

# Worksheet Guide

GRADE 6



Catholic Institute of  
Education  
2017

# LESSON 6

## Life, Death and Resurrection

There is no question here of correct or incorrect answers. The idea of the spaces on the worksheet is to give learners an opportunity to reflect and to record their thoughts. This could be done individually or in twos or threes.

Some time should be given to sharing a few responses before summarising as suggested In the lesson plan (Activity 6).

# LESSON 7

## Who Is Jesus Christ?

Mark each statement TRUE or FALSE

1 Jesus was as much a person as you or I.	TRUE
2 Jesus is alive today.	TRUE
3 Jesus had sexuality.	TRUE
4 Jesus liked some people more than others.	TRUE
5 Jesus was actually God: he only looked and acted like a human being.	FALSE
6 Jesus knew all things since the time he was a child.	FALSE
7 Jesus never got angry or sad.	FALSE
8 Jesus is the same today as when he walked the roads in Palestine.	FALSE
9 Jesus grew as a person through the affection of his parents and friends.	TRUE
10 The New Testament is a historical biography of Jesus Christ.	FALSE

- The responses to 1, 3, 4, 5, 6, 7, and 9 are based on the understanding that Jesus was truly human – tempted like us in all things except sin (Hebrews 4:15)
- The response to 2 follows from Jesus' assurance that he is with us always (Matthew 28:20)
- The response to 8 agrees with the disciples' experience of Jesus after his resurrection (Luke 24:31, John 20:19)
- The response to 10 agrees with the fact that the gospel narratives are not biographical accounts but are theological works expressing the disciples' experience of Jesus and their understanding of that experience.

# LESSON 16

## God in African Tradition

Can you match the following proverbs from around Africa with the meanings given underneath them?

PROVERBS	MEANINGS
1. Any calabash that has a bottom can stand upright.	D God gives everyone what is required by human nature: but it depends on the person to use such gifts.
2. God because He is, the sun rises.	F God is the cause of all.
3. God is a donkey rolling in the dust.	C God does as He wishes.
4. God is not asleep.	J God's justice is unfailing.
5. God said: "Go out onto the road and call upon me."	E God helps those who are trying to walk in the right way.
6. He who plants is not he who eats.	K Man proposes, God disposes.
7. It is God who pounds <i>fufun</i> for the one-armed person.	G God is the help of the afflicted.
8. Since God does not like wickedness, God gave every creature a name.	A Each person is responsible for his or her own deeds.
9. The house that God built does not fall.	H God is the proper foundation for a person's life.
10. The people of God gather pumpkins.	B God cares for the people who hope in him.
11. The word of God is like a stone that grinds.	L The Lord refines the spirit of his people.
12. Who God is with is rich.	I God will provide for those who walk with Him.

### QUALITIES OF GOD

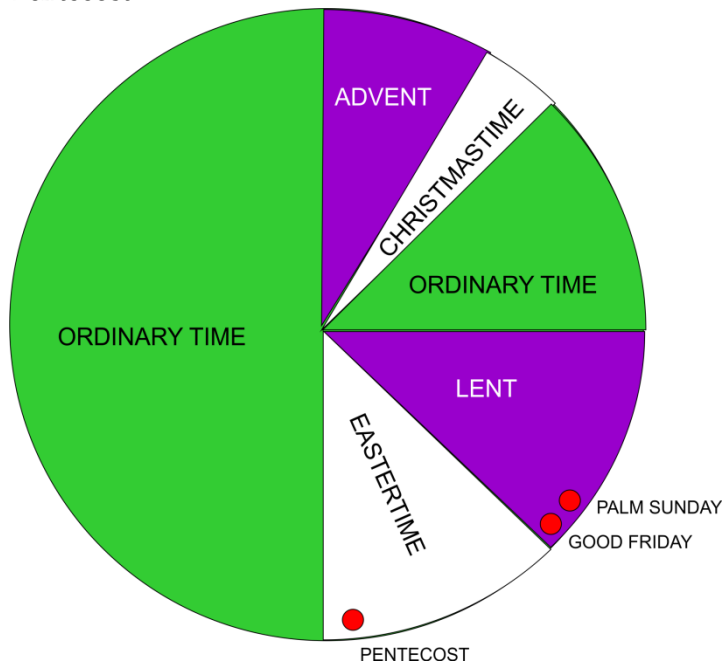
What qualities does God have according to these proverbs? Make a list.

When learners share their lists, ask them to relate the quality they've identified with one of the proverbs.

# LESSON 17

## The Church's Year

Start at twelve o'clock on the circle, naming the seasons of the Church's year, and colouring in the wedges in the correct liturgical colours. A key to the colours is given. The year starts with the season of Advent. Note that ordinary time is divided into two separate periods. Place small red circles in the correct wedges to represent Palm Sunday, Good Friday and Pentecost.



