He completed His mission.

Jesus then expressed sorrow over Jerusalem because of its history of rejecting God's messengers.

He compared His desire to gather the people of Jerusalem to the way a hen gathers her chicks under her wings.

The comparison demonstrated His love, protection and concern for the people.

However, the people had been unwilling to respond to God's invitation.

8.2 The Warning About Herod

According to Luke 13:31–33:

1. Some Pharisees approached Jesus.
2. They warned Him that Herod wanted to kill Him.
3. Jesus referred to Herod as a fox.
4. He instructed them to tell Herod that He would continue His work.
5. He would continue driving out demons and healing people.
6. He explained that He was moving towards Jerusalem.
7. He indicated that His mission would be completed in Jerusalem.

8.3 Why Jesus Referred to Herod as a Fox

The fox was commonly associated with cunning behaviour.

Jesus' reference communicated His awareness of Herod's political power and intentions.

It also demonstrated that Jesus would not abandon His mission because of threats or intimidation.

The reference should be understood within the context of Jesus' response to the warning, rather than as an invitation to insult political leaders.

8.4 Lessons from Jesus' Response to Herod

1. **Commitment to God's mission:** Jesus remained determined to fulfil the work given to Him by God.

2. **Courage:** Jesus was not intimidated into abandoning His responsibilities.

3. **Faithfulness:** He continued healing and teaching despite opposition.

4. **Determination:** Jesus remained focused on His purpose.

5. **Responsibility:** He understood the importance of completing His mission.

6. **Service:** His work involved helping people through healing and teaching.

7. **Trust in God:** Jesus continued His mission with confidence in God's purpose.

8. **Perseverance:** Christians should remain committed to doing what is right even when they face opposition.

8.5 Jesus' Lament Over Jerusalem

A lament is an expression of deep sorrow, grief or disappointment over an unfortunate situation.

In Luke 13:34–35, Jesus expressed sorrow over Jerusalem.

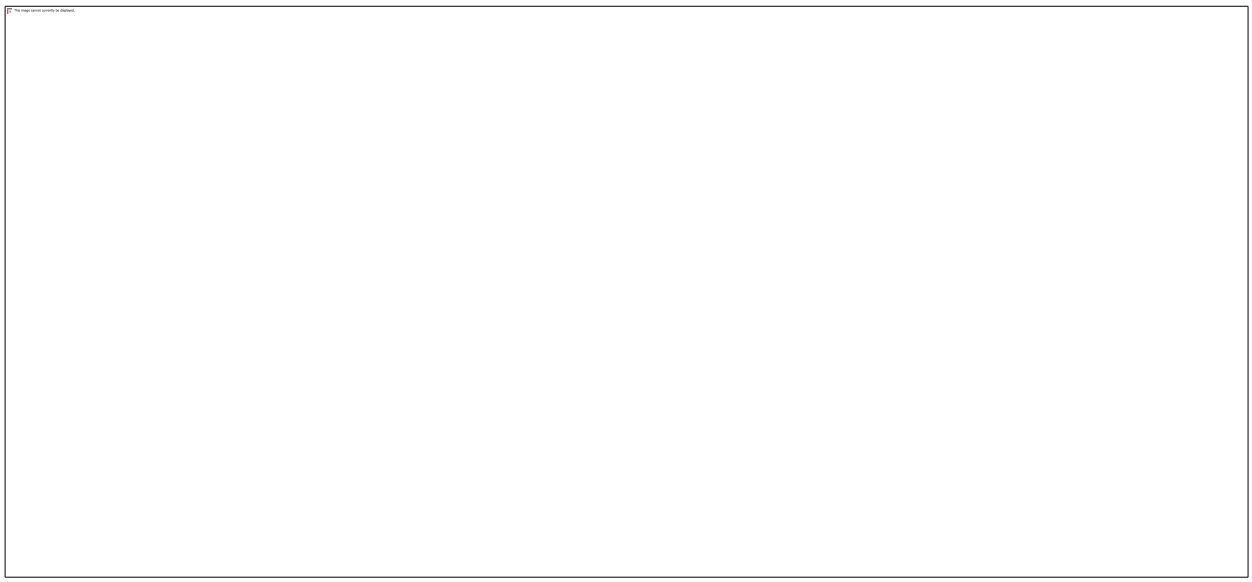
He referred to Jerusalem as the city that had a history of rejecting and killing prophets and other messengers sent to it.

Jesus expressed His desire to gather the people together as a hen gathers her chicks under her wings.

However, the people were unwilling.

He then warned that their house would be left to them and that they would not see Him again until they welcomed Him in the name of the Lord.

8.6 Meaning of the Hen Gathering Her Chicks



Jesus used the picture of a hen gathering her chicks to communicate His concern for the people of Jerusalem.

The illustration teaches the following:

1. **Protection:** A hen gathers her chicks under her wings to protect them from danger. Jesus desired to protect the people.

2. **Love:** The hen's care for its chicks illustrates loving concern. Jesus demonstrated love for Jerusalem.

3. **Care:** The illustration shows the importance of caring for vulnerable people.

4. **Unity:** The chicks are gathered together. Jesus desired to bring the people together under God's care.

5. **Security:** The chicks find shelter under their mother's wings. Jesus wanted the people to experience the security that comes from responding to God.

6. **Concern:** Jesus was deeply concerned about the spiritual condition of Jerusalem.

8.7 Why Jesus Was Sorrowful About Jerusalem

1. Jerusalem had a history of rejecting God's messengers.
2. The people had failed to respond to God's invitation.
3. Some people resisted the message of repentance.
4. Religious leaders had sometimes opposed God's messengers.
5. The city was associated with the rejection of prophets.
6. Jesus desired the spiritual restoration of the people.
7. The people were missing an opportunity to accept God's guidance.
8. Their rejection had serious spiritual consequences.

8.8 Meaning of the Statement About Jerusalem's House Being Left to It

Jesus' statement indicated judgement and the consequences of rejecting God's invitation.

The people were being warned that continued resistance to God's message would have consequences.

The statement should be understood in the context of Jerusalem's spiritual condition and the wider biblical teaching about responding to God.

8.9 Lessons from Jesus' Lament Over Jerusalem

1. **God loves people.** Jesus' lament demonstrated His concern for the people of Jerusalem.

2. **God desires to protect His people.** The image of the hen gathering her chicks illustrates care and protection.

3. **People should respond to God's invitation.** Jerusalem's refusal to respond demonstrates the danger of rejecting God's guidance.

4. **Rejecting God's messengers has consequences.** People should listen carefully to messages that call them towards righteousness.

5. **Jesus was committed to His mission.** He continued His work despite opposition.

6. **Christians should show concern for others.** Believers should care about the spiritual and social welfare of their communities.

7. **Unity is important.** Jesus desired to gather the people together, demonstrating the importance of unity.

8. **God is compassionate.** Jesus' sorrow demonstrated compassion rather than indifference towards those who rejected His message.

9. **People should not take God's patience for granted.** Continued rejection of God's invitation has consequences.

10. **Christians should promote reconciliation.** Believers should encourage peaceful relationships and the restoration of broken communities.

8.10 Application in Contemporary Kenyan Society

- Christians should promote unity among different communities.
- Religious leaders should encourage people to follow God's teachings.
- Citizens should reject tribalism, hatred and discrimination.
- Community members should care for vulnerable people.
- Leaders should remain committed to serving the public.
- Young people should resist harmful peer pressure.
- Christians should respond positively to messages that promote moral improvement.
- Families should provide protection, guidance and care to their members.
- Churches should promote reconciliation in communities affected by conflict.
- People should avoid rejecting good advice because of pride or selfish interests.

8.11 Learner Activity

Read Luke 13:31–35.

1. Why did the Pharisees warn Jesus about Herod?
2. How did Jesus respond to the warning?
3. Explain the meaning of Jesus' comparison of Jerusalem to a hen gathering her chicks.
4. Why was Jesus sorrowful about Jerusalem?
5. Identify five lessons from the lament over Jerusalem.
6. Explain how Christians can promote unity in Kenya.

9.0 GENERAL LESSONS FROM THE TEACHINGS IN LUKE 13:1–35

The teachings in Luke 13 demonstrate different aspects of the Kingdom of God.

Teaching	Main message	Lesson for Christians
Repent or Perish	Everyone needs repentance.	Christians should turn away from sin.
Barren Fig Tree	God expects people to bear good fruit.	Believers should use opportunities responsibly.
Healing of the Crippled Woman	God's Kingdom brings compassion and restoration.	Christians should care for people in need.
Mustard Seed	God's Kingdom grows from small beginnings.	Believers should not underestimate small contributions.

Yeast	God's Kingdom transforms people from within.	Christians should influence society positively.
Narrow Door	Participation in God's Kingdom requires commitment.	Believers should practise genuine faith and obedience.
Lament over Jerusalem	God desires people to respond to His invitation.	Christians should accept God's guidance and promote unity.

10.0 DESIRING TO BE PARTAKERS OF THE KINGDOM OF GOD

10.1 Meaning of Being a Partaker of God's Kingdom

Being a partaker of God's Kingdom means accepting God's rule and participating in the life, values and responsibilities of His Kingdom.

A person who desires to be a partaker should demonstrate a sincere relationship with God through faith, repentance and Christian conduct.

10.2 Ways of Becoming a Partaker of God's Kingdom

1. **Repenting of sin:** A person should acknowledge wrongdoing and turn away from sinful behaviour.
2. **Having faith in God:** Christians should trust God and accept His guidance.
3. **Following Jesus' teachings:** Believers should practise the values taught by Jesus.
4. **Demonstrating love:** Christians should show love towards God and their neighbours.
5. **Practising forgiveness:** Believers should forgive those who wrong them and seek reconciliation.
6. **Living honestly:** Christians should reject corruption, cheating, stealing and deception.
7. **Showing compassion:** Believers should care for vulnerable people.
8. **Promoting justice:** Christians should treat others fairly and defend human dignity.
9. **Participating in Christian fellowship:** Believers should encourage one another through worship, prayer and learning.
10. **Serving others:** Christians should use their abilities and resources to benefit society.
11. **Being humble:** Believers should avoid pride and recognise their dependence on God.
12. **Persevering in faith:** Christians should remain committed to God's teachings even when facing challenges.

10.3 Responsibilities of Members of God's Kingdom

Members of God's Kingdom are expected to:

- Worship God sincerely.
- Share God's message responsibly.
- Demonstrate good moral conduct.
- Help people in need.
- Respect human dignity.
- Promote peace and reconciliation.
- Protect the environment.

- Use resources responsibly.
- Avoid discrimination.
- Stand against injustice.
- Encourage others to practise good values.
- Be responsible citizens.

10.4 Challenges That May Prevent People from Participating Fully in God's Kingdom

1. **Greed:** Excessive desire for wealth can encourage selfishness and dishonesty.
2. **Pride:** Some people may refuse to accept correction or acknowledge their mistakes.
3. **Peer pressure:** Individuals may participate in wrongdoing to gain acceptance from others.
4. **Corruption:** Dishonest practices undermine justice and integrity.
5. **Religious hypocrisy:** People may claim to be religious while behaving contrary to Christian teachings.
6. **Lack of forgiveness:** Unresolved conflicts can damage relationships.
7. **Discrimination:** Tribalism, racism and social exclusion contradict the values of love and justice.
8. **Materialism:** Excessive attachment to possessions can make people neglect spiritual responsibilities.
9. **Fear of opposition:** Some Christians may fail to practise their beliefs because they fear criticism.
10. **Lack of commitment:** Some people may understand Christian teachings but fail to apply them.

10.5 Ways of Overcoming These Challenges

- Practising regular self-examination.
- Reading and applying the Bible.
- Seeking guidance from responsible Christian leaders.
- Participating in fellowship and prayer.
- Choosing positive friends.
- Developing self-discipline.
- Practising honesty and accountability.
- Forgiving others.
- Serving the community.
- Remaining committed to Christian values.

10.6 Personal Reflection: My Participation in God's Kingdom

Learners should reflect on the following questions:

1. Do I demonstrate love towards other people?
2. Am I honest in my schoolwork and personal activities?
3. Do I forgive those who offend me?
4. Do I respect people whose circumstances are different from mine?
5. Do I use my talents to help others?
6. Do I take responsibility for my mistakes?

7. Do I participate in activities that promote peace and unity?
8. Do my actions reflect the Christian values I profess?
9. What changes should I make to improve my Christian life?
10. How can I contribute to the growth of God's Kingdom in my school and community?

REVISION QUESTIONS

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer ALL the questions in this section. Each question carries one mark. Choose the correct answer from the alternatives A, B, C and D. Write the letter of the correct answer in the spaces provided.

1. According to Luke 13:1–5, what was the main teaching Jesus communicated through the incidents involving the Galileans and the people who died when the tower of Siloam fell?

A. People who suffer are always greater sinners.
B. Everyone should repent and turn away from sin.
C. Religious ceremonies prevent all forms of suffering.
D. Only people from Jerusalem need to repent.

2. What does repentance involve in Christian teaching?

A. Blaming others for personal mistakes.
B. Avoiding all responsibilities.
C. Recognising wrongdoing and changing one's behaviour.
D. Attending religious gatherings without changing one's conduct.

3. Why did Jesus reject the assumption that the eighteen people who died when the tower of Siloam fell were greater sinners than other people?

A. They were all religious leaders.
B. They had already repented.
C. They were not living in Jerusalem.
D. Suffering does not automatically prove that victims are greater sinners.

4. In the parable of the barren fig tree, how long had the owner been looking for fruit on the tree?

A. One year.
B. Two years.
C. Three years.
D. Seven years.

5. What did the gardener request from the owner of the fig tree?

A. Permission to plant another tree.
B. One more year to care for the tree.
C. Permission to sell the vineyard.
D. Permission to remove all the trees.

6. Which action did the gardener promise to take to improve the condition of the fig tree?

A. Cut down its branches.
B. Remove it from the vineyard.
C. Water the whole vineyard only.
D. Dig around it and apply manure.

7. In the context of the parable of the barren fig tree, bearing fruit mainly illustrates

A. Producing good behaviour and spiritual qualities.
B. Accumulating material possessions.
C. Becoming a successful farmer.
D. Avoiding responsibilities.

8. Which lesson is emphasised by the gardener's request for additional time?

A. People should avoid making decisions.
B. Growth is unnecessary.

C. Patience and opportunities for improvement are important.
D. Unproductive behaviour should always be accepted.

9. For how long had the woman in Luke 13:10–17 suffered from her disabling condition?

A. Five years.
B. Twelve years.
C. Eighteen years.
D. Twenty years.

10. Where was Jesus teaching when He healed the crippled woman?

A. At the Temple in Jerusalem.
B. In a synagogue.
C. At the River Jordan.
D. In a private house.

11. What did the woman do immediately after Jesus healed her?

A. She left without speaking.
B. She criticised the synagogue leader.
C. She asked Jesus for money.
D. She straightened up and praised God.

12. Why did the synagogue leader become angry after the healing?

A. Jesus had healed the woman on the Sabbath.
B. The woman had refused to enter the synagogue.
C. Jesus had refused to teach the people.
D. The crowd had left the synagogue.

13. Which example did Jesus use when responding to the synagogue leader?

A. Planting seeds in a field.
B. Harvesting crops on the Sabbath.
C. Untying an ox or donkey to take it for water.
D. Preparing food for a large crowd.

14. Which value is most clearly demonstrated by Jesus' healing of the crippled woman?

A. Greed.
B. Compassion.
C. Pride.
D. Revenge.

15. What does the mustard seed illustrate in Luke 13:18–19?

A. The end of human life.
B. The importance of material wealth.
C. The rejection of religious practices.
D. The growth of God's Kingdom from a small beginning.

16. What happened to the mustard seed in Jesus' parable?

A. It was eaten by birds.
B. It remained small after being planted.

C. It grew into a large plant where birds made nests.
D. It was removed from the garden.

17. In the parable of the mustard seed, the birds nesting in the branches help illustrate

A. The benefit others receive from the growth of God's Kingdom.
B. The failure of the seed to grow.
C. The punishment of those who reject Jesus.
D. The destruction of the garden.

18. In the parable of the yeast, what did the woman mix into the flour?

A. Salt.
B. Yeast.
C. Sand.
D. Water only.

19. Which characteristic of the Kingdom of God is emphasised by the parable of the yeast?

A. It is restricted to a particular geographical area.
B. It develops only through political authority.
C. It transforms people and communities from within.
D. It prevents people from interacting with others.

20. What is the major difference between the parable of the mustard seed and that of the yeast?

A. The mustard seed teaches about prayer while yeast teaches about fasting.
B. The mustard seed teaches about judgement while yeast teaches about forgiveness.
C. The mustard seed concerns farming while yeast concerns fishing.
D. The mustard seed emphasises growth from a small beginning, while yeast emphasises transformation from within.

21. What did Jesus instruct His listeners to do when someone asked whether only a few people would be saved?

A. Strive to enter through the narrow door.
B. Wait until the door was opened automatically.
C. Avoid entering the house.
D. Depend on their family backgrounds.

22. What does the narrow door symbolise in Jesus' teaching?

A. Wealth and political influence.
B. Genuine commitment to God's Kingdom.
C. Attendance at religious ceremonies alone.
D. A physical entrance to Jerusalem.

23. Why were some people refused entry by the householder in the illustration of the narrow door?

A. They came from different countries.
B. They had no material possessions.
C. They were unfamiliar with the town.
D. Their previous association did not demonstrate a genuine relationship with the householder.

24. Which statement best explains Jesus' teaching about those who would come from different directions to participate in God's Kingdom?

A. Only people from one nation would enter God's Kingdom.
B. Only religious leaders would be welcomed.

C. God's invitation extends to people from different backgrounds.
D. People should depend on their social status.

25. Why did some Pharisees approach Jesus in Luke 13:31–33?

A. To invite Him to a wedding.
B. To warn Him that Herod wanted to kill Him.
C. To ask Him to become a king.
D. To request that He leave Jerusalem immediately.

26. How did Jesus respond to the warning about Herod?

A. He abandoned His mission.
B. He stopped healing people.
C. He returned to Galilee permanently.
D. He remained committed to completing His mission.

27. What does the image of a hen gathering her chicks under her wings communicate in Jesus' lament over Jerusalem?

A. Love, care and protection.
B. Political authority and wealth.
C. Competition and rivalry.
D. Fear of travelling.

28. Why was Jesus sorrowful about Jerusalem?

A. The city had no religious buildings.
B. The people refused to participate in farming.
C. The city had a history of rejecting God's messengers.
D. The people had refused to build houses.

29. Which action demonstrates genuine participation in God's Kingdom?

A. Attending church while practising dishonesty.
B. Showing love, practising justice and helping people in need.
C. Seeking positions of authority for personal gain.
D. Refusing to forgive people who make mistakes.

30. A learner notices that a classmate with a disability is being excluded from a school activity. Which response best reflects the teachings of Jesus in Luke 13?

A. Ignore the situation because it does not affect them.
B. Encourage others to continue excluding the learner.
C. Report the learner for being different.
D. Encourage inclusion and ensure that the classmate is treated with dignity.

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions. Each question carries 10 marks.

QUESTION 31: REPENT OR PERISH AND THE BARREN FIG TREE (10 MARKS)

a) Explain the two incidents Jesus used in Luke 13:1–5 when teaching about repentance. (4 marks)

b) State three lessons Christians learn from the parable of the barren fig tree. (3 marks)

c) Explain three ways learners can demonstrate genuine repentance in school. (3 marks)

QUESTION 32: HEALING OF THE CRIPPLED WOMAN (10 MARKS)

a) Narrate the healing of the crippled woman according to Luke 13:10–17. (5 marks)

b) Explain three lessons Christians learn from the healing. (3 marks)

c) State two ways churches can promote the inclusion of people with disabilities. (2 marks)

QUESTION 33: PARABLES OF THE MUSTARD SEED AND YEAST (10 MARKS)

a) Describe the parable of the mustard seed. (3 marks)

b) Explain three lessons from the parable of the yeast. (3 marks)

c) Give four differences between the parable of the mustard seed and the parable of the yeast. (4 marks)

QUESTION 34: THE NARROW DOOR (10 MARKS)

a) Explain the teaching of Jesus about the narrow door according to Luke 13:22–30. (4 marks)

b) Give three reasons why religious association alone does not guarantee genuine participation in God's Kingdom. (3 marks)

c) State three ways Christians can demonstrate genuine commitment to God's Kingdom. (3 marks)

QUESTION 35: LAMENT OVER JERUSALEM AND PARTICIPATION IN GOD'S KINGDOM (10 MARKS)

a) Explain why Jesus was sorrowful about Jerusalem according to Luke 13:31–35. (4 marks)

b) State three lessons Christians learn from Jesus' lament over Jerusalem. (3 marks)

c) Give three ways a Grade 11 learner can contribute to the growth of God's Kingdom in the community. (3 marks)

14.0 ANSWERS TO SECTION A: MULTIPLE-CHOICE QUESTIONS

Answer key – 30 marks

Question	Answer	Question	Answer	Question	Answer
1	B	11	D	21	A
2	C	12	A	22	B
3	D	13	C	23	D
4	C	14	B	24	C
5	B	15	D	25	B
6	D	16	C	26	D
7	A	17	A	27	A
8	C	18	B	28	C
9	C	19	C	29	B
10	B	20	D	30	D

15.0 SUGGESTED MARKING SCHEME FOR SECTION B

Total: 50 marks

QUESTION 31: REPENT OR PERISH AND THE BARREN FIG TREE (10 MARKS)

a) Explain the two incidents Jesus used in Luke 13:1-5 when teaching about repentance. (4 marks)

1. Some people informed Jesus about Galileans whose blood Pilate had mixed with their sacrifices. (2 marks)
2. Jesus referred to eighteen people who died when the tower of Siloam fell on them. (2 marks)

b) State three lessons Christians learn from the parable of the barren fig tree. (3 marks)

Award 1 mark for each well-explained point.

1. Christians should bear good spiritual fruit.
2. People should use the opportunities they receive responsibly.

3. God is patient and gives people opportunities to change.
4. People should not take God's patience for granted.
5. Everyone is accountable for their actions.
6. Spiritual growth requires commitment and effort.
7. Christians should demonstrate positive behaviour in society.

Any three relevant points.

c) Explain three ways learners can demonstrate genuine repentance in school. (3 marks)

Award 1 mark for each relevant point.

1. Admitting mistakes and apologising when they offend others.
2. Returning stolen school property.
3. Stopping examination cheating.
4. Avoiding bullying and discrimination.
5. Following school rules.
6. Making an effort not to repeat previous mistakes.
7. Seeking forgiveness from those they have wronged.

Any three relevant points.

QUESTION 32: HEALING OF THE CRIPPLED WOMAN (10 MARKS)

a) Narrate the healing of the crippled woman according to Luke 13:10-17. (5 marks)

Award 1 mark for each correct point.

1. Jesus was teaching in a synagogue on the Sabbath.
2. A woman who had suffered from a disabling condition for eighteen years was present.
3. Jesus noticed her and called her forward.
4. He declared that she was free from her infirmity.
5. He laid His hands on her.
6. Immediately, she straightened up and praised God.
7. The synagogue leader became angry because Jesus had healed on the Sabbath.
8. Jesus challenged the leader by referring to people untying their animals to take them for water.
9. Jesus defended the woman's right to be released from her suffering.

Award a maximum of 5 marks.

b) Explain three lessons Christians learn from the healing. (3 marks)

Award 1 mark for each well-explained point.

1. Christians should show compassion towards people who are suffering.
2. Every person deserves dignity and respect.
3. Religious practices should promote love and human welfare.
4. Christians should avoid discrimination against people with disabilities.

5. Leaders should be guided by compassion.
6. People should appreciate God's goodness.
7. Christians should help people in need.

Any three relevant points.

c) State two ways churches can promote the inclusion of people with disabilities. (2 marks)

Award 1 mark for each point.

1. Providing ramps and accessible facilities.
2. Providing suitable seating arrangements.
3. Welcoming people with disabilities without discrimination.
4. Providing sign-language interpretation where possible.
5. Organising activities that allow everyone to participate.
6. Offering appropriate support to members with disabilities.

Any two relevant points.

QUESTION 33: PARABLES OF THE MUSTARD SEED AND YEAST (10 MARKS)

a) Describe the parable of the mustard seed. (3 marks)

1. Jesus compared the Kingdom of God to a mustard seed. (1 mark)
2. A man took the seed and planted it in his garden. (1 mark)
3. It grew into a large plant, and birds made nests in its branches. (1 mark)

b) Explain three lessons from the parable of the yeast. (3 marks)

Award 1 mark for each well-explained point.

1. God's Kingdom transforms people from within.
2. Spiritual growth may begin in unnoticed ways.
3. Christians should influence society positively.
4. Positive values can spread from one person to another.
5. Transformation requires time and commitment.
6. Christians should demonstrate their faith through daily conduct.
7. God's Kingdom should influence all areas of life.

Any three relevant points.

c) Give four differences between the parable of the mustard seed and the parable of the yeast. (4 marks)

Award 1 mark for each correct difference.

Mustard seed	**Yeast**
Emphasises growth from a small beginning.	Emphasises transformation from within.

The seed develops into a large plant.	The yeast works through the flour mixture.
Its growth becomes visible as the plant develops.	Its activity may initially be unnoticed.
Birds benefit from the branches.	The whole mixture is affected.
Emphasises expansion.	Emphasises influence and transformation.

Any four correctly stated differences.

QUESTION 34: THE NARROW DOOR (10 MARKS)

a) Explain the teaching of Jesus about the narrow door according to Luke 13:22–30. (4 marks)

Award 1 mark for each correct point.

1. Someone asked Jesus whether only a few people would be saved.
2. Jesus encouraged people to strive to enter through the narrow door.
3. He explained that the householder would eventually close the door.
4. Some people would arrive later and claim to know the householder.
5. The householder would refuse to recognise them as people who truly belonged to him.
6. Jesus explained that people from different directions would participate in God's Kingdom.
7. He warned that some who considered themselves first would become last.

Award a maximum of 4 marks.

b) Give three reasons why religious association alone does not guarantee genuine participation in God's Kingdom. (3 marks)

Award 1 mark for each explanation.

1. A person may attend church but continue practising dishonesty.
2. Some people participate in religious activities without genuine faith.
3. Religious knowledge does not automatically produce good behaviour.
4. Some people may use religion to seek recognition or personal gain.
5. A person may claim to be Christian but refuse to forgive others.
6. Religious association may be accompanied by hypocrisy.

Any three relevant points.

c) State three ways Christians can demonstrate genuine commitment to God's Kingdom. (3 marks)

Award 1 mark for each point.

1. Practising honesty and integrity.
2. Showing love and compassion.
3. Forgiving others.
4. Helping vulnerable people.
5. Promoting peace and justice.

6. Repenting of wrongdoing.
7. Following Jesus' teachings.
8. Participating responsibly in Christian service.

Any three relevant points.

QUESTION 35: LAMENT OVER JERUSALEM AND PARTICIPATION IN GOD'S KINGDOM (10 MARKS)

a) Explain why Jesus was sorrowful about Jerusalem according to Luke 13:31-35. (4 marks)

Award 1 mark for each relevant explanation.

1. Jerusalem had a history of rejecting God's messengers.
2. Some of the prophets and messengers sent to the city had been rejected or killed.
3. The people were unwilling to respond to God's invitation.
4. Jesus desired to gather and protect the people.
5. The people had failed to recognise the importance of God's guidance.
6. Their rejection had serious spiritual consequences.

Award a maximum of 4 marks.

b) State three lessons Christians learn from Jesus' lament over Jerusalem. (3 marks)

Award 1 mark for each point.

1. God loves and cares for people.
2. Christians should respond positively to God's invitation.
3. People should listen to God's messengers.
4. Christians should promote unity.
5. Believers should care for vulnerable members of society.
6. People should not take God's patience for granted.
7. Christians should remain committed to their mission despite opposition.

Any three relevant points.

c) Give three ways a Grade 11 learner can contribute to the growth of God's Kingdom in the community. (3 marks)

Award 1 mark for each relevant point.

1. Helping vulnerable members of the community.
2. Promoting peace and reconciliation.
3. Participating in community service.
4. Demonstrating honesty and integrity.
5. Sharing Christian teachings responsibly.
6. Protecting the environment.
7. Respecting people from different backgrounds.
8. Encouraging forgiveness and unity.

9. Supporting people with disabilities.
10. Avoiding discrimination and corruption.

Any three relevant points.

16.0 END-OF-SUB-STRAND ASSESSMENT SUMMARY

Assessment area	Marks
Section A: Multiple-choice questions	30
Section B: Structured questions	50
Total	80

17.0 KEY TERMS AND THEIR MEANINGS

Term	Meaning
Kingdom of God	God's rule, authority and influence in people's lives and creation.
Repentance	A sincere change of heart and behaviour involving turning away from sin.
Parable	A short story used to communicate a spiritual or moral lesson.
Barren	Unable to produce fruit or results.
Fig tree	A fruit-bearing tree used by Jesus in a parable about spiritual fruitfulness.
Fruitfulness	Producing positive results that reflect God's will.
Sabbath	A day of rest and religious observance in Jewish tradition.
Synagogue	A Jewish place of worship and teaching.
Infirmity	A physical weakness or condition affecting a person's health.
Mustard seed	A seed used by Jesus to illustrate the growth of God's Kingdom from a small beginning.
Yeast	A substance used in preparing dough, illustrating transformation in Jesus' parable.
Narrow door	An illustration of the commitment required to participate in God's Kingdom.
Lament	An expression of deep sorrow or grief.

Partaker	A person who shares in or participates in something.
Spiritual growth	Development in faith, character and Christian conduct.
Accountability	Being responsible for one's actions and decisions.
Compassion	Showing concern and kindness towards people experiencing difficulties.
Hypocrisy	Claiming to hold certain beliefs while behaving contrary to them.
Restoration	The process of bringing someone or something back to a better condition.
Perseverance	Continuing faithfully despite difficulties or opposition.

STRAND 2.0: THE NEW TESTAMENT

SUB-STRAND 2.8: JOURNEY TO JERUSALEM – THE TEACHINGS OF JESUS CHRIST

1.0 INTRODUCTION

During His journey to Jerusalem, Jesus continued teaching people about the Kingdom of God and the qualities expected of those who wished to become His followers.

In Luke 14:1–35, Jesus taught important lessons through:

1. Healing a man suffering from dropsy.
2. Teachings on humility and hospitality.
3. The Parable of the Great Dinner.
4. Teachings on the cost of discipleship.
5. The illustration of salt as a symbol of faithful Christian living.

These teachings challenged the attitudes and behaviour of the people of His time. They emphasised compassion, humility, generosity, commitment, responsibility and faithfulness to God.

The teachings remain relevant to Christians today because they provide guidance on how to relate with others and demonstrate genuine Christian commitment in society.

Expected learning outcomes

By the end of this sub-strand, the learner should be able to:

a) Relate the healing of the man with dropsy and the lessons learnt.

b) Deduce lessons from Luke 14:7–14 on humility and hospitality.

c) Explain the spiritual meaning of the Parable of the Great Dinner.

d) Interpret the teachings of Jesus on the cost of discipleship.

e) Compile virtues acquired from the teachings of Jesus Christ for application in daily life.

f) Demonstrate willingness to apply the teachings of Jesus Christ in everyday life.

2.0 HEALING OF THE MAN WITH DROPSY

2.1 Meaning of dropsy

Dropsy is an old medical term used to describe an abnormal accumulation of fluid in body tissues, causing swelling.

- It is commonly associated with what is medically known today as oedema or edema.
- The swelling may affect different parts of the body.
- It may be associated with underlying medical conditions.
- A person experiencing such a condition requires appropriate medical attention.

In Luke 14:1–6, Jesus encountered a man who was suffering from dropsy.

2.2 Biblical account of the healing of the man with dropsy

Bible Reference: Luke 14:1-6

Jesus went to eat at the house of a prominent Pharisee on the Sabbath.

The Pharisees were religious leaders who closely observed Jewish religious laws and traditions.

During the meal, a man suffering from dropsy was present.

Some of the people were watching Jesus carefully to see whether He would heal the man on the Sabbath.

Jesus recognised their attitude and asked the teachers of the law and the Pharisees whether it was lawful to heal on the Sabbath.

They remained silent.

Jesus then healed the man and sent him away.

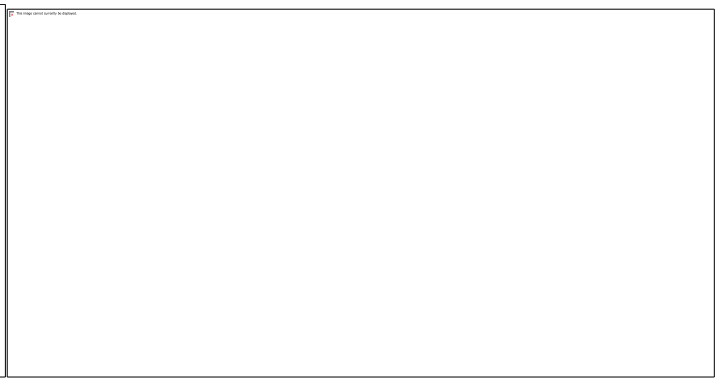
Afterwards, He asked them whether any of them would fail to rescue an ox or a donkey that had fallen into a well on the Sabbath.

They could not provide an answer.

Through this incident, Jesus demonstrated that human welfare and compassion should not be ignored because of rigid interpretations of religious rules.







2.3 Why the Pharisees watched Jesus carefully

The Pharisees and teachers of the law watched Jesus because:

1. They wanted to find an opportunity to accuse Him of breaking the Sabbath regulations.
2. They disagreed with some of His interpretations of religious laws.
3. They were interested in discovering whether He would heal on the Sabbath.
4. They wanted to test His understanding of Jewish religious traditions.
5. Some of them were more concerned with religious regulations than the needs of suffering people.
6. They wanted to challenge His authority and teachings.
7. They failed to appreciate that the purpose of religious observance should include love, mercy and concern for others.

2.4 Why Jesus healed the man on the Sabbath

Jesus healed the man because:

1. He had compassion for people who were suffering.
2. He wanted to demonstrate that doing good should not be postponed unnecessarily.
3. He valued human life and dignity.
4. He wanted to correct the misunderstanding of the purpose of the Sabbath.
5. He demonstrated God's love through practical actions.
6. He wanted to show that religious practices should promote human welfare.
7. He wanted to teach that mercy and compassion are important expressions of faith.
8. He challenged religious hypocrisy and excessive concern with outward observance.
9. He demonstrated His divine authority over sickness.
10. He wanted people to understand that helping those in need is a meaningful expression of obedience to God.

2.5 Why Jesus asked about rescuing an ox or donkey from a well

Jesus used this example to challenge the Pharisees' understanding of Sabbath regulations.

The example demonstrated that:

- People recognised the importance of rescuing animals in distress.
- It was inconsistent to show concern for an animal but ignore a suffering human being.
- Compassion should not be limited by selfish interpretations of religious rules.
- Human dignity should be respected.
- Religious laws should not be used as an excuse for neglecting those in need.
- The welfare of people should be considered in religious and social decisions.

2.6 Lessons Christians learn from the healing of the man with dropsy

1. Christians should demonstrate compassion.

Jesus showed concern for the suffering man.

Christians should care for people experiencing sickness, poverty, disability and other challenges.

Application in Kenya:

- Visiting sick people in hospitals.

- Supporting vulnerable families.
- Donating food and essential supplies to those in need.
- Providing emotional and spiritual encouragement.
- Supporting inclusive education for learners with disabilities.

2. Human life is valuable.

Jesus placed the welfare of the man above unnecessary arguments about religious regulations.

Christians should respect every person's dignity regardless of social status, wealth, age or physical condition.

3. Christians should help people in need.

Jesus did not ignore the suffering man.

Christians should be willing to assist people facing difficulties rather than waiting for convenient opportunities.

4. Religious practices should promote love.

Religious observances should encourage people to become more loving, responsible and compassionate.

A person should not use religious rules to justify cruelty or neglect.

5. Christians should avoid hypocrisy.

The Pharisees appeared concerned about religious regulations but failed to demonstrate compassion towards the suffering man.

Christians should ensure that their actions agree with their religious teachings.

6. Jesus has authority over sickness.

The healing demonstrated Jesus' power and authority.

Christians are encouraged to trust in God while seeking appropriate medical care.

7. Christians should challenge injustice.

Jesus questioned attitudes that placed rigid regulations above human welfare.

Christians should speak against unfair treatment and practices that deny people their rights.

8. Christians should use their abilities to serve others.

Jesus used His healing power to benefit another person.

Christians should use their talents, knowledge and resources to improve the lives of others.

9. Christians should avoid discrimination.

Jesus did not reject the man because of his physical condition.

Christians should treat people experiencing illness or disability with dignity and respect.

10. Christians should practise their faith through actions.

Jesus demonstrated His teachings through practical service.

Christians should express their faith through kindness, generosity and concern for others.

2.7 Relevance of Jesus' healing ministry in today's society

The healing of the man with dropsy provides important lessons for contemporary society.

Teaching of Jesus	Application in today's society
Compassion	Supporting sick and vulnerable people
Respect for human life	Protecting human rights and dignity
Helping others	Participating in community service
Challenging hypocrisy	Practising what one preaches
Promoting fairness	Opposing discrimination
Serving others	Volunteering in community programmes
Valuing people	Supporting persons with disabilities
Mercy	Forgiving and assisting those in difficulty

Contemporary examples in Kenya

Christians can demonstrate these teachings by:

- Supporting community health programmes.
- Participating in hospital visitation programmes.
- Helping people affected by drought and floods.
- Supporting children from disadvantaged families.
- Promoting inclusive learning environments.
- Participating in blood donation initiatives.
- Supporting people living with disabilities.
- Advocating for fair treatment in workplaces and schools.

Activity 1: Group discussion

In groups, discuss the following questions:

1. Why did Jesus heal the man with dropsy on the Sabbath?
2. What was wrong with the attitude of the Pharisees?
3. How can Christians demonstrate compassion towards sick people?
4. Identify five ways in which religious people can promote human dignity in Kenya.
5. How can learners demonstrate kindness towards classmates experiencing physical challenges?

3.0 HUMILITY AND HOSPITALITY

3.1 Meaning of humility

Humility is the quality of recognising one's worth without considering oneself superior to other people.

A humble person:

- Does not boast unnecessarily.
- Respects other people.
- Accepts correction.
- Recognises personal weaknesses.
- Appreciates the contribution of others.
- Does not seek unnecessary praise.
- Treats people equally.
- Recognises that abilities and achievements should be used responsibly.

Examples of humility

1. A learner accepts correction from a teacher.
2. A school leader listens to the opinions of other learners.
3. A successful businessperson treats workers respectfully.
4. A church leader serves the congregation without seeking personal glory.
5. A person apologises after making a mistake.

3.2 Meaning of hospitality

Hospitality is the willingness to welcome, receive and care for visitors and other people generously and respectfully.

Hospitality involves:

- Welcoming visitors.
- Providing food and refreshments where possible.
- Offering accommodation when appropriate.
- Showing kindness to strangers.
- Respecting guests.
- Assisting people who need support.
- Sharing resources with others.
- Treating people without discrimination.

Examples of hospitality in Kenyan society

1. Welcoming visitors into one's home.
2. Offering food to guests during family gatherings.
3. Helping travellers who need directions.
4. Supporting visitors during church meetings.
5. Providing accommodation for relatives visiting from distant places.
6. Welcoming new learners into school.
7. Assisting people affected by emergencies.

3.3 Jesus' teachings on humility and hospitality

Bible Reference: Luke 14:7-14

Jesus noticed that some guests were choosing the places of honour at a meal.

He used the situation to teach them about humility.

He advised the guests not to occupy places of honour because a more distinguished person might arrive, forcing the host to ask them to move.

Instead, they should take a lower place so that the host could honour them by inviting them to a better position.

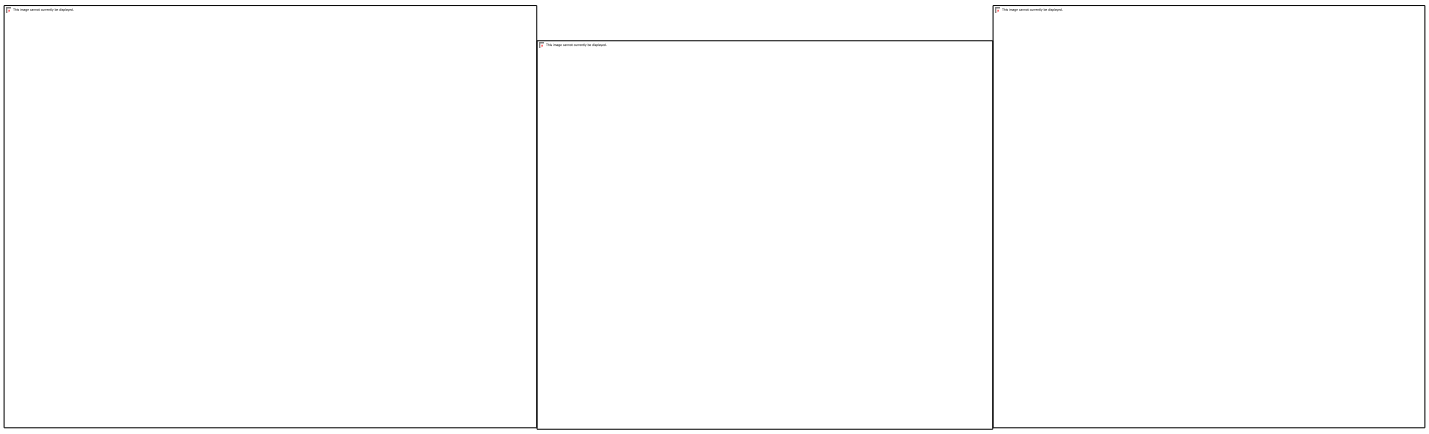
Jesus explained that those who exalt themselves would be humbled, while those who humble themselves would be exalted.

Jesus then addressed the person who had invited Him.

He advised him not to invite only friends, relatives or wealthy neighbours who could repay him.

Instead, he should invite the poor, the crippled, the lame and the blind.

He explained that such generosity would be rewarded by God.



3.4 Why people struggled to demonstrate humility during meals

Some people sought positions of honour because:

1. They wanted public recognition.
2. They desired to appear important.
3. They wanted to demonstrate their social status.
4. They were interested in receiving praise.
5. They considered themselves superior to others.
6. They wanted to associate with influential people.
7. They sought personal benefits from social relationships.
8. They lacked consideration for other guests.

3.5 Lessons from Luke 14:7-11 on humility

1. Christians should avoid pride.

Jesus discouraged people from seeking positions of honour.

Christians should avoid boasting about wealth, education, achievements or leadership positions.

2. Humility brings respect.

A humble person is often appreciated because they recognise the value of others.

3. Christians should not seek unnecessary recognition.

People should perform good deeds because they are right, not simply to receive praise.

4. Christians should respect other people.

All people deserve dignity regardless of their social position.

5. Christians should avoid self-exaltation.

Jesus taught that those who exalt themselves will be humbled.

People should allow their actions and character to demonstrate their worth.

6. Christians should accept correction.

A humble person recognises that mistakes are part of learning and personal growth.

7. Leadership should be based on service.

Christian leaders should not use their positions to intimidate or exploit others.

8. Christians should be patient.

People should avoid rushing to claim positions of importance.

9. Christians should appreciate others.

Humility encourages people to recognise and celebrate the achievements of others.

10. True greatness is demonstrated through service.

Jesus taught that a person's value is not determined by public recognition or social position.

3.6 Lessons from Luke 14:12-14 on hospitality

1. Christians should welcome everyone.

Jesus encouraged the host to invite people who were often neglected by society.

Christians should welcome people without discrimination.

2. Hospitality should be practised without expecting rewards.

People should help others because they care about their welfare.

3. Christians should support vulnerable people.

The poor, sick and disadvantaged should be treated with dignity.

4. Christians should share their resources.

Those who have enough should assist people who lack basic necessities.

5. Hospitality should not be based on social status.

People should not welcome visitors only because they are wealthy or influential.

6. Christians should avoid selfishness.

True hospitality involves giving without demanding something in return.

7. Christians should show kindness to strangers.

A person should not be treated badly simply because they are unfamiliar.

8. Christians should promote equality.

Everyone deserves respect and an opportunity to participate in community activities.

9. Christians should serve others willingly.

Hospitality involves practical acts of service.

10. God values genuine generosity.

Jesus taught that acts of generosity towards those unable to repay would receive God's reward.

3.7 Differences between humility and hospitality

Humility	**Hospitality**
It is the quality of being modest.	It is the practice of welcoming and caring for others.
It discourages pride.	It encourages generosity.
It involves respecting others.	It involves receiving and assisting others.
It encourages people to avoid self-exaltation.	It encourages people to share resources.
It promotes modest behaviour.	It promotes kindness towards guests and strangers.

3.8 How Christians can practise humility and hospitality in schools

- Respecting teachers and fellow learners.
- Listening to other people's opinions.
- Avoiding bullying and discrimination.
- Welcoming new learners.
- Sharing learning materials.
- Helping learners who experience difficulties.
- Participating in community service.
- Accepting responsibility for mistakes.
- Appreciating the achievements of others.
- Avoiding pride and unnecessary competition.

3.9 A skit based on Luke 14:7-14

Title: The Banquet of Humility

Characters:

- Host
- Guest 1
- Guest 2
- Guest 3

- Poor visitor
- Narrator

Suggested performance:

1. The host organises a banquet and invites several guests.
2. The guests arrive and begin competing for the most prestigious seats.
3. One guest takes a prominent seat without considering others.
4. The narrator explains the problem of pride.
5. The host welcomes a poor visitor.
6. The guests observe how the host treats the visitor with kindness.
7. The narrator explains Jesus' teaching on humility and hospitality.
8. The characters discuss how the lesson can be applied in their community.

Learning points from the skit:

- Avoid pride.
- Respect everyone.
- Welcome visitors.
- Share with the needy.
- Do not expect rewards for every good deed.
- Demonstrate kindness through actions.

Activity 2

In groups, perform a short skit demonstrating the difference between pride and humility.

After the performance, explain five lessons that Christians can learn from Jesus' teaching on humility and hospitality.

4.0 THE PARABLE OF THE GREAT DINNER

4.1 Meaning of a parable

A **parable** is a short story used to communicate a spiritual or moral lesson.

Jesus frequently used parables to explain important truths about the Kingdom of God.

Parables often used familiar situations from everyday life, such as:

- Farming.
- Fishing.
- Family relationships.
- Weddings.
- Business activities.
- Household responsibilities.
- Meals and celebrations.

4.2 Biblical account of the Parable of the Great Dinner

Bible Reference: Luke 14:15-24

During the meal, one of the people present commented that blessed was the person who would eat at the feast in the Kingdom of God.

Jesus responded by telling the Parable of the Great Dinner.

A man prepared a great dinner and invited many people.

When the meal was ready, he sent his servant to inform the invited guests that everything was prepared.

However, the invited guests began giving excuses for not attending.

The first guest explained that he had bought a field and needed to go and see it.

The second explained that he had bought five yoke of oxen and wanted to examine them.

The third said that he had just married and therefore could not attend.

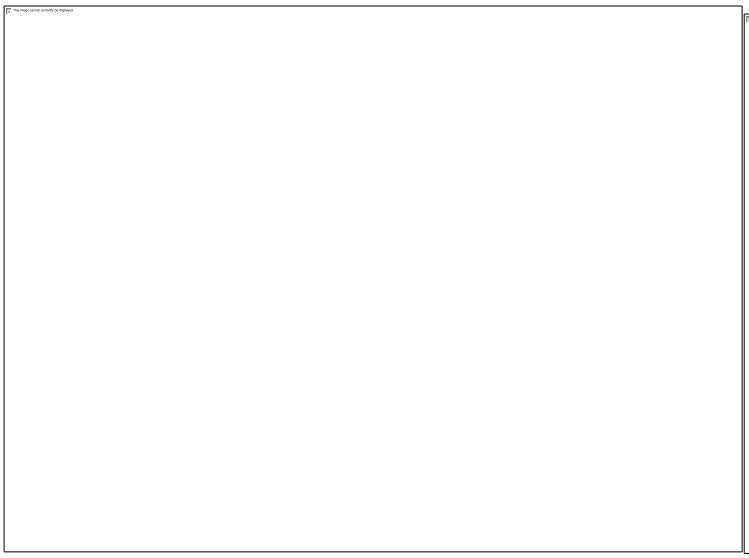
When the servant returned and reported these excuses, the host became displeased.

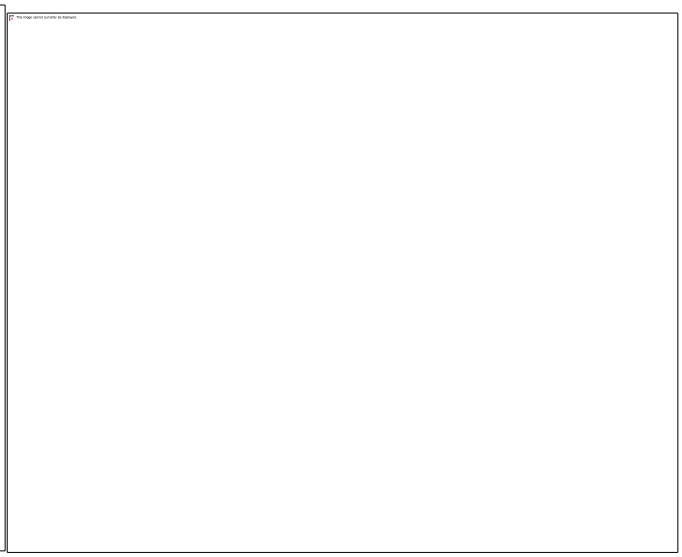
He instructed the servant to go quickly into the streets and lanes of the town and bring in the poor, the crippled, the blind and the lame.

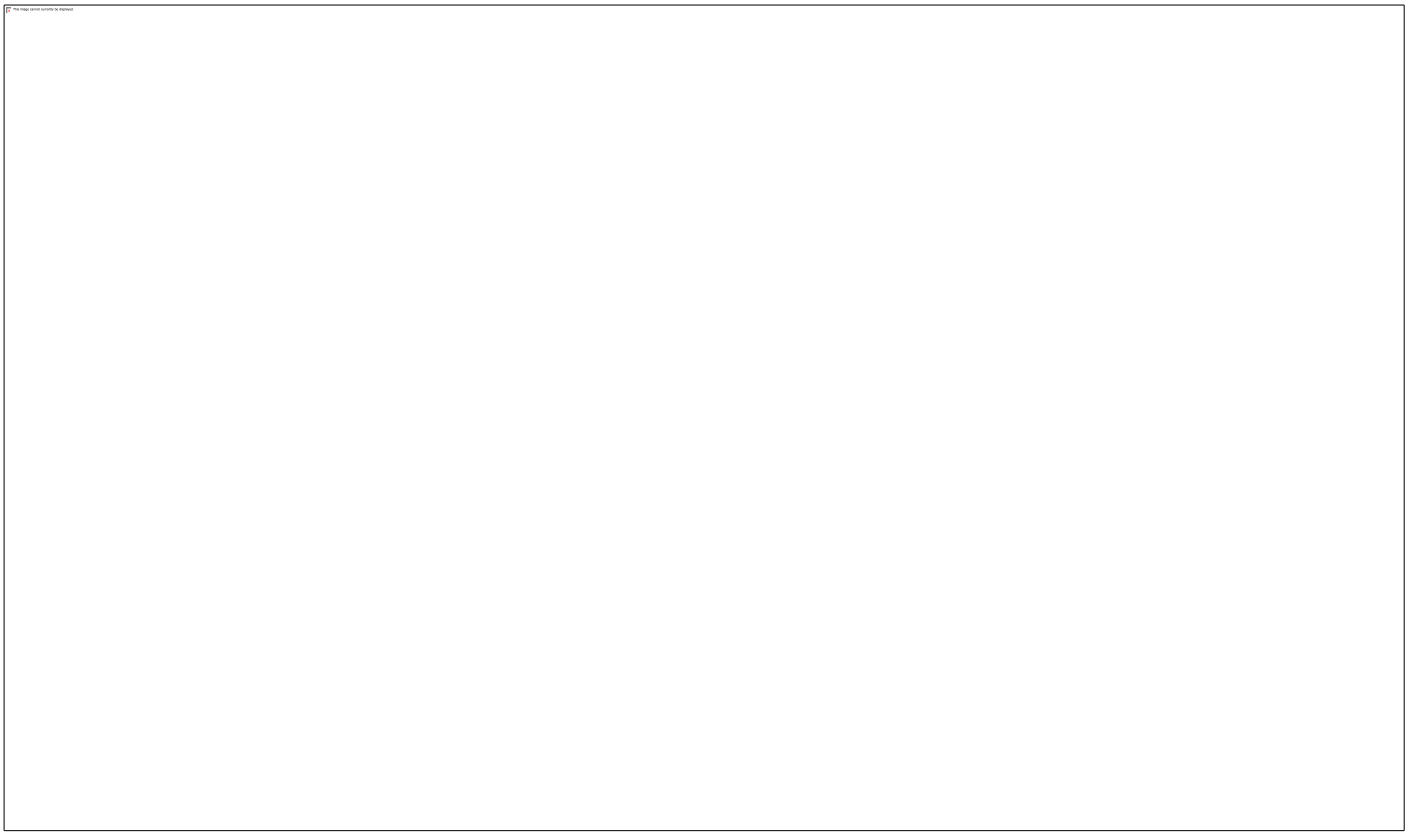
The servant did as instructed but reported that there was still room.

The host then instructed him to go along the roads and country lanes and encourage more people to come so that his house would be filled.

Jesus concluded by showing that those who rejected the invitation would not enjoy the prepared feast.







4.3 Characters and their symbolic meaning

The parable contains characters and situations that communicate spiritual truths.

Character or item	Spiritual meaning
The host	God, who invites people into His Kingdom
The great dinner	The blessings and fellowship of God's Kingdom
The invited guests	People who receive God's invitation
The servant	Those who communicate God's invitation
The excuses	Distractions and priorities that cause people to reject God's invitation
The poor and disadvantaged	People who may be overlooked by society but are welcome in God's Kingdom
The streets and country lanes	The wider community to which the invitation is extended
The prepared feast	God's gracious provision and the opportunity to share in His Kingdom

Important interpretation: The parable illustrates God's invitation to His Kingdom and the responsibility of people to respond. The symbolic meanings help learners understand the message; they should not be treated as a claim that every small detail has only one possible interpretation.

4.4 Why the invited guests refused to attend

1. The first guest bought a field.

He claimed that he needed to go and inspect the field.

This suggests that property and material possessions had become more important to him than responding to the invitation.

2. The second guest bought five yoke of oxen.

He wanted to examine his new purchase.

His business interests and possessions took priority over the invitation.

3. The third guest had married.

He used his new family responsibilities as a reason for not attending.

His response illustrates how personal commitments can be used to avoid important responsibilities.

4.5 Reasons why people reject God's invitation today

People may fail to respond to God's invitation because of:

1. Excessive concern with material wealth.
2. Pursuit of social status.
3. Love of pleasure and entertainment.
4. Lack of faith.
5. Negative attitudes towards religion.
6. Fear of social criticism.
7. Peer pressure.
8. Unwillingness to change harmful behaviour.
9. Excessive involvement in business activities.
10. Lack of understanding of God's teachings.
11. Selfishness.
12. Belief that religious commitment is unnecessary.

4.6 Spiritual meaning of the Parable of the Great Dinner

1. God invites all people into His Kingdom.

The host extended the invitation to many people.

God's invitation is not limited to one social group, economic class or community.

2. God's invitation is an act of grace.

The guests did not prepare the feast themselves.

Similarly, people receive God's invitation through His grace rather than by claiming personal superiority.

3. People must respond to God's invitation.

Receiving an invitation is not enough.

People must make a personal decision to respond positively to God's call.

4. Material possessions should not replace spiritual priorities.

The invited guests allowed their possessions and activities to take priority over the invitation.

Christians should avoid allowing wealth and material success to become more important than their relationship with God.

5. God's Kingdom is open to the marginalised.

The host instructed the servant to invite the poor and disadvantaged.

This demonstrates God's concern for people who are often neglected by society.

6. God's invitation is universal.

The servant was instructed to go beyond the immediate community and invite more people.

This demonstrates the wide reach of God's invitation.

7. Christians should not give unnecessary excuses.

The invited guests failed to respond positively.

Christians should be committed to their spiritual responsibilities.

8. Christians should spread the message of God's Kingdom.

The servant was responsible for communicating the invitation.

Christians should share the message of God's love through their words and actions.

9. People should not discriminate against others.

The host welcomed people regardless of their social position.

Christians should avoid excluding others because of poverty, disability, background or status.

10. God's invitation should be taken seriously.

The parable warns against repeatedly rejecting God's call.

Christians should value opportunities to develop their relationship with God.

11. Spiritual blessings are more important than temporary possessions.

The guests placed their material interests before the invitation.

Christians should maintain a balanced approach to work, property, family and spiritual life.

12. God's Kingdom offers fellowship.

The dinner symbolises sharing and fellowship.

Christians should promote unity and peaceful relationships.

4.7 Relevance of the Parable of the Great Dinner in today's society

The parable provides important lessons for modern Christians.

Lesson	**Application in contemporary society**
God's invitation is universal	Welcoming people from different backgrounds into church activities
Avoid materialism	Giving spiritual responsibilities appropriate priority

Respond to God's call	Participating in Christian activities
Support the vulnerable	Helping disadvantaged members of society
Avoid discrimination	Promoting equal treatment
Spread God's message	Evangelism and Christian outreach
Value fellowship	Promoting unity in families, schools and churches
Avoid unnecessary excuses	Taking responsibility for commitments

4.8 Lessons Christians learn from the servant

The servant in the parable teaches Christians that:

1. They should obey instructions.
2. They should serve others faithfully.
3. They should communicate God's message.
4. They should welcome all people.
5. They should not discriminate.
6. They should remain committed to their responsibilities.
7. They should be willing to reach people who are far from the church.
8. They should not give up easily when carrying out God's work.

4.9 Activities that demonstrate acceptance of God's invitation

Christians can respond to God's invitation by:

- Attending worship services.
- Reading and studying the Bible.
- Participating in prayer.
- Serving others.
- Supporting church activities.
- Promoting peace and reconciliation.
- Helping disadvantaged people.
- Practising forgiveness.
- Sharing Christian teachings.
- Living according to God's commandments.

4.10 Role-play of the Parable of the Great Dinner

Title: The Invitation

Characters:

- Narrator

- Host
- Servant
- First invited guest
- Second invited guest
- Third invited guest
- Poor visitor
- Other invited visitors

Suggested performance:

1. The host prepares a great dinner.
2. The host sends the servant to invite guests.
3. The first guest refuses because of a newly purchased field.
4. The second guest refuses because of newly purchased oxen.
5. The third guest refuses because of a recent marriage.
6. The servant reports the excuses to the host.
7. The host instructs the servant to invite the poor and disadvantaged.
8. The servant brings more visitors.
9. The narrator explains the spiritual meaning of the parable.
10. The learners discuss the importance of responding to God's invitation.

Activity 3: Group discussion

1. What does the great dinner symbolise?
2. Why did the invited guests refuse to attend?
3. What do the excuses teach Christians?
4. Why did the host invite the poor and disadvantaged?
5. How can Christians demonstrate that they have accepted God's invitation?

5.0 THE COST OF DISCIPLESHIP

5.1 Meaning of discipleship

Discipleship is the process of following, learning from and putting into practice the teachings of Jesus Christ.

A disciple is a person who follows Jesus Christ and seeks to live according to His teachings.

Christian discipleship involves:

- Faith in Jesus Christ.
- Commitment to God's teachings.
- Prayer and worship.
- Obedience to God.
- Service to others.

- Forgiveness.
- Love and compassion.
- Faithfulness during challenges.
- Responsible living.
- Sharing the Gospel.

5.2 Meaning of the cost of discipleship

The **cost of discipleship** refers to the sacrifices, responsibilities and commitments involved in following Jesus Christ faithfully.

Jesus taught that following Him requires serious commitment rather than temporary enthusiasm.

A disciple should be willing to place loyalty to God above selfish interests and material possessions.

This does not mean neglecting family responsibilities or treating others badly. It means that commitment to God should guide all other relationships and decisions.

5.3 Biblical account of the cost of discipleship

Bible Reference: Luke 14:25-35

Large crowds were travelling with Jesus.

He turned to them and taught them about the demands of becoming His disciples.

He explained that anyone who wanted to follow Him must place loyalty to Him above every other competing attachment.

Jesus used strong language about the relationship between a disciple and family members to emphasise the seriousness of commitment.

He also taught that disciples should carry their crosses and follow Him.

Jesus then gave two illustrations:

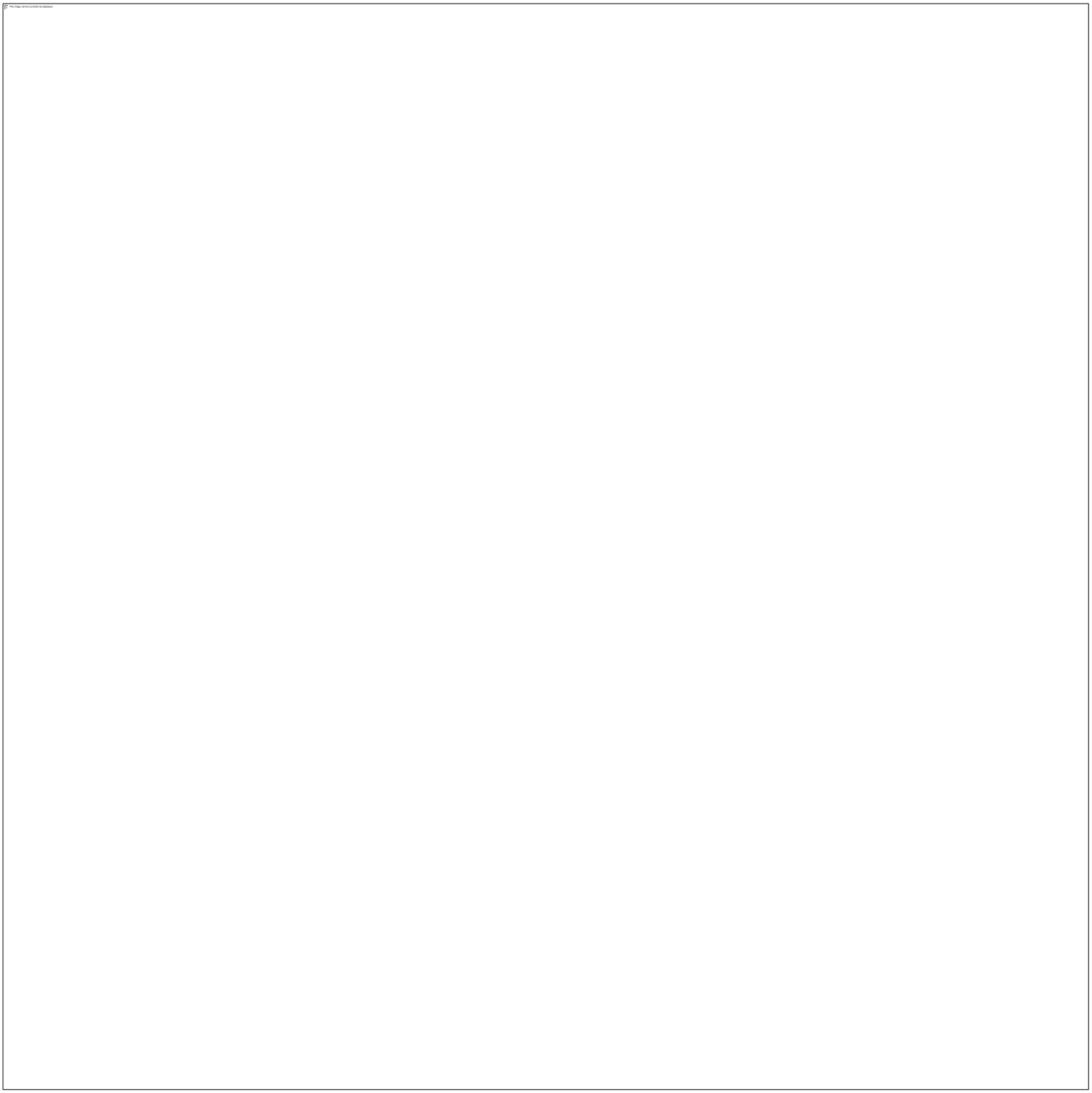
1. A person planning to build a tower.
2. A king preparing for war.

He explained that a person should first calculate the cost before beginning construction.

Similarly, a king should carefully consider his resources before entering a battle.

Jesus used these illustrations to show that people should understand the demands of discipleship before making a commitment.

He concluded by explaining that those who wish to follow Him must be prepared to give up everything that prevents them from being faithful.



5.4 Meaning of carrying one's cross

In Luke 14:27, Jesus taught that anyone who did not carry their cross and follow Him could not be His disciple.

The cross symbolises the challenges, sacrifices and responsibilities associated with following Jesus faithfully.

Carrying one's cross means:

1. Remaining faithful to God during difficult situations.
2. Accepting the responsibilities of Christian living.
3. Standing for truth and justice.
4. Rejecting sinful behaviour.

5. Being willing to sacrifice personal comfort for what is right.
6. Serving others even when it is inconvenient.
7. Remaining committed to Christian values.
8. Accepting that genuine discipleship may attract criticism.
9. Practising forgiveness.
10. Persevering in faith.

Important: Carrying one's cross is a spiritual expression of commitment and sacrifice. It does not mean that Christians should accept abuse, exploitation or unsafe treatment.

5.5 Lessons from the illustration of building a tower

Jesus described a person who wanted to build a tower.

Before beginning construction, the person first sat down to calculate the cost to determine whether there were sufficient resources to complete the work.

The lesson is that:

- Important decisions require careful planning.
- People should understand the responsibilities involved in their decisions.
- Christians should avoid making careless commitments.
- Discipleship requires preparation and determination.
- People should consider whether they are ready to remain faithful.
- Commitment should not be based on temporary excitement.
- A person should aim to complete what they have responsibly started.

Application in everyday life

A learner who wishes to become a Christian leader should understand the responsibilities involved.

They should be prepared to demonstrate honesty, patience, kindness and commitment.

5.6 Lessons from the illustration of a king preparing for war

Jesus described a king who considered whether his army was strong enough to face another king.

If the king realised that he could not succeed, he would consider seeking peaceful terms.

The illustration teaches that:

1. People should evaluate their abilities before making major decisions.
2. Good decisions require careful consideration.
3. Christians should understand the demands of discipleship.
4. Commitment requires preparation.
5. People should be realistic about the responsibilities they accept.
6. Wisdom is necessary when making important decisions.
7. Christians should avoid acting carelessly.
8. Serious commitments require determination.

5.7 Lessons Christians learn from Luke 14:25-35

1. Discipleship requires total commitment.

Following Jesus requires genuine dedication.

Christians should not treat their faith as something that matters only when convenient.

2. Loyalty to God should come first.

Jesus emphasised that commitment to Him should take priority over competing loyalties.

Christians should allow God's teachings to guide their choices.

3. Disciples should be willing to make sacrifices.

Following Jesus may require giving up selfish habits, dishonesty, greed and other harmful practices.

4. Christians should remain faithful during challenges.

Discipleship may involve difficulties, criticism and rejection.

Christians should remain committed to their values.

5. People should count the cost before making commitments.

The illustration of the tower teaches the importance of planning and preparation.

Christians should understand the responsibilities of following Jesus.

6. Discipleship requires perseverance.

A disciple should not abandon Christian values whenever challenges arise.

7. Christians should avoid materialism.

Jesus taught that material possessions should not control a person's life.

Christians should use their resources responsibly.

8. Christians should practise self-discipline.

Disciples should control their behaviour and make decisions guided by Christian principles.

9. Christians should be prepared to serve others.

Following Jesus involves humility and service.

10. Christians should avoid superficial commitment.

Genuine discipleship involves actions and consistent behaviour rather than merely claiming to be a Christian.

11. Christians should make wise decisions.

The two illustrations emphasise the importance of considering the consequences of one's actions.

12. Christians should remain faithful to their mission.

Disciples are expected to continue living according to Jesus' teachings.

5.8 Examples of sacrifices Christians may make when following Jesus

Christians may need to give up:

1. Dishonesty in business.
2. Corruption and bribery.
3. Unfair treatment of others.

4. Unnecessary pride.
5. Greed and selfishness.
6. Harmful peer pressure.
7. Discrimination.
8. Unforgiving attitudes.
9. Dishonest academic practices.
10. Unfair competition.
11. Activities that conflict with Christian values.
12. The desire for wealth at the expense of integrity.

5.9 Relevance of the cost of discipleship in today's society

The teachings of Jesus are relevant in the following ways:

Teaching	**Application today**
Total commitment	Remaining faithful to Christian values
Carrying one's cross	Persevering during challenges
Counting the cost	Planning before making important decisions
Loyalty to God	Rejecting corruption and dishonesty
Sacrifice	Serving others without selfish motives
Self-discipline	Making responsible choices
Perseverance	Remaining committed to good causes
Giving up possessions	Avoiding materialism and greed

Examples in Kenyan society

A Christian demonstrates the cost of discipleship by:

- Refusing to accept a bribe.
- Reporting unfair treatment through appropriate channels.
- Refusing to participate in examination malpractice.
- Treating people from different communities fairly.
- Standing for truth even when under pressure.
- Forgiving those who have wronged them while maintaining appropriate boundaries.
- Helping vulnerable people.
- Refusing to engage in dishonest business practices.

- Promoting peace during disagreements.
- Remaining faithful to Christian values in the workplace.

Activity 4: Personal reflection

Write a short journal entry explaining:

1. What being a disciple of Jesus means to you.
2. Three challenges Christians may face when following Jesus.
3. Five Christian values you intend to practise.
4. How you can demonstrate commitment to Jesus at school, home and in the community.

6.0 THE SALT OF THE EARTH

6.1 Meaning of salt

Salt is a common substance used in food preparation and preservation.

In biblical times, salt was valuable because it was used for:

1. Adding flavour to food.
2. Preserving food.
3. Preventing or slowing spoilage.
4. Serving as a useful household commodity.
5. Symbolising value and usefulness.

Salt was important in everyday life because it helped people preserve food and improve its taste.

6.2 Biblical reference: Luke 14:34-35

Jesus taught:

"Salt is good, but if it loses its saltiness, how can it be made salty again?"

He explained that salt which had lost its usefulness was no longer suitable for its intended purpose.

He concluded by encouraging those who had ears to hear to listen carefully.

Jesus used salt as an illustration of the importance of remaining useful and faithful as His disciples.

6.3 Spiritual meaning of the phrase "the salt of the earth"

The phrase "**salt of the earth**" describes people who positively influence society through their good character, values and actions.

In Luke 14:34–35, Jesus used the illustration of salt to emphasise the need for disciples to remain useful and faithful.

A Christian who is the salt of the earth:

- Promotes goodness.
- Encourages peace.
- Demonstrates honesty.
- Supports justice.
- Shows love and compassion.
- Preserves good moral values.

- Promotes responsible behaviour.
- Influences others positively.
- Stands for truth.
- Remains faithful to God.

Note for learners: The expression "salt of the earth" is also used in Matthew 5:13. In Luke 14:34–35, Jesus specifically connects the illustration of salt with the seriousness of discipleship.



6.4 Why Jesus compared His disciples to salt

Jesus used salt to communicate the following spiritual lessons:

1. Salt adds flavour.

Salt improves the taste of food.

Similarly, Christians should make society better through their positive behaviour.

2. Salt preserves food.

Salt helps preserve certain foods.

Christians should help preserve positive moral values in society.

3. Salt is useful.

Salt has practical value in everyday life.

Christians should be useful members of their families and communities.

4. Salt must retain its qualities.

Salt that loses its usefulness cannot fulfil its intended purpose.

Similarly, Christians should remain faithful to their beliefs and values.

5. Salt is used in small quantities but has an effect.

Even a small amount of salt can influence the taste of food.

Similarly, an individual Christian can make a positive difference in society.

6. Salt serves others.

Salt is used to improve and preserve food.

Christians should use their abilities to benefit others.

6.5 Meaning of salt losing its saltiness

Jesus used the illustration of salt losing its saltiness to warn disciples against becoming spiritually ineffective.

It symbolises:

1. Losing commitment to Christian teachings.
2. Abandoning good moral values.
3. Practising hypocrisy.
4. Failing to demonstrate love.
5. Participating in corruption.
6. Ignoring injustice.
7. Becoming selfish.
8. Failing to influence society positively.
9. Neglecting responsibilities.
10. Abandoning faithfulness to God.

6.6 Virtues Christians should demonstrate as the salt of the earth

A virtue is a good moral quality that influences a person's behaviour positively.

1. Honesty

Christians should speak the truth and avoid deception.

Example: A learner should avoid cheating during examinations.

2. Integrity

Christians should demonstrate strong moral principles even when nobody is watching.

Example: A worker should handle public resources responsibly.

3. Love

Christians should demonstrate genuine concern for others.

Example: Supporting a neighbour experiencing difficulties.

4. Compassion

Christians should show concern for people who are suffering.

Example: Helping families affected by drought.

5. Peacefulness

Christians should promote peaceful relationships.

Example: Encouraging dialogue during disagreements.

6. Forgiveness

Christians should be willing to forgive others.

Example: Resolving disagreements with classmates peacefully.

7. Humility

Christians should avoid pride and respect other people.

Example: Accepting correction from elders and teachers.

8. Responsibility

Christians should perform their duties faithfully.

Example: Completing school assignments on time.

9. Generosity

Christians should share their resources with those in need.

Example: Supporting disadvantaged learners with learning materials.

10. Justice

Christians should support fairness and oppose discrimination.

Example: Treating all learners equally regardless of their background.

11. Patience

Christians should remain calm when facing difficulties.

Example: Listening respectfully when another person has a different opinion.

12. Faithfulness

Christians should remain committed to God and Christian values.

Example: Maintaining Christian principles even when facing peer pressure.

13. Self-control

Christians should manage their emotions and actions responsibly.

Example: Avoiding unnecessary arguments.

14. Kindness

Christians should treat others with consideration.

Example: Helping a new learner adjust to school life.

15. Respect

Christians should recognise the dignity and rights of others.

Example: Respecting people from different communities and backgrounds.

6.7 How Christians can be the salt of the earth in their communities

Christians can influence society positively by:

1. Promoting peace among different communities.
2. Opposing corruption.
3. Supporting vulnerable families.
4. Promoting environmental conservation.
5. Participating in community development.
6. Supporting quality education.

7. Promoting responsible leadership.
8. Helping people experiencing difficulties.
9. Encouraging honesty in business.
10. Promoting respect for human rights.
11. Supporting peaceful conflict resolution.
12. Encouraging responsible use of social media.
13. Promoting good family relationships.
14. Supporting persons with disabilities.
15. Promoting unity and cooperation.

6.8 Signs that Christians have lost their saltiness

Christians may be considered ineffective in their Christian witness when they:

- Practise corruption.
- Promote hatred.
- Encourage discrimination.
- Engage in dishonesty.
- Exploit vulnerable people.
- Promote violence.
- Refuse to help people in need.
- Use religion to deceive others.
- Demonstrate hypocrisy.
- Fail to practise what they teach.
- Encourage harmful behaviour.
- Neglect their responsibilities.

6.9 Relevance of the salt illustration in today's society

The teaching of salt is important because society needs people who promote good values.

For example:

Virtue	**Contribution to society**
Honesty	Builds trust
Justice	Promotes fairness
Compassion	Supports vulnerable people
Peacefulness	Reduces conflict

Responsibility	Promotes accountability
Generosity	Reduces suffering
Integrity	Reduces corruption
Respect	Promotes peaceful coexistence
Forgiveness	Promotes reconciliation
Faithfulness	Strengthens moral behaviour

Activity 5: Personal journal

Complete the following sentences in your CRE journal:

1. I can be the salt of the earth by...
2. One virtue I demonstrate at school is...
3. One area where I need to improve is...
4. I can promote peace in my community by...
5. I can demonstrate honesty by...
6. I can help vulnerable people by...
7. I intend to remain faithful to Jesus by...

7.0 SUMMARY OF THE TEACHINGS IN LUKE 14:1-35

Bible reference	**Main teaching**	**Key lesson**
Luke 14:1–6	Healing the man with dropsy	Compassion is more important than rigid religious observance
Luke 14:7–11	Choosing places of honour	Christians should practise humility
Luke 14:12–14	Hospitality	Christians should welcome and assist the disadvantaged
Luke 14:15–24	The Great Dinner	People should respond to God's invitation
Luke 14:25–27	Cost of discipleship	Following Jesus requires commitment
Luke 14:28–33	Counting the cost	Christians should understand the demands of discipleship
Luke 14:34–35	Salt	Christians should remain useful and faithful

7.1 Main virtues acquired from Luke 14

The teachings of Jesus in this chapter encourage Christians to demonstrate:

1. Compassion.
2. Humility.
3. Hospitality.
4. Generosity.
5. Faithfulness.
6. Responsibility.
7. Commitment.
8. Patience.
9. Forgiveness.
10. Self-discipline.
11. Love.
12. Respect.
13. Justice.
14. Honesty.
15. Perseverance.
16. Service.
17. Unity.
18. Kindness.
19. Integrity.
20. Peacefulness.

8.0 APPLICATION OF THE TEACHINGS OF JESUS IN DAILY LIFE

Christians should not only understand the teachings of Jesus but also apply them in everyday situations.

8.1 Application at home

Christians can:

- Respect parents and guardians.
- Help with household duties.
- Welcome visitors.
- Share resources with family members.
- Forgive one another.
- Demonstrate patience.
- Care for sick family members.
- Avoid unnecessary arguments.
- Speak truthfully.
- Support vulnerable relatives.

8.2 Application at school

Learners can:

- Respect teachers and fellow learners.
- Avoid examination malpractice.
- Welcome new learners.
- Share learning materials.
- Assist learners experiencing difficulties.
- Avoid bullying.
- Respect school property.
- Work cooperatively.
- Demonstrate honesty.
- Take responsibility for assigned duties.

8.3 Application in the church

Christians can:

- Participate in worship.
- Welcome visitors.
- Support church outreach programmes.
- Assist vulnerable members.
- Promote unity.
- Respect church leaders.
- Participate in community service.
- Share Christian teachings.
- Practise humility.
- Demonstrate responsible leadership.

8.4 Application in the community

Christians can:

- Promote peaceful coexistence.
- Support environmental conservation.
- Participate in community development.
- Help people affected by emergencies.
- Promote fairness.
- Oppose corruption.
- Support education programmes.
- Respect cultural differences.
- Encourage responsible leadership.

- Promote reconciliation.

12.0 LEARNER ACTIVITIES AND ASSESSMENT TASKS

Activity 1: Research task

Research the meaning of dropsy and explain how Jesus demonstrated compassion when healing the man in Luke 14:1–6.

Activity 2: Bible study

Read Luke 14:7–14 and prepare a summary of Jesus' teachings on humility and hospitality.

Activity 3: Role-play

Perform the Parable of the Great Dinner in groups.

Explain the spiritual meaning of the characters and the excuses made by the invited guests.

Activity 4: Discussion

Discuss the challenges Christians face when practising the teachings of Jesus in modern society.

Activity 5: Personal journal

Write a journal entry explaining five ways in which you can demonstrate the virtues of a disciple in your daily life.

Activity 6: Community observation

Identify examples of hospitality, humility, generosity and compassion in your community.

Explain how these actions contribute to peaceful coexistence.

REVISION QUESTIONS

SECTION A: MULTIPLE-CHOICE QUESTIONS

Instructions: Choose the correct answer from the alternatives A, B, C and D.

Instructions: Answer ALL the questions in this section. Each question carries one mark. Choose the correct answer from the alternatives A, B, C and D. Write the letter of the correct answer in the spaces provided.

1. The biblical account of Jesus healing a man with dropsy is found in

A. Luke 14:1–6
B. Luke 14:7–14
C. Luke 14:15–24
D. Luke 14:25–35

2. The term dropsy refers to a condition involving

A. Loss of hearing
B. Accumulation of fluid in body tissues
C. Loss of eyesight
D. Fracture of bones

3. Jesus healed the man with dropsy on the Sabbath to demonstrate that

A. Religious leaders had no responsibilities
B. Human welfare and compassion are important
C. All religious traditions should be abandoned
D. People should avoid attending meals

4. The Pharisees watched Jesus carefully because they wanted to

A. Learn how to prepare meals
B. Find an opportunity to accuse Him
C. Invite Him to another celebration
D. Become His disciples immediately

5. Jesus compared healing on the Sabbath with rescuing

A. A sheep from a market
B. An ox or donkey from a well
C. A bird from a tree
D. A fish from a river

6. Humility means

A. Considering oneself superior to others
B. Avoiding all responsibilities
C. Being modest and respecting others
D. Refusing to associate with strangers

7. According to Luke 14:7–11, Jesus advised guests to

A. Choose the most expensive seats
B. Take the lowest place
C. Leave the banquet immediately
D. Refuse to speak to the host

8. Jesus taught that those who exalt themselves will be

A. Rewarded immediately
B. Humbled
C. Given more wealth
D. Made religious leaders

9. In Luke 14:12–14, Jesus advised the host to invite

A. Only wealthy neighbours
B. Only influential leaders
C. The poor and disadvantaged
D. Only close relatives

10. Hospitality refers to

A. Welcoming and caring for visitors
B. Refusing to share resources
C. Seeking personal recognition
D. Avoiding strangers

11. Jesus taught that genuine hospitality should not be practised mainly to

A. Demonstrate kindness
B. Help vulnerable people
C. Receive repayment
D. Promote fellowship

12. The Parable of the Great Dinner is found in

A. Luke 14:1–6
B. Luke 14:7–14
C. Luke 14:15–24
D. Luke 14:25–35

13. In the Parable of the Great Dinner, the host represents

A. A farmer
B. God
C. A soldier
D. A fisherman

14. The great dinner symbolises

A. God's Kingdom and its blessings
B. A political celebration
C. A business meeting
D. A farming competition

15. The first invited guest refused to attend because he had

A. Bought a field
B. Lost his property
C. Travelled abroad
D. Fallen sick

16. The second invited guest had bought

A. Five sheep
B. Five yoke of oxen
C. Five houses
D. Five pieces of land

17. The third invited guest gave the excuse that he had

A. Started a new business
B. Lost his animals

C. Just married
D. Gone to school

18. After the invited guests refused, the host instructed the servant to invite

A. Only government officials
B. The poor and disadvantaged
C. Only wealthy traders
D. Only religious leaders

19. One important lesson from the Parable of the Great Dinner is that

A. Material possessions should always come first
B. People should respond positively to God's invitation
C. Only wealthy people enter God's Kingdom
D. Christians should avoid fellowship

20. Discipleship means

A. Following and practising the teachings of Jesus
B. Attending social events only
C. Accumulating wealth
D. Seeking positions of honour

21. The cost of discipleship refers to

A. The price of buying a Bible
B. The sacrifices and commitments involved in following Jesus
C. The cost of attending church
D. The amount of money donated to the church

22. In Luke 14:28–30, Jesus used the illustration of

A. A farmer planting seeds
B. A person planning to build a tower
C. A fisherman catching fish
D. A shepherd looking after sheep

23. The illustration of a king preparing for war teaches Christians the importance of

A. Careless decision-making
B. Careful planning and evaluation
C. Accumulating weapons
D. Avoiding all responsibilities

24. Carrying one's cross means

A. Following Jesus faithfully despite challenges
B. Carrying a wooden object everywhere
C. Avoiding Christian responsibilities
D. Seeking public recognition

25. Jesus used salt to illustrate the importance of

A. Material wealth
B. Remaining useful and faithful

C. Political authority
D. Social status

26. According to Luke 14:34–35, salt that loses its saltiness becomes

A. More valuable
B. More powerful
C. Useless for its intended purpose
D. More nutritious

27. A Christian who is the salt of the earth should

A. Promote hatred
B. Encourage corruption
C. Influence society positively
D. Discriminate against others

28. Which of the following virtues demonstrates being the salt of the earth?

A. Dishonesty
B. Greed
C. Integrity
D. Pride

29. Which core competency is developed when learners perform a skit together?

A. Communication and collaboration
B. Digital literacy only
C. Mathematical literacy
D. Physical fitness

30. A learner who writes a personal journal on how to apply Jesus' teachings develops

A. Self-awareness
B. Competition
C. Materialism
D. Discrimination

ANSWERS: SECTION A

ANSWER KEY – ABCD ONLY

No.	Answer	No.	Answer	No.	Answer
1	A	11	C	21	B
2	B	12	C	22	B

3	B	13	B	23	B
4	B	14	A	24	A
5	B	15	A	25	B
6	C	16	B	26	C
7	B	17	C	27	C
8	B	18	B	28	C
9	C	19	B	29	A
10	A	20	A	30	A

14.0 SECTION B: STRUCTURED QUESTIONS

Instructions: Answer all questions.

TOTAL: 50 MARKS

1. Healing of the man with dropsy (10 marks)

a) Define the term dropsy. (2 marks)

b) Describe the events surrounding the healing of the man with dropsy. (4 marks)

c) Explain four lessons Christians learn from this healing. (4 marks)

2. Humility and hospitality (10 marks)

a) Define the following terms:

i. Humility. (2 marks)

ii. Hospitality. (2 marks)

b) Explain three lessons Christians learn from Jesus' teachings on humility and hospitality in Luke 14:7-14. (6 marks)

3. The Parable of the Great Dinner (10 marks)

a) Identify three excuses given by the invited guests in the Parable of the Great Dinner. (3 marks)

b) Explain four spiritual lessons Christians learn from the parable. (4 marks)

c) Explain three ways Christians can demonstrate acceptance of God's invitation in modern society. (3 marks)

4. The cost of discipleship (10 marks)

a) Explain the meaning of the term discipleship. (2 marks)

b) Describe the significance of the two illustrations Jesus used when teaching about the cost of discipleship. (4 marks)

c) Explain four demands of discipleship in the life of a Christian. (4 marks)

5. The salt of the earth (10 marks)

a) Explain the spiritual meaning of the phrase "the salt of the earth". (2 marks)

b) Identify four virtues Christians should demonstrate as the salt of the earth. (4 marks)

c) Explain four ways Christians can influence society positively through the teachings of Jesus in Luke 14. (4 marks)

15.0 SUGGESTED MARKING SCHEME

QUESTION 1: HEALING OF THE MAN WITH DROPSY (10 MARKS)

a) Define dropsy. (2 marks)

- An old medical term describing abnormal accumulation of fluid in body tissues, resulting in swelling. (2 marks)

b) Describe the events surrounding the healing. (4 marks)

Award 1 mark for each relevant point:

1. Jesus went to eat at the house of a prominent Pharisee on the Sabbath.
2. A man suffering from dropsy was present.
3. The Pharisees watched Jesus carefully to see whether He would heal on the Sabbath.
4. Jesus asked whether it was lawful to heal on the Sabbath.
5. They remained silent.
6. Jesus healed the man and sent him away.
7. Jesus asked whether they would rescue an ox or donkey that fell into a well on the Sabbath.
8. They could not answer Him.

Any four well-explained points. (4 marks)

c) Explain four lessons. (4 marks)

Award 1 mark for each:

1. Christians should demonstrate compassion.
2. Human life should be valued.
3. Christians should help those in need.
4. Religious practices should promote love.
5. Christians should avoid hypocrisy.
6. Christians should challenge injustice.
7. Christians should respect human dignity.
8. Christians should serve others.

Any four. (4 marks)

QUESTION 2: HUMILITY AND HOSPITALITY (10 MARKS)

a) Definitions (4 marks)

i. Humility – The quality of being modest and not considering oneself superior to others. (2 marks)

ii. Hospitality – The willingness to welcome, receive and care for visitors and other people generously. (2 marks)

b) Three lessons (6 marks)

Award 2 marks for each well-explained point:

1. Christians should avoid pride and unnecessary self-exaltation.
2. Christians should respect everyone regardless of social position.
3. Christians should welcome people without discrimination.
4. Christians should help vulnerable people.
5. Christians should not expect repayment for every good deed.
6. Christians should share resources with those in need.
7. Christians should demonstrate genuine generosity.
8. Christians should practise humility in leadership.

Any three well-explained points. (6 marks)

QUESTION 3: THE PARABLE OF THE GREAT DINNER (10 MARKS)

a) Three excuses (3 marks)

1. The first guest had bought a field and wanted to inspect it.
2. The second guest had bought five yoke of oxen and wanted to examine them.
3. The third guest had just married and could not attend.

(1 mark each)

b) Four spiritual lessons (4 marks)

Award 1 mark each:

1. God invites all people into His Kingdom.
2. People should respond positively to God's invitation.
3. Material possessions should not take priority over God.
4. God's Kingdom welcomes the marginalised.
5. Christians should spread God's message.
6. Christians should avoid unnecessary excuses.
7. God's invitation should be taken seriously.
8. Christians should avoid discrimination.

Any four. (4 marks)

c) Three ways Christians can respond to God's invitation (3 marks)

1. Attending worship services.
2. Reading and studying the Bible.
3. Participating in prayer.
4. Helping people in need.
5. Sharing the Gospel.
6. Living according to Christian values.

7. Participating in church activities.

Any three. (3 marks)

QUESTION 4: THE COST OF DISCIPLESHIP (10 MARKS)

a) Meaning of discipleship (2 marks)

Discipleship is the process of following Jesus Christ, learning from His teachings and putting them into practice. (2 marks)

b) Significance of the two illustrations (4 marks)

The tower (2 marks)

- A person should calculate the cost before beginning construction.
- Christians should understand the demands of discipleship before committing themselves.

The king preparing for war (2 marks)

- A king should evaluate his resources before entering a battle.
- Christians should carefully consider their responsibilities and commitment before following Jesus.

c) Four demands of discipleship (4 marks)

Award 1 mark each:

1. Total commitment to Jesus.
2. Loyalty to God.
3. Willingness to make sacrifices.
4. Perseverance during challenges.
5. Self-discipline.
6. Service to others.
7. Faithfulness to Christian teachings.
8. Rejection of sinful behaviour.
9. Responsible decision-making.
10. Avoiding materialism.

Any four. (4 marks)

QUESTION 5: THE SALT OF THE EARTH (10 MARKS)

a) Spiritual meaning (2 marks)

The salt of the earth refers to Christians who influence society positively through good character, moral values and faithful living. (2 marks)

b) Four virtues (4 marks)

Award 1 mark each:

1. Honesty.
2. Integrity.
3. Love.
4. Compassion.

5. Humility.
6. Generosity.
7. Justice.
8. Forgiveness.
9. Responsibility.
10. Peacefulness.
11. Patience.
12. Self-control.

Any four. (4 marks)

c) Four ways Christians can influence society positively (4 marks)

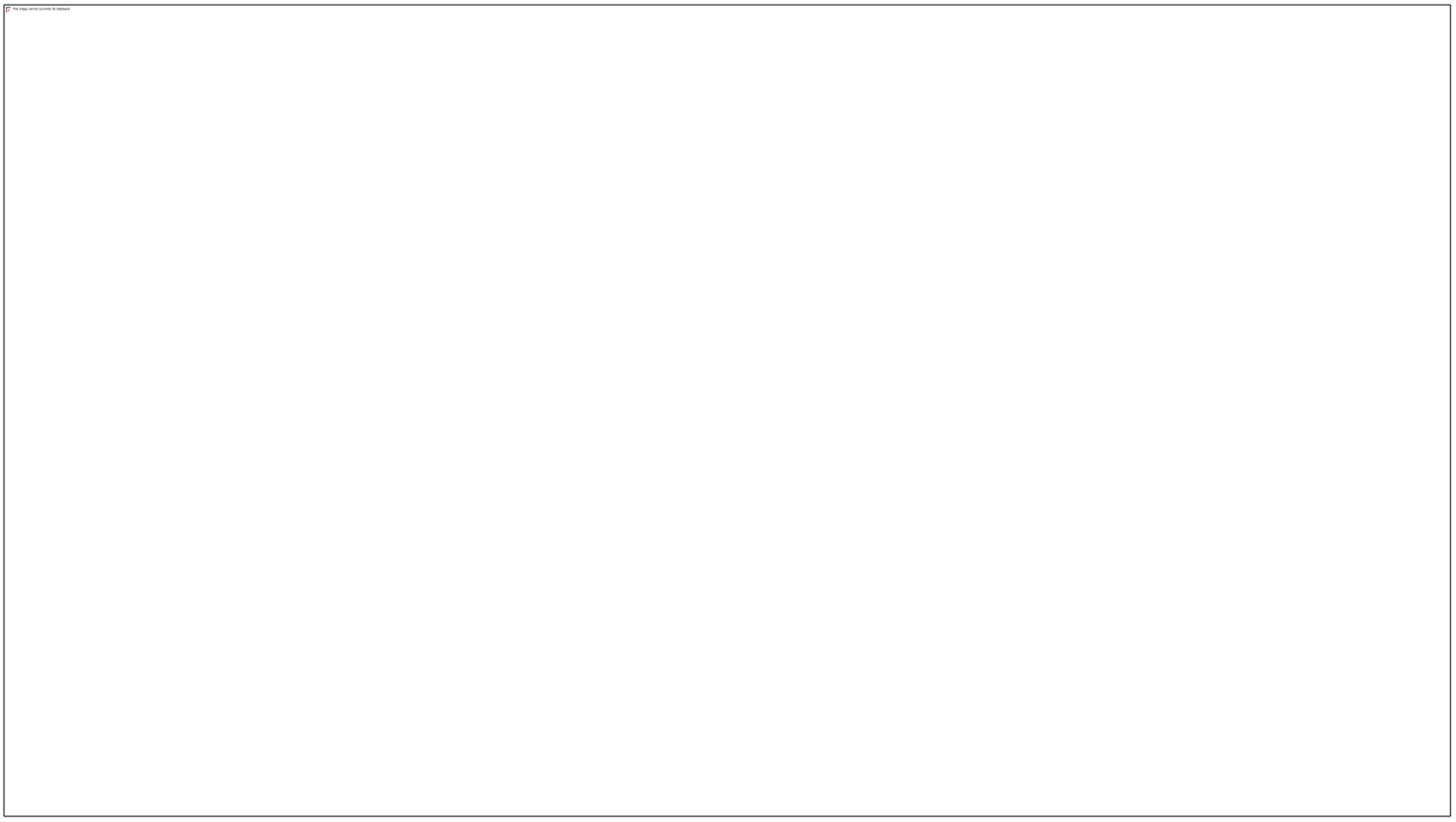
Award 1 mark each:

1. Promoting peace and reconciliation.
2. Opposing corruption and dishonesty.
3. Supporting vulnerable people.
4. Promoting fairness and justice.
5. Participating in community service.
6. Supporting environmental conservation.
7. Encouraging responsible leadership.
8. Promoting unity among different communities.
9. Demonstrating honesty in business.
10. Respecting human dignity.

Any four. (4 marks)

STRAND 2.0: THE NEW TESTAMENT

SUB-STRAND 2.9: JOURNEY TO JERUSALEM – RETRIEVING THE LOST



Jesus the Good Shepherd seeking and restoring the lost – an illustration of God's love, mercy and concern for sinners.

Learning Area: Christian Religious Education (CRE) **Level:** Grade 11 – Senior School **Curriculum:** Competency-Based Education (CBE), Kenya

1.0 Introduction to the Sub-strand

During His ministry, Jesus Christ travelled and taught in different places, including towns, villages and communities as He journeyed towards Jerusalem. Along the way, He taught people about the Kingdom of God, repentance, forgiveness, salvation, love and God's concern for humanity.

One of the important aspects of Jesus' ministry was His concern for people who were spiritually lost. These included sinners, tax collectors, people rejected by society and those who had turned away from God's teachings.

Jesus demonstrated that God does not abandon people because of their mistakes. Instead, God lovingly seeks those who are lost and welcomes those who genuinely repent.

In Luke 15:1–32, Jesus used three important parables to explain God's concern for the lost:

1. The Parable of the Lost Sheep (Luke 15:3–7).
2. The Parable of the Lost Coin (Luke 15:8–10).
3. The Parable of the Prodigal Son (Luke 15:11–32).

These three parables reveal God's love, mercy, forgiveness and desire to restore sinners into fellowship with Him.

2.0 Expected Learning Outcomes

By the end of this sub-strand, the learner should be able to:

a) Establish reasons why Jesus Christ used parables in His teachings.

b) Explain the parables of retrieving the lost.

c) Deduce Christian lessons from the parables of retrieving the lost.

d) Demonstrate willingness to reach out to the lost at school, home and in the community.

3.0 Key Terms and Their Meanings

Term	Meaning
Parable	A short story based on familiar experiences, used to communicate a spiritual or moral truth.
Retrieve	To recover, regain or bring back something or someone that has been lost.
Lost	Being separated from the right path, direction, relationship or purpose.
Sinner	A person who commits actions contrary to God's will and teachings.
Repentance	Genuine sorrow for wrongdoing accompanied by a decision to turn away from sin and follow God's ways.
Forgiveness	The act of releasing someone from blame or resentment for a wrong committed.
Salvation	God's act of delivering humanity from sin and restoring people into fellowship with Him.
Reconciliation	Restoring a broken relationship between people or between humanity and God.
Mercy	Compassion and kindness shown towards someone who is in need or has done wrong.
Kingdom of God	God's rule, authority and influence in the lives of people and the world.
Restoration	The process of bringing someone or something back to a proper or acceptable condition.

4.0 PARABLES IN THE TEACHINGS OF JESUS CHRIST

4.1 Meaning of a Parable

A parable is a simple, short story drawn from everyday human experiences and familiar surroundings to communicate deeper spiritual, ethical and moral teachings.

Jesus Christ frequently used parables to explain difficult spiritual truths using ordinary situations that His listeners could easily understand.

He drew examples from activities such as:

- Farming and planting seeds.
- Fishing and catching fish.
- Searching for lost property.
- Shepherding and caring for sheep.

- Family relationships.
- Marriage and celebrations.
- Business activities and financial transactions.
- Household responsibilities.
- Land ownership and farming.
- Social relationships and community life.

Example: In the Parable of the Lost Sheep, Jesus used the familiar occupation of shepherding to explain God's concern for sinners who have wandered away from Him.

4.2 Characteristics of Parables

Parables used by Jesus had several important characteristics:

1. **They were based on familiar experiences.** Jesus used situations that ordinary people encountered in their daily lives.

2. **They communicated spiritual truths.** Although the stories described ordinary activities, they contained deeper teachings about God and His Kingdom.

3. **They were usually simple and memorable.** Their straightforward stories made it easier for listeners to remember the lessons.

4. **They encouraged reflection.** Listeners had to think carefully about the meaning of the stories and apply the lessons to their lives.

5. **They used comparisons.** Jesus compared spiritual realities with familiar things such as seeds, sheep, coins and family relationships.

6. **They challenged people's attitudes.** Some parables challenged selfishness, pride, hypocrisy, prejudice and lack of compassion.

7. **They communicated moral lessons.** They encouraged people to practise forgiveness, honesty, humility, love, mercy and obedience to God.

8. **They revealed the nature of God's Kingdom.** They helped people understand God's love, justice, mercy and expectations for humanity.

4.3 Reasons Why Jesus Christ Used Parables in His Teachings

Jesus used parables for several reasons:

1. **To simplify difficult spiritual teachings.**
   - Some spiritual truths were difficult for ordinary people to understand.
   - Jesus used familiar stories to explain these truths.
   - For example, He used the shepherd and sheep to explain God's concern for sinners.

2. **To make His teachings memorable.**
   - Stories are easier to remember than abstract explanations.
   - People could recall the events and lessons long after hearing them.
   - The story of the Prodigal Son remains an important teaching about forgiveness and reconciliation.

3. **To reveal the nature of God's Kingdom.**
   - Jesus explained how God's Kingdom operates through parables.

- He taught about God's love, mercy, justice and forgiveness.
- The parables helped listeners understand God's expectations.

4. **To encourage self-examination.**
   - Parables challenged people to examine their attitudes and behaviour.
   - They encouraged listeners to identify their own weaknesses.
   - The Parable of the Prodigal Son challenges people to reflect on repentance and forgiveness.
5. **To challenge hypocrisy and unrighteousness.**
   - Jesus used stories to expose wrong attitudes among religious leaders and other members of society.
   - He challenged pride, selfishness and religious hypocrisy.
   - He encouraged genuine obedience to God rather than outward religious appearance.
6. **To attract the attention of His audience.**
   - Stories created interest and curiosity.
   - People were more willing to listen because the examples related to their daily experiences.
   - This enabled Jesus to communicate important teachings effectively.
7. **To challenge social discrimination.**
   - Some people were rejected because of their occupation, background or behaviour.
   - Jesus used parables to demonstrate that everyone deserves compassion and an opportunity for restoration.
   - He showed concern for tax collectors, sinners and other marginalised people.
8. **To encourage repentance and transformation.**
   - Parables helped people recognise the consequences of wrongdoing.
   - They encouraged sinners to return to God.
   - The story of the lost son demonstrates the importance of genuine repentance.
9. **To communicate truths indirectly.**
   - Some stories allowed listeners to discover the meaning of a teaching through reflection.
   - This made them consider their own attitudes instead of simply receiving direct criticism.
10. **To promote practical application of God's teachings.**
    - Jesus wanted people to demonstrate their faith through their actions.
    - His parables encouraged love, forgiveness, compassion and concern for others.

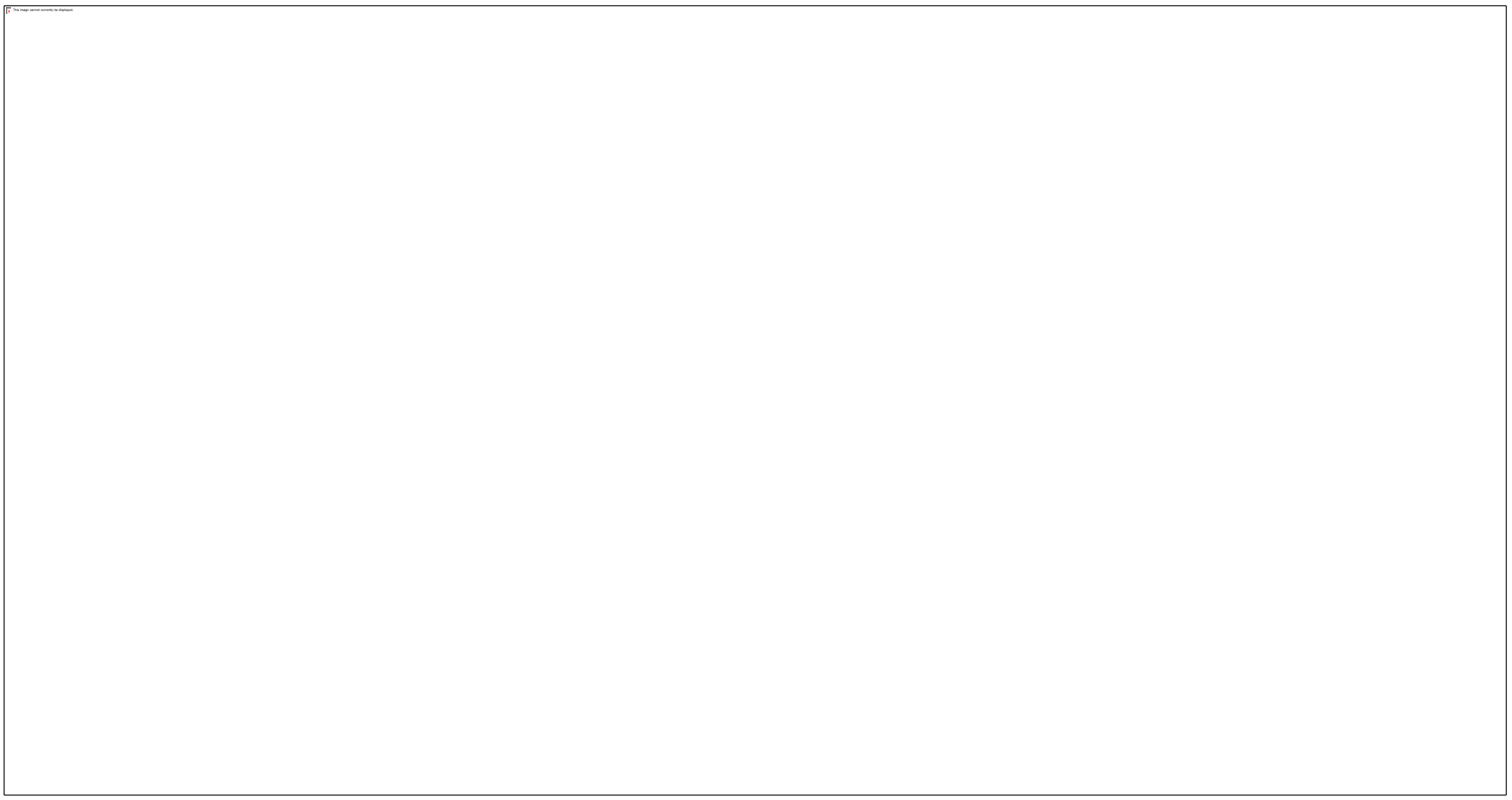
4.4 Importance of Parables in Christian Life Today

Parables continue to be important to Christians because they:

- Help believers understand biblical teachings.
- Encourage Christians to examine their conduct.
- Promote forgiveness and reconciliation.
- Teach Christians to care for vulnerable people.

- Encourage Christians to avoid discrimination.
- Promote peaceful coexistence in society.
- Strengthen faith in God's love and mercy.
- Guide Christians in making responsible decisions.
- Encourage Christians to support people who need spiritual guidance.
- Provide moral guidance to families, schools and communities.

5.0 THE PARABLE OF THE LOST SHEEP



Bible reference: Luke 15:3-7; Matthew 18:12-14

5.1 Background of the Parable

Jesus told the Parable of the Lost Sheep after tax collectors and sinners came to listen to Him. The Pharisees and teachers of the law complained that Jesus welcomed sinners and ate with them.

The religious leaders believed that people who were considered sinful should be avoided. They questioned why Jesus associated with such people.

Jesus responded by telling three parables that demonstrated God's concern for the lost.

The first was the Parable of the Lost Sheep.

5.2 The Story of the Lost Sheep (Luke 15:3-7)

Jesus told the following story:

- A shepherd had one hundred sheep.
- One day, he discovered that one sheep was missing.
- He left the ninety-nine sheep in the open country and went searching for the lost one.
- He continued searching until he found it.
- When he found the lost sheep, he joyfully placed it on his shoulders and carried it home.

- He called his friends and neighbours together to celebrate with him.
- He rejoiced because he had found the sheep that was lost.

Jesus concluded that there is great joy in heaven over one sinner who repents than over ninety-nine righteous people who do not need repentance.

5.3 Explanation of the Main Characters and Symbols

Character/Symbol	Spiritual meaning
The shepherd	God, who lovingly seeks those who are lost.
The one hundred sheep	Humanity or God's people.
The lost sheep	A sinner who has wandered away from God.
The ninety-nine sheep	Those who are already within the community of God's people.
The search	God's initiative in seeking and restoring sinners.
Carrying the sheep	God's care, protection and restoration.
Celebration	Joy in heaven when a sinner genuinely repents.

5.4 Main Teachings of the Parable of the Lost Sheep

1. **God loves every individual.**
   - The shepherd was concerned about the one missing sheep despite having ninety-nine others.
   - This demonstrates that every person is valuable to God.
   - Christians should treat every individual with dignity and respect.
2. **God seeks those who are spiritually lost.**
   - The shepherd did not ignore the missing sheep.
   - He actively searched until he found it.
   - God desires sinners to return to Him.
3. **No sinner should be considered beyond God's mercy.**
   - The lost sheep was not abandoned because it had wandered away.
   - God remains willing to forgive those who genuinely repent.
   - Christians should avoid judging others as hopeless.
4. **God rejoices when sinners repent.**
   - The shepherd celebrated after finding the sheep.
   - Jesus compared this joy with the joy in heaven over one sinner who repents.
   - Repentance is important in restoring relationships with God.
5. **Christians should take responsibility for others.**

- The shepherd demonstrated concern for the missing sheep.
- Christians should support those who have lost their spiritual direction.
- They should help people return to positive and responsible living.

6. **God demonstrates patience and perseverance.**
   - The shepherd continued searching until he found the lost sheep.
   - This demonstrates persistent concern.
   - Christians should not give up easily when helping others.

7. **God values restoration rather than rejection.**
   - The shepherd brought the sheep back rather than abandoning it.
   - God desires to restore broken relationships.
   - Christians should promote reconciliation.

8. **Repentance brings spiritual restoration.**
   - The lost sheep was brought back to the flock.
   - Similarly, sinners who repent are restored into fellowship with God.

5.5 Lessons Christians Learn from the Lost Sheep

Christians learn to:

- Value every human being.
- Avoid discriminating against sinners.
- Reach out to people who have abandoned Christian values.
- Encourage those who have lost hope.
- Forgive people who genuinely repent.
- Be patient when helping others.
- Participate in evangelism and pastoral care.
- Celebrate positive changes in people's lives.
- Support people who are experiencing spiritual difficulties.
- Demonstrate love through practical actions.

5.6 Application of the Lost Sheep in the Kenyan Context

The teachings of the lost sheep can be applied in Kenyan schools, families, churches and communities.

At school:

- Welcoming learners who have transferred from other schools.
- Supporting learners who have withdrawn from school activities.
- Helping classmates who have lost interest in education.
- Avoiding discrimination against learners from disadvantaged backgrounds.
- Encouraging classmates who make mistakes to change their behaviour.
- Supporting learners who are isolated or excluded by others.

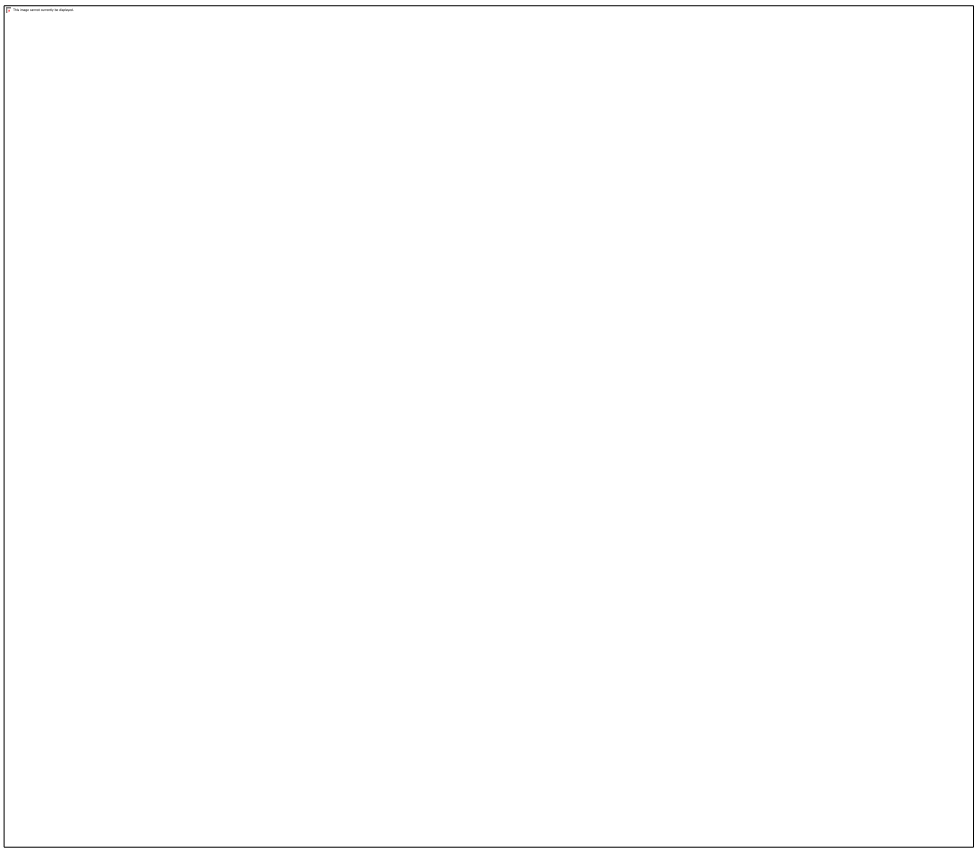
At home:

- Showing concern for family members who have abandoned positive values.
- Encouraging children to make responsible decisions.
- Forgiving family members who genuinely apologise.
- Supporting relatives experiencing difficulties.
- Promoting unity and reconciliation.

In the community:

- Visiting people who are isolated or neglected.
- Supporting individuals struggling with social challenges.
- Encouraging people to return to responsible community participation.
- Participating in church outreach programmes.
- Helping vulnerable members of society.

6.0 THE PARABLE OF THE LOST COIN



Bible reference: Luke 15:8-10

6.1 Background of the Parable

The Parable of the Lost Coin is the second story Jesus used to explain God's concern for sinners.

It follows the Parable of the Lost Sheep and communicates a similar message: God values every person and rejoices when sinners repent.

Jesus used the experience of a woman searching for a valuable coin to illustrate the importance of recovering something that has been lost.

6.2 The Story of the Lost Coin

Jesus told His listeners about a woman who had ten silver coins.

- The woman possessed ten silver coins.
- One day, she discovered that one of the coins was missing.
- She lit a lamp to provide light.
- She swept her house carefully.
- She searched thoroughly until she found the missing coin.
- When she found it, she called her friends and neighbours.
- She invited them to rejoice with her because she had recovered her lost coin.

Jesus explained that there is joy before God's angels over one sinner who repents.

6.3 Explanation of the Main Characters and Symbols

Character/Symbol	Spiritual meaning
The woman	Represents God's concern for lost people.
The ten silver coins	Represent people who are valuable to God.
The lost coin	Represents a sinner who is separated from God.
The lamp	Symbolises light and guidance.
Sweeping the house	Represents careful and persistent searching.
Searching	Represents the effort involved in reaching those who are lost.
Finding the coin	Represents the restoration of a sinner.
Calling friends and neighbours	Represents sharing the joy of repentance.
Celebration	Represents heavenly joy when sinners repent.

6.4 Main Teachings of the Parable of the Lost Coin

1. **Every person is valuable to God.**
    - The woman valued each of her ten coins.
    - She did not consider the missing coin worthless.
    - Similarly, God values every human being regardless of background or past mistakes.
2. **God is concerned about those who are lost.**
    - The woman made an effort to recover the missing coin.
    - This illustrates God's concern for sinners.

- Christians should show concern for people who have lost their spiritual direction.

3. **Searching for the lost requires commitment.**
   - The woman lit a lamp and swept her house.
   - She used available resources to find the coin.
   - Christians should actively participate in helping people return to God.
4. **God desires the restoration of sinners.**
   - The woman wanted to recover the missing coin.
   - Similarly, God desires sinners to repent and restore their relationship with Him.
5. **Repentance brings joy in heaven.**
   - The woman celebrated when she recovered the coin.
   - Jesus taught that heaven rejoices when one sinner repents.
   - Christians should encourage and appreciate genuine transformation.
6. **Light helps people discover what is hidden.**
   - The woman lit a lamp to search for the coin.
   - Light can symbolise God's truth and guidance.
   - Christians should use biblical teachings to guide people towards responsible living.
7. **No individual should be neglected.**
   - The woman noticed that one coin was missing.
   - Christians should be attentive to people who are ignored or excluded by society.
8. **The community should share in positive transformation.**
   - The woman invited her neighbours to celebrate.
   - Christians should encourage and support people who make positive changes.

6.5 Lessons Christians Learn from the Lost Coin

- Every individual has dignity and value.
- Christians should not abandon people who make mistakes.
- Reaching out to others requires patience and commitment.
- God's love extends to all people.
- Repentance is an important step towards restoration.
- Christians should celebrate genuine positive change.
- The Church should organise outreach activities.
- Christians should guide others using biblical teachings.
- People who feel excluded should be welcomed into the Christian community.
- Every Christian has a responsibility to contribute towards the spiritual wellbeing of others.

6.6 Application of the Lost Coin in the Kenyan Context

At school:

- Identifying learners who are excluded from group activities.
- Supporting learners who have lost interest in their studies.
- Encouraging learners who have developed negative behaviour.
- Including learners with disabilities in school activities.
- Creating a friendly and supportive learning environment.

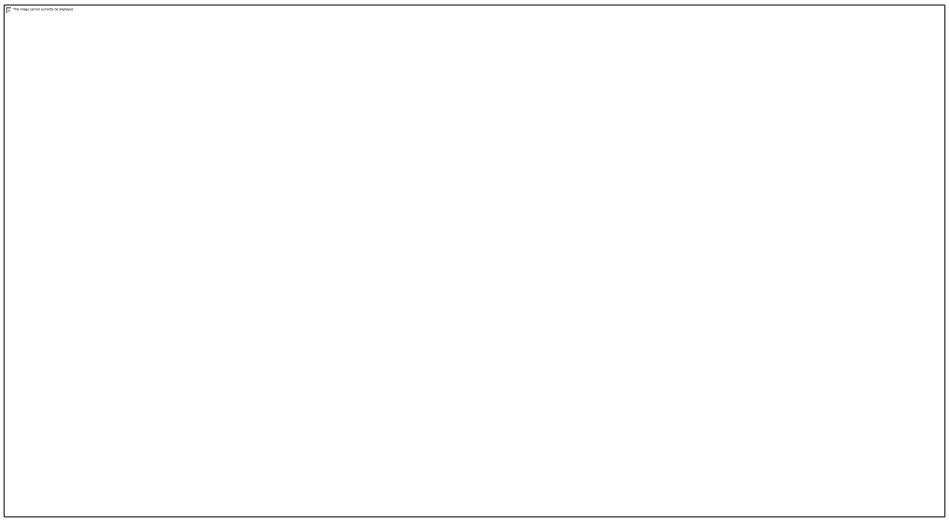
At home:

- Paying attention to family members who feel neglected.
- Supporting children who are experiencing challenges.
- Encouraging family members to practise Christian values.
- Maintaining communication within the family.

In the community:

- Supporting people who are socially isolated.
- Participating in community evangelism.
- Helping vulnerable families.
- Supporting rehabilitation and reintegration initiatives.
- Promoting acceptance and peaceful coexistence.

7.0 THE PARABLE OF THE PRODIGAL SON



Bible reference: Luke 15:11-32

7.1 Introduction to the Parable

The Parable of the Prodigal Son is the third and longest parable in Luke 15. It is also commonly referred to as the Parable of the Lost Son or the Parable of the Loving Father.

Jesus told this parable in response to complaints from the Pharisees and teachers of the law, who criticised Him for welcoming sinners and eating with them.

Through this parable, Jesus demonstrated:

- God's unconditional love for humanity.
- The importance of repentance.
- God's willingness to forgive sinners.

- The possibility of restoring broken relationships.
- The need to avoid pride and self-righteousness.
- The importance of welcoming those who genuinely change their ways.

The parable presents a family consisting of a father and his two sons. The younger son leaves home, wastes his inheritance and eventually returns to his father. The father welcomes him with love and forgiveness.

7.2 The Story of the Prodigal Son (Luke 15:11-32)

Jesus told the following story:

1. The younger son demands his inheritance

- A man had two sons.
- The younger son approached his father and requested his share of the family property.
- The father divided his property between the two sons.
- The younger son received his inheritance and decided to leave home.

2. The younger son leaves home

- After receiving his inheritance, the younger son travelled to a distant country.
- He wanted independence and freedom from his father's authority.
- He wasted his wealth through irresponsible living.
- He spent his money carelessly without considering his future.

3. The younger son experiences hardship

- After spending all his money, a severe famine occurred in that country.
- He became poor and began experiencing serious difficulties.
- He obtained work feeding pigs.
- He became so hungry that he desired to eat the food given to the pigs.
- Nobody gave him anything.

4. The younger son reflects on his situation

- He remembered his father's home.
- He realised that his father's hired servants had enough food.
- He recognised that he had made a serious mistake.
- He decided to return home and confess his wrongdoing.
- He planned to ask his father to accept him as one of his hired servants.

5. The younger son returns home

- The younger son began his journey back home.
- While he was still far away, his father saw him approaching.
- The father was filled with compassion.
- He ran towards his son, embraced him and kissed him.

6. The younger son confesses his wrongdoing

- The younger son admitted that he had sinned against heaven and against his father.
- He acknowledged that he was no longer worthy to be called his father's son.
- He asked his father to accept him as a hired servant.

7. The father welcomes and restores his son

- The father instructed his servants to bring the best robe.
- He ordered them to put a ring on his son's finger.
- He also instructed them to provide sandals for his feet.
- He ordered that a fattened calf be prepared.
- He organised a celebration because his son had returned home.
- He explained that his son had been lost but was now found.

8. The elder son becomes angry

- The elder son returned from working in the field.
- He heard music and dancing at home.
- He asked a servant what was happening.
- He was informed that his younger brother had returned safely.
- He became angry because his father had organised a celebration for him.

9. The father explains his actions

- The elder son refused to join the celebration.
- His father went out and pleaded with him.
- The elder son complained that he had served his father faithfully for many years.
- He felt that his father had never given him even a young goat to celebrate with his friends.
- He was unhappy that his younger brother had received such a warm welcome.

10. The father teaches the elder son about love and restoration

- The father reminded the elder son that he had always been with him.
- He explained that everything he owned also belonged to the elder son.
- He emphasised that celebrating the return of his younger brother was appropriate.
- His younger brother had been lost but was now found.
- He had been as good as dead but was now alive.

The parable ends without telling the listeners whether the elder brother eventually joined the celebration.

7.3 Explanation of the Characters and Symbols in the Parable

Character or symbol	Spiritual meaning
The father	Represents God, who loves, forgives and welcomes sinners.

The younger son	Represents sinners who turn away from God and later repent.
The elder son	Represents self-righteous people who are unwilling to forgive others.
The inheritance	Represents the gifts, opportunities and blessings given by God.
The distant country	Represents separation from God and a life of wrongdoing.
Wasteful living	Represents irresponsible use of freedom and resources.
Famine	Represents the hardships and consequences that may accompany wrongdoing.
Feeding pigs	Represents humiliation and the difficult circumstances experienced by the younger son.
Returning home	Represents repentance and returning to God.
The father's embrace	Represents God's compassion, acceptance and forgiveness.
The best robe	Represents honour, dignity and restoration.
The ring	Represents restored status and belonging in the family.
The sandals	Represent acceptance and restoration as a member of the household.
The fattened calf	Represents joy and celebration following restoration.
The celebration	Represents heavenly joy when a sinner repents.

Important teaching: The symbols in a parable help readers understand its spiritual message. They should be interpreted in relation to the overall story rather than assuming that every small detail has only one fixed meaning.

7.4 Main Teachings of the Parable of the Prodigal Son

1. God gives human beings freedom of choice.

- The father allowed his younger son to make his own decisions.
- He did not force him to remain at home.
- This illustrates that human beings have freedom to make choices.
- However, people should take responsibility for the consequences of their decisions.

Christian application: Young people should exercise freedom responsibly by making decisions that promote their wellbeing and respect God's teachings.

2. Irresponsible use of resources leads to difficulties.

- The younger son wasted his inheritance through irresponsible living.

- He failed to plan for his future.
- He eventually became poor and experienced serious hardship.
- This teaches the importance of responsible management of resources.

Christian application: Christians should avoid extravagance, unnecessary spending and wastefulness.

3. Sin separates people from God.

- The younger son left his father's home and lived irresponsibly.
- His actions created separation between him and his family.
- Similarly, sin damages the relationship between human beings and God.
- Sin may also damage relationships within families and communities.

Christian application: Christians should avoid actions that undermine their relationship with God and other people.

4. Wrongdoing has consequences.

- The younger son experienced poverty, hunger and humiliation.
- His irresponsible decisions contributed to his difficult situation.
- The story illustrates that actions have consequences.
- People should think carefully before making important decisions.

Christian application: Learners should understand the importance of responsible decision-making.

5. Self-examination is important in repentance.

- The younger son reflected on his difficult situation.
- He recognised that his decisions had been wrong.
- He accepted responsibility for his actions.
- He decided to change his behaviour.

Christian application: Christians should regularly examine their conduct and identify areas requiring improvement.

6. Genuine repentance involves action.

- The younger son did not merely regret his situation.
- He decided to return to his father.
- He confessed his wrongdoing.
- His actions demonstrated a willingness to change.

Christian application: True repentance requires more than saying sorry. It involves changing one's attitude and behaviour.

7. God is compassionate and forgiving.

- The father saw his son while he was still far away.
- He ran towards him and welcomed him.
- He did not humiliate or reject him.
- This illustrates God's readiness to forgive people who genuinely repent.

Christian application: Christians should demonstrate compassion and forgive those who sincerely seek reconciliation.

8. God does not rejoice in the suffering of sinners.

- The father did not celebrate the difficulties experienced by his younger son.
- He welcomed him when he returned.
- This demonstrates God's desire to restore people rather than condemn them without hope.

Christian application: Christians should help people overcome wrongdoing instead of taking pleasure in their difficulties.

9. Forgiveness restores broken relationships.

- The younger son had damaged his relationship with his father.
- His confession opened the way for reconciliation.
- The father restored him to the family.
- This illustrates the importance of forgiveness in maintaining relationships.

Christian application: Families, schools and communities should encourage dialogue, apologies and reconciliation.

10. God values every individual.

- The father was concerned about the return of his younger son.
- He did not consider him worthless because of his mistakes.
- This demonstrates the dignity and value of every human being.

Christian application: Christians should respect everyone regardless of social status, background or past mistakes.

11. Pride and self-righteousness prevent reconciliation.

- The elder son became angry when his younger brother was welcomed.
- He focused on his own obedience and felt unfairly treated.
- He failed to appreciate his father's compassion.
- His attitude demonstrated jealousy and unwillingness to forgive.

Christian application: Christians should avoid pride, jealousy and judging others harshly.

12. Christians should celebrate genuine transformation.

- The father organised a celebration when his younger son returned.
- He recognised that his son had changed his direction.
- The celebration demonstrated joy over restoration.
- Christians should appreciate people who abandon wrongdoing and adopt responsible behaviour.

13. Family relationships should be based on love.

- The father demonstrated love towards both sons.
- He welcomed the younger son and pleaded with the elder son.
- He wanted both sons to remain united.

- This teaches the importance of family unity and mutual understanding.

14. God's love extends to all people.

- The father remained willing to welcome his younger son.
- He also continued to care about his elder son.
- His concern was not limited to one child.
- This illustrates the inclusive nature of God's love.

15. There is joy when sinners return to God.

- The father's household celebrated the return of the younger son.
- Jesus used this celebration to communicate heavenly joy over repentance.
- This is consistent with the message of the Lost Sheep and Lost Coin.

7.5 Differences Between the Younger Son and the Elder Son

Younger son	Elder son
Demanded his inheritance.	Remained with his father.
Left his father's home.	Continued working on the family property.
Wasted his inheritance.	Maintained his responsibilities.
Experienced poverty and hardship.	Enjoyed the security of the family home.
Recognised his wrongdoing.	Became angry over his brother's welcome.
Confessed his sins.	Complained about his father's decision.
Returned seeking forgiveness.	Initially refused to join the celebration.
Demonstrated repentance.	Demonstrated jealousy and resentment.

7.6 Lessons Christians Learn from the Elder Son

The elder son's behaviour also provides important Christian lessons.

1. Christians should avoid jealousy when others succeed.
2. Faithfulness should not make people proud or arrogant.
3. Christians should not judge others harshly because of their past mistakes.
4. Forgiveness should be extended to those who genuinely repent.
5. People should avoid comparing themselves with others.
6. Christians should rejoice when sinners return to God.
7. Religious commitment should be accompanied by love and compassion.
8. Christians should avoid discrimination against people considered socially unacceptable.

9. Family members should practise understanding and tolerance.
10. Christians should recognise that God's blessings are not a reason to despise others.

7.7 Application of the Prodigal Son in the Kenyan Context

A. Application at school

- Learners should take responsibility for their academic and disciplinary decisions.
- Learners who make mistakes should be encouraged to change their behaviour.
- Teachers should guide rather than permanently condemn learners who make mistakes.
- Learners should forgive classmates who apologise sincerely.
- Schools should promote guidance, counselling and mentorship.
- Learners should avoid bullying and discrimination.
- Peer educators and Christian Union members should encourage positive behaviour.

B. Application at home

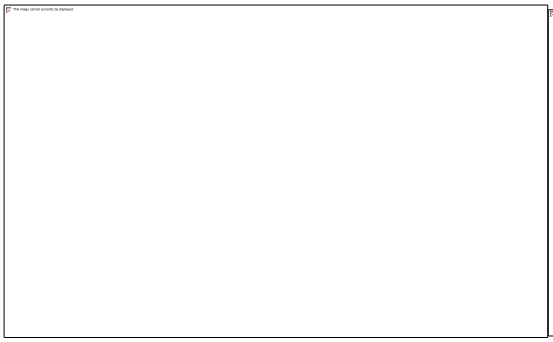
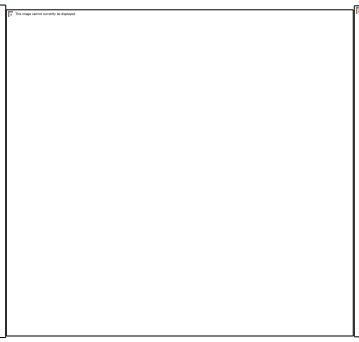
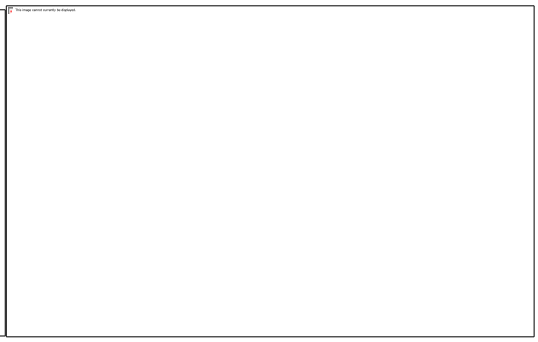
- Parents should guide children with love and patience.
- Children should respect parental guidance.
- Family members should apologise when they wrong one another.
- Parents should provide opportunities for children to correct their mistakes.
- Siblings should avoid jealousy and rivalry.
- Families should practise forgiveness and reconciliation.
- Young people should use family resources responsibly.

C. Application in the Kenyan community

- Churches should welcome people seeking spiritual restoration.
- Communities should support the rehabilitation and reintegration of individuals who have changed their behaviour.
- Christians should assist vulnerable families.
- Community members should avoid discrimination against people from disadvantaged backgrounds.
- Religious leaders should encourage repentance and forgiveness.
- Christians should participate in peacebuilding and reconciliation.
- Community organisations should promote responsible use of resources.

8.0 COMPARISON OF THE THREE PARABLES OF RETRIEVING THE LOST

The three parables in Luke 15 communicate a common message about God's concern for sinners. However, they use different situations to communicate this teaching.

Aspect	Lost Sheep	Lost Coin	Prodigal Son
Bible reference	Luke 15:3–7	Luke 15:8–10	Luke 15:11–32
Main character	Shepherd	Woman	Father and two sons
What was lost?	One sheep	One silver coin	Younger son
Number or possession	100 sheep	10 silver coins	Two sons
Nature of loss	Sheep wandered away	Coin was misplaced	Son deliberately left home
Search or response	Shepherd searched	Woman swept and searched	Son recognised his mistake and returned
Recovery	Sheep was found	Coin was found	Son returned home
Reaction	Shepherd celebrated	Woman celebrated	Father organised a celebration
Main lesson	God seeks the lost	Every person is valuable	God forgives and restores repentant sinners

8.1 Similarities Among the Three Parables

1. All three were taught by Jesus Christ.
2. All three are recorded in Luke 15.
3. All three communicate God's concern for the lost.
4. All three demonstrate the value of an individual.
5. All three emphasise restoration.
6. All three communicate joy following recovery.
7. All three challenge negative attitudes towards sinners.
8. All three encourage Christians to reach out to people who are spiritually lost.
9. All three demonstrate the importance of repentance.

10. All three reveal God's love and mercy.

8.2 Differences Among the Three Parables

1. The Lost Sheep focuses on a shepherd searching for an animal that has wandered away.
2. The Lost Coin focuses on a woman searching for a valuable possession in her home.
3. The Prodigal Son focuses on a family relationship damaged by irresponsible behaviour.
4. In the Lost Sheep, the shepherd takes the initiative to search.
5. In the Lost Coin, the woman actively searches for the missing possession.
6. In the Prodigal Son, the younger son recognises his wrongdoing and decides to return.
7. The Prodigal Son includes the additional lesson of the elder brother's jealousy and resentment.
8. The Prodigal Son provides a more detailed illustration of confession, forgiveness and reconciliation.

9.0 THE CONCEPT OF THE LOST IN THE CHRISTIAN COMMUNITY

9.1 Meaning of the Lost in Christian Teaching

In Christian teaching, the lost refers to people who have become separated from God through sin, disobedience, rejection of God's teachings or failure to live according to Christian values.

Being lost does not necessarily mean being physically missing. It may refer to spiritual separation, moral confusion or a damaged relationship with God.

9.2 Categories of People Who May Be Considered Spiritually Lost

Examples include:

1. **People who reject God's teachings.**
   - These are individuals who deliberately refuse to follow biblical teachings.
   - They may choose lifestyles that contradict Christian values.
2. **People who have abandoned their faith.**
   - These may be individuals who once participated in Christian activities but have stopped practising their faith.
   - They may need spiritual encouragement and guidance.
3. **People involved in dishonest activities.**
   - These include people who practise corruption, fraud, theft and deception.
   - Their actions contradict Christian teachings on honesty and justice.
4. **People who exploit others.**
   - These may include individuals who misuse positions of authority.
   - They may take advantage of vulnerable people for personal gain.

5. **People who practise discrimination.**
   - These individuals treat others unfairly because of their background, disability, economic circumstances or other differences.
   - Their behaviour contradicts Christian teachings on love and equality.

6. **People who engage in destructive behaviour.**

- These may include individuals whose actions negatively affect themselves, families and communities.
- They need appropriate support, accountability and positive guidance.

7. **People who have lost hope and direction.**

- Some individuals experience social, emotional or spiritual difficulties.
- They may need encouragement, guidance and support from responsible people.

Important: Christians should not label individuals as permanently lost or worthless. The central teaching of Luke 15 is that everyone has dignity and that repentance and restoration are possible.

10.0 WHY CHRISTIANS SHOULD REACH OUT TO THE LOST

The parables of the Lost Sheep, Lost Coin and Prodigal Son encourage Christians to reach out to people who have become separated from God.

Reasons Christians should reach out to the lost

1. **To demonstrate God's love.**

- Jesus demonstrated compassion towards sinners.
- Christians should imitate His example by showing love to all people.

2. **To promote repentance.**

- Reaching out helps individuals recognise their mistakes.
- It provides opportunities for them to turn away from wrongdoing.

3. **To promote salvation.**

- Christians share biblical teachings to help people understand God's plan for humanity.
- They encourage people to establish and maintain a relationship with God.

4. **To restore broken relationships.**

- Some individuals become separated from family members, friends and church communities.
- Christians can help promote dialogue, forgiveness and reconciliation.

5. **To reduce social isolation.**

- People who are rejected may feel unwanted.
- Reaching out helps them feel accepted and valued.

6. **To promote peaceful coexistence.**

- Forgiveness and reconciliation reduce hostility.
- They encourage unity within families, schools and communities.

7. **To fulfil the teachings of Jesus.**

- Jesus welcomed sinners and encouraged repentance.
- Christians should follow His example.

8. **To strengthen the Church.**

- Reaching out helps people reconnect with the Christian community.

- It promotes spiritual growth and fellowship.

9. **To provide spiritual guidance.**
   - Some people need encouragement to understand biblical teachings.
   - Christians can guide them through prayer, Bible study and mentorship.

10. **To demonstrate compassion and mercy.**
   - Christians should care for people experiencing difficulties.
   - They should offer support without discrimination.

11. **To promote positive behavioural change.**
   - Spiritual guidance can encourage individuals to abandon dishonest and harmful practices.
   - It promotes responsible living.

12. **To fulfil the Great Commission.**
   - Jesus instructed His followers to make disciples of all nations (Matthew 28:19–20).
   - Reaching out to the lost is part of Christian evangelisation.

11.0 HOW CHRISTIANS REACH OUT TO THE LOST TODAY

Christians and churches in Kenya use different approaches to reach people who need spiritual guidance and restoration.

11.1 Evangelism and Missionary Activities

- Churches organise evangelistic meetings.
- Christians share the Gospel in homes, schools and communities where permitted.
- Missionaries visit different areas to spread Christian teachings.
- Churches organise open-air preaching and community outreach.
- Christians distribute Bibles and Christian literature.

11.2 Pastoral Care and Counselling

- Pastors and priests provide spiritual guidance.
- Church leaders counsel people experiencing family challenges.
- Christians encourage individuals who have abandoned their faith.
- Pastoral teams visit people who are isolated or facing difficulties.
- Churches provide opportunities for prayer and spiritual renewal.

11.3 Home and Hospital Visits

- Church members visit sick people in hospitals.
- Christians visit elderly people who may be isolated.
- Pastoral teams visit families experiencing difficulties.
- They offer encouragement, prayer and appropriate assistance.

11.4 Youth Ministry

- Churches organise youth fellowships.

- Young people participate in Bible study groups.
- Christian youth groups organise mentorship programmes.
- Youth leaders encourage responsible decision-making.
- Churches provide positive activities that promote Christian values.

11.5 Charity and Community Service

- Churches support vulnerable families with food and basic necessities.
- They assist needy learners with educational materials.
- Some churches support orphanages and children's homes.
- Christians participate in community clean-up exercises.
- Churches organise programmes that support disadvantaged groups.

11.6 Rehabilitation and Reintegration

- Churches may work with appropriate organisations to support people recovering from harmful behaviours.
- They offer spiritual encouragement and mentorship.
- They promote forgiveness and social acceptance.
- They help individuals rebuild responsible relationships.
- They encourage people to participate positively in society.

11.7 Digital Evangelism

- Christians use social media to share biblical messages.
- Churches livestream worship services.
- Pastors use online platforms to teach biblical principles.
- Christian groups organise online prayer meetings.
- Churches share educational videos and devotional messages.

12.0 PARTICIPATION IN THE KINGDOM OF GOD

12.1 Meaning of the Kingdom of God

The Kingdom of God refers to God's rule, authority and influence over human life and creation.

It is demonstrated when people accept God's authority and live according to His teachings.

The Kingdom of God is associated with:

- Love.
- Justice.
- Peace.
- Forgiveness.
- Compassion.
- Righteousness.
- Humility.

- Service.
- Truth.
- Reconciliation.

Jesus taught that the Kingdom of God should influence the way people relate to God and to one another.

