

PROTOTYPE



SENIOR ONE

ISLAMIC RELIGIOUS EDUCATION

TEACHER'S GUIDE TO THE LEARNER'S BOOK



LOWER SECONDARY
CURRICULUM

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CURRICULUM



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Preface

This Teacher's Guide has been designed to enable the teacher to interpret the revised curriculum and use the accompanying Learner's Textbook effectively. The Teacher's Guide provides guidance on what is required before, during and after the teaching and learning experiences.

To ease the work of the teacher, all the activities and instructions in the Learner's Book have been incorporated in this Guide but with additional information and possible responses to the activities. The Guide has been designed bearing in mind the major aim of the revised curriculum which is to build in the learners the key competences that are required in the 21st century while promoting values and attitudes and effective learning and acquisition of skills, to prepare the learner for higher education and eventually the world of work.

This Guide has been written in line with the Revised Lower Secondary School Curriculum. The book has incorporated knowledge, skills partly required to produce a learner who has the competences that are required in the 21st century; promoting values and attitudes; effective learning and acquisition of skills in order to reduce unemployment among school graduates.



Hon. Janet K. Museveni

First Lady and Minister for Education and Sports

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Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this Teacher's Guide.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O. Box 7002 Kampala or email: admin@ncdc.go.ug.



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TOPIC ONE: Worship



Preliminary information for the teacher:

- Introduce the lesson by asking learners to form groups and turn to the Learner's books
- Ask learners to study the picture and relate their findings to the introduction in their books
- Closely observe and support the learners as they do the activities.
- Provide clues that will help learners achieve the planned learning outcomes.

INTRODUCTION

In this chapter the learner will be equipped with an understanding of how people worship through prayer and how this is derived from the Holy Quran and Hadith. This will enable him/her relate prayer to daily life for social, emotional and spiritual growth. However, the learner is also going to consider other forms of worship as taught in Islam.

The learners may find the terms below as being new to them, make sure you introduce key words to them at the beginning of every lesson such that they understand them clearly.

Keywords	After studying this chapter and practising its activities, the learners will be able to:
<p>Quran: the message of God sent to prophet Muhammad (PBUH) through Angel Gibril to guide mankind</p> <p>Hadith: the records of sayings and practices of prophet Muhammad (PBUH)</p> <p>Islam: a religion which teaches that there is only one God (Allah) and that Muhammad (PBUH) is God's last messenger</p> <p>Iman: an Arabic word that means faith</p> <p>Ihsan: to show the inner faith both in words and deeds</p> <p>Shahadah: to testify that there is no deity worth worshiping but Allah and that prophet Muhammad (PBUH) is His Messenger</p> <p>Tawheed: the concept that explains the oneness of God</p> <p>Ibaadah: Arabic for worship.</p> <p>Swalah: a specific Muslim form of prayer with specific actions and supplications</p> <p>Zakah: offertory given by Muslims</p> <p>Swaum: the Muslim way of fasting</p> <p>Worship: to do things that please Allah</p> <p>Faradha: the Arabic word that refers to the obligatory acts of worship</p> <p>Sunnah: the ways of life of Prophet Mohammad (PBUH)</p> <p>Congregational prayers: Swalah performed by many people with an Imam and followers</p>	<p>After studying this chapter and practising its activities, the learners will be able to:</p> <p>explain the concept Ibaadah (worship)</p> <p>explain the purpose of worship</p> <p>identify the different forms of worship in Islam.</p> <p>indicate the obligatory and optional forms of worship i.e. Faradha and Sunnah.</p> <p>demonstrate the performance of the different forms of worship.</p>

SUB-TOPIC 1: How People Worship in Islam

Preparation by the teacher

Endeavour to have the following in place before starting on every lesson:

- scheme of work
- Lesson plan
- Meaning of key words
- Correct sitting arrangement of the learners

Learning materials

- Learner's textbooks
- The translated text of the Holy Qur'an
- Copies of Hadith books
- Flip charts/ Manila papers
- Mark pens
- Masking tape
- Chalkboard
- The learner's notebook

Skills to be imparted

- Team work
- Listening
- Reading
- Communication
- Following instructions
- Critical thinking
- Creativity
- Use of ICT/ internet
- Leadership and
- Organisation

How Do People Worship?

Direct the learners to read the text in order for them to have an insight into what will later be discussed in the activities.

Did you know that worship is an old practice worldwide? For a long time, human beings in all societies have believed in the existence of a Supreme Being. They have taken this Supreme Being to be the creator of all things that exist in the world and beyond. This Supreme Being is said to be eternal and invisible.

They have called this Being God and believed that He sees, hears, knows everything and is not limited by time or space. This is the reason humans worship God though they worship Him in different ways and call Him by different names. Muslims call God by the name Allah. Muslims worship Allah because they believe that all creation depends on His will and plan. Every affair goes back to Him for decision. Therefore, we must worship Allah and trust Him.

Worship in Islam implies the following:

- i) Trying to understand the Nature of God and His will
- ii) Realizing Allah's goodness and glory and His working in us as a means to this end
- iii) Keeping Him in constant remembrance and celebrating His praise to whom all praise is due
- iv) Completely identifying our will with His, which means obedience to His law and service to Him and His creatures in all sincerity

After the learners have read the text lead them into the discussion in the task that follows:

Task

In groups let the learners:

1. Share opinions about the meaning of worship in Islam.
2. Discuss the importance of communicating to God through worship.
3. Use Swalah as an example to explain why Muslims worship Allah.
4. Identify and read the following Qur'an verses and show how they are related to worship; 11:123, 107:4-7, 65:2-3.
5. a) Search the Internet and get two Hadiths about the value of worship to mankind.
OR
b) Consult the Imam in the area to get two Hadiths about the value of worship to mankind.
6. Summarize in your notebook the important aspects about worship in Islam.

Note: Make it a point to provide the feedback to learners. It helps them achieve the learning outcomes.

SUB-TOPIC 2: Forms of Worship

Lead learners to study the pictures and relate them to the text that follows:

Activity 1.2: Identifying the forms of worship

Guide learners to study at the pictures, read the text and answer questions that follow.



Fig. 1.1



Fig. 1.2

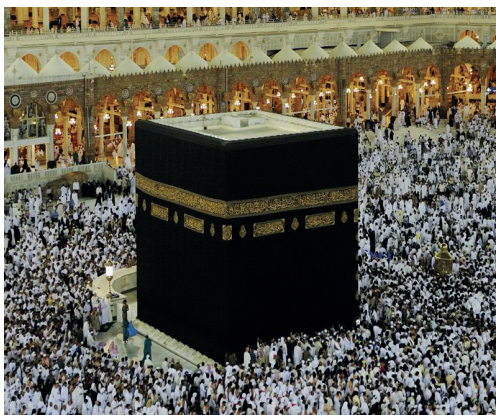


Fig. 1.3



Fig.



Fig.1:5



Fig. 1:6

Guide the learners to read the text as a foundation to more knowledge and understanding.

In every society, people express their love and respect for Allah through worship. Some of these forms of worship are reflected in activity 1 figures 1.1-1.5.

Different communities express their worship to Allah differently. It is important to appreciate worship in different communities. It is also important that an individual participates in forms of worship that are acceptable in the community.

During worship, an individual should show maximum respect for Allah. This can be expressed through respect for symbols of worship such as the mosque and the Q'uran, among others. It is also important to respect the religious leaders that lead us in congregational worship. This is because they are chosen by Allah. Since they are Allah's servants, they have to lead an exemplary life.

Activity

1. Identify the forms of worship shown in Fig1.1- 1.6
2. Describe each one of them.
3. Mention the common forms of worship in your;
4. Home
5. School
6. Community
7. Explain any other forms of worship that are not reflected in figures 1.1 to 1.6
8. Give your opinion on the importance of each form of worship.

Note: Make it a point to provide the feedback to learners. It helps them achieve the learning outcomes.

SUB-TOPIC 3: Purpose of Worship

Guide the learners to read the text below and do the activity that follows:

Every time we worship, we receive Allah's rewards spiritually, emotionally, and physically. Worship is setting time aside to honour, glorify, thank, and praise Allah. In return Allah rewards us with success in our day-to-day life activities. The purpose of man's creation is to worship Allah (Quran 51:56) Human beings must worship Allah because this is the key to success or entering paradise.

Quran 51:56 Allah says "I have only created Jinns and men to worship (serve) Me" The purpose of worship therefore is to recognize that Allah is the source and centre of all power and all goodness and that man's progress depends on implementation of Allah's commandments.

Help the learners appreciate and read the poem to discover more about worship.

Activity 1.3: Reading the poem about worship

The beauty on the earth

All created for man

From the best images ever

Allah created man

All the creatures

In Man's hands Allah placed

He deserves the worship

The life I have

Every breath I take

The creatures that exist

The plants that grow

The children born

For the good of man

Glory and honour be to Allah

Worship Allah for it pleases Allah

It is a command from Allah

It is our response to Allah's command

Allah dethrones the enemy

Allah guides us for the life to come

Worship Allah by obeying His commands

Worship Allah by avoiding the forbidden

Worship Allah in sincerity

(A. Nanfuka)

Guide the learners to answer the following questions from the poem

1. Why should we worship Allah?
2. How should people worship Allah?
3. According to the poet, how does Allah respond when we pray?
4. In your opinion, how does the poet show Allah's response towards worshippers?
5. Give a suitable title to the poem.

6. Discuss the different benefits of worshipping God as:

- an individual
- family
- country

7. Identify ways in which your community:

- honours Allah.
- thanks Allah.
- praises Allah.

Note: Make it a point to provide the feedback to learners. It helps them achieve the learning outcomes.

Activity 1.4: Guide learners to Study and interpret the pictures about worshipping Allah under different conditions.

figures 1.7 and 1.8



Fig 1.7

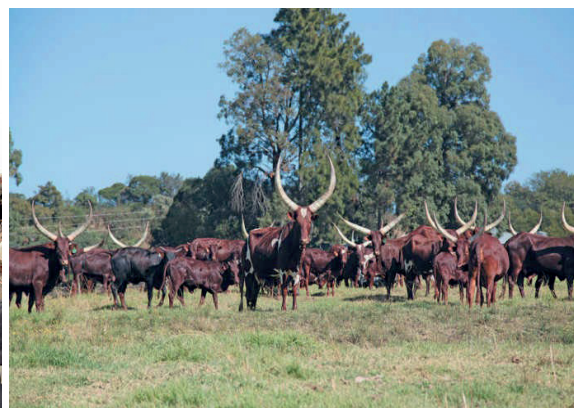


Fig1.8



Fig1.9



Fig 1.10



Fig 1.11



Fig 1.12

Individuals, families, and other communities worship Allah at different times, in different places and for different reasons.

The pictures in **Figures 1.7 - 1.12** illustrate people who have succeeded; others have failed while others seem to be going through difficult times.

Using the pictures above:

1. Identify and explain the condition in each of the pictures
2. Suggest the different forms of worship each people should involve themselves in under the circumstances and why?
3. In your opinion, are poverty, problematic situations, disasters and health problems results of failure to worship God?
4. What lessons do we learn from the different circumstances given in the pictures about the nature of Allah?
5. Give your opinions about the appropriate ways of worship that are suitable for each illustration.

Success and failure do not dependent only on material wealth. There are many other determinants such as values, morality, good health, skills, creativity, positive mental attitude, character, work habits and personal contacts among others.

Note: After the learners have provided the responses, provide the wrap up and feedback. This enables them to progress well.

SUB TOPIC 4: Islamic Teachings About Worship

Ask learners in their groups to read the text below about worship and do activities that follow.

They should read the verses from the Holy book. Guide them share what they understand from the verse. Direct them to work through the activities.

God says in Quran 51:56 that 'I have only created Jinns and men, that they may worship or serve me' So Muslims worship Allah to satisfy the purpose for which they were created.

Muslims should know that the main reason for creation of man was to worship Allah. Worshiping Allah implies obeying the commandments of Allah and abstaining from the forbidden.

The word Ibaadah is used by Muslims to refer to anything or deed which pleases Allah. In simple terms worship is made up of fulfilling the principles or pillars of Islam and believing in the articles of faith.

There are five pillars of Islam and six articles of faith. Any person who truly obeys Allah's commandments and treats others well is said to be a worshipper and will receive rewards from Allah while still in this worldly life and in the life hereafter.