LITURGICAL COLOURS	
<b>RED</b>	PALM SUNDAY, GOOD FRIDAY and PENTECOST
<b>GREEN</b>	ORDINARY TIME
<b>WHITE</b>	CHRISTMAS, EASTER
<b>PURPLE</b>	ADVENT, LENT

Fill in the table describing the significance of each of the feasts given.

SEASON/FEAST	SIGNIFICANCE
Advent	Awaiting the promised Messiah
Christmas	Birth of Jesus
Lent	Jesus' forty days in the desert
Holy Week	Passion and Death of Jesus
Easter	Resurrection of Jesus
Ascension	Jesus' return to the Father
Pentecost	Descent of the Holy Spirit on the disciples
Christ the King	Second Coming of Jesus

# LESSON 19

## Visit to a Church

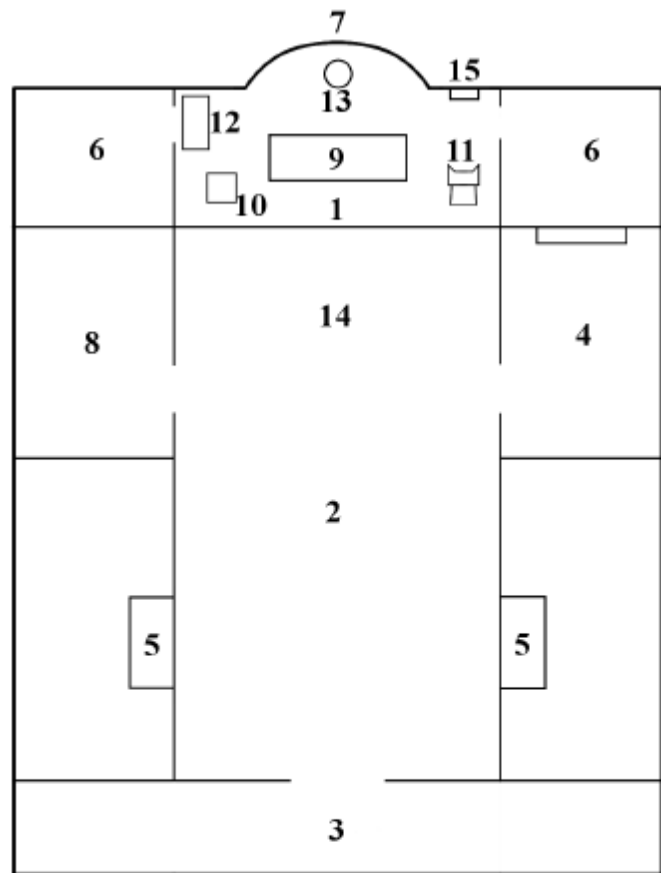
Complete the questionnaire. If you are unfamiliar with the contents of a church, or don't know their official names, find your own words to describe the things you see. There is space in the right hand column to record the official names when you learn them.

<p>1. List seven things you see when you enter the church building.</p> <p><i>For examples, see the following page</i></p> <p><i>(Note that the baptismal font is not mentioned in the list.)</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p><b>OFFICIAL NAMES FOR THE OBJECTS</b></p> <p><i>For examples, see the following page</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>2. Where does the priest sit during the service? Does he have a special chair to sit on?</p> <p><b>Presider's Chair</b>.....</p>	<p>.....</p>
<p>3. What do we call the stand from which the readings are read?</p> <p><b>Ambo</b>.....</p>	<p>.....</p>
<p>4. Where (in the Catholic church) do we find consecrated communion bread?</p> <p><b>Tabernacle</b> .....</p> <p>Why is there a light above this special place?</p> <p><b>Symbolising God's Presence in Jesus</b>...</p>	<p>.....</p> <p>.....</p>
<p>5. What do we call the thing that holds water for baptism?</p> <p><b>Baptismal Font</b>.....</p>	<p>.....</p>

6. Draw some of the objects as you saw them in the church.

1. The **Sanctuary**: The elevated portion of the church where the clergy and other ministers perform their proper functions in the worship of God. The sanctuary symbolizes heaven.
2. The **Nave**: The main body of the church where the congregation gathers.
3. The **Narthex**: The lobby or “gathering space” outside of the church proper.
4. The **Blessed Sacrament Chapel**: The chapel where the tabernacle is located for the faithful to come and pray.
5. The **Confessional**: The box or room in which the priest hears confessions.
6. The **Sacristy**: The room where the sacred vestments, vessels, and other items used in the celebration of the liturgy are stored and prepared.
7. The **Apse**: The curved area behind the altar where the tabernacle is located in many churches.
8. The **Cry Room**: A room with a transparent glass wall for parents and very young children.
9. The **Altar**: The sacred table on which the sacrifice of the Mass is offered to God; the table from which the faithful receive the Blessed Sacrament.
10. The **Ambo**: The lectern from which the readings are proclaimed.
11. The **Presider's Chair**: The chair on which the priest sits during Mass.
12. The **Credence Table**: The table on which objects are kept during the celebration of Mass.
13. The **Tabernacle**: (Latin: tabernaculum, “tent”) The golden container in which the Blessed Sacrament is reserved. The name derives from the Old Testament tent in which God dwelt among his people.
14. The **Pews**: The benches on which the congregation sits.
15. The **Ambry**: The cabinet in which the three holy oils are kept.