12.2 How Christians Participate in the Kingdom of God

1. **Through faith in Jesus Christ.**
   - Christians accept Jesus as Lord and Saviour.
   - They seek to follow His teachings.
2. **Through repentance.**
   - Christians acknowledge their sins.
   - They turn away from wrongdoing and seek to live according to God's will.
3. **Through prayer.**
   - Prayer enables Christians to communicate with God.
   - It strengthens their spiritual relationship with Him.
4. **Through studying the Bible.**
   - Christians learn God's teachings.
   - They apply biblical principles in everyday life.
5. **Through evangelism.**
   - Christians share the Gospel.
   - They encourage others to develop faith in God.
6. **Through acts of compassion.**
   - Christians support people who are vulnerable.
   - They help those experiencing difficulties.
7. **Through forgiveness.**
   - Christians forgive those who wrong them.
   - They promote reconciliation and peaceful relationships.
8. **Through justice and fairness.**
   - Christians treat people equally.
   - They oppose corruption, discrimination and exploitation.
9. **Through responsible leadership.**
   - Christian leaders serve others with honesty and humility.
   - They avoid abusing their positions.
10. **Through stewardship.**
    - Christians take care of the environment and resources.
    - They use God's creation responsibly.

11. **Through church participation.**

- Christians attend worship services.
- They participate in fellowship and community activities.

12. **Through Christian service.**

- Christians volunteer in charitable activities.
- They use their abilities to help others.

13.0 CHRISTIAN VALUES DEMONSTRATED IN THE THREE PARABLES

The three parables in Luke 15 communicate important Christian values that should guide learners and other members of society.

Christian value	Explanation and illustration
Love	The father welcomed his younger son, demonstrating love for family members.
Compassion	The shepherd searched for the missing sheep.
Forgiveness	The father forgave his younger son.
Mercy	The father treated his returning son with kindness rather than condemnation.
Humility	The younger son admitted his wrongdoing.
Responsibility	The younger son recognised the consequences of his decisions.
Patience	The shepherd persisted in searching for the lost sheep.
Commitment	The woman carefully searched for her missing coin.
Reconciliation	The father sought to restore the relationship with his younger son and appealed to the elder son.
Joy	The shepherd, woman and father celebrated what had been recovered.
Acceptance	The father welcomed his returning son.
Respect	The parables teach the value of every individual.
Generosity	The father provided for his returning son.
Tolerance	Christians should be patient with people who make mistakes.
Unity	The father's celebration provides an opportunity for family reunion.

REVISION QUESTIONS

Section A: 30 Marks

SECTION A: MULTIPLE-CHOICE QUESTIONS

Instructions: Choose the correct answer from the alternatives A, B, C and D.

1. A parable is best described as a story used to communicate

A. historical dates only.

B. spiritual and moral truths.

C. scientific discoveries.

D. political information.

2. According to Luke 15:1–2, the Pharisees complained because Jesus

A. refused to teach in the synagogues.

B. welcomed sinners and ate with them.

C. travelled to Jerusalem.

D. healed people on the Sabbath.

3. One major reason Jesus used parables was to

A. confuse His listeners.

B. entertain the wealthy.

C. communicate spiritual truths using familiar experiences.

D. avoid teaching the crowds.

4. In the Parable of the Lost Sheep, the shepherd had

A. fifty sheep.

B. seventy sheep.

C. ninety sheep.

D. one hundred sheep.

5. What did the shepherd do after discovering that one sheep was missing?

A. Sold the remaining sheep.

B. Abandoned the flock.

C. Went searching for the missing sheep.

D. Asked the Pharisees to find it.

6. The lost sheep in the parable represents

A. a sinner who has wandered away from God.

B. a wealthy person.

C. a religious leader.

D. a person without a family.

7. What does the shepherd carrying the sheep on his shoulders demonstrate?

A. Wealth and prosperity.

B. God's care and restoration.

C. Political authority.

D. Human pride.

8. According to Luke 15:7, there is joy in heaven when

A. a wealthy person becomes successful.

B. a sinner repents.

C. a king is crowned.

D. a person acquires property.

9. In the Parable of the Lost Coin, how many silver coins did the woman possess?

A. Five.

B. Eight.

C. Ten.

D. Twelve.

10. What did the woman do to find her lost coin?

A. She travelled to another country.

B. She lit a lamp and swept the house.

C. She asked a shepherd for help.

D. She sold her remaining coins.

11. The lost coin symbolises

A. a person who is valuable to God but spiritually lost.

B. a rich merchant.

C. a religious ceremony.

D. a political leader.

12. The lighting of the lamp in the Parable of the Lost Coin can symbolise

A. God's guidance and truth.

B. human pride.

C. material wealth.

D. family conflict.

13. The woman invited her friends and neighbours to celebrate because

A. she had purchased a new house.

B. she had recovered her lost coin.

C. she had received an inheritance.

D. she had found a new job.

14. The Parable of the Prodigal Son is found in

A. Luke 10:25–37.

B. Luke 15:11–32.

C. Matthew 5:1–12.

D. John 3:1–16.

15. How many sons did the father in the parable have?

A. One.

B. Two.

C. Three.

D. Four.

16. What did the younger son request from his father?

A. A new house.

B. A job.

C. His share of the inheritance.

D. A flock of sheep.

17. The younger son went to a distant country mainly to

A. study farming.

B. establish a church.

C. enjoy independence and spend his inheritance.

D. search for his brother.

18. What happened after the younger son wasted his inheritance?

A. He became a king.

B. A severe famine occurred and he experienced hardship.

C. He became a wealthy merchant.

D. His father sent him more money.

19. What work did the younger son obtain during his difficult circumstances?

A. Fishing.

B. Shepherding.

C. Feeding pigs.

D. Teaching.

20. What made the younger son decide to return home?

A. He wanted to demand more inheritance.

B. He remembered his father's kindness and recognised his wrongdoing.

C. He wanted to punish his brother.

D. He had become a wealthy trader.

21. What did the father do when he saw his returning son?

A. Ordered him to leave.

B. Punished him immediately.

C. Ran towards him and embraced him.

D. Refused to recognise him.

22. Which of the following was NOT among the items the father ordered for the returning son?

A. A robe.

B. A ring.

C. Sandals.

D. A crown.

23. The elder son became angry because

A. his father had sold the family property.

B. his younger brother had been welcomed and celebrated.

C. he had lost his inheritance.

D. his father had travelled away.

24. The younger son's return home symbolises

A. repentance and restoration.

B. political freedom.

C. economic competition.

D. family separation.

25. The elder son mainly represents people who

A. readily forgive everyone.

B. are unwilling to forgive and demonstrate self-righteousness.

C. have abandoned their families.

D. are searching for lost property.

26. Which Christian value is most clearly demonstrated by the father's welcome of his younger son?

A. Jealousy.

B. Greed.

C. Forgiveness.

D. Pride.

27. Why should Christians reach out to people who are spiritually lost?

A. To humiliate them publicly.

B. To demonstrate God's love and encourage restoration.

C. To gain political influence.

D. To obtain their property.

28. Which of the following is an appropriate way of reaching out to the lost in a Kenyan community?

A. Excluding people who have made mistakes.

B. Spreading rumours about them.

C. Participating in church outreach and counselling activities.

D. Encouraging discrimination.

29. Which core competency is developed when learners interview pastors and priests about church outreach activities?

A. Communication and collaboration.

B. Memorisation only.

C. Physical fitness.

D. Financial management.

30. A learner forgives a classmate who sincerely apologises for a wrongdoing. Which teaching of Luke 15 is being demonstrated?

A. Revenge.

B. Reconciliation and forgiveness.

C. Selfishness.

D. Discrimination.

SECTION B: STRUCTURED QUESTIONS

50 Marks

Instructions: Answer all questions. Show clear understanding of the biblical teachings and apply them to relevant situations in Kenyan society.

QUESTION 31: PARABLES IN THE TEACHINGS OF JESUS (10 MARKS)

a) Define the term parable. (2 marks)

b) Explain four reasons why Jesus Christ used parables in His teachings. (4 marks)

c) Identify four characteristics of parables used by Jesus. (4 marks)

QUESTION 32: THE PARABLE OF THE LOST SHEEP AND THE LOST COIN (10 MARKS)

a) Narrate the Parable of the Lost Sheep as recorded in Luke 15:3–7. (4 marks)

b) Explain three Christian teachings from the Parable of the Lost Coin. (3 marks)

c) State three ways in which Christians can apply the teachings of the two parables in Kenyan schools. (3 marks)

QUESTION 33: THE PARABLE OF THE PRODIGAL SON (10 MARKS)

a) Explain five events that led to the younger son's return to his father's home. (5 marks)

b) Explain three lessons Christians learn from the father's response to his returning son. (3 marks)

c) Identify two negative attitudes demonstrated by the elder son. (2 marks)

QUESTION 34: REACHING OUT TO THE LOST (10 MARKS)

a) Explain five reasons why Christians should reach out to people who are spiritually lost. (5 marks)

b) Describe five ways in which churches in Kenya reach out to the lost in contemporary society. (5 marks)

QUESTION 35: APPLICATION OF THE PARABLES IN DAILY LIFE (10 MARKS)

Read the following scenario and answer the questions that follow.

A Grade 11 learner at a school in Narok County notices that one of his classmates has stopped participating in school activities. The classmate has also withdrawn from Christian Union meetings after experiencing family difficulties. Some learners have started mocking him because of his behaviour. The Grade 11 learner decides to approach him, listen to his concerns and encourage him to seek guidance from the school chaplain.

a) Identify three teachings from Luke 15:1–32 that are demonstrated in the scenario. (3 marks)

b) Explain three ways in which the Grade 11 learner demonstrates Christian values. (3 marks)

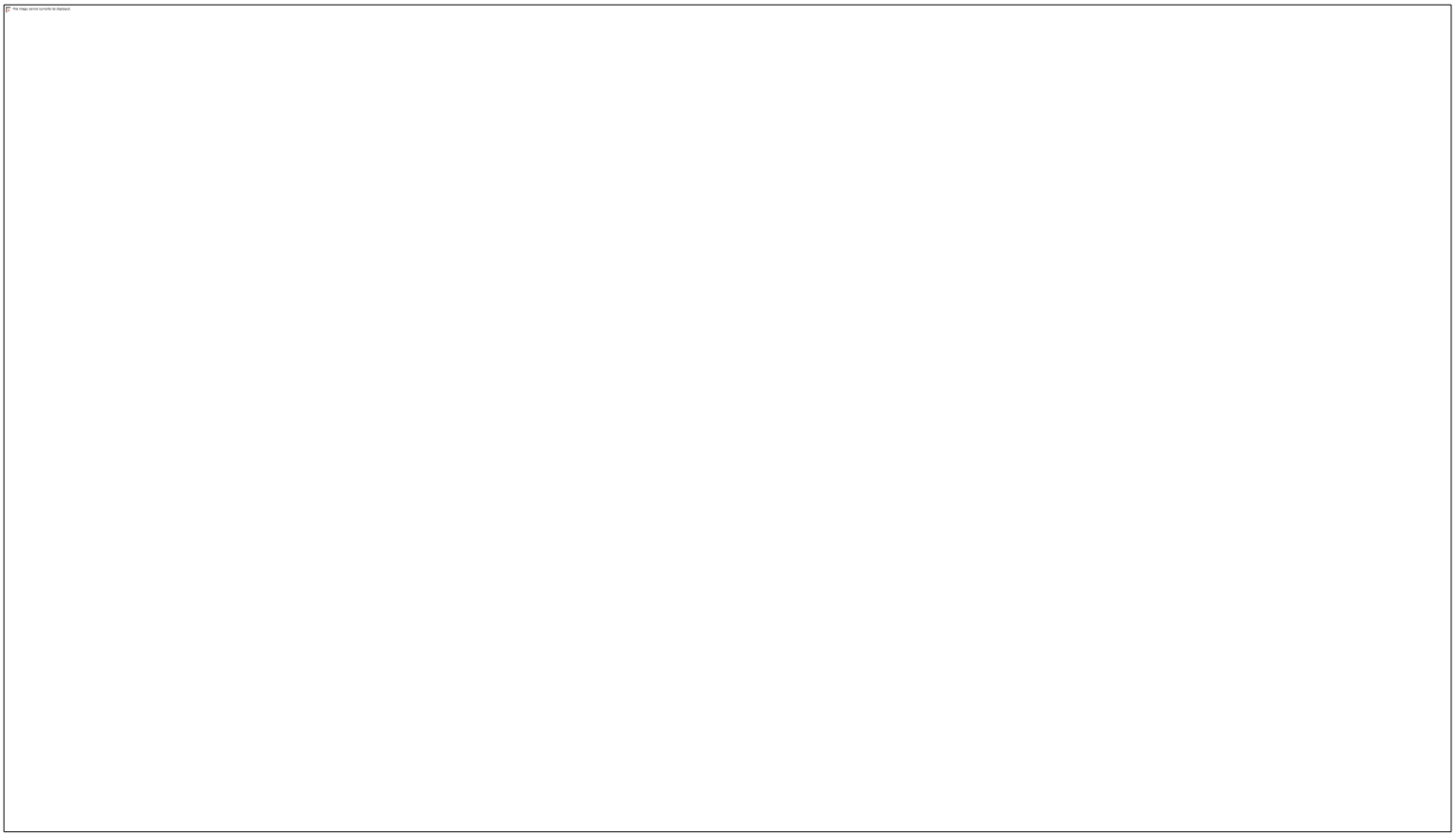
c) State four ways in which learners can reach out to classmates who are experiencing social, moral or spiritual challenges. (4 marks)

20.0 TEACHER'S ASSESSMENT AND COMPETENCY DEVELOPMENT GUIDE

Assessment area	**Suggested evidence of learning**
Knowledge and understanding	Correct explanation of the three parables.
Biblical interpretation	Ability to explain the spiritual meaning of the characters and events.
Critical thinking	Ability to compare the parables and interpret their teachings.
Communication	Effective participation in discussions and presentations.
Collaboration	Participation in group work and role-play.
Research skills	Successful interviews with pastors, priests and chaplains.
Digital literacy	Appropriate use of videos and digital presentations.
Values	Demonstration of love, compassion, forgiveness and humility.
Practical application	Participation in activities that support people who need guidance.

STRAND 2.0: THE NEW TESTAMENT

SUB-STRAND 2.10: JOURNEY TO JERUSALEM – THE PARABLES OF WEALTH, STEWARDSHIP AND THE KINGDOM OF GOD



1.0 INTRODUCTION TO THE SUB-STRAND

As Jesus Christ continued His journey towards Jerusalem, He taught His disciples and other listeners about the proper use of material possessions, wealth, responsibility, honesty, justice and participation in the Kingdom of God.

He used parables and other teachings to help people understand that material wealth should not become the centre of human life. Instead, people should use their resources responsibly and demonstrate love, generosity and concern for others.

In Luke 16, Jesus presented three important teachings:

1. The Parable of the Dishonest Manager (Luke 16:1–13).
2. The Law and the Kingdom of God (Luke 16:14–18).
3. The Parable of the Rich Man and Lazarus (Luke 16:19–31).

These teachings challenge Christians to examine their relationship with money, property, other people and God.

They also emphasise that true riches are not measured by material possessions alone but by faithfulness, righteousness, love, generosity and commitment to God's Kingdom.

1.1 Expected Learning Outcomes

By the end of this sub-strand, the learner should be able to:

a) Elaborate on the Parable of the Dishonest Manager.

b) Deduce lessons from the Parable of the Dishonest Manager for application in daily life.

c) Compile the teachings on the Law and the Kingdom of God.

d) Interpret the Parable of the Rich Man and Lazarus for reflective learning and practice.

e) Value true riches by participating in the Kingdom of God.

1.2 Key Terms and Their Meanings

Term	Meaning
Parable	A simple story based on familiar experiences used to communicate spiritual or moral truths.
Manager	A person entrusted with the responsibility of managing another person's property, business or resources.
Stewardship	The responsible management and use of resources entrusted to an individual.
Dishonesty	Behaviour involving deception, cheating or failure to tell the truth.
Wealth	Possession of money, property or other valuable resources.
Material possessions	Physical items owned by individuals, families or organisations.
Kingdom of God	God's rule, authority and influence in human life and creation.
Mammon	Wealth or material possessions, especially when treated as an object of excessive devotion.
Faithfulness	Being trustworthy, dependable and committed to one's responsibilities.
Justice	Treating people fairly and respecting their rights.
Generosity	Willingness to share resources with others without expecting personal gain.
Accountability	Being answerable for one's actions and responsibilities.
Eternal life	Life in fellowship with God beyond physical death.
Repentance	Genuine acknowledgement of wrongdoing and a decision to change one's behaviour.
Compassion	Concern for the suffering and needs of other people.
Integrity	Consistently demonstrating honesty and strong moral principles.
Eternal riches	Spiritual blessings and treasures associated with a life devoted to God.

2.0 THE PARABLE OF THE DISHONEST MANAGER



Bible reference: Luke 16:1-13

2.1 Background of the Parable

Jesus told the Parable of the Dishonest Manager to His disciples to teach them about the responsible use of material possessions.

During biblical times, wealthy landowners often employed managers to supervise their estates, agricultural activities, businesses and financial transactions.

A manager was expected to be trustworthy because the owner depended on him to handle property and financial matters.

However, some managers abused their positions by misusing resources, manipulating accounts or engaging in dishonest practices.

Jesus used the example of a dishonest manager to teach important lessons about foresight, accountability, stewardship and the proper use of wealth.

The parable challenges Christians to understand that earthly resources are temporary and should be used wisely.

2.2 Meaning of the Dishonest Manager

A dishonest manager is a person entrusted with managing another person's resources but who abuses that responsibility through deception, misuse of property or unfaithful conduct.

In the parable, the manager was responsible for administering the property of a wealthy man.

He was accused of wasting his master's possessions and was required to give an account of his management.

2.3 Narration of the Parable of the Dishonest Manager (Luke 16:1-13)

Jesus narrated the following story:

1. The rich man appoints a manager

- There was a rich man who owned considerable property.
- He employed a manager to oversee his possessions and business affairs.
- The manager was entrusted with the responsibility of administering the owner's resources.
- He was expected to manage the property honestly and efficiently.

2. The manager is accused of wasting the master's property

- The rich man received information that his manager was wasting his possessions.
- He became concerned about the manager's conduct.
- He summoned him and demanded an account of his management.
- The manager was informed that he would no longer continue in his position.

3. The manager reflects on his future

- The manager realised that he was about to lose his job.
- He considered the difficulties he would experience after losing his employment.
- He said that he was not strong enough to dig.
- He was ashamed to beg.
- He therefore decided to take action before leaving his position.

4. The manager develops a plan

- He decided to use his remaining authority to secure support from other people.
- He called his master's debtors individually.
- He asked each debtor how much they owed his master.

- He instructed them to reduce the amounts recorded against their debts.

5. The debtors reduce their debts

The manager made arrangements with two debtors.

First debtor:

- The manager asked him how much he owed.
- The debtor replied that he owed one hundred measures of oil.
- The manager instructed him to take his bill and write fifty measures.

Second debtor:

- The manager asked another debtor how much he owed.
- The debtor replied that he owed one hundred measures of wheat.
- The manager instructed him to take his bill and write eighty measures.

6. The master commends the manager's shrewdness

- When the master discovered what the manager had done, he commended him for acting shrewdly.
- The manager had demonstrated foresight in preparing for his future.
- Jesus used this incident to teach His listeners about using opportunities wisely.

Important interpretation: The master's commendation of the manager's shrewdness does not mean that Jesus approved of dishonesty or cheating. The parable highlights the manager's foresight and urgency, not the morality of his dishonest actions.

7. Jesus draws lessons from the parable

Jesus taught that people should use material wealth wisely and responsibly.

He encouraged His followers to be faithful in handling earthly possessions because faithfulness in small responsibilities demonstrates readiness for greater responsibilities.

He also warned that nobody can serve both God and money.

2.4 Explanation of Characters and Symbols in the Parable

Character or item	Meaning or significance
Rich man	Represents a person with resources and authority.
Manager	Represents a person entrusted with responsibilities and resources.
Master's property	Represents material resources entrusted to human beings.
Debtors	Represent people who have financial obligations.
Debt records	Represent financial responsibilities and accountability.
Reduction of debts	Illustrates the manager's questionable use of his authority to secure future relationships.
Dismissal	Demonstrates the consequences of unfaithfulness.
Commendation	Highlights the manager's foresight and resourcefulness, not his dishonesty.
Money	Represents material wealth and possessions.
Faithful stewardship	Represents responsible management of resources entrusted to people.

2.5 Why the Manager Was Called Dishonest

The manager was considered dishonest for the following reasons:

1. **He wasted his master's property.**

- He failed to protect and manage the resources entrusted to him.
- He demonstrated irresponsibility in carrying out his duties.

2. **He misused his position.**
   - He used the authority given to him for personal benefit.
   - He failed to act in the best interests of his employer.
3. **He manipulated financial records.**
   - He instructed debtors to alter the amounts recorded against their debts.
   - His actions raised questions about honesty and accountability.
4. **He failed to demonstrate integrity.**
   - He did not handle his responsibilities in a trustworthy manner.
   - His behaviour damaged the confidence placed in him.
5. **He acted primarily to secure his own future.**
   - He was concerned about his personal survival after dismissal.
   - He used his remaining authority to establish relationships that might benefit him.

2.6 Why the Manager Was Commended by His Master

The master's commendation concerned the manager's shrewdness rather than his dishonesty.

The manager was commended because:

1. He recognised that his position was coming to an end.
2. He understood the urgency of his situation.
3. He thought ahead about his future.
4. He developed a practical plan.
5. He acted decisively instead of remaining passive.
6. He used the opportunities still available to him.
7. He demonstrated resourcefulness in dealing with his circumstances.

Key lesson: Christians should exercise wisdom and foresight when using their resources, but they must always act honestly and justly.

3.0 LESSONS FROM THE PARABLE OF THE DISHONEST MANAGER

3.1 Christians Should Be Faithful Stewards

- The manager was entrusted with another person's property.
- He failed to manage the resources faithfully.
- Christians should recognise that their money, talents, time and opportunities come with responsibilities.
- They should use these resources responsibly.
- They should avoid wasting resources entrusted to them.

Example in Kenya: A school bursar should manage school fees honestly and ensure that financial records are accurate.

3.2 Christians Should Plan for the Future

- The manager realised that he would soon lose his employment.
- He considered what would happen after his dismissal.
- He acted with foresight to prepare for the future.
- Christians should make responsible plans for their lives.
- They should avoid living without considering the consequences of their decisions.

Application: Learners should plan their academic activities, careers and financial goals responsibly.

3.3 Christians Should Use Wealth Wisely

- Jesus used the parable to teach about the proper use of material possessions.
- Wealth should not be wasted on unnecessary activities.
- Money should be used to meet genuine needs.
- Christians should support charitable activities.
- They should use their resources to benefit society.

Example: A family should prepare a household budget and prioritise food, education, shelter and healthcare.

3.4 Christians Should Be Accountable

- The manager was required to give an account of his work.
- This demonstrates that people are answerable for the responsibilities entrusted to them.
- Christians should be willing to explain how they use money and property.
- Accountability promotes trust in families, schools, churches and organisations.

3.5 Christians Should Demonstrate Wisdom

- The manager anticipated the difficulties he would face.
- He thought about his future and took action.
- Jesus challenged His followers to be thoughtful and responsible.
- Christians should use their knowledge and experience to make wise decisions.

3.6 Christians Should Avoid Dishonesty

- The manager's conduct demonstrates the danger of abusing trust.
- His actions were inconsistent with Christian values.
- Christians should avoid fraud, corruption, cheating and manipulation of records.
- Honesty promotes peaceful relationships and social development.

3.7 Christians Should Be Faithful in Small Responsibilities

Jesus taught in Luke 16:10 that a person who is faithful in very little will also be faithful in much.

This means:

- Small responsibilities should be taken seriously.
- A person should not wait for a major opportunity before demonstrating integrity.

- Faithfulness in simple duties builds trust.
- Responsible behaviour should be demonstrated consistently.

Example: A learner who takes care of classroom materials demonstrates readiness for greater responsibilities.

3.8 Christians Should Use Material Wealth to Build Good Relationships

- Money can be used to support people in need.
- Material possessions should not be used to exploit others.
- Christians should use their resources to promote friendship, kindness and community wellbeing.
- Wealth should serve humanity rather than control human behaviour.

3.9 Christians Should Recognise That Material Wealth Is Temporary

- Money and property do not last forever.
- People should not base their entire lives on material possessions.
- Christians should seek spiritual values that have lasting significance.
- They should prioritise their relationship with God.

3.10 Christians Should Avoid Serving Money as a Master

Jesus taught that no servant can serve two masters.

According to Luke 16:13, a person cannot serve both God and money.

This teaches that:

- God should have first place in a Christian's life.
- Money should be treated as a resource rather than an object of worship.
- Christians should avoid greed and excessive attachment to wealth.
- Financial success should not replace moral responsibility.
- People should make decisions guided by Christian values rather than selfish financial interests.

4.0 APPLICATION OF THE PARABLE OF THE DISHONEST MANAGER IN THE KENYAN CONTEXT

The parable provides practical lessons for individuals, families, schools, churches, businesses and government institutions.

4.1 Application in Schools

1. School leaders should manage school resources honestly.
2. Learners should take care of textbooks, desks and laboratory equipment.
3. School financial officers should maintain accurate records.
4. Learners should use study time responsibly.
5. Teachers should demonstrate integrity in their professional duties.
6. School prefects should use their leadership positions responsibly.
7. Learners should avoid cheating in examinations.
8. School resources should not be used for personal gain.
9. Learners should plan their academic activities.

10. Members of school clubs should be accountable for resources entrusted to them.

4.2 Application in Families

1. Parents should prepare household budgets.
2. Family members should avoid wasting food and money.
3. Children should learn to save and use pocket money responsibly.
4. Family property should be managed honestly.
5. Parents should teach children the value of hard work.
6. Family members should support vulnerable relatives.
7. People should avoid unnecessary borrowing.
8. Family resources should be used to meet essential needs.
9. Parents should plan for their children's education.
10. Family members should demonstrate honesty in financial matters.

4.3 Application in Churches

1. Church leaders should account for offerings and donations.
2. Church funds should be used for their intended purposes.
3. Church property should be protected from misuse.
4. Christians should support needy members.
5. Church financial records should be transparent.
6. Religious leaders should demonstrate integrity.
7. Christians should avoid exploiting people financially.
8. Donations should be managed responsibly.

4.4 Application in Business and Employment

1. Employees should handle company property responsibly.
2. Managers should maintain accurate financial records.
3. Employers should treat workers fairly.
4. Business owners should avoid fraudulent activities.
5. Workers should use working hours productively.
6. Customers should be treated honestly.
7. Business profits should be acquired through legitimate means.
8. Entrepreneurs should plan for future business needs.
9. Employers should promote accountability.
10. Businesspeople should avoid bribery and corruption.

4.5 Application in Kenyan National Development

The parable challenges leaders and citizens to:

- Use public resources responsibly.

- Avoid corruption and embezzlement.
- Maintain transparency in public financial management.
- Protect public property.
- Ensure public funds benefit citizens.
- Support vulnerable members of society.
- Promote responsible leadership.
- Practise accountability in public institutions.

5.0 THE MEANING OF TRUE RICHES

5.1 Meaning of True Riches

True riches refer to the spiritual, moral and lasting blessings that come from living according to God's teachings.

They include faith, righteousness, love, compassion, honesty, generosity, wisdom and a meaningful relationship with God.

True riches are different from material wealth because they are not measured by the amount of money, land, buildings or property a person possesses.

5.2 Difference Between Material Wealth and True Riches

Material wealth	True riches
Money and physical possessions.	Spiritual and moral blessings.
Can be lost or destroyed.	Have lasting spiritual significance.
May encourage pride and selfishness when misused.	Encourage humility and service.
Includes land, vehicles and buildings.	Includes faith, love and righteousness.
Often measured by financial value.	Demonstrated through Christian character.
Can create social differences.	Encourages equality and compassion.
Is temporary.	Has eternal significance.

5.3 Examples of True Riches

1. **Faith in God**
   - Trusting God and remaining committed to His teachings.
   - Demonstrating confidence in God during difficult circumstances.
2. **Love**
   - Caring for others.
   - Treating people with dignity and kindness.
3. **Honesty**
   - Telling the truth.
   - Avoiding corruption, fraud and cheating.
4. **Forgiveness**
   - Releasing resentment towards those who genuinely seek reconciliation.
   - Promoting peaceful relationships.
5. **Compassion**
   - Showing concern for people experiencing difficulties.

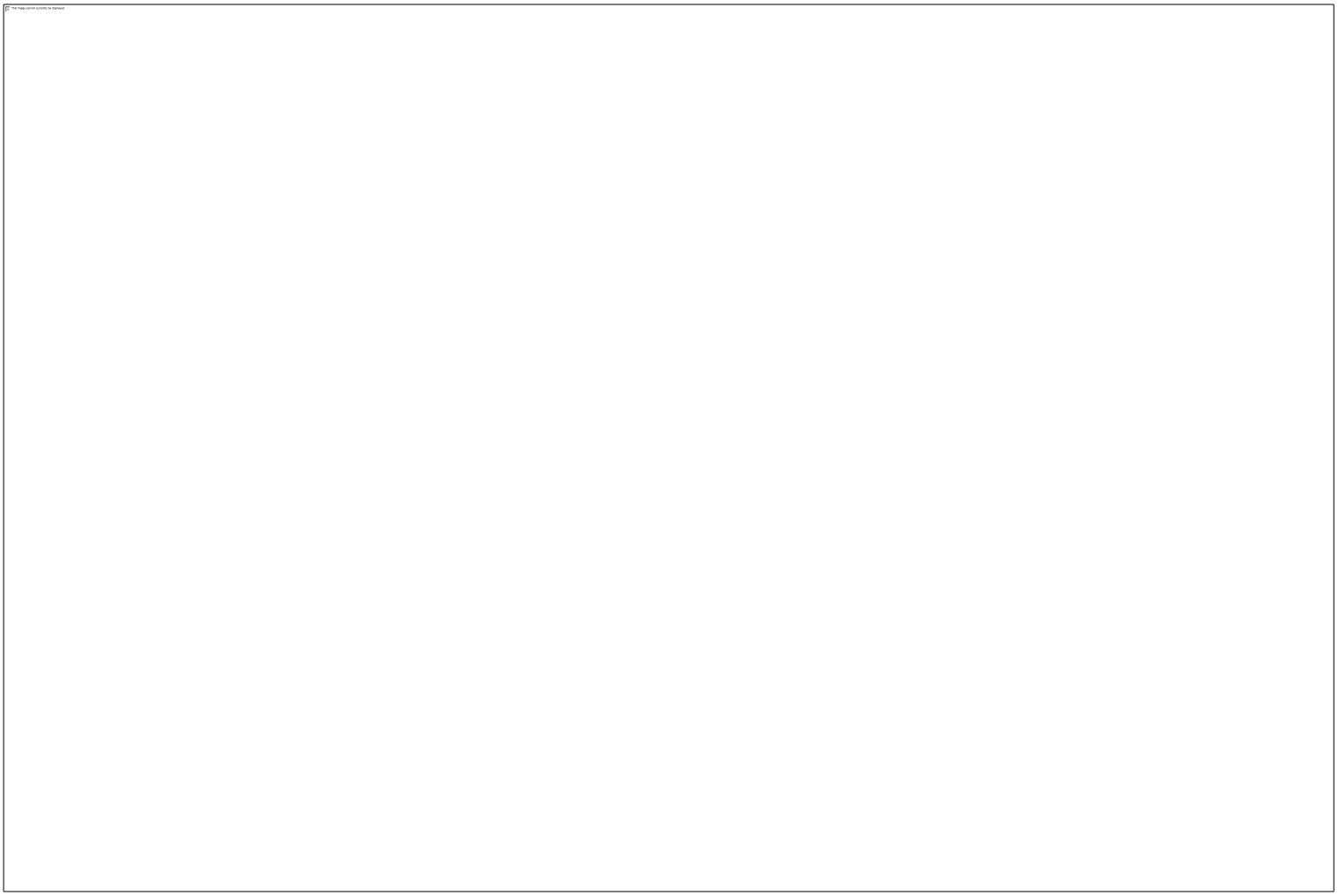
- Supporting vulnerable individuals.

6. **Wisdom**
   - Making decisions guided by biblical principles.
   - Understanding the consequences of one's actions.
7. **Generosity**
   - Sharing resources with people in need.
   - Supporting charitable activities.
8. **Humility**
   - Recognising the value of others.
   - Avoiding pride and arrogance.
9. **Righteousness**
   - Living according to God's teachings.
   - Avoiding actions that contradict Christian values.
10. **Peace**
    - Promoting unity and peaceful coexistence.
    - Avoiding unnecessary conflicts.

5.4 Why Christians Should Invest in True Riches

1. True riches have lasting spiritual significance.
2. They strengthen one's relationship with God.
3. They promote good relationships with other people.
4. They encourage responsible use of material resources.
5. They help Christians overcome greed and selfishness.
6. They promote honesty and integrity.
7. They prepare believers for eternal life with God.
8. They encourage compassion towards vulnerable people.
9. They promote peace and justice in society.
10. They help Christians develop positive moral character.
11. They reduce excessive attachment to material possessions.
12. They encourage responsible participation in the Kingdom of God.

6.0 THE LAW AND THE KINGDOM OF GOD



Bible reference: Luke 16:14-18

6.1 Background

After teaching the Parable of the Dishonest Manager, Jesus addressed the Pharisees who were listening to Him.

The Pharisees were religious leaders who placed considerable emphasis on the Law of Moses and religious observances.

Some of them were lovers of money and mocked Jesus because of His teachings on wealth.

Jesus challenged their attitudes and explained the relationship between God's law, righteousness and the Kingdom of God.

He emphasised that God knows the true condition of human hearts and that outward religious appearance is not a substitute for genuine righteousness.

6.2 Meaning of the Law in the Old Testament

The Law refers to the commandments and instructions given by God to guide the Israelites in their relationship with Him and with other people.

The Law of Moses is associated with the first five books of the Bible:

1. Genesis.
2. Exodus.
3. Leviticus.
4. Numbers.

5. Deuteronomy.

The Law provided guidance on:

- Worshipping God.
- Moral behaviour.
- Family relationships.
- Social justice.
- Religious ceremonies.
- Purity.
- Community responsibilities.
- Treatment of vulnerable people.

6.3 Meaning of the Kingdom of God

The Kingdom of God refers to God's sovereign rule and authority over creation and human life.

It is demonstrated when people accept God's authority and live according to His will.

The Kingdom is associated with:

- Justice.
- Love.
- Peace.
- Truth.
- Forgiveness.
- Humility.
- Righteousness.
- Compassion.
- Faithfulness.

6.4 Teachings of Jesus on the Law and the Kingdom of God (Luke 16:14-18)

1. God knows the human heart.

- Jesus told the Pharisees that they justified themselves before people.
- They were concerned about appearing righteous before others.
- However, God knew their hearts.
- This demonstrates that genuine righteousness comes from within.
- Christians should be sincere in their faith and actions.

2. Human praise does not determine righteousness.

- The Pharisees valued public recognition.
- They wanted people to consider them righteous.
- Jesus challenged their desire for human approval.
- Christians should seek God's approval rather than merely trying to impress others.

3. God rejects what is highly valued by sinful human attitudes.

- Jesus taught that what people highly value may be detestable before God.
- Some people value wealth, power and social status above righteousness.
- God values justice, honesty, humility and love.
- Christians should examine the values guiding their decisions.

4. The Law and the Prophets were proclaimed until John.

- Jesus referred to the period of the Law and the Prophets up to John the Baptist.
- John prepared people for the coming of Jesus and the proclamation of God's Kingdom.
- His ministry encouraged repentance and preparation for God's salvation.

5. The Kingdom of God is being proclaimed.

- Jesus taught that the Kingdom of God was being proclaimed.
- People were responding to its message.
- This demonstrated the importance of accepting God's rule.
- Christians should respond positively to the Gospel.

6. God's Law remains significant.

- Jesus emphasised the enduring importance of God's Law.
- He did not encourage people to disregard God's moral instructions.
- The Law reveals God's standards of righteousness.
- Christians should respect the moral principles contained in Scripture.

7. Marriage is a sacred commitment.

- Jesus addressed divorce and remarriage in Luke 16:18.
- He taught against treating marriage as a casual relationship.
- His teaching emphasised marital faithfulness and responsibility.
- Christians should respect marriage and family commitments.

8. Religious appearance should be accompanied by genuine obedience.

- The Pharisees were criticised for their attitudes.
- Jesus challenged the difference between outward religious appearance and inward moral character.
- Christians should practise what they profess.
- True faith should be demonstrated through actions.

6.5 The Relationship Between the Law and the Kingdom of God

The Law and the Kingdom of God are related because both communicate God's expectations for humanity.

1. Both emphasise obedience to God.
2. Both promote justice and fairness.
3. Both encourage love for other people.

4. Both discourage dishonesty and exploitation.
5. Both promote moral responsibility.
6. Both emphasise faithfulness.
7. Both challenge selfishness and greed.
8. Both encourage respect for human dignity.
9. Both guide people towards righteous living.
10. Both demonstrate God's concern for humanity.

6.6 How Jesus Challenged the Pharisees

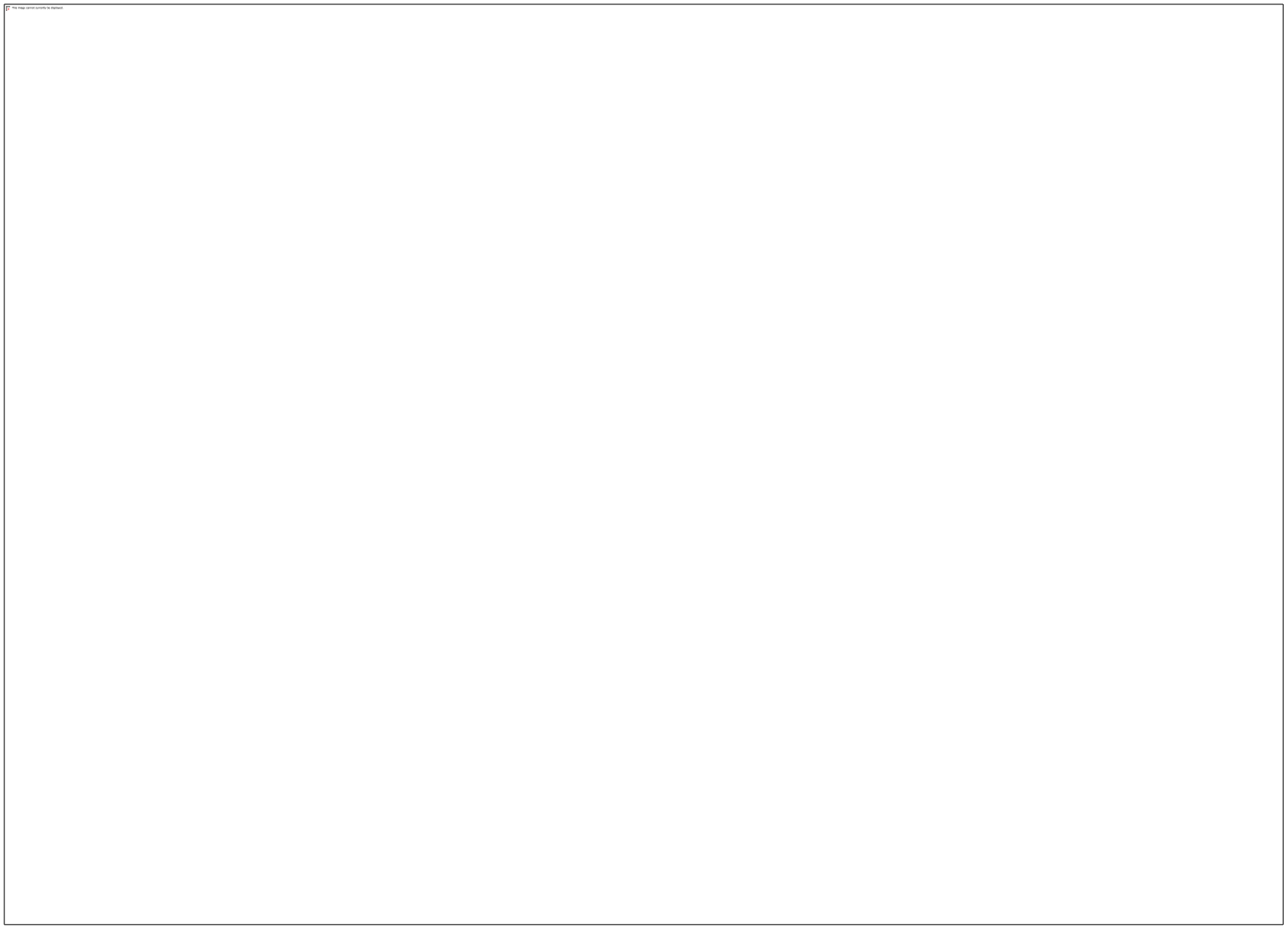
Jesus challenged the Pharisees in several ways:

- He criticised their love of money.
- He exposed their desire for public recognition.
- He challenged their self-righteousness.
- He emphasised the importance of inner purity.
- He condemned hypocrisy.
- He encouraged genuine repentance.
- He emphasised obedience to God.
- He challenged the misuse of religious authority.
- He reminded them that God knows human intentions.
- He taught that religious commitment must be accompanied by righteous conduct.

6.7 Lessons Christians Learn from the Teachings on the Law and the Kingdom of God

1. Christians should obey God's teachings sincerely.
2. They should avoid hypocrisy.
3. They should not worship money or material possessions.
4. They should practise justice and fairness.
5. They should respect marriage and family commitments.
6. They should avoid seeking human praise at the expense of righteousness.
7. They should demonstrate genuine faith through their actions.
8. They should respect the dignity of other people.
9. They should promote honesty in society.
10. They should participate actively in the Kingdom of God.

7.0 THE PARABLE OF THE RICH MAN AND LAZARUS



Bible reference: Luke 16:19-31

7.1 Background of the Parable

Jesus told the Parable of the Rich Man and Lazarus to challenge people's attitudes towards wealth, poverty, compassion and the consequences of their actions.

The parable presents two men whose earthly circumstances were very different.

One was extremely wealthy and enjoyed a luxurious lifestyle. The other was a poor man named Lazarus who suffered from poverty and illness.

The rich man had opportunities to help Lazarus but ignored his suffering.

Jesus used the contrast between their earthly lives and their conditions after death to teach about accountability, compassion, justice and the importance of listening to God's Word.

7.2 Meaning of the Rich Man and Lazarus

The rich man: A wealthy individual who enjoyed material possessions, luxurious clothing and expensive meals but failed to demonstrate compassion towards a poor man at his gate.

Lazarus: A poor and sick man who depended on assistance and experienced suffering during his earthly life.

The parable demonstrates that material wealth does not automatically make a person righteous, and poverty does not mean that a person is rejected by God.

7.3 Narration of the Parable of the Rich Man and Lazarus

1. The rich man's lifestyle

- There was a rich man who dressed in purple and fine linen.
- He lived in luxury and enjoyed expensive meals every day.
- He possessed considerable material wealth.
- He enjoyed a comfortable lifestyle.

2. The condition of Lazarus

- At the rich man's gate lay a poor man named Lazarus.
- Lazarus was covered with sores.
- He longed to eat the crumbs that fell from the rich man's table.
- Even dogs came and licked his sores.
- He lived in difficult circumstances and depended on assistance.

3. The death of Lazarus

- Lazarus eventually died.
- He was carried by angels to Abraham's side.
- This represented a place of comfort and honour.

4. The death of the rich man

- The rich man also died.
- He was buried.
- In Hades, he found himself in torment.
- He looked up and saw Abraham far away with Lazarus beside him.

5. The rich man requests help

- The rich man called upon Abraham.
- He asked Abraham to send Lazarus to dip his finger in water and cool his tongue.
- He was experiencing great distress.

6. Abraham explains the situation

- Abraham reminded the rich man that during his earthly life he had enjoyed good things.
- Lazarus, on the other hand, had experienced suffering.
- Abraham explained that their circumstances had now changed.
- He also explained that a great chasm separated them.
- Those on either side could not cross over.

7. The rich man remembers his family

- The rich man requested that Lazarus be sent to his father's house.
- He had five brothers.
- He wanted Lazarus to warn them so that they would not experience the same fate.

8. Abraham refers to Moses and the Prophets

- Abraham told the rich man that his brothers had Moses and the Prophets.
- He encouraged them to listen to the teachings of Scripture.
- The rich man argued that they would repent if someone returned from the dead to warn them.

9. Abraham emphasises the importance of God's Word

- Abraham explained that if the brothers did not listen to Moses and the Prophets, they would not be convinced even if someone rose from the dead.
- The parable concludes by emphasising the importance of responding to God's Word while one has the opportunity.

8.0 EXPLANATION OF CHARACTERS AND SYMBOLS IN THE PARABLE

Character or symbol	Meaning or significance
Rich man	Represents people who enjoy wealth but neglect the needs of others.
Lazarus	Represents the poor, vulnerable and suffering members of society.
Rich man's gate	Represents the opportunity to help someone in need.
Purple clothing and fine linen	Represent luxury, wealth and high social status.
Rich man's table	Represents abundance and material comfort.
Crumbs	Represent the small assistance that could have been offered to Lazarus.
Dogs	Illustrate Lazarus's vulnerable and difficult circumstances.
Abraham's side	Represents comfort and honour after death.
Hades	Represents the rich man's condition of torment in the parable.
Great chasm	Represents the separation described in the parable after death.
Five brothers	Represent the rich man's surviving family members who needed warning.
Moses and the Prophets	Represent the Scriptures and God's revealed teachings.

9.0 MAIN TEACHINGS OF THE PARABLE OF THE RICH MAN AND LAZARUS

9.1 Christians Should Demonstrate Compassion Towards the Poor

- Lazarus suffered while the rich man enjoyed abundance.
- The rich man failed to respond to Lazarus's needs.
- This demonstrates the danger of ignoring people experiencing poverty.

- Christians should show compassion towards vulnerable individuals.
- They should use their resources to improve the wellbeing of others.

Kenyan example: Christians can support families experiencing poverty through food donations, school supplies and community welfare programmes.

9.2 Material Wealth Does Not Guarantee Eternal Life

- The rich man possessed considerable wealth.
- However, his wealth did not protect him from the consequences described in the parable.
- Jesus demonstrated that material possessions are not the ultimate measure of a person's spiritual condition.
- Christians should prioritise righteousness and faithfulness.

9.3 Neglecting the Needs of Others Is Wrong

- Lazarus was lying at the rich man's gate.
- The rich man had an opportunity to assist him.
- He failed to demonstrate compassion.
- This illustrates the moral responsibility people have towards those in need.

Christian application: People should not ignore suffering when they have the ability to provide appropriate assistance.

9.4 God Is Concerned About the Poor and Vulnerable

- Lazarus suffered during his earthly life.
- His condition was recognised in the parable after death.
- This demonstrates God's concern for vulnerable people.
- Christians should protect the dignity of poor and disadvantaged individuals.

9.5 Human Beings Are Accountable for Their Actions

- Both men eventually died.
- Their earthly conduct was followed by different outcomes in the parable.
- The story teaches that people should take responsibility for their behaviour.
- Christians should make decisions guided by God's teachings.

9.6 Christians Should Not Depend on Wealth for Happiness

- The rich man enjoyed expensive meals and luxurious clothing.
- His possessions did not provide lasting security.
- Christians should avoid making material wealth the foundation of their lives.
- They should seek spiritual values and meaningful relationships.

9.7 Christians Should Use Their Resources to Help Others

- The rich man had sufficient resources to assist Lazarus.
- He failed to use his wealth to relieve suffering.
- Christians should practise generosity.

- They should share their resources with those who genuinely need assistance.

9.8 People Should Listen to God's Word

- Abraham referred the rich man's brothers to Moses and the Prophets.
- This demonstrated the importance of Scripture.
- Christians should study and obey biblical teachings.
- They should not ignore God's instructions.

9.9 Repentance Should Take Place During One's Lifetime

- The rich man wanted his brothers to be warned.
- Abraham emphasised that they already had access to God's teachings.
- The parable encourages people to respond to God's Word while they have the opportunity.
- Christians should not postpone repentance.

9.10 There Is Life Beyond Physical Death

- The parable describes the conditions of the two men after death.
- It teaches that human life has a spiritual dimension.
- Christians believe that earthly actions have spiritual significance.
- Believers should prepare for eternal fellowship with God through faithful living.

9.11 Social Status Should Not Determine Human Worth

- The rich man enjoyed social recognition.
- Lazarus was poor and vulnerable.
- Jesus gave attention to Lazarus despite his low social status.
- Christians should respect all people regardless of economic circumstances.

9.12 Ignoring Injustice Has Serious Consequences

- The rich man ignored the suffering of Lazarus.
- His failure to demonstrate compassion is central to the parable's warning.
- Christians should oppose exploitation and social injustice.
- They should support fairness and human dignity.

10.0 APPLICATION OF THE PARABLE OF THE RICH MAN AND LAZARUS IN KENYA

10.1 Application in Schools

1. Learners should share learning materials with those who lack them.
2. Schools should discourage discrimination against learners from poor families.
3. Learners should support classmates experiencing difficulties.
4. Schools should organise charity activities.
5. Teachers should treat all learners fairly.
6. Learners should avoid mocking classmates because of their economic backgrounds.
7. School clubs should participate in community service.

8. Learners should appreciate the importance of generosity.
9. Students should avoid judging others by their possessions.
10. School leaders should promote equality and inclusion.

10.2 Application in Families

1. Families should support relatives experiencing poverty.
2. Parents should teach children generosity.
3. Family resources should be shared responsibly.
4. Family members should care for sick and elderly relatives.
5. Children should respect domestic workers and other people regardless of their economic status.
6. Families should avoid excessive spending on luxuries while neglecting essential needs.
7. Parents should teach children the importance of helping others.
8. Families should participate in charitable activities.

10.3 Application in Churches

1. Churches should establish programmes to support vulnerable families.
2. Christians should donate food and clothing to people in need.
3. Churches should visit sick and elderly people.
4. Church members should support disadvantaged learners.
5. Churches should encourage responsible use of donations.
6. Religious leaders should teach about justice and compassion.
7. Churches should support community welfare programmes.
8. Christians should avoid favouring wealthy members over poor members.

10.4 Application in Kenyan Society

The parable challenges Kenyans to:

- Address poverty through responsible community initiatives.
- Support vulnerable households.
- Promote access to education.
- Provide assistance to people with disabilities.
- Respect the dignity of all citizens.
- Avoid corruption and exploitation.
- Support access to healthcare.
- Promote fair distribution of opportunities.
- Protect the rights of vulnerable groups.
- Encourage responsible leadership and social justice.

11.0 COMPARISON OF THE THREE TEACHINGS IN LUKE 16

Aspect	Dishonest Manager	Law and Kingdom of God	Rich Man and Lazarus
Bible reference	Luke 16:1–13	Luke 16:14–18	Luke 16:19–31
Main subject	Stewardship and wealth	Righteousness and obedience	Wealth, compassion and accountability
Main characters	Rich man, manager and debtors	Jesus and Pharisees	Rich man, Lazarus and Abraham
Main concern	Responsible use of possessions	Genuine righteousness	Treatment of vulnerable people
Main teaching	Be faithful and wise in handling resources	God values inner righteousness	Wealth should not lead to selfishness
Warning	Dishonesty and serving money	Hypocrisy and love of money	Neglecting the poor
Christian response	Responsible stewardship	Obedience to God's teachings	Generosity and compassion

11.1 Similarities Among the Three Teachings

1. All are found in Luke 16.
2. All were taught by Jesus during His ministry.
3. All address people's attitudes towards material possessions.
4. All emphasise moral responsibility.
5. All challenge greed and selfishness.
6. All promote faithfulness.
7. All encourage obedience to God.
8. All demonstrate the importance of righteous living.
9. All challenge Christians to examine their priorities.
10. All teach that earthly possessions should not replace spiritual commitment.

12.0 CHRISTIAN VALUES PROMOTED IN LUKE 16

Value	Explanation
Honesty	Christians should be truthful in handling money and property.
Faithfulness	They should fulfil their responsibilities dependably.
Accountability	People should be answerable for the resources entrusted to them.
Generosity	Christians should share resources with people in need.
Compassion	They should care about the suffering of others.
Justice	They should treat people fairly.
Integrity	They should avoid corruption and dishonest practices.

Humility	They should not consider themselves superior because of wealth.
Wisdom	They should make responsible decisions.
Responsibility	They should use their possessions and opportunities appropriately.
Stewardship	They should manage resources for the benefit of humanity and God's creation.
Love	They should demonstrate concern for God and other people.

13.0 PERTINENT AND CONTEMPORARY ISSUES (PCIs)

The teachings in Luke 16 address challenges affecting contemporary Kenyan society.

13.1 Corruption

- Corruption involves the misuse of entrusted authority for personal gain.
- The dishonest manager demonstrates the danger of abusing positions of responsibility.
- Christians should oppose bribery, fraud and embezzlement.
- Public and private institutions should promote transparency.

13.2 Poverty and Inequality

- The Rich Man and Lazarus demonstrates the contrast between wealth and poverty.
- Christians should show concern for disadvantaged people.
- Society should promote equal opportunities.
- Churches should participate in poverty-reduction activities.

13.3 Financial Literacy

- The Dishonest Manager demonstrates the importance of planning.
- Christians should learn to budget, save and manage money.
- Young people should develop responsible financial habits.
- Financial resources should be used for genuine needs.

13.4 Social Justice

- Lazarus's condition demonstrates the need to care for vulnerable people.
- Christians should oppose discrimination and exploitation.
- Society should respect human rights.
- Leaders should ensure fairness in the distribution of opportunities.

13.5 Responsible Leadership

- The manager was expected to manage resources faithfully.
- Leaders should be accountable for their decisions.
- Institutions should maintain accurate records.
- Leadership should be based on service rather than personal gain.

13.6 Sustainable Development

- Christians should use resources responsibly.
- They should avoid wastage.
- They should protect the environment.
- They should support initiatives that improve community wellbeing.

14.0 PARTICIPATING IN THE KINGDOM OF GOD THROUGH TRUE RICHES

Christians demonstrate participation in the Kingdom of God by living according to God's teachings rather than making material wealth their main priority.

Ways learners can participate

1. Being honest in academic work.
2. Avoiding examination cheating.
3. Sharing resources with classmates.
4. Helping vulnerable people.
5. Participating in Christian Union activities.
6. Respecting teachers and fellow learners.
7. Taking care of school property.
8. Participating in community service.
9. Supporting environmental conservation.
10. Avoiding corruption and dishonest practices.
11. Demonstrating forgiveness.
12. Promoting peace and reconciliation.
13. Respecting people from different backgrounds.
14. Participating in charitable activities.
15. Using digital platforms responsibly.

LEARNING ACTIVITIES AND PRACTICAL APPLICATIONS

Activity 1: Group Discussion

Read Luke 16:1–13 and discuss:

1. Why was the manager dismissed?
2. What did he do after learning that he would lose his job?
3. Why did the master commend him?
4. What lessons can Christians learn from the parable?
5. How can learners demonstrate responsible stewardship?

Expected outcome: Learners develop critical-thinking and communication skills.

Activity 2: Role-Play

Learners work in groups to dramatise the Parable of the Dishonest Manager.

Suggested characters:

- The rich man.
- The manager.
- The first debtor.
- The second debtor.

- Other servants.

After the presentation, learners explain the lessons learnt from the story.

Activity 3: Research on the Law and the Kingdom of God

Learners read Luke 16:14–18 and other relevant biblical passages.

They prepare a presentation explaining:

- The meaning of the Law.
- The meaning of the Kingdom of God.
- Jesus' teachings on righteousness.
- The dangers of hypocrisy.
- The importance of obedience to God.

Activity 4: Role-Play on the Rich Man and Lazarus

Learners dramatise the parable using the following characters:

- The rich man.
- Lazarus.
- Abraham.
- The five brothers.
- Narrator.

After the role-play, learners identify the values and lessons communicated.

Activity 5: Community Interview

Learners interview a pastor, priest or chaplain on the following questions:

1. How does the Church teach Christians to manage material wealth?
2. What activities does the Church organise to support poor families?
3. How does the Church promote financial accountability?
4. Why should Christians avoid greed?
5. How does the Church encourage generosity?
6. What challenges affect efforts to support vulnerable people?

Learners prepare and present a report.

Activity 6: Personal Reflection

Learners write a short reflection on:

"How can I use my talents, time and material resources to participate in the Kingdom of God?"

They should include practical examples from their school, home and community.

REVISION QUESTIONS

SECTION A – 30 MARKS

MULTIPLE-CHOICE QUESTIONS

Instructions: Choose the correct answer from the alternatives A, B, C and D.

1. The Parable of the Dishonest Manager is recorded in

A. Luke 10:1–12.

B. Luke 16:1–13.

C. Matthew 5:1–12.

D. John 4:1–26.

2. The manager in the parable was employed to

A. teach in a synagogue.

B. manage the property of a rich man.

C. collect taxes for the Roman government.

D. supervise fishermen.

3. Why did the rich man summon his manager?

A. He wanted to increase his salary.

B. He wanted to give him more property.

C. He had received reports that the manager was wasting his possessions.

D. He wanted him to travel abroad.

4. What did the master demand from the manager?

A. An account of his management.

B. A new business plan.

C. A marriage certificate.

D. A list of his relatives.

5. What did the manager fear after losing his employment?

A. Becoming a soldier.

B. Having to dig or beg for a living.

C. Travelling to Jerusalem.

D. Becoming a fisherman.

6. What did the manager instruct the debtor who owed one hundred measures of oil to write?

A. Fifty measures.

B. Sixty measures.

C. Seventy measures.

D. Eighty measures.

7. The debtor who owed one hundred measures of wheat was instructed to write

A. fifty.

B. sixty.

C. seventy.

D. eighty.

8. The master commended the manager mainly for his

A. honesty.

B. shrewdness.

C. generosity.

D. religious commitment.

9. The manager's commendation teaches Christians the importance of

A. cheating others.

B. avoiding responsibility.

C. foresight and wise planning.

D. manipulating financial records.

10. According to Luke 16:10, a person who is faithful in very little will also be faithful in

A. much.

B. nothing.

C. poverty.

D. failure.

11. Stewardship refers to

A. accumulating wealth for personal pleasure.

B. managing resources entrusted to an individual responsibly.

C. refusing to share possessions.

D. avoiding accountability.

12. According to Luke 16:13, Jesus taught that a person cannot serve both

A. parents and children.

B. teachers and learners.

C. God and money.

D. friends and neighbours.

13. Mammon refers to

A. wealth or material possessions treated as an object of devotion.

B. a religious ceremony.

C. a farming tool.

D. a type of prayer.

14. True riches are best described as

A. expensive vehicles and houses.

B. spiritual and moral blessings.

C. large amounts of money.

D. political power.

15. One example of true riches is

A. dishonesty.

B. greed.

C. faithfulness.

D. exploitation.

16. In Luke 16:14–18, the Pharisees were criticised partly because they were

A. lovers of money.

B. poor farmers.

C. Roman soldiers.

D. fishermen.

17. Jesus taught that God knows

A. only people's possessions.

B. only their public actions.

C. the human heart.

D. only their occupations.

18. According to Jesus, human approval is

A. more important than obedience to God.

B. not the ultimate measure of righteousness.

C. the only basis of salvation.

D. more valuable than truth.

19. The Law and the Prophets were proclaimed until

A. Abraham.

B. Moses.

C. John.

D. Peter.

20. Jesus' teaching on marriage in Luke 16:18 emphasises

A. faithfulness and responsibility in marriage.

B. the importance of material wealth.

C. the rejection of family life.

D. the accumulation of property.

21. The Parable of the Rich Man and Lazarus is recorded in

A. Luke 16:19–31.

B. Luke 8:1–15.

C. Matthew 13:1–9.

D. John 11:1–44.

22. What was the rich man known for?

A. Living in poverty.

B. Dressing in purple and fine linen and enjoying luxurious meals.

C. Working as a shepherd.

D. Caring for sick people.

23. Where did Lazarus lie?

A. In the rich man's garden.

B. At the rich man's gate.

C. In a synagogue.

D. In a marketplace.

24. What did Lazarus desire to eat?

A. Bread from Abraham's table.

B. Fruits from a garden.

C. Crumbs falling from the rich man's table.

D. Food from the temple.

25. After his death, Lazarus was carried by angels to

A. the rich man's house.

B. Abraham's side.

C. Jerusalem.

D. the marketplace.

26. What did the rich man request from Abraham?

A. More material wealth.

B. For Lazarus to bring him water.

C. A new house.

D. A new family.

27. Abraham explained that a great chasm existed between

A. the rich man's house and the market.

B. the rich man and Lazarus.

C. Jerusalem and Galilee.

D. the temple and the synagogue.

28. How many brothers did the rich man have?

A. Two.

B. Three.

C. Four.

D. Five.

29. Abraham told the rich man that his brothers should listen to

A. the Roman rulers.

B. Moses and the Prophets.

C. wealthy merchants.

D. the temple guards.

30. Which Christian value is most clearly demonstrated by helping vulnerable people in society?

A. Greed.

B. Pride.

C. Compassion.

D. Selfishness.

SECTION B: STRUCTURED QUESTIONS

50 MARKS

Instructions: Answer all questions. Give clear explanations and relevant examples.

QUESTION 31: THE PARABLE OF THE DISHONEST MANAGER (10 MARKS)

a) Define the term stewardship. (2 marks)

b) Narrate four events in the Parable of the Dishonest Manager as recorded in Luke 16:1–13. (4 marks)

c) Explain four lessons Christians learn from the parable. (4 marks)

QUESTION 32: APPLICATION OF THE DISHONEST MANAGER (10 MARKS)

a) Give five reasons why the manager was considered dishonest. (5 marks)

b) Explain five ways in which Christians can demonstrate responsible stewardship of resources in Kenyan schools, families and churches. (5 marks)

QUESTION 33: THE LAW AND THE KINGDOM OF GOD (10 MARKS)

a) Explain the meaning of the Law of Moses. (2 marks)

b) Explain four teachings of Jesus on the Law and the Kingdom of God in Luke 16:14–18. (4 marks)

c) State four ways in which Christians can demonstrate participation in the Kingdom of God. (4 marks)

QUESTION 34: THE PARABLE OF THE RICH MAN AND LAZARUS (10 MARKS)

a) Narrate the Parable of the Rich Man and Lazarus as recorded in Luke 16:19–31. (5 marks)

b) Explain five lessons Christians learn from the parable. (5 marks)

QUESTION 35: TRUE RICHES AND CHRISTIAN RESPONSIBILITY (10 MARKS)

Read the following scenario and answer the questions that follow.

A wealthy businessperson in Narok County lives in a luxurious home and owns several businesses. Near his business premises is a vulnerable family experiencing financial difficulties. Although the businessperson has sufficient resources to assist, he ignores the family. Meanwhile, a Christian youth

group organises a community outreach programme to provide food, school materials and spiritual encouragement to disadvantaged families.

a) Identify three teachings from Luke 16 that are relevant to the scenario. (3 marks)

b) Explain three reasons why Christians should invest in true riches rather than concentrating on material wealth. (3 marks)

c) State four ways in which the youth group demonstrates participation in the Kingdom of God. (4 marks)

19.0 SUGGESTED BIBLICAL REFERENCES FOR FURTHER STUDY

Biblical reference	**Main teaching**
Luke 16:1–13	The Dishonest Manager and responsible use of wealth.
Luke 16:14–18	The Law and the Kingdom of God.
Luke 16:19–31	The Rich Man and Lazarus.
Matthew 6:19–21	Treasures in heaven.
Matthew 6:24	God and money.
Matthew 25:14–30	The Parable of the Talents.
Proverbs 11:1	Honesty in business transactions.
Proverbs 19:17	Helping the poor.
James 2:14–17	Faith demonstrated through practical actions.
1 Timothy 6:6–10	Godliness, contentment and the dangers of the love of money.
1 Timothy 6:17–19	Using wealth to do good and become rich in good deeds.
Acts 4:32–35	Sharing resources in the early Church.
Galatians 6:9–10	Doing good to others.

STRAND 2.0: THE NEW TESTAMENT

SUB-STRAND 2.11: JOURNEY TO JERUSALEM

TOPIC: THE POWER OF FAITH, HEALING THE TEN LEPERS AND THE COMING OF THE KINGDOM OF GOD

Main Biblical References: Luke 17:1–37

Supporting Biblical References: Matthew 17:20; Mark 11:22–24; Romans 10:17; Hebrews 11:1–6; Matthew 6:25–34; Matthew 24:36–44; 1 Thessalonians 5:1–11.

1.0 INTRODUCTION

In Luke 17, Jesus continued teaching His disciples as He journeyed towards Jerusalem. He taught them important lessons concerning faith, forgiveness, humility, gratitude, service and readiness for the Kingdom of God.

The chapter contains three major teachings:

1. **The Power of Faith (Luke 17:1-10):** Jesus taught His disciples about avoiding sin, forgiving others, having faith and serving God humbly.
2. **Healing the Ten Lepers (Luke 17:11-19):** Jesus healed ten men suffering from leprosy, but only one returned to thank Him.
3. **The Coming of the Kingdom of God (Luke 17:20-37):** Jesus explained the nature of God's Kingdom and warned His followers to remain spiritually prepared for His coming.

These teachings remain relevant to Christians in Kenya today. They encourage believers to trust God, forgive others, appreciate His blessings, serve faithfully and live responsibly as they await the fulfilment of God's Kingdom.

Expected learning outcomes

By the end of this sub-strand, the learner should be able to:

- Explain the meaning of faith.
- Interpret the teachings of Jesus in Luke 17:1–10.
- Explain the relationship between faith and forgiveness.
- Relate the miracle of healing the ten lepers.
- Deduce lessons from the healing of the ten lepers.
- Explain the meaning and nature of the Kingdom of God.
- Describe Jesus' teachings about the coming of the Kingdom of God.
- Apply the teachings of Jesus in daily life.
- Demonstrate gratitude, humility, forgiveness, trust and readiness for God's Kingdom.

2.0 THE POWER OF FAITH

2.1 Meaning of faith

Faith is complete trust, confidence and belief in God and His promises, even when a person cannot physically see the outcome.

Faith involves trusting God's power, accepting His word and acting according to His will.

In Christianity, faith is not merely agreeing that God exists. It involves a personal relationship with God demonstrated through obedience, prayer, good actions and confidence in His promises.

Biblical definition of faith

Hebrews 11:1 describes faith as the assurance of things hoped for and the conviction of things not seen.

This means that:

- A Christian trusts God even when circumstances are difficult.
- A believer remains confident in God's promises even when their fulfilment is not immediate.
- Faith gives Christians courage to face challenges.
- Faith motivates believers to obey God's teachings.
- Faith enables Christians to depend on God rather than relying entirely on their own strength.

Examples of faith in everyday life

1. A learner prays and trusts God while preparing for national examinations.
2. A farmer prays for favourable weather and responsibly prepares the farm for planting.
3. A patient prays for healing while following appropriate medical advice.
4. A family trusts God during financial difficulties while working honestly.
5. A Christian forgives someone who has wronged them because Jesus taught forgiveness.
6. A young person refuses to participate in corruption or dishonesty because of their faith in God.



2.2 Characteristics of genuine Christian faith

Genuine Christian faith has the following characteristics:

1. **Trust in God:** A believer depends on God's wisdom, love and power.

2. **Obedience:** Faith leads Christians to follow God's commandments and teachings.

3. **Patience:** Christians remain hopeful when answers to prayers seem delayed.

4. **Commitment:** A believer remains devoted to God even during difficult circumstances.

5. **Love:** Genuine faith is demonstrated through love for God and other people.

6. **Forgiveness:** Christians are willing to forgive those who offend them.

7. **Humility:** A believer recognises that human beings depend on God's grace.

8. **Hope:** Faith enables Christians to remain hopeful about God's promises.

9. **Good works:** Genuine faith is reflected in responsible actions and service to others.

10. **Perseverance:** Christians continue doing what is right despite challenges.

2.3 The relationship between faith and good works

Faith and good works are closely related in Christian teaching.

- Faith is the inner trust and confidence a person has in God.
- Good works are actions that demonstrate the presence of genuine faith.
- A Christian should not claim to have faith while deliberately practising injustice, hatred and dishonesty.
- Good works do not mean that human beings can purchase salvation. Rather, they demonstrate a living faith.

James 2:17 teaches that faith without works is dead.

Example: A learner who claims to believe in God should demonstrate that faith by being honest during examinations, respecting others and helping those in need.

3.0 THE TEACHINGS OF JESUS IN LUKE 17:1-10

3.1 Introduction

In Luke 17:1–10, Jesus instructed His disciples on how to live responsibly as members of God's Kingdom.

His teachings addressed:

- Avoiding situations that lead others into sin.
- Forgiving those who offend us.
- Correcting people who do wrong.
- Having faith in God.
- Serving God with humility.
- Avoiding pride when fulfilling Christian responsibilities.

These teachings show that Christian faith should influence relationships, behaviour and service.

3.2 Avoiding occasions of sin (Luke 17:1-2)

Jesus taught that occasions for people to stumble would inevitably arise, but warned against becoming the cause of another person's wrongdoing.

A stumbling block refers to anything or anyone that encourages another person to sin or abandon what is right.

Meaning of causing others to stumble

A person causes another to stumble when their words, actions or behaviour influence someone negatively.

Examples of actions that may cause others to stumble

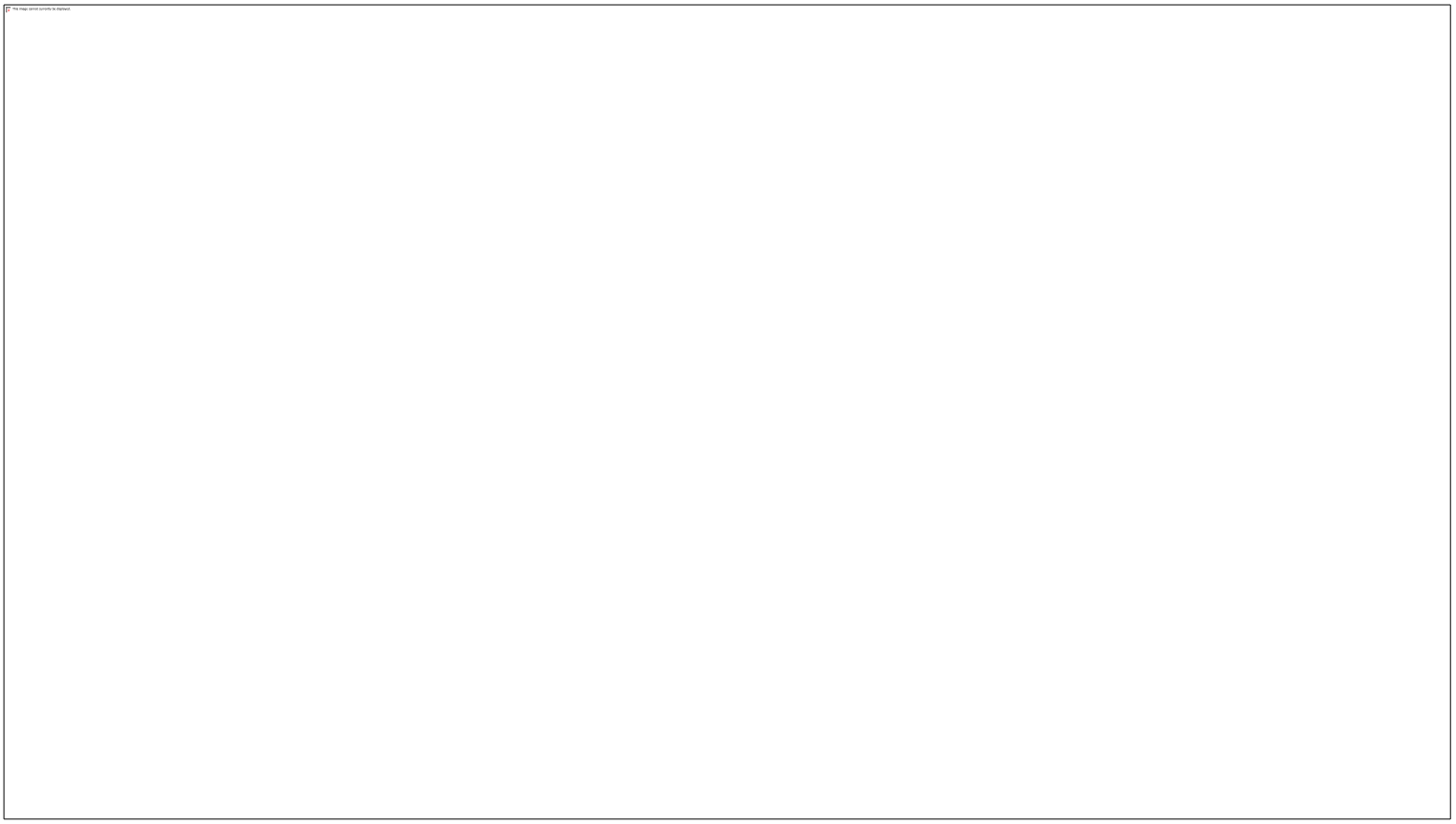
1. Encouraging friends to cheat during examinations.
2. Persuading young people to engage in dishonest activities.
3. Using abusive language that encourages hatred and conflict.
4. Giving a bad example through corruption or stealing.
5. Pressuring others to participate in harmful behaviour.
6. Spreading false information that causes division.
7. Misusing authority to exploit vulnerable people.
8. Encouraging classmates to disobey reasonable school rules.

Jesus' warning

Jesus emphasised the seriousness of leading others into sin. He used strong language to show that people should take responsibility for the influence they have on others.

Lessons Christians learn

- Christians should avoid encouraging others to sin.
- Parents should guide children through responsible behaviour.
- Teachers should act as good role models to learners.
- Church leaders should demonstrate integrity.
- Young people should choose friends who encourage positive behaviour.
- People in positions of authority should avoid exploiting others.
- Christians should use social media responsibly.



3.3 The importance of forgiveness (Luke 17:3-4)

Jesus instructed His disciples to be watchful and to forgive those who wrong them.

He taught that if a fellow believer sins, the offender should be corrected. If the person repents, forgiveness should be offered.

Jesus further emphasised that forgiveness should be extended repeatedly.

Meaning of forgiveness

Forgiveness is the willingness to release resentment and the desire for revenge against someone who has wronged us.

It involves recognising the wrong committed, responding appropriately and choosing not to remain controlled by bitterness.

Steps involved in Christian forgiveness

1. **Recognising the offence:** A person identifies the wrong that has been committed.

2. **Correcting the offender:** The person who has done wrong is respectfully guided to recognise the mistake.

3. **Repentance:** The offender acknowledges the wrong and expresses willingness to change.

4. **Offering forgiveness:** The offended person chooses to forgive rather than seek revenge.

5. **Reconciliation:** Where possible and safe, the two parties work towards restoring their relationship.

6. **Changing behaviour:** The offender demonstrates genuine repentance through improved conduct.

Importance of forgiveness

- It promotes peace among people.
- It restores broken relationships.
- It reduces hatred and bitterness.

- It encourages unity in families and communities.
- It promotes cooperation in schools and workplaces.
- It reflects the character of God.
- It strengthens Christian relationships.
- It prevents unnecessary conflicts.
- It promotes emotional and spiritual well-being.

Practical examples in Kenya

- A learner forgives a classmate who apologises for insulting them.
- A husband and wife resolve disagreements through dialogue and forgiveness.
- Neighbours settle disputes over boundaries through peaceful discussion.
- Church members forgive one another after disagreements.
- Community members work together after resolving misunderstandings.

Forgiveness does not mean

- Approving wrongdoing.
- Pretending that an offence never happened.
- Encouraging someone to continue behaving wrongly.
- Avoiding appropriate accountability.
- Remaining in an unsafe situation.
- Refusing to seek help when serious harm or abuse has occurred.

Christian forgiveness should be accompanied by wisdom, justice, repentance and responsible action.

3.4 The disciples' request for increased faith (Luke 17:5)

After listening to Jesus' teachings, the apostles asked Him to increase their faith.

This request suggests that the disciples recognised the difficulty of living according to Jesus' expectations.

They understood that forgiving repeatedly, resisting temptation and remaining committed to God required strong faith.

Why the disciples asked Jesus to increase their faith

1. They recognised their human weaknesses.
2. They understood that forgiveness could be difficult.
3. They needed spiritual strength to obey Jesus.
4. They wanted to overcome doubt and fear.
5. They desired to become more committed followers of Christ.
6. They understood that faith was essential in Christian living.

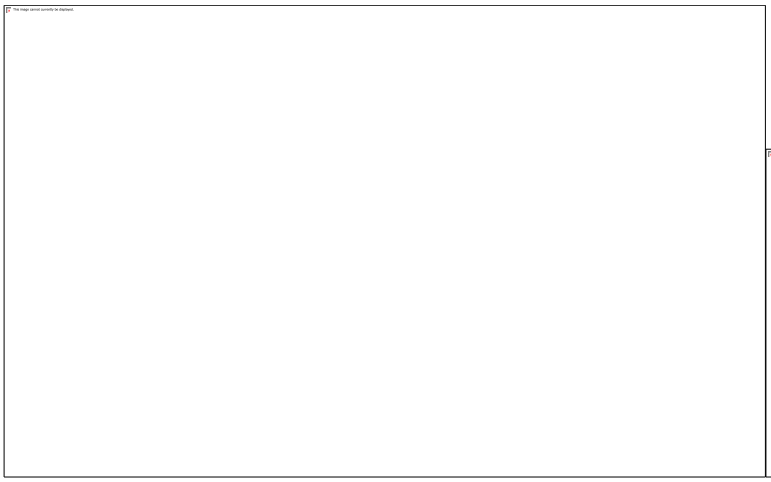
Lessons from the disciples' request

- Christians should recognise their dependence on God.

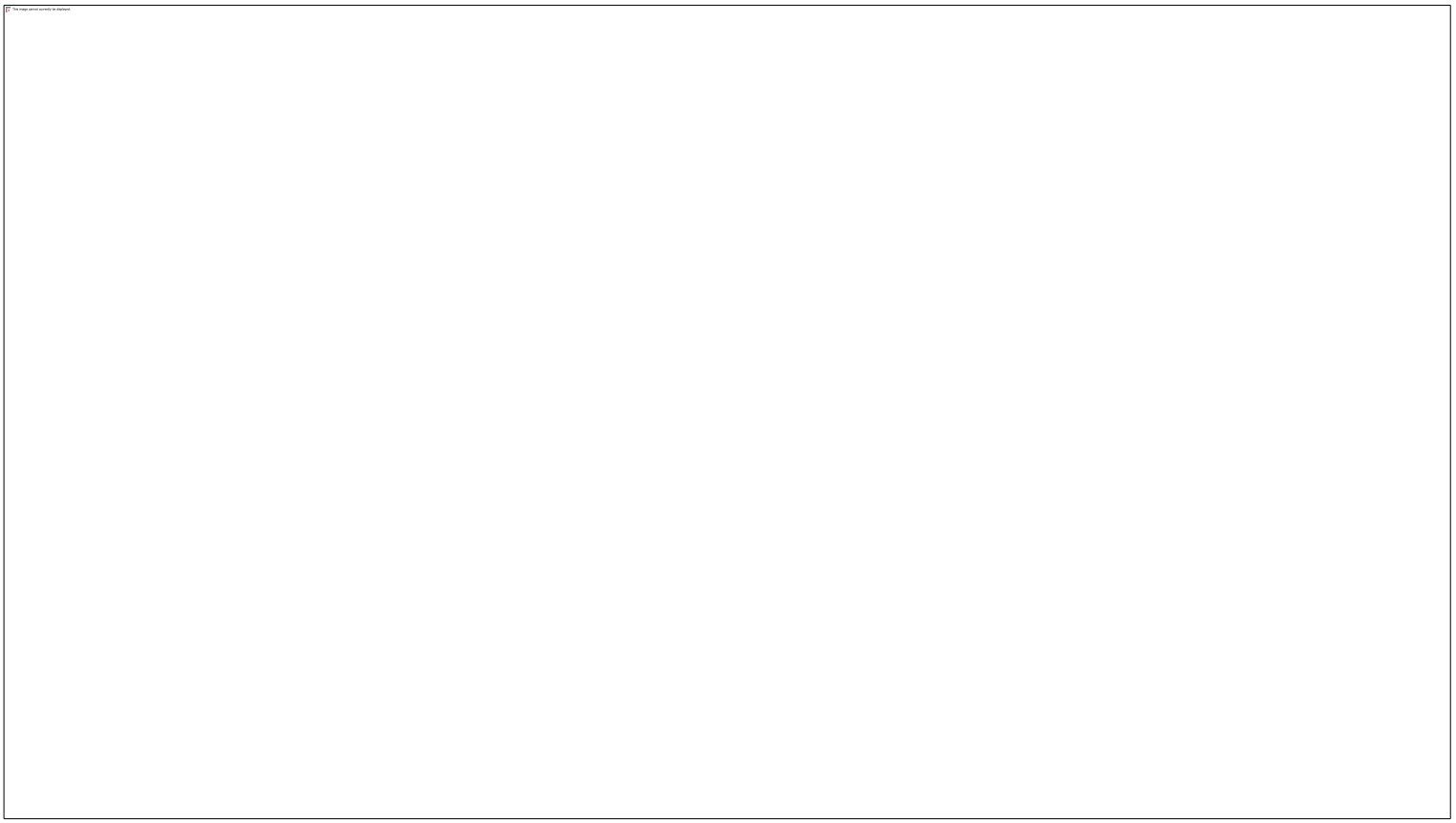
- Believers should pray for stronger faith.
- Spiritual growth requires continuous learning.
- Christians should not be ashamed to ask God for help.
- Difficult situations can provide opportunities for spiritual growth.
- Faith should be strengthened through prayer, Bible study and obedience.

3.5 Faith as small as a mustard seed (Luke 17:6)

Jesus responded by teaching that if the disciples had faith as small as a mustard seed, they could command a sycamine tree to be uprooted and planted in the sea, and it would obey them.







Meaning of the mustard seed illustration

A mustard seed is very small. Jesus used it to illustrate the power of genuine faith.

His teaching emphasised that the effectiveness of faith does not depend on its outward size or appearance but on genuine trust in God.

The sycamine tree represented a seemingly difficult or deeply rooted obstacle.

Meaning of the illustration

1. **Small beginnings can produce significant results:** A small seed can grow into a plant. Similarly, genuine faith can produce meaningful spiritual growth.

2. **Faith makes Christians confident in God:** Believers trust God's ability rather than focusing only on the size of their challenges.

3. **Faith overcomes difficulties:** Christians can face difficult circumstances with courage and hope.

4. **God is more powerful than human limitations:** Believers should not assume that a problem is beyond God's ability.

5. **Faith requires trust and obedience:** Christians should act according to God's will.

What the mustard seed does not teach

Jesus was not teaching that Christians can control God or obtain anything they desire simply by making a demand.

Rather, the illustration emphasises confidence in God's power and the importance of genuine faith.

Lessons from Luke 17:6

- Christians should have genuine faith in God.
- Believers should not underestimate the power of trusting God.
- Faith should be accompanied by obedience.
- Christians should remain hopeful in challenging circumstances.
- Believers should depend on God rather than pride.
- Faith should grow through prayer and spiritual discipline.

3.6 The parable of the servant's duty (Luke 17:7-10)

Jesus used an illustration of a servant who worked in the field and later served the master at the table.

The master did not necessarily praise the servant simply for performing the duties expected of him.

Jesus then applied the illustration to His disciples, teaching them to serve God humbly and avoid boasting about their achievements.

Meaning of the parable

The parable teaches that serving God is a responsibility and a privilege. Christians should not expect to be praised or rewarded as though God owes them something.

The phrase about being unworthy servants does not mean that human beings have no value. It teaches humility and recognition that service to God is a duty.

Lessons from the parable

1. **Humility:** Christians should serve God without pride.

2. **Faithfulness:** Believers should carry out their responsibilities diligently.

3. **Obedience:** Christians should obey God's instructions.

4. **Selfless service:** People should help others without always expecting recognition.

5. **Avoiding pride:** A person should not boast about performing Christian duties.

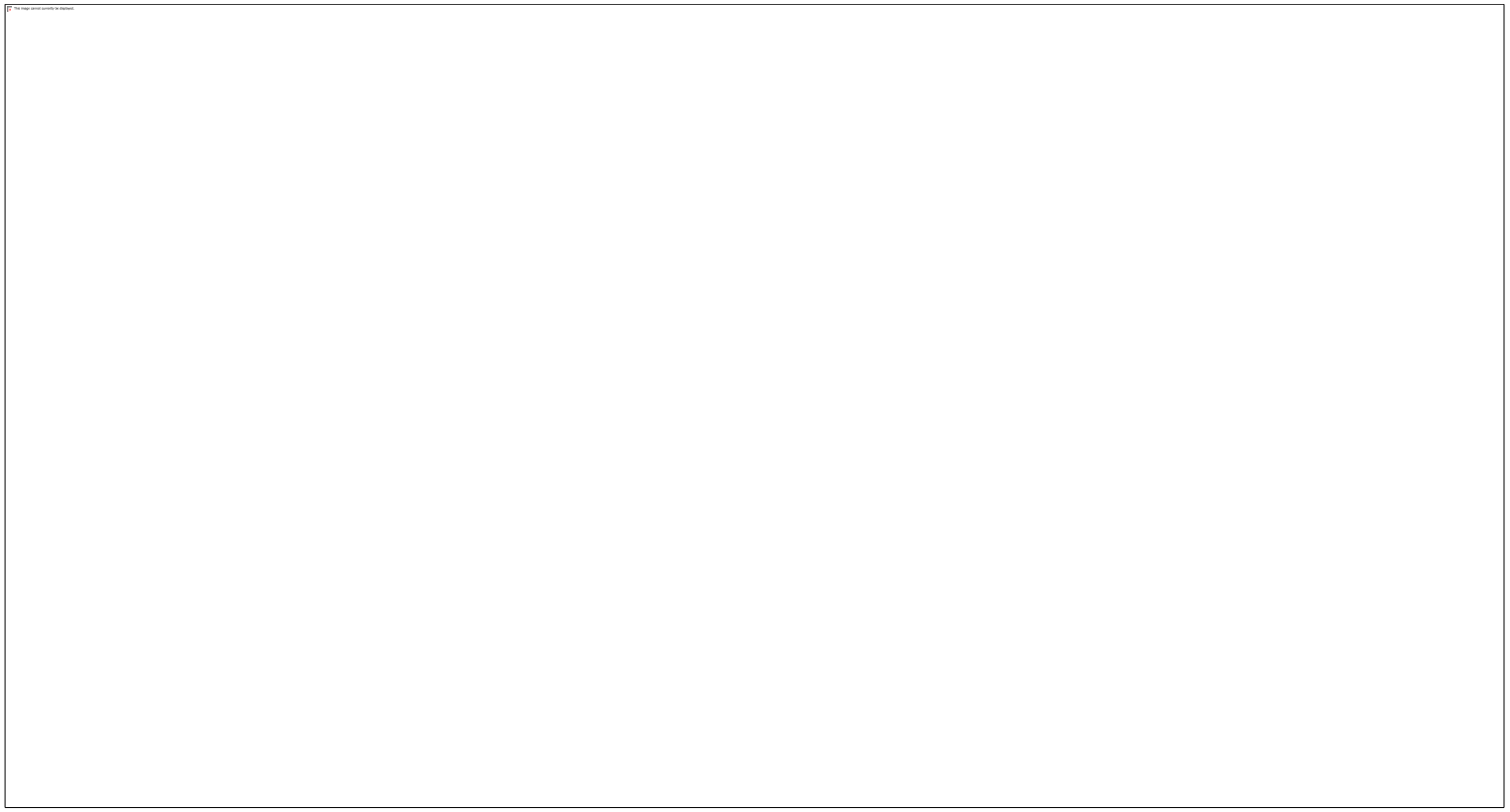
6. **Responsibility:** Every believer has a role to play in God's work.

7. **Gratitude:** Christians should appreciate the opportunity to serve God.

8. **Commitment:** Believers should remain faithful even when their efforts are not publicly recognised.

Application in Kenya

- A teacher serves learners diligently without favouritism.
- A church member participates in community service without seeking publicity.
- A student performs assigned duties responsibly.
- A leader serves the community rather than exploiting public office.
- A volunteer helps vulnerable families without demanding praise.



3.7 Summary of the teachings in Luke 17:1-10

Biblical passage	Main teaching
Luke 17:1–2	Avoid leading others into sin
Luke 17:3	Correct those who do wrong
Luke 17:3–4	Forgive repeatedly when there is repentance
Luke 17:5	Pray for increased faith
Luke 17:6	Genuine faith has great power
Luke 17:7–10	Serve God humbly and faithfully

3.8 Ways Christians can strengthen their faith

1. **Prayer:** Communicating with God regularly strengthens dependence on Him.

2. **Reading the Bible:** Scripture provides guidance and teaches believers about God's promises.

3. **Worship:** Participating in worship encourages spiritual growth.

4. **Fellowship:** Meeting with other Christians provides encouragement and support.

5. **Obedience:** Practising God's teachings demonstrates commitment.

6. **Helping others:** Acts of kindness put Christian faith into practice.

7. **Reflection:** Examining one's behaviour helps identify areas that need spiritual improvement.

8. **Perseverance:** Remaining committed to God during challenges strengthens faith.

9. **Learning from Christian role models:** Studying the lives of faithful Christians provides encouragement.

10. **Giving thanks:** Appreciating God's blessings strengthens trust and contentment.

4.0 HEALING THE TEN LEPERS (LUKE 17:11-19)

4.1 Introduction

In Luke 17:11–19, Jesus healed ten men who were suffering from leprosy as He travelled towards Jerusalem. The incident demonstrates Jesus' compassion, healing power and concern for people who were rejected by society.

The miracle also teaches important lessons about faith, obedience, gratitude and worship.



4.2 Meaning of leprosy

Leprosy is a chronic infectious disease caused by bacteria known as *Mycobacterium leprae*. It mainly affects the skin and peripheral nerves and can also affect other parts of the body.

In biblical times, the term leprosy was used more broadly for certain visible skin conditions. People identified as having such conditions could experience social and religious exclusion.

Experiences of people with leprosy in biblical times

1. **Social isolation:** People with the condition could be separated from the wider community.

2. **Religious restrictions:** Under the Old Testament laws concerning skin diseases, affected people were examined by priests and declared clean or unclean.

3. **Separation from family:** Some affected people could not continue living normally with their families.

4. **Economic difficulties:** Social exclusion could prevent them from participating fully in economic activities.

5. **Stigma and discrimination:** People with visible skin conditions could be treated unfairly.

6. **Emotional suffering:** Isolation could lead to loneliness, rejection and loss of dignity.

Important distinction: Biblical accounts of leprosy should be understood in their historical context. Modern leprosy is treatable, and people affected by it deserve dignity, care and freedom from discrimination.

4.3 The circumstances surrounding the healing (Luke 17:11-12)

As Jesus travelled towards Jerusalem, He passed through the region between Samaria and Galilee.

He entered a village where ten men suffering from leprosy met Him.

Because of their condition and the social restrictions associated with it, they stood at a distance.

They raised their voices and called out:

"Jesus, Master, have mercy on us!"

Why the ten lepers called out to Jesus

- They had heard about His healing power.
- They believed He could help them.
- They were suffering physically and socially.
- They desired restoration to normal community life.
- They recognised Jesus as a person who could show them mercy.
- They had hope that their condition could change.

Lessons from their actions

1. Christians should seek God's help during difficult situations.
2. People should not lose hope when facing challenges.
3. Believers should approach God with humility.
4. Christians should show compassion to people who are suffering.
5. People should not discriminate against others because of illness or disability.

4.4 Jesus' instruction to the ten lepers (Luke 17:13-14)

Jesus heard their request and instructed them to go and show themselves to the priests.

They obeyed His instruction. As they went, they were cleansed.

Why Jesus instructed them to show themselves to the priests

In Jewish society, priests had responsibilities under the law concerning the examination of certain skin conditions.

A priest could examine a person and declare whether the person was clean. This declaration was important for restoration to normal religious and community life.

Therefore, Jesus' instruction was significant because:

- It followed the accepted religious procedure of the time.

- It enabled the healed people to seek official confirmation of their condition.
- It provided a path towards restoration to community life.
- It demonstrated the importance of obedience and faith.

Lessons from the obedience of the ten lepers

1. **Obedience:** They followed Jesus' instruction even before seeing the result.
2. **Faith:** Their willingness to go demonstrated confidence in Jesus.
3. **Patience:** They acted without demanding an immediate visible sign.
4. **Trust:** They depended on Jesus' word.
5. **Hope:** They believed that their lives could be transformed.

Application to Christians today

- Christians should obey God's teachings.
- Believers should act responsibly on the guidance they receive.
- People should remain hopeful during difficult circumstances.
- Christians should combine prayer with appropriate practical action.
- Learners should follow good guidance from parents, teachers and other responsible people.

4.5 The gratitude of the Samaritan (Luke 17:15-16)

As the ten men went on their way, they were cleansed.

One of them realised that he had been healed. He turned back, praising God with a loud voice.

He fell at Jesus' feet and thanked Him.

Luke identifies this man as a Samaritan.

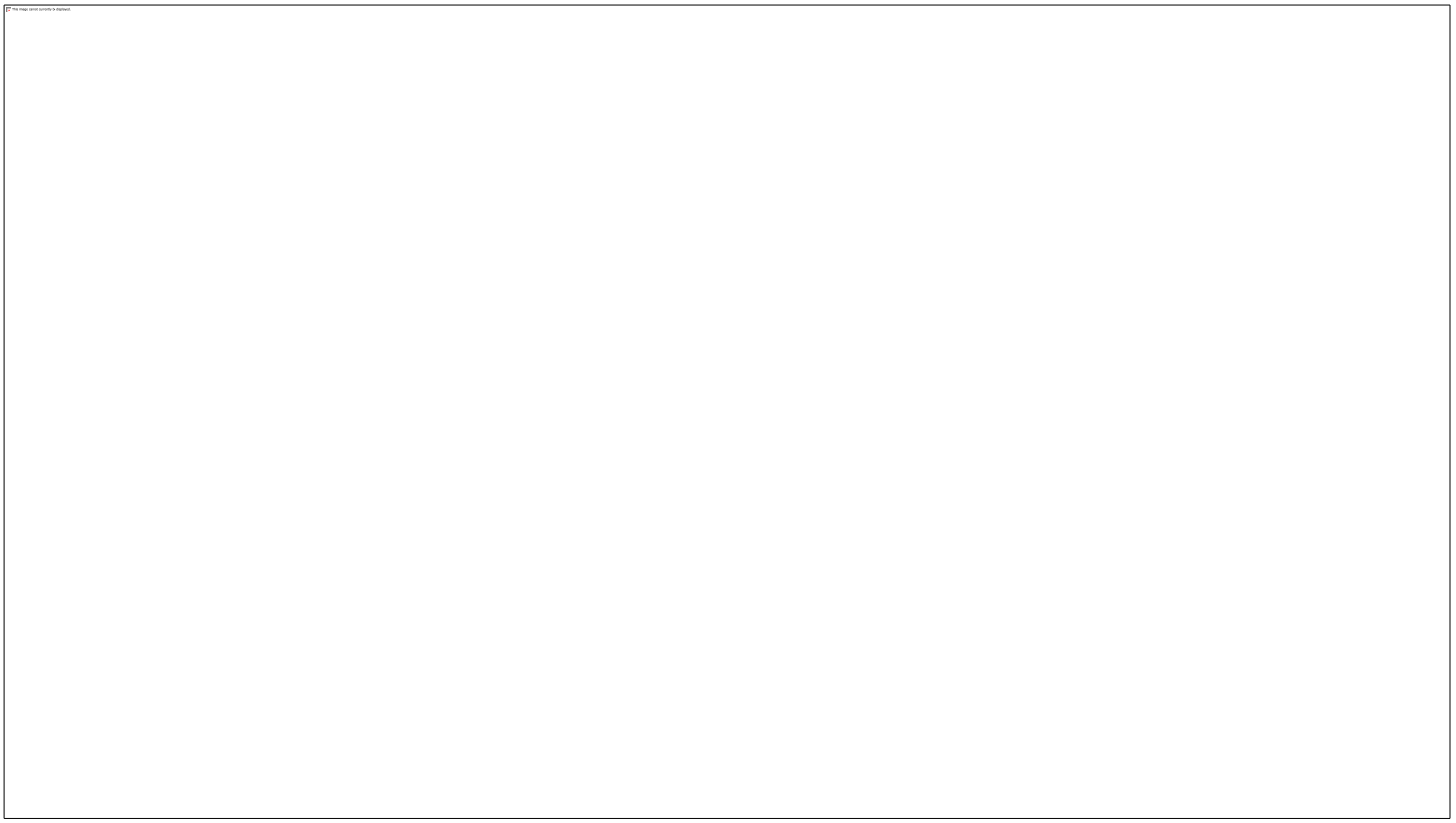
Meaning of gratitude

Gratitude is the attitude of recognising and appreciating the kindness, help, blessings or support received from God and other people.

Gratitude involves expressing appreciation through words, attitudes and actions.

Why the Samaritan returned to thank Jesus

1. He recognised that he had received a great blessing.
2. He appreciated Jesus' compassion.
3. He recognised God's power at work through Jesus.
4. He wanted to express his appreciation.
5. He understood that the healing had transformed his life.
6. He demonstrated humility by returning to Jesus.



4.6 Jesus' response to the Samaritan (Luke 17:17–19)

Jesus asked whether all ten men had not been cleansed and wondered where the other nine were.

He noted that the only person who had returned to give praise to God was a foreigner.

Jesus then told the Samaritan to rise and go, adding that his faith had made him well.

Why Jesus questioned the absence of the other nine

- He wanted to emphasise the importance of gratitude.
- He highlighted the failure of the other nine to return and express appreciation.
- He demonstrated that gratitude should follow the reception of blessings.
- He challenged people not to take God's goodness for granted.
- He showed that appreciation should not depend on a person's ethnic or social background.

Why the Samaritan's identity was significant

Samaritans and Jews had a history of religious and social tension.

The fact that a Samaritan returned to thank Jesus while the others did not highlights that:

- Faith and gratitude are not limited to one ethnic group.
- God welcomes people from different backgrounds.
- A person's character is more important than social identity.
- Christians should avoid discrimination.
- People from different communities can demonstrate genuine faith.

4.7 Difference between the ten lepers and the grateful Samaritan

The ten lepers	The grateful Samaritan
All called upon Jesus for mercy	He also called upon Jesus
All obeyed Jesus' instruction	He obeyed Jesus' instruction
All were cleansed	He was among those cleansed
Nine did not return to thank Jesus	He returned to thank Jesus
The nine did not publicly express gratitude in the account	He praised God and thanked Jesus
They received physical healing	He received healing and was commended for his faith

Important observation: The Bible does not state that the other nine were not healed. All ten were cleansed. The difference highlighted in the passage is that only one returned to express gratitude.

4.8 Lessons learnt from the healing of the ten lepers

1. The importance of faith

The ten men demonstrated faith by calling upon Jesus and obeying His instruction.

Application: Christians should trust God and remain hopeful during difficult circumstances.

2. The importance of gratitude

Only one man returned to thank Jesus.

Application: Christians should appreciate God's blessings and the assistance they receive from other people.

3. Jesus is compassionate

Jesus responded to the suffering of the ten men.

Application: Christians should show compassion to people who are sick, poor, lonely or rejected.

4. Obedience brings positive results

The ten men obeyed Jesus' instruction and were cleansed as they went.

Application: Believers should be willing to follow God's guidance.

5. Faith should be accompanied by action

The men did not remain where they were; they acted on Jesus' instruction.

Application: Christians should demonstrate faith through responsible actions.

6. God values all people

The Samaritan was commended despite being regarded as a foreigner.

Application: Christians should treat all people with dignity regardless of ethnicity, nationality, social status or background.

7. Christians should not take blessings for granted

The Samaritan recognised the importance of what had happened to him.

Application: Believers should regularly thank God for life, health, family, education and opportunities.

8. Praise should be directed to God

The Samaritan returned praising God.

Application: Christians should acknowledge God as the source of their blessings.

9. Physical healing is not the only form of restoration

The miracle restored the men to community life and dignity.

Application: Christians should support people who need physical, emotional, social and spiritual restoration.

10. Faith can be demonstrated by people from different backgrounds

The Samaritan demonstrated gratitude and faith.

Application: Christians should not judge people's faith by their tribe, nationality, language or social position.

4.9 Importance of gratitude in Christian life

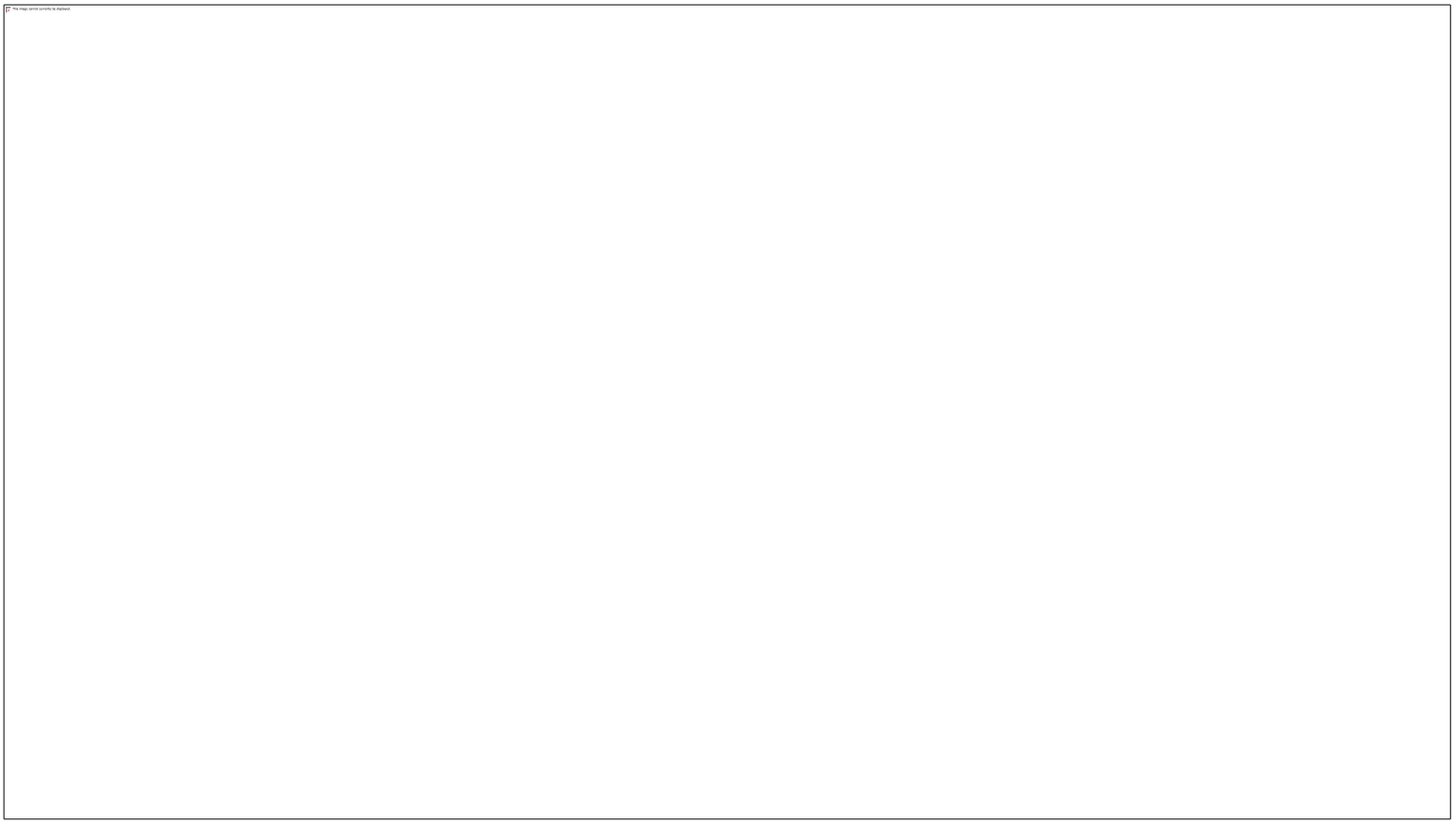
Gratitude is an important Christian value because it helps believers recognise God's goodness and appreciate the contribution of others.

Ways Christians demonstrate gratitude

1. Praying and thanking God.
2. Singing songs of praise and worship.
3. Appreciating parents and guardians.
4. Thanking teachers and other people who provide guidance.
5. Helping people who have supported them.
6. Sharing resources with those in need.
7. Participating in church worship.
8. Taking good care of resources and opportunities.
9. Showing respect to people who assist them.
10. Living responsibly as a way of appreciating God's blessings.

Examples in the Kenyan context

- A learner thanks parents or guardians for providing school fees and basic needs.
- A farmer thanks God after a successful harvest.
- A family appreciates neighbours who assist them during difficult times.
- A Christian participates in thanksgiving services.
- A young person appreciates teachers who provide educational guidance.
- Community members support people who have assisted them.



4.10 Ways Christians can support people who are sick or socially excluded

The healing of the ten lepers challenges Christians to care for people who experience illness and discrimination.

Christians can:

- Visit and encourage sick people.
- Support access to appropriate medical care.
- Provide food and other essential assistance.
- Avoid mocking people because of illness or disability.
- Promote health education.
- Protect the dignity and privacy of affected people.
- Encourage equal participation in school and community activities.
- Challenge stigma and discrimination.
- Support families caring for sick relatives.
- Pray with people who request spiritual support.

5.0 THE COMING OF THE KINGDOM OF GOD (LUKE 17:20-37)

5.1 Meaning of the Kingdom of God

The Kingdom of God refers to God's rule, authority and reign over creation and human life.

It is not simply a geographical territory or a political government. It refers to God's sovereignty and the presence of His rule among people who accept His will.

The Kingdom of God is revealed through Jesus Christ and is associated with righteousness, peace, love, justice, truth and obedience to God.

Important characteristics of the Kingdom of God

1. **It belongs to God:** God is the supreme ruler of His Kingdom.

2. **It is spiritual:** It concerns God's authority and rule rather than merely physical territory.

3. **It is associated with Jesus Christ:** Jesus' ministry demonstrated the presence and power of God's Kingdom.

4. **It promotes righteousness:** Members of God's Kingdom are expected to live according to God's standards.

5. **It promotes peace:** God's rule encourages peaceful relationships.

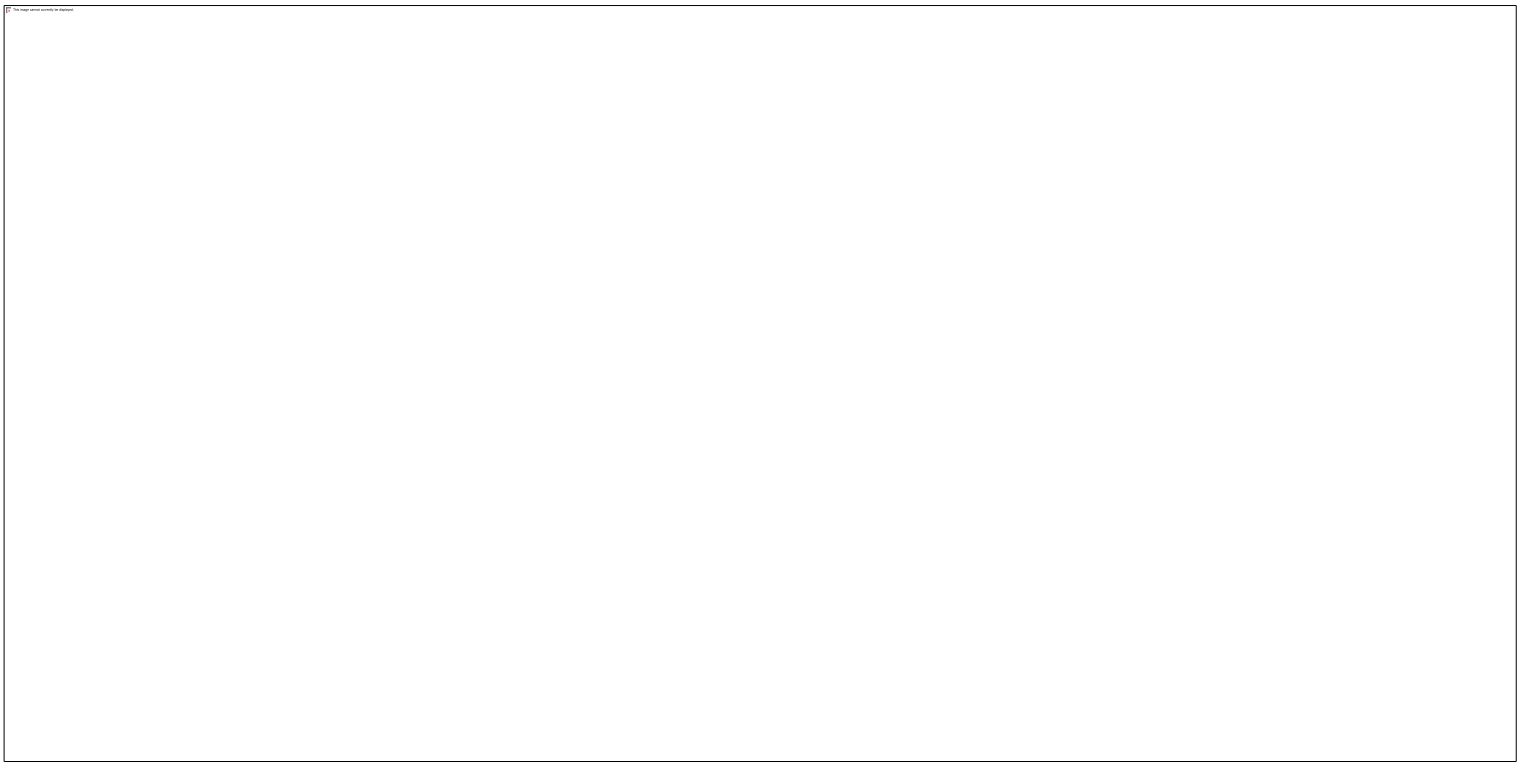
6. **It promotes justice:** It challenges oppression, corruption and unfair treatment.

7. **It is open to all who respond to God:** It is not restricted to one tribe, nation or social class.

8. **It requires commitment:** People are expected to live according to God's will.

9. **It has a present dimension:** God's rule is experienced through the work and ministry of Jesus and the lives of believers.

10. **It has a future dimension:** Christians look forward to its complete fulfilment.



5.2 The Pharisees' question about the Kingdom of God (Luke 17:20-21)

The Pharisees asked Jesus when the Kingdom of God would come.

They appeared to expect a visible kingdom that could be identified through outward signs.

Jesus responded that the Kingdom of God would not come in a way that people could observe in the manner they expected.

He explained that the Kingdom of God was among them.

Meaning of Jesus' response

Jesus was teaching that God's Kingdom was already being revealed through His presence and ministry.

His healing, preaching, forgiveness and acts of compassion demonstrated God's rule.

Lessons from Jesus' response

- God's Kingdom should not be understood only in political or geographical terms.
- God's rule is revealed through righteousness and love.
- Christians should recognise God's work in their daily lives.
- The presence of God's Kingdom challenges people to change their behaviour.
- Believers should not depend entirely on outward appearances when evaluating spiritual matters.

5.3 Meaning of the expression "the Kingdom of God is among you"

This expression indicates that God's Kingdom was present in the ministry of Jesus.

Jesus was demonstrating God's power and authority through His teachings and actions.

The Kingdom was therefore not merely a future expectation; its presence was being experienced through Jesus.

Ways the Kingdom of God is experienced today

1. Through preaching and teaching God's word.
2. Through acts of love and compassion.
3. Through forgiveness and reconciliation.
4. Through justice and fairness.
5. Through care for the poor and vulnerable.
6. Through peaceful relationships.
7. Through responsible leadership.
8. Through the work of Christians who promote truth and integrity.
9. Through service to people in need.
10. Through the transformation of individuals and communities.

Example in Kenya: When Christians organise food assistance for vulnerable families, promote peaceful coexistence among communities or support learners from disadvantaged backgrounds, they demonstrate values associated with God's Kingdom.

5.4 Jesus' teaching about the days of the Son of Man (Luke 17:22-25)

After responding to the Pharisees, Jesus addressed His disciples.

He told them that a time would come when they would desire to see one of the days of the Son of Man but would not see it.

He warned them not to follow people who claimed that the Son of Man was in a particular place.

Jesus explained that His coming would be unmistakable, comparing it to lightning that flashes across the sky.

He also stated that the Son of Man would first have to suffer and be rejected by that generation.

Meaning of the title "Son of Man"

The title **Son of Man** was used by Jesus to refer to Himself.

It is associated with His identity, suffering, authority and future glory.

In Luke 17, the title is connected with His future coming and the need for His followers to remain prepared.

Lessons from Jesus' teaching

1. Christians should remain faithful even when they experience difficulties.
2. Believers should avoid following misleading claims.
3. Christians should not be deceived by people who claim to know the exact place or time of Jesus' return.
4. Believers should remain spiritually prepared.
5. Christians should understand that following Jesus may involve rejection and suffering.
6. The hope of Christ's coming should encourage responsible living.

5.5 The days of Noah (Luke 17:26-27)

Jesus compared the coming of the Son of Man to the days of Noah.

In the time of Noah, people continued with their normal daily activities:

- Eating.
- Drinking.
- Marrying.
- Giving their children in marriage.

They continued with ordinary life until Noah entered the ark and the flood came.

Meaning of the comparison

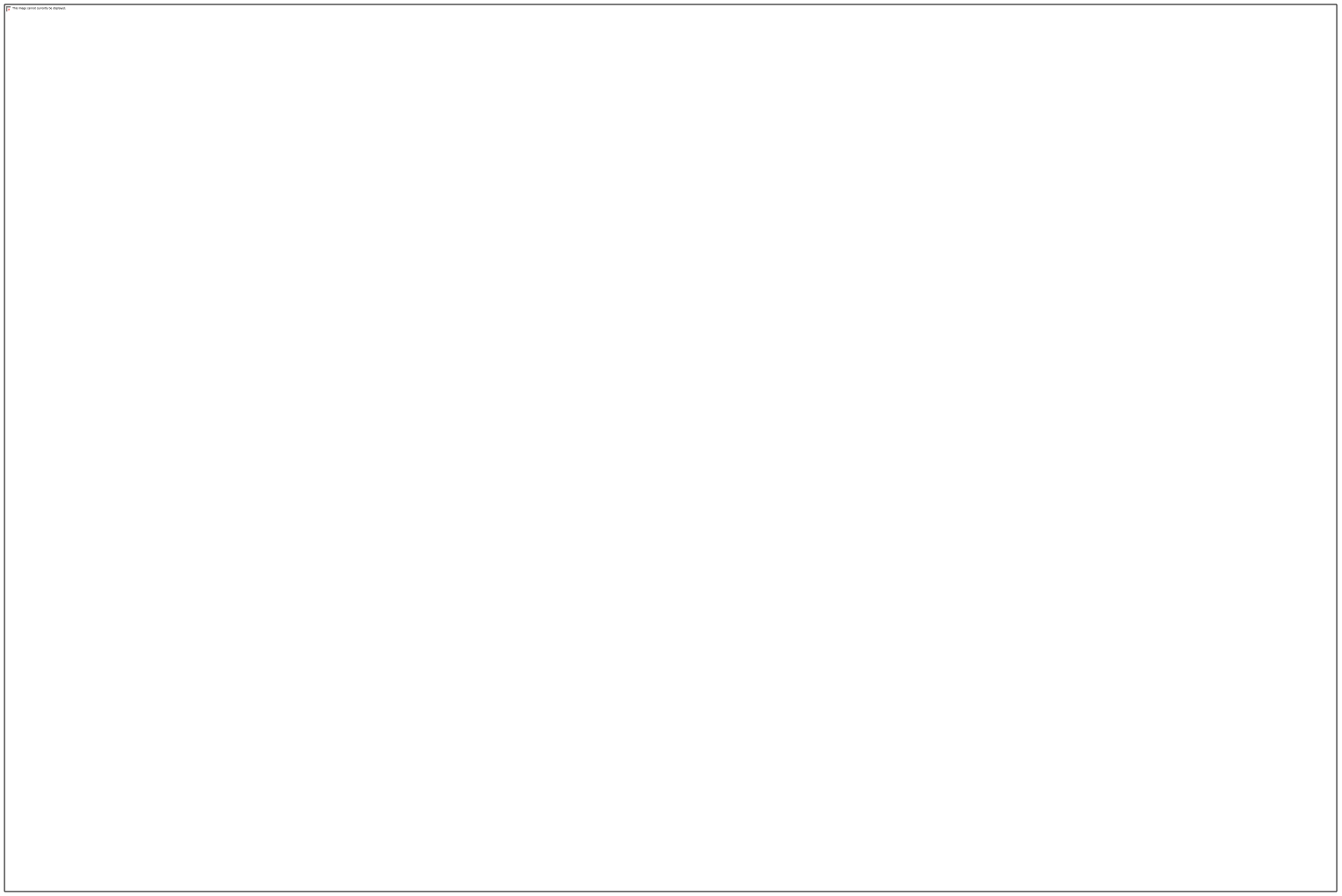
Jesus used the example to show that people may become so occupied with ordinary activities that they neglect their relationship with God.

The warning was not against eating, drinking or marriage. These are normal human activities.

Rather, Jesus was warning against living carelessly and ignoring spiritual responsibility.

Lessons from the days of Noah

- Christians should not neglect God because of daily activities.
- Believers should remain prepared for the coming of God's Kingdom.
- People should avoid living selfishly and irresponsibly.
- Christians should obey God's instructions.
- People should recognise that life involves spiritual responsibilities.
- Believers should not assume that there will always be more time to change their behaviour.



5.6 The days of Lot (Luke 17:28-30)

Jesus also compared the coming of the Son of Man to the days of Lot.

During Lot's time, people were involved in ordinary activities such as:

- Eating.
- Drinking.
- Buying.
- Selling.
- Planting.
- Building.

However, destruction came upon Sodom when Lot left the city.

Jesus used this account to warn people against becoming so absorbed in worldly activities that they forget God.

Lessons from the days of Lot

1. Christians should avoid sinful behaviour.
2. Believers should not allow wealth to become more important than God.
3. People should practise righteousness.
4. Christians should remain alert to their spiritual responsibilities.
5. Believers should obey God's guidance.

6. People should not ignore warnings about wrongdoing.
7. Christians should value spiritual things more than material possessions.

5.7 The warning against looking back (Luke 17:31-33)

Jesus instructed His followers that on the day of the Son of Man, those on the housetop should not go down to collect their possessions, and those in the field should not turn back.

He then reminded them to remember Lot's wife.

In Genesis 19:26, Lot's wife looked back and became a pillar of salt.

Jesus used this example to teach the importance of commitment and avoiding attachment to worldly possessions.

Meaning of the warning

Jesus was emphasising that people should not allow material possessions or former ways of life to prevent them from responding faithfully to God.

Lessons from the warning

- Christians should prioritise their relationship with God.
- Believers should avoid excessive attachment to material possessions.
- People should remain committed to their faith.
- Christians should not return to sinful ways after choosing to follow God.
- Believers should be prepared to make difficult choices in obedience to God.
- Spiritual commitment requires determination.

5.8 Explanation of Luke 17:33

Jesus taught that whoever seeks to preserve their life will lose it, while whoever loses their life will preserve it.

Meaning of the teaching

Jesus was teaching that people who selfishly prioritise their earthly security and possessions above God may lose what truly matters.

Those who are willing to surrender selfish ambitions and remain faithful to God demonstrate the kind of commitment that leads to true life.

This teaching is about spiritual priorities and commitment to God, not a command to harm oneself or place oneself in unnecessary danger.

Lessons from Luke 17:33

1. Christians should place God above selfish interests.
2. Believers should be willing to sacrifice personal comfort to do what is right.
3. People should not allow material possessions to control their lives.
4. Christians should remain faithful even when commitment is difficult.
5. Believers should value eternal life more than temporary earthly gains.
6. Christians should live according to God's will.
7. People should avoid selfishness and greed.
8. True life is found in a committed relationship with God.

5.9 The separation of people (Luke 17:34-36)

Jesus described a situation in which two people would be together, but one would be taken and the other left.

He also gave examples involving people working together.

The teaching emphasises the unexpected nature of the coming of the Son of Man and the need for individual spiritual readiness.

Lessons from this teaching

- Every person is responsible for their relationship with God.
- Being close to a Christian does not automatically make someone spiritually prepared.
- Family background does not replace personal faith.
- Christians should not postpone doing what is right.
- Believers should remain committed to God.
- People should not assume that spiritual preparation can be left to the last moment.

5.10 The disciples' question about where these events would take place (Luke 17:37)

The disciples asked Jesus where these things would happen.

Jesus responded using the illustration of a body and vultures gathering where it is found.

The illustration communicates the certainty and unmistakable nature of the events He was describing.

Lessons from Jesus' response

- God's purposes will be fulfilled.
- Christians should not waste time trying to predict the exact location or date.
- Believers should concentrate on living faithfully.
- Christians should remain spiritually alert.
- People should understand the seriousness of Jesus' teaching about the future.

6.0 HOW CHRISTIANS CAN PREPARE FOR THE KINGDOM OF GOD

Jesus' teachings in Luke 17 encourage Christians to prepare themselves spiritually and morally.

Preparation is demonstrated through daily behaviour rather than merely making claims about being a believer.

6.1 Ways of preparing for God's Kingdom

1. Living a righteous life

Christians should practise honesty, justice, fairness and obedience to God's teachings.

Example: A learner avoids cheating in examinations even when there is an opportunity to do so.

2. Repenting from sin

Repentance involves recognising wrongdoing, expressing sincere regret and changing one's behaviour.

Example: A learner who has been bullying others acknowledges the wrong, apologises and changes their conduct.

3. Practising forgiveness

Christians should forgive those who wrong them and seek peaceful ways of resolving conflicts.

Example: Neighbours resolve a disagreement through respectful discussion rather than revenge.

4. Strengthening faith

Believers should trust God and remain committed to Him.

Example: A Christian continues praying and doing what is right during a difficult period.

5. Showing love to others

Christians should demonstrate love through kindness, care and support.

Example: Learners assist a classmate who is struggling with schoolwork.

6. Helping vulnerable people

Members of God's Kingdom should care for those who are poor, sick, elderly or disadvantaged.

Example: A church organises support for families experiencing hardship.

7. Living humbly

Christians should avoid pride and recognise their dependence on God.

Example: A community leader serves people fairly without demanding special treatment.

8. Avoiding materialism

Believers should not allow money and possessions to become more important than God.

Example: A person uses their resources responsibly and shares with people in need.

9. Practising gratitude

Christians should appreciate God's blessings and the assistance they receive from others.

Example: A learner thanks parents, teachers and other people who support their education.

10. Participating in worship and fellowship

Believers should participate in Christian worship, prayer and fellowship.

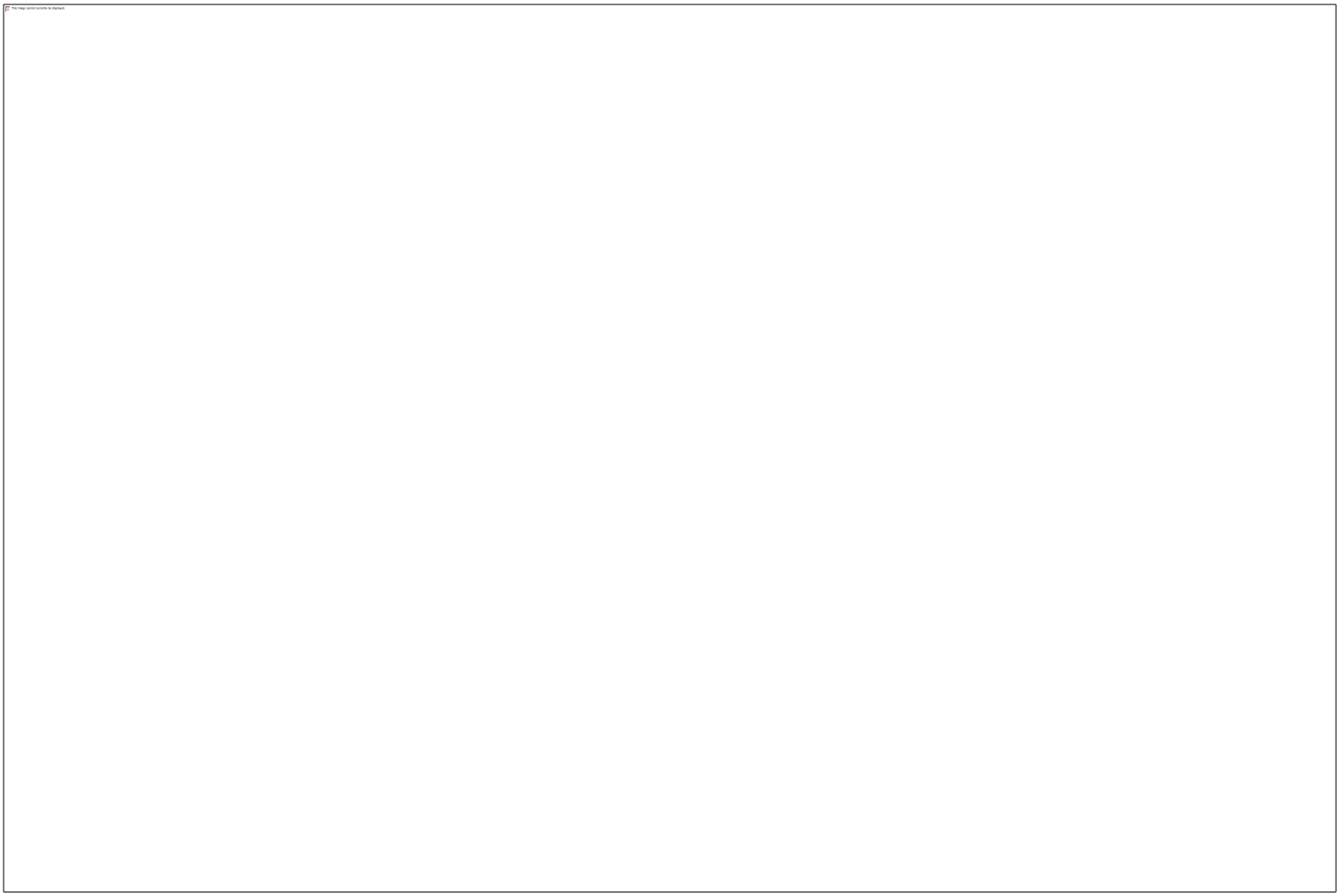
11. Promoting peace and justice

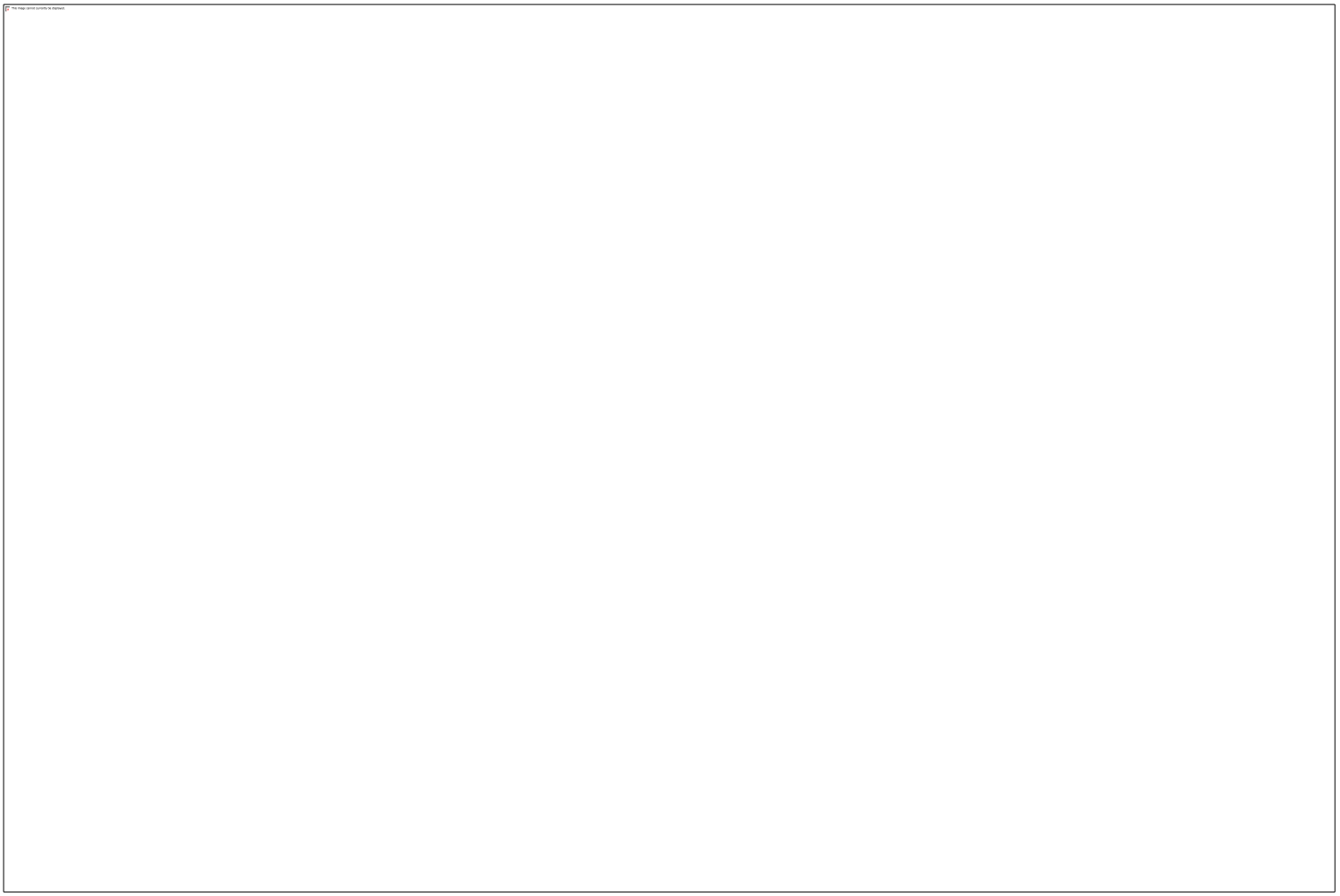
Christians should stand against corruption, discrimination, violence and exploitation.

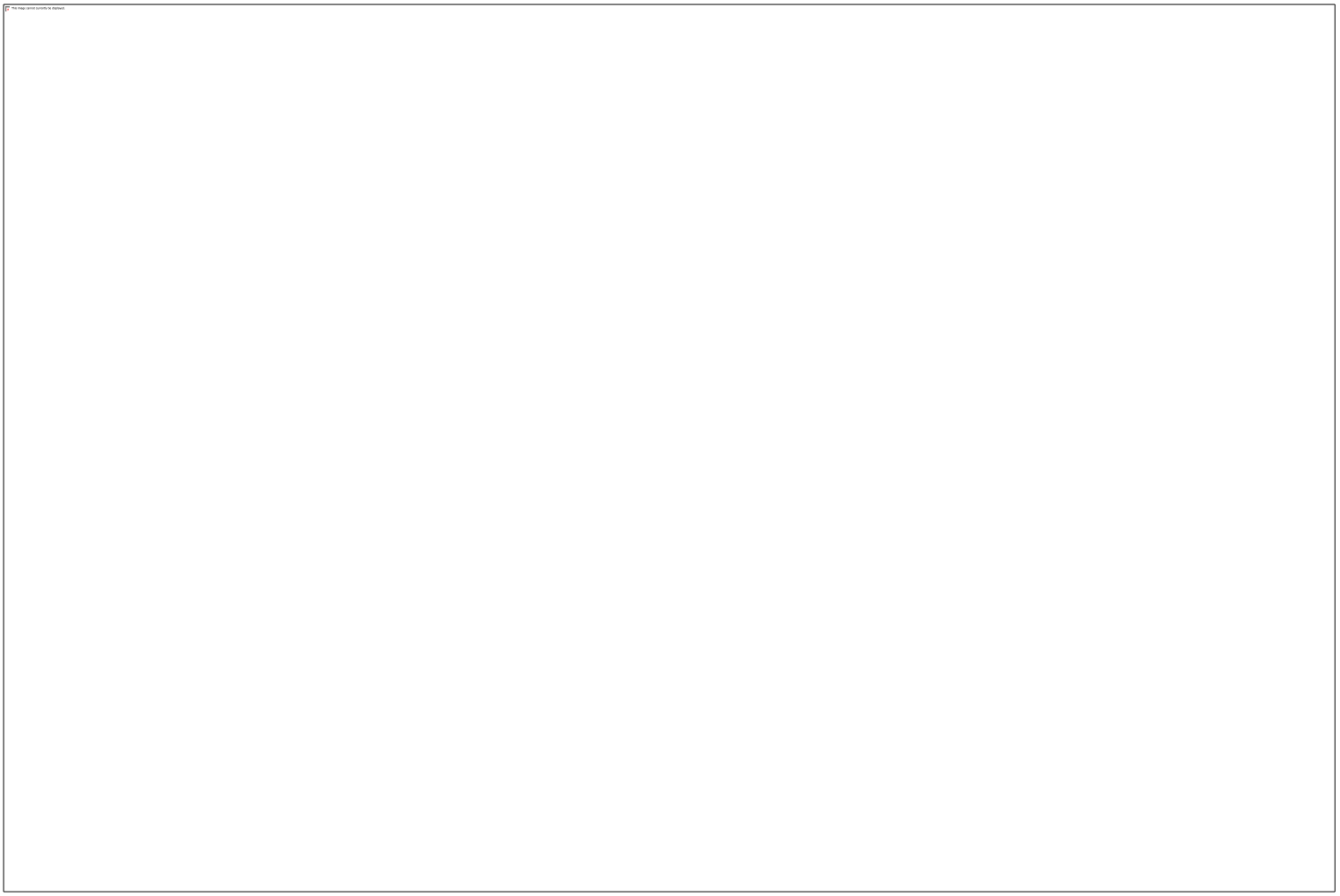
12. Using talents responsibly

Believers should use their abilities to serve God and society.

Example: A learner uses artistic skills to prepare positive messages for a school or church event.







6.2 Things that may prevent Christians from preparing for God's Kingdom

1. Greed and excessive desire for wealth.
2. Pride and arrogance.
3. Hatred and unforgiveness.
4. Dishonesty and corruption.
5. Excessive attachment to material possessions.
6. Neglecting prayer and Bible study.
7. Discrimination and tribalism.
8. Selfishness and lack of compassion.
9. Ignoring God's teachings.
10. Following misleading religious teachings.
11. Living irresponsibly.
12. Postponing repentance and moral change.

6.3 Relationship between the Kingdom of God and Christian values

Christian value	**How it demonstrates God's Kingdom**
Love	Encourages care and concern for others

Justice	Promotes fairness and equal treatment
Peace	Encourages peaceful coexistence
Honesty	Builds trust and integrity
Forgiveness	Restores relationships
Humility	Encourages selfless service
Gratitude	Recognises God's goodness
Faith	Demonstrates trust in God
Compassion	Supports vulnerable people
Responsibility	Encourages accountability

7.0 APPLICATION OF THE TEACHINGS OF LUKE 17 IN THE KENYAN CONTEXT

The teachings of Jesus in Luke 17 remain relevant to individuals, families, schools, churches and the wider Kenyan society.

7.1 Application in the family

Christians can apply the teachings by:

- Forgiving family members after disagreements.
- Respecting parents and guardians.
- Supporting sick and elderly relatives.
- Appreciating the contribution of family members.
- Sharing household responsibilities.
- Avoiding discrimination among children.
- Resolving disputes peacefully.
- Praying together and encouraging one another.

7.2 Application in schools

Learners can apply the teachings by:

- Avoiding examination cheating.
- Refusing to bully or mislead classmates.
- Forgiving others after genuine apologies.
- Showing gratitude to teachers and parents.
- Helping learners with special needs.
- Respecting school rules.

- Serving in school leadership positions humbly.
- Supporting classmates facing challenges.
- Avoiding discrimination.
- Demonstrating honesty and responsibility.

7.3 Application in churches

Church members can:

- Serve without seeking personal recognition.
- Welcome people from different backgrounds.
- Support sick and vulnerable members.
- Encourage forgiveness and reconciliation.
- Participate in thanksgiving services.
- Promote unity among believers.
- Teach the Bible responsibly.
- Avoid misleading people about the coming of Christ.

7.4 Application in the Kenyan society

Christians can contribute to society by:

1. Promoting peaceful coexistence among ethnic communities.
2. Rejecting corruption and misuse of public resources.
3. Supporting vulnerable members of society.
4. Promoting honesty in business.
5. Protecting the dignity of people living with illnesses or disabilities.
6. Participating in environmental conservation.
7. Encouraging responsible leadership.
8. Supporting education for disadvantaged children.
9. Promoting justice and equal opportunities.
10. Resolving community disputes peacefully.

7.5 Application in digital and social media environments

Modern Christians should also apply Jesus' teachings when using digital technology.

- Avoid spreading false information.
- Do not use social media to bully others.
- Avoid sharing humiliating images of other people.
- Respect other people's privacy.
- Use digital platforms to promote peace and positive values.
- Avoid misleading religious messages.
- Demonstrate honesty in online communication.

- Use technology for learning, worship and community development.

REVISION QUESTIONS

CHRISTIAN RELIGIOUS EDUCATION (CRE)

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer ALL the questions in this section. Each question carries one mark. Choose the correct answer from the alternatives A, B, C and D. Write the letter of the correct answer in the spaces provided.