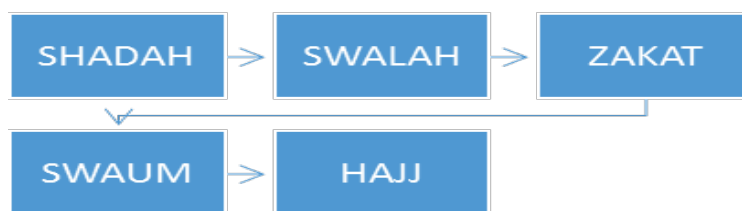
For you to be able to fully understand the concept of worship in Islam, it is important to discuss the five pillars of Islam and the six articles of faith.

Worship in Islam therefore is rooted in the five pillars of Islam as highlighted in Activity 1.5 below.

Guide the learners to work through the activity on the pillars of Islam

Activity 1.5: Studying and discussing the five fundamental acts of worship in Islam

PILLARS OF ISLAM

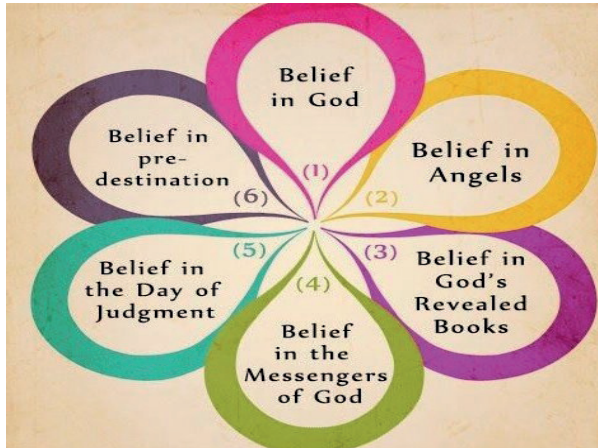


SHAHADAH

1. Work in pairs and discuss the pillars of Islam.
2. Write a sentence about each one of the pillars of Islam.

3. Share your ideas with class.
4. In groups trace, recite and explain the following verses of the Quran: Q 1:4, Q 16:36, 31:22, 34:64-66.

Note: Remember to read the learners' responses and provide feedback.



The articles of faith will be discussed in details in the topics ahead.

Forms of Worship

SUB-TOPIC 5: Worship through Shahadah



Figure 1.14

Ask learners to: Observe, study, consult and answer

1. Identify the Arabic image.
2. What does it represent?
3. Consult a senior person to interpret it.
4. Write down the two English statements it represents.

Note: After the learners have shared, provide them with the correct responses and wrap up.

Shahadah or testimony is an Arabic creed, one of the five pillars of Islam, declaring belief in the oneness of Allah –Towheed and the acceptance of Muhammad (PBUH) as Allah's messenger. The declaration in its shortest form reads, "'La ilahailallah Muhammad rasulullah". The statement means that there is no God but Allah, Muhammad (PBUH) is the messenger of Allah.

Shahadah may also means to observe, witness or testify which is translated as testimony in both the everyday and the legal senses. According to the Sunni Muslims Shahadah has two parts:

1. There is no God but Allah.
2. Muhammad (PBUH) is a messenger of Allah.

The nature of Monotheism in Islam is reflected in the Shahadah which declares belief in the oneness of God and that He is the only one truly worthy of worship. The second part of Shahadah indicates the mode by which God has offered guidance to human beings. The verse reminds Muslims that they accept not only the prophecy of Muhammad but also the long line of prophets who preceded him.

Recitation of Shahadah is the most common statement of faith of Muslims. It is whispered by the father into the ear of the new-born child, and it is whispered into the ear of a dying person. The five daily prayers each include a recitation of Shahadah. Recitation of Shahadah in front of a witness is also the first and the only formal step in conversion to Islam. Shahadah therefore is the declaration of faith in Islam.

Place learners in manageable groups and lead them to use the above text to work through the activity below:

1. Explain the term Shahadah.
2. Explain the importance of Shahadah to the Muslims.
3. Trace Surat Al A'raf 7:158, Al Baqara 2:163 and Al-Imran 3:18
4. Pronounce the two testimonies.
5. Write the said verses in your notebook.
6. In groups explain the meaning of Shahadah using the Qurqnic verses above.
7. Discuss with your friends about the different situations where Shahadah is recited.

Note: Provide feedback to the learners.

Activity 1.7: Guide learners to discuss and record and share the benefits of Shahadah mentioned below.

A person who believes in Allah, obeys Allah and believes that she/he is loved by Allah in return tries to gain the mercy and favour of Allah, and therefore acts appropriately.

Secondly she/he is conscious of the fact that Allah hears and sees all and thus is honest whether alone or in company of others. His/her inner and outer self are always one and the same.

Further, she/he is aware that everything on the earth is created by Allah and therefore treats all creation with justice and mercy. S/he is always in the state of confidence and feels the state of faith, lives a peaceful and happy life by keeping her/himself away from fear and doubt.

S/he understands that Allah hears all prayers; trusts and seeks refuge in Allah and by doing so, gains the strength to overcome every difficulty. She/he knows that Allah sees and hears everything and therefore behaves honestly and virtuously while alone and in the company of others.

She/he appreciates that power and wealth belong to Allah; becomes a servant to Allah, no one else. Finally, she/he acknowledges the purpose of his/her existence, where she/he came from and where she/he is going to and as a result, feels a sense of purpose and security in life.

Guide the learners to attempt the tasks

1. Explain the mercy and favour that comes as a result of believing in Allah.
2. What is the state of the person who believes in Allah?
3. In your opinion what do the non-believers miss in life?
4. Suggest ways through which you can advise a non-believer to turn to Allah.

SUB-TOPIC 6: Worship through Prayers (Swalah)

Teacher Instruction

- i) Introduce the aspect of prayer as part of worship.
- ii) Guide the learners to read through the text.
- iii) Let them answer the questions that follow through discussion or brainstorming.
- iv) Make the lesson as interactive as possible.
- v) Let them read the messages in the bubble and discuss.
- vi) Ask them to make their conclusions and share with the class
- vii) Guide them as they make the presentations.
- viii) Each learner should then individually write in their notebooks why people pray.

Teacher Preparation

Get the meaning of the following terms about prayers because some learners may find them strange and may need your clarification/ support during the lessons

- Prayer, Swalah, Pillars, Wudhu, ablution Tayammum, Kabah, Ghusul, Juma, Takbira, Salam

INTRODUCTION

This sub topic will equip the learner with an understanding of how people worship through prayer and how this is derived from the Holy Quran and Hadith. This will enable them to relate prayer to daily life for social, emotional and spiritual growth. However, you are also going to consider other forms of worship as taught in Islam.

Guide learners in their discovery of the concept and practice of prayer in Islam. Listen to them as they read the introductory text.

What is Prayer?

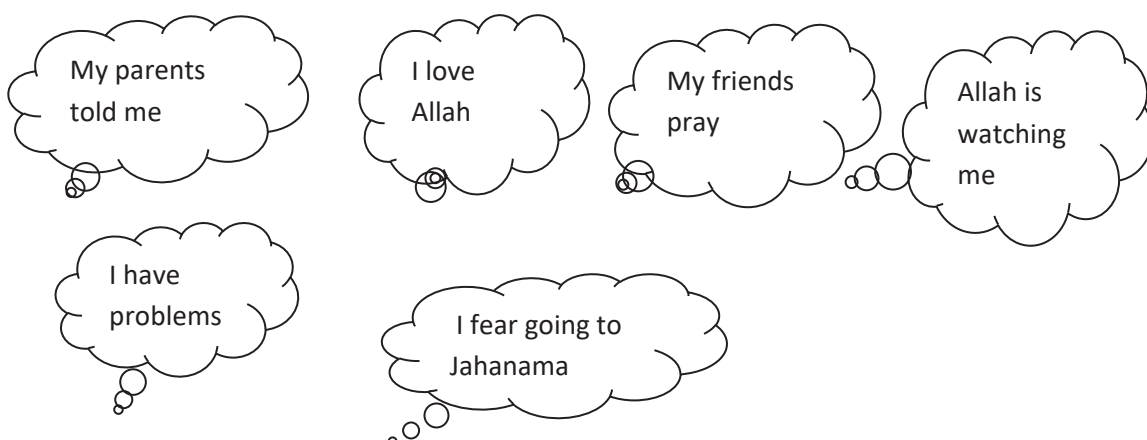


Figure 1.15

In our families, at school and in the community, we pray. People pray in the morning, afternoon and evening before they go to sleep. They pray before and after meals. They also pray in times of joy and in times of sorrow. Why people pray is a question to be answered. Young boys and girls between the ages of 5 to 10 years were asked to give reasons why they pray. Below are some of the reasons they gave.

Activity 1.8: Reading, interpreting and writing

I pray because.....



1. Working in groups, guide learners to explain each of the responses.
2. Ask them to give other reasons why people pray.

What do you think about their responses? Why do you pray and what is prayer in your opinion? Some young children may actually not be sure why they pray. They do not do it because they choose, but because of the conditions or what they have been told. This means that as children grow, they need to know reasons why they pray.

Note: After they have shared their responses wrap up provide feedback to the learners.

For further learning, ask learners to write down in their notebooks five ways in which prayer is important at:

- i) school
- ii) home
- iii) community

Let the learners share the importance of prayers with the rest of the class.

- i) Guide learners to read the text that follows and discuss with them.
- ii) Listen to the varying opinions of the learners.

Note: Feedback to learners is very crucial.

Reading, analyzing, Prayer - Swalah in Islam

Prayer is a channel of communication through which man relates with Allah. It is a way of seeking favour and mercy from Allah. It is the time put aside to talk to God. Much as Allah is invisible people feel it is good and important to tell Allah what they need. Some of the prayers are recited while others are personal supplications depending on the need.

Prayer in Islam is further divided in two types which are; Formal prayers referred to as Swalah and the informal prayer commonly known as is known as Du'a or supplication.

Activity 1.9: Reading the text about prayer, reflecting and answering the questions

Teacher Instruction

- i) Guide the learners to read through the text. They should answer the questions that follow through discussion or brainstorming. Make it as interactive as possible.
- ii) Ask them to make their conclusions and share with the class.
- iii) Guide them as they make the presentations.
- iv) Each learner should then individually write in their notebooks why people pray.

Guide the learners to read the text below in order for them to discover more about Swalah.

Guide the learners to work through the activity. Wrap it up and provide feedback to the learners.

1. In your own words write a short paragraph about Swalah
2. Who should pray?
3. Identify the congregational Swalah and solitary Swalah i.e. prayed individually.

Swalah is one of the pillars of Islam. It is a form of worship in Islam. It is man's direct communication with Allah. It involves specific recitations and actions. It begins with the opening Takbirah and ends with Salam. Different prayers are performed at different times and have different number of units (Rakas).

Some of the prayers are compulsory while others are optional. Prayers can be performed individually or in a congregation

It is a command from Allah that all mature Muslims complete their five daily prayers. It is also highly recommended for children aged ten and over to do the same. It is believed that communication with Allah will bring life and courage to the Muslims.

Preparations for Prayer (Swalah)

Guide the learners to read the text but also ask them to have all that is needed in preparation for Swalah.

You have discovered the meaning of Swalah. You have also learnt that mature people have to perform Swalah five times a day. In this section you will learn about the preparations for Swalah. For a prayer (Swalah) to be considered valid, there are conditions that must be observed. These conditions are the things that must be in place for a prayer to be taken on and they include:

Islam, sanity (being sane), puberty, purity, removing the filth, covering the nudity, observing time, facing the Qibla and setting the intention (Niyyah).

Good Practices in Islamic Prayer

Guide learners to get involved in discovering the good practices in prayer. They should be able to generate them and give detailed explanations.

- It involves cleaning before prayer which promotes body hygiene.
- Muslims wash their mouths before prayer as part of cleansing before prayer which gives good breath.
- Islam prescribes that washing of private parts be done using the left hand since the right hand is usually the one used for eating.
- Prayer involves physical actions hence keeping one physically fit.
- Prayer involves meditation which provides people with inner peace.
- Congregational prayer promotes the spirit of togetherness.

Prayer involves taking a break to pray which enables Muslims to reduce the stress of the day.

Benefits of Prayer

Guide the learners to read through the text below in order for them to understand more about prayer.