A Typical Church Layout



- |                             |                      |
|-----------------------------|----------------------|
| 1. Sanctuary                | 9. Altar             |
| 2. Nave                     | 10. Ambo             |
| 3. Narthex                  | 11. Presider's Chair |
| 4. Blessed Sacrament Chapel | 12. Credence Table   |
| 5. Confessional             | 13. Tabernacle       |
| 6. Sacristy                 | 14. Pews             |
| 7. Apse                     | 15. Ambry            |
| 8. Cry Room                 |                      |

## LESSON 20

# Come Let Us Worship the Lord

Worship means saying to God, “How great you are!” it is our response when we “see your heavens, the work of your fingers” [Psalm 8]; when we become aware of the depths within us and acknowledge, “You knit me in my mother’s womb” [Psalm 139]; or when we recognise the goodness of God in our lives and know the “the Lord is my shepherd; there is nothing I lack.” [Psalm 23]

The basic attitudes that characterise Christian worship are set out below. Read [Ephesians 3:14-21]. Can you identify how Paul speaks of these attitudes in this passage? Write down his words in the empty column.

*The suggestions given here come from the New International Version of the Bible (NIV). The wording will differ depending on the translation used. Learners may identify different parts of the passage to the ones given here in the right hand column. If so ask them to explain their choices rather than simply regard them as incorrect.*

Worship is rooted in a sense of wonder and amazement at the greatness and goodness of God.	<i>how wide and long and high and deep is the love of Christ</i>
Worship expresses a wish that God may transform our lives.	<i>he may strengthen you with power through his Spirit in your inner being</i>
Worship conveys our need of and trust in God.	<i>him who is able to do immeasurably more than all we ask or imagine</i>
We praise and thank God in community worship.	<i>together with all the Lord’s holy people</i>

## LESSON 22

# Actions of the Spirit

Read the following scripture passages, paying particular attention to the key word or words in each case. These key words are clues to deeper, hidden actions. What do you think these actions are?

SCRIPTURE	KEY WORDS	ACTION
Mt 3:13-17	water, dove	<i>new birth in the Spirit</i>
Acts 2:1-4	wind, tongues of fire	<i>empowerment, deep change, courage to speak</i>
Lk 22:14-20	bread & cup	<i>being fed by Jesus in the spirit</i>
Lk 7:36-38	ointment	<i>chosen for a special purpose</i>
Mk 8:22-26	hands	<i>healing</i>
Jn 2:1-11	wine	<i>beginning a new life of celebration</i>

In the space below, draw a symbol for each of the sacraments you have received, or for any other rites of passage you may have experienced.



## LESSON 27

# Islam Comes to South Africa

Read the following story, which your teacher has already told you. Choose the words from those given to fill in the empty spaces.

*exile*  
*Mecca and Medina*  
*slaves*  
*Yusuf of Macassar*

*Indian*  
*practice of Islam*  
*Sri Lanka*

*Khoikhoi and slaves*  
*Robben Island*  
*the East Indies*

Islam came to South Africa with political prisoners and **slaves** that the Dutch brought to the Cape of Good Hope more than three hundred years ago. They came from East Africa and **the East Indies**. Many of the prisoners were princes and religious leaders in their communities in the East Indies, where they were resisting Dutch rule. Some of them were imprisoned on **Robben Island**

Sheik **Yusuf of Macassar**, or Abidin Tadia Tjoessoep, was brought to the Cape as a political prisoner in 1694 together with his family. He had previously been exiled to Ceylon (now **Sri Lanka**) for opposing the Dutch authorities in his home country. Before his **exile** he had travelled widely - to **Mecca and Medina**, the holy cities of Islam, and to Damascus and Istanbul.

Sheik Yusuf taught the Qur'an to **Khoikhoi and slaves** on the farm Zandfliet, near Faure in the Cape, where he was held. He helped spread the Muslim faith at a time when slaves and Khoikhoi were not accepted into the Christian churches of the Dutch. In fact, the public **practice of Islam** was prohibited at the time under the pain of death. He is buried near the sea, and his burial place is now a place of pilgrimage.

There were also many Muslims among the **Indian** traders and labourers who came to work on the sugar plantations in Natal in the 1860s. They have made an important contribution to all aspects of life in South Africa.

