

THE REPUBLIC OF UGANDA

Ministry of Education
and Sports

HOME-STUDY LEARNING



ISLAMIC RELIGIOUS EDUCATION

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NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE



Save the Children



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

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This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

Therefore, this material is restricted from being reproduced for any commercial gains.

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FOREWORD

Following the Outbreak of the CoVID-19 Pandemic, Government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print Home- Study Materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately.

I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



Alex Kakooza

Permanent Secretary

Ministry of EDUCATION AND SPORTS

ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home-study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or by visiting our website at http://ncdc.go.ug/node/13.



Grace K. Baguma
Director,
National Curriculum Development Centre

ABOUT THIS BOOKLET

Dear learner, welcome to this home-study material which has been prepared for you. The material covers content for term 1, II and III.

The content covered has been carefully written covering the different topics in the syllabus. This is an addition to what you had learnt before schools were closed due to outbreak of COVID-19. The content is arranged using simple steps for your understanding. The activities provided in each topic are organised in such a way that they will enable you to relate with your local environment.

The content is organised into lessons. Each lesson has activities and summary notes that help you to understand the concepts. Some lessons have projects that you need to carry out at home during this period. You are encouraged to work individually as you do the practical and interactive activities.

Feel free to try out all the activities in this material.

Enjoy learning

THEME: HADITH
SUBTHEME:Hadith concerning Hajj
Lesson:Reciting a Hadith concerning Hajj

LEARNING COMPETENCES;

During this lesson you should be able to;;

- Recite hadith concerning hajj
- Give the meaning of the hadith
- Pronounce, read, spell, write and use the words related to the topic

Resources

A book, a pen, a chart displaying a hadith concerning hajj and its meaning

Keywords:

Indulge: get involved

Vulgar:obscene, offensive

Obscene word: nasty/disgustingword

Valid: acceptable

INTRODUCTION

People celebrate important religious days differently. How do Muslims celebrate when their relatives come back from Makkah? In this lesson you will learn about a hadith concerning hajj and its meaning.

ALLAH'S MESSAGE

The Prophet Muhammad PBUH said:

«هُمُّأُ هُتْدَلَوَ مُوْيَكَ عَجَرَ،قُسُفْيَ مْلَوَ ثُفُرْيَ مْلَفَ جَّحَ نْمَ» :لُوْقُيَ مُلَّسَوَ هِيْلَعَ هُللا ىلَصَ هِللا لَوْسُرَ تُعْمِسَ :لَاقَ ةَرَيْرَهُ ىبِأَ نْعَ هِيْلَعَ قٌفَتَّمُ

Transliteration

" Man hajja falam yar-futhu walam yaf-suqu, raja-a kayaumu waladatuhu Ummuhu".

The Prophet Muhammad PBUH said:

"Whoever performs hajj and doesn't indulge in obscene acts or use vulgar language, is forgiven all his/her sins and becomes as innocent as a baby" reported by Bukhari

Study the hadith, rehearse it several times and understand its meaning.

Give examples of obscene acts one should not do while performing hajj. Such obscene acts may include; engaging in any sexual activities e.g. gazing at opposite sex, touching, kissing, playing sexual intercourse, dating and use of obscene words.

•

While performing hajj, one should not involve in any immoral acts for his/her hajj to be valid.

A valid hajj is one performed according to the acceptable and proper manner as instructed by Allah. The reward of a valid hajj is good and blessed life in the hereafter.

FOLLOW UP ACTIVITY

Exercise:

1. Recite the hadith concerning hajj
2. Give the meaning of the hadith.

Activity:

1. Write the hadith concerning hajj

THEME:Hadith
SUBTHEME: Importance of the Hadith
Lesson: importance of the hadith on hajj

LEARNING COMPETENCES:

During this lesson, you should be able to;

- Give the importance of the hadith
- Give lessons learnt from the hadith
- Pronounce, read, spell, write and use the words related to the topic

Resources

A chart showing importance of the hadith on hajj

Key words:

Innocent: free from sin or immorality.

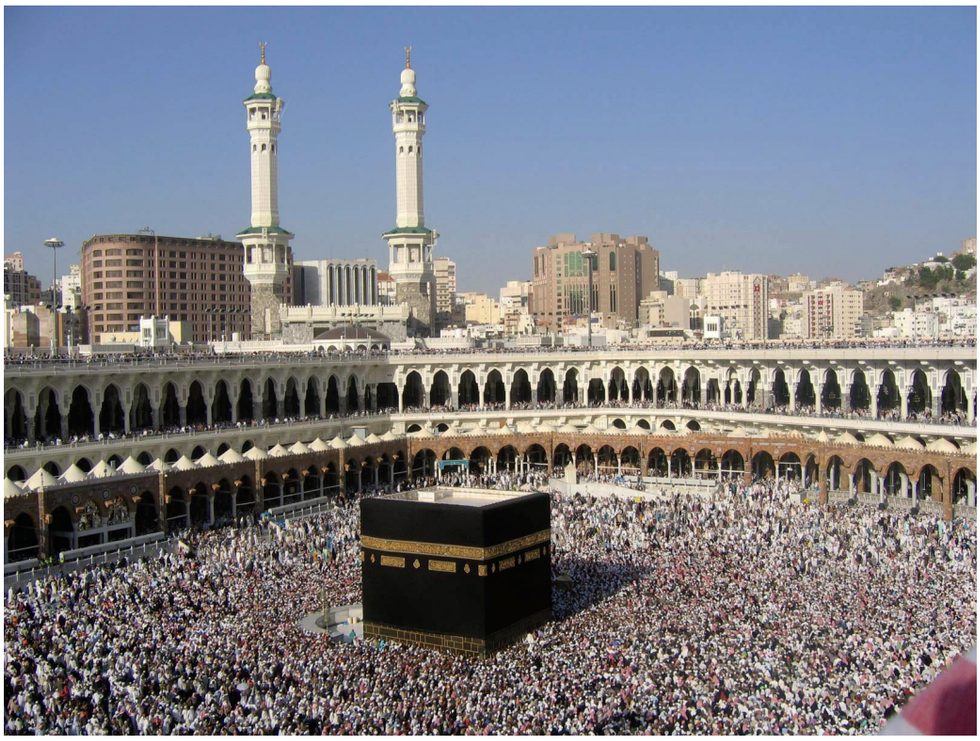
INTRODUCTION

Every act of worship done is always rewarded. Hajj is among acts of worship that are rewarded by Allah. Give other examples of acts of worship that are rewarded by Allah. Referring to the hadith studied in the previous lesson, you realize that Allah rewards one who performs hajj rightly and does not involve in immoral acts.

ALLAH'S MESSAGE

Importance of the hadith on hajj

- Whoever performs pilgrimage and it is accepted Allah forgives him/her
- Obscene and vulgar language can spoil someone's pilgrimage
- Young ones are seen free before Allah
- Ka-abah is a respectable house in the whole world
- Ka-abah is a house of worship where Muslims go for hajj



FOLLOW UP ACTIVITY

Exercise:

1. Give three importance of the hadith on hajj
2. What is ka-abah?

Activity:

With your peers/friends, discuss the lessons learnt from the hadith on hajj

THEME: FIQH
SUB- THEME: Hajj and Umra

Lesson: The rites of Hajj and Umra.

LEARNING COMPETENCES

During this lesson, you should be able to;

- Tell the rites of Hajj and Umra
- Identify the religious sites of Makkah and Madinah
- Read,spell,pronounce the keywords correctly
- Appreciate the rites of hajj and Umra

Resources

You will need a pen and a pencil, an **Exercise** book and Time

Get a safe place to study from

Keywords;

Umra: Minor or Lesser pilgrimage.

Ihram: Sacred state which a Muslim must enter to perform major/minor pilgrim in a prescribed attire.

Sa'y: the act of moving between two hills of Swaffa and Marwa

Tawaaf: Circumambulating (moving around) the Ka-abahseven times

Arafah: a place where all pilgrims assemble at once on the 9th day of Dhul-hijja on the Islamic calendar.

Minna: a place where pilgrims throw small stones (pebbles)to the Jamaraat (Pillar) emulatingthe occasionof Prophet Ibrahim stoning the devil or Satan.

Jamaraat: pillars where Ibrahim stoned the devil.

Resources: meaning money, strength, health, sane

Rites: duties performed during hajj and Umra

INTRODUCTION

At home/ village, you have people who have ever gone to Makkah, when they come back they narrate stories about their journey. They inform people about places they have visited and activities performed during hajj and Umra. Have you ever attended such a gathering when people comeback from hajj and Umra? Which places and activities did they talk about?

ALLAH'S MESSAGE

Hajj is the fifth pillar of Islam which involves visiting specific sites and performing specific activities during a specific month (Dhul-hijja/ the 12TH- month of the Islamic calendar)) at Makkah.

Hajj and Umra are performed by able Muslims in terms of resources.

While Umra is a minor pilgrimage done at any time of the year. Some of the activities performed in hajj are not done in Umra.

