BIBLE KNOWLEDGE

FOR

STANDARD 6

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God performed miracles in the desert in order to provide for the Hebrews guidance, protection and daily needs.

MIRACLES IN THE DESERT (Exodus 13:17-22)

1. CROSSING THE RED SEA

When the Hebrews were on their way crossing the Red Sea, God guided them by a pillar of cloud by day and a pillar of fire by night.

When they reached the Red Sea, God told Moses to lift up his walking stick (staff) and to hold it out over the sea and the water divided.

The Hebrews crossed the sea on dry ground.

The Egyptian Army was following them.

When the army was in the middle of the sea, God told Moses to hold out his hand over the sea once more.

The water started flowing again.

The Egyptian Army drowned.

God protected the Hebrews from danger.

The Hebrews were led by Moses and Aaron from Egypt on to the Promised Land called Canaan.

2. GOD'S PROVISION OF MANNA, QUAILS AND WATER

When the Hebrews had no food and water, they started complaining to Moses.

God heard their complaint and provided them with food and water.

The food was in the form of manna and quails.

Manna were cake-like substances.

Quails were a kind of birds.

These kinds of food were collected just enough for a day without any more to keep for the following day.

The daily collection was done for five days.

On the sixth day they were collecting food for two days.

This was because no collection was done on the seventh day, which was a Sabbath.

The Sabbath was to be kept holy.

The Hebrews relied on these types of food for forty years. When the Hebrews complained about water, God told Moses to strike a rock with his staff.

Water came out of the rock.

UNIT 2 JESUS' TEACHINGS THROUGH MIRACLES

A miracle is an unnatural act or event caused by God.

REASONS WHY JESUS PERFORMED MIRACLES

- out of sympathy or mercy
- out of request
- as means of spreading God's message to the world

The following were some of the miracles Jesus performed:

a) Healing of the Gerasene demoniac (Luke 8:26-29)

Jesus drove out demons out of the Gerasene demoniac.

By healing the demoniac, who was a Gentile, Jesus wanted to show that his mission on earth was for both Jews and Gentiles.

His instructions to the healed man was a means to spread the message to the gentile land.

This miracle also showed Jesus' power over demons who are forces of evil.

b) Feeding the five thousand

Many people followed Jesus to a lonely place.

They were five thousand people.

Jesus and his disciples had five loaves of bread and two fish.
Jesus prayed to God and the food multiplied.

He broke the food into pieces and gave it to the people.

They ate and were fully satisfied.

There were twelve baskets of leftovers.

Jesus performed this miracle out of mercy for the people.

The five thousand people who came to hear God's word praised him even more after being fed using very little food.

Therefore, Jesus provided them with both spiritual and physical needs.

c) The healing of Bartimaeus' eyes (Mark 10:46-52)

In Jericho, Jesus healed eyes of Bartimaeus out of request.

UNIT 3 CAUSES AND EFFECTS OF CONFLICTS IN THE FAMILY

CAUSES OF CONFLICTS IN THE FAMILY (Genesis 25:27-28)

Conflicts happen when there are disagreements and misunderstandings between members of the family over an issue.

There are many causes of conflicts in the family.

The following are some of them:

- children who take alcoholic drinks or smoke chamba do not usually cooperate with their parents or guardians
- parents loving one or two of their children more than the others
- Unfair distribution of resources
- Forced marriages in order for children and parents or guardians to get economic support

In Genesis 25:27-28, Rebecca, the mother of Esau and Jacob, loved Jacob more than Esau and assisted Jacob to get Esau's blessings. In Genesis 37:1-4, Jacob loved Joseph more than other children

EFFECTS OF CONFLICTS IN THE FAMILY

- Hatred
- Poor relations
- Drug and alcohol abuse
- Stress and anxiety
- Children staying away from school
- prostitution

UNIT 4 CAUSES AND EFFECTS OF CONFLICTS IN THE SCHOOL

CAUSES OF CONFLICTS AT SCHOOL (Genesis 37:23-36)

- ill-treatment
- theft
- gossiping
- discrimination
- jealousy
- lack of communication