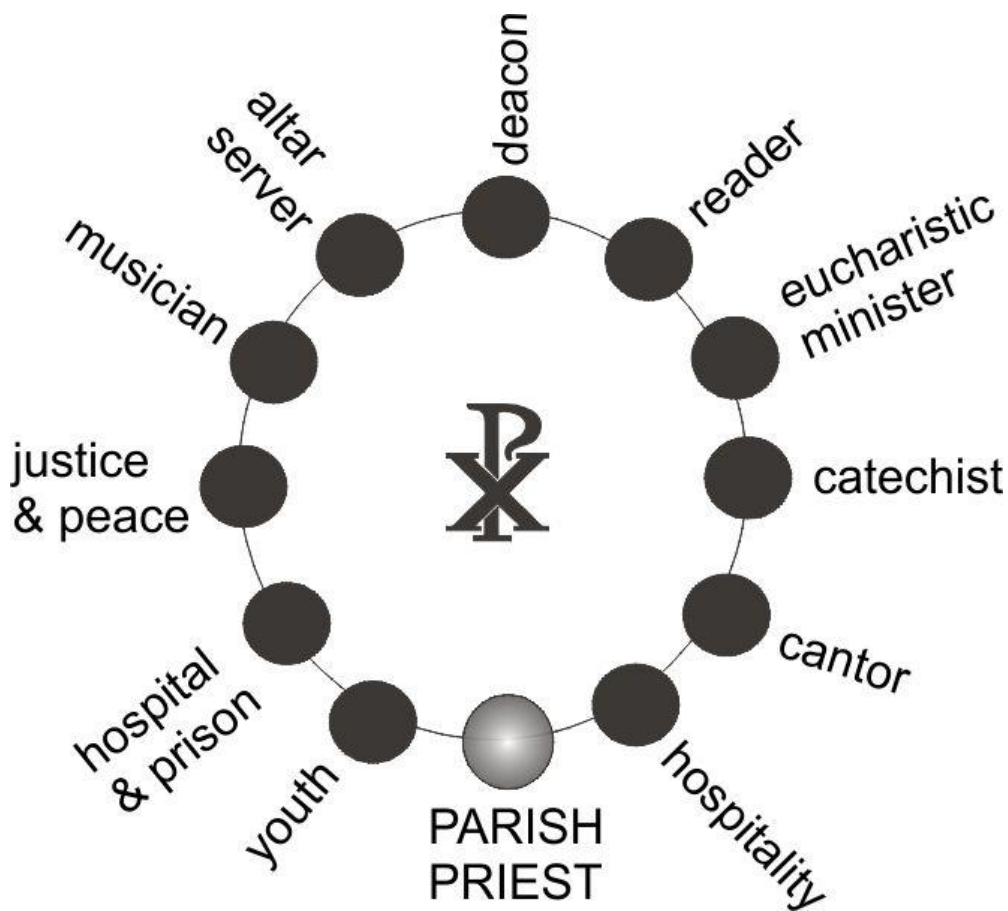
## LESSON 29

# Ministries in the Church

The circle below represents the Church. It could be a picture of Jesus (the chi-rho symbol) surrounded by the Twelve Apostles. It could also be a picture of the Bishops who are the successors of the Apostles. Note that Christ is still at the centre, but the lighter circle represents the Pope, the Bishop of Rome, who is the successor of the Apostle Peter, and representative of Christ on Earth.

It is also a picture of your parish. This time the lighter circle represents the Parish Priest, who is called to lead the parish community in preaching and administering the sacraments. The other circles show representatives of the various ministries who have come together as the Parish Council.

Next to each circle, write the name of one ministry in your parish.  
***(The illustration below contains some examples. You and your learners might identify others.)***



# LESSON 35

## Living Gospel Values

Look up each reference in the gospels of Matthew, Mark, Luke and John and decide what is important, or a value, for Jesus in the lines you've read. Write it down, in your own words, in the space provided.

Mark 12:28-34	<b><i>love</i></b>	Matthew 18:1-4	<b><i>humility</i></b>
Luke 4:1-4	<b><i>integrity, strength</i></b>	Mark 3:35	<b><i>obedience</i></b>
Luke 21:37-38	<b><i>sharing</i></b>	Mark 6:31	<b><i>solitude</i></b>
John 14:27	<b><i>peace</i></b>	Luke 12:22-23	<b><i>trust</i></b>
Matthew 15:29-30	<b><i>compassion</i></b>	John 16:13	<b><i>truth</i></b>

Read the charter, and draw up a charter of values. Begin with: "We, the young people of the world, value.."