The following are the rites of Hajj;

- The pilgrim puts on Ihram(an intention, cleaning the body, shaving, trimming nails and putting on the prescribed garment)
- The pilgrim does Tawaaf (running around the ka-abah seven times)
- Performs Sa'y (moves between two hills of Swaffa and Marwa)
- Remains in Ihram until the end of hajj
- Sleeping at Muzidalifa where they pick the seven pebbles
- Assembling at Arafat
- Should sacrifice an animal
- Visiting the valley of Minna

Rites of Umra

- Includes all rites of Hajj except assembling at Arafat and sacrificing an animal.

FOLLOW UP ACTIVITY

Exercise:

1. Give three rites of Hajj.

2. Give three rite of Umra.

3. Give any one rite performed in Hajj and not performed in Umra.

Activity:

1. Answer the following questions in full sentences
   a) Why is Umra not a pillar of Islam?
   b) Why is Hijja not a minor pilgrimage?
   c) Where do Pilgrims assemble during Hijja>
   d) What term is used to mean moving between the two hills (Swaffa and Marwa)
   e) Name the fifth pillar of Islam

THEME: FIQH
SUB-THEME: Hajj and Umra
Lesson:Religious sites of Makkah and Madinah

LEARNING COMPETENCES:

During this lesson you should be able to;;

- Mention the religious sites of Makkah and Madinah
- Give the importance of the religious sites to the Muslims
- Appreciate the religious sites of Makkah and Madinah
- Write, spell and pronounce the keywords correctly.

Resources

Environment, a chart showing the ka-abah, diagrams of Haram and Masjid Nnabawi

Keywords:

Haram: sacred place

Nnabawi:Prophet's mosque

Baqie:grave yard in Madinah.

INTRODUCTION

In your home village/ community, you have important places that require someone to visit them. Mention those places and give reasons why they are important. Among those mentioned you have worshiping places e.g. Mosques, Churches, Shrines, temples. For a Muslim you are supposed to visit a Mosque for worship e.g. prayers, reciting, religious gatherings.

Muslims also go to visit religious sites in Makkah and Madinah for worship.

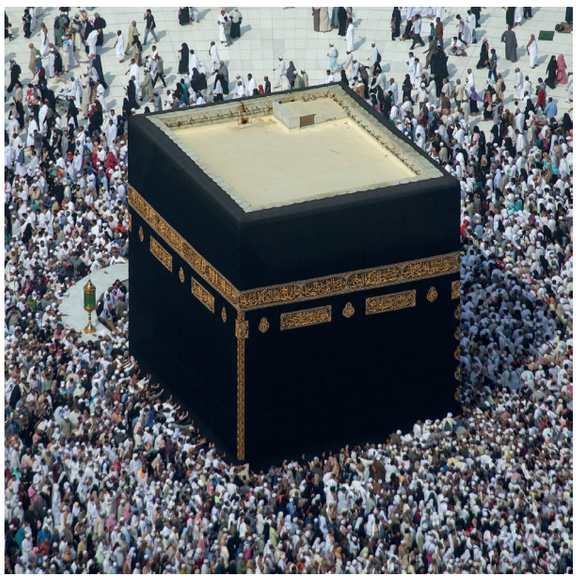
ALLAH'S MESSAGE

Allah the almighty commanded Muslims to perform Hajj and Umra. In the Qur'an2: 196 -197. During your leisure time, consult with the Imaam/ Sheikh/resource person to tell you about this verse.

Important religious sites visited at Makkah and Madinah.

The Ka-abah

This is the first and oldest house of Allah put on earth for Worship.



It was built by Prophet Ibrahim and his son Ismail for worshipping Allah.

Masjid Haram in Makkah



The worship place including the ka-abah.

Masjidi Al- Qiblatayin



This is the mosque in Madinahwhich has two facing directions(Qiblas)

At first, Muslims were facing Baitu Al- Muqdis in Jerusalem and later Allah orderedProphet Muhammad (PBUH) to change the direction to Makkah.

Cave of Hira: This is the cave wherePropheтMuhammad (PBUH) received the first Message/revelation of the Qur'an.

NB: HIRA is a cave but not a mountain. The mountain on which Hira is found is called Jabbal Nuuru (Mountain of light)

Cave of Thaura: This is the cave where Prophet Muhammad (PBUH) hid with his companionAbu-Bakr during his migration to Madinah.

Masjid Al- Nnabawi: This is the mosque of the Prophet (PBUH) in Madinah. (Give an illustration)

Baqie: This is the first grave yard in Madinah where some of the companions, sons and wives of the Prophet were buried. (Give an illustration)

Masjid Quba-a: the first Mosque built in Madinahby the Prophet.

As a Muslim it is good to visit these places because one receives rewards from Allah.

FOLLOW UP ACTIVITY

Exercise:

1. Mention four religious sites in Makkah and Madinah.
2. Answer the following questions in full sentences
   a) Name the first mosque to be built by Prophet Muhammad PBUH at Madinah.
   b) Name the cave where Prophet Muhammad PBUH received the first revelation.
   c) What name is given to the holy house where pilgrims circumambulate several times in Makkah?...

Activity:

1- With peers and friends demonstrate the performance of Tawaaf.
2- Ask your parents/ Imaam the reasons as to why people visit the grave yards.

THEME: FIQH
SUB - THEME: The importance of Hajj and Umra
Lesson: The importance of Hajj and Umra

LEARNING COMPETENCES:

During this lesson you should be able to;;

- Mention the importance of Hajj and Umra.
- Give reasons why Muslims perform Hajj and Umra.
- Write, spell and pronounce the keywords correctly.

Resources

Pen, Pencil, a book and time, Chart showing the importance of Hajj and Umra.

Key words:

Pilgrims: these are people performing Hajj or Umra

Niyyah: the intention.

INTRODUCTION

Every action is done for a reason. At home we do perform activities and at the end we are rewarded. Give examples of things you do at home and expect to be rewarded. In your life time you have ever gone for a tour, what good things did you get from that tour? I expect these answers from you; learning new things, getting friends, socializing.

Therefore, when you perform Hajj and Umra you expect to get good things and rewards.

ALLAH'S MESSAGE

Importance of Hajj and Umra;

- Hajj is fulfilment of the 5th pillar of Islam.
- A pilgrim gets a big reward from Allah.
- One who performs a valid Hajj is forgiven his/ her previous sins.
- Hajj and Umra please Allah.
- They strengthen ones faith in Allah.
- Hajj and Umra make one to know more about the foundation of Islam.
- Makes one be conscious of his/her religion

FOLLOW UP ACTIVITY

Exercise:

1. Give three good things one gets from performing Hajj.

Activity:

1- With your peers and friends discuss good things you get from visiting mecca and Madinah to perform Hijja or Umra.

Thank you for being a good learner.

THEME: HADITH AND MORAL TEACHING
SUB - THEME: Upholding Good Health
Lesson: Categories of Diseases

LEARNING COMPETENCES:

During this lesson you should be able to;;

- Recite hadith regarding visiting the sick and treatment
- Write, read, spell and pronounce the categories of diseases

Resources

A pen, a pencil and a note book, a chart showing categories of diseases.

Keywords:

Cure: get better from sickness

Treat: to give medicine to a sick person.

Regarding: concerning

INTRODUCTION

Dear learner,you are welcome to this lesson where you are going to learn about a hadith regarding visiting the sick. You will also learn and recite a hadith regarding medicine and treatment. Mention some of the diseases common in your community.

ALLAH'S MESSAGE

Visiting the sick is one of the most recommended duties of Muslims according to hadith

Hadith concerning visiting the sick

«اذَإِ :تُّسِ مِلِسْمُلْا ىلَعَ مُلِسْمُلْا قُّحَ :مَلَّسَوَ هِيْلَعَ هُللا ىلَّصَ هِللا لَوْسُرَلاقَ شَطِعَ اذَإِوَ ،حُصِنْفَ كَحَصَنْتَسْا اذَإِوَ ،هُبُجِأَفَ كَاعَدَ اذَإِوَ ،هِيْلَعَ مُلِّسَفَ هُتَيْقِلَ هُتَزَانَجَ اوعُبِتَّافَ تَامَ اذَإِوَ ،هُرُزُفَ ضَرِمَ اذَإِوَ ،هُتُيْمِشَفَ هَللا دَمِحَفَ»

The Prophet(PBUH) said: "A Muslim owes another six things; when you meet give one

another Salam, when a Muslim calls you, go and see why he/she is calling you, when he/she asks for advice from you, advise him/ her, when he/she sneezes, she/he has to praise Allah and you respond to him or her, when he/ she falls sick, you have to visit him/her, when his/ she dies, you have to attend his /her funeral."

The following acts are recommended when visiting the sick:

- Taking food or drinks to them.
- Giving them medicine.
- Praying for the sick.
- Avoid discouraging words (stigmatizing).
- Saying words of comfort/ courage.

The most serious diseases in Uganda are;

HIV/AIDS; HIV-Human immune virus, AIDS- acquired immune disease syndrome, Covid 19,

Sexually transmitted diseases like gonorrhea, candida and syphilis.