1. According to Hebrews 11:1, faith is best described as

A. Depending entirely on human wisdom
B. Assurance of things hoped for and conviction of things not seen
C. Possessing material wealth
D. Avoiding all responsibilities

2. In Luke 17:1–2, Jesus warned His disciples against

A. Helping the poor
B. Praying regularly
C. Causing others to stumble
D. Attending religious gatherings

3. A stumbling block refers to

A. An action that encourages another person to sin
B. A physical obstacle on a road
C. A form of Christian worship
D. A religious celebration

4. According to Luke 17:3, what should a Christian do when a fellow believer sins?

A. Ignore the wrongdoing
B. Seek revenge
C. Publicly humiliate the offender
D. Correct the offender and forgive when they repent

5. Jesus taught His disciples to forgive a person who repented

A. Only once
B. Repeatedly
C. Only when ordered by a priest
D. Only when the offence was minor

6. What did the apostles ask Jesus to do in Luke 17:5?

A. Increase their faith
B. Make them wealthy
C. Give them political authority
D. Remove all their responsibilities

7. Jesus compared faith to which seed?

A. Wheat seed
B. Bean seed
C. Mustard seed
D. Maize seed

8. The sycamine tree illustration in Luke 17:6 emphasises

A. The importance of farming
B. The value of material possessions

C. The importance of physical strength
D. The power of genuine faith in God

9. In the parable of the servant's duty, Jesus emphasised that His followers should

A. Demand recognition for every good action
B. Serve God with humility
C. Avoid serving others
D. Compete for leadership positions

10. Which of the following demonstrates humble Christian service?

A. Helping others without demanding praise
B. Helping only when rewarded
C. Boasting about every good action
D. Refusing to assist people in need

11. How many men suffering from leprosy approached Jesus in Luke 17:11–19?

A. Five
B. Seven
C. Ten
D. Twelve

12. What did the ten lepers request from Jesus?

A. Food and clothing
B. Money and shelter
C. Permission to enter Jerusalem
D. Mercy

13. Jesus instructed the ten lepers to

A. Return to their homes immediately
B. Show themselves to the priests
C. Remain outside the village
D. Travel to Jerusalem

14. At what point were the ten lepers cleansed?

A. As they went on their way
B. Before meeting Jesus
C. After entering the temple
D. After returning to their homes

15. How many of the ten lepers returned to thank Jesus?

A. Two
B. Five
C. One
D. Ten

16. The man who returned to thank Jesus was a

A. Pharisee
B. Roman soldier
C. Galilean fisherman
D. Samaritan

17. What did the grateful Samaritan do when he returned?

A. Asked Jesus for money
B. Praised God and fell at Jesus' feet
C. Complained about his condition
D. Asked Jesus to heal other people first

18. One important lesson from the healing of the ten lepers is that Christians should

A. Appreciate God's blessings
B. Avoid people who are sick
C. Seek recognition for every prayer
D. Discriminate against foreigners

19. The Samaritan's actions demonstrate the importance of

A. Wealth
B. Competition
C. Gratitude
D. Political leadership

20. Why was the Samaritan's identity significant in the account?

A. He was a priest
B. He was a Roman citizen
C. He was a relative of Jesus
D. He was a foreigner who demonstrated gratitude and faith

21. According to Luke 17:20–21, the Kingdom of God is

A. Limited to one geographical location
B. Among the people through the presence and ministry of Jesus
C. Established through human wealth
D. Controlled by political leaders

22. The Pharisees asked Jesus about

A. The coming of the Kingdom of God
B. The rebuilding of Jerusalem
C. The appointment of apostles
D. The healing of the sick

23. Jesus compared the coming of the Son of Man to the days of

A. Abraham and Isaac
B. Moses and Aaron
C. Noah and Lot
D. David and Solomon

24. What were people doing during the days of Noah according to Luke 17?

A. Preparing for a war
B. Building the temple
C. Travelling to Jerusalem
D. Eating, drinking and marrying

25. In Luke 17:28, Jesus also referred to the days of

A. Elijah
B. Lot
C. Samuel
D. Jonah

26. Jesus reminded His listeners to remember

A. Lot's wife
B. Pharaoh's daughter
C. Moses' sister
D. David's wife

27. Jesus' warning against looking back teaches Christians to

A. Reject all forms of work
B. Abandon their families
C. Avoid excessive attachment to worldly possessions
D. Refuse to assist others

28. According to Luke 17:33, true life is associated with

A. Accumulating wealth
B. Gaining political power
C. Seeking personal recognition
D. Remaining committed to God

29. Which of the following is a practical way of preparing for God's Kingdom?

A. Practising corruption
B. Living righteously and showing love to others
C. Discriminating against people
D. Seeking revenge against offenders

30. Which Christian value is most clearly demonstrated by the Samaritan who returned to Jesus?

A. Gratitude
B. Pride
C. Greed
D. Jealousy

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all the questions. Show clear understanding and give relevant examples where necessary.

QUESTION 31: THE POWER OF FAITH (10 MARKS)

a) Define the term faith as used in Christian teaching. (2 marks)

b) Explain four characteristics of genuine Christian faith. (4 marks)

c) Identify four ways in which Christians can strengthen their faith in God. (4 marks)

QUESTION 32: TEACHINGS OF JESUS IN LUKE 17:1–10 (10 MARKS)

a) State three teachings of Jesus concerning forgiveness in Luke 17:1–4. (3 marks)

b) Explain three lessons Christians learn from the illustration of faith as small as a mustard seed. (3 marks)

c) Explain four ways in which Christians can demonstrate humble service in their daily lives. (4 marks)

QUESTION 33: HEALING THE TEN LEPERS (10 MARKS)

a) Narrate the healing of the ten lepers according to Luke 17:11–19. (4 marks)

b) Explain three reasons why only one of the ten lepers returned to thank Jesus, as suggested by his actions in the passage. (3 marks)

c) Identify three lessons Christians learn from the healing of the ten lepers. (3 marks)

QUESTION 34: THE COMING OF THE KINGDOM OF GOD (10 MARKS)

a) Define the Kingdom of God. (2 marks)

b) Explain four teachings of Jesus about the coming of the Kingdom of God in Luke 17:20–37. (4 marks)

c) State four ways Christians can prepare themselves for the Kingdom of God. (4 marks)

QUESTION 35: APPLICATION OF JESUS' TEACHINGS IN MODERN SOCIETY (10 MARKS)

a) Explain three ways learners can apply the teachings of Jesus in Luke 17:1–10 in their school lives. (3 marks)

b) Explain three ways Christians can demonstrate gratitude in their families and communities. (3 marks)

c) Explain four ways Christians can demonstrate the values of God's Kingdom in Kenyan society. (4 marks)

TOTAL: 50 MARKS

14.0 TEACHER'S ANSWER GUIDE

SECTION A: MULTIPLE-CHOICE ANSWERS

Question	Answer	Question	Answer
1	B	16	D
2	C	17	B
3	A	18	A
4	D	19	C
5	B	20	D
6	A	21	B
7	C	22	A
8	D	23	C
9	B	24	D
10	A	25	B
11	C	26	A
12	D	27	C
13	B	28	D
14	A	29	B
15	C	30	A

SECTION B: SUGGESTED MARKING SCHEME

QUESTION 31

a) Faith is complete trust, confidence and belief in God and His promises. (2)

b) Any four:

- Trust in God.
- Obedience to God's word.
- Patience during difficulties.
- Commitment to God.
- Love for others.

- Humility.
- Hope in God's promises.
- Demonstration through good works.

(1 mark each)

c) Any four:

- Prayer.
- Reading the Bible.
- Worship.
- Christian fellowship.
- Obedience to God's teachings.
- Helping others.
- Reflection.
- Perseverance.

(1 mark each)

QUESTION 32

a) Any three:

- Christians should be watchful.
- They should correct those who sin.
- They should forgive those who repent.
- Forgiveness should be extended repeatedly.
- Christians should avoid leading others into sin.

(1 mark each)

b) Any three:

- Genuine faith is powerful.
- Christians should trust God.
- Faith enables believers to face difficulties.
- Believers should not underestimate God's power.
- Faith should be accompanied by obedience.

(1 mark each)

c) Any four:

- Helping others without demanding recognition.
- Performing duties faithfully.
- Avoiding pride and boasting.
- Serving vulnerable people.
- Respecting other people's contributions.

- Participating in community service.
- Carrying out responsibilities diligently.

(1 mark each)

QUESTION 33

a) Suggested points:

- Ten men suffering from leprosy met Jesus as He travelled towards Jerusalem.
- They stood at a distance and called upon Him for mercy.
- Jesus instructed them to show themselves to the priests.
- They were cleansed as they went.
- One man realised he had been healed and returned.
- The man praised God and fell at Jesus' feet.
- The man was a Samaritan.
- Jesus commended his faith.

Award any four well-explained points. (1 mark each)

b) Any three reasonable explanations grounded in the passage:

- He recognised the blessing he had received.
- He appreciated Jesus' compassion.
- He wanted to praise God.
- He demonstrated humility.
- He recognised the importance of expressing gratitude.

(1 mark each)

c) Any three:

- Christians should have faith in God.
- Believers should obey God's instructions.
- Christians should appreciate their blessings.
- People should show compassion to the sick.
- All people should be treated with dignity.
- Christians should praise God.
- Believers should avoid discrimination.

(1 mark each)

QUESTION 34

a) The Kingdom of God is God's rule, authority and reign over creation and human life. (2)

b) Any four:

- God's Kingdom was being revealed through Jesus' ministry.
- It should not be understood merely as a geographical or political kingdom.

- The coming of the Son of Man would be unmistakable.
- Christians should not be deceived by misleading claims.
- Jesus compared the coming of the Son of Man to the days of Noah.
- He also compared it to the days of Lot.
- Christians should avoid excessive attachment to material possessions.
- Believers should remain spiritually prepared.

(1 mark each)

c) Any four:

- Living righteously.
- Repenting from sin.
- Forgiving others.
- Strengthening faith.
- Showing love and compassion.
- Helping vulnerable people.
- Participating in worship.
- Promoting peace and justice.
- Living humbly.
- Avoiding greed and corruption.

(1 mark each)

QUESTION 35

a) Any three:

- Avoiding examination cheating.
- Forgiving classmates.
- Refusing to bully others.
- Helping learners in need.
- Serving humbly in leadership positions.
- Respecting teachers and fellow learners.
- Avoiding actions that encourage wrongdoing.

(1 mark each)

b) Any three:

- Thanking God through prayer.
- Appreciating parents and guardians.
- Helping people who have supported them.
- Participating in thanksgiving services.
- Sharing resources with vulnerable people.

- Thanking teachers and community members.
- Recognising the contribution of others.

(1 mark each)

c) Any four:

- Promoting peace among communities.
- Rejecting corruption.
- Supporting vulnerable people.
- Promoting justice and fairness.
- Respecting people from different ethnic backgrounds.
- Protecting the dignity of sick and disabled people.
- Practising honesty in business.
- Supporting education for disadvantaged learners.
- Promoting environmental conservation.
- Encouraging responsible leadership.

(1 mark each)

STRAND 2.0: THE NEW TESTAMENT

SUB-STRAND 2.12: JOURNEY TO JERUSALEM

PARABLES ON PRAYER

1. The Widow and the Unjust Judge

2. The Pharisee and the Tax Collector

Main Biblical References: Luke 18:1–14

Supporting Biblical References: Matthew 6:5–15; Matthew 7:7–11; Luke 11:1–13; James 5:13–18; Philippians 4:6–7; 1 Thessalonians 5:16–18; Hebrews 4:14–16.

1.0 INTRODUCTION

Prayer is an important aspect of Christian life. Through prayer, Christians communicate with God, express their faith, seek guidance, confess their sins, ask for help and give thanks for His blessings.

As Jesus continued His journey towards Jerusalem, He taught His disciples important lessons about prayer through two parables recorded in Luke 18:1–14.

The two parables are:

1. **The Parable of the Widow and the Unjust Judge (Luke 18:1-8):** Jesus taught His disciples the importance of praying persistently and not losing heart.
2. **The Parable of the Pharisee and the Tax Collector (Luke 18:9-14):** Jesus taught that prayer should be characterised by humility, sincerity and repentance rather than pride and self-righteousness.

These parables remain relevant to Christians in Kenya because they encourage believers to develop a consistent prayer life, trust God during difficult situations, remain humble and avoid judging others.

1.1 Expected learning outcomes

By the end of this sub-strand, the learner should be able to:

- Explain the meaning of prayer.
- Describe the importance of prayer in Christian life.
- Narrate the parable of the widow and the unjust judge.
- Explain the lessons learnt from the parable of the widow and the unjust judge.
- Narrate the parable of the Pharisee and the tax collector.
- Explain the lessons learnt from the parable of the Pharisee and the tax collector.
- Explain the importance of persistence and humility during prayer.
- Identify qualities of effective Christian prayer.
- Demonstrate persistence and humility in prayer.
- Apply the teachings of Jesus about prayer in daily life.
- Develop and maintain a personal prayer journal.

1.2 Key terms

Term	Meaning
Prayer	Communication between a person and God

Parable	A short story used to communicate a spiritual or moral lesson
Persistence	Continuing to do something despite difficulties or delays
Widow	A woman whose husband has died
Judge	A person appointed to hear and determine legal cases
Unjust	Not fair, honest or morally right
Pharisee	A member of a Jewish religious group known for strict observance of religious laws
Tax collector	A person who collected taxes on behalf of the authorities
Humility	Having a modest view of oneself and recognising one's dependence on God
Self-righteousness	Believing oneself to be morally or spiritually superior to others
Repentance	Sincerely acknowledging wrongdoing and turning away from sin
Intercession	Praying on behalf of another person
Thanksgiving	Expressing appreciation to God for His blessings
Supplication	Humbly asking God for help or assistance

2.0 UNDERSTANDING PRAYER

2.1 Meaning of prayer

Prayer is the act of communicating with God through words, thoughts or silent reflection.

It is an expression of a person's relationship with God. Through prayer, Christians acknowledge God's greatness, seek His guidance, confess wrongdoing, request assistance and appreciate His blessings.

Prayer is not simply repeating religious words. It involves sincere communication with God, faith, humility and a willingness to follow His teachings.

Biblical understanding of prayer

The Bible presents prayer as an important part of a believer's relationship with God.

- In Matthew 6:9–13, Jesus taught His disciples how to pray through the Lord's Prayer.
- In Luke 11:1–4, Jesus responded to His disciples' request to teach them how to pray.
- In Philippians 4:6–7, Christians are encouraged to present their requests to God with thanksgiving.
- In 1 Thessalonians 5:17, believers are encouraged to pray continually.
- In James 5:13–18, prayer is associated with faith, healing and the support of others.

2.2 Importance of prayer in Christian life

Prayer plays an important role in the spiritual and moral development of Christians.

1. Prayer strengthens the relationship between a person and God

Prayer allows Christians to communicate with God regularly. It helps believers develop trust, love and commitment to Him.

Example: A learner prays daily, seeking God's guidance in making responsible decisions.

2. Prayer strengthens faith

Through prayer, Christians express their dependence on God and develop confidence in His power and promises.

Example: A family prays together while facing financial difficulties.

3. Prayer provides spiritual guidance

Christians pray when making important decisions because they seek God's wisdom and direction.

Example: A young person prays before choosing a career path.

4. Prayer provides comfort during difficult situations

Prayer enables Christians to express their worries and seek God's comfort during challenging times.

Example: A family prays for strength when a relative is unwell.

5. Prayer encourages repentance

Christians use prayer to confess their sins and ask God for forgiveness.

Example: A learner admits dishonesty, asks God for forgiveness and resolves to become truthful.

6. Prayer promotes gratitude

Prayer provides an opportunity for believers to thank God for life, health, education, family and other blessings.

Example: A learner thanks God for completing an examination.

7. Prayer promotes forgiveness

Christians pray for the strength to forgive those who have wronged them and to seek reconciliation.

8. Prayer encourages perseverance

Prayer helps Christians remain hopeful when their challenges are not resolved immediately.

9. Prayer promotes unity

When people pray together, they develop a sense of fellowship and concern for one another.

Example: Church members gather to pray for peace and unity in their community.

10. Prayer encourages moral discipline

Regular prayer encourages believers to examine their behaviour and strive to live according to Christian values.

11. Prayer promotes concern for others

Through intercessory prayer, Christians remember people experiencing illness, poverty, conflict and other difficulties.

12. Prayer encourages dependence on God

Prayer reminds Christians that they need God's wisdom, grace and strength in their daily lives.

2.3 Types of Christian prayer

Christian prayer may take different forms depending on the purpose and circumstances.

A. Adoration

Adoration is praising and worshipping God because of His greatness, holiness, power and love.

Examples:

- Praising God for being the Creator.
- Acknowledging God's holiness.
- Worshipping God for His goodness.
- Singing songs that glorify God.

B. Confession

Confession is acknowledging one's sins before God and asking for forgiveness.

Examples:

- Asking God to forgive dishonesty.
- Confessing hatred and unforgiveness.
- Acknowledging selfish behaviour.
- Asking for strength to change harmful habits.

C. Thanksgiving

Thanksgiving is expressing appreciation to God for His goodness and blessings.

Examples:

- Thanking God for good health.
- Appreciating God for family and friends.
- Thanking God for educational opportunities.
- Expressing gratitude after overcoming a difficult situation.

D. Supplication

Supplication is humbly presenting personal needs and requests to God.

Examples:

- Asking God for wisdom.
- Praying for strength during difficult situations.
- Asking for guidance when making decisions.
- Seeking God's help in fulfilling responsibilities.

E. Intercession

Intercession is praying on behalf of other people.

Examples:

- Praying for sick people.
- Praying for national leaders.

- Praying for peace in Kenya.
- Praying for teachers and learners.
- Praying for families experiencing difficulties.

2.4 Qualities of effective Christian prayer

Christian prayer should demonstrate the following qualities:

1. **Sincerity:** Prayer should come from a genuine heart rather than being performed merely to impress others.

2. **Faith:** Christians should trust God when presenting their requests.

3. **Humility:** Believers should recognise their dependence on God.

4. **Persistence:** Christians should continue praying without losing hope.

5. **Thanksgiving:** Prayer should include appreciation for God's blessings.

6. **Repentance:** Believers should be willing to acknowledge their sins and change their behaviour.

7. **Forgiveness:** Christians should be willing to forgive others.

8. **Respect:** Prayer should demonstrate reverence for God.

9. **Love:** Christians should remember the needs of other people.

10. **Obedience:** Prayer should be accompanied by a willingness to follow God's teachings.

11. **Patience:** Believers should remain patient when answers do not come immediately.

12. **Trust:** Christians should depend on God's wisdom rather than insisting that everything must happen according to their personal wishes.

3.0 THE PARABLE OF THE WIDOW AND THE UNJUST JUDGE

3.1 Biblical reference: Luke 18:1-8

3.2 Meaning of the parable

A **parable** is a short story or illustration used by Jesus to communicate spiritual truths and moral lessons.

The parable of the widow and the unjust judge is a teaching by Jesus about persistence in prayer and the importance of maintaining faith even when answers seem delayed.

Jesus told this parable to teach His disciples that they should always pray and not lose heart.

3.3 Background of the parable

In the Jewish society of Jesus' time, judges were responsible for handling disputes and ensuring that justice was administered.

Widows were among the vulnerable members of society because many depended on their husbands for financial and social protection.

The Old Testament repeatedly emphasised the responsibility of society to protect widows, orphans and foreigners.

For example:

- Exodus 22:22–24 warns against mistreating widows and orphans.
- Deuteronomy 10:18 describes God as one who defends the cause of the fatherless and the widow.
- Isaiah 1:17 calls upon people to defend the oppressed and take up the cause of the widow.

Against this background, Jesus presented a widow seeking justice from a judge who lacked concern for God and other people.

3.4 Narration of the parable (Luke 18:1-8)

Jesus told His disciples a parable about a widow who repeatedly approached an unjust judge seeking justice against an adversary.

The judge did not fear God and did not respect people.

The widow persistently came to him with her request:

"Grant me justice against my adversary."

For some time, the judge refused to help her.

However, the widow continued approaching him until the judge eventually decided to grant her request.

He reasoned that although he did not fear God or respect people, he would give the widow justice because her continued visits were becoming burdensome.

Jesus then asked His listeners to consider what the unjust judge had said.

He explained that if even an unjust judge could eventually respond to the widow's persistence, God would certainly bring justice to His chosen people who cry to Him day and night.

Jesus concluded by asking whether the Son of Man would find faith on earth when He comes.

3.5 Characters in the parable and their significance

A. The widow

The widow represents a vulnerable person who needs justice and continues seeking help despite facing difficulties.

Her actions demonstrate:

- Persistence.
- Determination.
- Courage.
- Hope.
- Refusal to give up.
- Confidence that her request could be heard.

Lesson: Christians should remain persistent in prayer even when circumstances are difficult.

B. The unjust judge

The judge is described as a person who did not fear God and did not respect people.

He initially refused to listen to the widow.

His behaviour demonstrates:

- Lack of compassion.
- Selfishness.
- Lack of concern for justice.
- Disrespect for vulnerable people.
- Abuse of authority.

However, he eventually granted the widow's request because she continued approaching him.

Lesson: People entrusted with authority should exercise it fairly and protect the rights of vulnerable members of society.

C. The widow's adversary

The adversary was the person involved in the dispute against whom the widow sought justice.

The Bible does not give details about the nature of the dispute.

The character represents the injustice that the widow was seeking to overcome.

D. God

God is presented as the righteous judge who hears the cries of His people.

Unlike the unjust judge:

- God is just.
- God is compassionate.
- God cares about His people.
- God hears their prayers.
- God does not discriminate against the vulnerable.
- God is faithful to His purposes.

Important interpretation: The unjust judge is not a direct representation of God's character. Jesus uses a contrast: if even an unjust human judge can respond, believers can have confidence in God's justice and care.

3.6 Why the widow continued asking the judge for justice

1. She believed that her case deserved a fair hearing.
2. She wanted protection against her adversary.
3. She did not have another effective way of obtaining justice.
4. She was determined not to surrender her rights.
5. She believed that continued appeals could eventually produce a response.
6. She was courageous despite her vulnerable position.
7. She remained hopeful even after repeated rejection.

3.7 Why the unjust judge finally granted the widow's request

- He wanted the widow to stop repeatedly approaching him.
- He was becoming tired of her continued appeals.
- He wanted to avoid further inconvenience.
- He recognised that her persistence would continue.
- He decided to grant her request to end the repeated visits.

The judge's decision was motivated by personal convenience rather than compassion or genuine concern for justice.

3.8 Main teachings of the parable of the widow and the unjust judge

1. Christians should pray persistently

Jesus taught His disciples to pray continually and not lose heart.

This means that Christians should not abandon prayer simply because they have not received an immediate answer.

Application: A learner experiencing academic challenges should continue praying for wisdom and remain committed to studying.

2. Christians should not lose hope

The widow did not give up despite the judge's refusal.

Similarly, believers should remain hopeful during difficult situations.

3. God is just

Unlike the unjust judge, God is righteous and concerned about the welfare of His people.

Christians should have confidence in God's justice.

4. God listens to the prayers of His people

Jesus assured His disciples that God hears those who cry to Him.

This encourages Christians to approach God with confidence.

5. Vulnerable people deserve justice

The widow's situation highlights the need to protect people who may be disadvantaged in society.

Christians should defend the rights of vulnerable individuals.

6. Persistence requires faith

The widow's repeated requests demonstrated determination and confidence.

Jesus connected the parable with the need for faith.

7. People in authority should practise justice

The judge failed to fulfil his responsibility properly.

The parable challenges leaders to treat people fairly.

8. Christians should avoid discouragement

Believers should not allow disappointment or delay to destroy their trust in God.

9. Prayer should be accompanied by patience

Christians should recognise that answers to prayer may not come according to their preferred timetable.

10. Faith should remain strong

Jesus' final question about finding faith on earth challenges Christians to remain faithful as they await God's fulfilment of His purposes.

3.9 Why Christians should pray persistently

Persistence in prayer is important because:

1. It strengthens faith in God.
2. It develops patience.
3. It encourages dependence on God.

4. It provides spiritual strength during challenges.
5. It helps Christians remain hopeful.
6. It encourages believers to reflect on their priorities.
7. It strengthens commitment to Christian living.
8. It provides opportunities to express gratitude.
9. It encourages continued fellowship with God.
10. It reminds believers to trust God's wisdom.

3.10 Reasons why prayers may appear unanswered or delayed

Christians sometimes experience situations in which their prayers are not answered in the way or at the time they expected.

Some reasons include:

- The answer may not come at the expected time.
- The request may not be consistent with God's will.
- A person may be expecting a particular outcome while God may guide them differently.
- Some situations require patience and continued responsibility.
- A person may need to reconsider their motives and actions.
- Some difficulties require practical steps alongside prayer.
- Human beings may not fully understand God's purposes.

Important teaching: Christians should not conclude that every delay means God has rejected them or that a person experiencing hardship lacks faith. Prayer is an expression of trust in God, not a guarantee that every request will be granted exactly as desired.

3.11 Lessons Christians learn from the widow's persistence

Lesson	**Explanation**
Persistence	Christians should continue praying
Faith	Believers should trust God
Patience	Christians should wait without losing hope
Courage	Believers should face difficulties confidently
Justice	People should defend the rights of others
Determination	Christians should not abandon what is right
Hope	Believers should remain hopeful
Trust	Christians should depend on God's wisdom

Responsibility	People should use appropriate means to seek justice
Perseverance	Believers should remain committed during challenges

3.12 Application of the parable in the Kenyan context

The parable is relevant to Kenyan families, schools, churches, workplaces and public institutions.

A. Application in families

- Family members should pray together during difficult situations.
- Parents should encourage children to remain hopeful.
- Family members should resolve disagreements patiently.
- Widows and other vulnerable relatives should be supported.
- Family members should seek justice through peaceful means.

B. Application in schools

- Learners should pray for wisdom and guidance.
- Students should remain committed to their studies.
- Learners should not lose hope when they experience academic difficulties.
- Teachers should treat learners fairly.
- School leaders should listen to complaints from learners.
- Learners should report unfair treatment through appropriate school procedures.

C. Application in churches

- Christians should pray persistently for the church.
- Church leaders should protect vulnerable members.
- Congregations should support widows and disadvantaged families.
- Believers should pray for peace and unity.
- Church members should remain committed even during challenges.

D. Application in Kenyan society

- Leaders should administer justice fairly.
- Citizens should respect the rights of others.
- Society should protect widows, orphans and vulnerable people.
- People should use lawful and peaceful methods to seek justice.
- Christians should pray for responsible leadership.
- Public officers should avoid corruption and abuse of authority.

4.0 THE PARABLE OF THE PHARISEE AND THE TAX COLLECTOR

4.1 Biblical reference: Luke 18:9-14

4.2 Introduction

In Luke 18:9–14, Jesus told another parable to address people who trusted in their own righteousness and looked down upon others.

The parable involved two men who went to the temple to pray:

- A Pharisee.
- A tax collector.

Although both men prayed in the same place, their attitudes towards God and themselves were very different.

The Pharisee was proud of his religious achievements and compared himself favourably with other people. The tax collector recognised his sinfulness and humbly asked God for mercy.

Jesus concluded that the tax collector went home justified rather than the Pharisee.

The parable teaches that God values sincere humility and repentance rather than pride and outward religious display.

4.3 Background information

To understand the parable, it is important to examine the social and religious positions of the two characters.

A. Who was a Pharisee?

A **Pharisee** was a member of a Jewish religious group known for its strict observance of the Law of Moses and religious traditions.

Pharisees placed considerable emphasis on:

- Observing religious laws.
- Maintaining ritual purity.
- Fasting.
- Prayer.
- Giving tithes.
- Studying and teaching religious traditions.

Many Pharisees were respected for their religious knowledge and commitment.

However, some became proud and believed that their religious practices made them morally superior to other people.

In this parable, Jesus criticised the attitude of self-righteousness rather than suggesting that every Pharisee was dishonest or hypocritical.

B. Who was a tax collector?

A **tax collector** was a person responsible for collecting taxes on behalf of the governing authorities.

During the Roman occupation of Palestine, tax collectors were often unpopular among the Jewish population.

Some were associated with:

- Collecting taxes for foreign rulers.
- Exploiting taxpayers.
- Demanding more money than required.
- Collaborating with the occupying authorities.
- Dishonest financial practices.

Not every tax collector necessarily behaved dishonestly, but the occupation was generally viewed with suspicion.

In the parable, the tax collector recognised his wrongdoing and approached God with humility.

4.4 Narration of the parable (Luke 18:9-14)

Jesus told a parable about two men who went to the temple to pray.

One was a Pharisee, while the other was a tax collector.

A. The prayer of the Pharisee

The Pharisee stood by himself and prayed.

He thanked God that he was not like other people whom he regarded as sinners, including robbers, dishonest people and adulterers.

He also mentioned that he fasted twice a week and gave a tenth of everything he received.

His prayer concentrated on his own religious achievements and his comparison with other people.

He appeared to believe that his actions made him superior to others.

B. The prayer of the tax collector

The tax collector stood at a distance.

He did not even feel worthy of raising his eyes towards heaven.

He beat his chest and prayed:

"God, be merciful to me, a sinner."

His prayer was short but sincere.

He acknowledged his sinfulness and recognised his need for God's mercy.

C. Jesus' conclusion

Jesus declared that the tax collector went home justified rather than the Pharisee.

He then taught that everyone who exalts themselves will be humbled, while those who humble themselves will be exalted.

This conclusion shows that God values genuine repentance and humility rather than pride and outward religious performance.

4.5 Comparison of the two characters

Pharisee	**Tax collector**
Considered himself righteous	Recognised his sinfulness

Compared himself with others	Focused on his need for God's mercy
Boasted about religious practices	Humbly asked for forgiveness
Looked down upon other people	Did not condemn others
Emphasised his achievements	Acknowledged his shortcomings
Displayed pride	Demonstrated humility
Did not express repentance	Demonstrated repentance
Was not commended by Jesus	Was declared justified

4.6 Characteristics of the Pharisee's prayer

1. It was self-centred

The Pharisee concentrated on his own achievements rather than acknowledging his dependence on God.

2. It demonstrated pride

He believed that his religious practices made him better than other people.

3. It involved comparison

He compared himself with people he considered morally inferior.

4. It lacked humility

He did not acknowledge his own weaknesses or need for God's mercy.

5. It emphasised outward religious practices

He mentioned fasting and giving tithes but did not demonstrate a humble attitude.

6. It lacked concern for others

He looked down upon other people instead of showing compassion.

7. It demonstrated self-righteousness

He assumed that his religious achievements made him acceptable before God.

4.7 Characteristics of the tax collector's prayer

1. It was sincere

He honestly recognised his condition before God.

2. It demonstrated humility

He stood at a distance and did not consider himself worthy to look towards heaven.

3. It involved repentance

He acknowledged that he was a sinner and needed God's forgiveness.

4. It demonstrated dependence on God

He recognised that he needed God's mercy.

5. It was free from boasting

He did not mention his achievements or compare himself with others.

6. It demonstrated faith

He approached God believing that he could receive mercy.

7. It showed a desire for spiritual restoration

He wanted his relationship with God to be restored.

4.8 Meaning of justification

Justification is God's act of declaring a repentant sinner righteous through His grace.

In Luke 18:14, Jesus explained that the tax collector went home justified rather than the Pharisee.

This teaches that acceptance before God is not achieved through boasting about religious achievements or looking down on others.

Rather, Christians should approach God with sincere faith, humility and repentance.

4.9 Main teachings of the parable of the Pharisee and the tax collector

1. Christians should pray with humility

The tax collector approached God humbly, recognising his need for mercy.

Application: Christians should avoid pride when praying and recognise their dependence on God.

2. Prayer should be sincere

The tax collector's prayer was short but genuine.

Application: Believers should pray honestly rather than using religious words to impress others.

3. Christians should avoid self-righteousness

The Pharisee believed that he was better than other people.

Application: Christians should avoid considering themselves morally or spiritually superior to others.

4. People should acknowledge their sins

The tax collector admitted that he was a sinner.

Application: Christians should be willing to examine their behaviour and acknowledge their mistakes.

5. Christians should seek God's forgiveness

The tax collector asked God for mercy.

Application: Believers should repent when they do wrong and seek God's forgiveness.

6. God does not judge people according to outward appearance

The Pharisee appeared religious, but his attitude was proud.

The tax collector appeared socially discredited, but he approached God sincerely.

Application: Christians should not judge others only by their appearance, occupation, wealth or social position.

7. Religious practices should be accompanied by good character

Fasting and giving tithes are religious practices, but they should be accompanied by humility, love and justice.

Application: Christians should ensure that their worship is reflected in their behaviour.

8. Christians should not condemn others

The Pharisee looked down upon other people.

Application: Believers should avoid gossip, discrimination and unfair judgement.

9. God values genuine repentance

The tax collector recognised his wrongdoing and asked for mercy.

Application: Christians should be willing to change their behaviour after recognising their mistakes.

10. Pride leads to spiritual failure

The Pharisee's pride prevented him from recognising his need for God's mercy.

Application: Christians should practise humility in their homes, schools, churches and workplaces.

4.10 Meaning of humility in Christian life

Humility is the quality of recognising one's limitations, respecting others and acknowledging dependence on God without boasting or considering oneself superior.

Humility does not mean that a person should have no confidence or allow others to mistreat them. It means recognising one's worth while respecting the worth of others.

Characteristics of a humble Christian

1. Acknowledges personal mistakes.
2. Accepts correction.
3. Respects other people.
4. Avoids boasting.
5. Appreciates the contribution of others.
6. Recognises dependence on God.
7. Shows willingness to learn.
8. Treats people fairly.
9. Avoids unnecessary comparison.
10. Serves others willingly.
11. Forgives those who repent.
12. Gives credit to others where appropriate.

4.11 How Christians can exercise humility during prayer

1. **Acknowledge God's greatness:** Recognise God's authority and holiness.
2. **Recognise personal weaknesses:** Accept that human beings make mistakes and need God's guidance.
3. **Confess sins sincerely:** Admit wrongdoing instead of making excuses.
4. **Avoid boasting:** Do not use prayer to advertise personal achievements.
5. **Avoid comparing oneself with others:** Concentrate on one's own relationship with God.
6. **Ask for forgiveness:** Seek God's mercy with a sincere heart.
7. **Pray for other people:** Remember the needs of others instead of focusing only on personal interests.

8. **Accept God's will:** Recognise that God has wisdom beyond human understanding.

9. **Practise gratitude:** Appreciate God's blessings without considering oneself more deserving than others.

10. **Demonstrate humility in action:** Let prayer influence how one treats other people.

4.12 Application of the parable in the Kenyan context

A. In schools

Learners can demonstrate humility by:

- Respecting classmates regardless of academic performance.
- Avoiding boasting about examination results.
- Accepting correction from teachers.
- Admitting mistakes.
- Helping learners who need academic support.
- Avoiding discrimination based on family background.
- Praying sincerely rather than showing off.

Example: A learner who performs well in examinations should encourage struggling classmates instead of mocking them.

B. In families

Family members can demonstrate humility by:

- Respecting parents and guardians.
- Apologising when they make mistakes.
- Listening to one another.
- Avoiding unnecessary arguments.
- Appreciating the contributions of others.
- Forgiving one another.

C. In churches

Christians can demonstrate humility by:

- Serving without seeking praise.
- Respecting church leaders and other members.
- Avoiding competition over religious positions.
- Supporting new believers.
- Avoiding judgement based on wealth or social status.
- Praying sincerely.
- Accepting correction.

D. In Kenyan society

Christians can demonstrate humility by:

- Rejecting tribal arrogance.

- Respecting people from different communities.
- Avoiding discrimination against poor people.
- Serving communities without expecting personal rewards.
- Accepting responsibility for wrongdoing.
- Supporting peaceful conflict resolution.
- Avoiding misuse of leadership positions.

5.0 COMPARISON OF THE TWO PARABLES ON PRAYER

Both parables in Luke 18:1–14 teach Christians how to develop a meaningful prayer life.

Area	**Widow and unjust judge**	**Pharisee and tax collector**
Biblical reference	Luke 18:1–8	Luke 18:9–14
Main characters	Widow and unjust judge	Pharisee and tax collector
Main teaching	Persistence in prayer	Humility in prayer
Main problem	Widow was denied justice	Pharisee was self-righteous
Positive example	Persistent widow	Humble tax collector
Negative example	Unjust judge	Proud Pharisee
Christian value	Perseverance	Humility
Main lesson	Do not lose heart when praying	Do not approach God with pride
Application	Continue trusting God	Pray sincerely and repent
Desired attitude	Faith and patience	Humility and repentance

5.1 Similarities between the two parables

1. Both were taught by Jesus to communicate spiritual lessons.
2. Both are recorded in Luke 18.
3. Both concern the relationship between human beings and God.
4. Both teach important qualities of prayer.
5. Both challenge wrong attitudes.
6. Both encourage Christians to develop genuine faith.
7. Both remain relevant to Christian life today.
8. Both demonstrate that prayer should influence the way people live.

5.2 Differences between the two parables

1. The first parable emphasises persistence, while the second emphasises humility.
2. The first involves a widow seeking justice, while the second involves two men praying in the temple.
3. The first contrasts a vulnerable widow with an unjust judge, while the second contrasts a proud Pharisee with a humble tax collector.
4. The first teaches Christians not to lose heart, while the second teaches them not to become self-righteous.
5. The first highlights God's justice, while the second highlights God's acceptance of genuine repentance.

6.0 FACTORS THAT MAY HINDER EFFECTIVE PRAYER

Christians may experience challenges that affect their prayer lives.

6.1 Lack of faith

Some people may pray while doubting God's ability to help them.

Remedy: Study Scripture, reflect on God's promises and develop trust in Him.

6.2 Pride

Proud people may believe that they do not need God's guidance.

Remedy: Practise humility and acknowledge dependence on God.

6.3 Distractions

Noise, excessive entertainment and constant use of digital devices may interfere with personal prayer.

Remedy: Set aside a suitable time and place for prayer.

6.4 Lack of commitment

Some Christians pray only when facing difficulties.

Remedy: Develop a regular prayer routine.

6.5 Unforgiveness

Holding resentment against others may affect a person's spiritual life.

Remedy: Practise forgiveness and seek reconciliation where possible.

6.6 Selfish motives

Some people may pray only for personal wealth, recognition or power.

Remedy: Include thanksgiving, repentance and prayers for other people.

6.7 Impatience

Some believers may become discouraged when they do not receive immediate answers.

Remedy: Learn from the widow's persistence and continue trusting God's wisdom.

6.8 Dishonest living

A person may pray while deliberately practising dishonesty and injustice.

Remedy: Make an effort to live according to God's teachings.

6.9 Lack of knowledge about prayer

Some Christians may not understand the different purposes and forms of prayer.

Remedy: Study biblical teachings about prayer and participate in Christian fellowship.

6.10 Discouragement

Difficult experiences may cause some believers to lose hope.

Remedy: Seek encouragement through Scripture, prayer and support from trusted members of the Christian community.

7.0 HOW CHRISTIANS CAN DEVELOP A CONSISTENT PRAYER LIFE

A consistent prayer life involves making communication with God a regular part of daily living.

Practical ways of developing a prayer life

1. Set aside specific times for prayer.
2. Begin and end the day with prayer.
3. Read a Bible passage before or after prayer.
4. Include thanksgiving in daily prayers.
5. Confess wrongdoing sincerely.
6. Pray for family members and friends.
7. Remember vulnerable people in prayer.
8. Participate in church worship and fellowship.
9. Keep a personal prayer journal.
10. Reflect on personal spiritual growth.
11. Pray during difficult situations.
12. Avoid using prayer only as a means of requesting material things.

7.1 Suggested daily prayer routine

Time	**Suggested prayer activity**
Morning	Thank God for a new day and seek guidance
Before school or work	Pray for wisdom, safety and responsibility
During the day	Offer short prayers of thanksgiving and guidance
Evening	Reflect on the day's activities and confess mistakes
Before sleeping	Thank God and pray for family and other people

This is a suggested routine. Christians may organise their prayer times according to their responsibilities and circumstances.

7.2 Sample personal prayer journal

A prayer journal is a notebook or record in which a Christian writes personal prayer requests, Bible reflections, thanksgiving and observations about spiritual growth.

Sample prayer journal format

Date	Bible reading	Prayer request	Thanksgiving	Reflection
Monday	Luke 18:1–8	Wisdom in my studies	Thank God for family	I will remain persistent
Tuesday	Luke 18:9–14	Humility and forgiveness	Thank God for good health	I will avoid judging others
Wednesday	Philippians 4:6–7	Peace and guidance	Thank God for education	I will trust God
Thursday	Matthew 6:9–13	Strength to do what is right	Thank God for daily provision	I will pray sincerely
Friday	James 5:13–18	Healing and comfort for the sick	Thank God for protection	I will remember others in prayer

7.3 Benefits of maintaining a prayer journal

- Encourages regular prayer.
- Helps Christians organise their prayer requests.
- Provides a record of Bible readings.
- Encourages self-reflection.
- Helps believers identify areas for spiritual improvement.
- Encourages gratitude.
- Reminds Christians to pray for other people.
- Helps learners monitor their personal commitment to prayer.
- Provides an opportunity to reflect on experiences and spiritual growth.

8.0 PRACTICAL LEARNING ACTIVITIES

The following activities support learner-centred teaching and learning under the Competency-Based Education approach.

Learning activity	How learners participate	Expected learning outcome
Share experiences about prayer	Learners discuss their prayer routines	Understanding the importance of prayer
Discuss answered prayers	Learners share appropriate experiences	Appreciation of prayer
Read Luke 18:1–8	Learners read the biblical passage	Understanding the first parable

Narrate the widow's parable	Learners retell the story in groups	Communication and interpretation
Role-play the parable	Learners act as the widow, judge and narrator	Creativity and understanding
Brainstorm lessons	Groups identify teachings from the parable	Critical thinking
Read Luke 18:9–14	Learners study the second parable	Understanding humility
Compare the two characters	Learners discuss the Pharisee and tax collector	Analysis and comparison
Compose songs about persistence	Groups compose and present songs	Creativity and self-expression
Prepare prayer journals	Learners record daily prayers	Self-management and reflection
Develop a prayer timetable	Learners organise suitable prayer times	Responsibility
Group discussion	Learners discuss humility in prayer	Collaboration and communication

8.1 Suggested role-play: The widow and the unjust judge

Characters:

- Narrator.
- Widow.
- Unjust judge.
- People in the courtroom.

Suggested sequence:

1. The narrator introduces the widow and her problem.
2. The widow approaches the judge and requests justice.
3. The judge refuses to help her.
4. The widow returns and repeats her request.
5. The judge becomes tired of her repeated visits.
6. The judge decides to grant her request.
7. The narrator explains the lesson Jesus taught.

Discussion after the role-play:

- Why did the widow continue approaching the judge?

- What made the judge unjust?
- What lesson did Jesus want His disciples to learn?
- How can Christians demonstrate persistence in prayer?

8.2 Suggested role-play: The Pharisee and the tax collector

Characters:

- Narrator.
- Pharisee.
- Tax collector.

Suggested sequence:

1. The narrator introduces the two men.
2. The Pharisee stands and offers his prayer.
3. The tax collector stands at a distance.
4. The tax collector humbly asks God for mercy.
5. The narrator explains Jesus' conclusion.
6. Learners discuss the difference between pride and humility.

Discussion after the role-play:

- What was wrong with the Pharisee's attitude?
- Why was the tax collector commended?
- What does humility mean?
- How can learners demonstrate humility when praying?

REVISION QUESTIONS

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer all the questions. Choose the correct answer from the alternatives A, B, C and D.

1. Prayer is best described as

A. communication between a person and God
B. a discussion between two friends
C. a public announcement
D. a form of entertainment

2. Jesus taught the parable of the widow and the unjust judge mainly to encourage His disciples to

A. seek wealth
B. avoid difficult situations
C. pray persistently and not lose heart
D. become judges

3. According to Luke 18:1, Christians should

A. pray only during church services
B. always pray and not lose heart
C. pray only when they are sick
D. avoid praying for others

4. The widow in the parable was seeking

A. financial assistance from Jesus
B. permission to enter the temple
C. a position in the government
D. justice against her adversary

5. The judge in the parable was described as a person who

A. feared God and respected everyone
B. was compassionate and generous
C. neither feared God nor respected people
D. was a religious teacher

6. Why did the unjust judge finally grant the widow's request?

A. He was becoming tired of her repeated visits
B. He feared that God would punish him
C. The widow gave him money
D. The other judges ordered him to do so

7. The widow demonstrated which Christian quality?

A. Greed
B. Persistence
C. Pride
D. Dishonesty

8. The widow's experience teaches Christians that they should

A. abandon prayer when answers are delayed
B. seek revenge against their enemies
C. avoid asking for help
D. continue trusting God without losing hope

9. Unlike the unjust judge, God is

A. selfish and unfair
B. unconcerned about human suffering
C. righteous and compassionate
D. interested only in wealthy people

10. Which of the following is an example of intercessory prayer?

A. Praying for a sick neighbour
B. Asking God for personal wealth
C. Praising God for His greatness
D. Confessing personal sins

11. The Pharisee and the tax collector went to pray in the

A. marketplace
B. temple
C. palace
D. synagogue courtyard outside Jerusalem

12. The Pharisee belonged to a Jewish religious group known for

A. collecting Roman taxes
B. governing the Roman Empire
C. building fishing boats
D. strict observance of religious laws

13. The tax collector was generally unpopular in Jewish society because some tax collectors

A. collected taxes on behalf of the authorities and were associated with exploitation
B. refused to collect any taxes
C. worked as religious teachers
D. were responsible for building temples

14. What did the Pharisee boast about in his prayer?

A. His family background
B. His business achievements
C. His fasting and giving of tithes
D. His political position

15. Which statement best describes the Pharisee's attitude?

A. Humility
B. Pride and self-righteousness
C. Repentance
D. Gratitude

16. The tax collector stood at a distance because he

A. wanted to avoid meeting Jesus
B. was waiting for the Pharisee
C. had been appointed as a temple guard
D. approached God with humility and a sense of unworthiness

17. What did the tax collector do while praying?

A. He beat his chest and asked God for mercy
B. He praised his achievements
C. He condemned other people
D. He demanded recognition

18. According to Luke 18:14, who went home justified?

A. The Pharisee
B. Both men equally
C. The tax collector
D. Neither man

19. The parable of the Pharisee and the tax collector teaches Christians to

A. boast about religious achievements
B. pray with humility and sincerity
C. judge people according to their occupations
D. avoid confessing their sins

20. Self-righteousness refers to

A. recognising one's mistakes
B. seeking forgiveness
C. serving others humbly
D. considering oneself morally superior to others

21. Which of the following demonstrates humility during prayer?

A. Acknowledging personal weaknesses and seeking God's guidance
B. Comparing oneself with other people
C. Boasting about personal achievements
D. Condemning other worshippers

22. Which of the following is an example of thanksgiving prayer?

A. Asking God to forgive a sin
B. Praying for a sick friend
C. Thanking God for good health
D. Asking God for wisdom

23. A prayer offered on behalf of another person is known as

A. adoration
B. intercession
C. confession
D. thanksgiving

24. Which of the following may hinder effective prayer?

A. Faith
B. Patience
C. Humility
D. Unforgiveness

25. A prayer journal is useful because it

A. helps Christians record prayers and reflect on spiritual growth
B. replaces the Bible
C. prevents Christians from attending church
D. guarantees that every request will be granted

26. Which action demonstrates the lesson of the widow's parable in a Kenyan school?

A. Giving up after failing an examination
B. Refusing to ask teachers for guidance
C. Remaining committed to studies and praying for wisdom
D. Blaming classmates for personal mistakes

27. Which action demonstrates the lesson of the tax collector's parable?

A. Mocking learners who perform poorly
B. Admitting mistakes and asking for forgiveness
C. Boasting about examination results
D. Refusing to accept correction

28. The main difference between the two parables is that the first emphasises persistence while the second emphasises

A. wealth
B. political authority
C. fasting
D. humility

29. The widow's experience highlights the importance of protecting

A. vulnerable members of society
B. wealthy business people only
C. political leaders only
D. religious authorities only

30. Which of the following best summarises Jesus' teaching in Luke 18:1–14?

A. Christians should pray only in public
B. Religious achievements make people superior to others
C. Christians should pray persistently and approach God with humility
D. People should stop asking God for help

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all the questions. Give clear explanations and relevant examples.

QUESTION 31: UNDERSTANDING PRAYER (10 MARKS)

a) Define the term prayer. (2 marks)

b) Explain four types of Christian prayer. (4 marks)

c) Explain four ways in which prayer contributes to the spiritual development of Christians. (4 marks)

QUESTION 32: THE WIDOW AND THE UNJUST JUDGE (10 MARKS)

a) Narrate the parable of the widow and the unjust judge as recorded in Luke 18:1–8. (4 marks)

b) Explain three lessons Christians learn from the parable. (3 marks)

c) Identify three ways Christians can demonstrate persistence in prayer in their daily lives. (3 marks)

QUESTION 33: THE PHARISEE AND THE TAX COLLECTOR (10 MARKS)

a) Narrate the parable of the Pharisee and the tax collector according to Luke 18:9–14. (4 marks)

b) Explain three differences between the prayers of the Pharisee and the tax collector. (3 marks)

c) State three ways Christians can demonstrate humility during prayer. (3 marks)

QUESTION 34: APPLICATION OF THE PARABLES ON PRAYER (10 MARKS)

a) Explain four reasons why Christians should pray persistently. (4 marks)

b) Identify three factors that may hinder effective prayer. (3 marks)

c) Explain three benefits of maintaining a personal prayer journal. (3 marks)

QUESTION 35: CHRISTIAN VALUES AND CONTEMPORARY ISSUES (10 MARKS)

a) Explain three ways learners can apply the teachings of the two parables in their school lives. (3 marks)

b) Explain three ways Christians can promote justice and protect vulnerable people in Kenyan society. (3 marks)

c) Explain four ways Christians can avoid self-righteousness in their daily lives. (4 marks)

TOTAL: 50 MARKS

13.0 TEACHER'S ANSWER GUIDE AND MARKING SCHEME

SECTION A: MULTIPLE-CHOICE ANSWERS

Question	Answer	Question	Answer
1	A	16	D
2	C	17	A
3	B	18	C
4	D	19	B
5	C	20	D
6	A	21	A
7	B	22	C
8	D	23	B
9	C	24	D
10	A	25	A
11	B	26	C
12	D	27	B
13	A	28	D
14	C	29	A
15	B	30	C

SECTION B: SUGGESTED MARKING SCHEME

QUESTION 31

a) Definition of prayer (2 marks)

Prayer is communication between a person and God through words, thoughts or silent reflection. It enables Christians to express their faith, requests, thanksgiving and repentance.

b) Four types of Christian prayer (4 marks)

Award 1 mark each for any four correctly explained types:

- Adoration – praising God for His greatness and holiness.
- Confession – acknowledging sins and seeking forgiveness.
- Thanksgiving – appreciating God for His blessings.
- Supplication – presenting personal needs to God.
- Intercession – praying on behalf of others.

c) Four ways prayer contributes to spiritual development (4 marks)

Any four:

- Strengthens the relationship with God.
- Builds faith.
- Encourages repentance.
- Promotes forgiveness.

- Provides spiritual guidance.
- Encourages gratitude.
- Promotes patience.
- Strengthens commitment to Christian values.
- Encourages concern for others.

QUESTION 32

a) Narration of the parable (4 marks)

Suggested points:

- Jesus told His disciples a parable about a widow who repeatedly approached an unjust judge.
- The judge neither feared God nor respected people.
- The widow repeatedly requested justice against her adversary.
- The judge initially refused to help her.
- Due to her persistence, he eventually decided to grant her request.
- Jesus explained that God would bring justice to His chosen people who cry to Him.

Award any four well-explained points.

b) Three lessons (3 marks)

Any three:

- Christians should pray persistently.
- Believers should not lose hope.
- God is just and compassionate.
- Christians should have faith in God.
- People in authority should administer justice.
- Vulnerable people should be protected.
- Christians should remain patient.

c) Three ways of demonstrating persistence (3 marks)

Any three:

- Maintaining regular prayer.
- Continuing to pray during difficulties.
- Keeping a prayer journal.
- Trusting God during delays.
- Participating in Christian fellowship.
- Remaining committed to God.
- Combining prayer with responsible action.

QUESTION 33

a) Narration of the parable (4 marks)

Suggested points:

- Jesus told a parable about two men who went to the temple to pray.
- One was a Pharisee and the other a tax collector.
- The Pharisee boasted about his religious practices and compared himself with other people.
- The tax collector stood at a distance and humbly asked God for mercy.
- Jesus declared that the tax collector went home justified rather than the Pharisee.
- Jesus taught that those who exalt themselves will be humbled, while those who humble themselves will be exalted.

Award any four well-explained points.

b) Three differences (3 marks)

Any three:

- The Pharisee was proud, while the tax collector was humble.
- The Pharisee boasted about his achievements, while the tax collector confessed his sins.
- The Pharisee compared himself with others, while the tax collector focused on his need for mercy.
- The Pharisee displayed self-righteousness, while the tax collector demonstrated repentance.
- The Pharisee looked down upon others, while the tax collector did not condemn anyone.

c) Three ways of demonstrating humility (3 marks)

Any three:

- Acknowledging personal mistakes.
- Confessing sins sincerely.
- Avoiding boasting.
- Respecting other people.
- Avoiding comparison with others.
- Asking God for guidance.
- Praying for the needs of others.
- Accepting correction.

QUESTION 34

a) Four reasons for persistent prayer (4 marks)

Any four:

- Strengthens faith.
- Encourages patience.
- Promotes dependence on God.
- Helps Christians remain hopeful.
- Provides spiritual encouragement.
- Strengthens commitment to God.

- Encourages regular communication with God.
- Promotes reflection and spiritual growth.

b) Three factors that hinder effective prayer (3 marks)

Any three:

- Lack of faith.
- Pride.
- Unforgiveness.
- Distractions.
- Selfish motives.
- Impatience.
- Lack of commitment.
- Dishonest living.
- Discouragement.

c) Three benefits of a prayer journal (3 marks)

Any three:

- Encourages regular prayer.
- Records personal prayer requests.
- Helps learners reflect on spiritual growth.
- Encourages gratitude.
- Records Bible readings.
- Helps identify areas for improvement.
- Reminds Christians to pray for others.

QUESTION 35

a) Three ways of applying the teachings in school (3 marks)

Any three:

- Remaining persistent in studies and prayer.
- Accepting correction from teachers.
- Avoiding examination cheating.
- Respecting classmates.
- Admitting mistakes.
- Avoiding pride in academic achievements.
- Helping learners who are struggling.
- Praying sincerely.

b) Three ways of promoting justice and protecting vulnerable people (3 marks)

Any three:

- Supporting widows and disadvantaged families.
- Reporting injustice through appropriate channels.
- Rejecting corruption.
- Promoting fairness in institutions.
- Respecting the rights of vulnerable people.
- Supporting community welfare programmes.
- Encouraging responsible leadership.

c) Four ways of avoiding self-righteousness (4 marks)

Any four:

- Recognising personal weaknesses.
- Avoiding comparison with other people.
- Accepting correction.
- Respecting people from all social backgrounds.
- Acknowledging God's grace.
- Serving others humbly.
- Avoiding boasting about religious achievements.
- Practising sincere repentance.
- Avoiding unfair judgement.
- Demonstrating love through actions.

14.0 BIBLICAL REFERENCES FOR FURTHER STUDY

Biblical reference	**Main teaching**
Luke 18:1–8	Persistence in prayer
Luke 18:9–14	Humility and repentance
Matthew 6:5–8	Sincerity in prayer
Matthew 6:9–13	The Lord's Prayer
Matthew 7:7–11	Asking, seeking and knocking
Luke 11:1–13	Jesus teaches about prayer
James 5:13–18	Prayer, faith and support for others
Philippians 4:6–7	Prayer and thanksgiving

1 Thessalonians 5:16–18	Rejoicing and praying continually
Hebrews 4:14–16	Approaching God with confidence
Psalm 34:17	God hears the cries of the righteous
Proverbs 15:29	God hears the prayer of the righteous
Isaiah 1:17	Seeking justice and defending the vulnerable

STRAND 2.0: THE NEW TESTAMENT

SUB-STRAND 2.13: JOURNEY TO JERUSALEM – THE WAY OF SALVATION

Main Bible passages: Luke 18:15–43

Key events covered:

1. Jesus blesses little children – Luke 18:15–17.
2. Jesus encounters the rich ruler – Luke 18:18–30.
3. Jesus foretells His death and resurrection for the third time – Luke 18:31–34.
4. Jesus heals a blind beggar – Luke 18:35–43.

1.0 INTRODUCTION

The Gospel of Luke records Jesus' journey towards Jerusalem, where He would fulfil His mission through His suffering, death and resurrection. Along the journey, Jesus taught His disciples and other people about the Kingdom of God, salvation, faith, humility, discipleship and the cost of following Him.

In Luke 18:15–43, Jesus demonstrates that the Kingdom of God is open to those who receive Him with childlike trust, are willing to surrender anything that competes with their commitment to God, and approach Him in faith. He also explains that His suffering and resurrection are part of God's plan of salvation.

The four accounts in this sub-strand help learners understand that salvation is God's gift through Jesus Christ and that receiving it requires faith, humility, obedience and commitment.

1.1 EXPECTED LEARNING OUTCOMES

By the end of this sub-strand, the learner should be able to:

a) Interpret scriptures about inheriting the Kingdom of God.

b) Deduce lessons learnt from Jesus blessing little children.

c) Articulate lessons learnt from Luke 18:18–30.

d) Relate the healing of the blind beggar to the way of salvation.

e) Elaborate lessons learnt from the healing of the blind beggar.

f) Apply lessons learnt from the healing of the blind beggar in daily life.

1.2 KEY TERMS AND THEIR MEANINGS

1. Salvation

Salvation is the act of being rescued or delivered from sin and its consequences through God's grace and the saving work of Jesus Christ. It involves reconciliation with God and the promise of eternal life.

2. Kingdom of God

The Kingdom of God refers to God's rule, authority and presence in the lives of people who accept Him and live according to His will. It is both a present spiritual reality and a future fulfilment.

3. Eternal life

Eternal life is the life that God gives through Jesus Christ. It refers not only to life without end but also to a restored relationship with God.

4. Faith

Faith is trusting and believing in God and His promises. Christian faith involves confidence in Jesus Christ and willingness to follow His teachings.

5. Discipleship

Discipleship is the process of learning from Jesus, following His example and putting His teachings into practice.

6. Humility

Humility is recognising one's dependence on God and treating other people with respect rather than considering oneself superior.

7. Repentance

Repentance is a sincere change of heart and mind that leads a person to turn away from sin and return to God.

8. Resurrection

Resurrection refers to being raised from death to life. Christians believe that Jesus rose from the dead on the third day after His crucifixion.

9. Compassion

Compassion is showing concern, kindness and practical care towards people who are suffering or experiencing difficulties.

10. Blindness

Blindness is the inability to see. In Luke 18:35–43, the blind beggar's physical blindness also provides an opportunity to reflect on faith, spiritual understanding and dependence on Jesus.

1.3 UNDERSTANDING THE MEANING OF SALVATION

Salvation is one of the central teachings of Christianity. It explains God's plan to rescue humanity from sin and restore the relationship between human beings and their Creator.

1.3.1 The meaning of salvation

Salvation means deliverance from sin, evil and separation from God through Jesus Christ. Christians believe that human beings cannot achieve salvation through their own efforts alone. It is made possible by God's grace and received through faith in Jesus Christ.

Salvation involves:

1. **Forgiveness of sins:** God forgives those who repent and turn to Him.
2. **Reconciliation with God:** Human beings are restored to a right relationship with God.
3. **Freedom from the power of sin:** Believers are empowered by God to resist sinful behaviour and live righteous lives.
4. **New life in Christ:** A person who accepts Christ begins a renewed life guided by Christian teachings.
5. **Adoption into God's family:** Believers become part of God's spiritual family.
6. **Hope of eternal life:** Christians look forward to eternal fellowship with God.
7. **Transformation of character:** Salvation should be reflected in a person's actions, attitudes and relationships.

1.3.2 Why human beings need salvation

Human beings need salvation because:

1. **All people are affected by sin.** Sin separates people from God and affects their relationships with others.

2. **Human beings need forgiveness.** People make mistakes and require God's mercy and forgiveness.
3. **Sin leads to harmful behaviour.** Greed, dishonesty, hatred, corruption and injustice damage individuals and communities.
4. **Human beings need reconciliation with God.** Salvation restores the broken relationship between humanity and God.
5. **People need guidance to live righteous lives.** Through Christ, believers learn to follow God's will.
6. **Human beings need hope beyond earthly life.** Christianity teaches that eternal life is a gift from God through Jesus Christ.

1.3.3 How Christians receive salvation

Christians believe that salvation is received through God's grace and faith in Jesus Christ. The following are important responses:

1. **Believing in Jesus Christ:** A person accepts Jesus as Lord and Saviour.
2. **Repenting of sins:** A person recognises wrongdoing and turns away from sinful behaviour.
3. **Confessing faith:** A believer openly acknowledges Jesus Christ as Lord.
4. **Accepting God's forgiveness:** A person trusts in God's mercy rather than relying on personal achievements.
5. **Living according to God's word:** A Christian demonstrates faith through obedience and good works.
6. **Depending on God's grace:** A believer recognises that salvation is God's gift and cannot be earned through wealth, status or personal effort.

1.3.4 Biblical teachings about salvation

a) Romans 10:9

This passage teaches that a person receives salvation by confessing Jesus as Lord and believing in their heart that God raised Him from the dead.

It emphasises two important aspects of Christian faith:

- Confessing Jesus Christ as Lord.
- Believing that God raised Him from the dead.

b) John 14:6

Jesus declares that He is the way, the truth and the life, and that no one comes to the Father except through Him.

This means that:

- Jesus provides the way to a relationship with God.
- His teachings reveal God's truth.
- He gives believers spiritual life and the hope of eternal life.
- Christians should follow His example and teachings.
- Salvation is centred on Jesus Christ.

c) Luke 18:16-17

Jesus welcomes little children and teaches that the Kingdom of God belongs to those who receive it like a little child.

This demonstrates that salvation is not based on social status, wealth, age or human achievement. It requires humble trust in God.

1.3.5 Jesus Christ as the way, the truth and the life

According to John 14:6, Jesus describes Himself as the way, the truth and the life.

Jesus is the way

- He provides the way through which people are reconciled with God.
- His teachings guide Christians towards righteous living.
- His death and resurrection provide the basis of Christian salvation.
- He teaches believers to practise love, forgiveness, justice and obedience.
- Christians follow Him through faith and discipleship.

Jesus is the truth

- Jesus reveals the character and will of God.
- His teachings guide people to distinguish right from wrong.
- He challenges hypocrisy, dishonesty and injustice.
- He teaches people to live in sincerity and faithfulness.
- Christians are expected to uphold truth in their homes, schools, churches and workplaces.

Jesus is the life

- Jesus gives spiritual life to those who believe in Him.
- He offers forgiveness and a renewed relationship with God.
- He gives hope in times of suffering and uncertainty.
- His resurrection assures Christians of victory over death.
- He promises eternal life to those who believe in Him.

Application in the Kenyan context

Learners can demonstrate that Jesus is the way, the truth and the life by:

- Refusing to participate in examination cheating.
- Speaking the truth even when it is difficult.
- Respecting parents, teachers and other learners.
- Avoiding corruption, bribery and dishonesty.
- Forgiving people who wrong them.
- Helping vulnerable members of society.
- Making decisions guided by Christian values.

1.3.6 How one can enter the Kingdom of God

According to Luke 18:16–17, Jesus teaches that people must receive the Kingdom of God like little children.

A person can demonstrate readiness to enter the Kingdom of God through:

1. **Faith in God:** Trusting God and believing in His promises.
2. **Humility:** Recognising one's dependence on God.
3. **Repentance:** Turning away from sin and seeking forgiveness.
4. **Obedience:** Following God's commands and Jesus' teachings.
5. **Love:** Showing genuine concern for God and other people.
6. **Forgiveness:** Being willing to forgive those who have caused harm.
7. **Service:** Helping others without expecting personal rewards.
8. **Honesty:** Living truthfully in all situations.
9. **Commitment to Christ:** Remaining faithful to Jesus even when following Him involves challenges.
10. **Trust:** Depending on God's grace rather than relying on wealth, influence or personal achievements.

1.4 JESUS BLESSES LITTLE CHILDREN (LUKE 18:15-17)

1.4.1 Biblical background

In Luke 18:15–17, people brought little children to Jesus so that He could touch and bless them. When the disciples saw this, they rebuked the people.

Jesus, however, called the children to Himself and instructed the disciples not to prevent them from coming to Him. He taught that the Kingdom of God belongs to people who receive it like little children.

Jesus then emphasised that whoever does not receive the Kingdom of God like a little child will never enter it.

This incident demonstrates Jesus' love for children and His teaching about humility, trust and dependence on God.

1.4.2 Why people brought children to Jesus

People brought their children to Jesus because:

1. **They recognised His authority:** They believed that Jesus had spiritual power and could bless their children.
2. **They wanted His blessings:** They desired God's favour and protection for their children.
3. **They trusted His compassion:** They knew that Jesus cared for people, including those who were often overlooked.
4. **They wanted their children to meet Him:** They recognised the importance of introducing children to spiritual guidance.
5. **They believed in His healing power:** Some may have hoped that Jesus would help children who were experiencing difficulties.

1.4.3 Why the disciples rebuked the people

The disciples rebuked those who brought children to Jesus because:

1. They may have considered the children unimportant in comparison with the adults seeking Jesus.
2. They may have thought that the children were disturbing Jesus.
3. They did not fully understand Jesus' concern for children.

4. They may have believed that Jesus' time should be reserved for more important matters.
5. They had not yet fully understood the values of God's Kingdom.

Jesus corrected their attitude by welcoming the children.

1.4.4 Jesus' response to the disciples

Jesus responded in the following ways:

1. He called the children to Himself.
2. He instructed the disciples not to hinder them.
3. He declared that the Kingdom of God belongs to people who receive it like little children.
4. He emphasised the importance of receiving God's Kingdom with childlike trust.
5. He challenged the disciples to change their understanding of greatness and importance in God's Kingdom.

1.4.5 Qualities of children that Christians should demonstrate

Jesus used children as an example of how people should receive the Kingdom of God.

The qualities include:

1. Trust

- Children often depend on their parents and guardians for protection and provision.
- Christians should trust God and depend on His guidance.
- Believers should have confidence in God's promises.

2. Humility

- Children do not usually claim superiority over others because of wealth or social position.
- Christians should avoid pride and arrogance.
- They should recognise that all people are valuable before God.

3. Dependence

- Children depend on adults for many of their needs.
- Christians should recognise their dependence on God.
- They should seek God's guidance instead of relying entirely on their own abilities.

4. Openness to learning

- Children are generally willing to learn new things.
- Christians should be ready to learn from God's word.
- They should accept correction and guidance.

5. Simplicity

- Children may approach others without complicated expectations.
- Christians should have sincere and genuine faith.
- They should avoid hypocrisy and pretence.

6. Receptiveness

- Children can receive instructions and gifts without demanding special recognition.
- Christians should receive God's grace with gratitude.
- They should be willing to accept God's will.

Note: Jesus was not teaching that children are perfect or that adults should become childish. He was using positive qualities associated with children to explain the attitude required for receiving God's Kingdom.

1.4.6 Lessons Christians learn from Jesus blessing little children

1. **Children are important to God.** Christians should respect and protect children.
2. **Jesus welcomes everyone.** No person should be excluded from approaching Him because of age, background or social status.
3. **The Kingdom of God requires humility.** People should not consider themselves superior to others.
4. **Faith requires trust.** Christians should depend on God as children depend on those who care for them.
5. **Children should receive spiritual guidance.** Parents and guardians should teach them Christian values.
6. **Adults should not become obstacles to children's spiritual development.** Churches and families should create opportunities for children to learn about God.
7. **Social status does not determine one's value before God.** Both rich and poor people are welcome in God's Kingdom.
8. **Christians should protect vulnerable people.** Children who experience neglect, abuse or discrimination need care and protection.
9. **Leaders should be approachable.** Church and community leaders should welcome people rather than discourage them.
10. **God's grace is received through faith.** Salvation is not a reward for social position or human achievement.

1.4.7 Application of the teachings in the Kenyan context

Christians in Kenya can apply these teachings by:

- Ensuring that children attend Sunday school and CRE lessons.
- Protecting children against abuse, neglect and exploitation.
- Supporting the education of vulnerable children.
- Avoiding discrimination against children from poor families.
- Listening to children's concerns at home and in school.
- Establishing child-friendly environments in churches and schools.
- Teaching children to respect others and practise honesty.
- Reporting child abuse through appropriate safeguarding channels.
- Encouraging children to participate in church activities according to their abilities.
- Supporting children's spiritual, social and emotional development.

1.4.8 Learning activities

Learners can:

1. Read Luke 18:15–17 aloud in groups.
2. Discuss why the disciples prevented children from approaching Jesus.
3. Identify qualities of children that Christians should demonstrate.
4. Role-play the event of Jesus blessing little children.
5. Compose a short prayer asking God to help them practise humility and trust.
6. Write a reflection on how schools and churches can protect children's rights.

Reflection question: How can you demonstrate childlike trust in God while still behaving responsibly as a Grade 11 learner?

1.5 JESUS AND THE RICH RULER (LUKE 18:18-30)

1.5.1 Biblical background

In Luke 18:18–30, a certain ruler approached Jesus and asked Him what he needed to do to inherit eternal life.

The ruler addressed Jesus as a good teacher. Jesus responded by asking why he called Him good, since no one is good except God alone.

Jesus then reminded the ruler of several commandments:

- Do not commit adultery.
- Do not murder.
- Do not steal.
- Do not give false testimony.
- Honour your father and mother.

The ruler replied that he had observed these commandments from his youth.

Jesus then told him that he still lacked one thing: he should sell what he possessed, distribute the proceeds to the poor and follow Him. The ruler became very sad because he was extremely wealthy.

Jesus used the incident to teach about the danger of allowing wealth to take God's place in a person's life.

1.5.2 Who was the rich ruler?

The rich ruler was a man who held a position of authority and possessed great wealth.

His characteristics included:

1. **He was wealthy:** He had many possessions.
2. **He was a ruler:** He held a position of leadership or authority.
3. **He was religiously knowledgeable:** He knew the commandments of God.
4. **He was morally concerned:** He wanted to know how to inherit eternal life.
5. **He respected Jesus:** He approached Jesus and addressed Him as a teacher.
6. **He was obedient to certain commandments:** He claimed to have observed the commandments from his youth.
7. **He was attached to his possessions:** He found it difficult to give up his wealth.

8. **He was sorrowful:** Jesus' instruction challenged his priorities.

1.5.3 The ruler's question about eternal life

The ruler asked Jesus what he should do to inherit eternal life.

This question shows that:

- He was concerned about life beyond earthly existence.
- He recognised the importance of spiritual matters.
- He wanted guidance from Jesus.
- He believed that eternal life was worth seeking.
- He may have thought that observing religious rules was sufficient for salvation.

Jesus used the question to reveal that true discipleship involves more than outward religious observance.

1.5.4 Jesus' response about the commandments

Jesus referred the ruler to the commandments concerning relationships with other people.

These included:

Commandment	Meaning and application
Do not commit adultery	Remain faithful in marriage and respect family relationships.
Do not murder	Respect and protect human life.
Do not steal	Respect other people's property.
Do not give false testimony	Be truthful and avoid spreading false information.
Honour your father and mother	Respect parents and guardians.

The ruler claimed to have observed these commandments from his youth.

However, Jesus wanted him to understand that following God involves a complete commitment of the heart, not merely outward observance of rules.

1.5.5 Jesus' instruction to the rich ruler

Jesus instructed the ruler to:

1. Sell his possessions.
2. Give the proceeds to the poor.
3. Store up treasure in heaven.
4. Come and follow Him.

Jesus' instruction challenged the ruler to place God above material wealth and demonstrate genuine concern for people in need.

Meaning of storing treasure in heaven

This means living in a manner that reflects God's values rather than making earthly possessions the centre of one's life.

It involves:

- Practising love and compassion.
- Helping the poor and vulnerable.
- Being generous.
- Seeking righteousness.
- Serving others.
- Remaining faithful to God.
- Using resources responsibly.

1.5.6 Why the rich ruler became sad

The ruler became sad because:

1. He had great wealth and found it difficult to part with it.
2. He was emotionally attached to his possessions.
3. He may have feared losing his social position and security.
4. He was unwilling to make the sacrifice required by Jesus.
5. His wealth had become a major obstacle to his commitment to God.
6. He had not fully understood that eternal life was more important than material possessions.

1.5.7 Jesus' teaching about wealth and the Kingdom of God

Jesus observed that it is difficult for those who are rich to enter the Kingdom of God.

He used the illustration of a camel passing through the eye of a needle to emphasise the difficulty of a wealthy person entering God's Kingdom when wealth controls their life.

The people who heard Him wondered who could then be saved.

Jesus replied that what is impossible with human beings is possible with God.

This teaches that:

- Wealth should not become a person's god.
- Human beings cannot achieve salvation through material possessions.
- God has the power to save people.
- Wealth should be used responsibly.
- A person's value is not determined by how much property they own.
- The rich and the poor both need God's grace.
- True discipleship requires commitment and willingness to sacrifice.

1.5.8 Why wealth can become an obstacle to salvation

Wealth itself is not presented as evil in this passage. The problem arises when people allow it to control their lives.

Wealth can become an obstacle when:

1. **It encourages pride:** A wealthy person may consider themselves superior to others.
2. **It promotes selfishness:** A person may refuse to share resources with those in need.
3. **It creates false security:** Some people may trust money more than God.
4. **It encourages greed:** A person may continuously desire more possessions.
5. **It leads to dishonesty:** Some people may use corruption, fraud or exploitation to accumulate wealth.
6. **It weakens relationships:** Excessive concern for money may lead to neglect of family and friends.
7. **It distracts from spiritual matters:** A person may prioritise wealth accumulation above worship and service.
8. **It encourages exploitation:** Wealth may be acquired through unfair treatment of workers or vulnerable people.

1.5.9 Lessons Christians learn from the rich ruler

1. **Salvation is more important than wealth.** Material possessions cannot replace a relationship with God.
2. **Christians should put God first.** Nothing should take God's place in their lives.
3. **Religious observance should be accompanied by genuine commitment.** It is not enough to appear religious while refusing to obey God's will.
4. **Wealth should be used responsibly.** Christians should support the poor and vulnerable.
5. **Greed should be avoided.** Excessive attachment to possessions can interfere with spiritual growth.
6. **Discipleship requires sacrifice.** Following Jesus may require giving up attitudes and practices that conflict with Christian values.
7. **God's power makes salvation possible.** Human effort alone cannot guarantee salvation.
8. **Christians should practise generosity.** They should share resources with people experiencing hardship.
9. **People should not be judged by their wealth.** Rich and poor people have equal dignity before God.
10. **Spiritual priorities should guide material decisions.** Christians should use their possessions to serve God and humanity.

1.5.10 Application in the Kenyan context

The teachings of the rich ruler can be applied in Kenya in the following ways:

- Avoiding corruption and misuse of public funds.
- Sharing food, clothing and learning materials with needy learners.
- Paying workers fairly and on time.
- Supporting vulnerable families through responsible community initiatives.
- Avoiding exploitation of workers and customers.
- Using wealth to support education and healthcare.
- Avoiding extravagance when other people are experiencing serious hardship.
- Being content and grateful for what one has.

- Avoiding bribery, fraud and dishonest business practices.
- Supporting church and community development projects without seeking personal praise.

Case study

A businessperson in Narok County makes a lot of money but refuses to pay workers their wages on time. The same person regularly contributes large sums of money to public religious events.

Discussion questions:

1. Which values is the businessperson failing to demonstrate?
2. Why is fair treatment of workers important in Christianity?
3. How can the businessperson use wealth responsibly?
4. What lesson can learners draw from Jesus' encounter with the rich ruler?

1.5.11 Peter's response and Jesus' assurance (Luke 18:28-30)

After the rich ruler left, Peter told Jesus that the disciples had left everything they had to follow Him.

Jesus assured them that anyone who leaves important things for the sake of God's Kingdom will receive much more in this life and eternal life in the age to come.

This teaches that:

- Following Jesus may involve sacrifice.
- God recognises genuine commitment.
- Discipleship should not be measured by material gain.
- Christians should trust God's promises.
- Sacrifice made for God's Kingdom has spiritual significance.
- Eternal life is more valuable than earthly possessions.

1.6 JESUS FORETELLS HIS DEATH AND RESURRECTION FOR THE THIRD TIME (LUKE 18:31-34)

1.6.1 Biblical background

In Luke 18:31–34, Jesus took the twelve disciples aside and told them that they were going up to Jerusalem.

He explained that everything written by the prophets concerning the Son of Man would be fulfilled.

Jesus foretold that He would:

1. Be handed over to the Gentiles.
2. Be mocked.
3. Be insulted.
4. Be spat upon.
5. Be flogged.
6. Be killed.
7. Rise again on the third day.

However, the disciples did not understand what Jesus was telling them. The meaning of His words was hidden from them, and they failed to grasp the significance of His prediction at that time.

1.6.2 Why Jesus foretold His death and resurrection

Jesus foretold His death and resurrection because:

1. **To prepare the disciples:** He wanted them to understand the events that would happen in Jerusalem.
2. **To reveal His mission:** His suffering, death and resurrection were central to God's plan of salvation.
3. **To fulfil Scripture:** His prediction showed that His mission was connected to what had been written by the prophets.
4. **To strengthen their faith:** He wanted the disciples to remember His words when the events occurred.
5. **To explain the nature of His kingship:** Jesus was not going to Jerusalem to establish an ordinary political kingdom.
6. **To demonstrate His obedience:** He willingly followed the mission given to Him by God.
7. **To prepare them for the resurrection:** He informed them beforehand that death would not be the end of His mission.

1.6.3 Events Jesus foretold

Event	Explanation
Betrayal or handing over	Jesus would be handed over to those who opposed Him.
Mockery	He would be ridiculed and treated with contempt.
Insults	People would speak abusively against Him.
Spitting	He would experience humiliating treatment.
Flogging	He would be subjected to physical punishment.
Death	He would be put to death.
Resurrection	He would rise again on the third day.

1.6.4 Why the disciples did not understand Jesus

The disciples failed to understand Jesus' prediction because:

1. They had difficulty accepting that the Messiah would suffer and die.
2. They expected Jesus to establish a glorious kingdom.
3. They had not fully understood the meaning of His mission.
4. Their expectations about the Messiah differed from what Jesus was explaining.
5. They did not understand how suffering and death could lead to victory.
6. The meaning of Jesus' words was not clear to them at that time.

1.6.5 The importance of Jesus' death and resurrection in Christianity

A. Importance of Jesus' death

1. It demonstrates God's love for humanity.
2. It provides the basis for the forgiveness of sins.
3. It reveals Jesus' obedience to God's will.
4. It demonstrates the seriousness of sin.
5. It makes reconciliation between God and humanity possible.
6. It is central to the Christian understanding of salvation.
7. It demonstrates Jesus' willingness to sacrifice Himself for humanity.

B. Importance of Jesus' resurrection

1. It demonstrates God's power over death.
2. It confirms Jesus' victory over sin and death.
3. It strengthens Christian faith.
4. It gives Christians hope of eternal life.
5. It confirms Jesus' identity and mission.
6. It assures believers that death is not the final end.
7. It gives Christians courage to remain faithful during difficulties.
8. It forms the foundation of Christian Easter celebrations.

1.6.6 Lessons Christians learn from Jesus foretelling His death and resurrection

1. **Obedience to God:** Christians should remain faithful to God's will even during difficult situations.
2. **Courage:** Believers should face challenges with confidence in God.
3. **Hope:** Difficult experiences do not necessarily mean that all hope is lost.
4. **Faithfulness:** Christians should remain committed to their responsibilities.
5. **Trust in God's plan:** Believers should trust God even when they do not understand everything.
6. **Sacrifice:** Christians should be willing to make sacrifices for what is right.
7. **Fulfilment of Scripture:** God's promises and purposes are important in Christian faith.
8. **Victory over death:** The resurrection gives Christians hope beyond earthly life.
9. **Perseverance:** Christians should not abandon their faith when they experience difficulties.
10. **Preparation:** People should prepare spiritually for the responsibilities and challenges of life.

1.6.7 Application in the Kenyan context

Learners can apply these teachings by:

- Remaining honest even when pressured to cheat.
- Demonstrating courage when defending people who are treated unfairly.
- Remaining faithful during family or school challenges.
- Helping people who experience suffering.
- Avoiding revenge and responding to difficulties with patience.

- Trusting God while taking responsible action to solve problems.
- Supporting people who are grieving or facing difficult circumstances.
- Demonstrating hope and perseverance in their education and future careers.

1.7 JESUS HEALS A BLIND BEGGAR (LUKE 18:35-43)

1.7.1 Biblical background

As Jesus approached Jericho, a blind man was sitting beside the road begging. When he heard a crowd passing, he asked what was happening.

The people told him that Jesus of Nazareth was passing by. The blind man immediately began to call out:

"Jesus, Son of David, have mercy on me!"

Those who were in front rebuked him and told him to be quiet. However, he called out even more loudly.

Jesus stopped and ordered that the man be brought to Him. When the man came near, Jesus asked him what he wanted Him to do.

The blind man replied that he wanted to receive his sight.

Jesus told him that his faith had healed him. Immediately, the man received his sight and followed Jesus, praising God.

The people who witnessed the miracle also praised God.

1.7.2 The circumstances surrounding the healing

The following circumstances are important in understanding this miracle:

1. **The man was blind:** He could not see and depended on others for assistance.
2. **He was begging:** He relied on the generosity of passers-by to meet his daily needs.
3. **Jesus was passing near Jericho:** The man heard the noise of the crowd and wanted to know what was happening.
4. **He learnt that Jesus was passing:** When he heard that it was Jesus of Nazareth, he recognised an opportunity to seek help.
5. **He called Jesus the Son of David:** This title demonstrated his belief in Jesus' special identity and messianic role.
6. **The crowd rebuked him:** Some people tried to prevent him from reaching Jesus.
7. **He persisted:** He continued calling out despite being discouraged.
8. **Jesus stopped:** Jesus showed concern for the suffering man.
9. **Jesus questioned him:** He asked the man what he wanted Him to do.
10. **The man requested sight:** He clearly expressed his need.
11. **Jesus healed him:** The man immediately received his sight.
12. **The man followed Jesus:** He responded to the healing by following Jesus and praising God.
13. **The crowd praised God:** The miracle became an opportunity for public recognition of God's power.

1.7.3 Why the blind beggar called Jesus the Son of David

The title "Son of David" was associated with the promised Messiah.

The blind man used this title because:

1. He recognised Jesus as a person with special authority from God.
2. He believed that Jesus could help him.
3. He associated Jesus with the expected Messiah.
4. He demonstrated confidence in Jesus' power.
5. He expressed his faith despite the opposition of the crowd.

The title also shows that people could recognise Jesus' identity even when others failed to understand His mission fully.

1.7.4 Why the crowd rebuked the blind beggar

The crowd rebuked the man because:

1. They may have considered him unimportant.
2. They may have regarded his shouting as a disturbance.
3. They may have wanted to protect Jesus from interruptions.
4. They may have been more interested in following Jesus than attending to the man's needs.
5. They may have looked down upon him because he was poor and disabled.

Their reaction contrasts with Jesus' compassion and concern for vulnerable people.

1.7.5 Why the blind beggar continued calling Jesus

The blind man persisted because:

1. He believed Jesus could heal him.
2. He was determined to receive help.
3. He had confidence in Jesus' power.
4. He refused to allow the crowd to discourage him.
5. He recognised that the opportunity to meet Jesus was important.
6. He trusted that Jesus would listen to his request.

His persistence demonstrates determination and faith.

1.7.6 Why Jesus asked the blind man what he wanted

Jesus asked the man what he wanted Him to do because:

1. He wanted the man to express his need clearly.
2. He respected the man's dignity and personal choice.
3. He gave the man an opportunity to demonstrate his faith.
4. He wanted the crowd to hear the man's request.
5. He demonstrated personal concern for the man's situation.
6. He showed that people who are often ignored deserve to be heard.

1.7.7 Why Jesus healed the blind beggar

Jesus healed the blind beggar because:

1. He was compassionate towards people who were suffering.
2. He responded to the man's faith.
3. He wanted to demonstrate God's power.
4. He fulfilled His mission of bringing hope and restoration.
5. He showed that God's love extends to people who are marginalised.
6. He demonstrated that no person is too insignificant to receive His attention.

1.7.8 The significance of the man's response after healing

After receiving his sight, the man followed Jesus and praised God.

This response is significant because:

- It demonstrates gratitude.
- It shows that he recognised God's power at work through Jesus.
- It indicates his willingness to become a follower of Jesus.
- It demonstrates that faith should lead to action.
- It shows that God's blessings should lead people to praise Him.
- It encouraged others who witnessed the miracle to praise God.

1.7.9 Lessons Christians learn from the healing of the blind beggar

1. Faith in Jesus

- The blind man believed that Jesus could help him.
- Christians should trust Jesus and His teachings.
- Faith should remain strong even when circumstances are difficult.

2. Persistence in prayer

- The man continued calling Jesus despite being rebuked.
- Christians should remain persistent in prayer.
- They should not give up when they face difficulties or discouragement.

3. Jesus has compassion for the suffering

- Jesus stopped to attend to the blind beggar.
- Christians should show concern for people experiencing hardship.
- They should not ignore those who need assistance.

4. Respect for people with disabilities

- The blind man was treated as a person worthy of attention by Jesus.
- Christians should respect the dignity of persons with disabilities.
- They should promote equal participation in society.

5. Gratitude to God

- The healed man praised God after receiving his sight.

- Christians should thank God for His blessings.
- They should avoid taking God's goodness for granted.

6. The importance of determination

- The blind man did not allow the crowd to silence him.
- Christians should remain determined when pursuing worthwhile goals.
- Learners should not allow discouragement to prevent them from working towards their ambitions.

7. Jesus welcomes everyone

- Jesus did not discriminate against the blind beggar because of his disability or poverty.
- Christians should welcome people from all backgrounds.
- Churches and schools should be inclusive.

8. Faith should be demonstrated through action

- The healed man followed Jesus.
- Christians should put their faith into practice.
- Genuine faith should influence behaviour and decisions.

9. Christians should praise God

- The man praised God after the healing.
- Believers should acknowledge God's goodness.
- They should give thanks during both good and difficult times.

10. People should not discourage others from seeking God

- The crowd tried to silence the blind man.
- Christians should encourage others to develop their faith.
- Parents, teachers and church leaders should support spiritual growth.

1.7.10 Application of the lessons in the Kenyan context

Learners can apply the teachings by:

1. Supporting learners with visual, hearing and physical disabilities.
2. Avoiding discrimination against persons with disabilities.
3. Helping vulnerable people in their communities.
4. Remaining determined when facing academic challenges.
5. Praying persistently and trusting God.
6. Expressing gratitude for opportunities and blessings.
7. Encouraging friends who are experiencing difficulties.
8. Avoiding bullying and negative language.
9. Participating in community activities that support vulnerable people.
10. Using respectful language when referring to persons with disabilities.
11. Supporting accessible learning environments, including appropriate learning materials.

12. Recognising that every human being has dignity and value.

1.7.11 Role-play activity: Jesus heals the blind beggar

Learners may form groups and perform a short role-play based on Luke 18:35–43.

Characters:

- Jesus.
- The blind beggar.
- Disciples.
- Members of the crowd.
- Narrator.

Suggested sequence:

1. The blind beggar sits beside the road.
2. A crowd approaches with Jesus.
3. The beggar asks what is happening.
4. He learns that Jesus is passing.
5. He calls out to Jesus.
6. Some members of the crowd rebuke him.
7. He continues calling for mercy.
8. Jesus stops and asks that the man be brought to Him.
9. Jesus asks what the man wants.
10. The man requests to receive his sight.
11. Jesus heals him.
12. The man follows Jesus and praises God.

Discussion after the role-play:

- What qualities did the blind man demonstrate?
- How did Jesus show compassion?
- Why was the crowd's response inappropriate?
- How can learners support persons with disabilities?
- What does the man's response teach Christians about gratitude?

1.8 THE WAY OF SALVATION: CONNECTIONS BETWEEN THE FOUR EVENTS

The four accounts in Luke 18:15–43 provide important teachings about receiving God's Kingdom and following Jesus Christ.

Biblical event	Main teaching	Connection to salvation
Jesus blesses little children	Humility and trust	Receive God's Kingdom with childlike faith.

Jesus meets the rich ruler	Commitment and freedom from greed	Place God above material possessions.
Jesus foretells His death and resurrection	God's plan of salvation	Understand the importance of Jesus' death and resurrection.
Jesus heals the blind beggar	Faith, persistence and gratitude	Trust Jesus and respond to His goodness through discipleship.

1.8.1 What the four events teach about salvation

1. **Salvation is received with humility:** Like children, believers should depend on God rather than boast about their achievements.
2. **Salvation requires commitment:** Christians should be willing to place God above wealth and other competing priorities.
3. **Salvation is made possible through Jesus Christ:** His death and resurrection are central to Christian belief.
4. **Salvation is received through faith:** The blind beggar demonstrated confidence in Jesus.
5. **Salvation leads to transformation:** People who accept Christ should demonstrate changed attitudes and behaviour.
6. **Salvation should produce gratitude:** Believers should praise God for His grace.
7. **Salvation should influence relationships:** Christians should show compassion, fairness and respect towards others.
8. **Salvation gives hope:** Christians trust in God's promise of eternal life.

1.9 JESUS CHRIST AS THE WAY OF SALVATION

Jesus Christ is central to Christian salvation. Christians believe that God sent Him to reconcile humanity to Himself.

1.9.1 Ways Jesus provides salvation

1. **Through His teachings:** Jesus teaches people how to live according to God's will.
2. **Through His death:** His death is understood by Christians as the sacrifice through which forgiveness and reconciliation are made possible.
3. **Through His resurrection:** His resurrection gives believers hope of victory over death.
4. **Through forgiveness:** Jesus offers forgiveness to those who repent and believe.
5. **Through His example:** His life demonstrates love, humility, obedience and service.
6. **Through faith:** People are invited to trust in Him as Lord and Saviour.
7. **Through His promise of eternal life:** Jesus gives believers hope of eternal fellowship with God.

1.9.2 Characteristics of a person who follows the way of salvation

A Christian who follows Jesus should demonstrate:

- Faith in God.
- Humility.
- Honesty.

- Forgiveness.
- Compassion.
- Patience.
- Generosity.
- Self-control.
- Respect for human dignity.
- Obedience to God's word.
- Commitment to prayer and worship.
- Service to other people.
- Responsibility towards the environment and community.

1.9.3 Challenges that may prevent people from following Jesus

1. **Greed:** Excessive desire for money and possessions.
2. **Pride:** Considering oneself superior to others.
3. **Peer pressure:** Being influenced to participate in behaviour that conflicts with Christian values.
4. **Fear of rejection:** Worrying about being mocked for practising Christian values.
5. **Dishonesty:** Engaging in cheating, fraud or corruption.
6. **Lack of commitment:** Failing to practise Christian teachings consistently.
7. **Materialism:** Giving excessive importance to material possessions.
8. **Discrimination:** Treating people unfairly because of their background or disability.
9. **Unforgiveness:** Holding grudges and refusing to reconcile.
10. **Misuse of power:** Exploiting others for personal benefit.

1.9.4 Ways Christians can overcome these challenges

- Pray regularly and seek God's guidance.
- Study the Bible and apply its teachings.
- Associate with people who encourage positive values.
- Practise self-control and responsible decision-making.
- Seek advice from trusted parents, guardians and church leaders.
- Develop a habit of helping people in need.
- Avoid dishonest activities.
- Practise forgiveness and reconciliation.
- Use wealth and authority responsibly.
- Remain committed to Christian values even when facing pressure.

1.10 COMPETENCY-BASED LEARNING ACTIVITIES

The following activities enable learners to develop competencies through participation, discussion, investigation and reflection.

Activity 1: Bible study

Read Luke 18:15–17.

In groups:

1. Identify the people involved in the event.
2. Explain why the disciples rebuked the people.
3. Discuss Jesus' response.
4. Identify qualities of children that Christians should demonstrate.
5. Write a short summary of the lessons.

Activity 2: Group discussion

Read Luke 18:18–30.

Discuss:

1. Why did the rich ruler approach Jesus?
2. What did Jesus ask him to do?
3. Why did the ruler become sad?
4. What does the account teach about wealth?
5. How can wealthy people contribute to community development in Kenya?

Activity 3: Scripture interpretation

Read Luke 18:31–34.

Prepare a table showing:

- What Jesus foretold.
- Why the events were important.
- Why the disciples did not understand.
- Lessons Christians learn.

Activity 4: Role-play

Role-play the healing of the blind beggar in Luke 18:35–43.

After the performance, explain how the event teaches faith, persistence, compassion and gratitude.

Activity 5: Personal reflection

Write a short reflection on the question:

How can I demonstrate that Jesus is the way, the truth and the life in my daily activities?

Activity 6: Community investigation

Identify a group of vulnerable people in your community. Discuss practical ways Christians can support them while respecting their dignity.

Activity 7: Creative expression

Compose a short poem, song or spoken-word presentation based on one of the following themes:

- Jesus welcomes children.
- Putting God first.
- The death and resurrection of Jesus.
- Faith and persistence.
- Thanking God for His goodness.

REVISION QUESTIONS

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer all the questions. Choose the correct answer from the alternatives A, B, C and D.

1. According to Luke 18:15–17, why did people bring little children to Jesus?

A. To make them disciples immediately
B. So that He could touch and bless them
C. To teach them how to become rulers
D. So that they could collect gifts

2. How did the disciples react when people brought children to Jesus?

A. They welcomed them
B. They encouraged them to sing
C. They rebuked those bringing them
D. They asked them to preach

3. What did Jesus instruct His disciples concerning little children?

A. They should be taken away
B. They should not be allowed near Him
C. They should remain outside the crowd
D. They should be allowed to come to Him

4. According to Jesus, people should receive the Kingdom of God like:

A. Little children
B. Wealthy rulers
C. Religious leaders
D. Roman soldiers

5. Which quality of children did Jesus emphasise in relation to receiving God's Kingdom?

A. Pride
B. Wealth
C. Humility and trust
D. Political influence

6. Which of the following best describes salvation?

A. Accumulating material possessions
B. Deliverance from sin through God's grace in Jesus Christ
C. Becoming a political leader
D. Avoiding all social relationships

7. According to John 14:6, Jesus described Himself as:

A. The king, prophet and priest
B. The shepherd, teacher and judge
C. The creator, angel and messenger
D. The way, the truth and the life

8. According to Romans 10:9, salvation involves:

A. Confessing Jesus as Lord and believing in His resurrection
B. Becoming wealthy
C. Observing cultural ceremonies only
D. Holding a leadership position

9. What question did the rich ruler ask Jesus?

A. How can I become a king?
B. Where can I find wealth?
C. What must I do to inherit eternal life?
D. How can I become a disciple immediately?

10. Which of the following commandments did Jesus mention when responding to the rich ruler?

A. Build a temple
B. Honour your father and mother
C. Become a Roman soldier
D. Pay taxes to the synagogue

11. How did the rich ruler respond when Jesus asked him to sell his possessions and give to the poor?

A. He became angry and attacked Jesus
B. He immediately distributed everything
C. He invited Jesus to his home
D. He became very sad

12. Why did the rich ruler become sad?

A. He had many possessions and was unwilling to part with them
B. He had lost his leadership position
C. Jesus refused to answer him
D. The disciples laughed at him

13. What does Jesus' encounter with the rich ruler teach about wealth?

A. Wealth automatically guarantees eternal life
B. Wealth should be accumulated at all costs
C. Wealth should not take the place of God
D. Poor people cannot enter God's Kingdom

14. Jesus compared the difficulty of a rich person entering God's Kingdom to:

A. A bird crossing a river
B. A camel passing through the eye of a needle
C. A fish climbing a tree
D. A lion entering a cave

15. What did Jesus teach about what is impossible for human beings?

A. It is always impossible
B. It can only be achieved through wealth
C. It can be achieved through political power
D. It is possible with God

16. What did Peter tell Jesus after the rich ruler left?

A. They had left everything to follow Him
B. They wanted to return to their homes
C. They wanted to become rulers
D. They had stopped believing in Him

17. What did Jesus foretell in Luke 18:31–34?

A. The destruction of Jericho
B. The appointment of a new king
C. His suffering, death and resurrection
D. The construction of a new temple

18. According to Jesus' prediction, what would happen on the third day?

A. The disciples would leave Jerusalem
B. He would rise again
C. The Roman authorities would surrender
D. The temple would be destroyed

19. Why did Jesus foretell His death and resurrection?

A. To frighten the disciples
B. To discourage people from following Him
C. To establish a political government
D. To prepare the disciples for what would happen

20. Why did the disciples fail to understand Jesus' prediction?

A. They had not fully understood His mission
B. They were unwilling to travel
C. They had forgotten His name
D. They were planning to become rulers

21. Where was Jesus approaching when He encountered the blind beggar?

A. Bethlehem
B. Nazareth
C. Jericho
D. Capernaum

22. What was the blind man doing beside the road?

A. Teaching children
B. Begging
C. Selling animals
D. Preparing food

23. What did the blind beggar call Jesus?

A. Son of David
B. Son of Joseph
C. King of Rome
D. High Priest

24. What did the crowd tell the blind beggar to do?

A. Follow them home
B. Stop begging permanently
C. Leave the town
D. Be quiet

25. How did the blind beggar respond to the crowd's rebuke?

A. He went home
B. He stopped calling Jesus
C. He called out even more loudly
D. He attacked the crowd

26. What did Jesus ask the blind man?

A. Why he was begging
B. What he wanted Him to do for him
C. Where his parents lived
D. How long he had lived in Jericho

27. What did the blind beggar request from Jesus?

A. To receive his sight
B. To become wealthy
C. To become a ruler
D. To travel to Jerusalem

28. What did the healed man do after receiving his sight?

A. Returned to begging immediately
B. Left Jesus without speaking
C. Joined the crowd in rebuking others
D. Followed Jesus and praised God

29. Which lesson can Christians learn from the blind beggar?

A. Wealth is more important than faith
B. People should avoid helping strangers
C. Faith and persistence are important
D. Disabled people should remain isolated

30. Which action demonstrates the application of Jesus' teachings in a Kenyan school?

A. Discriminating against learners with disabilities
B. Supporting vulnerable learners and respecting everyone's dignity
C. Cheating in examinations to become successful
D. Refusing to share learning resources

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all the questions. Write your answers clearly and give relevant explanations and examples where necessary.

QUESTION 31: SALVATION AND THE KINGDOM OF GOD (10 MARKS)

a) Define the term salvation. (2 marks)

b) Explain four ways through which Christians can demonstrate readiness to enter the Kingdom of God. (4 marks)

c) Explain two ways in which Jesus is the way, the truth and the life according to John 14:6. (4 marks)

QUESTION 32: JESUS BLESSES LITTLE CHILDREN (10 MARKS)

Read Luke 18:15–17 and answer the questions that follow.

a) Explain why people brought little children to Jesus. (2 marks)

b) Describe how Jesus responded when the disciples rebuked those bringing children to Him. (3 marks)

c) Explain five lessons Christians learn from Jesus blessing little children. (5 marks)

QUESTION 33: JESUS AND THE RICH RULER (10 MARKS)

Read Luke 18:18–30 and answer the questions that follow.

a) State four characteristics of the rich ruler. (4 marks)

b) Explain three reasons why the rich ruler became sad after Jesus instructed him to sell his possessions. (3 marks)

c) Give three lessons Christians learn from Jesus' encounter with the rich ruler. (3 marks)

QUESTION 34: JESUS FORETELLS HIS DEATH AND RESURRECTION (10 MARKS)

Read Luke 18:31–34 and answer the questions that follow.

a) State four events Jesus foretold concerning what would happen to Him in Jerusalem. (4 marks)

b) Explain three reasons why Jesus foretold His death and resurrection. (3 marks)

c) Give three lessons Christians learn from Jesus foretelling His death and resurrection. (3 marks)

QUESTION 35: JESUS HEALS A BLIND BEGGAR (10 MARKS)

Read Luke 18:35–43 and answer the questions that follow.

a) Narrate the healing of the blind beggar near Jericho. (4 marks)

b) Explain three lessons Christians learn from the healing of the blind beggar. (3 marks)

c) Give three ways learners can apply the lessons from the healing of the blind beggar in their daily lives. (3 marks)

3.0 ANSWER KEY AND MARKING GUIDE

SECTION A: MULTIPLE-CHOICE ANSWERS

Question	Answer	Question	Answer	Question	Answer
1	B	11	D	21	C
2	C	12	A	22	B
3	D	13	C	23	A
4	A	14	B	24	D
5	C	15	D	25	C
6	B	16	A	26	B
7	D	17	C	27	A
8	A	18	B	28	D
9	C	19	D	29	C
10	B	20	A	30	B

SECTION B: SUGGESTED ANSWERS AND MARKING SCHEME

QUESTION 31: SALVATION AND THE KINGDOM OF GOD (10 MARKS)

a) Salvation is deliverance from sin and its consequences through God's grace and the saving work of Jesus Christ. (2 marks)

b) Ways Christians demonstrate readiness to enter God's Kingdom:

- Having faith in God.
- Repenting of sins.
- Demonstrating humility.
- Obeying God's commandments.
- Showing love and compassion.
- Forgiving others.
- Serving others.
- Depending on God's grace.

Award 1 mark for each of any four well-explained points. (4 marks)

c) Jesus is the way, the truth and the life:

- He is the way because He reconciles humanity to God and provides the way to salvation.

- He is the truth because His teachings reveal God's will and guide people to righteous living.
- He is the life because He gives spiritual life and promises eternal life to believers.

Award 2 marks for each of any two well-explained points. (4 marks)

QUESTION 32: JESUS BLESSES LITTLE CHILDREN (10 MARKS)

a) Reasons people brought children to Jesus:

- So that He could touch and bless them.
- They believed in His compassion and authority.
- They wanted His spiritual blessings and protection.

Award 1 mark for each of any two points. (2 marks)

b) Jesus' response:

- He called the children to Himself.
- He instructed the disciples not to hinder them.
- He taught that the Kingdom of God belongs to those who receive it like little children.

Award 1 mark for each point. (3 marks)

c) Lessons:

- Christians should demonstrate humility.
- People should trust God.
- Children are important to God.
- Christians should protect children.
- No person should be discriminated against because of age or social status.
- Adults should encourage children's spiritual development.
- God's Kingdom is received through faith and dependence on Him.

Award 1 mark for each of any five points. (5 marks)

QUESTION 33: JESUS AND THE RICH RULER (10 MARKS)

a) Characteristics of the rich ruler:

- He was wealthy.
- He held a position of authority.
- He was religiously knowledgeable.
- He was concerned about eternal life.
- He respected Jesus.
- He claimed to have observed the commandments from his youth.

Award 1 mark for each of any four points. (4 marks)

b) Reasons he became sad:

- He had many possessions and was unwilling to give them up.
- He was attached to material wealth.

- He feared losing his financial security.
- He struggled to place commitment to Jesus above his possessions.

Award 1 mark for each of any three points. (3 marks)

c) Lessons:

- Christians should put God above material possessions.
- Wealth should be used responsibly to help others.
- Salvation cannot be bought with money.
- Christians should avoid greed.
- Following Jesus requires commitment and sacrifice.

Award 1 mark for each of any three points. (3 marks)

QUESTION 34: JESUS FORETELLS HIS DEATH AND RESURRECTION (10 MARKS)

a) Events Jesus foretold:

- He would be handed over to the Gentiles.
- He would be mocked.
- He would be insulted.
- He would be spat upon.
- He would be flogged.
- He would be killed.
- He would rise again on the third day.

Award 1 mark for each of any four points. (4 marks)

b) Reasons:

- To prepare the disciples for the events in Jerusalem.
- To reveal His mission of salvation.
- To show the fulfilment of Scripture.
- To strengthen the disciples' faith.
- To prepare them for His resurrection.

Award 1 mark for each of any three points. (3 marks)

c) Lessons:

- Christians should remain obedient to God.
- Believers should demonstrate courage during difficulties.
- Christians should trust God's plan.
- The resurrection gives Christians hope.
- Believers should persevere in faith.

Award 1 mark for each of any three points. (3 marks)

QUESTION 35: JESUS HEALS A BLIND BEGGAR (10 MARKS)

a) Narration:

- Jesus was approaching Jericho when He encountered a blind beggar sitting beside the road.
- The beggar asked what was happening and was told that Jesus of Nazareth was passing.
- He called Jesus the Son of David and asked Him to have mercy on him.
- The crowd rebuked him, but he continued calling out.
- Jesus stopped and asked that the man be brought to Him.
- Jesus asked what he wanted, and the man requested to receive his sight.
- Jesus healed him, and the man immediately received his sight.
- The healed man followed Jesus and praised God, while the crowd also praised God.

Award 1 mark for each of any four relevant points. (4 marks)

b) Lessons:

- Christians should have faith in Jesus.
- Believers should be persistent in prayer.
- Christians should demonstrate compassion.
- People with disabilities should be respected.
- Christians should thank God for His blessings.
- People should not discourage others from seeking God.

Award 1 mark for each of any three points. (3 marks)

c) Application:

- Supporting learners and community members with disabilities.
- Helping vulnerable people.
- Praying persistently.
- Remaining determined when facing challenges.
- Thanking God for blessings.
- Avoiding discrimination and bullying.
- Encouraging people who are discouraged.

Award 1 mark for each of any three points. (3 marks)

4.0 BIBLICAL REFERENCES FOR FURTHER STUDY

Bible reference	Main teaching
Luke 18:15–17	Jesus blesses little children.
Luke 18:18–23	Jesus and the rich ruler.
Luke 18:24–27	Wealth and entering God's Kingdom.
Luke 18:28–30	Rewards of discipleship.
Luke 18:31–34	Jesus foretells His death and resurrection.
Luke 18:35–43	Jesus heals the blind beggar.
John 14:6	Jesus is the way, the truth and the life.
Romans 10:9	Confessing and believing in Jesus Christ.
Ephesians 2:8–10	Salvation by grace through faith and the place of good works.
John 3:16	God's love and the gift of eternal life.

SUB-STRAND 2.14: JOURNEY TO JERUSALEM

Main Bible passages:

- Luke 19:1–10 – Zacchaeus, the Tax Collector.
- Luke 19:11–27 – The Parable of the Ten Pounds (Ten Minas).

COMPREHENSIVE TEACHING AND LEARNING NOTES

1.0 INTRODUCTION

As Jesus continued His journey towards Jerusalem, He taught people about repentance, salvation, responsible use of resources and the Kingdom of God.

During this journey, Jesus encountered Zacchaeus, a chief tax collector in Jericho. Through this encounter, Jesus demonstrated that He came to seek and save those who were lost.

Jesus also taught the Parable of the Ten Pounds to explain the importance of faithfulness, responsibility and accountability in using the resources entrusted to people.

These two passages teach Christians that:

1. Nobody is beyond God's love and forgiveness.
2. Genuine repentance should result in a change of behaviour.
3. Christians should use their talents, gifts and abilities responsibly.
4. Every person is accountable to God for how they use their opportunities and resources.
5. Christians should use their abilities to serve God and humanity.

Key terms

Term	**Meaning**
Salvation	Deliverance from sin and its consequences through God's grace.
Repentance	A sincere change of heart and behaviour from wrongdoing to doing what is right.
Restitution	Returning or compensating for something obtained dishonestly or unfairly.
Tax collector	A person responsible for collecting taxes on behalf of the government.
Stewardship	Responsible management of resources entrusted to someone.
Talent	A natural or developed ability to perform a particular activity.
Gift	An ability or quality that can be used to benefit others.
Ability	The capacity to perform a task, often developed through learning and practice.
Accountability	Being answerable for one's actions and responsibilities.
Generosity	Willingness to share resources with others.

Integrity	Being honest and doing what is morally right.

2.0 ZACCHAEUS, THE TAX COLLECTOR

Bible reference: Luke 19:1-10

2.1 Background to the story of Zacchaeus

Zacchaeus was a tax collector who lived in Jericho.

During the time of Jesus:

1. Judea was under Roman political control.
2. The Roman authorities collected taxes from the people.
3. Tax collectors were responsible for collecting taxes and other charges.
4. Some tax collectors were disliked because they were associated with the Roman authorities.
5. Some tax collectors exploited people by demanding more money than was required.
6. Many people regarded tax collectors as sinners because of dishonesty and unfair practices associated with some of them.

However, it is important to understand that not every tax collector was necessarily dishonest.

Who was Zacchaeus?

Zacchaeus was:

- A chief tax collector.
- A wealthy man.
- A resident of Jericho.
- A person who wanted to see Jesus.
- A man whose life was transformed after meeting Jesus.

As a chief tax collector, Zacchaeus occupied an important position in the tax collection system.

2.2 The story of Zacchaeus (Luke 19:1-10)

A. Jesus enters Jericho

1. Jesus entered Jericho and was passing through the town.
2. There was a man called Zacchaeus who lived in Jericho.
3. Zacchaeus was a chief tax collector and was very wealthy.
4. He had heard about Jesus and wanted to see Him.
5. Zacchaeus was curious about Jesus and desired to know more about Him.

B. Zacchaeus climbs a sycamore-fig tree

1. Zacchaeus wanted to see Jesus but faced a challenge because he was short.
2. A large crowd had gathered around Jesus.
3. The crowd blocked his view, making it difficult for him to see Jesus.
4. Zacchaeus did not give up because of the challenge.
5. He ran ahead of the crowd.

6. He climbed a sycamore-fig tree along the route where Jesus was passing.
7. He positioned himself where he could see Jesus clearly.

Significance of Zacchaeus climbing the tree:

- It demonstrated his determination to see Jesus.
- It showed his willingness to overcome obstacles.
- It indicated his strong interest in meeting Jesus.
- It demonstrated that he was ready to take action to satisfy his spiritual desire.
- It teaches Christians not to allow challenges to prevent them from seeking God.

C. Jesus calls Zacchaeus

1. When Jesus reached the place where Zacchaeus was, He looked up.
2. Jesus called Zacchaeus by name.
3. He instructed him to come down quickly.
4. Jesus told him that He must stay at his house that day.
5. Zacchaeus came down immediately.
6. He welcomed Jesus joyfully.

Significance of Jesus calling Zacchaeus by name:

- It demonstrated that Jesus recognised and valued individuals.
- It showed that Jesus was interested in Zacchaeus despite his unpopular occupation.
- It demonstrated God's love for sinners.
- It showed that Jesus offered people an opportunity for transformation.
- It teaches Christians not to discriminate against others because of their social status or past mistakes.

D. The reaction of the crowd

1. When the people saw Jesus going to Zacchaeus' house, they began to complain.
2. They questioned why Jesus would associate with a sinner.
3. They regarded Zacchaeus as an unacceptable person because of his occupation and reputation.
4. They expected Jesus to avoid people like Zacchaeus.
5. However, Jesus demonstrated love and acceptance towards him.

Lessons from the reaction of the crowd:

- People sometimes judge others according to their past behaviour.
- Society may exclude people who have made mistakes.
- Christians should avoid unfair judgement and discrimination.
- People who have done wrong should be given opportunities to change.
- Christians should demonstrate compassion and forgiveness.

E. Zacchaeus repents and promises restitution

After welcoming Jesus, Zacchaeus stood up and made an important declaration.

He promised to:

1. Give half of his possessions to the poor.
2. Repay four times as much to anyone he had cheated.

This declaration demonstrated a significant change in his attitude and behaviour.

Meaning of Zacchaeus' actions:

- Giving half his possessions to the poor demonstrated generosity.
- Repaying four times what he had taken dishonestly demonstrated restitution.
- His willingness to correct past wrongs demonstrated genuine repentance.
- His actions showed that meeting Jesus had changed his priorities.
- He demonstrated concern for people who were suffering.
- He was willing to sacrifice his wealth to demonstrate that his repentance was genuine.

F. Jesus announces salvation

Jesus declared that salvation had come to Zacchaeus' house because he too was a son of Abraham.

Jesus also explained that the Son of Man came to seek and save the lost (Luke 19:10).

This statement explains the mission of Jesus.

Significance of Jesus' declaration:

1. Salvation is available to everyone who responds to God's grace.
2. Jesus came to bring sinners back to God.
3. People should not be permanently condemned because of their past.
4. Genuine repentance should lead to a transformed life.
5. Jesus values every person regardless of wealth, occupation or social position.
6. God's love reaches people who are rejected by society.

2.3 Qualities demonstrated by Zacchaeus

Quality	Explanation
Determination	He climbed a tree to overcome the challenge of seeing Jesus.
Curiosity	He was interested in knowing and seeing Jesus.
Courage	He took action despite the possibility of being laughed at.
Humility	He welcomed Jesus into his home.
Generosity	He promised to give half his possessions to the poor.
Honesty	He accepted the need to correct his past wrongdoing.

Repentance	He demonstrated a willingness to change his life.
Justice	He promised to repay those he had cheated.
Responsibility	He accepted responsibility for his previous actions.
Hospitality	He welcomed Jesus joyfully into his home.

2.4 Qualities demonstrated by Jesus in the story

1. **Love:** Jesus showed love towards Zacchaeus despite his unpopular reputation.
2. **Compassion:** He was concerned about the spiritual condition of Zacchaeus.
3. **Forgiveness:** Jesus gave Zacchaeus an opportunity to experience God's forgiveness.
4. **Acceptance:** Jesus associated with a person whom society rejected.
5. **Humility:** Jesus was willing to visit the home of a tax collector.
6. **Inclusiveness:** He demonstrated that salvation was available to all people.
7. **Concern for the lost:** Jesus explained that He came to seek and save the lost.
8. **Personal attention:** Jesus called Zacchaeus by name, demonstrating concern for individuals.

2.5 Lessons Christians learn from the story of Zacchaeus

1. Jesus came to save sinners

- Jesus did not come only for people who were already regarded as righteous.
- He came to seek and save those who were lost.
- Christians should encourage people to turn away from wrongdoing.
- No one should be considered beyond God's love and forgiveness.

2. Genuine repentance brings transformation

- Repentance involves more than simply expressing regret.
- It requires a change in attitudes and behaviour.
- Zacchaeus demonstrated repentance through his willingness to share his wealth and repay those he had cheated.
- Christians should demonstrate their faith through positive actions.

3. Christians should practise honesty

- Zacchaeus promised to correct the wrongs he had committed.
- Christians should avoid cheating, stealing and corruption.
- Honesty promotes trust in families, schools, businesses and society.

4. Christians should practise restitution

- Restitution involves correcting wrongs committed against others.
- Zacchaeus promised to repay four times what he had taken dishonestly.
- Christians should take responsibility for their mistakes.

- They should make efforts to restore what they have damaged or taken unfairly.

5. Christians should be generous

- Zacchaeus promised to give half of his possessions to the poor.
- Christians should share their resources with people in need.
- Generosity promotes compassion and social justice.

6. Christians should not discriminate against others

- Jesus accepted Zacchaeus despite his unpopular reputation.
- Christians should respect people regardless of their occupation, background or social status.
- They should give others opportunities to improve their lives.

7. Christians should seek Jesus

- Zacchaeus made an effort to see Jesus.
- Christians should develop a personal relationship with God.
- They should actively participate in prayer, worship, Bible study and service.

8. Wealth should be used responsibly

- Zacchaeus used his wealth to help the poor and correct past wrongs.
- Christians should not use wealth to exploit others.
- Wealth should be used to support families and improve society.

9. Christians should welcome others

- Zacchaeus welcomed Jesus into his home.
- Christians should demonstrate hospitality.
- They should welcome visitors, strangers and people who need support.

10. People can change

- Zacchaeus had a negative reputation but experienced transformation.
- Christians should not permanently judge others according to their past.
- They should encourage positive behaviour and personal development.

2.6 Application of the story of Zacchaeus in contemporary Kenyan society

The story of Zacchaeus has important lessons for individuals, institutions and the Kenyan community.

Area of society	Application
Leadership	Leaders should practise integrity and avoid misuse of public resources.
Business	Traders should use fair prices and avoid cheating customers.
Education	Learners should avoid stealing, bullying and examination dishonesty.
Family	Family members should forgive one another and correct their mistakes.

Government	Public officers should collect and use public funds honestly.
Religion	Christians should welcome people who desire to change their lives.
Community	People should support vulnerable members of society.
Environment	Christians should take responsibility for damage they cause to the environment.

Examples of applying Zacchaeus' lessons in Kenya

1. A trader who has cheated a customer should refund the money.
2. A learner who has stolen another learner's property should return it and apologise.
3. A public officer should reject bribery and misuse of public funds.
4. A businessperson should pay workers fairly.
5. A wealthy Christian should support needy families and vulnerable children.
6. A person who has been involved in dishonest activities should seek to change.
7. Community members should avoid discriminating against people who have reformed.
8. Christians should participate in community development projects.

2.7 Learning activities: Zacchaeus

Activity 1: Bible reading

Read Luke 19:1–10 individually or in groups.

Learners should:

- Identify the main characters.
- Describe the challenge Zacchaeus faced.
- Explain why Zacchaeus climbed the tree.
- State what Jesus said to Zacchaeus.
- Identify the changes Zacchaeus promised to make.

Activity 2: Group discussion

Discuss the following question:

Why is restitution an important part of genuine repentance?

Present the group's findings to the class.

Activity 3: Role-play

In groups, act out:

- Jesus entering Jericho.
- Zacchaeus climbing the tree.
- Jesus calling Zacchaeus.
- The crowd complaining.
- Zacchaeus promising to share his wealth and make restitution.

Activity 4: Case study

A shopkeeper discovers that he has been giving customers incorrect change intentionally.

Discuss:

1. What wrongdoing has the shopkeeper committed?
2. What should he do to demonstrate repentance?
3. What lessons from Zacchaeus' story apply to this situation?

3.0 THE PARABLE OF THE TEN POUNDS (TEN MINAS)

Bible reference: Luke 19:11-27

3.1 Meaning of a parable

A parable is a short story based on familiar experiences or situations used to communicate spiritual or moral teachings.

Jesus used parables to:

1. Teach people about the Kingdom of God.
2. Explain spiritual truths using familiar situations.
3. Encourage people to reflect on their behaviour.
4. Challenge people to make positive decisions.
5. Help listeners understand important religious teachings.
6. Communicate lessons about faith, responsibility and accountability.

Examples of parables taught by Jesus

- The Good Samaritan – Luke 10:25–37.
- The Lost Sheep – Luke 15:1–7.
- The Prodigal Son – Luke 15:11–32.
- The Persistent Widow – Luke 18:1–8.
- The Pharisee and the Tax Collector – Luke 18:9–14.
- The Ten Minas – Luke 19:11–27.

3.2 Background to the Parable of the Ten Pounds

1. Jesus was approaching Jerusalem.
2. He was travelling with His disciples and other followers.
3. Some people expected the Kingdom of God to appear immediately.
4. They thought that Jesus would establish His Kingdom in Jerusalem at once.
5. Jesus wanted to correct their misunderstanding.
6. He therefore taught the Parable of the Ten Minas.
7. The parable explained the importance of responsible service while awaiting the fulfilment of God's Kingdom.

Important clarification: The biblical passage uses the term *mina*. Some syllabus versions refer to it as a pound or a unit of money. It is an ancient monetary unit, not the modern British pound.

3.3 The story of the Parable of the Ten Minas (Luke 19:11-27)

A. The nobleman prepares to travel

1. Jesus described a nobleman who was going to a distant country.
2. The nobleman intended to receive authority to become king and then return.
3. Before leaving, he called ten of his servants.
4. He gave each servant one mina.
5. He instructed them to engage in business until he returned.

The money represented resources entrusted to the servants.

B. The citizens reject the nobleman

1. The citizens of the nobleman's country hated him.
2. They sent a message opposing his appointment as king.
3. They did not want him to rule over them.
4. Despite their opposition, the nobleman received kingship.
5. He eventually returned to his country.

C. The nobleman demands an account

1. When the nobleman returned, he called the servants.
2. He wanted to know how they had used the money he had entrusted to them.
3. Each servant was expected to account for his work.
4. The nobleman examined their achievements and performance.
5. Their responses revealed different attitudes towards responsibility.

D. The first servant reports

1. The first servant came forward.
2. He reported that the one mina entrusted to him had gained ten more minas.
3. His original mina had therefore produced a total of ten minas in profit.
4. The nobleman praised him for being a good and faithful servant.
5. He rewarded him by giving him authority over ten cities.

Lesson: Faithfulness and responsible use of entrusted resources are important.

E. The second servant reports

1. The second servant came forward.
2. He reported that the one mina entrusted to him had gained five more minas.
3. The nobleman praised him.
4. He rewarded him by giving him authority over five cities.

Lesson: Christians should use their abilities and opportunities responsibly, even when their achievements differ from those of others.

F. The third servant reports

1. Another servant came forward.
2. He reported that he had kept the mina wrapped in a cloth.
3. He had not used it to produce any gain.
4. He explained that he had been afraid of the nobleman.
5. He described the nobleman as a strict person who took what he had not deposited and reaped what he had not sown.
6. The nobleman questioned him using his own explanation.
7. He judged the servant as unfaithful because he had failed to use the resource entrusted to him responsibly.
8. The mina was taken from him and given to the servant who had ten minas.

G. The reaction of the other people

1. The people questioned why the mina was being given to the servant who already had ten.
2. The nobleman explained that those who use what they have responsibly may be entrusted with more.
3. He also stated that those who fail to use what they have may lose what they have been entrusted with.
4. The parable ends with the nobleman's judgement on those who opposed his kingship.

The final part communicates the seriousness of rejecting rightful authority. It should be understood within the parable's teaching context rather than as an instruction for Christians to harm people.

3.4 Summary of the three servants

Servant	What he did	Result
First servant	Gained ten minas from the one entrusted to him.	Given authority over ten cities.
Second servant	Gained five minas from the one entrusted to him.	Given authority over five cities.
Third servant	Kept the mina wrapped in a cloth without using it.	Lost the mina entrusted to him.

Note: Ten servants were entrusted with one mina each, although the passage narrates the reports of three servants.

3.5 Meaning of the main characters and events in the parable

The parable communicates spiritual lessons through the characters and events.

Character or event	Possible meaning in the teaching of Jesus
Nobleman	Represents the kingly authority of Jesus in the parable.
Distant country	Represents the period before the nobleman's return.
Servants	Represent people entrusted with responsibilities.

Money (minas)	Represents resources, opportunities and responsibilities entrusted to people.
Business activities	Represent responsible service and use of entrusted resources.
Nobleman's return	Represents accountability and judgement.
Rewards	Represent recognition and further responsibility for faithfulness.
Unfaithful servant	Represents failure to use entrusted resources responsibly.
Opposing citizens	Represent those who reject the nobleman's authority.

The parable should not be interpreted as saying that salvation can be purchased through financial success. Its central lesson is faithful stewardship and accountability.

3.6 Lessons from the Parable of the Ten Minas

1. Christians should use their talents responsibly

- Every person has abilities and opportunities that can be used positively.
- Christians should identify their strengths and develop them.
- They should not waste their abilities through laziness or fear.
- Talents should be used to serve God and other people.

2. Christians are accountable to God

- The nobleman returned and demanded an account from his servants.
- This demonstrates that people are responsible for their actions.
- Christians should remember that their use of time, resources and abilities matters.
- They should perform their duties faithfully.

3. Faithfulness is important

- The first and second servants used their resources responsibly.
- They were rewarded according to their achievements.
- Christians should remain faithful in both small and major responsibilities.
- They should be dependable in their homes, schools, churches and communities.

4. Christians should avoid laziness

- The third servant failed to use the money entrusted to him.
- His failure demonstrated irresponsibility.
- Christians should avoid laziness and unnecessary inactivity.
- They should make positive use of their opportunities.

5. Fear should not prevent people from developing their abilities

- The third servant explained that he was afraid.
- His fear prevented him from using the money.

- Christians should overcome unreasonable fear through preparation, guidance and confidence.
- They should be willing to learn and improve.

6. People should use available opportunities

- The servants were given resources and an opportunity to work.
- Christians should make good use of educational, social and economic opportunities.
- They should avoid wasting time and resources.

7. Faithfulness brings greater responsibility

- The first servant was given authority over ten cities.
- The second servant was given authority over five cities.
- The rewards demonstrated recognition of their responsible service.
- Christians should demonstrate that they can be trusted with responsibilities.

8. People have different levels of achievement

- The first servant gained ten minas while the second gained five.
- Their achievements were different.
- Christians should not compare themselves unfairly with others.
- Each person should use their abilities to the best of their capacity.

9. Christians should be prepared for accountability

- The nobleman returned unexpectedly in the story.
- His return reminds Christians to remain responsible in their daily activities.
- They should not postpone doing what is right.

10. Resources should benefit society

- The servants were expected to put the money to productive use.
- Christians should use their resources to improve the lives of others.
- They should support community development and social welfare.

11. Christians should accept responsibility

- The servants were required to explain how they had used the money.
- People should take responsibility for their decisions.
- They should not always blame others for their failures.

12. Christians should be good stewards

- Stewardship involves careful management of resources.
- People should manage money, time, knowledge and abilities wisely.
- Christians should avoid wastefulness and misuse of resources.

4.0 TALENTS, GIFTS AND ABILITIES

4.1 Meaning of talents

A talent is a natural or developed capacity that enables a person to perform a particular activity well.

Examples of talents include:

1. Singing.
2. Dancing.
3. Drawing and painting.
4. Playing musical instruments.
5. Acting.
6. Public speaking.
7. Playing football.
8. Leadership.
9. Storytelling.
10. Creative writing.
11. Problem-solving.
12. Designing and making objects.

Explanation

- Some talents are recognised at an early age.
- Others become noticeable as people practise different activities.
- Talents can be improved through training and experience.
- A talent becomes more useful when it is developed and used positively.
- Christians should use their talents to glorify God and benefit humanity.

4.2 Meaning of gifts

Gifts are abilities, qualities or resources that a person can use to benefit others.

In Christian teaching, spiritual gifts are abilities given by God through the Holy Spirit for the benefit of the Church and the wider community.

Biblical references:

- Romans 12:6–8.
- 1 Corinthians 12:4–11.
- 1 Peter 4:10–11.

Examples of spiritual gifts

1. **Teaching:** Explaining knowledge and helping others understand.
2. **Leadership:** Guiding others towards achieving common goals.
3. **Service:** Helping people and performing duties willingly.
4. **Encouragement:** Giving hope and support to others.
5. **Giving:** Sharing resources generously.
6. **Mercy:** Showing compassion to people experiencing difficulties.
7. **Wisdom:** Applying knowledge to make good decisions.

8. **Faith:** Demonstrating confidence and trust in God.
9. **Discernment:** Recognising and evaluating spiritual and moral issues.

Importance of spiritual gifts

- They strengthen the Church.
- They promote unity among Christians.
- They encourage service to humanity.
- They help people support one another.
- They promote love and compassion.
- They enable Christians to fulfil their responsibilities.

4.3 Meaning of abilities

Abilities are the capacities or skills that enable a person to perform particular tasks.

Some abilities are natural, while others are acquired through education, training and practice.

Examples of abilities

- Communication.
- Reading and writing.
- Computer literacy.
- Carpentry.
- Farming.
- Cooking.
- Financial management.
- Sewing and tailoring.
- Problem-solving.
- Organisation.
- Research.
- Technical drawing.

Importance of developing abilities

1. They improve personal performance.
2. They prepare individuals for future careers.
3. They promote independence.
4. They help people solve problems.
5. They create opportunities for employment and entrepreneurship.
6. They enable people to contribute to community development.
7. They build confidence and responsibility.

4.4 Differences between talents, gifts and abilities

Talents	Gifts	Abilities
Natural or developed capacities.	Qualities or capacities that can benefit others; in Christian teaching, spiritual gifts are given by God.	Capacities to perform particular tasks.
May be recognised early in life.	May be expressed through service to others.	Often developed through training and practice.
Examples include singing and drawing.	Examples include encouragement, mercy and service.	Examples include computer literacy and carpentry.
Can be improved through practice.	Should be used responsibly to strengthen others.	Can be improved through education and experience.

Important: The three concepts overlap. A person may have a natural talent for teaching, develop teaching abilities through training and use the gift of teaching to serve others.

5.0 HOW CHRISTIANS CAN IDENTIFY AND DEVELOP THEIR TALENTS, GIFTS AND ABILITIES

5.1 Identifying personal talents

People can identify their talents through:

1. **Self-reflection:** Thinking about activities they enjoy and perform well.
2. **Trying different activities:** Participating in sports, music, art and other activities.
3. **Feedback:** Asking teachers, parents and mentors to identify their strengths.
4. **Observation:** Recognising activities in which they consistently perform well.
5. **Participation:** Joining clubs and societies to discover new interests.
6. **Prayer:** Seeking God's guidance in identifying and using their gifts.
7. **Assessment:** Taking part in activities that reveal their strengths.

5.2 Ways of developing talents and abilities

1. Practising regularly.
2. Attending training sessions.
3. Reading relevant books and materials.
4. Seeking guidance from experienced people.
5. Joining school clubs and societies.
6. Participating in competitions.
7. Learning from mistakes.
8. Receiving constructive feedback.
9. Setting achievable goals.
10. Using available resources responsibly.
11. Maintaining discipline and commitment.

12. Developing a positive attitude towards learning.

5.3 Challenges that prevent people from using their talents

1. Fear of failure

Some people fear making mistakes or performing poorly.

Solution: Develop confidence, practise and learn from mistakes.

2. Lack of resources

Some activities require equipment, facilities or materials that may not be readily available.

Solution: Use available local resources creatively and seek appropriate support.

3. Negative peer influence

Some people discourage others from participating in positive activities.

Solution: Associate with supportive people and make responsible decisions.

4. Laziness

Some people fail to develop their talents because they are unwilling to practise.

Solution: Develop discipline and set regular practice schedules.

5. Lack of confidence

Some people believe they cannot succeed.

Solution: Recognise personal strengths and seek encouragement from trusted people.

6. Lack of opportunities

Some learners may not have access to activities that help them discover their strengths.

Solution: Schools and communities should provide inclusive opportunities for participation.

7. Misuse of talents

Some people use their abilities to mislead, exploit or harm others.

Solution: Follow Christian values and use abilities responsibly.

8. Unfair comparison

Some individuals become discouraged when they compare their achievements with those of others.

Solution: Recognise that people have different abilities and develop personal strengths.

6.0 UTILISING TALENTS, GIFTS AND ABILITIES TO SERVE GOD AND HUMANITY

6.1 Meaning of service to God and humanity

Service to God involves using one's life, resources and abilities to fulfil God's purposes.

Service to humanity involves using personal strengths and resources to improve the lives of other people.

Christians are encouraged to use their gifts for the benefit of others.

Biblical references:

- 1 Peter 4:10 – Use whatever gift one has received to serve others.
- Matthew 5:16 – Let good deeds be seen so that God is glorified.

- Colossians 3:23 – Work wholeheartedly as service to the Lord.
- Romans 12:6–8 – Different gifts should be used responsibly.

6.2 Ways of using talents, gifts and abilities to serve God

1. Singing in the church choir.
2. Playing musical instruments during worship.
3. Teaching children in Sunday school.
4. Reading the Bible during church services.
5. Leading prayers and worship appropriately.
6. Participating in church activities.
7. Using communication skills to spread positive Christian messages.
8. Supporting church development programmes.
9. Helping to organise religious activities.
10. Encouraging other Christians to remain faithful.

6.3 Ways of using talents, gifts and abilities to serve humanity

1. **Teaching:** Helping learners who experience difficulties in their studies.
2. **Leadership:** Organising community development activities.
3. **Music:** Using music to promote peace, unity and moral values.
4. **Sports:** Promoting teamwork, discipline and cooperation.
5. **Technology:** Developing useful digital materials for learning and communication.
6. **Art:** Creating posters that promote environmental conservation and social responsibility.
7. **Farming:** Using agricultural knowledge to improve food production.
8. **Carpentry:** Making useful furniture and household items.
9. **Cooking:** Preparing and sharing food during community support activities.
10. **Communication:** Helping people understand important community information.
11. **Encouragement:** Supporting people experiencing difficulties.
12. **Generosity:** Sharing resources with vulnerable members of society.

6.4 Examples of using talents and abilities in Kenyan society

Talent, gift or ability	How it can be used in Kenya
Singing	Participating in church choirs and community music activities.
Teaching	Supporting learners through peer tutoring.
Farming	Improving food production and sharing agricultural knowledge.
ICT skills	Supporting digital learning and community information programmes.

Leadership	Organising school and community development activities.
Drawing	Producing posters on environmental conservation.
Sports	Promoting unity, discipline and teamwork among young people.
Carpentry	Making desks and other useful furniture.
Tailoring	Making clothes and supporting livelihood activities.
Public speaking	Promoting peace, integrity and responsible citizenship.
Sign language	Supporting communication and inclusion of people with hearing difficulties.
Cooking	Supporting school and community feeding initiatives.

6.5 Benefits of using talents, gifts and abilities to serve God and humanity

1. **Promotes spiritual growth:** Christians become more committed to serving God.
2. **Improves society:** People use their skills to solve community problems.
3. **Promotes unity:** Working together strengthens relationships.
4. **Develops confidence:** Individuals recognise their abilities and potential.
5. **Creates employment opportunities:** Developed skills can support entrepreneurship and careers.
6. **Promotes generosity:** People learn to share their abilities and resources.
7. **Reduces social problems:** Responsible service can address challenges such as illiteracy and poverty.
8. **Promotes peace:** Talents can be used to encourage understanding and cooperation.
9. **Strengthens the Church:** Different gifts support various church activities.
10. **Promotes responsible citizenship:** People become active contributors to society.
11. **Encourages innovation:** Individuals use their abilities to develop solutions to problems.
12. **Glorifies God:** Christians demonstrate their faith through responsible service.

6.6 Biblical teaching on using gifts

A. Romans 12:6-8

Paul teaches that Christians have different gifts according to the grace given to them.

These gifts should be used responsibly.

Lessons:

- People have different abilities.
- Christians should recognise their gifts.
- Gifts should be used for the benefit of others.
- Christians should avoid jealousy and unhealthy competition.

- Everyone has a role to play in the Christian community.

B. 1 Corinthians 12:4-11

Paul teaches that there are different kinds of gifts but the same Spirit.

Lessons:

1. Different gifts come from the same Spirit.
2. Gifts should promote the common good.
3. No gift should be used to promote pride.
4. Christians should appreciate one another's contributions.
5. Diversity of gifts strengthens the Church.

C. 1 Peter 4:10-11

Christians are encouraged to use whatever gifts they have received to serve others as faithful stewards of God's grace.

Lessons:

- Gifts should be used in service.
- Christians should be faithful stewards.
- Abilities should not be wasted.
- Service should glorify God.
- People should use their strengths to support others.

7.0 COMPARISON BETWEEN THE STORY OF ZACCHAEUS AND THE PARABLE OF THE TEN MINAS

Story of Zacchaeus	**Parable of the Ten Minas**
Focuses on repentance and salvation.	Focuses on stewardship and accountability.
Zacchaeus was a chief tax collector.	A nobleman entrusted money to his servants.
Zacchaeus changed his behaviour after meeting Jesus.	Servants were expected to use their entrusted resources responsibly.
He promised to give half his possessions to the poor.	The first and second servants gained more money.
He promised fourfold restitution to those he had cheated.	Faithful servants received greater responsibilities.
Jesus announced that salvation had come to his house.	The nobleman demanded an account from his servants.
Teaches Christians to repent and correct wrongdoing.	Teaches Christians to use their gifts and opportunities responsibly.

7.1 Similarities between the two passages

1. Both were taught during Jesus' journey towards Jerusalem.
2. Both teach important lessons about responsible behaviour.
3. Both demonstrate that actions have consequences.
4. Both encourage people to respond positively to God's expectations.
5. Both challenge people to change their attitudes and behaviour.
6. Both emphasise personal responsibility.
7. Both teach Christians to use their resources appropriately.

LEARNING ACTIVITIES

Activity 1: Narrating the story of Zacchaeus

Read Luke 19:1–10.

In groups:

1. Narrate the story.
2. Identify the main characters.
3. Explain why Zacchaeus climbed the tree.
4. Describe the reaction of the crowd.
5. Explain how Zacchaeus demonstrated repentance.
6. Present your findings to the class.

Activity 2: Lessons from Zacchaeus

Brainstorm lessons from the story.

Write the lessons on flashcards and display them in the classroom.

Activity 3: Role-play the Parable of the Ten Minas

Read Luke 19:11–27.

Assign learners roles:

- Nobleman.
- First servant.
- Second servant.
- Third servant.
- Other citizens.

Act out the parable and discuss the lessons learnt.

Activity 4: Watching a video clip

Watch an age-appropriate video presentation of the Parable of the Ten Minas.

Discuss:

1. Why did the nobleman give money to his servants?
2. What did the first servant do?

3. What did the second servant do?
4. Why did the third servant fail?
5. What lessons can Christians learn?

Activity 5: Identifying personal talents

Write your talents, gifts and abilities on flashcards.

Share your experiences with classmates.

Explain how you can use each ability to serve God and humanity.

Activity 6: Talent show

Organise a classroom talent show where learners demonstrate their abilities through:

- Singing.
- Poetry.
- Drawing.
- Storytelling.
- Public speaking.
- Creative writing.
- Acting.
- Other appropriate activities.

After the presentation, discuss how each talent can be used to benefit society.

Activity 7: Community service

In groups, identify a community need that can be addressed using learners' talents and abilities.

Develop a simple service project and explain:

- The community problem.
- The abilities required.
- How the abilities will be used.
- The expected benefits.
- The Christian values demonstrated.

11.0 REVISION QUESTIONS

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Choose the correct answer from the alternatives A, B, C and D.

1. Zacchaeus was a chief tax collector who lived in

A. Jerusalem
B. Jericho

C. Bethlehem
D. Nazareth

2. One reason Zacchaeus climbed a sycamore-fig tree was that

A. he wanted to hide from the crowd
B. he wanted to collect fruits
C. he was short and could not see Jesus through the crowd
D. he wanted to avoid his family

3. When Jesus reached the place where Zacchaeus was, He

A. ignored him
B. asked the crowd to remove him
C. called him by name
D. ordered him to leave Jericho

4. Jesus instructed Zacchaeus to

A. leave his house immediately
B. come down quickly because He intended to stay at his house
C. give all his wealth to the disciples
D. stop collecting taxes immediately

5. The crowd complained because Jesus

A. refused to teach them
B. visited the house of a sinner
C. travelled to Jerusalem
D. entered Jericho

6. Zacchaeus demonstrated generosity by promising to give what proportion of his possessions to the poor?

A. One quarter
B. One third
C. Half
D. All

7. Zacchaeus promised to repay anyone he had cheated

A. twice as much
B. three times as much
C. four times as much
D. five times as much

8. Jesus declared that salvation had come to Zacchaeus' house because

A. he was the richest man in Jericho
B. he was a chief tax collector
C. he was a son of Abraham
D. he owned a large house

9. According to Luke 19:10, the Son of Man came to

A. establish a tax collection system
B. seek and save the lost
C. punish all wealthy people
D. build a palace in Jerusalem

10. Restitution means

A. refusing to accept responsibility
B. correcting wrongs by returning or compensating for what was taken unfairly
C. hiding one's mistakes
D. blaming other people

11. One important lesson from Zacchaeus' story is that

A. wealth is more important than honesty
B. people cannot change their behaviour
C. genuine repentance should lead to positive actions
D. tax collectors cannot be forgiven

12. A parable is best described as

A. a list of laws
B. a short story used to teach spiritual or moral lessons
C. a historical record of wars
D. a collection of prayers

13. The Parable of the Ten Minas is found in

A. Luke 19:11–27
B. Luke 18:1–8
C. Luke 15:11–32
D. Luke 10:25–37

14. In the parable, the nobleman travelled to a distant country to

A. look for his lost servants
B. receive authority to become king and return
C. collect taxes from the citizens
D. escape from his family

15. How many servants were initially entrusted with money in the parable?

A. Five
B. Seven
C. Ten
D. Twelve

16. Each servant was initially entrusted with

A. one mina
B. five minas
C. ten minas
D. twenty minas

17. The first servant gained

A. two minas
B. five minas
C. ten minas
D. fifteen minas

18. The first servant was rewarded with authority over

A. five cities
B. ten cities
C. fifteen cities
D. twenty cities

19. The second servant gained

A. three minas
B. five minas
C. eight minas
D. ten minas

20. The third servant kept the mina

A. in a bank
B. in a basket
C. wrapped in a cloth
D. in a shop

21. The third servant explained that he had failed to use the money because he was

A. sick
B. afraid
C. travelling
D. busy collecting taxes

22. One major lesson from the Parable of the Ten Minas is that Christians should

A. hide their abilities
B. avoid responsibilities
C. use their resources and abilities responsibly
D. compete unfairly with others

23. Stewardship refers to

A. wasting resources
B. responsible management of entrusted resources
C. refusing to work
D. avoiding accountability

24. Which of the following is an example of a talent?

A. Singing
B. Dishonesty
C. Theft
D. Laziness

25. Which of the following is an example of a spiritual gift?

A. Cheating
B. Encouragement
C. Jealousy
D. Pride

26. According to 1 Peter 4:10, Christians should use their gifts to

A. gain popularity
B. compete with others
C. serve one another
D. avoid responsibilities

27. A learner who uses computer skills to help classmates is demonstrating

A. irresponsible behaviour
B. service to humanity
C. selfishness
D. discrimination

28. Which of the following can prevent people from developing their talents?

A. Regular practice
B. Guidance from mentors
C. Laziness
D. Positive feedback

29. Which value is demonstrated when Zacchaeus promises to repay people he had cheated?

A. Dishonesty
B. Integrity
C. Pride
D. Disobedience

30. The most appropriate Christian response to discovering one's talents is to

A. hide them from society
B. use them only for personal recognition
C. develop and use them to serve God and others
D. discourage people with different talents

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions. Show clear understanding and use relevant biblical references where appropriate.