THE EFFECTS OF CONFLICTS IN THE SCHOOL

- vandalism
- violence

- poor relationships
- use of abusive language
- hatred
- stress
- anxiety
- harassment

UNIT 5 CAUSES AND EFFECTS OF CONFLICTS IN THE COMMUNITY

THE CAUSES OF CONFLICTS IN THE COMMUNITY (Acts 6:8-15; 2 Samuel 13:7-36)

- jealousy
- cultural practices
- discrimination
- property grabbing
- teenage pregnancy
- gender inequality
- immorality

THE EFFECTS OF CONFLICTS IN THE COMMUNITY

- migration of people
- damage to the environment
- use of abusive language
- hatred
- poor relationships
- violence
- injury
- death

UNIT 6 HUMAN RIGHTS AND DEMOCRACY

VULNERABLE CHILDREN

Vulnerable children are children that lack care, resources, protection from parents or guardians and other members of the society.

GROUPS OF VULNERABLE CHILDREN

- orphans
- street children
- neglected children
- abused children

ORPHANS

An orphan is a person who has lost one or both parents due to death.

CHRISTIAN ATTITUDES TOWARDS ORPHANS (Exodus 22:22; Deuteronomy 10:18; Isaiah 1:23; Isaiah 58:7; Job 29:12)

- orphans should be fairly treated, loved, given food and clothes
- orphans should be treated with justice and they should not be oppressed
- orphans should be supplied with necessities of life, for example, school needs, love, shelter, clothes and should not be stigmatised

WAYS OF ASSISTING ORPHANS

- teaching them
- guiding them in Christian and moral values
- providing them with food
- providing them with clothes
- providing them with shelter
- providing them with school needs
- giving them hope
- protecting them

UNIT 7 THE TEN COMMANDMENTS

THE TEN COMMANDMENTS (Exodus 20:1-17)

The history of Israel contains many agreements (covenants) between God and his people.

Examples of such agreements were those between God and Abraham, Isaac and Jacob.

After some time, God also made an agreement with his people in the wilderness through Moses.

This agreement was in the form of laws, which the Israelites were to follow.

These laws were called the Ten Commandments.

The first four tell how people should behave towards God.

The last six tell how people should behave towards one another.

THE TEN COMMANDMENTS

1. you shall have no other gods before me
2. you shall not make for yourself an image in the form of anything
3. you shall not misuse the name of the Lord your God
4. remember the Sabbath day by keeping it holy
5. honour your father and mother
6. you shall not kill (murder)
7. you shall not commit adultery
8. you shall not steal
9. you shall not give false testimony
10. you shall not covet

THE WORSHIP OF THE ISRAELITES DURING THE JOURNEY {EXODUS} (Exodus 24:1-5; 20:1-17; 21:18; 32:1-35; 34:1-10)

Whenever God helped the Israelites, they trusted him and worshipped him faithfully.

However, when a problem arose, they lost trust and started insulting Moses and God.

When the Israelites saw that Moses had taken too long to come back from the mountain, they forced Aaron to make a visible image, which they could worship as a god (idol).

When Moses saw that the people were worshipping an idol, he was very angry and in the process, broke the tablets of the Ten Commandments.

He destroyed the idol and went back to God and came back with another set of the Ten Commandments.

God renewed his covenant with the people of Israel.

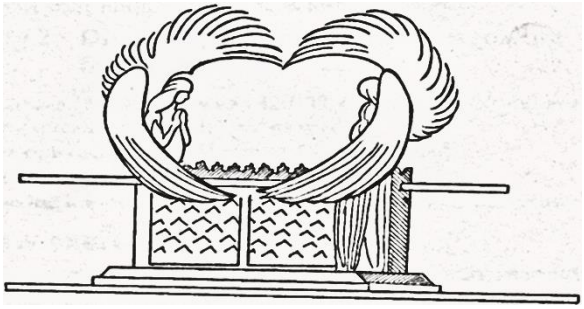
UNIT 8 THE ARK OF THE COVENANT

THE ARK OF THE COVENANT (Exodus 25:10-22)

The Ark of the Covenant was a sacred box made of acacia wood.