FOLLOW UP ACTIVITY

Exercise:

1. Give three good acts you should do for the sick person.

Activity:

1. With your peers and friends organize and visit your friend who is sick.
2. With your peers and friends discuss the measures you should take to avoid Corona virus.

   Note: Today you should be conscious of the sickness. First consult which type of disease before you visit any patient. Some diseases like Covid-19 caused by Corona virus, Ebola,
   Tuberculosis require you give a distance and also follow the health rules.

THEME: HADITH AND MORAL TEACHING
SUB - THEME: Upholding Good Health
Lesson: Hadith concerning medicine and treatment

LEARNING COMPETENCES:

During this lesson you should be able to;;

- Recite hadith regarding medicine and treatment.
- Write, read, spell and pronounce the words related to the topic.
- Appreciate the message contained in the Hadith.

Resources

A pen, a pencil and a note book, a chart showing the Hadith.

Keywords

Cure: get better from sickness

Treat: to give medicine to a sick person.

INTRODUCTION

At your home, village community you have seen sick people. What do you do if one gets sick? I expect you to give the following answers: provide first aid, give water, Aloe vera, pray for him/her, give food, take to hospital and in case parents/guardians/ elders are absent you need to inform them urgently.

ALLAH'S MESSAGE

Hadith concerning medicine and treatment

نَمِ لّكُ هُللا لَزَنْأَ دْقَلَ«:مل‌سو هيلع هللا ىلص هللا لوسرل اق
كَسَفْنَ جُلِاعَ اذَلِ ، ضرَمَ لِكُلِ اجَالَعِ عَضَوَ دْقَوَ ، جِاَلعِلْاوَ ضِرَمَلْا
»مٌارَحَ ءِيْشَ يّأَ مَدِخْتَسْتَ الَوَ ايًبِطِ

The Prophet PBUH said; "Allah has sent down both the disease and the cure, and He has appointed a cure for every disease, so treat yourself medically and use nothing unlawful."

This hadith is teaching you that taking medicine and treatment in a lawful way is accepted in Islam. It is very wrong to get sick and you don't take medicine. Have you ever heard of people in your community who get sick and do not take medicine? This is condemned (not allowed) in Islam.

FOLLOW UP ACTIVITY

Exercise:

1. Mention types of medicine that is essential to be in the first aid box.

Activity:

1. Recite hadith concerning medicine and treatment.
2. Give reasons why it is wrong to take medicine before consulting doctors or parents.

THEME: FIQH
SUB- THEME: Causes and Ways of avoiding Diseases.
Lesson: Causes and ways of avoiding HIV/ AIDS and STDs

LEARNING COMPETENCES:

During this lesson you should be able to;;

- Explain the causes of HIV/ AIDS and STDs
- Give ways of avoiding these diseases
- Write ,read and spell the keywords related to the topic correctly

Resources

Gloves, razorblades, Pens, Pencils, a chart showing causes of diseases and books

Keywords:

Unsterilized: not clean

Intercourse: to have sex.

Transmission: to spread.

HIV: Human Immune Virus

AIDS: Acquired Immune Deficiency Syndrome

STDs: Sexually Transmitted Diseases.

INTRODUCTION

We learnt about common diseases in the previous lesson. Mention some of those diseases. In this lesson, you are going to learn about the causes of HIV/AIDs, STDs and also the ways of avoiding these diseases.

ALLAH'S MESSAGE

Allah condemns immoral acts, some of the disease result from getting involved in illegal sex (Zina). As a Muslim before you get married you are supposed to go for testing for diseases like HIV/AIDS and STDs. You should also check all other diseases and blood group.

Causes of HIV/AIDS and STDs

- Failure to obey and follow Allah's orders.
- Through having unprotected sexual intercourse with an infected person.
- Through sharing unsterilized skin piercing or cutting instruments like injections and razorblades.
- From the infected mother to child during birth or breast feeding.
- Through blood transfusion with blood from an infected person.
- Use of dirty toilet and bathrooms (mainly for STDs)

Ways of avoiding HIV/AIDS

- Following Allah's order of not involving in sexual intercourse before and outside marriage.
- Being faithful to your partner.
- Listening to the parent's advice.
- Avoid sharing sharp/ cutting instruments.
- Health education.
- Having an HIV test before marriage.
- Screening blood for transfusion.
- Health workers should wear protective gears to avoid contact with blood.

FOLLOW UP ACTIVITY

Exercise:

1. Mention three causes of HIV/AIDS.

2. Give five ways of avoiding HIV/AIDS.
3. Give two ways one can contract STDs.

Activity:

1. With your friends, perform a skit about HIV/ AIDS.

THEME: HADITH AND MORAL TEACHING
SUB-THEME: Muslim Medicine

Lesson: Examples of Muslim medicine

LEARNING COMPETENCES;

During this lesson you should be able to;;

- Give examples of Muslim medicine
- Read, spell and pronounce the keywords correctly.

Resources

Zamzam Water, Honey, Black seeds, book, pen and pencil

Keywords:

Zamzam- water in Makkah which has medical components

Habbat- Sauda: black seeds

Honey: A product of bees

INTRODUCTION

Dear learner,you are welcome to this lesson where you are going to learnabout examples of Muslim medicine. Have you ever used honey for treatment? Which disease were you suffering from? Which medicine do you commonly use at home when you are sick?

ALLAH'S MESSAGE

The Quran

Qur'an is a medicine. Allah says "Qur'an is a healing and mercy to those who believe. To the unjust, it causes nothing but loss" Surat Al-Israi:(Q: 17:82)

Allah also says “we revealed the Quran from heaven to cure and guide people with Allah’sgrace”. When a person is attacked by demons/Jinns you read Surat Al-jinni (chapter 72)

You can accompany the reading of the Qur’an with taking medicine.

Zam zam water: this water can cure all diseases. It is got from the well of Zamzam at Makkah.

Habbat Sauda: Prophet Muhammad(PBUH) said this medicine can cure all diseases except death.

Dates: a medicine that cures cancer, poor vision, labour pain, heart diseases. Remember when the mother of Prophet Isa (AS) experienced labour pains, she took a date, got relieved and easily gave birth.

Cupping: a traditional treatment in which blood is drawn from the surface of the body. This type of treatment was practiced and emphasized by Prophet Muhammad (PBUH). It cures headache, cancer and swellings.

Honey: is a product of bees which curescough, sores, flu and many others.

FOLLOW UP ACTIVITY

Exercise:

1. Write three examples of Muslim medicines.
2. Write examples of diseases that can be cured by the mentioned medicine in number one above.

Activity:

1. Together with your friends or parents give causes of diseases that you experience mostly at home.

Thank you for being a good learner.

THEME: HADITH (MORAL TEACHING)
SUB - THEME: Marriage and Status of Women in Islam.
Lesson: Hadith Regarding Marriage

LEARNING COMPETENCES:

During this lesson you should be able to;;

- Narrate one hadith regarding marriage in Islam
- Write, read and spell the keywords correctly

Resources:

Study materials, a note book, a pen and a pencil.

Keywords;

Status: position

Marriage: The union of man and woman as a husband and wife.

Legal: Acceptable.

Curbs: control.

Afford: Having means

Expense: spending

Sexual Urge: Sexual desires

INTRODUCTION

Dear learner you are welcome to this lesson where you are going to learn about a hadith concerning marriage. We have three types of marriage i.e. religious marriage, customary marriage and state marriage. Which type of marriage have you ever attended? What did you learn from this type of marriage? Compare your answers with mine: exchange of gifts, going to the mosque, both parents of the bride and bridegroom attending the ceremony, eatinga cake, signing marriage agreement.

ALLAH'S MESSAGE

Marriage is a legal union between a man and a woman in order to make a home as husband and wife. (Quran 42:11)

You can consult your Imaam/ Sheikh in your area to teach more about this verse.

Hadith 1: concerning marriage

قَالَ رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّم:

" يا معشر الشباب ، من استطاع منكم الباءة فليتزوج فإنه أغض للبصر وأحصن للفرج ، ومن لم يستطع فعليه بالصوم فإنه له وجاء "

The Prophet of Allah (PBUH) said; "Oh young people! Whoever amongst you can afford to meet expenses of marriage should marry and those who can't marry should practice fasting because it curbs the sexual urge." Narrated by Abdallah. Sahiih bukhari H:7:4

What we learn from the Hadith:

- One to marry should have ability to do so.
- In marriage there are expenses and cannot dodge them.
- Those who cannot marry should fast because fasting controls sexual desires.
- Trains you to be patient.

FOLLOW UP ACTIVITY

Exercise:

1. What is marriage?
2. Write one hadith on marriage.

Activity:

1. Narrate to your friends/family members a hadith concerning marriage.

Thank you for being a good learner, well done.

THEME: HADITH AND MORAL TEACHING
SUB -THEME: Importance of Marriage
Lesson: Importance of Marriage in Islam

LEARNING COMPETENCES:

During this lesson you should be able to;;

- Tell the importance of marriage in Islam
- Give the conditions necessary for marriage
- Spell, read, and write the keywords related to the topic correctly
- Appreciate marriage.