Question 1: Zacchaeus, the Tax Collector (10 marks)

a) Identify four characteristics of Zacchaeus before meeting Jesus. (4 marks)

b) Explain three actions that demonstrated Zacchaeus' repentance after meeting Jesus. (3 marks)

c) State three lessons Christians learn from Jesus' encounter with Zacchaeus. (3 marks)

Question 2: The Story of Zacchaeus in Contemporary Society (10 marks)

a) Explain four reasons why tax collectors were generally disliked during the time of Jesus. (4 marks)

b) Explain three ways Christians can apply the teachings of Zacchaeus' story to promote integrity in Kenya today. (3 marks)

c) Give three reasons why restitution is important in Christian life. (3 marks)

Question 3: The Parable of the Ten Minas (10 marks)

a) Explain why Jesus told the Parable of the Ten Minas as He approached Jerusalem. (2 marks)

b) Describe what happened to the first, second and third servants when the nobleman returned. (6 marks)

c) State two lessons Christians learn from the parable. (2 marks)

Question 4: Talents, Gifts and Abilities (10 marks)

a) Define the following terms:

i. Talent. (1 mark)

ii. Spiritual gift. (1 mark)

iii. Ability. (1 mark)

b) Give three examples of spiritual gifts mentioned in Romans 12:6–8. (3 marks)

c) Explain four ways learners can identify and develop their talents and abilities. (4 marks)

Question 5: Using Talents to Serve God and Humanity (10 marks)

a) Explain four ways Christians can use their talents and gifts to serve God. (4 marks)

b) Explain three ways learners can use their abilities to serve their communities in Kenya. (3 marks)

c) State three benefits of using talents and abilities responsibly. (3 marks)

12.0 ANSWERS AND MARKING SCHEME

Section A: Multiple-choice answers

Question	Answer	Question	Answer	Question	Answer
1	B	11	C	21	B
2	C	12	B	22	C
3	C	13	A	23	B
4	B	14	B	24	A
5	B	15	C	25	B
6	C	16	A	26	C
7	C	17	C	27	B
8	C	18	B	28	C
9	B	19	B	29	B
10	B	20	C	30	C

Section A: 30 marks

Section B: Suggested marking scheme

Question 1: Zacchaeus, the Tax Collector (10 marks)

a) Four characteristics of Zacchaeus before meeting Jesus. (4 marks)

Award 1 mark each for:

1. He was a chief tax collector.
2. He was wealthy.
3. He lived in Jericho.
4. He was short.
5. He was interested in seeing Jesus.

Any four.

b) Three actions demonstrating repentance. (3 marks)

Award 1 mark each for:

1. He promised to give half of his possessions to the poor.
2. He promised to repay four times anyone he had cheated.
3. He welcomed Jesus joyfully and responded positively to His message.

c) Three lessons Christians learn. (3 marks)

Award 1 mark each for:

1. Jesus came to seek and save the lost.
2. Genuine repentance should lead to changed behaviour.
3. Christians should practise honesty and restitution.
4. Christians should avoid discrimination.

5. Wealth should be used responsibly.

Any three.

Question 2: The Story of Zacchaeus in Contemporary Society (10 marks)

a) Four reasons tax collectors were generally disliked. (4 marks)

Award 1 mark each for:

1. They collected taxes on behalf of the Roman authorities.
2. Some demanded more money than was required.
3. Some exploited the people.
4. Some used their positions for personal gain.
5. Their association with Roman rule made them unpopular.

Any four.

b) Three applications of Zacchaeus' story in Kenya. (3 marks)

Award 1 mark each for:

1. Public officers should avoid corruption.
2. Traders should charge fair prices.
3. People should return property obtained dishonestly.
4. Learners should avoid examination cheating and theft.
5. Employers should pay workers fairly.

Any three.

c) Three reasons restitution is important. (3 marks)

Award 1 mark each for:

1. It helps restore justice.
2. It demonstrates genuine repentance.
3. It helps rebuild trust.
4. It promotes responsibility.
5. It helps correct harm caused to others.

Any three.

Question 3: The Parable of the Ten Minas (10 marks)

a) Why Jesus told the parable. (2 marks)

Award 1 mark each for:

1. Some people expected the Kingdom of God to appear immediately.
2. Jesus wanted to teach the importance of faithfulness and responsibility before the fulfilment of God's Kingdom.

b) What happened to the three servants. (6 marks)

Award 2 marks each:

- **First servant:** Gained ten minas from the one entrusted to him and was rewarded with authority over ten cities.
- **Second servant:** Gained five minas and was rewarded with authority over five cities.
- **Third servant:** Kept the mina wrapped in a cloth, failed to use it productively and lost the mina entrusted to him.

c) Two lessons. (2 marks)

Award 1 mark each for:

1. Christians should use their gifts and resources responsibly.
2. People are accountable for their actions.
3. Faithfulness is important.
4. Christians should avoid laziness and fear.
5. Responsible service can lead to greater responsibility.

Any two.

Question 4: Talents, Gifts and Abilities (10 marks)

a) Definitions (3 marks)

i. Talent – A natural or developed capacity to perform a particular activity well. (1)

ii. Spiritual gift – An ability given by God through the Holy Spirit for the benefit of others and the Church. (1)

iii. Ability – The capacity or skill to perform a particular task, developed naturally or through learning and practice. (1)

b) Three spiritual gifts from Romans 12:6–8. (3 marks)

Award 1 mark each for any three:

- Prophecy.
- Serving.
- Teaching.
- Encouragement.
- Giving.
- Leadership.
- Showing mercy.

c) Four ways of identifying and developing talents. (4 marks)

Award 1 mark each for:

1. Participating in different activities.
2. Asking teachers, parents or mentors for feedback.
3. Practising regularly.
4. Joining school clubs and societies.
5. Attending relevant training.

6. Setting personal development goals.
7. Seeking guidance and mentorship.

Any four.

Question 5: Using Talents to Serve God and Humanity (10 marks)

a) Four ways Christians can use their talents to serve God. (4 marks)

Award 1 mark each for:

1. Singing in church choirs.
2. Teaching children in Sunday school.
3. Playing musical instruments during worship.
4. Leading appropriate church activities.
5. Using communication skills to share positive Christian messages.
6. Helping organise church activities.

Any four.

b) Three ways learners can use abilities to serve their communities. (3 marks)

Award 1 mark each for:

1. Using teaching skills to support other learners.
2. Using ICT skills to support educational activities.
3. Using artistic skills to create environmental awareness posters.
4. Participating in community clean-up activities.
5. Using agricultural knowledge to improve food production.
6. Using sign language to support inclusive communication.

Any three.

c) Three benefits of using talents responsibly. (3 marks)

Award 1 mark each for:

1. Promotes personal development.
2. Improves community welfare.
3. Promotes unity and cooperation.
4. Creates employment opportunities.
5. Strengthens the Church.
6. Helps solve social problems.
7. Glorifies God.

Any three.

Section B: 50 marks

STRAND 2.0: THE NEW TESTAMENT

SUB-STRAND 2.15: THE FIRST LETTER OF PAUL TO TIMOTHY

Main biblical references:

- 1 Timothy 1 – Paul's counsel on false doctrines and sound teaching.
- 1 Timothy 2 – Instructions on prayer and public worship.

- 1 Timothy 3 – Qualifications and responsibilities of church leaders.
- 1 Timothy 4 – False teachings and the qualities of a good servant of Jesus Christ.
- 1 Timothy 5 – Duties towards different groups of believers.
- 1 Timothy 6:1–2 – Duties of servants and their masters.
- 1 Timothy 6:3–21 – False teachers, contentment, true riches and Christian responsibility.

COMPREHENSIVE TEACHING AND LEARNING NOTES

1.0 INTRODUCTION TO THE FIRST LETTER OF PAUL TO TIMOTHY

The First Letter to Timothy is one of the New Testament letters traditionally attributed to Apostle Paul. It is addressed to Timothy, a young Christian leader who was serving in Ephesus.

The letter contains instructions on how Christians should preserve sound Christian teaching, organise church worship, select responsible leaders and conduct themselves within the Christian community.

Paul was concerned that false teachings were threatening the faith of believers. He therefore encouraged Timothy to remain faithful to the gospel, correct misleading teachings and guide the church according to Christian principles.

The letter also explains how believers should relate to one another, how church leaders should behave and how Christians should understand wealth.

The main message is that Christians should remain faithful to the true gospel and demonstrate their faith through responsible conduct, love, integrity, service and good leadership.

1.1 Background to the letter

A. The writer

- The letter identifies Apostle Paul as its writer.
- Paul was an important missionary and teacher in the early Church.
- He travelled to different places preaching the gospel of Jesus Christ.
- He established and strengthened Christian communities.
- He wrote letters to guide churches and individual Christian leaders.
- In this letter, he offers Timothy guidance on church leadership, doctrine and Christian conduct.

B. The recipient

Timothy was a close associate and fellow worker of Paul.

He was:

1. A young Christian leader.
2. A trusted companion of Paul.
3. A person who had received Christian instruction from an early age.
4. A leader responsible for strengthening believers.
5. A person entrusted with correcting false teachings.
6. A minister expected to provide good example to other Christians.

Paul refers to Timothy as his true son in the faith (1 Timothy 1:2).

C. The place of service

- Timothy was serving in Ephesus.
- Ephesus was an important city in the Roman Empire.
- It was a centre of trade, culture and religious activities.
- The Christian community faced challenges from misleading teachings.
- Paul wanted Timothy to protect the church from teachings that could weaken the faith of believers.

1.2 Reasons why Paul wrote the First Letter to Timothy

Paul wrote the letter to:

1. **Warn against false doctrines:** He wanted Timothy to stop people from teaching misleading religious ideas.

2. **Promote sound Christian teaching:** He encouraged believers to remain faithful to the true gospel of Jesus Christ.

3. **Guide church worship:** He provided instructions on prayer, public worship and the conduct of believers.

4. **Explain church leadership:** He outlined qualifications for overseers and deacons.

5. **Promote good church administration:** He explained how different groups of believers should be treated.

6. **Guide relationships among believers:** He gave instructions concerning older people, younger people, widows, elders and servants.

7. **Promote Christian discipline:** He encouraged believers to live morally upright lives.

8. **Warn against greed:** He taught that the love of money leads to many problems.

9. **Explain true riches:** He encouraged Christians to seek godliness, contentment and generosity rather than depending on material wealth.

10. **Encourage Timothy:** He reminded Timothy to remain faithful and become a good servant of Jesus Christ.

1.3 Key terms used in the letter

Term	Meaning
Doctrine	A belief or teaching accepted and taught by a religious community.
False doctrine	A misleading religious teaching that contradicts sound Christian teaching.
Sound doctrine	Teaching that is consistent with the Christian gospel.
Heresy	A belief or teaching regarded as seriously contrary to accepted Christian teaching.
Worship	Showing reverence, honour and devotion to God.
Prayer	Communication with God through praise, thanksgiving, confession and requests.

Overseer	A person entrusted with supervising and guiding a church congregation.
Deacon	A church servant entrusted with particular responsibilities in the Christian community.
Administration	Organisation and management of activities and responsibilities.
Godliness	Living in a manner that reflects respect for God and Christian values.
Contentment	Being satisfied and thankful with what one has.
Stewardship	Responsible management of resources entrusted to a person.
Greed	An excessive desire to acquire wealth or possessions.
Integrity	Honesty and consistency in doing what is morally right.
Generosity	Willingness to share resources with others.
Intercession	Prayer made on behalf of other people.

2.0 PAUL'S COUNSEL TO TIMOTHY ON FALSE DOCTRINES

Biblical references: 1 Timothy 1; 1 Timothy 4; 1 Timothy 6:3-5, 20-21.

2.1 Meaning of false doctrines

False doctrines are misleading religious teachings that distort or contradict the truth of the Christian faith.

They may arise when people:

- Misinterpret the Bible.
- Add teachings that contradict the gospel.
- Promote personal opinions as if they were God's commands.
- Teach ideas for personal recognition or financial gain.
- Mislead believers about the nature of God and salvation.
- Encourage practices that contradict Christian values.

False doctrines can weaken faith, create divisions and lead believers away from sound Christian teaching.

2.2 False doctrines outlined in 1 Timothy 1

Paul instructed Timothy to remain in Ephesus so that he could command certain people not to teach false doctrines.

The following were among the problems Paul identified.

A. Teaching different or strange doctrines

1. Some people were teaching doctrines that were different from the gospel Paul had taught.

2. Their teachings distracted believers from the central message of Christianity.
3. They introduced ideas that created confusion within the church.
4. Paul instructed Timothy to stop such teachings.
5. He wanted Christians to remain committed to sound doctrine.

Lesson to Christians:

- Christians should examine religious teachings carefully.
- They should not accept every message simply because it is presented by a religious speaker.
- Teachings should be evaluated in the light of the Bible.
- Church leaders should promote accurate biblical instruction.

B. Myths and endless genealogies

Paul warned against myths and endless genealogies (1 Timothy 1:4).

Meaning of myths:

Myths are stories or claims that are presented as meaningful truths but may lack a reliable foundation.

Meaning of genealogies:

Genealogies are records of family descent or ancestry.

Paul was concerned that certain people were giving excessive attention to speculative stories and endless genealogical arguments.

These discussions produced controversy instead of promoting faith and godly living.

Lessons:

1. Christians should avoid unnecessary religious arguments.
2. Bible study should promote understanding and spiritual growth.
3. Religious discussions should not be used to create divisions.
4. Believers should concentrate on teachings that strengthen their faith.
5. Church leaders should encourage meaningful and responsible Bible interpretation.

C. Speculation instead of God's work

1. Some teachings encouraged endless discussions and arguments.
2. These arguments distracted people from the work God wanted them to do.
3. Paul encouraged faith rather than speculation.
4. He wanted believers to focus on living according to the gospel.
5. Christians should use their time and knowledge to promote spiritual growth and service.

D. Misuse of the law

Paul explained that the law is good when it is used properly (1 Timothy 1:8).

He identified behaviours that were contrary to sound teaching, including:

- Lawlessness.
- Disobedience.

- Ungodliness.
- Violence.
- Dishonesty.
- Lying.
- Perjury.
- Other actions contrary to sound doctrine.

Lessons:

- God's laws should guide people towards righteous living.
- Religious teaching should promote justice and morality.
- Christians should not misuse religious rules to oppress others.
- The purpose of Christian instruction is to encourage love and upright conduct.

E. Misunderstanding the purpose of Christian teaching

Paul explained that the goal of the instruction given to believers is love.

According to 1 Timothy 1:5, love should come from:

1. A pure heart.
2. A good conscience.
3. Sincere faith.

Some people had departed from these qualities and become involved in meaningless discussions.

Lessons:

- Christian teaching should promote love.
- Believers should develop good consciences.
- Faith should be sincere.
- Religious knowledge should lead to positive behaviour.
- Christians should avoid using religion to gain power or attention.

2.3 False doctrines outlined in 1 Timothy 4

Bible reference: 1 Timothy 4:1-5.

Paul warned Timothy that some people would abandon the faith and follow misleading teachings.

A. Following deceiving spirits and teachings of demons

1. Paul warned that some people would depart from the Christian faith.
2. They would follow deceptive spiritual influences.
3. They would accept teachings that were contrary to the truth.
4. Such teachings could mislead believers.
5. Timothy was expected to remain faithful to sound Christian teaching.

Lesson: Christians should develop knowledge of the Bible so that they can recognise misleading religious messages.

B. Hypocrisy and dishonesty of false teachers

Paul described some false teachers as hypocritical liars whose consciences had become insensitive.

This means:

- They taught things they did not genuinely practise.
- They misled others through dishonesty.
- Their conduct did not agree with their religious messages.
- They lacked moral integrity.
- They were not reliable examples for believers.

Lessons:

1. Christian leaders should practise what they teach.
2. Religious teachers should be honest.
3. Believers should examine the conduct of those who claim to guide them.
4. A person's actions should support their words.
5. Integrity is important in Christian leadership.

C. Forbidding marriage

Paul criticised false teachers who forbade marriage.

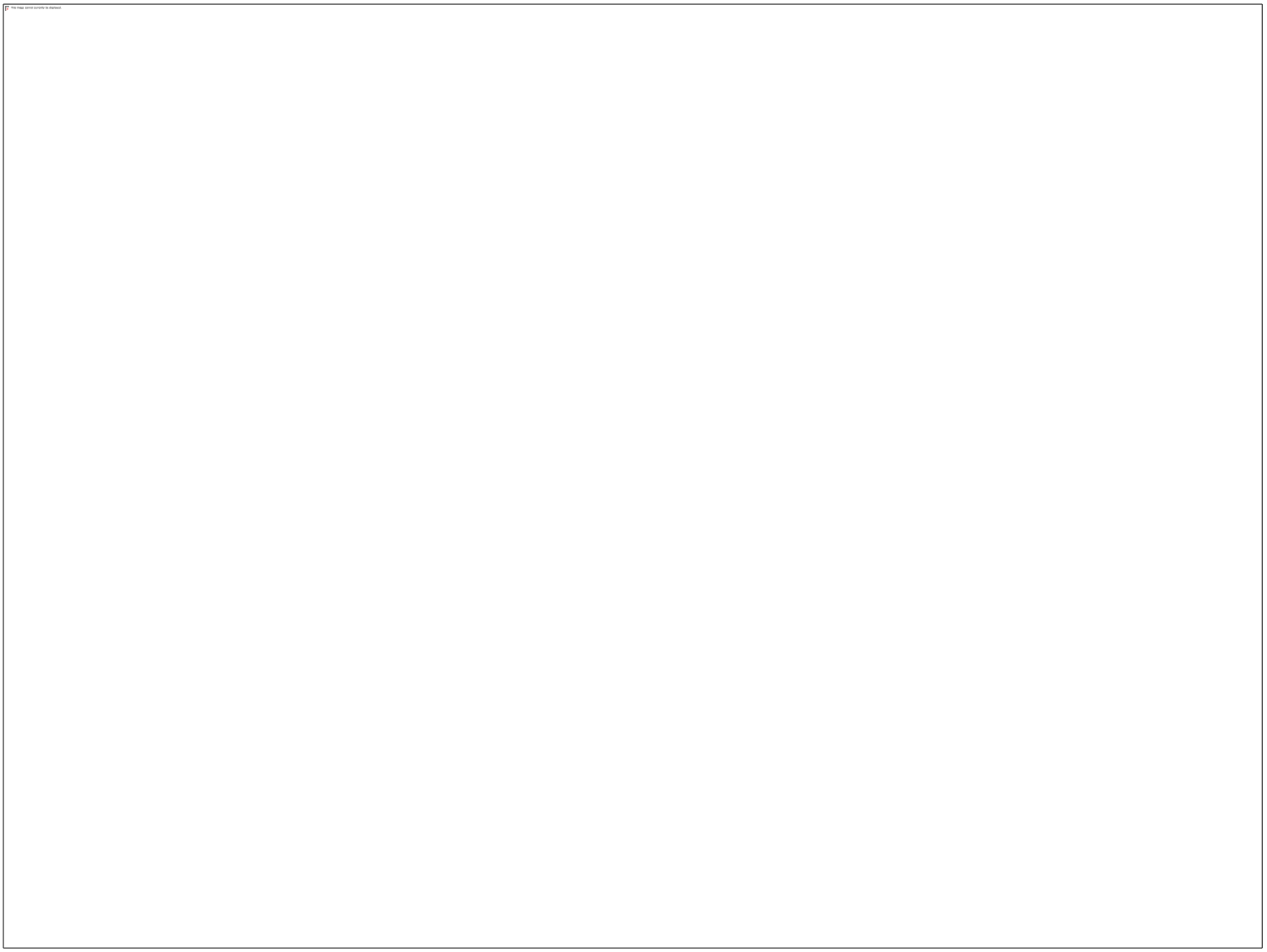
1. Some teachers presented marriage as something that believers should reject.
2. Paul opposed this teaching.
3. He explained that marriage should not be treated as inherently evil.
4. Christians should respect marriage as part of God's provision for humanity.
5. Marriage should be approached with responsibility and mutual respect.

Lesson: Christians should avoid teachings that wrongly condemn God's good provisions.

D. Forbidding certain foods

1. Some false teachers instructed believers to abstain from certain foods.
2. Paul explained that everything created by God is good when received with thanksgiving.
3. Food should be received with gratitude to God.
4. Christians should avoid unnecessary religious restrictions that contradict sound teaching.
5. Believers should remember that thanksgiving and responsible living are important.

Lesson: Christians should not confuse human-made restrictions with the central teachings of the gospel.



2.4 False doctrines outlined in 1 Timothy 6:3-5

Paul gave further warnings about people who taught differently and did not agree with the sound words of Jesus Christ.

A. Rejecting sound teaching

1. False teachers did not agree with the teachings of Jesus Christ.
2. They rejected instruction that promoted godliness.
3. Their teachings created confusion among believers.
4. They failed to respect sound Christian doctrine.
5. Paul encouraged Timothy to reject such teachings.

B. Pride and lack of understanding

Paul described false teachers as conceited and lacking understanding.

Their behaviour included:

- Thinking too highly of themselves.
- Refusing correction.
- Engaging in meaningless arguments.
- Claiming to possess special knowledge.

- Creating disputes among believers.

Lesson: Christian teachers should remain humble and willing to learn.

C. Unhealthy interest in controversies

Paul warned against arguments about words.

Such arguments could lead to:

1. Jealousy.
2. Quarrelling.
3. Slander.
4. Suspicion.
5. Constant disagreement.
6. Division among believers.

Lesson: Christians should use discussions to build understanding rather than to create conflict.

D. Using religion for financial gain

Paul warned against people who regarded godliness as a means of making money.

This means that some people were using religion to pursue personal wealth.

Lessons:

- Religious leadership should not be treated as a way of exploiting believers.
- Church leaders should serve with sincerity.
- Giving should be voluntary and responsible.
- Christians should avoid manipulating others for financial benefit.
- Religious teaching should promote spiritual growth rather than greed.

2.5 Paul's instructions to Timothy concerning false teachers

Paul advised Timothy to:

1. Command people not to teach false doctrines.
2. Remain faithful to sound Christian teaching.
3. Avoid myths and endless genealogies.
4. Encourage love from a pure heart.
5. Promote sincere faith and a good conscience.
6. Reject meaningless controversies.
7. Recognise teachings that contradict the gospel.
8. Correct misleading teachings responsibly.
9. Remain an example of godliness.
10. Guard the truth entrusted to him.
11. Avoid arguments that produce unnecessary divisions.
12. Encourage believers to grow in their understanding of the Christian faith.

2.6 Characteristics of false doctrines and false teachers

Characteristic	Explanation
Contradict biblical teaching	They promote ideas that disagree with sound Christian doctrine.
Promote confusion	They create uncertainty among believers.
Encourage unnecessary arguments	They concentrate on controversies instead of spiritual growth.
Promote pride	Some teachers consider themselves superior to others.
Lack integrity	Their conduct does not agree with what they teach.
Promote greed	They may use religion to acquire wealth.
Reject correction	They may refuse guidance from responsible Christian leaders.
Cause division	Their teachings may separate believers.
Misuse Scripture	They may take biblical statements out of context.
Mislead believers	They encourage people to accept untrue religious claims.

2.7 False doctrines and misleading religious teachings in contemporary Kenyan society

Christians in Kenya may encounter different misleading religious messages through churches, social media, television, online platforms and informal religious groups.

Examples of warning signs include:

1. **Guaranteed wealth through giving:** A religious speaker promises that everyone who gives a particular amount of money will automatically become wealthy.

2. **Manipulative fundraising:** Believers are pressured through threats, shame or exaggerated promises to give money.

3. **Claims of special authority:** A leader demands unquestioning obedience and refuses reasonable questions about their teachings.

4. **Misuse of Bible verses:** A teacher removes biblical statements from their context to support a personal agenda.

5. **Fear-based messages:** People are deliberately frightened into following a leader or making financial contributions.

6. **Teaching that contradicts the gospel:** A speaker presents ideas that conflict with the central Christian message of love, truth, grace and righteous living.

7. **Encouraging division:** A teacher promotes hatred, hostility or unnecessary separation among believers.

8. **Pretending to have special knowledge:** A person claims that only they possess the truth and discourages believers from reading the Bible independently.

9. **Religious exploitation:** A person uses religious influence to take advantage of vulnerable members of society.

10. **Promoting hypocrisy:** A teacher demands high moral standards from followers but refuses to practise honesty and integrity.

Important: Christians should not label every unfamiliar teaching or different interpretation as false doctrine. They should examine teachings carefully, consider their biblical context and seek guidance from trustworthy, knowledgeable Christian leaders.

2.8 How Christians can discern and avoid false doctrines

1. **Read the Bible regularly:** This helps believers understand sound Christian teaching.

2. **Compare teachings with Scripture:** Religious messages should be examined in their biblical context.

3. **Seek guidance from reliable leaders:** Christians should consult responsible church leaders and knowledgeable Bible teachers.

4. **Ask questions:** Believers should seek clarification when a teaching is confusing or suspicious.

5. **Avoid greed:** Christians should be careful of messages that promise instant wealth in exchange for money.

6. **Examine the teacher's conduct:** A genuine Christian teacher should demonstrate honesty, humility and integrity.

7. **Avoid unnecessary controversies:** Christians should not waste time on arguments that do not promote spiritual growth.

8. **Pray for wisdom:** Believers should ask God for discernment.

9. **Use reliable learning materials:** Christians should consult trusted Bible translations and sound study resources.

10. **Avoid blind obedience:** Believers should not surrender their judgement to people who demand unquestioning loyalty.

11. **Promote love and unity:** Sound Christian teaching should encourage love, peace and responsible conduct.

12. **Report exploitation appropriately:** Where people are being defrauded, threatened or abused, responsible authorities and appropriate safeguarding channels should be involved.

2.9 Lessons Christians learn from Paul's counsel on false doctrines

- Christians should remain faithful to the gospel.
- They should develop knowledge of Scripture.
- Religious teachers should demonstrate integrity.
- Believers should avoid misleading teachings.
- Christian teaching should promote love and godliness.
- People should not use religion to exploit others.
- Christians should avoid pride and unnecessary arguments.
- Church leaders should protect believers from harmful teachings.
- Christians should seek wisdom and discernment.
- Believers should practise what they learn from the Bible.

3.0 PAUL'S INSTRUCTIONS ON CHURCH WORSHIP

Bible reference: 1 Timothy 2:1-15.

3.1 Meaning of Christian worship

Christian worship is the act of showing love, reverence, honour, gratitude and devotion to God through prayer, praise, singing, Bible reading, obedience and service.

Worship is not limited to attending church services. It also involves living according to God's teachings in everyday life.

Forms of Christian worship

1. **Prayer:** Communicating with God through thanksgiving, confession, requests and praise.
2. **Singing:** Using hymns, psalms and spiritual songs to praise God.
3. **Bible reading:** Reading and reflecting on God's word.
4. **Preaching:** Proclaiming and explaining the Christian message.
5. **Thanksgiving:** Expressing gratitude to God for His blessings.
6. **Giving:** Sharing resources to support church activities and people in need.
7. **Fellowship:** Meeting with other believers for encouragement and spiritual growth.
8. **Service:** Using one's gifts and abilities to support others.
9. **Confession:** Acknowledging wrongdoing and seeking God's forgiveness.
10. **Obedience:** Applying God's teachings in daily life.

3.2 Paul's instructions on prayer (1 Timothy 2:1-2)

Paul encouraged Christians to offer different kinds of prayers for all people.

He mentioned:

- Requests or supplications.
- Prayers.
- Intercessions.
- Thanksgiving.

A. Prayers and requests

1. Christians should communicate with God regularly.
2. They should bring their needs and concerns before God.
3. They should pray for spiritual strength and guidance.
4. They should remember that prayer is an important part of Christian life.

B. Intercession

Intercession is praying on behalf of other people.

Paul instructed believers to pray for:

- Family members.
- Church leaders.
- Government leaders.

- Teachers and learners.
- People experiencing difficulties.
- The sick and vulnerable.
- People who do not share their faith.
- The wider community.

Importance of intercessory prayer:

1. It demonstrates love and concern for others.
2. It encourages Christians to think beyond their personal needs.
3. It promotes unity among believers.
4. It reminds Christians of their responsibility towards society.
5. It encourages compassion and peaceful relationships.

C. Thanksgiving

Thanksgiving is expressing gratitude to God for His goodness.

Christians should:

1. Thank God for life.
2. Appreciate the gift of family.
3. Thank God for opportunities to learn and work.
4. Appreciate the provision of food and other basic needs.
5. Thank God for protection and guidance.
6. Recognise blessings received through other people.

3.3 Praying for leaders and people in authority

Paul instructed Christians to pray for kings and all those in authority.

The purpose was that believers might live peaceful and quiet lives in godliness and dignity.

Application in Kenya

Christians should pray for:

- The President and national leadership.
- Members of Parliament.
- County governors and county assemblies.
- Judges and other judicial officers.
- Teachers and school administrators.
- Religious leaders.
- Security personnel.
- Community leaders.

Lessons:

1. Christians should be concerned about the welfare of their country.

2. They should pray for responsible leadership.
3. They should promote peace and stability.
4. They should respect lawful authority.
5. They should encourage leaders to act with justice and integrity.
6. They should participate responsibly in nation-building.

Praying for leaders does not mean approving every decision they make. Christians should also promote accountability, justice and responsible leadership.

3.4 Why Christians should pray for all people

1. God desires all people to come to the knowledge of the truth.
2. Prayer demonstrates love for others.
3. It promotes peace and unity.
4. It helps Christians develop compassion.
5. It encourages believers to care about national and global affairs.
6. It reminds Christians that every person has value.
7. It strengthens relationships among people from different backgrounds.

3.5 Paul's teaching about one God and one mediator

In 1 Timothy 2:5–6, Paul teaches that there is one God and one mediator between God and humanity, Christ Jesus, who gave Himself as a ransom for all.

Meaning of the teaching

- Christians believe in one God.
- Jesus Christ is the mediator between God and humanity.
- Jesus gave Himself for the salvation of humanity.
- His sacrifice demonstrates God's love.
- Christians should remain committed to Jesus as the way to reconciliation with God.

Lessons:

1. Jesus is central to Christian faith.
2. Christians should appreciate the sacrifice of Jesus.
3. Salvation is a gift of God's grace.
4. Believers should share the Christian message with others.
5. Christians should respect the dignity of all people.

3.6 Paul's instructions on conduct during worship (1 Timothy 2:8-15)

Paul gave instructions concerning the conduct of men and women during worship.

A. Instructions concerning men

Paul encouraged men to pray in every place, lifting holy hands without anger or disputing.

This teaches that:

1. Prayer should be offered sincerely.

2. Christians should avoid unnecessary quarrels during worship.
3. Believers should approach God with pure hearts.
4. Worship should promote peace and unity.
5. Christian conduct should demonstrate self-control.

B. Instructions concerning women

Paul discussed modesty, good conduct and the importance of good works.

He encouraged women to:

1. Dress modestly and respectfully.
2. Avoid using outward appearance to seek excessive attention.
3. Demonstrate godliness through good deeds.
4. Learn in a responsible manner.
5. Maintain conduct that reflects Christian values.

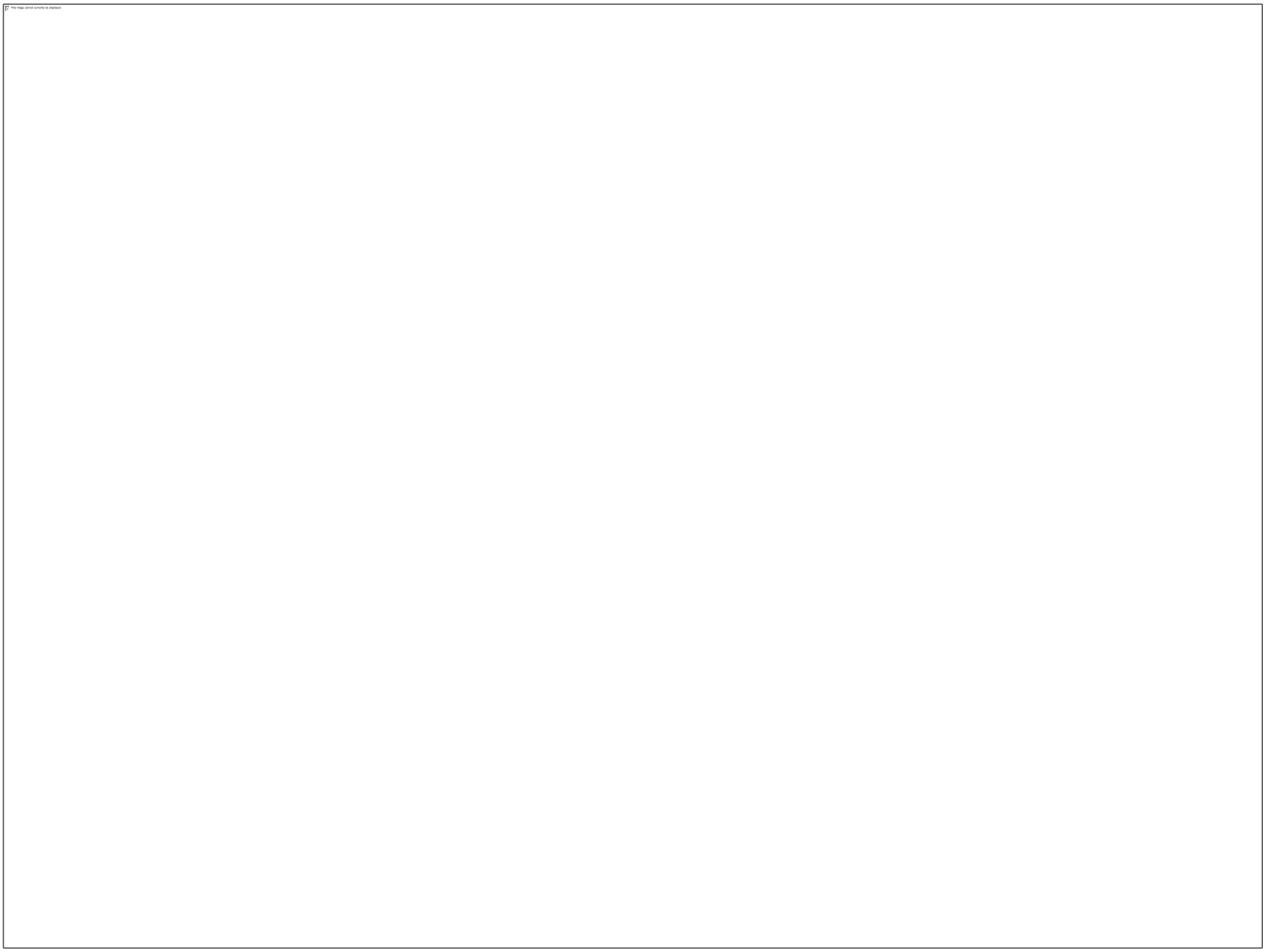
Understanding the passage: These instructions were given within the social and church context addressed by Paul. Christians and churches have different interpretations of some details, especially concerning women's participation in teaching and leadership. Learners should examine the passage in context, distinguish the biblical text from later interpretations and discuss it respectfully.

C. Lessons from Paul's instructions on worship

- Worship should be conducted with respect.
- Christians should avoid quarrels.
- Prayer should be sincere.
- Believers should demonstrate modesty and good conduct.
- Good works should accompany religious participation.
- Christians should promote peace and unity.
- Worship should honour God rather than become a competition for attention.

3.7 Importance of prayer and worship in the Church today

1. **Strengthens faith:** Prayer helps believers develop trust in God.
2. **Promotes unity:** Shared worship brings Christians together.
3. **Encourages repentance:** Worship provides opportunities for confession and spiritual renewal.
4. **Promotes peace:** Prayer encourages believers to seek peaceful relationships.
5. **Provides comfort:** Christians find encouragement during difficult circumstances.
6. **Develops gratitude:** Thanksgiving helps believers appreciate God's goodness.
7. **Promotes moral living:** Bible teaching guides believers towards responsible behaviour.
8. **Encourages service:** Worship motivates Christians to help others.
9. **Promotes national responsibility:** Prayers for leaders encourage concern for society.
10. **Strengthens fellowship:** Believers support one another through shared activities.



3.8 Application of Paul's teaching on worship in Kenyan churches

In contemporary Kenya, Christians can apply Paul's instructions through:

- Organising orderly and respectful worship services.
- Praying for national and county leaders.
- Praying for peace during elections and other national events.
- Encouraging participation in Bible study.
- Promoting respectful communication among church members.
- Supporting people who are sick, poor or vulnerable.
- Encouraging modesty and responsible conduct.
- Avoiding quarrels and unnecessary competition among church groups.
- Promoting inclusion and dignity for all worshippers.
- Using church resources responsibly.

4.0 PAUL'S INSTRUCTIONS ON CHURCH ADMINISTRATION

Bible reference: 1 Timothy 3:1-16.

4.1 Meaning of church administration

Church administration refers to the organisation, management and coordination of church activities, leadership, resources and responsibilities.

It ensures that church activities are conducted in an orderly, responsible and effective manner.

Church administration involves:

1. Selecting suitable leaders.
2. Managing church resources.
3. Organising worship services.
4. Coordinating church programmes.
5. Maintaining discipline.
6. Supporting church members.
7. Resolving disagreements.
8. Promoting accountability.
9. Supervising church activities.
10. Ensuring that Christian teachings are followed.

4.2 Paul's instructions on overseers (1 Timothy 3:1-7)

An overseer is a church leader entrusted with supervising and guiding a congregation.

Paul explained that anyone aspiring to the work of an overseer desired a noble task.

However, such a person needed to demonstrate appropriate Christian character.

Qualifications of an overseer

Qualification	Explanation
Above reproach	Should have a good reputation and avoid conduct that brings justified criticism.
Faithful in marriage	Should demonstrate faithfulness and responsibility in relationships.
Temperate	Should practise self-control.
Self-controlled	Should manage behaviour and emotions responsibly.
Respectable	Should conduct themselves in a dignified manner.
Hospitable	Should welcome and care for others.
Able to teach	Should explain Christian teachings correctly.
Not given to drunkenness	Should avoid irresponsible use of alcohol.

Not violent	Should treat people peacefully.
Gentle	Should demonstrate kindness and patience.
Not quarrelsome	Should avoid unnecessary arguments.
Not greedy	Should not use church leadership for personal financial gain.
Manages own household well	Should demonstrate responsibility in family life.
Not a recent convert	Should have sufficient Christian maturity.
Good reputation outside the church	Should be respected within the wider community.

Explanation of selected qualifications

A. Above reproach

- A church leader should demonstrate good moral character.
- They should avoid dishonesty and misconduct.
- Their actions should support the message they preach.
- They should be trustworthy.

B. Able to teach

- A leader should understand Christian teachings.
- They should explain the Bible accurately.
- They should guide believers who need clarification.
- They should encourage sound doctrine.

C. Hospitable

- A leader should welcome visitors and members.
- They should show concern for people experiencing difficulties.
- They should avoid discrimination.
- They should promote a friendly church environment.

D. Not greedy

- Church leadership should not be used to acquire wealth unfairly.
- Leaders should manage church funds responsibly.
- They should avoid financial exploitation.
- They should promote transparency.

E. Good reputation

- A church leader should demonstrate integrity.
- Their conduct should be respected by other people.
- They should be dependable in their responsibilities.
- They should be an example to believers and the wider society.

4.3 Paul's instructions on deacons (1 Timothy 3:8-13)

A deacon is a church servant entrusted with specific responsibilities in the congregation.

Paul also outlined qualifications for deacons.

Qualifications of deacons

1. They should be worthy of respect.
2. They should be sincere.
3. They should not misuse alcohol.
4. They should not pursue dishonest financial gain.
5. They should hold the Christian faith with a clear conscience.
6. They should first be tested before being entrusted with responsibilities.
7. They should demonstrate integrity in their conduct.
8. They should be faithful in their family relationships.
9. They should manage their households responsibly.
10. They should demonstrate faithfulness in their service.

Responsibilities of deacons in contemporary churches

Depending on the organisation of a church, deacons may:

- Assist in organising worship services.
- Support needy church members.
- Help manage church activities.
- Assist with the distribution of assistance.
- Support the administration of church resources.
- Help maintain order during services.
- Coordinate some community outreach activities.
- Assist church leaders in pastoral and practical responsibilities.

4.4 Comparison between overseers and deacons

Overseers	**Deacons**
Provide spiritual supervision and guidance.	Provide practical and service-oriented support.
Teach and guide believers.	Carry out responsibilities entrusted to them.

Supervise church activities.	Assist in organising church activities.
Guide the congregation.	Support the congregation through service.
Should demonstrate spiritual maturity.	Should demonstrate integrity and faithfulness.
Should be able to teach.	Should hold the faith with a clear conscience.

4.5 Paul's teaching about the Church as the household of God

In 1 Timothy 3:14–15, Paul explains that he is writing so that Timothy may know how people ought to conduct themselves in God's household, which is the Church of the living God.

He also describes the Church as the pillar and foundation of the truth.

Meaning of the teaching

1. The Church is a community of believers.
2. Members should conduct themselves responsibly.
3. The Church has a duty to preserve and communicate Christian truth.
4. Church leaders should promote sound doctrine.
5. Members should demonstrate love, respect and unity.
6. The Church should be a good example to society.

Lessons for Christians

- The Church should promote truth.
- Leaders should be responsible.
- Members should respect one another.
- Church resources should be managed properly.
- Christian teachings should be preserved.
- Believers should promote unity and peace.

4.6 Importance of good church administration

1. It promotes order during worship.
2. It ensures that responsibilities are clearly assigned.
3. It promotes accountability in the use of church resources.
4. It prevents misuse of authority.
5. It strengthens the relationship between leaders and members.
6. It promotes transparency in financial management.
7. It helps the church achieve its mission.
8. It supports effective planning of church activities.
9. It encourages responsible leadership.
10. It builds confidence among church members.

11. It promotes peaceful resolution of disagreements.
12. It ensures that assistance reaches people who need it.

4.7 Lessons for church leadership in Kenya today

Church leaders should:

- Be honest in handling offerings and donations.
- Avoid using their positions for personal enrichment.
- Demonstrate respect towards church members.
- Provide clear information about church programmes.
- Be accountable for decisions and resources.
- Support vulnerable members of society.
- Avoid discrimination.
- Resolve disputes fairly.
- Encourage young people to participate responsibly.
- Promote unity among Christians from different backgrounds.

5.0 PAUL'S INSTRUCTIONS ON DUTIES TOWARDS DIFFERENT GROUPS OF BELIEVERS

Bible reference: 1 Timothy 5:1–25.

Paul instructed Timothy on how to relate to different categories of people within the Christian community.

He emphasised respect, care, fairness, family responsibility and responsible church leadership.

5.1 Duties towards older men and younger men (1 Timothy 5:1)

Paul instructed Timothy not to rebuke an older man harshly but to appeal to him as a father.

He was to treat younger men as brothers.

Lessons

1. Older people should be treated with respect.
2. Christians should correct others with patience.
3. Younger men should be treated with dignity.
4. Church members should avoid insulting one another.
5. Disagreements should be handled respectfully.
6. Christian relationships should reflect love and understanding.

Application in Kenya

- Learners should respect elderly people in the community.
- Young people should communicate politely with adults.
- Church members should avoid humiliating others.
- Leaders should correct wrongdoing without unnecessary harshness.
- Communities should value the experience and wisdom of older people.

5.2 Duties towards older women and younger women (1 Timothy 5:2)

Paul instructed Timothy to treat older women as mothers and younger women as sisters, with absolute purity.

Lessons

- Older women should be treated with respect.
- Younger women should be treated with dignity.
- Christians should avoid sexual misconduct and inappropriate behaviour.
- Relationships should be guided by purity and self-control.
- Believers should protect one another from exploitation.
- Men and women should interact with mutual respect.

5.3 Duties towards widows (1 Timothy 5:3-16)

A widow is a woman whose husband has died.

Paul instructed the Church to give proper recognition and support to widows who were genuinely in need.

A. Respect and support widows

1. The Church should recognise the needs of widows.
2. It should support those who lack adequate family assistance.
3. It should avoid neglecting vulnerable people.
4. It should demonstrate compassion towards those experiencing loss.
5. It should organise responsible support systems.

B. Family responsibility

Paul emphasised that children and grandchildren should learn to practise their faith by caring for their own families.

This means:

- Families have a responsibility to support vulnerable relatives.
- Children should respect and care for their parents.
- Family members should not abandon elderly relatives.
- Christians should demonstrate love through practical assistance.

C. Widows who are in genuine need

Paul gave guidance concerning widows who qualified for formal church support.

He described a widow who had no family support and depended on God.

The passage also identifies qualities such as:

- A good reputation.
- Commitment to good works.
- Hospitality.
- Caring for people in need.

- Supporting those experiencing difficulties.
- Faithfulness in Christian service.

D. Widows with family support

Paul instructed that relatives should take responsibility for supporting their family members where possible.

This would allow the Church to concentrate its assistance on people who had no adequate family support.

Lessons from Paul's instructions on widows

1. Christians should support vulnerable members of society.
2. Families should care for elderly relatives.
3. The Church should organise assistance for people in need.
4. Support should be provided fairly and responsibly.
5. People should not take advantage of church assistance.
6. Christians should practise compassion.
7. Family responsibility is an important Christian duty.

Application in Kenya

Churches can support widows through:

- Food assistance.
- Educational support for their children.
- Counselling and encouragement.
- Skills training.
- Support for small livelihood activities.
- Visits to elderly and vulnerable members.
- Assistance with access to appropriate community services.

5.4 Duties towards elders (1 Timothy 5:17–22)

In this passage, the term *elders* refers to recognised leaders in the Christian community.

Paul gave instructions concerning their service, support and discipline.

A. Respect elders who lead well

1. Elders who lead effectively should be considered worthy of respect.
2. Those who work hard in preaching and teaching deserve recognition.
3. The Church should appreciate faithful service.
4. Leaders should be supported as they fulfil their responsibilities.

B. Providing support to elders

Paul referred to the principle that a worker deserves their wages.

This teaches that people who dedicate themselves to Christian service should receive fair and appropriate support.

C. Handling accusations against elders

Paul instructed Timothy that accusations against an elder should not be accepted without proper evidence.

This promotes:

- Fairness.
- Justice.
- Protection against false accusations.
- Accountability.
- Respect for proper procedures.

D. Correcting elders who persist in wrongdoing

Paul also instructed that elders who continued in wrongdoing should be corrected openly so that others may take warning.

This demonstrates that church leaders are not above accountability.

E. Avoiding favouritism

Paul encouraged Timothy to act without prejudice or partiality.

This means:

1. Church leaders should treat members fairly.
2. Personal relationships should not influence disciplinary decisions.
3. All members should be subject to appropriate standards.
4. Leaders should avoid discrimination.

F. Responsible appointment of leaders

Paul cautioned Timothy against being hasty in appointing leaders.

Church leadership should involve careful examination of character and conduct.

Lessons from Paul's instructions on elders

- Leaders should be respected when they serve faithfully.
- Church leaders should be accountable.
- Accusations should be handled fairly.
- Evidence should be considered before decisions are made.
- No leader should be above correction.
- Church appointments should be made carefully.
- Leaders should avoid favouritism.
- Churches should recognise faithful service.

5.5 Duties towards servants and masters (1 Timothy 6:1-2)

Paul addressed the relationship between servants and masters in the social context of his time.

The passage reflects the unequal household and slavery arrangements that existed in the ancient world. It should not be used to justify human trafficking, exploitation or slavery today.

A. Duties of servants

Paul instructed servants to regard their masters as worthy of respect so that God's name and Christian teaching would not be dishonoured.

The passage emphasises:

1. Responsible conduct.
2. Respectful relationships.
3. Faithfulness in assigned duties.
4. Avoiding behaviour that brings disrepute to the Christian faith.

B. Duties of believing servants

Where servants had believing masters, Paul warned them against treating them disrespectfully merely because they were fellow Christians.

Instead, they were encouraged to serve faithfully.

C. Application to modern employer-employee relationships

In contemporary Kenya, the passage can be applied to responsible working relationships while recognising the dignity and rights of every worker.

Employees should:

- Perform assigned duties honestly.
- Respect others at the workplace.
- Avoid theft and dishonesty.
- Work responsibly.
- Communicate professionally.

Employers should:

- Treat employees with dignity.
- Pay fair wages.
- Provide safe working conditions.
- Avoid exploitation.
- Respect workers' rights.
- Avoid discrimination and harassment.

Lessons

- Christians should be responsible at work.
- Employers should treat workers fairly.
- Employees should perform duties honestly.
- Relationships should be based on mutual respect.
- No person should exploit another person.
- Human dignity should be respected.

5.6 Summary of Paul's instructions on duties towards believers

Group	Paul's instructions	Main lesson
Older men	Treat them as fathers.	Respect for older people.
Younger men	Treat them as brothers.	Love and fellowship.
Older women	Treat them as mothers.	Dignity and respect.
Younger women	Treat them as sisters, with purity.	Self-control and respect.
Widows	Support those genuinely in need.	Compassion and responsibility.
Family members	Care for relatives.	Family responsibility.
Elders	Respect faithful leaders and ensure accountability.	Responsible leadership.
Servants	Perform duties faithfully.	Integrity at work.
Masters	The passage addresses respectful relationships; modern application must uphold worker dignity and rights.	Fairness and human dignity.

6.0 PAUL'S TEACHING ON TRUE RICHES

Bible reference: 1 Timothy 6:3-21, especially verses 6-19.

6.1 Meaning of riches

Riches refer to valuable resources or possessions that a person may own.

These may include:

- Money.
- Land.
- Buildings.
- Livestock.
- Businesses.
- Vehicles.
- Investments.
- Education and knowledge.
- Skills and abilities.

- Strong relationships.
- Spiritual blessings.

However, Paul teaches that true riches should not be measured only by the amount of money or property a person owns.

True riches are found in godliness, contentment, faith, love, patience, generosity and good works.

6.2 Meaning of godliness with contentment

In 1 Timothy 6:6, Paul teaches that godliness with contentment is great gain.

Godliness means living in a manner that reflects respect for God and Christian values.

Contentment means being satisfied and thankful with what one has while working responsibly to improve one's circumstances.

Godliness with contentment means:

- Living according to Christian values.
- Appreciating God's provision.
- Avoiding excessive desire for wealth.
- Being thankful for what one has.
- Using resources responsibly.
- Seeking spiritual growth rather than material possessions alone.

Importance of godliness with contentment

1. It promotes peace of mind.
2. It reduces unnecessary competition.
3. It discourages greed.
4. It encourages gratitude.
5. It strengthens trust in God.
6. It promotes responsible use of resources.
7. It encourages generosity.
8. It helps people avoid dishonest ways of acquiring wealth.
9. It promotes satisfaction with honest achievements.
10. It helps Christians focus on spiritual growth.

6.3 Paul's teaching about material possessions (1 Timothy 6:7-8)

Paul reminds believers that they brought nothing into the world and cannot take anything out of it.

He also teaches that having food and clothing should encourage contentment.

Lessons

1. Material possessions are temporary.
2. People should not allow wealth to control their lives.
3. Basic needs should be appreciated.
4. Christians should avoid excessive attachment to possessions.

5. Wealth should be used responsibly.
6. People should be grateful for what they have.
7. Material success should not replace spiritual growth.

Kenyan examples:

- A family that has food and shelter should appreciate what it has while working responsibly towards its goals.
- A learner should value education and personal development rather than judging success only by expensive possessions.
- A businessperson should seek honest profits instead of exploiting customers.

6.4 The dangers of the desire to become rich (1 Timothy 6:9–10)

Paul warns that people who are determined to become rich may fall into temptation and harmful desires.

He identifies the love of money as a root of all kinds of evil.

Important distinction

Paul does not teach that money itself is evil.

Money can be used positively to:

- Provide for families.
- Support education.
- Establish businesses.
- Help vulnerable people.
- Support church activities.
- Promote community development.

The problem is the excessive love of money and the willingness to do wrong to acquire it.

Dangers of the excessive desire for wealth

1. **Greed:** People may develop an excessive desire for money and possessions.
2. **Dishonesty:** Some may engage in fraud, theft or corruption to acquire wealth.
3. **Exploitation:** People may mistreat workers or take advantage of customers.
4. **Neglect of family:** Some may spend excessive time pursuing wealth and ignore family responsibilities.
5. **Loss of integrity:** People may abandon their moral principles to obtain money.
6. **Unhealthy competition:** Excessive desire for wealth may encourage jealousy and rivalry.
7. **Anxiety:** People may become excessively worried about acquiring or protecting possessions.
8. **Spiritual neglect:** Some may give wealth greater importance than their relationship with God.
9. **Unfair treatment:** Greed may lead people to exploit vulnerable members of society.
10. **Unhappiness:** Material possessions alone cannot guarantee lasting satisfaction.

Application in Kenya

Christians should avoid:

- Bribery.
- Corruption.
- Examination cheating for personal gain.
- Stealing public or private property.
- Exploiting employees.
- Defrauding customers.
- Misusing church funds.
- Dishonest business practices.
- Financial manipulation of vulnerable people.

6.5 Paul's instructions to Timothy as a man of God (1 Timothy 6:11-12)

Paul addresses Timothy as a man of God and instructs him to pursue positive Christian qualities.

Qualities Timothy was encouraged to pursue

1. **Righteousness:** Doing what is right and just.
2. **Godliness:** Living according to God's expectations.
3. **Faith:** Trusting God and remaining committed to the Christian message.
4. **Love:** Demonstrating concern and kindness towards others.
5. **Endurance:** Remaining faithful despite difficulties.
6. **Gentleness:** Treating people with kindness and patience.

Paul also encouraged Timothy to fight the good fight of faith and hold firmly to eternal life.

Lessons

- Christians should focus on developing good character.
- They should remain faithful during challenges.
- They should pursue righteousness rather than greed.
- They should demonstrate love and patience.
- They should remain committed to their Christian responsibilities.
- They should use their lives to honour God.

6.6 Paul's instructions concerning the rich (1 Timothy 6:17-19)

Paul instructed Timothy to warn rich people not to become proud or place their hope in uncertain riches.

Instead, they should put their hope in God, who richly provides what they need.

He also encouraged them to:

- Do good.
- Be rich in good works.
- Be generous.
- Be willing to share.

Lessons for wealthy Christians

1. They should not become proud because of their possessions.
2. They should recognise that wealth can change or disappear.
3. They should trust God rather than money.
4. They should help people in need.
5. They should use their wealth responsibly.
6. They should support education and community development.
7. They should practise generosity.
8. They should avoid exploiting others.
9. They should use their resources to promote justice.
10. They should invest in good works.

6.7 Meaning of true riches

True riches refer to the spiritual and moral qualities that make a person's life meaningful and beneficial to others.

These include:

A. Faith

Faith is trust and confidence in God.

- Christians should remain faithful to God.
- They should trust His guidance.
- They should demonstrate faith through their actions.
- They should remain committed to Christian teachings.

B. Love

Love involves showing concern, kindness and respect towards others.

- Christians should love their neighbours.
- They should care for vulnerable people.
- They should forgive others.
- They should avoid discrimination.

C. Generosity

Generosity is the willingness to share resources with others.

- Christians should support needy families.
- They should assist people experiencing difficulties.
- They should share knowledge and skills.
- They should support community development.

D. Good works

Good works are positive actions that benefit others and demonstrate Christian values.

Examples include:

- Helping the sick.
- Supporting learners in need.
- Visiting elderly people.
- Participating in community clean-ups.
- Providing food to vulnerable families.
- Supporting people with disabilities.
- Promoting peace and reconciliation.

E. Contentment

Contentment means appreciating what one has without developing an unhealthy desire for more.

- It promotes gratitude.
- It reduces jealousy.
- It encourages responsible living.
- It discourages dishonest acquisition of wealth.

F. Godliness

Godliness involves living according to God's teachings.

- It promotes integrity.
- It encourages humility.
- It strengthens faith.
- It guides responsible decisions.

6.8 Comparison between material riches and true riches

Material riches	**True riches**
Money and property.	Faith and godliness.
Buildings and vehicles.	Love and compassion.
Livestock and businesses.	Generosity and good works.
Expensive possessions.	Integrity and righteousness.
Financial investments.	Spiritual growth and contentment.
Can be lost or destroyed.	Christian values can guide a person throughout life.
May encourage pride when misused.	Encourage humility and responsible service.
Often measured by possessions.	Demonstrated through character and actions.

6.9 Ways Christians can practise Paul's teaching on true riches in Kenya

1. Use money honestly.
2. Avoid corruption and bribery.
3. Support vulnerable families.
4. Share food and other essential resources.
5. Pay workers fairly.
6. Support learners who lack educational resources.
7. Manage family resources responsibly.
8. Avoid unnecessary competition over material possessions.
9. Participate in community development.
10. Use wealth to support education and healthcare.
11. Practise gratitude and contentment.
12. Invest in activities that benefit society.

6.10 Lessons Christians learn about true riches

- Money is useful but should not control human life.
- The love of money can lead to wrongdoing.
- Christians should practise contentment.
- Wealth should be acquired honestly.
- Rich people should be generous.
- Christians should not become proud because of possessions.
- True riches include faith, love and godliness.
- Good works are important in Christian life.
- Christians should trust God rather than material possessions.
- Resources should be used to benefit humanity.

7.0 PAUL'S INSTRUCTIONS ON GUARDING THE CHRISTIAN FAITH

Bible reference: 1 Timothy 6:20-21.

Paul concluded the letter by reminding Timothy to guard what had been entrusted to him.

7.1 Meaning of guarding the faith

Guarding the faith means protecting and preserving the Christian message against teachings and practices that distort it.

Paul's instructions to Timothy

1. Guard the truth entrusted to him.
2. Avoid irreverent and empty discussions.
3. Avoid arguments based on false claims of knowledge.

4. Reject teachings that lead people away from the gospel.
5. Remain faithful to sound doctrine.
6. Continue serving God responsibly.
7. Encourage other believers to remain committed to the Christian faith.

7.2 Lessons Christians learn from Paul's final instructions

- Christians should protect sound Christian teaching.
- They should avoid misleading religious messages.
- They should not be attracted by claims of knowledge that contradict the gospel.
- They should remain committed to their faith.
- They should seek spiritual wisdom.
- They should encourage others to remain faithful.
- They should use their knowledge responsibly.

8.0 PAUL'S ADVICE TO TIMOTHY ON BECOMING A GOOD SERVANT OF JESUS CHRIST

Bible reference: 1 Timothy 4:6-16.

8.1 Meaning of a good servant of Jesus Christ

A good servant of Jesus Christ is a believer who faithfully follows Christ's teachings and serves God and humanity through responsible conduct.

Paul encouraged Timothy to become a good servant by teaching sound doctrine, avoiding misleading teachings and developing good Christian character.

8.2 Characteristics of a good servant of Jesus Christ

A. A good servant teaches sound doctrine

1. They understand Christian teachings.
2. They communicate the gospel accurately.
3. They avoid misleading others.
4. They encourage spiritual growth.
5. They guide others towards responsible Christian living.

B. A good servant rejects godless myths

1. They avoid meaningless religious arguments.
2. They concentrate on teachings that promote godliness.
3. They use their time responsibly.
4. They encourage meaningful Bible study.

C. A good servant trains in godliness

Paul compared physical training with training in godliness.

Physical training has some value, but godliness is valuable in every aspect of life.

This teaches Christians to:

- Develop good moral character.

- Practise self-control.
- Remain committed to prayer and Bible study.
- Live according to God's teachings.
- Make responsible decisions.

D. A good servant is an example to believers

In 1 Timothy 4:12, Paul encouraged Timothy not to allow others to look down on him because of his youth.

Instead, he was to set an example in:

1. Speech.
2. Conduct.
3. Love.
4. Faith.
5. Purity.

Explanation:

- **Speech:** A good servant should speak truthfully and respectfully.
- **Conduct:** They should behave responsibly.
- **Love:** They should demonstrate concern for others.
- **Faith:** They should remain committed to God.
- **Purity:** They should maintain morally upright behaviour.

E. A good servant reads Scripture publicly

Paul instructed Timothy to devote himself to public reading of Scripture, preaching and teaching.

This means:

- Christian leaders should encourage Bible reading.
- They should explain Scripture clearly.
- They should guide believers in understanding God's word.
- They should promote learning within the church.

F. A good servant develops spiritual gifts

Paul reminded Timothy not to neglect the gift given to him.

This teaches that:

- Christians should recognise their abilities.
- They should develop their gifts.
- They should use their gifts responsibly.
- They should seek guidance from experienced people.
- They should use their gifts to serve others.

G. A good servant remains committed to learning

Paul instructed Timothy to practise these things and give himself wholly to them.

A good Christian servant should:

- Continue learning.
- Accept correction.
- Improve their teaching.
- Reflect on their conduct.
- Remain committed to spiritual growth.

H. A good servant watches their life and teaching

Paul encouraged Timothy to watch both his life and doctrine carefully.

This teaches that:

1. A Christian's conduct should agree with their teachings.
2. Leaders should be careful about what they communicate.
3. Believers should maintain moral integrity.
4. Christian teaching should be supported by good example.
5. Faithfulness should be maintained consistently.

8.3 Qualities of a good servant of Jesus Christ

Quality	**Explanation**
Faithfulness	Remains committed to God and Christian responsibilities.
Honesty	Speaks the truth and acts sincerely.
Humility	Recognises the need to learn and improve.
Love	Demonstrates concern for other people.
Self-control	Manages behaviour and emotions responsibly.
Purity	Maintains morally upright conduct.
Patience	Treats others calmly and respectfully.
Knowledge	Understands and communicates Christian teaching.
Commitment	Performs responsibilities consistently.
Generosity	Shares resources and abilities.
Courage	Remains faithful despite difficulties.

Integrity	Practises what one teaches.

8.4 How learners can become good servants of Jesus Christ

Learners can apply Paul's advice by:

1. Reading the Bible regularly.
2. Participating in appropriate worship activities.
3. Speaking truthfully.
4. Respecting parents, teachers and other learners.
5. Helping classmates who need support.
6. Avoiding bullying and discrimination.
7. Using their talents positively.
8. Practising self-control.
9. Avoiding dishonest behaviour.
10. Showing kindness to vulnerable people.
11. Participating in community service.
12. Seeking guidance when faced with difficult decisions.
13. Remaining committed to Christian values.
14. Being responsible with schoolwork and other duties.
15. Encouraging others through positive behaviour.

9.0 APPLICATION OF THE FIRST LETTER OF PAUL TO TIMOTHY IN CONTEMPORARY KENYAN SOCIETY

Paul's instructions remain relevant to churches, families, schools, workplaces and national leadership in Kenya.

9.1 Application in church leadership

Christians can apply Paul's teachings by:

1. Selecting leaders based on character and ability rather than wealth or popularity.
2. Ensuring church leaders demonstrate honesty.
3. Managing church funds transparently.
4. Encouraging leaders to teach sound Christian doctrine.
5. Avoiding discrimination among church members.
6. Supporting vulnerable members of the congregation.
7. Handling disagreements fairly.
8. Promoting accountability among church officials.
9. Encouraging responsible participation by young people.
10. Avoiding the misuse of religious authority.

9.2 Application in families

1. Parents should provide guidance and support to children.

2. Children should respect and care for elderly family members.
3. Family members should support relatives experiencing difficulties.
4. Families should manage money responsibly.
5. Members should resolve disagreements peacefully.
6. Parents and guardians should demonstrate good moral behaviour.
7. Family members should practise honesty and forgiveness.
8. Children should learn to appreciate what they have.

9.3 Application in schools

1. Teachers should demonstrate integrity and fairness.
2. Learners should avoid examination cheating.
3. School leaders should manage school resources responsibly.
4. Learners should respect one another.
5. Students should avoid spreading misleading information.
6. Learners should develop self-discipline.
7. School communities should support vulnerable learners.
8. Teachers should encourage positive moral development.
9. Learners should use their talents to serve others.
10. School clubs should promote teamwork and responsible leadership.

9.4 Application in workplaces

1. Employees should perform their duties faithfully.
2. Employers should respect workers' rights.
3. Workers should avoid theft and dishonesty.
4. Leaders should not exploit people under their authority.
5. Businesses should maintain transparent financial records.
6. Workers should treat colleagues respectfully.
7. Employers should provide safe working environments.
8. People should earn wealth through honest activities.

9.5 Application in national leadership

Paul's teaching can guide Kenyan society through:

- Promotion of integrity in public offices.
- Responsible management of public funds.
- Respect for the rule of law.
- Protection of vulnerable citizens.
- Fair treatment of workers.
- Responsible use of authority.

- Promotion of peace and national unity.
- Accountability in public institutions.
- Honest service to the community.
- Avoidance of corruption and exploitation.

10.0 COMPETENCY-BASED EDUCATION (CBE) LEARNING ACTIVITIES

The following activities enable learners to interpret Scripture, communicate ideas, think critically and apply Christian teachings to everyday life.

Activity 1: Discussing false doctrines

Bible reference: 1 Timothy 1; 1 Timothy 4; 1 Timothy 6:3–5.

In groups:

1. Read the selected biblical passages.
2. Identify the false teachings mentioned by Paul.
3. Explain why Paul opposed those teachings.
4. Discuss examples of misleading religious messages in contemporary society.
5. Develop a list of ways Christians can recognise false teachings.
6. Present your findings to the class.

Expected learning outcomes:

Learners should be able to:

- Identify false doctrines.
- Explain their dangers.
- Develop critical thinking skills.
- Suggest ways of avoiding misleading teachings.

Activity 2: Developing sensitisation messages

Prepare short messages warning Christians against misleading religious teachings.

Examples:

- "Examine every teaching in the light of Scripture."
- "Do not allow greed to control your faith."
- "Sound Christian teaching promotes love and godliness."
- "Ask questions and seek reliable guidance."
- "A good Christian leader demonstrates integrity."

Display the messages on classroom charts or appropriate digital platforms.

Activity 3: Discussing Christian worship

Read 1 Timothy 2:1–15.

Discuss:

1. Why should Christians pray for all people?

2. Why should believers pray for national leaders?
3. What is the importance of intercessory prayer?
4. What conduct should Christians demonstrate during worship?
5. How can churches promote peace and unity?

Present your findings.

Activity 4: Interviewing resource persons

In groups, interview vetted and knowledgeable Christian resource persons about:

- Church worship.
- Qualifications of church leaders.
- Responsibilities of church administrators.
- Duties towards different groups of believers.
- The importance of accountability in church leadership.
- The dangers of false doctrines.

Write a report and present it to the class.

Suggested report format:

1. Title of the report.
2. Date of interview.
3. Purpose of the interview.
4. Background of the resource person.
5. Questions asked.
6. Responses received.
7. Main lessons learnt.
8. Conclusion.

Activity 5: Discussing church administration

Read 1 Timothy 3:1–16.

In groups:

1. Identify the qualifications of overseers.
2. Identify the qualifications of deacons.
3. Compare the responsibilities of the two groups.
4. Discuss why integrity is important in church leadership.
5. Explain how churches can promote accountability.

Present your findings using charts or PowerPoint slides.

Activity 6: Discussing duties towards believers

Read 1 Timothy 5:1–25 and 1 Timothy 6:1–2.

Discuss Paul's instructions concerning:

- Older men.
- Younger men.
- Older women.
- Younger women.
- Widows.
- Church elders.
- Servants and masters.

Relate the teachings to modern Kenyan family, church and workplace relationships.

Activity 7: Exploring true riches

Read 1 Timothy 6:6–19.

In groups, discuss:

1. What is godliness with contentment?
2. Why is the love of money dangerous?
3. What are the characteristics of true riches?
4. How can wealthy Christians support society?
5. How can learners practise contentment?
6. Why should Christians avoid greed?

Write the lessons on charts or PowerPoint slides.

Activity 8: Personal reflection

Write a short reflection on how you can become a good servant of Jesus Christ.

Include:

- Your personal strengths.
- Christian values you practise.
- Areas where you need improvement.
- How you can serve others.
- How you can remain faithful to Christian teaching.

Activity 9: Case study – Religious exploitation

A religious speaker tells members of a congregation that they must contribute large amounts of money to receive guaranteed wealth and blessings. Members who ask questions are discouraged from doing so.

Discuss:

1. What warning signs can be identified in this situation?
2. How does Paul's teaching in 1 Timothy 6 relate to the situation?
3. How should Christians examine such claims?
4. Why is financial transparency important in churches?
5. What should church leaders do to protect vulnerable members?

Activity 10: Case study – Responsible leadership

A church committee discovers that some funds intended to support needy families have not been properly accounted for.

Discuss:

1. Which teachings in 1 Timothy 3 are relevant?
2. Why should church leaders demonstrate integrity?
3. What steps should the church take to establish the facts?
4. How can transparency be improved?
5. What lessons can other church leaders learn?

REVISION QUESTIONS

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer all questions. Choose the correct answer from alternatives A, B, C and D.

1. The First Letter to Timothy was traditionally written by

A. Peter
B. Paul
C. John
D. James

2. The letter was addressed to Timothy, who was serving in

A. Jerusalem
B. Rome
C. Ephesus
D. Bethlehem

3. One major reason Paul wrote to Timothy was to

A. teach him how to build a temple
B. guide him on church leadership and false doctrines
C. instruct him to become a Roman soldier
D. explain how to collect taxes

4. False doctrines are teachings that

A. promote sound Christian teaching
B. encourage unity and love
C. mislead believers and contradict sound Christian teaching
D. encourage responsible leadership

5. According to 1 Timothy 1:4, Paul warned against

A. helping the poor
B. myths and endless genealogies
C. prayer and thanksgiving
D. caring for widows

6. According to 1 Timothy 1:5, the goal of Christian instruction is

A. financial success
B. political power
C. love from a pure heart, good conscience and sincere faith
D. popularity among believers

7. In 1 Timothy 4, Paul warned against people who

A. encouraged Bible reading
B. forbade marriage and certain foods
C. supported the needy
D. promoted thanksgiving

8. Paul described some false teachers as

A. humble and honest
B. hypocritical liars
C. generous servants
D. faithful leaders

9. One characteristic of false teachers described in 1 Timothy 6:3–5 is

A. humility
B. integrity

C. pride and unhealthy interest in controversies
D. generosity

10. The love of money is described in 1 Timothy 6:10 as

A. the root of all kinds of evil
B. the source of salvation
C. a sign of godliness
D. the foundation of Christian worship

11. According to 1 Timothy 2, Christians should pray for

A. church members only
B. wealthy people only
C. all people, including those in authority
D. their families only

12. Paul encouraged Christians to pray for leaders so that people could live

A. wealthy and powerful lives
B. peaceful and quiet lives in godliness and dignity
C. competitive and ambitious lives
D. isolated lives

13. According to 1 Timothy 2:5, the mediator between God and humanity is

A. Moses
B. Abraham
C. Jesus Christ
D. Timothy

14. Which of the following is an important purpose of intercessory prayer?

A. Promoting selfishness
B. Praying on behalf of others
C. Creating divisions
D. Seeking personal popularity

15. An overseer is a person who

A. supervises and guides a church congregation
B. collects taxes for the government
C. sells goods in the market
D. manages a political party

16. Which of the following is a qualification of an overseer?

A. Being quarrelsome
B. Being greedy
C. Being hospitable
D. Being dishonest

17. According to 1 Timothy 3, an overseer should be able to

A. teach
B. collect taxes
C. command soldiers
D. own several businesses

18. A deacon is mainly entrusted with

A. opposing church leaders
B. serving and carrying out responsibilities in the church
C. collecting money for personal use
D. controlling political activities

19. According to 1 Timothy 3:15, the Church is described as

A. the pillar and foundation of the truth
B. a centre of political power
C. a place for financial competition
D. a business organisation

20. According to 1 Timothy 5:1, older men should be treated as

A. strangers
B. enemies
C. fathers
D. servants

21. According to 1 Timothy 5, the Church should support widows who

A. are genuinely in need
B. refuse all family assistance
C. want to become church leaders
D. are wealthy and independent

22. Paul instructed Timothy to treat younger women as

A. servants
B. sisters, with purity
C. strangers
D. enemies

23. According to 1 Timothy 5:17, elders who lead well should be

A. ignored
B. criticised constantly
C. considered worthy of respect
D. removed from the church

24. One lesson from 1 Timothy 6:1–2 for modern workplaces is that

A. employers should exploit workers
B. employees should avoid responsibility
C. working relationships should demonstrate respect and responsibility
D. workers should disregard their duties

25. According to 1 Timothy 6:6, great gain is found in

A. wealth and fame
B. godliness with contentment
C. political influence
D. expensive possessions

26. Which of the following is an example of true riches?

A. Greed
B. Corruption
C. Faith and generosity
D. Dishonesty

27. Paul instructed rich people not to

A. do good works
B. share their resources
C. become proud or place their hope in uncertain riches
D. support needy people

28. According to 1 Timothy 4:12, Timothy was encouraged to be an example in

A. speech, conduct, love, faith and purity
B. wealth, power and fame
C. business and politics
D. physical appearance only

29. Paul encouraged Timothy to guard

A. Roman traditions
B. the truth entrusted to him
C. material possessions
D. political authority

30. A learner who uses personal abilities to support needy classmates is demonstrating

A. selfishness
B. greed
C. Christian service
D. dishonesty

Export response as a Word fileExport response as a PDF file

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions. Give clear explanations and use relevant biblical references where appropriate.

QUESTION 1: Background and False Doctrines (10 marks)

a) State four reasons why Paul wrote the First Letter to Timothy. (4 marks)

b) Explain three false teachings or practices that Paul warned Timothy against in 1 Timothy 1 and 4. (3 marks)

c) State three ways Christians can identify and avoid false doctrines in contemporary Kenyan society. (3 marks)

QUESTION 2: Paul's Instructions on Church Worship (10 marks)

a) Identify four forms of prayer mentioned in 1 Timothy 2:1. (4 marks)

b) Explain three reasons why Paul instructed Christians to pray for kings and other people in authority. (3 marks)

c) State three lessons Christians learn from Paul's instructions on conduct during worship. (3 marks)

QUESTION 3: Church Administration and Duties towards Believers (10 marks)

a) Explain four qualifications of an overseer according to 1 Timothy 3:1–7. (4 marks)

b) State three instructions Paul gave concerning the treatment of widows in 1 Timothy 5. (3 marks)

c) Give three lessons Christians learn from Paul's instructions concerning church elders. (3 marks)

QUESTION 4: Paul's Teaching on True Riches (10 marks)

a) Explain the meaning of godliness with contentment. (2 marks)

b) State four dangers associated with the excessive love of money according to 1 Timothy 6:9–10. (4 marks)

c) Explain four qualities or characteristics of true riches according to Paul's teaching. (4 marks)

QUESTION 5: A Good Servant of Jesus Christ (10 marks)

a) Identify five qualities of a good servant of Jesus Christ according to 1 Timothy 4:6–16. (5 marks)

b) Explain three ways learners can apply Paul's instructions to Timothy in their daily lives. (3 marks)

c) State two reasons why Christians should guard sound Christian teaching. (2 marks)

16.0 ANSWERS AND MARKING SCHEME

SECTION A: MULTIPLE-CHOICE ANSWERS

Question	Answer	Question	Answer	Question	Answer
1	B	11	C	21	A
2	C	12	B	22	B
3	B	13	C	23	C
4	C	14	B	24	C
5	B	15	A	25	B
6	C	16	C	26	C
7	B	17	A	27	C
8	B	18	B	28	A
9	C	19	A	29	B
10	A	20	C	30	C

Section A: 30 marks

SECTION B: SUGGESTED MARKING SCHEME

QUESTION 1: Background and False Doctrines (10 marks)

a) Four reasons why Paul wrote the First Letter to Timothy. (4 marks)

Award 1 mark for each:

1. To warn against false doctrines.
2. To promote sound Christian teaching.
3. To guide Timothy on church worship.
4. To explain qualifications for church leaders.
5. To guide church administration.
6. To explain duties towards different groups of believers.
7. To warn against greed and the misuse of wealth.
8. To encourage Timothy to become a good servant of Jesus Christ.

Any four.

b) Three false teachings or practices Paul warned against. (3 marks)

Award 1 mark each for:

1. Teaching myths and endless genealogies that promoted unnecessary arguments.
2. Teaching different doctrines that contradicted the gospel.

3. Forbidding marriage.
4. Forbidding certain foods as a religious requirement.
5. Promoting misleading spiritual teachings.
6. Using religion as a means of acquiring money.
7. Engaging in meaningless controversies.

Any three.

c) Three ways Christians can identify and avoid false doctrines. (3 marks)

Award 1 mark each for:

1. Reading and studying the Bible regularly.
2. Comparing religious teachings with Scripture in context.
3. Seeking guidance from reliable Christian leaders.
4. Examining the conduct of religious teachers.
5. Avoiding messages that manipulate people for money.
6. Asking questions when teachings are unclear.
7. Praying for wisdom and discernment.

Any three.

QUESTION 2: Paul's Instructions on Church Worship (10 marks)

a) Four forms of prayer mentioned in 1 Timothy 2:1. (4 marks)

Award 1 mark each for:

1. Requests or supplications.
2. Prayers.
3. Intercessions.
4. Thanksgiving.

b) Three reasons Christians should pray for leaders. (3 marks)

Award 1 mark each for:

1. To promote peaceful and quiet living.
2. To encourage responsible leadership.
3. To promote godliness and dignity in society.
4. To encourage leaders to act with justice.
5. To promote peace and stability in the country.
6. To demonstrate concern for national welfare.

Any three.

c) Three lessons from Paul's instructions on worship. (3 marks)

Award 1 mark each for:

1. Prayer should be sincere.

2. Christians should avoid quarrels during worship.
3. Believers should demonstrate modesty and good conduct.
4. Worship should promote unity.
5. Christians should pray for all people.
6. Good works should accompany religious participation.

Any three.

QUESTION 3: Church Administration and Duties towards Believers (10 marks)

a) Four qualifications of an overseer. (4 marks)

Award 1 mark each for:

1. Above reproach.
2. Faithful in marriage.
3. Temperate.
4. Self-controlled.
5. Respectable.
6. Hospitable.
7. Able to teach.
8. Not violent.
9. Gentle.
10. Not quarrelsome.
11. Not greedy.
12. Good reputation outside the church.

Any four.

b) Three instructions concerning widows. (3 marks)

Award 1 mark each for:

1. The Church should support widows who are genuinely in need.
2. Family members should take responsibility for supporting their relatives.
3. The Church should organise assistance fairly.
4. Widows should be treated with respect and compassion.
5. The Church should avoid neglecting vulnerable widows.

Any three.

c) Three lessons concerning church elders. (3 marks)

Award 1 mark each for:

1. Elders who lead well should be respected.
2. Accusations against elders should be handled fairly.
3. Leaders should be held accountable for wrongdoing.

4. Church appointments should be made carefully.
5. Leaders should avoid favouritism.
6. Faithful service should be recognised.

Any three.

QUESTION 4: Paul's Teaching on True Riches (10 marks)

a) Meaning of godliness with contentment. (2 marks)

- Godliness means living according to God's teachings and Christian values. (1)
- Contentment means being thankful and satisfied with what one has while using resources responsibly. (1)

b) Four dangers of excessive love of money. (4 marks)

Award 1 mark each for:

1. Greed.
2. Dishonesty.
3. Corruption.
4. Exploitation of others.
5. Neglect of family responsibilities.
6. Loss of integrity.
7. Unhealthy competition.
8. Spiritual neglect.
9. Anxiety and dissatisfaction.

Any four.

c) Four characteristics of true riches. (4 marks)

Award 1 mark each for:

1. Faith.
2. Love.
3. Godliness.
4. Contentment.
5. Generosity.
6. Good works.
7. Righteousness.
8. Patience.
9. Endurance.

Any four.

QUESTION 5: A Good Servant of Jesus Christ (10 marks)

a) Five qualities of a good servant of Jesus Christ. (5 marks)

Award 1 mark each for:

1. Faithfulness.
2. Honesty.
3. Love.
4. Humility.
5. Self-control.
6. Purity.
7. Patience.
8. Commitment to sound teaching.
9. Good conduct.
10. Responsible use of spiritual gifts.

Any five.

b) Three ways learners can apply Paul's instructions. (3 marks)

Award 1 mark each for:

1. Reading the Bible regularly.
2. Respecting parents, teachers and other learners.
3. Avoiding dishonesty and examination cheating.
4. Helping learners who need support.
5. Participating in community service.
6. Practising self-control.
7. Using their talents positively.
8. Demonstrating love and kindness.

Any three.

c) Two reasons Christians should guard sound Christian teaching. (2 marks)

Award 1 mark each for:

1. To protect believers from misleading religious teachings.
2. To preserve the truth of the Christian gospel.
3. To promote spiritual growth.
4. To prevent divisions among believers.
5. To encourage responsible Christian conduct.

Any two.

Section B: 50 marks

TOTAL: 80 MARKS

STRAND 3.0: CHURCH IN ACTION

SUB-STRAND 3.1: ACTS OF THE APOSTLES

THE EARLY CHURCH



Illustration: The coming of the Holy Spirit on the day of Pentecost (Acts 2:1–13).

1.0 INTRODUCTION TO THE SUB-STRAND

The early Church refers to the first community of Christian believers that developed after the death, resurrection and ascension of Jesus Christ. It began in Jerusalem through the work of the apostles, who preached the Gospel, witnessed to the resurrection of Jesus and guided those who accepted Christianity.

The coming of the Holy Spirit on the day of Pentecost marked an important turning point in the history of Christianity. The disciples, who had previously been afraid and uncertain, received the power and courage to proclaim the Gospel publicly.

The early Church provides an important foundation for understanding the growth, unity, leadership, worship and mission of the Christian Church today.

1.1 Expected Learning Outcomes

By the end of this sub-strand, the learner should be able to:

1. Establish key events that took place on the day of Pentecost.
2. Elaborate on how the early Church began.
3. Compile factors that brought unity in the early Church.
4. Appreciate the importance of unity among Christians.
5. Pray for Church unity in Kenya today.
6. Demonstrate Christian values through participation in Church activities.

1.3 Key Terms and Definitions

Term	Meaning
Early Church	The first community of Christians established after the resurrection and ascension of Jesus Christ.
Pentecost	The Jewish festival during which the Holy Spirit descended upon the disciples, as recorded in Acts 2.
Apostle	A person sent by Jesus Christ to proclaim His teachings and witness to His resurrection.
Disciple	A follower or learner of Jesus Christ.
Holy Spirit	The third person of the Trinity who empowers, guides, teaches and strengthens Christians.
Fellowship	Sharing, association and participation in the life of a community of believers.
Unity	The state of being together in purpose, faith, love and cooperation.
Baptism	A Christian rite of initiation symbolising entry into the Christian community.
Evangelism	The act of sharing the Gospel of Jesus Christ with others.
Persecution	Hostile treatment of people because of their religious beliefs or faith.
Resurrection	The rising of Jesus Christ from the dead.
Ascension	The event in which Jesus Christ was taken up into heaven.

2.0 THE DAY OF PENTECOST

2.1 Meaning and Background of Pentecost

The word *Pentecost* comes from a Greek word meaning *fiftieth*. It refers to the Jewish festival celebrated fifty days after Passover.

In the Old Testament, Pentecost was associated with the Feast of Weeks, a harvest celebration during which Israelites gave thanks to God for the harvest.

For Christians, Pentecost has a special meaning because it commemorates the coming of the Holy Spirit upon the apostles and other believers in Jerusalem.

The event is recorded in **Acts 2:1-13**.

2.2 Events That Took Place on the Day of Pentecost

The disciples of Jesus were gathered together in one place in Jerusalem when the following events occurred:

1. The disciples were gathered together.

- The believers were assembled in one place.
- They were waiting for the promise of the Father, as Jesus had instructed them.
- Jesus had promised that they would receive power when the Holy Spirit came upon them (Acts 1:8).
- Their gathering demonstrated obedience, expectation and fellowship.

2. A sound like a mighty rushing wind was heard.

- Suddenly, a sound came from heaven like a powerful rushing wind.
- The sound filled the entire house where the disciples were sitting.
- This was a supernatural sign of the presence and power of the Holy Spirit.
- It demonstrated that something extraordinary was taking place.

3. Tongues like flames of fire appeared.

- The believers saw what appeared to be divided tongues of fire.
- The tongues rested on each of them.
- The appearance of fire symbolised God's presence and power.
- Every believer present received the manifestation of the Holy Spirit.

4. The disciples were filled with the Holy Spirit.

- All those gathered were filled with the Holy Spirit.
- They received spiritual power and courage.
- They became capable of proclaiming God's message in different languages.
- The event fulfilled the promise Jesus had made to His disciples.

5. The disciples spoke in different languages.

- They began speaking in other languages as the Holy Spirit enabled them.
- The languages were understandable to people who had travelled to Jerusalem from different regions.
- This demonstrated that the Gospel was intended for all people, regardless of their language or background.

6. A large crowd gathered.

- Jerusalem had visitors from different nations who had come to celebrate the Jewish festival.
- When they heard the disciples speaking in their own languages, they became amazed.
- They wondered how ordinary Galileans could speak languages they had not learned.
- The event attracted public attention to the message of the Gospel.

7. The crowd responded differently.

- Some people were amazed and wanted to understand what had happened.
- Others were confused.
- Some mocked the disciples, suggesting that they had taken too much wine.
- This created an opportunity for Peter to explain the event.

8. Peter prepared to address the crowd.

- Peter and the other apostles began explaining what had happened.
- He rejected the accusation that the disciples were drunk.
- He explained that the event was the fulfilment of God's promise through the prophet Joel.
- He connected the coming of the Holy Spirit with God's plan of salvation.

2.3 Significance of the Symbols Used at Pentecost

Symbol	Biblical description	Significance
Wind	Sound like a mighty rushing wind	Symbolised the power and presence of the Holy Spirit.
Fire	Tongues resembling flames of fire	Symbolised God's presence, power and purification.
Different languages	Speaking in other tongues	Demonstrated the universal nature of the Gospel.
Gathering	Believers assembled together	Demonstrated fellowship, unity and obedience.
Holy Spirit	Filling of the disciples	Empowered believers for Christian service and witness.

2.4 The Message of Peter on the Day of Pentecost

Peter addressed the crowd and explained the meaning of the Pentecost experience.

His message included the following:

1. **The disciples were not drunk.** Peter explained that it was too early in the day for the accusation made against them to be true.
2. **The prophecy of Joel was being fulfilled.** God had promised to pour out His Spirit upon all people.
3. **Jesus was approved by God.** Jesus had performed miracles, wonders and signs through God's power.
4. **Jesus had been crucified.** He reminded the people that Jesus had suffered and died.
5. **God raised Jesus from the dead.** Peter proclaimed the resurrection as evidence of God's power.
6. **Jesus was exalted by God.** He explained that Jesus had been raised and exalted to God's right hand.
7. **Jesus had sent the Holy Spirit.** The Pentecost experience was evidence that Jesus had fulfilled His promise.
8. **People needed to repent and believe.** Peter encouraged his listeners to respond to the Gospel.

2.5 Lessons Christians Learn from the Day of Pentecost

1. **Obedience to God's instructions:** The disciples waited in Jerusalem as Jesus had commanded them.
2. **Importance of prayer:** The believers demonstrated the importance of depending on God.
3. **Power of the Holy Spirit:** Christians need the guidance and empowerment of the Holy Spirit.
4. **Courage in witnessing:** Believers should proclaim the Gospel without fear.
5. **Unity among believers:** The disciples were gathered together in one place.
6. **Respect for diversity:** Different languages did not prevent people from receiving God's message.
7. **Universal nature of Christianity:** The Gospel is meant for all people, irrespective of nationality, language or culture.
8. **Fulfilment of God's promises:** The coming of the Holy Spirit demonstrated God's faithfulness.
9. **Transformation:** The disciples became courageous witnesses of Jesus Christ.
10. **Christian mission:** Believers have a responsibility to spread the Gospel.

3.0 THE BEGINNING OF THE EARLY CHURCH

3.1 Peter's Sermon and the Conversion of the Crowd

Bible reference: Acts 2:14-41

Following the coming of the Holy Spirit, Peter stood with the eleven apostles and addressed the crowd.

His sermon was important because it explained the identity of Jesus Christ, His death, resurrection and exaltation.

Main points of Peter's sermon

1. **Jesus was the promised Messiah.** Peter explained that Jesus was the one whom God had sent to save humanity.
2. **Jesus performed miracles.** His ministry was accompanied by signs and wonders that demonstrated God's power.
3. **Jesus was crucified.** Peter reminded the people of His suffering and death.
4. **Jesus was raised from the dead.** God did not allow death to have the final victory over Jesus.
5. **Jesus was exalted.** He had been raised to God's right hand.
6. **The Holy Spirit had been poured out.** The events witnessed by the crowd demonstrated the fulfilment of God's promise.
7. **People needed to repent.** Peter called upon his listeners to turn away from sin and accept the message of Jesus Christ.

3.2 The Response of the People

According to Acts 2:37–41:

- The people were deeply moved by Peter's message.
- They asked Peter and the other apostles what they should do.
- Peter instructed them to repent and be baptised in the name of Jesus Christ.
- He promised that they would receive the gift of the Holy Spirit.
- He encouraged them to separate themselves from the corrupt ways of their generation.
- Those who accepted the message were baptised.

- About 3,000 people were added to the Christian community that day.

3.3 Significance of the Conversion of About 3,000 People

The conversion of approximately 3,000 people was significant because:

1. It marked the rapid growth of the Christian community.
2. It demonstrated the effectiveness of preaching the Gospel.
3. It showed the transforming power of the Holy Spirit.
4. It fulfilled Jesus' command to make disciples.
5. It established a strong foundation for the growth of Christianity.
6. It demonstrated the importance of repentance and baptism.
7. It brought together people from different backgrounds into one Christian community.
8. It marked the beginning of an organised and expanding Christian movement.

4.0 HOW THE EARLY CHURCH BEGAN

4.1 Meaning of the Early Church

The Early Church was the first organised community of people who believed in Jesus Christ following His resurrection and ascension.

It developed initially in Jerusalem and later spread to other regions through the preaching and missionary activities of the apostles and other believers.

The main historical account of the beginning and growth of the Early Church is found in the Book of Acts, traditionally associated with Luke.

4.2 Events That Led to the Establishment of the Early Church

The establishment of the Early Church was not an isolated event. It resulted from several important events in the ministry of Jesus and the activities of His followers.

1. The ministry of Jesus Christ

- Jesus called disciples to follow Him.
- He taught them about the Kingdom of God.
- He performed miracles and healed the sick.
- He taught about love, forgiveness, repentance and salvation.
- He prepared His followers to continue His mission after His departure.

Importance: Jesus laid the spiritual and moral foundation upon which the Christian Church was established.

2. The death of Jesus Christ

- Jesus was arrested, tried and crucified.
- His death appeared to bring His earthly ministry to an end.
- His followers were initially discouraged and afraid.
- Christians understand His death as the sacrifice for the sins of humanity.

Importance: The death of Jesus became central to the Christian message of salvation.

3. The resurrection of Jesus Christ

- Jesus rose from the dead on the third day.
- He appeared to His disciples and other followers.
- He strengthened their faith and restored their hope.
- His resurrection became the central message of apostolic preaching.

Importance: The resurrection gave the disciples confidence to proclaim that Jesus was alive and was the Son of God.

4. The appearances of the risen Jesus

- Jesus appeared to His followers after His resurrection.
- He taught them about the Kingdom of God.
- He instructed them to continue His mission.
- He strengthened their understanding of His teachings.

Importance: The appearances confirmed the disciples' belief in the resurrection and prepared them for their mission.

5. The Great Commission

Bible reference: Matthew 28:19-20

Jesus instructed His disciples to:

- Go and make disciples of all nations.
- Baptise people in the name of the Father, the Son and the Holy Spirit.
- Teach new believers to obey His commandments.
- Continue His mission among all communities.

Importance: The Great Commission gave the disciples responsibility for spreading Christianity throughout the world.

6. The ascension of Jesus Christ

Bible reference: Acts 1:6-11

- Jesus was taken up into heaven in the presence of His disciples.
- The disciples witnessed His departure.
- They were assured that Jesus would come again.
- They were instructed to wait in Jerusalem for the promised Holy Spirit.

Importance: The ascension marked the transition from Jesus' earthly ministry to the mission of the apostles.

7. The selection of Matthias

Bible reference: Acts 1:15-26

- Following the departure of Jesus, the disciples gathered together.
- Peter explained the need to replace Judas Iscariot.
- Two candidates were proposed: Joseph called Barsabbas and Matthias.
- The believers prayed for God's guidance.

- Matthias was selected to take the place of Judas among the apostles.

Importance: This demonstrated the importance of continuity and leadership in the Christian community.

8. The coming of the Holy Spirit

Bible reference: Acts 2:1-13

- The Holy Spirit descended upon the disciples on Pentecost.
- The disciples received spiritual power.
- They began speaking in different languages.
- They became courageous witnesses of Jesus Christ.

Importance: Pentecost marked the public beginning of the Church's mission.

9. Peter's preaching and the conversion of believers

Bible reference: Acts 2:14-41

- Peter preached to the crowd.
- He explained the death and resurrection of Jesus.
- He called people to repent and be baptised.
- Approximately 3,000 people accepted the message.

Importance: The number of believers increased significantly, establishing the first large Christian community.

10. Fellowship and organisation of the believers

Bible reference: Acts 2:42-47

- The new believers devoted themselves to apostolic teaching.
- They shared in fellowship.
- They participated in the breaking of bread.
- They prayed together.
- They supported those who were in need.
- They praised God and enjoyed the goodwill of the people.

Importance: These practices established the spiritual, social and organisational identity of the Early Church.

4.3 Summary of the Development of the Early Church

Historical development of the Early Church

1. **Ministry of Jesus Christ**

Jesus taught, preached, healed and prepared His disciples.

2. **Death and resurrection of Jesus**

His death and resurrection became the foundation of Christian faith.

3. **Great Commission**

Jesus commanded His disciples to spread the Gospel.

4. **Ascension**

Jesus returned to heaven and instructed the disciples to wait.

5. **Pentecost**

The Holy Spirit empowered the disciples.

6. **Peter's sermon**

About 3,000 people accepted the Gospel message.

7. **Fellowship and worship**

Believers developed a united Christian community.

8. **Missionary expansion**

The apostles and other Christians spread the Gospel beyond Jerusalem.

5.0 ACTIVITIES AND PRACTICES OF THE EARLY CHURCH

5.1 The Activities of the Early Christians

Bible reference: Acts 2:42-47

The first Christians developed practices that strengthened their faith and promoted unity.

1. Devotion to apostolic teaching

- Christians regularly listened to the teachings of the apostles.
- The apostles explained the teachings of Jesus.
- They taught believers about salvation, faith, love and Christian conduct.
- The teachings helped new believers understand their responsibilities.
- They provided a foundation for Christian doctrine.

Lesson for Christians today: Christians should study the Bible and listen to sound Christian teaching.

2. Fellowship

- The believers spent time together.
- They encouraged and supported one another.
- They shared their experiences and challenges.
- They developed strong relationships.
- They regarded themselves as members of one Christian family.

Lesson: Christians should maintain good relationships and support one another.

3. Breaking of bread

- The believers shared meals together.
- They remembered Jesus' death through the breaking of bread.
- This practice was associated with Christian fellowship and the Lord's Supper.
- It strengthened their relationship with Christ and with one another.

Lesson: Christians should remember the sacrifice of Jesus and maintain fellowship.

4. Prayer

- The believers prayed together regularly.

- They depended on God for guidance and strength.
- They prayed for their needs and the needs of others.
- Prayer strengthened their faith.

Lesson: Christians should make prayer an important part of their lives.

5. Sharing possessions

- Believers demonstrated generosity towards one another.
- Those with resources helped people who lacked basic necessities.
- They shared material possessions according to need.
- They ensured that vulnerable members received assistance.

Lesson: Christians should demonstrate generosity and care for the needy.

6. Worship and praise

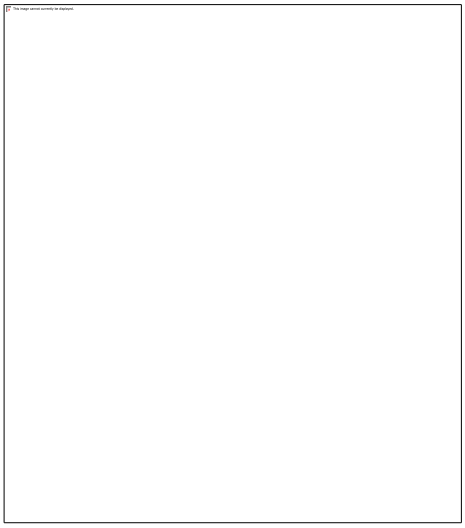
- Christians praised God together.
- They worshipped in the temple and met in homes.
- They expressed gratitude to God.
- Worship strengthened their faith and unity.

Lesson: Christians should participate actively in Church worship.

7. Witnessing and evangelism

- Believers shared the Gospel with other people.
- They testified about Jesus' resurrection.
- They encouraged others to join the Christian community.
- Their conduct attracted other people to Christianity.

Lesson: Christians should share their faith through words and actions.



Illustrations: Fellowship, prayer, communal meals and apostolic teaching in the Early Church.

5.2 Importance of the Activities of the Early Church

The activities of the Early Church were important because they:

1. Strengthened the faith of believers.
2. Promoted love and unity.
3. Encouraged mutual assistance.
4. Promoted spiritual growth.
5. Provided support for the poor and vulnerable.
6. Strengthened Christian identity.
7. Encouraged participation in worship.
8. Promoted evangelism.
9. Developed responsible Christian leadership.
10. Created a strong foundation for the growth of Christianity.

6.0 FACTORS THAT BROUGHT UNITY IN THE EARLY CHURCH

6.1 Meaning of Unity in the Early Church

Unity refers to the state of being united in faith, purpose, love, commitment and Christian service.

In the Early Church, unity was demonstrated through the common faith in Jesus Christ, shared worship, fellowship, prayer, generosity and commitment to apostolic teaching.

Although believers came from different ethnic, cultural, social and economic backgrounds, they regarded themselves as one community of faith.

Bible references: Acts 2:42–47; Acts 4:32–35; John 17:20–23.

6.2 Factors That Promoted Unity in the Early Church

1. Common faith in Jesus Christ

- The believers shared faith in Jesus Christ as Lord and Saviour.
- They believed in His death and resurrection.
- Their common faith gave them a shared identity.
- They were united by their commitment to His teachings.
- They considered themselves members of one Christian family.

Explanation: Their common belief in Jesus provided a strong spiritual foundation that brought them together despite their differences.

2. The guidance of the Holy Spirit

- The Holy Spirit empowered believers to live according to God's will.
- The Spirit guided them in making important decisions.
- He strengthened their courage to witness.
- He enabled them to develop Christian virtues such as love, patience, kindness and forgiveness.
- He helped them overcome fear and uncertainty.

Explanation: The Holy Spirit enabled believers to work together in fulfilling the mission of Jesus Christ.

3. Apostolic teaching

- The apostles taught the believers about Jesus.

- They explained His commandments and teachings.
- They encouraged obedience to God's word.
- Their teaching provided common beliefs and standards of Christian conduct.
- It helped prevent confusion about the Christian faith.

Explanation: Apostolic teaching gave the believers a common understanding of Christianity and strengthened their commitment to the Gospel.

4. Fellowship among believers

- Christians regularly met to share their experiences.
- They encouraged one another during difficult situations.
- They developed close relationships.
- They visited and supported one another.
- They regarded themselves as members of one family.

Explanation: Fellowship reduced isolation and promoted friendship, trust and cooperation.

5. Common prayer

- The believers prayed together.
- They sought God's guidance in their activities.
- They prayed for one another.
- They prayed during difficult situations.
- They depended on God rather than relying entirely on their own strength.

Explanation: Prayer strengthened their relationship with God and encouraged them to remain united.

6. Sharing of possessions and resources

- Believers shared their resources with those in need.
- Wealthier members supported poorer members.
- They provided material assistance to vulnerable people.
- They demonstrated generosity rather than selfishness.
- They ensured that members of their community received necessary support.

Bible reference: Acts 4:32–35.

Explanation: Sharing resources reduced economic divisions and demonstrated practical Christian love.

7. Breaking of bread

- Christians shared meals together.
- They remembered the death of Jesus through the Lord's Supper.
- They demonstrated acceptance of one another.
- They strengthened their spiritual relationships.

Explanation: Sharing meals promoted friendship, equality and a sense of belonging.

8. Common worship

- Christians gathered to worship God.
- They praised God together.
- They participated in religious activities.
- They developed a common spiritual identity.
- They encouraged one another to remain faithful.

Explanation: Worship united believers through shared religious experiences.

9. Love and mutual care

- Christians cared for one another.
- They demonstrated kindness and compassion.
- They helped the sick, poor and vulnerable.
- They forgave one another.
- They avoided unnecessary discrimination.

Explanation: Love created strong relationships and encouraged believers to put the interests of others into consideration.

10. Common mission of evangelism

- Believers shared the Gospel with others.
- They worked together to spread Christianity.
- They supported the missionary activities of the apostles.
- They encouraged new believers to join the Church.
- They remained committed to the Great Commission.

Explanation: Their common responsibility to spread the Gospel united them in purpose.

11. Leadership of the apostles

- The apostles provided spiritual guidance.
- They taught the believers.
- They organised Church activities.
- They resolved disagreements among members.
- They encouraged cooperation and responsible Christian living.

Explanation: Responsible leadership provided direction and helped maintain order in the Christian community.

12. Respect for one another

- Christians accepted one another as members of God's family.
- They respected differences in background and social status.
- They avoided looking down upon people because of their economic position.
- They recognised the dignity of every believer.

Explanation: Mutual respect encouraged peaceful coexistence.

6.3 Summary Table: Factors That Brought Unity in the Early Church

Factor	How it promoted unity
Common faith	Gave believers a shared spiritual identity.
Holy Spirit	Empowered and guided believers.
Apostolic teaching	Provided common Christian beliefs.
Fellowship	Promoted friendship and cooperation.
Prayer	Strengthened spiritual relationships.
Sharing possessions	Reduced economic divisions.
Breaking of bread	Promoted togetherness and remembrance of Jesus.
Common worship	Strengthened collective faith.
Love and care	Encouraged compassion and mutual support.
Evangelism	United believers in a common mission.
Apostolic leadership	Provided direction and organisation.
Mutual respect	Encouraged acceptance and peaceful coexistence.

6.4 Biblical Examples of Unity in the Early Church

A. Acts 2:42-47: Fellowship of believers

The believers devoted themselves to apostolic teaching, fellowship, breaking of bread and prayer.

They shared their resources, praised God and enjoyed the goodwill of the people.

Main lesson: Unity is strengthened when Christians worship, pray, learn and support one another.

B. Acts 4:32-35: Sharing of possessions

The believers were united in heart and mind.

They shared their possessions and ensured that those who were in need received assistance.

Main lesson: Genuine Christian unity should be demonstrated through generosity and practical support.

C. Acts 6:1-7: Selection of the seven helpers

As the number of believers increased, a complaint arose because some Greek-speaking widows were being neglected in the daily distribution of food.

The apostles addressed the concern by involving the community in selecting seven men to assist with the work.

Main lesson: Fair leadership, consultation and effective organisation help maintain unity in a growing Church.

D. Acts 15: The Jerusalem Council

The early Christians faced disagreements concerning whether Gentile converts should observe certain Jewish practices.

The apostles and elders met in Jerusalem to discuss the matter.

They listened to different views, considered the evidence and reached a decision guided by the Holy Spirit.

Main lesson: Dialogue, consultation, prayer and respect for different views can resolve disagreements in the Church.

7.0 CHALLENGES TO UNITY IN THE EARLY CHURCH

Although the Early Church was characterised by love and fellowship, it also experienced challenges that threatened unity.

7.1 Challenges Experienced by the Early Church

1. Discrimination in the distribution of food

Bible reference: Acts 6:1-7

- Greek-speaking Jewish widows complained that they were being neglected in the daily distribution of food.
- This created dissatisfaction among some believers.
- The apostles addressed the issue by involving the community in selecting seven responsible men.
- The arrangement improved the organisation of Church service.

Lesson: Christians should promote fairness and avoid discrimination.

2. Dishonesty among believers

Bible reference: Acts 5:1-11

- Ananias and Sapphira sold a piece of property.
- They kept part of the money while presenting only part as the full amount.
- Their dishonesty was exposed.
- The incident demonstrated the seriousness of deception within the Christian community.

Lesson: Honesty and integrity are essential for maintaining trust in the Church.

3. Disagreements over religious practices

Bible reference: Acts 15:1-35

- Some Christians disagreed over the requirements for Gentile converts.
- The disagreement threatened unity between Jewish and Gentile believers.
- The apostles and elders discussed the matter.
- A decision was reached through consultation.

Lesson: Christians should resolve doctrinal disagreements through respectful dialogue and biblical guidance.

4. Persecution

Bible references: Acts 4:1-22; Acts 8:1-4

- The apostles faced opposition because of their preaching.
- Some believers experienced hostility because of their faith.
- The persecution caused some Christians to leave Jerusalem.
- However, believers continued spreading the Gospel.

Lesson: Christians should remain committed to their faith and support one another during difficult situations.

5. Jealousy and unhealthy competition

- Some people may have desired recognition and positions of influence.
- Jealousy can create disagreements.
- Competition for leadership can divide believers.
- Such attitudes weaken fellowship and cooperation.

Lesson: Christians should practise humility and recognise the contributions of others.

7.2 Lessons from the Challenges of the Early Church

1. Problems should be addressed early before they become serious.
2. Church leaders should be fair and transparent.
3. Christians should be honest in their dealings.
4. Differences should be resolved through dialogue.
5. Members should respect one another.
6. Christians should avoid discrimination.
7. Leaders should consult members when making important decisions.
8. Prayer should accompany decision-making.
9. Church members should practise forgiveness.
10. Christian unity requires continuous effort.

8.0 THE RELEVANCE OF THE EARLY CHURCH TO CHRISTIANS TODAY

8.1 Meaning of Relevance

Relevance refers to the importance or usefulness of something in a particular situation.

The Early Church remains relevant because its teachings, practices and experiences provide guidance to modern Christians in matters of worship, leadership, fellowship, evangelism, generosity and unity.

8.2 How the Early Church Is Relevant to Christians Today

1. Promoting Christian unity

- Modern Christians can learn to remain united despite differences in denomination, culture and social background.
- Churches should work together on issues affecting society.
- Christians should avoid unnecessary divisions.
- They should recognise that they share a common faith in Jesus Christ.

Kenyan example: Churches from different denominations can organise joint prayer meetings, peace campaigns and community development activities.

2. Encouraging regular prayer

- The Early Church demonstrated the importance of prayer.
- Christians today should develop personal and collective prayer habits.
- Churches should organise prayer meetings.
- Prayer helps believers seek God's guidance.

Kenyan example: Church members can hold weekly prayer meetings for families, schools, communities and national leadership.

3. Promoting fellowship

- Christians should meet regularly.
- They should visit one another.
- They should encourage members facing difficulties.
- They should participate in Church activities.

Kenyan example: Youth fellowships, women's groups, men's fellowships and small Christian groups strengthen relationships.

4. Encouraging generosity

- The Early Church shared resources with those in need.
- Christians today should help vulnerable members of society.
- They should support disadvantaged families.
- They should participate in charitable activities.

Kenyan example: Churches can organise food donations, school-fee support programmes and assistance for families affected by drought or floods.

5. Promoting evangelism

- The apostles preached the Gospel boldly.
- Modern Christians should share the message of Jesus.
- They should use appropriate methods to reach different communities.
- They should demonstrate Christian values through their behaviour.

Kenyan example: Christians can conduct outreach programmes, youth evangelism and community visits.

6. Encouraging responsible leadership

- The apostles provided spiritual direction.
- Modern Church leaders should serve with humility.
- Leaders should be accountable and transparent.
- They should involve members in important decisions.
- They should avoid favouritism.

Kenyan example: Church committees should consult members and communicate clearly when managing Church resources.

7. Promoting equality and non-discrimination

- The Early Church valued believers from different backgrounds.
- Modern Christians should respect every person.
- They should avoid discrimination based on ethnicity, social class, disability or economic position.
- They should promote equal opportunities for participation.

Kenyan example: Churches should welcome members from all Kenyan communities and ensure that everyone is treated with dignity.

8. Encouraging peaceful conflict resolution

- The Early Church addressed disagreements through consultation.
- Modern Christians should solve conflicts peacefully.
- They should listen to different opinions.
- They should seek reconciliation instead of promoting hostility.

Kenyan example: Church elders can mediate disagreements among members through dialogue and prayer.

9. Supporting the poor and vulnerable

- The Early Church cared for people who lacked basic needs.
- Modern Christians should participate in charitable work.
- They should support orphans, widows, older people and people with disabilities.
- They should promote social justice.

Kenyan example: Churches can establish feeding programmes, counselling services and support initiatives for vulnerable children.

10. Promoting Christian education

- The apostles taught believers about Jesus.
- Modern Christians should study Scripture.
- Churches should organise Bible study sessions.
- Parents should guide children in Christian values.
- Sunday schools and youth programmes should be strengthened.

11. Encouraging the use of talents and gifts

- The Early Church depended on the contributions of different members.
- Modern Christians should identify and use their abilities in Church service.
- People can contribute through teaching, singing, administration, hospitality and community service.

12. Encouraging responsible use of technology

- Modern Christians can use digital devices to share positive Christian messages.
- Churches can organise online Bible studies.
- Digital platforms can support evangelism.

- Christians should avoid spreading false information, hatred and divisive messages online.

Kenyan example: Church youth groups can use WhatsApp groups and approved digital platforms to share Bible study materials and organise community activities responsibly.

9.0 FACTORS THAT UNITE THE CHURCH TODAY

9.1 Meaning of Church Unity Today

Church unity today refers to the cooperation and peaceful relationship among Christians and Christian denominations, based on their shared faith in Jesus Christ.

In Kenya, Christianity is practised through different denominations, including Catholic, Anglican, Presbyterian, Methodist, Baptist, Pentecostal and African Independent Churches.

Although these churches may differ in worship styles, leadership structures and certain doctrinal interpretations, they share important Christian beliefs and responsibilities.

9.2 Factors That Unite the Church Today

1. **Belief in Jesus Christ:** Christians recognise Jesus Christ as central to their faith.
2. **The Bible:** The Scriptures provide a common foundation for Christian teaching and conduct.
3. **Prayer:** Joint prayers strengthen relationships among Christians.
4. **Christian love:** Love encourages acceptance, kindness and forgiveness.
5. **Worship:** Joint worship creates opportunities for Christians to interact.
6. **Evangelism:** Sharing the Gospel gives Christians a common mission.
7. **Charitable activities:** Helping the poor and vulnerable unites Christians through service.
8. **Christian celebrations:** Christmas, Easter and other Christian occasions provide opportunities for fellowship.
9. **Peacebuilding:** Churches can work together to promote peace and reconciliation.
10. **Ecumenical activities:** Interdenominational meetings and programmes promote cooperation.
11. **Youth programmes:** Joint youth activities develop friendship and shared responsibility.
12. **Christian education:** Bible study and religious instruction strengthen common understanding.
13. **Community development:** Churches can cooperate in building schools, supporting health programmes and improving livelihoods.
14. **Respect for diversity:** Acceptance of different traditions promotes peaceful coexistence.
15. **Joint response to social challenges:** Christians can work together against corruption, injustice, drug abuse and violence.

9.3 Meaning of Ecumenism

Ecumenism refers to efforts by different Christian denominations to promote unity, cooperation, dialogue and mutual understanding.

It encourages Christians to work together despite differences in certain beliefs and practices.

Examples of Ecumenical Activities in Kenya

- Joint Christian prayer meetings.
- Interdenominational Bible conferences.
- Joint Christmas and Easter celebrations.

- Christian peacebuilding programmes.
- Joint charitable activities.
- Interdenominational youth conferences.
- Cooperation through Christian organisations such as the National Council of Churches of Kenya (NCCK).
- Catholic Church participation in wider Christian dialogue through appropriate ecumenical initiatives.

9.4 Importance of Church Unity in Kenya Today

1. Promotes peace and national cohesion.
2. Encourages cooperation among Christian denominations.
3. Reduces unnecessary religious conflicts.
4. Strengthens evangelism.
5. Promotes social justice.
6. Encourages sharing of resources.
7. Strengthens Christian witness in society.
8. Promotes moral values among young people.
9. Encourages joint responses to poverty and other social problems.
10. Strengthens the Church's contribution to national development.
11. Encourages respect for cultural diversity.
12. Promotes peaceful coexistence among Kenyan communities.

9.5 Challenges Facing Church Unity in Kenya Today

1. **Denominational differences:** Different interpretations of Scripture may cause disagreements.
2. **Ethnic divisions:** Tribal and ethnic loyalties can interfere with Christian fellowship.
3. **Leadership conflicts:** Competition for positions can divide Church members.
4. **Political interference:** Political interests may create divisions among Christians.
5. **Economic inequalities:** Differences in wealth can affect relationships.
6. **False teachings:** Misinterpretation of Scripture may confuse believers.
7. **Competition for membership:** Some churches may compete rather than cooperate.
8. **Lack of communication:** Poor communication can lead to misunderstanding.
9. **Intolerance:** Failure to respect different views can create hostility.
10. **Misuse of Church resources:** Financial dishonesty can destroy trust.
11. **Social media misinformation:** False and divisive messages may damage relationships.
12. **Cultural differences:** Differences in customs and worship practices may create misunderstandings.

9.6 Ways of Promoting Church Unity in Kenya Today

Strategy	Explanation
Interdenominational dialogue	Churches should meet to discuss issues affecting Christians.
Joint prayer	Different denominations should organise prayer sessions.
Biblical teaching	Christians should be guided by teachings on love, peace and forgiveness.
Peace education	Churches should teach peaceful coexistence and tolerance.
Transparent leadership	Leaders should manage Church affairs honestly.
Joint community service	Churches should cooperate in helping vulnerable people.
Respect for diversity	Christians should accept differences in worship and traditions.
Conflict resolution	Disagreements should be settled through dialogue.
Youth engagement	Young people should participate in interdenominational activities.
Responsible digital communication	Christians should avoid sharing divisive and misleading information.
Christian counselling	Church members should seek guidance when experiencing disagreements.
Cooperation in national development	Churches should work together to address social challenges.

10.0 CHRISTIAN RESPONSIBILITIES IN PROMOTING CHURCH UNITY

10.1 Individual Responsibilities

Every Christian has a role to play in promoting unity.

A Christian should:

1. Love other believers.
2. Respect people from different denominations.
3. Avoid spreading rumours.
4. Forgive those who offend them.
5. Participate in Church activities.
6. Pray for other Christians.
7. Avoid discrimination.
8. Help people in need.

9. Respect Church leadership.
10. Resolve disagreements peacefully.
11. Avoid making negative comments about other denominations.
12. Promote peace in the family, school and community.
13. Use social media responsibly.
14. Encourage cooperation among young people.
15. Practise Christian values in everyday life.

10.2 Responsibilities of Church Leaders

Church leaders should:

1. Teach biblical principles of unity.
2. Promote peaceful coexistence.
3. Avoid favouritism.
4. Demonstrate honesty and accountability.
5. Encourage dialogue among denominations.
6. Organise joint Christian activities.
7. Resolve disagreements fairly.
8. Support vulnerable Church members.
9. Guide young people in Christian values.
10. Promote peace and reconciliation in society.

10.3 Responsibilities of Christian Youth

Young Christians can promote unity through:

- Participating in interdenominational youth meetings.
- Respecting other people's religious traditions.
- Avoiding online insults directed at other churches.
- Organising community service activities.
- Participating in environmental conservation.
- Sharing positive Christian messages.
- Supporting learners experiencing difficulties.
- Promoting peace in schools.
- Working together in sports and cultural activities.
- Praying for unity among Christian communities.

11.0 PRAYING FOR CHURCH UNITY TODAY

11.1 Meaning and Importance of Prayer for Church Unity

Prayer for Church unity is the act of asking God to strengthen relationships among Christians and enable them to live together in love, peace and cooperation.

Jesus Himself prayed for the unity of His followers in John 17:20–23.

Reasons Christians Should Pray for Church Unity

1. To ask God to remove hatred and divisions.
2. To promote love among Christian denominations.
3. To encourage forgiveness and reconciliation.
4. To seek wisdom for Church leaders.
5. To promote peace in Kenya.
6. To strengthen cooperation among Christians.
7. To encourage Christians to remain faithful to the Gospel.
8. To seek God's guidance when resolving disagreements.
9. To promote peaceful relationships among different communities.
10. To strengthen the Church's mission in society.

11.2 Example of a Prayer for Church Unity in Kenya

Heavenly Father,

We thank You for the gift of the Church and for the opportunity to worship You as one family.

We pray that You may unite Christians in Kenya despite our differences in denomination, language, culture and background.

Help our Church leaders to demonstrate humility, wisdom, honesty and love.

Remove hatred, jealousy, discrimination and divisions among believers. Teach us to forgive one another, support those in need and work together for the good of our communities.

Guide our young people to become ambassadors of peace, unity and reconciliation.

May the Church remain a source of hope, love, justice and peace in our nation.

In the name of Jesus Christ, our Lord and Saviour.

Amen.

12.0 PARTICIPATION IN CHURCH ACTIVITIES TO PROMOTE HARMONIOUS COEXISTENCE

12.1 Meaning of Harmonious Coexistence

Harmonious coexistence refers to living and working together peacefully while respecting one another's differences.

Christians are expected to demonstrate love, tolerance, forgiveness, cooperation and mutual respect in their communities.

12.2 Church Activities That Promote Harmonious Coexistence

1. **Joint worship services:** Christians from different backgrounds can worship together.
2. **Community cleaning:** Church members can participate in cleaning public spaces.
3. **Visiting the sick:** Christians can visit and encourage sick people.

4. **Supporting vulnerable families:** Churches can provide assistance to families experiencing difficulties.
5. **Peace campaigns:** Christian groups can promote reconciliation and peaceful coexistence.
6. **Youth conferences:** Young people from different denominations can interact and learn from one another.
7. **Bible study:** Joint Bible study can strengthen Christian understanding.
8. **Charitable programmes:** Churches can organise food and clothing donations.
9. **Environmental conservation:** Christians can participate in tree planting and environmental protection.
10. **Counselling services:** Churches can provide guidance to people experiencing personal and family challenges.
11. **Educational support:** Christians can assist disadvantaged learners with educational materials.
12. **Interdenominational celebrations:** Christians can participate in suitable joint celebrations.

12.3 Christian Values Demonstrated Through Church Activities

Christian value	How it is demonstrated
Love	Caring for other people.
Unity	Working together towards common goals.
Compassion	Supporting people experiencing difficulties.
Honesty	Being truthful in Church activities.
Respect	Accepting people's differences.
Humility	Serving others without seeking recognition.
Forgiveness	Reconciling with those who offend us.
Responsibility	Performing assigned duties faithfully.
Generosity	Sharing resources with those in need.
Peace	Avoiding unnecessary conflicts.
Cooperation	Working together in community projects.
Tolerance	Respecting different opinions and traditions.

13.0 BIBLICAL REFERENCES FOR FURTHER STUDY

The following passages provide a foundation for studying the Early Church.

Bible passage	Main teaching
Acts 1:1–11	Ascension of Jesus and the promise of the Holy Spirit.
Acts 1:12–26	The disciples wait and Matthias is selected.
Acts 2:1–13	The coming of the Holy Spirit.
Acts 2:14–36	Peter's sermon at Pentecost.
Acts 2:37–41	Repentance, baptism and conversion of believers.
Acts 2:42–47	Fellowship and activities of the Early Church.
Acts 4:32–35	Sharing of possessions.
Acts 5:1–11	Ananias and Sapphira.
Acts 6:1–7	Selection of the seven helpers.
Acts 8:1–4	Persecution and scattering of believers.
Acts 10:1–48	Conversion of Cornelius and inclusion of Gentiles.
Acts 15:1–35	The Jerusalem Council.
John 17:20–23	Jesus prays for the unity of believers.
Matthew 28:19–20	The Great Commission.
Joel 2:28–32	God's promise to pour out His Spirit.
1 Corinthians 12:12–27	The Church as one body with many members.
Ephesians 4:1–6	Unity of the Spirit.
Galatians 5:22–23	Fruit of the Holy Spirit.

REVISION QUESTIONS

STRAND 3.0: CHURCH IN ACTION

SUB-STRAND 3.1: ACTS OF THE APOSTLES – THE EARLY CHURCH

The following revision questions assess knowledge, understanding, application, analysis, evaluation and creativity in line with Competency-Based Education (CBE).

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer all questions. Choose the correct answer from the alternatives A, B, C and D.

1. The Christian festival that commemorates the coming of the Holy Spirit upon the disciples is known as

A. Easter

B. Pentecost

C. Christmas

D. Good Friday

2. According to Acts 2:1–4, the disciples were gathered together when they heard a sound like

A. Heavy rainfall.

B. Thunder and lightning.

C. A mighty rushing wind.

D. Flowing water.

3. The tongues that appeared upon the disciples during Pentecost resembled

A. Clouds.

B. Flames of fire.

C. Birds.

D. Stars.

4. The disciples were able to speak in different languages because

A. They had attended language schools.

B. They had travelled to different countries.

C. The Holy Spirit enabled them.

D. They had memorised foreign languages.

5. The main significance of speaking in different languages during Pentecost was to demonstrate that

A. Christianity was meant for educated people.

B. The Gospel was intended for people from different nations.

C. The disciples were more powerful than other people.

D. Only Jewish people could understand Christianity.

6. The apostle who addressed the crowd on the day of Pentecost was

A. Peter.

B. John.

C. James.

D. Andrew.

7. In his sermon on Pentecost, Peter explained that the events witnessed by the crowd fulfilled the prophecy of

A. Moses.

B. Isaiah.

C. Joel.

D. Jeremiah.

8. According to Acts 2:41, approximately how many people accepted Peter's message and were baptised?

A. 500

B. 1,000

C. 2,000

D. 3,000

9. Which of the following was a major teaching in Peter's sermon?

A. People should avoid fellowship.

B. Jesus Christ had risen from the dead.

C. Christians should abandon prayer.

D. The apostles should stop preaching.

10. The Early Church initially developed in

A. Rome.

B. Jerusalem.

C. Athens.

D. Egypt.

11. The event that marked the transition from Jesus' earthly ministry to the mission of the apostles was

A. The baptism of Jesus.

B. The temptation of Jesus.

C. The ascension of Jesus.

D. The birth of Jesus.

12. The main purpose of the Great Commission was to instruct the disciples to

A. Build political institutions.

B. Make disciples of all nations.

C. Establish commercial businesses.

D. Withdraw from society.

13. Who was selected to replace Judas Iscariot among the apostles?

A. Stephen.

B. Philip.

C. Matthias.

D. Barnabas.

14. According to Acts 2:42, the early believers devoted themselves to

A. Trade, politics and farming.

B. Apostolic teaching, fellowship, breaking of bread and prayer.

C. Military training and administration.

D. Entertainment and competitions.

15. Which activity demonstrated the generosity of the Early Church?

A. Accumulating personal wealth.

B. Competing for leadership positions.

C. Sharing possessions with those in need.

D. Avoiding poor members.

16. The breaking of bread among the early believers was important because it

A. Promoted fellowship and remembrance of Jesus.

B. Encouraged economic competition.

C. Replaced apostolic teaching.

D. Prevented people from praying.

17. Which of the following was a major factor that promoted unity in the Early Church?

A. Ethnic discrimination.

B. Competition for wealth.

C. Common faith in Jesus Christ.

D. Political rivalry.

18. The Holy Spirit contributed to unity in the Early Church by

A. Encouraging selfishness.

B. Empowering and guiding believers.

C. Promoting discrimination.

D. Discouraging evangelism.

19. The complaint concerning the neglect of Greek-speaking widows is recorded in

A. Acts 2.

B. Acts 4.

C. Acts 6.

D. Acts 15.

20. The seven men were selected in Acts 6 mainly to assist with

A. Military activities.

B. The distribution of food.

C. Political leadership.

D. Temple construction.

21. The incident involving Ananias and Sapphira teaches Christians the importance of

A. Wealth accumulation.

B. Dishonesty.

C. Integrity and honesty.

D. Competition.

22. The Jerusalem Council addressed disagreements concerning

A. The construction of churches.

B. Requirements for Gentile converts.

C. The selection of Roman leaders.

D. The payment of taxes.

23. The Christian effort to promote cooperation among different denominations is known as

A. Evangelism.

B. Ecumenism.

C. Baptism.

D. Discipleship.

24. Which organisation promotes cooperation among many Protestant Christian denominations in Kenya?

A. Kenya National Highways Authority.

B. National Council of Churches of Kenya.

C. Kenya Revenue Authority.

D. Teachers Service Commission.

25. A church organises a joint food donation programme for vulnerable families. Which factor of unity is being demonstrated?

A. Discrimination.

B. Competition.

C. Generosity and mutual care.

D. Religious intolerance.

26. Which of the following is a challenge to Church unity in Kenya today?

A. Joint prayer meetings.

B. Interdenominational dialogue.

C. Ethnic discrimination.

D. Community service.

27. A Christian posts insulting messages about another denomination on social media. Which Christian value has been violated?

A. Respect.

B. Generosity.

C. Responsibility.

D. Humility.

28. Jesus prayed for the unity of His followers in

A. John 17:20–23.

B. Matthew 5:1–12.

C. Luke 2:1–7.

D. Mark 1:1–8.

29. Which activity can Grade 11 learners undertake to promote Church unity in their community?

A. Mocking other denominations.

B. Organising an interdenominational community service activity.

C. Preventing other Christians from worshipping.

D. Spreading false information about churches.

30. The most important lesson Christians learn from the Early Church is that

A. Church growth depends entirely on wealth.

B. Christians should avoid people from other communities.

C. Unity is demonstrated through love, fellowship and mutual support.

D. Religious differences should always result in conflict.

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions. Show clear understanding of biblical teachings and apply your knowledge to contemporary Christian life.

QUESTION 31: THE DAY OF PENTECOST (10 MARKS)

Read Acts 2:1–13 and answer the questions that follow.

a) Define the term Pentecost. (2 marks)

b) Identify four events that took place on the day of Pentecost. (4 marks)

c) Explain two ways in which the coming of the Holy Spirit transformed the disciples. (2 marks)

d) State two lessons Christians learn from the events of Pentecost. (2 marks)

QUESTION 32: THE BEGINNING OF THE EARLY CHURCH (10 MARKS)

a) Explain five events that contributed to the establishment of the Early Church following the ministry of Jesus Christ. (5 marks)

b) Describe three activities in which the early Christians participated according to Acts 2:42–47. (3 marks)

c) Explain two reasons why Peter's sermon was important in the establishment of the Early Church. (2 marks)

QUESTION 33: FACTORS THAT BROUGHT UNITY IN THE EARLY CHURCH (10 MARKS)

a) Identify five factors that promoted unity among the early Christians. (5 marks)

b) Explain three ways in which sharing possessions promoted unity in the Early Church. (3 marks)

c) State two lessons modern Christians can learn from the unity of the Early Church. (2 marks)

QUESTION 34: CHURCH UNITY IN KENYA TODAY (10 MARKS)

Read the following scenario and answer the questions.

Several Christian denominations in a Kenyan town have experienced disagreements arising from competition for membership, ethnic differences and political influence. The disagreement has affected joint Christian activities and community development programmes. A group of Christian leaders has decided to organise an interdenominational meeting to promote reconciliation.

a) Identify four challenges to Church unity demonstrated in the scenario. (4 marks)

b) Explain three ways the Christian leaders can promote unity among the denominations. (3 marks)

c) State three benefits of Church unity to Kenyan society. (3 marks)

QUESTION 35: CHRISTIAN RESPONSIBILITY AND CHURCH UNITY (10 MARKS)

a) Explain four ways in which Grade 11 learners can promote Church unity in their school and community. (4 marks)

b) Describe three Church activities that promote harmonious coexistence among Christians. (3 marks)

c) Write a short prayer of three meaningful statements asking God to promote unity among Christians in Kenya. (3 marks)

16.0 ADDITIONAL COMPETENCY-BASED APPLICATION ACTIVITIES

These activities can be used for classroom assessment, group discussions, projects and learner portfolios.

Activity 1: Biblical Investigation

Read Acts 2:42–47.

In groups:

1. Identify the major activities of the Early Church.
2. Discuss how each activity strengthened Christian relationships.
3. Compare the practices of the Early Church with those of churches in your community.
4. Present your findings to the class.

Competencies developed: Communication, collaboration, critical thinking and problem-solving.

Activity 2: Church Unity Survey

Conduct a simple survey among Christians in your community.

Find out:

1. Activities that bring different denominations together.
2. Challenges affecting Church unity.
3. Ways churches cooperate in helping vulnerable people.
4. Strategies for improving relationships among Christian denominations.

Present your findings using a table, chart or oral presentation.

Competencies developed: Research, communication, collaboration and digital literacy.

Activity 3: Digital Message on Church Unity

Using an appropriate digital device, prepare a short message encouraging Christians to promote unity.

Your message should include:

- A suitable biblical quotation.
- Three values that promote unity.
- Two practical ways of promoting unity in Kenya.
- A short concluding message.

Share your work responsibly through an appropriate digital platform.

Competencies developed: Digital literacy, creativity, communication and citizenship.

Activity 4: Practical Church Service

Participate in an appropriate Church or community activity that promotes harmonious coexistence.

Examples include:

- Visiting vulnerable members of society.
- Participating in a community cleaning exercise.
- Helping disadvantaged learners.
- Participating in a joint prayer activity.
- Supporting a community peacebuilding programme.

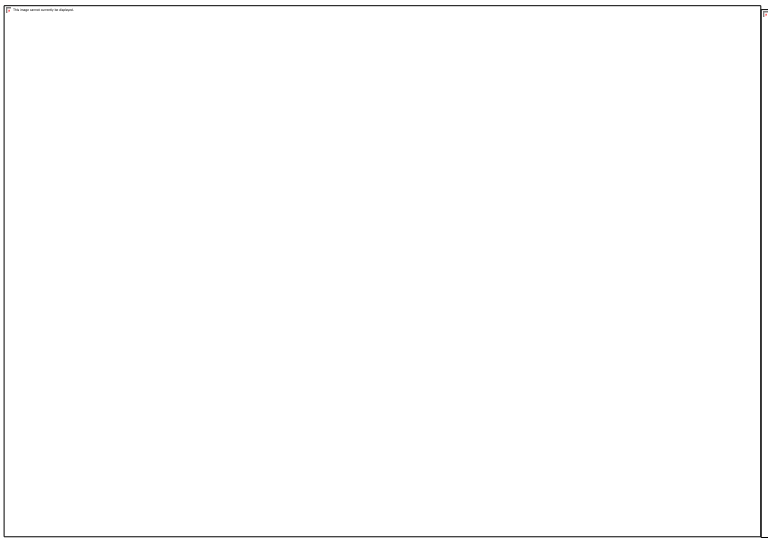
Write a reflection explaining what you learnt about Christian unity.

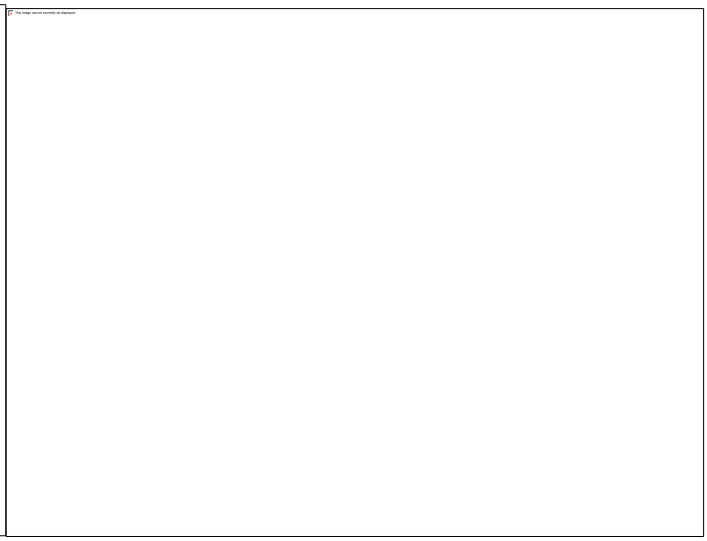
Competencies developed: Citizenship, empathy, collaboration, responsibility and social awareness.

STRAND 3.0: CHURCH IN ACTION

SUB-STRAND 3.2: DEVELOPMENT OF CHRISTIANITY IN EAST AFRICA

THE DEVELOPMENT OF CHRISTIANITY IN EAST AFRICA





Historical illustrations: Early missionary activities and the spread of Christianity in East Africa.

1.0 INTRODUCTION TO THE SUB-STRAND

Christianity is one of the major religions in East Africa. Its development in the region was influenced by the activities of early Christian missionaries, African converts, local Christian communities, explorers, traders, educators and Church organisations.

The spread of Christianity in East Africa was a gradual process that involved evangelism, education, health services, Bible translation, printing, establishment of churches and social transformation.

Christian missionaries came from different European countries and Christian denominations. They established mission stations, preached the Gospel, translated Christian literature into local languages and trained African converts to become teachers, evangelists and Church leaders.

In Kenya, Tanzania and Uganda, missionary activities contributed significantly to the development of formal education, modern health services, literacy, publishing and the growth of organised Christian communities.

However, missionary activities also had limitations and generated controversy, particularly where Christian expansion was associated with European colonial interests, cultural interference and the undermining of certain African traditions.

The study of the development of Christianity in East Africa enables learners to appreciate the historical contribution of missionaries and African Christians while critically examining the positive and negative effects of missionary activities.

1.1 Expected Learning Outcomes

By the end of this sub-strand, the learner should be able to:

1. Elaborate on the activities of early Christian missionaries in East Africa.
2. Evaluate the impact of Christian mission work in East Africa.
3. Participate in evangelism to enhance Church growth.
4. Appreciate the work of Christian missionaries in East Africa.
5. Demonstrate Christian values through participation in Church activities.

1.2 Key Inquiry Question

How did Christian missionaries influence the people of East Africa?

This question encourages learners to investigate how missionaries influenced religious beliefs, education, health, culture, economic activities and social organisation in East Africa.

4.0 Early Christian Missionaries in East Africa

Christianity developed in East Africa through the efforts of foreign missionaries, African evangelists, local converts, churches and missionary organisations. Missionaries travelled to different parts of the region to preach the Gospel, establish churches, translate the Bible, introduce formal education and provide health services.

The spread of Christianity was gradual. Some missionaries faced language barriers, difficult transport, tropical diseases, resistance from local communities and limited financial resources.

4.1 Johann Ludwig Krapf

Johann Ludwig Krapf (1810–1881)

- He was a German missionary associated with the Church Missionary Society (CMS).
- He arrived at the East African coast in 1844.
- He worked at the Kenyan coast and helped establish a mission station at Rabai.
- He learnt local languages to communicate the Christian message.

Activities of Johann Ludwig Krapf

1. **Preaching the Gospel:** He preached Christianity to communities around the Kenyan coast.
2. **Establishing a mission station:** He helped establish the Rabai mission station, which became an important centre for Christian activities.
3. **Bible translation:** He contributed to the translation of Christian scriptures into local languages.
4. **Language studies:** He studied African languages to make evangelism easier.
5. **Training local assistants:** He worked with local people who assisted in communicating Christian teachings.
6. **Promoting further missionary work:** His reports and experiences encouraged other missionaries to consider working in East Africa.

4.2 Johannes Rebmann

Johannes Rebmann (1820–1876)

- He was a German missionary who arrived in East Africa in 1846.
- He worked alongside Johann Ludwig Krapf.
- He conducted missionary and language activities along the East African coast and in areas around present-day Tanzania.
- He is historically associated with the European sighting of Mount Kilimanjaro in 1848.

Activities of Johannes Rebmann

1. Preached Christianity to communities around the coast.
2. Worked with Krapf at the Rabai mission station.
3. Studied African languages and cultures.

4. Prepared language materials that supported communication between missionaries and local communities.
5. Participated in Bible translation work, including the translation of parts of the New Testament into Swahili.
6. Encouraged other missionaries to explore opportunities for evangelism in East Africa.
7. Shared information about East Africa with missionary organisations in Europe.

4.3 David Livingstone

David Livingstone (1813-1873)

- He was a Scottish missionary, explorer and medical doctor.
- He travelled extensively in parts of Central and Southern Africa.
- His writings and public speeches encouraged missionary interest in Africa.
- He advocated Christianity, education and opposition to the slave trade.

Activities and contributions of David Livingstone

1. **Promoting Christianity:** He encouraged the spread of Christianity through preaching and missionary advocacy.
2. **Exploration:** His journeys provided geographical information about parts of Africa.
3. **Opposition to the slave trade:** He condemned the slave trade and campaigned for its abolition.
4. **Encouraging missionary societies:** His reports encouraged Christian organisations to send more missionaries to Africa.
5. **Promoting education:** He supported the idea that education could help transform African communities.
6. **Promoting legitimate trade:** He advocated trade that did not depend on the exploitation and enslavement of people.

Importance of Livingstone's work

- He increased public awareness of African societies and conditions.
- He encouraged missionary organisations to expand their activities.
- He helped popularise the idea that Christianity, education and legitimate trade could contribute to social change.

4.4 Other Missionaries and Missionary Organisations

Different missionary organisations participated in the development of Christianity in East Africa.



Missionary or organisation	Main activities and contribution
Church Missionary Society (CMS)	Established mission stations, preached the Gospel, promoted education and supported Bible translation.
Holy Ghost Fathers	Participated in Catholic evangelisation, education and the establishment of mission centres in East Africa.
White Fathers (Missionaries of Africa)	Promoted Catholic Christianity through evangelisation, training and establishment of churches.
Africa Inland Mission (AIM)	Participated in evangelisation, church establishment and missionary training in different parts of East Africa.
Friends Africa Mission	Promoted Christianity, education and community development, particularly in parts of western Kenya.
Methodist missionaries	Established churches, schools and other Christian institutions in parts of East Africa.

Note: Missionary organisations operated at different times and in different locations. Their activities were not identical, and their influence varied across communities.