It was covered with pure gold inside and outside. The two stone tablets on which the Ten Commandments were written were put in the Ark of the Covenant.

It also contained memories of how God saved his people.



The Ark of the Covenant

It represented the presence of God. The Ark served as an instrument through which God guided and defended the Israelites in the wilderness. It was also upon the Ark that the highest of Israel's sacraments the blood of atonement, was presented and received. (Leviticus 16:1-16)

KEEPING THE BIBLE IN A SECURE PLACE

The Bible is not like any other book that the learners read at school and at home.

It contains the word of God.

The learners need to develop the habit of reading it every day. But as they read it, they need to be aware that they are speaking with God.

But as much as the learners should be speaking to God through the Bible every day, they need to have a secure and separate place to keep it.

It is not right to place the Bible together with any ordinary books. It is also important that any book that contains the word of God should be handled with a lot of respect.

The learners receive documents such as tracks, and the Bible courses, which have to be cared for and not to be left scattered all over the floor.

Torn Bible pages should be re-located into the book and not left to be used for any household chores such as lighting fire.

UNIT 9 CONFLICT RESOLUTION IN THE FAMILY

Conflict resolution is the process of bringing disagreements and misunderstandings to an end.

When conflicts are not resolved peacefully at an early stage, more serious problems may arise.

There are several ways of resolving conflicts peacefully in the family

WAYS OF RESOLVING CONFLICTS IN THE FAMILY

- talking to each other about the conflict
- fair distribution of resources
- showing love
- being considerate when dealing with issues affecting others
- exercising justice
- guidance and counselling skills

BIBLE STORIES ON THE IMPORTANCE OF RESOLVING CONFLICTS PEACEFULLY (Genesis 13:8-13; 33:1-20; 42:1-38)

In the Bible, a conflict developed between Abram's herdsmen and Lot's herdsmen.

The conflict did not get worse because Abram used the following ways to stop the disputes:

- he distributed the resources fairly by telling Lot to chaos the best land he wanted
- he respected himself and others
- he exercised justice and patience

What Abram did maintained peace and promoted unity and cooperation.

All these apply to peaceful family conflict resolution because Abram and Lot were living together as one family.

Esau and Jacob resolved their conflict peacefully by hugging and kissing each other.

Joseph forgave his brothers who sold him to the Ishmaelites by welcoming them and giving them food in Egypt.

UNIT 10 CONFLICT RESOLUTION IN THE SCHOOL

Conflicts are part of people's everyday life.

It is important to know ways of handling them because when they are not properly handled, chaos may break at school.

WAYS OF HANDLING (RESOLVING) CONFLICTS PEACEFULLY

- ensuring that those involved in the conflicts discuss the issue

- getting a third person to investigate the matter on both sides and find out who is right and who is wrong
- reconciling the two parties
- providing guidance and counselling to the conflicting parties
- praying to God to help find ways of forging one another

THE IMPORTANCE OF RESOLVING CONFLICTS PEACEFULLY (1 Kings 3:16-28)

- maintains peace
- maintains law
- maintains order
- promotes unity
- promotes cooperation

UNIT 11 CONFLICT RESOLUTION IN THE COMMUNITY

Conflict resolution refers to the settling of differences between and among people.

THREE MAJOR WAYS OF RESOLVING CONFLICTS PEACEFULLY

- negotiation
- mediation
- arbitration

Peaceful conflict resolution calls for tolerance, patience, respect and understanding of what the other person or party feels.

THE IMPORTANCE OF PEACEFUL CONFLICT RESOLUTION IN THE COMMUNITY

- promotes unity
- reduces suffering, loss of life and destruction of property
- enhances a conducive working environment
- promotes cooperation
- restores relationship
- promotes justice, peace, equality and freedom

UNIT 12 GENDER ISSUES IN THE FAMILY

GENDER ROLES IN THE FAMILY

The term 'gender' refers to the socially-constructed roles, responsibilities and status.

It represents a set of sociological differences between men, women, boys and girls.

It is a society's definition of what males should do and what females should do.

Gender issues are amongst the most debatable issues in the world and Malawi in particular because of various socio-cultural and socio-economic reasons.