Resources

Book, pen, pencil, time, resource person

Keywords

Satisfaction: getting contented/ one's desires fulfilled

Lesbianism: sex between two females

Homosexuality: sex between two men

INTRODUCTION

Marriage is important in our community. What good things do you get from your mother and father? In this lesson you are going to learn about the importance of marriage and conditions necessary for marriage.

ALLAH'S MESSAGE

The following are the importance of marriage:

- Marriage is a religious duty.
- It protects married people from being immoral i.e. adultery, homosexuality, lesbianism, rape, defilement and others.
- It enables people to multiply through reproduction.

- It ensures proper child growth through love, protection and care by parents.
- It eases the inheritance of family property.
- It provides couples with protection and care
- For sexual satisfaction
- It is prestigious to get married because it earns you respect in society

Conditions necessary for marriage

- It should be between a man and woman but not lesbianism or homosexuality
- Each of the two partners should be sane
- Both the bride and the bridegroom should have reached the age of maturity
- The woman/girl should accept to get married
- Payment of bride price or dowry or mahare
- Consent of the parent/guardian
- The bridegroom should be willing to marry.
- There must be at least two male or four female witnesses.

FOLLOW UP ACTIVITY

Exercise:

1. List down at least four importance of marriage
2. Identify four conditions of marriage in Islam.

Activity:

Demonstrate to your family members how marriage in Islam is conducted.

THEME: HADITH AND MORAL TEACHING

Lesson: Political, Spiritual and Economic Status of a Woman in Islam.

LEARNING COMPETENCES;

During this lesson you should be able to;;

- Give the status of women in Uganda
- Mention some prominent Muslim women in Uganda
- Spell, write and read the keywords related to the topic correctly.

Resources

Time, pen, notebook, study materials

Keywords

Adolescent: The age between puberty and adulthood.

Evidence: something to show the truth.

INTRODUCTION

Women are very important in our society. They serve in different positions and do different activities. Can you mention different activities done by women in your area? Dear learner in this lesson you are going to learn about the status of women in Uganda considering their contributions under:

- the political aspect
- the social aspect
- the spiritual aspect
- the economic aspect

Can you name women in your village in the leadership positions?

ALLAH'S MESSAGE

اهَجَوْزَ اهَنْمِ لَعَجَوَةِدَحِاوَ سٍفْنَّ نْمِ مْكُقَلَخَ ىذِلَّا وَهُ :ىلَاعَتَ لَاقَ

اهَيْلَإِ نَكُسْيَلِ.....»

The Qur'an states "He (Allah) is one who created you from a single soul(Adam) and He has created from him his wife (Hawa) in order that he might enjoy the pleasure of living with her (in love)...." Qur'an 7:189

Therefore the position of Islam regarding the status of women in society can be viewed in the following aspects:

The spiritual aspect

The holy Qur'an provides equal evidence that a woman and man are completely equal in the eyes of Allah (Qur'an 74:38)

The social aspect

Before coming of Islam, female children in Arabia were killed and could also be buried alive but Islamstopped the practice.

A woman as a mother

Islam considers kindness to parents (most especially the mother).

The economic aspect

According to the Islamic law women have their rights over money, real estates and other property. They have a right to inherit property from their parents and husbands.

The political aspect

Women have a rightto elect as well as being nominated to political offices.

Examples of women in politics in Uganda are; Hajat Saida Bumba, Hajat Janat Mukwaya, Hajat Aisha Lubega, Hajat Aisha Kabanda, Hajat Sarah Kanyike, Nusura Tiperu, Hajat Nakadama Lukia, Hajat Naham Madina(Koboko District NRM chairperson.)

FOLLOW UP ACTIVITY

Exercise:

1. Name any four Muslim Women serving in important positions in Uganda.

Activity:

1. With your peers and friends identify women in leadership positions in your area. Consider Women Members of Parliament, Residence District Commissioner, Chairpersons of Local Councils, Head teachers, Ministers.

Thank you for reading. I encourage you to continue enjoying the lessons.

THEME: HISTORY OF ISLAM
SUB -THEME: AsianMuslim Communities in Uganda

LEARNING COMPETENCES:

During this lesson you should be able to;;

- Identify the Muslim communities in Uganda.
- State the contributions of these communities in Uganda.
- Spell, read, write and pronounce the new words correctly

Study requirements

A pen, Pencil and a notebook.

Keywords

Ismailia, Bohra, Sunni are examples of Muslim communities in Uganda.

INTRODUCTION.

You are welcome to this lesson where you are going to learn about the Muslim communities and their contributions in Uganda. In your home village do you have Muslim groups you have heard about? Compare your answers with mine eg Juma-Zukuur, Bukoto- Natete, Salaf, Tablig Asians communities (Ismailia and Bohra). With consultation from your peers, friends and parents you can name others.

ALLAH'S MESSAGE

In primary six you learnt about **INTRODUCTION** of Islam in Uganda by Muslim Arabs from the Middle East. Many other groups joined to spread and support the development of Islam in Uganda.

Currently we have the following Asian Muslim communities in Uganda.

The Ismailia Muslim community

These believe in a clear line of succession of an Imam and they don't accept the concept of an Imam being hidden from them like the Shias.

An example of the personalities in this group is sir Sultan Muhammad Ali Sha Agakhan

The Bohras

This is a Shia group which originally recognizes the same line of Imams like the Ismailias

The Ahmadiyyah.

The Punjabi

Study more about these Asian Muslim communities in Uganda.

Contributions

- They have built schools
- They have built mosques
- They have built hospitals
- They have spread Islam
- During fasting and Idd festivals they give support to Muslims.

FOLLOW UP ACTIVITY

Exercise:

1. Identify the Asian Muslim communities in Uganda.
2. Explain the contributions of the Asian Muslim communities in Uganda.

Activity:

With your peers and friends, visit the Imaam of your own village and ask him to tell you about;

i- The different groups of Muslims in Uganda.
ii- Why are they called so?
iii- How do they help the Muslim community?

Please be a good pupil, write down whatever the Imaam tells you.

THEME: HISTORY OF ISLAM
SUB- THEME: Important Muslim Personalities in Uganda
Lesson: Examples of Important Muslim Personalities in Uganda

LEARNING COMPETENCES:

During this lesson you should be able to;;

- Identify the important Muslim personalities in Uganda
- Give a brief biography of these personalities
- Read, spell and pronounce the keywords correctly;

Study requirements

Pen, note book, and study material.

Keywords

INTRODUCTION.

In your home community, can you name those Muslims that are supportive towards Islam? What kind of support do they provide to your community? Who helped in the

construction of the village mosque? Can you name other Muslims you know that have supported the growth of Islam? It is our role as Muslims to love, support and spread Islam in our communities. Our Prophet Muhammad (PBUH) is our example and encouraged us to spread the religion of Islam during his life and after his death.

ALLAH'S MESSAGE

Examples of important Muslim personalities

Prince Nuhu Mbogo

He was the father to Prince Badru Kakungulu. He was a prince from Buganda and a brother to Kabaka Mutesa1 and was a son to Kabaka Ssuna11.

When religious wars broke out in Buganda, Mbogo led a group of Muslims and escaped to Kijungute in Kiboga district to save their lives. Mbogo took up the leadership of Islam in the early years of Islam in Uganda.

Mbogo was exiled to Zanzibar and in 1890.He returned to Uganda after concluding an agreement with Capt. Lugard. As a result of this agreement, the colonial government gave the Muslims the counties of; Busujju, Butambala and Gomba.

Prince Badru Kakungulu

He was born in 1907 and was a son of Prince Nuhu Mbogo a brother of king Muteesa1. He got involved in the leadership of Muslims after the death of his father. During his life time, Kakungulu devoted a lot of his wealth to the spread of Islam. He sent many Sheikhs to different parts of the country to spread Islam. His home was a meeting place of Muslims of all levels rich and poor. It was an established norm or routine to serve lunch every after Juma prayers.

Prince Kassim Nakibinge

The son and the successor to Prince Badru Kakungulu. He has followed the footsteps of his parents to support Islam.

Sheikh Anas Kinyiri

He was born to Sheikh Juma Kinyiri and Salama Tagane Kinyiri. Sheikh Kinyiri went to Bukoyo Primary School for his early education. He later went to Sheikh Ahmada Nsambu for religious studies upto1946.He also went to Egypt and was admitted in Al- Azhar University where he studied Shari-a in 1955 in 1961 he came back to Uganda and took up some responsibilities in Kyabazinga's government.

Juma Menhya Munuulo

He was a grandson of Kakaire, the son of the Omukama of Bunyoro Nyamitukula who settled in Bugweri.Munuulo became a Muslim in 1896 after the death of his father Naigambi. Munuulo was the leading personality in the spread of Islam in Busoga especially in Bugweri and Bugabula Counties.

Sheikh Zaidi mugenyi Asooka

He was born in 1912 to Asuman Gunsiiriza at Ngando in Butambala district. He had his early education at Kibibi where he became knowledgeable in the Islamic religion and the Qur'an. After, completing his Islamic studies. Sheikh Mugenyi Asooka started doing his clerical work in the area of Butambala and later appointed the head of Butambala County. He was one of the first Sheikhs in Buganda to start translating the Qur'an in Luganda.