5.0 Activities of Early Christian Missionaries in East Africa

Early missionaries carried out several activities to spread Christianity and establish Christian communities.

5.1 Preaching the Gospel

- Missionaries travelled to villages, towns and trading centres to preach about Jesus Christ.
- They taught people about the life, death and resurrection of Jesus.
- They explained Christian teachings about salvation, forgiveness, love and repentance.
- They conducted open-air preaching and organised Christian gatherings.
- They encouraged people to accept Christian teachings and participate in church activities.

Example: Missionaries at Rabai preached to communities around the Kenyan coast.

5.2 Establishing Mission Stations

- Missionaries established centres where Christian activities could be organised.
- Mission stations served as places for worship, teaching and training.
- They provided accommodation for missionaries and sometimes served as centres for medical and educational activities.
- They enabled missionaries to reach surrounding communities more consistently.

Importance of mission stations

1. They provided permanent centres for evangelism.
2. They supported the training of local Christian workers.
3. They encouraged the establishment of churches.
4. They facilitated the distribution of Christian literature.
5. They provided centres for education and health services.

5.3 Translating the Bible into Local Languages

- Missionaries studied African languages to communicate effectively.
- They translated parts of the Bible into languages understood by local communities.
- They prepared dictionaries, grammar books and other language materials.
- They encouraged people to read Christian scriptures in their own languages.
- They helped make Christian worship and teaching more accessible.

Importance of Bible translation

- It enabled local people to understand Christian teachings.
- It encouraged individual and family Bible reading.
- It supported the training of African church leaders.
- It helped develop written forms of some African languages.
- It encouraged the production of Christian books and other reading materials.

5.4 Establishing Schools

Missionaries established schools to provide formal education and support Christian teaching.

Their educational activities included:

1. Teaching reading and writing.
2. Teaching arithmetic and other basic subjects.
3. Teaching Christian Religious Education.
4. Training teachers and catechists.
5. Promoting literacy through Bible reading.
6. Providing opportunities for further education.
7. Supporting the education of girls and boys, although access and opportunities varied across communities and periods.

Importance of mission schools

- Increased literacy levels.
- Produced teachers, catechists and other educated workers.
- Created opportunities for African leadership.
- Promoted the use of written communication.

- Contributed to the development of modern educational institutions.

5.5 Providing Medical Services

Some missionaries provided medical services as part of their Christian service.

Their activities included:

- Establishing dispensaries and hospitals.
- Treating common illnesses and injuries.
- Providing maternal and child health services.
- Teaching basic hygiene and sanitation.
- Supporting vaccination and disease-prevention campaigns.
- Training health workers.
- Caring for vulnerable members of society.

Importance of missionary medical services

1. Improved access to healthcare in some communities.
2. Increased awareness of hygiene and disease prevention.
3. Supported the development of medical institutions.
4. Demonstrated Christian values of compassion and service.
5. Created opportunities for interaction between missionaries and local communities.

5.6 Training African Catechists and Evangelists

- Missionaries trained African Christians to teach the Gospel.
- Catechists assisted in conducting Christian instruction.
- Evangelists helped spread Christianity to neighbouring communities.
- Local church workers interpreted Christian teachings into local languages.
- Some African Christians became church leaders and missionaries themselves.

Importance of training local Christians

- It made evangelism more effective.
- It reduced dependence on foreign missionaries.
- It encouraged African participation in church leadership.
- It helped Christianity spread to areas that foreign missionaries could not easily reach.
- It supported the growth of independent African Christian communities.

5.7 Establishing Churches and Places of Worship

- Missionaries constructed churches and organised Christian congregations.
- They introduced regular worship services.
- They organised prayer meetings, Bible study and Sunday school.
- They trained church leaders to guide congregations.
- They encouraged Christians to practise their faith in families and communities.

5.8 Printing and Distributing Christian Literature

- Missionaries printed Bibles, hymn books and prayer books.
- They produced Christian pamphlets and teaching materials.
- They distributed literature through churches, schools and mission stations.
- They used printed materials to support evangelism and Christian instruction.

5.9 Promoting Social Welfare

Missionaries also participated in activities intended to improve community welfare.

These included:

- Supporting orphans and vulnerable children.
- Providing assistance to people affected by poverty.
- Supporting the care of people with disabilities.
- Encouraging responsible family relationships.
- Promoting peace, reconciliation and forgiveness.
- Supporting community development activities.

5.10 Campaigning Against Social Injustices

Some missionaries spoke against practices they considered harmful to human dignity.

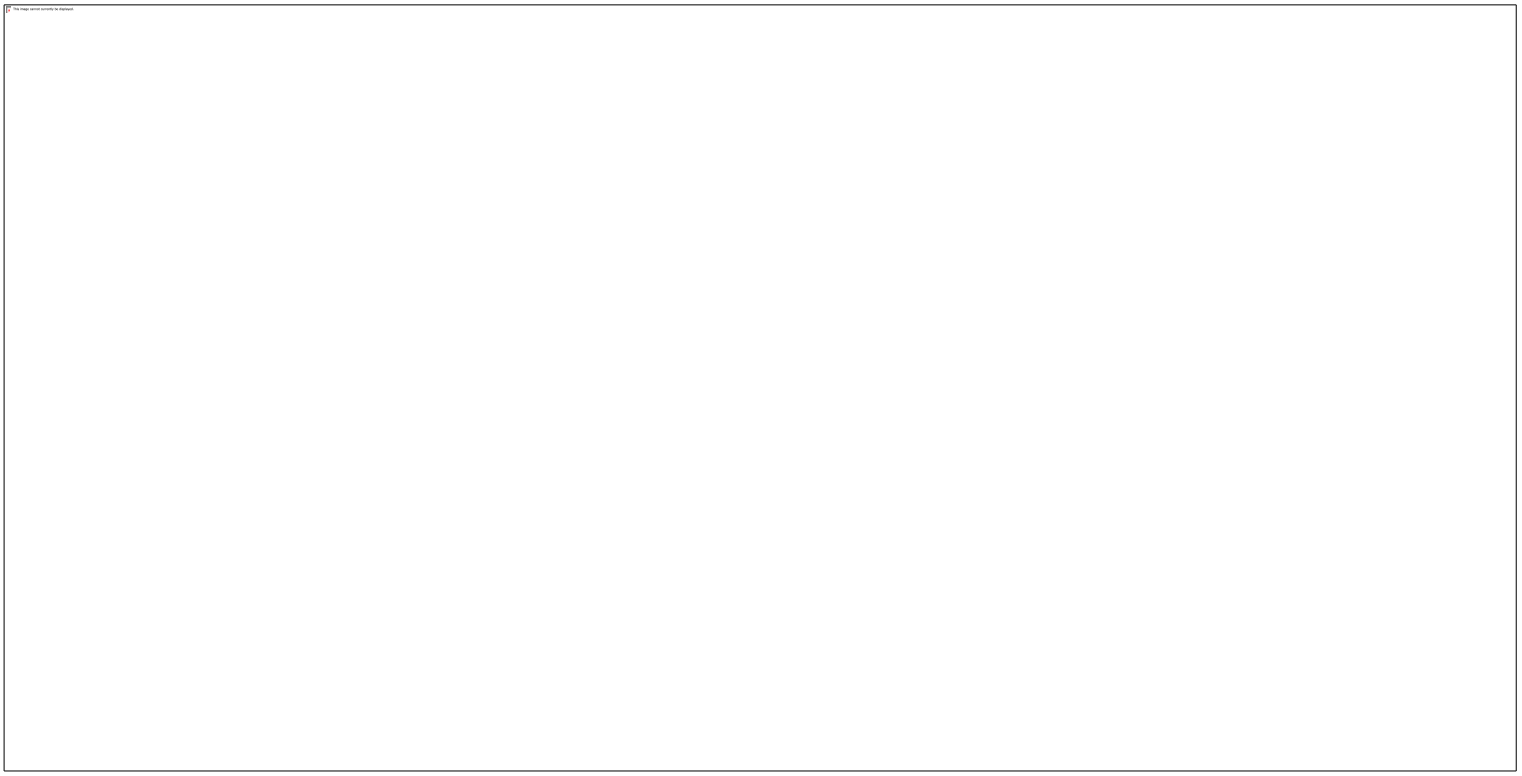
These included:

- Slave trading.
- Human exploitation.
- Cruel treatment of vulnerable people.
- Certain forms of discrimination.
- Alcohol abuse and other social problems.

However, missionaries did not always agree with African cultural practices, and some opposed traditions without adequately understanding their cultural meaning.

6.0 Spread of Christianity in Different Parts of East Africa

6.1 Development of Christianity in Kenya



Christianity in Kenya developed through coastal mission work and later spread to the interior and western parts of the country.

Major developments

1. Krapf and Rebmann conducted early missionary activities along the Kenyan coast.
2. The Rabai mission station became an important centre for Christian evangelism.
3. Missionaries established schools and churches in different regions.
4. African converts assisted in spreading Christianity to other communities.
5. Missionary societies expanded their activities into central and western Kenya.
6. Christian churches became established in towns and rural communities.
7. African Christians increasingly participated in church leadership and administration.

Examples of missionary expansion

- Coastal Kenya: Early CMS activities at Rabai.
- Central Kenya: Missionary work among communities in the central highlands.
- Western Kenya: Growth of different Christian denominations and missionary organisations.
- Rift Valley: Establishment of churches and Christian institutions among various communities.

6.2 Development of Christianity in Uganda

Christianity expanded in Uganda during the nineteenth century through Protestant and Catholic missionary activities.

Major developments

1. Protestant missionaries associated with the CMS arrived in Buganda in the 1870s.
2. Catholic missionaries, including the White Fathers, also entered the region.

3. Missionaries preached the Gospel and established Christian communities.
4. They translated Christian literature and promoted literacy.
5. They established schools and other institutions.
6. African converts participated in spreading Christianity.
7. The experiences of early Ugandan Christians contributed to the development of a strong Christian identity.

The Uganda Martyrs

The Uganda Martyrs were a group of Christians who were executed during the reign of Kabaka Mwanga II in the late nineteenth century.

Lessons from the Uganda Martyrs

- Commitment to one's faith.
- Courage in difficult circumstances.
- Faithfulness to Christian beliefs.
- Importance of religious freedom.
- Respect for freedom of conscience.
- Willingness to stand for one's convictions peacefully.

6.3 Development of Christianity in Tanzania



Christianity in Tanzania developed through the activities of Catholic and Protestant missionary organisations.

Major developments

1. Missionaries established centres for evangelism along the coast and in the interior.
2. Catholic missionary groups established churches and educational institutions.

3. Protestant organisations promoted preaching, Bible translation and literacy.
4. Missionaries trained local catechists and evangelists.
5. Schools and medical facilities were established in some mission centres.
6. African Christians helped spread Christianity to neighbouring communities.
7. Local churches gradually became more active in administration and leadership.

6.4 Development of Christianity in Rwanda and Burundi

Christianity spread to Rwanda and Burundi through missionary activities, especially during the colonial period.

Major activities

- Preaching the Gospel.
- Establishing Catholic and Protestant churches.
- Translating Christian literature.
- Establishing mission schools.
- Training catechists and local church leaders.
- Providing some medical and social services.

Importance

These activities contributed to the growth of Christian communities and the development of educational and religious institutions.

7.0 The Role of African Converts in the Development of Christianity

African converts played a major role in the spread and establishment of Christianity in East Africa. They were not simply passive recipients of missionary teachings; many actively interpreted, adapted, taught and spread Christianity.

Roles played by African converts

1. **Evangelism:** They preached Christianity to relatives, friends and neighbouring communities.
2. **Translation:** They assisted missionaries in translating Christian teachings into local languages.
3. **Interpretation:** They helped missionaries communicate with local people.
4. **Teaching:** They worked as catechists, teachers and religious instructors.
5. **Church leadership:** They became pastors, elders and other church leaders.
6. **Establishing congregations:** They organised worship meetings and helped establish local churches.
7. **Training new converts:** They instructed new Christians in Christian beliefs and practices.
8. **Supporting missionaries:** They provided local knowledge and helped missionaries understand community customs.
9. **Promoting Christian education:** They encouraged families to send children to mission schools.
10. **Developing African Christianity:** They contributed to the growth of Christian practices and leadership that reflected African experiences.

Why African converts were important

- They understood local languages and cultures.

- They could communicate with communities more easily.
- They understood local social structures.
- They could reach areas that foreign missionaries could not easily access.
- They made Christianity increasingly rooted in African communities.

8.0 Impact of Christian Missionary Work in East Africa

Missionary work brought several changes to East African societies. These changes included religious, educational, social, economic and cultural developments. However, missionary activities also had some negative consequences and limitations.

8.1 Positive Religious Impacts

1. **Spread of Christianity:** Christianity became established in many parts of East Africa.
2. **Establishment of churches:** Missionaries helped establish permanent places of Christian worship.
3. **Growth of Christian communities:** Many people accepted Christianity and formed congregations.
4. **Bible translation:** Christian scriptures became available in several African languages.
5. **Development of church leadership:** Local people were trained to serve as pastors, catechists and evangelists.
6. **Growth of Christian organisations:** Churches established youth groups, women's groups and other associations.
7. **Development of African Christian leadership:** Africans increasingly participated in the leadership and administration of churches.

8.2 Educational Impacts

1. **Establishment of schools:** Missionaries established schools in different parts of East Africa.
2. **Promotion of literacy:** More people acquired reading and writing skills.
3. **Teacher training:** Mission schools contributed to the training of teachers.
4. **Development of leadership:** Education helped prepare Africans for leadership and professional responsibilities.
5. **Girls' education:** Missionary institutions contributed to the expansion of educational opportunities for girls, although access varied.
6. **Production of learning materials:** Printing activities increased the availability of books and other educational resources.
7. **Development of modern education:** Missionary schools contributed to the growth of formal education systems.

8.3 Health Impacts

- Establishment of hospitals and dispensaries.
- Increased access to treatment in some communities.
- Promotion of hygiene and sanitation.
- Support for maternal and child healthcare.
- Training of health workers.
- Increased awareness of disease prevention.

- Care for people affected by illness and disability.

8.4 Social Impacts

1. **Promotion of compassion:** Christian teachings encouraged care for the needy and vulnerable.
2. **Support for orphans:** Some mission institutions provided care and education for orphans.
3. **Promotion of peace:** Christian teachings encouraged forgiveness, reconciliation and peaceful relationships.
4. **Promotion of family responsibility:** Churches encouraged care and responsibility within families.
5. **Campaigns against slavery:** Some missionaries campaigned against the slave trade and human exploitation.
6. **Community development:** Mission stations sometimes became centres for social support and development.

8.5 Economic Impacts

- Mission schools equipped some people with skills for employment.
- Literacy enabled some Africans to participate in new forms of economic activity.
- Mission institutions created employment opportunities.
- Some missionaries encouraged farming and other productive activities.
- Mission stations introduced new agricultural and vocational skills.
- Education contributed to the development of a skilled workforce.

8.6 Cultural Impacts

Positive cultural impacts

- Some African languages were documented in writing.
- Bible translation contributed to the development of written language materials.
- Some traditional practices that involved exploitation or injustice were challenged.
- Christian music, literature and forms of worship developed in local communities.

Negative cultural impacts

- Some missionaries condemned African customs without understanding their importance.
- Certain African cultural practices were discouraged or abandoned.
- Western forms of dress, worship and behaviour were sometimes presented as superior.
- Some converts experienced tension with family members who maintained traditional religious practices.
- Some aspects of African identity and heritage were undervalued.

8.7 Political Impacts

1. Missionary education produced Africans who later participated in public administration and leadership.
2. Some missionaries criticised injustices committed by authorities.
3. Missionary activities sometimes encouraged the spread of European ideas and influence.

4. Some missionary organisations operated within colonial systems and benefited from colonial protection.
5. Missionary work sometimes contributed to tensions between local communities and colonial authorities.
6. The relationship between missionary organisations and colonial governments varied considerably.

8.8 Negative Effects and Challenges Associated with Missionary Work

It is important to evaluate missionary activities objectively by recognising both their contributions and their limitations.

Some negative effects included:

1. **Cultural interference:** Some missionaries discouraged African customs and beliefs without adequate understanding.
2. **Religious divisions:** Differences among missionary denominations sometimes resulted in competition and division.
3. **Association with colonialism:** Some missionary activities were linked to European political and economic interests.
4. **Cultural superiority:** Some missionaries regarded European ways of life as superior to African cultures.
5. **Disruption of family relationships:** Differences in religious beliefs sometimes caused disagreements within families.
6. **Limited African leadership:** In some churches, foreign missionaries retained control over important decisions for long periods.
7. **Denominational competition:** Different missionary groups sometimes competed for converts and influence.
8. **Unequal educational access:** Some communities and groups had fewer opportunities to benefit from mission education.

Balanced evaluation

Missionary work contributed to the growth of Christianity, education, healthcare and literacy in East Africa. However, its history also involved cultural tensions, denominational competition and connections with colonial systems. A balanced understanding recognises the contribution of missionaries as well as the active role of African Christians and communities.

9.0 Challenges Faced by Early Christian Missionaries in East Africa

Early missionaries experienced many difficulties as they attempted to spread Christianity.

Challenge	Explanation
Language barriers	Missionaries struggled to communicate because they did not initially understand local languages.
Tropical diseases	Some missionaries suffered from illnesses common in tropical regions.
Poor transport	Roads and other transport facilities were limited in many areas.

Hostile environments	Some areas had difficult terrain, forests and unfamiliar weather conditions.
Resistance from communities	Some people rejected Christianity because it differed from their religious beliefs and customs.
Limited finances	Missionaries sometimes lacked adequate funds to support their activities.
Shortage of trained workers	There were few trained local catechists and teachers in the early stages.
Denominational differences	Different missionary groups sometimes competed with one another.
Cultural misunderstandings	Missionaries sometimes misunderstood local traditions and social practices.
Long distances	Reaching distant communities required considerable time and resources.

9.1 How Missionaries Responded to These Challenges

- They learnt local languages.
- They trained African catechists and evangelists.
- They established permanent mission stations.
- They used local assistants and interpreters.
- They developed schools and other institutions.
- They translated Christian literature.
- They sought financial support from missionary societies.
- They worked with local communities to establish churches.
- They adapted some methods of evangelism to local circumstances.

10.0 Factors That Facilitated the Spread of Christianity in East Africa

Several factors contributed to the expansion of Christianity.

1. **African converts:** Local Christians spread the Gospel among their communities.
2. **Mission schools:** Schools introduced Christian teachings to learners and their families.
3. **Bible translation:** Local-language scriptures made Christianity more accessible.
4. **Medical services:** Healthcare activities created opportunities for missionaries to interact with communities.
5. **Improved transport:** Roads, railways and other transport developments facilitated movement.
6. **Printing technology:** Printed Bibles and Christian literature supported evangelism.
7. **Missionary societies:** Organisations provided funding, personnel and other resources.
8. **Urbanisation:** Growing towns provided opportunities for establishing churches.

9. **Church leadership:** African pastors and evangelists strengthened local congregations.
10. **Christian organisations:** Youth, women's and other church groups supported Christian growth.
11. **Radio and television:** Modern communication technologies enabled churches to reach wider audiences.
12. **Digital technology:** Websites, social media and online services have created new opportunities for Christian communication.

11.0 The Role of the Church in Contemporary East African Society

The Church continues to contribute to the development of East African communities.

11.1 Spiritual Development

- Conducting worship services.
- Teaching Christian values.
- Providing pastoral guidance.
- Organising Bible study.
- Encouraging prayer and fellowship.
- Supporting people experiencing spiritual difficulties.

11.2 Education

- Establishing and supporting schools.
- Providing scholarships and bursaries.
- Supporting learners with special educational needs.
- Promoting moral education.
- Organising mentorship programmes.

11.3 Healthcare

- Supporting hospitals and health centres.
- Organising medical outreach programmes.
- Promoting health education.
- Supporting vulnerable patients.
- Encouraging responsible health practices.

11.4 Social Justice

- Promoting equality and human dignity.
- Speaking against corruption.
- Advocating for peace and justice.
- Supporting reconciliation.
- Encouraging responsible leadership.
- Protecting vulnerable members of society.

11.5 Environmental Conservation

- Organising tree-planting activities.

- Promoting proper waste disposal.
- Encouraging water conservation.
- Supporting environmental education.
- Participating in community clean-up activities.
- Teaching responsible stewardship of God's creation.

11.6 Youth Development

- Organising youth fellowships.
- Providing mentorship.
- Promoting responsible decision-making.
- Supporting talent development.
- Encouraging volunteerism and community service.
- Promoting positive use of digital technology.

12.0 Evangelism and Church Growth

12.1 Meaning of Evangelism

Evangelism is the act of sharing the Christian message about Jesus Christ with the aim of helping people understand and respond to the Gospel.

It involves communicating Christian beliefs through words, actions and responsible service.

12.2 Importance of Evangelism

1. It helps people learn about Jesus Christ.
2. It promotes the growth of Christian communities.
3. It encourages Christians to practise their faith.
4. It strengthens fellowship among believers.
5. It promotes Christian values in society.
6. It encourages people to live responsibly.
7. It provides opportunities for service and compassion.
8. It strengthens the mission of the Church.

12.3 Methods of Evangelism in Contemporary East Africa

1. Personal evangelism

- Sharing Christian teachings through respectful conversations.
- Discussing Christian values with friends and relatives.
- Responding to questions about Christian beliefs.
- Sharing personal experiences of faith appropriately.

2. Church-based evangelism

- Organising church services and outreach programmes.
- Conducting Bible study meetings.

- Organising Christian conferences.
- Holding community prayer gatherings.

3. School-based Christian activities

- Participating in Christian Union activities.
- Organising Bible study sessions.
- Participating in Christian music and drama.
- Supporting school-based charity activities.
- Sharing Christian values respectfully with peers.

4. Media evangelism

- Using radio and television programmes.
- Sharing Christian messages through websites.
- Producing Christian podcasts.
- Publishing digital devotionals.
- Using social media responsibly.

5. Community service evangelism

- Visiting people in need.
- Supporting vulnerable families.
- Participating in community clean-up activities.
- Helping people affected by disasters.
- Supporting educational and healthcare activities.

6. Music and drama

- Performing Christian songs.
- Presenting Christian plays.
- Using poetry to communicate Christian values.
- Participating in church choirs.

12.4 Qualities of an Effective Christian Evangelist

An effective Christian evangelist should demonstrate:

1. Faithfulness to Christian teachings.
2. Respect for other people's beliefs.
3. Good communication skills.
4. Patience and understanding.
5. Honesty and integrity.
6. Compassion towards others.
7. Willingness to serve.
8. Humility.

9. Good moral conduct.
10. Knowledge of the Bible.

12.5 Christian Values Demonstrated Through Evangelism

Christian value	How it is demonstrated
Love	Caring for others and communicating respectfully.
Compassion	Supporting people experiencing difficulties.
Honesty	Sharing truthful information.
Humility	Avoiding pride and respecting others.
Patience	Listening and responding calmly.
Forgiveness	Promoting reconciliation.
Peace	Encouraging peaceful relationships.
Responsibility	Using appropriate methods to share Christian teachings.
Service	Participating in activities that benefit the community.

12.6 Responsible Evangelism in a Diverse Society

East Africa is home to people with different religious beliefs, cultures and traditions. Christian evangelism should therefore be conducted respectfully.

Christians should:

- Respect the freedom of conscience of other people.
- Avoid insulting other religions.
- Avoid forcing people to accept Christian teachings.
- Communicate honestly and peacefully.
- Listen to other people's questions and opinions.
- Avoid spreading false information.
- Demonstrate Christian teachings through good conduct.
- Promote peaceful coexistence among different religious communities.

13.0 Ways of Enhancing Church Growth in East Africa

Church growth refers to the increase and strengthening of Christian communities through spiritual development, responsible leadership, fellowship and service.

Ways of enhancing church growth

1. **Effective evangelism:** Sharing Christian teachings in respectful and meaningful ways.

2. **Biblical teaching:** Providing sound Christian instruction.
3. **Youth involvement:** Encouraging young people to participate in church activities.
4. **Leadership development:** Training responsible pastors, elders and other church leaders.
5. **Community service:** Addressing the needs of surrounding communities.
6. **Use of technology:** Using digital platforms to share Christian teachings.
7. **Unity among churches:** Promoting cooperation among Christian denominations.
8. **Family participation:** Encouraging Christian values and worship within families.
9. **Transparency:** Promoting accountability in church administration.
10. **Inclusive worship:** Ensuring that people from different backgrounds can participate.
11. **Mentorship:** Supporting new believers and young Christians.
12. **Peace and reconciliation:** Encouraging unity and peaceful relationships.

14.0 Christian Missionary Work: Lessons for Contemporary Christians

The history of Christian missionary work provides important lessons for Christians today.

1. **Commitment:** Christians should remain committed to their responsibilities.
2. **Service:** The Church should serve people in need.
3. **Courage:** Christians should stand for justice and truth.
4. **Teamwork:** Church growth requires cooperation among believers.
5. **Communication:** Christian teachings should be communicated clearly.
6. **Cultural sensitivity:** Christians should respect other people's cultures and backgrounds.
7. **Education:** The Church should promote lifelong learning.
8. **Compassion:** Christians should demonstrate concern for vulnerable people.
9. **Innovation:** The Church should use appropriate modern technologies.
10. **Integrity:** Christian leaders should demonstrate honesty and accountability.
11. **Peace:** Christians should promote peaceful coexistence.
12. **Respect for human dignity:** Every person should be treated with respect.

17.0 REVISION EXERCISES

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer all questions. Choose the correct answer from the alternatives A, B, C and D.

1. The main purpose of Christian missionary work in East Africa was to

A. establish trading centres only
B. spread Christianity and provide Christian instruction
C. replace all African languages
D. establish military camps

2. Johann Ludwig Krapf arrived at the East African coast in

A. 1844
B. 1875
C. 1890
D. 1902

3. The mission station associated with the early missionary work of Krapf and Rebmann was

A. Bagamoyo
B. Rabai
C. Kampala
D. Mengo

4. Johannes Rebmann is historically associated with the European sighting of

A. Mount Kenya
B. Mount Elgon
C. Mount Kilimanjaro
D. Mount Ruwenzori

5. One major contribution of early missionaries to African languages was

A. discouraging all communication
B. translating Christian scriptures
C. preventing people from reading
D. replacing all local languages with Latin

6. David Livingstone contributed to missionary work mainly by

A. encouraging missionary interest in Africa
B. establishing military governments
C. opposing all forms of education
D. preventing exploration

7. A catechist is a person who mainly assists in

A. constructing roads
B. teaching Christian religious instruction
C. collecting taxes
D. conducting political campaigns

8. Which of the following was a major function of a mission station?

A. Organising Christian activities
B. Conducting military training
C. Collecting customs duties
D. Establishing political parties

9. The Church Missionary Society is commonly abbreviated as

A. AIM
B. CMS
C. WHO
D. UNESCO

10. One reason missionaries learnt local languages was to

A. prevent local communication
B. communicate Christian teachings effectively
C. discourage literacy
D. avoid interacting with communities

11. The translation of the Bible into local languages helped to

A. limit Christian understanding
B. make Christian teachings more accessible
C. discourage reading
D. eliminate all African languages

12. One contribution of mission schools to East African societies was

A. reducing literacy
B. promoting formal education
C. discouraging teacher training
D. preventing scientific learning

13. Which of the following is an example of a missionary medical service?

A. Establishing a dispensary
B. Establishing a military base
C. Collecting market taxes
D. Organising political elections

14. African converts contributed to the development of Christianity by

A. preventing the establishment of churches
B. training and teaching other Christians
C. discouraging Bible reading
D. stopping evangelism

15. The Uganda Martyrs are remembered mainly for their

A. involvement in European exploration
B. commitment to their Christian faith
C. establishment of trading companies
D. opposition to all forms of education

16. One challenge faced by early missionaries in East Africa was

A. excessive use of digital technology
B. language barriers
C. availability of modern roads everywhere
D. lack of interest in communication technology

17. Missionaries trained African catechists mainly to

A. strengthen local Christian instruction
B. prevent African participation
C. discourage church growth
D. replace community leadership with traders

18. One positive social impact of missionary work was

A. promotion of compassion and care for vulnerable people
B. promotion of human exploitation
C. discouragement of community service
D. prevention of peaceful relationships

19. Which of the following is a possible negative effect associated with some missionary activities?

A. Development of literacy
B. Establishment of hospitals
C. Disrespect for some African cultural practices
D. Translation of Christian scriptures

20. Denominational competition among missionary groups sometimes resulted in

A. complete religious uniformity
B. divisions among Christian communities
C. the disappearance of all churches
D. the end of religious activities

21. Which activity demonstrates modern evangelism?

A. Sharing Christian teachings through a responsible digital platform
B. Preventing people from accessing information
C. Insulting people of other religions
D. Forcing people to attend church

22. An effective Christian evangelist should demonstrate

A. dishonesty
B. intolerance
C. compassion and respect
D. discrimination

23. The Church can promote environmental conservation through

A. careless disposal of waste
B. tree planting and community clean-ups
C. destruction of water sources
D. unnecessary burning of vegetation

24. One way of promoting church growth is through

A. responsible leadership and effective teaching
B. constant conflict among church leaders
C. discouraging youth participation
D. preventing community service

25. African Christian leadership was important because it

A. reduced local participation
B. encouraged ownership of church activities
C. prevented evangelism
D. discouraged local language use

26. Which of the following best demonstrates respect for religious diversity?

A. Forcing people to accept one's beliefs
B. Insulting other religious communities
C. Respectfully sharing Christian teachings without coercion
D. Preventing people from practising their faith

27. A learner who records lessons from a church outreach activity in a journal is developing

A. self-reflection
B. dishonesty
C. intolerance
D. carelessness

28. Which competency is developed when learners research missionary activities using online resources?

A. Digital literacy
B. Physical strength only
C. Competition
D. Memorisation only

29. A church organising a community medical outreach is demonstrating

A. social responsibility
B. religious intolerance
C. political competition
D. cultural discrimination

30. The most appropriate way of evaluating missionary work in East Africa is to

A. consider only its negative effects
B. consider only its positive effects
C. examine its religious, social, educational, cultural and political effects
D. ignore the role of African converts

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions. Write your answers clearly and give relevant examples where necessary.

31. Early Christian Missionaries (10 marks)

a) Define the term missionary. (2 marks)

b) Identify four early missionaries associated with the development of Christianity in East Africa. (4 marks)

c) State four activities carried out by early Christian missionaries in East Africa. (4 marks)

32. Missionary Activities and Their Contributions (10 marks)

a) Explain three ways through which early missionaries promoted education in East Africa. (6 marks)

b) State four reasons why Bible translation was important in the development of Christianity. (4 marks)

33. Impact of Christian Missionary Work (10 marks)

a) Explain four positive effects of missionary work on East African societies. (4 marks)

b) Discuss three negative effects or limitations associated with some missionary activities. (6 marks)

34. African Converts and the Growth of Christianity (10 marks)

a) Explain five ways through which African converts contributed to the spread of Christianity in East Africa. (5 marks)

b) Describe five ways in which the contemporary Church can enhance its growth in East Africa. (5 marks)

35. Evangelism in Contemporary Society (10 marks)

a) Define evangelism. (2 marks)

b) Explain four appropriate methods of evangelism that can be used by Christians today. (4 marks)

c) State four Christian values that should guide a learner when sharing Christian teachings with peers. (4 marks)

18.0 SUGGESTED ANSWERS TO SECTION A

Multiple-choice answer key – 30 marks

Question	Answer	Question	Answer	Question	Answer
1	B	11	B	21	A
2	A	12	B	22	C
3	B	13	A	23	B
4	C	14	B	24	A
5	B	15	B	25	B
6	A	16	B	26	C
7	B	17	A	27	A
8	A	18	A	28	A
9	B	19	C	29	A
10	B	20	B	30	C

19.0 SUGGESTED MARKING GUIDE FOR SECTION B

31. Early Christian Missionaries (10 marks)

a) A missionary is a person sent or committed to spreading religious teachings, particularly the Christian Gospel. (2 marks)

b) Any four:

- Johann Ludwig Krapf.
- Johannes Rebmann.
- David Livingstone.
- Other historically relevant missionaries studied in the course. (1 mark each)

c) Any four:

- Preaching the Gospel.
- Establishing mission stations.
- Translating the Bible.
- Establishing schools.
- Providing medical services.
- Training catechists.
- Establishing churches.
- Printing Christian literature. (1 mark each)

32. Missionary Activities and Their Contributions (10 marks)

a) Any three explained points:

- Establishing schools that provided formal education.
- Teaching reading and writing to promote literacy.
- Training African teachers and catechists.
- Providing Christian Religious Education.

- Producing and distributing educational materials.
- Supporting educational opportunities for girls and boys. (2 marks each)

b) Any four:

- Made the Bible accessible to local communities.
- Enabled people to understand Christian teachings.
- Promoted individual Bible reading.
- Supported evangelism.
- Helped develop written language materials.
- Supported the training of local Christian leaders. (1 mark each)

33. Impact of Christian Missionary Work (10 marks)

a) Any four positive effects:

- Spread of Christianity.
- Promotion of formal education.
- Increased literacy.
- Establishment of healthcare facilities.
- Training of African church leaders.
- Promotion of social welfare.
- Campaigns against slave trading.
- Development of Christian literature. (1 mark each)

b) Any three explained effects:

- Cultural interference through discouraging some African customs.
- Religious divisions caused by competition among denominations.
- Association of some missionary activities with colonial interests.
- Undervaluing of African cultural practices.
- Unequal access to some missionary services.
- Tension within families because of differences in religious beliefs. (2 marks each)

34. African Converts and the Growth of Christianity (10 marks)

a) Any five:

- Preached the Gospel to local communities.
- Translated Christian teachings.
- Served as interpreters.
- Worked as catechists and teachers.
- Became pastors and church leaders.
- Established local congregations.
- Trained new converts.

- Supported missionary activities. (1 mark each)

b) Any five:

- Effective evangelism.
- Training responsible church leaders.
- Involving young people in church activities.
- Promoting unity among churches.
- Using technology responsibly.
- Supporting community development.
- Providing sound biblical teaching.
- Encouraging family participation.
- Promoting transparency and accountability. (1 mark each)

35. Evangelism in Contemporary Society (10 marks)

a) Evangelism is the sharing of the Christian Gospel to help people understand and respond to the message of Jesus Christ. (2 marks)

b) Any four explained methods:

- Personal conversations about Christian teachings.
- Church outreach programmes.
- Christian Union and school fellowship activities.
- Responsible use of social media.
- Christian music and drama.
- Community service and charity activities. (1 mark each)

c) Any four:

- Love.
- Compassion.
- Honesty.
- Humility.
- Patience.
- Respect.
- Forgiveness.
- Responsibility.
- Peace. (1 mark each)

STRAND 3.0: CHURCH IN ACTION

SUB-STRAND 3.3: GROWTH OF THE CHURCH IN KENYA

1.0 INTRODUCTION

The Church plays an important role in the spiritual, social, economic and moral development of society. Since Christianity was introduced in Kenya, the Church has experienced significant growth in terms of membership, denominations, institutions, geographical coverage and participation in community development.

Christianity in Kenya has developed from the early missionary activities to the establishment of numerous churches, including African Independent Churches, Pentecostal churches, evangelical churches and other Christian denominations.

The growth of the Church has contributed to:

Spreading the Gospel of Jesus Christ.

Promoting Christian values and moral responsibility.

Establishing schools and educational institutions.

Providing healthcare services.

Supporting vulnerable members of society.

Promoting peace, reconciliation and social justice.

Encouraging responsible citizenship.

Strengthening family and community relationships.

This sub-strand examines the rise of independent churches in Kenya, the numerical growth of Christianity, the Great Commission and the importance of participating in church activities to promote spiritual growth.

2.0 LEARNING OUTCOMES

By the end of this sub-strand, the learner should be able to:

a) Establish reasons for the rise of independent churches in Kenya.

b) Appraise the numerical growth of the Church in Kenya.

c) Take part in the Great Commission of making disciples of all nations.

d) Participate in church activities to foster spiritual growth.

3.0 KEY INQUIRY QUESTION

Why has the Church in Kenya grown progressively?

Other guiding questions include:

What factors contributed to the rise of independent churches in Kenya?

What evidence demonstrates the numerical growth of Christianity in Kenya?

How does the Great Commission contribute to church growth?

What activities can Christians participate in to promote spiritual growth?

What challenges affect the growth of the Church in Kenya?

PART A: THE RISE OF INDEPENDENT CHURCHES IN KENYA

4.0 MEANING OF THE CHURCH

The Church refers to the community of people who believe in Jesus Christ, accept Him as Lord and Saviour, and come together to worship God, learn His Word and serve humanity.

The Church is not simply a physical building. It is primarily a community of believers united by their faith in Jesus Christ.

4.1 Biblical understanding of the Church

The Bible presents the Church in different ways.

a) The Church as the body of Christ

Christians are described as members of one body, with Jesus Christ as the head.

Each Christian has a role to play in the Church.

Members should work together in unity.

No member should consider themselves more important than others.

Biblical reference: 1 Corinthians 12:12–27.

b) The Church as the family of God

Christians are children of God.

Believers are brothers and sisters in Christ.

Members should love and support one another.

Christians should demonstrate forgiveness, compassion and unity.

Biblical reference: Ephesians 2:19.

c) The Church as the temple of God

Christians are described as God's temple.

The Holy Spirit dwells among believers.

Christians should live holy and responsible lives.

Believers should respect God and maintain spiritual purity.

Biblical reference: 1 Corinthians 3:16.

d) The Church as the people of God

Christians are God's chosen people.

They are called to proclaim God's goodness.

They should demonstrate God's love through their actions.

They should serve as examples of Christian living.

Biblical reference: 1 Peter 2:9.

5.0 MEANING OF INDEPENDENT CHURCHES

Independent churches are Christian religious organisations that operate independently of established missionary or foreign church authorities and have their own leadership, administration, worship practices and decision-making structures.

In the Kenyan context, independent churches emerged particularly during the colonial period when some African Christians established churches separate from missionary-controlled denominations.

They are also commonly associated with African Independent Churches (AICs), although independent churches in Kenya include different Christian traditions.

5.1 Characteristics of independent churches in Kenya

Independent churches commonly demonstrate the following characteristics:

1. **African leadership**

Many independent churches are led by African pastors, bishops, prophets and other church leaders.

2. **Local administration**

They make important administrative decisions without depending entirely on foreign missionary organisations.

3. **Cultural relevance**

Some incorporate acceptable African cultural practices, languages, music and forms of communication into Christian worship.

4. **Local ownership**

They may establish their own churches, schools, theological institutions and other facilities.

5. **Indigenous worship**

They often use local languages, African musical instruments, traditional rhythms and locally developed forms of praise.

6. **Biblical teachings**

They generally emphasise the authority of the Bible and the teachings of Jesus Christ.

7. **Community participation**

Members participate in church leadership, evangelism, fundraising and community development.

8. **Spiritual experiences**

Some place emphasis on prayer, prophecy, healing, dreams, visions and the work of the Holy Spirit.

9. **Self-reliance**

They encourage members to contribute resources towards church development.

10. **Flexible church organisation**

Different independent churches have different leadership arrangements and worship practices.

5.2 Examples of independent churches in Kenya

The following are examples of African-founded or independent Christian church traditions and organisations in Kenya:

African Independent Pentecostal Church of Africa (AIPCA).

African Inland Church (AIC).

Nomiya Church.

Roho Israel Church.

Legio Maria.

African Divine Church.

Gospel Assemblies of God Kenya.

Different locally founded Pentecostal and evangelical ministries.

Note: The history, governance and institutional relationships of individual churches differ. Not every African-founded church has the same historical background or organisational structure.

6.0 HISTORICAL BACKGROUND OF THE RISE OF INDEPENDENT CHURCHES IN KENYA

The emergence of independent churches in Kenya was influenced by historical, religious, political, cultural and social factors.

6.1 Introduction of Christianity into Kenya

Christianity was introduced into different parts of Kenya through missionary activities.

Missionaries established churches, schools and medical facilities.

Missionary organisations played an important role in translating the Bible and spreading Christian teachings.

Many Africans converted to Christianity and became church members.

African Christians gradually became interested in participating in church leadership and administration.

Differences emerged between some African Christians and missionary authorities.

These differences contributed to the formation of independent Christian movements.

6.2 Colonial period and African dissatisfaction

During the colonial period, some African Christians became dissatisfied with certain missionary church practices.

Some missionary churches were closely associated with colonial institutions and European cultural expectations.

African Christians wanted churches that recognised their leadership, culture, rights and spiritual experiences.

This contributed to the formation of independent churches.

6.3 The emergence of African Christian leadership

African Christians began establishing their own churches and appointing indigenous religious leaders.

They wanted to:

Interpret and teach Christianity within their communities.

Make decisions concerning church administration.

Train African church leaders.

Develop forms of worship that were meaningful to local communities.

Promote spiritual independence.

Spread Christianity using local languages.

7.0 REASONS FOR THE RISE OF INDEPENDENT CHURCHES IN KENYA

The following factors contributed to the establishment and development of independent churches in Kenya.

7.1 Desire for African leadership

Some Africans felt that missionary churches gave Europeans greater authority than African Christians.

Africans wanted to become bishops, pastors, elders and church administrators.

They wanted to participate fully in making church decisions.

Independent churches provided opportunities for African leadership.

This encouraged Africans to establish churches under indigenous leadership.

Example: African Christians established independent congregations where local leaders could guide worship and church administration.

7.2 Racial discrimination in missionary churches

Some missionary institutions practised racial discrimination.

African Christians were sometimes treated as inferior to European church members.

They were denied equal opportunities in leadership and administration.

Some Africans felt that Christianity should promote equality and human dignity.

They therefore established churches that recognised the dignity and leadership of Africans.

Biblical teaching: Galatians 3:28 teaches equality among believers in Christ.

7.3 Desire for freedom of worship

Some African Christians were dissatisfied with restrictions imposed on their forms of worship.

They wanted greater freedom in expressing their faith.

They preferred worship involving African songs, dances, instruments and local languages.

Independent churches allowed different forms of culturally relevant worship.

This attracted people who wanted Christianity to reflect their local experiences.

7.4 Cultural differences between missionaries and Africans

Missionaries sometimes misunderstood African cultural practices.

Some African Christians felt that certain cultural expressions were rejected without adequate consideration.

Africans wanted to retain acceptable cultural practices while remaining faithful to Christian teachings.

Independent churches provided opportunities for incorporating appropriate African cultural expressions into worship.

This made Christianity more meaningful to local communities.

Example: Some churches use traditional African musical rhythms, drums, local languages and community celebrations during worship.

7.5 Opposition to missionary control

Some Africans felt that missionary churches were controlled by foreign organisations.

Important decisions were sometimes made by foreign church authorities.

Africans wanted to manage their own churches.

They wanted control over church finances, leadership appointments and property.

Independent churches provided an opportunity for self-government.

7.6 Disagreements over church teachings and practices

Differences arose over the interpretation of certain Christian teachings.

Some African Christians disagreed with particular church regulations.

There were disagreements concerning baptism, marriage, healing and other religious practices.

Some groups wanted to emphasise particular biblical teachings.

These disagreements contributed to the establishment of separate Christian organisations.

7.7 Opposition to certain missionary restrictions

Some missionary churches discouraged or restricted certain African cultural practices.

Examples included some traditional ceremonies, music and social customs.

African Christians wanted to discuss these practices within their own cultural contexts.

They sought churches that respected their identity while maintaining biblical principles.

This encouraged the development of independent Christian movements.

7.8 Desire for spiritual independence

Some African Christians wanted to experience Christianity through their own spiritual leadership.

They wanted opportunities to pray, preach and lead worship.

Some emphasised prayer, prophecy, healing and the work of the Holy Spirit.

Independent churches gave them opportunities to develop their own spiritual programmes.

7.9 Nationalism and the struggle for political independence

During colonial rule, African nationalism encouraged people to demand freedom and self-determination.

The desire for political independence influenced religious thinking.

Some Africans believed that they should also be free to manage their religious institutions.

Independent churches became expressions of African identity and self-determination.

Some independent church movements were associated with wider African demands for dignity and equality.

7.10 Education and increased awareness

Education enabled Africans to understand Christian teachings and church administration.

Educated Africans questioned practices they considered discriminatory.

Some became interested in theological training and church leadership.

They established organisations that promoted African participation in Christianity.

7.11 Disagreements over missionary policies

Some Africans disagreed with missionary approaches to education, marriage and social organisation.

Differences emerged concerning church discipline and community practices.

Some Christians wanted greater involvement in decisions affecting their families and communities.

These disagreements encouraged the formation of independent churches.

7.12 Desire for local-language preaching

Some African Christians preferred sermons and Bible teaching in their mother tongues.

They wanted Christianity communicated in languages they understood.

Independent churches used local languages to reach wider communities.

This improved participation in worship and evangelism.

7.13 The influence of African religious movements

Earlier African religious movements encouraged people to seek spiritual expression that addressed their local experiences.

Some movements emphasised prophecy, prayer and divine healing.

These experiences influenced the formation of independent Christian groups.

African leaders played important roles in developing locally established Christian organisations.

7.14 Need for churches that addressed local community problems

Some African Christians wanted churches that responded directly to local social challenges.

These included poverty, family conflicts, sickness, injustice and discrimination.

Independent churches often established programmes to address these concerns.

They became important centres of community support.

7.15 Desire for self-reliance

Africans wanted churches that could raise their own funds and manage their resources.

They wanted to build churches and support religious activities using local contributions.

This encouraged the establishment of self-supporting Christian organisations.

Summary: Reasons for the rise of independent churches

No.	Reason	Explanation
1	African leadership	Desire for indigenous church leaders
2	Racial discrimination	Opposition to unequal treatment
3	Freedom of worship	Desire for culturally relevant worship
4	Cultural differences	Recognition of acceptable African customs
5	Missionary control	Desire for local administration
6	Doctrinal differences	Disagreement over religious teachings
7	Missionary restrictions	Opposition to certain restrictions
8	Spiritual independence	Desire for local spiritual leadership

9	Nationalism	Influence of the struggle for independence
10	Education	Increased awareness and leadership skills
11	Local languages	Desire for understandable preaching
12	Community needs	Desire to address local challenges
13	Self-reliance	Financial and administrative independence

8.0 CONTRIBUTIONS OF INDEPENDENT CHURCHES TO THE GROWTH OF CHRISTIANITY IN KENYA

Independent churches have contributed to Christianity and national development in various ways.

8.1 Spreading Christianity

They conduct evangelism in towns, villages and remote areas.

They organise crusades and prayer meetings.

They encourage members to share Christian teachings.

They establish new congregations.

They help spread the Gospel using local languages.

8.2 Promoting African leadership

They provide opportunities for Africans to become church leaders.

They train pastors, evangelists and other religious workers.

They encourage local participation in church administration.

They promote confidence and responsibility among Christian leaders.

8.3 Promoting African cultural identity

They use African music and acceptable cultural expressions.

They encourage worship in local languages.

They recognise the importance of community life.

They promote appreciation of African identity.

8.4 Establishing educational institutions

Some independent churches establish schools and learning centres.

They support education among children and young people.

They organise adult literacy programmes.

They promote moral and spiritual education.

8.5 Providing healthcare services

Some churches establish health centres and clinics.

They organise medical outreach programmes.

They support people who cannot easily access medical services.

They educate communities on health and hygiene.

8.6 Promoting social welfare

They support vulnerable families.

They provide food and clothing to needy people.

They assist orphans and children from disadvantaged backgrounds.

They organise programmes for widows, older people and persons with disabilities.

8.7 Promoting moral values

They teach honesty, respect, forgiveness and responsibility.

They discourage corruption, violence and dishonesty.

They encourage peaceful family relationships.

They guide young people towards responsible decision-making.

8.8 Promoting unity and fellowship

They bring people together through worship.

They organise interdenominational meetings.

They encourage mutual support among members.

They promote reconciliation and peaceful coexistence.

8.9 Promoting economic empowerment

Some churches organise skills training.

They encourage saving and responsible use of resources.

They support income-generating activities.

They organise development projects for members and communities.

8.10 Promoting spiritual growth

They encourage regular Bible study.

They organise prayer meetings.

They teach Christian doctrines.

They provide opportunities for believers to serve God.

PART B: NUMERICAL GROWTH OF THE CHURCH IN KENYA

9.0 MEANING OF NUMERICAL GROWTH OF THE CHURCH

Numerical growth of the Church refers to an increase in the number of Christians, church members, congregations and Christian communities over a given period.

It may be demonstrated through:

An increase in Christian membership.

Establishment of new churches.

Growth in the number of Christian denominations.

Increased participation in Christian activities.

Expansion of church activities into new geographical areas.

Increase in the number of people becoming Christians.

Numerical growth should be distinguished from spiritual growth.

Numerical growth concerns an increase in the number of Christians.

Spiritual growth concerns the development of Christian faith, character, knowledge of Scripture and commitment to God.

A church may increase in membership without all its members necessarily demonstrating spiritual maturity.

10.0 HISTORICAL DEVELOPMENT OF CHRISTIANITY IN KENYA

Christianity in Kenya developed through several stages.

10.1 Early missionary activities



Missionary activities contributed to the introduction and spread of Christianity in Kenya.

Missionaries established churches and mission stations.

They translated Christian literature into local languages.

They preached the Gospel and encouraged conversion.

They established schools and healthcare facilities.

These activities laid the foundation for the development of Christianity.

10.2 Establishment of mission stations

Mission stations became centres of Christian teaching and worship.

Missionaries established schools and medical facilities around some stations.

Local people were introduced to Christian education.

African converts became involved in church activities.

The mission stations contributed to the expansion of Christianity.

10.3 Development of African Christian leadership

Africans gradually became teachers, catechists, evangelists and pastors.

They helped spread Christianity in their communities.

They translated and explained Christian teachings.

They established new congregations.

Their involvement strengthened local Christian communities.

10.4 Establishment of independent churches

African Christians established churches under local leadership.

These churches attracted members who desired greater religious independence.

They developed worship practices that reflected local cultural experiences.

They expanded Christian activities into different regions.

10.5 Growth after independence

After Kenya attained independence in 1963, Christianity continued to expand.

The following developments contributed to this growth:

Expansion of towns and urban settlements.

Establishment of additional churches.

Growth of Pentecostal and evangelical movements.

Increased participation of women and young people in church leadership.

Development of Christian radio and television programmes.

Establishment of Christian educational and healthcare institutions.

Expansion of theological training.

Increased missionary activities within and beyond Kenya.

10.6 Growth of Pentecostal and evangelical churches

Pentecostal and evangelical churches became increasingly visible in many Kenyan communities.

They emphasised personal conversion and the importance of accepting Jesus Christ.

They organised evangelistic campaigns and prayer meetings.

Many used modern communication technologies.

They encouraged active participation in worship.

They established congregations in towns and rural communities.

11.0 EVIDENCE OF THE NUMERICAL GROWTH OF THE CHURCH IN KENYA

The numerical growth of Christianity in Kenya can be identified through the following indicators.

11.1 Increase in the number of Christians

More people identify themselves as Christians.

Christian communities have expanded in many parts of the country.

Many people participate in church activities.

Christianity has become an important part of the religious life of many Kenyan communities.

11.2 Increase in the number of churches

Many new church buildings and worship centres have been established.

Churches have been established in villages, estates, towns and cities.

Some growing churches establish additional branches.

Different Christian denominations have expanded their geographical coverage.

11.3 Increase in Christian denominations

Kenya has many Christian denominations and church organisations.

These include Catholic, Anglican, Presbyterian, Methodist, Baptist, Pentecostal, evangelical and independent church traditions.

Different denominations provide opportunities for Christian worship and fellowship.

New Christian ministries and congregations continue to emerge.

11.4 Growth of church membership

Some churches report increasing membership.

More people participate in baptism and confirmation.

Churches organise membership and discipleship programmes.

Some congregations attract members from different ethnic and social backgrounds.

11.5 Establishment of theological institutions

More institutions train pastors, evangelists and other church workers.

Theological colleges provide Christian education.

Bible schools equip believers with biblical knowledge.

These institutions prepare people for Christian ministry.

11.6 Expansion of Christian educational institutions

Churches have established nursery schools, primary schools and secondary schools.

Some Christian organisations operate colleges and universities.

Christian institutions provide academic and moral education.

They promote Christian values among learners.

11.7 Growth of Christian media

Churches use radio and television to spread the Gospel.

Christian programmes reach people in remote communities.

Online platforms provide access to sermons and Bible teachings.

Social media enables Christians to share messages and organise activities.

11.8 Increased evangelistic activities

Churches organise crusades and open-air meetings.

They conduct door-to-door evangelism.

They organise mission activities in rural and urban areas.

They conduct youth and school evangelism programmes.

11.9 Growth of church-based organisations

Churches establish youth groups.

They establish women's and men's fellowships.

They organise children's ministries.

They establish music and worship teams.

They establish prayer and Bible study groups.

11.10 Increased Christian involvement in community development

Churches participate in charitable activities.

They establish community development programmes.

They support people affected by poverty and emergencies.

They promote peace and reconciliation.

12.0 FACTORS CONTRIBUTING TO THE NUMERICAL GROWTH OF THE CHURCH IN KENYA

The following factors have contributed to the expansion of Christianity in Kenya.

12.1 Evangelism and missionary activities

Christians actively share the Gospel.

Missionaries travel to different communities to preach Christianity.

Churches organise evangelistic campaigns.

New believers are encouraged to join Christian fellowships.

Evangelism increases awareness of Christian teachings.

12.2 Establishment of new churches

Existing churches establish new branches.

Local communities establish independent congregations.

New churches provide worship opportunities to people living far from existing churches.

New congregations increase the geographical coverage of Christianity.

12.3 Effective church leadership

Responsible leaders guide churches effectively.

Pastors and other leaders organise spiritual programmes.

Good leadership promotes unity and commitment.

Church leaders encourage members to participate in evangelism.

Effective leadership attracts and retains members.

12.4 Use of local languages

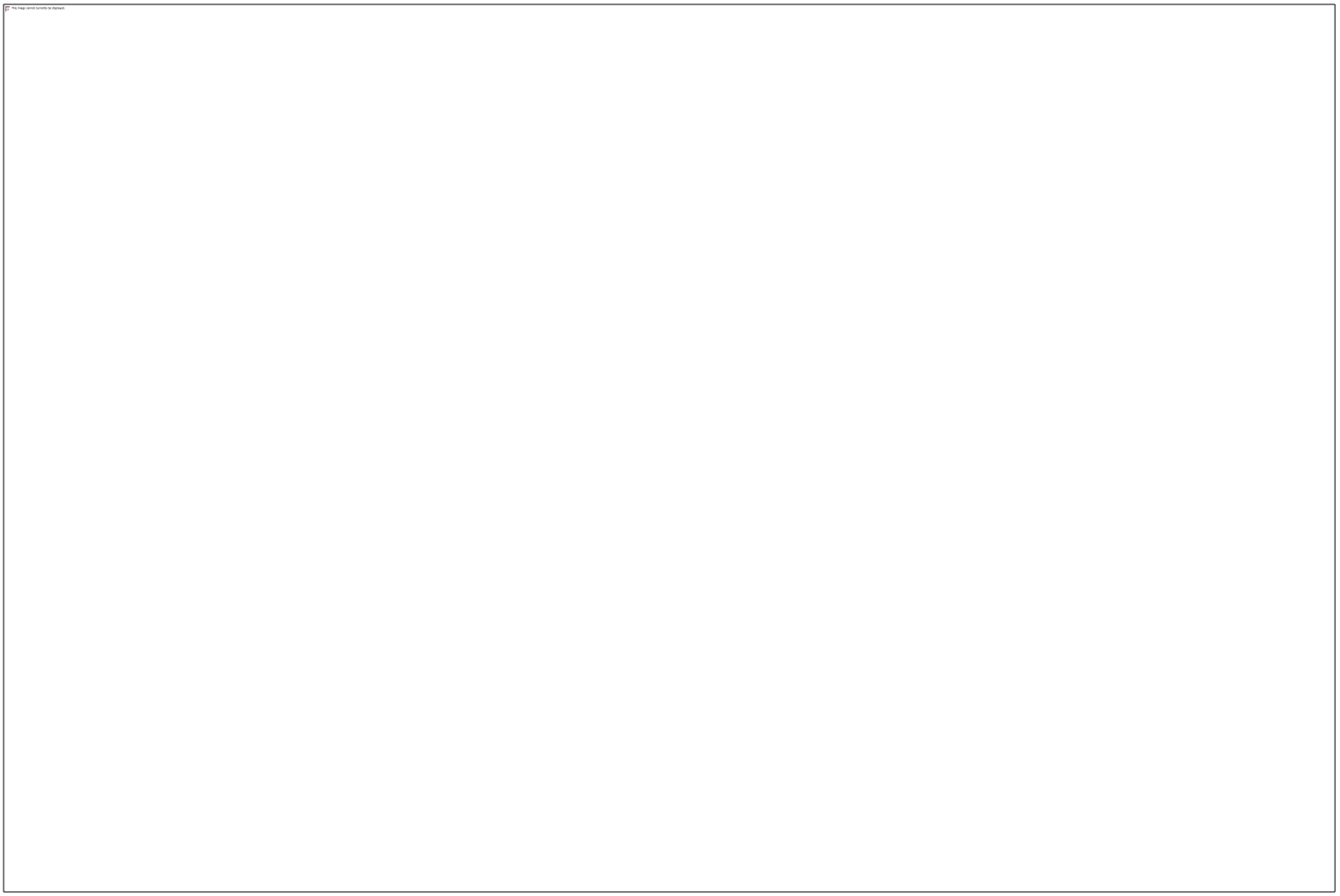
Churches preach in languages understood by local communities.

Local-language preaching makes Christian teachings easier to understand.

It encourages active participation in worship.

It helps reach people who may not understand English or Kiswahili.

12.5 Use of modern technology



Churches use radio and television to broadcast sermons.

They use social media platforms to share Christian messages.

Online platforms provide access to Bible studies.

Churches use websites and mobile applications to communicate with members.

Technology enables evangelism beyond geographical boundaries.

12.6 Establishment of Christian schools

Christian schools expose learners to biblical teachings.

They promote moral and spiritual development.

Learners participate in Christian activities.

Christian education may encourage learners to develop an interest in church life.

12.7 Establishment of Christian healthcare institutions

Some churches provide medical services.

They organise medical camps.

They support vulnerable patients.

Their services create opportunities for Christian witness through compassionate service.

12.8 Christian charity and social services

Churches support poor families.

They assist orphans and vulnerable children.

They provide food and other essential resources.

Their activities demonstrate Christian love and compassion.

People may become interested in Christianity through positive Christian service.

12.9 Religious freedom

The Constitution of Kenya provides for freedom of religion.

People are free to practise and express their religious beliefs.

Religious organisations can establish places of worship subject to applicable laws.

This provides an environment in which different Christian denominations can operate.

12.10 Urbanisation

People move from rural areas to towns in search of employment, education and other opportunities.

Churches establish congregations in expanding urban centres.

New residential estates create opportunities for new churches.

Urban centres bring together people from different communities.

12.11 Population growth

Kenya's population has increased over time.

A larger population creates opportunities for the expansion of religious communities.

Churches establish additional congregations to serve growing populations.

More people may become involved in church activities.

12.12 Active participation of women

Women participate in evangelism.

They lead prayer groups and fellowships.

They support children's ministries.

They organise charity activities.

Their contribution strengthens church development.

12.13 Participation of young people

Young people participate in youth fellowships.

They organise Christian music and drama.

They use digital platforms to share the Gospel.

They participate in community outreach programmes.

Their energy and creativity contribute to church growth.

12.14 Christian music and worship

Christian songs attract people to worship services.

Choirs and gospel music groups conduct evangelistic activities.

Music communicates Christian teachings.

Christian music festivals and concerts create opportunities for outreach.

12.15 Bible translation and distribution

Bible translation enables people to read Scripture in languages they understand.

Bible distribution increases access to Christian teachings.

Scripture reading promotes understanding of the Christian faith.

Bible societies and churches support Bible distribution activities.

12.16 Interdenominational cooperation

Churches organise joint evangelistic campaigns.

They conduct interdenominational prayer meetings.

They cooperate in community development.

Cooperation strengthens Christian witness and outreach.

12.17 Influence of Christian role models

Some Christians demonstrate honesty, kindness and integrity.

Their conduct inspires others.

Christian professionals may support church activities.

Positive Christian examples can encourage people to explore Christianity.

12.18 Family influence

Parents teach children Christian values.

Families attend worship services together.

Children participate in Sunday school.

Family prayer and Bible study promote Christian upbringing.

13.0 CHALLENGES AFFECTING THE NUMERICAL GROWTH OF THE CHURCH IN KENYA

Although Christianity has expanded in Kenya, churches face several challenges.

13.1 Religious intolerance

Some people discriminate against others because of their religious beliefs.

Religious intolerance may create conflict.

It discourages peaceful religious interaction.

Churches should promote respect for religious diversity.

13.2 Competition among churches

Some churches compete for members.

Competition may lead to unnecessary divisions.

Some leaders may prioritise membership numbers instead of spiritual development.

Churches should promote unity and cooperation.

13.3 False teachings

Some religious leaders spread teachings that contradict biblical principles.

False teachings may confuse believers.

They may mislead vulnerable people.

Christians should study Scripture carefully and seek responsible spiritual guidance.

13.4 Financial challenges

Some churches lack sufficient funds.

They may struggle to build worship facilities.

They may lack resources for evangelism and community programmes.

Proper financial accountability is necessary.

13.5 Leadership wrangles

Disagreements may arise among church leaders.

Conflicts over authority and church resources may cause divisions.

Leadership disputes may weaken church unity.

Churches should promote accountability and peaceful conflict resolution.

13.6 Urbanisation and changing lifestyles

Busy work schedules may reduce participation in church activities.

Some people have limited time for worship.

Urban lifestyles may affect family fellowship.

Churches need programmes that respond to changing community needs.

13.7 Negative public image

Some church leaders engage in unethical behaviour.

Financial scandals may reduce public trust.

Abuse of authority may discourage people from joining churches.

Christian leaders should demonstrate integrity and transparency.

13.8 Religious persecution

Some Christians experience discrimination or threats because of their faith.

Persecution may limit Christian activities in certain areas.

Christians should promote peace and respect for the rights of others.

13.9 Poverty

Poverty may limit people's ability to participate in some church activities.

Churches may lack resources to support evangelism.

Some members may struggle to contribute to church projects.

Churches should respond through compassionate community programmes.

13.10 Declining commitment among some members

Some members attend church irregularly.

Others may participate without understanding Christian teachings.

Some lack commitment to prayer and Bible study.

Churches should strengthen discipleship programmes.

PART C: THE GREAT COMMISSION

14.0 MEANING OF THE GREAT COMMISSION

The Great Commission is the instruction given by the resurrected Jesus Christ to His disciples to go into the world, make disciples of all nations, baptise them in the name of the Father, the Son and the Holy Spirit, and teach them to obey His commandments.

The Great Commission is recorded in Matthew 28:18–20.

It is a central responsibility of the Christian Church.

14.1 Biblical background of the Great Commission

After His resurrection, Jesus met His disciples in Galilee.

He informed them that all authority in heaven and on earth had been given to Him.

He then instructed them to go and make disciples of all nations.

He commanded them to:

Go to all nations.

Make disciples.

Baptise new believers.

Teach them to obey His commandments.

Trust in His continued presence.

Jesus promised to remain with His followers until the end of the age.

14.2 The Great Commission (Matthew 28:18-20)

Main teaching of the passage:

Jesus has authority over heaven and earth.

Christians are commanded to go into the world.

They should make disciples of all nations.

They should baptise believers in the name of the Father, Son and Holy Spirit.

They should teach new believers to obey Jesus' commandments.

Jesus promises to remain with His disciples.

15.0 IMPORTANT TERMS RELATED TO THE GREAT COMMISSION

15.1 Evangelism

Evangelism is the act of sharing the Gospel of Jesus Christ with other people to help them understand and accept the Christian message.

Activities involved in evangelism include:

Preaching the Gospel.

Sharing personal testimonies.

Distributing Bibles and Christian literature.

Conducting open-air meetings.

Organising Christian crusades.

Visiting homes to share Christian teachings.

Using radio and television to spread the Gospel.

Sharing biblical messages through social media.

15.2 Missionary work

Missionary work refers to activities undertaken by Christians to spread the Gospel and establish or strengthen Christian communities in different places.

Missionary work may involve:

Preaching Christianity.

Establishing churches.

Teaching the Bible.

Training local Christian leaders.

Supporting community development.

Providing humanitarian assistance.

Promoting Christian education.

15.3 Discipleship

Discipleship is the process of helping believers grow in their knowledge of Jesus Christ and become committed followers of His teachings.

It involves:

Teaching the Bible.

Encouraging prayer.

Promoting Christian character.

Supporting new believers.

Encouraging participation in worship.

Developing Christian leadership.

Helping believers apply biblical teachings in everyday life.

15.4 Baptism

Baptism is a Christian religious practice through which believers publicly identify with Jesus Christ and demonstrate their commitment to the Christian faith.

According to Matthew 28:19, Jesus instructed His disciples to baptise believers in the name of the Father, the Son and the Holy Spirit.

15.5 Christian testimony

A Christian testimony is an account of a person's experience of God's work in their life and their faith in Jesus Christ.

It may describe:

How someone came to believe in Jesus.

How Christian teachings influenced their decisions.

How faith helped them develop positive values.

How they experienced forgiveness and spiritual transformation.

16.0 IMPORTANCE OF THE GREAT COMMISSION TO THE CHURCH

The Great Commission is important because it guides the Church in fulfilling its responsibility to spread Christianity.

16.1 Spreading the Gospel

It encourages Christians to share the message of salvation.

It makes people aware of the teachings of Jesus Christ.

It promotes the expansion of Christianity.

It encourages believers to reach people in different communities.

16.2 Making disciples

It encourages Christians to help others become followers of Jesus.

It promotes biblical understanding.

It strengthens the faith of new believers.

It encourages obedience to Christian teachings.

16.3 Promoting spiritual growth

Evangelism encourages Christians to understand their faith.

Discipleship strengthens spiritual maturity.

Bible teaching promotes knowledge of Scripture.

Prayer strengthens the relationship between believers and God.

16.4 Promoting Christian unity

Christians work together in evangelism.

Churches cooperate in missionary activities.

Joint outreach activities promote fellowship.

Believers develop a shared sense of responsibility.

16.5 Encouraging Christian service

The Great Commission encourages Christians to serve others.

Believers participate in community activities.

They demonstrate God's love through practical assistance.

It promotes compassion and responsibility.

16.6 Promoting obedience to Jesus Christ

Christians follow Jesus' instructions.

They demonstrate commitment to biblical teachings.

They become responsible members of the Church.

They serve as examples of Christian living.

16.7 Expanding the Church geographically

Missionary work reaches new areas.

New congregations are established.

Christian teachings reach different ethnic communities.

The Church becomes more widely accessible.

16.8 Encouraging responsible Christian leadership

Christians are encouraged to develop leadership skills.

Church members participate in evangelism and discipleship.

New leaders are trained.

The Church develops the capacity to serve more communities.

17.0 METHODS USED BY CHRISTIANS TO EVANGELISE THE LOST

Christians use different methods to share the Gospel with people who have not accepted or understood the Christian faith.

17.1 Personal evangelism

A Christian shares the Gospel with another person individually.

It may happen at home, school or in the community.

The Christian explains the teachings of Jesus.

It allows personal interaction and discussion.

Example: A learner explains Christian values to a friend who asks questions about Christianity.

17.2 Door-to-door evangelism

Christians visit homes to share the Gospel.

They distribute Christian literature.

They pray with willing households.

They invite people to church services.

They respond respectfully to questions.

17.3 Open-air preaching

Christians organise public meetings.

Preachers share biblical messages with interested audiences.

They may use songs and testimonies.

Such meetings provide opportunities for public evangelism.

17.4 Church crusades

Churches organise large evangelistic gatherings.

Preachers share the Gospel.

Christian musicians may perform.

People are invited to learn about Christianity.

Follow-up activities help interested people grow in faith.

17.5 Use of Christian music

Gospel songs communicate biblical messages.

Choirs conduct evangelistic performances.

Music attracts attention and encourages participation.

Christian songs can teach values such as love, forgiveness and hope.

17.6 Use of mass media

Christians broadcast sermons through radio.

Television programmes communicate Christian teachings.

Christian stations provide biblical discussions.

Media enables the Gospel to reach many people.

17.7 Use of social media

Christians share Bible verses online.

They post Christian messages and testimonies.

They organise online prayer meetings.

They share information about Christian events.

Digital platforms help reach people who may not attend physical meetings.

17.8 Missionary work

Christians travel to communities to spread the Gospel.

They establish churches and fellowships.

They train local leaders.

They support community development activities.

17.9 Christian literature

Christians distribute Bibles and devotional books.

They share Christian magazines and leaflets.

They provide literature that explains biblical teachings.

Written materials allow people to study Christianity at their own pace.

17.10 Evangelism through practical service

Christians help vulnerable people.

They visit the sick.

They support needy families.

They participate in environmental conservation.

Their actions demonstrate Christian love and compassion.

17.11 School-based evangelism

Learners participate in Christian Union activities.

They organise Bible study sessions.

They share Christian messages with willing classmates.

They participate in music and drama presentations.

They organise prayer meetings within school regulations.

17.12 Sports evangelism

Christian groups organise sporting activities.

They use sports as opportunities for fellowship.

They share Christian values such as teamwork, discipline and respect.

They encourage participants to learn about Christian teachings.

18.0 QUALITIES OF AN EFFECTIVE CHRISTIAN EVANGELIST

An effective Christian evangelist should demonstrate the following qualities:

1. **Faithfulness:** Remains committed to the Christian message.
2. **Knowledge of Scripture:** Understands biblical teachings and communicates them accurately.
3. **Love:** Shows genuine concern for other people.
4. **Humility:** Does not consider themselves superior to others.
5. **Patience:** Allows people time to understand and respond to the Gospel.
6. **Honesty:** Communicates truthfully.
7. **Respect:** Respects the beliefs and rights of other people.
8. **Good communication skills:** Explains Christian teachings clearly.
9. **Courage:** Shares Christian teachings despite difficulties.

10. **Self-discipline:** Demonstrates responsible behaviour.
11. **Compassion:** Supports people facing difficulties.
12. **Good example:** Practices the teachings they communicate.
13. **Prayerfulness:** Depends on God through prayer.
14. **Commitment:** Participates consistently in evangelistic activities.

19.0 CHALLENGES FACED BY CHRISTIANS DURING EVANGELISM

19.1 Rejection

Some people refuse to listen to Christian teachings.

Others may not be interested in religion.

Evangelists should respect their decisions.

19.2 Religious differences

People belong to different religious traditions.

Different beliefs may create misunderstandings.

Christians should communicate respectfully.

19.3 Lack of financial resources

Evangelistic activities require transport and learning materials.

Some churches cannot afford outreach programmes.

This may limit missionary work.

19.4 Language barriers

Evangelists may encounter people who speak different languages.

Communication may become difficult.

Learning local languages can improve understanding.

19.5 Cultural differences

Some Christian teachings may be misunderstood within certain cultural settings.

Evangelists need cultural sensitivity.

They should communicate biblical teachings without insulting people's identities.

19.6 Fear and intimidation

Some Christians fear criticism or rejection.

Others may lack confidence when speaking publicly.

Training and encouragement can improve their confidence.

19.7 Lack of biblical knowledge

Some Christians do not understand Scripture sufficiently.

They may communicate incorrect teachings.

Bible study and discipleship can improve their knowledge.

19.8 Competition among Christian groups

Some churches compete instead of cooperating.

This may weaken joint evangelistic efforts.

Churches should encourage unity and cooperation.

19.9 Misconduct by some religious leaders

Unethical behaviour may reduce trust in Christianity.

Financial exploitation and abuse of authority may discourage people.

Christian leaders should maintain integrity.

19.10 Changing lifestyles

Some people have busy schedules.

Others spend much time on digital entertainment.

Churches need effective and relevant approaches to outreach.

PART D: PARTICIPATION IN CHURCH ACTIVITIES TO FOSTER SPIRITUAL GROWTH

20.0 MEANING OF SPIRITUAL GROWTH

Spiritual growth refers to the gradual development of a person's faith, relationship with God, knowledge of the Bible, Christian character and commitment to living according to the teachings of Jesus Christ.

A spiritually mature Christian demonstrates Christian values in everyday life.

Spiritual growth is a continuous process that requires commitment, prayer, learning, worship and service.

21.0 CHARACTERISTICS OF A SPIRITUALLY MATURE CHRISTIAN

A spiritually mature Christian demonstrates the following characteristics:

21.1 Love

Loves God and other people.

Shows kindness and compassion.

Avoids hatred and discrimination.

Supports people experiencing difficulties.

21.2 Faithfulness

Remains committed to God.

Trusts God's promises.

Participates in Christian activities.

Demonstrates consistency in Christian living.

21.3 Forgiveness

Forgives people who offend them.

Avoids revenge.

Promotes peaceful relationships.

Seeks reconciliation where possible.

21.4 Humility

Respects other people.

Accepts correction.

Avoids pride and arrogance.

Recognises the contributions of others.

21.5 Honesty

Tells the truth.

Avoids cheating and corruption.

Demonstrates integrity.

Keeps promises.

21.6 Self-control

Controls emotions and behaviour.

Makes responsible decisions.

Avoids harmful influences.

Demonstrates discipline.

21.7 Compassion

Cares for vulnerable people.

Helps those in need.

Visits the sick.

Participates in charitable activities.

21.8 Patience

Remains calm during difficulties.

Treats others kindly.

Avoids unnecessary arguments.

Waits responsibly for appropriate outcomes.

22.0 CHURCH ACTIVITIES THAT PROMOTE SPIRITUAL GROWTH

Christians participate in different activities to strengthen their faith and develop their relationship with God.

22.1 Prayer

Prayer is communication with God through praise, thanksgiving, confession, worship and requests.

Prayer enables Christians to express their dependence on God.

Importance of prayer:

Strengthens the relationship between Christians and God.

Encourages spiritual discipline.

Provides an opportunity to confess sins.

Promotes thanksgiving.

Helps Christians seek God's guidance.

Encourages dependence on God during difficulties.

Promotes unity when believers pray together.

Develops confidence in God's promises.

Examples of prayer activities:

Personal prayer.

Family prayer.

Corporate prayer.

Prayer meetings.

Intercessory prayer.

Thanksgiving prayer.

Biblical reference: Philippians 4:6–7.

22.2 Bible reading and study

Bible study involves reading, examining and understanding God's Word.

Importance of Bible study:

Increases knowledge of Scripture.

Helps Christians understand God's teachings.

Guides believers in making responsible decisions.

Strengthens faith.

Promotes obedience to God.

Helps Christians distinguish sound teaching from misleading teachings.

Encourages moral responsibility.

Examples of Bible study activities:

Personal Bible reading.

Family Bible study.

Sunday school.

Christian Union Bible study.

Bible study groups.

Bible quizzes.

Biblical reference: 2 Timothy 3:16–17.

22.3 Attending church services

Church services are organised gatherings where Christians worship God and receive spiritual instruction.

Importance:

Promotes fellowship.

Strengthens Christian faith.

Provides opportunities for biblical teaching.

Encourages worship and prayer.

Promotes unity.

Enables believers to participate in church programmes.

Encourages accountability and Christian discipline.

22.4 Singing hymns and gospel songs

Singing is an important form of Christian worship.

Importance:

Expresses praise and thanksgiving to God.

Communicates biblical messages.

Encourages unity among believers.

Strengthens faith.

Provides comfort and encouragement.

Helps believers remember Christian teachings.

22.5 Holy Communion

Holy Communion, also known as the Lord's Supper or Eucharist in some Christian traditions, is a Christian sacrament or religious observance commemorating the death of Jesus Christ.

It involves the use of bread and wine or an appropriate non-alcoholic alternative according to the practices of different denominations.

Importance:

Reminds Christians of Jesus' sacrifice.

Strengthens fellowship among believers.

Encourages self-examination.

Reminds Christians of God's love.

Promotes gratitude.

Strengthens commitment to Christian teachings.

Biblical reference: 1 Corinthians 11:23–26.

22.6 Christian fellowship

Christian fellowship refers to the sharing of faith, encouragement and support among believers.

Importance:

Promotes unity.

Encourages mutual support.

Provides opportunities to learn from others.

Helps Christians overcome loneliness.

Promotes love and cooperation.

Strengthens commitment to Christian living.

Biblical reference: Acts 2:42–47.

22.7 Fasting

Fasting is a spiritual discipline involving voluntarily abstaining from food or other ordinary activities for a religious purpose, according to an individual's health, age and circumstances.

Importance:

Provides an opportunity for focused prayer.

Encourages spiritual reflection.

Promotes self-discipline.

Helps believers concentrate on their relationship with God.

Encourages humility.

Fasting should be practised responsibly. It should not compromise health or interfere with necessary medical and nutritional needs.

Biblical reference: Matthew 6:16–18.

22.8 Christian service

Christian service involves using one's abilities, time and resources to help other people in accordance with Christian teachings.

Examples:

Visiting the sick.

Helping older people.

Supporting vulnerable families.

Cleaning church premises.

Participating in community development.

Helping children with learning activities.

Supporting environmental conservation.

Importance:

Demonstrates Christian love.

Promotes compassion.

Encourages responsibility.

Develops leadership skills.

Strengthens community relationships.

Promotes practical application of biblical teachings.

Biblical reference: Galatians 5:13.

22.9 Christian Union activities

Christian Unions are fellowships that bring together learners and students to worship, study the Bible and encourage Christian living.

Activities include:

Bible study.

Prayer meetings.

Christian singing.

Bible quizzes.

Christian drama.

Evangelism.

Charity work.

Christian leadership training.

Fellowship meetings.

Importance:

Strengthens learners' faith.

Promotes Christian values in school.

Encourages positive relationships.

Develops leadership and communication skills.

Encourages responsible behaviour.

Provides opportunities for evangelism.

22.10 Participating in church leadership

Christians participate in church committees.

They serve as choir leaders and group coordinators.

They assist in organising church events.

They help manage church activities responsibly.

Leadership participation develops accountability and service.

22.11 Attending Christian seminars and conferences

Christians attend seminars to deepen their biblical understanding.

Conferences provide opportunities for fellowship.

They expose believers to different Christian teachings.

They promote leadership development.

They encourage commitment to Christian service.

22.12 Participating in Christian outreach

Christians visit communities to share the Gospel.

They organise charitable activities.

They support vulnerable people.

They participate in mission work.

They develop compassion and a sense of responsibility.

23.0 IMPORTANCE OF PARTICIPATING IN CHURCH ACTIVITIES

Participation in church activities promotes individual spiritual growth and the development of the wider Christian community.

23.1 Strengthens faith

Christians learn more about God.

They become familiar with biblical teachings.

They develop confidence in their beliefs.

They learn to trust God.

23.2 Promotes moral development

Church teachings encourage honesty.

They promote respect and responsibility.

They discourage harmful behaviour.

They encourage peaceful relationships.

23.3 Promotes unity

Christians interact with one another.

They develop friendships.

They learn to cooperate.

They support one another during difficult times.

23.4 Develops leadership skills

Members receive opportunities to lead activities.

They learn organisation and planning.

They develop communication skills.

They learn responsibility and accountability.

23.5 Encourages service to humanity

Christians participate in charity work.

They support vulnerable members of society.

They help address community challenges.

They demonstrate practical Christian love.

23.6 Promotes biblical knowledge

Christians learn to interpret Scripture.

They understand Christian doctrines.

They develop the ability to apply biblical teachings.

They become better equipped to respond to questions about their faith.

23.7 Encourages responsible citizenship

Church teachings promote respect for the law.

They encourage peaceful coexistence.

They discourage corruption and injustice.

They promote concern for the welfare of society.

23.8 Provides emotional and social support

Fellowship provides encouragement.

Christians support one another.

Prayer meetings provide opportunities to share concerns.

Church communities may organise support for members facing difficulties.

23.9 Encourages discipline

Regular participation develops commitment.

Bible study promotes self-control.

Prayer encourages reflection.

Church responsibilities promote accountability.

23.10 Promotes Christian identity

Christians understand their beliefs.

They learn about the teachings of Jesus.

They become more committed to Christian values.

They develop a sense of belonging.

PART E: THE ROLE OF THE CHURCH IN KENYAN SOCIETY

24.0 CONTRIBUTION OF THE CHURCH TO NATIONAL DEVELOPMENT

The Church contributes to the spiritual, social, economic and moral development of Kenya.

24.1 Contribution to education

Establishes schools and learning institutions.

Supports needy learners through scholarships and bursaries.

Promotes moral education.

Supports teacher training.

Provides guidance and counselling.

Promotes literacy and lifelong learning.

24.2 Contribution to healthcare

Establishes hospitals and health centres.

Supports community health programmes.

Organises medical camps.

Promotes maternal and child healthcare.

Supports people affected by illness.

Provides health education.

24.3 Promotion of peace and reconciliation

Encourages forgiveness.

Promotes dialogue among communities.

Supports peaceful conflict resolution.

Discourages violence.

Encourages respect for different communities.

24.4 Promotion of social justice

Speaks against discrimination.

Promotes equality and human dignity.

Supports vulnerable people.

Encourages fairness and accountability.

Opposes corruption and exploitation.

24.5 Promotion of environmental conservation

Organises tree-planting activities.

Encourages proper waste management.

Promotes water conservation.

Educates communities about environmental responsibility.

Participates in environmental restoration.

24.6 Support for vulnerable groups

Supports orphans.

Assists older people.

Provides assistance to persons with disabilities.

Supports families affected by disasters.

Provides food and other essential resources.

24.7 Promotion of responsible citizenship

Encourages respect for the law.

Promotes honesty and integrity.

Encourages peaceful participation in national development.

Teaches respect for human rights.

Promotes national unity.

24.8 Economic development

Supports vocational training.

Encourages entrepreneurship.

Organises savings groups.

Supports community projects.

Provides guidance on responsible use of resources.

PART F: APPLYING CHRISTIAN TEACHINGS IN THE KENYAN CONTEXT

25.0 HOW LEARNERS CAN PROMOTE THE GROWTH OF THE CHURCH

Grade 11 learners can contribute to church growth through practical activities at school, home and in the community.

25.1 Participating in Christian Union activities

Attend Christian Union meetings.

Participate in Bible study.

Join prayer sessions.

Take part in Christian singing.

Help organise fellowship activities.

25.2 Sharing Christian teachings

Share biblical messages with willing friends.

Explain Christian values.

Give positive examples through behaviour.

Encourage friends to participate in appropriate Christian activities.

25.3 Participating in community service

Help clean the school environment.

Visit vulnerable members of the community through organised programmes.

Participate in charity activities.

Support environmental conservation.

Demonstrate compassion.

25.4 Supporting church activities

Participate in choir activities.

Assist with church cleaning.

Help organise Christian events.

Participate in fundraising activities responsibly.

Assist in children's ministry under appropriate supervision.

25.5 Demonstrating Christian values

Practise honesty.

Respect teachers, parents and other learners.

Avoid discrimination.

Forgive others.

Show kindness.

Respect other people's beliefs.

Demonstrate self-control.

26.0 ACTIVITIES THAT LEARNERS CAN UNDERTAKE TO PROMOTE THE GREAT COMMISSION

The following are practical CBE-oriented activities.

Activity 1: Bible study

Read Matthew 28:18–20 and identify the responsibilities Jesus gave His disciples.

Activity 2: Poster preparation

Prepare a poster showing the message of the Great Commission.

Include:

The command to go.

The command to make disciples.

The command to baptise.

The command to teach.

Jesus' promise to remain with His followers.

Activity 3: Group discussion

Discuss different ways Christians can evangelise in Kenya.

Activity 4: Christian testimony

Prepare a short account explaining how Christian teachings can influence a person's behaviour.

Activity 5: School outreach

Participate in an approved Christian Union outreach activity.

Activity 6: Community service

Participate in a community activity demonstrating Christian love and compassion.

Activity 7: Reflection

Write a reflection explaining how participating in church activities can strengthen your faith.

PART G: COMPETENCIES DEVELOPED THROUGH THIS SUB-STRAND

The learning experiences in this sub-strand help learners develop the following competencies.

Core competency	How it is developed
Communication and collaboration	Group discussions, evangelism and church activities
Critical thinking and problem-solving	Analysing reasons for independent church growth
Creativity and imagination	Preparing posters and Christian presentations
Citizenship	Participating in community service and promoting unity
Digital literacy	Conducting online research and sharing Christian messages responsibly

Self-efficacy	Participating in evangelism and Christian leadership
Learning to learn	Conducting independent research and Bible study

27.0 VALUES PROMOTED THROUGH THE SUB-STRAND

Love: Showing concern for others.

Respect: Recognising the dignity of every person.

Responsibility: Participating actively in church activities.

Unity: Working together with other Christians.

Integrity: Demonstrating honesty and accountability.

Peace: Promoting peaceful relationships.

Compassion: Supporting vulnerable people.

Humility: Serving others without pride.

Tolerance: Respecting religious differences.

Commitment: Remaining faithful to Christian responsibilities.

28.0 PERTINENT AND CONTEMPORARY ISSUES (PCIs)

The following issues can be addressed when teaching this sub-strand.

28.1 Religious tolerance

Learners should respect people from different religious backgrounds and avoid discrimination.

28.2 Drug and substance abuse

Christian teachings encourage responsible decision-making and avoidance of harmful substances.

28.3 Corruption

The Church should promote honesty, accountability and responsible use of resources.

28.4 Family challenges

Christian teachings promote love, forgiveness and peaceful family relationships.

28.5 Poverty

The Church can support vulnerable families through charitable activities and economic empowerment.

28.6 Environmental degradation

Christians have a responsibility to care for God's creation.

28.7 Digital responsibility

Christians should use digital platforms responsibly when sharing religious information.

28.8 Leadership ethics

Church leaders should demonstrate honesty, humility and accountability.

PART H: SUMMARY OF THE SUB-STRAND

The Church in Kenya has experienced significant growth since the introduction of Christianity through missionary activities.

Independent churches emerged partly because African Christians desired indigenous leadership, freedom of worship, cultural recognition and religious self-determination.

The numerical growth of the Church is demonstrated by increased membership, the establishment of new churches, the development of Christian institutions and increased evangelistic activities.

Jesus Christ gave His disciples the Great Commission in Matthew 28:18–20. Christians are therefore expected to spread the Gospel, make disciples, baptise believers and teach them to obey His commandments.

Christians can promote spiritual growth through prayer, Bible study, worship, fellowship, Holy Communion, Christian service and participation in church activities.

The Church also contributes to national development through education, healthcare, social welfare, peacebuilding, environmental conservation and promotion of moral values.

Main lesson: Every Christian has a responsibility to contribute to the growth of the Church through evangelism, discipleship, spiritual development and practical service to humanity.

PART I: REVISION EXERCISES

SECTION A: MULTIPLE-CHOICE QUESTIONS

30 MARKS

Instructions: Answer all questions. Choose the correct answer from the alternatives A, B, C and D.

1. Which statement best describes the Church according to Christian teaching?

A. A building where Christians meet every Sunday.

B. A community of believers united by faith in Jesus Christ.

C. An organisation controlled by government officials.

D. A group of people who participate in charitable activities only.

2. Independent churches in Kenya mainly emerged because some African Christians wanted to:

A. Abandon Christianity completely.

B. Replace the Bible with African traditions.

C. Establish churches under indigenous leadership.

D. Stop all missionary activities.

3. Which of the following was a major reason for the rise of independent churches in Kenya?

A. Desire for African leadership.

B. Introduction of modern technology.

C. Establishment of international airports.

D. Development of political parties.

4. Which biblical teaching supports equality among Christians?

A. Galatians 3:28.

B. Genesis 1:1.

C. Exodus 20:1.

D. Matthew 5:1.

5. Which of the following is a characteristic of many independent churches in Kenya?

A. Complete dependence on foreign leadership.

B. Indigenous church administration.

C. Rejection of all Christian teachings.

D. Prohibition of local languages.

6. The use of African languages during worship in independent churches mainly helps to:

A. Prevent people from reading the Bible.

B. Promote understanding and participation.

C. Eliminate Christian fellowship.

D. Discourage evangelism.

7. Which factor contributed to the emergence of independent churches during the colonial period?

A. African nationalism.

B. Introduction of mobile phones.

C. Establishment of county governments.

D. Development of digital banking.

8. The numerical growth of the Church refers to:

A. Improvement in church buildings only.

B. Increase in the number of Christians and congregations.

C. Increase in the number of church leaders only.

D. Development of Christian music.

9. Which of the following is evidence of the numerical growth of Christianity in Kenya?

A. Decreasing number of churches.

B. Declining Christian activities.

C. Establishment of additional congregations.

D. Reduction in missionary activities.

10. Which of the following has contributed to the numerical growth of Christianity in Kenya?

A. Evangelistic activities.

B. Religious intolerance.

C. Leadership conflicts.

D. False teachings.

11. The use of radio and television by churches mainly promotes:

A. Political campaigns.

B. Christian evangelism.

C. Ethnic discrimination.

D. Religious divisions.

12. Which of the following best distinguishes numerical growth from spiritual growth?

A. Numerical growth concerns membership, while spiritual growth concerns faith and Christian character.

B. Numerical growth concerns prayer, while spiritual growth concerns church buildings.

C. Numerical growth concerns Christian values, while spiritual growth concerns population.

D. Numerical growth and spiritual growth have exactly the same meaning.

13. Which of the following is an example of an independent church tradition in Kenya?

A. African Independent Pentecostal Church of Africa.

B. United Nations.

C. Kenya National Assembly.

D. World Health Organization.

14. According to Matthew 28:18–20, Jesus instructed His disciples to:

A. Establish political governments.

B. Make disciples of all nations.

C. Stop preaching to foreigners.

D. Avoid teaching new believers.

15. The Great Commission is recorded in:

A. Matthew 28:18–20.

B. Genesis 6:1–5.

C. Exodus 14:1–5.

D. Revelation 1:1–5.

16. Which of the following is an important component of the Great Commission?

A. Baptising believers.

B. Establishing political parties.

C. Building commercial centres.

D. Promoting discrimination.

17. Evangelism refers to:

A. Sharing the Gospel of Jesus Christ.

B. Establishing business organisations.

C. Conducting political campaigns.

D. Constructing church buildings only.

18. Which of the following best describes discipleship?

A. Helping believers grow in their faith and understanding of Christ.

B. Encouraging Christians to compete for church membership.

C. Preventing believers from studying the Bible.

D. Encouraging Christians to avoid fellowship.

19. Which method of evangelism involves visiting people's homes to share the Gospel?

A. Door-to-door evangelism.

B. Sports administration.

C. Political mobilisation.

D. Commercial advertising.

20. A Christian who shares the Gospel through social media is using:

A. Digital evangelism.

B. Traditional farming.

C. Political campaigning.

D. Commercial marketing.

21. Which quality is most important for an effective Christian evangelist?

A. Pride.

B. Dishonesty.

C. Patience.

D. Discrimination.

22. Which of the following may hinder evangelism in Kenya?

A. Lack of biblical knowledge.

B. Effective communication.

C. Cooperation among churches.

D. Use of local languages.

23. Spiritual growth refers to:

A. An increase in the number of church buildings.

B. Development of faith and Christian character.

C. Increase in church financial contributions.

D. Expansion of church compounds.

24. Which church activity mainly involves communication with God?

A. Prayer.

B. Fundraising.

C. Sports.

D. Construction.

25. According to 2 Timothy 3:16–17, Scripture is useful for:

A. Teaching and training in righteousness.

B. Promoting dishonesty.

C. Encouraging discrimination.

D. Creating religious conflicts.

26. Holy Communion mainly reminds Christians of:

A. The political independence of Israel.

B. The sacrifice of Jesus Christ.

C. The establishment of missionary schools.

D. The construction of churches.

27. Which of the following is an example of Christian service?

A. Visiting and supporting the sick.

B. Discriminating against the poor.

C. Encouraging corruption.

D. Promoting violence.

28. Christian Union activities in Kenyan secondary schools mainly help learners to:

A. Develop their faith and Christian values.

B. Avoid academic responsibilities.

C. Disregard school rules.

D. Discriminate against other learners.

29. Which of the following values is promoted through Christian fellowship?

A. Hatred.

B. Selfishness.

C. Unity.

D. Dishonesty.

30. A Grade 11 learner participates in an organised community outreach programme to assist vulnerable families. This demonstrates:

A. Christian service.

B. Religious intolerance.

C. Selfishness.

D. Spiritual indifference.

SECTION B: STRUCTURED QUESTIONS

50 MARKS

Instructions: Answer all questions. Write your answers clearly and provide relevant examples where necessary.

QUESTION 31: THE RISE OF INDEPENDENT CHURCHES (10 MARKS)

a) Define the term independent churches. (2 marks)

b) State four reasons that contributed to the rise of independent churches in Kenya. (4 marks)

c) Explain two ways in which independent churches have contributed to the development of Christianity in Kenya. (4 marks)

QUESTION 32: NUMERICAL GROWTH OF THE CHURCH IN KENYA (10 MARKS)

a) Explain the meaning of numerical growth of the Church. (2 marks)

b) Identify four factors that have contributed to the numerical growth of Christianity in Kenya. (4 marks)

c) Explain two challenges facing the numerical growth of the Church in Kenya. (4 marks)

QUESTION 33: THE GREAT COMMISSION (10 MARKS)

Read Matthew 28:18–20 and answer the questions that follow.

a) State the biblical reference where the Great Commission is recorded. (1 mark)

b) Identify three instructions Jesus gave His disciples in the Great Commission. (3 marks)

c) Explain three methods Christians can use to evangelise people in Kenya today. (6 marks)

QUESTION 34: SPIRITUAL GROWTH (10 MARKS)

a) Define spiritual growth. (2 marks)

b) Identify four church activities that promote spiritual growth among Christians. (4 marks)

c) Explain two ways in which participation in Christian Union activities can benefit Grade 11 learners. (4 marks)

QUESTION 35: THE CHURCH IN ACTION (10 MARKS)

A church in a Kenyan community has organised an outreach programme to support vulnerable families, share Christian teachings and promote environmental conservation.

a) Identify two activities the church can undertake during the outreach programme. (2 marks)

b) Explain four ways in which Christians can contribute to the growth of the Church in their communities. (4 marks)

c) Explain two Christian values demonstrated through participation in community outreach activities. (4 marks)

PART J: ADDITIONAL HIGHER-ORDER THINKING AND APPLICATION QUESTIONS

These questions can be used for classroom discussion, assignments, projects and enrichment.

1. Some Kenyan churches have many members but experience internal conflicts. Explain why numerical growth does not always indicate spiritual maturity.

2. A group of Christians establishes a new church because they feel that their cultural identity is not recognised in an existing denomination. Analyse the factors that may have influenced their decision.

3. Examine the contribution of independent churches to the recognition of African leadership in Christianity.

4. Discuss the opportunities and challenges presented by social media in modern Christian evangelism.

5. Evaluate the importance of the Great Commission in the growth of Christianity in contemporary Kenya.

6. Explain how a school Christian Union can promote responsible citizenship among learners.

7. Discuss the role of Christian women and young people in the development of the Church in Kenya.

8. Assess the importance of church participation in promoting peace and national unity.

9. Explain how Christian leaders can address the challenge of false teachings in contemporary society.

10. Propose practical ways through which Grade 11 learners can participate in the Great Commission while respecting the religious freedom of others.

PART K: PRACTICAL CBE LEARNING ACTIVITIES

ACTIVITY 1: RESEARCH ON INDEPENDENT CHURCHES IN KENYA

Task: Work in groups to research the historical development of independent churches in Kenya.

Guidelines:

Identify three independent church traditions in Kenya.

Find out when and why they emerged.

Identify their founders or early leaders where documented.

Establish their major beliefs and practices.

Identify their contributions to Kenyan society.

Present your findings in class.

Expected learning outcomes:

Research skills.

Communication skills.

Collaboration.

Historical understanding.

Appreciation of religious diversity.

ACTIVITY 2: THE GREAT COMMISSION POSTER

Task: Prepare a poster illustrating the Great Commission in Matthew 28:18–20.

Your poster should communicate:

The authority of Jesus Christ.

The responsibility to make disciples.

The importance of baptism.

The responsibility to teach biblical principles.

The promise of Jesus' continued presence.

Display the poster in an appropriate place in the school.

ACTIVITY 3: PARTICIPATING IN EVANGELISM

Task: Participate in an approved school or church evangelistic activity.

Suggested activities:

Christian Union presentations.

Bible study.

Christian music.

Sharing biblical messages.

Community service.

Christian drama.

Reflection questions:

What did you learn from the activity?

Which Christian values did you demonstrate?

What challenges did you encounter?

How did the activity contribute to your spiritual growth?

ACTIVITY 4: COMMUNITY SERVICE PROJECT

Task: Work with fellow learners to identify a community need and organise an appropriate service activity.

Examples:

Environmental conservation.

Supporting vulnerable families.

Cleaning public spaces.

Visiting older people through an approved programme.

Supporting children in need.

Expected outcomes:

Development of compassion.

Promotion of teamwork.

Development of responsibility.

Practical application of Christian teachings.

PART L: TEACHER'S ASSESSMENT RUBRIC FOR PRACTICAL ACTIVITIES

Assessment criterion	**Marks**
Understanding of the task	4
Research and information gathering	4
Creativity and presentation	4
Collaboration and participation	4
Reflection and application of Christian values	4
Total	20

KEY BIBLICAL REFERENCES FOR THE SUB-STRAND

Biblical reference	**Main teaching**
Matthew 28:18–20	The Great Commission
Acts 2:42–47	Fellowship and growth of the early Church
1 Corinthians 12:12–27	The Church as the body of Christ
Galatians 3:28	Equality among believers
1 Peter 2:9	Christians as God's chosen people
Ephesians 2:19	The Church as God's family
2 Timothy 3:16–17	Importance of Scripture
Philippians 4:6–7	Importance of prayer
1 Corinthians 11:23–26	Holy Communion
Galatians 5:13	Serving one another in love

Matthew 5:13–16	Christians as salt and light
John 13:34–35	Love as a mark of discipleship

IMPORTANT TERMS AND DEFINITIONS

Term	**Meaning**
Church	Community of believers in Jesus Christ
Independent church	A Christian organisation operating independently of established external church authority
African Independent Churches	African-founded Christian church movements and organisations
Numerical growth	Increase in the number of Christians and congregations
Spiritual growth	Development of faith and Christian character
Evangelism	Sharing the Gospel of Jesus Christ
Great Commission	Jesus' command to make disciples of all nations
Missionary work	Activities aimed at spreading Christianity and strengthening Christian communities
Discipleship	Helping believers become mature followers of Jesus
Baptism	Christian religious observance signifying identification with Christ
Christian fellowship	Sharing faith, encouragement and support among believers
Holy Communion	Christian observance commemorating Jesus' death
Christian service	Helping others through actions guided by Christian teachings
Testimony	An account of one's experience of God's work
Denomination	An organised branch or tradition within Christianity
Indigenous leadership	Leadership by people from the local community
Religious tolerance	Respecting people's freedom to hold and practise different religious beliefs

STRAND 3.0: CHURCH IN ACTION

SUB-STRAND 3.4: COMPARATIVE RELIGION – SELECTED WORLD RELIGIONS

Focus religions:

Judaism

Islam

Hinduism

Main areas of study:

Origin and historical development of selected world religions.

Moral teachings in Judaism, Islam and Hinduism.

Similarities between Christian moral teachings and those of other religions.

Differences between Christianity and other religions.

Causes of religious intolerance in the contemporary world.

Ways of promoting religious tolerance and peaceful coexistence.

1.0 INTRODUCTION TO COMPARATIVE RELIGION

1.1 Meaning of religion

Religion refers to an organised system of beliefs, teachings, practices and values through which people relate to God, gods, spiritual beings or ultimate reality.

Religion influences how people:

Understand the origin and purpose of life.

Worship and express their faith.

Distinguish between right and wrong.

Relate with other people.

Understand death and life after death.

Promote peace, justice and moral responsibility.

Respond to challenges affecting society.

Religion is an important aspect of human society because it shapes people's identity, culture, behaviour and relationships.

1.2 Meaning of comparative religion

Comparative religion is the systematic study of different religions to identify and understand their origins, beliefs, practices, moral teachings, similarities and differences.

It involves examining religions objectively and respectfully without insulting, discriminating against or misrepresenting their followers.

1.3 Importance of studying other religions

The study of other religions is important because it:

1. **Promotes religious tolerance:** Learners appreciate that people have different religious beliefs and practices.

2. **Encourages peaceful coexistence:** It helps people live and work peacefully with individuals from different religious backgrounds.

3. **Promotes mutual understanding:** Learners understand why people worship differently and observe different religious traditions.

4. **Reduces prejudice:** Knowledge helps remove negative assumptions and stereotypes about other religions.

5. **Strengthens moral responsibility:** Learners recognise that many religions encourage honesty, compassion, justice and respect for human life.

6. **Promotes national unity:** In Kenya, people from different religious backgrounds live together as citizens of one nation.

7. **Encourages dialogue:** It enables people to discuss religious matters respectfully and learn from one another.

8. **Develops critical thinking:** Learners examine religious beliefs, teachings and practices objectively.

9. **Promotes appreciation of cultural diversity:** Religion is closely connected to the cultural practices and traditions of many communities.

10. **Strengthens peaceful conflict resolution:** Understanding religious differences can prevent misunderstandings and unnecessary conflicts.

1.4 Important terms used in comparative religion

Term	Meaning
Religious tolerance	Respecting the right of others to hold and practise their religious beliefs.
Religious intolerance	Unwillingness to accept or respect the religious beliefs and practices of others.
Religious diversity	The existence of different religions within a society.
Religious pluralism	Recognition and acceptance of the existence of different religious traditions in society.
Interfaith dialogue	Respectful discussion and cooperation between people from different religions.
Monotheism	Belief in one God.
Polytheism	Belief in many gods.
Sacred text	A religious book or writing considered holy by followers of a religion.
Worship	Showing reverence, devotion and respect to God or a deity.
Prejudice	An unfair opinion or judgement about a person or group without sufficient knowledge.
Discrimination	Unfair treatment of individuals because of their religion or other identity.
Secularism	An approach to public institutions in which the state does not establish or favour a particular religion.

1.5 Major world religions

World religions are religious traditions followed by communities in different parts of the world.

Examples include:

Christianity.

Judaism.

Islam.

Hinduism.

Buddhism.

Sikhism.

African traditional religions.

In this sub-strand, the main focus is on Judaism, Islam and Hinduism.

2.0 JUDAISM

2.1 Meaning of Judaism

Judaism is one of the oldest monotheistic religions in the world. It is the religion of the Jewish people and is based on belief in one God, the teachings of the Torah, religious traditions and the covenant between God and the people of Israel.

Followers of Judaism are called **Jews**.

Judaism has significantly influenced the development of Christianity and Islam.

2.2 Origin and historical background of Judaism

Judaism originated in the ancient Near East, particularly among the Hebrew people in the region associated with present-day Israel and Palestine.

Its development is closely associated with the patriarchs Abraham, Isaac and Jacob, and the leadership of Moses.

A. Abraham and the beginning of the Hebrew faith

Abraham is traditionally regarded as the founding patriarch of the Hebrew people.

According to the biblical account in Genesis 12, God called Abraham to leave his homeland and travel to a land that God would show him.

Abraham responded to God's call through faith and obedience.

God made a covenant with Abraham, promising to make his descendants into a great nation.

Abraham was promised descendants and a land.

Abraham became an important example of faith and obedience to God.

Jews, Christians and Muslims recognise Abraham as an important religious figure, although they understand his role within their traditions differently.

Biblical reference: Genesis 12:1–9; Genesis 17:1–8.

B. Isaac and Jacob

Isaac was the son of Abraham and Sarah.

Isaac continued the covenant tradition established with Abraham.

Jacob was the son of Isaac.

Jacob later received the name Israel.

Jacob had twelve sons who became associated with the twelve tribes of Israel.

These descendants formed the foundation of the ancient Israelite community.

Biblical references: Genesis 25:19–26; Genesis 32:28; Genesis 35:9–12.

C. The Israelites in Egypt

A severe famine affected Canaan.

Jacob and his family moved to Egypt, where Joseph had risen to a position of authority.

Over time, the Israelites increased in number.

A new Egyptian ruler who did not recognise Joseph's contribution subjected the Israelites to oppression.

The Israelites experienced forced labour and hardship.

They cried to God for deliverance.

Biblical references: Exodus 1:8–14; Exodus 2:23–25.

D. Moses and the Exodus

God called Moses to lead the Israelites out of slavery in Egypt.

Moses confronted Pharaoh and demanded the release of the Israelites.

God delivered the Israelites from Egypt through the events described in Exodus.

The Israelites crossed the Red Sea and began their journey towards the Promised Land.

Their deliverance became an important event in Jewish religious identity.

The Exodus is remembered annually through the Passover celebration.

Biblical references: Exodus 3:1–12; Exodus 12:1–28; Exodus 14:21–31.

E. The covenant at Mount Sinai

The Israelites travelled through the wilderness towards Mount Sinai.

God entered into a covenant with the Israelites through Moses.

God gave them commandments to guide their relationship with Him and with other people.

The Ten Commandments became a central foundation of Jewish moral and religious life.

The Israelites were expected to remain faithful to God.

The covenant established their identity as God's covenant people.

Biblical references: Exodus 19:1–8; Exodus 20:1–17.

F. Settlement in Canaan and development of Judaism

The Israelites eventually settled in Canaan.

They developed religious, social and political institutions.

The period of the judges was followed by the establishment of monarchy under Saul, David and Solomon.

Jerusalem became an important religious centre.

Solomon built the First Temple in Jerusalem.

The destruction of the First Temple by the Babylonians in 586 BCE led to the Babylonian exile.

During and after the exile, Jewish religious identity and commitment to the Torah remained important.

The Second Temple was later rebuilt in Jerusalem.

The Second Temple was destroyed by the Romans in 70 CE.

Jewish communities subsequently developed across many parts of the world while maintaining their religious identity.

G. Development of modern Judaism

Jewish communities spread to Europe, Africa, Asia and other regions.

Different Jewish traditions developed over time.

These include Orthodox Judaism, Reform Judaism and Conservative Judaism.

Jewish communities maintained their religious identity through worship, festivals, family traditions and study of sacred writings.

The establishment of the modern State of Israel in 1948 became a significant event in modern Jewish history.

Judaism continues to be practised in many countries, including Kenya.

2.3 Main beliefs of Judaism

Judaism is founded on several important religious beliefs.

1. **Belief in one God:** Jews believe in one God who is the creator and ruler of the universe.

2. **Belief in the covenant:** Jews believe that God entered into a special covenant with Abraham and the people of Israel.

3. **Belief in the Torah:** The Torah contains important teachings and laws that guide Jewish religious and moral life.

4. **Belief in divine guidance:** God guides human beings through His commandments and teachings.

5. **Belief in the importance of obedience:** Followers are expected to obey God's commandments.

6. **Belief in justice and righteousness:** People should practise fairness and act justly towards others.

7. **Belief in the coming of the Messiah:** Many Jewish traditions anticipate a future messianic age, although understandings differ.

8. **Belief in human responsibility:** Human beings are responsible for their actions and should choose what is right.

2.4 Sacred writings of Judaism

The sacred writings of Judaism include the following:

A. The Torah

The Torah is the most important part of the Jewish scriptures.

It consists of the first five books of the Hebrew Bible:

Genesis.

Exodus.

Leviticus.

Numbers.

Deuteronomy.

Importance of the Torah:

It explains the creation of the world.

It contains the history of the patriarchs.

It describes the Exodus from Egypt.

It records the covenant between God and Israel.

It contains religious laws and commandments.

It provides moral guidance.

It guides Jewish worship and religious practices.

B. The Nevi'im (Prophets)

These are writings that contain the teachings and messages of the prophets.

They include historical and prophetic books such as Joshua, Judges, Samuel, Kings, Isaiah, Jeremiah and Ezekiel.

Importance:

They remind people to remain faithful to God.

They condemn injustice and corruption.

They encourage obedience to God's commandments.

They teach social responsibility.

They provide historical accounts of the Israelites.

C. The Ketuvim (Writings)

These include books such as:

Psalms.

Proverbs.

Job.

Ruth.

Esther.

Daniel.

Ecclesiastes.

They contain prayers, poetry, wisdom and historical reflections.

D. The Talmud

The Talmud is a major collection of Jewish rabbinic discussions and interpretations of Jewish law and tradition.

It helps explain how Jewish religious teachings can be applied in everyday life.

2.5 Places of worship in Judaism

The main Jewish place of worship is called a **synagogue**.

Activities conducted in a synagogue include:

Prayers and worship.

Reading the Torah.

Teaching religious laws.

Religious discussions.

Community meetings.

Celebrations and religious ceremonies.

Instruction of children in Jewish traditions.

A synagogue is also an important centre of Jewish education and community life.

2.6 Religious leaders in Judaism

The main religious leader in a Jewish community is called a **rabbi**.

Roles of a rabbi include:

Teaching the Torah.

Explaining Jewish religious laws.

Guiding the community in religious matters.

Leading or assisting in worship.

Advising families on religious issues.

Providing spiritual guidance.

Helping resolve disputes within the community.

2.7 Religious practices and festivals in Judaism

A. Sabbath (Shabbat)

Shabbat is the Jewish day of rest, observed from Friday evening to Saturday evening.

Its importance includes:

It commemorates God's rest after creation.

It provides time for worship and prayer.

It encourages family unity.

It reminds Jews to appreciate God's creation.

It promotes rest and spiritual reflection.

B. Passover (Pesach)

Passover commemorates the deliverance of the Israelites from slavery in Egypt.

Its significance includes:

Reminds Jews of God's deliverance.

Strengthens their religious identity.

Promotes family unity.

Encourages gratitude to God.

Teaches the importance of freedom.

Preserves the historical memory of the Exodus.

C. Yom Kippur

Yom Kippur is the Day of Atonement.

It is one of the holiest days in Judaism.

Its significance includes:

Encourages repentance.

Promotes forgiveness.

Provides time for prayer.

Encourages reconciliation.

Reminds people of their responsibility for wrongdoing.

D. Rosh Hashanah

This is the Jewish New Year.

It encourages:

Self-examination.

Repentance.

Prayer.

Renewal of commitment to God.

Reflection on one's actions.

E. Hanukkah

Hanukkah is the Festival of Dedication or Festival of Lights.

It commemorates the rededication of the Second Temple in Jerusalem and is associated with the Jewish struggle to preserve their religious identity.

F. Bar and Bat Mitzvah

These are Jewish coming-of-age ceremonies.

Bar Mitzvah traditionally marks a Jewish boy's religious responsibility at age 13.

Bat Mitzvah marks a Jewish girl's religious responsibility, commonly at age 12 in traditional practice, although customs vary.

The ceremonies emphasise responsibility for observing Jewish religious commandments.

2.8 Moral teachings of Judaism

Moral teachings are principles that guide people to distinguish between right and wrong behaviour.

Judaism emphasises obedience to God, respect for human life, justice, honesty and compassion.

Three major moral teachings of Judaism

1. Love and respect for God

Jews are taught to worship one God.

They should obey His commandments.

They should remain faithful to the covenant.

They should avoid idolatry.

They should demonstrate their faith through good conduct.

2. Respect for human life and dignity

Human beings should be treated with respect.

Murder and unjust killing are prohibited.

People should protect vulnerable members of society.

The poor, widows, orphans and foreigners should be treated fairly.

Everyone should be valued as a human being.

3. Justice, honesty and fairness

People should avoid stealing and cheating.

They should speak the truth.

They should not give false testimony.

Leaders should exercise authority fairly.

Employers should treat workers justly.

Businesspeople should avoid dishonest practices.

Other moral teachings of Judaism

4. **Love for neighbours:** People should care for those around them and avoid hatred.

5. **Care for the poor:** The wealthy should assist those experiencing poverty.

6. **Forgiveness:** Individuals should seek reconciliation and avoid revenge.

7. **Respect for parents:** Children should honour their parents and elders.

8. **Sexual morality:** Marriage and family relationships should be guided by faithfulness and responsibility.

9. **Environmental responsibility:** Human beings should care for God's creation.

10. **Peace:** People should seek peaceful relationships and avoid unnecessary conflict.

11. **Kindness to strangers:** Foreigners and visitors should be treated humanely.

12. **Personal responsibility:** Individuals should accept responsibility for their actions.

Biblical references: Exodus 20:1–17; Leviticus 19:18, 33–34; Deuteronomy 10:17–19; Micah 6:8.

3.0 ISLAM

3.1 Meaning of Islam

Islam is a monotheistic religion founded on submission and obedience to the will of Allah (God).

The word Islam is associated with peace and submission to God.

A follower of Islam is called a **Muslim**.

Muslims believe that Allah is the one and only God and that Prophet Muhammad is His final messenger.

Islam teaches that human beings should worship Allah, obey His commandments and live morally upright lives.

3.2 Origin and historical background of Islam

Islam originated in the Arabian Peninsula in the seventh century CE, particularly in the city of Mecca.

Its history is closely associated with Prophet Muhammad.

A. Arabia before the rise of Islam

Islam emerged in a society where different religious beliefs and practices existed.

Many Arabian communities practised polytheism.

The Kaaba in Mecca was an important religious centre.

Trade was an important economic activity.

Mecca was a major commercial and religious centre.

Tribal loyalty influenced social and political relationships.

Social inequalities existed.

Some vulnerable groups experienced neglect and unfair treatment.

Religious and social reform became an important concern.

B. Birth and early life of Prophet Muhammad

Prophet Muhammad was born in Mecca around 570 CE.

He belonged to the Quraysh tribe.

He became an orphan at a young age.

He was cared for by members of his family.

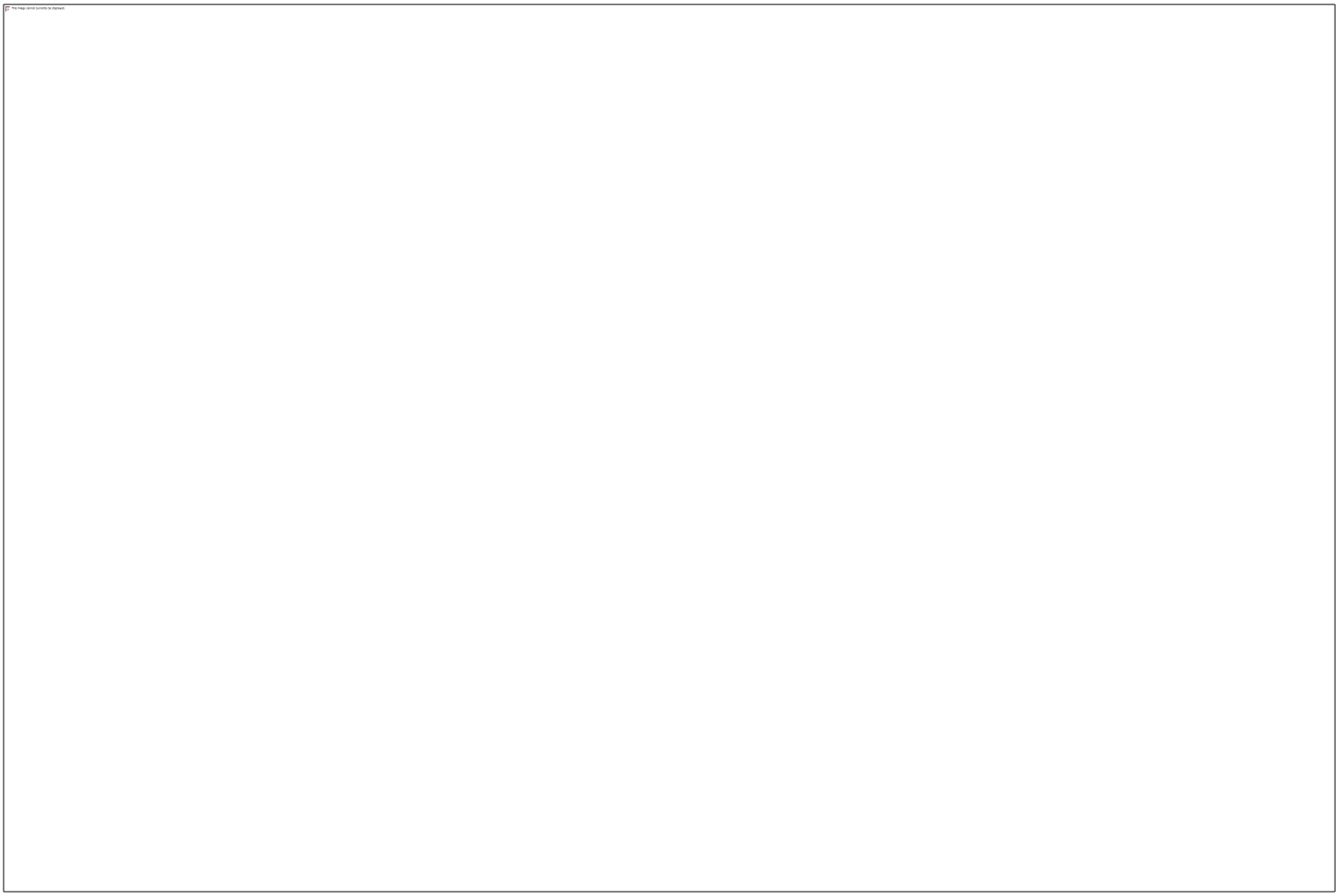
He later worked in trade.

He became known for honesty and trustworthiness.

He married Khadijah, a respected businesswoman.

He often reflected on religious and social issues.

C. The first revelation



Muhammad regularly visited the Cave of Hira for reflection.

According to Islamic belief, the angel Jibril (Gabriel) appeared to him.

He received the first revelation from Allah.

The first revealed verses are associated with Surah Al-Alaq (96:1–5).

Muhammad began preaching belief in one God.

He called people to abandon idol worship.

He encouraged justice, compassion and moral responsibility.

D. Early opposition to Islam

Some leaders in Mecca opposed Muhammad's teachings.

His message challenged existing religious and social practices.

Early Muslims experienced persecution and discrimination.

Some Muslims sought refuge in Abyssinia, traditionally associated with present-day Ethiopia.

The Muslim community continued to grow despite opposition.

E. The Hijrah (Migration to Madinah)

In 622 CE, Muhammad and his followers migrated from Mecca to Yathrib, later known as Madinah.

This migration is called the Hijrah.

The Hijrah marked an important turning point in Islamic history.

Muhammad established a Muslim community in Madinah.

He provided religious and social leadership.

Muslims developed a stronger community identity.

The Islamic calendar begins from the year of the Hijrah.

F. Growth and spread of Islam

The Muslim community continued to develop in Madinah.

Islam spread through preaching, trade, migration and other historical developments.

Muhammad later returned to Mecca.

Mecca became an important centre of Islamic worship.

The Kaaba was established as the central direction of Muslim prayer.

Following Muhammad's death in 632 CE, Muslim leaders continued the development of the Islamic community.

Islam spread to Asia, Africa, Europe and other regions.

G. Islam in Africa and Kenya

Islam reached parts of the East African coast through trade and interaction across the Indian Ocean.

Arab, Persian and other Muslim traders contributed to the development of Muslim communities along the coast.

Swahili coastal settlements became important centres of Islamic culture.

Islam spread through trade, family relationships, scholarship and religious teaching.

Muslim communities developed in coastal towns such as Mombasa, Lamu and Malindi.

Islam later spread to other parts of Kenya.

Today, Muslims form an important part of Kenya's religious and cultural diversity.

3.3 Main beliefs of Islam

Islam is based on fundamental beliefs that guide the faith and conduct of Muslims.

A. Belief in Allah

Muslims believe in one God called Allah.

Allah is the creator and sustainer of the universe.

Allah is all-powerful, merciful and compassionate.

Muslims reject the worship of other gods.

Worship should be directed to Allah alone.

B. Belief in angels

Muslims believe that Allah created angels to carry out His commands.

Examples include:

Jibril (Gabriel), associated with delivering revelations.

Mikail (Michael), associated with provision by Allah.

Israfil, associated with the trumpet on the Day of Judgement.

The Angel of Death, associated with taking souls at the appointed time.

C. Belief in revealed books

Muslims believe that Allah revealed guidance through scriptures.

These include:

Tawrat (Torah), associated with Prophet Musa (Moses).

Zabur (Psalms), associated with Prophet Dawud (David).

Injil (Gospel), associated with Prophet Isa (Jesus).

Qur'an, revealed to Prophet Muhammad.

D. Belief in prophets

Muslims believe that Allah sent prophets to guide humanity.

Examples include:

Adam.

Nuh (Noah).

Ibrahim (Abraham).

Musa (Moses).

Dawud (David).

Isa (Jesus).

Muhammad.

Muslims regard Muhammad as the final prophet.

E. Belief in the Day of Judgement

Muslims believe that all human beings will be accountable to Allah for their actions.

This belief encourages people to:

Practise righteousness.

Avoid wrongdoing.

Help others.

Obey Allah.

Accept responsibility for their actions.

F. Belief in divine decree

Muslims believe in Allah's knowledge and decree concerning events in the universe. This belief is commonly called *Qadar*.

3.4 Sacred writings of Islam

The Qur'an

The Qur'an is the central and most sacred scripture of Islam.

Muslims believe that it was revealed by Allah to Prophet Muhammad through the angel Jibril.

It is written in Arabic and contains 114 chapters known as Surahs.

Importance of the Qur'an:

It guides Muslims in worship.

It teaches belief in one God.

It provides moral guidance.

It teaches justice and fairness.

It encourages kindness and compassion.

It provides guidance on family relationships.

It condemns dishonesty and oppression.

It encourages charity and generosity.

It reminds people of accountability before Allah.

It provides guidance on social responsibilities.

Hadith

Hadith refers to reports about the sayings, actions and approvals of Prophet Muhammad.

Importance of Hadith:

It helps Muslims understand the Qur'an.

It provides examples of the Prophet's conduct.

It guides Muslim worship and daily behaviour.

It explains Islamic moral teachings.

It provides guidance on family and community relationships.

3.5 The Five Pillars of Islam

The Five Pillars are the major acts of worship that form the foundation of Muslim religious practice.

1. Shahada – Declaration of faith

Shahada is the declaration that there is no god but Allah and Muhammad is His messenger.

Importance:

Confirms belief in one God.

Establishes Muslim religious identity.

Demonstrates commitment to Islam.

Rejects the worship of other gods.

2. Salah – Prayer

Salah refers to the prescribed prayers performed five times daily.

The five daily prayers are:

Fajr – Dawn.

Dhuhr – Midday.

Asr – Afternoon.

Maghrib – Sunset.

Isha – Night.

Importance:

Strengthens the relationship between Muslims and Allah.

Encourages discipline.

Promotes humility.

Provides time for spiritual reflection.

Unites Muslims in worship.

3. Zakat – Giving of alms

Zakat is the obligatory charitable contribution made by eligible Muslims according to Islamic rules.

Importance:

Helps the poor and needy.

Reduces economic inequality.

Promotes generosity.

Encourages social responsibility.

Strengthens community relationships.

4. Sawm – Fasting

Sawm refers to fasting during the month of Ramadan.

During the fasting period, eligible Muslims abstain from food, drink and other activities that invalidate the fast from dawn until sunset.

Importance:

Develops self-discipline.

Encourages spiritual growth.

Promotes sympathy for the poor.

Strengthens faith.

Encourages gratitude to Allah.

5. Hajj – Pilgrimage

Hajj is the pilgrimage to Mecca undertaken by Muslims who are physically and financially able.

It takes place during the Islamic month of Dhul-Hijjah.

Importance:

Demonstrates obedience to Allah.

Strengthens Muslim unity.

Encourages humility.

Reminds Muslims of the example of Prophet Ibrahim.

Provides spiritual renewal.

3.6 Places of worship in Islam

The main Muslim place of worship is called a **mosque (Masjid)**.

Activities conducted in a mosque include:

Performing daily prayers.

Conducting Friday congregational prayers.

Reading and studying the Qur'an.

Teaching Islamic religious values.

Providing religious guidance.

Conducting religious discussions.

Supporting community welfare.

Organising religious education.

Important features of a mosque

Mihrab: A niche indicating the direction of Mecca.

Minbar: A raised platform or pulpit used for delivering sermons.

Prayer hall: The area where Muslims gather for worship.

Minaret: A tower traditionally associated with the call to prayer.

Ablution facilities: Areas used for ritual washing before prayer.

3.7 Religious festivals in Islam

A. Eid-ul-Fitr

This festival marks the end of Ramadan.

Importance:

Celebrates the completion of fasting.

Encourages gratitude to Allah.

Promotes sharing with the needy.

Strengthens family relationships.

Promotes unity among Muslims.

B. Eid-ul-Adha

This is the Festival of Sacrifice.

It commemorates Prophet Ibrahim's willingness to obey Allah.

Importance:

Teaches obedience to Allah.

Encourages generosity.

Promotes sharing with the poor.

Strengthens family unity.

Reminds Muslims of faith and sacrifice.

C. Mawlid an-Nabi

This is a celebration observed by some Muslim communities to commemorate the birth of Prophet Muhammad. Its observance varies among Muslim traditions.

3.8 Moral teachings of Islam

Islam provides moral principles that guide individual and community behaviour.

Three major moral teachings of Islam

1. Honesty and truthfulness

Muslims are encouraged to speak the truth.

They should avoid lying.

Business transactions should be conducted honestly.

People should fulfil their promises.

Leaders should exercise transparency.

2. Charity and compassion

Muslims are encouraged to assist the poor.

They should care for orphans.

They should support vulnerable people.

They should show kindness to neighbours.

They should share their resources with those in need.

3. Justice and fairness

Muslims should treat people fairly.

They should avoid oppression.

They should respect other people's rights.

They should avoid corruption.

They should promote peace and reconciliation.

Other moral teachings of Islam

4. **Respect for parents:** Children are expected to honour and care for their parents.

5. **Respect for human life:** Human life is sacred and should be protected.

6. **Forgiveness:** Muslims are encouraged to forgive others and promote reconciliation.

7. **Modesty:** Muslims are encouraged to practise modesty in behaviour and relationships.

8. **Self-discipline:** Believers should control their behaviour and avoid harmful actions.

9. **Respect for neighbours:** People should maintain good relationships with those around them.

10. **Environmental care:** Human beings have a responsibility to care for the earth.

11. **Peace:** Muslims are encouraged to promote peaceful relationships.

12. **Responsibility:** Individuals are accountable for their actions before Allah.

Qur'anic references: Surah Al-Baqarah 2:177; Surah An-Nisa 4:36; Surah Al-Ma'idah 5:8; Surah An-Nahl 16:90; Surah Al-Isra 17:23–24.

4.0 HINDUISM

4.1 Meaning of Hinduism

Hinduism is one of the world's oldest religious traditions. It originated in the Indian subcontinent and is characterised by diverse beliefs, spiritual practices, philosophies and traditions.

Hinduism is commonly associated with belief in Brahman, the ultimate reality, and teachings about karma, dharma, reincarnation and moksha.

Followers of Hinduism are called **Hindus**.

Unlike religions with a single founder and one central religious authority, Hinduism developed over many centuries through different religious, cultural and philosophical traditions.

4.2 Origin and historical background of Hinduism

Hinduism originated in the Indian subcontinent, particularly in the region of present-day India and neighbouring areas.

Its development involved ancient civilisations, religious practices, sacred writings, teachers and philosophical traditions.

A. Indus Valley Civilisation

One of the earliest historical backgrounds associated with Hinduism is the Indus Valley Civilisation.

This civilisation flourished around the Indus River basin in present-day Pakistan and north-western India.

Important settlements included Harappa and Mohenjo-Daro.

Archaeological discoveries reveal evidence of organised settlements and religious or ritual practices.

Some archaeological objects have been interpreted as possible evidence of early religious traditions.

However, the exact relationship between Indus Valley religious practices and later Hinduism remains debated by scholars.

B. Development of the Vedic tradition

The Vedic tradition developed in ancient India.

The Vedas became the earliest major sacred texts of this tradition.

They contain hymns, prayers, rituals and religious teachings.

Priests performed ceremonies and offered prayers to different deities.

The Vedic tradition contributed significantly to the development of Hindu religious beliefs and practices.

Religious knowledge was transmitted through oral recitation and later through written texts.

C. Development of Hindu sacred writings

The Vedas became important sources of religious knowledge.

The Upanishads developed philosophical teachings about ultimate reality and the human soul.

The epics, including the Ramayana and Mahabharata, became influential in religious and cultural life.

The Bhagavad Gita became an important source of spiritual and moral guidance.

These writings contributed to the development of Hindu philosophy and religious identity.

D. Development of Hindu philosophies

Hindu thinkers developed different explanations about the universe and human existence.

They explored the relationship between Brahman and Atman.

They discussed the meaning of life, death and rebirth.

They developed teachings about karma and dharma.

They emphasised spiritual liberation from the cycle of rebirth.

Different philosophical schools emerged.

E. Development of devotional worship

Devotional worship became an important feature of Hinduism.

Followers expressed devotion to different deities.

Important deities include Brahma, Vishnu and Shiva.

Other important deities include Lakshmi, Saraswati, Ganesha and Durga.

Different Hindu communities developed distinctive forms of worship.

Temples became important centres of religious activities.

F. Development of Hinduism in modern times

Hinduism continued to develop through religious teachers, philosophers and reform movements.

Hindu religious traditions spread beyond India through migration and international interaction.

Hindu communities developed in Africa, Europe, Asia and other parts of the world.

Indian migration contributed to the establishment of Hindu communities in East Africa.

In Kenya, Hindu communities are found in Nairobi, Mombasa and other towns.

Hinduism continues to influence education, culture, festivals and community activities.

4.3 Main beliefs of Hinduism

Hinduism contains diverse beliefs. The following are some of its major teachings.

A. Belief in Brahman

Brahman is understood as the ultimate reality or supreme spiritual principle.

It is the ultimate source of existence.

It is eternal and beyond ordinary human understanding.

It is associated with the existence of the universe.

Different Hindu philosophical traditions explain Brahman in different ways.

B. Belief in Atman

Atman refers to the inner self or soul.

It is associated with the spiritual identity of an individual.

Some Hindu traditions teach that Atman is eternal.

It is closely related to the teachings about Brahman.

Understanding the true nature of Atman is important in spiritual liberation.

C. Belief in Karma

Karma refers to the principle that actions have consequences.

Good actions are associated with positive consequences.

Wrong actions are associated with negative consequences.

People should act responsibly.

Karma encourages moral responsibility.

It influences beliefs about future experiences and rebirth.

D. Belief in Dharma

Dharma refers to moral duty, righteousness and proper conduct.

It teaches that people should fulfil their responsibilities according to moral principles and circumstances.

Examples include:

Parents caring for their children.

Children respecting their parents.

Teachers performing their duties responsibly.

Leaders serving the community fairly.

People avoiding dishonesty and injustice.

E. Belief in reincarnation (Samsara)

Samsara refers to the cycle of birth, death and rebirth.

Many Hindu traditions teach that living beings continue through different forms of existence depending on karma.

F. Belief in Moksha

Moksha refers to liberation from the cycle of birth, death and rebirth.

It is considered the ultimate spiritual goal in many Hindu traditions.

Moksha involves freedom from ignorance and attachment and the realisation of spiritual truth.

G. Belief in different deities

Hinduism recognises different deities, although the understanding of their relationship to ultimate reality varies among Hindu traditions.

Important deities include:

1. Brahma

Associated with creation in Hindu religious tradition.

2. Vishnu

Associated with preservation and protection of the universe.

3. Shiva

Associated with transformation and dissolution.



4. Lakshmi

Associated with prosperity, abundance and good fortune.

5. Saraswati

Associated with knowledge, wisdom, learning and the arts.

6. Ganesha

Associated with wisdom and the removal of obstacles.

4.4 Sacred writings of Hinduism

Hinduism has several sacred writings that provide religious, philosophical and moral guidance.

A. The Vedas

The Vedas are among the oldest and most important sacred writings in Hinduism.

They consist of four main collections:

Rig Veda: Contains hymns and praises addressed to different deities.

Sama Veda: Contains chants and melodies used in religious ceremonies.

Yajur Veda: Contains prayers and instructions associated with rituals.

Atharva Veda: Contains hymns, prayers and teachings relating to daily life and spiritual concerns.

Importance of the Vedas:

Provide religious knowledge.

Guide worship and ceremonies.

Contain hymns and prayers.

Preserve ancient religious traditions.

Provide a foundation for Hindu philosophy.

B. The Upanishads

The Upanishads are philosophical writings that explore spiritual truths.

They teach about:

Brahman.

Atman.

Karma.

Rebirth.

Moksha.

The nature of existence.

They encourage spiritual reflection and the search for ultimate truth.

C. The Ramayana

The Ramayana is an important Hindu epic traditionally attributed to the sage Valmiki.

It tells the story of Rama, his wife Sita and his struggle against Ravana.

Moral teachings from the Ramayana:

Respect for parents.

Faithfulness in marriage.

Courage in facing challenges.

Loyalty and friendship.

Obedience to moral duties.

Victory of righteousness over wrongdoing.

D. The Mahabharata

The Mahabharata is a major Hindu epic that tells the story of conflict between two related families, the Pandavas and Kauravas.

It discusses:

Family relationships.

Duty and responsibility.

Justice and injustice.

Loyalty.

Moral decision-making.

The consequences of wrongdoing.

E. The Bhagavad Gita

The Bhagavad Gita forms part of the Mahabharata.

It presents a dialogue between Prince Arjuna and Lord Krishna.

Important teachings include:

Performing one's duties responsibly.

Acting without selfish attachment to rewards.

Practising devotion.

Seeking spiritual knowledge.

Maintaining self-discipline.

Making morally responsible decisions.

4.5 Places of worship in Hinduism

The main place of Hindu worship is called a **temple**, commonly known as a Mandir.

Hindus may also worship in their homes.

Activities conducted in Hindu temples

Prayers and devotional worship.

Offering flowers and other permitted offerings.

Singing religious hymns.

Meditation.

Reading sacred writings.

Religious instruction.

Celebrating religious festivals.

Performing religious ceremonies.

Home worship

Many Hindu families maintain a small shrine at home.

Activities include:

Lighting lamps.

Reciting prayers.

Offering flowers.

Reading sacred texts.

Meditating.

Performing daily devotional practices.

4.6 Religious leaders in Hinduism

Hindu religious leadership varies depending on the tradition and community.

Important religious leaders include:

1. Guru

A guru is a spiritual teacher who guides followers in religious knowledge and spiritual development.

Roles include:

Teaching religious principles.

Explaining sacred writings.

Guiding meditation and spiritual practices.

Advising followers on moral behaviour.

2. Swami

A swami is a religious teacher or renunciant who has dedicated their life to spiritual pursuits.

3. Pujari

A pujari is a priest who performs rituals and worship ceremonies in a Hindu temple.

4. Acharya

An acharya is a religious teacher or scholar who interprets and teaches religious traditions.

4.7 Religious practices in Hinduism

A. Puja

Puja is a form of devotional worship.

It may involve:

Prayers.

Offering flowers.

Lighting lamps.

Burning incense.

Singing hymns.

Meditation.

Offering food.

Puja may be performed at home or in temples.

B. Yoga

Yoga is a spiritual and practical discipline involving physical postures, breathing exercises, concentration and meditation.

Different Hindu traditions understand yoga in different ways.

It aims at self-discipline and spiritual development.

C. Meditation

Meditation involves focused attention and spiritual reflection.

Its importance includes:

Promoting inner peace.

Developing concentration.

Encouraging self-control.

Supporting spiritual growth.

Helping individuals reflect on their lives.

D. Pilgrimage

Hindus visit sacred places for religious purposes.

Examples include:

Varanasi.

Haridwar.

Rishikesh.

Prayagraj.

Pilgrimage encourages devotion, spiritual reflection and religious identity.

4.8 Religious festivals in Hinduism

A. Diwali

Diwali is known as the Festival of Lights.

It is associated with different religious stories and traditions in different Hindu communities.

Importance:

Symbolises the victory of light over darkness.

Represents the triumph of good over evil.

Encourages family unity.

Promotes hope and renewal.

Encourages generosity and sharing.

B. Holi

Holi is known as the Festival of Colours.

Importance:

Celebrates joy and togetherness.

Encourages friendship.

Promotes forgiveness.

Strengthens community relationships.

Celebrates the arrival of spring in many traditions.

C. Navaratri

Navaratri is a festival celebrated in honour of the divine feminine, particularly associated with Goddess Durga in many traditions.

It involves prayer, devotion, music and cultural celebrations.

D. Dussehra

Dussehra celebrates the victory of good over evil.

It is associated with the story of Rama's victory over Ravana in many Hindu traditions.

E. Krishna Janmashtami

This festival celebrates the birth of Lord Krishna.

It involves:

Prayer.

Singing devotional songs.

Reading religious stories.

Worship.

Community celebrations.

F. Maha Shivaratri

This is a festival dedicated to Lord Shiva.

It involves prayer, fasting and devotional activities.

4.9 Moral teachings of Hinduism

Hinduism teaches individuals to live responsibly, practise righteousness and seek spiritual development.

Three major moral teachings of Hinduism

1. Ahimsa - Non-violence

Ahimsa means avoiding harm to living beings.

It teaches that:

Human beings should avoid unnecessary violence.

People should respect life.

Cruelty should be avoided.

Individuals should practise kindness.

Conflicts should be resolved peacefully.

People should avoid causing unnecessary suffering.

2. Satya - Truthfulness

Satya means speaking and practising the truth.

It encourages:

Honesty.

Avoiding lies.

Keeping promises.

Transparency.

Integrity in business.

Truthful communication.

3. Dharma - Righteousness and duty

Dharma teaches people to fulfil their moral and social responsibilities.

Examples:

Parents should care for children.

Children should respect their parents.

Leaders should serve people fairly.

Teachers should guide learners responsibly.

Citizens should obey just laws.

People should act honestly.

Other moral teachings of Hinduism

4. **Self-control:** Individuals should control their desires and avoid harmful behaviour.

5. **Compassion:** People should care for those experiencing difficulties.

6. **Charity:** People should assist the poor and needy.

7. **Respect for elders:** Younger people should respect and learn from older members of society.

8. **Hospitality:** Visitors should be welcomed and treated kindly.

9. **Purity:** Individuals should maintain purity in thought, speech and actions.

10. **Gratitude:** People should appreciate what they receive and avoid unnecessary greed.

11. **Tolerance:** People should respect different beliefs and ways of life.

12. **Environmental responsibility:** Human beings should respect nature and avoid unnecessary destruction of living things.

Relevant Hindu teachings: Bhagavad Gita 2:47; Bhagavad Gita 12:13–14; the principle of Ahimsa in Hindu philosophical traditions.

5.0 COMPARISON OF JUDAISM, ISLAM AND HINDUISM

5.1 Similarities among Judaism, Islam and Hinduism

Although these religions have different histories, beliefs and practices, they share some important features.

Area	Similarities
Moral teachings	All encourage good behaviour and responsible living.
Worship	All have religious practices through which followers express devotion.
Sacred writings	All have religious texts that guide their followers.
Prayer	Prayer or devotional practices are important in all three traditions.
Charity	They encourage generosity and concern for others.
Family	They recognise the importance of family and social relationships.