### Children's Charter of South Africa

1. We, the young people of the world, value a loving and caring family, a proper home, clothing and health care.
2. We, the young people of the world, value a free, non-sexist education that respects our traditions and cultures.
3. We, the young people of the world, value being treated with respect, no matter what our culture, race, sex, language or religion.
4. We, the young people of the world, value protection against labour that is harmful to our health and development.
5. We, the young people of the world, value protection from violence, abuse and neglect.
6. We, the young people of the world, value play and access to adequate sports and recreational facilities.
7. We, the young people of the world, value learning about human rights, sexuality, AIDS, child abuse and how to protect ourselves.
8. We, the young people of the world, value expressing our opinions and having a say in matters affecting us and our futures.
9. We, the young people of the world, value in safe, secure families for all children who are orphaned, abandoned, homeless, exiled or refugees.
10. We, the young people of the world, value knowing our rights and that they will be protected.

# LESSON 40

## Addicted to Life

### Thinking about Causes and Effect

In the two left-hand columns of the table below fill in actions that are anti-life (bad for one's health). In the other columns fill in actions that are pro-life. Some examples are given.

ADDICTED TO SUBSTANCES	HEALTH RISK	ADDICTED TO LIFE	HEALTH BENEFITS
sniff glue	damages brain cells	eat fresh food	gives you energy
Smoke cigarettes	Damages lungs	Breathe fresh air	Clears the head
Stay up late at night	Can lead to lack of energy, depression or anxiety	Play sport	Keeps you fit
Spend long hours on screens	Loss of social skills	Read books	Stimulates imagination

# LESSON 47

## Features of Judaism

### ACTIVITIES

1) **Find out about special Jewish celebrations.**

The main celebrations are

#### **Passover**

The eight-day festival of Passover is celebrated in the early spring, from the 15th through the 22nd of the Hebrew month of Nissan. It commemorates the emancipation of the Israelites from slavery in ancient Egypt. It is observed by avoiding leaven and highlighted by the Seder meals that include four cups of wine, eating matza and bitter herbs, and retelling the story of the Exodus.

#### **Rosh Hashanah**

It is the birthday of the universe, the day G-d created Adam and Eve, and it's celebrated as the head of the Jewish year.

#### **Yom Kippur**

Yom Kippur is the holiest day of the year—the day on which we are closest to G-d and to the quintessence of our own souls. It is the Day of Atonement—“For on this day He will forgive you, to purify you, that you be cleansed from all your sins before G-d” (Leviticus 16:30). *For more information go to*

[http://www.chabad.org/holidays/default\\_cdo/jewish/holidays.htm](http://www.chabad.org/holidays/default_cdo/jewish/holidays.htm)

2) **How do they celebrate their Passover?**

After sundown the night before the first official day of Passover, Jews conduct the **Seder**, a special ceremony during which they re-tell the story of their ancestor's liberation.

During the **Seder**, family members read from the Haggadah, Passover's own story book, and sing traditional holiday songs. *For more information go to*

[http://www.chabad.org/holidays/passover/pesach\\_cdo/aid/1825/jewish/Passover-A-to-Z.htm](http://www.chabad.org/holidays/passover/pesach_cdo/aid/1825/jewish/Passover-A-to-Z.htm)

3) **Find a picture of a Synagogue and draw the main features in it.**

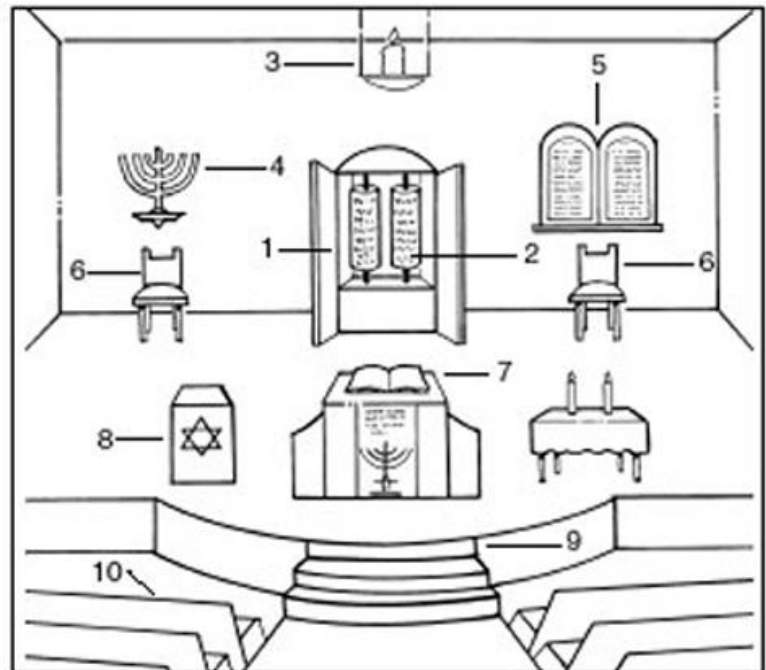
The Jewish house of worship is called a Synagogue. Many Reform synagogues (and some others) are also called temples. In addition to being a place where Jews gather to worship, the synagogue also serves as a community and education centre. The main services each week are Friday night (especially at Reform Temples) and Saturday morning, although many synagogues have services every morning and evening.