Did you know that Prayer strengthens the belief in the existence and goodness of God? It is also the second pillar of Islam and whoever fulfils it strengthens Islam and whoever neglects it, attracts a punishment. It prevents Muslims from committing evil. Prayer also purifies one's heart and comforts the soul. It helps man to communicate to God the Almighty. Finally, Prayer will be among the first deeds to be evaluated on the Day of Judgment and anybody whose prayer will be satisfactory will automatically enter paradise.

Activity 1.10: Conditions necessary for prayer

Below are the conditions that must be considered before performing Swalah.

Guide learners to:

- identify the said conditions by way of leading them in a discussion that will prompt knowledge about Swalah.
- understand the meaning of each of the conditions mentioned below.

Give the learners a chance to discuss and share their ideas with the class. Provide constructive feed back to the learners.

Activity1.11: Read, discuss and answer

1. Using the good practices in the prayer, identify and discuss one example for each one of them. Share the discussion findings with the class.
2. Share the discussion findings with the class.

Wudhu

This is an important concept learner need to understand. Introduce it in a way will bring it to life to the learners so that they fully put in practice. Guide them through the activity.

Wudhu is an Arabic word that means ablution. It is one of the activities that must take place before prayer.

Activity: 1.12: study the pictures below and discuss the steps performing wudhu.

Wudu Steps



Figure 1.17

Guide the learners to work through the Tasks below

1. Write a summary of what you see in pictures 1-8 above.
2. What is the importance of the actions in the pictures?
3. Who is supposed to undertake such actions and why?
4. In groups explain the importance of performing wudhu.
5. Role-play the performance of wudhu.
6. In groups explain actions which nullify wudhu.

As the teacher you should listen to the learners' responses and give feed back

Activity 1.13

Teacher Instruction

- i) Guide the learners to read the text that follows.
- ii) Ask probing questions that will lead to a discussion about the steps involved in performing wudhu.
- iii) Make the discussion as interactive as possible.
- iv) Ask learners to make conclusions about the discussion and share with the class.
- v) Guide learners to demonstrate performance of wudhu.
- vi) Guide learners where they fail to do wudhu correctly.

Have you heard about Wudhu? This is partial ablution; It is a way to get cleanliness physically, spiritually and mental preparation of Muslims for offering prayer. You cannot offer swalah without making Wudhu. These are the steps a Muslim should follow to get wudhu in preparation for Swalah.

1. Wash both hands: wash both your hands up to your wrists three times, make sure that water has reached among the fingers and thumbs too.
2. Rinse your mouth: Take water in your palm of the right hand and put it into your mouth. Keep on rinsing your mouth three times and make sure, there is no more food remaining in your mouth.
3. Rinse your nose: Take water in your palm of right hand and inhale it carefully into your nose three times. Use your left hand if necessary to help blowing it out.
4. Wash your face: wash your whole face three times while starting from your forehead to the bottom of the chin and from your right ear to the left ear properly.
5. Wash your arms: wash your right hand up to the elbow properly and make sure that no part of the arm has been left dry then wash left hand three times.
6. Wipe both your wet hands from the forehead to the back of your neck and then wipe back from your neck to forehead again; do it only once.
7. Wipe both your ears: wipe the grooves and holes of ears with the wet index fingers of both your hands while also using your thumbs of both hands to clean behind your ears from the bottom upwards; do it only one time.
8. Wash both your feet, starting from right foot. Wash both your feet to the ankles three times. Use your pinkie finger and go through each toe to get rid of anything between the toes and make sure that water has reached between the toes and covered the rest of the foot.

After going through the mentioned steps of cleansing, then a Muslim is ready and fit for Swalah.

There are other cases where a Muslim has to go through a different type of ritual cleansing given the circumstances.

Compulsory and optional parts of partial ablution-wudhu

Wudhu has both compulsory and optional acts. Guide the learner to study the table below and identify the compulsory and optional acts of wudhu.

	Faradha- compulsory	Sunnah - optional
1	Al Niyya- hear intention	Say Bismillah before you start
2	Wash the hands once	Rinse the mouth
3	Wash the face	Rinse the nose
4	Wash the arms	Wash the ears
5	Wipe the forehead	Wash each part three times
6	Wash the feet	Start with the right then left
7		Say the supplication after wudhu

Task learners to attempt the following:

1. Identify the compulsory acts of wudhu.
2. Identify the optional acts of wudhu.
3. Demonstrate the compulsory method of performing wudhu.
4. Demonstrate the optional method of performing wudhu.

Note: Feedback to learners is very crucial after the activity wrap up.

Ghusul

Ghusul is an Arabic word for bathing. Islam emphasizes the value of cleanliness. This is the reason why cleaning the body from impurities is a condition for prayer to be taken on.

Activity 1.14: Guide the learners to study the picture below and discuss the importance of the activity taking place.



Figure 1.18

Let learners read the text and answer the questions about Ghusul.

Whenever Muslims undergo major impurities, they have to take a total bath. This involves washing the whole body from the head to the toes. There are certain conditions which necessitate the total bath; they include: after having sex, menstruation and child birth bleeding; when a person converts to Islam; when a Muslim dies; after a wet dream. That whole process is what is commonly called Ghusul or total ablution.

Guide the learners to work through the tasks.

1. What Islamic ritual is taking place in the picture above?
2. Under what conditions is this ritual conducted?
3. Describe the way the ritual in the picture is performed in Islam.
4. What is the importance of the ritual to an individual and the community?
5. Trace and recite Quran 5:6 and explain the meaning of the verse in relation to cleanliness. Demonstrate the steps taken while performing partial ablution.
6. Explain the types of water suitable for cleanliness.

Note: Remember to read the learners' responses and provide feedback

Activity 1.15: Studying and answering

Teacher Instruction

- i) Ask learners to study the picture and answer the questions that follow.
- ii) Guide them as they provide answers and encourage them to make important notes for future reference.

DRY ABLUTION

This is a ritual of cleaning oneself using sand. It is done in situations where there is no water to replace wudhu and ghusul.

Activity 1.9: Let the learners study the picture below and discuss the importance of the activity taking place.



Figure 1.19

Guide learners to read the text and answer the questions about dry ablution.

Islam has its foundation in the desert. There was a possibility of lack of water. It was therefore put in consideration that even without water one can cleanse or purify himself before Swalah. This is known as dry ablution /Tayammum.

If a Muslim is unable to use water, he or she may choose to perform Tayammum instead of Wudhu or Ghusul. This involves using clean soil or dirt which has not been earlier used to perform Tayammum.

1. Using the pictures above, describe the way Tayammum is performed.
2. In groups, mention the conditions under which tayammum is performed.
3. Explain the nullifiers of dry ablution
4. In groups, identify two verses from the Quran and Hadiths about cleanliness and purification.

In preparation for Swalah, Muslims are supposed to clean not only their souls and body but also the place of worship as seen below. Guide the learners to work through the activity.

Activity 1.17: Studying, discussing and answering

Teacher Instruction

- i) Ask learners to study the picture and answer the questions that follow
- ii) Guide them as they provide answers and encourage them to make important notes for future reference.
- iii) Guide the learners to read the text about Qibla and they perform the tasks that follow.

Activity 1.18: cleanliness of a place of worship

Guide learners to study the picture below and discuss the uses of the items they see



Figure 2.0

Guide learners to work to work through the tasks

1. Name the items displayed.
2. Describe the use of the items.
3. Explain the importance of the items in Islam.
4. What are the restrictions put on the items?
5. Are they available in other sizes?
6. Share the answers with your teacher or imam for further guidance.

Lead learners to read the text below and identify the importance of having a clean place for performing prayers.

Text

Muslims are supposed to perform prayers in a place which is clean. The place of worship may be a mosque or any other clean place on earth. In case there are impurities such as faeces, cow dung or animal droppings, they should be removed and the place purified by pouring some water. If the place is impure due to urine, drying it makes it clean. This is according to one of the Hadiths of the prophet (PBUH) he said "The purification of the ground is its becoming dry"

Prayer in Islam follows particular procedures among which include preparations in terms of ritual cleansing. A Muslim must have a praying mat.

Activity

1. Name the items displayed.
2. Describe the use of the items.
3. Explain the importance of the items in Islam.
4. What are the restrictions put on the items?
5. Share the answers with your teacher or imam for further guidance.
6. How would you perform prayers in absence of the items above?

Facing the Qibla

Lead the learner to study the two pictures that follow and show how they relate to performing Swalah.



Figure 2.1

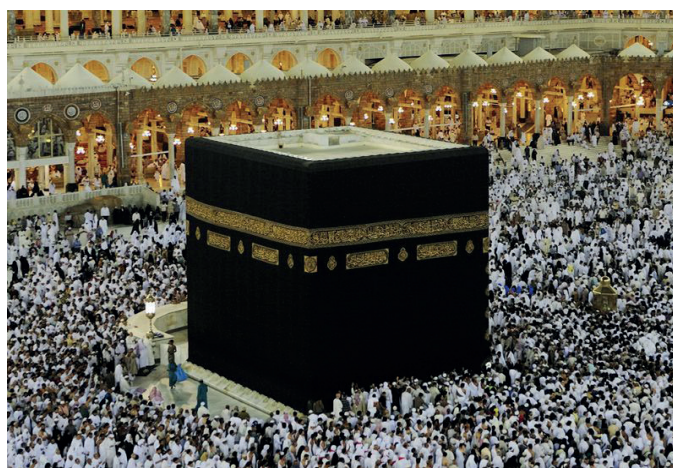


Figure 2.2

A Muslim must identify the direction of the Qibla. This is the direction all Muslims face in prayer towards the holy Kabah. The holy Mosque in Mecca is the most revered place of worship for Muslims around the entire world. All Muslims are required to face the Kabah five times every day when they are offering their prayers.

There are modern ways of identifying it, for example, some praying mats are made with a compass. In Uganda it is also possible to locate the **qibla** by use of the sun or moon. This is done by one standing straight, put the right hand where the sun rises from and the left where it sets where one is facing is the North turn slightly to the East where you are facing is the North East direction which is the Qibla as far as Uganda is concerned.

Guide the learners to work through the activity that follows.

In groups let learners:

1. identify different ways of locating the Qibla.
2. demonstrate the location of the Qibla by use of the sun, moon and shadow.
3. trace from the Quran and recite the following verses: Q 2:149-150, Q 2:142, Q 2: 144
4. summarize the message from the above verses.
5. explain the importance of facing the Kaabah while praying.
6. explain the conditions under which one may not face the Qibla.
7. in groups identify other activities that Muslims are encouraged to do while facing the Qibla.

Note: Remember to read the learners' responses and provide feedback.

Activity 1.20: Time for different prayers - swalah. Guide the learners into the activity that follows. Ask them to:



Figure 2.3

1. look at the figure above and write down what you observe
2. use the Quran to trace and recite the following verses; Q 11:114, Q 17:78-79, Q 20:130, Q 30:17-18
3. brainstorm and summarise the message from the verses above.
4. use the knowledge from the figure above and from the verses of the Quran to fill the table below.

Note: Remember to read the learners' responses and provide feedback.

Learners should study and complete the table indicating the name, time, number of units and whether the prayer is said loudly or silently.

Guide learners to work in groups and fill the table below.

No	Name of prayer	Time	Number of units	Loud or Silent
1	SUBUH			LOUD
2		1:00-3:30PM		SILENT
3				
4			3	
5	ISHAH			

Note: Remember to read the learners' responses and provide feedback.

Muslims are required to perform the five prayers each day at the specified times. For each one, there is a brief period of time it can be performed determined by the rising and falling of the sun. Each Swalah takes about 5 to 10 minutes from start to finish, but should not be hurried or delayed under normal circumstances.