Religious festivals	They observe special religious celebrations.
Spirituality	They address questions about life, existence and spiritual reality.
Moral responsibility	They teach that people should be accountable for their conduct.
Community	They encourage belonging and participation in religious communities.

5.2 Differences among Judaism, Islam and Hinduism

Aspect	**Judaism**	**Islam**	**Hinduism**
Origin	Ancient Near East	Arabian Peninsula	Indian subcontinent
Founder	No single historical founder; associated with Abraham and the Hebrew tradition	Prophet Muhammad is the final prophet, not the founder in the Muslim understanding	No single founder
Main religious identity	Jewish	Muslim	Hindu
Understanding of God	Belief in one God	Belief in one God, Allah	Diverse traditions concerning Brahman and deities
Sacred writings	Torah and Hebrew Bible	Qur'an and Hadith	Vedas, Upanishads, epics and other texts
Main place of worship	Synagogue	Mosque	Temple or home shrine
Religious leader	Rabbi	Imam and other scholars	Guru, pujari, swami and acharya
Important worship day	Sabbath, Saturday	Friday congregational prayer; daily prayers	No single universal weekly worship day
Main religious practices	Prayer, Sabbath observance, Torah study	Five Pillars	Puja, meditation, yoga and other devotional practices
Important festivals	Passover, Yom Kippur, Hanukkah	Eid-ul-Fitr, Eid-ul-Adha	Diwali, Holi, Navaratri
Moral emphasis	Covenant, justice and obedience to God	Submission to Allah, justice and compassion	Dharma, karma and Ahimsa

Life after death	Beliefs vary among Jewish traditions	Resurrection and judgement	Reincarnation and moksha in many traditions

Important note: Each religion contains different denominations, schools of thought and interpretations. The table presents broad introductory comparisons rather than describing every community.

6.0 MORAL TEACHINGS IN CHRISTIANITY SIMILAR TO THOSE OF OTHER RELIGIONS

6.1 Meaning of moral teachings

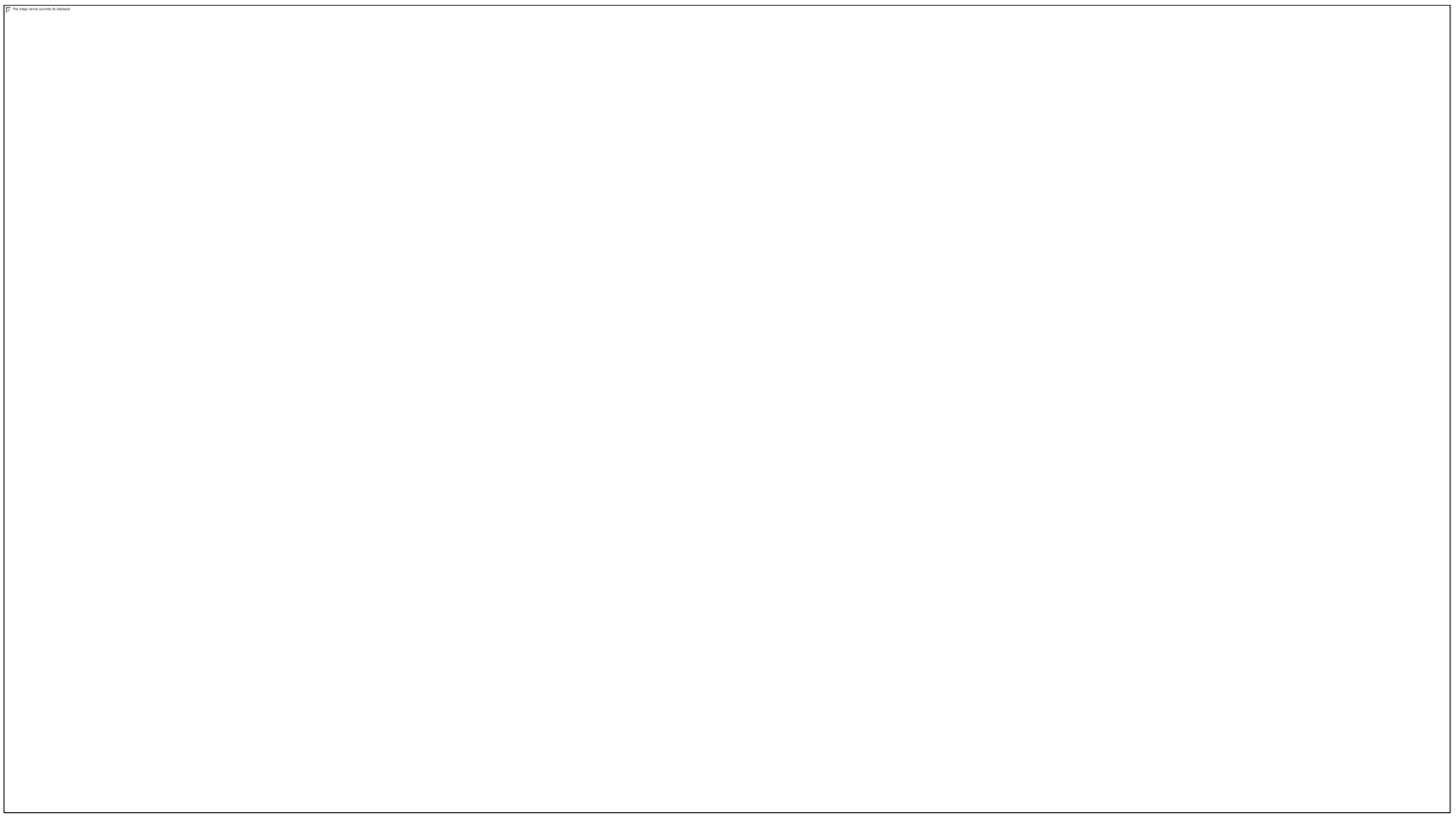
Moral teachings are principles and instructions that guide people in determining what is right and wrong.

Christianity teaches that believers should demonstrate their faith through love, obedience to God, justice, compassion, honesty and respect for human dignity.

Christian moral teachings are found mainly in the Bible, particularly in the teachings of Jesus Christ, the prophets and the apostles.

6.2 Three major moral teachings shared by Christianity and other religions

1. Love and respect for other people



Christianity teaches believers to love their neighbours as themselves.

Jesus taught that people should love one another.

Christians should treat others with kindness.

People should avoid hatred and discrimination.

Believers should assist those experiencing difficulties.

They should forgive people who wrong them.

Christian biblical reference: Matthew 22:37–39; John 13:34–35.

Similarities with Judaism:

Judaism teaches love for one's neighbour.

Both religions emphasise compassion.

Both condemn hatred and injustice.

Both encourage care for vulnerable people.

Similarities with Islam:

Islam teaches kindness to neighbours.

Both encourage charity.

Both promote forgiveness and compassion.

Both emphasise respect for human dignity.

Similarities with Hinduism:

Hinduism teaches compassion.

Both encourage kindness to living beings.

Both condemn cruelty.

Both value peaceful relationships.

2. Honesty and truthfulness

Christianity teaches that believers should speak the truth and act with integrity.

Christians should avoid lying.

They should avoid cheating.

They should keep promises.

They should conduct business honestly.

They should avoid false accusations.

They should demonstrate integrity in leadership.

Christian biblical references: Exodus 20:16; Ephesians 4:25; Proverbs 12:22.

Similarities with other religions:

Judaism condemns false testimony.

Islam encourages truthfulness in speech and business.

Hinduism teaches Satya, which means truthfulness.

3. Justice and fairness

Christianity teaches that people should treat others fairly and oppose injustice.

Leaders should serve people honestly.

Workers should receive fair treatment.

The poor should be protected.

Discrimination should be rejected.

People should defend those whose rights are violated.

Christians should oppose corruption.

Christian biblical references: Micah 6:8; Isaiah 1:17; Luke 6:31.

Similarities with other religions:

Judaism teaches justice and righteousness.

Islam teaches fairness and justice.

Hinduism teaches Dharma and righteous conduct.

6.3 Other Christian moral teachings similar to other religions

Christian teaching	Biblical reference	Similar teaching in other religions
Respect for parents	Exodus 20:12	Judaism, Islam and Hinduism
Charity and generosity	Matthew 6:1–4	Zakat in Islam; charity in Judaism and Hinduism
Forgiveness	Matthew 6:14–15	Judaism, Islam and Hinduism
Peace	Matthew 5:9	Judaism, Islam and Hinduism
Respect for human life	Exodus 20:13	Judaism, Islam and Hinduism
Self-discipline	Galatians 5:22–23	Islam and Hinduism
Care for the poor	Matthew 25:35–40	Judaism, Islam and Hinduism
Hospitality	Hebrews 13:2	Judaism, Islam and Hinduism
Environmental responsibility	Genesis 2:15	Islam and Hinduism
Humility	Philippians 2:3–4	Judaism, Islam and Hinduism

6.4 Lessons Christians learn from the moral teachings of other religions

1. **Importance of compassion:** Christians can appreciate the emphasis on kindness and care for others found in different religions.

2. **Importance of self-discipline:** Religious practices such as fasting demonstrate the value of controlling one's behaviour.

3. **Importance of charity:** The emphasis on helping the needy encourages Christians to serve the community.

4. **Importance of respect:** Other religions teach that people should respect parents, neighbours and community members.

5. **Importance of honesty:** The teachings of truthfulness encourage Christians to practise integrity.

6. **Importance of peace:** Different religious traditions encourage people to resolve disagreements peacefully.

7. **Importance of responsibility:** Religious teachings remind people that their actions have consequences.

8. **Importance of environmental care:** The respect for creation and living things encourages responsible stewardship.

7.0 DIFFERENCES BETWEEN CHRISTIANITY AND OTHER RELIGIONS

7.1 Introduction

Christianity shares several moral values with Judaism, Islam and Hinduism. However, the religions differ in their understanding of God, Jesus Christ, salvation, sacred writings and religious practices.

Understanding these differences helps Christians explain their faith while respecting the beliefs of others.

7.2 Differences between Christianity and Judaism



Aspect	Christianity	Judaism
Jesus Christ	Christians believe Jesus is the Son of God, Messiah and Saviour.	Judaism does not accept Jesus as the divine Son of God or the Messiah.
Trinity	Mainstream Christianity believes in one God in three persons: Father, Son and Holy Spirit.	Judaism emphasises the absolute oneness of God.
Sacred	Bible, comprising Old and New	Tanakh, including Torah, Prophets and Writings;

writings	Testaments.	rabbinic traditions are also important.
Messiah	Christians believe Jesus is the promised Messiah.	Many Jewish traditions still anticipate the Messiah or a messianic age.
Salvation	Mainstream Christianity teaches salvation through God's grace and faith in Jesus Christ.	Jewish traditions emphasise repentance, obedience to God and righteous living, with varied understandings of the world to come.
Worship day	Sunday is the principal day of Christian worship in many traditions.	Sabbath is observed from Friday evening to Saturday evening.
Religious leadership	Priests, pastors, bishops and other church leaders.	Rabbis and other Jewish religious authorities.
Main place of worship	Church.	Synagogue.
Main festivals	Christmas and Easter, among others.	Passover, Yom Kippur, Hanukkah, among others.

Main differences explained

1. Understanding of Jesus Christ

Christians believe Jesus is the Son of God and the Saviour of humanity.

Jews generally regard Jesus as a historical figure but do not accept the central Christian claims about His divinity and messiahship.

This is one of the most significant differences between Christianity and Judaism.

2. Understanding of the Trinity

Christianity teaches that God is one being in three persons.

Judaism rejects the doctrine of the Trinity and emphasises God's absolute oneness.

3. Sacred writings

Christians use the Old Testament and New Testament.

Judaism uses the Tanakh and other important rabbinic writings.

Christianity recognises the New Testament as inspired scripture, whereas Judaism does not.

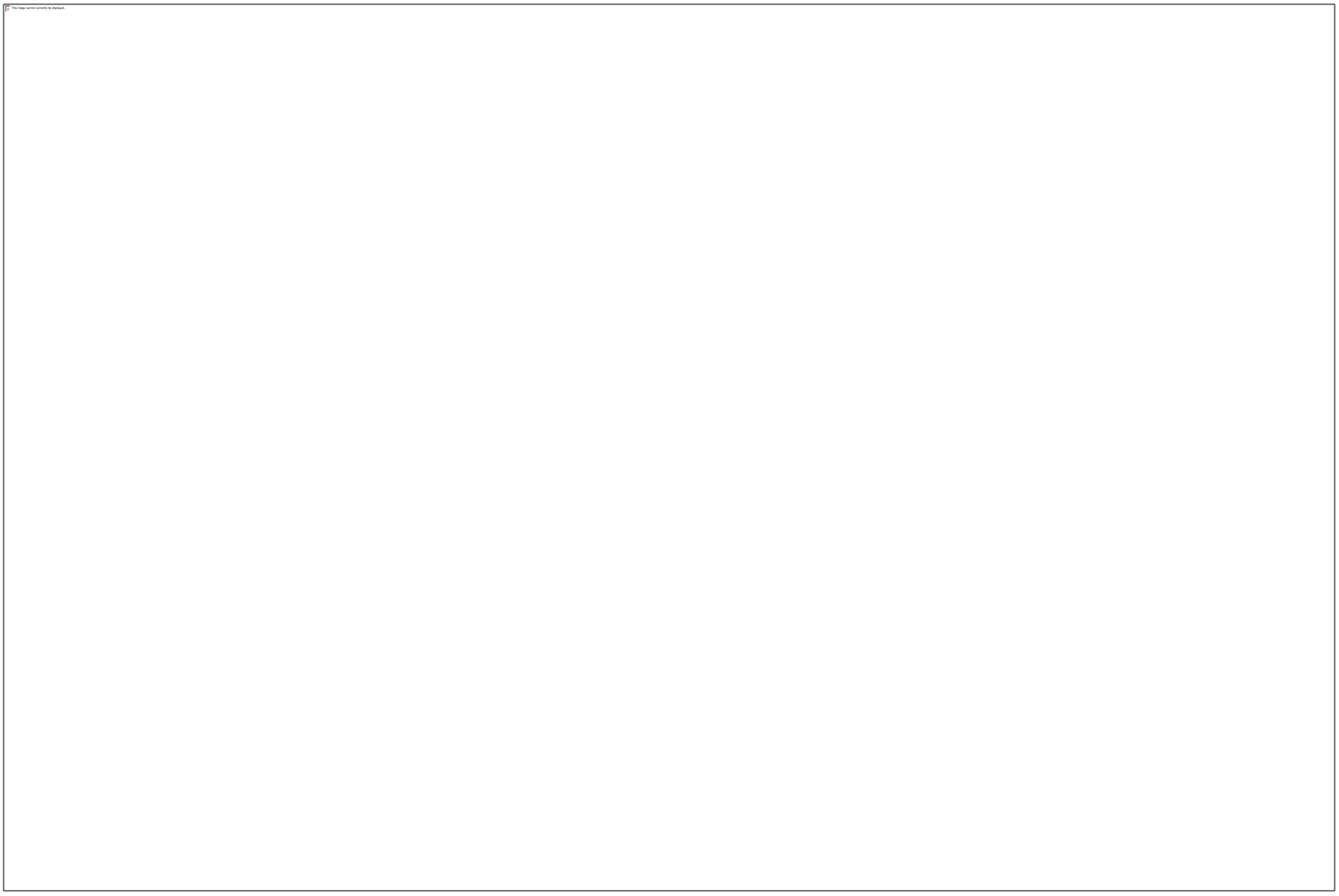
4. Worship practices

Christians worship in churches.

Jews worship in synagogues and observe the Sabbath on Saturday.

Many Christians gather for their main weekly worship on Sunday.

7.3 Differences between Christianity and Islam



Aspect	Christianity	Islam
Understanding of God	One God understood in the Trinity by mainstream Christians.	One God, Allah, without partners or division.
Jesus Christ	Son of God, divine, crucified and resurrected.	Prophet and Messiah, but not divine; Muslims generally believe he was not killed by crucifixion in the way Christians understand it.
Muhammad	Not recognised as a prophet in Christian doctrine.	Believed to be the final prophet of Allah.
Sacred writings	Bible.	Qur'an and Hadith.
Salvation	Mainstream Christianity emphasises salvation through God's grace and faith in Jesus Christ.	Emphasises faith in Allah, righteous deeds, repentance and Allah's mercy.
Religious practices	Prayer, worship, baptism, Holy Communion and other practices.	Five Pillars of Islam.

Place of worship	Church.	Mosque.
Religious leaders	Pastors, priests, bishops and others.	Imams and Islamic scholars.
Major festivals	Christmas, Easter and others.	Eid-ul-Fitr and Eid-ul-Adha.
Main religious day	Sunday in many Christian traditions.	Friday congregational prayer.

Main differences explained

1. The nature of God

Christianity teaches that there is one God in three persons.

Islam teaches absolute oneness of Allah and rejects the Trinity.

2. The identity of Jesus

Christians believe Jesus is the Son of God, Saviour and Lord.

Muslims respect Jesus (Isa) as a prophet and Messiah but do not believe that He is divine.

3. The death and resurrection of Jesus

Christians believe Jesus was crucified, died and rose from the dead.

Islamic teaching generally rejects the Christian understanding that Jesus was killed by crucifixion and teaches that Allah raised him.

4. The role of Muhammad

Christians do not recognise Muhammad as a prophet within Christian doctrine.

Muslims regard him as Allah's final messenger.

5. Sacred writings

Christians use the Bible.

Muslims use the Qur'an as their central sacred scripture.

7.4 Differences between Christianity and Hinduism

Aspect	**Christianity**	**Hinduism**
Origin	Emerged in first-century CE Palestine through the ministry of Jesus Christ and the early Church.	Developed over many centuries in the Indian subcontinent.
Founder	Christianity is centred on Jesus Christ; the early Church developed through His disciples and apostles.	No single founder.
Understanding	One God; mainstream Christianity	Diverse understandings involving

of God	teaches the Trinity.	Brahman and various deities.
Jesus Christ	Son of God and Saviour.	Not universally recognised as divine or as the Saviour; understandings vary.
Sacred writings	Bible.	Vedas, Upanishads, Bhagavad Gita, Ramayana and other texts.
Human destiny	Resurrection and eternal life or separation from God, according to Christian teaching.	Rebirth and liberation (moksha) in many Hindu traditions.
Salvation or liberation	Salvation through God's grace and faith in Jesus Christ.	Spiritual liberation through different paths, including knowledge, devotion and disciplined action.
Moral emphasis	Love, forgiveness, justice and obedience to God.	Dharma, karma, Ahimsa and spiritual discipline.
Place of worship	Church.	Temple and home shrine.
Religious leaders	Pastors, priests and bishops.	Gurus, swamis and pujaris.
Festivals	Christmas and Easter.	Diwali, Holi and others.

Main differences explained

1. Understanding of God

Christianity teaches belief in one God.

Hinduism has diverse understandings of ultimate reality and the divine.

Some Hindu traditions emphasise one ultimate reality, Brahman, while others emphasise devotion to particular deities.

2. Understanding of Jesus Christ

Christianity teaches that Jesus Christ is the Son of God and Saviour.

Hindu traditions do not generally share the Christian understanding of Jesus as the unique divine Saviour.

3. Life after death

Christianity teaches resurrection and judgement.

Many Hindu traditions teach reincarnation and karma.

4. Salvation and liberation

Christianity teaches that salvation is through God's grace and the work of Jesus Christ.

Hinduism contains different paths to moksha, including knowledge, devotion and disciplined action.

5. Sacred writings

Christians use the Bible.

Hindus have several important sacred writings, including the Vedas, Upanishads and Bhagavad Gita.

7.5 Summary of the main differences between Christianity and other religions

Christianity teaches that Jesus Christ is divine, while Judaism and Islam do not accept this belief.

Christianity teaches the Trinity, while Judaism and Islam reject the doctrine.

Christianity uses the Bible, while Judaism uses the Tanakh and Islam uses the Qur'an.

Christianity teaches salvation through Jesus Christ, while other religions have different understandings of spiritual destiny.

Christianity emphasises resurrection, while many Hindu traditions teach reincarnation.

Christianity worships in churches, Judaism in synagogues, Islam in mosques and Hinduism in temples and homes.

Christianity celebrates Christmas and Easter, while other religions have their own religious festivals.

Christianity recognises Jesus as the Messiah, while Judaism does not accept Him as the Messiah and Islam regards Him as a prophet and Messiah but not divine.

8.0 RELIGIOUS INTOLERANCE IN THE CONTEMPORARY WORLD

8.1 Meaning of religious intolerance

Religious intolerance is the unwillingness to respect, accept or accommodate the religious beliefs, practices and rights of people belonging to other religions.

It occurs when individuals or groups show hostility, prejudice, discrimination or hatred towards people because of their religious identity.

Religious intolerance may be expressed through words, attitudes, policies or actions.

Examples of religious intolerance

Insulting people because of their religion.

Preventing individuals from attending religious services without a lawful reason.

Discriminating against learners because of their religious beliefs.

Destroying places of worship.

Spreading false information about other religions.

Denying people employment because of their religion.

Forcing people to abandon their religious beliefs.

Excluding people from community activities because of their religion.

Promoting hatred against religious communities.

Attacking people because of their religious identity.

8.2 Causes of religious intolerance in today's world

Religious intolerance is caused by several social, economic, political and religious factors.

1. Ignorance about other religions

Some people lack accurate information about other religions.

They misunderstand the beliefs and practices of other communities.

They may judge others based on rumours.

Lack of religious education can create fear and suspicion.

Example: A learner may avoid interacting with a Muslim classmate because of false beliefs about Islam.

2. Religious extremism

Some individuals adopt extreme interpretations of religious teachings.

They may believe that only their interpretation is acceptable.

They may condemn people who hold different beliefs.

Extremist groups may misuse religion to justify hatred and violence.

Example: A group may use distorted religious messages to encourage hostility against another community.

3. Political manipulation of religion

Some politicians use religious differences to gain political support.

They may present one religious group as superior to another.

Political leaders may spread messages that create division.

Religious identity may be used to influence voting behaviour.

Example: A political leader may encourage people to reject candidates from a different religious community.

4. Historical conflicts

Past disagreements between religious communities may create mistrust.

Unresolved historical grievances may be passed from one generation to another.

Some communities may continue to blame one another for past events.

5. Negative stereotypes and prejudice

People may develop unfair opinions about other religions.

Stereotypes encourage discrimination.

Individuals may judge an entire community based on the behaviour of a few members.

Social media can spread such negative assumptions.

6. Competition for resources

Competition for land, employment and political power may create tension.

Religious differences may be used to increase hostility.

Economic inequality may encourage suspicion between communities.

7. Religious superiority

Some people believe their religion makes them superior to others.

They may refuse to respect other people's beliefs.

Such attitudes can lead to discrimination and exclusion.

8. Misinformation through social media

False information can spread rapidly online.

Misleading religious messages can cause fear.

Edited videos and fabricated stories can encourage hatred.

Some people share offensive material without checking its accuracy.

9. Lack of effective religious dialogue

Communities may rarely interact with one another.

Misunderstandings may remain unresolved.

People may fail to discuss their differences respectfully.

Lack of cooperation can increase mistrust.

10. Religious discrimination

Some institutions may favour one religious group.

Others may deny people equal opportunities.

Discrimination can create feelings of exclusion and resentment.

11. Poverty and social inequality

Poverty may increase competition and social tensions.

Vulnerable groups may be manipulated using religious messages.

Economic frustrations may be directed towards other communities.

12. Lack of respect for religious freedom

Some people may attempt to force others to follow their beliefs.

Religious minorities may be denied freedom of worship.

Such practices create fear and hostility.

8.3 Effects of religious intolerance on individuals and society

Religious intolerance has negative effects on individuals, families, schools, communities and nations.

1. Destruction of national unity

Religious divisions weaken national identity.

People may identify more strongly with religious groups than with the nation.

Cooperation among citizens becomes difficult.

National development may be affected.

2. Conflict and insecurity

Religious intolerance can create tension.

Disagreements may escalate into conflict.

Communities may experience fear and insecurity.

Peaceful coexistence becomes difficult.

3. Loss of human life and property

Serious religious conflicts can lead to attacks.

People may lose their homes and businesses.

Religious buildings and other property may be destroyed.

Families may be displaced.

4. Discrimination and exclusion

People may be denied employment or educational opportunities.

Learners may experience unfair treatment.

Religious minorities may feel excluded.

Equal participation in society becomes difficult.

5. Psychological and emotional suffering

Victims may experience fear and anxiety.

Individuals may lose confidence.

Families may experience emotional distress.

People may become suspicious of others.

6. Economic decline

Businesses may close during periods of conflict.

Investment may decrease.

Tourism may be affected.

Resources may be diverted from development to emergency response.

7. Breakdown of social relationships

Neighbours may stop trusting one another.

Families may experience divisions.

Friendships may be destroyed.

Community cooperation may decline.

8. Violation of human rights

Freedom of religion may be denied.

People may be discriminated against.

Individuals may be prevented from expressing their beliefs.

Human dignity may be undermined.

9. Disruption of education

Schools may be affected by insecurity.

Learners may be discriminated against.

School attendance may decline.

Learning environments may become hostile.

10. International tension

Religious intolerance can contribute to disputes between communities and countries.

Diplomatic relationships may be affected.

Refugee movements may increase.

International peace may be threatened.

9.0 SOLUTIONS TO RELIGIOUS INTOLERANCE

9.1 Meaning of religious tolerance

Religious tolerance is the willingness to respect the rights, beliefs, practices and religious identities of people from different faith communities.

It does not require people to abandon their own beliefs. Rather, it encourages them to respect the freedom of others.

Religious tolerance is important in Kenya because the country is home to Christians, Muslims, Hindus, followers of African traditional religions and people of other beliefs.

9.2 Ways of promoting religious tolerance in society

1. Promoting interfaith dialogue

Religious leaders should meet to discuss issues affecting their communities.

People should be encouraged to share their religious experiences.

Misunderstandings should be addressed through respectful discussions.

Interfaith forums should promote peace and cooperation.

2. Providing religious education

Schools should teach learners about different religions.

Learners should understand the beliefs and practices of other communities.

Religious education should discourage stereotypes.

Accurate information should be provided about religious traditions.

3. Respecting freedom of worship

Everyone should be allowed to practise their religion within the law.

Religious minorities should be protected.

People should not be forced to adopt another person's beliefs.

Religious rights should be respected.

4. Promoting equality and non-discrimination

People should be treated fairly regardless of religion.

Schools should provide equal learning opportunities.

Employers should avoid religious discrimination.

Public institutions should respect diversity.

5. Encouraging cooperation in community projects

Religious communities should work together in environmental conservation.

They should support charitable activities.

They should participate in community health programmes.

They should assist vulnerable people regardless of religion.

6. Promoting responsible use of social media

People should verify information before sharing it.

Offensive religious messages should not be circulated.

Online discussions should remain respectful.

False information should be challenged using reliable evidence.

7. Encouraging responsible religious leadership

Religious leaders should preach peace.

They should discourage hatred.

They should promote justice and forgiveness.

They should guide followers to respect others.

8. Enforcing laws against discrimination

Governments should protect religious freedom.

Institutions should act against unlawful discrimination.

People who incite violence should be held accountable under the law.

Human rights should be protected.

9. Promoting national unity

Citizens should appreciate their common national identity.

People should participate in national activities together.

Communities should celebrate diversity.

Leaders should discourage religious divisions.

10. Teaching children values of respect

Parents should teach children to respect other faiths.

Teachers should encourage positive relationships.

Children should be discouraged from insulting others.

Learners should be guided to appreciate differences.

11. Encouraging forgiveness and reconciliation

Religious communities should resolve disagreements peacefully.

Victims and offenders should be supported through appropriate reconciliation processes.

Past grievances should be addressed fairly.

People should avoid revenge and hatred.

12. Promoting peace programmes

Schools should establish peace clubs.

Religious organisations should organise peace campaigns.

Community groups should participate in conflict resolution.

Youth should be involved in peacebuilding activities.

9.3 Role of religious leaders in promoting religious tolerance

Religious leaders have an important responsibility in promoting peaceful coexistence.

Their roles include:

Teaching followers to respect people of other religions.

Condemning religious discrimination.

Encouraging peaceful dialogue.

Participating in interfaith meetings.

Helping resolve religious misunderstandings.

Promoting justice and equality.

Supporting vulnerable members of society.

Discouraging extremist interpretations.

Encouraging cooperation in community development.

Acting as role models of peaceful coexistence.

9.4 Role of parents and families in promoting religious tolerance

Teaching children to respect people of different religions.

Avoiding negative comments about other faiths.

Encouraging friendships across religious communities.

Providing accurate information about different religions.

Teaching kindness and compassion.

Encouraging peaceful resolution of disagreements.

Participating in community activities with other families.

Respecting the religious rights of family members and neighbours.

9.5 Role of schools and teachers in promoting religious tolerance

Teaching religious diversity through CRE.

Organising interfaith discussions.

Establishing peace and harmony clubs.

Encouraging learners to work in mixed groups.

Preventing religious bullying.

Providing equal opportunities for learners.

Organising cultural and religious awareness activities.

Teaching learners to resolve disagreements peacefully.

Encouraging community service.

Promoting responsible digital citizenship.

9.6 Role of the Kenyan government in promoting religious tolerance

The Kenyan government has a responsibility to protect the freedom and dignity of all citizens.

The Constitution of Kenya, 2010 provides an important framework.

Constitutional provisions

Article 8 – State and religion

There shall be no state religion.

Article 27 – Equality and freedom from discrimination

Every person is equal before the law and has the right to equal protection and benefit of the law.

Article 32 – Freedom of conscience, religion, belief and opinion

Every person has the right to freedom of conscience, religion, thought, belief and opinion.

Article 33 – Freedom of expression

People have freedom of expression, subject to constitutional limitations.

Article 10 – National values and principles of governance

The Constitution recognises values such as human dignity, inclusiveness, equality, non-discrimination, social justice and national unity.

Government actions that promote religious tolerance

Protecting religious freedom.

Enforcing laws against discrimination.

Promoting national unity.

Supporting peacebuilding initiatives.

Protecting religious institutions.

Encouraging interfaith cooperation.

Providing security for all communities.

Promoting civic and human rights education.

9.7 Ways a Grade 11 learner can promote religious tolerance in school

A learner can demonstrate religious tolerance through practical actions such as:

Respecting classmates from different religions.

Avoiding religious insults and jokes.

Participating in group activities without discrimination.

Learning about other religions.

Respecting the prayer practices of other learners.

Avoiding the spread of religious misinformation.

Reporting religious bullying to teachers.

Encouraging peaceful discussions.

Helping classmates regardless of their religion.

Participating in school peace clubs.

Respecting religious dress and dietary practices where reasonable school arrangements permit.

Working together with all learners in community service.

10.0 RELIGIOUS TOLERANCE IN THE KENYAN CONTEXT

10.1 Religious diversity in Kenya

Kenya is a religiously diverse country.

The main religious communities include:

Christianity.

Islam.

Hinduism.

African traditional religious communities.

Buddhism and other religious traditions.

People who do not identify with a religion.

Christianity is the largest religious tradition in Kenya. Islam has a long historical presence, especially along the Coast and in north-eastern parts of the country. Hindu communities have a longstanding presence, particularly in urban centres.

10.2 Examples of religious coexistence in Kenya

Christians and Muslims participate in national celebrations together.

People from different religions work in the same institutions.

Religious organisations participate in charity programmes.

Interfaith leaders participate in peacebuilding initiatives.

People from different religious backgrounds attend the same schools.

Communities cooperate during emergencies.

Religious organisations provide education and healthcare services to the public.

Citizens work together in national development activities.

10.3 Challenges to religious tolerance in Kenya

Religious stereotypes.

Religious discrimination.

Extremist ideologies.

Misinformation on social media.

Political manipulation of religious identity.

Competition for resources.

Lack of interfaith dialogue.

Religious prejudice.

Misunderstandings about religious practices.

Lack of awareness of constitutional rights.

10.4 Practical ways of strengthening religious tolerance in Kenya

Teaching religious diversity in schools.

Promoting interfaith dialogue.

Protecting freedom of worship.

Encouraging responsible political leadership.

Enforcing laws against discrimination.

Promoting national values.

Encouraging youth participation in peacebuilding.

Supporting community development projects.

Promoting responsible media reporting.

Encouraging respect for cultural and religious diversity.

11.0 CHRISTIAN RESPONSIBILITY IN PROMOTING RELIGIOUS HARMONY

11.1 Christian teachings that promote peaceful coexistence

Christians have a responsibility to live peacefully with people of other religious backgrounds.

The following biblical teachings provide guidance.

Biblical reference	Teaching	Application in society
Matthew 5:9	Blessed are the peacemakers.	Christians should promote peace.
Matthew 7:12	Treat others as you would like them to treat you.	Respect people of other faiths.
Matthew 22:39	Love your neighbour as yourself.	Show kindness to everyone.
Romans 12:18	Live at peace with everyone as far as possible.	Avoid unnecessary conflicts.
Galatians 6:10	Do good to all people.	Help people regardless of religion.
Ephesians 4:32	Be kind and compassionate.	Forgive and support others.
Micah 6:8	Practise justice, mercy and humility.	Oppose discrimination and injustice.
James 1:19	Be quick to listen and slow to speak.	Listen respectfully during interfaith discussions.
Romans 13:10	Love does no harm to a neighbour.	Avoid religious hatred and discrimination.

11.2 How Christians can relate peacefully with followers of other religions

Respect their freedom of worship.

Avoid insulting their sacred writings.

Learn about their religious practices.

Cooperate in community development.

Participate in interfaith dialogue.

Respect their religious festivals.

Avoid forcing others to convert.

Help people in need regardless of their faith.

Resolve disagreements peacefully.

Demonstrate Christian love through actions.

11.3 Why Christians should respect followers of other religions

All human beings have dignity.

Religious freedom is a fundamental human right.

Respect promotes peaceful coexistence.

It demonstrates Christian love.

It prevents discrimination.

It promotes national unity.

It creates opportunities for cooperation.

It reduces misunderstanding.

It promotes justice and equality.

It reflects the biblical teaching of loving one's neighbour.

12.0 COMPETENCY-BASED LEARNING ACTIVITIES

The following activities connect the content to the Kenya Competency-Based Education approach.

Activity 1: Research on the origin of selected world religions

Task: Conduct research on the origin of Judaism, Islam and Hinduism.

Instructions:

Form groups of four or five learners.

Each group selects one religion.

Research its historical origin.

Identify important historical figures.

Identify important events in its development.

Identify its main sacred writings.

Present your findings using charts, posters or PowerPoint slides.

Expected outcome: Learners develop research, communication, collaboration and digital literacy skills.

Activity 2: Research on moral teachings

Task: Identify three moral teachings from Judaism, Islam and Hinduism.

Instructions:

Work in groups.

Identify three moral teachings from each religion.

Explain each teaching.

Give examples of how each teaching can be practised in Kenya.

Compare the teachings with Christian moral values.

Present your findings in a chart.

Expected outcome: Learners appreciate shared moral values among different religions.

Activity 3: Comparison of religions

Complete the following comparison chart.

Aspect	**Judaism**	**Islam**	**Hinduism**
Origin			
Sacred writings			
Place of worship			
Religious leaders			
Main beliefs			
Moral teachings			
Festivals			

Activity 4: Interfaith interview

Task: Interview a Christian, Muslim, Jewish or Hindu religious resource person about religious tolerance.

Suggested interview questions:

What is the meaning of religious tolerance?

Why should people respect other religions?

What are the main causes of religious intolerance?

How does your religion encourage peaceful coexistence?

What can young people do to promote religious tolerance?

What role should religious leaders play in peacebuilding?

How can social media be used to promote religious harmony?

Expected outcome: Learners develop communication, research, listening and critical-thinking skills.

Activity 5: Religious tolerance poster

Task: Design a poster with the message:

"DIFFERENT FAITHS, ONE NATION – LET US LIVE IN PEACE."

Your poster should:

Promote respect for all religions.

Discourage discrimination.

Encourage peaceful coexistence.

Show examples of cooperation.

Include an appropriate slogan.

Activity 6: Case study

Read the following situation:

At a Kenyan senior school, learners from different religious backgrounds are studying together. Some learners make insulting comments about the religious practices of others. This creates tension and affects teamwork.

Questions:

Identify four problems presented in the situation.

Explain four possible causes of religious intolerance among the learners.

Suggest six ways the school can promote religious tolerance.

Explain four Christian teachings that can guide learners in this situation.

Activity 7: Community action project

Project title: Promoting Religious Tolerance in Our Community.

Suggested activities:

Identify a religious tolerance challenge in the community.

Consult teachers, parents and religious leaders.

Research possible solutions.

Prepare a peace awareness poster.

Organise a respectful interfaith discussion with appropriate supervision.

Present the findings to the school community.

Reflect on the impact of the activity.

Values developed:

Respect.

Responsibility.

Unity.

Integrity.

Love.

Peace.

Social justice.

REVISION QUESTIONS

STRAND: 3.0 Church in Action **SUB-STRAND:** 3.4 Comparative Religion – Selected World Religions
SUBJECT: Christian Religious Education **GRADE:** 11

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer all questions. Choose the correct answer from the four alternatives A, B, C and D.

1. What is comparative religion?

A. The study of Christianity alone.

B. The systematic study of different religious beliefs and practices.

C. The rejection of other religious beliefs.

D. The study of political systems.

2. Which of the following is traditionally regarded as the founding patriarch of the Hebrew people?

A. Moses.

B. David.

C. Abraham.

D. Solomon.

3. The covenant between God and Abraham is recorded in which biblical book?

A. Genesis.

B. Exodus.

C. Leviticus.

D. Numbers.

4. Which event is commemorated during the Jewish festival of Passover?

A. The birth of Abraham.

B. The building of the Temple.

C. The reign of King David.

D. The deliverance of the Israelites from Egypt.

5. The Jewish day of rest is known as:

A. Eid.

B. Shabbat.

C. Diwali.

D. Ramadan.

6. Which of the following is the main Jewish place of worship?

A. Mosque.

B. Church.

C. Synagogue.

D. Mandir.

7. The Jewish sacred writings are traditionally divided into:

A. Torah, Nevi'im and Ketuvim.

B. Qur'an, Hadith and Sunnah.

C. Vedas, Puranas and Upanishads only.

D. Old Testament, New Testament and Apocrypha.

8. The religious leader in Judaism is commonly known as a:

A. Pujari.

B. Imam.

C. Swami.

D. Rabbi.

9. Islam originated in which region?

A. Indian subcontinent.

B. Arabian Peninsula.

C. Europe.

D. Central Africa.

10. Prophet Muhammad received the first revelation in:

A. Jerusalem.

B. Madinah.

C. The Cave of Hira.

D. Cairo.

11. The migration of Prophet Muhammad from Mecca to Madinah is called:

A. Hijrah.

B. Hajj.

C. Zakat.

D. Sawm.

12. Which of the following is the central sacred book of Islam?

A. Torah.

B. Vedas.

C. Bible.

D. Qur'an.

13. How many pillars form the foundation of Islamic religious practice?

A. Three.

B. Five.

C. Seven.

D. Ten.

14. The Islamic practice of giving obligatory charity is known as:

A. Salah.

B. Sawm.

C. Zakat.

D. Hajj.

15. Which Islamic festival marks the end of Ramadan?

A. Eid-ul-Fitr.

B. Eid-ul-Adha.

C. Diwali.

D. Passover.

16. The main place of worship for Muslims is called a:

A. Synagogue.

B. Church.

C. Temple.

D. Mosque.

17. Hinduism originated in the:

A. Arabian Peninsula.

B. Indian subcontinent.

C. Roman Empire.

D. Ancient Egypt.

18. Which of the following is regarded as the ultimate reality in many Hindu philosophical traditions?

A. Allah.

B. Yahweh.

C. Brahman.

D. Muhammad.

19. The Hindu teaching that actions have consequences is known as:

A. Karma.

B. Shabbat.

C. Zakat.

D. Salah.

20. What is the Hindu term for liberation from the cycle of birth, death and rebirth?

A. Dharma.

B. Samsara.

C. Puja.

D. Moksha.

21. Which of the following is a major Hindu sacred writing?

A. Hadith.

B. Bhagavad Gita.

C. Torah.

D. Gospel of Luke.

22. The Hindu festival known as the Festival of Lights is:

A. Holi.

B. Passover.

C. Diwali.

D. Eid-ul-Fitr.

23. The Hindu moral teaching of non-violence is known as:

A. Ahimsa.

B. Satya.

C. Dharma.

D. Karma.

24. Which Christian teaching is similar to the Jewish teaching of love for one's neighbour?

A. Revenge against enemies.

B. Religious discrimination.

C. Selfishness.

D. Love your neighbour as yourself.

25. Which moral teaching is shared by Christianity, Islam and Hinduism?

A. Hatred.

B. Dishonesty.

C. Truthfulness.

D. Discrimination.

26. Which of the following is a major difference between Christianity and Islam?

A. Both encourage charity.

B. Christians believe Jesus is the divine Son of God, while Muslims regard Him as a prophet and Messiah but not divine.

C. Both encourage prayer.

D. Both teach the importance of honesty.

27. Which of the following is a major cause of religious intolerance?

A. Interfaith dialogue.

B. Mutual respect.

C. Cooperation.

D. Religious extremism.

28. Which of the following is an effective way of promoting religious tolerance?

A. Interfaith dialogue.

B. Religious discrimination.

C. Spreading stereotypes.

D. Religious hatred.

29. Which article of the Constitution of Kenya, 2010 provides for freedom of conscience, religion, belief and opinion?

A. Article 8.

B. Article 10.

C. Article 32.

D. Article 40.

30. A Grade 11 learner who works with classmates from different religious backgrounds without discrimination demonstrates:

A. Religious superiority.

B. Religious tolerance.

C. Religious extremism.

D. Religious prejudice.

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions. Write your answers clearly and support your explanations with relevant examples.

QUESTION 1: JUDAISM (10 MARKS)

a) Define the term Judaism. (2 marks)

b) Explain four historical events that contributed to the development of Judaism. (4 marks)

c) Explain four moral teachings of Judaism. (4 marks)

QUESTION 2: ISLAM (10 MARKS)

a) Define the term Islam. (2 marks)

b) Explain four of the Five Pillars of Islam and their significance to Muslims. (4 marks)

c) Describe four moral teachings of Islam. (4 marks)

QUESTION 3: HINDUISM (10 MARKS)

a) Explain the meaning of the following Hindu concepts:

i. Karma. (2 marks)

ii. Dharma. (2 marks)

b) Explain three moral teachings of Hinduism. (3 marks)

c) Identify three sacred writings of Hinduism. (3 marks)

QUESTION 4: COMPARATIVE RELIGION (10 MARKS)

a) State four moral teachings shared by Christianity and other world religions. (4 marks)

b) Explain three differences between Christianity and Islam. (3 marks)

c) Explain three differences between Christianity and Hinduism. (3 marks)

QUESTION 5: RELIGIOUS TOLERANCE (10 MARKS)

a) Define religious intolerance. (2 marks)

b) Explain four causes of religious intolerance in today's world. (4 marks)

c) Suggest four ways of promoting religious tolerance in Kenyan society. (4 marks)

14.0 TEACHER'S ANSWER GUIDE – SECTION A

Multiple-choice answer key (30 marks)

Question	Answer	Question	Answer
1	B	16	D
2	C	17	B
3	A	18	C
4	D	19	A
5	B	20	D
6	C	21	B
7	A	22	C
8	D	23	A
9	B	24	D
10	C	25	C
11	A	26	B
12	D	27	D
13	B	28	A
14	C	29	C
15	A	30	B

STRAND 3.0: CHURCH IN ACTION

SUB-STRAND 3.5: CHURCH DOCTRINE

SIN AND SALVATION

1.0 Introduction to Sin and Salvation

Human beings were created by God to live in fellowship with Him, one another and the rest of creation. However, the relationship between God and humanity was disrupted when the first human beings disobeyed God's instructions.

The disobedience of Adam and Eve introduced sin into human experience. Sin brought separation from God, suffering, broken relationships, shame, conflict and death.

Despite humanity's disobedience, God did not abandon humankind. He initiated a plan to restore the broken relationship. This plan of salvation was ultimately fulfilled through Jesus Christ, who died and rose again to redeem humanity from sin.

The doctrine of sin and salvation helps Christians understand:

The nature and origin of sin.

The consequences of human disobedience.

God's love and mercy towards sinful humanity.

The promise of salvation.

The role of Jesus Christ in restoring humanity.

The Christian response to God's invitation to salvation.

2.0 Meaning of Sin

2.1 Definition of sin

Sin refers to any thought, attitude, action or omission that goes against God's will, commandments and standards of righteousness.

It involves disobedience to God and failure to live according to His expectations.

Sin can occur through what a person:

Thinks.

Says.

Does.

Fails to do despite knowing what is right.

According to 1 John 3:4, sin is associated with lawlessness.

2.2 Biblical understanding of sin

The Bible presents sin in different ways.

a) Sin as disobedience

This occurs when people deliberately fail to obey God's instructions.

Adam and Eve disobeyed God's command not to eat from the tree of the knowledge of good and evil.

Their actions demonstrated a lack of trust in God's authority.

Bible reference: Genesis 3:1–6.

b) Sin as rebellion against God

Rebellion occurs when human beings deliberately reject God's authority.

It involves wanting to live according to personal desires rather than God's instructions.

The people who built the Tower of Babel demonstrated human pride and rebellion against God.

Bible reference: Genesis 11:1–9.

c) Sin as failure to do what is right

Sin is not only committing wrong actions.

It also involves failing to perform good actions when one has the opportunity.

For example, refusing to help a person in need when one is able to do so.

Bible reference: James 4:17.

d) Sin as a condition of human nature

The Bible teaches that sin affects all humanity.

Human beings experience a tendency towards wrongdoing.

This condition affects human relationships with God and other people.

Bible reference: Romans 3:23.

e) Sin as separation from God

Sin damages the relationship between humanity and God.

It creates spiritual distance because human beings fail to live according to God's holiness.

Restoration requires God's forgiveness and grace.

Bible reference: Isaiah 59:1–2.

2.3 Examples of sin in everyday life

Category	Examples
Personal sins	Dishonesty, greed, pride and selfishness
Social sins	Discrimination, bullying and exploitation
Economic sins	Corruption, bribery and stealing public resources
Political sins	Abuse of authority and injustice
Family-related sins	Neglect, domestic conflict and disrespect
Environmental sins	Destruction of forests, pollution and careless disposal of waste
Religious sins	Hypocrisy, misuse of religious authority and false teaching

Kenyan context: Examples include examination cheating, corruption in public offices, tribal discrimination, misuse of public funds, cyberbullying, exploitation of workers and destruction of the environment.

2.4 Characteristics of sin

Sin has several characteristics:

It contradicts God's will: Sin involves going against God's expectations for human conduct.

It damages relationships: It affects relationships between God and humanity and among human beings.

It involves responsibility: Human beings are accountable for their choices and actions.

It can be committed individually or collectively: Individuals and communities can engage in sinful practices.

It has consequences: Sin brings spiritual, social, emotional and physical consequences.

It requires forgiveness: Christians believe that reconciliation with God is made possible through His grace.

It can become habitual: Repeated wrongdoing can develop into destructive patterns of behaviour.

2.5 Types and forms of sin

a) Individual sin

This is sin committed by an individual through personal thoughts, words or actions.

Examples:

Lying to parents.

Stealing another person's property.

Cheating in examinations.

Abusing other people.

Refusing to forgive others.

b) Collective or social sin

This refers to wrongdoing committed or supported by groups, institutions or communities.

Examples:

Tribalism.

Corruption in public institutions.

Gender discrimination.

Human trafficking.

Exploitation of vulnerable people.

c) Sins of commission

These are sins committed by actively doing something wrong.

Examples:

Murder.

Theft.

False accusations.

Bribery.

Deliberate destruction of another person's property.

d) Sins of omission

These are sins resulting from failure to do what is right.

Examples:

Failing to assist a person in danger when it is reasonably possible.

Refusing to support vulnerable members of society.

Failing to speak against injustice.

Neglecting responsibilities towards one's family.

e) Spiritual sins

These involve attitudes and behaviours that interfere with a person's relationship with God.

Examples:

Idolatry.

Pride.

Unbelief.

Hypocrisy.

Worshipping wealth instead of God.

3.0 Meaning of Salvation

3.1 Definition of salvation

Salvation is God's act of delivering human beings from sin and its consequences and restoring them to a right relationship with Him through Jesus Christ.

Salvation is an expression of God's love, mercy and grace towards humanity.

It involves:

Forgiveness of sins.

Reconciliation with God.

Freedom from the power of sin.

Transformation of human character.

Receiving eternal life through Jesus Christ.

Living according to God's will.

3.2 Biblical understanding of salvation

The Bible teaches that salvation is God's gift rather than something human beings can earn through their own efforts.

Ephesians 2:8–9 teaches that people are saved by grace through faith, not by works.

Romans 10:9–10 explains the importance of believing in Jesus Christ and confessing Him as Lord.

3.3 Important terms associated with salvation

Term	Meaning

Grace	God's undeserved favour towards humanity
Faith	Trust and confidence in God and His promises
Repentance	Genuine turning away from sin and turning towards God
Forgiveness	God's act of pardoning human wrongdoing
Redemption	Being delivered from bondage through the saving work of Christ
Reconciliation	Restoration of a broken relationship
Justification	Being declared righteous before God
Sanctification	The process of growing in holiness and Christian character
Eternal life	Life with God through Jesus Christ

3.4 Difference between sin and salvation

Sin	**Salvation**
Separates humanity from God	Restores humanity's relationship with God
Involves disobedience	Involves accepting God's will
Leads to spiritual death	Offers eternal life
Produces guilt and shame	Brings forgiveness and peace
Encourages selfishness	Encourages love and service
Damages relationships	Promotes reconciliation
Reflects human rebellion	Reflects God's grace and mercy

4.0 ORIGIN OF SIN FROM THE CREATION ACCOUNTS

4.1 The creation of human beings

The origin of sin is explained in the Genesis creation accounts, particularly Genesis chapters 2 and 3.

According to Genesis 1:26–27:

God created human beings in His own image and likeness.

He created humanity male and female.

Human beings were given responsibility over creation.

They were expected to live in obedience to God.

They were created for fellowship with God and other human beings.

According to Genesis 2:

God formed man from the dust of the ground.

He breathed into his nostrils the breath of life.

Man became a living being.

God placed Adam in the Garden of Eden.

God provided trees bearing food for human consumption.

God gave Adam responsibility for cultivating and caring for the garden.

God created a suitable companion for Adam, Eve.

4.2 God's command to Adam

In Genesis 2:16–17, God instructed Adam that he could eat from every tree in the garden except the tree of the knowledge of good and evil.

God warned Adam that eating from that particular tree would result in death.

This command demonstrated that:

God had authority over creation.

Human beings were expected to obey Him.

Humanity had freedom to make choices.

Freedom involved responsibility.

Disobedience had consequences.

4.3 The temptation and fall of humanity

The fall of humanity refers to the disobedience of Adam and Eve in the Garden of Eden, which resulted in the entrance of sin into human experience.

Bible reference: Genesis 3:1–13.



4.4 Events leading to the fall of humanity

The following events explain how sin entered human experience according to Genesis 3:1–13.

1. The serpent approached Eve

The serpent was described as more crafty than the other wild animals God had made.

It approached Eve and questioned God's instruction.

It asked whether God had forbidden them from eating from the trees in the garden.

This introduced doubt about God's word.

2. Eve explained God's command

Eve explained that God had permitted them to eat from the trees in the garden.

She stated that they were not allowed to eat from or touch the forbidden tree.

She explained that disobedience would result in death.

3. The serpent contradicted God's warning

The serpent told Eve that they would not certainly die.

It suggested that eating the fruit would make them like God.

It challenged God's truthfulness and authority.

It encouraged Eve to doubt God's instructions.

4. Eve observed the forbidden fruit

Genesis 3:6 describes three things that attracted Eve to the fruit:

It was good for food.

It was pleasing to the eye.

It was desirable for gaining wisdom.

These attractions influenced her decision to disobey God.

5. Eve ate the fruit

Eve took the fruit and ate it.

She also gave some to Adam, who was with her.

Adam ate it.

Both disobeyed God's command.

6. Their eyes were opened

Adam and Eve became aware of their nakedness.

They realised that something had changed in their relationship with God.

They experienced shame and fear.

They made coverings from fig leaves.

7. Adam and Eve hid from God

When they heard God moving in the garden, they hid among the trees.

Their action demonstrated fear and a damaged relationship with God.

8. God questioned Adam and Eve

God called Adam and asked where he was.

Adam admitted that he was afraid because he was naked.

When questioned about eating the forbidden fruit, Adam blamed Eve.

Eve blamed the serpent.

Both failed to accept full responsibility for their disobedience.

9. God pronounced judgement

God announced consequences for the serpent, the woman and the man.

These consequences included:

The serpent being cursed.

Increased pain associated with childbirth.

Difficulties in human relationships.

The ground being cursed because of Adam's disobedience.

Hard labour in obtaining food.

Human beings eventually returning to the dust.

10. Adam and Eve were sent out of Eden

God sent Adam and Eve out of the Garden of Eden.

They could no longer enjoy the same conditions of life in the garden.

Their relationship with God had been damaged.

The way to the tree of life was guarded.

4.5 How the temptation developed

Stage	What happened	Lesson
Questioning	The serpent questioned God's command	Christians should be careful about misleading information
Doubt	The serpent contradicted God's warning	God's word should be respected
Attraction	Eve admired the fruit	Desires can influence decisions
Desire	Eve wanted the fruit	Uncontrolled desires can lead to wrongdoing
Action	Adam and Eve ate the fruit	Wrong choices have consequences
Shame	They realised their nakedness	Sin can produce guilt and shame
Hiding	They avoided God's presence	Sin damages fellowship with God
Blaming	They blamed others	People should accept responsibility

4.6 Lessons Christians learn from the fall of humanity

Human beings should obey God's instructions.

God gives people freedom, but freedom comes with responsibility.

Christians should not allow temptation to control their decisions.

People should distinguish between truth and deception.

Pride can lead people into disobedience.

Wrong choices have consequences.

People should take responsibility for their actions.

Blaming others does not remove personal responsibility.

Sin damages relationships.

God remains concerned about sinful humanity.

God's judgement is accompanied by His continuing concern for humanity.

People should seek forgiveness when they do wrong.

5.0 THE THREE FORMS OF TEMPTATION

5.1 The lust of the flesh

Definition: The lust of the flesh refers to uncontrolled desires for physical pleasures that lead a person away from God's will.

These desires become sinful when they control human behaviour and encourage disobedience.

Examples include:

Excessive eating and drinking.

Sexual immorality.

Drug and substance abuse.

Uncontrolled anger.

Laziness and lack of self-discipline.

Seeking physical pleasure without considering moral responsibilities.

Kenyan examples:

A learner neglecting studies because of excessive entertainment.

A person misusing substances despite knowing the consequences.

An individual engaging in dishonest activities to satisfy personal desires.

How Christians can overcome the lust of the flesh:

Practising self-control.

Praying for spiritual strength.

Studying and applying the Bible.

Avoiding situations that encourage wrongdoing.

Seeking guidance from responsible Christian mentors.

Choosing healthy activities.

Developing discipline and responsible habits.

5.2 The lust of the eyes

Definition: The lust of the eyes refers to uncontrolled desires for things that people see and want to possess, especially when such desires lead to greed, envy and wrongdoing.

Examples:

Coveting another person's property.

Excessive desire for expensive possessions.

Envying other people's achievements.

Stealing because of the desire for wealth.

Developing unhealthy materialistic attitudes.

Kenyan examples:

A student becoming jealous because another learner owns a more expensive phone.

A person engaging in corruption to acquire wealth.

Someone stealing because they desire possessions belonging to another person.

How Christians can overcome the lust of the eyes:

Being content with what one has.

Avoiding unhealthy comparisons.

Practising gratitude.

Respecting other people's property.

Avoiding greed.

Learning to manage money responsibly.

Developing generosity towards people in need.

5.3 The pride of life

Definition: The pride of life refers to an excessive sense of self-importance, arrogance and desire for recognition, status or power.

It makes people believe that they are superior to others.

Examples:

Looking down upon people from poor backgrounds.

Refusing correction.

Bragging about wealth or achievements.

Seeking power for selfish reasons.

Disrespecting parents, teachers and other people.

Refusing to acknowledge mistakes.

Kenyan examples:

A school leader mistreating other learners because of their position.

A public official abusing authority.

A successful businessperson refusing to treat employees with respect.

How Christians can overcome the pride of life:

Practising humility.

Respecting other people.

Accepting correction.

Recognising that talents and opportunities are gifts from God.

Serving others without expecting recognition.

Avoiding boasting.

Acknowledging personal mistakes.

5.4 Comparison of the three forms of temptation

Form	Main attraction	Biblical example	Christian response
Lust of the flesh	Physical pleasure	Fruit appeared good for food	Self-control
Lust of the eyes	Possessions and attractive things	Fruit was pleasing to the eye	Contentment
Pride of life	Status and superiority	Fruit was desirable for gaining wisdom	Humility

Bible reference: 1 John 2:15–17.

6.0 CONSEQUENCES OF SIN AFTER THE FALL OF HUMANITY

Sin affected the relationship between humanity and God, human relationships and the natural environment.

Genesis 3–11 provides several accounts demonstrating the spread and consequences of sin.

6.1 Consequences of sin in the Garden of Eden

a) Separation from God

Adam and Eve hid from God.

They could no longer enjoy the same fellowship with Him.

Sin created a spiritual barrier between humanity and God.

b) Shame and guilt

Adam and Eve became conscious of their nakedness.

They attempted to cover themselves.

They experienced shame because of their disobedience.

c) Fear

Adam became afraid when he heard God in the garden.

Fear replaced the confidence and openness that had previously characterised their relationship with God.

d) Blame and broken relationships

Adam blamed Eve.

Eve blamed the serpent.

Their actions demonstrated how sin encourages people to avoid responsibility.

e) Pain and suffering

The woman was told that childbirth would involve increased pain.

Human life became associated with suffering and hardship.

f) Difficulties in work

The ground was cursed because of Adam's disobedience.

Producing food became difficult.

Human beings had to work hard to obtain their daily needs.

g) Physical death

God reminded Adam that he would return to the dust from which he had been formed.

Human mortality became part of the consequences of the fall.

h) Expulsion from Eden

Adam and Eve were sent out of the garden.

They lost access to the special environment in which they had lived.

The way to the tree of life was guarded.

6.2 Consequences of sin in Genesis chapters 4-11

A. Cain kills Abel - Genesis 4:1-16

Cain and Abel were sons of Adam and Eve.

Cain was a farmer.

Abel was a keeper of sheep.

Both presented offerings to God.

God looked with favour upon Abel and his offering.

Cain became angry and jealous.

God warned Cain about the danger of sin.

Cain later killed his brother Abel.

God questioned Cain about Abel's whereabouts.

Cain denied responsibility by asking whether he was his brother's keeper.

God punished Cain and made him a restless wanderer.

Consequences demonstrated:

Jealousy can lead to destructive behaviour.

Hatred can destroy relationships.

Sin can lead to violence.

Wrongdoing affects innocent people.

People are accountable to God.

Uncontrolled anger can produce serious consequences.

B. The wickedness of humanity - Genesis 6:1-8

Human wickedness increased on earth.

People's thoughts and intentions became increasingly evil.

Violence became widespread.

God was grieved by the wickedness of humanity.

God decided to bring judgement upon the earth through the flood.

Noah found favour with God because he was righteous in his generation.

Consequences demonstrated:

Widespread moral corruption.

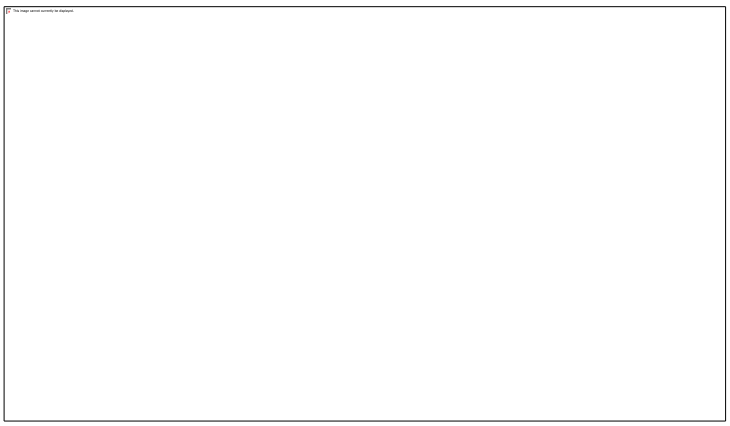
Violence and injustice.

Loss of respect for God.

Judgement upon wrongdoing.

The need for righteous living.

C. Noah and the flood - Genesis 6-9



God instructed Noah to build an ark.

Noah obeyed God's instructions.

He entered the ark with his family.

Animals were also preserved.

Rain fell upon the earth for forty days and forty nights.

The flood covered the earth.

Life outside the ark was destroyed.

After the waters subsided, Noah and his family left the ark.

Noah offered sacrifices to God.

God established a covenant with Noah.

The rainbow became a sign of God's covenant.

Consequences and lessons:

Persistent wickedness attracts God's judgement.

Obedience to God is important.

God protects and preserves those who trust Him.

God offers humanity opportunities for a new beginning.

God remains faithful to His promises.

D. The Tower of Babel – Genesis 11:1–9

The people of Babel decided to build a city and a tower reaching the heavens.

Events included:

The people had one language.

They settled in the land of Shinar.

They decided to build a city and a tower.

They wanted to make a name for themselves.

Their plans demonstrated human pride and desire for self-glorification.

God confused their language.

They could no longer understand one another.

They were scattered across the earth.

The construction of the tower stopped.

Consequences and lessons:

Pride can lead to rebellion against God.

Human beings should not attempt to replace God.

Selfish ambition can divide communities.

Language can unite or separate people.

Human achievements should be guided by humility and responsibility.

6.3 Summary of consequences of sin

Biblical event	Sin committed	Consequences
Adam and Eve	Disobedience	Separation from God and expulsion from Eden
Cain and Abel	Murder	Death, punishment and suffering
Wicked generation	Widespread wickedness	Divine judgement
Noah's generation	Violence and corruption	Destruction through the flood

Tower of Babel	Pride and rebellion	Confusion of language and scattering

6.4 General consequences of sin in society today

Sin continues to affect modern communities, including Kenya.

1. Family breakdown

Dishonesty and unfaithfulness weaken family relationships.

Neglect of family responsibilities creates suffering.

2. Corruption

Misuse of public resources deprives communities of essential services.

Bribery undermines fairness and accountability.

3. Tribalism and discrimination

People are treated unfairly because of their ethnic or social backgrounds.

National unity is weakened.

4. Poverty and inequality

Exploitation of workers and dishonest economic practices increase suffering.

Vulnerable people may be denied opportunities.

5. Insecurity

Theft, violence and dishonesty create fear in communities.

People's property and lives are threatened.

6. Environmental destruction

Pollution damages ecosystems.

Deforestation contributes to environmental degradation.

Poor waste management threatens public health.

7. Loss of trust

Dishonesty weakens relationships.

Communities become suspicious of one another.

8. Spiritual decline

People may lose interest in prayer, worship and righteous living.

Religious hypocrisy can weaken public confidence in religious institutions.

7.0 GOD'S PLAN OF SALVATION AFTER THE FALL OF HUMANITY

7.1 Meaning of God's plan of salvation

God's plan of salvation refers to His purpose and actions to rescue humanity from sin, restore the broken relationship and offer eternal life through Jesus Christ.

Although Adam and Eve disobeyed God, He continued to demonstrate love, mercy and concern for humanity.

God's plan was revealed progressively through the Old Testament and fulfilled through the life, death and resurrection of Jesus Christ.

7.2 God's response immediately after the fall

A. God searched for Adam and Eve

Genesis 3:8-9

God called Adam and asked where he was.

This demonstrated God's continued concern for humanity.

God gave Adam an opportunity to explain his actions.

It showed that God did not simply abandon human beings after their disobedience.

B. God promised victory over the serpent

Genesis 3:15

This verse is commonly referred to by Christians as the *Protoevangelium*, meaning the first announcement or promise of the Gospel.

God declared that there would be hostility between the serpent and the woman, and between their offspring.

The offspring of the woman would ultimately crush the serpent's head, while the serpent would strike his heel.

Christian interpretation:

The verse is understood as an early promise of God's victory over evil.

Christians associate the offspring of the woman with Jesus Christ.

Jesus' victory through His death and resurrection is understood as the fulfilment of God's saving purpose.

It gives hope that evil will not have the final victory.

C. God made clothing for Adam and Eve

Genesis 3:21

God made garments of skin for Adam and Eve.

He clothed them before sending them out of the garden.

This demonstrated His continued care and concern.

It showed that God did not abandon humanity even after sin.

Christians see this act as an expression of God's mercy.

7.3 God's plan of salvation through the Old Testament

God continued to reveal His saving purpose through different people and events.

Person/event	God's saving action	Significance
Noah	Preserved Noah and his family through the flood	Demonstrated protection and a new beginning
Abraham	Made a covenant with Abraham	Promised blessing to all nations through

		his descendants
Moses	Delivered Israelites from Egypt	Demonstrated God's power to rescue His people
Passover	Protected Israelites from the final plague	Became a picture of deliverance
Ten Commandments	Gave Israel moral instructions	Guided people towards righteous living
Prophets	Called people to repentance	Prepared people for God's saving purpose
David	Made a covenant concerning his dynasty	Contributed to the biblical hope of a coming Messiah

7.4 God's plan of salvation through Jesus Christ

Jesus Christ is central to the Christian understanding of salvation.

The New Testament teaches that Jesus came to save humanity from sin.

Important events in the saving work of Jesus:

1. The incarnation

God sent His Son into the world.

Jesus was born in Bethlehem.

He took human nature and lived among people.

His coming demonstrated God's love for humanity.

2. The teaching and ministry of Jesus

Jesus taught people about God's kingdom.

He called people to repent.

He taught love, forgiveness and reconciliation.

He healed the sick.

He welcomed people who were rejected by society.

He demonstrated compassion towards the poor and vulnerable.

3. The death of Jesus

Jesus was arrested and tried.

He was condemned to death.

He was crucified at Golgotha.

Christians believe that His death was a sacrifice for the sins of humanity.

Through His death, humanity was offered forgiveness and reconciliation with God.

4. The resurrection of Jesus

Jesus rose from the dead on the third day.

His resurrection demonstrated victory over death.

It confirmed the Christian hope of eternal life.

It is central to Christian faith.

5. The ascension of Jesus

Jesus appeared to His disciples after His resurrection.

He instructed them to continue His mission.

He ascended into heaven.

Christians believe He reigns with God.

6. The coming of the Holy Spirit

The Holy Spirit came upon the disciples at Pentecost.

The disciples received power to witness about Jesus.

The Christian Church grew as the Gospel was preached.

7.5 Romans 5:12-21: Adam and Christ

This passage explains how sin and salvation entered human experience through Adam and Jesus Christ respectively.

A. The role of Adam

According to Romans 5:12–14:

Sin entered the world through one man.

Death came through sin.

Death spread to all humanity.

Adam's disobedience affected the human race.

His action is associated with the entrance of sin into human experience.

B. The role of Jesus Christ

According to Romans 5:15–21:

God's grace is greater than human sin.

Jesus Christ brings the gift of righteousness.

Through Christ's obedience, people are offered justification.

God's grace offers freedom from condemnation.

Jesus Christ offers eternal life.

C. Comparison between Adam and Jesus Christ

Adam	Jesus Christ

Introduced sin into human experience	Offers deliverance from sin
Disobeyed God	Obeyed God
His action brought condemnation	His saving work offers justification
His disobedience is associated with death	His saving work offers eternal life
Represents fallen humanity	Represents the new life offered through salvation
His action damaged humanity's relationship with God	Restores humanity's relationship with God

Main teaching: The grace of God through Jesus Christ is greater than the effects of human sin.

7.6 God's plan of salvation as revealed in the Bible

THE BIBLICAL STORY OF SALVATION

Creation

God created humanity in His image and established a relationship with human beings.

The fall

Adam and Eve disobeyed God, introducing sin into human experience.

The promise

Genesis 3:15 reveals God's promise of victory over evil.

God's covenant

God continued to reveal His saving purpose through Noah, Abraham, Moses and the prophets.

The coming of Jesus

Jesus came into the world to save humanity.

The death and resurrection

Jesus died and rose again, making salvation available to humanity.

The Christian response

People are called to repent, believe in Jesus Christ and live according to God's will.

Eternal life

Christians look forward to everlasting life with God.

8.0 HOW HUMAN BEINGS RECEIVE SALVATION

Salvation is a gift of God received through faith in Jesus Christ. Christians respond to this gift through several related steps.

8.1 Repentance

Definition: Repentance is a genuine change of mind and heart that involves turning away from sin and turning towards God.

Characteristics of genuine repentance:

Recognising one's wrongdoing.

Feeling sincere regret for committing sin.

Confessing wrongdoing before God.

Asking God for forgiveness.

Making a decision to abandon sinful behaviour.

Making efforts to correct the wrong committed.

Developing a commitment to righteous living.

Example: A learner who has been cheating in examinations acknowledges the wrongdoing, seeks forgiveness and decides to work honestly.

8.2 Faith in Jesus Christ

Definition: Faith is complete trust and confidence in God and His promises, particularly in Jesus Christ as Saviour and Lord.

A person demonstrates faith by:

Believing in Jesus Christ.

Trusting His saving work.

Accepting His teachings.

Depending on God's promises.

Living according to Christian principles.

Bible reference: Romans 10:9–10.

8.3 Confession of sins

Confession involves honestly acknowledging one's sins before God.

It includes:

Admitting wrongdoing.

Accepting personal responsibility.

Asking God for forgiveness.

Avoiding excuses.

Seeking reconciliation where necessary.

Bible reference: 1 John 1:9.

8.4 Accepting Jesus Christ

Accepting Jesus Christ involves believing in Him as Saviour and recognising His authority as Lord.

It involves:

Welcoming His teachings.

Trusting His sacrifice.

Committing one's life to Him.

Following His example.

Becoming part of the Christian community.

Bible reference: John 1:12.

8.5 Living a transformed life

A transformed Christian life is demonstrated through:

Love.

Forgiveness.

Honesty.

Humility.

Patience.

Compassion.

Self-control.

Justice.

Respect for others.

Service to the community.

Bible reference: 2 Corinthians 5:17.

8.6 The role of the Holy Spirit in salvation

The Holy Spirit plays an important role in the Christian life.

The Holy Spirit:

Convicts people concerning sin.

Guides Christians towards truth.

Strengthens believers in their faith.

Helps Christians overcome temptation.

Produces spiritual fruit in believers.

Gives Christians power to witness about Jesus.

Helps Christians develop righteous character.

Bible references: John 16:8–13; Galatians 5:22–23; Acts 1:8.

9.0 CHRISTIAN RESPONSES TO CHRIST'S CALL OF SALVATION

Christians respond to Jesus' call in different ways depending on their experiences, understanding and circumstances.

9.1 Accepting Jesus Christ

Christians believe in Jesus as their personal Saviour and Lord.

They trust in His death and resurrection.

They commit themselves to following His teachings.

9.2 Repenting and seeking forgiveness

Christians acknowledge their sins.

They ask God to forgive them.

They make efforts to change their behaviour.

9.3 Participating in Christian worship

Attending church services.

Participating in prayers.

Singing hymns and praise songs.

Listening to sermons.

Participating in Bible study.

9.4 Reading and applying the Bible

Christians study Scripture to understand God's will.

They apply biblical teachings in everyday decisions.

They use Scripture to guide their conduct.

9.5 Receiving Christian instruction

Christians participate in discipleship programmes.

They attend confirmation or baptism classes where appropriate.

They seek guidance from church leaders.

9.6 Demonstrating Christian values

Christians demonstrate their faith by:

Helping vulnerable people.

Forgiving those who offend them.

Promoting peace.

Speaking against injustice.

Supporting people in need.

Respecting human dignity.

Caring for the environment.

9.7 Participating in evangelism

Sharing the message of Jesus Christ.

Inviting others to Christian fellowship.

Explaining Christian teachings.

Demonstrating God's love through actions.

9.8 Receiving baptism

Baptism is a Christian sacrament or ordinance, depending on church tradition, associated with faith, repentance and identification with Christ.

Different Christian denominations understand the timing and mode of baptism differently.

Its significance includes:

Public identification with Christ.

Symbolising cleansing from sin.

Symbolising participation in Christ's death and resurrection.

Welcoming a believer into the Christian community.

9.9 Serving other people

Volunteering in community programmes.

Supporting people living with disabilities.

Visiting the sick.

Helping the elderly.

Participating in charitable activities.

10.0 IMPORTANCE OF SALVATION TO CHRISTIANS

Salvation is important because it transforms the relationship between human beings and God.

It brings forgiveness: Christians receive God's forgiveness for their sins.

It restores fellowship with God: Humanity is reconciled to God.

It gives hope: Christians have hope beyond the challenges of earthly life.

It offers eternal life: Believers receive the promise of everlasting life through Christ.

It transforms behaviour: Christians are encouraged to live righteous lives.

It promotes peace: Salvation encourages forgiveness and reconciliation.

It promotes love: Christians are called to love God and other people.

It gives freedom from the control of sin: Christians receive strength to resist sinful behaviour.

It develops spiritual maturity: Believers grow in Christian character.

It promotes community service: Christians are motivated to help others.

It gives assurance of God's love: Christians understand that God's grace is available to them.

It promotes unity: Salvation brings believers into a community of faith.

11.0 RELEVANCE OF THE DOCTRINE OF SIN AND SALVATION TO MODERN KENYA

The doctrine of sin and salvation has practical applications in Kenyan society.

Social challenge	Christian teaching and response

Corruption	Practising honesty, integrity and accountability
Tribalism	Promoting unity, equality and respect for diversity
Examination cheating	Practising honesty and personal responsibility
Drug and substance abuse	Practising self-control and responsible decision-making
Domestic violence	Promoting love, respect and peaceful relationships
Environmental destruction	Caring for God's creation
Cyberbullying	Practising kindness and responsible digital citizenship
Poverty	Supporting vulnerable people and promoting fairness
Political intolerance	Promoting peaceful dialogue and reconciliation
Injustice	Defending human dignity and fairness
Family conflict	Practising forgiveness and reconciliation
Greed	Practising contentment and generosity

11.1 How learners can apply the doctrine in school

A Grade 11 learner can demonstrate an understanding of sin and salvation by:

Avoiding examination malpractice.

Respecting teachers and fellow learners.

Avoiding bullying.

Refusing to participate in dishonest activities.

Respecting school property.

Practising forgiveness.

Helping learners who experience difficulties.

Reporting injustice responsibly.

Avoiding harmful peer pressure.

Practising responsible use of digital technology.

Showing compassion to people from different backgrounds.

Accepting responsibility for mistakes.

REVISION EXERCISES

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer all questions. Choose the correct answer from the alternatives A, B, C and D.

1. What is the most appropriate definition of sin in Christian teaching?

A. Failure to acquire material wealth.

B. Going against God's will and commandments.

C. Refusing to participate in community activities.

D. Experiencing difficulties in life.

2. According to Genesis 2:16–17, which instruction did God give Adam?

A. To avoid all the trees in the garden.

B. To eat from every tree without restriction.

C. Not to eat from the tree of the knowledge of good and evil.

D. To leave the Garden of Eden immediately.

3. Which of the following initiated the temptation of Eve in Genesis 3?

A. The serpent questioning God's command.

B. Adam refusing to work.

C. God withdrawing His blessings.

D. Cain becoming jealous of Abel.

4. Which combination correctly identifies the three attractions of the forbidden fruit in Genesis 3:6?

A. Wealth, power and fame.

B. Food, beauty and wisdom.

C. Strength, wealth and authority.

D. Pleasure, security and fame.

5. What did Adam and Eve do immediately after realising their nakedness?

A. They offered sacrifices.

B. They returned to the tree.

C. They made coverings from fig leaves.

D. They left the garden voluntarily.

6. Which action demonstrated Adam's failure to accept responsibility?

A. Cultivating the garden.

B. Naming the animals.

C. Blaming Eve for his disobedience.

D. Listening to God's instructions.

7. The Christian understanding of Genesis 3:15 is primarily associated with:

A. The beginning of the monarchy.

B. God's promise of victory over evil through Christ.

C. The establishment of the temple.

D. The creation of the universe.

8. According to Genesis 3:21, how did God demonstrate concern for Adam and Eve?

A. He made garments of skin for them.

B. He allowed them to remain in Eden.

C. He gave them another forbidden tree.

D. He destroyed the entire garden.

9. Which of the following is a consequence of sin in Genesis 3?

A. Permanent freedom from suffering.

B. Restoration of Eden.

C. Separation from God's presence.

D. Elimination of human responsibility.

10. Which sin did Cain commit against Abel?

A. Theft.

B. Murder.

C. Idolatry.

D. False worship.

11. What motivated Cain to become angry with Abel?

A. Jealousy and resentment.

B. Fear of the flood.

C. Desire for the throne.

D. Disagreement over land ownership.

12. What was the major reason God sent the flood during Noah's time?

A. People had refused to build houses.

B. The earth was experiencing drought.

C. Human wickedness and violence had increased.

D. People had stopped farming.

13. What was the sign of God's covenant with Noah?

A. A pillar of fire.

B. A rainbow.

C. A golden crown.

D. A burning bush.

14. The main sin demonstrated by the builders of the Tower of Babel was:

A. Humility.

B. Generosity.

C. Pride and self-glorification.

D. Forgiveness.

15. Which statement best describes the lust of the flesh?

A. Desire for physical pleasures that lead to wrongdoing.

B. Desire to become famous.

C. Desire to acquire expensive property.

D. Desire to obtain political authority.

16. A learner steals another person's phone because of envy. This is an example of:

A. Self-control.

B. Lust of the eyes.

C. Humility.

D. Forgiveness.

17. Which behaviour demonstrates the pride of life?

A. Respecting others.

B. Serving the community.

C. Looking down upon people considered less important.

D. Accepting correction.

18. Which of the following is the best way to overcome temptation?

A. Avoiding all responsibilities.

B. Practising self-control and prayer.

C. Blaming other people.

D. Following every desire.

19. Salvation is best understood as:

A. Acquiring wealth through hard work.

B. Escaping all earthly responsibilities.

C. God's deliverance of humanity from sin through Jesus Christ.

D. Becoming a member of a particular political organisation.

20. According to Ephesians 2:8–9, salvation is received through:

A. Human wealth.

B. God's grace through faith.

C. Family inheritance.

D. Academic achievements.

21. What is repentance?

A. Refusing to acknowledge wrongdoing.

B. Turning away from sin and turning towards God.

C. Blaming others for personal mistakes.

D. Avoiding religious activities.

22. Which biblical passage explains the relationship between Adam's disobedience and Christ's saving work?

A. Genesis 11:1–9.

B. Romans 5:12–21.

C. Exodus 14:1–31.

D. Psalm 23.

23. According to Christian teaching, what is the significance of the resurrection of Jesus?

A. It demonstrated His victory over death.

B. It ended all human responsibilities.

C. It established the monarchy.

D. It removed the need for faith.

24. Which of the following is an example of reconciliation?

A. Seeking revenge against an offender.

B. Refusing to communicate with others permanently.

C. Restoring a broken relationship through forgiveness.

D. Spreading rumours about another person.

25. Which one is a role of the Holy Spirit in Christian salvation?

A. Encouraging corruption.

B. Guiding believers towards truth.

C. Promoting pride.

D. Encouraging disobedience.

26. A Christian who confesses wrongdoing and makes efforts to change demonstrates:

A. Repentance.

B. Greed.

C. Pride.

D. Jealousy.

27. Which Christian value is most appropriate in addressing tribal discrimination in Kenya?

A. Revenge.

B. Selfishness.

C. Unity and respect.

D. Pride.

28. Which activity demonstrates digital literacy in the study of sin and salvation?

A. Destroying electronic devices.

B. Conducting guided online research on Genesis 3.

C. Refusing to use educational resources.

D. Spreading unverified online information.

29. Which of the following demonstrates a transformed Christian life?

A. Cheating in examinations.

B. Exploiting vulnerable people.

C. Practising honesty and compassion.

D. Encouraging discrimination.

30. What is the central message of Romans 5:12–21?

A. Human beings can overcome sin through wealth.

B. God's grace through Jesus Christ offers salvation and righteousness.

C. Adam and Jesus had identical roles.

D. Salvation depends entirely on human achievements.

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions. Marks are indicated in brackets.

QUESTION 31: MEANING AND UNDERSTANDING OF SIN (10 MARKS)

a) Define the term sin. (2 marks)

b) Identify four forms of sin committed in contemporary Kenyan society. (4 marks)

c) Explain four ways in which sin damages relationships among people. (4 marks)

QUESTION 32: THE ORIGIN OF SIN (10 MARKS)

Read Genesis 3:1–13 and answer the following questions.

a) Identify four ways in which the serpent tempted Eve. (4 marks)

b) Explain three reasons why Adam and Eve disobeyed God's command. (3 marks)

c) State three lessons Christians learn from the fall of humanity. (3 marks)

QUESTION 33: CONSEQUENCES OF SIN (10 MARKS)

a) Explain four consequences of Adam and Eve's disobedience in Genesis 3. (4 marks)

b) Describe three consequences of sin demonstrated in the story of Cain and Abel. (3 marks)

c) Identify three lessons Christians learn from the story of the Tower of Babel. (3 marks)

QUESTION 34: GOD'S PLAN OF SALVATION (10 MARKS)

a) Define the term salvation. (2 marks)

b) Explain four ways in which God demonstrated His concern for humanity after the fall. (4 marks)

c) Identify four ways through which Jesus Christ brought salvation to humanity. (4 marks)

QUESTION 35: CHRISTIAN RESPONSE TO SALVATION (10 MARKS)

a) Explain three ways through which a Christian can respond to Christ's call of salvation. (3 marks)

b) Explain four ways Christians can overcome the lust of the flesh, lust of the eyes and pride of life. (4 marks)

c) State three ways in which the doctrine of sin and salvation can help address moral challenges in Kenyan society. (3 marks)

TOTAL: 80 MARKS

PART FOUR: ANSWER GUIDE

Section A: Multiple-choice answers

Question	Answer	Question	Answer
1	B	16	B
2	C	17	C
3	A	18	B
4	B	19	C
5	C	20	B
6	C	21	B
7	B	22	B
8	A	23	A
9	C	24	C
10	B	25	B
11	A	26	A
12	C	27	C
13	B	28	B
14	C	29	C
15	A	30	B

Section B: Suggested marking scheme

QUESTION 31

a) Sin is any thought, word, action or omission that goes against God's will and commandments. (2)

b) Any four:

Corruption.

Theft.

Tribalism.

Examination cheating.

Bribery.

Bullying.

Greed.

Discrimination. (4 × 1 = 4)

c) Any four explained:

It creates mistrust.

It causes family conflicts.

It encourages hatred.

It promotes violence.

It causes discrimination.

It destroys cooperation.

It creates divisions in society.

It encourages revenge. (4 × 1 = 4)

QUESTION 32

a) Any four:

Questioned God's command.

Created doubt about God's word.

Contradicted God's warning.

Suggested that they would become like God.

Made the fruit appear desirable.

Encouraged disobedience. (4)

b) Any three:

They were attracted by the fruit.

They desired wisdom.

They doubted God's word.

They wanted to become like God.

They failed to exercise self-control. (3)

c) Any three:

Christians should obey God.

People should resist temptation.

Individuals should accept responsibility.

Wrongdoing has consequences.

People should seek forgiveness. (3)

QUESTION 33

a) Any four explained:

Separation from God.

Shame and guilt.

Fear.

Pain during childbirth.

Difficulties in work.

Expulsion from Eden.

Physical death. (4)

b) Any three:

Abel lost his life.

Cain was punished.

Cain became a restless wanderer.

Relationships were destroyed.

Cain experienced separation from his community. (3)

c) Any three:

Pride leads to disobedience.

People should respect God's authority.

Selfish ambition causes division.

Human achievements should be guided by humility.

Unity requires communication and cooperation. (3)

QUESTION 34

a) Salvation is God's act of delivering humanity from sin and restoring people to a right relationship with Him through Jesus Christ. (2)

b) Any four:

God called Adam after the fall.

God promised victory over evil in Genesis 3:15.

God made garments of skin for Adam and Eve.

God preserved Noah and his family.

God made a covenant with Noah.

God called Abraham and promised blessings to the nations. (4)

c) Any four:

Through His incarnation.

Through His teaching and ministry.

Through His death on the cross.

Through His resurrection.

Through His ascension.

Through sending the Holy Spirit. (4)

QUESTION 35

a) Any three:

Repenting of sins.

Believing in Jesus Christ.

Confessing sins.

Accepting Jesus as Lord and Saviour.

Living a transformed life.

Participating in Christian worship. (3)

b) Any four:

Practising self-control.

Praying regularly.

Studying the Bible.

Avoiding harmful peer pressure.

Practising contentment.

Being humble.

Avoiding greed.

Accepting correction.

Seeking guidance from responsible Christian mentors. (4)

c) Any three:

Promoting honesty to fight corruption.

Encouraging forgiveness to restore relationships.

Promoting unity to fight tribalism.

Encouraging responsible behaviour.

Promoting justice and fairness.

Encouraging care for the environment. (3)

STRAND 4.0: CHRISTIAN LIVING TODAY

SUB-STRAND 4.1: HEALTHY MALE-FEMALE RELATIONSHIPS

1.0 INTRODUCTION TO HEALTHY MALE-FEMALE RELATIONSHIPS

Human beings are created to live in relationships with one another. Relationships enable individuals to share experiences, develop friendships, support one another and contribute positively to society.

In the Christian context, relationships between males and females should be guided by biblical teachings, Christian values, mutual respect, responsibility and self-control.

During adolescence and young adulthood, learners interact with members of the opposite sex in school, at home, in church and within the community. These interactions provide opportunities to develop meaningful friendships and practise responsible Christian living.

However, not all relationships are healthy. Some may involve manipulation, disrespect, pressure, dishonesty, exploitation and inappropriate behaviour.

Christians are therefore encouraged to develop healthy relationships and establish appropriate boundaries that protect their physical, emotional, social and spiritual well-being.

Key biblical teaching:

1 Corinthians 13:4–7 teaches that love is patient, kind, not envious, not boastful and not self-seeking. It also teaches that love protects, trusts, hopes and perseveres.

This passage provides an important foundation for understanding healthy relationships.

1.1 Meaning of a Relationship

A relationship is a connection, association or interaction between two or more people.

Relationships develop through communication, friendship, cooperation, trust, shared experiences and mutual understanding.

Examples of relationships include:

Family relationships between parents, children and siblings.

Friendships between schoolmates.

Teacher-learner relationships.

Relationships between members of a church congregation.

Relationships between boys and girls.

Professional relationships between colleagues.

1.2 Meaning of Male-Female Relationships

Male-female relationships refer to the interactions, associations and connections between males and females in different settings.

These relationships may be based on:

Friendship.

Learning and academic cooperation.

Community participation.

Religious activities.

Sports and recreation.

Social interaction.

Mutual support.

Male-female relationships are not necessarily romantic. Boys and girls can interact positively as friends, classmates, neighbours and members of the same community.

Examples in the Kenyan context

A boy and a girl working together on a science project.

Male and female learners participating in a school debate.

Boys and girls serving together in a church youth group.

Male and female learners participating in environmental conservation activities.

Boys and girls supporting one another during school competitions.

Male and female students sharing academic resources responsibly.

1.3 Meaning of Healthy Male-Female Relationships

Healthy male-female relationships are positive interactions between males and females characterised by mutual respect, honesty, trust, responsibility, appropriate communication, self-control and respect for personal boundaries.

Such relationships promote personal development, emotional well-being, peaceful coexistence and responsible Christian living.

Characteristics of healthy male-female relationships

1. Mutual respect

Each person recognises the dignity and worth of the other.

Individuals respect one another's opinions, feelings and decisions.

No one is treated as inferior because of their gender.

People avoid insulting, humiliating or embarrassing one another.

Example: A boy respects a female classmate's decision not to participate in a particular social activity.

2. Honesty

Individuals communicate truthfully.

They avoid telling lies to gain attention or manipulate others.

They are sincere about their intentions.

They do not spread false information about one another.

Example: A learner honestly explains why they cannot attend a friend's social gathering.

3. Trustworthiness

Individuals keep appropriate promises.

They respect confidential information.

They avoid betraying the confidence of others.

They demonstrate reliability through responsible behaviour.

4. Effective communication

Individuals express themselves clearly and respectfully.

They listen attentively to one another.

They avoid abusive language and unnecessary arguments.

They resolve disagreements peacefully.

5. Self-control

Individuals control their emotions and behaviour.

They avoid acting under peer pressure.

They make decisions guided by Christian principles.

They avoid inappropriate physical contact and behaviour.

6. Responsibility

Individuals take responsibility for their actions.

They consider the consequences of their decisions.

They respect school rules, family expectations and Christian teachings.

They avoid behaviours that may harm others.

7. Equality

Both individuals are recognised as equally valuable.

Neither person dominates or controls the other.

Both are allowed to express their opinions.

Decisions are made without intimidation or discrimination.

8. Respect for personal boundaries

Individuals recognise that everyone has personal limits.

They do not force others to participate in unwanted activities.

They respect personal space and privacy.

They accept that a person has the right to say no.

9. Support and encouragement

Individuals encourage one another to achieve their goals.

They support positive academic and personal development.

They discourage harmful behaviours.

They celebrate one another's achievements.

10. Faithfulness to Christian values

Individuals practise love, kindness, patience and forgiveness.

They avoid exploitation and dishonesty.

They uphold Christian moral teachings.

They demonstrate chastity and self-discipline.

2.0 UNHEALTHY MALE-FEMALE RELATIONSHIPS

2.1 Meaning of Unhealthy Male-Female Relationships

Unhealthy male-female relationships are interactions characterised by harmful behaviours such as manipulation, dishonesty, disrespect, coercion, exploitation, intimidation and failure to respect personal boundaries.

Such relationships may negatively affect an individual's emotional, social, academic, physical and spiritual development.

Christians are encouraged to identify unhealthy relationships early and take appropriate steps to protect themselves and others.

2.2 Characteristics of Unhealthy Male-Female Relationships

1. Lack of respect

One individual disregards the feelings and opinions of the other.

Insulting and humiliating language is used.

One person treats the other as less important.

Personal decisions are ignored.

2. Dishonesty

Individuals frequently tell lies.

Someone hides important information to manipulate another person.

False promises are made.

Trust is deliberately broken.

3. Manipulation

Manipulation occurs when someone uses dishonest or unfair methods to influence another person's decisions.

Examples include:

Using emotional pressure to force someone to agree.

Making someone feel guilty for refusing a request.

Threatening to end a friendship unless demands are met.

Using gifts or favours to demand inappropriate behaviour.

4. Peer pressure

One individual encourages another to engage in irresponsible behaviour.

Friends encourage breaking school or family rules.

Someone is pressured to participate in activities against their values.

Individuals are mocked for making responsible choices.

5. Lack of self-control

Individuals act without considering consequences.

Anger leads to abusive communication.

Personal boundaries are ignored.

Decisions are made without moral consideration.

6. Exploitation

One individual takes advantage of another's vulnerability.

Someone uses gifts, money or social influence to control another.

A person's kindness is abused for personal gain.

Unequal power is used to demand favours.

7. Lack of trust

Individuals constantly deceive one another.

Personal information is shared irresponsibly.

False accusations are made.

People deliberately betray one another.

8. Possessiveness and excessive control

One person attempts to control the other's friendships.

Someone demands constant access to private communication.

One individual discourages the other from pursuing personal goals.

Unreasonable demands are imposed.

9. Inappropriate communication

Abusive messages are exchanged.

Individuals use offensive language.

Private information is shared without permission.

Online harassment and cyberbullying occur.

10. Disregard for Christian values

Individuals ignore biblical teachings on love and respect.

Dishonesty and selfishness become common.

Chastity and self-control are disregarded.

Others are treated without dignity.

2.3 Comparison Between Healthy and Unhealthy Relationships

Healthy relationships	**Unhealthy relationships**
Based on mutual respect	Characterised by disrespect
Encourage honesty	Involve deception
Promote trust	Encourage suspicion and betrayal
Respect personal boundaries	Violate personal boundaries
Encourage self-control	Promote irresponsible behaviour
Support personal growth	Discourage personal development

Encourage peaceful communication	Involve threats and insults
Promote equality	Involve domination
Encourage positive decisions	Encourage harmful choices
Follow Christian values	Disregard Christian values

2.4 Consequences of Unhealthy Male-Female Relationships

Unhealthy relationships can have several negative consequences.

A. Emotional consequences

Fear and anxiety.

Loss of self-confidence.

Emotional distress.

Feelings of rejection.

Difficulty trusting other people.

Persistent worry and stress.

B. Social consequences

Loss of meaningful friendships.

Conflict among peers.

Isolation from family and friends.

Damage to personal reputation.

Difficulty cooperating with others.

Increased misunderstandings.

C. Academic consequences

Reduced concentration in class.

Poor academic performance.

Frequent absenteeism.

Failure to complete assignments.

Loss of interest in school activities.

Reduced participation in learning.

D. Spiritual consequences

Failure to uphold Christian values.

Reduced participation in religious activities.

Weakening of moral discipline.

Difficulty practising Christian teachings.

Loss of commitment to responsible living.

E. Physical and personal consequences

Exposure to unsafe situations.

Violation of personal privacy.

Risk of exploitation and abuse.

Unwanted physical contact.

Reduced sense of personal safety.

2.5 How to Identify an Unhealthy Relationship

A learner can identify an unhealthy relationship by observing the following warning signs:

Feeling constantly pressured to do things against personal values.

Being afraid to express personal opinions.

Experiencing repeated disrespect.

Being threatened or intimidated.

Having personal boundaries ignored.

Being forced to keep uncomfortable secrets.

Being discouraged from interacting with trusted friends and family.

Being manipulated through gifts or money.

Experiencing repeated dishonesty.

Being made to feel guilty for making responsible decisions.

Important: When a relationship involves intimidation, harassment, coercion or abuse, a learner should seek assistance from a trusted adult, teacher, parent, guardian or school counsellor.

3.0 BIBLICAL TEACHINGS ON HEALTHY MALE-FEMALE RELATIONSHIPS

The Bible provides guidance on how Christians should relate with one another.

It teaches believers to practise love, patience, kindness, honesty, forgiveness, respect, faithfulness and self-control.

The following biblical passages provide important principles for healthy relationships.

3.1 1 Corinthians 13:4-7 – Characteristics of Christian Love

This passage was written by Apostle Paul to explain the importance of love in Christian life.

It describes the qualities that should characterise genuine Christian love.

Main teachings

1. Love is patient

Christians should exercise patience when relating with others.

They should avoid rushing others into making decisions.

Patience enables individuals to handle disagreements peacefully.

It encourages understanding and tolerance.

Application: A learner should respect another person's decision even when it differs from their own.

2. Love is kind

Christians should treat others with kindness.

They should speak politely.

They should offer support when others experience difficulties.

They should avoid intentionally hurting others.

3. Love is not envious

Christians should not become jealous of other people's achievements.

They should appreciate the success of others.

They should avoid unhealthy competition.

They should encourage one another.

4. Love is not boastful

Christians should not use achievements or possessions to intimidate others.

They should practise humility.

They should appreciate the contributions of other people.

5. Love is not proud

Individuals should not consider themselves superior to others.

They should recognise the dignity of every person.

They should respect other people's opinions.

6. Love is not self-seeking

Christians should consider the welfare of others.

They should avoid selfish decisions.

They should not exploit friendships for personal gain.

They should demonstrate concern for others.

7. Love is not easily angered

Christians should control their emotions.

They should avoid unnecessary quarrels.

They should address disagreements respectfully.

8. Love keeps no record of wrongs

Christians should practise forgiveness.

They should avoid constantly reminding others of past mistakes.

They should seek peaceful solutions to disagreements.

9. Love rejoices in the truth

Christians should uphold honesty.

They should reject deception.

They should avoid spreading rumours and false information.

10. Love always protects

Christians should safeguard the dignity of others.

They should discourage harmful behaviour.

They should avoid exploiting vulnerable people.

Application of 1 Corinthians 13:4-7 in modern relationships

Showing kindness to classmates.

Respecting personal decisions.

Avoiding jealousy and unnecessary competition.

Forgiving others when appropriate.

Communicating honestly.

Refusing to manipulate friends.

Protecting the privacy and dignity of others.

Supporting one another's academic progress.

3.2 Romans 12:9-10 – Sincere Love and Mutual Respect

Apostle Paul encourages Christians to demonstrate genuine love and honour one another.

Main teachings

1. Love must be sincere

Christians should demonstrate genuine concern for others.

They should avoid pretending to care while pursuing selfish interests.

Their actions should reflect their words.

2. Hate what is evil

Christians should reject immoral and harmful behaviour.

They should avoid exploitation and dishonesty.

They should not participate in activities that undermine human dignity.

3. Hold on to what is good

Individuals should practise positive behaviour.

They should encourage responsible friendships.

They should uphold moral principles.

4. Be devoted to one another in love

Christians should demonstrate loyalty and concern.

They should support one another during difficult situations.

They should avoid taking advantage of others.

5. Honour one another above yourselves

Christians should recognise the worth of other people.

They should avoid arrogance.

They should appreciate the contributions of others.

Application in male-female relationships

Treating boys and girls with equal dignity.

Avoiding selfish relationships.

Supporting friends who are experiencing difficulties.

Refusing to participate in harmful peer pressure.

Appreciating individual differences.

Showing respect during discussions and disagreements.

3.3 Proverbs 27:17 – Positive Influence Among Friends

The verse uses the illustration of iron sharpening iron to demonstrate how people can positively influence one another.

Main teachings

Friends should encourage one another to become better individuals.

Positive relationships promote moral development.

Individuals should correct one another constructively.

Friends should support one another's academic goals.

Good friendships encourage responsible decision-making.

Individuals should avoid friendships that promote harmful behaviour.

Application in the Kenyan school context

Boys and girls can form academic discussion groups.

Learners can encourage one another to attend classes.

Friends can discourage examination malpractice.

Learners can participate in church activities together.

Friends can encourage one another to uphold school rules.

Classmates can support one another during challenging academic periods.

Lesson: A good friend should help another person grow morally, academically and spiritually.

3.4 Ephesians 4:25 – Truthfulness in Relationships

Apostle Paul teaches Christians to abandon falsehood and speak truthfully to one another.

Main teachings

1. Reject dishonesty

Christians should avoid telling lies.

They should not create false impressions.

They should avoid making promises they cannot fulfil.

2. Speak the truth

Individuals should communicate honestly.

They should avoid misleading others.

They should be sincere in their interactions.

3. Recognise the importance of community

Christians are members of one body.

The actions of one individual can affect others.

Therefore, honesty contributes to unity and peaceful coexistence.

Application in healthy relationships

Being truthful when communicating with friends.

Avoiding false accusations.

Refusing to spread rumours.

Admitting mistakes.

Respecting the confidentiality of personal information.

Communicating intentions honestly.

3.5 Other Relevant Biblical Teachings

Bible reference	Main teaching	Application
1 Corinthians 6:19–20	The body is a temple of the Holy Spirit	Respect and value one's body
Galatians 5:22–23	Fruits of the Holy Spirit	Practise self-control, kindness and gentleness
Matthew 7:12	Treat others as you would like to be treated	Demonstrate fairness and respect
1 Thessalonians 4:3–5	God's will includes holiness and self-control	Practise chastity and responsible behaviour
Philippians 2:3–4	Consider the interests of others	Avoid selfishness
Colossians 3:12–14	Compassion, kindness, humility, patience and love	Build peaceful relationships
1 Timothy 4:12	Be an example in conduct, love and faith	Demonstrate responsible Christian behaviour
Proverbs 4:23	Guard your heart	Exercise wisdom in personal relationships

4.0 SETTING BOUNDARIES IN RELATIONSHIPS

4.1 Meaning of Boundaries

Boundaries are personal limits, rules or guidelines that individuals establish to protect their physical, emotional, social, psychological and spiritual well-being.

Boundaries help individuals determine what behaviour is acceptable and unacceptable when interacting with others.

In Christian living, boundaries enable believers to practise self-control, maintain personal dignity and uphold biblical teachings.

Examples of boundaries

Refusing inappropriate physical contact.

Respecting personal privacy.

Avoiding offensive language.

Refusing to participate in activities that violate Christian values.

Limiting inappropriate online communication.

Avoiding situations that encourage irresponsible behaviour.

Respecting another person's right to say no.

Maintaining appropriate interactions in school and public places.

4.2 Meaning of Setting Boundaries in Relationships

Setting boundaries in relationships refers to establishing and communicating acceptable limits that guide how individuals interact with one another.

It involves identifying personal values, recognising unacceptable behaviour, communicating expectations and taking appropriate action when boundaries are violated.

4.3 Types of Boundaries in Relationships

A. Physical boundaries

Physical boundaries refer to limits concerning personal space, physical contact and bodily privacy.

Examples:

Respecting personal space.

Avoiding unwanted touching.

Seeking permission before physical contact.

Respecting another person's bodily autonomy.

Avoiding inappropriate physical behaviour.

Protecting personal safety.

Importance: Physical boundaries protect individuals from unwanted contact, harassment and exploitation.

B. Emotional boundaries

Emotional boundaries are limits that protect individuals' feelings and emotional well-being.

Examples:

Avoiding emotional manipulation.

Refusing to accept abusive language.

Expressing feelings respectfully.

Avoiding excessive dependence on another person for emotional approval.

Recognising personal emotional limits.

Seeking help when experiencing emotional distress.

Importance: Emotional boundaries promote emotional stability and healthy interaction.

C. Social boundaries

Social boundaries are limits that guide how individuals interact with others in society.

Examples:

Respecting school rules.

Maintaining appropriate friendships.

Avoiding harmful peer groups.

Respecting family expectations.

Participating responsibly in social activities.

Avoiding inappropriate public behaviour.

Importance: Social boundaries promote responsible behaviour and peaceful coexistence.

D. Digital boundaries

Digital boundaries are guidelines governing the use of phones, social media, messaging platforms and other digital communication technologies.

Examples:

Avoiding sharing private photographs.

Not revealing personal passwords.

Refusing inappropriate online requests.

Avoiding offensive messages.

Respecting other people's online privacy.

Blocking and reporting online harassment.

Avoiding communication that violates school or family rules.

Not sharing another person's photographs or messages without permission.

Importance: Digital boundaries protect individuals from cyberbullying, manipulation, identity misuse and privacy violations.

E. Spiritual and moral boundaries

These are personal guidelines that help individuals remain faithful to their religious beliefs and moral principles.

Examples:

Practising Christian teachings.

Avoiding activities that conflict with biblical values.

Maintaining chastity.

Participating in worship and prayer.

Seeking guidance from responsible Christian mentors.

Exercising self-control.

Avoiding dishonest and exploitative relationships.

Importance: Spiritual boundaries promote moral discipline and faithfulness to God.

F. Time boundaries

Time boundaries refer to limits that individuals establish to manage their time responsibly.

Examples:

Allocating sufficient time for studies.

Avoiding unnecessary prolonged conversations.

Giving priority to school responsibilities.

Participating in family activities.

Setting appropriate times for social media use.

Maintaining a healthy balance between friendships and personal responsibilities.

Importance: Time boundaries promote discipline and prevent relationships from interfering with personal development.

4.4 How to Set Boundaries in Male-Female Relationships

Learners should apply the following steps when setting boundaries.

Step 1: Understand personal values

Identify the Christian principles that guide personal conduct.

Understand the importance of dignity and self-respect.

Identify behaviours that are acceptable and unacceptable.

Reflect on personal responsibilities.

Step 2: Identify personal limits

Determine what interactions are appropriate.

Recognise uncomfortable situations.

Identify personal physical and emotional limits.

Consider school and family expectations.

Step 3: Communicate boundaries clearly

Express expectations respectfully.

Use clear and direct language.

Avoid giving confusing messages.

Explain personal decisions when necessary.

Examples of appropriate statements:

"I am not comfortable with that."

"Please respect my decision."

"I would prefer that we meet in a public place."

"I need to concentrate on my studies."

"Please do not share my personal information."

Step 4: Learn to say no

Understand that refusing an inappropriate request is acceptable.

Avoid agreeing simply to please others.

Remain firm when facing pressure.

Remember that personal decisions deserve respect.

Step 5: Avoid risky situations

Choose appropriate places for social interaction.

Avoid secretive situations that cause discomfort.

Stay close to trusted friends during group activities.

Follow school and family safety guidelines.

Step 6: Exercise self-control

Control emotions and behaviour.

Avoid impulsive decisions.

Practise patience.

Remain committed to Christian values.

Step 7: Respect other people's boundaries

Listen to others.

Accept their decisions.

Avoid forcing people to agree with you.

Do not use threats or intimidation.

Step 8: Seek guidance and support

Talk to parents and guardians.

Consult teachers and school counsellors.

Seek guidance from trusted religious leaders.

Report harassment, coercion and abuse to appropriate adults.

Step 9: Review personal boundaries

Reflect on daily interactions.

Identify situations that require improvement.

Strengthen responsible habits.

Continue practising biblical values.

4.5 Importance of Setting Boundaries in Relationships

1. Protects personal dignity

Boundaries ensure that individuals are treated with respect and are not subjected to humiliation or exploitation.

2. Promotes self-respect

Individuals learn to value themselves and recognise their personal worth.

3. Prevents exploitation

Clear limits discourage others from taking advantage of someone's vulnerability.

4. Promotes chastity

Boundaries help Christians maintain moral discipline and uphold biblical teachings on sexual purity.

5. Encourages self-control

Individuals learn to manage emotions, decisions and behaviour responsibly.

6. Promotes mutual respect

When people understand one another's limits, they develop respectful relationships.

7. Prevents misunderstandings

Clear communication reduces confusion about acceptable behaviour.

8. Promotes emotional well-being

Boundaries help individuals avoid harmful interactions and unnecessary emotional distress.

9. Supports academic achievement

Learners are able to allocate sufficient time and attention to educational responsibilities.

10. Strengthens Christian values

Boundaries encourage individuals to practise love, honesty, patience and faithfulness.

11. Promotes personal safety

They help individuals recognise unsafe situations and take appropriate action.

12. Encourages responsible decision-making

Individuals learn to evaluate the consequences of their choices before acting.

13. Promotes peaceful coexistence

Respecting personal limits reduces conflict among friends and classmates.

14. Strengthens positive friendships

Healthy boundaries create an environment of trust and mutual understanding.

15. Protects privacy

Individuals learn to respect personal information and avoid sharing confidential details irresponsibly.

5.0 CHRISTIAN VALUES NEEDED WHEN RELATING WITH MEMBERS OF THE OPPOSITE SEX

5.1 Meaning of Christian Values

Christian values are moral principles and standards of behaviour based on the teachings and example of Jesus Christ and the Bible.

They guide Christians in making decisions and interacting responsibly with other people.

5.2 Important Christian Values in Male-Female Relationships

1. Love

Love is genuine concern, kindness and commitment to the welfare of another person.

Importance:

Encourages genuine care.

Promotes peaceful interaction.

Discourages selfishness.

Encourages forgiveness.

Promotes respect and understanding.

Biblical reference: 1 Corinthians 13:4–7.

2. Respect

Respect involves recognising the dignity, rights and worth of other individuals.

Importance:

Promotes equality.

Prevents humiliation.

Encourages acceptance of differences.

Protects personal boundaries.

Promotes peaceful relationships.

Biblical reference: Romans 12:10.

3. Honesty

Honesty means being truthful and sincere in words and actions.

Importance:

Builds trust.

Prevents misunderstandings.

Encourages responsible communication.

Promotes accountability.

Strengthens friendships.

Biblical reference: Ephesians 4:25.

4. Faithfulness

Faithfulness involves being dependable and remaining committed to one's responsibilities and values.

Importance:

Promotes reliability.

Builds confidence.

Encourages sincerity.

Discourages betrayal.

Strengthens trust.

5. Patience

Patience is the ability to remain calm and understanding when dealing with difficulties.

Importance:

Prevents unnecessary arguments.

Encourages tolerance.

Promotes peaceful conflict resolution.

Helps individuals understand one another.

Discourages impulsive decisions.

Biblical reference: 1 Corinthians 13:4.

6. Kindness

Kindness involves treating others with consideration and concern.

Importance:

Promotes friendship.

Encourages cooperation.

Reduces hostility.

Creates a supportive environment.

Demonstrates Christian love.

7. Forgiveness

Forgiveness involves letting go of resentment and being willing to restore peaceful relationships where appropriate.

Importance:

Reduces bitterness.

Promotes reconciliation.

Encourages understanding.

Strengthens friendships.

Promotes emotional healing.

Forgiveness does not mean accepting abuse or remaining in an unsafe relationship.

8. Self-control

Self-control is the ability to regulate one's emotions, thoughts and behaviour.

Importance:

Helps individuals resist peer pressure.

Promotes responsible decisions.

Encourages chastity.

Prevents inappropriate behaviour.

Promotes discipline.

Biblical reference: Galatians 5:22–23.

9. Humility

Humility involves recognising that every person has worth and avoiding an attitude of superiority.

Importance:

Promotes equality.

Encourages listening.

Reduces pride.

Promotes peaceful coexistence.

Encourages willingness to learn from others.

10. Responsibility

Responsibility is the willingness to perform one's duties and accept the consequences of personal decisions.

Importance:

Encourages accountability.

Promotes maturity.

Prevents careless behaviour.

Strengthens trust.

Supports positive development.

11. Chastity

Chastity is the Christian virtue of maintaining sexual purity and exercising self-discipline in accordance with biblical teachings.

Importance:

Encourages respect for the body.

Promotes moral discipline.

Supports responsible decision-making.

Helps individuals remain committed to Christian values.

Encourages self-respect.

12. Empathy

Empathy is the ability to understand and appreciate the feelings and experiences of another person.

Importance:

Encourages understanding.

Reduces unnecessary conflict.

Promotes compassion.

Helps individuals respond appropriately to others.

Strengthens positive relationships.

13. Justice and fairness

Justice involves treating people fairly and recognising their rights.

Importance:

Promotes gender equality.

Prevents discrimination.

Encourages fairness.

Protects vulnerable individuals.

Promotes peaceful coexistence.

14. Tolerance

Tolerance involves accepting and respecting differences in opinions, backgrounds and personal experiences.

Importance:

Promotes peaceful coexistence.

Reduces disagreements.

Encourages cooperation.

Strengthens friendships.

Promotes unity.

15. Courage

Courage is the ability to do what is right even when facing pressure or opposition.

Importance:

Helps individuals resist negative peer pressure.

Encourages reporting abuse.

Promotes responsible decisions.

Strengthens commitment to Christian principles.

Helps learners defend their personal boundaries.

6.0 CHASTITY AND RESPONSIBLE CHRISTIAN LIVING

6.1 Meaning of Chastity

Chastity is a Christian moral virtue that involves sexual purity, self-discipline and responsible conduct in accordance with God's teachings.

It encourages individuals to respect their bodies, uphold personal dignity and avoid sexual behaviour that conflicts with Christian moral principles.

Chastity is not merely about avoiding certain actions. It also involves developing attitudes of respect, responsibility, self-control and commitment to God's teachings.

6.2 Biblical Teachings on Chastity

A. 1 Corinthians 6:19-20

This passage teaches that the human body is a temple of the Holy Spirit and that Christians should honour God with their bodies.

Main teachings:

The body is sacred.

Human beings should respect their bodies.

Christians should avoid abusing their bodies.

Believers should honour God through their behaviour.

Individuals should exercise self-discipline.

Every person should recognise their dignity and worth.

B. 1 Thessalonians 4:3-5

This passage teaches Christians to live holy lives and exercise self-control.

Main teachings:

Christians should pursue holiness.

Individuals should practise self-control.

Believers should avoid immoral behaviour.

Christians should respect others.

Individuals should exercise discipline in their relationships.

C. Galatians 5:22-23

This passage identifies the fruits of the Holy Spirit.

They include:

Love.

Joy.

Peace.

Patience.

Kindness.

Goodness.

Faithfulness.

Gentleness.

Self-control.

Self-control is particularly important when establishing boundaries and making responsible decisions.

6.3 Ways of Practising Chastity

Following biblical teachings.

Exercising self-control.

Avoiding inappropriate relationships.

Respecting personal boundaries.

Avoiding sexual pressure.

Choosing positive friendships.

Avoiding sexually exploitative material.

Seeking guidance from responsible adults.

Participating in prayer and worship.

Avoiding situations that compromise personal values.

Maintaining responsible digital communication.

Practising honesty and mutual respect.

6.4 Importance of Chastity to Christians

Promotes spiritual growth.

Encourages self-discipline.

Demonstrates respect for the human body.

Strengthens commitment to Christian teachings.

Promotes responsible decision-making.

Encourages personal dignity.

Promotes respect in relationships.

Helps individuals resist harmful peer pressure.

Encourages responsible use of freedom.

Promotes a sense of accountability before God.

7.0 THE BODY AS THE TEMPLE OF THE HOLY SPIRIT

7.1 Meaning of the Body as the Temple of the Holy Spirit

The expression means that the human body is sacred and should be treated with dignity because the Holy Spirit dwells in believers.

According to 1 Corinthians 6:19–20, Christians should honour God through the way they use and care for their bodies.

This teaching reminds Christians that their bodies are not objects for exploitation, humiliation or abuse.

7.2 Ways Christians Can Value Their Bodies

1. Maintaining personal hygiene

Keeping the body clean.

Wearing clean clothes.

Practising proper sanitation.

Maintaining good personal health habits.

2. Practising self-respect

Avoiding activities that undermine personal dignity.

Making responsible decisions.

Recognising personal worth.

Avoiding harmful peer pressure.

3. Exercising self-control

Controlling emotions and behaviour.

Avoiding irresponsible decisions.

Practising discipline.

Following Christian principles.

4. Avoiding exploitation

Rejecting coercion and manipulation.

Seeking assistance when threatened.

Protecting personal privacy.

Respecting the bodies of others.

5. Practising chastity

Following biblical teachings on sexual purity.

Respecting personal boundaries.

Avoiding inappropriate behaviour.

Practising responsible relationships.

6. Maintaining healthy habits

Eating a balanced diet.

Participating in appropriate physical activities.

Getting sufficient rest.

Seeking appropriate medical care when necessary.

7. Avoiding harmful substances

Rejecting substance misuse.

Avoiding irresponsible consumption of harmful substances.

Seeking support when exposed to substance-related pressure.

8. Respecting the bodies of others

Avoiding unwanted physical contact.

Not making insulting comments about others' bodies.

Respecting privacy.

Recognising the dignity of every person.

7.3 Importance of Valuing the Body

Demonstrates respect for God's creation.

Promotes physical well-being.

Encourages self-respect.

Promotes personal dignity.

Strengthens moral discipline.

Encourages responsible behaviour.

Protects individuals from exploitation.

Demonstrates obedience to biblical teachings.

Promotes healthy relationships.

Encourages appreciation of God's gift of life.

8.0 PRACTICAL APPLICATION OF BIBLICAL VALUES IN DAILY LIFE

Christians are expected to demonstrate biblical values through their daily actions.

The teachings of 1 Corinthians 13:4–7, Romans 12:9–10, Proverbs 27:17 and Ephesians 4:25 can be applied in different situations.

Situation	Christian value	Appropriate response
A classmate refuses an invitation	Respect	Accept the decision
A friend shares confidential information	Faithfulness	Protect the information
Someone spreads rumours	Honesty	Refuse to participate
Friends encourage breaking school rules	Courage	Refuse negative peer pressure
A classmate makes a mistake	Forgiveness	Correct them kindly
Someone feels excluded	Love	Include and encourage them
A friend is experiencing difficulties	Empathy	Offer appropriate support
Someone sends inappropriate messages	Self-control	Set digital boundaries
Friends disagree during a discussion	Patience	Listen and communicate calmly
A person is being harassed	Justice and courage	Seek help and report the behaviour

8.1 Ways of Promoting Healthy Male-Female Relationships in Kenyan Schools

Organising Christian Religious Education discussions on responsible relationships.

Establishing peer counselling programmes.

Encouraging respectful communication between boys and girls.

Promoting mixed-gender academic activities.

Organising Christian unions and spiritual mentorship programmes.

Providing guidance and counselling services.

Teaching learners about personal boundaries.

Encouraging responsible use of social media.

Promoting anti-bullying campaigns.

Providing safe and accessible reporting systems.

Encouraging positive role models.

Promoting gender equality and dignity.

Encouraging learners to participate in community service.

Displaying sensitisation messages on school noticeboards.

Inviting qualified resource persons to address learners.

8.2 Role of Different Stakeholders in Promoting Healthy Relationships

A. Role of parents and guardians

Provide moral guidance.

Teach children appropriate values.

Encourage open communication.

Provide emotional support.

Guide children on responsible friendships.

Model respectful relationships.

Protect children from exploitation and abuse.

B. Role of teachers

Teach biblical values.

Provide guidance and counselling.

Promote respectful interaction.

Identify learners experiencing relationship difficulties.

Encourage responsible peer relationships.

Address bullying and harassment.

Create a safe learning environment.

C. Role of the church

Teach biblical principles.

Provide spiritual guidance.

Organise youth programmes.

Promote moral discipline.

Provide mentorship.

Encourage community responsibility.

Support individuals experiencing difficulties.

D. Role of learners

Respect one another.

Practise self-control.

Avoid negative peer pressure.

Uphold school rules.

Communicate honestly.

Respect personal boundaries.

Encourage positive friendships.

Seek help when necessary.

9.0 LIFE SKILLS FOR MAINTAINING HEALTHY RELATIONSHIPS

Healthy relationships require practical life skills that enable individuals to make responsible decisions.

9.1 Effective Communication

Effective communication is the ability to express thoughts, feelings and ideas clearly while listening respectfully to others.

Importance:

Prevents misunderstandings.

Promotes mutual understanding.

Encourages peaceful conflict resolution.

Strengthens friendships.

Promotes honesty.

9.2 Decision-Making Skills

Decision-making involves selecting the most appropriate action after considering available choices and their consequences.

Steps:

Identify the problem.

Gather relevant information.

Identify possible choices.

Examine the consequences of each choice.

Consider biblical teachings.

Select the most responsible option.

Evaluate the outcome.

9.3 Assertiveness

Assertiveness is the ability to express personal opinions, needs and boundaries confidently and respectfully without violating the rights of others.

Examples:

Politely refusing inappropriate requests.

Expressing disagreement respectfully.

Reporting harmful behaviour.

Communicating personal limits.

Defending another person's dignity.

9.4 Conflict Resolution

Conflict resolution involves using peaceful methods to address disagreements between individuals.

Methods include:

Listening to both sides.

Remaining calm.

Identifying the cause of disagreement.

Respecting different opinions.

Apologising when necessary.

Forgiving where appropriate.

Seeking mediation.

Agreeing on a fair solution.

9.5 Peer Resistance Skills

These are abilities that enable individuals to resist negative influence from friends and other members of their peer groups.

Ways of resisting negative peer pressure:

Understanding personal values.

Being confident in personal decisions.

Learning to say no.

Choosing responsible friends.

Avoiding harmful environments.

Seeking support from trusted adults.

Remaining committed to Christian principles.

10.0 CONTEMPORARY CHALLENGES TO HEALTHY MALE-FEMALE RELATIONSHIPS

Modern society presents several challenges that may affect relationships among young people.

10.1 Social Media Influence

Social media platforms influence how young people communicate and interact.

Challenges include:

Cyberbullying.

Online harassment.

Sharing private information.

Misleading online identities.

Inappropriate messages.

Peer pressure.

Digital manipulation.

Christian response:

Practise honesty, self-control, respect and responsible digital communication.

10.2 Peer Pressure

Peer pressure occurs when individuals are influenced by friends to behave in certain ways.

It may be positive or negative.

Positive peer pressure encourages responsible behaviour, while negative peer pressure encourages harmful decisions.

Christian response:

Exercise courage, wisdom and self-control.

10.3 Gender Stereotyping

Gender stereotyping involves making unfair assumptions about the roles, abilities or behaviour of males and females.

Examples include:

Assuming that only boys can lead.

Assuming that girls cannot perform certain tasks.

Treating one gender as less important.

Assigning responsibilities unfairly based on gender.

Christian response:

Recognise the equal dignity and worth of all human beings.

10.4 Materialism

Materialism is excessive attachment to possessions, money and material benefits.

Challenges include:

Using gifts to manipulate others.

Judging people according to wealth.

Exploiting friendships for financial gain.

Developing relationships based on material benefits.

Christian response:

Practise contentment, honesty, generosity and responsible stewardship.

10.5 Poor Role Models

Some individuals may imitate harmful behaviour observed among peers, celebrities or other public figures.

Christian response:

Choose positive role models who demonstrate Christian values, responsibility and integrity.

10.6 Lack of Guidance

Some young people may lack adequate guidance on relationships and personal boundaries.

Christian response:

Seek guidance from parents, teachers, counsellors and responsible religious leaders.

11.0 SUMMARY OF THE SUB-STRAND

The following are the major concepts covered in this sub-strand:

Healthy male-female relationships are based on love, respect, honesty and responsibility.

Unhealthy relationships involve manipulation, dishonesty, exploitation and disrespect.

The Bible provides guidance on responsible relationships.

1 Corinthians 13:4–7 teaches the qualities of genuine Christian love.

Romans 12:9–10 emphasises sincere love and mutual respect.

Proverbs 27:17 teaches the importance of positive friendships.

Ephesians 4:25 emphasises honesty and truthfulness.

Boundaries are personal limits that protect individual well-being.

Boundaries may be physical, emotional, social, digital, spiritual and time-related.

Setting boundaries promotes dignity, safety and responsible living.

Christian values include love, honesty, patience, kindness, humility, forgiveness and self-control.

Chastity is an important Christian virtue.

1 Corinthians 6:19–20 teaches that the body is the temple of the Holy Spirit.

Christians should value and respect their bodies.

Learners should demonstrate biblical values in their daily interactions.

12.0 COMPETENCY-BASED LEARNING ACTIVITIES

These activities provide opportunities for learners to apply what they have learnt.

Activity 1: Group Discussion

Topic: Healthy and unhealthy male-female relationships.

Instructions:

Form groups of five learners.

Discuss the characteristics of healthy relationships.

Identify behaviours that make relationships unhealthy.

Give examples from the Kenyan school environment.

Present your findings to the class.

Expected learning outcome: Learners distinguish healthy from unhealthy relationships.

Activity 2: Biblical Research

Read the following passages:

1 Corinthians 13:4–7.

Romans 12:9–10.

Proverbs 27:17.

Ephesians 4:25.

Instructions:

Identify the Christian values taught in each passage.

Explain their relevance to male-female relationships.

Give practical examples of applying each teaching.

Present your findings.

Expected learning outcome: Learners compile biblical teachings on healthy male-female relationships.

Activity 3: Role-Play

Topic: Setting boundaries in relationships.

Scenario:

A learner is being pressured by a friend to participate in an activity that conflicts with personal Christian values.

Instructions:

Act out the situation.

Demonstrate how the learner can communicate personal boundaries.

Show how the friend should respond respectfully.

Discuss the Christian values demonstrated.

Expected learning outcome: Learners demonstrate assertiveness and responsible decision-making.

Activity 4: Sensitisation Campaign

Prepare short messages promoting healthy male-female relationships.

Examples:

Respect begins with understanding personal boundaries.

True friendship promotes dignity and responsibility.

Let love be sincere.

Your body deserves dignity and respect.

Say no to negative peer pressure.

Practise honesty in every relationship.

Display the messages on the school noticeboard.

Activity 5: Personal Reflection Journal

Write a journal entry explaining:

The Christian values you consider important in relationships.

How you demonstrate respect to members of the opposite sex.

How you establish personal boundaries.

How you resist negative peer pressure.

How biblical teachings influence your daily decisions.

Activity 6: Creative Writing

Write a poem entitled:

"A Healthy Relationship: Built on Love and Respect."

The poem should communicate:

Mutual respect.

Honesty.

Kindness.

Self-control.

Chastity.

Personal dignity.

Christian love.

REVISION QUESTIONS

Section A – Multiple Choice

30 QUESTIONS – 30 MARKS

Instructions: Answer all questions by selecting the correct alternative from A, B, C or D.

1. Which of the following best defines a healthy male-female relationship?

A. A relationship based on material benefits.

B. An interaction characterised by mutual respect and responsibility.

C. A relationship in which one person controls the other.

D. An association based on physical attraction alone.

2. Which of the following is a characteristic of a healthy relationship?

A. Manipulation.

B. Dishonesty.

C. Mutual respect.

D. Intimidation.

3. According to 1 Corinthians 13:4–7, Christian love is characterised by

A. jealousy and pride.

B. patience and kindness.

C. selfishness and anger.

D. dishonesty and manipulation.

4. Romans 12:9–10 encourages Christians to

A. compete for superiority.

B. avoid associating with others.

C. demonstrate sincere love and mutual respect.

D. seek personal benefits from friendships.

5. The illustration of iron sharpening iron in Proverbs 27:17 teaches Christians to

A. avoid friendships.

B. influence one another positively.

C. compete against their friends.

D. isolate themselves from society.

6. Ephesians 4:25 emphasises the importance of

A. secrecy.

B. dishonesty.

C. truthfulness.

D. material possessions.

7. Which of the following best describes personal boundaries?

A. Rules imposed to control other people.

B. Limits established to protect personal well-being.

C. Methods of avoiding all friendships.

D. Activities that encourage social isolation.

8. Which of the following is an example of a physical boundary?

A. Respecting personal space.

B. Avoiding academic discussions.

C. Sharing confidential information.

D. Ignoring other people's feelings.

9. A learner who refuses to share personal passwords is practising

A. emotional boundaries.

B. digital boundaries.

C. time boundaries.

D. spiritual boundaries.

10. Which of the following is an example of an emotional boundary?

A. Protecting personal feelings from manipulation.

B. Avoiding all academic activities.

C. Refusing to participate in sports.

D. Sharing private information publicly.

11. Which Christian value enables individuals to regulate their emotions and behaviour?

A. Pride.

B. Jealousy.

C. Self-control.

D. Greed.

12. Chastity refers to

A. avoiding all social interactions.

B. maintaining sexual purity and moral discipline.

C. refusing to communicate with others.

D. pursuing material wealth.

13. According to 1 Corinthians 6:19–20, the human body is

A. a source of material wealth.

B. the temple of the Holy Spirit.

C. an instrument of competition.

D. a symbol of social superiority.

14. Which of the following is a consequence of unhealthy relationships?

A. Improved concentration.

B. Increased mutual respect.

C. Emotional distress.

D. Improved communication.

15. A learner who refuses to participate in harmful activities despite pressure demonstrates

A. selfishness.

B. courage.

C. dishonesty.

D. jealousy.

16. Which of the following is an example of manipulation?

A. Respecting another person's decision.

B. Listening attentively.

C. Using threats to force someone to agree.

D. Encouraging someone academically.

17. Which Christian value encourages individuals to understand the feelings of others?

A. Empathy.

B. Greed.

C. Pride.

D. Jealousy.

18. Which of the following is the most appropriate response when someone violates your personal boundaries?

A. Respond with violence.

B. Remain silent in every situation.

C. Communicate your concerns and seek appropriate support.

D. Encourage others to retaliate.

19. The ability to express one's opinions confidently and respectfully is called

A. manipulation.

B. assertiveness.

C. intimidation.

D. selfishness.

20. Which of the following promotes healthy communication?

A. Spreading rumours.

B. Insulting others.

C. Active listening.

D. Making threats.

21. Which of the following is an appropriate way of practising Christian love?

A. Exploiting vulnerable individuals.

B. Showing kindness and patience.

C. Demanding favours from friends.

D. Using dishonesty to gain attention.

22. Which of the following is a benefit of setting boundaries?

A. Increased exploitation.

B. Reduced personal dignity.

C. Protection from harmful behaviour.

D. Increased manipulation.

23. A learner who allocates sufficient time for studies instead of allowing social activities to interfere is practising

A. time boundaries.

B. physical boundaries.

C. emotional boundaries.

D. social isolation.

24. Which of the following is a positive influence of Christian friendships?

A. Encouraging examination malpractice.

B. Promoting irresponsible behaviour.

C. Encouraging spiritual and academic growth.

D. Promoting dishonesty.

25. Which of the following biblical passages teaches Christians to speak truthfully?

A. Ephesians 4:25.

B. Proverbs 27:17.

C. Romans 12:9–10.

D. 1 Corinthians 13:4–7.

26. A person who treats boys and girls with equal dignity demonstrates

A. discrimination.

B. gender equality.

C. selfishness.

D. manipulation.

27. Which of the following is the most appropriate action when a learner experiences online harassment?

A. Forward the harmful messages to everyone.

B. Respond with threats.

C. Preserve relevant evidence and report to a trusted adult.

D. Share personal information with the offender.

28. Which of the following is a fruit of the Holy Spirit?

A. Jealousy.

B. Pride.

C. Self-control.

D. Greed.

29. Which of the following stakeholders plays an important role in promoting healthy relationships in schools?

A. Teachers and school counsellors.

B. Unreliable peer groups.

C. Online strangers.

D. Individuals who promote exploitation.

30. The main purpose of Christian teachings on male-female relationships is to encourage

A. domination and control.

B. exploitation and dishonesty.

C. love, dignity and responsible living.

D. competition and selfishness.

Answer Key – Section A

Question	Answer	Question	Answer	Question	Answer
1	B	11	C	21	B

2	C	12	B	22	C
3	B	13	B	23	A
4	C	14	C	24	C
5	B	15	B	25	A
6	C	16	C	26	B
7	B	17	A	27	C
8	A	18	C	28	C
9	B	19	B	29	A
10	A	20	C	30	C

PART C: STRUCTURED QUESTIONS

Section B – 50 Marks

Instructions: Answer all questions. Each question carries the marks indicated.

Question 1: Healthy Male-Female Relationships (10 marks)

a) Define the term healthy male-female relationships. (2 marks)

b) Explain four characteristics of healthy male-female relationships. (4 marks)

c) Identify four characteristics of unhealthy male-female relationships. (4 marks)

Question 2: Biblical Teachings on Relationships (10 marks)

a) State four teachings about love from 1 Corinthians 13:4–7. (4 marks)

b) Explain three teachings from Romans 12:9–10 that promote healthy relationships. (3 marks)

c) Explain three ways in which Proverbs 27:17 can guide learners in choosing friends. (3 marks)

Question 3: Setting Boundaries in Relationships (10 marks)

a) Define the term boundaries in relationships. (2 marks)

b) Identify four types of boundaries that learners should establish in their relationships. (4 marks)

c) Explain four reasons why setting boundaries is important in male-female relationships. (4 marks)

Question 4: Christian Values and Chastity (10 marks)

a) Define chastity. (2 marks)

b) Identify four Christian values needed when relating with members of the opposite sex. (4 marks)

c) Explain four ways through which Christians can demonstrate that their bodies are temples of the Holy Spirit. (4 marks)

Question 5: Application of Biblical Teachings (10 marks)

A group of Grade 11 learners has formed friendships at school. Some members of the group encourage dishonesty, disrespect and inappropriate online communication. Other members want to maintain Christian values and concentrate on their studies.

a) Identify two unhealthy behaviours demonstrated in the scenario. (2 marks)

b) Explain four ways the learners can establish healthy boundaries. (4 marks)

c) Explain four ways biblical teachings can help learners maintain healthy relationships. (4 marks)

PART D: SUGGESTED MARKING SCHEME

Question 1: Healthy Male-Female Relationships (10 marks)

a) Healthy male-female relationships are positive interactions between males and females characterised by mutual respect, honesty, trust, responsibility and appropriate boundaries. (2 marks)

b) Characteristics:

Mutual respect – recognising the dignity and opinions of others.

Honesty – communicating truthfully.

Trustworthiness – being dependable and keeping appropriate promises.

Self-control – managing emotions and behaviour responsibly.

Effective communication – listening and expressing ideas respectfully.

Responsibility – considering the consequences of one's actions.

Award any four well-explained points, 1 mark each.

c) Characteristics of unhealthy relationships:

Dishonesty.

Manipulation.

Intimidation.

Exploitation.

Disrespect.

Lack of trust.

Peer pressure.

Possessiveness.

Award any four points, 1 mark each.

Question 2: Biblical Teachings on Relationships (10 marks)

a) Teachings from 1 Corinthians 13:4–7:

Love is patient.

Love is kind.

Love is not envious.

Love is not boastful.

Love is not proud.

Love is not self-seeking.

Love is not easily angered.

Love rejoices in the truth.

Love always protects.

Love perseveres.

Award any four, 1 mark each.

b) Teachings from Romans 12:9–10:

Love should be sincere.

Christians should hate evil.

Christians should hold on to what is good.

Believers should be devoted to one another in love.

Christians should honour one another.

Award any three, 1 mark each.

c) Proverbs 27:17 teaches that:

Friends should influence one another positively.

Friends should encourage one another to improve.

Friends should correct one another constructively.

Friends should promote moral growth.

Friends should encourage academic development.

Award any three, 1 mark each.

Question 3: Setting Boundaries in Relationships (10 marks)

a) Boundaries are personal limits or guidelines established to protect individuals' physical, emotional, social and spiritual well-being. (2 marks)

b) Types:

Physical boundaries.

Emotional boundaries.

Social boundaries.

Digital boundaries.

Spiritual boundaries.

Time boundaries.

Award any four, 1 mark each.

c) Importance:

Protects personal dignity.

Prevents exploitation.

Promotes self-respect.

Encourages chastity.

Promotes responsible behaviour.

Prevents misunderstandings.

Protects privacy.

Promotes emotional well-being.

Award any four, 1 mark each.

Question 4: Christian Values and Chastity (10 marks)

a) Chastity is the Christian virtue of maintaining sexual purity and exercising self-discipline according to biblical teachings. (2 marks)

b) Christian values:

Love.

Respect.

Honesty.

Faithfulness.

Patience.

Kindness.

Forgiveness.

Humility.

Self-control.

Responsibility.

Empathy.

Courage.

Award any four, 1 mark each.

c) Ways of valuing the body:

Maintaining personal hygiene.

Practising self-control.

Avoiding harmful behaviour.

Respecting personal boundaries.

Practising chastity.

Avoiding substance misuse.

Maintaining healthy habits.

Respecting other people's bodies.

Award any four, 1 mark each.

Question 5: Application of Biblical Teachings (10 marks)

a) Unhealthy behaviours:

Dishonesty.

Disrespect.

Inappropriate online communication.

Negative peer pressure.

Award any two, 1 mark each.

b) Ways of establishing healthy boundaries:

Communicating personal limits clearly.

Refusing inappropriate requests.

Respecting other people's decisions.

Avoiding harmful online interactions.

Seeking guidance from trusted adults.

Exercising self-control.

Choosing positive friendships.

Award any four, 1 mark each.

c) Biblical teachings:

1 Corinthians 13:4–7 teaches patience, kindness and genuine love.

Romans 12:9–10 encourages sincere love and mutual respect.

Proverbs 27:17 encourages positive friendships and mutual improvement.

Ephesians 4:25 teaches honesty and truthfulness.

1 Corinthians 6:19–20 teaches respect for the body.

Galatians 5:22–23 encourages self-control and other fruits of the Holy Spirit.

Award any four, 1 mark each.

PART E: ADDITIONAL HIGHER-ORDER THINKING QUESTIONS

These questions can be used for classroom discussion, assignments, projects and formative assessment.

Explain why a relationship can appear friendly but still be unhealthy.

Discuss how social media can influence male-female relationships among Kenyan secondary school learners.

Examine the role of Christian values in addressing gender-based discrimination.

Explain how Proverbs 27:17 can guide learners in selecting positive friends.

Discuss why setting boundaries does not mean rejecting friendship.

Evaluate the importance of chastity in contemporary Christian living.

Explain how parents and teachers can work together to promote healthy relationships.

Discuss the importance of mutual respect in preventing exploitation.

Analyse how negative peer pressure can interfere with academic achievement.

Explain why Christians should value their bodies as temples of the Holy Spirit.

PART F: SUGGESTED COMPETENCY-BASED PROJECT

Learner Project

Project title: Promoting Healthy Male-Female Relationships in Our School

Task: Design a school sensitisation campaign promoting healthy relationships and responsible Christian living.

Instructions:

Identify five characteristics of healthy relationships.

Identify five warning signs of unhealthy relationships.

Research four biblical passages that promote healthy relationships.

Prepare ten sensitisation messages.

Design a poster promoting respect and personal boundaries.

Present your work to fellow learners.

Expected products:

A sensitisation poster.

A biblical reference chart.

A written report.

An oral presentation.

Competencies developed: Communication, collaboration, critical thinking, creativity, citizenship and digital literacy.

Suggested Project Assessment Rubric

Assessment area	**Marks**
Understanding of healthy relationships	5
Appropriate use of biblical teachings	5
Identification of personal boundaries	5
Creativity and quality of sensitisation materials	5
Total	20

STRAND 4.0: CHRISTIAN LIVING TODAY

SUB-STRAND 4.2: MORAL CHALLENGES FACING THE YOUTH TODAY

Main topics:

Teenage pregnancies

Irresponsible sexual behaviour

Use of contraceptives and pills by teenagers

Christian values and life skills for responsible living

Key Bible passages:

1 Corinthians 6:19–20

2 Timothy 2:22

1 Thessalonians 4:3–5

Galatians 5:22–23

Proverbs 1:10

Romans 12:2

4.2.1 Introduction to Moral Challenges Facing the Youth Today

Meaning of key terms

1. Morality

Morality refers to the principles, values and standards that guide people in distinguishing between right and wrong behaviour.

In Christianity, morality is guided by God's teachings, biblical principles and the example of Jesus Christ.

2. Moral challenges

Moral challenges are situations, behaviours or decisions that test an individual's ability to distinguish between right and wrong and to act according to acceptable moral standards.

Examples of moral challenges facing young people in Kenya include:

Teenage pregnancies.

Irresponsible sexual behaviour.

Peer pressure.

Substance abuse.

Dishonesty and corruption.

Exposure to inappropriate online content.

Unhealthy relationships.

Disrespect for parents, teachers and other members of society.

3. Youth

Youth refers to the stage of life between childhood and adulthood when individuals experience physical, emotional, intellectual, social and spiritual development.

4. Christian living

Christian living refers to a lifestyle guided by the teachings of Jesus Christ, biblical values, faith, love, obedience and commitment to God.

Moral challenges facing young people in contemporary Kenyan society

Young people in Kenya face various challenges as they grow and interact with different people and environments.

These challenges may arise from:

Peer influence.

Family and domestic circumstances.

Social media and the internet.

Poverty and economic difficulties.

Lack of proper guidance and counselling.

Negative cultural influences.

Exposure to inappropriate information.

Emotional difficulties and the desire for acceptance.

Lack of self-control and decision-making skills.

Weak religious and moral foundations.

Christian teaching: Christians are encouraged to make decisions that honour God and promote the well-being of themselves and others.

Romans 12:2 teaches believers not to conform to the patterns of the world but to be transformed through the renewal of their minds.