The rabbi is the religious leader and teacher of a congregation and usually speaks about the weekly Torah portion during Sabbath services. Services are usually led by a cantor who leads the singing or chanting of prayers and reads from the Torah scroll. However, anyone who is familiar with the prayers and the melodies may lead a service or read from the Torah.

In the centre of the bimah (raised platform) at the front of the sanctuary is the aron kodesh (holy ark), holding the Torah scrolls. Each Torah is handwritten in Hebrew on parchment (animal skin). Above the aron is the ner tamid (eternal light) representing the constant presence of God and reminding us of the menorah, the seven-branched candle holder that illuminated the Temple in Jerusalem. There is also a podium, from which the rabbi speaks, and a table, at which the cantor sings and the Torah is read.

Below you will find a diagram of a common synagogue and a list of features.

1. Ark
2. Torah scrolls
3. Ner Tamid
4. Menorah
5. Ten Commandments
6. Rabbi's and Cantor's seats
7. Cantor's and Torah reading table
8. Rabbi's podium
9. Bimah
10. Congregation seating



#### 4) What did you learn about the Shabbat?

Shabbat ("rest" or "cessation") is Judaism's day of rest and seventh day of the week, on which religious Jews remember the Biblical creation of the heavens and the earth in six days and the Exodus of the Hebrews, and look forward to a future Messianic Age. Shabbat observance entails refraining from work activities, often with great rigour, and engaging in restful activities to honor the day. Judaism's traditional position is that unbroken seventh-day Shabbat originated among the Jewish people, as their first and most sacred institution, though some suggest other origins. Variations upon Shabbat are widespread in Judaism and, with adaptations, throughout the Abrahamic and many other religions.

According to Jewish religious law, Shabbat is observed from a few minutes before sunset on Friday evening until the appearance of three stars in the sky on Saturday night. Shabbat is ushered in by lighting candles and reciting a blessing. Traditionally, three festive meals are eaten: in the evening, in the early afternoon, and late in the afternoon. The evening meal typically begins with a blessing called *kiddush* and another blessing recited over two loaves of challah. Shabbat is closed the following evening with a *havdalah* blessing. Shabbat is a festive day when Jews exercise their freedom from the regular labours of everyday life. It offers an opportunity to contemplate the spiritual aspects of life and to spend time with family.

<https://en.wikipedia.org/wiki/Shabbat>

#### 5) Fill in the chart you drew in your workbook with all the information you have on the Jewish religion.

# LESSON 47

## Features of Islam

### ACTIVITIES

- 1) Make a drawing of the Five Pillars of Islam with a brief description of each.



- 2) Describe the prayer movements of the Rak'ah.



After performing the ablution, and evoking the intention to pray for the sake of God, the worshipper will stand quietly while reciting verses of the Quran. The second part of the rak'ah involves bowing low with hands on knees, as if waiting for God's orders. The third movement is to prostrate oneself on the ground, with forehead and nose on the floor and elbows raised, in a posture of submission to God. The fourth movement is to sit with the feet folded under the body. In the concluding portion of the prayers, the worshiper recites "Peace be upon you, and God's blessing" once while facing the right, and once while the face is turned to the left. This action reminds Muslims of the importance of others around them, both in the mosque (if the prayer is being offered at mosque), and in the rest of the world.

- 3) Find out about the celebration of Ramadan.

Ramadan is the ninth month of the Islamic calendar, and is observed by Muslims worldwide as a month of fasting (Sawm) to commemorate the first revelation of the Quran to Muhammad according to Islamic belief. This annual observance is regarded as one of the Five Pillars of Islam. The month lasts 29–30 days based on the visual sightings of the crescent moon.



#### 4) Find out more about the history of the Kab'ah and the 'pelting of Satan'.

The Kab'ah (or Kaba) is a building at the center of Islam's most sacred mosque, Al-Masjid al-Haram, in Mecca. It is the most sacred site in Islam.<sup>1</sup> It is considered the "House of Allah (God)" and has a similar role to the Tabernacle and Holy of Holies in Judaism.

##### **The History of the Kaba**

<http://www.cyberistan.org/islamic/kabah.htm>

*Scholars and historians say that the Kaba has been reconstructed between five to 12 times. The very first construction of the Kaba was done by Prophet Adam. Allah [swt, glory be to Him] says in the Quran that this was the first house that was built for humanity to worship Allah. After this, Prophet Ibrahim and Ismail rebuilt the Kaba. The measurements of the Kaba's Ibrahimic foundation are as follows:*

- the eastern wall was 48 feet and 6 inches*
- the Hateem side wall was 33 feet*
- the side between the black stone and the Yemeni corner was 30 feet*
- the Western side was 46.5 feet*

*Following this, there were several constructions before Prophet Muhammad's time.*