Dress – Libas

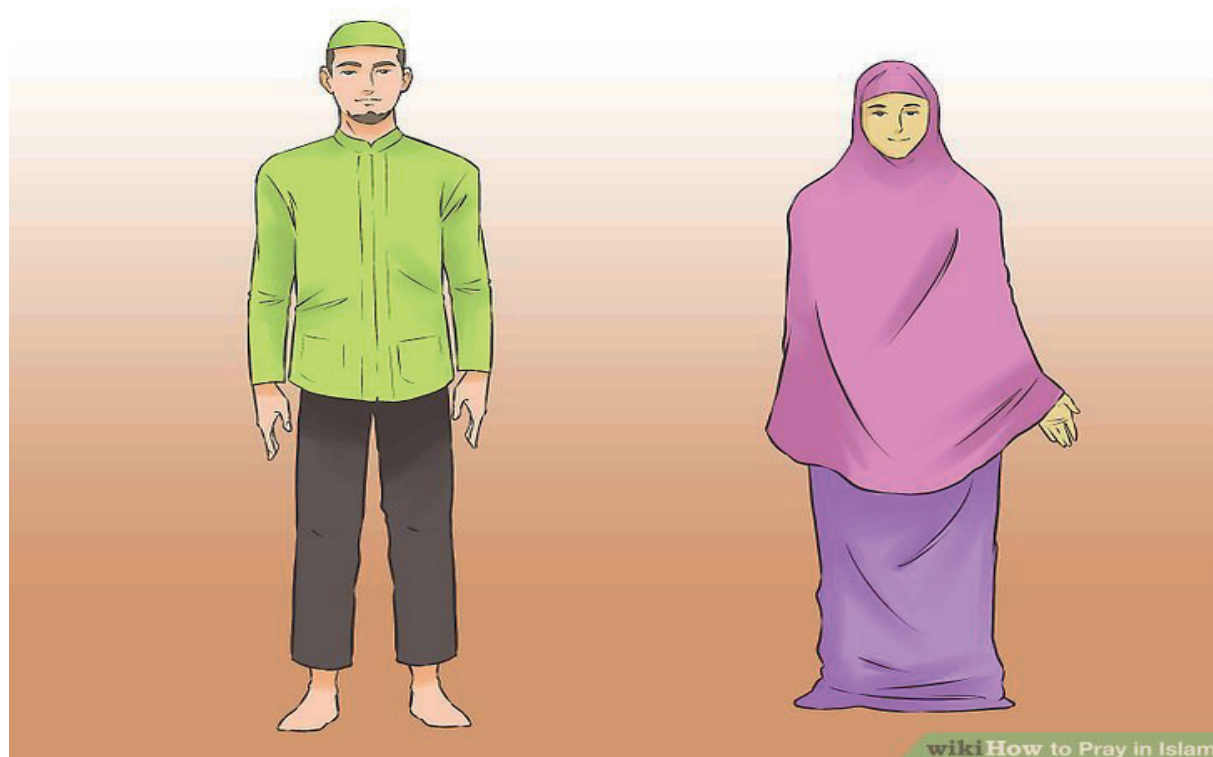


Figure 2.4

Let learners study the picture in the Learner's Textbook, and discuss benefits of the dressing.

**Guide learners to study the picture critically and share the opinions with you.
Guide the learners as they work through Activity 1.21.**

Reflecting and answering

1. Propose the common names given to male and female Muslim dresses.
2. In groups explain the characteristics of the Muslim dress for men and women.
3. For both male and female
4. Besides being smart brainstorm other benefits of the Muslim dress.
5. In groups trace and recite Quran 33:59-60 and a Hadith about a Muslim dress
6. Summarize the activities (necessary conditions) one should fulfill in preparation for Swalah- prayer.

Note: Remember to read the learners' responses and provide feedback.

While performing prayers, Muslims are required to cover themselves. Men and women both cover themselves with material that covers the skin throughout the prayer. While women cover the whole body except their faces and hands, men must keep the area between their navel and the knees covered.

The Muslim dress has the following features/characteristics:

- Should not be transparent.
- Should not be tight.
- Should be long enough to cover the whole body except face and hands.
- The dress should not resemble that of magicians or and witchdoctors.
- Women should not wear perfumes.
- Men should not put on silver and gold.
- Men should not put on like women neither should women put on costumes similar to that of men.
- High heeled shoes are discouraged.
- Muslims should avoid putting on neither very attractive nor very ugly clothes and in all cases the dress should be clean to enable one perform valid prayers-Swalah.

Summary of the Conditions Necessary before Performing Swalah-Prayer

Guide the learners to work through the text for more clarity of the concept.

Before a Muslim performs prayer, there are certain conditions that must be fulfilled in preparation for prayer as highlighted below:

1. Purification of the soul, body and place
2. Identification of the Qiblah- direction of the kaabah
3. Proper dressing code for both male and female
4. Knowledge of the prayer in terms of content i.e. what to recite, when and the type of prayer to be performed at a particular time
5. The number of Rakas or units

Activity 1.22: Adhan and Iqamah

Guide the learner to study the picture below and answer the pictures that follow.



Figure 2.5

1. Which activity is taking place in the picture above?
2. Ask the area imam or school sheikh to recite it to the class
3. Search the internet or check the library for the meaning of the ritual above.
4. Ask the imam or any student to recite the supplication after that activity.
5. Write an essay about the origin of the above ritual during the life time of Prophet Muhammad (pbuh).
6. In groups explain the qualities of the person who performs the ritual in the picture above.
7. What is the importance of the ritual to your community?
8. How is Adhan different from Iqamah?

Note. Learners should share the responses and you provide feedback.

Activity 1.23: Studying and demonstrating

Guide learners to study the picture critically and demonstrate.

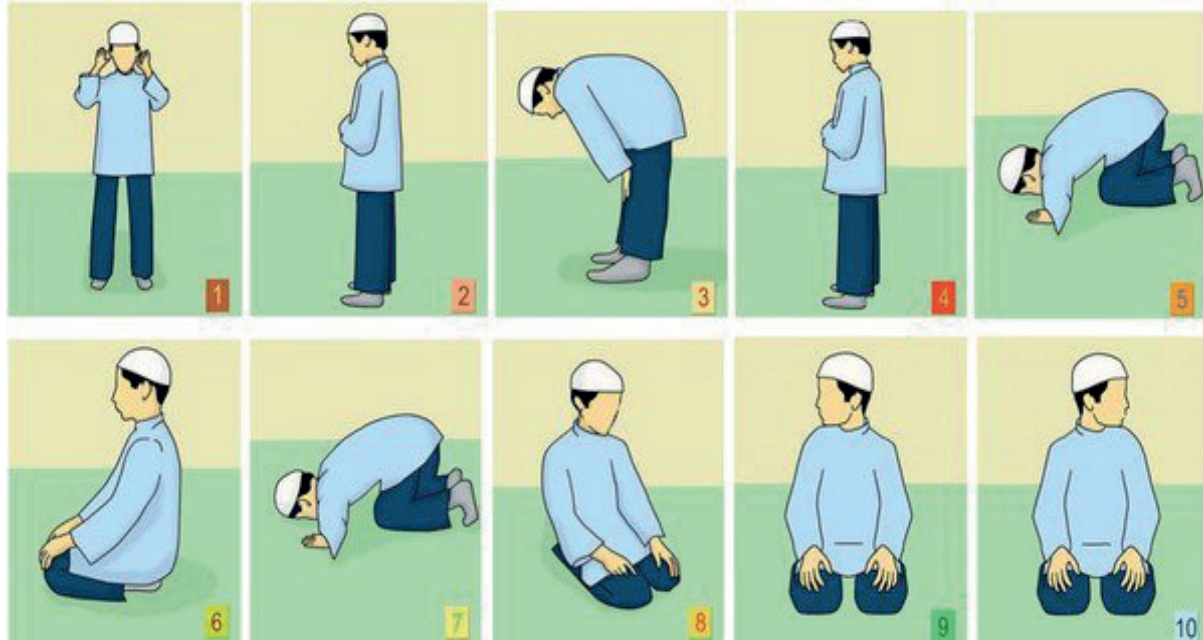


Figure 2.6

Guide learners to read the text and do the activity that follows.

Swalah must be performed in Arabic language because this is the language in Quran was revealed. It also allows Muslims outside the Arabic speaking countries to recite the prayer and understand what is being said. Saying all prayers in the same language saves the Muslims from the confusion of translating words into other languages.

Swalah is universal and every Muslim can perform it in any part of the world. The language used and the postures or actions of Swalah involved are the same worldwide.

Task

1. In groups, study and demonstrate the performance Swalah using the pictures above.
2. Write a statement about recitations made at each posture.
3. Identify the obligatory and optional acts and recitations of Swalah.
4. Mention the first three and the last three steps of Swalah.
5. Let the school sheikh or imam lead others in recitations for the 2nd and 8th figures.
6. In groups discuss the nullifiers of Swalah.
7. Brainstorm the benefits of performing prayers constantly.

The Obligatory and Optional Acts of Prayer

Lead learners to read the table below and identify the obligatory and optional prayers:

	Obligatory acts of prayer- Faradha	Optional acts of prayer -Sunnah
1	Heart intention-Niyyat	Saying Bismillah
2	Saying the opening Takbira "Allahu Akbar"	Recitation of opening supplication
3	Standing during obligatory prayers	Recitation of another chapter after Al Fatih
4	Recitation of Surat Alfatih in every Rakah-unit	Recitation of each supplication three times
5	Bowing on the knees ArRuku	Folding the hands putting the right on the left
6	Standing straight after bowing	Reciting particular chapters for particular prayers
7	Prostration-sujud	Recitation of the last part of Tashahud
8	Sitting in between the two prostrations	Saying the last salam
9	Prostration again in a single rakah	Making some recitations loudly or silently
10	Final sitting and recitation of Tashahud- Tahiyatu	Taking longer in prayer
11	Recitation of prayer of the Prophet	Making straight lines
12	Recitation of Salam (peace be upon you)	Pointing the index finger or shaking it

Activity 1.24: Guide the learners to work through the activity to:

1. Identify the obligatory acts of prayers from the given table
2. Identify the obligatory and optional acts of prayer from the given table
3. Write a summary of their findings in their notebooks

Provide a wrap up to the activity and give feedback to the learners. Each learner should also make notes for future reference.

Congregational Prayers

Allow learners to think about the concept. Guide them to work through the activity that follows:

Activity 1.25: Observe, discuss and answer

Allow learners to analyse the picture below and the importance.



Figure 2.7

1. What do you think is happening in the picture?
2. Name the nature of prayer in the picture.
3. Why do you think it is good to be part of such prayers?
4. From your past knowledge give at least 5 examples of such prayers.
5. In groups explain the characteristics of congregational prayers.
6. Describe the performance of the following congregational prayers.

Help the learners to read the text and do the task that follows:

A Muslim can pray alone, but it is more advisable that prayers are offered in a group or by more than one person where possible in the mosque. This is not only true for obligatory but also applies to some optional prayers. This practice of performing prayers in a group is what is known as congregational (Jama) prayers.

Examples of Congregational Prayers

1. The five daily prayers
2. Juma/Friday prayer
3. Eid prayers
4. Taraweh
5. Prayer for the dead

Provide support as the learners perform the task.

Guide learners to:

1. Discuss the characteristics of congregational prayers.
2. Explain the way each of the following congregational prayers is performed.
 - a) Eid
 - b) Jumah
 - c) Prayer for the dead and
 - d) Taraweh
3. Explain the spiritual and social benefits of each of the above congregational prayers.
4. Read, analyse and share your findings with other classmates.

Note: Endeavour to make a wrap up of the activity and give feedback to the learners.

As learners go deeper in to the concept and practice of prayer, help them read the text below and do the activity that follows.

A Muslim can pray alone, but it is more advisable that prayers are offered in a group or groups where possible in the mosque. This is not only true for obligatory but also applies to some optional prayers. This practice of performing prayers in a group is what is known as congregational (Jama) prayers.

Activity 1.26: Studying, reflecting and writing

Guide learners to study the picture critically and work through the activity that follows.

Note: make a wrap up of the discussion and learners share their responses.

Importance of Prayer – Swalah

Help learners to read the text and outline the spiritual and social benefits of prayer. They can do it silently as individuals or can take turns to read.

Prayer strengthens the belief in the existence and goodness of God. It is the second pillar of Islam and whoever fulfils it strengthens Islam and whoever neglects it, attracts a punishment. It prevents Muslims from committing evil it purifies one's heart and comforts the soul. It helps man to communicate to God the Almighty. Prayer will be among the first deeds to be evaluated on the Day of Judgment and anybody whose prayer will be satisfactory will automatically enter paradise. It is a means of showing equality among people of different levels, colour and nationality. It brings about unity and love among Muslims.