4.2.2 Teenage Pregnancies

Meaning of teenage pregnancy

Teenage pregnancy refers to pregnancy occurring in a girl during adolescence, generally between the ages of 10 and 19.

It is an important social, educational, health and moral concern because it can affect the development, education and future opportunities of young people.

In the Kenyan context, teenage pregnancy is a concern for families, schools, churches, communities and government institutions.

A. Causes of teenage pregnancies

Teenage pregnancies may result from several interacting social, economic, emotional and environmental factors.

1. Peer pressure

Some teenagers may be influenced by friends to engage in relationships or activities they are not emotionally or socially prepared for.

They may fear being rejected or ridiculed if they do not follow the behaviour of their peers.

Some young people make decisions to gain acceptance among their friends.

Christian teaching encourages young people to choose friends who promote good behaviour.

Biblical reference: Proverbs 1:10 warns against following sinners when they entice others to do wrong.

2. Lack of adequate parental guidance

Some teenagers lack open and supportive communication with their parents or guardians.

They may not receive appropriate guidance about relationships, personal boundaries and responsible decision-making.

Lack of parental supervision may expose some young people to risky situations.

Parents and guardians have a responsibility to guide children with love, wisdom and understanding.

3. Poverty and economic challenges

Economic hardship may expose some teenagers to exploitation and unhealthy relationships.

Some young people may be manipulated through promises of money, gifts, school fees or other material support.

Lack of basic needs may make vulnerable teenagers susceptible to exploitation.

Communities should support vulnerable families and protect young people from abuse.

4. Sexual exploitation and abuse

Some pregnancies occur as a result of coercion, sexual exploitation or abuse.

Such situations are never the victim's fault.

Children and teenagers should be protected from exploitation and provided with appropriate support.

Families, schools, churches and authorities have a responsibility to protect young people.

5. Inadequate knowledge and guidance

Lack of accurate, age-appropriate information about reproductive health may contribute to poor decisions.

Some teenagers may believe misleading information shared by friends or through social media.

Schools, parents, health professionals and churches should provide appropriate guidance.

6. Media and social influences

Some online content may present irresponsible relationships as normal or desirable.

Social media may expose young people to misleading messages about relationships.

Teenagers may compare their lives with unrealistic portrayals of relationships.

Christian values encourage discernment when choosing what to watch, read and share.

7. Emotional vulnerability

Adolescents may experience strong emotions as they develop.

Some may seek affection, acceptance and attention from others.

Lack of emotional support may make some teenagers vulnerable to manipulation.

Healthy communication, self-respect and guidance help young people make responsible decisions.

8. Lack of personal boundaries

Failure to establish and maintain appropriate personal boundaries may expose young people to risky situations.

Young people need confidence to communicate their decisions.

Respect for oneself and others is an important Christian responsibility.

9. Inadequate community support

Some communities may lack accessible youth guidance and counselling services.

Silence about exploitation and abuse may prevent affected teenagers from receiving help.

Churches, schools and community organisations can provide safe support systems.

10. Harmful gender stereotypes

Some communities may place unfair expectations on girls and boys.

Girls may be blamed for circumstances involving exploitation or abuse.

Christian teaching promotes dignity, justice, respect and responsibility for all people.

B. Consequences of teenage pregnancies

Teenage pregnancies may have far-reaching effects on the individual, family, school, church and society.

1. Educational consequences

Interruption of education: Pregnancy and parenting responsibilities may make it difficult for a teenage mother to continue with regular school activities.

Reduced concentration: Worry and additional responsibilities may interfere with learning.

Increased risk of dropping out: Some teenage parents experience difficulties remaining in school.

Limited educational opportunities: Failure to complete education may affect access to further training and career opportunities.

Stigmatisation: Negative attitudes from other learners or community members may discourage affected teenagers from participating in school activities.

Kenyan example: A learner in Grade 11 who becomes a parent may require additional support to balance education, childcare and other responsibilities.

2. Health consequences

Pregnancy during adolescence may involve additional health risks, particularly where appropriate medical care is unavailable.

Some teenage mothers may experience pregnancy-related complications.

Inadequate nutrition and limited access to antenatal care may affect maternal and child well-being.

Emotional stress may affect the well-being of the teenage parent.

The child may require additional medical and social support.

Teenage mothers should receive respectful, appropriate healthcare without discrimination.

3. Psychological and emotional consequences

Stress: A teenager may become worried about the future and parenting responsibilities.

Anxiety: Fear of rejection, criticism or uncertainty may affect emotional well-being.

Low confidence: Negative comments and discrimination may affect self-esteem.

Isolation: Some teenage parents may withdraw from friends and social activities.

Emotional pressure: Adjusting to parenting while still developing may be challenging.

4. Social consequences

Some teenage parents may experience rejection by friends or members of their communities.

They may experience stigma and discrimination.

Family relationships may become strained.

Parenting responsibilities may limit participation in social and educational activities.

Some may experience isolation due to negative community attitudes.

5. Economic consequences

Raising a child requires financial resources.

Teenage parents may depend heavily on parents, guardians or other relatives.

Additional financial responsibilities may increase pressure on already struggling families.

Limited education and employment opportunities may affect future economic independence.

Families may have to spend more resources on healthcare, food, clothing and childcare.

6. Spiritual consequences

Some teenagers may experience guilt or confusion because of the conflict between their decisions and religious teachings.

They may withdraw from church activities because of fear of judgement.

Some may lose confidence in their relationship with God.

They may require spiritual guidance, forgiveness, acceptance and encouragement.

Important Christian lesson: A teenage pregnancy does not remove a person's dignity or worth before God. The church should provide compassionate guidance, support, forgiveness and encouragement rather than discrimination.

C. Ways of preventing teenage pregnancies

1. **Christian moral education:** Young people should learn biblical teachings on purity, self-control, respect and responsible living.

2. **Parental guidance:** Parents should maintain open communication with their children and provide appropriate guidance.

3. **Avoiding negative peer pressure:** Teenagers should choose friends who encourage responsible behaviour.

4. **Setting personal boundaries:** Young people should establish clear boundaries and communicate them confidently.

5. **Responsible use of social media:** Teenagers should avoid harmful online influences and report inappropriate behaviour.

6. **Education and career planning:** Setting educational and career goals encourages young people to make decisions that support their future.

7. **Seeking counselling:** Teenagers should approach trusted parents, guardians, teachers, counsellors or qualified professionals when facing difficult situations.

8. **Avoiding exploitative relationships:** Young people should recognise manipulation, coercion and abuse and seek help.

9. **Participation in church activities:** Christian youth groups provide opportunities for fellowship, mentorship and moral guidance.

10. **Developing self-control:** Young people should learn to manage emotions, resist negative pressure and make responsible decisions.

11. **Community sensitisation:** Churches, schools and community organisations should educate families about protecting young people.

12. **Accessing appropriate health information:** Teenagers should obtain accurate, age-appropriate information and guidance from qualified healthcare professionals.

D. Role of different groups in preventing teenage pregnancies

Group	Responsibility
Parents	Provide love, guidance, supervision and open communication.
Teachers	Offer guidance, mentorship and learner protection.
Church leaders	Teach Christian values and provide spiritual support.
Government	Protect children and support access to education and healthcare.
Community	Protect vulnerable young people and discourage exploitation.
Teenagers	Make responsible decisions and seek help when necessary.

4.2.3 Irresponsible Sexual Behaviour

Meaning of irresponsible sexual behaviour

Irresponsible sexual behaviour refers to actions and decisions relating to sexuality that disregard personal dignity, Christian moral teachings, respect for others, personal boundaries and the possible consequences of one's actions.

In Christian Religious Education, young people are encouraged to practise self-control, faithfulness, respect, purity and responsible decision-making.

A. Examples of irresponsible sexual behaviour in society today

1. **Premarital sexual relationships:** Engaging in sexual relationships before marriage, contrary to traditional Christian teachings on sexual purity.

2. **Sexual exploitation:** Taking advantage of another person's vulnerability for personal gratification or benefit.

3. **Sexual harassment:** Making unwanted sexual comments, gestures or advances towards another person.

4. **Sexual coercion:** Pressuring or forcing another person into sexual activity without their free agreement.

5. **Infidelity:** Being unfaithful to one's marriage partner.

6. **Inappropriate online communication:** Sharing or requesting sexually inappropriate messages, photographs or videos.

7. **Disrespecting personal boundaries:** Ignoring another person's right to personal space, privacy and dignity.

8. **Manipulative relationships:** Using gifts, money, threats or emotional pressure to influence another person's decisions.

9. **Abuse of trust:** Taking advantage of relationships involving authority, friendship or dependency.

10. **Disregard for personal responsibility:** Making decisions without considering their physical, emotional, spiritual and social consequences.

B. Causes of irresponsible sexual behaviour

1. Peer pressure

Young people may imitate the behaviour of friends to gain acceptance.

Some may fear being considered old-fashioned or different.

Negative peer groups may encourage decisions that conflict with Christian values.

2. Lack of self-control

Failure to manage emotions and personal desires may contribute to irresponsible decisions.

Some young people may act without considering long-term consequences.

Christianity encourages discipline and self-control.

3. Inadequate parental guidance

Lack of open communication may leave young people without appropriate guidance.

Some teenagers may seek information from unreliable sources.

Parents should provide guidance in an atmosphere of love and understanding.

4. Negative media influence

Some films, music and online platforms may promote unhealthy relationship behaviours.

Young people may imitate inappropriate behaviour presented as normal.

Christians are encouraged to exercise discernment when consuming media.

5. Substance abuse

Alcohol and other drugs may impair judgement and decision-making.

Substance use may make individuals more vulnerable to exploitation and unsafe situations.

Young people should avoid substance abuse and seek appropriate support where needed.

6. Poverty and economic vulnerability

Financial hardship may expose some young people to exploitation.

Some may be manipulated through promises of money, gifts or material assistance.

Society should address poverty and protect vulnerable children.

7. Lack of religious and moral instruction

Limited exposure to Christian teachings may weaken a young person's understanding of biblical values.

Churches and families have a responsibility to teach responsible Christian living.

8. Emotional insecurity

Some young people may seek validation through unhealthy relationships.

Lack of confidence may make it difficult to establish personal boundaries.

Emotional support and positive self-esteem promote responsible choices.

9. Poor decision-making skills

Some teenagers may fail to evaluate the consequences of their actions.

They may struggle to resist pressure from others.

Life-skills education helps young people make informed decisions.

10. Lack of appropriate mentorship

Young people need positive role models.

Without guidance, they may imitate harmful behaviour.

Mentorship helps teenagers develop sound moral judgement.

C. Consequences of irresponsible sexual behaviour

1. Physical and health consequences

Unplanned pregnancies.

Increased vulnerability to sexually transmitted infections (STIs).

Possible pregnancy-related health complications.

Emotional and physical stress.

The need for medical care and professional guidance.

2. Emotional consequences

Anxiety and worry.

Loss of confidence.

Emotional confusion.

Relationship difficulties.

Feelings of regret.

Difficulty trusting other people.

3. Educational consequences

Interruption of learning.

Reduced concentration in class.

Difficulty completing school assignments.

Increased absenteeism.

Possible interruption of educational plans.

4. Social consequences

Family disagreements.

Relationship conflicts.

Stigmatisation and discrimination.

Loss of trust.

Social isolation.

5. Economic consequences

Increased healthcare expenses.

Additional family responsibilities.

Financial dependence.

Reduced employment and educational opportunities in some circumstances.

6. Spiritual consequences

Conflict with biblical teachings.

Weakening of spiritual discipline.

Loss of commitment to Christian values.

Feelings of guilt and spiritual confusion.

Withdrawal from fellowship and church activities.

Christian emphasis: Christianity teaches that every human being deserves dignity, respect and compassion. A person who has made a mistake should be guided towards repentance, restoration and responsible living.

D. Ways of avoiding irresponsible sexual behaviour

Practising Christian teachings on purity and self-control.

Developing positive friendships.

Avoiding negative peer influence.

Establishing and maintaining personal boundaries.

Seeking guidance from parents and trusted adults.

Participating in church youth programmes.

Setting clear academic and career goals.

Avoiding alcohol and substance abuse.

Using social media responsibly.

Avoiding exploitative and manipulative relationships.

Developing self-respect and respect for others.

Seeking professional counselling when facing emotional or relationship difficulties.

Learning to say no to inappropriate pressure.

Spending time in constructive activities such as sports, music, community service and Bible study.

Praying for wisdom and strength to overcome temptation.

E. Christian teachings on sexual purity

Christianity regards the human body as sacred and encourages believers to use it in ways that honour God.

1. 1 Corinthians 6:19–20 – The body as a temple of the Holy Spirit

Paul teaches that the human body is a temple of the Holy Spirit and that believers should honour God with their bodies.

Lessons from this passage:

Human beings should respect their bodies.

The body has spiritual significance.

Christians should avoid actions that dishonour God.

Believers should practise self-discipline.

Christians should recognise that their lives belong to God.

Young people should make decisions that promote physical, emotional and spiritual well-being.

2. 2 Timothy 2:22 – Flee youthful passions

Paul encourages Timothy to flee youthful passions and pursue righteousness, faith, love and peace.

Lessons:

Young people should avoid situations that encourage wrongdoing.

They should pursue righteousness.

They should develop self-control.

They should associate with people who seek to live according to God's teachings.

They should focus on positive activities.

Prayer and Bible study strengthen Christian commitment.

3. 1 Thessalonians 4:3-5 – Living a holy life

Paul teaches Christians to live holy lives and exercise self-control.

Lessons:

Christians should respect their bodies.

Believers should avoid immoral conduct.

Self-control is an important Christian virtue.

Young people should respect the dignity of others.

Christians should live in a manner that pleases God.

4. Galatians 5:22-23 – The fruit of the Holy Spirit

Paul identifies qualities produced by the Holy Spirit, including love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

Lessons:

Self-control helps young people resist negative influences.

Love encourages respect for other people.

Faithfulness promotes honesty and commitment.

Gentleness discourages aggression and manipulation.

Patience helps young people make thoughtful decisions.

F. Irresponsible sexual behaviour and Christian teachings

Behaviour	Christian teaching
Sexual exploitation	Respect the dignity of every person.
Sexual coercion	Love does not manipulate or force others.
Infidelity	Practise faithfulness.
Premarital sexual relationships	Uphold Christian teachings on sexual purity.
Harassment	Treat others with respect.
Manipulative relationships	Practise honesty and love.
Disregard for boundaries	Respect the dignity and rights of others.

4.2.4 Use of the Pill and Contraceptives by Teenagers

A. Meaning of contraception

Contraception refers to methods or practices used to prevent pregnancy.

Contraceptive methods are used in family planning and reproductive healthcare.

B. Meaning of contraceptive pills

Contraceptive pills are medicines taken according to medical guidance to prevent pregnancy. Different types work in different ways.

Some hormonal contraceptive pills mainly prevent the release of an egg, while others also produce changes that make pregnancy less likely.

C. Examples of contraceptive methods

Oral contraceptive pills: Medicines taken by mouth to prevent pregnancy.

Condoms: Barrier methods used to reduce the likelihood of pregnancy and the transmission of many sexually transmitted infections when used correctly.

Implants: Small medical devices placed under the skin by trained healthcare professionals to prevent pregnancy.

Injectable contraceptives: Medicines administered by qualified healthcare professionals to prevent pregnancy.

Intrauterine devices (IUDs): Medical devices placed inside the uterus by qualified healthcare professionals.

Natural family planning methods: Methods involving awareness of fertility patterns.

Emergency contraception: Medical methods used after unprotected intercourse or contraceptive failure to reduce the possibility of pregnancy.

These examples are included for general CRE knowledge, not as instructions for teenagers to obtain or use contraceptives. Personal medical decisions require confidential, age-appropriate guidance from qualified healthcare professionals.

D. Reasons why some teenagers may use contraceptives

Fear of unplanned pregnancy.

Misinformation from friends.

Pressure from partners.

Influence of social media.

Lack of adequate reproductive health education.

Belief that contraceptives remove all consequences of sexual activity.

Advice from other people.

Fear of the social consequences of pregnancy.

E. Christian views on the use of contraceptives by teenagers

Christian views on contraception are not completely uniform. Different Christian denominations and traditions interpret contraception differently.

However, several broad Christian principles guide discussions about contraceptive use.

1. Respect for human life

Many Christians believe that human life is sacred and should be respected.

They emphasise the importance of responsible decisions concerning reproduction.

They encourage believers to consider the value and dignity of every human being.

2. Sexual purity

Many Christian traditions teach that sexual intimacy belongs within marriage.

They encourage young people to practise abstinence before marriage.

Contraception should not be viewed as permission to disregard Christian moral teachings.

3. Responsible decision-making

Christians should consider the physical, emotional, spiritual and social consequences of their decisions.

Young people should seek guidance before making important decisions.

Decisions should be based on accurate information rather than pressure or misinformation.

4. Sanctity of the body

According to 1 Corinthians 6:19–20, the body is a temple of the Holy Spirit.

Christians should care for their physical and spiritual well-being.

Medical decisions should be approached responsibly.

5. Parental and pastoral guidance

Parents and guardians should guide teenagers on relationships and Christian values.

Church leaders should provide biblical guidance without humiliating young people.

Qualified healthcare professionals should provide accurate medical information.

6. Protection from harm

Christians should oppose exploitation, coercion and abuse.

Young people who experience sexual abuse should receive protection and appropriate support.

No teenager should be blamed for being abused or coerced.

F. Why contraceptive pills should not be regarded as a solution to all teenage sexual challenges

They do not protect against sexually transmitted infections.

They do not remove the emotional consequences of unhealthy relationships.

They do not prevent exploitation or sexual abuse.

They do not automatically prevent every pregnancy.

They do not replace self-control and responsible decision-making.

They may have side effects and medical considerations.

Some medicines and health conditions can affect their suitability.

They do not resolve peer pressure or poor relationship choices.

They cannot replace parental guidance and Christian moral education.

They should not be used without appropriate medical advice.

G. Challenges associated with contraceptive use among teenagers

Misinformation about effectiveness.

Fear of stigma and discrimination.

Limited access to reliable health information.

Misunderstanding of possible side effects.

Pressure from partners.

Lack of appropriate counselling.

Failure to seek qualified medical advice.

Conflict between personal decisions and religious beliefs.

H. Christian responsibilities towards teenagers facing reproductive health challenges

Christians should:

Show compassion and understanding.

Provide accurate biblical guidance.

Avoid discrimination and public humiliation.

Protect teenagers from abuse and exploitation.

Encourage responsible decision-making.

Support access to appropriate healthcare.

Promote abstinence as taught by their Christian tradition.

Encourage forgiveness and spiritual restoration.

Support affected learners to continue their education.

Promote dignity, justice and respect for all people.

4.2.5 Christian Values Needed to Avoid Irresponsible Sexual Behaviour

Meaning of Christian values

Christian values are moral principles and standards based on the teachings of Jesus Christ and the Bible that guide believers in making decisions and relating responsibly with others.

Christian values help young people distinguish between right and wrong and develop a lifestyle that honours God.

A. Important Christian values young people should practise

1. Self-control

Self-control is the ability to manage one's thoughts, emotions, desires and actions.

Importance:

Helps young people resist negative peer pressure.

Enables teenagers to make responsible decisions.

Helps individuals avoid situations that may compromise their values.

Encourages discipline in relationships.

Enables young people to think about the consequences of their actions.

Biblical reference: Galatians 5:22–23.

Example: A learner politely refuses to participate in an activity that conflicts with their Christian beliefs.

2. Purity

Purity refers to maintaining moral integrity in thoughts, words and actions.

Importance:

Encourages young people to uphold Christian teachings on sexual morality.

Promotes respect for oneself and others.

Helps teenagers establish appropriate personal boundaries.

Encourages responsible relationships.

Strengthens spiritual commitment.

Biblical reference: Matthew 5:8.

3. Faithfulness

Faithfulness means being loyal, trustworthy and committed to one's responsibilities and promises.

Importance:

Promotes trust in relationships.

Encourages honesty.

Discourages betrayal and deception.

Helps young people maintain their Christian commitments.

Promotes responsibility.

Biblical reference: Galatians 5:22.

4. Love

Christian love involves caring for others, respecting their dignity and seeking their well-being.

Importance:

Encourages respect for other people's decisions and boundaries.

Discourages exploitation and manipulation.

Promotes kindness and compassion.

Encourages responsible relationships.

Helps young people care for vulnerable members of society.

Biblical reference: 1 Corinthians 13:4–7.

5. Honesty

Honesty means speaking and acting truthfully.

Importance:

Builds trust between young people and their families.

Encourages openness when facing challenges.

Helps teenagers seek guidance.

Discourages deception and manipulation.

Promotes accountability.

Biblical reference: Ephesians 4:25.

6. Respect

Respect means recognising the dignity, worth and rights of oneself and other people.

Importance:

Encourages respect for personal boundaries.

Discourages harassment and exploitation.

Promotes peaceful relationships.

Encourages appreciation of differences.

Promotes equality and human dignity.

Biblical reference: Matthew 7:12.

7. Patience

Patience is the ability to wait calmly and avoid making decisions under pressure.

Importance:

Helps young people avoid rushed decisions.

Encourages thoughtful judgement.

Helps teenagers resist pressure from friends.

Promotes emotional maturity.

Encourages commitment to long-term goals.

Biblical reference: Galatians 5:22.

8. Responsibility

Responsibility means accepting the duties and consequences associated with one's decisions and actions.

Importance:

Encourages thoughtful decision-making.

Helps young people take responsibility for their education.

Promotes accountability.

Encourages respect for others.

Helps teenagers understand the consequences of their behaviour.

Biblical reference: Galatians 6:5.

9. Humility

Humility means recognising one's limitations and being willing to learn from others.

Importance:

Encourages young people to seek advice.

Helps teenagers accept correction.

Discourages pride and arrogance.

Promotes peaceful relationships.

Encourages openness to spiritual growth.

Biblical reference: Philippians 2:3–4.

10. Forgiveness

Forgiveness means letting go of resentment and being willing to restore relationships where appropriate.

Importance:

Promotes emotional healing.

Helps young people move forward after making mistakes.

Encourages peaceful relationships.

Discourages revenge.

Promotes compassion towards others.

Biblical reference: Ephesians 4:32.

11. Courage

Courage is the ability to do what is right despite fear, opposition or pressure.

Importance:

Enables teenagers to resist negative peer influence.

Helps young people report abuse.

Encourages learners to defend their values.

Promotes confidence in decision-making.

Helps young people seek assistance when necessary.

Biblical reference: Joshua 1:9.

12. Faith

Faith is trust and confidence in God and His promises.

Importance:

Encourages young people to depend on God.

Strengthens commitment to Christian teachings.

Gives hope during difficult situations.

Encourages prayer and spiritual growth.

Promotes confidence in God's guidance.

Biblical reference: Hebrews 11:1.

B. Summary of Christian values and their application

Christian value	**Application in daily life**
Self-control	Resisting negative influences.
Purity	Maintaining moral integrity.
Faithfulness	Keeping promises and being trustworthy.
Love	Caring for and respecting others.
Honesty	Speaking the truth.
Respect	Recognising other people's dignity.
Patience	Avoiding rushed decisions.
Responsibility	Accepting accountability.
Humility	Accepting guidance and correction.
Forgiveness	Promoting reconciliation.
Courage	Standing for what is right.
Faith	Trusting God during challenges.

4.2.6 Life Skills Needed to Avoid Irresponsible Sexual Behaviour

Meaning of life skills

Life skills are abilities that enable individuals to deal effectively and positively with everyday demands and challenges.

Life skills help young people make informed decisions, manage emotions, establish healthy relationships and respond appropriately to difficult situations.

A. Important life skills

1. Decision-making skills

Decision-making is the ability to identify available choices and select the most appropriate action after considering possible consequences.

Application:

Helps teenagers make responsible relationship decisions.

Enables young people to consider the consequences of their actions.

Helps learners avoid harmful activities.

Encourages independent thinking.

Promotes accountability.

Example: A learner chooses to concentrate on education instead of following friends into activities that compromise personal values.

2. Assertiveness skills

Assertiveness is the ability to express one's thoughts, feelings, beliefs and decisions confidently and respectfully.

Application:

Helps teenagers communicate personal boundaries.

Enables learners to refuse inappropriate pressure.

Encourages confidence.

Helps young people defend their rights.

Promotes respectful communication.

Example: A learner confidently communicates that they do not wish to participate in an inappropriate activity.

3. Refusal skills

Refusal skills are abilities used to say no to unwanted activities or negative pressure.

Application:

Helps teenagers resist negative peer influence.

Promotes self-respect.

Encourages responsible choices.

Helps young people avoid risky situations.

Builds confidence.

4. Communication skills

Communication skills are abilities used to exchange information, ideas and feelings effectively.

Application:

Help young people discuss challenges with trusted adults.

Promote understanding between parents and teenagers.

Encourage honest communication.

Help learners express concerns.

Reduce misunderstandings.

5. Critical thinking skills

Critical thinking involves analysing information objectively before reaching a conclusion.

Application:

Helps teenagers identify misleading information.

Enables learners to evaluate media messages.

Helps young people recognise manipulation.

Encourages independent judgement.

Promotes informed decisions.

6. Problem-solving skills

Problem-solving is the ability to identify challenges, examine possible solutions and select an appropriate way forward.

Application:

Helps teenagers address peer pressure.

Encourages positive responses to conflict.

Helps learners seek appropriate assistance.

Promotes independence.

Encourages responsible behaviour.

7. Emotional intelligence

Emotional intelligence is the ability to recognise, understand and manage one's emotions and respond appropriately to the emotions of others.

Application:

Helps teenagers manage emotional changes.

Promotes empathy.

Encourages respectful relationships.

Helps young people cope with disappointment.

Supports responsible decision-making.

8. Stress management

Stress management refers to the ability to recognise and cope with pressure in healthy ways.

Application:

Helps teenagers handle academic and social pressure.

Encourages healthy coping strategies.

Promotes emotional stability.

Helps young people seek support.

Reduces impulsive decisions.

9. Self-awareness

Self-awareness is the ability to understand one's strengths, weaknesses, feelings, values and personal goals.

Application:

Helps teenagers understand their personal values.

Encourages self-respect.

Promotes confidence.

Helps young people identify situations that challenge their values.

Encourages personal growth.

10. Empathy

Empathy is the ability to understand and appreciate the feelings and experiences of other people.

Application:

Encourages respect for others.

Discourages exploitation and harassment.

Promotes compassion.

Helps teenagers understand the effects of their behaviour.

Encourages support for vulnerable people.

B. Differences between Christian values and life skills

Christian values	**Life skills**
Moral principles guiding behaviour.	Practical abilities used to handle situations.
Based on biblical teachings and Christian beliefs.	Developed through learning and practice.
Include love, faith, purity and honesty.	Include decision-making, communication and problem-solving.
Help distinguish right from wrong.	Help individuals respond effectively to challenges.
Guide the principles behind decisions.	Provide practical ways of applying those principles.

Relationship between the two: Christian values provide moral direction, while life skills help young people put those values into practice.

4.2.7 Role of the Church, Family, School and Society in Guiding Young People

A. Role of the church

Teaching biblical values: Churches teach young people about love, purity, honesty, faithfulness and self-control.

Providing spiritual mentorship: Church leaders guide young people in their Christian journey.

Organising youth programmes: Youth fellowships provide opportunities for learning, worship and positive interaction.

Offering counselling: Churches may provide pastoral guidance to young people experiencing challenges.

Promoting prayer: Churches encourage young people to seek God's guidance.

Providing positive role models: Christian leaders demonstrate responsible living.

Promoting compassion: Churches should support affected teenagers without discrimination.

Creating awareness: Churches organise educational programmes addressing moral challenges.

Encouraging community service: Young people participate in activities that develop responsibility.

Supporting families: Churches may organise parenting and family guidance programmes.

B. Role of parents and guardians

Providing love and emotional support.

Offering appropriate guidance on relationships.

Maintaining open communication.

Monitoring children's welfare responsibly.

Teaching Christian values.

Providing positive examples through their behaviour.

Encouraging responsible friendships.

Identifying signs of exploitation and abuse.

Supporting children who face difficulties.

Encouraging education and personal development.

C. Role of schools

Providing guidance and counselling services.

Teaching Christian values through CRE.

Promoting learner safety and protection.

Organising mentorship programmes.

Encouraging positive peer relationships.

Providing age-appropriate health education.

Promoting responsible social media use.

Supporting learners facing pregnancy-related challenges.

Encouraging participation in clubs and extracurricular activities.

Providing referral support where learners require specialised assistance.

D. Role of the government

Protecting children from sexual exploitation and abuse.

Supporting access to education.

Promoting child protection programmes.

Supporting access to appropriate healthcare.

Enforcing laws against sexual abuse and exploitation.

Supporting youth empowerment initiatives.

Promoting public awareness programmes.

Supporting vulnerable families.

Providing guidance on child rights.

Promoting access to counselling and psychosocial support.

E. Role of young people themselves

Practising Christian values.

Choosing positive friends.

Setting personal and academic goals.

Seeking guidance when facing difficulties.

Avoiding harmful online influences.

Respecting themselves and others.

Developing self-control.

Participating in constructive activities.

Reporting abuse and exploitation.

Taking responsibility for their decisions.

4.2.8 Biblical Reflection: 1 Corinthians 6:19-20

The body as the temple of the Holy Spirit

Paul teaches Christians that their bodies are temples of the Holy Spirit and that they should honour God with their bodies.

A. Background to the passage

Paul wrote to the Christians in Corinth.

Corinth was a major commercial and cultural centre.

The Corinthian church faced several moral and spiritual challenges.

Paul instructed believers to avoid immoral practices.

He reminded them that their bodies belonged to God.

He encouraged them to live in a manner that reflected their Christian faith.

B. Lessons from 1 Corinthians 6:19-20

The body belongs to God: Human beings should recognise that their bodies are gifts from God.

The body is sacred: Christians should respect and care for their bodies.

The Holy Spirit dwells in believers: Christians should live in ways that honour God's presence in their lives.

Self-discipline is important: Believers should exercise control over their behaviour.

Personal responsibility: Christians are accountable for how they use their bodies.

Avoidance of immoral behaviour: Young people should avoid actions that conflict with biblical teachings.

Respect for others: Other people should be treated with dignity.

Spiritual commitment: Christians should remain faithful to God.

Healthy living: Believers should make choices that promote their physical and emotional well-being.

Gratitude to God: Christians should appreciate the gift of life and honour God through their actions.

C. Application of the passage in the life of a Grade 11 learner

A Grade 11 learner can apply this passage by:

Respecting personal dignity.

Practising self-control.

Avoiding negative peer influence.

Maintaining appropriate boundaries.

Respecting other people's bodies and decisions.

Avoiding exploitation and harassment.

Seeking guidance from trusted adults.

Taking care of physical and emotional health.

Participating in Christian activities.

Making decisions that honour God.

4.2.9 Biblical Reflection: 2 Timothy 2:22

Fleeing youthful passions and pursuing righteousness

Paul advises Timothy to avoid youthful passions and pursue righteousness, faith, love and peace together with those who call on the Lord from a pure heart.

A. Background to the passage

Timothy was a young Christian leader.

Paul acted as his spiritual mentor.

Paul encouraged Timothy to remain faithful to Christian teachings.

Timothy was expected to demonstrate discipline and good conduct.

Paul reminded him to avoid influences that could weaken his spiritual commitment.

B. Lessons from 2 Timothy 2:22

Young people should avoid situations that encourage immoral behaviour.

Christians should pursue righteousness.

Faith should guide personal decisions.

Love should guide relationships.

Peace should be promoted in society.

Young people should associate with positive friends.

Christians should develop self-control.

Prayer helps believers seek God's guidance.

Christians should remain committed to their faith.

Young people should seek spiritual mentorship.

C. How Grade 11 learners can apply 2 Timothy 2:22

Choosing friends who promote good behaviour.

Participating in constructive school activities.

Avoiding negative peer influence.

Developing positive relationships.

Practising self-control.

Reading and reflecting on the Bible.

Setting academic and moral goals.

Seeking guidance from responsible adults.

Avoiding situations involving manipulation and exploitation.

Praying for wisdom and strength.

4.2.10 Overcoming Temptations Through Prayer and Christian Discipline

Meaning of temptation

Temptation refers to an attraction or pressure that may lead an individual to act against their moral, spiritual or personal values.

Young people may encounter temptations through peer pressure, media influence, emotional challenges and unhealthy relationships.

Ways of overcoming temptation

Prayer: Seeking God's wisdom and strength.

Bible reading: Learning biblical teachings that guide behaviour.

Self-control: Managing emotions and desires.

Positive friendships: Associating with people who encourage responsible conduct.

Avoiding risky situations: Recognising and avoiding circumstances that challenge personal values.

Seeking mentorship: Learning from responsible Christian adults.

Constructive activities: Participating in sports, music, arts and community service.

Setting goals: Concentrating on educational and personal development.

Accountability: Accepting guidance and responsibility for one's choices.

Faith: Trusting God during challenging circumstances.

The importance of prayer in the life of a teenager

Strengthens the relationship between the believer and God.

Provides spiritual encouragement.

Promotes self-reflection.

Encourages dependence on God.

Helps young people seek wisdom.

Promotes peace during difficult situations.

Strengthens commitment to Christian values.

Encourages forgiveness and repentance.

Develops spiritual discipline.

Gives hope during challenging experiences.

4.2.11 Competency-Based Learning Activities

The following activities enable learners to apply Christian values and life skills to real-life situations in the Kenyan community.

Activity 1: Group discussion on teenage pregnancies

Task: Work in groups and discuss the causes and consequences of teenage pregnancies in Kenyan society.

Guiding questions:

What factors contribute to teenage pregnancies?

How does teenage pregnancy affect education?

What challenges may teenage parents experience?

How can families and churches support affected teenagers?

What Christian values can help young people make responsible decisions?

Expected competencies:

Critical thinking and problem-solving.

Communication and collaboration.

Citizenship.

Self-efficacy.

Activity 2: Debate on teenage pregnancies

Motion: Teenage pregnancies can be prevented through parental guidance and Christian moral education.

Learners should:

Research relevant information.

Identify arguments supporting the motion.

Identify opposing arguments.

Present evidence.

Respect different opinions.

Suggest practical solutions.

Activity 3: Role-play on peer pressure

Scenario: A Grade 11 learner is being pressured by friends to engage in activities that conflict with their Christian values.

Perform a short skit demonstrating:

The challenge facing the learner.

The influence of peers.

How the learner communicates personal boundaries.

How Christian values guide decision-making.

How the learner seeks assistance.

Reflection: What lessons can other learners learn from the skit?

Activity 4: Biblical reflection

Read and meditate on 1 Corinthians 6:19–20.

Write a personal reflection explaining five ways you can honour God through your behaviour.

Activity 5: Bible study

Read 2 Timothy 2:22 and discuss:

What does Paul encourage Timothy to avoid?

What qualities should young Christians pursue?

Why is choosing good friends important?

How can prayer help teenagers overcome temptation?

How can the passage guide learners in school?

Activity 6: Designing awareness messages

Design a flyer or placard with messages promoting responsible Christian living.

Suggested messages:

Respect yourself and others.

Choose friends who build your future.

Your body deserves dignity and respect.

Be courageous enough to make responsible decisions.

Reject exploitation and report abuse.

Let Christian values guide your choices.

Pursue righteousness, faith, love and peace.

Activity 7: School assembly presentation

Prepare and present a short talk on Christian values and life skills needed to overcome moral challenges facing young people.

Activity 8: Personal reflection journal

Maintain a journal in which you record:

Christian values practised each day.

Situations requiring responsible decision-making.

Ways of demonstrating self-control.

Positive actions towards others.

Lessons learnt from Bible study.

Activity 9: Interview with a vetted resource person

Invite an appropriate Christian mentor, counsellor or qualified healthcare professional to discuss:

Responsible decision-making.

Peer pressure.

Personal boundaries.

Child protection.

Emotional well-being.

Christian values.

Activity 10: Community sensitisation

Work with other learners to develop appropriate awareness messages on:

Prevention of teenage pregnancies.

Respect for personal boundaries.

Protection against exploitation.

Responsible social media use.

The importance of education and positive relationships.

4.2.12 Summary of the Sub-Strand

Content area	Main learning points
Teenage pregnancy	Meaning, causes, consequences and prevention.
Irresponsible sexual behaviour	Examples, causes, effects and solutions.
Contraceptives	Meaning, types and Christian perspectives.
Christian values	Purity, love, self-control, faithfulness and respect.
Life skills	Decision-making, assertiveness, communication and problem-solving.
1 Corinthians 6:19-20	The body is a temple of the Holy Spirit.
2 Timothy 2:22	Flee youthful passions and pursue righteousness.
Prayer	Strengthens faith and commitment to Christian values.

4.2.13 Key Terms and Definitions

Term	Meaning
Morality	Principles that guide people in distinguishing right from wrong.
Teenage pregnancy	Pregnancy occurring during adolescence.
Abstinence	Choosing not to engage in sexual activity.
Contraception	Methods used to prevent pregnancy.
Contraceptive pills	Medicines used to prevent pregnancy.
Sexual purity	Conduct that upholds Christian teachings on sexual morality.
Peer pressure	Influence exerted by people of similar age or social standing.
Self-control	Ability to manage one's emotions, desires and actions.
Assertiveness	Expressing one's views and decisions confidently and respectfully.
Temptation	An attraction or pressure to act against one's values.
Exploitation	Taking unfair advantage of another person.
Empathy	Understanding and appreciating other people's feelings.
Responsibility	Being accountable for one's duties and actions.
Life skills	Abilities that help people handle everyday challenges effectively.
Forgiveness	Letting go of resentment and promoting reconciliation where appropriate.
Righteousness	Living according to God's standards of what is right.

REVISION EXERCISE

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer all questions. Choose the correct answer from the alternatives A, B, C and D.

1. Morality refers to the principles that help individuals to:

A. Accumulate wealth
B. Distinguish right from wrong
C. Avoid community activities
D. Become popular among friends

2. Teenage pregnancy refers to pregnancy occurring in a girl during:

A. Early childhood
B. Adolescence
C. Old age
D. Adulthood only

3. Which of the following is a major factor contributing to teenage pregnancies?

A. Positive mentorship
B. Responsible decision-making
C. Sexual exploitation
D. Academic commitment

4. A teenager who engages in activities because friends threaten to reject them is experiencing:

A. Self-awareness
B. Peer pressure
C. Self-discipline
D. Empathy

5. Which of the following is an educational consequence of teenage pregnancy?

A. Improved concentration
B. Guaranteed employment
C. Possible interruption of education
D. Increased academic performance

6. Which of the following is an economic consequence of teenage pregnancy?

A. Increased financial responsibilities
B. Automatic financial independence
C. Guaranteed employment
D. Reduced family expenditure

7. The Christian teaching that the body is a temple of the Holy Spirit is found in:

A. Genesis 1:1
B. 1 Corinthians 6:19–20
C. Exodus 20:1–5
D. Matthew 2:1–6

8. According to 2 Timothy 2:22, young people should flee youthful passions and pursue:

A. Wealth and popularity
B. Revenge and pride
C. Righteousness, faith, love and peace
D. Fame and personal pleasure

9. Which Christian value enables a teenager to resist negative peer influence?

A. Self-control
B. Jealousy

C. Dishonesty
D. Pride

10. The ability to express one's decisions confidently and respectfully is called:

A. Sympathy
B. Assertiveness
C. Dependence
D. Aggression

11. Which of the following is an example of irresponsible sexual behaviour?

A. Respecting personal boundaries
B. Reporting exploitation
C. Sexual harassment
D. Seeking counselling

12. Which of the following is a psychological consequence of irresponsible sexual behaviour?

A. Anxiety
B. Improved concentration
C. Guaranteed happiness
D. Increased confidence in every situation

13. Which Christian value promotes trustworthiness and loyalty?

A. Faithfulness
B. Selfishness
C. Greed
D. Arrogance

14. Which of the following is a contraceptive method?

A. Antibiotics
B. Oral contraceptive pills
C. Painkillers
D. Vitamins

15. Which statement about contraceptive pills is correct?

A. They prevent all sexually transmitted infections.
B. They eliminate every pregnancy risk.
C. They are medicines used to prevent pregnancy.
D. They replace responsible decision-making.

16. Which of the following is a Christian principle concerning human sexuality?

A. Exploiting vulnerable people
B. Respecting human dignity
C. Encouraging manipulation
D. Disregarding personal boundaries

17. Which biblical passage identifies love, joy, peace and self-control as fruits of the Holy Spirit?

A. Galatians 5:22–23
B. Genesis 6:1–4
C. Exodus 3:1–5
D. Matthew 1:18–25

18. A learner who refuses to participate in an inappropriate activity demonstrates:

A. Cowardice
B. Assertiveness
C. Dishonesty
D. Irresponsibility

19. Which of the following is the best way of addressing peer pressure?

A. Following every suggestion from friends
B. Avoiding all communication
C. Practising refusal and assertiveness skills
D. Hiding every personal challenge

20. Which organisation can provide pastoral guidance to teenagers?

A. Church
B. Gambling centre
C. Nightclub
D. Betting organisation

21. Which of the following is a responsibility of parents in preventing teenage pregnancies?

A. Encouraging secrecy
B. Providing appropriate guidance
C. Promoting exploitation
D. Ignoring children's concerns

22. Which life skill enables an individual to identify a challenge and find an appropriate solution?

A. Problem-solving
B. Jealousy
C. Revenge
D. Dishonesty

23. Empathy enables young people to:

A. Manipulate others
B. Understand other people's feelings
C. Disregard other people's rights
D. Avoid responsibility

24. Which of the following is an appropriate response to sexual exploitation?

A. Remaining silent because of shame
B. Blaming the victim
C. Seeking help from trusted adults and appropriate authorities
D. Encouraging further exploitation

25. Why should young people exercise critical thinking when using social media?

A. To believe everything they see
B. To identify misleading information
C. To imitate every online trend
D. To avoid learning new information

26. Which Christian value encourages individuals to accept guidance and correction?

A. Humility
B. Pride
C. Greed
D. Selfishness

27. Which of the following is a benefit of prayer in Christian living?

A. Encouraging irresponsibility
B. Strengthening one's relationship with God
C. Promoting dishonesty
D. Encouraging exploitation

28. Which organisation has a responsibility to protect children from sexual abuse and exploitation?

A. Government
B. Peer groups only
C. Entertainment industry only
D. Private clubs only

29. The ability to manage pressure and respond positively to difficult situations is called:

A. Stress management
B. Manipulation
C. Exploitation
D. Intimidation

30. Which of the following best demonstrates Christian living among young people?

A. Disrespecting others
B. Following harmful peer pressure
C. Practising love, purity and self-control
D. Encouraging dishonest relationships

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions. Give well-explained answers.

QUESTION 31: Teenage Pregnancies (10 marks)

a) Define teenage pregnancy. (2 marks)

b) Explain four causes of teenage pregnancies in Kenyan society. (4 marks)

c) Explain four consequences of teenage pregnancies. (4 marks)

QUESTION 32: Irresponsible Sexual Behaviour (10 marks)

a) Define irresponsible sexual behaviour. (2 marks)

b) Identify four examples of irresponsible sexual behaviour in contemporary society. (4 marks)

c) Explain two ways in which Christian teachings help young people avoid irresponsible sexual behaviour. (4 marks)

QUESTION 33: Contraceptives and Christian Teachings (10 marks)

a) Define contraception. (2 marks)

b) State four reasons why some teenagers may use contraceptives. (4 marks)

c) Explain two Christian principles that should guide teenagers when making decisions concerning sexuality and reproductive health. (4 marks)

QUESTION 34: Christian Values and Life Skills (10 marks)

a) Define Christian values. (2 marks)

b) Explain four Christian values that help young people avoid irresponsible sexual behaviour. (4 marks)

c) Explain two life skills that help teenagers resist negative peer pressure. (4 marks)

QUESTION 35: Biblical Teachings (10 marks)

a) Identify the biblical passage that teaches Christians that their bodies are temples of the Holy Spirit. (2 marks)

b) Explain four lessons that young people learn from 2 Timothy 2:22. (4 marks)

c) Explain four ways in which prayer helps young people overcome temptations. (4 marks)

4.2.14 Suggested Answers and Marking Guide

Section A: Multiple-choice answer key

Question	Answer	Question	Answer
1	B	16	B
2	B	17	A
3	C	18	B
4	B	19	C
5	C	20	A
6	A	21	B
7	B	22	A
8	C	23	B
9	A	24	C
10	B	25	B
11	C	26	A
12	A	27	B
13	A	28	A
14	B	29	A
15	C	30	C

Section B: Suggested marking points

Question 31

(a) Pregnancy occurring during adolescence. (2)

(b) Any four causes, 1 mark each.

(c) Any four explained consequences, 1 mark each.

Question 32

(a) Behaviour that disregards personal dignity, Christian moral teachings and responsible conduct. (2)

(b) Any four relevant examples, 1 mark each.

(c) Any two explained Christian teachings, 2 marks each.

Question 33

(a) Methods or practices used to prevent pregnancy. (2)

(b) Any four relevant reasons, 1 mark each.

(c) Any two explained Christian principles, 2 marks each.

Question 34

(a) Moral principles based on Christian teachings that guide behaviour. (2)

(b) Any four explained values, 1 mark each.

(c) Any two explained life skills, 2 marks each.

Question 35

(a) 1 Corinthians 6:19–20. (2)

(b) Any four lessons from 2 Timothy 2:22, 1 mark each.

(c) Any four explained benefits of prayer, 1 mark each.

STRAND 4.0: CHRISTIAN LIVING TODAY

SUB-STRAND 4.3: CHRISTIAN APPROACHES TO LEISURE

Strand: Christian Living Today

Sub-strand: Christian Approaches to Leisure

Suggested learning materials: The Bible, textbooks, charts, flashcards, photographs, newspapers, digital resources and community resource persons.

1.0 INTRODUCTION

Leisure is an important aspect of human life. Every individual needs time away from work, school, household responsibilities and other demanding activities.

Young people in Kenya engage in different leisure activities, including playing football, listening to music, watching television, visiting friends, reading novels, browsing the internet, playing video games, dancing and participating in community activities.

Leisure activities can contribute positively to the physical, emotional, social, intellectual and spiritual development of an individual.

However, when leisure time is misused, it may expose young people to negative influences such as alcohol consumption, drug and substance abuse, gambling, irresponsible internet use, idleness, violence and other harmful behaviours.

Christian Religious Education teaches that leisure should be used responsibly and in ways that honour God, promote personal development and benefit society.

Christians are therefore encouraged to balance work, rest, worship, recreation and service to others.

1.1 Meaning of Leisure

Leisure refers to free time that an individual has after completing essential duties and responsibilities. It is time available for rest, recreation, relaxation, personal interests and other activities performed voluntarily.

Leisure provides an opportunity for individuals to refresh their minds and bodies, develop talents and strengthen relationships.

Examples of leisure activities

Playing football, volleyball, basketball and athletics.

Reading novels, newspapers, magazines and religious books.

Listening to music and singing.

Watching educational programmes and films.

Visiting friends and relatives.

Gardening and participating in environmental conservation.

Playing chess, scrabble and other board games.

Participating in church activities.

Learning musical instruments.

Travelling and visiting places of interest.

Participating in community service.

Engaging in creative activities such as drawing, painting and crafts.

1.2 Meaning of Recreation

Recreation refers to activities undertaken during leisure time for enjoyment, relaxation, refreshment and personal development.

Examples include swimming, dancing, playing football, hiking, singing and playing indoor games.

Difference between leisure and recreation

Leisure	**Recreation**
Refers to free time available after duties.	Refers to activities undertaken during free time.
It is the time when one is free from compulsory responsibilities.	It involves using free time for enjoyment and refreshment.
Example: Saturday afternoon after completing schoolwork.	Example: Playing volleyball on Saturday afternoon.

1.3 Meaning of Responsible Leisure

Responsible leisure refers to the proper use of free time through activities that promote health, moral development, spiritual growth, talents and positive relationships.

A responsible Christian chooses leisure activities that do not contradict biblical teachings or harm other people.

Example: A Grade 11 learner may spend Saturday afternoon playing football, reading the Bible, helping in a community clean-up and visiting relatives.

2.0 BIBLICAL VIEWS ON THE USE OF LEISURE TIME

The Bible provides guidance on how Christians should use their free time.

It teaches that leisure should be approached with responsibility, moderation, wisdom, discipline and consideration for others.

The learner should understand the following biblical passages.

2.1 Exodus 20:8-11 – Observing the Sabbath

This passage is part of the Ten Commandments given to the Israelites through Moses.

God instructed the Israelites to remember the Sabbath day and keep it holy.

The seventh day was set aside as a day of rest after six days of work.

Lessons Christians learn from Exodus 20:8-11

1. **The importance of rest**

God recognises the need for human beings to rest after periods of work. Rest enables individuals to regain energy and maintain their physical and mental well-being.

2. **Respect for God's command**

Christians should respect God's instructions concerning work, rest and worship.

3. **The importance of worship**

Leisure time provides an opportunity for Christians to participate in worship, prayer, Bible study and fellowship.

4. **Work-life balance**

People should not spend all their time working while neglecting rest, family responsibilities and spiritual development.

5. **Respect for other people's rest**

The passage reminds Christians that servants, workers, family members and even animals should be given opportunities to rest.

6. **Appreciation of God's creation**

Rest provides an opportunity to appreciate God's creation and reflect on His goodness.

7. **Avoiding excessive work**

Christians should avoid becoming so occupied with economic activities that they neglect their health and spiritual responsibilities.

Application in the Kenyan context

Learners should balance schoolwork with relaxation.

Teachers should encourage learners to participate in healthy recreational activities.

Families should create time for worship and bonding.

Employers should respect workers' rest periods.

Christians should participate in appropriate church activities during their free time.

2.2 1 Corinthians 10:31 – Doing Everything for God's Glory

Paul teaches Christians that whether they eat, drink or do anything else, they should do everything for the glory of God.

This teaching applies to all aspects of life, including leisure.

Lessons from 1 Corinthians 10:31

Christians should choose leisure activities that honour God.

Leisure should not involve activities that promote sin or immorality.

Christians should demonstrate good behaviour even when relaxing.

Young people should use their talents responsibly.

Christians should avoid activities that encourage hatred, violence and discrimination.

Leisure should promote love, peace and respect for others.

Christians should consider whether their activities positively influence other people.

Individuals should glorify God through their talents and abilities.

Examples of leisure activities that glorify God

Singing Christian songs.

Playing musical instruments during church services.

Participating in charitable activities.

Playing sports with honesty and fairness.

Visiting and helping elderly people.

Reading Christian literature.

Participating in environmental conservation.

Using artistic talents to spread positive messages.

Reflection: A Christian should ask, "Does this activity honour God, promote good character and benefit others?"

2.3 1 Timothy 5:13 – Avoiding Idleness and Irresponsible Behaviour

In this passage, Paul addresses concerns about idleness, gossiping and interfering in other people's affairs.

He warns against spending time in unproductive activities that lead to irresponsible conduct.

Lessons from 1 Timothy 5:13

Christians should avoid idleness.

Leisure should not become an excuse for neglecting responsibilities.

Young people should avoid gossiping about others.

Christians should not spend their free time spreading rumours.

People should respect other people's privacy.

Christians should engage in constructive activities.

Young people should develop useful skills during their free time.

Individuals should avoid unnecessary interference in other people's affairs.

Application among Kenyan youth

Young people can avoid gossip and idleness by:

Joining school clubs.

Participating in sports.

Reading educational materials.

Learning computer skills.

Participating in church youth groups.

Engaging in community development.

Learning practical skills such as cooking, sewing and carpentry.

Participating in agricultural activities.

2.4 Ephesians 5:15-17 – Using Time Wisely

Paul encourages Christians to be careful about how they live. They should live wisely rather than foolishly and make the best use of their time.

Lessons from Ephesians 5:15-17

Christians should use their time wisely.

Young people should make responsible decisions concerning leisure.

Christians should avoid foolish activities.

Individuals should identify activities that contribute positively to their lives.

People should understand God's will and follow His teachings.

Christians should avoid wasting valuable opportunities.

Young people should plan their leisure activities.

Christians should prioritise activities that promote moral and spiritual growth.

Practical examples

A Grade 11 learner can use time wisely by:

Preparing a personal timetable.

Allocating time for revision and relaxation.

Participating in sports.

Attending church services.

Helping parents with household duties.

Learning new skills.

Avoiding excessive social media use.

2.5 Proverbs 6:9-11 – Avoiding Laziness

This passage uses the example of a lazy person who continues sleeping and neglecting responsibilities.

It teaches the importance of diligence, discipline and hard work.

Lessons from Proverbs 6:9-11

Christians should avoid laziness.

Young people should develop a strong work ethic.

Leisure should be balanced with productive activities.

Individuals should not neglect their responsibilities.

People should learn to manage their time.

Christians should be disciplined in their daily activities.

Young people should take advantage of opportunities to develop their abilities.

People should avoid excessive sleeping and idleness.

Application in daily life

Learners should:

Complete assignments before engaging in entertainment.

Participate in household responsibilities.

Develop personal goals.

Avoid spending excessive time on television and social media.

Participate in meaningful recreational activities.

3.0 DIFFERENT LEISURE ACTIVITIES COMMON AMONG YOUNG PEOPLE TODAY

Young people participate in a wide range of leisure activities depending on their interests, talents, financial abilities, culture and environment.

These activities may be physical, social, intellectual, spiritual, artistic or digital.

3.1 Physical Leisure Activities

These are activities involving bodily movement and physical exercise.



Examples include:

Football.

Volleyball.

Basketball.

Athletics.

Swimming.

Cycling.

Walking and jogging.

Dancing.

Skipping rope.

Traditional games.

Importance: Physical leisure activities improve fitness, coordination, teamwork and discipline.

3.2 Intellectual Leisure Activities

These are activities that stimulate the mind and increase knowledge.

Examples include:

Reading novels.

Solving puzzles.

Playing chess.

Participating in debates.

Writing poems and stories.

Learning new languages.

Reading newspapers.

Solving mathematical problems.

Participating in quizzes.

Researching educational topics.

Importance: They improve creativity, critical thinking, communication and problem-solving skills.

3.3 Social Leisure Activities

These involve interacting with other people during free time.

Examples include:

Visiting friends.

Family gatherings.

Community celebrations.

Youth group meetings.

Attending cultural festivals.

Organising social events.

Participating in group discussions.

Visiting relatives.

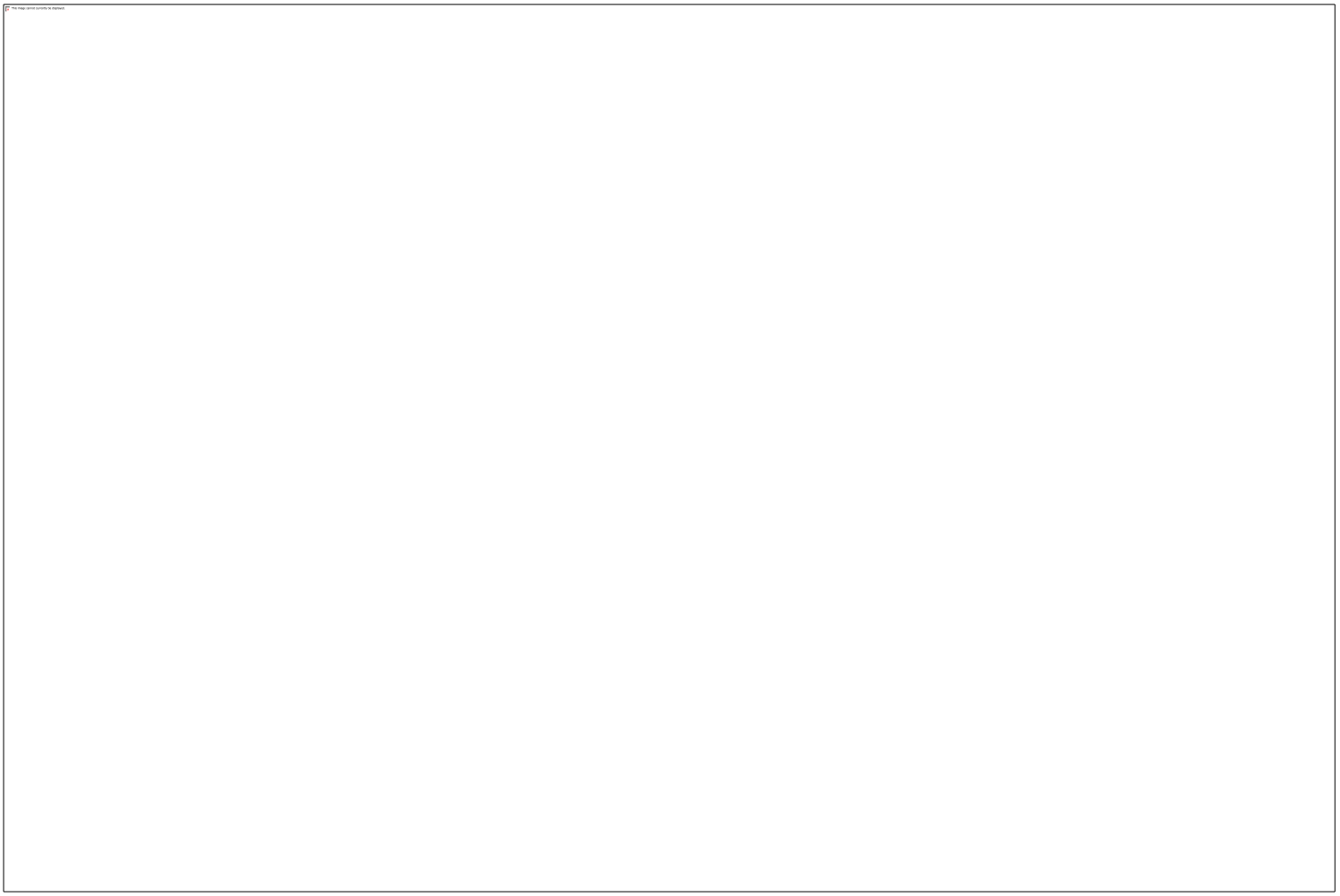
Community volunteering.

Participating in school clubs.

Importance: They strengthen relationships, cooperation, communication and social responsibility.

3.4 Spiritual Leisure Activities

These are activities that strengthen an individual's relationship with God.



Examples include:

Reading the Bible.

Praying.

Singing hymns.

Attending church services.

Participating in Christian youth fellowships.

Attending Bible study sessions.

Participating in church choirs.

Visiting the sick and elderly.

Participating in Christian camps.

Engaging in charitable activities.

Importance: They promote spiritual growth, faith, moral development and Christian fellowship.

3.5 Creative and Artistic Leisure Activities

These activities involve the expression of imagination, creativity and talents.

Examples include:

Drawing and painting.

Singing.

Dancing.

Acting.

Playing musical instruments.

Photography.

Writing stories.

Making crafts.

Fashion design.

Performing traditional dances.

Importance: They develop talents, build confidence and preserve cultural heritage.

3.6 Digital and Online Leisure Activities

Technology has changed how young people spend their free time.

Examples include:

Watching educational videos.

Playing age-appropriate digital games.

Listening to podcasts.

Learning through educational websites.

Watching documentaries.

Creating digital artwork.

Participating in moderated online learning communities.

Reading digital books.

Learning computer programming.

Communicating with friends and relatives.

Importance: Digital leisure can promote technological skills, creativity and access to information when used responsibly.

Caution: Young people should avoid inappropriate online content, cyberbullying, excessive screen time, online scams and sharing private information with strangers.

4.0 HOW AND WHY YOUNG PEOPLE MISUSE LEISURE TIME TODAY

Misuse of leisure occurs when individuals engage in activities that are harmful, irresponsible, unproductive or contrary to moral and Christian teachings.

Young people may misuse leisure because of personal, family, social, economic and environmental influences.

4.1 Ways in Which Young People Misuse Leisure Time

1. Alcohol consumption

Some young people spend their free time consuming alcoholic beverages.

This may interfere with their judgment, health, relationships and responsibilities.

2. Drug and substance abuse

Some youths misuse substances that negatively affect their health, behaviour and ability to make responsible decisions.

3. Excessive use of social media

Some young people spend too much time on social media platforms at the expense of studies, family relationships and other responsibilities.

4. Gambling

Some youths spend their free time participating in betting and other forms of gambling, sometimes hoping to obtain money without productive effort.

5. Gossiping

Young people may use their free time spreading rumours, discussing private matters and damaging other people's reputations.

6. Watching inappropriate content

Some youths spend their leisure time accessing content that promotes violence, exploitation, hatred or immoral behaviour.

7. Idleness

Some young people fail to engage in meaningful activities and spend excessive time doing nothing constructive.

8. Engaging in irresponsible relationships

Some young people may participate in relationships characterised by pressure, disrespect, manipulation and neglect of personal responsibilities.

9. Truancy and unnecessary wandering

Some learners may spend their free time wandering around without meaningful objectives or neglecting agreed responsibilities.

10. Destructive peer influence

Some young people participate in harmful activities because their friends encourage them to do so.

4.2 Reasons Why Young People Misuse Leisure Time

1. **Peer pressure:** Young people may engage in harmful activities to gain acceptance from their friends.

2. **Lack of parental guidance:** Inadequate guidance may leave young people without sufficient direction on responsible leisure.

3. **Idleness:** Having no meaningful activities or personal goals may encourage unproductive behaviour.

4. **Unemployment and economic challenges:** Limited access to opportunities may contribute to frustration and risky choices.

5. **Curiosity:** Some youths experiment with harmful activities because they want to discover new experiences.

6. **Poor time management:** Failure to plan activities may result in excessive entertainment and neglect of duties.

7. **Media influence:** Some online content and entertainment may present harmful behaviour as attractive or acceptable.

8. **Family conflicts:** Difficult family relationships may influence some young people to seek unhealthy forms of escape.

9. **Lack of recreational facilities:** Inadequate sports grounds, libraries and youth centres may limit access to constructive leisure.

10. **Lack of awareness:** Some youths may not understand the consequences of harmful leisure activities.

11. **Desire for quick money:** Some young people may be attracted to gambling and other irresponsible activities because they expect quick financial rewards.

12. **Poor role models:** Young people may imitate irresponsible behaviour demonstrated by adults or influential individuals.

5.0 CONSEQUENCES OF MISUSING LEISURE TIME

Misusing leisure time can have serious consequences for individuals, families, schools, churches and society.

5.1 Physical Consequences

Poor physical health.

Reduced physical fitness.

Sleep disturbances.

Increased risk of injuries.

Poor personal hygiene.

Reduced energy and concentration.

Health complications associated with substance abuse.

5.2 Psychological and Emotional Consequences

Increased stress.

Poor decision-making.

Reduced self-confidence.

Emotional distress.

Difficulty concentrating.

Loss of motivation.

Increased dependence on harmful habits.

5.3 Social Consequences

Family disagreements.

Loss of friendships.

Social isolation.

Breakdown of trust.

Conflict with peers.

Damage to personal reputation.

Disrespect for community values.

5.4 Academic Consequences

Poor academic performance.

Failure to complete assignments.

Absenteeism.

Reduced concentration during lessons.

Lack of preparation for examinations.

School disciplinary problems.

Increased likelihood of dropping out of school.

5.5 Spiritual and Moral Consequences

Neglect of prayer and worship.

Weakening of Christian values.

Loss of self-discipline.

Dishonesty.

Irresponsibility.

Lack of respect for others.

Neglect of Christian responsibilities.

5.6 Economic Consequences

Wastage of money.

Financial difficulties.

Reduced productivity.

Loss of employment opportunities in later life.

Dependence on family members.

Accumulation of gambling-related debts.

Misuse of resources meant for education and development.

6.0 ALCOHOL, DRUG AND SUBSTANCE ABUSE

6.1 Meaning of Alcohol

Alcohol refers to a psychoactive substance found in alcoholic beverages. It affects the central nervous system and can interfere with judgment, coordination and behaviour.

6.2 Meaning of Drugs

A drug is a substance that affects the normal functioning of the body or mind.

Some drugs are used appropriately for medical treatment under professional guidance. Others are harmful when misused or taken without proper medical supervision.

6.3 Meaning of Substance Abuse

Substance abuse refers to the harmful or inappropriate use of alcohol, drugs and other substances in ways that negatively affect an individual's physical health, mental well-being, behaviour and social relationships.

Substance misuse can occur when a person uses a substance in a manner inconsistent with medical advice or uses prohibited substances.

6.4 Examples of Substances That May Be Misused

Alcoholic beverages.

Tobacco products.

Cannabis.

Inhalants.

Prescription medicines used without proper medical guidance.

Stimulants used for non-medical purposes.

Other psychoactive substances.

Important health education message

Young people should not experiment with alcohol, drugs or unknown substances. Medicines should only be used according to appropriate medical instructions. Anyone experiencing substance-related difficulties should seek assistance from a qualified health professional or trusted adult.

6.5 Biblical Teachings Against Substance Abuse

A. Romans 13:11-14

Paul encourages Christians to live responsibly, avoid immoral behaviour and reject activities associated with darkness.

Lessons:

Christians should live disciplined lives.

Young people should avoid drunkenness.

Christians should avoid irresponsible behaviour.

Individuals should reject activities that encourage immorality.

Believers should demonstrate self-control.

Christians should live in ways that reflect their faith.

B. 1 Corinthians 6:19-20

Paul teaches that the human body is a temple of the Holy Spirit and that Christians should honour God with their bodies.

Lessons:

The human body is valuable.

Christians should take care of their bodies.

Young people should avoid harmful substances.

Christians should practise self-control.

Individuals should respect their health.

Believers should glorify God through responsible living.

C. Galatians 5:22-23

Paul describes the fruit of the Holy Spirit, including love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

Lessons:

Christians should practise self-control.

Young people should demonstrate discipline.

Christians should avoid harmful influences.

Individuals should demonstrate patience when facing peer pressure.

Believers should show kindness and responsibility.

7.0 EFFECTS OF ALCOHOL, DRUG AND SUBSTANCE ABUSE

Substance abuse affects the individual, family, school, church and wider community.

7.1 Effects on Individuals

Poor physical health.

Difficulty making responsible decisions.

Reduced concentration.

Dependence on substances.

Mental and emotional difficulties.

Reduced productivity.

Poor personal relationships.

Financial difficulties.

Neglect of personal responsibilities.

Increased risk of accidents.

7.2 Effects on Families

Family disagreements.

Financial strain.

Loss of trust.

Neglect of family responsibilities.

Emotional distress among family members.

Breakdown of family relationships.

Reduced family stability.

7.3 Effects on Schools

Poor academic performance.

Increased absenteeism.

Indiscipline.

Poor relationships among learners.

Reduced participation in school activities.

Damage to school property.

Increased need for guidance and counselling.

7.4 Effects on Churches

Reduced participation in church activities.

Weakening of Christian fellowship.

Family and community conflicts.

Difficulty maintaining Christian discipline.

Reduced involvement in community outreach.

7.5 Effects on Society

Increased insecurity.

Reduced productivity.

Increased demand for healthcare services.

Family instability.

Economic losses.

Social conflict.

Increased pressure on social support services.

8.0 VIRTUES TO UPHOLD AND VICES TO AVOID DURING LEISURE TIME

A virtue is a good moral quality or behaviour that a person should practise.

A vice is a bad habit or immoral behaviour that should be avoided.

Christians are expected to demonstrate virtues in their daily lives, including during leisure activities.

8.1 Christian Virtues to Uphold

1. Self-control

Self-control is the ability to regulate one's behaviour, emotions and desires.

Application: A learner should avoid excessive gaming and social media use.

2. Discipline

Discipline is the ability to follow rules, make responsible choices and fulfil obligations.

Application: A learner should complete school assignments before engaging in entertainment.

3. Honesty

Honesty involves telling the truth and acting without deception.

Application: Young people should play games fairly and avoid cheating.

4. Respect

Respect means recognising the dignity, rights and feelings of other people.

Application: Learners should respect other players during sporting activities.

5. Responsibility

Responsibility is the willingness to accept duties and account for one's actions.

Application: Young people should participate in meaningful activities and avoid neglecting family duties.

6. Love

Love involves caring for others and treating them with kindness.

Application: Christians can spend leisure time visiting and helping vulnerable people.

7. Patience

Patience is the ability to remain calm and tolerate difficulties without acting irresponsibly.

Application: Young people should remain calm when losing a sporting competition.

8. Cooperation

Cooperation involves working together towards a common goal.

Application: Learners should work together during team games and community projects.

9. Humility

Humility involves recognising one's limitations and treating others without pride.

Application: A talented player should respect opponents and teammates.

10. Forgiveness

Forgiveness means letting go of resentment towards someone who has wronged us.

Application: Young people should forgive friends after disagreements during games.

11. Kindness

Kindness involves showing concern and consideration for others.

Application: Learners can assist injured players and support vulnerable community members.

12. Moderation

Moderation means avoiding excess and maintaining a healthy balance in activities.

Application: Young people should balance entertainment with studies, worship and household duties.

8.2 Vices to Avoid During Leisure Time

Vice	**Meaning and example**
Laziness	Avoiding responsibilities and productive activities.
Dishonesty	Cheating during games or competitions.
Gossip	Spreading rumours about others.
Greed	Excessive desire for money or possessions.
Pride	Looking down upon other people.
Violence	Using force or aggression against others.
Jealousy	Resenting other people's achievements.
Irresponsibility	Neglecting duties and obligations.
Disrespect	Treating others without dignity.

Intolerance	Refusing to accept differences among people.
Substance misuse	Harmful use of alcohol or drugs.
Gambling	Engaging in irresponsible betting activities.

9.0 CHRISTIAN SOLUTIONS TO ALCOHOL, DRUG AND SUBSTANCE ABUSE

Alcohol and substance abuse require a combined approach involving individuals, parents, schools, churches, health professionals, communities and government institutions.

9.1 Individual Solutions

Practising self-discipline.

Choosing responsible friends.

Avoiding places and situations that encourage substance misuse.

Participating in constructive leisure activities.

Seeking help when experiencing substance-related difficulties.

Learning to resist peer pressure.

Setting personal goals.

Developing Christian values.

Seeking guidance from trusted adults.

Participating in healthy sporting activities.

9.2 Family Solutions

Parents should provide moral guidance.

Families should communicate openly.

Parents should monitor children's activities appropriately.

Families should organise constructive recreational activities.

Parents should provide positive role models.

Families should seek professional support when necessary.

Parents should encourage responsible friendships.

9.3 School Solutions

Providing guidance and counselling.

Establishing active Christian Union and other clubs.

Organising sports competitions.

Inviting qualified health professionals to educate learners.

Promoting peer education.

Providing opportunities for talent development.

Strengthening learner support systems.

Encouraging responsible use of digital technology.

Establishing clear school policies.

Referring learners who need specialised assistance to appropriate professionals.

9.4 Church Solutions

Teaching biblical values.

Organising youth fellowships.

Conducting awareness programmes.

Providing pastoral guidance.

Supporting affected families.

Organising constructive recreational activities.

Encouraging community outreach.

Promoting prayer and spiritual development.

Working with qualified counsellors.

Encouraging responsible Christian living.

9.5 Community Solutions

Establishing youth centres.

Providing sports facilities.

Organising community sporting events.

Creating awareness programmes.

Supporting youth talent development.

Encouraging community volunteering.

Supporting rehabilitation and recovery services.

Promoting positive role models.

Working with local health professionals.

Strengthening community-based support programmes.

9.6 Government Solutions in Kenya

Enforcing laws regulating alcohol and controlled substances.

Supporting public education campaigns.

Strengthening access to treatment and rehabilitation.

Supporting youth empowerment programmes.

Promoting sports and creative arts.

Supporting school-based prevention programmes.

Regulating harmful advertising and illegal distribution.

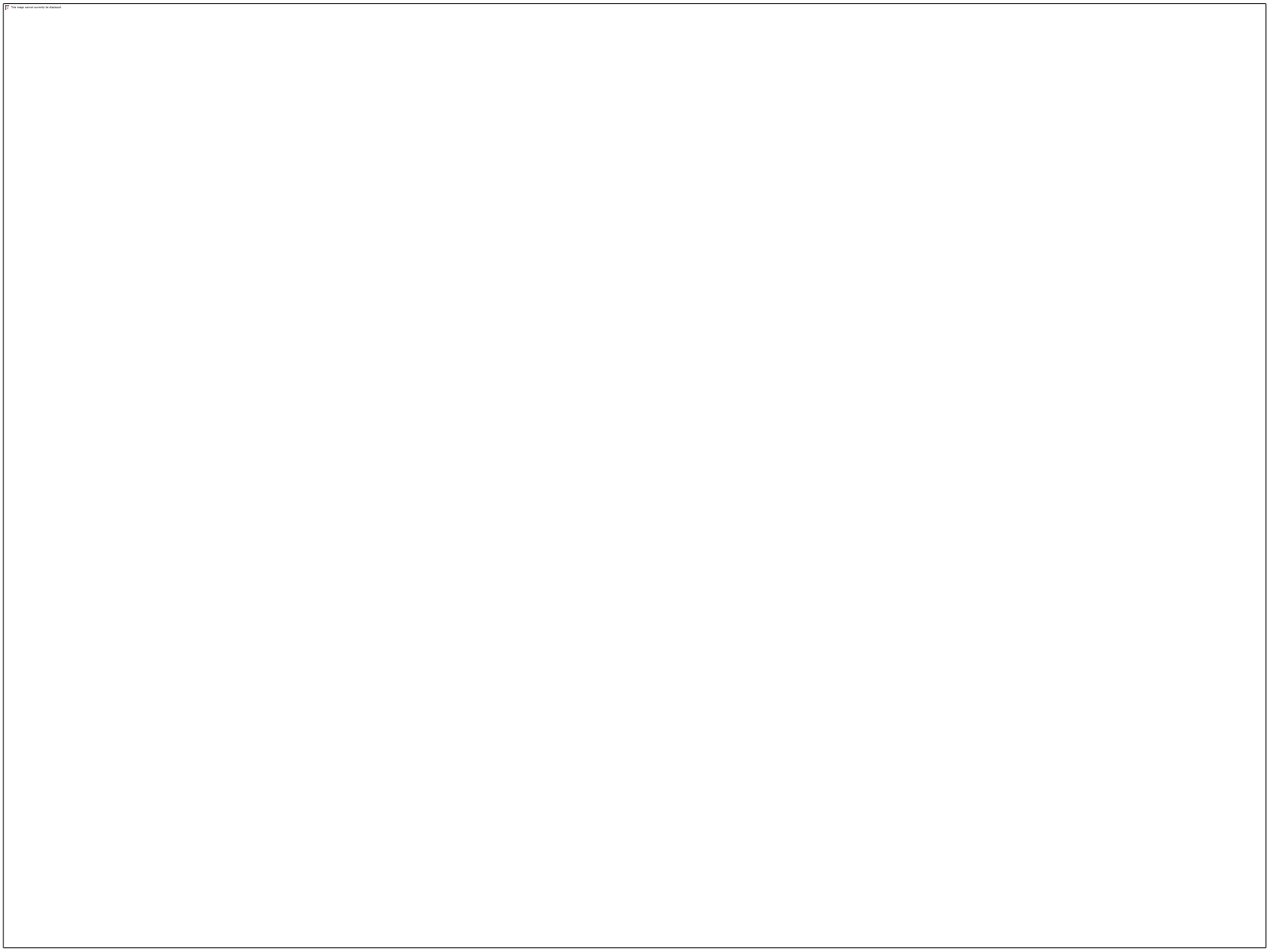
Supporting community health services.

10.0 PROPOSING CONSTRUCTIVE LEISURE ACTIVITIES FOR YOUNG PEOPLE

Constructive leisure activities are activities that contribute positively to the development of an individual and society.

They help young people discover talents, develop skills, strengthen relationships and become responsible citizens.

10.1 Examples of Constructive Leisure Activities



Activity	Skills and values developed
Playing football	Teamwork, discipline and cooperation.
Reading books	Knowledge and critical thinking.
Tree planting	Environmental responsibility.
Singing in a choir	Cooperation and creativity.
Visiting the elderly	Compassion and kindness.
Participating in debates	Communication and confidence.

Gardening	Patience and responsibility.
Learning computer skills	Digital literacy and creativity.
Community clean-up	Service and responsibility.
Participating in Bible study	Spiritual growth and faith.
Drawing and painting	Creativity and imagination.
Traditional dancing	Cultural identity and appreciation.

10.2 Benefits of Constructive Leisure Activities

1. **Physical development:** Sports improve physical fitness and coordination.
2. **Mental development:** Reading and puzzles improve thinking and problem-solving.
3. **Social development:** Group activities improve cooperation and communication.
4. **Spiritual development:** Prayer and Bible study strengthen faith.
5. **Moral development:** Constructive activities promote honesty, discipline and responsibility.
6. **Talent development:** Young people discover and develop their abilities.
7. **Stress management:** Healthy recreation provides relaxation.
8. **Community development:** Voluntary activities improve the environment and welfare of others.
9. **Cultural preservation:** Traditional activities help preserve Kenyan cultural heritage.
10. **Career development:** Some leisure activities develop skills that may become useful in future careers.

11.0 PLANNING AND MANAGING LEISURE TIME

Time management refers to the process of planning and organising how available time is used to achieve specific goals.

Young people need to manage their time to balance education, leisure, family responsibilities, worship and personal development.

11.1 Importance of Planning Leisure Time

Prevents unnecessary idleness.

Encourages responsible behaviour.

Promotes academic achievement.

Creates time for physical exercise.

Strengthens family relationships.

Provides opportunities for spiritual growth.

Encourages talent development.

Reduces exposure to harmful influences.

Promotes self-discipline.

Improves personal productivity.

11.2 Sample Weekly Leisure Time Plan for a Grade 11 Learner

Day	Constructive leisure activity
Monday	Reading inspirational literature.
Tuesday	Playing volleyball or football.
Wednesday	Participating in music or drama.
Thursday	Bible study and prayer.
Friday	Reading novels and social interaction.
Saturday	Community service and sports.
Sunday	Church fellowship and family activities.

The timetable should be adapted to the learner's school programme, family responsibilities and personal circumstances.

12.0 CHRISTIAN VALUES APPLIED DURING LEISURE ACTIVITIES

Christian values are principles derived from biblical teachings that guide believers in making responsible decisions and relating well with others.

12.1 Major Christian Values

1. **Love:** Showing care and concern for other people during recreational activities.
2. **Peace:** Avoiding unnecessary conflicts and promoting harmony.
3. **Honesty:** Playing fairly and telling the truth.
4. **Respect:** Appreciating the rights and dignity of other participants.
5. **Responsibility:** Taking care of equipment and fulfilling assigned duties.
6. **Self-control:** Avoiding excessive or harmful activities.
7. **Forgiveness:** Resolving disagreements without revenge.
8. **Compassion:** Supporting people who experience difficulties.
9. **Justice:** Ensuring fair treatment of all participants.
10. **Humility:** Appreciating others without boasting.
11. **Cooperation:** Working together towards shared objectives.
12. **Faithfulness:** Remaining committed to Christian principles.
13. **Patience:** Accepting challenges without becoming aggressive.
14. **Kindness:** Treating everyone with consideration.
15. **Stewardship:** Taking care of God's creation and resources.

12.2 Application of Christian Values in Different Leisure Activities

Leisure activity	Christian value	Practical application
Football	Fairness	Following the rules of the game.
Choir singing	Cooperation	Singing harmoniously with others.
Community clean-up	Stewardship	Keeping the environment clean.
Visiting the sick	Compassion	Supporting people in need.
Board games	Honesty	Avoiding cheating.
Group discussions	Respect	Listening to other people's opinions.
Sports competitions	Humility	Accepting victory and defeat gracefully.
Church fellowship	Love	Welcoming and supporting others.

13.0 PARTICIPATING IN CONSTRUCTIVE LEISURE ACTIVITIES

Young people should actively participate in activities that promote their personal growth and contribute to the well-being of their communities.

Participation involves taking an active role rather than remaining a passive observer.

13.1 Ways Learners Can Participate

Joining school sports teams.

Participating in Christian Union activities.

Joining environmental clubs.

Taking part in drama and music festivals.

Participating in community clean-up activities.

Volunteering in church programmes.

Taking part in debate competitions.

Joining reading clubs.

Participating in talent shows.

Organising charity activities.

13.2 Responsibilities During Leisure Activities

A Christian learner should:

Follow established rules.

Respect other participants.

Avoid bullying and discrimination.

Use resources responsibly.

Maintain personal discipline.

Promote peace.

Avoid harmful peer pressure.

Demonstrate honesty.

Protect the environment.

Respect different abilities and talents.

14.0 RESEARCH AND INTERVIEW ON THE MISUSE OF LEISURE TIME

The Grade 11 learner is expected to conduct research within the school neighbourhood on how and why young people misuse leisure time.

The learner may also interview vetted resource persons on the effects of alcohol, drugs and substance abuse.

14.1 Suggested Research Activity

Activity: Investigating the misuse of leisure time among young people in the local community.

Procedure:

Identify a suitable research area within the school neighbourhood.

Seek permission from the school and relevant authorities.

Identify appropriate respondents.

Prepare questions for the research.

Collect information through interviews and observation.

Protect the privacy of respondents.

Organise and analyse the findings.

Identify common causes of misuse of leisure time.

Suggest possible solutions.

Prepare a report and submit it in hard or soft copy.

14.2 Sample Interview Questions

The learner may interview a qualified health professional, counsellor, social worker, religious leader or other approved resource person.

What is meant by substance abuse?

What are some common factors that contribute to substance misuse among young people?

What are the health consequences of alcohol abuse?

How does substance misuse affect academic performance?

How can parents guide young people towards responsible leisure?

What role can churches play in preventing substance misuse?

What can schools do to promote responsible leisure?

How can young people resist peer pressure?

What professional services are available to individuals experiencing substance-related difficulties?

What recommendations would you give to young people concerning leisure time?

14.3 Sample Research Report Format

Title: A Study on the Misuse of Leisure Time Among Young People in Our Community.

Introduction: Explain the purpose of the research.

Objectives:

To identify common leisure activities among young people.

To establish ways in which leisure time is misused.

To identify the causes of misuse.

To examine the consequences of misuse.

To propose possible solutions.

Methodology: Explain how information was collected.

Findings: Present the information obtained from respondents.

Discussion: Explain the meaning and implications of the findings.

Recommendations: Suggest practical solutions.

Conclusion: Summarise the major findings.

Acknowledgement: Recognise the people who assisted with the research.

Appendix: Include relevant interview questions or approved research materials.

KEY TAKEAWAYS

By the end of this sub-strand, learners should understand that:

Leisure is an important part of human life.

God expects Christians to use their time wisely.

Rest is important for physical, mental and spiritual well-being.

Leisure activities should glorify God.

Young people should avoid idleness and irresponsible behaviour.

Alcohol and substance abuse have negative consequences.

Peer pressure can contribute to the misuse of leisure.

Constructive leisure activities promote personal development.

Christian values should guide leisure activities.

Young people should participate in activities that benefit themselves and society.

REVISION EXERCISES

30 MULTIPLE-CHOICE QUESTIONS

Instructions: Choose the best answer from the alternatives provided.

1. What is the meaning of leisure?

A. Time spent performing compulsory duties.

B. Free time available after completing responsibilities.

C. Time spent attending formal lessons.

D. Time spent performing household chores.

2. Which biblical passage teaches Christians to remember the Sabbath day and keep it holy?

A. Proverbs 6:9–11.

B. Romans 13:11–14.

C. Exodus 20:8–11.

D. 1 Timothy 5:13.

3. According to 1 Corinthians 10:31, Christians should:

A. Spend all their free time working.

B. Avoid all recreational activities.

C. Do everything for the glory of God.

D. Participate only in church activities.

4. Which lesson is emphasised in Ephesians 5:15–17?

A. Using time wisely.

B. Accumulating wealth.

C. Avoiding education.

D. Seeking popularity.

5. Proverbs 6:9–11 mainly warns against:

A. Cooperation.

B. Laziness.

C. Forgiveness.

D. Humility.

6. Which of the following is an example of constructive leisure?

A. Spreading rumours.

B. Engaging in gambling.

C. Participating in community clean-up.

D. Misusing social media.

7. Which Christian virtue enables a learner to resist harmful peer pressure?

A. Greed.

B. Self-control.

C. Pride.

D. Jealousy.

8. Which of the following is an intellectual leisure activity?

A. Playing football.

B. Swimming.

C. Solving puzzles.

D. Dancing.

9. According to 1 Timothy 5:13, Christians should avoid:

A. Reading.

B. Gossiping and idleness.

C. Community service.

D. Responsible recreation.

10. Which of the following is a spiritual leisure activity?

A. Gambling.

B. Watching inappropriate content.

C. Participating in Bible study.

D. Wandering aimlessly.

11. One major reason why young people misuse leisure time is:

A. Responsible parenting.

B. Positive mentorship.

C. Peer pressure.

D. Effective time management.

12. Which of the following is a social consequence of substance abuse?

A. Improved relationships.

B. Family disagreements.

C. Increased academic performance.

D. Improved self-discipline.

13. Which biblical passage describes the human body as a temple of the Holy Spirit?

A. 1 Corinthians 6:19–20.

B. Exodus 20:8–11.

C. Proverbs 6:9–11.

D. Ephesians 5:15–17.

14. Which of the following is a Christian virtue?

A. Dishonesty.

B. Violence.

C. Self-control.

D. Gossip.

15. A learner who spends excessive time on social media instead of completing assignments is demonstrating:

A. Responsible leisure.

B. Mismanagement of time.

C. Spiritual maturity.

D. Good discipline.

16. Which of the following is a benefit of physical leisure activities?

A. Increased idleness.

B. Improved physical fitness.

C. Reduced cooperation.

D. Increased family conflict.

17. Which institution plays an important role in guiding young people towards responsible leisure?

A. Family.

B. School.

C. Church.

D. All the above.

18. A young person who accepts defeat peacefully during a football competition demonstrates:

A. Jealousy.

B. Humility.

C. Greed.

D. Dishonesty.

19. Which of the following is a harmful use of leisure time?

A. Reading educational books.

B. Participating in sports.

C. Engaging in irresponsible gambling.

D. Helping elderly people.

20. Which fruit of the Holy Spirit helps Christians avoid harmful habits?

A. Self-control.

B. Greed.

C. Pride.

D. Dishonesty.

21. Which of the following is a role of churches in preventing substance abuse?

A. Encouraging irresponsible entertainment.

B. Promoting harmful peer pressure.

C. Providing moral guidance and youth programmes.

D. Encouraging idleness.

22. A learner who joins an environmental club is likely to develop:

A. Irresponsibility.

B. Environmental stewardship.

C. Dishonesty.

D. Laziness.

23. Why is it important for Christians to observe periods of rest?

A. To avoid all responsibilities.

B. To promote physical and spiritual well-being.

C. To encourage idleness.

D. To avoid interacting with others.

24. Which of the following is an economic consequence of misusing leisure time?

A. Improved productivity.

B. Financial difficulties.

C. Increased savings.

D. Better financial planning.

25. Which activity best demonstrates compassion during leisure time?

A. Spreading rumours.

B. Visiting and supporting the sick.

C. Cheating in games.

D. Disrespecting opponents.

26. Which of the following is a reason for conducting research on the misuse of leisure time?

A. To promote harmful activities.

B. To identify causes and propose solutions.

C. To encourage idleness.

D. To discourage constructive activities.

27. What is the meaning of moderation?

A. Participating in every activity without limits.

B. Avoiding all leisure activities.

C. Maintaining a reasonable balance in activities.

D. Spending all free time sleeping.

28. Which of the following is an appropriate response to substance-related difficulties?

A. Hiding the problem permanently.

B. Seeking professional assistance.

C. Encouraging others to experiment.

D. Ignoring all guidance.

29. A Christian learner who respects different opinions during a group discussion demonstrates:

A. Intolerance.

B. Respect.

C. Pride.

D. Jealousy.

30. Which statement best summarises the Christian approach to leisure?

A. Leisure should be avoided completely.

B. Leisure should be used for personal pleasure only.

C. Leisure should be used responsibly to glorify God and benefit society.

D. Leisure should replace work and responsibilities.

PART C: STRUCTURED QUESTIONS

50 MARKS

Instructions: Answer all questions.

QUESTION 1: Biblical teachings on leisure (10 marks)

a) Define the term leisure. (2 marks)

b) Identify four lessons Christians learn from Exodus 20:8–11 concerning rest and leisure. (4 marks)

c) Explain four lessons from Ephesians 5:15–17 on the responsible use of time. (4 marks)

QUESTION 2: Leisure activities among young people (10 marks)

a) Identify four examples of constructive leisure activities among Kenyan youth. (4 marks)

b) Explain three benefits of participating in constructive leisure activities. (6 marks)

QUESTION 3: Misuse of leisure time (10 marks)

a) State five ways in which young people misuse their leisure time today. (5 marks)

b) Explain five reasons why young people misuse leisure time. (5 marks)

QUESTION 4: Alcohol, drug and substance abuse (10 marks)

a) Define substance abuse. (2 marks)

b) Explain four effects of alcohol, drug and substance abuse on young people. (4 marks)

c) State four ways through which the church and school can help prevent substance abuse. (4 marks)

QUESTION 5: Christian values and responsible leisure (10 marks)

a) Identify five Christian values that young people should demonstrate during leisure activities. (5 marks)

b) Explain five ways in which young people can demonstrate Christian values when participating in leisure activities. (5 marks)

PART D: TEACHER'S MARKING GUIDE

Multiple-choice answers

Question	Answer	Question	Answer	Question	Answer
1	B	11	C	21	C
2	C	12	B	22	B
3	C	13	A	23	B
4	A	14	C	24	B
5	B	15	B	25	B
6	C	16	B	26	B
7	B	17	D	27	C
8	C	18	B	28	B
9	B	19	C	29	B
10	C	20	A	30	C

Structured question marking guide

Question 1 (10 marks)

a) Leisure is free time available after completing essential duties and responsibilities. (2)

b) Any four:

Importance of rest.

Importance of worship.

Respect for God's command.

Work-life balance.

Respecting other people's rest.

Appreciation of God's creation. (4)

c) Any four:

Use time wisely.

Avoid foolish behaviour.

Make responsible decisions.

Plan leisure activities.

Avoid wasting opportunities.

Follow God's will. (4)

Question 2 (10 marks)

a) Any four:

Playing football.

Reading books.

Singing.

Participating in community service.

Gardening.

Playing chess.

Attending Bible study.

Participating in drama. (4)

b) Any three well-explained benefits:

Physical fitness.

Intellectual development.

Social interaction.

Spiritual growth.

Talent development.

Stress management.

Moral development.

Community development. (6)

Question 3 (10 marks)

a) Any five:

Alcohol consumption.

Substance misuse.

Gambling.

Excessive social media use.

Gossiping.

Idleness.

Watching inappropriate content.

Irresponsible relationships.

Truancy.

Negative peer influence. (5)

b) Any five:

Peer pressure.

Lack of parental guidance.

Idleness.

Poor time management.

Media influence.

Curiosity.

Family conflicts.

Lack of recreational facilities.

Poor role models.

Desire for quick money. (5)

Question 4 (10 marks)

a) Harmful or inappropriate use of alcohol, drugs or other substances that negatively affects health, behaviour and social well-being. (2)

b) Any four explained effects:

Poor physical health.

Difficulty concentrating.

Family disagreements.

Poor academic performance.

Financial difficulties.

Dependence on substances.

Increased risk of accidents.

Damaged relationships. (4)

c) Any four:

Guidance and counselling.

Youth fellowship programmes.

Health awareness campaigns.

Inviting qualified professionals.

Promoting constructive recreation.

Biblical teaching.

Peer education.

Referral to appropriate support services. (4)

Question 5 (10 marks)

a) Any five:

Love.

Honesty.

Respect.

Responsibility.

Self-control.

Cooperation.

Humility.

Forgiveness.

Patience.

Compassion.

Stewardship. (5)

b) Any five explained applications:

Honesty: playing games without cheating.

Respect: appreciating other participants.

Love: supporting friends.

Self-control: avoiding harmful activities.

Cooperation: working together in teams.

Humility: accepting defeat gracefully.

Forgiveness: resolving disagreements peacefully.

Stewardship: protecting the environment.

Responsibility: taking care of equipment.

Patience: remaining calm during competition. (5)

PART E: COMPETENCY-BASED LEARNING ACTIVITIES

These activities enable learners to demonstrate the knowledge, skills, values and attitudes acquired in the sub-strand.

Activity 1: Personal reflection

Write a short reflection describing how you spend your leisure time.

Explain whether your activities promote physical, intellectual, social and spiritual development.

Activity 2: Community investigation

Investigate how young people in your school neighbourhood misuse leisure time.

Prepare a report highlighting:

Common forms of misuse.

Causes of misuse.

Effects on young people.

Christian solutions.

Activity 3: Group discussion

In groups, discuss the statement:

"Leisure time should be used to glorify God and promote personal development."

Present your findings to the class.

Activity 4: Christian values flashcards

Prepare flashcards showing Christian values needed during leisure activities.

Each flashcard should contain:

Name of the Christian value.

Meaning of the value.

Biblical reference where appropriate.

Example of its application during leisure.

Activity 5: Constructive leisure project

In groups, identify and participate in one constructive leisure activity within the school or community.

Examples include:

Tree planting.

Community environmental clean-up.

Visiting an approved community care institution.

Organising a sporting activity.

Participating in a Christian music programme.

Write a report describing the activity, Christian values demonstrated, challenges encountered and lessons learnt.

STRAND 4.0: CHRISTIAN LIVING TODAY

SUB-STRAND 4.4: CHRISTIAN APPROACHES TO WORK

1.0 Introduction

Work is an important part of human life. It enables individuals to provide for their needs, support their families, contribute to society and use their God-given abilities productively. Through work, people participate in the development of their communities and the nation.

In Christianity, work is not simply a way of earning money. It is also a responsibility entrusted to human beings by God. Christians are expected to approach their work with diligence, honesty, responsibility, fairness, humility and respect for others.

Christian approaches to work are based on biblical teachings that encourage people to work faithfully, treat others fairly and use their abilities and resources responsibly.

Key idea: Work is a God-given responsibility through which human beings serve God, support themselves and contribute positively to society.

2.0 Meaning of Key Terms

2.1 Work

Work refers to any physical, mental, creative or professional activity performed by an individual to achieve a particular purpose.

Work may involve earning an income, providing a service, producing goods, maintaining a home or serving a community.

Examples of work in the Kenyan context:

A farmer cultivating maize, beans and vegetables.

A teacher preparing lessons and teaching learners.

A nurse caring for patients in a health facility.

A carpenter making furniture.

A mechanic repairing vehicles.

A shopkeeper selling goods to customers.

A student completing school assignments.

A parent preparing meals and caring for children.

A pastor providing spiritual guidance to a congregation.

A community volunteer participating in environmental conservation.

Work may be paid or unpaid. Therefore, activities such as caring for family members, volunteering and performing household chores are also forms of work.

2.2 Vocation

A vocation is a calling or strong sense of purpose that motivates an individual to undertake a particular type of work or service.

A vocation may be expressed through a profession, occupation, ministry, business or voluntary service.

Examples:

A person may feel called to become a teacher because of a desire to educate and guide young people.

A Christian may choose nursing because of a desire to care for the sick.

A person may engage in farming because of a commitment to producing food and supporting the community.

A person may serve as a religious leader because of a desire to guide people spiritually.

Christian understanding of vocation

Christians believe that God gives people different talents, abilities and opportunities. They should use these gifts responsibly to serve others and glorify God.

2.3 Occupation

An occupation is the regular activity or job through which an individual earns a living or performs a useful service.

Examples include farming, teaching, trading, construction, nursing and tailoring.

2.4 Profession

A profession is a specialised occupation that usually requires formal education, training, specific skills and adherence to professional standards.

Examples include:

Medicine.

Teaching.

Law.

Engineering.

Accounting.

Nursing.

Architecture.

2.5 Career

A career refers to the progression of a person's working life, including the jobs, experiences, responsibilities and achievements gained over time.

For example, an individual may begin as a classroom teacher, become a head of department and later serve as a school principal.

2.6 Employment

Employment is a situation in which an individual works for another person, organisation or institution in return for agreed payment or other benefits.

2.7 Employer

An employer is a person, organisation or institution that engages workers to perform particular duties and provides agreed remuneration.

Examples include a school employing teachers, a hospital employing nurses and a company employing technicians.

2.8 Employee

An employee is a person who works for an employer under agreed terms and conditions of employment.

2.9 Remuneration

Remuneration refers to payment or other agreed benefits received by an employee for work performed.

It may include:

Basic salary.

Wages.

Allowances.

Bonuses.

Other employment benefits.

2.10 Professional Ethos

Professional ethos refers to the beliefs, values, attitudes and standards that guide how people conduct themselves in their professional responsibilities.

It encourages workers to demonstrate commitment, integrity, accountability and respect in their workplaces.

2.11 Professional Ethics

Professional ethics are moral principles that guide individuals in making responsible decisions and behaving appropriately in their professions.

Examples include honesty, confidentiality, fairness, integrity and respect for human dignity.

2.12 Code of Conduct

A code of conduct is a set of written rules and guidelines that explains the expected behaviour of members of a profession or organisation.

It helps workers understand their responsibilities, acceptable behaviour and consequences of misconduct.

3.0 Importance of Work in Human Life and Society

Work plays an important role in individual development, family welfare and national progress.

3.1 Provides Basic Needs

Work enables individuals to obtain money or resources needed to meet basic human needs.

Through work, people can provide:

Food.

Clothing.

Shelter.

Education.

Healthcare.

Clean water.

Other essential services.

Example: A parent who works as a farmer may sell agricultural produce to obtain money for school fees, food and medical expenses.

3.2 Promotes Human Dignity

Work enables individuals to use their abilities productively and contribute to society.

People who work responsibly develop confidence and a sense of personal responsibility.

3.3 Promotes Self-Reliance

Work enables individuals to depend less on others for their daily needs.

For example, a young person who develops tailoring skills may establish a small tailoring business and earn an income.

3.4 Promotes Family Stability

Income earned through work enables family members to meet their responsibilities.

Parents and guardians can provide for children's education, healthcare and general welfare.

3.5 Promotes National Development

Different types of work contribute to economic and social development.

Examples:

Farmers produce food.

Teachers educate citizens.

Healthcare workers promote public health.

Engineers develop infrastructure.

Entrepreneurs create employment opportunities.

Security officers help maintain public safety.

3.6 Encourages Development of Skills and Talents

Work provides opportunities for people to identify, develop and apply their abilities.

For example, a person interested in technology may develop skills in computer programming, networking or digital design.

3.7 Promotes Cooperation

Most work activities require people to cooperate with others.

Teachers, learners, parents and school administrators cooperate to achieve educational objectives.

3.8 Encourages Creativity and Innovation

Work challenges individuals to identify problems and develop solutions.

For example, farmers may adopt improved irrigation methods to address water shortages.

3.9 Promotes Social Relationships

Work brings people together and creates opportunities for interaction, friendship and mutual support.

3.10 Promotes Responsible Use of Time

Engaging in meaningful work encourages people to organise their time and avoid idleness.

3.11 Promotes Community Service

Some work activities directly improve the welfare of others.

Examples include:

Voluntary teaching.

Community clean-up exercises.

Visiting the sick.

Supporting vulnerable families.

Participating in environmental conservation.

3.12 Promotes Stewardship

Work enables human beings to use and manage God's creation responsibly.

For example, farmers should conserve soil, protect water sources and avoid unnecessary destruction of forests.

4.0 Professional Ethos, Ethics and Code in Society

4.1 Meaning of Professional Ethos

Professional ethos refers to the shared values and attitudes that shape the behaviour of people in a particular profession.

It influences how individuals approach their responsibilities and interact with colleagues, clients and members of the public.

Examples of Professional Ethos

Commitment: Being dedicated to performing assigned duties effectively.

Integrity: Acting honestly even when nobody is supervising.

Accountability: Accepting responsibility for one's actions and decisions.

Respect: Treating colleagues, clients and members of the public with dignity.

Excellence: Striving to produce high-quality work.

Service: Showing concern for the welfare of others.

Fairness: Avoiding favouritism and discrimination.

Confidentiality: Protecting private information entrusted to a professional.

Discipline: Following acceptable standards and procedures.

Responsibility: Performing assigned duties reliably.

4.2 Meaning of Professional Ethics

Professional ethics are moral principles that guide the conduct and decisions of people in their workplaces.

They help professionals distinguish between acceptable and unacceptable behaviour.

Examples of Professional Ethics

Honesty in handling money and resources.

Respect for clients and colleagues.

Confidentiality when handling private information.

Fairness when serving different people.

Avoiding corruption and bribery.

Respecting professional boundaries.

Avoiding conflicts of interest.

Maintaining competence through continued learning.

Protecting people's safety and dignity.

Reporting unethical practices through appropriate channels.

4.3 Meaning of a Professional Code of Conduct

A professional code of conduct provides formal guidance on how members of a profession should behave.

It may explain:

Professional responsibilities.

Expected standards of service.

Appropriate relationships with clients.

Rules on confidentiality.

Procedures for handling complaints.

Acceptable use of professional resources.

Disciplinary measures for misconduct.

4.4 Role of Professional Ethos, Ethics and Code in Society

1. Promotes Honesty

Professional ethics encourage workers to tell the truth and avoid deception.

For example, an accountant should prepare accurate financial records rather than falsify figures.

2. Promotes Accountability

Professionals are expected to accept responsibility for their actions.

This reduces negligence and encourages responsible decision-making.

3. Builds Public Trust

Members of society are more likely to trust professionals who demonstrate honesty, competence and fairness.

For example, patients are more confident in healthcare workers who respect their privacy and provide responsible care.

4. Prevents Corruption

Professional ethics discourage bribery, theft, favouritism and misuse of public resources.

5. Promotes Quality Services

Professional standards encourage workers to perform their duties competently.

For example, teachers should prepare adequately and deliver lessons effectively.

6. Protects Human Rights and Dignity

Ethical standards encourage professionals to treat all people fairly regardless of their background or social position.

7. Promotes Justice and Fairness

Professional ethics discourage discrimination and favouritism.

For example, recruitment should be based on relevant qualifications and competence rather than personal connections.

8. Promotes Discipline

Codes of conduct establish clear expectations and help organisations maintain order.

9. Protects Confidential Information

Professionals are guided on how to handle sensitive information responsibly.

For example, healthcare workers should protect patients' medical information.

10. Encourages Professional Development

Ethical standards encourage individuals to improve their knowledge and skills.

11. Promotes Peaceful Working Relationships

Respect, fairness and cooperation reduce unnecessary conflicts among employees.

12. Protects the Environment

Professional standards encourage responsible use of natural resources and environmentally friendly practices.

4.5 Examples of Professional Ethics in Different Occupations

Profession or occupation	Expected ethical behaviour
Teacher	Treating learners fairly and preparing lessons adequately
Nurse	Respecting patients and protecting confidential information
Doctor	Providing responsible treatment and respecting patients
Accountant	Preparing accurate financial records
Police officer	Acting lawfully and treating people fairly
Farmer	Using land and water responsibly
Businessperson	Giving accurate information and charging fair prices
Engineer	Observing safety and quality standards
Journalist	Reporting information accurately and responsibly
Religious leader	Demonstrating honesty, humility and responsible leadership

4.6 Consequences of Ignoring Professional Ethics

Loss of public trust.

Corruption and misuse of resources.

Poor-quality services.

Increased workplace conflicts.

Unfair treatment of clients and employees.

Loss of professional reputation.

Disciplinary action.

Legal consequences where laws are broken.

Financial losses to individuals and organisations.

Increased exploitation of vulnerable people.

5.0 Biblical Teachings on Work

The Bible presents work as a meaningful human responsibility. It teaches that people should work diligently, use their abilities responsibly and treat others fairly.

5.1 Work in Genesis 1:28

Biblical reference: Genesis 1:28

This passage describes God's blessing and instruction to human beings to multiply, fill the earth, subdue it and exercise dominion over other living creatures.

Christian Teachings from Genesis 1:28

1. **Human beings have responsibility over creation.** God entrusted human beings with the responsibility of managing the earth.

2. **Work is part of human responsibility.** People should participate actively in developing and managing the world.

3. **Human beings should use natural resources responsibly.** The authority given to human beings should not be used to destroy creation.

4. **Work should promote life.** Human activities should support human welfare and the welfare of other living creatures.

5. **Human beings should be productive.** The instruction to multiply and fill the earth encourages responsible development.

6. **Work involves stewardship.** People should remember that creation belongs to God and should be managed carefully.

Application in Kenya: Farmers should practise sustainable agriculture, conserve soil and protect water sources.

5.2 Work in Genesis 2:15

Biblical reference: Genesis 2:15

God placed the human being in the Garden of Eden to cultivate it and take care of it.

Christian Teachings from Genesis 2:15

Work is part of God's purpose for humanity.

Human beings have a responsibility to care for the environment.

Work should involve productive use of human abilities.

People should protect the resources entrusted to them.

Work should involve responsibility and commitment.

Human beings should avoid destructive exploitation of nature.

Work is not necessarily a punishment because it existed before the disobedience described in Genesis 3.

Application: Learners should participate in school gardening, tree planting and environmental conservation.

5.3 Work in Colossians 3:23-24

Biblical reference: Colossians 3:23-24

Paul encourages believers to perform their work wholeheartedly, as though they are serving the Lord rather than merely pleasing human masters.

Christian Teachings

Work should be performed wholeheartedly.

Christians should avoid laziness and carelessness.

Work should be done with sincerity.

People should not work only when supervisors are present.

Every lawful task should be approached with seriousness.

Christians should remember that their ultimate accountability is to God.

Workers should seek quality and excellence.

Work should be motivated by faith and responsibility rather than personal praise alone.

Application: A learner should complete school assignments honestly and carefully even when the teacher is not supervising.

5.4 Work in 2 Thessalonians 3:10

Biblical reference: 2 Thessalonians 3:10

Paul teaches the importance of personal responsibility and discourages deliberate idleness among those who are able to work.

Christian Teachings

People should make responsible efforts to provide for their needs.

Laziness should not be encouraged.

Individuals should avoid depending unnecessarily on others.

Work is a responsibility that contributes to human dignity.

People should contribute positively to their communities.

Those who are able to work should not deliberately avoid responsibility.

Important clarification: This teaching should not be used to condemn people who cannot work because of disability, illness, age, lack of employment opportunities or other circumstances beyond their control. Christians are also expected to support people in need.

5.5 Work in Proverbs 6:6-11

Biblical reference: Proverbs 6:6-11

The passage uses the example of the ant to teach wisdom, diligence and preparation.

Christian Teachings

People should learn from the diligence of the ant.

Individuals should take initiative without always waiting for supervision.

People should prepare for future needs.

Laziness can lead to poverty and hardship.

Time should be used wisely.

People should develop self-discipline.

Responsible planning helps individuals prepare for difficult times.

Hard work should be accompanied by foresight.

Application: A learner should revise regularly instead of waiting until the examination period.

5.6 Work in Proverbs 12:11

Biblical reference: Proverbs 12:11

This proverb teaches that a person who cultivates their land will have sufficient food, while one who pursues worthless things lacks understanding.

Christian Teachings

People should engage in productive activities.

Farming and other useful work contribute to human welfare.

Individuals should avoid wasting time on unproductive activities.

Hard work can contribute to economic stability.

People should value practical skills.

Workers should focus on meaningful responsibilities.

Application: A farmer who prepares land and plants crops responsibly increases the possibility of a productive harvest.

5.7 Work in Proverbs 13:4

Biblical reference: Proverbs 13:4

The passage contrasts the desires of a lazy person with the results of diligent effort.

Christian Teachings

Desire alone cannot achieve meaningful results.

Success requires responsible action.

Diligence helps individuals achieve their goals.

People should combine plans with practical effort.

Christians should avoid procrastination.

Consistent effort is important in achieving objectives.

Application: A learner who desires good academic performance should study consistently and complete assignments.

5.8 Work in Proverbs 12:24

Biblical reference: Proverbs 12:24

This proverb associates diligence with responsible leadership and laziness with subjection to others.

Christian Teachings

Diligence develops responsibility.

Hard work can create opportunities for leadership.

People should be committed to their duties.

Laziness may limit personal development.

Workers should demonstrate initiative.

Responsible effort contributes to personal growth.

5.9 Summary of Biblical Teachings on Work

Biblical reference	Main teaching
Genesis 1:28	Human responsibility to manage creation
Genesis 2:15	Work and environmental stewardship
Colossians 3:23–24	Work wholeheartedly as service to God
2 Thessalonians 3:10	Personal responsibility and diligence
Proverbs 6:6–11	Learn diligence and preparation from the ant
Proverbs 12:11	Engage in productive activities
Proverbs 13:4	Diligence helps achieve goals
Proverbs 12:24	Diligence promotes responsibility and leadership

6.0 Why Laziness Is Condemned in the Bible

Laziness refers to an unwillingness to make reasonable effort to perform responsibilities despite having the ability and opportunity to do so.

The Bible discourages laziness because it can negatively affect individuals, families and society.

Reasons Laziness Is Condemned

1. **It encourages irresponsibility.** Lazy people may neglect duties that they are expected to perform.

2. **It can lead to poverty.** Failure to engage in productive activities may make it difficult to meet basic needs.

3. **It wastes valuable time.** Time spent avoiding responsibilities could be used to develop useful skills.

4. **It encourages dependency.** People who deliberately avoid work may place unnecessary burdens on others.

5. **It prevents development of talents.** Failure to practise and develop abilities limits personal growth.

6. **It reduces productivity.** Laziness can affect the performance of individuals and organisations.

7. **It creates unnecessary burdens for others.** In families, schools and workplaces, one person's laziness may force others to perform additional duties.

8. **It may promote dishonesty.** A person who avoids legitimate effort may be tempted to obtain benefits through dishonest means.

9. **It prevents achievement of goals.** People who fail to take action may not achieve their objectives.

10. **It weakens self-discipline.** Avoiding responsibilities can develop habits of procrastination and carelessness.

Christian lesson: Christians should be diligent and responsible while also recognising that people who are unable to work deserve compassion, support and dignity.

7.0 Virtues Related to Different Types of Work

7.1 Meaning of Virtues

Virtues are good moral qualities or habits that guide people towards responsible and acceptable behaviour.

In Christianity, virtues are important because they help people serve God and others through their daily activities.

7.2 Important Virtues in Work

1. Diligence

Diligence is the quality of working hard and giving proper attention to assigned duties.

Examples:

A farmer prepares land on time.

A teacher prepares lessons before entering class.

A learner completes assignments carefully.

A businessperson manages the business consistently.

Biblical support: Proverbs 6:6–11.

2. Honesty

Honesty means telling the truth and avoiding deception in work-related activities.

Examples:

A shopkeeper gives customers correct change.

An employee reports accurate financial information.

A learner avoids copying another person's assignment.

3. Integrity

Integrity is the quality of remaining morally upright even when there is no supervision.

Examples:

A worker refuses to take money belonging to an organisation.

A student returns a lost item to its owner.

A public officer uses public resources responsibly.

4. Responsibility

Responsibility means being willing to perform assigned duties and accept the consequences of one's actions.

Examples:

A learner takes care of school property.

A parent provides for family needs.

An employee completes assigned duties.

5. Punctuality

Punctuality means observing agreed times and arriving for duties on time.

Examples:

A teacher arrives at school before lessons begin.

A nurse reports for an assigned shift on time.

A learner submits assignments before the deadline.

6. Perseverance

Perseverance is the ability to continue making reasonable effort despite difficulties.

Examples:

A farmer continues working during a difficult farming season.

A learner keeps practising a difficult subject.

An entrepreneur improves a business despite initial challenges.

7. Cooperation

Cooperation means working together with others to achieve shared objectives.

Examples:

Teachers work together to improve school performance.

Farmers cooperate through agricultural groups.

Learners work together during group assignments.

8. Respect

Respect means recognising the dignity, rights and contributions of other people.

Examples:

Listening to colleagues.

Treating customers politely.

Respecting the opinions of team members.

9. Humility

Humility is the quality of avoiding pride and being willing to learn from others.

Examples:

A professional accepts constructive criticism.

A learner asks for clarification when confused.

A manager listens to employees' suggestions.

10. Creativity

Creativity is the ability to develop new ideas and useful solutions.

Examples:

A farmer develops a better way of conserving water.

A carpenter designs useful furniture.

A teacher develops creative learning activities.

11. Patience

Patience is the ability to remain calm and persistent when dealing with challenges.

Examples:

A teacher patiently explains a difficult concept.

A healthcare worker treats patients with understanding.

A craftsperson takes time to produce quality work.

12. Fairness

Fairness involves treating people justly without favouritism or discrimination.

Examples:

A teacher marks learners' work objectively.

An employer recruits employees based on relevant qualifications.

A businessperson treats customers equally.

13. Self-Discipline

Self-discipline is the ability to control one's behaviour and remain committed to responsibilities.

Examples:

A learner follows a study timetable.

An employee avoids unnecessary distractions.

A businessperson keeps accurate records.

14. Compassion

Compassion means showing concern for people who are experiencing difficulties.

Examples:

An employer supports an employee facing a difficult situation.

A colleague assists a sick worker.

A businessperson provides responsible assistance to vulnerable customers.

15. Stewardship

Stewardship is the responsible management of resources entrusted to an individual.

Examples:

A school administrator protects school property.

A farmer conserves soil and water.

An employee avoids wasting organisational resources.

16. Excellence

Excellence means striving to produce work of high quality.

Examples:

A mechanic repairs vehicles carefully.

A teacher provides well-prepared learning materials.

A builder follows appropriate construction standards.

17. Faithfulness

Faithfulness means remaining committed to responsibilities and keeping promises.

Examples:

An employee performs agreed duties.

A learner completes assigned tasks.

A businessperson honours agreements with customers.

18. Service

Service is the willingness to use one's abilities to meet the needs of others.

Examples:

A nurse cares for patients.

A teacher educates learners.

A volunteer participates in community development.

7.3 Virtues Associated with Different Occupations

Type of work	Important virtues
Farming	Diligence, patience, stewardship and perseverance
Teaching	Patience, fairness, responsibility and commitment
Nursing	Compassion, honesty, patience and confidentiality
Business	Integrity, honesty, fairness and creativity
Construction	Responsibility, accuracy, teamwork and safety consciousness
Public service	Accountability, fairness and integrity
Religious ministry	Humility, service, faithfulness and compassion
Engineering	Competence, accuracy, responsibility and creativity

Journalism	Truthfulness, fairness and responsibility
Domestic work	Diligence, honesty, patience and responsibility

8.0 Moral Duties of Employers to Employees

8.1 Meaning of Moral Duties of Employers

Moral duties of employers are ethical responsibilities that people or organisations employing workers should fulfil to protect the dignity, welfare and rights of their employees.

Christianity teaches that employers should treat workers fairly because all human beings have dignity before God.

Employers should not exploit employees for personal gain.

8.2 Biblical Basis of Employers' Duties to Employees

A. Leviticus 19:13

This passage condemns oppression and teaches that wages owed to workers should not be withheld.

Teachings:

Employers should pay workers fairly.

Wages should be paid at the agreed time.

Workers should not be exploited.

Employers should avoid oppressive practices.

Workers should receive the benefits they have earned.

Employers should respect the dignity of employees.

B. Job 31:13-15

Job explains that he did not deny justice to his male or female servants and recognises that both employer and employee are created by God.

Teachings:

Employers should treat employees justly.

Workers should not be discriminated against.

Employees should be treated with dignity.

Employers should listen to workers' complaints.

People should recognise the equality of human beings before God.

Employers should remember that they are accountable to God.

Workers should not be treated as inferior human beings.

C. Colossians 4:1

Paul instructs masters to provide their servants with what is right and fair, recognising that they also have a Master in heaven.

Teachings:

Employers should act fairly.

Workers should receive just treatment.

Employers should avoid exploitation.

Employers should recognise their accountability to God.

Fairness should guide workplace relationships.

Employers should respect the rights and welfare of workers.

D. Ephesians 6:5-9

This passage addresses the responsibilities of servants and masters and teaches that both are accountable to God.

Teachings:

People should perform their responsibilities sincerely.

Workers should act with honesty and commitment.

Employers should avoid threatening and abusive treatment.

Employers and employees should recognise their accountability to God.

Social position should not be used to justify mistreatment.

Work should be performed with sincerity rather than merely to impress supervisors.

Both employers and employees should treat one another responsibly.

E. Colossians 3:22-24

This passage encourages servants to work sincerely and wholeheartedly as service to the Lord.

Teachings:

Workers should be committed to their responsibilities.

Work should be performed honestly.

People should avoid pretending to work only when supervised.

Employers should recognise the value of sincere effort.

All lawful work should be treated with dignity.

Christians should remember that their service is ultimately accountable to God.

Historical note: Some of these passages address master-servant relationships in the social structures of the ancient world. Their use in Christian teaching today should emphasise human dignity, justice, responsible service and the rejection of exploitation—not the justification of slavery or abusive employment practices.

8.3 Specific Moral Duties of Employers

1. Paying Fair Wages

Employers should pay employees reasonable and agreed wages for the work performed.

Workers should not be denied payment after completing their duties.

2. Paying Wages on Time

Employers should avoid unnecessary delays in paying employees.

Delayed payment may make it difficult for workers to meet family and personal responsibilities.

3. Providing Safe Working Conditions

Employers should provide workplaces that protect employees from avoidable dangers.

Examples include:

Providing appropriate protective equipment.

Maintaining safe machinery.

Ensuring suitable sanitation.

Providing safe access to work areas.

Giving safety instructions.

4. Respecting Human Dignity

Employers should treat employees with respect regardless of their occupation, social status or background.

5. Avoiding Discrimination

Employers should provide fair opportunities and avoid unjust treatment based on gender, disability, ethnicity or other irrelevant personal characteristics.

6. Providing Reasonable Working Hours

Employers should observe applicable employment standards and allow workers appropriate time for rest.

7. Providing Leave and Rest Opportunities

Workers need time to recover, attend to family responsibilities and deal with personal matters.

Employers should respect applicable leave entitlements.

8. Providing Equal Opportunities

Employers should make fair decisions concerning recruitment, promotion and training.

9. Protecting Employees from Harassment

Employers should prevent bullying, intimidation, sexual harassment and other forms of workplace abuse.

10. Providing Clear Employment Terms

Employers should communicate responsibilities, payment arrangements, working hours and other conditions clearly.

11. Supporting Employee Development

Employers should provide reasonable opportunities for training, mentoring and skills improvement.

12. Listening to Employee Complaints

Employers should establish fair procedures through which employees can raise concerns.

13. Respecting Employees' Privacy

Employers should handle employees' personal information responsibly.

14. Providing Appropriate Benefits

Employers should fulfil agreed benefits and applicable legal obligations.

15. Avoiding Exploitation

Employers should not take advantage of employees' financial difficulties or limited bargaining power.

16. Promoting Peaceful Workplace Relationships

Employers should encourage cooperation, dialogue and mutual respect.

17. Protecting Vulnerable Employees

Employers should take appropriate measures to protect workers who may be particularly vulnerable to exploitation.

18. Recognising Employees' Contributions

Employers should appreciate good performance and recognise employees' efforts.

8.4 Importance of Employers Fulfilling Their Moral Duties

Promotes employee satisfaction.

Builds trust between employers and employees.

Reduces workplace conflicts.

Improves productivity.

Protects human dignity.

Promotes justice and fairness.

Encourages employee loyalty.

Reduces exploitation.

Improves the reputation of an organisation.

Promotes peaceful industrial relations.

Encourages responsible leadership.

Demonstrates Christian love and justice.

9.0 Christian Duties of Employees to Employers

Although the Bible emphasises the responsibilities of employers, employees also have moral duties.

1. Performing Duties Diligently

Employees should make reasonable efforts to complete assigned work effectively.

2. Being Honest

Workers should avoid theft, fraud, deception and falsification of records.

3. Observing Punctuality

Employees should respect agreed reporting times and deadlines.

4. Respecting Employers and Colleagues

Workers should communicate respectfully and avoid unnecessary conflict.

5. Protecting Organisational Property

Employees should use equipment and resources responsibly.

6. Maintaining Confidentiality

Workers should protect private information entrusted to them.

7. Following Lawful Instructions

Employees should follow reasonable and lawful instructions related to their responsibilities.

8. Avoiding Corruption

Workers should refuse bribery and other dishonest practices.

9. Maintaining Professional Competence

Employees should improve their skills and knowledge.

10. Cooperating with Colleagues

Workers should participate positively in teamwork.

11. Reporting Misconduct Responsibly

Employees should use appropriate channels to report corruption, abuse or unsafe practices.

12. Avoiding Waste

Workers should avoid unnecessary waste of time, materials, money and other resources.

Important: Christian obedience does not require employees to follow unlawful, abusive or unethical instructions. They should seek appropriate advice and report serious wrongdoing through responsible channels.

10.0 Christian Approaches to Issues Related to Employment

Christians are expected to apply biblical values when dealing with employment-related challenges.

The major issues include:

Wages.

Industrial action.

Child labour.

Unemployment.

Self-employment.

10.1 Christian Approaches to Wages

Meaning of Wages

Wages are payments made to workers in exchange for services or labour performed.

They may be calculated according to hours worked, days worked, tasks completed or other agreed arrangements.

Christian Understanding of Wages

Christianity teaches that workers deserve fair payment for their labour.

Biblical reference: Leviticus 19:13

The passage condemns withholding the wages of a hired worker.

Biblical reference: James 5:4

This passage condemns the withholding of wages from workers who have harvested fields.

Christian Principles on Wages

Workers should receive fair payment.

Employers should pay wages on time.

Employers should honour agreed payment arrangements.

Wages should not be withheld unfairly.

Employers should avoid exploiting vulnerable workers.

Payment decisions should be transparent.

Workers should receive equal treatment in comparable circumstances.

Employers should observe applicable employment laws.

Employees should perform their duties honestly.

Workers should use their earnings responsibly.

Christian Responsibilities of Employers Concerning Wages

Agree on payment terms before work begins.

Pay workers according to the agreed terms.

Avoid unjust deductions.

Maintain accurate payment records.

Observe relevant employment standards.

Treat workers fairly regardless of their social status.

Christian Responsibilities of Employees Concerning Wages

Perform the agreed work honestly.

Avoid demanding payment through dishonest means.

Use earnings responsibly.

Keep appropriate records where necessary.

Raise payment disputes through lawful and peaceful procedures.

10.2 Christian Approaches to Industrial Action

Meaning of Industrial Action

Industrial action refers to organised activities undertaken by employees or employers to express dissatisfaction or influence decisions concerning employment conditions.

It may involve strikes, work stoppages, go-slows, demonstrations or other forms of collective action.

Causes of Industrial Action

Low or unfair wages.

Delayed salary payments.

Poor working conditions.

Unsafe workplaces.

Discrimination.

Unfair dismissal.

Excessive working hours.

Denial of agreed employment benefits.

Failure to address employee complaints.

Poor communication between employers and employees.

Forms of Industrial Action

1. Strike

A strike is a temporary withdrawal of labour by employees to express dissatisfaction or demand changes in working conditions.

2. Go-slow

A go-slow is a form of industrial action in which employees deliberately reduce the pace of their work.

3. Work-to-rule

This involves employees performing only the duties required by their formal employment rules and agreements.

4. Peaceful demonstration

Employees may organise peaceful demonstrations to express concerns about employment conditions.

5. Picketing

Workers may gather peacefully near a workplace to communicate their concerns or show support for an industrial dispute, subject to applicable laws.

Christian Teachings on Industrial Action

Christianity values justice, fairness, peace and dialogue.

Workers should not be exploited, and employers should listen to legitimate employee concerns.

At the same time, disputes should be handled responsibly.

Christian Approaches to Industrial Action

1. **Encouraging dialogue:** Employers and employees should communicate openly to resolve disagreements.

2. **Promoting negotiation:** Both parties should discuss wages and working conditions fairly.

3. **Encouraging mediation:** A neutral person or institution may help resolve disputes.

4. **Promoting justice:** Employers should address genuine complaints rather than ignoring them.

5. **Encouraging peaceful methods:** Employees should avoid violence and destruction of property.

6. **Respecting the law:** Industrial action should follow applicable legal procedures.

7. **Protecting vulnerable members of society:** Parties should consider the effects of prolonged disputes on patients, learners and other members of the public.

8. **Promoting mutual respect:** Employers and employees should avoid insults, intimidation and threats.

9. **Seeking reconciliation:** Parties should be willing to find mutually acceptable solutions.

10. **Promoting responsible leadership:** Union officials and employers should communicate honestly.

Negative Effects of Prolonged Industrial Action

Loss of income by workers.

Disruption of public services.

Financial losses to organisations.

Increased conflict between employers and employees.

Disruption of learning in schools.

Delays in healthcare services.

Reduced productivity.

Economic difficulties for families.

Positive Outcomes That May Result from Responsible Collective Action

Greater attention to legitimate grievances.

Improvement of workplace conditions.

Better communication between employers and employees.

Review of unfair employment practices.

Strengthening of employee representation.

Christian lesson: Justice should be pursued with peace, respect and responsibility.

10.3 Christian Approaches to Child Labour

Meaning of Child Labour

Child labour refers to work that exploits children, exposes them to harm or interferes with their education, health, safety and proper development.

Not every activity performed by a child is child labour.

Age-appropriate household chores and supervised learning activities may help children develop responsibility and practical skills, provided they are safe and do not interfere with education or wellbeing.

Examples of Harmful Child Labour

Forcing children to perform dangerous construction work.

Involving children in hazardous agricultural activities.

Denying children schooling so that they can work.

Exploiting children through excessive working hours.

Forcing children into unsafe commercial activities.

Subjecting children to abusive working conditions.

Causes of Child Labour

Poverty.

Family financial difficulties.

Lack of access to education.

Exploitation by adults.

Weak enforcement of child protection standards.

Family neglect.

Demand for cheap labour.

Limited awareness of children's rights.

Social and economic instability.

Harmful cultural practices.

Effects of Child Labour

Denial of education.

Physical and emotional harm.

Exposure to dangerous working conditions.

Loss of childhood opportunities.

Reduced opportunities for future employment.

Exploitation and abuse.

Poor health and development.

Increased vulnerability to poverty.

Social inequality.

Disruption of family and community welfare.

Biblical Teachings Relevant to Child Protection

Matthew 19:14

Jesus welcomes children and demonstrates their value in God's kingdom.

Proverbs 31:8-9

This passage encourages people to speak up for those who cannot defend their rights.

Mark 10:13-16

Jesus receives and blesses children, demonstrating their dignity and importance.

Christian Approaches to Child Labour

Christians should protect children from exploitation.

Parents and guardians should support children's education.

Employers should not exploit children.

Communities should report suspected child abuse through appropriate channels.

Churches should create awareness about child protection.

Children should be given opportunities to develop their talents.

Governments and institutions should enforce child protection laws.

Vulnerable families should be supported to reduce economic pressures.

Children should be protected from hazardous activities.

Education should be promoted as an important foundation for future opportunities.

Appropriate Chores versus Child Labour

Appropriate age-appropriate chores	**Harmful or exploitative work**

Arranging books	Working in dangerous environments
Washing personal utensils under suitable supervision	Performing hazardous industrial tasks
Watering a home garden	Being exposed to dangerous chemicals
Keeping personal belongings organised	Working excessive hours
Helping to tidy a classroom	Missing school to earn money
Assisting with simple household tasks	Being forced into exploitative work

Christian lesson: Children should be guided towards responsibility without being deprived of education, safety, dignity and proper development.

10.4 Christian Approaches to Unemployment

Meaning of Unemployment

Unemployment is a situation in which people who are able and willing to work and are actively seeking employment cannot find suitable paid work or self-employment opportunities.

Causes of Unemployment

Lack of job opportunities.

Inadequate professional skills.

Rapid population growth.

Economic difficulties.

Limited investment.

Technological changes.

Lack of relevant work experience.

Mismatch between training and labour market needs.

Regional inequalities in economic opportunities.

Corruption and unfair recruitment practices.

Effects of Unemployment

Poverty.

Family financial difficulties.

Loss of confidence.

Increased dependency.

Social inequality.

Reduced economic productivity.

Stress within families.

Limited access to essential services.

Underutilisation of human talents.

Increased vulnerability to exploitation.

Biblical Teachings Relevant to Unemployment

Matthew 25:14-30

The Parable of the Talents teaches the importance of using entrusted abilities and opportunities responsibly.

Ephesians 4:28

Paul encourages honest labour and sharing with people in need.

Proverbs 14:23

This proverb highlights the value of productive labour.

Christian Approaches to Unemployment

1. **Encouraging skills development:** Christians should support vocational and professional training.

2. **Promoting entrepreneurship:** People can be encouraged to establish lawful businesses.

3. **Supporting vulnerable unemployed people:** Churches and communities should assist people facing economic difficulties.

4. **Promoting equal opportunities:** Recruitment should be based on fairness and relevant competence.

5. **Encouraging responsible use of talents:** Individuals should identify and develop their abilities.

6. **Promoting vocational guidance:** Young people should receive information about different careers and training opportunities.

7. **Encouraging innovation:** Individuals should develop creative solutions to community needs.

8. **Promoting community development:** Churches and community groups can support productive projects.

9. **Encouraging responsible economic policies:** Christians should support efforts that create decent and sustainable employment opportunities.

10. **Avoiding stigma:** Unemployed people should not be treated as lazy or inferior.

11. **Supporting fair recruitment:** Employers should avoid corruption, nepotism and discrimination.

12. **Promoting dignity:** People should recognise that unemployment does not remove a person's worth.

Ways Young People Can Prepare for Employment

Developing communication skills.

Acquiring digital literacy.

Learning practical vocational skills.

Developing teamwork.

Participating in community service.

Building problem-solving abilities.

Learning financial literacy.

Seeking appropriate mentorship.

Developing creativity and innovation.

Practising honesty and responsibility.

10.5 Christian Approaches to Self-Employment

Meaning of Self-Employment

Self-employment refers to a situation in which a person works for themselves rather than being employed by another individual or organisation.

A self-employed person may own and manage a business, provide professional services or engage in productive activities independently.

Examples of Self-Employment in Kenya

Small-scale farming.

Poultry keeping.

Tailoring.

Hairdressing and barbering.

Motorcycle repair.

Carpentry.

Retail trading.

Catering and food production.

Graphic design.

Photography.

Computer repair.

Digital content creation.

Transport services.

Beekeeping.

Shoe repair.

Advantages of Self-Employment

Provides an opportunity to earn an income.

Encourages independence.

Allows people to use their talents.

Creates opportunities for innovation.

Can create employment for others.

Encourages personal responsibility.

Provides opportunities to serve community needs.

Allows individuals to develop practical skills.

Can contribute to national economic development.

Encourages responsible use of available resources.

Challenges of Self-Employment

Limited starting capital.

Competition.

Uncertain income.

Changes in customer demand.

Business losses.

Difficulty accessing markets.

Inadequate business skills.

Rising operational costs.

Limited access to technology.

Challenges in keeping financial records.

Christian Principles in Self-Employment

1. Honesty

Self-employed people should provide accurate information about their products and services.

2. Fair Pricing

Businesspeople should avoid deliberately exploiting customers through dishonest pricing practices.

3. Integrity

Entrepreneurs should avoid fraud, theft and corruption.

4. Quality

Products and services should meet appropriate standards.

5. Accountability

Business owners should maintain accurate records and take responsibility for their decisions.

6. Fair Treatment of Workers

Entrepreneurs who employ others should provide fair working conditions and payment.

7. Respect for Customers

Customers should be treated politely and fairly.

8. Stewardship

Business owners should manage money, equipment and natural resources responsibly.

9. Compliance with Laws

Entrepreneurs should observe relevant business, tax, health and safety requirements.

10. Compassion

Successful businesspeople can support vulnerable members of society through responsible community initiatives.

11. Environmental Responsibility

Businesses should avoid unnecessary pollution and destruction of natural resources.

12. Contentment

Entrepreneurs should avoid greed and dishonest methods of making money.

Biblical References Relevant to Self-Employment

Proverbs 11:1 – Honesty in business dealings.

Proverbs 16:11 – Just weights and measures.

Ephesians 4:28 – Honest labour and sharing.

Colossians 3:23–24 – Working wholeheartedly.

Luke 6:31 – Treating others as one would wish to be treated.

11.0 Christian Work Ethics in Daily Life

Christian work ethics should not be limited to formal employment. Learners can apply them at home, school, church and within the community.

11.1 Applying Christian Work Ethics at Home

Learners can demonstrate Christian work ethics by:

Completing household chores responsibly.

Keeping their rooms clean.

Helping to prepare meals when appropriate.

Caring for younger family members under suitable guidance.

Respecting parents and guardians.

Avoiding unnecessary waste of food and water.

Taking care of household property.

Completing assigned tasks without constant supervision.

Being honest when mistakes occur.

Cooperating with other family members.

Example: A learner who has been assigned to water the home garden should complete the task regularly and avoid wasting water.

11.2 Applying Christian Work Ethics at School

Learners can demonstrate Christian work ethics by:

Completing assignments honestly.

Submitting work within agreed deadlines.

Avoiding examination cheating.

Participating actively in group work.

Respecting teachers and other learners.

Keeping classrooms clean.

Taking care of textbooks and school equipment.

Avoiding plagiarism.

Listening attentively during lessons.

Using digital devices responsibly.

Respecting different opinions.

Assisting classmates who need academic support.

Example: A learner should acknowledge sources used in research instead of presenting another person's work as their own.

11.3 Applying Christian Work Ethics in Church

Learners can apply Christian work ethics through:

Participating in cleaning activities.

Arranging seats and learning materials.

Assisting during appropriate church activities.

Respecting church leaders and other members.

Participating in community outreach.

Helping vulnerable people.

Using church property responsibly.

Performing assigned responsibilities faithfully.

Cooperating with other members.

Maintaining honesty in handling church resources.

11.4 Applying Christian Work Ethics in the Community

Examples include:

Participating in community clean-up activities.

Supporting environmental conservation.

Helping vulnerable neighbours.

Participating in tree-planting activities.

Supporting community education initiatives.

Respecting public property.

Avoiding corruption.

Treating people fairly.

Supporting lawful community development activities.

12.0 Relationship Between Christian Work Ethics and Stewardship

12.1 Meaning of Stewardship

Stewardship refers to the responsible management and use of resources entrusted to human beings by God.

These resources include:

Human talents.

Time.

Money.

Land.

Water.

Natural resources.

Knowledge.

Skills.

Physical abilities.

Opportunities.

12.2 How Christian Work Ethics Promote Good Stewardship

1. **Responsible use of time:** Workers avoid unnecessary delays and procrastination.
2. **Proper management of money:** Individuals avoid dishonest financial practices.
3. **Care for equipment:** Workers maintain tools and machines to prevent unnecessary damage.
4. **Protection of the environment:** People use natural resources responsibly.
5. **Responsible use of talents:** Individuals develop and apply their abilities.
6. **Avoidance of waste:** Workers use materials carefully.
7. **Accountability:** People accept responsibility for resources under their care.
8. **Honesty:** Individuals avoid stealing or misusing resources.
9. **Planning:** Workers organise resources to achieve intended goals.
10. **Service:** People use their abilities to improve the welfare of others.

12.3 Examples of Stewardship in Different Settings

Setting	**Example of good stewardship**
Home	Avoiding waste of food, water and electricity
School	Taking care of books, desks and laboratory equipment
Church	Managing church funds transparently
Farm	Conserving soil and water
Business	Keeping accurate financial records
Workplace	Using organisational resources responsibly
Community	Protecting public facilities and natural resources

13.0 Gender Equality and Dignity in Work

Christian work ethics recognise that all human beings have dignity and deserve fair treatment.

13.1 Christian Principles of Equality in Work

Men and women should receive fair opportunities.

People should not be discriminated against because of disability.

Workers should be judged according to relevant competence and performance.

People should respect different lawful occupations.

Employers should avoid harassment and intimidation.

Workers should be treated with dignity regardless of their social background.

Both men and women should have opportunities to develop their talents.

Workplaces should make reasonable efforts to accommodate employees with disabilities.

13.2 Dignity of Different Types of Work

Christians should not look down upon people because of the work they perform.

For example:

A cleaner contributes to hygiene and public health.

A farmer contributes to food production.

A mechanic supports transportation.

A teacher contributes to education.

A waste collector contributes to environmental cleanliness.

All honest and lawful work deserves respect.

14.0 Work, Rest and Personal Wellbeing

Christian work ethics encourage diligence, but they do not promote endless work or exploitation.

People need appropriate rest to maintain physical, emotional, social and spiritual wellbeing.

14.1 Biblical Teaching on Rest

Genesis 2:2-3

The creation account describes God resting after completing the work of creation.

Exodus 20:8-11

The commandment concerning the Sabbath teaches the importance of setting aside time for rest and worship.

14.2 Importance of Rest

Promotes physical recovery.

Supports mental wellbeing.

Allows people to spend time with family.

Provides opportunities for worship and reflection.

Reduces exhaustion.

Promotes healthy relationships.

Improves concentration and productivity.

Allows individuals to reflect on their responsibilities.

14.3 Christian Balance Between Work and Rest

Christians should:

Work diligently.

Avoid unnecessary idleness.

Respect appropriate rest periods.

Avoid exploiting other workers.

Balance work with family responsibilities.

Participate in worship and spiritual activities.

Take care of their health.

Respect the wellbeing of colleagues.

15.0 Practical Christian Responses to Workplace Challenges

The following situations demonstrate how Christians can apply work ethics in real life.

Situation 1: Delayed Salaries

A school has delayed paying its support staff for several months.

Christian response:

The employer should communicate honestly with employees.

The employer should develop a fair payment plan.

Employees should be allowed to raise concerns respectfully.

The parties should seek a lawful and peaceful solution.

The employer should avoid taking advantage of workers.

Biblical basis: Leviticus 19:13 and James 5:4.

Situation 2: Dishonest Business Practices

A trader uses inaccurate weighing scales to increase profits.

Christian response:

The trader should use accurate measurements.

Customers should receive the quantity they pay for.

Business records should be honest.

The trader should correct any unfair practices.

Biblical basis: Proverbs 11:1 and Proverbs 16:11.

Situation 3: Negligence at Work

An employee deliberately ignores assigned duties because the supervisor is absent.

Christian response:

The employee should act honestly.

Duties should be completed responsibly.

The employee should remember that Christian accountability is not limited to human supervision.

Biblical basis: Colossians 3:23–24.

Situation 4: Exploitation of Children

A business owner forces children to work for long hours instead of attending school.

Christian response:

The exploitation should stop.

Children's safety and education should be protected.

Appropriate child protection channels should be informed.

The community should support vulnerable children and families.

Biblical basis: Matthew 19:14 and Proverbs 31:8–9.

Situation 5: Unfair Treatment of Employees

An employer gives opportunities only to people from a particular social group.

Christian response:

The employer should practise fairness.

Recruitment and promotion should be based on relevant qualifications.

Discrimination should be challenged through appropriate channels.

Employees should be treated with dignity.

Biblical basis: Job 31:13–15 and Colossians 4:1.

16.0 CBE Competency Development

The study of Christian approaches to work develops important competencies.