Gender roles refers to the socially-assigned tasks and responsibilities for males and females in a given society.

The family is crucial in deciding and developing gender roles in children.

Parents and relatives decide what is expected of males and females including their young children as they assign different roles and responsibilities for boys and girls.

CHRISTIAN APPROACH TO GENDER ROLES (Genesis 2:18; 25:27-29; Judges 4:4-16; Ruth 2:1-12; Luke 24:1-8)
Christians should demonstrate love, fairness and equality in gender issues because the Bible teaches one to love one's neighbour as one loves oneself.

The Bible illustrates that God created a woman to be a man's helper and not to be abused by the man.

In many Malawian cultures, females do more household chores and agricultural tasks than males. This situation prevents females from contributing positively to developmental activities as much as males.

UNIT 13 GENDER ISSUES IN THE SCHOOL

GENDER ROLES AT SCHOOL

It is important for teachers and learners to observe and practice gender equality and gender equity at school.

Gender equity
This means giving fair treatment to both females and males.

Gender inequality
This occurs when there is unequal treatment of males and females. It also occurs when men or women, girls or boys are not given equal opportunities to do particular tasks just because of their sex.

Concern over gender imbalances in access to education arises from the fact that in most Malawian schools, boys are favoured more than girls.

For example, the way school activities are planned and conducted encourages gender bias. In co-education schools, girls are usually allocated more traditional chores like sweeping, mopping classrooms and toilets while boys are given lighter tasks like monitoring, litter picking and supervising girls.

This gender bias reinforces the feeling that girls are inferior to boys.

This attitude in turn affects girls academically since they tend to be afraid of more challenging schoolwork such as mathematics and sciences and leave them for boys without even attempting them.

UNIT 14 GENDER ISSUES IN THE COMMUNITY

GENDER ROLES IN THE COMMUNITY

Traditionally, many societies believe that males and females are different in status.

It is assumed that women are inferior to men. Most leadership and decision making positions are held by males.

In Malawi, for example, many members of parliament, traditional chiefs, councillors and chief executives are males.

In most cases, spouse's rights are abused.

For example, when a husband dies, his relatives may grab all the property the family had.

In other societies, husbands also suffer when their wives die. The wife's relatives grab the property from the widower.

In most societies, it is tolerable for a man to marry more than one wife. However, it is almost a taboo for a woman to have more than one husband.

The Bible teaches that men and women are equal before God. For example, in Judges 4:4-16, Deborah, the prophet worked with Barak and defeated Sisera.

In 1 Kings 17:8-24, a widow in Zarephath assisted Elijah the prophet.

In Luke 24:1-8, it is the women who first witnessed Jesus' resurrection. They were the ones that told the apostles about the resurrection.

Both men and women can serve God in the church. They all have talents and have roles to play in the church.

UNIT 15 ENTERING THE PROMISED LAND

THE CROSSING OF THE RIVER JORDAN (Joshua 3:14-17; 5:13-15)

The Israelites were still in the desert on their way to Canaan. God continued assisting them in their daily needs.

When they reached the River Jordan, God gave them instructions before crossing it.

He told them that:

1. they should consecrate themselves
2. priests carrying the Ark of the Covenant should go before the people
3. people should follow the Ark but keep some distance from it
4. priests carrying the Ark should stand in the middle of the river

When these instructions were followed, the water was divided and the Israelites crossed on dry ground.

After crossing the river, Joshua saw a man with a sword near Jericho. This man was the angel of God who was sent to tell Joshua on how to conquer the city of Jericho.

The angel told Joshua to remove shoes from his feet because the place he was standing was holy.

THE CONQUEST OF JERICHO (Joshua 6:1-27)

The angel of the Lord who appeared to Joshua advised him on how to capture Jericho. Following God's instructions, the Israelites marched around the city of Jericho with soldiers circling it once for six days.

Seven priests carried ram's horn trumpets before the Ark. On the seventh day, they went round the city seven times with priests blowing their horns.

When the people heard the sound of the trumpets, in a long blast, they gave a strong shout of joy. Then walls of the city of Jericho fell. This showed God's continued support for the Israelites.