Prayer distinguishes between believers and non-believers. This is because not praying is a sign of disbelief. Prayer trains Muslims to be time conscious and punctual. This is because, whenever, they hear the caller, they rush to the nearby mosque.

Constant praying promotes hygiene simply because before one performs Prayer, he /she must perform ablution. The virtue of obedience is acquired by people who constantly perform prayers. Obedience to Allah attracts rewards from the creator.

The movements involved in performance of prayer such as standing, raising the hands, bowing on the knees, prostration, sitting and turning the head while saying Salam, make the worshipers physically fit.

SUB-TOPIC 7: Worship through Charity (Zakat)

Learners have so far learnt about Shahadah and Swalah. In this Unit they are going to learn about Zakah which is the third pillar of Islam.

Lead learners to study the pictures below and discuss the information provided in it.



Figure 2.8



Figure 2.9

Let learners read the introduction on Zakah as a means of worship and do the task that follows.

INTRODUCTION

As part of worship, many Muslims the world over show appreciation of what Allah has given them by sharing whatever they have acquired with others who may have need. The sharing could be in terms of money, food crops, animals, minerals and others. Whoever does that, gets rewards and his/her wealth enjoys Allah's protection. He/she also gets more favours from Allah. That kind of generosity is termed as Zakah or Sadaqa in Islam.

Guide the learners to work through the task.

- 1 In groups use the above text to explain the meaning of zakah.
- 2 Identify the types of Zakah as taught in Islam.
- 3 Explain the similarities between zakatulFitir and Zakatul mal.
- 4 Explain the value of sharing and generosity to the Muslim community.
- 5 Tell the difference between Zakah and Sadaqa?

Note: Wrap up the activity and share the learners' responses in class. Provide feedback to them for clarity.

Lead the learner to read about the similarities between Zakat al mal and Zakat al Fitr and write a summary of the same in their notebooks.
Below are some of the similarities between Zakat al mal and Zakat al Fitr.

- Both of them are obligatory to able Muslims.
- They are intended to support the people in need.
- In both cases there is a pre-determined amount to be given.
- They are acts of worship and as such attract rewards from Allah.
- They purify and protect one's wealth.

Guide the learners to read about the differences between Zakat al mal and zakat I Fitr and write a summary of the same in their notebooks.

After they have done that, share with them.

The following are the differences between ZakatulFitr and ZakatulMaal:

- ❖ Whereas ZakatulFitr is paid at the end of Ramadhan before Iddi el fitir, ZakatulMaal is paid at any time of the year when it is due.
- ❖ The value paid of ZakatulFitr is determined by the number of family members while ZakatulMaal is determined by the amount and value of wealth.
- ❖ Whereas the rate of ZakatulFitr is fixed at 2.5kg of the staple food per person regardless of age, Zakatulmaal is calculated at 2.5%.
- ❖ Whereas nisab (minimum) applies for ZakatulMaal, there is no nisab for ZakatulFitr.
- ❖ Much as Zakatulmaal is paid from one's savings throughout the year, zakatulfitir is paid by any able Muslim at the end of Ramadhan.

Note: Encourage them to write summary of the discussion.

Items on which zakah is payable.

Let learners study the pictures and do the activity that follows:



Figure 2.10

Guide the learners to:

1. Look at the pictures above and identify animals payable for Zakah.
2. Apart from the animals in the picture above, brainstorm other items payable for Zakah.
3. Explain the characteristics of all items selected for Zakah.
4. Search the Internet and get a chart indicating the Niswab or minimum payable for each item payable for Zakah.
5. Consult the area imam about the punishments given to any rich Muslim who refuses to pay zakah.
6. Write an essay showing the importance of zakah to an individual and community.

Note: Give a wrap up. Check the learners' responses and provide feedback
Guide learners to identify the items on which zakah is payable and outline the same in their notebooks.

Items on which Zakah is payable include; money, domestic animals, agricultural produce, merchandise and other goods of trade and industry, rent, buried treasures and precious minerals, wealth extracted from the sea

Activity 2.0: Distribution of Zakah or categories of people who qualify to receive Zakah

Make sure the learners have copies of the Qur'an.

Place learners in manageable groups and help them to:

1. trace and recite the following verses of the Quran; 58:13 and 5:12
2. explain the message from the above verses in relation to sharing.
recite Quran 9:60 and summarise the categories of people who are supposed to receive Zakah.

Place learners in manageable groups and guide them to identify and explain the recipients of Zakah.

Guide the learners to read the relevant verses about the recipients of Zakah.

Recipients of Zakah according to Quran 9:60

1. The poor: These are people who do not have means to live their life properly and live below the poverty line.
2. The needy; these people are also poor, however, because of their pride, they fear to expose their poverty.
3. The collectors; these are the people who are given the duty of collection from others; however, they themselves cannot afford to live a normal life.
4. The new converts; people who convert to Islam are also eligible as Zakah recipients as with their conversion to Islam they need assistance and help for a new start of life.
5. To free slaves, the money of Zakah can also be spent on freeing slaves as well.
6. To help someone pay a debt; those who are in debt and cannot afford to pay it off on their own are also eligible for Zakah.
7. In cause of Allah; Zakah can also be given to people who strive in the way of Allah, especially in the form of fighting the usurpers.
8. For travellers; Zakah can also be given to the travellers and wayfarers as they might need the money when it comes to travel arrangements.

Note: Encourage the learner to not down the important issues. Guide them further by providing the feedback from their findings. In Islam, Zakah is the third pillar of Islam. It is a form of worship in Islam. Zakah is a form of alms-giving treated in Islam as a religious obligation or tax which, by Quranic ranking, is next after prayer in importance.

Zakah refers to purification in general and purification of wealth in particular, therefore, Muslims who have wealth over a certain ratio, they are liable to pay Zakah on it and give it to those who are less fortunate and do not have sufficient means to live a decent life.

Numerous verses of the Quran and a number of Hadiths encourage Muslims to be generous. Generosity is shown in form of paying Zakah and Swadaqa.

It also involves activities of giving out money or valuable items to those who need them. Charity is an activity of kindness that one participates in willingly in order to benefit the community.

In the school, learners come from different families with different economic abilities, talents, strengths and skills; therefore, there is a need for sharing and helping each other. Learners share information and needs. Those who are talented in one area help others who are less talented.

Support the learners to work through the task.

1. Write down the verse as it is in your notebook.
2. Relate each of the verses to charity, generosity and zakah in general.
3. **Read** the verses, (2:3) 2:261 (2:265) (2:256), from the Quran; discuss and answer the questions that follow.

Note: After the learners share their findings, provide feedback to support the learner achieve more.

Guide the learners to work through the activity.

Activity 2.1: Complete the Zakah puzzle

**FILL
THE
WORDS
INTO
THE
GRID**

Muslim Encouraged Third	Purifies Property Excess	Greed Year Punish	Charity
-------------------------------	--------------------------------	-------------------------	---------

Zakah is the _____ pillar of Islam.

Zakah _____ your wealth and your heart from _____.

Zakah becomes the _____ of the recipient.

Zakah is given from your _____ wealth.

Allah will _____ you if you don't give Zakah.

Zakah is given once a _____.

Zakah is Fardh on every _____.

Zakah is a compulsory _____.

We are also _____ to give optional charities.

1

2

3

4

5

6

7

8

9

10

**USING
THE
WORDS
ABOVE**

Note: Provide the correct clues to complete the puzzle

Learners should perform the assessment tasks

1. Why do you think payment of Zakah is a good practice?
2. List down 5 activities that can be described as charitable.
3. What items do you normally share with others that show generosity?
4. In groups explain the benefits of Swadaq.

From what learners have discovered about Zakat, ignite a discussion on the good practices from the pillar. Share your views after the discussion. Ask the learners to write short notes for reference.

Good practices from this pillar include:

- Economic empowerment of the needy
- Promotion of the value of sharing
- Solving social problems
- Promoting the spirit of belonging

Activity3.10: Read, discuss and answer

1. Using the good practices in the giving of Zakat, identify and discuss one example for each one of them.
2. Share the discussion findings with the class.

Note: Provide wrap-up for the activity.

SUB-TOPIC 8: Worship through Fasting-Swawm

By now, learners have covered some pillars of Islam including Shahadah, Swalah and Zakah. This topic is yet to introduce them to another pillar of Islam called Fasting.

The topic will help learners to appreciate the meaning and value of Fasting, understand the different types of fasting, know the categories of people that should fast and those exempted from fasting; and understand the nullifiers

Guide learners to:

1. read the information in their learners' books about fasting
2. lead the learners into a discussion about fasting basing on the information provided in the learner's book.
3. help learners to study the word search below and do the task that follows.

Activity 2.3: Word Search



Support learners as they work through the task.

1. Find out words that relate to Islam and the month of Ramadhan.
2. Write them in your notebook.
3. Explain each of the words.

Activity: 2:4: Help learners to study, reflect and do activities that follow.

WHAT IS FASTING?

No eating or drinking during the hours of daylight (before Fajr til Magrib).

To also refrain, more so, from all bad deeds during this same time such as lying, cheating, swearing, backbiting and fighting.

ACTIONS TO AVOID?

To avoid all bad and negative Behaviour.

Even getting angry, arguing and bad language should be avoided.

SOME BENEFITS OF FASTING ARE?

- Whilst fasting, we appreciate food and drink more and understand how people with no food feel.
- The stomach gets a rest from a whole years work.
- Improves patience and will-power.
- Reminds us that Allah is always watching
- Gives us reward and takes us towards Jannah.

Fasting in the month of Ramadhan is the forth Pillar in Islam. It is a very important part of Islam and is compulsory on Muslims to fast.

WHO SHOULD FAST?

All Muslims, male and female, must fast.

Some people don't need to fast:

- Ill people
- Very old who cant fast
- Travellers
- Young children*

*can keep a half fast until they are old enough to keep a full fast

WHY DO WE FAST?

There are many benefits of fasting to our health and well-being.

The reason we fast is so that we gain Taqwah and patience. We become better, sincere and pious Muslims.

ACTIONS TO DO?

Whilst fasting we should do as many good deeds as we can.

We should read more Qur'an, be regular in our prayers and be kind and helpful to our teachers, elders and parents.

WHAT BREAKS THE FAST?

The fast is broken if we eat or drink whilst we are fasting.

If we accidentally eat or drink our fast does not break.

Ask learners to study and perform the tasks

- a. Write a summary of the posters indicating what you feel has been left out for each of the questions.
- b. Suggest two more posters in relation to fasting in Islam.
- c. Brainstorm the types of fasting.
- d. Explain the benefits of fasting to individuals and the community.

- e. In groups develop a list of people who should fast and those exempted.
- f. Explain the nullifiers of fasting.