FOLLOW UP ACTIVITY

Exercise:

1. Mention the important Muslim personalities in Uganda
2. Give a brief biography of;
   i. Prince Badru Kakungulu
   ii. Sheikh Annas Kinyiri
   iii. Juma Menhya Munuulo
   iv. Sheikh Zaid Mugenyi Asooka

Activity:

With your peers/friends visit the Imaam of your village. Ask him to tell you:

i- The role of the Imaam
ii- The role of the County Sheikh

Summary:

I have learnt that an important person is one who gives support to his or her people, village, community and nation.

I have also learnt that an important person in Islam is one who gives outstanding support / services to his or her religion.

THEME: HISTORY OF ISLAM
SUB -THEME: Important Muslim Personalities in Uganda
Lesson: The Contribution of Important Muslim Personalities in Uganda

LEARNING COMPETENCES:

During this lesson, you should;

- Give the contributions of the important Muslim personalities in Uganda
- Pronounce and write the key words correctly.

Resources pictures of schools, hospitals, mosques, carpets, mats, play grounds, Qur'an, yasarna,etc

Key words

Secretariat:

Administrative office:

INTRODUCTION

In this lesson you are going to learn about the contribution of important Muslim personalities in Uganda. In the previous lesson, you identified some important Muslim persons in your village, can you give some of their contributions to Muslims in your village?

Compare your answers with mine;

Preaching, teaching Qur'an or Yasarna, giving support to the poor and needy, givesupport in the construction of Muslim facilities e.g. mosques,schools,health centers, donates Qur'an and Islamic books, gives allowances for sheikhs.

Allah the Almighty rewards those people who make contributions towards Islam.

ALLAH'S MESSAGE.

Prince Badru Kakungulu

- He provided land on which educational institutions were built at Kibuli hill and Nabisunsa
- He founded the Muslim secretariat at Kibuli and its offices were located athis home
- He established the Young Men's Muslim Association(Y.M.M.A)
- He regularly organized Muslim ceremonies to mark the birth of Prophet Muhammad (.PBUH)/ Maulid.

- He was instrumental in the establishment of the East African Muslim Welfare Association.
- He extended so many bursaries to young Muslim boys and girls and enabled them to attain higher education up to universities.
- He founded UMEA as an umbrella association to all Muslim schools.

Sheikh Annas Kinyiri

- He was a teacher at Kibuli Teachers' Training College
- He was once a Khadi ofBusoga
- He was an advisor to the first Mufti Abdul Razak Matovu
- He was one of the people who convinced president Idi Amin to register Uganda in OIC (Organization of Islamic Conference)
- He was one of the founder members of the Islamic University In Uganda (IUIU)

Juma Menhya Munuulo

- He helped in the spreading of Islam in Busoga.
- He emphasized the Islamic way of burying the dead
- He encouraged and helped his chiefs to construct mosques.

Sheikh Zaidi Mugenyi Asooka

- He formed the African Muslim Community with its headquarters at Bukoto and another at Natete (Bukoto- Natete)
- He helped to organize a constitution for governance of Muslims in Uganda
- He trained several Muslims in Islamic education
- He was among the first sheikhs to oppose the giving of sermons (Khutuba) in purely Arabic language

Prince Nuhu Mbogo

- He gave Muslims leadership in the early days of Islam and this enabled them to attain unity
- He used his position to free Muslims
- He helped some Muslims to escape persecution in Buganda
- He established close cooperation between Muslims of Uganda with those of the East African coast
- He united Muslims of Bunyoro with those of Buganda
- His efforts resulted in many Muslims getting Islamic Education

FOLLOW UP ACTIVITY

Exercise:

1. Give the contribution of the following important Muslim personalities in Uganda.
   - Prince Nuhu Mbogo
   - Prince Badru Kakungulu
   - Sheikh Annas Kinyiri

Activity:

With your peers/friends visit the Imaam of your village. Ask him to tell you:

i. The role of the District Kadh
ii. The role of the Mufti.

Summary:

I have learnt that when you do outstanding activities /services to your religion, you will be remembered on this earth and then rewarded in the hereafter by Allah.

THEME: HISTORY OF ISLAM
SUB- THEME: Muslim Organizations in Uganda
Lesson: The Muslim organizations in Uganda

LEARNING COMPETENCES:

During this lesson, you should be able to;

- Give examples of Muslim organizations in Uganda
- describe the activities of UMSC and UMEA
- Pronounce, read, write, spell and use words related to the topic.

Resources

A chart showing Muslim Organizations in Uganda, Pen, pencil, notebook.

Key words:

Supreme: highest in position

Council: governing body

Association: an organization of people joined together for a shared purpose.

INTRODUCTION

Dear learner, you are welcome to this lesson where you are going to learn about the Muslim organizations in Uganda and their activities. Give activities done at your village Mosque. These may include; teaching Islam, for carrying out prayers, helping the needy, for carrying out wedding ceremonies, preparing a dead person for burial, for guidance and counselling.

ALLAH'S MESSAGE.

- UMSC in full is "Uganda Muslim Supreme Council".
- It was formed in 1971 and below are some of its activities
  - To spread and preach Islam in Uganda
  - To act as a mouth piece for the Muslims in Uganda
  - To unite Muslims in Uganda
  - To train and educate Sheikhs and Mulars
  - To construct schools, hospitals and mosques
  - To organize for pilgrimage
  - To unite Muslims with the people of other religions
  - Provides academic and religious scholarships
- UMEA in full is "Uganda Muslim Education Association". It was formed in 1944. Below are the activities of UMEA
  - To ensure the teaching of Islamic studies
  - To bring together all the stake holders of Muslim Education in Uganda
  - To encourage parents to take children to school
  - To guide and counsel.
  - To advocate for Muslim education.

Other Muslim organizations include;

UMYA(Uganda Muslim Youth Assembly)

UMTA (Uganda Muslim teachers' Association)

IMAU (Islamic Medical Association of Uganda)

MSAU (Muslim Students' Association of Uganda)

UMWV (Uganda Muslim Women Vision)

FOLLOW UP ACTIVITY

Exercise:

i. Give the activities of UMSC
ii. Give the activities of UMEA
iii. Write in full:
    a) UMSC
    b) UMEA

Activity:

With your peers and friends, organize and visit the village Imaam, ask him to tell you about the activities done by;

a) UMSC
b) UMEA

THEME: HISTORY OF ISLAM
SUB THEME: Causes of Wrangles at Uganda Muslim Supreme Council
Lesson: Causes and Effects of Wrangles at UMSC

LEARNING COMPETENCES:

During this lesson you should be able to;:

- Mention the causes of wrangles at UMSC
- Mention the effects of wrangles at UMSC
- Spell, pronounce and write the keywords correctly.

Resources

A chart showing causes of wrangles at UMSC

A chart showing effects of wrangles at UMSC.

UMSC constitution.

Key words:

Wrangles: Disputes/ disagreement/misunderstandings

Effects: results

Constitution:a setof laws

Unity: being in agreement together

INTRODUCTION.

At your home, do you experience quarreling with others? What brings about these quarrels? And how do you overcome them?

Examples of things that bring about quarrels in the home; sharing items/resources, disagreement about house work, having different interests, greed, selfishness, being proud.

With your peers/friends, can you discuss how you can overcome the above causes of quarrels?

ALLAH'S MESSAGE

Allah the Almighty wants people to work as a team, live in peace and harmony. That's why Prophet Muhammad (PBUH) encouraged the Muslims to spread salaam (peace) whenever you meet your Muslim brother/sister. Allah says in surat Imran - chapter 3 verse 103

وَٱعْتَصِمُوا۟ بِحَبْلِ ٱللَّهِ جَمِيعًا وَلَا تَفَرَّقُوا۟ ۚ وَٱذْكُرُوا۟ نِعْمَتَ ٱللَّهِ
عَلَيْكُمْ إِذْ كُنتُمْ أَعْدَآءً فَأَلَّفَ بَيْنَ قُلُوبِكُمْ فَأَصْبَحْتُم بِنِعْمَتِهِۦٓ إِخْوَٰنًا
وَكُنتُمْ عَلَىٰ شَفَا حُفْرَةٍ مِّنَ ٱلنَّارِ فَأَنقَذَكُم مِّنْهَا ۗ كَذَٰلِكَ يُبَيِّنُ ٱللَّهُ
لَكُمْ ءَايَٰتِهِۦ لَعَلَّكُمْ تَهْتَدُونَ ﴿١٠٣﴾

Sahih International

And hold firmly to the rope of Allah all together and do not become divided. And remember the favor of Allah upon you - when you were enemies and He brought your hearts together and you became, by His favor, brothers. And you were on the edge of a pit of the Fire, and He saved you from it. Thus does Allah make clear to you His verses that you may be guided.

The causes of wrangles at UMSC

- Greed for power among Muslim leaders.
- Mismanagement of the Muslim property.
- Tribalism among Muslim council leaders.
- Rigid and outdated constitution.
- Failure to share powers appropriately.
- Failure to follow hierarchy of authority.
- Government interference in the running UMSC.
- Misinterpretation of the Islamic laws.
- Lack of respect among Muslims.
- The formation of several Muslim sects e.g. Tabliqs, Ahmadiyyah, The Sunni among others.
- Different Muslims scholars have interpreted the religious principles differently.
- Corruption among Muslim leaders.
- Greed for funds and donations.