*Prophet Muhammad participated in one of its reconstructions before he became a Prophet. After a flash flood, the Kaba was damaged and its walls cracked. It needed rebuilding. This responsibility was divided among the Quraish's four tribes. Prophet Muhammad helped with this reconstruction. Once the walls were erected, it was time to place the Black Stone, (the Hajar ul Aswad) on the eastern wall of the Kaba.*

*Arguments erupted about who would have the honor of putting the Black Stone in its place. A fight was about to break out over the issue, when Abu Umayyah, Makkah's oldest man, proposed that the first man to enter the gate of the mosque the following morning would decide the matter. That man was the Prophet. The Makkans were ecstatic. "This is the trustworthy one (Al-Ameen)," they shouted in a chorus. "This is Muhammad". He came to them and they asked him to decide on the matter. He agreed.*

*Prophet Muhammad proposed a solution that all agreed to putting the Black Stone on a cloak, the elders of each of the clans held on to one edge of the cloak and carried the stone to its place. The Prophet then picked up the stone and placed it on the wall of the Kaba.*

*Since the tribe of Quraish did not have sufficient funds, this reconstruction did not include the entire foundation of the Kaba as built by Prophet Ibrahim. This is the first time the Kaba acquired the cubical shape it has now unlike the rectangle shape which it had earlier. The portion of the Kaba left out is called Hateem now....*

The Stoning of the Devil is part of the annual Islamic Hajj pilgrimage to the holy city of Mecca. During the ritual, Muslim pilgrims throw pebbles at three walls (formerly pillars), called *jamarat*, in the city of Mina just east of Mecca. It is one of a series of ritual acts that must be performed in the Hajj. It is a symbolic reenactment of Abraham's hajj, where he stoned three pillars representing the temptation to disobey God and preserve Ishmael.

#### 5) Fill in the chart in your workbook with all the information you have on the Islamic religion.



# LESSON 48

## Features of Hinduism

### ACTIVITIES

#### 1) Find out what happens in the Hindu naming ceremony.

Namkaran is one of the most important of the 16 Hindu 'samskaras' or rituals. In the Vedic traditional, 'Namkaran' (Sanskrit 'nam' = name; 'karan' = create) is the formal naming ceremony performed to select a newborn's name using traditional methods and astrological rules of naming.

Strictly speaking, the naming ceremony should be held 11 days after birth immediately preceding the 'Sutika' or 'Shuddhikaran' period when the mother and child are confined to intensive post-partum or post-natal care. However, the 11th day is not fixed and can be decided by the parents based on a priest or an astrologers advice, and can extend even up to the baby's first birthday.

The mother and father start the ritual with pranayama, prayers, and mantra chanting in presence of the family priest.

In absence of the father, the grandfather or uncle can perform the ritual. The priest performs the ritual with prayers to the Gods, Agni, the god of fire, the elements, and the spirits of the ancestors. Rice grains are spread on a bronze 'thali' or dish and the father writes the chosen name on it using a gold stick while chanting the God's name.

Then he whispers the name into the child's right ear, repeating it four times along with a prayer. All others present now repeats a few words after the priest to formally accept the name. This is followed by the blessings of the elders along with gifts and ends with a feast with family and friends. Usually, the family astrologer also presents the child's horoscope at this ceremony.

<https://www.thoughtco.com/namkaran-the-hindu-naming-ceremony-1770021>

#### 2) Which other gods/goddesses do the Hindus worship?

The chart above names a few more important and popular gods/goddesses



### 3) Which are the Hindus four aims in life?

Hindus pursue four goals in life, known as chaturvarga:

**Dharma** (duty). Dharma can be translated as “truth,” “righteousness,” and “religion,” and all of those meanings coincide in the sense of one’s moral and spiritual duty.

**Artha** (material gain). Contrary to popular opinion, the Hindus do not look askance at success, wealth, or possessions, but merely seek to keep them in their proper place. One of the duties of a householder, for instance, is to begin each day pondering how to improve both dharma and artha.

**Kama** (physical and sense pleasures). Hindus also embrace the enjoyment of earthly pleasures, including sexuality, food, music, and the arts, during the second stage of life.

**Moksha** (release or salvation). The fourth goal parallels the fourth stage of life, representing the end to which all Hindu life aspires.

<https://www.myss.com/free-resources/world-religions/hinduism/the-four-aims-of-life/>

### 4) Fill in the chart in your workbook with the main features of Hinduism.

## LESSON 48

# Features of Buddhism

### Activities

- 1) Let each student make a prayer flag. You can use paper, although Buddhists use very thin, frail cotton. (Worn out school shirts might provide a supply of this - and the flags can be quite small.) Do this for an occasion such as World Environment Day (cotton is biodegradable), Human Rights Day, or World HivAids Day. Each student can write out their prayer and decorate it. Then, hang the prayer flags up on a line where they are exposed to the elements. As they decay, (1) reflect on their impermanence and (2) think of how their compassionate intention is being sent throughout the universe.