Benefits of Fasting

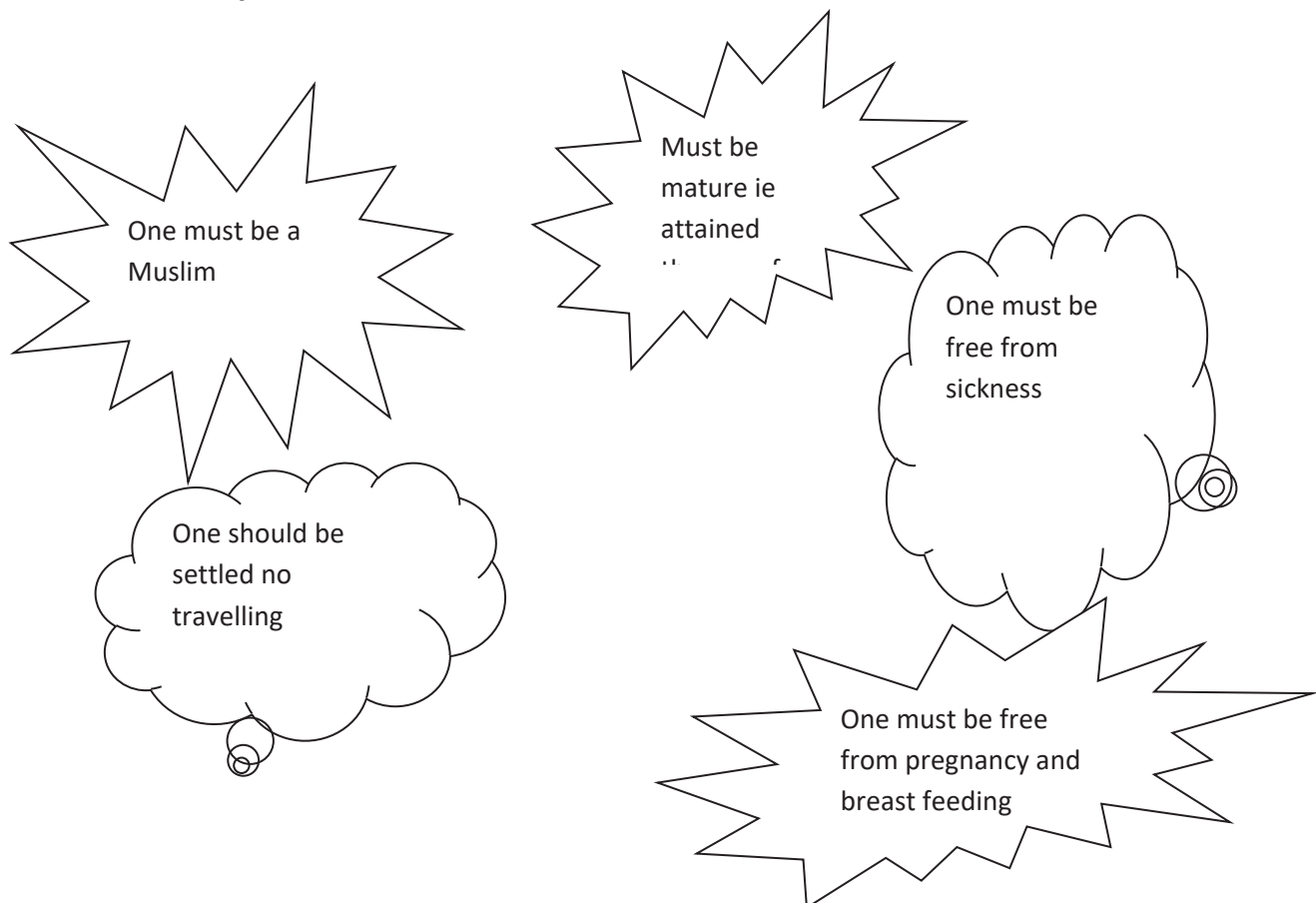
Guide learners to read and summarize the benefits of fasting from the learner's book page. support them write a summary of the same in their notebooks.

Fasting helps Muslims develop self-control; gain better understanding of God's gift and greater compassion towards the deprived. Fasting in Islam involves abstaining from all bodily pleasures between dawn and sunset.

Allah commanded Muslims to fast in Quran 2.183 which says, 'Oh you who believe, fasting has been decreed upon you as it was decreed upon those before you that you may become righteous.' A person who is going to fast should have the intention/ Niyah. This means that one has resolved to fast. It is essential to have the intention/Niyah the night before or night by night in Ramadan.

Fasting is obligatory for a person if he or she fulfils five conditions.

Place learners in manageable groups and lead them into a discussion about the conditions that make fasting obligatory for a person. Let their arguments be based on the information provided in the Learner's book



Ask the learners to read the text about fasting for more clarity on fasting. Have a short discussion about the text and wrap up.

Muslims eat a pre-dawn meal called Suhur. All eating and drinking must be finished before Adhan of the Fajir early Morning Prayer, the pre-dawn calls for prayer. The meal eaten to end the fast is known as known as al Iftar.

Muslims follow the sunnah of Prophet Muhammad, break the fast with dates where available and water, before praying swalat al Magrib after which they might eat a more wholesome meal.

Fasting is bringing about a sense of fraternity and solidarity with the needy and hungry, most importantly fast is also seen as a great sign of obedience by the believer to God because God willed it.

After the discussion, lead the learners into the activity that follows.

Activity 2.5: Study and develop their own version

Fasting goes hand in hand with good deeds. The table below indicates the good deeds made by Saidat and Karim. They decided on what they were to do in the Holy month of Ramadhan as their good deeds.

Place learners in manageable groups and guide them to study and develop a similar table comprising good deeds they do in the month of Ramadhan. It should be 28 days.

Earn a thousand good deeds in minutes. Recite 15 Salawaat today	Remember all those who may have hurt you. Forgive them today and make peace	Treat others the way you want Allah to treat you	Read the meaning of Surah Ma'oon and do a simple kind act. e.g. help prepare iftar
Visit a sick muslim and spend time with them. Perhaps cook for them or recite a surah in their presence	Recite the Qur'an after Fajr prayer to see immediate internal benefits such as willpower and stillness	Read the meaning of any surah you'd like and pick a verse to reflect upon today	Read or listen to a lecture that enhances the relationship between you and the Qur'an
Learn 5 names of Allah today and try to implement those qualities this year	Engage in dhikr and find peace and tranquility e.g. Allahu Akber, Alhamdulillah, SubhanAllah	Reflect on your habits and pick one to work on this month. It could be very simple e.g. backbiting, procrastination, etc	Make a du'a list for Laylatul Qadr i.e. everything you want to overcome, everyone you know, where you want to be, etc
Share what you've learnt this month with somebody today	Double the joy of fasting by sharing your iftar with somebody	Complain less today	Learn 3 supplications from the Qur'an, memorize and share them with friends and family
Be extra kind and generous today	Look around you. Notice the little blessings and thank Allah for them e.g. a bed to sleep in, the plants, a house etc	Read the first 15 verses of Surah Mu'minoon to achieve success	Stop eating when you're getting full up upon breaking your fast
Make du'a before breaking your fast. It's the softest moment of the day for the heart	Donate an amount to a charitable cause to make a contribution to the world	Recite 2 units to thank Allah for the grand opportunity to see Ramadan again. Not everybody gets to	Declutter this month and give away everything you don't need. End the month clean and free of clutter
Recite 70 Istighfaar today. This is the month of forgiveness and reformation	Make a prayer for the person that sends you something, smiles at you or even walks by	Make that phone call to a family member you haven't spoken to in a while	Share Eid gifts and cards with neighbours and friends, muslim or non-muslim

Guide learners in their groups to write a one-page essay about Fasting Ramadhan. Before that, ask them to read the text to enable them understand more about fasting and the good practises therein

Activity 2.6: Write a newsletter article about Ramadan using the frame below.

The learners will share their articles with you. You should read them and also share them with the class.

Imagine you are a journalist reporting for a local newspaper. You have been asked to research and write an article about Ramadan. Your article should:

- Start with an eye-catching headline;
- Describe how Muslim people observe Ramadan;
- Explain the significance of this special month;
- Describe the main events of Eid-ul-Fitr;
- Use lively newspaper language and style.

This writing frame suggests ideas for how each main paragraph could begin and what each section could contain. Remember, in a newspaper article your paragraphs should be very short. You might want to divide sections with mini-headlines.

Food: it's something most of us take for granted. Every day we gobble down mountainous meals, snacks and drinks. However, for Muslims in *[your local area]* and around the world this month is different, because it's Ramadan.

During Ramadan, Muslims...
[Now continue, describing what Muslims do during Ramadan. You could also explain why the dates of Ramadan are different each year. Remember to use short paragraphs!]

This month is special to Muslims because...
[Explain carefully what Muslims celebrate during this month. Then explain some of the reasons for abstinence during Ramadan.]

Ramadan ends with the festival of Eid-ul-Fitr. At this time...
[Now describe the celebrations. Then try to explain how the self-discipline of Ramadan will help people during the rest of the year.]

Whether we are Muslim or not, it's important to remember how fortunate we are, and to help those in need. We wish Muslims everywhere 'Ramadan Mubarak!'

Ask the learners to perform the assessment task. They will share their responses and in turn you provide feedback.

1. Summarize your own understanding of fasting.
2. Explain the activities that take place during the period of fasting.
3. List down 3 things which a fasting person should not do.
4. The most important night in the Month of Ramadhan is Lailat al Qadr. In your groups, brainstorm about the importance of lailat al Qadr using Surat Qadar 97.
5. Outline the spiritual, health and social benefits of fasting the month of Ramadhan.

Good Practices of Ramadhan

Ramadan is a period of fasting, reflection, devotion, generosity, and sacrifice observed by Muslims around the world. Fasting is supposed to be undertaken by adult Muslims aged 15 and above. They must be mentally stable and healthy. They are required to abstain from food and drink from dawn to dusk.

Good Practices of Ramadhan

It helps and promotes weight loss and detoxifies the body. This means that it helps reduce chances of contracting weight related diseases such as high blood pressure.

It also brings people together since at the break of the fast Muslims are advised to provide food for those who are needy but fast.

It also promotes the value of sharing.

Through changing routines, Muslims have a chance to establish healthier lifestyle habits particularly with regards to diet and smoking.

Through increased charity, Muslims develop feelings of generosity and good-will toward others. The Prophet Muhammad (peace be upon him) once said, "A man's wealth is never diminished by charity."

Through family and community gatherings, Muslims strengthen the bonds of brotherhood and sisterhood, in their own communities and throughout the world.

Fasting in itself attracts spiritual benefits which include:

- Enabling Muslims sympathise with those in the world who have little to eat every day through experiencing hunger and thirst.
- Enabling Muslims to feel closer to their Creator, and recognize that everything there is in this life is a blessing from God this is through increased devotion.
- Through self-control, a Muslim practices good manners, good speech, and good habits.

Much as it is compulsory that all adult Muslims fast, there are people who are exempted from fasting because it can be dangerous to their health. These include:

- pregnant mothers
- the elderly
- the sick
- people on medication

SUB-TOPIC 9: Worship through Hajj

Guide learners to study the picture below and do the activity that follows.

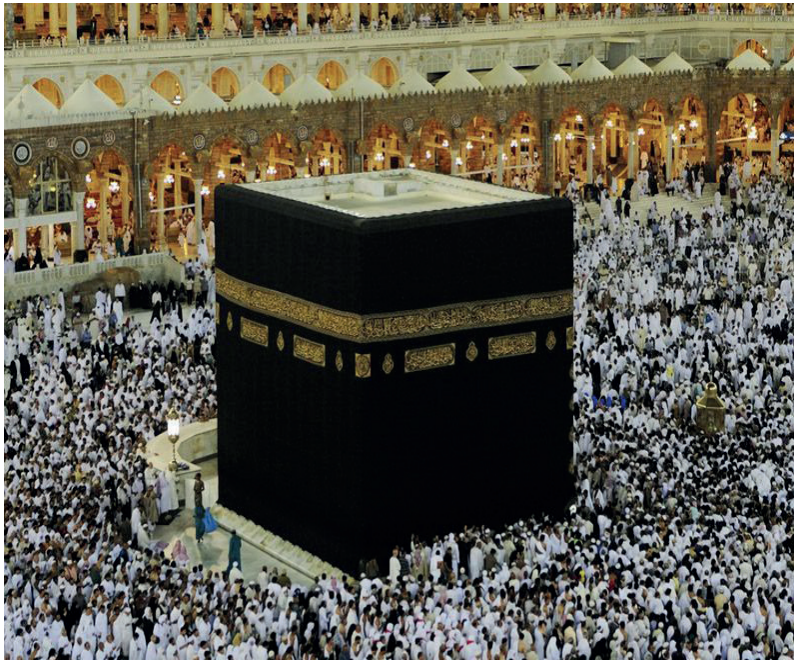


Figure 2.11

1. Identify the building in the picture,
2. Describe what you think is happening in the picture.
3. What occasion is being celebrated?
4. Mention rituals of Hajj.

Note: The learners should share their responses and you guide appropriately. Ask them to summarise the notes on the outcome of the discussions and wrap up.

The rituals of Hajj include

Bathing, ihram, circumambulating the Kaabah, Shaving the head, running between the hills of Swaffah and Marrwa, throwing pebbles at Jamarat, spending the night at Muzidalifah, spending three days at Mina

Place learners in manageable groups, and lead them to read the text below, discuss and copy information about Hajj in their notebooks

Muslims go to Mecca, a city in Saudi Arabia, to visit the Kaaba at least once in their life time. This journey is undertaken during the 12th month of the Muslim calendar known as Dhul hajj. When they come back, people in Uganda normally give them the title of al Hajj or Hajjat. This journey is what is known as Hajj or pilgrimage which is the fifth and last pillar of Islam.