EFFECTS OF WRANGLES AT UMSC

- Slowdown of Islamicdevelopment and Islam as a religion.
- Disunity among Muslims (united we stand and divided we fall)
- Loss of respect among Muslim leaders in Uganda
- Loss of valuable assets like land, schools e.t.c.
- Muslim have lost support from outside countries.
- Chance to **Exercise** democracy and good governance is lost
- Lack of recognition and respect

FOLLOW UP ACTIVITY

1. Explain the causes of wrangles at UMSC
2. Mention the effects of wrangles at Uganda Muslim Supreme Council

Thank you for reading and please continue doing so, may Allah bless you .

THEME: HISTORY OF ISLAM
SUB -THEME: Ways of Promoting Unity

Lesson: Ways

Of Promoting Unity among Muslims in Uganda

LEARNING COMPETENCES:

During this lesson, you should be able to:

i. Give the ways of promoting unity among Muslims in Uganda
ii. Spell, read, and pronounce the key words related to the topic correctly.

Resources

Pen, pencil, time, notebook

Key words:

Promoting: supporting, encouraging

Unity: Being one and working as a team

INTRODUCTION

You are welcome to this lesson, thank you for going through the previous lesson, in this lesson you are going to learn the ways of promoting unity among Muslims in Uganda. At your home/ village suggest ways you can reduce conflicts among peers/ friends/sisters and brothers.

You can compare your answers with mine; respecting each other, forgiving one another, sharing resources equally, loving one another, trusting others, being honest, appreciating, being down to earth, and consulting with parents/ elders.

ALLAH'S MESSAGE How Muslims can promote unity in Uganda

- We should unite under one leadership.
- People with authority in Islam should stop selling Muslim property.
- Proper management of Muslim property.
- We should stop fighting for leadership.
- Letknowledgeable Muslims sit and agree on the interpretation of the Qur'an and hadith on different issues.
- Let the board of the learned sheikh at UMSC agree on issues governing Islam.
- Government should intervene with justice in solving Muslim matters
- All heads of Muslim sects should agree on one supreme leader

- Muslims should learn to respect one another

FOLLOW UP ACTIVITY

Exercise:

1. Give five ways of promoting unity among Muslims in Uganda
2. Give three ways of reducing conflicts within your community

Activity:

With peers and friends, discuss ways of promoting unity within your home.

I have learnt that working together brings about good results. It leads to peace and unity in the community.

THEME: READING FROM THE QURAN
SUB – THEME: Qur'anic Extracts regarding Hajj
Lesson: QURAN 2:196

LEARNING COMPETENCES:

During this lesson, you should be able to:

- Recite the Qur'anic extract regarding Hajj
- Read, pronounce, spell, write and use the words related to the topic
- Appreciate the message of the verse

Resources

The holy Quran, pen, pencil.

Key words:

INTRODUCTION.

Thank you for going through the previous work, Get your Qur'an, open and read any part of your choice. Let your friends listen to you.

In this lesson you are going to read the Qur'anic extract regarding Hajj (Quran 2:196), you can get a sheikh or resource person for help.

ALLAH'S MASSEGE

Qur'anic extract regarding Hajj (Quran 2:196)

"Wa atimmu Al-Hajj wa Al-Umrata lillahi, fa-in uhswirutum famastaysara mina al-hadiy, walaa tuhliquu ru-uusakum hattaa yabluga Al-hadiyu mahillahu, faman kaana minkum mariidhwan aw bihi adhan min ra-asihi fafidiyatun min swiyamin aw swadaqatin aw nuskin, faidha amintum faman tamatta-a bi Al-umrat ila Al-Hajji famastaysara mina Al-Hadiy faman lam yajid faswiyaamu thalaathati ayyaamin fi Al-hajji wa sabu-atin idhaa raja-atum, tilka asharatun kaamilatun dhaalika liman lam yakun ahluhu haadhiriAl-masjidi Al-Haraami, wattaqu Allaha wa- alamuu anna Allaha shadiidu AL-Iqaabi"

"And complete the hajj and Umra in the service of Allah. But if you are prevented from completing it, send an offering of sacrifice, such as you may find……."

Meaning of the verse:

During pilgrimage one may fall sick after putting on ihram and may be required to put it off and put on the older clothes. Remember that when a pilgrim puts on the Ihram dress, he/she is not supposed to put it off until the completion of Hajj

The lessons we learn from the verse;

- Hajj and Umra are religious duties
- Offering and sacrifices are performed during hajj
- A pilgrim is not allowed to shave during the course of hajj
- In case one fails to complete hajj, Allah gives a chance to sacrifice an animal.
- When a pilgrim does any of forbidden acts during hajj, he or she is supposed to fast, feed a poor or sacrifice an animal.
- Allah punishes those who don't follow his orders.
- Ka-abah is regarded as a place of worship.

FOLLOW UP ACTIVITY

Exercise:

1. Give three lessons you have learnt from the verse

Activity:

1. Recite the Qur'anic extract regarding hajj (Q, 2:196)
2. Write the Qur'anic extract (Q, 2:196)

THEME: READING FROM THE QURAN
SUB - THEME: Surat Al-Nisa-I
Lesson: Qur'anic Extract Regarding Women

LEARNING COMPETENCES:

During this lesson, you should be able to

- Recite the Qur'anic extracts from Surat Nisa-i related to women
- Interpret the selected verses from Surat Nisa-i
- Relate the verses to your daily life
- Pronounce, read, spell, write and use the key words related to the topic correctly

Resources;

Pen, pencil, Qur'an, mats

Key words:

Nisa-i: women

Talaq: divorce

Nikah: marriage

Mahr: obligation in form of money paid to the bride

Iddat: waiting period a woman observes after divorce or death of the husband before getting married again.

Status: position

Rights: a legal entitlement

Discrimination: unjust treatment

INTRODUCTION

At your home /village, you have responsibilities as boys and girls. Can you give activities done by girls and not for boys?

With your peers and friends, discuss these responsibilities at home. Do you realize that every work can be done by both girls and boys?

There's no work for girls alone. You should always treat yourselves equally and work as a team. That's why when Allah created Adam also created Hawa to give company and comfort.

ALLAH'S MESSAGE

The Qur'anic extract about women which emphasizes equality

Qur'an 4:1

بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمُ

يَأَيُّهَا النَّاسُ اتَّقُوْا رَبَّكُمُ الَّذِىْ خَلَقَكُمْ مِّنْ نَّفْسٍ وَّاحِدَةٍ وَخَلَقَ مِنْهَا زَوْجَهَا وَبَثَّ مِنْهُمَا رِجَالًا كَثِيْرًا وَّنِسَآءً وَاتَّقُوا اللهَ الَّذِىْ تَسَآءَلُوْنَ بِهِ وَالْاَرْحَامَ اِنَّ اللهَ كَانَ عَلَيْكُمْ رَقِيْبًا.

Transliterated form:

"Yaa Ayuha Nnaasu ittaqu rabbakum alladhii khalaqaqum min nafusin waahidah wa khalaqa minha Zawujaha wabattha minhuma rijaalan khathiira wa nisa'-a wattaqu Allaha aladhii tasaa-aluna bihi wal ar-haam inna Allaha kaana alayikum raqiiba".

TRANSLATION

O mankind, fear your Lord, who created you from one soul and created from it its mate and dispersed from both of them many men and women. And fear Allah, through whom you ask one another, and the wombs. Indeed Allah is ever, over you, an Observer.

Meaning

"Allah calls upon people that fear no body but Allah who created you from one soul (person) Adam. Out of him Allah made his wife (Hawa), out of them(two); Allah created many men and women, and fear Allah through whom you demand and the wombs, surely Allah is ever an All-watcher over you ".

Lesson learnt from the verse;

- We should fear nobody except Allah
- We should rely on Allah
- It is Allah who created women and men from a single soul
- Allah created Hawa from Adam's rib
- Allah watches whatever we do.

FOLLOW UP ACTIVITY

Exercise;

1. Mention the lessons you learn from the verse

Activity;

Write the Qur'anic extract of Surat Nisa-i verse 1

THEME: READING FROM THE Quran
SUB THEME: Quran EXTRACTS

Lesson: Quran 2:198-199Regarding Hijja and Umra

LEARNING COMPETENCES:

During this lesson you should be able to;

I) Recite the verses correctly
II) Write the verses correctly

Study requirements

Pen, pencil, Qur'an, mats

General instructions

Key words

Depart: leave

Astray: Lost

OUR EXPERIENCE/ INTRODUCTION

In the lesson you are going to recite the Quranic extract, you will also write it in your book you can also share with the sheikh or any resource person around you please enjoy the reading.