UNIT 16 JESUS' MIRACLES OVER NATURE

THE MIRACLE OF CALMING THE STORM (Matthew 14:22-32)

Jesus performed many miracles. He performed these miracles either out of compassion or on request.

Jesus used miracles as a means of spreading God's message to the people.

When the disciples were sailing on the Sea of Galilee, they saw Jesus walking on the water. The disciples thought Jesus was a ghost.

The fact that Jesus walked on the water clearly shows that he had some power over nature.

Then there was a heavy storm on the sea. The disciples were afraid because they lacked faith. Jesus commanded the storm to stop. When the storm calmed down, those who were present declared that truly Jesus was the Son of God because even the winds obeyed him.

TURNING WATER INTO WINE (John 2:1-11)

Jesus attended a wedding in Cana. During the celebrations, they discovered that they had run out of wine. Jesus told them to fill some jars with water. The water eventually turned into wine. This showed that Jesus had power over nature.

UNIT 17 JESUS' MIRACLES OVER DEATH

THE RAISING OF THE WIDOW'S SON AND JAIRUS' DAUGHTER FROM THE DEAD (Matthew 9:18-34; Luke 7:18-34; Luke 7:11-17; Luke 8:40-56)

Death is the ultimate end of life.

When death occurs, the relatives of the dead person feel grieved. They know that they have parted forever.

Jesus proved that he was the Lord of life and death. The son of a widow at Nain died. When Jesus met the funeral procession, he raised the son from the dead. Those who were present praised God and declared that Jesus was God's prophet.

Jairus, the leader of the synagogue, had a daughter who was sick. Jesus was called but found her already dead. Jesus raised her from the dead because of Jairus' faith.

However, Jesus ordered them to keep this incident a secret because of the wrong Jewish expectation of the Messiah. The Jews thought the Messiah was a political figure who would deliver them from the Roman rule.

Yet Jesus was the religious Messiah who came to deliver all the people from the bondage of sin.

These miracles showed that Jesus had power over death.

RAISING LAZARUS FROM THE DEAD (John 11:38-52)

Lazarus was the brother of Mary and Martha. They lived in Bethany.

Lazarus became sick and the sisters sent for Jesus to come and cure him. Before Jesus came, Lazarus was already dead and had already spent four days in the grave.

When he came to see him, Jesus raised Lazarus from the dead by calling out his name and ordering him to come out.

Because of this miracle, many Jews believed in Jesus and some Jews plotted to arrest him out of jealousy.

UNIT 18 THE HOME ENVIRONMENT

ENVIRONMENT

The term ‘environment’ refers to all living and non-living things surrounding us.

TYPES OF ENVIRONMENT

- physical environment
- social environment
- cultural environment

The physical environment includes soil, water, rocks, mountains or hills, rivers, plants and animals.

The social environment includes family, politics, buildings, roads, bridges and dams.

The cultural environment includes customs, traditions, values, language, beliefs, religion, taboos, dress, songs and dances.

CARE FOR THE ENVIRONMENT

God created people and all the things surrounding them so that they could live in peace and support each other.

It is important for individuals and families to take care of the things that surround them in order to live happy lives.

When people do not take good care of the environment, they cannot obtain enough things necessary for life, for example, food.

They can also contract different types of diseases.

BIBLE STORIES ON THE CARE FOR THE ENVIRPONMENT (Genesis 1:26; 2:15-18; Ezekiel 34:11-12; Proverbs 12:10)

God created people and everything around them.

God put people to work on the land and take care of it.

People get all the things they need from the environment. They may own a garden and grow crops. They may also raise animals.

Every member of a family should take care of the environment for their own benefits and that of future generations.

UNIT 19 SCHOOL ENVIRONMENT

THE THINGS FOUND AROUND THE SCHOOL

For the learners to enjoy their lessons at school, the school environment needs to be clean and attractive. A clean environment also protects the learners from accidents and the outbreak of contagious diseases.

All this can be achieved by taking care of the school environment through sweeping inside and outside classrooms, slashing tall grass, planting flowers, mopping classrooms and teachers' offices.

The school environment can also be cared for through proper disposal of refuse.