Good Practices in Making Pilgrimages

1. Exposure to the outside world and other cultures
2. Interaction with other people
3. Strengthening faith in Allah

After the discussion about the hajj, ask learners to work through the activity that follows. Guide them to read the text about other good practices in Isla

Provide the learners with a wrap up of all the discussions.

Activity 3.11: Reading, discussing and answering

1. Using the good practices in the making of a holy pilgrimage, identify and discuss one example for each one of them.
2. Share the discussion findings with the class.

Other good practices in Islam include:

1. Decent dressing especially for women
2. Nutrition which involves prohibited foods
3. Express burial which reduces the vigil related expenses and also protects people from diseases like Ebola.
4. It further promotes hygiene because the longer the dead body remains the more decomposes and smells.
5. Avoiding alcohol which is healthy as it protects one from addiction and alcohol related health and social effects.
6. Circumcision which facilitates proper hygiene for men.
7. Inheritance of the property is also clearly stipulated and thus the surviving family members do not conflict.
8. Islam does not charge interest on money borrowed.
9. Celebrations of Eid bring people together as family but also promote charity work.

Let learners take the assessment task.

Make a summary of the good practices you have learnt about in Islam.

Note: The details of Hajj shall be covered under Islamic rituals and celebrations.

SUB-TOPIC 10: Worship through the Articles of Faith

By now, learners have covered worship through the pillars of Islam such as Shahadah, Swalah or prayer, Zakah or charity, Swawm or fasting the holy month of Ramadhan and pilgrimage to Mecca which can be summarized as (practices). Here, you are going to consider worship through the articles of faith (beliefs).

Guide learners to study the diagram below.

Let the learners identify the pillars of faith and copy them into their notebook.

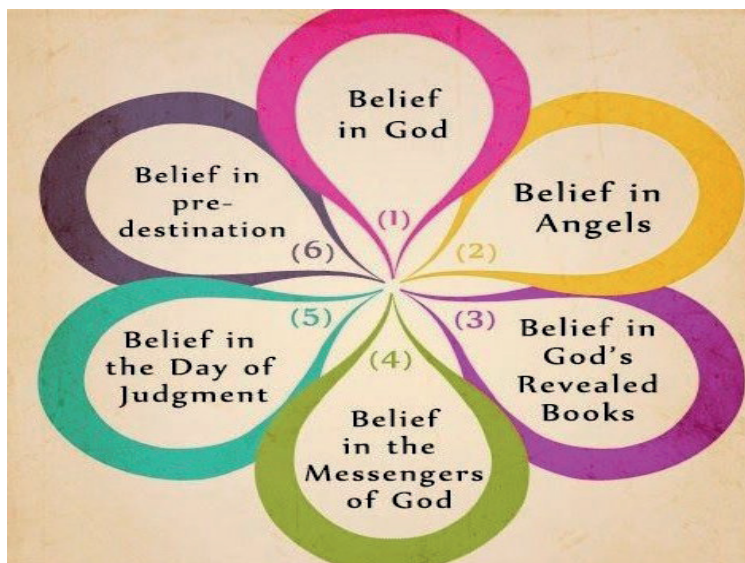


Figure 2.12

Place learners in manageable groups and guide them to:

1. Look at the diagram carefully and read what you see.
2. Arrange the statements in order starting from the lowest to the highest number.
3. Brainstorm the meaning of each statement.
4. Explain the value of believing in the above articles of faith.

Guide learners to read the text below, discuss it in their groups and copy it in their notebooks:

Faith (Imaan) according to Muslims is made of six articles commonly known as the six articles of faith. They include the following: Belief in God, in angels, in Holy Books, in Prophets, in the day of judgement and in Predestination or pre determination. In order for someone to be considered a believer, he/she needs to have faith in all the six articles. A person who has no faith even in one of them cannot be a believer because the articles of faith are related with each other.

SUB-TOPIC 11: Worship Through Belief in God-Allah

Lead learners to read the text below, discuss it and do the task that follows:

Muslims believe in one, unique, incomparable God, who has no son or partner, and that none has the right to be worshipped but Him alone. He is the true God, and every other deity is false. God describes Himself as being everlasting, eternal, independent and that nothing resembles Him. He has the most significant and beautiful names and perfect attributes. No one shares His Divinity or His attributes.

Task

1. Search the Internet/ library and list down 20 attributes of Allah.
2. Explain the first five attributes of Allah and show how they strengthen one's faith.
3. Identify 5 practices in your society which promote belief in one God.
4. Identify 4 practices in your society believers must avoid.
5. Trace and read Surat Al anbiyaa (21:25).
6. Explain the term 'belief in one God'.
7. Discuss in your friends the value of believing in God to an individual and a community.

Names and attributes of God in Islam

S.No	Name of Allah	Name of Allah in Arabic	Meaning
6	Al Mu'min	المؤمن	The Guardian of Faith
7	Al Muhaymin	المهيمن	The Guardian, the Preserver
8	Al Aziz	العزیز	The Almighty, the Self Sufficient
9	Al Jabbaar	الجبار	The Compeller
10	Al Mutakabbir	الْمُتَكَبِّرُ	The Dominant one

SUB-TOPIC12: Belief in the Angels

Task learners to study the pictures below and talk about what they represent.



INTRODUCTION

Muslims believe in the existence of the angels and that they are honoured creatures of Allah. Belief in angles is the second article of faith. The angels worship God alone, obey Him and act only by His command. Among the angels is Gabriel who brought down the Quran to Prophet Muhammad (PBUH).

Place learners in manageable groups and task them to:

1. Identify 5 angels they know and explain their duties.
2. Explain the characteristics of the angels.
3. Discuss the importance of belief in the angels.

SUB-TOPIC13: Belief in Allah's Books

Let learners to look at the pictures below and talk about what they represent.

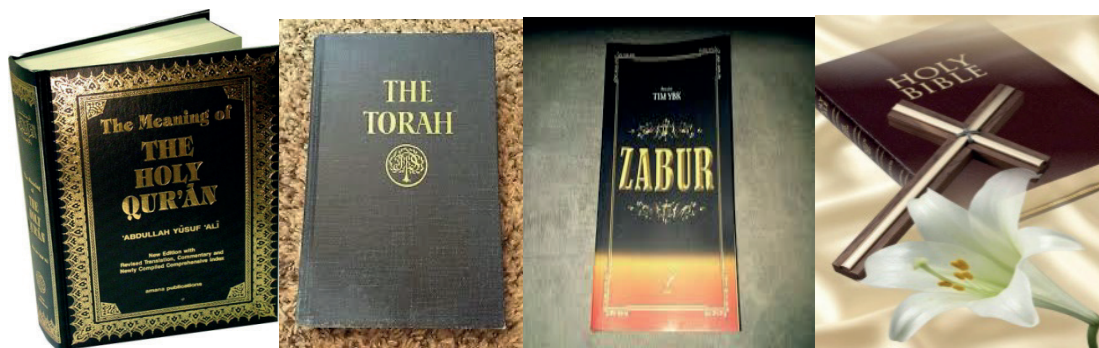


Figure 2.15

INTRODUCTION

Muslims believe that God revealed books to His messengers as proof and guidance for mankind. Among those books is the Quran, which God revealed to Prophet Muhammad (PBUH). God has guaranteed the Quran's protection from any corruption or distortion. This is supported by Quran 15.9

Guide the learners to work through the task.

Place learners in manageable groups and let them:

1. Identify the holy books and name the prophets who received each of them.
2. Explain the characteristics of Holy Quran.
3. Search the internet or school library and write an essay about the uniqueness of the Quran.
4. Using Surat Al Imran 3:81, Discuss the importance of believing in holy books.
5. Search the internet or research from the library and explain the benefits of believing in the holy books.

Note: Make a wrap up and provide feedback to learners.

SUB-TOPIC14: Belief in The Prophets and Messengers of Allah

INTRODUCTION

Muslims believe in the Prophets and messengers of God, starting with Adam, including Nuh, Ibrahim, Ismael, Ishaq, Yaqub, Musa and Isa, peace be upon them. But God's final message to man, a reconfirmation of the eternal message, was revealed to Prophet Muhammad (PBUH). Muslims believe that Muhammad is the last Prophet sent by God; this is mentioned in Quran33.40.

Muslims also believe that all the prophets and messengers were created human beings who had none of the divine qualities. Quran 21:7 confirms the sending of messengers by Allah.

Guide the learners to work through the task.

Place learners in manageable groups and guide them to:

1. Search the Internet and the Holy Quran 101:1-11 and write the biography of each of the following prophets; Muhammad, Isa, Yusuf, Nuh, Ibrahim and Adam
2. Explain the general characteristics of the Prophets
3. Explain the importance of believing in God's messengers on shaping the character of a believer.
4. Identify at least ten prophets mentioned in the Quran.

Prophets and Messengers of Allah Mentioned in the Quran

Prophets and Messengers in the Qur'an

Chronological Order	Name	Arabic (transliteration)	Judeo-Christian Equivalent	Prophet	Messenger	Ulul'Azam (Archprophet)	Book	Sent to	Law (Sharia)
1	Adam	آدم (Ādam)	Adam	✓ [77]					
2	Idris	إدريس	Enoch						
3	Nuh	نوح (Nūḥ)	Noah	✓ [78]	✓ [79]	✓ [80][81]		The people of Noah [82]	✓ [83]

4	Hud	هود (Hūd)	Eber	✓ [84]	✓ [84]			'Ād [85]	
5	Saleh	صَالِح (ṣāliḥ)	Salah	✓ [86]	✓ [86]			Thamud [87]	
6	Ibrahīm	إِبْرَاهِيم (Ibrahīm)	Abraham	✓ [88]	✓ [89]	✓ [90]	Scrolls of Abraham [64]	The people of Iraq [91]	✓ [83]
7	Luṭ	لُوط (Lūṭ)	Lot	✓ [92]	✓ [93]			The people of Lot [94]	
8	Ismail	إِسْمَاعِيل (Ismā'īl)	Ishmael	✓ [95]	✓ [95]				
9	Ishaq	إِسْحَاق (Is'ḥāq)	Isaac	✓ [96]					
10	Yaquḇ	يَعْقُوب (Ya'qūb)	Jacob	✓ [96]					
11	Yusuf	يُوسُف	Joseph	✓ [97]	✓ [98]				

		(Yūsūf)							
12	Ayyub	أَيُّوب (Ayyūb)	Job	✓ [97]					
13	Shu‘a yb	شُعَيْب (Shu‘ay b)	Jethro	✓ [99]	✓ [99]			Midian [100]	
14	Musa	مُوسَى (Mūsā)	Moses	✓ [101]	✓ [101]	✓ [80][81]	Tawrah (Torah) Suhoof Musa (scrolls of Moses) [55]	Pharaoh and his establishment † [102]	✓ [83]
15	Harun	هَارُون (Hārūn)	Aaron	✓ [103]				Pharaoh and his establishment †	

The Holy Quran mentioned several messengers and prophets of Allah. You need to know that all messengers mentioned in the Quran are also prophets, but not all prophets are messengers.

Guide the learners to work through the task.

Place learners in manageable groups and guide them to:

1. identify and write down the names of the messengers mentioned in the Holy Quran.
2. discuss the difference between a messenger and a prophet.

SUB-TOPIC15: Belief in the Day of Judgement

INTRODUCTION

Muslims believe in the Day of Judgment, which will take place after resurrection of all human beings.

Guide the learners to study the picture below and identify the things that reflect the Day of Judgment in it.

Support the learners to work through the activity that follows. They should have the Holy book.