STEP 1 Recite the Quranic extract

STEP 2 write the Quranic extract

ALLAH'S MESSAGE

Quran 2:198-199 MK BK P.7 PAGE 80

Arabic text;

«تِافَرَعَ نْمِ مْتُضْفَأَ آذَإِفَ مْكُبِّرَنْمِ اًلضْفَ اْوغُتَبْتَ نْأَ حٌانَجُ مْكُيْلَعَ سَيْلَ
نَمِ هِلِبْقَ نْمِ مْتُنْكُ نْإِوَ مْكُآدَهَ امَكَ هُوْرُكُذْاوَ، مِارَحَلْا رِعَشْمَلْا دَنْعِ هَلِلا اورُكُذْافَ
نَيْلِّآضَّلا

Transliterated form

Layisa alaikum junaahu ann tabutaghuu fadhulani mini Arafahi fadhikuru llahu indali mashiaril kharaamu wadhi kuruuhu kama hadaaqum wa ini kuntumu mini qabulihi lainna dhwaalimiina

Q:199

Thumma afiidhu mini hayithu afaadha nnasu wastagufiruu llaha inna llaha ghafuura rrahiimu

TRANSLATION OF THE VERSES

There is no blame upon you for seeking bounty from your Lord [during Hajj]. But when you depart from 'Arafat, remember Allah at al- Mash'ar al-Haram. And remember Him, as He has guided you, for indeed, you were before that among those astray. (2:198)

Then depart from the place from where [all] the people depart and ask forgiveness of Allah. Indeed, Allah is Forgiving and Merciful. (2:199

OUR RESPONSE / FOLLOW UP ACTIVITY

I) Recite Quran 2:198-199
II) Write the verses 2:198-199

THEME: TAWHEED
SUB THEME: ISLAM AND OTHER RELIGIONS

Lesson: SIMILARITIES BETWEEN ISLAM AND OTHER RELIGIONS

LEARNING OUTPUTS:

During this lesson you should be able to;:

i) Explain the concept of God according to Islam
ii) Identify the similarities between Islam and other religions
iii) Spell, read and write the key words correctly.

Study requirements

Pen, pencil, Qur'an

General instructions

Key words

Monotheism: belief that Allah exists in His oneness.

Proclamation: believe and say

Convert: change from one religion to the other.

OUR EXPERIENCE / INTRODUCTION

You are welcome to this lesson, you are going to learn the concept of God/Allah according to Islam. You will also learn the similarities between Islam and other religions.

STEP 1 Explain the concept of Allah /God according to Islam

STEP 2 Identify the similarities between Islam and other religions

ALLAH'S MESSAGE/ SUMMARY NOTES

The concept of Allah/God according to Islam, God is one, the Oneness of God is the fundamental principle upon which Islam is built. The belief in the oneness of God is called Tawheed (monotheism). Proclamation of Tawheed is the first pillar of Islam and is required of any person before he/she converts to Islam for one to qualify as a Muslim, one is required to first testify that, "there is nothing worthy of worship but Allah or LAILAHA ILLA LLAHA. This is called kalimat Shahadah

Similar beliefs between Islam and other religions

i) They all believe in the existence of God
ii) Apart from the African traditional religion, all the religions believe in the idea of Prophet hood.
iii) They all believe in life after death.
iv) They all believe in sacred books.
v) They all belive in the existance of Angels.
vi) they all believe in the day of judgment

Similar practices between Islam and other religions

i. They all pray.
ii. They all have places of worship.
iii. They all have religious leaders.
iv. They all make pilgrimage.
v. They all fast.
vi.

OUR RESPONSE / FOLLOW UP ACTIVITY

a) Explain the concept of God/Allah according to Islam
b) Identify the similarities between Islam and other religions.

THEME: TAWHEED
SUB THEME: ISLAM AND OTHER RELIGIONS

Lesson: DIFFERENCE BETWEEN ISLAM AND OTHER RELIGIONS

LEARNING OUTCOMES:

During this lesson you should be able to;:

i) Explain the differences between Islam and other religions
ii) Spell, read and write the key words correctly.

Study requirements

Pen, pencil, Qur'an, a chart showing similarities and differences between Islam and other religions.

General instructions

Keywords:

Incarnation= a person who embodies in the spirit or quality.

OUR EXPERIENCE / INTRODUCTION

Having looked at the similarities between Islam and other religions, you are now going to look at the differences between Islam and other religions, you will also explain the prophet hood.

STEP 1 Explain the differences between Islam and other religions

STEP 2 Explain the prophet hood

ALLAH'S MESSAGE/ SUMMARY NOTES

- Islam teaches that God is one, the one and only Allah where as Christians believe in the idea of trinity i.e three people in one God who are the father, the son and the Holy spirit
- African Traditional Religions believe in one supreme God but with other minor gods

each in charge of a particular aspect, these gods; include Dungu for hunting, Musoke for Rainfall, mukasa for birth and kibuuka for wars.

- The Bahai faithand Muslims do not believe in the incarnation of Christ. Whereas Christians believe in it.
- Muslims and Bahai faith believe in prophets, Muslims believe in Muhammad P.B.U.H as the last prophet whereas the Bahai faith believe that each generation has its own prophet.
- Muslims believe that prophets were sent to particular communities with the exception of Muhammad (P.B.U.H) who was sent to the whole universe.
- According to Islam, human beings were created innocent and free but chose to rebel against Allah.
- According to Islam the original sin does not affect all people and Adam's disobedience affected only himself whereas Christianity teaches that each human being is affected by Adam and Eve's sin of disobeying God.

OUR RESPONSE / FOLLOW UP ACTIVITY

1. Mention at least five differences between Islam and other religions

THEME : TAWHEED
SUB THEME: OBEDIENCE AND SOCIAL SECURITY
Lesson: THE CONCEPT OF OBEDIENCE

LEARNING COMPETENCES: During this lesson, you should be able to

a. Explain the concept of obedience
b. Identify who should be obeyed
c. Read, write and spell the key words correctly

Study requirements

Pen, pencil, Qur'an, a diagram showing people in authority

General instructions

Keywords:

Leader =a person who heads others

Security =the state of being free from danger

Obedience = the act of complying with the law or authority

OUR EXPERIENCE /INTRODUCTION

Thank you for going through the previous work, in this lesson you are going to learn the concept of obedience and you will also identify who should be obeyed.

STEP 1 Explain the concept of obedience

STEP 2 identify who should be prayed

ALLAH'S MESSAGE/ SUMMARY NOTE

Obedience refers to the act of complying with the law or authority. It may also refer to the act of complying with God's commandments or orders. Obedience is one of the principles on which Islam is built. The Holy Quran emphasizes obedience.

In the Holy Qur'an- surat Nisaa-I verse 59 (4:59)

Allah says

لَوْسُرَّلا اوعُيْطِأَ وَ هَلا اوعُيْطِأَ اونُمَآ نَيْذِلَّا اهَيُّأَايَ: «ىلَاعَتَ لَاقَ
مْكُنْمِ رِمْأَلْا ىلِوْأُوَ.....»

"Oh you who believe! Obey Allah, and obey the messenger, and those charged with authority among you ....." Q(4:59)

Who should be obeyed?

i. Allah
ii. Prophet Muhammad

- By practicing the tradition of Prophet Muhammad(P.B.U.H)
- Loving Allah from the bottom of your heart
- Enjoining (encouraging) others to do good and forbidding them from doing evil.
- Practicing the teachings of the Holy Quran
- refrain from doing evil actions

iii. The parents

- By showing them love and gratitude
- Talking to them with respect and kindness
- Meeting their needs e.g eats, drinks and medical treatment
- Not abusing other people's parents
- Visiting them regularly
- Praying for God's / Allah's mercy upon them during their life even after death

iv. Authority

- By abiding by their rules and regulation
- By giving them respect
- By not tarnishing their public image
- By paying government taxes and religious tax like zakat
- By providing assistance to society whenever called upon by leaders
- By providing security in our areas under the guidance of our leaders.

OUR RESPONSE /FOLLOW UP ACTIVITY

I) Explain the concept of obedience
II) Identify who should be obeyed

THEME: TAWHEED
SUB THEME: OBEDIENCE AND SOCIAL SECURITY

LESSON : THE QUALITIES OF A GOOD LEADER

LEARNING COMPETENCE: During this lesson, you should be able to :

i) Give the qualities of a good leader
ii) Read, spell and write the keywords correctly

Study requirements

Pen, pencil, Qur'an, a diagram showing people in authority

General instruction s

Key words : leader = is a person who heads others

OUR EXPERIENCE/ **INTRODUCTION**

You are welcome to this lesson where you are going to learn about the qualities of a good leader. You are requested to look at the leaders in your community, look at the good qualities they have then you will be able to enjoy this lesson.

STEP 1 Give the qualities of a good leader

ALLAH'S MESSAGE /SUMMARY NOTES

The Quran tells us that Allah gives authority to the one He wishes, He promotes someone in power and He demotes someone He wishes. Therefore leadership comes from Allah and our duty is to accept it at all levels. Qur'an 3: 27)

Say, "O Allah, Owner of Sovereignty, You give sovereignty to whom You will and You take sovereignty away from whom You will. You honor whom You will and You humble whom You will. In Your hand is [all] good. Indeed, You are over all things competent. (3:27)

Below are the qualities of a good leader.