- 2) Think about the 5 precepts. What would you need to do to / change to live according to these? (Think especially of the challenge to live non-violently - what would this mean for your speech about others - including parents and teachers! - and your behaviour?)

#### the 'five precepts':

- to not harm living beings,
- to not take what has not been given,
- to avoid improper sexual activity,
- to avoid excessive and harmful speech, and
- to avoid alcohol and drugs.

# LESSON 48

## Features of African Tradition

### ACTIVITIES

- Find out which parts of the meat is given to the elders and men and which parts are given to women and children.

When a cow is slaughtered, the dying bellow is a summons to the ancestors. Thereafter, the carcass is cut up. The internal organs are distributed in particular ways. The main point is that age, gender, and social standing are reflected in this pattern of distribution. The gall connects the one 'commissioning' the 'sacrifice' with their ancestors. Generally, the liver, spleen, kidneys, and heart go to the amadoda (men). But the heart, and lungs, may be given to the abafazi (married women) as a courtesy. Intestines, amaqina (roast leg), and the inhloko (head) are usually given to the izingane (young children). The meat is available for general eating.

- What is the *ibandla*?

Ibandla firstly refers to married men – i.e. those wearing the headring that shows their married status. (But ibandla can also refer to an assembly or a congregation – in both of these men and women would be present.)

- Find out about the wedding ceremony and the *lobola*.

A basic pattern is likely to look like this:

1. Among the amaZulu and amaXhosa, the formal move towards marriage begins when the bride-to-be points out the man she wants to marry.
2. The man's uncle and the bride-to-be's uncle will then meet to discuss ilobolo.
3. Traditionally, 'lobola' would be part of an exchange between households – reciprocity, rather than 'price'. Tradition sets it at 12 cattle – 11 + 1, the last being for the mother-in-law.
4. Then, the groom's family would send gifts of clothing for a 'covering' ceremony.
5. A pattern of inter-visitation between the families, with the exchange of gifts, begins. Later the 'bride' and her friends would visit the groom's family; the groom and some friends would visit the bride's family.
6. Then, the groom's family would select and send the cows. (Sometimes the agreement allows for this to begin before the marriage and continue after the marriage.)
7. Then, the wedding ceremony would take place.
8. A range of terms apply to the bride-to-be as she begins this journey which culminates in the birth of the first child.

Some elements in the wedding ceremony would include the slaughter of a cow. In traditional ceremonies, the bride would receive incisions – to the back of the head and neck, spine, feet, and wrists – and bile would be rubbed into these. The groom and bride would be covered by a shared blanket or cowhide. And as part of the ceremony, the younger members of the two families trade insults.

- Fill in the chart in your workbook the main features of the African Tradition

# LESSON 64

## True or False?

Put a crossed-ribbon in the correct column for each item.

A True-False test on HIV/AIDS/STD		True	False
1	The AIDS virus, HIV, can be spread by shaking hands.		<input checked="" type="checkbox"/>
2	The AIDS virus, HIV, can be passed on to another person during sex.	<input checked="" type="checkbox"/>	
3	Pregnant women can pass the AIDS virus on to their unborn child.	<input checked="" type="checkbox"/>	
4	A person can get HIV by donating blood.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	It is possible to get HIV from a toilet seat.		<input checked="" type="checkbox"/>
6	HIV is spread by kissing.		<input checked="" type="checkbox"/>
7	The AIDS virus, HIV, is carried in the blood.	<input checked="" type="checkbox"/>	
8	Drug users can pass on HIV to other drug users if they share needles.	<input checked="" type="checkbox"/>	
9	Only men can become infected by the AIDS virus, HIV.		<input checked="" type="checkbox"/>
10	You should avoid touching a person with AIDS.		<input checked="" type="checkbox"/>
11	It is risky to use the same water fountain as a person who has AIDS.		<input checked="" type="checkbox"/>
12	If you are strong and healthy you can't get HIV.		<input checked="" type="checkbox"/>
13	You can tell by looking at someone whether that person has the AIDS virus.		<input checked="" type="checkbox"/>
14	You are safe from HIV if you cut your skin with a knife used by someone else who cut themselves.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15	Your safety from HIV is guaranteed if you use a condom.		<input checked="" type="checkbox"/>
16	The risk of getting HIV/STD increases if you have many sexual partners.	<input checked="" type="checkbox"/>	
17	It is OK to share bedclothes and dishes with someone who has HIV/AIDS.	<input checked="" type="checkbox"/>	
18	It is OK to share razors with someone who has AIDS.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
19	Young people are not at risk from HIV, the AIDS virus.		<input checked="" type="checkbox"/>
20	During menstruation the risk of getting HIV through unprotected sex is higher.	<input checked="" type="checkbox"/>	

## NOTES

- 4 TRUE if receiving donated blood
- 14 Depends on time elapsed
- 18 Depends on time elapsed