CARE FOR THE SCHOOL ENVIRONMENT (Genesis 1: 11-12; Genesis 2:15)

All the things such as grass, flowers, and trees found around the school were created by God. They were created to help people and other creatures on earth.

God takes care of them and makes them grow because he loves them and us.

The Bible teaches Christians to love and take care of all things surrounding them in order to live peacefully. The learners should be trained to use rubbish pits to dispose refuse. This will provide the conducive environment for teaching and learning.

UNIT 20 THE COMMUNITY ENVIRONMENT

THE THINGS FOUND AROUND THE COMMUNITY ENVIRONMENT

Every community is blessed in particular ways. It is provided with its own physical, social and cultural environments.

All this was created by God. God expects people to conserve and maintain the things that are found in their community.

Apart from providing resources for people's lives, the environment in the community shows the love and the greatness of God.

CARE FOR THE COMMUNITY ENVIRONMENT (Genesis 1:28-31; Genesis 2:15; Deuteronomy 23:12-14; Luke 13:6-9)

The community environment provides several products to people such as food, fresh air and beauty.

Other products people get from the environment are water, firewood and medicine.

In Genesis 1:28-31, God created people to be in charge of all creation. In Genesis 2:15, the Lord placed people in the Garden of Eden to cultivate it and guard it.

In Deuteronomy 23:12-14, God told the Israelites to have a place outside the Camp (home) where they would dig a hole and after helping themselves in it, (emptying their bowels) would cover it up to keep their camp clean.

In Luke 13:6-9, the vinedresser pleaded with Jesus and assured him how he would care for the fruitless fig tree by digging around it and applying manure so that it might be productive.

It is important for Christians to take care of their community environments.

WAYS OF TAKING CARE OF THE COMMUNITY ENVIRONMENT

- avoiding careless cutting down of trees
- avoiding bush fires
- Encouraging re-afforestation
- Beautification of the communities

UNIT 21 MODERN TECHNOLOGIES IN THE SCHOOL

THE MEANS OF SENDING AND RECEIVING INFORMATION IN THE SCHOOL

There are many ways of sending and receiving messages.

For the past years, the letter, telephone, radio and telegraph have been the dominant means of sending and receiving information.

Messages have also been sent and received through symbols. For example, fire, drums, whistles, leaves on the road, flag, clothes and trumpet.

In schools, many instruments are used to convey information. These include a bell, notice board, chalkboard, telephone, internet, mobile phone, radio, megaphone, posters, placards, banners, T-shirts and sign posts.

Through any of these ways, information is sent from the sender to the receiver.

Modern technology has improved the sending and receiving of information in school.

For example, other schools learn new knowledge through television, videotapes, radios, DVDs, CDs and cassettes.

BIBLE STORIES ON THE MEANS OF SENDING INFORMATION (Joshua 6:20; Judges 7:19-20; 1 Corinthians 14:7-8; Isaiah 7:3-6; Ezekiel 33:1-9; Acts 10:9-16)

There are several ways of sending and receiving the information even in the Bible.

For example, God communicates to people through angels and prophets. In some of the Bible verses, the trumpet was used to convey information to make soldiers ready for action.

In the New Testament era, the Apostle Paul spread Christianity by writing letters to different parts of the Roman Empire.

Dreams and visions are also used as means of sending information.

UNIT 22 MODERN TECHNOLOGY IN THE CHURCH

MODERN TECHNOLOGY IN THE CHURCH (Psalms 150:3-5; Psalms 98:4-6; Psalms 149:3)

Over the years, the church has benefited from technology in many areas.

This has been in such areas as musical equipment used in worship services. It has also benefited from the invention of the printing press which has helped the publishing of scriptures and hymn books.

Today, preachers are taking the gospel to distant areas through ordinary mail, mobile phones, radio, television and the internet.

In the church, sermons and worship services are made more attractive when accompanied by guitars, tambourines, flutes, string, cymbals, harps, lyres, trumpets, keyboards and sound amplifying equipment.

Worshippers are able to see and hear the gospel more clearly.

Preachers are taking advantage of improved transport and communication network to spread the gospel to distant places.

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