- Must be God fearing
- Must be honest
- Must be kind
- Must be trustworthy
- Must be tolerant
- Must be sympathetic
- Must be considerate
- Must be humble
- Must be listening

OUR RESPONSE / FOLLOW UP ACTIVITY

1. Mention at least five qualities of a good leader

THEME: TAWHEED
SUB THEME: OBEDIENCE AND SOCIAL SECURITY

LESSON : SIGNS OF OBEYING AND DISOBEYING Allah

LEARNING COMPETENCES: During this lesson, you should be able to:

I) Identify the signs of obeying Allah
II) Identify the signs of disobeying Allah
III) Read, write and spell the key words correctly

Study requirements

General instructions

Key words

Adultery: having sexual intercourse outside marriage.

Fornication: Pre- marital sex (Having sexual intercourse for unmarried youth)

Murder: Killing people.

OUR EXPERIENCE /

Thank you for going through the previous work, in this lesson you are going to learn the signs of obeying Allah, you will also learn the signs of disobeying Allah

STEP 1 identify the signs of obeying Allah

STEP 2 identify the signs of disobeying Allah

ALLAH'S MESSAGE /SUMMARY NOTES

We obey Allah by :

- Practicing the traditions of prophet Muhammad P.B.U.H
- Loving Allah from the bottom of your heart
- Enjoining others to do good
- Practicing the teachings of the Holy Quran
- Refraining from doing evil actions

<u>Signs of disobeying Allah</u>

- Getting involved into evil acts like Adultery, fornication , murder and dodging prayers
- Worshipping other gods / idols.
- Failure to respect the elders
- Failure to observe the pillars of Islamic faith
- Failure to love Allah and His prophet Muhammad (P.B.U.H)

OUR RESPONSE /FOLLOW UP ACTIVITY

1. Identify the ways of obeying Allah
2. Mention the ways of disobeying Allah

THEME: TAWHEED
SUB THEME: OBEDIENCE AND SOCIAL SECURITY

Lesson: WAYS OF OBEYING PEOPLE

LEARNING COMPETENCES: During this lesson, you should be able to

1. Identify the ways of obeying people
2. Read, spell and write the key words correctly

Study requirements

General instructions

Key words

OUR RESPONSE / INTRODUCTION

You are welcome to this lesson where you are going to learn the ways of obeying people,

1. Identify the ways of obeying people

ALLAH'S MESSAGE/ SUMMARY NOTES

Below are the ways of obeying people

- Respecting them
- Respecting their friends
- Helping them
- Caring for the elderly
- Praying for them
- Showing them love
- Not abusing them

OUR RESPONSE

Identify the ways of obeying people

THEME: TAWHEED
SUB THEME: OBEDIENCE AND SOCIAL SECURITY
Lesson: WAYS OF DISOBEYING PEOPLE

LEARNING COMPETENCES: During this lesson, you should be able to

a. Identify the ways of disobeying people
b. Read, spell and write the key words correctly

Study requirements

General instructions

Key words

Domestic work: work done at home like washing plates

Honouring: Giving respect

OUR EXPERIENCE/ INTRODUCTION

You are welcome to this lesson where you are going to learn the ways of disobeying people

STEP 1 identify ways of disobeying people

ALLAH'S MESSAGE / SUMMARY NOTES

Below are the ways of disobeying people

- Not showing them love
- Not respecting them
- Not helping parents with domestic work
- Not honouring our parents friends
- Abusing people
- Not fulfilling promises
- Not praying for our parents
- Lying

OUR RESPONSE

1. Identify the ways of disobeying people

THEME: TAWHEED
SUBTHEME: OBEDIENCE AND SOCIAL SECURITY

Lesson: HOW OBEDIENCE PROMOTES SOCIAL SECURITY

LEARNING COMPETENCE:

During this lesson you should be able to;:

I) Practice obedience so as to promote security in a home and society at large
II) Read, write and pronounce the key words correctly

Study requirements

Pen, pencil, Qur'an, a diagram showing people in authority

General instructions

Key words

Crimes: acts which break the law

Hatred: Not loving one another.

Dictatorship: leading others without listening to their views.

OUR EXPERIENCE/ INTRODUCTION

In this lesson you are going to learn how obedience can promote security at home and society at large. You are also expected to be obedient so as to promote security at home and the society you are living in.

STEP 1 Practice obedience so as to promote security at home and the society at large

ALLAH'S MESSAGE / SUMMARY NOTES

- Obedience reduces crimes in society
- It discourages hatred in society which would result into violence.
- Obedience limits dictatorship
- It creates friendship among people of that society
- Obedience to state laws discourages armed conflicts which would result in violence
- Obedient people can fight the disobedient ones in order to keep peace and security in the area
- Obedience breeds respect and appreciation for each other
- It keeps people morally upright
- It promotes togetherness, unity and understanding among people
- Obedience promotes love between the obedient and the obeyed
- It promotes peaceful co-existence and tolerance in the society

OUR RESPONSE /FOLLOW UP **ACTIVITY**

Identify ways how obedience can promote security at home and the society at large

THEME: TAWHEED
SUBTHEME: OBEDIENCE AND SOCIAL SECURITY
Lesson: CONSEQUENCES OF DISOBEDIENCE

LEARNING COMPETENCES:

During this lesson you should be able to;:

i) Identify the consequences of disobedience
ii) Read, spell and write the key words correctly

Study requirements

Pen, pencil, Qur'an, a diagram showing people in authority

General instructions

Key words :

Consequences: means results or effects to disobey against the set rules

Isolation: someone remaining lonely

Discrimination: not being allowed in the group by others.

OUR EXPERIENCE / INTRODUCTION

Thank you for going through the previous work, in this lesson, you are going to learn the consequences of disobedience

STEP 1 identify the consequences of disobedience

ALLAH'S MESSAGE / SUMMARY NOTES

Disobedience results into negative effects in society. These include:

- Insecurity: Disobedient people usually think they are mistreated, not loved and cared for, so they turn violent in the society
- Divisions: the disobedient end up separating and associating with others
- Break up of families: When members of the same family disobey one another, it results into misunderstanding and disrespect.
- Formation of bad groups and company: such groups are considered insecure to the company
- Frequent punishments are a common thing with disobedient people e.g. imprisonment, corporal punishments, isolation and discrimination, penalties of fines.
- It leads to hell
- It leads to domestic violence
- A child may run away from a home and end up becoming a street child.
- It is against the teaching of Islam

OUR RESPONSE /FOLLOW UP ACTIVITY

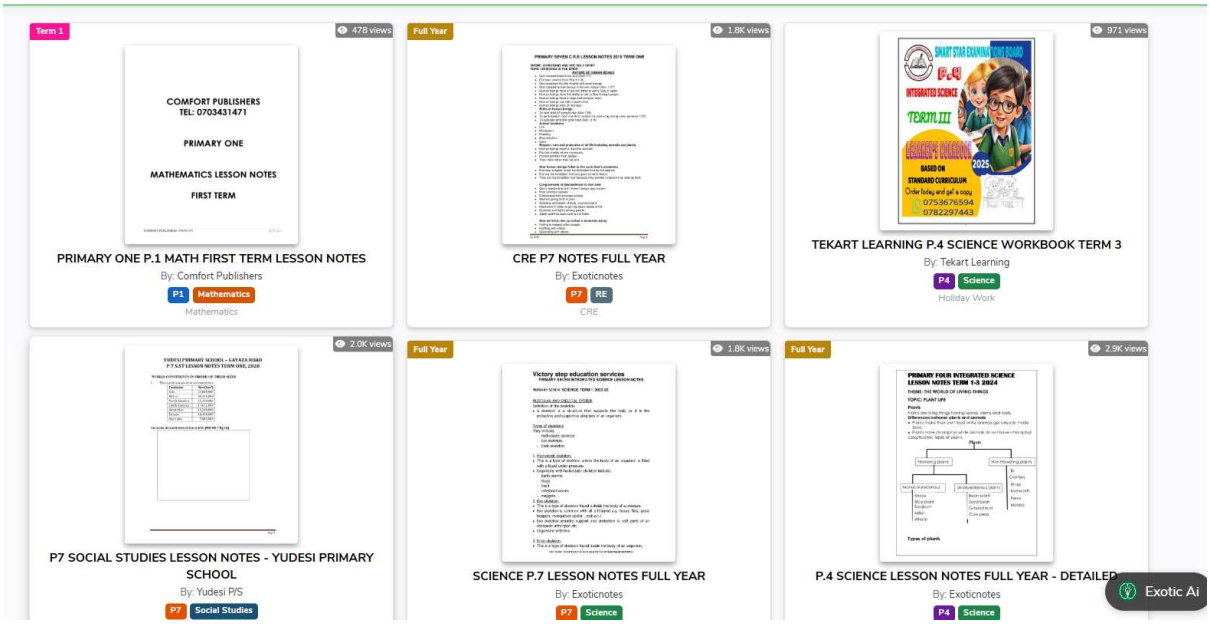
1. Write the consequences of disobedience in the society



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