Competency	**How learners develop it**
Communication	Discussing workplace ethics and presenting ideas
Collaboration	Working in groups to analyse employment challenges
Critical thinking	Evaluating ethical decisions in workplace situations
Creativity and imagination	Suggesting solutions to unemployment and self-employment challenges
Citizenship	Promoting fairness, justice and responsible community participation
Digital literacy	Using digital tools responsibly when completing assignments
Learning to learn	Reflecting on personal work habits and identifying areas for improvement
Self-efficacy	Developing confidence in carrying out assigned responsibilities

16.1 Core Values Developed

Integrity: Learners practise honesty and avoid cheating.

Responsibility: Learners complete assigned duties.

Respect: Learners value the contributions of others.

Love: Learners support colleagues and vulnerable people.

Unity: Learners cooperate to achieve shared objectives.

Justice: Learners promote fairness in the workplace.

Peace: Learners resolve disagreements constructively.

Patriotism: Learners contribute positively to national development.

16.2 Pertinent and Contemporary Issues

The sub-strand addresses:

Unemployment.

Child protection.

Corruption.

Gender equality.

Disability inclusion.

Workplace harassment.

Poverty.

Environmental conservation.

Digital responsibility.

Human rights.

Economic development.

Family welfare.

17.0 Suggested Learning Experiences and Activities

Activity 1: Understanding Work and Vocation

Instructions:

Define work and vocation.

Identify five occupations found in your community.

Explain the contribution of each occupation to society.

Discuss how people can use their talents to serve God and others.

Expected learning: Learners appreciate the dignity and importance of different types of work.

Activity 2: Biblical Teachings on Work

Read the following passages:

Genesis 1:28.

Genesis 2:15.

Colossians 3:23–24.

2 Thessalonians 3:10.

Proverbs 6:6–11.

Proverbs 12:11.

Proverbs 13:4.

Proverbs 12:24.

Instructions:

Identify the main teaching in each passage.

Explain how each teaching applies to learners.

Discuss why Christians should avoid laziness.

Present your findings to the class.

Activity 3: Professional Ethics

In groups, identify five professions and discuss the ethical standards expected in each.

Present your findings using a table.

Activity 4: Employer and Employee Responsibilities

Role-play a meeting between an employer and employees discussing delayed wages.

Demonstrate how Christian values can guide the resolution of the dispute.

Activity 5: Child Labour Awareness

Prepare a poster showing why children should be protected from exploitative and hazardous work.

Include messages promoting education, safety and dignity.

Activity 6: Self-Employment Opportunities

Identify five possible self-employment opportunities in your community.

For each opportunity, discuss:

Skills required.

Resources needed.

Possible customers.

Ethical responsibilities.

Possible challenges.

Activity 7: Practising Christian Work Ethics

Keep a one-week record of how you apply Christian work ethics when completing assignments and chores at home, school or church.

Include examples of diligence, honesty, responsibility and cooperation.

REVISION AND ASSESSMENT

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Choose the correct answer from the alternatives A, B, C and D.

1. Which statement best describes work from a Christian perspective?

A. An activity performed only to obtain wealth.
B. A responsibility through which people use their abilities to serve God and society.
C. An activity reserved for people with professional qualifications.
D. A duty performed only by adults.

2. The term vocation refers to

A. a person's monthly salary.
B. a written employment agreement.
C. a calling or sense of purpose towards particular work or service.
D. a compulsory workplace regulation.

3. Which of the following best describes professional ethics?

A. Moral principles guiding behaviour in a profession.
B. Rules for determining the amount of salary.
C. Procedures for advertising vacant positions.
D. Activities undertaken during leisure time.

4. A code of conduct mainly helps an organisation to

A. increase the number of employees.
B. eliminate all forms of supervision.
C. guarantee promotion to every worker.
D. establish expected standards of behaviour.

5. According to Genesis 2:15, human beings were placed in the Garden of Eden to

A. accumulate wealth.
B. cultivate and care for it.
C. avoid all physical activities.
D. compete with other creatures.

6. Which teaching is emphasised in Colossians 3:23–24?

A. Work only when the employer is present.
B. Avoid difficult assignments.
C. Work wholeheartedly as service to the Lord.
D. Give priority to financial rewards.

7. The example of the ant in Proverbs 6:6–11 teaches Christians to

A. practise diligence and preparation.
B. avoid working with others.
C. depend entirely on other people.
D. reject planning.

8. A learner who completes assignments honestly demonstrates

A. pride.
B. favouritism.
C. negligence.
D. integrity.

9. Which of the following is an example of professional confidentiality?

A. Sharing a client's private information publicly.
B. Protecting private information entrusted to a professional.

C. Discussing confidential records with unauthorised people.
D. Publishing private information for personal benefit.

10. Which virtue is demonstrated by a worker who arrives at work at the agreed time?

A. Humility.
B. Creativity.
C. Punctuality.
D. Compassion.

11. The teaching in Leviticus 19:13 emphasises that employers should

A. withhold wages until workers complain.
B. pay workers only when convenient.
C. employ people without clear terms.
D. avoid withholding wages unfairly.

12. According to Job 31:13–15, employers should recognise that

A. all human beings are created by God and deserve just treatment.
B. employees have no right to raise concerns.
C. wealthy people are more valuable than workers.
D. workers should never question unfair treatment.

13. Which of the following is a moral duty of an employer?

A. Encouraging discrimination.
B. Providing safe working conditions.
C. Delaying wages without explanation.
D. Preventing employees from reporting abuse.

14. Which action demonstrates good stewardship at school?

A. Damaging laboratory equipment.
B. Wasting learning materials.
C. Taking care of textbooks and school property.
D. Using school resources for personal gain.

15. A strike is best described as

A. a temporary withdrawal of labour by employees to express grievances.
B. a compulsory promotion of workers.
C. a regular payment made to employees.
D. a formal recruitment exercise.

16. Which approach is most consistent with Christian teaching when an industrial dispute occurs?

A. Destroying property.
B. Threatening employers.
C. Encouraging violence.
D. Promoting dialogue and peaceful negotiation.

17. Child labour becomes harmful when it

A. teaches a child to organise personal belongings.
B. exposes children to exploitation and interferes with education.
C. involves simple supervised household responsibilities.
D. encourages age-appropriate responsibility.

18. Which biblical passage is particularly relevant to Jesus' concern for children?

A. Proverbs 12:24.
B. Genesis 1:28.
C. Matthew 19:14.
D. Proverbs 13:4.

19. Which of the following is a possible cause of unemployment?

A. Lack of relevant job opportunities.
B. Improved professional training.
C. Fair recruitment procedures.
D. Increased access to employment.

20. A Christian response to unemployment should include

A. blaming every unemployed person.
B. refusing to assist vulnerable people.
C. promoting discrimination in recruitment.
D. encouraging skills development and supporting vulnerable people.

21. Self-employment refers to

A. working without any responsibility.
B. working independently rather than for an employer.
C. refusing to provide services to customers.
D. receiving a salary from the government only.

22. A trader who uses accurate weighing scales demonstrates

A. dishonesty.
B. negligence.
C. integrity.
D. exploitation.

23. Which virtue is most clearly demonstrated by a nurse who cares patiently for patients?

A. Compassion.
B. Greed.
C. Arrogance.
D. Selfishness.

24. Proverbs 13:4 teaches that

A. success depends entirely on luck.
B. people should avoid making plans.
C. desire alone guarantees achievement.
D. diligence is important in achieving goals.

25. Which action demonstrates responsible employee behaviour?

A. Misusing organisational funds.
B. Protecting workplace property.
C. Ignoring lawful instructions.
D. Falsifying work records.

26. The Christian teaching on work in 2 Thessalonians 3:10 emphasises

A. the rejection of all forms of assistance.
B. the superiority of wealthy people.
C. personal responsibility and the rejection of deliberate idleness.
D. the belief that only paid work has value.

27. Which of the following is an example of fair recruitment?

A. Selecting employees according to relevant qualifications and competence.
B. Selecting employees based only on family connections.
C. Excluding qualified applicants because of disability.
D. Promoting workers based on bribery.

28. Which practice best demonstrates Christian work ethics in completing school assignments?

A. Copying another learner's work.
B. Paying someone to complete an assignment dishonestly.
C. Ignoring deadlines.
D. Completing the assignment honestly and acknowledging sources.

29. The biblical teaching on stewardship encourages Christians to

A. use resources without considering consequences.
B. manage entrusted resources responsibly.
C. accumulate resources through dishonest methods.
D. avoid participating in community development.

30. Why should Christians value different lawful occupations?

A. All occupations provide equal financial rewards.
B. Every occupation requires the same qualifications.
C. Different types of work contribute to human welfare and community development.
D. Professional work is more valuable than all other work.

SECTION B: STRUCTURED QUESTIONS

Answer all questions. Total: 50 marks.

Question 1: Meaning and Professional Ethics (10 marks)

a) Define the following terms:

i. Work. (2 marks)

ii. Vocation. (2 marks)

b) State three roles of professional ethics in society. (3 marks)

c) Identify three examples of unethical behaviour in the workplace. (3 marks)

Question 2: Biblical Teachings on Work (10 marks)

a) Outline four Christian teachings from Genesis 1:28 and Genesis 2:15 concerning work. (4 marks)

b) Explain three teachings on work from Colossians 3:23–24. (3 marks)

c) State three reasons why laziness is condemned in the Bible. (3 marks)

Question 3: Virtues and Work (10 marks)

a) Identify five virtues that Christians should demonstrate in their work. (5 marks)

b) Explain how the following workers can demonstrate Christian virtues:

i. A teacher. (2 marks)

ii. A businessperson. (2 marks)

iii. A farmer. (1 mark)

Question 4: Employer and Employee Responsibilities (10 marks)

a) State four moral duties of employers to employees. (4 marks)

b) Explain three Christian duties of employees to their employers. (3 marks)

c) Give three biblical references that support fair treatment of workers. (3 marks)

Question 5: Christian Approaches to Employment Issues (10 marks)

a) State two causes of industrial action. (2 marks)

b) Explain two Christian approaches to child labour. (2 marks)

c) State three Christian responses to unemployment. (3 marks)

d) Identify three Christian principles that should guide self-employment. (3 marks)

21.0 ANSWERS AND MARKING SCHEME

Section A: Multiple-Choice Answers

Question	Answer	Question	Answer
1	B	16	D
2	C	17	B
3	A	18	C
4	D	19	A
5	B	20	D
6	C	21	B
7	A	22	C
8	D	23	A
9	B	24	D
10	C	25	B
11	D	26	C
12	A	27	A
13	B	28	D
14	C	29	B
15	A	30	C

30 marks

One mark for each correct answer.

Section B: Suggested Marking Scheme

Question 1: Meaning and Professional Ethics (10 marks)

a) Definitions

i. Work (2 marks)

- Any physical, mental, creative or professional activity undertaken to achieve a particular purpose. (2)

ii. Vocation (2 marks)

- A calling or sense of purpose that motivates an individual to undertake a particular type of work or service. (2)

b) Roles of professional ethics (3 marks)

Award one mark for each:

Promotes honesty and integrity.

Builds public trust.

Promotes accountability.

Prevents corruption.

Promotes quality services.

Protects human dignity.

Promotes fairness.

Encourages discipline.

Protects confidential information.

Reduces workplace conflicts.

c) Examples of unethical behaviour (3 marks)

Award one mark for each:

Bribery.

Theft of organisational resources.

Falsification of records.

Discrimination.

Harassment.

Sharing confidential information without authority.

Deliberate negligence.

Dishonest business practices.

Question 2: Biblical Teachings on Work (10 marks)

a) Teachings from Genesis 1:28 and Genesis 2:15 (4 marks)

Award one mark for each:

Human beings have responsibility to manage creation.

Work is part of human responsibility.

People should cultivate and care for the environment.

Natural resources should be used responsibly.

Human beings should be productive.

People should practise stewardship.

b) Teachings from Colossians 3:23–24 (3 marks)

Award one mark for each:

Work should be performed wholeheartedly.

Christians should work sincerely.

People should avoid laziness.

Work should be done as service to God.

People should not work only to please supervisors.

Christians should be accountable to God.

c) Reasons laziness is condemned (3 marks)

Award one mark for each:

It encourages irresponsibility.

It may lead to poverty.

It wastes valuable time.

It promotes dependency.

It limits personal development.

It reduces productivity.

It may place unnecessary burdens on others.

It weakens self-discipline.

Question 3: Virtues and Work (10 marks)

a) Five virtues (5 marks)

Award one mark for each:

Honesty.

Integrity.

Diligence.

Responsibility.

Punctuality.

Perseverance.

Cooperation.

Humility.

Fairness.

Compassion.

Creativity.

Patience.

Stewardship.

Self-discipline.

Faithfulness.

b) Application of virtues (5 marks)

i. A teacher (2 marks)

Award two relevant points, one mark each:

Treats learners fairly.

Prepares lessons adequately.

Demonstrates patience.

Marks learners' work honestly.

Respects learners.

Completes assigned duties responsibly.

ii. A businessperson (2 marks)

Award two relevant points, one mark each:

Uses accurate weighing scales.

Charges fair prices.

Avoids dishonest business practices.

Maintains accurate records.

Treats customers respectfully.

Provides quality products.

iii. A farmer (1 mark)

Award one relevant point:

Works diligently.

Conserves soil and water.

Demonstrates patience.

Uses resources responsibly.

Maintains crops and livestock properly.

Question 4: Employer and Employee Responsibilities (10 marks)

a) Moral duties of employers (4 marks)

Award one mark for each:

Paying fair wages.

Paying wages on time.

Providing safe working conditions.

Treating workers with dignity.

Avoiding discrimination.

Providing reasonable working hours.

Respecting leave entitlements.

Preventing harassment.

Listening to employee complaints.

Providing fair opportunities for promotion and training.

b) Christian duties of employees (3 marks)

Award one mark for each:

Performing duties diligently.

Being honest.

Observing punctuality.

Protecting organisational property.

Maintaining confidentiality.

Respecting colleagues.

Following lawful instructions.

Avoiding corruption.

Cooperating with others.

c) Biblical references (3 marks)

Award one mark for each correct reference:

Leviticus 19:13.

Job 31:13–15.

Colossians 4:1.

Ephesians 6:5–9.

Colossians 3:22–24.

Question 5: Christian Approaches to Employment Issues (10 marks)

a) Causes of industrial action (2 marks)

Award one mark for each:

Low or unfair wages.

Delayed salaries.

Poor working conditions.

Unsafe workplaces.

Discrimination.

Unfair dismissal.

Excessive working hours.

Failure to address employee grievances.

b) Christian approaches to child labour (2 marks)

Award one mark for each:

Protect children from exploitation.

Promote children's access to education.

Prevent children from undertaking hazardous work.

Report suspected child abuse through appropriate channels.

Promote child protection awareness.

Support vulnerable families.

c) Christian responses to unemployment (3 marks)

Award one mark for each:

Encourage vocational training.

Promote self-employment.

Support vulnerable unemployed people.

Promote fair recruitment.

Encourage skills development.

Promote entrepreneurship.

Provide mentorship.

Encourage innovation.

Avoid stigmatising unemployed people.

d) Christian principles guiding self-employment (3 marks)

Award one mark for each:

Honesty.

Integrity.

Fair pricing.

Accountability.

Quality service.

Stewardship.

Respect for customers.

Fair treatment of employees.

Compliance with applicable laws.

Environmental responsibility.

22.0 Teacher's Enrichment: Practical Competency Task

Task title: Demonstrating Christian Work Ethics in Daily Responsibilities

Situation:

Your school has noticed that some learners fail to complete assignments on time, misuse learning materials and avoid participating in group activities. The school leadership wants learners to demonstrate Christian work ethics.

Task:

Prepare a one-week personal work ethics improvement record.

Your record should show:

Three responsibilities you perform at home.

Three responsibilities you perform at school.

Two examples of honesty in your daily activities.

Two examples of cooperation with others.

Two examples of good stewardship.

One biblical passage that guides your conduct.

A reflection on how your behaviour has improved.

Expected competencies:

Self-discipline.

Responsibility.

Communication.

Collaboration.

Critical thinking.

Ethical decision-making.

Expected values:

Integrity.

Respect.

Love.

Unity.

Responsibility.

Peace.

Reflection question: How can applying Christian work ethics to ordinary daily activities prepare you for responsible employment in the future?

STRAND 4.0: CHRISTIAN LIVING TODAY

SUB-STRAND 4.5: WEALTH, MONEY AND POVERTY

1.0 INTRODUCTION

Wealth, money and poverty are important issues in Christian living because they influence how individuals, families, communities and nations live. Money is used to acquire basic needs, support families, develop businesses, pay school fees and contribute to community development.

However, Christians are called upon to acquire and use wealth responsibly. The Bible teaches that wealth should not become a person's master or replace God in their lives. Christians should earn money honestly, avoid exploitation, share with those in need and use their resources to promote justice and human dignity.

In Kenya, issues concerning wealth and poverty can be observed in different settings, including rural communities, urban settlements, schools, businesses, farming communities and institutions. Christians have an important responsibility to promote responsible financial practices, entrepreneurship, generosity and social justice.

Key guiding principle: Wealth is a resource that should be acquired honestly and used responsibly for personal development, family welfare and the common good.

Key Terms and Definitions

Term	Meaning
Wealth	Possession of valuable resources such as money, land, property, businesses and investments.
Money	A medium of exchange used to purchase goods and services.
Poverty	A condition in which individuals lack sufficient resources to meet their basic needs.
Riches	Valuable possessions, resources or material abundance.
Financial literacy	Knowledge and skills needed to manage money wisely.
Stewardship	Responsible management of resources entrusted to an individual.
Entrepreneurship	The process of identifying business opportunities and organising resources to establish an enterprise.
Integrity	The quality of being honest and morally upright.
Exploitation	Unfairly taking advantage of another person's weakness or situation.
Generosity	Willingness to give and share resources with others.
Investment	Using money or resources with the expectation of gaining future benefits.
Contentment	Being satisfied and grateful without developing excessive desires for material

	possessions.
Social justice	Fair treatment, equal opportunities and respect for the rights and dignity of all people.
Profit	The financial gain remaining after business expenses have been deducted from revenue.
Poverty alleviation	Actions taken to reduce poverty and improve people's living conditions.

2.0 UNDERSTANDING WEALTH AND MONEY

2.1 Meaning of Wealth

Wealth refers to the abundance of valuable resources owned or controlled by an individual, family, organisation or nation.

Wealth is not limited to money kept in a bank account. It includes different forms of valuable resources that contribute to human well-being.

Examples of wealth

1. **Financial wealth**

Money in savings accounts.

Shares and other financial investments.

Business income.

Savings and deposits.

2. **Physical wealth**

Houses.

Vehicles.

Land.

Machinery.

Livestock.

Furniture and equipment.

3. **Natural wealth**

Fertile agricultural land.

Forests.

Rivers and lakes.

Minerals.

Wildlife.

Natural resources.

4. **Human wealth**

Education and knowledge.

Professional skills.

Talents and abilities.

Good health.

Creativity and innovation.

5. **Social wealth**

Good relationships.

Community cooperation.

Trust.

Networks of support.

Peaceful coexistence.

Explanation

A person may not have a large amount of money but may possess valuable skills, knowledge, good health and strong relationships. These resources can help the person improve their living conditions.

For example, a young person in Narok County who has agricultural knowledge and access to family land may establish a small vegetable-growing enterprise with appropriate guidance and support.

2.2 Meaning of Money

Money is anything generally accepted as a medium of exchange for goods and services.

It enables people to conduct economic activities without directly exchanging one good for another.

Forms of money used in Kenya

1. **Cash money**

Physical currency in the form of coins and banknotes.

Issued in Kenya by the Central Bank of Kenya.

2. **Bank deposits**

Money held in commercial bank accounts.

Can be accessed through authorised banking services.

3. **Mobile money**

Electronic money accessed through mobile financial services.

Examples include M-PESA and other approved mobile money platforms.

4. **Electronic money**

Money transferred and stored electronically through authorised financial systems.

2.3 Functions of Money

Money performs several important functions in society.

1. **Medium of exchange**

Money enables people to buy and sell goods and services conveniently.

Example: A learner's parent uses money to purchase books and school uniforms.

2. **Measure of value**

Money provides a common way of expressing the value of goods and services.

Example: A school bag may cost KSh 1,500 while a textbook costs KSh 800.

3. **Store of value**

Money can be saved and used at a later date, although inflation may reduce its purchasing power.

Example: A family saves part of its income to meet future school expenses.

4. **Standard of deferred payment**

Money enables people to express debts and make payments at an agreed future date.

Example: A person may agree to repay a lawful loan in instalments.

5. **Facilitates trade**

Money makes buying and selling easier and encourages economic activities.

6. **Facilitates planning**

Families and businesses use money to prepare budgets and plan expenditure.

2.4 Importance of Wealth in Society

Wealth is important when it is acquired and used responsibly.

1. **Meeting basic needs:** Wealth enables individuals to obtain food, clothing, shelter and healthcare.

2. **Supporting education:** Families use financial resources to pay school fees, purchase learning materials and support training.

3. **Promoting employment:** Businesses create employment opportunities for members of society.

4. **Improving healthcare:** Wealth can help families access medical services and maintain healthy living conditions.

5. **Promoting economic development:** Investment in agriculture, manufacturing, transport and technology contributes to national development.

6. **Supporting families:** Financial resources help parents and guardians provide for dependants.

7. **Promoting innovation:** People with resources can develop new ideas, products and services.

8. **Supporting community development:** Wealth can be used to construct schools, health facilities, roads and water projects.

9. **Supporting charitable activities:** Christians can use their resources to assist vulnerable members of society.

10. **Promoting national development:** Responsible economic activities generate income, employment and government revenue.

2.5 Christian Understanding of Wealth

Christianity recognises that material possessions can be useful, but it warns against making wealth the centre of human life.

The Christian understanding of wealth is based on the following principles:

God is the ultimate source of life and creation.

Human beings are stewards of God's creation.

Wealth should be acquired through honest and just means.

Money should serve human needs rather than control human beings.

The poor and vulnerable should be treated with compassion.

Wealth should be shared responsibly.

Christians should avoid greed, corruption and exploitation.

Spiritual values are more important than material possessions.

People should be content with what they have while working responsibly to improve their circumstances.

Wealth should contribute to the welfare of society.

Biblical reference: Genesis 1:28–30

God entrusted human beings with responsibility over creation. This establishes the principle of stewardship, where people are expected to manage God's creation responsibly.

Biblical reference: Psalm 24:1

The passage teaches that the earth and everything in it belong to God. Therefore, human beings should recognise that their possessions are entrusted resources rather than absolute grounds for pride or exploitation.

3.0 BIBLICAL TEACHINGS ON WEALTH, MONEY AND POVERTY

The Bible provides guidance on how Christians should acquire, manage, use and share wealth. It teaches that money is useful when handled responsibly but can become harmful when people develop greed and make material possessions more important than God and other people.

3.1 Biblical Teachings on Wealth

A. Wealth comes from God

The Bible recognises God as the ultimate source of all blessings and resources.

Biblical reference: Deuteronomy 8:17–18

The Israelites were reminded that they should not become proud and imagine that their own strength had enabled them to acquire wealth. God gives people the ability to produce wealth.

Lessons for Christians

Christians should acknowledge God as the source of their abilities and opportunities.

They should thank God for the resources they possess.

They should avoid boasting about their financial achievements.

They should use their resources responsibly.

They should recognise that success requires effort, discipline and God's blessings.

They should avoid looking down upon people who have fewer resources.

They should use their abilities to improve the welfare of others.

Example: A Kenyan farmer who earns good income from agricultural production should acknowledge the importance of favourable conditions, personal effort, knowledge and opportunities.

B. Wealth should be acquired through honest means

Christians are expected to earn money through lawful, honest and morally acceptable activities.

Biblical reference: Proverbs 13:11

The passage teaches that wealth acquired dishonestly or hastily may diminish, while wealth gathered gradually through responsible effort grows.

Biblical reference: Proverbs 10:4

The passage contrasts laziness with diligent work.

Lessons for Christians

Christians should work diligently to earn their income.

They should avoid stealing and robbery.

They should not engage in corruption.

They should avoid cheating customers.

They should pay workers fairly.

They should honour lawful business agreements.

They should avoid exploiting vulnerable people.

They should be truthful when conducting business.

They should avoid dishonest shortcuts to financial success.

They should respect the rights and property of others.

Kenyan example: A shopkeeper should sell genuine products, display accurate prices and give customers the correct change.

C. Wealth should not replace God

Jesus taught that human beings should not allow material possessions to take the place of God in their lives.

Biblical reference: Matthew 6:19-21

Jesus encouraged his followers to store up treasures in heaven rather than concentrating exclusively on earthly treasures.

Lessons for Christians

Christians should place God above material possessions.

They should avoid making money their main purpose in life.

They should value spiritual growth.

They should avoid excessive attachment to property.

They should use their possessions to serve others.

They should understand that material possessions are temporary.

They should develop values such as love, kindness, honesty and generosity.

D. Christians should be content

Contentment means appreciating what one has while continuing to work responsibly to improve one's circumstances.

Biblical reference: 1 Timothy 6:6-8

Paul teaches that godliness combined with contentment is great gain.

Lessons for Christians

Christians should appreciate their blessings.

They should avoid unnecessary competition over possessions.

They should not measure personal worth by material wealth.

They should avoid jealousy.

They should manage their resources carefully.

They should avoid unnecessary borrowing to maintain an expensive lifestyle.

They should develop gratitude.

E. Wealth should be used to help others

Christians should not use wealth only for personal enjoyment. They should also consider the needs of others.

Biblical reference: 1 Timothy 6:17–19

Paul encourages wealthy people not to become proud or put their hope in uncertain riches. Instead, they should be generous and willing to share.

Lessons for Christians

They should assist vulnerable members of society.

They should support charitable activities.

They should contribute to community development.

They should help people facing emergencies.

They should support education for disadvantaged children.

They should promote fairness in society.

They should use their resources to promote human dignity.

3.2 Biblical Teaching That the Love of Money Is a Root of All Kinds of Evil

Biblical reference: 1 Timothy 6:9–10

Paul warns against the desire to become rich at any cost. He teaches that the love of money can lead people into temptation and harmful behaviour.

The passage does not teach that money itself is evil. Rather, it warns against excessive desire for money and allowing greed to control one's decisions.

Meaning of the statement

"The love of money is a root of all kinds of evil" means that uncontrolled greed and excessive attachment to money can encourage people to engage in immoral activities.

Ways in which the love of money can lead to evil

1. **Corruption**

People may demand or accept bribes to obtain money unfairly.

Example: A public officer may demand payment before providing a service that should be offered lawfully.

2. **Theft**

Greedy individuals may steal other people's property to increase their wealth.

3. **Fraud**

People may deceive others through false promises, fake investments or dishonest business transactions.

4. **Exploitation**

Business owners may take advantage of vulnerable workers by paying unfair wages.

5. **Family conflicts**

Excessive desire for money may cause disagreements among family members over inheritance and property.

6. **Unfair competition**

Some business people may spread false information about competitors to gain an advantage.

7. **Neglect of family responsibilities**

Some people may become so focused on making money that they neglect their responsibilities to children, spouses and other dependants.

8. **Dishonesty**

Individuals may lie, falsify records or cheat customers to increase their income.

9. **Social inequality**

Greed may encourage the unfair accumulation of resources while others are denied opportunities.

10. **Loss of spiritual values**

People may neglect prayer, worship, compassion and service because of excessive interest in material success.

11. **Environmental destruction**

Individuals may destroy forests, rivers and other natural resources for financial gain without considering the consequences.

12. **Discrimination**

Wealthy people may look down upon those who have fewer resources.

Why money itself is not evil

Money is a medium of exchange.

Money helps people meet their basic needs.

Money can support education and healthcare.

Money can finance productive businesses.

Money can support charitable activities.

Money can promote economic development.

Money can be used to improve the welfare of society.

Important distinction

Money	Love of money
A medium of exchange.	Excessive desire for wealth.
Can meet legitimate needs.	Can encourage greed.
Can support families.	Can lead to neglect of responsibilities.
Can finance education.	Can encourage dishonest practices.
Can support charitable work.	Can make people selfish.

Christian responses to the love of money

Christians should:

Practise contentment.

Work honestly.

Develop generosity.

Put God first.

Avoid greed.

Respect other people's property.

Practise responsible financial management.

Support the vulnerable.

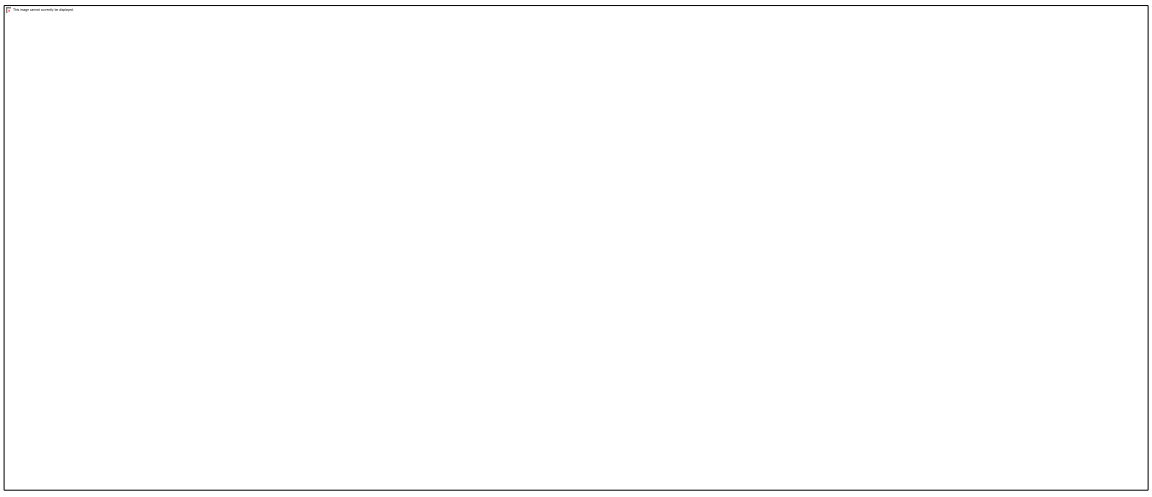
Promote fairness and justice.

Make ethical decisions in business.

4.0 JESUS' TEACHINGS ON WEALTH, MONEY AND POVERTY

The teachings of Jesus in Luke 12 and Luke 16 provide important guidance on financial responsibility, greed, stewardship and concern for the poor.

4.1 The Parable of the Rich Fool (Luke 12:13-21)



Background

Jesus was teaching a crowd when a man requested him to intervene in a family inheritance dispute. The man wanted Jesus to tell his brother to divide the inheritance with him.

Jesus refused to act as a judge in the dispute and instead warned the crowd against greed.

He then told the parable of a rich man whose land produced a very large harvest.

The story

A rich man's land produced an abundant harvest.

The man realised that his existing storage facilities were inadequate.

He decided to demolish his smaller barns and construct larger ones.

He planned to store his grain and possessions.

He believed that his stored wealth would provide security for many years.

He intended to enjoy life without considering his relationship with God or the needs of others.

God informed him that his life would end that night.

The man could not enjoy the possessions he had accumulated.

Jesus concluded that a person who stores up treasures for himself but is not rich towards God is foolish.

Lessons Christians learn from the parable

1. **Avoid greed:** Christians should not become excessively attached to material possessions.

2. **Life is more important than wealth:** Money cannot guarantee a long or meaningful life.

3. **Wealth should be shared:** The rich man failed to consider the needs of the poor.

4. **Avoid selfishness:** Christians should not focus exclusively on personal comfort.

5. **Recognise God as the source of blessings:** People should acknowledge God in their achievements.

6. **Practise stewardship:** Wealth should be managed responsibly.

7. **Plan for the future wisely:** Financial planning is important, but it should not replace spiritual responsibilities.

8. **Be generous:** Christians should assist people who are struggling.

9. **Value eternal things:** Spiritual values are more important than material possessions.

10. **Avoid false security:** Wealth cannot protect people from every challenge in life.

Application in the Kenyan context

A wealthy farmer can support neighbouring families experiencing food shortages.

A successful businessperson can support education initiatives.

Families can budget for their needs while allocating resources to charitable activities.

Young people can learn to save rather than spend all their money immediately.

Community members can support vulnerable households during droughts and emergencies.

4.2 Jesus' Teaching on Anxiety and Material Needs (Luke 12:22-34)

Jesus continued teaching his disciples about worry, possessions and trust in God.

He instructed them not to become excessively anxious about food, clothing and other material needs.

Main teachings

God cares for human beings.

Human life is more important than food and clothing.

Worry alone cannot solve financial problems.

God provides for creation.

Christians should seek God's kingdom.

They should trust God while working responsibly.

They should avoid excessive attachment to possessions.

They should share their resources with those in need.

They should focus on spiritual values.

They should store treasures in heaven through righteous living.

Lessons for young people

Avoid measuring success by expensive possessions.

Develop gratitude for available opportunities.

Work hard in school to develop useful skills.

Learn responsible saving.

Avoid unnecessary financial pressure from peer influence.

Trust God while taking practical steps towards personal development.

Assist others whenever possible.

4.3 The Parable of the Dishonest Manager (Luke 16:1-13)

Background

Jesus told the parable of a rich man who employed a manager to oversee his property and business affairs.

The manager was accused of wasting his employer's possessions.

The story

A rich man employed a manager to supervise his property.

The manager was accused of mismanaging the owner's resources.

The owner demanded an account of the manager's activities.

The manager realised that he would lose his position.

He considered his future and wondered how he would survive.

He called his employer's debtors.

He reduced the amounts they owed the employer.

The employer acknowledged the manager's shrewdness.

Jesus used the story to teach lessons about the use of worldly wealth.

Important clarification: Jesus did not approve of dishonesty or encourage people to falsify financial records. The parable highlights the manager's foresight and resourcefulness, while the wider teaching calls for faithfulness and integrity.

Lessons from the parable

Christians should plan for the future.

They should be responsible managers of resources.

They should use their possessions wisely.

They should be trustworthy in financial matters.

They should not misuse resources entrusted to them.

They should understand that financial decisions have consequences.

They should use money to promote positive relationships.

They should demonstrate foresight.

They should be faithful in small responsibilities.

They should recognise that money should serve good purposes.

Luke 16:10-13: Faithfulness and the use of money

Jesus teaches that:

A person who is faithful in small matters can also be trusted with greater responsibilities.

Dishonesty in small matters reveals untrustworthiness.

People should be faithful in managing resources.

No one can serve both God and money.

Meaning of serving God and money

Jesus warned that money should not become a person's master.

Christians should not allow financial interests to control their moral choices or weaken their commitment to God.

Application: A learner entrusted with school activity funds should keep accurate records and use the money for its intended purpose.

4.4 The Parable of the Rich Man and Lazarus (Luke 16:19-31)

Background

Jesus told a story about two men who lived very different lives.

One was wealthy and enjoyed luxurious living, while the other was a poor man named Lazarus who suffered from severe deprivation.

The story

A rich man lived in luxury and dressed in expensive clothing.

A poor man named Lazarus was placed at the rich man's gate.

Lazarus longed for food from the rich man's table.

The rich man ignored Lazarus despite seeing his suffering.

Both men eventually died.

Lazarus was comforted in the afterlife.

The rich man experienced suffering.

The rich man requested that Lazarus be sent to warn his brothers.

Abraham explained that his brothers already had the teachings of Moses and the prophets.

The story emphasised the importance of responding to God's teachings and showing compassion to the needy.

Lessons Christians learn

1. **Care for the poor:** Christians should assist people experiencing poverty.
2. **Avoid selfishness:** Wealth should not be used only for personal luxury.
3. **Practise compassion:** Christians should recognise the suffering of others.
4. **Avoid discrimination:** Poor people deserve dignity and respect.
5. **Use wealth responsibly:** Resources should help improve human welfare.
6. **Do not ignore suffering:** Christians should respond to social problems.
7. **Listen to God's word:** The teachings of Scripture should guide behaviour.
8. **Promote social justice:** Society should provide fair opportunities for all.
9. **Avoid excessive luxury:** People should consider the needs of vulnerable members of society.
10. **Be accountable:** People are responsible for how they treat others and use their resources.

Relevance to Kenya today

The parable challenges Christians to:

Support children from financially disadvantaged families.

Help elderly people without adequate support.

Support persons with disabilities.

Promote access to education.

Participate in community food programmes.

Support vulnerable households during droughts and floods.

Advocate for fair access to resources and opportunities.

Avoid discrimination based on economic status.

5.0 CHRISTIAN PRINCIPLES OF ACQUIRING WEALTH AND MONEY

5.1 Meaning of Acquiring Wealth

Acquiring wealth refers to the process of obtaining money, property, assets and other valuable resources through various economic activities.

Christians are encouraged to acquire wealth through honest, lawful and productive activities.

5.2 Biblical Principles of Acquiring Wealth

1. Hard work and diligence

Proverbs 10:4; Proverbs 12:24

The Bible encourages people to work diligently instead of depending on laziness.

Explanation:

Work enables individuals to earn a living.

It promotes self-reliance.

It develops discipline.

It helps people improve their living conditions.

It contributes to economic development.

Example: A young person may develop practical agricultural skills and participate in a supervised family farming enterprise.

2. Honesty and integrity

Proverbs 11:1

The Bible condemns dishonest business practices and unfair measurements.

Explanation:

Christians should give accurate measurements.

They should sell genuine products.

They should not cheat customers.

They should maintain truthful financial records.

They should fulfil agreements.

Example: A trader should use accurate weighing scales when selling agricultural produce.

3. Planning and preparation

Proverbs 21:5

The passage emphasises the importance of careful planning and diligence.

Explanation:

Christians should set realistic financial goals.

They should prepare budgets.

They should identify business opportunities.

They should estimate expenses.

They should consider possible risks.

4. Saving and responsible spending

Proverbs 21:20

The passage highlights the importance of wisdom in managing valuable resources.

Explanation:

Save part of available income.

Avoid unnecessary expenditure.

Prepare for emergencies.

Spend according to a budget.

Distinguish between needs and wants.

5. Avoiding laziness

Proverbs 6:6-11

The Bible uses the ant as an example of diligence and preparation.

Explanation:

People should take initiative.

They should use their time productively.

They should develop useful skills.

They should avoid unnecessary idleness.

They should prepare for future needs.

6. Avoiding dishonest gains

Proverbs 13:11

The Bible discourages wealth acquired through dishonest shortcuts.

Explanation:

Avoid stealing.

Avoid fraud.

Reject corruption.

Avoid illegal activities.

Respect other people's property.

7. Seeking knowledge and wisdom

Proverbs 24:3-4

The passage associates wisdom, understanding and knowledge with building a household.

Explanation:

Education helps people make informed decisions.

Training improves productivity.

Research helps identify opportunities.

Financial knowledge helps prevent misuse of money.

Professional skills improve employment opportunities.

8. Practising fairness

Leviticus 19:13; Deuteronomy 24:14-15

The Bible teaches against exploiting workers and withholding their rightful wages.

Explanation:

Employers should pay workers fairly.

Workers should be treated with dignity.

Business agreements should be honoured.

Christians should respect labour rights.

Vulnerable people should not be exploited.

9. Trusting God while working responsibly

Deuteronomy 8:18

Christians should acknowledge God while using their abilities and opportunities productively.

Explanation:

Pray for guidance.

Use talents responsibly.

Appreciate opportunities.

Work diligently.

Remain humble after success.

10. Practising generosity

2 Corinthians 9:6-8

Paul encourages cheerful giving.

Explanation:

Share resources with those in need.

Support charitable causes.

Contribute to community development.

Help vulnerable people.

Avoid selfishness.

5.3 Unjust Ways of Acquiring Wealth

Christians should avoid the following practices:

Theft and robbery.

Bribery and corruption.

Fraud and deception.

Forgery of documents.

Tax evasion.

Exploitation of workers.

Selling counterfeit products.

Unfair business practices.

Land grabbing.

Misappropriation of public funds.

Dishonest financial transactions.

Destruction of the environment for selfish financial gain.

Refusal to pay legitimate debts.

Cheating customers through false measurements.

Taking advantage of vulnerable people.

Consequences of acquiring wealth through unjust means

Loss of public trust.

Family conflicts.

Legal consequences.

Financial instability.

Damaged relationships.

Social inequality.

Poor reputation.

Loss of peace of mind.

Harm to vulnerable members of society.

Weakening of Christian values.

SUB-STRAND 4.6: CHRISTIAN RESPONSE TO MODERN SCIENCE AND TECHNOLOGY – ARTIFICIAL INTELLIGENCE (AI)

1.0 Introduction

Science and technology have transformed the way people live, communicate, learn, work and relate with one another. Modern technological developments have created new opportunities for education, healthcare, agriculture, communication, business and religious activities.

One of the most significant developments in modern technology is **Artificial Intelligence (AI)**. Artificial Intelligence enables computers and other digital devices to perform tasks that traditionally require human intelligence, such as learning, reasoning, recognizing patterns, understanding language and generating information.

Christians are called upon to respond wisely to scientific and technological developments. The Bible encourages human beings to use their God-given abilities responsibly while upholding truth, love, justice, integrity and respect for human dignity.

Artificial Intelligence can be used positively to support Christian education, Bible study, evangelism and communication. However, it can also be misused to spread false information, promote immorality, invade privacy, encourage dishonesty and harm other people.

Therefore, Christians should evaluate Artificial Intelligence using biblical teachings and Christian moral principles.

2.0 Specific Learning Outcomes

By the end of this sub-strand, the learner should be able to:

a) Elaborate Christian approaches to Artificial Intelligence.

b) Utilise AI algorithms to create videos on Bible stories.

c) Appraise ethical issues arising from the use of Artificial Intelligence.

d) Establish biblical ethics in the use of Artificial Intelligence.

e) Uphold Christian values in the use of Artificial Intelligence.

3.0 Key Inquiry Questions

How can the risks of Artificial Intelligence be mitigated?

How do you apply ethical values in the use of Artificial Intelligence?

How can Christians use Artificial Intelligence to promote God's work?

What biblical principles should guide the development and use of modern technology?

4.0 Meaning and Understanding of Artificial Intelligence

4.1 Definition of Artificial Intelligence

Artificial Intelligence (AI) refers to the ability of computer systems and digital machines to perform tasks that normally require human intelligence, including learning, problem-solving, understanding language, recognizing images, making predictions and generating content.

AI systems use data, computer algorithms and mathematical models to identify patterns and produce responses or predictions.

Examples of Artificial Intelligence include:

ChatGPT – a conversational AI tool that responds to questions, explains concepts, assists with writing and generates educational content.

Google Gemini – an AI assistant that can answer questions, analyse information and generate content.

Microsoft Copilot – an AI assistant that supports writing, research and productivity.

Facial recognition systems – technology that identifies or verifies people using facial features.

Voice assistants – digital assistants that respond to spoken instructions.

Machine translation applications – systems that translate information from one language into another.

Recommendation systems – applications that suggest videos, music, books and other content based on users' interests.

AI-powered medical systems – technologies that assist healthcare professionals in analysing medical information.

4.2 Important Terms Used in Artificial Intelligence

Term	Meaning
Artificial Intelligence	Technology that enables machines to perform tasks associated with human intelligence.
Algorithm	A set of instructions followed by a computer to perform a task or solve a problem.
Machine Learning	A branch of AI in which computer systems learn patterns from data.
Data	Information collected and processed by computer systems.
Chatbot	A computer programme that communicates with users through text or voice.
Generative AI	AI that creates new content such as text, images, audio and videos.
AI Prompt	An instruction or question given to an AI system to guide its response.
Deepfake	AI-generated or manipulated media that makes a person appear to say or do something they did not actually say or do.
Automation	The use of technology to perform tasks with reduced human involvement.
AI Ethics	Moral principles that guide the responsible development and use of Artificial Intelligence.

4.3 How Artificial Intelligence Works

Artificial Intelligence operates through a combination of data, algorithms and computer models.

The general process involves the following stages:

Data collection: The AI system receives information such as text, pictures, sound recordings or other digital information.

Data processing: The system organises and analyses the information.

Pattern recognition: The AI system identifies relationships, similarities and patterns in the data.

Learning and training: Machine learning models use examples to improve their ability to perform particular tasks.

Generating responses: The system produces an answer, prediction, recommendation, image or other output.

Human evaluation: Users examine the output to determine whether it is accurate, appropriate and ethical.

Important: Artificial Intelligence does not possess human conscience, spiritual understanding or moral responsibility in the same way human beings do. It can generate convincing information that is incorrect. Therefore, human beings must remain responsible for decisions involving AI.

5.0 TYPES AND APPLICATIONS OF ARTIFICIAL INTELLIGENCE

Artificial Intelligence is used in different fields of human life. It has become an important tool in education, healthcare, agriculture, communication, business, transport and religious activities.

5.1 Types of Artificial Intelligence

Artificial Intelligence can be classified according to its capabilities and functions.

A. Narrow Artificial Intelligence (ANI)

This refers to AI designed to perform specific tasks within a limited area.

Characteristics:

It performs particular tasks for which it has been developed.

It operates within defined instructions and capabilities.

It does not possess general human intelligence.

It may perform certain tasks faster than human beings.

It depends on data, algorithms and computer systems.

Examples:

Facial recognition systems.

Voice assistants.

Chatbots.

Spam email filters.

Online recommendation systems.

B. General Artificial Intelligence (AGI)

This refers to a theoretical form of AI that would be capable of understanding, learning and performing a wide range of intellectual tasks at a level comparable to human beings.

Characteristics:

It would handle different kinds of intellectual tasks.

It would transfer knowledge between different fields.

It would adapt to unfamiliar situations.

It would solve a variety of complex problems.

It remains a research goal rather than an established everyday technology.

C. Artificial Superintelligence (ASI)

This is a hypothetical form of AI that would surpass human intellectual abilities in virtually all areas.

Possible characteristics:

It would perform complex intellectual tasks beyond human capabilities.

It would potentially solve scientific and technological problems at extraordinary levels.

It could make highly sophisticated predictions.

It would raise serious questions about human control and accountability.

Its development would require careful ethical and safety considerations.

Note: Narrow AI is widely used today. General AI and superintelligence remain hypothetical concepts.

5.2 Applications of Artificial Intelligence in Society

1. Education

AI has transformed teaching and learning in schools and other educational institutions.

Applications include:

Preparing teaching and learning materials.

Explaining difficult concepts.

Generating revision questions and exercises.

Supporting language translation.

Providing personalised learning experiences.

Assisting learners with disabilities through speech-to-text tools.

Supporting teachers in preparing lesson plans.

Creating educational videos and illustrations.

Kenyan context: Teachers and learners can use AI tools to develop learning resources that support the Competency-Based Education (CBE) curriculum.

2. Healthcare

AI assists medical professionals in analysing information and improving healthcare services.

Applications include:

Supporting the interpretation of medical images.

Organising patient records.

Monitoring health information.

Assisting medical research.

Supporting disease surveillance.

Helping hospitals manage appointments.

AI should not replace qualified healthcare professionals or independent medical judgement.

3. Agriculture

AI can support farmers in improving agricultural productivity.

Applications include:

Monitoring crop conditions.

Identifying possible crop diseases.

Analysing weather information.

Supporting irrigation management.

Predicting agricultural production.

Monitoring livestock.

Kenyan example: Farmers in Nakuru, Uasin Gishu, Trans Nzoia and other agricultural counties can use digital technologies to obtain information about weather, crops and livestock management.

4. Communication

AI improves the way people communicate.

Applications include:

Translating languages.

Converting speech into written text.

Providing automated customer support.

Filtering unwanted messages.

Improving accessibility for people with disabilities.

5. Business and Banking

AI is used to improve business operations.

Applications include:

Detecting suspicious financial transactions.

Responding to customer enquiries.

Analysing customer preferences.

Managing stock.

Supporting financial forecasting.

Automating routine administrative tasks.

6. Transport

AI supports modern transport systems through:

Traffic monitoring.

Route planning.

Vehicle safety assistance.

Transport scheduling.

Predicting traffic congestion.

7. Christian Ministry and Church Activities

AI can support Christian activities when used responsibly.

Examples include:

Preparing Bible study materials.

Developing Christian educational videos.

Translating biblical teaching materials.

Preparing church announcements.

Supporting online evangelism.

Organising church records.

Creating presentations for Sunday school.

Supporting accessibility through audio Bible resources.

However, Christians must verify biblical information and avoid presenting AI-generated content as genuine divine revelation.

6.0 BIBLICAL FOUNDATIONS FOR CHRISTIAN APPROACHES TO ARTIFICIAL INTELLIGENCE

The Bible does not directly mention modern Artificial Intelligence because it was written long before computers were invented. However, it provides moral and spiritual principles that guide Christians in responding to scientific and technological developments.

The Bible teaches that human beings should use their intelligence, knowledge, creativity and resources responsibly.

The following biblical passages provide guidance.

6.1 Genesis 1:26 – Human Beings Created in God's Image

Biblical reference: Genesis 1:26.

The passage teaches that God created human beings in His image and likeness and gave them responsibility over other creatures.

Biblical teachings

Human beings possess God-given dignity.

Human life is valuable and should be respected.

Human beings have the ability to think, reason and make decisions.

Human beings have responsibility for caring for God's creation.

Human beings should use their abilities to promote good.

Human beings should exercise authority responsibly rather than exploit others.

Application to Artificial Intelligence

AI should be developed to benefit humanity and improve people's lives.

AI should not be used to humiliate or discriminate against people.

Human dignity should be respected when collecting and processing personal information.

Technology should not replace the value and importance of human relationships.

People should remain accountable for decisions made using AI.

AI should be used to promote justice, equality and human welfare.

Example: A Kenyan teacher can use AI to prepare accessible learning materials for learners with different educational needs rather than using it to label or discriminate against learners.

Christian lesson: Human dignity comes from God and should never be undermined by technological developments.

6.2 Romans 1:25 – Worship of the Creator Rather Than Created Things

Biblical reference: Romans 1:25.

This passage warns against exchanging the truth about God for falsehood and worshipping created things rather than the Creator.

Biblical teachings

God alone deserves worship.

Human beings should recognise God as the source of creation.

Material possessions should not become objects of worship.

Human beings should avoid placing their ultimate trust in created things.

Scientific achievements should not lead to pride and the rejection of God.

Application to Artificial Intelligence

Christians should not treat AI as a god or supernatural authority.

AI should be viewed as a human-developed technological tool.

Christians should not depend on AI for spiritual salvation.

Technology should not replace prayer, faith and personal responsibility.

Christians should recognise God's authority above technological inventions.

AI should be used to support human development rather than encourage idolatry.

Example: A Christian learner may use AI to understand a Bible passage but should not regard an AI chatbot as a spiritual authority whose answers are automatically correct.

Christian lesson: Technology is a tool created by human beings; God remains the Creator and should receive worship.

6.3 Proverbs 3:5-6 – Trust in the Lord

Biblical reference: Proverbs 3:5–6.

The passage encourages believers to trust in the Lord with all their hearts and acknowledge Him in their ways.

Biblical teachings

Christians should trust God in all circumstances.

Human understanding is limited.

Believers should seek God's guidance when making decisions.

Christians should acknowledge God in their daily activities.

People should avoid relying entirely on their own knowledge.

Wisdom and humility are important in decision-making.

Application to Artificial Intelligence

Christians should not depend entirely on AI-generated answers.

They should evaluate information critically.

They should seek God's guidance when making important moral decisions.

They should consult reliable sources before accepting AI-generated information.

They should recognise the limitations of technological systems.

They should use AI in ways that agree with biblical principles.

Example: When AI provides an interpretation of a Bible passage, a learner should compare the response with the biblical text and consult the CRE teacher or a knowledgeable Christian leader.

Christian lesson: Technology can provide information, but true wisdom requires discernment and responsible judgement.

6.4 James 1:17 – God as the Source of Good Gifts

Biblical reference: James 1:17.

The passage teaches that every good and perfect gift comes from above, from God.

Biblical teachings

God is the source of every good and perfect gift.

Human abilities are blessings from God.

Knowledge and creativity should be used positively.

People should appreciate opportunities to improve society.

Human beings should use their talents responsibly.

Good gifts should benefit others.

Application to Artificial Intelligence

Christians should use their intelligence to develop beneficial technologies.

AI should support education and healthcare.

Technology should promote human welfare.

AI should be used to solve community problems.

Christians should appreciate scientific discoveries while recognising God as the ultimate source of wisdom.

AI developers should consider the effects of their inventions on society.

Example: A Christian software developer can design an AI application that helps farmers identify crop diseases and improve food production.

Christian lesson: Knowledge and creativity should be used to serve God and humanity.

6.5 Luke 19:11-27 – The Parable of the Ten Minas

Biblical reference: Luke 19:11–27.

Jesus taught a parable about a nobleman who entrusted money to his servants before travelling to a distant country.

When he returned, he asked the servants to account for how they had used the resources entrusted to them.

The parable emphasises accountability, responsibility, diligence and faithful use of resources.

Biblical teachings

Human beings are entrusted with different resources and abilities.

People should use their talents productively.

Individuals are accountable for how they use what has been entrusted to them.

Christians should be diligent in their responsibilities.

Resources should not be wasted through negligence.

Faithfulness is important in managing opportunities.

People should be prepared to account for their actions.

Application to Artificial Intelligence

AI users should use technology responsibly.

Learners should not use AI to cheat in examinations or assignments.

Teachers should use AI to improve teaching and learning.

AI developers should consider the consequences of their inventions.

Organisations should ensure that AI systems are used transparently.

People should avoid using AI to spread harmful information.

Christians should use technological opportunities to benefit society.

Example: A Grade 11 learner who uses AI to research a CRE topic should understand the information, verify it and produce their own work honestly.

Christian lesson: People are accountable to God for how they use their abilities and resources.

6.6 Daniel 12:4 – Increase in Knowledge

Biblical reference: Daniel 12:4.

The passage refers to knowledge increasing in connection with the events described in Daniel's prophecy.

Biblical teachings

Human knowledge develops over time.

People have a desire to seek understanding.

Knowledge is important in human development.

Scientific discoveries contribute to changes in society.

People should seek understanding responsibly.

The growth of knowledge should encourage reflection and discernment.

Application to Artificial Intelligence

Christians should appreciate scientific and technological developments.

Learners should acquire digital literacy skills.

Teachers should embrace beneficial educational technologies.

AI should be used to solve societal problems.

People should distinguish between reliable and unreliable information.

Christians should ensure that technological development respects moral principles.

Example: A Kenyan learner can use AI to explore how technology supports agricultural research while examining the ethical implications of using farmers' personal data.

Christian lesson: Increasing knowledge should be accompanied by wisdom, responsibility and moral discernment.

6.7 Summary of Biblical Teachings on Artificial Intelligence

Biblical reference	Main teaching	Application to AI
Genesis 1:26	Human dignity and responsibility	Respect human dignity when developing and using AI.
Romans 1:25	Worship God rather than created things	Do not treat AI as a god or ultimate authority.
Proverbs 3:5–6	Trust and seek God's guidance	Evaluate AI information and make wise decisions.
James 1:17	God is the source of good gifts	Use knowledge and creativity to benefit society.
Luke 19:11–27	Accountability and stewardship	Use AI resources responsibly and honestly.
Daniel 12:4	Growth in knowledge	Appreciate scientific progress while exercising discernment.

7.0 CHRISTIAN APPROACHES TO ARTIFICIAL INTELLIGENCE

7.1 Meaning of Christian Approaches to Artificial Intelligence

Christian approaches to Artificial Intelligence refer to the attitudes, beliefs, moral principles and actions that Christians adopt when developing, accessing and using AI technologies.

Christians are expected to evaluate technology according to biblical teachings and ensure that it promotes human dignity, justice, love, truth and the common good.

7.2 Positive Christian Approaches to Artificial Intelligence

1. Responsible use of technology

Christians should use AI for constructive purposes.

They should avoid using AI to spread false information.

They should use AI to improve education and communication.

They should ensure that technological activities do not harm others.

They should take responsibility for AI-generated content.

2. Respect for human dignity

Every human being deserves respect.

AI should not be used to discriminate against people.

Personal information should be protected.

Technology should promote equality and inclusion.

AI should not be used to humiliate others.

3. Promotion of truth and honesty

Christians should verify AI-generated information.

They should acknowledge sources of information.

They should not present AI-generated work dishonestly as entirely their own.

They should avoid creating false news.

They should not manipulate photographs or videos to deceive others.

4. Protection of God's creation

AI should support environmental conservation.

It can help monitor forests and wildlife.

It can assist in predicting environmental changes.

It can support efficient use of natural resources.

It should be developed with consideration for its environmental impact.

5. Promotion of justice and fairness

AI should not be used to discriminate against people.

AI systems should be evaluated for unfair bias.

Everyone should have fair opportunities to benefit from technology.

Developers should consider vulnerable members of society.

Decisions affecting people's lives should have appropriate human oversight.

6. Responsible stewardship

Christians should use technological resources wisely.

They should avoid wasting resources.

They should use AI to solve community problems.

They should support innovation that benefits humanity.

They should be accountable for their technological decisions.

7. Maintaining human relationships

Christians should not allow technology to replace genuine relationships.

They should maintain communication with family members.

They should participate in community activities.

They should show compassion and kindness.

They should use AI to strengthen rather than weaken human relationships.

7.3 Negative Christian Approaches to Artificial Intelligence

Christians should avoid the following attitudes and practices:

Technological idolatry: Treating AI or technology as more important than God.

Blind dependence: Accepting every AI-generated answer without examination.

Dishonesty: Using AI to cheat or deceive others.

Pride: Believing that technological achievements make human beings independent of God.

Irresponsibility: Using AI without considering its consequences.

Discrimination: Supporting AI systems that unfairly disadvantage certain groups.

Neglect of relationships: Allowing excessive technological dependence to weaken family and community relationships.

Misuse of information: Using AI-generated material to spread rumours, falsehoods and harmful messages.

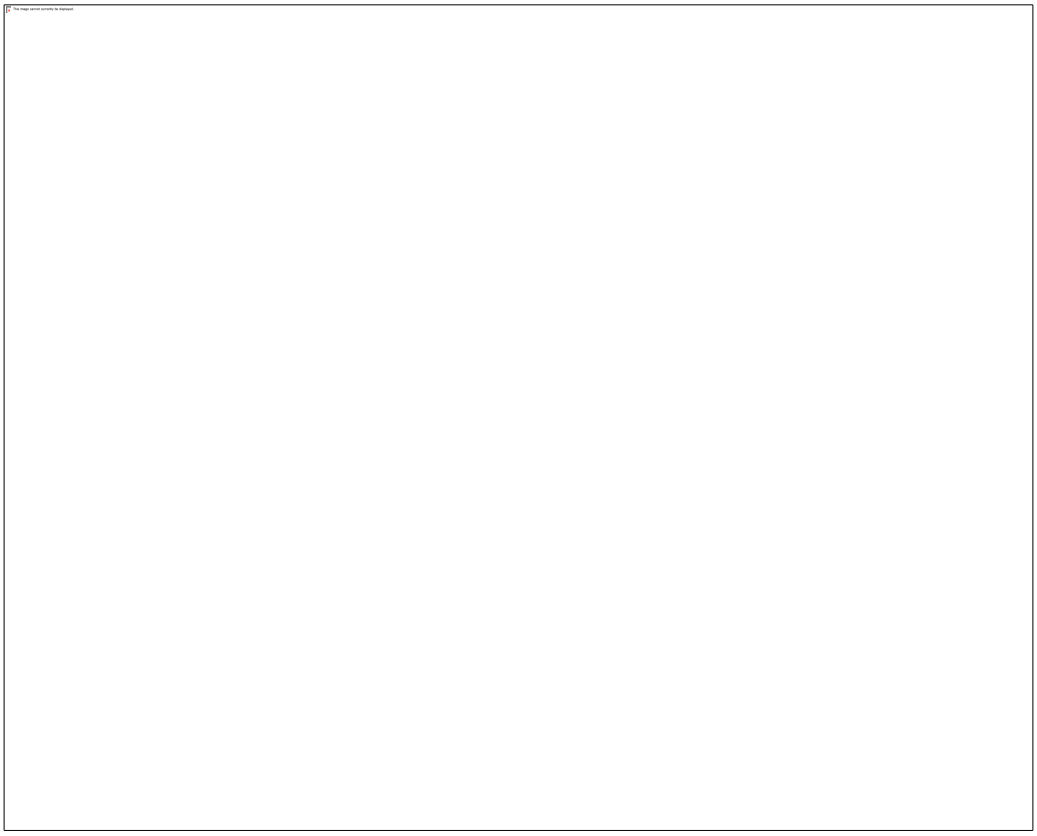
8.0 USE OF ARTIFICIAL INTELLIGENCE TO CREATE VIDEOS ON BIBLE STORIES

8.1 Meaning of AI-Generated Videos

AI-generated videos are digital video productions created or enhanced using Artificial Intelligence tools.

These tools can transform written descriptions, images, scripts and audio into moving visual presentations.

Christians and CRE learners can use AI to produce educational videos illustrating biblical events, characters, teachings and moral lessons.



8.2 Examples of AI Tools Used in Creating Videos

Canva AI: Supports the creation of visual presentations and video content.

Adobe Firefly: Provides generative AI features for creative content.

Microsoft Clipchamp: Supports video editing and content production.

Google Gemini: Can assist with writing video scripts and developing ideas.

ChatGPT: Can assist with creating scripts, storyboards and descriptions for Bible-story videos.

The specific features available may vary between applications and subscription levels.

8.3 Steps in Creating a Bible Story Video Using AI

Step 1: Select a Bible story

Choose a biblical story that communicates an important Christian teaching.

Examples:

Creation story – Genesis 1–2.

Noah and the flood – Genesis 6–9.

Abraham's faith – Genesis 12–22.

Joseph and his brothers – Genesis 37–50.

David and Goliath – 1 Samuel 17.

Daniel in the lions' den – Daniel 6.

The birth of Jesus – Luke 2.

The Good Samaritan – Luke 10:25–37.

The Prodigal Son – Luke 15:11–32.

Step 2: Read and understand the biblical passage

Read the selected passage carefully.

Identify the main characters.

Establish the setting.

Identify the major events.

Determine the lesson taught by the story.

Ensure that the interpretation agrees with Scripture.

Step 3: Develop a video script

A video script is a written plan of what will be communicated through narration, dialogue and visual scenes.

It should contain:

The title of the story.

Introduction.

Main events.

Characters and dialogue.

Biblical teachings.

Conclusion.

Step 4: Create a storyboard

A storyboard is a sequence of illustrations or descriptions showing how the scenes in a video will appear.

For example, a video about David and Goliath may contain:

Scene	Visual presentation	Narration
1	Israelites facing the Philistines	The Israelites were challenged by the Philistine army.
2	David arrives at the battlefield	David came to visit his brothers.
3	David volunteers to face Goliath	David trusted in God's power.
4	David faces Goliath	David confronted the giant with courage.
5	David celebrates victory	David's victory demonstrated faith and courage.

Step 5: Generate visual materials

Use suitable AI tools to generate illustrations.

Select images that represent the biblical events.

Ensure that images are respectful and appropriate.

Avoid misleading representations of biblical characters.

Check that the illustrations communicate the intended message.

Step 6: Add narration and background sound

Record or generate narration.

Use clear and understandable language.

Select suitable background music.

Ensure that sound effects do not distract from the message.

Observe copyright requirements when using music and other materials.

Step 7: Edit the video

Arrange scenes in the correct order.

Include suitable transitions.

Add captions where necessary.

Include the relevant Bible references.

Check sound and picture quality.

Step 8: Review and share the video

Check biblical accuracy.

Correct errors.

Ensure that the content is appropriate.

Obtain permission before sharing identifiable people's images or recordings.

Share through appropriate educational or church platforms.

8.4 Example of an AI Video Project: The Good Samaritan

Biblical reference: Luke 10:25–37.

Title: The Good Samaritan – Demonstrating Love for Others.

Main characters:

Jesus.

The man who was attacked.

The priest.

The Levite.

The Samaritan.

The innkeeper.

Main events:

A man travelled from Jerusalem to Jericho.

He was attacked by robbers.

A priest passed by without helping him.

A Levite also passed by without assisting him.

A Samaritan stopped and helped the injured man.

He treated his injuries and took him to an inn.

Jesus used the story to teach the importance of loving one's neighbour.

Christian values demonstrated:

Love.

Compassion.

Kindness.

Mercy.

Responsibility.

Generosity.

AI video prompt example:

"Create an educational Bible-story video illustrating the parable of the Good Samaritan from Luke 10:25-37. Show the journey from Jerusalem to Jericho, the injured traveller, the priest and Levite passing by, and the Samaritan stopping to provide assistance. Use respectful biblical illustrations, clear narration and appropriate captions. Emphasise compassion, kindness and love for one's neighbour. Ensure that the biblical message remains accurate."

8.5 Benefits of Using AI to Create Bible Story Videos

Promotes understanding: Visual illustrations help learners understand biblical events.

Encourages creativity: Learners develop creative skills when designing videos.

Improves digital literacy: Learners acquire skills in using digital tools.

Promotes collaboration: Learners can work together in groups.

Encourages biblical learning: Learners engage with Scripture in an interactive way.

Improves communication: Learners practise narration, presentation and storytelling.

Supports inclusive learning: Videos can include captions and audio explanations.

Encourages innovation: Learners explore new ways of presenting Christian teachings.

Promotes critical thinking: Learners assess whether generated content accurately represents biblical teachings.

Makes learning interesting: Videos can increase learner participation and engagement.

8.6 Challenges of Using AI to Create Bible Story Videos

AI may generate inaccurate biblical information.

AI-generated images may misrepresent biblical events.

Some tools require internet connectivity.

Some applications require paid subscriptions.

AI may produce culturally inappropriate images.

Copyright issues may arise when using protected materials.

Learners may become overdependent on technology.

AI-generated content may contain misleading information.

Some learners may lack access to suitable digital devices.

Personal information may be exposed when using online applications.

How to address these challenges:

Verify all information using the Bible.

Consult CRE teachers and other knowledgeable people.

Use trusted AI applications.

Observe copyright requirements.

Protect personal information.

Provide alternative learning activities for learners without devices.

Ensure that humans review all generated content.

9.0 ETHICAL ISSUES ARISING FROM THE USE OF ARTIFICIAL INTELLIGENCE

9.1 Meaning of Ethics

Ethics refers to the moral principles and values that guide human behaviour and help people distinguish between right and wrong.

9.2 Meaning of AI Ethics

AI ethics refers to moral principles and guidelines that govern the development, use and management of Artificial Intelligence to ensure that it benefits humanity without causing unnecessary harm.

Christians should use biblical teachings to evaluate whether AI applications promote truth, justice, love, responsibility and respect for human dignity.

9.3 Major Ethical Issues Associated with Artificial Intelligence

1. Misinformation and disinformation

Misinformation refers to false or inaccurate information shared without necessarily intending to deceive.

Disinformation refers to deliberately created or shared false information intended to mislead people.

AI can generate convincing but inaccurate information.

Examples:

Creating false reports about people.

Producing misleading religious teachings.

Generating fabricated news.

Creating false academic information.

Christian response:

Promote truthfulness.

Verify information before sharing it.

Avoid spreading unconfirmed reports.

Correct false information responsibly.

2. Violation of privacy

Privacy refers to the right of individuals to control access to their personal information.

AI applications may collect and process personal data.

Examples of personal information include:

Names.

Telephone numbers.

Home addresses.

Photographs.

School records.

Financial information.

Christian response:

Respect the privacy of others.

Avoid uploading confidential information without permission.

Use secure digital platforms.

Obtain consent before sharing personal photographs.

Protect learners' and teachers' records.

3. Plagiarism and academic dishonesty

Plagiarism refers to presenting another person's work or ideas as one's own without proper acknowledgement.

AI can make it easier to produce assignments and academic materials without genuine personal effort.

Examples:

Submitting AI-generated assignments as entirely personal work when this is prohibited.

Copying AI-generated answers without understanding them.

Using AI during an examination without permission.

Inventing references for academic work.

Christian response:

Practise honesty.

Acknowledge assistance from AI where required.

Follow school assessment rules.

Use AI to support learning rather than replace personal effort.

Demonstrate personal understanding of assigned work.

4. Bias and discrimination

AI bias occurs when an AI system produces unfair results because of problems in its training data, design or application.

Examples:

An AI recruitment system unfairly favouring certain applicants.

An educational system disadvantaging some learners.

An AI application producing unfair recommendations about particular communities.

Christian response:

Promote equality.

Respect all people.

Challenge unfair treatment.

Support fair and inclusive technology.

Ensure that AI systems are tested for bias.

5. Unemployment and job displacement

Automation may reduce the need for people to perform certain tasks.

Examples:

Automated customer service systems.

Computerised administrative processes.

Automated data processing.

Possible consequences:

Some workers may lose employment opportunities.

Workers may require new skills.

Income inequality may increase.

Some occupations may change significantly.

Christian response:

Support skills development.

Encourage lifelong learning.

Promote responsible technological innovation.

Advocate for fair treatment of affected workers.

Support vulnerable members of society.

6. Cyberbullying and online harassment

Cyberbullying refers to the use of digital platforms to intimidate, threaten, embarrass or repeatedly harm another person.

AI can be misused to produce degrading messages, manipulated images and offensive memes.

Examples:

Creating humiliating memes about classmates.

Generating insulting messages.

Manipulating another person's photograph.

Spreading embarrassing fabricated stories.

Christian response:

Practise love and kindness.

Respect other people's dignity.

Avoid humiliating others.

Report harmful online behaviour through appropriate channels.

Support people affected by cyberbullying.

7. Deepfakes and identity manipulation

Deepfakes are digitally manipulated or AI-generated images, audio or videos that make it appear that someone said or did something they did not actually say or do.

Possible consequences:

Damage to people's reputations.

Spread of false information.

Loss of public trust.

Violation of privacy.

Manipulation of public opinion.

Christian response:

Avoid creating misleading digital content.

Verify the authenticity of suspicious media.

Respect people's identities.

Never use another person's image without appropriate permission.

8. Overdependence on Artificial Intelligence

Overdependence occurs when people rely excessively on technology instead of using their own abilities and judgement.

Possible consequences:

Reduced independent thinking.

Weak problem-solving skills.

Reduced creativity.

Poor decision-making.

Reduced personal interaction.

Christian response:

Develop independent thinking.

Use AI as a support tool.

Read and understand original materials.

Maintain healthy human relationships.

Make responsible decisions.

9. Intellectual property and copyright violations

Intellectual property refers to creations of the human mind, such as books, music, artwork, inventions and other original works.

AI systems may generate content resembling existing copyrighted works.

Possible consequences:

Unauthorised copying.

Misuse of creative work.

Failure to acknowledge original creators.

Legal and ethical disputes.

Christian response:

Respect the work of others.

Acknowledge sources.

Obtain permission where necessary.

Follow copyright laws.

Avoid presenting other people's creations as one's own.

10. Security risks and cybercrime

AI may be misused to support fraudulent activities and cybercrime.

Examples:

Generating convincing scam messages.

Impersonating individuals.

Producing deceptive communications.

Manipulating digital information.

Christian response:

Practise honesty.

Protect passwords and personal information.

Avoid suspicious links.

Use secure digital systems.

Report suspected cybercrime through appropriate channels.

11. Environmental concerns

AI systems depend on computing infrastructure that uses electricity and other resources.

Possible concerns:

Increased electricity consumption.

Demand for computing equipment.

Electronic waste.

Pressure on natural resources.

Christian response:

Encourage energy-efficient technology.

Promote responsible disposal of electronic waste.

Support environmental conservation.

Use technological resources responsibly.

12. Loss of human responsibility

Some people may blame AI systems for harmful decisions instead of accepting personal responsibility.

Examples:

Using AI to generate harmful content and denying responsibility.

Allowing automated systems to make important decisions without proper review.

Failing to verify AI-generated information.

Christian response:

Take responsibility for personal actions.

Maintain human oversight.

Evaluate decisions carefully.

Use technology according to moral principles.

10.0 BIBLICAL ETHICS IN THE USE OF ARTIFICIAL INTELLIGENCE

10.1 Meaning of Biblical Ethics

Biblical ethics refers to moral principles and standards derived from the teachings of the Bible that guide Christians in making decisions and conducting themselves.

Biblical ethics helps Christians determine how to use modern technology in ways that honour God and promote the well-being of others.

10.2 Important Biblical Ethical Principles

1. Love

Biblical reference: Matthew 22:37–39.

Jesus taught that people should love God and love their neighbours as themselves.

Application to AI:

Use AI to benefit others.

Avoid generating insulting content.

Respect other people's feelings.

Promote helpful and compassionate communication.

Avoid using technology to exploit vulnerable people.

2. Honesty

Biblical reference: Proverbs 12:22.

The Bible teaches that lying lips are detestable to the Lord, while those who act faithfully are pleasing to Him.

Application to AI:

Avoid generating false information.

Do not use AI to cheat.

Acknowledge the use of AI when required.

Verify information before sharing.

Avoid creating fake identities and misleading content.

3. Justice

Biblical reference: Micah 6:8.

The passage emphasises doing justice, loving kindness and walking humbly with God.

Application to AI:

Ensure fair treatment of users.

Avoid discriminatory applications.

Protect vulnerable people.

Promote equal opportunities.

Challenge unfair technological practices.

4. Compassion

Biblical reference: Luke 10:25–37.

The parable of the Good Samaritan teaches the importance of showing compassion to people in need.

Application to AI:

Develop technology that supports people with disabilities.

Use AI to improve access to education.

Promote healthcare services.

Avoid cyberbullying.

Use technology to support disadvantaged communities.

5. Responsibility

Biblical reference: Luke 19:11–27.

The parable of the ten minas teaches accountability in the use of resources.

Application to AI:

Use AI for constructive purposes.

Verify information.

Protect personal information.

Accept responsibility for generated content.

Avoid irresponsible use of technology.

6. Respect for human dignity

Biblical reference: Genesis 1:26–27.

Human beings are created in the image and likeness of God.

Application to AI:

Respect everyone's dignity.

Avoid humiliating people.

Avoid discriminatory digital practices.

Protect people's identities.

Ensure that technology serves human welfare.

7. Wisdom and discernment

Biblical reference: James 1:5.

The passage encourages believers to ask God for wisdom.

Application to AI:

Evaluate AI-generated information.

Avoid blind dependence on technology.

Consult reliable sources.

Seek appropriate guidance.

Make informed decisions.

8. Stewardship

Biblical reference: Genesis 2:15.

God placed human beings in the garden of Eden to work it and take care of it.

Application to AI:

Use technological resources responsibly.

Promote environmental protection.

Reduce unnecessary electronic waste.

Support sustainable innovation.

Use AI to address environmental challenges.

10.3 Summary of Biblical Ethical Principles

Christian value	Biblical reference	Application to AI
Love	Matthew 22:37–39	Use AI to benefit and respect others.
Honesty	Proverbs 12:22	Avoid false information and cheating.
Justice	Micah 6:8	Promote fairness and equality.
Compassion	Luke 10:25–37	Use AI to help vulnerable people.
Responsibility	Luke 19:11–27	Accept accountability for AI use.
Human dignity	Genesis 1:26–27	Respect every person's worth.
Wisdom	James 1:5	Evaluate information critically.
Stewardship	Genesis 2:15	Use technology responsibly.

11.0 CHRISTIAN VALUES TO UPHOLD WHEN USING ARTIFICIAL INTELLIGENCE

11.1 Meaning of Christian Values

Christian values are moral principles and standards derived from Christian teachings that guide believers in their relationship with God, other people and the environment.

They help Christians distinguish acceptable from unacceptable behaviour.

11.2 Christian Values in AI Use

1. Integrity

Integrity refers to the quality of being honest, morally upright and consistent in one's actions.

How learners demonstrate integrity when using AI:

They do not use AI to cheat in examinations.

They acknowledge AI assistance where required.

They avoid presenting false information.

They verify the accuracy of AI-generated work.

They do not manipulate digital content to deceive others.

They follow school rules governing AI use.

Example: A learner who uses ChatGPT to understand a CRE topic writes their own answer based on their understanding instead of dishonestly submitting generated work as their own.

2. Responsibility

Responsibility refers to the willingness to accept duties and be accountable for one's actions.

How learners demonstrate responsibility:

They use AI for educational purposes.

They avoid generating harmful content.

They protect personal information.

They verify information before sharing it.

They report harmful digital activities.

They use digital devices appropriately.

3. Love

Love involves showing care, concern, kindness and respect towards others.

How learners demonstrate love:

They avoid insulting others online.

They use AI to develop helpful educational materials.

They do not create degrading memes.

They support learners who experience cyberbullying.

They promote positive communication.

4. Respect

Respect means recognising the dignity, rights and worth of other people.

How learners demonstrate respect:

They seek permission before using identifiable photographs.

They avoid sharing private information.

They respect different opinions.

They do not create offensive content about others.

They avoid discriminatory AI applications.

5. Honesty

Honesty involves speaking and acting truthfully.

How learners demonstrate honesty:

They do not spread AI-generated false news.

They acknowledge sources.

They avoid plagiarism.

They identify AI-generated content when disclosure is necessary.

They correct inaccurate information.

6. Justice

Justice refers to fairness and giving people their rightful treatment.

How learners demonstrate justice:

They avoid discrimination.

They support equal access to digital learning.

They challenge unfair practices.

They respect the rights of others.

They encourage responsible use of AI in society.

7. Humility

Humility involves recognising one's limitations and avoiding pride.

How learners demonstrate humility:

They recognise that AI can make mistakes.

They seek advice when uncertain.

They do not regard technology as superior to God.

They acknowledge the contributions of others.

They remain open to correction.

8. Self-control

Self-control is the ability to regulate one's behaviour and make responsible decisions.

How learners demonstrate self-control:

They manage the time spent using AI.

They avoid inappropriate online activities.

They do not respond to harmful messages impulsively.

They use technology for appropriate purposes.

They balance digital activities with other responsibilities.

9. Compassion

Compassion means showing concern and kindness towards people who are suffering or experiencing difficulties.

How learners demonstrate compassion:

They avoid cyberbullying.

They help classmates facing digital challenges.

They use AI to support inclusive learning.

They avoid humiliating others.

They use technology to address community problems.

10. Accountability

Accountability means being answerable for one's actions and decisions.

How learners demonstrate accountability:

They accept responsibility for content they create.

They correct mistakes.

They follow school digital policies.

They do not blame AI for their wrongdoing.

They report misuse of technology.

12.0 CYBERSECURITY AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

12.1 Meaning of Cybersecurity

Cybersecurity refers to the protection of computers, networks, digital devices, systems and information against unauthorised access, damage, theft or misuse.

Cybersecurity is important because AI applications may process personal and confidential information.

12.2 Common Cybersecurity Threats

Phishing: Fraudulent messages designed to trick people into revealing confidential information.

Identity theft: Unauthorised use of another person's personal information.

Malware: Harmful software designed to damage or interfere with computer systems.

Data breaches: Unauthorised exposure or access to confidential information.

Online impersonation: Pretending to be another person through digital platforms.

Cyberbullying: Using digital platforms to intimidate or harm others.

Online scams: Deceptive activities intended to obtain money or personal information.

Deepfake manipulation: Using altered media to mislead people about someone's identity or actions.

12.3 Ways of Mitigating Risks Associated with AI

1. Protect personal information

Avoid sharing passwords with AI applications.

Do not upload confidential school records.

Avoid sharing private photographs without permission.

Read privacy policies before using digital platforms.

Share only information necessary for the task.

2. Verify AI-generated information

Compare information with reliable sources.

Read the original biblical passage.

Consult qualified teachers and experts.

Check facts before publishing information.

Avoid sharing unverified reports.

3. Use strong passwords

Create unique passwords.

Avoid sharing passwords.

Change compromised passwords.

Use multi-factor authentication where available.

4. Avoid suspicious links

Do not open unknown links.

Verify unexpected messages.

Avoid downloading unknown files.

Report suspicious digital activities.

5. Promote responsible digital communication

Use respectful language.

Avoid degrading memes.

Do not spread rumours.

Respect other people's opinions.

Avoid cyberbullying.

6. Maintain human supervision

Review AI-generated information.

Avoid allowing AI to make important decisions without appropriate human oversight.

Consult relevant professionals.

Take responsibility for decisions.

7. Report misuse of AI

Inform teachers about harmful digital behaviour.

Report online harassment.

Inform appropriate authorities about serious threats.

Support victims of online abuse.

8. Observe copyright requirements

Acknowledge sources.

Seek permission where required.

Avoid unauthorised copying.

Respect original creators.

13.0 USING CHATGPT, MACHINE LEARNING AND CHATBOTS IN CHRISTIAN LEARNING

13.1 ChatGPT

ChatGPT is an AI-powered conversational application that can respond to questions, explain topics, generate text and assist users in learning.

Uses in CRE:

Explaining biblical passages.

Preparing Bible study questions.

Summarising Christian teachings.

Developing revision exercises.

Preparing Bible-story scripts.

Explaining Christian ethical principles.

Translating learning materials.

Developing discussion questions.

Limitations:

It may provide inaccurate biblical interpretations.

It may generate incorrect Bible references.

It may produce misleading information.

It does not replace personal Bible study.

It should not replace the CRE teacher.

13.2 Machine Learning

Machine Learning is a branch of Artificial Intelligence that enables computer systems to learn patterns from data and improve their performance on particular tasks without being explicitly programmed for every individual decision.

Examples of machine learning applications:

Email spam detection.

Recommendation systems.

Speech recognition.

Language translation.

Image recognition.

Predictive analysis.

Uses in Christian education:

Recommending relevant educational resources.

Supporting language learning.

Organising digital Bible resources.

Improving access to educational content.

Supporting analysis of learning progress.

13.3 Chatbots

A chatbot is a computer programme designed to communicate with users through text or voice.

Chatbots can answer frequently asked questions and provide automated assistance.

Examples of chatbot applications in Christian activities:

Responding to church service enquiries.

Providing information about church programmes.

Sharing approved Bible study materials.

Supporting online Christian education.

Providing information about church events.

Helping users locate relevant Bible passages.

Limitations of chatbots:

They may misunderstand questions.

They may provide inaccurate answers.

They lack human empathy.

They may not understand complex spiritual needs.

They may expose private information if poorly managed.

13.4 Differences Between ChatGPT, Machine Learning and Chatbots

Aspect	ChatGPT	Machine Learning	Chatbots
Meaning	A conversational AI assistant	A branch of AI that learns patterns from data	Programmes that communicate with users
Main function	Generates conversational responses	Learns patterns and makes predictions	Responds to user enquiries
Interaction	Mainly conversational	May operate without direct conversation	Text or voice interaction
Example	ChatGPT	Spam detection system	Church information chatbot
Application in CRE	Explaining biblical teachings	Organising and recommending resources	Answering church enquiries

Important relationship: ChatGPT uses machine-learning techniques and can function as a chatbot. However, not all chatbots use advanced generative AI, and not all machine-learning systems are chatbots.

14.0 PROMOTING A CULTURE OF RESPONSIBLE AI USE AMONG CHRISTIANS

Christians have a responsibility to promote ethical and responsible use of technology in families, schools, churches and communities.

14.1 Ways Christians Can Promote Responsible AI Use

Teaching digital ethics: Churches and schools should educate learners about responsible technology use.

Promoting biblical values: Christians should encourage honesty, love, justice and respect online.

Supporting digital literacy: Learners should acquire skills to use AI safely and effectively.

Encouraging critical thinking: Users should evaluate AI-generated information before accepting it.

Protecting vulnerable people: Christians should discourage online exploitation and cyberbullying.

Promoting inclusion: AI should support people with disabilities and disadvantaged communities.

Supporting responsible innovation: Christians should encourage technological developments that improve human welfare.

Promoting environmental responsibility: AI systems should be used with consideration for environmental sustainability.

Encouraging accountability: Users should accept responsibility for their digital activities.

Strengthening family guidance: Parents and guardians should guide children on safe and responsible digital practices.

14.2 Role of the Church in Promoting Ethical AI Use

The Church can:

Teach biblical principles concerning technology.

Organise digital literacy programmes.

Sensitise Christians about cyberbullying.

Encourage truthful communication.

Support people affected by online abuse.

Use AI to improve Christian education.

Promote responsible use of digital resources.

Protect confidential church information.

Encourage ethical innovation.

Maintain human relationships and pastoral care.

14.3 Role of Schools in Promoting Ethical AI Use

Schools can:

Develop clear policies on AI use.

Teach learners about academic integrity.

Encourage responsible research.

Provide digital literacy lessons.

Promote safe internet use.

Sensitise learners about cyberbullying.

Guide learners on protecting personal information.

Encourage collaborative learning.

Teach learners to verify AI-generated information.

Provide equal opportunities to access learning technology.

15.0 PRACTICAL LEARNING ACTIVITIES

These activities allow learners to apply Christian teachings to real-life situations in Kenya.

Activity 1: Biblical Investigation of Artificial Intelligence

Instructions:

Read Genesis 1:26.

Read Romans 1:25.

Read Proverbs 3:5–6.

Read James 1:17.

Read Luke 19:11–27.

Read Daniel 12:4.

In groups, discuss how each passage can guide Christians in using Artificial Intelligence.

Expected outcomes:

Learners should demonstrate:

Biblical interpretation.

Critical thinking.

Collaboration.

Communication.

Ethical decision-making.

Activity 2: Creating a Bible Story Video Using AI

Instructions:

Select a Bible story.

Read the relevant biblical passage.

Write a short script.

Develop a storyboard.

Use an approved AI tool to create appropriate illustrations or video scenes.

Add narration and captions.

Review the video for biblical accuracy.

Present the completed video to classmates.

Suggested Bible stories:

Creation.

Noah and the ark.

Joseph and his brothers.

David and Goliath.

Daniel in the lions' den.

The Good Samaritan.

The Prodigal Son.

Assessment criteria:

Assessment area	**Marks**
Biblical accuracy	5
Creativity	4
Appropriate use of AI	4

Communication and narration	3
Christian values demonstrated	4
Total	20

Activity 3: Developing an AI Ethics Awareness Message

Learners should prepare a sensitisation message to encourage responsible use of AI.

The message should address:

Honesty.

Integrity.

Privacy.

Respect.

Cyberbullying.

Responsibility.

Verification of information.

Sample awareness message:

"Use Artificial Intelligence wisely. Respect people's dignity, protect personal information, verify information before sharing and avoid creating harmful content. Let honesty, love, integrity and responsibility guide your digital activities."

Activity 4: Group Discussion on Cyberbullying

Scenario:

A learner uses an AI application to generate a degrading meme about another learner and shares it in a class social media group. Other learners begin sharing and making fun of the affected learner.

Discussion questions:

Identify the ethical issues in the scenario.

Explain the Christian values violated.

What should the learner who created the meme do?

How should other learners respond?

How can the school prevent similar incidents?

Which biblical teachings can guide learners in this situation?

Activity 5: Personal Reflection Journal

Learners should maintain a journal documenting the Christian values they apply when using AI.

Suggested journal format:

Date	**AI activity**	**Christian value applied**	**Reflection**

Monday	Researching a CRE topic	Integrity	I verified information before using it.
Tuesday	Preparing a Bible presentation	Responsibility	I checked the biblical references.
Wednesday	Group discussion	Respect	I listened to other people's opinions.
Thursday	Preparing a digital poster	Creativity	I used technology constructively.
Friday	Online communication	Love	I avoided insulting messages.

16.0 CORE COMPETENCIES DEVELOPED

The study of Artificial Intelligence develops the following core competencies under the Competency-Based Education framework.

16.1 Digital Literacy

Digital literacy is the ability to access, evaluate, create and communicate information using digital technologies.

How it is developed:

Learners use AI applications to create Bible-story videos.

Learners evaluate AI-generated information.

Learners use digital platforms to prepare presentations.

Learners practise safe online communication.

Learners develop skills in using digital devices.

16.2 Critical Thinking and Problem-Solving

This is the ability to analyse information, evaluate situations and develop appropriate solutions.

How it is developed:

Learners investigate ethical challenges associated with AI.

They evaluate the accuracy of generated information.

They identify possible risks of AI.

They propose solutions to cyberbullying.

They apply biblical teachings to technological challenges.

16.3 Creativity and Imagination

This is the ability to develop original ideas and produce useful and innovative work.

How it is developed:

Learners create Bible-story videos.

They design Christian awareness messages.

They develop digital presentations.

They create educational illustrations.

They explore innovative ways of sharing biblical teachings.

16.4 Communication and Collaboration

This involves sharing information effectively and working with others to achieve common goals.

How it is developed:

Learners discuss biblical approaches to AI.

They work in groups to create videos.

They present their findings.

They exchange ideas about digital ethics.

They give constructive feedback.

16.5 Learning to Learn

This is the ability to take responsibility for one's own learning and develop strategies for acquiring new knowledge.

How it is developed:

Learners use AI to explore unfamiliar concepts.

They organise learning resources.

They maintain personal reflection journals.

They seek reliable information.

They evaluate their learning progress.

16.6 Citizenship

Citizenship involves participating responsibly in society and respecting the rights and responsibilities of others.

How it is developed:

Learners respect digital rights.

They protect other people's privacy.

They discourage cyberbullying.

They promote equality.

They use technology to address community challenges.

17.0 VALUES DEVELOPED

Value	**How it is demonstrated**
Integrity	Learners use AI honestly and avoid cheating.
Responsibility	Learners take responsibility for their digital activities.
Respect	Learners respect the dignity and privacy of others.

Love	Learners avoid harmful online communication.
Honesty	Learners verify information and avoid spreading falsehoods.
Cooperation	Learners work together when developing AI projects.
Humility	Learners recognise the limitations of AI.

REVISION EXERCISES

SECTION A: MULTIPLE-CHOICE QUESTIONS

30 MARKS

Instructions: Answer all questions. Choose the correct answer from the alternatives A, B, C and D.

1. Artificial Intelligence refers to the ability of computer systems to

A. replace all human beings in society.

B. perform tasks that normally require human intelligence.

C. worship God through computer systems.

D. operate without any human involvement.

2. Which one of the following is an example of a generative AI application?

A. A traditional wall clock.

B. A manual typewriter.

C. ChatGPT.

D. An ordinary ruler.

3. The biblical teaching in Genesis 1:26 emphasises that

A. human beings should worship technology.

B. human beings have dignity and responsibility.

C. technology is more important than human life.

D. human beings should avoid scientific discoveries.

4. Romans 1:25 warns Christians against

A. acquiring knowledge.

B. helping other people.

C. worshipping created things instead of the Creator.

D. using their talents responsibly.

5. According to Proverbs 3:5–6, Christians should

A. depend entirely on technological systems.

B. trust in God and acknowledge Him in their ways.

C. reject all scientific developments.

D. accept every technological decision.

6. James 1:17 teaches that

A. every good and perfect gift comes from God.

B. human beings should reject creativity.

C. technology is the source of salvation.

D. knowledge should only benefit individuals.

7. The parable of the ten minas in Luke 19:11–27 teaches Christians about

A. revenge.

B. irresponsibility.

C. accountability and stewardship.

D. discrimination.

8. Daniel 12:4 is relevant to technological development because it refers to

A. the prohibition of all forms of learning.

B. the increase of knowledge.

C. the worship of machines.

D. the rejection of education.

9. Which one of the following best describes machine learning?

A. A method of manually typing information.

B. A branch of AI that learns patterns from data.

C. A system that only stores printed books.

D. A technique for repairing computer screens.

10. A chatbot is primarily designed to

A. communicate with users through text or voice.

B. manufacture computer hardware.

C. repair damaged roads.

D. replace all teachers.

11. Which one of the following is a positive application of AI in Christian ministry?

A. Creating false religious teachings.

B. Producing degrading memes.

C. Preparing educational Bible-story videos.

D. Spreading misleading messages.

12. A learner uses AI to complete an assignment and presents the entire work as their own against school rules. This demonstrates

A. integrity.

B. academic dishonesty.

C. compassion.

D. humility.

13. The creation and sharing of a humiliating AI-generated image of a classmate is an example of

A. cyberbullying.

B. environmental conservation.

C. digital literacy.

D. collaboration.

14. The manipulation of audio or video to make someone appear to say something they never said is called

A. data collection.

B. machine learning.

C. deepfake manipulation.

D. digital storage.

15. Which Christian value encourages learners to protect other people's personal information?

A. Greed.

B. Respect.

C. Pride.

D. Jealousy.

16. A learner checks an AI-generated Bible explanation against the original biblical passage. This demonstrates

A. blind dependence.

B. critical thinking and discernment.

C. technological idolatry.

D. dishonesty.

17. Which of the following is a possible negative effect of AI automation?

A. Increased learning opportunities.

B. Improved language translation.

C. Displacement of some workers.

D. Improved communication.

18. The unauthorised exposure of confidential information is known as

A. data breach.

B. collaboration.

C. innovation.

D. stewardship.

19. Which of the following is the best Christian response to misinformation generated by AI?

A. Share it immediately.

B. Ignore all sources of information.

C. Verify it using reliable sources.

D. Modify it to make it more convincing.

20. The use of AI to support learners with disabilities demonstrates

A. discrimination.

B. inclusion and compassion.

C. dishonesty.

D. irresponsibility.

21. Which of the following best demonstrates Christian stewardship in AI use?

A. Using technology to damage the environment.

B. Wasting digital resources.

C. Using technology responsibly to benefit society.

D. Allowing AI to make every decision.

22. A strong password is important because it

A. protects digital accounts from unauthorised access.

B. increases cyberbullying.

C. encourages identity theft.

D. spreads misinformation.

23. Which of the following is an example of phishing?

A. Receiving a genuine classroom timetable.

B. Receiving a fraudulent message asking for confidential information.

C. Reading a Bible passage.

D. Watching an educational video.

24. According to Matthew 22:37–39, Christians should use AI in ways that demonstrate

A. hatred and revenge.

B. pride and selfishness.

C. love for God and neighbours.

D. dishonesty and discrimination.

25. Which biblical passage is particularly associated with doing justice, loving kindness and walking humbly with God?

A. Micah 6:8.

B. Genesis 6:14.

C. Daniel 1:7.

D. Exodus 3:2.

26. A learner creates a video about the Good Samaritan using AI. Which Christian value is most clearly demonstrated by the story?

A. Greed.

B. Compassion.

C. Pride.

D. Revenge.

27. Which of the following is an appropriate way of reducing AI-related privacy risks?

A. Sharing passwords with strangers.

B. Uploading confidential records to unknown platforms.

C. Avoiding unnecessary sharing of personal information.

D. Publishing other people's private photographs without consent.

28. One limitation of AI chatbots in providing spiritual guidance is that they

A. can never generate text.

B. may provide inaccurate information and lack human empathy.

C. cannot communicate with users.

D. always provide perfect biblical interpretations.

29. Which core competency is developed when learners work together to create a Bible-story video?

A. Communication and collaboration.

B. Competition and discrimination.

C. Isolation and dishonesty.

D. Blind dependence.

30. The most appropriate Christian approach to modern Artificial Intelligence is to

A. reject all technological developments.

B. accept every AI-generated response without examination.

C. use AI responsibly under the guidance of biblical values.

D. regard AI as a replacement for God.

SECTION B: STRUCTURED QUESTIONS

50 MARKS

Instructions: Answer all questions. Write your answers clearly and support them with relevant examples and biblical references where appropriate.

Question 1: Understanding Artificial Intelligence (10 marks)

a) Define the term Artificial Intelligence. (2 marks)

b) Identify four examples of AI applications used in modern society. (4 marks)

c) Explain four ways in which Artificial Intelligence can support Christian education and ministry. (4 marks)

Question 2: Biblical Teachings on Artificial Intelligence (10 marks)

a) State two teachings from Genesis 1:26 that can guide Christians in using Artificial Intelligence. (2 marks)

b) Explain two ways in which Romans 1:25 guides Christians in their attitudes towards modern technology. (4 marks)

c) Explain two lessons Christians learn from Luke 19:11–27 concerning the responsible use of Artificial Intelligence. (4 marks)

Question 3: Ethical Issues Associated with AI (10 marks)

a) Define the term AI ethics. (2 marks)

b) Identify four ethical challenges associated with the use of Artificial Intelligence. (4 marks)

c) Explain two ways Christians can address cyberbullying involving AI-generated content. (4 marks)

Question 4: Christian Values and Responsible AI Use (10 marks)

a) State four Christian values that should guide learners when using Artificial Intelligence. (4 marks)

b) Explain three ways learners can demonstrate integrity when using AI in their academic work. (6 marks)

Question 5: Application of AI in Christian Learning (10 marks)

A group of Grade 11 CRE learners decides to create an AI-generated video about the parable of the Good Samaritan. They intend to present it during a school Christian fellowship meeting.

a) Identify two biblical teachings demonstrated in the parable of the Good Samaritan. (2 marks)

b) Outline four steps the learners should follow when creating the video using AI. (4 marks)

c) Explain four benefits of using AI-generated Bible-story videos in Christian education. (4 marks)

21.0 ADDITIONAL COMPETENCY-BASED APPLICATION QUESTIONS

These questions can be used for classroom discussion, individual assignments, project assessment and formative assessment.

1. Your school has introduced AI applications to support learning. Some learners use the applications to copy answers without understanding them.

Identify the Christian values being violated.

Explain how the school can promote integrity in AI use.

Suggest ways learners can use AI to improve their understanding.

2. A church intends to introduce an AI chatbot to respond to questions from members.

Explain three benefits of the chatbot.

Identify three possible ethical challenges.

Suggest three ways the church can ensure responsible use of the chatbot.

3. A learner receives a video allegedly showing a local religious leader making offensive statements. The video appears convincing, but its authenticity is uncertain.

Identify the possible AI-related ethical issue.

Explain why Christians should avoid sharing unverified information.

Suggest appropriate actions the learner should take.

4. A Christian organisation wants to use AI to develop learning resources for children in rural Kenya.

Explain four ways AI can support the organisation.

Identify three challenges it may face.

Suggest solutions to the challenges.

5. Explain how the teachings of Proverbs 3:5–6 can guide Christians in making decisions involving modern technology.

ANSWER KEY AND MARKING GUIDE

Section A: Multiple-Choice Answers

Question	Answer	Question	Answer
1	B	16	B
2	C	17	C
3	B	18	A
4	C	19	C
5	B	20	B
6	A	21	C
7	C	22	A
8	B	23	B
9	B	24	C
10	A	25	A
11	C	26	B
12	B	27	C
13	A	28	B
14	C	29	A
15	B	30	C

Section B: Suggested Marking Guide

Question 1 (10 marks)

a) Artificial Intelligence is the ability of computer systems to perform tasks that normally require human intelligence. (2)

b)

ChatGPT.

Google Gemini.

Facial recognition systems.

Voice assistants.

Machine translation applications.

Recommendation systems.

Award 1 mark for each correct example, maximum 4.

c)

Preparing Bible study materials.

Creating Bible-story videos.

Supporting online evangelism.

Translating Christian educational materials.

Preparing presentations.

Supporting Christian research.

Award 1 mark for each explained point, maximum 4.

Question 2 (10 marks)

a)

Human beings are created in God's image.

Human beings have dignity and responsibility.

Human beings have a duty to care for creation.

Award 1 mark each, maximum 2.

b)

Christians should worship God rather than technology.

They should not treat AI as a supernatural authority.

They should recognise God's sovereignty.

They should avoid technological idolatry.

Award 2 marks for each explained point, maximum 4.

c)

People should use technological resources responsibly.

People should be accountable for AI-generated content.

People should use their abilities productively.

People should avoid wasting opportunities.

Award 2 marks for each explained point, maximum 4.

Question 3 (10 marks)

a) AI ethics refers to the moral principles that guide the responsible development and use of Artificial Intelligence. (2)

b)

Misinformation.

Privacy violations.

Academic dishonesty.

Bias and discrimination.

Cyberbullying.

Deepfake manipulation.

Unemployment.

Cybersecurity threats.

Award 1 mark each, maximum 4.

c)

Promote love and respect when communicating online.

Avoid creating or sharing degrading memes.

Report harmful content through appropriate channels.

Support learners affected by cyberbullying.

Educate learners about responsible AI use.

Award 2 marks for each explained point, maximum 4.

Question 4 (10 marks)

a)

Integrity.

Responsibility.

Honesty.

Love.

Respect.

Justice.

Humility.

Compassion.

Award 1 mark each, maximum 4.

b)

Acknowledge AI assistance where required.

Avoid copying AI-generated answers dishonestly.

Verify information before submitting work.

Follow school assessment rules.

Produce original work based on personal understanding.

Avoid using AI to cheat in examinations.

Award 2 marks for each explained point, maximum 6.

Question 5 (10 marks)

a)

Love for one's neighbour.

Compassion.

Kindness.

Mercy.

Responsibility.

Award 1 mark each, maximum 2.

b)

Select and read the biblical story.

Prepare a script.

Develop a storyboard.

Generate appropriate illustrations.

Add narration and captions.

Edit and review the video.

Award 1 mark each, maximum 4.

c)

Improves understanding of biblical events.

Develops digital literacy.

Promotes creativity.

Encourages collaboration.

Makes learning interactive.

Improves communication skills.

Award 1 mark each, maximum 4.

23.0 TEACHER'S REFERENCE: RECOMMENDED TEXTBOOK ILLUSTRATIONS

The following illustrations are appropriate for insertion at the indicated points in the printed textbook.

Section	**Recommended illustration**
Introduction to AI	Kenyan learners using computers alongside an open Bible.
Types of AI	Diagram showing narrow AI, general AI and superintelligence.
Biblical teachings	Open Bible with digital technology symbols.
AI in Christian ministry	Learners creating a Bible-story video.
Good Samaritan	Illustration of the Samaritan helping an injured traveller.
Ethical challenges	Illustration showing privacy, misinformation and cyberbullying symbols.

Cybersecurity	Learner protecting a computer using digital security principles.
Christian values	Learners demonstrating respect and cooperation while using computers.
Practical activity	Grade 11 learners presenting an AI-supported Bible-story video.

STRAND 4.0: CHRISTIAN LIVING TODAY

SUB-STRAND 4.7: CHRISTIAN RESPONSE TO MODERN MEDICINE

BLOOD TRANSFUSION

1.0 INTRODUCTION

Modern medicine refers to the scientific knowledge, technologies, procedures and treatments used to prevent, diagnose, manage and cure diseases and other health conditions.

Medical science has developed significantly, enabling healthcare professionals to treat conditions that were previously difficult or impossible to manage.

One important development in modern medicine is **blood transfusion**. Blood transfusion is a medical procedure in which blood or specific blood components are transferred from a donor into the bloodstream of a recipient.

Christians have different views concerning modern medical procedures. Some support blood transfusion because they consider it an expression of love, compassion and preservation of human life. Others raise religious and ethical concerns based on their interpretation of biblical teachings.

Christians therefore need to understand blood transfusion, its benefits, possible risks and ethical implications before making informed decisions.

1.1 Specific Learning Outcomes

By the end of this sub-strand, the learner should be able to:

Elaborate Christian views on blood transfusion.

Assess the positive and negative effects of blood transfusion.

Analyse ethical issues related to blood transfusion.

Value Christian views on blood transfusion.

1.2 Key Inquiry Questions

Why should you learn about modern medicine?

Why is human knowledge limited?

What does the Bible teach about blood?

How should Christians respond to modern medical procedures?

What ethical considerations arise from blood transfusion?

1.3 Key Terminologies and Definitions

Modern medicine: The application of scientific knowledge, research and technology in preventing, diagnosing and treating diseases.

Blood: A fluid connective tissue circulating in the human body through blood vessels. It transports oxygen, nutrients, hormones and waste products.

Blood transfusion: A medical procedure involving the transfer of donated blood or blood components into the bloodstream of a recipient.

Blood donation: The voluntary giving of blood by a healthy eligible individual for medical use.

Blood donor: A person who voluntarily gives blood for transfusion to another person.

Blood recipient: A person who receives donated blood or blood components.

Ethics: Moral principles that guide individuals in distinguishing right from wrong when making decisions.

Medical ethics: Moral principles and professional standards guiding decisions and practices in healthcare.

Informed consent: A person's voluntary agreement to a medical procedure after receiving adequate information about its benefits, risks and alternatives.

Blood components: The different parts of blood, including red blood cells, white blood cells, platelets and plasma.

2.0 UNDERSTANDING BLOOD AND ITS FUNCTIONS

2.1 Meaning of Blood

Blood is a specialised fluid tissue that circulates throughout the human body. It is essential for maintaining life because it transports important substances, protects the body against infections and helps regulate body temperature.

An average adult has approximately 4.5–6 litres of blood, although the amount varies depending on body size and other factors.

Blood consists of four major components.

2.2 Components of Blood

A. Red Blood Cells (Erythrocytes)

Red blood cells are the most numerous blood cells. They contain a protein called haemoglobin, which gives blood its red colour.

Functions:

Transport oxygen from the lungs to body tissues.

Transport some carbon dioxide from body tissues to the lungs.

Help maintain the normal functioning of body organs.

Support energy production by supplying oxygen to cells.

Example: A patient with severe anaemia may require a red blood cell transfusion to improve the oxygen-carrying capacity of the blood.

B. White Blood Cells (Leucocytes)

White blood cells are responsible for protecting the body against infections and diseases.

Functions:

Fight disease-causing microorganisms.

Destroy harmful bacteria and viruses.

Participate in immune responses.

Help the body recognise and respond to foreign substances.

Example: White blood cells help the body fight infections such as bacterial pneumonia.

C. Platelets (Thrombocytes)

Platelets are small cell fragments that help blood to clot.

Functions:

Help stop bleeding when blood vessels are damaged.

Assist in the formation of blood clots.

Support wound healing.

Reduce excessive blood loss.

Example: A patient with a very low platelet count may require a platelet transfusion to reduce the risk of serious bleeding.

D. Plasma

Plasma is the pale-yellow liquid portion of blood in which blood cells and platelets are suspended.

Functions:

Transports nutrients to body tissues.

Carries hormones to different organs.

Transports waste products for removal.

Contains proteins involved in blood clotting.

Helps regulate body temperature.

Maintains fluid balance in the body.

Example: Plasma may be administered to patients with certain serious clotting-factor deficiencies.

2.3 Summary of Blood Components

Component	Main function
Red blood cells	Transport oxygen
White blood cells	Fight infections
Platelets	Help blood clot
Plasma	Transports substances and contains clotting proteins

3.0 MEANING AND UNDERSTANDING OF BLOOD TRANSFUSION

3.1 Meaning of Blood Transfusion

Blood transfusion is a medical procedure through which donated blood or specific blood components are administered to a patient through a vein.

It is performed in hospitals and other authorised healthcare facilities under the supervision of qualified healthcare professionals.

The blood used must undergo appropriate screening and compatibility testing to reduce the risk of transmitting infections and causing dangerous transfusion reactions.

3.2 Illustration of Blood Transfusion

The illustration shows a patient receiving donated blood through an intravenous line while healthcare professionals monitor the procedure.

3.3 Historical Development of Blood Transfusion

Blood transfusion developed through scientific discoveries and improvements in medical technology.

Important developments include:

Early experiments: Scientists investigated the possibility of transferring blood between living organisms.

Seventeenth century: Early experiments with blood transfusion were conducted in Europe.

Nineteenth century: Human-to-human transfusion experiments became more established.

Discovery of blood groups: Karl Landsteiner identified the ABO blood group system in 1901.

Development of blood storage: Scientific advances made it possible to preserve donated blood for later use.

Modern blood banking: Improved screening, storage and compatibility testing made transfusion safer.

Modern component therapy: Healthcare professionals can now transfuse specific blood components instead of whole blood where appropriate.

3.4 Types of Blood Transfusion

Blood transfusion may involve different blood components depending on the patient's medical condition.

A. Whole Blood Transfusion

This involves the transfusion of blood containing its major components.

It may be used in selected clinical situations where whole blood is medically indicated.

B. Red Blood Cell Transfusion

This involves administering red blood cells to patients who need improved oxygen transportation.

It may be necessary in cases such as:

Severe anaemia.

Significant blood loss.

Certain complications during medical treatment.

Some serious medical conditions affecting red blood cell production.

C. Platelet Transfusion

This involves giving platelets to patients who have dangerously low platelet levels or serious platelet-function problems.

It may be used in patients undergoing certain cancer treatments or those experiencing particular bleeding conditions.

D. Plasma Transfusion

This involves administering plasma to patients with certain clotting-factor deficiencies or other specific medical conditions.

E. Cryoprecipitate Transfusion

Cryoprecipitate is a blood product containing concentrated clotting proteins, including fibrinogen.

It is used in selected patients with serious clotting-factor deficiencies.

4.0 REASONS WHY BLOOD TRANSFUSION MAY BE NECESSARY

Blood transfusion is an important medical intervention that can save lives when appropriately prescribed.

Some situations in which it may be necessary include:

4.1 Severe Blood Loss

People may lose significant amounts of blood through accidents, injuries, childbirth complications or surgery.

Blood transfusion may help restore essential blood components and maintain adequate circulation.

Kenyan example: A patient involved in a serious road accident may require emergency medical attention and blood transfusion following substantial blood loss.

4.2 Severe Anaemia

Anaemia is a condition in which the body has insufficient healthy red blood cells or haemoglobin to transport oxygen adequately.

Some patients with severe anaemia may require red blood cell transfusion.

4.3 Complications During Childbirth

Some mothers experience severe bleeding during or after childbirth.

Blood transfusion may be necessary to manage serious blood loss and support the mother's recovery.

4.4 Major Surgical Operations

Some surgical procedures may result in significant blood loss.

Blood transfusion may be necessary when the medical team determines that a patient requires additional blood components.

4.5 Cancer Treatment

Some cancer treatments affect the bone marrow, reducing the production of blood cells.

Patients may therefore require red blood cell or platelet transfusions.

4.6 Certain Inherited Blood Disorders

People with certain inherited conditions, such as sickle cell disease, may require blood transfusions as part of their medical management.

4.7 Severe Clotting Disorders

Patients with certain serious clotting-factor deficiencies may require specific blood products to help manage bleeding.

5.0 CHRISTIAN VIEWS ON BLOOD TRANSFUSION

5.1 Introduction

Christianity teaches that human life is sacred because human beings are created in the image and likeness of God.

Christians generally recognise the importance of protecting human life, showing compassion to the sick and helping people in need.

However, Christian denominations differ in their interpretations of biblical teachings about blood and their application to modern blood transfusion.

Some Christians support blood transfusion as an acceptable medical procedure, while others reject certain forms of it because of their understanding of biblical instructions concerning blood.

It is important to appreciate these differences respectfully.

5.2 Biblical Teachings Concerning Blood

A. Genesis 9:4

God instructed Noah and his descendants not to eat meat with its lifeblood still in it.

Explanation:

Blood was associated with life.

Human beings were expected to respect life as God's creation.

The instruction demonstrated the special significance attached to blood.

Some Christians interpret this passage as a general reminder that blood should be treated with respect.

B. Leviticus 17:10-14

The Israelites were instructed not to consume blood because life was understood to be in the blood.

Explanation:

Blood was regarded as sacred.

Blood had a special religious significance in Israelite worship.

The Israelites were expected to obey God's instructions concerning blood.

Blood was associated with atonement and the forgiveness of sins in the Old Testament sacrificial system.

Application to modern Christianity:

Christians differ in how they apply these Old Testament instructions to medical procedures such as blood transfusion.

C. Acts 15:19-20

The early Church leaders instructed Gentile Christians to abstain from certain practices, including consuming blood.

Explanation:

The early Church was addressing disagreements between Jewish and Gentile believers.

The instructions helped maintain unity among Christians from different backgrounds.

The passage is important in Christian discussions about blood.

Christians interpret its application to modern medical procedures differently.

D. John 10:10

Jesus taught about the importance of abundant life.

Explanation:

Christians recognise the value of human life.

The teaching encourages believers to appreciate and protect life.

It can inform Christian reflection on healthcare and treatment.

E. Luke 10:25-37: The Parable of the Good Samaritan

Jesus told the story of a Samaritan who showed compassion to an injured traveller.

Explanation:

The Samaritan helped a person who was in need.

He demonstrated compassion through practical assistance.

He did not discriminate against the injured person.

He used available resources to provide care.

He demonstrated love through action.

Application to blood transfusion:

Some Christians regard donating blood and supporting appropriate medical treatment as practical expressions of love for one's neighbour.

F. Matthew 22:37–39

Jesus taught believers to love God and love their neighbours as themselves.

Explanation:

Christians should demonstrate concern for the welfare of others.

Helping sick people is an expression of love.

Christians are encouraged to support initiatives that preserve human life.

Blood donation can be considered an act of service and generosity.

6.0 DIFFERENT CHRISTIAN POSITIONS ON BLOOD TRANSFUSION

6.1 Christians Who Accept Blood Transfusion

Many Christian denominations accept blood transfusion as a legitimate medical procedure when it is medically necessary.

Their arguments include:

1. **Preservation of life:** Human life is sacred and should be protected.

2. **Love for neighbours:** Jesus taught Christians to love their neighbours. Helping someone who needs blood may demonstrate this teaching.

3. **Christian compassion:** Christians are encouraged to care for the sick, vulnerable and suffering.

4. **Medical advancement:** Scientific discoveries can be used responsibly to improve human welfare.

5. **Stewardship of life:** Christians have a responsibility to care for the bodies and lives entrusted to them by God.

6. **The Good Samaritan example:** The Samaritan demonstrated compassion by providing practical assistance to an injured person.

7. **Blood donation as service:** Donating blood voluntarily can be viewed as an expression of generosity.

6.2 Christians Who Reject Blood Transfusion

Some Christians, particularly Jehovah's Witnesses, reject transfusion of whole blood and its four primary components: red blood cells, white blood cells, platelets and plasma.

Their position is based on their interpretation of biblical instructions concerning abstaining from blood.

Important biblical references include:

Genesis 9:4.

Leviticus 17:10–14.

Acts 15:19–20.

Their arguments include:

1. **Biblical obedience:** They believe that God's instructions concerning blood should be followed.

2. **Respect for blood:** They understand blood to have special significance because it represents life.

3. **Religious conviction:** They regard abstaining from blood as an important part of their faith.

4. **Conscience:** They believe that their religious convictions should guide personal medical decisions.

5. **Alternative medical treatment:** They may seek medical approaches that do not involve transfusion of prohibited blood components.

Jehovah's Witnesses do not necessarily reject all medical treatment. Individual decisions concerning certain blood fractions and medical procedures may vary according to personal religious conscience.

6.3 Comparison of Christian Views

Christians who accept transfusion	Christians who reject major blood components
Emphasise preservation of life.	Emphasise obedience to biblical instructions concerning blood.
Interpret helping the sick as an expression of love.	Interpret abstaining from blood as a religious obligation.
Regard blood donation as an act of compassion.	Decline transfusions involving prohibited blood components.
May support transfusion when medically necessary.	May explore acceptable non-blood medical alternatives.
Emphasise responsible use of medical science.	Emphasise religious conscience in medical decisions.

Important teaching point: Christians should discuss differences in belief respectfully without discrimination, ridicule or coercion.

7.0 POSITIVE EFFECTS OF BLOOD TRANSFUSION

Blood transfusion has several benefits when properly prescribed and administered.

7.1 Saves Human Life

Blood transfusion can save the lives of patients who have lost significant amounts of blood or have serious blood disorders.

For example, a mother experiencing severe bleeding after childbirth may receive a blood transfusion as part of emergency treatment.

7.2 Improves Oxygen Transportation

Red blood cell transfusion can increase the blood's ability to transport oxygen to different body organs.

This may benefit patients with certain forms of severe anaemia.

7.3 Supports Major Surgical Procedures

Blood transfusion can help healthcare professionals manage blood loss associated with some major surgical operations.

7.4 Helps Manage Certain Blood Disorders

Patients with conditions such as sickle cell disease may benefit from carefully planned transfusion programmes.

7.5 Supports Cancer Treatment

Some cancer patients develop low blood cell counts because of their illness or treatment.

Blood transfusion may help manage these complications.

7.6 Reduces Complications Associated with Severe Blood Loss

Appropriate transfusion may help prevent complications arising from inadequate blood circulation and insufficient oxygen supply.

7.7 Promotes Community Solidarity

Blood donation encourages people to assist others without expecting financial or material rewards.

It promotes:

Generosity.

Compassion.

Cooperation.

Social responsibility.

Human dignity.

7.8 Demonstrates Christian Love

Christians who accept blood donation may view it as a practical expression of the command to love one's neighbour.

7.9 Strengthens Healthcare Systems

Voluntary blood donation helps hospitals maintain blood supplies for patients requiring emergency and planned medical care.

7.10 Supports Public Health

Organised blood donation programmes contribute to the availability of screened blood products in healthcare facilities.

8.0 NEGATIVE EFFECTS AND POSSIBLE RISKS OF BLOOD TRANSFUSION

Although blood transfusion saves lives, it is not completely free from risks.

Modern screening and medical procedures have significantly improved its safety, but complications may still occur.

8.1 Allergic Reactions

Some recipients develop allergic reactions to substances in transfused blood products.

Possible symptoms include:

Skin rashes.

Itching.

Hives.

Fever in some reactions.

Healthcare professionals assess and manage such reactions.

8.2 Transfusion Reactions

A patient may develop a reaction if the transfused blood is incompatible or if another transfusion-related complication occurs.

Serious reactions can damage organs and may become life-threatening.

8.3 Transmission of Infections

Although donated blood is screened, there is a residual risk of transmitting infections.

Examples include:

Hepatitis B.

Hepatitis C.

HIV.

The risk depends on the quality of screening, testing and blood-handling systems.

8.4 Iron Overload

Patients who receive repeated red blood cell transfusions may accumulate excessive iron in their bodies.

This can damage organs such as the heart and liver if not appropriately managed.

8.5 Circulatory Overload

Some patients may develop circulatory problems when too much blood or blood components are administered too quickly or when their bodies cannot handle the additional volume.

8.6 Febrile Reactions

Some recipients develop fever or chills during or after transfusion.

Healthcare professionals must assess these symptoms to determine their cause.

8.7 Financial Costs

Blood transfusion services require:

Blood collection equipment.

Laboratory testing.

Storage facilities.

Qualified medical personnel.

Transport and distribution systems.

These services can increase the cost of healthcare.

8.8 Religious and Emotional Conflict

Patients may experience emotional distress when medical recommendations conflict with their religious beliefs.

Families and healthcare professionals may also disagree about the appropriate course of treatment.

8.9 Ethical Challenges

Blood transfusion may raise difficult questions concerning consent, personal freedom, religious beliefs and medical responsibility.

8.10 Dependence on Blood Donations

Healthcare systems need regular voluntary donations to maintain adequate supplies of safe blood.

Insufficient donations can make blood unavailable when patients need it.

9.0 ETHICAL ISSUES RELATED TO BLOOD TRANSFUSION

9.1 Meaning of Ethical Issues

Ethical issues are moral questions or challenges that arise when individuals or institutions must decide what is right or wrong in a particular situation.

Blood transfusion raises several ethical questions because it involves human life, religious beliefs, medical decisions and personal rights.

9.2 Major Ethical Issues

A. Informed Consent

Patients should receive adequate information before undergoing a medical procedure.

Ethical concerns arise when blood transfusion is performed without proper consent.

Important considerations:

Patients should understand why transfusion is recommended.

Medical professionals should explain possible benefits and risks.

Patients should be informed about reasonable alternatives.

Their decisions should be respected in accordance with applicable law and professional standards.

Example: A competent adult patient should be given appropriate information before deciding whether to accept a recommended blood transfusion.

B. Freedom of Religion

People have the right to practise and express their religious beliefs.

Ethical concerns arise when medical professionals or family members pressure patients to act against their religious convictions.

Christians should respect religious differences while ensuring that patients receive accurate medical information.

C. Preservation of Human Life

Healthcare professionals have a responsibility to provide appropriate medical care and prevent avoidable suffering.

This may create ethical tension when a patient refuses a treatment considered medically important.

D. Parental Rights and Children's Welfare

Parents and guardians generally participate in medical decisions concerning children.

However, serious ethical and legal questions may arise when a parent's religious beliefs conflict with urgently needed medical treatment for a child.

In such situations, the child's best interests, applicable Kenyan law and appropriate medical and legal procedures must be considered.

E. Confidentiality

Patients have a right to privacy concerning their medical information.

Healthcare workers should protect information relating to:

Blood group.

Medical conditions.

Transfusion history.

HIV and other infection test results.

Religious beliefs affecting treatment decisions.

F. Equality and Fairness

Blood products should be distributed fairly according to medical need and appropriate clinical priorities.

Discrimination based on religion, gender, ethnicity, social status or economic background is unethical.

G. Safety of Donated Blood

Blood donors and recipients should be protected through proper screening, testing, storage and handling procedures.

H. Exploitation of Blood Donors

People should not be forced or unfairly pressured to donate blood.

Blood donation should follow established ethical and medical guidelines.

I. Commercialisation of Blood

The collection and distribution of blood should be governed by appropriate regulations to protect donors and recipients from exploitation.

J. Medical Professional Responsibility

Healthcare professionals should provide honest information, respect patient dignity and act according to accepted professional standards.

10.0 CHRISTIAN TEACHINGS THAT GUIDE DECISIONS ABOUT BLOOD TRANSFUSION

Christian values can help believers reflect on medical decisions.

10.1 Love

Jesus taught Christians to love their neighbours.

Application:

Helping people who need blood.

Supporting voluntary blood donation.

Caring for sick people.

Avoiding discrimination against patients.

10.2 Compassion

Compassion involves recognising the suffering of others and responding with kindness.

Application:

Christians can support people experiencing illness by offering emotional, spiritual and practical assistance.

10.3 Respect for Human Life

Human life is sacred because people are created in God's image.

Application:

Christians should promote responsible healthcare practices that protect life and human dignity.

10.4 Obedience to God

Christians are expected to follow biblical teachings and apply their understanding of God's word to daily life.

Application:

Believers should study biblical passages concerning blood and make decisions according to their informed religious convictions.

10.5 Justice

Christian teaching encourages fairness and respect for others.

Application:

Patients should receive fair treatment regardless of their religious beliefs or economic background.

10.6 Responsibility

Christians are expected to make thoughtful and responsible decisions.

Application:

Medical decisions should involve appropriate consultation, accurate information and consideration of possible consequences.

10.7 Forgiveness and Understanding

Christians should avoid condemning others because of differences in religious interpretation.

Application:

Believers should engage in respectful discussions about blood transfusion without insulting or discriminating against people with different convictions.

11.0 BLOOD DONATION IN KENYA

11.1 Meaning of Blood Donation

Blood donation is the voluntary process through which eligible individuals give blood to help patients who require transfusion.

Blood donation is an important part of Kenya's healthcare system.

11.2 Importance of Blood Donation in Kenya

It helps save accident victims.

It supports mothers experiencing complications during childbirth.

It assists patients undergoing major surgery.

It supports people with certain blood disorders.

It helps patients receiving cancer treatment.

It contributes to emergency preparedness.

It promotes community participation in healthcare.

It strengthens national healthcare services.

11.3 Organisations Involved in Blood Donation in Kenya

The main national institution responsible for coordinating blood transfusion services is the Kenya National Blood Transfusion Service (KNBTS), operating under the Ministry of Health.

Other participants include:

County governments.

Public hospitals.

Private hospitals.

Universities and colleges.

Schools and community organisations.

Religious institutions.

Voluntary blood donor groups.

Kenya Red Cross Society, through relevant humanitarian and blood donation activities.

Learners should research current blood donation initiatives and verify the participating organisations and their activities.

11.4 Qualities of a Responsible Blood Donor

A responsible blood donor should:

Meet the applicable medical eligibility requirements.

Provide truthful medical information.

Participate voluntarily.

Follow instructions given by healthcare professionals.

Maintain appropriate health and hydration.

Avoid donating when medically advised not to.

Respect confidentiality.

Understand that blood donation is a voluntary act of service.

11.5 Challenges Facing Blood Donation in Kenya

Inadequate public awareness.

Fear of needles and medical procedures.

Religious and cultural misconceptions.

Shortage of blood collection facilities in some areas.

Inadequate storage and transport infrastructure.

Irregular blood donation campaigns.

Misinformation about blood donation.

Limited participation in some communities.

Financial and logistical challenges.

High demand for blood during emergencies.

11.6 Ways of Promoting Voluntary Blood Donation in Kenya

Conduct public education campaigns.

Organise blood donation drives in schools and colleges.

Encourage responsible participation by eligible adults.

Use churches and other religious institutions to educate communities.

Promote accurate information through radio, television and social media.

Strengthen blood collection and storage facilities.

Encourage community partnerships.

Recognise voluntary donors for their contribution.

Address myths and misconceptions through health education.

Strengthen cooperation between county and national healthcare institutions.

12.0 THE ROLE OF THE CHURCH IN MODERN MEDICINE

The Church has an important role in promoting responsible healthcare and responding to developments in modern medicine.

12.1 Providing Health Education

Churches can organise health education programmes to help communities understand diseases, medical procedures and preventive healthcare.

12.2 Supporting Hospitals

Some Christian organisations establish and operate hospitals, clinics and other healthcare institutions.

These facilities contribute to healthcare delivery in Kenya.

12.3 Promoting Compassion

Churches encourage members to care for the sick, elderly, vulnerable and disadvantaged.

12.4 Supporting Blood Donation Campaigns

Churches can collaborate with authorised healthcare institutions to organise blood donation awareness programmes and voluntary donation drives.

12.5 Providing Spiritual Support

Religious leaders can offer prayers, counselling and emotional encouragement to patients and their families.

12.6 Promoting Ethical Medical Decisions

Church leaders can encourage believers to seek accurate medical information and make informed decisions consistent with their convictions.

12.7 Fighting Medical Misconceptions

The Church can help communities distinguish reliable medical information from rumours and misinformation.

12.8 Supporting Medical Research

Christians can support responsible scientific research aimed at improving healthcare and reducing human suffering.

13.0 APPLICATION OF CHRISTIAN TEACHINGS TO BLOOD TRANSFUSION IN KENYA

Christians encounter situations in which medical decisions require the application of religious values.

Consider the following case study.

Case study: A mother requiring emergency medical attention

A mother experiences severe bleeding following childbirth at a hospital in Narok County. The attending medical team determines that a blood transfusion may be necessary. Her family members have different religious opinions concerning blood transfusion.

As a Christian, the situation requires consideration of:

The importance of preserving human life.

The mother's religious beliefs and personal wishes.

The need for accurate medical information.

The responsibility of healthcare professionals.

Respect for religious diversity.

The importance of informed consent.

The child's and mother's welfare.

Appropriate medical and legal procedures.

Learning point: Christians should approach medical disagreements with compassion, respect, responsibility and a commitment to human dignity.

14.0 DEVELOPING CRITICAL THINKING AND DECISION-MAKING SKILLS

Learners should be able to examine medical and religious questions critically.

When considering blood transfusion, learners should:

Identify the medical problem.

Establish the relevant facts.

Identify applicable biblical teachings.

Understand different Christian interpretations.

Consider the patient's rights and responsibilities.

Examine the possible benefits and risks.

Identify ethical challenges.

Consider reasonable medical alternatives.

Respect different religious convictions.

Develop a reasoned conclusion.

14.1 Activity: Group Discussion

Divide learners into groups and discuss the following statement:

Blood donation is an expression of Christian love for humanity.

Each group should:

Explain the meaning of the statement.

Identify relevant biblical teachings.

Discuss Christian arguments supporting blood donation.

Examine different religious interpretations.

Present findings using charts or PowerPoint slides.

14.2 Activity: Research on Blood Donation Organisations

In groups, learners should research organisations involved in blood donation in Kenya.

They should establish:

The names of the organisations.

Their main responsibilities.

Their blood donation programmes.

The communities they serve.

Challenges affecting blood donation.

Ways of improving public participation.

Present findings to the class.

14.3 Activity: Biblical Research

Read and discuss the following passages:

Bible reference	**Main teaching**
Genesis 9:4	Respect for blood and life
Leviticus 17:10–14	Significance of blood
Acts 15:19–20	Instructions to early Christians
Matthew 22:37–39	Love for God and neighbours
Luke 10:25–37	Compassion and practical assistance
John 10:10	Abundant life

15.0 VALUES DEVELOPED THROUGH THE STUDY OF BLOOD TRANSFUSION

15.1 Love

Learners appreciate the importance of helping others in need.

15.2 Compassion

Learners develop concern for people experiencing illness and suffering.

15.3 Responsibility

Learners appreciate the importance of making informed and responsible medical decisions.

15.4 Respect

Learners respect people with different religious convictions.

15.5 Integrity

Learners understand the importance of honesty when providing medical information.

15.6 Generosity

Learners appreciate voluntary blood donation as an act of service.

15.7 Justice

Learners recognise that all patients deserve fair and dignified healthcare.

16.0 PERTINENT AND CONTEMPORARY ISSUES (PCIs)

The study of blood transfusion addresses several contemporary issues.

1. **Health and wellness:** Promotes awareness of modern medical procedures and the importance of healthcare.

2. **Human rights:** Encourages respect for patients' rights, religious freedom and informed consent.

3. **Social responsibility:** Promotes voluntary blood donation and community participation.

4. **Life skills:** Develops decision-making, critical thinking, communication and problem-solving.

5. **Peaceful coexistence:** Encourages tolerance among Christians with different interpretations of biblical teachings.

6. **Environmental and institutional responsibility:** Encourages proper management of medical waste and safe healthcare environments.

7. **Digital literacy:** Enables learners to research reliable medical and biblical information using digital resources.

17.0 SUMMARY OF THE SUB-STRAND

Blood transfusion is an important development in modern medicine that has contributed to saving human lives.

The Bible contains teachings about the significance of blood, particularly in Genesis 9:4, Leviticus 17:10–14 and Acts 15:19–20.

Christians have different interpretations of these passages. Many accept blood transfusion as a means of preserving life and expressing love for others, while Jehovah's Witnesses reject transfusion of whole blood and its four primary components because of their understanding of biblical instructions.

Blood transfusion has several benefits, including saving lives, managing severe anaemia and supporting patients undergoing certain medical treatments.

However, it also has possible risks, such as allergic reactions, infections and other medical complications.

Ethical concerns include informed consent, religious freedom, confidentiality, equality, patient safety and the welfare of children.

Christians should demonstrate compassion, respect, responsibility and love when discussing and responding to medical developments.

REVISION QUESTIONS

SECTION A: MULTIPLE-CHOICE QUESTIONS

30 MARKS

Instructions: Answer all questions. Choose the most appropriate answer from the alternatives A, B, C and D.

1. What is the meaning of blood transfusion?

A. Removal of all blood from the human body.

B. Transfer of donated blood or blood components into a recipient.

C. Production of blood in the bone marrow.

D. Destruction of harmful blood cells.

2. Which component of blood is mainly responsible for transporting oxygen?

A. Platelets.

B. Plasma.

C. Red blood cells.

D. White blood cells.

3. Which blood component plays the greatest role in protecting the body against infections?

A. White blood cells.

B. Red blood cells.

C. Plasma.

D. Platelets.

4. The main function of platelets is to:

A. Transport oxygen.

B. Fight bacterial infections.

C. Regulate body temperature.

D. Help blood to clot.

5. Which component of blood is mainly responsible for transporting nutrients and hormones?

A. Platelets.

B. Plasma.

C. Red blood cells.

D. White blood cells.

6. Which scientist identified the ABO blood group system?

A. Louis Pasteur.

B. Edward Jenner.

C. Karl Landsteiner.

D. Alexander Fleming.

7. According to Genesis 9:4, blood was associated with:

A. Wealth.

B. Power.

C. Wisdom.

D. Life.

8. Which Bible passage contains instructions concerning blood given to the early Church?

A. Acts 15:19–20.

B. Matthew 5:1–12.

C. John 11:1–44.

D. Romans 12:1–2.

9. Which parable demonstrates practical compassion towards an injured person?

A. The Prodigal Son.

B. The Good Samaritan.

C. The Lost Sheep.

D. The Talents.

10. Which Christian teaching supports helping people who require blood transfusion?

A. Revenge.

B. Selfishness.

C. Love for one's neighbour.

D. Discrimination.

11. Which of the following Christian groups rejects transfusion of whole blood and its four primary components?

A. Jehovah's Witnesses.

B. All Pentecostal churches.

C. All Anglican churches.

D. All Catholic churches.

12. One major reason why many Christians accept blood transfusion is that it:

A. Eliminates all diseases.

B. Replaces all medical procedures.

C. Guarantees permanent health.

D. Can help preserve human life.

13. Which of the following is a positive effect of blood transfusion?

A. Increased risk of all infections.

B. Improved oxygen transportation in certain patients.

C. Permanent prevention of diseases.

D. Elimination of the need for medical care.

14. A patient with severe anaemia may require:

A. Platelet transfusion only.

B. Plasma transfusion only.

C. Red blood cell transfusion.

D. White blood cell transfusion only.

15. Which blood component is particularly important in managing certain clotting problems?

A. Plasma.

B. Red blood cells.

C. White blood cells.

D. Haemoglobin only.

16. Which of the following is a possible risk of blood transfusion?

A. Improved oxygen transportation.

B. Increased blood availability.

C. Community cooperation.

D. Allergic reaction.

17. The transmission of HIV through blood transfusion is reduced by:

A. Ignoring donor medical information.

B. Screening and testing donated blood.

C. Avoiding laboratory testing.

D. Using blood from unknown sources.

18. What is informed consent?

A. Forcing patients to accept treatment.

B. Allowing relatives to make every medical decision.

C. Voluntary agreement after receiving relevant information.

D. Refusing to explain medical procedures.

19. Which ethical principle requires healthcare professionals to protect patient information?

A. Confidentiality.

B. Competition.

C. Punishment.

D. Commercialisation.

20. Which of the following demonstrates respect for religious freedom?

A. Forcing patients to follow a particular denomination.

B. Ridiculing religious beliefs.

C. Ignoring patient convictions.

D. Respecting patients' informed religious decisions.

21. Which organisation coordinates national blood transfusion services in Kenya?

A. Kenya National Examinations Council.

B. Kenya National Blood Transfusion Service.

C. Teachers Service Commission.

D. Kenya Institute of Curriculum Development.

22. Which of the following is a challenge facing blood donation in Kenya?

A. Excessive public awareness.

B. Unlimited blood supply.

C. Inadequate public participation.

D. Absence of medical emergencies.

23. Which Christian value is demonstrated by voluntary blood donation?

A. Generosity.

B. Greed.

C. Pride.

D. Dishonesty.

24. A Christian who respects people with different beliefs demonstrates:

A. Intolerance.

B. Discrimination.

C. Hostility.

D. Tolerance.

25. Which of the following is an ethical concern when a patient is pressured into receiving blood?

A. Community participation.

B. Violation of personal autonomy.

C. Improved medical technology.

D. Public awareness.

26. Which of the following may result from repeated red blood cell transfusions?

A. Complete immunity.

B. Permanent elimination of anaemia.

C. Iron overload.

D. Increased production of antibodies against all diseases.

27. Which Christian teaching is best illustrated by the Good Samaritan?

A. Compassion towards people in need.

B. Avoiding sick people.

C. Discriminating against strangers.

D. Refusing assistance to the injured.

28. Why should Christians research biblical teachings about blood transfusion?

A. To condemn other denominations.

B. To replace medical professionals.

C. To avoid understanding modern medicine.

D. To make informed decisions based on their faith.

29. Which of the following best demonstrates the Church's contribution to modern medicine?

A. Discouraging all healthcare services.

B. Supporting healthcare education and charitable medical services.

C. Promoting discrimination in hospitals.

D. Preventing medical research.

30. Which value is most important when Christians discuss disagreements concerning blood transfusion?

A. Revenge.

B. Competition.

C. Mutual respect.

D. Intolerance.

SECTION B: STRUCTURED QUESTIONS

50 MARKS

Instructions: Answer all questions. Write clear and well-explained responses.

QUESTION 31: Understanding Blood Transfusion (10 marks)

a) Define the term blood transfusion. (2 marks)

b) Identify four major components of human blood. (4 marks)

c) Explain two reasons why a patient may require blood transfusion. (4 marks)

QUESTION 32: Biblical Teachings and Christian Views (10 marks)

a) Identify three biblical passages that address the significance of blood. (3 marks)

b) Explain three reasons why many Christians accept blood transfusion. (3 marks)

c) Explain two reasons why Jehovah's Witnesses reject transfusion of major blood components. (4 marks)

QUESTION 33: Effects of Blood Transfusion (10 marks)

a) Explain four positive effects of blood transfusion. (4 marks)

b) Discuss three possible risks associated with blood transfusion. (6 marks)

QUESTION 34: Ethical Issues (10 marks)

a) Define medical ethics. (2 marks)

b) Explain four ethical issues that may arise from blood transfusion. (8 marks)

QUESTION 35: Christian Responsibility and Blood Donation in Kenya (10 marks)

a) Identify two organisations or institutions involved in promoting blood donation in Kenya. (2 marks)

b) Explain four ways in which the Church can promote responsible blood donation and modern healthcare. (4 marks)

c) Explain two Christian values that should guide believers when making decisions concerning blood transfusion. (4 marks)

ANSWER GUIDE

Section A: Multiple-Choice Answers

Question	Answer	Question	Answer
1	B	16	D
2	C	17	B
3	A	18	C
4	D	19	A
5	B	20	D
6	C	21	B
7	D	22	C
8	A	23	A
9	B	24	D
10	C	25	B
11	A	26	C
12	D	27	A
13	B	28	D
14	C	29	B
15	A	30	C

Section B: Suggested Marking Scheme

31. Understanding Blood Transfusion

a) Transfer of donated blood or blood components into the bloodstream of a recipient. (2)

b)

Red blood cells.

White blood cells.

Platelets.

Plasma. (4)

c) Any two:

Severe blood loss.

Severe anaemia.

Childbirth complications.

Major surgery.

Certain blood disorders.

Some cancer-treatment complications. (2 × 2 = 4)

32. Biblical Teachings and Christian Views

a)

Genesis 9:4.

Leviticus 17:10–14.

Acts 15:19–20. (3)

b) Any three:

Preservation of human life.

Love for neighbours.

Compassion towards the sick.

Responsible use of medical science.

Blood donation as an act of generosity. (3)

c) Any two explained:

They interpret biblical instructions about abstaining from blood as applying to major blood components.

They believe obedience to God requires abstaining from prohibited blood components.

They regard blood as sacred because it represents life.

They seek acceptable medical alternatives consistent with their beliefs. (2 × 2 = 4)

33. Effects of Blood Transfusion

a) Any four:

Saves lives.

Improves oxygen transportation.

Supports major surgery.

Helps manage certain blood disorders.

Supports cancer treatment.

Helps manage serious blood loss. (4)

b) Any three explained:

Allergic reactions.

Transfusion incompatibility reactions.

Risk of transmitting infections.

Iron overload.

Circulatory overload.

Febrile reactions. (3 × 2 = 6)

34. Ethical Issues

a) Moral principles and professional standards guiding healthcare decisions and practices. (2)

b) Any four explained:

Informed consent.

Religious freedom.

Preservation of human life.

Parental rights and children's welfare.

Confidentiality.

Equality and fairness.

Safety of donated blood.

Exploitation of donors.

Medical professional responsibility. (4 × 2 = 8)

35. Christian Responsibility and Blood Donation in Kenya

a) Any two:

Kenya National Blood Transfusion Service.

Ministry of Health.

County governments.

Kenya Red Cross Society.

Public hospitals. (2)

b) Any four:

Organising health education.

Supporting blood donation awareness.

Establishing healthcare facilities.

Providing spiritual and emotional support.

Promoting medical ethics.

Fighting misinformation. (4)

c) Any two values explained:

Love.

Compassion.

Respect.

Responsibility.

Generosity.

Justice.

Integrity. (2 × 2 = 4)