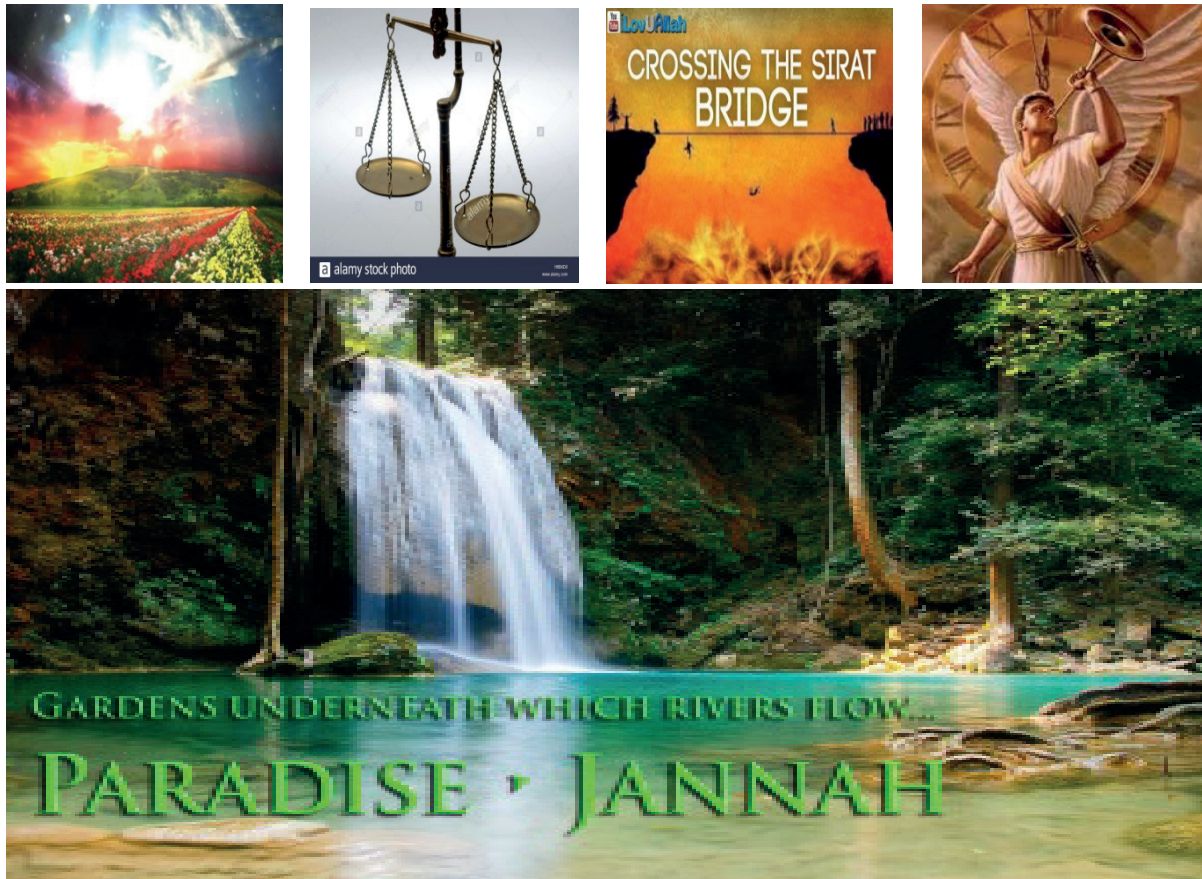


Figure 2.16

Guide learners to study the pictures and work in groups to:

1. brainstorm the experiences of believers and non-believers after judgement.
2. share views about how belief in the day of judgement can promote one's faith and prevent believers from committing evil.
3. write a report on how one can prepare for the day of judgement.

Provide the correct responses and encourage them to take important notes.

SUB-TOPIC16: Belief in Al Qadar –Pre-Determination

INTRODUCTION

Muslims believe in Al Qadar, which is divine predestination, but this divine predestination does not mean that human beings do not have freewill. This means that they can choose right or wrong and that they are responsible for their choices.

The belief in Divine predestination includes belief in four things.

- God knows everything. He knows what has happened and what will happen
- God has recorded all that has happened and all that will happen
- Whatever God wills to happen happens and whatever He wills not to happen does not happen.
- God is the creator of everything.

Guide the learners to read the text below and answer questions about belief in Al Qadar.

A man was travelling to Masaka to visit his relatives. He travelled with his wife, four children and a maid in his saloon car. Along the way, they collided with a heavy truck and whole family died on spot. There were suggestions that if he had not put the whole family in one car, probably some family members would have survived. Those who blamed the head of the family forgot the fact that it was Allah's will. But because the man's relatives were faithful to God, they exercised patience and appreciated Allah's decision.

As the learners to work through the task that follows.

Place learners in manageable groups to:

1. read the above text and relate it to their daily lives.
2. explain the meaning of Al Qadar.
3. brainstorm the lessons learnt from the text above.

Guide the learners to read the story below and answer questions that follow.

Umar grew up in a poor family. He went through school under a lot of hardship but he later completed the University and got a very good job as a company Managing Director. He earned a lot of money and became very successful. As a result, Umar became arrogant and told his colleagues that it was because of his intelligence and nothing else was behind his success. Little did he know that it was Allah's plan.

Guide learners to work through the task that follows.

1. Discuss and share stories of how Allah's plans have affected your life.
2. How would you advise Umar based on the story?
3. Explain the benefits of believing in Al Qadar.

Note: Provide a wrap up and give feedback to the learners.

Much as we have focused mainly on the pillars of Islam and articles of faith, that is not all about worship in Islam. Instead, worship is all about whatever a Muslim does that pleases Allah. This may even involve abstaining from what is forbidden by Allah.

Guide the learners to work through the Task.

1. Identify the forms of worship in Uganda before the introduction of foreign religions.
2. Explain some of the African religious practices before the coming of foreign religions.

Faith commonly known as Imaan in Islam is basically made up of belief in the Almighty Allah and doing good deeds. Unlike the five pillars of Islam which are practical, the articles of faith are based on belief. However, a combination of both prepares a Muslim to be obedient to Allah.

1. Summarise the pillars of Islam and the articles of faith.
2. Explain the role of faith (imaan) in promoting a sense of belonging and commitment.
3. Identify any three forms of worship and explain their importance to an individual and your community.

Read the Activity of integration and attempt the tasks that follow. It should be done individually and should be scored as part of assessment.

Activity of Integration

Yusuf is a farmer with a large coffee plantation and a dairy farm. For the last two years he has been enjoying good harvests. The people around the village have turned his plantation and farm into a model for everyone else to learn from. Suddenly everything turns round when heavy rains set in and hailstorms destroy the coffee plantation. A few weeks later the animals suffer a strange disease caused by bad weather and die one after the other. Your family makes a decision to give support to Yusuf.

Support



INSTRUCTION

- i) Using your knowledge on worship, explain what the farmer's reaction would be in relation to belief and trusting in Allah.
- ii) Propose four ways Yusuf needs to be supported to remain faithful to Allah.
- iii) With specific reference from the Quran, make a write up of what you can do to help Yusuf.
- iv) Write a supplication of worship that Yusuf can use in such circumstances.

Activity: Reading and interpreting the activity of integration**Teacher Instruction**

Guide learners to do activity of integration in the learners'. Observe the learners carry out the tasks in this activity.

1. Each learner should do this as an individual activity.
2. Learners should read the scenario.
3. They need to also use the Qur'an and identify one person who suffered a similar satiation as the in the scenario.
4. They should use that identified example to come up with the type of help needed for the farmer to remain in worship of God.
5. The learners should write a prayer of worship that can be under in such circumstances.

Evaluation Grid

Task	Criterion 1	Criterion 2	Criterion 3	Criterion 4
	Relevance	Accuracy	coherence	Excellence
Explanation of what farmer's reaction would be in relation to belief and trusting in Allah	<p>Scores 3 if the learner writes a detailed explanation with a valid reaction with examples relevant to belief and trust in Allah.</p> <p>Scores 2 if the learner writes a detailed explanation with a valid reaction relevant to belief and trust in Allah.</p> <p>Scores 1 if the learner: writes a basic explanation with a reaction</p>	<p>Scores 3 if the learner's information in the explanation is accurate in reference to the knowledge on worship</p> <p>Scores 2 if the learner's information in the explanation is accurate basing on the knowledge on worship</p> <p>Scores 1 if the learner's information in the explanation</p>	<p>Scores 3 if the learner: if the learner:</p>	<p>Scores 1 if the learner exhibits extra ordinary creativity that was not called for but adds value to the presentati on.</p>

Task	Criterion 1	Criterion 2	Criterion 3	Criterion 4
	Relevance	Accuracy	coherence	Excellence
	relevant to belief and trust in Allah.	is basic on the knowledge on worship.		
4 Proposals of ways Yusuf needs to be supported to remain faithful Allah	<p>Scores 3 if the learner: writes 3 well explained proposals relevant to the situation.</p> <p>Scores 2 if the learner writes 2 well explained proposals relevant to the situation.</p> <p>Scores 1 lists the proposals relevant to the situation.</p>	<p>Scores 3 if the learner's proposals have accurate information with reference that are helpful to the situation presented.</p> <p>Scores 2 if the learner's proposals have information with a few 2 references that is helpful to the situation presented</p> <p>Scores 1 if the learner's proposals have basic information without reference that is helpful to the situation presented.</p>	<p>Scores 3 if the learner's proposals have a logical flow in the order of priority.</p> <p>Scores 2 if the learner's proposals have a logical flow.</p> <p>Scores 1 if the learner's proposals are presented but not in any particular order but can be applicable to the situation presented.</p>	
With specific reference from the Qur'an, make a write up of what you can do to help Wilson	<p>Scores 3 if the learner uses a reference which is similar and relevant Bible to make a detailed explanation of the situation presented</p> <p>Scores 2</p>	<p>Scores 3 If the learner presents the Qur'an reference that includes the book, chapter and the verses</p> <p>Scores 2 If the learner presents the Qur'an</p>	<p>Scores 3 if the ideas presented have a logical flow in line with the situation presented</p> <p>Scores 2</p> <p>Scores 1</p>	

Task	Criterion 1	Criterion 2	Criterion 3	Criterion 4
	Relevance	Accuracy	coherence	Excellence
	<p>if the learner uses a Qur'an reference to make an explanation of which is relevant the situation presented</p> <p>Scores 1 if the learner uses a Qur'an reference which has an idea relevant to the situation presented</p>	<p>reference that includes the book and chapter without the verses</p> <p>Scores 1 If the learner presents the Qur'an reference that includes the book without the chapter and the verses</p>		
A prayer of worship that Yusuf can use in such circumstances	<p>Scores 3 if the content of the prayer involves worship and is relevant to the situation presented</p> <p>Scores 2 if the content in the prayer is relevant to the situation presented</p> <p>Scores 1 if the prayer has an idea that are relevant to the situation presented</p>	<p>Scores 3 if the learner presents the prayer correctly.</p>	<p>Scores 3 if the prayer flows logically and follows the steps of worship</p> <p>Scores 2: if</p> <p>Scores 3 if the prayer flows but lacks the steps of worship</p>	
total score /28	/9	/9	/9	/1

The learner will be considered to have passed if she/he attains 2/3 of the total marks available.

TOPIC TWO:

Islamic Rituals and Celebrations

Keywords	After studying this chapter and doing the activities you will be able to:
<ul style="list-style-type: none"> • Symbol: something that represents an idea. • Ritual: an act that is done as part of a religious or social norm • Celebrations: to do something special or enjoyable for an important occasion. • Sacrifice: an act of offering to a deity something precious • Ceremonies: a formal act that is part of a social or religious occasion. • Divine: something that is said to be related or come from God: • Kaabah: • Aqiqah • Minaret: a tall tower at mosque • Crescent: the half full shape of the moon • Zamzam • Pilgrimage/hajj: someone who travels to the holy places of Makah • Ihram • Tawaf • Saa'y • Arafah • Umrah 	<ul style="list-style-type: none"> ○ understand the meaning and importance of divine symbols. ○ understand the teachings of Islam about Aqiqah. ○ realize the Muslim ceremonies and trace their origin from Quran and Hadith. ○ identify and explain the performance of various Muslim ceremonies. ○ appreciate the value of Muslim ceremonies.

SUB-TOPIC 2.0: Meaning of Symbols

Preparation by the teacher

Endeavour to have the following in place before starting on every lesson:

- scheme of work
- Lesson plan
- Meaning of key words
- Correct sitting arrangement of the learners

Learning Materials

- Learner's textbooks
- The translated text of the Holy Qur'an
- Copies of Hadith books
- Flip charts/ Manila papers
- Mark pens
- Masking tape
- Chalkboard
- The learner's notebook

Skills to be Imparted

- Team work
- Listening
- Reading
- Communication
- Following instructions
- Critical thinking
- Creativity
- Use of ICT/ internet
- Leadership and
- Organisation

Instruct the learners to:

1. look at the following symbols and signs and explain what each one stands for.
2. draw the following pictures in your notebook.
3. draw other symbols known to you and explain their meaning.
4. explain the importance of rituals and symbols in Islam.

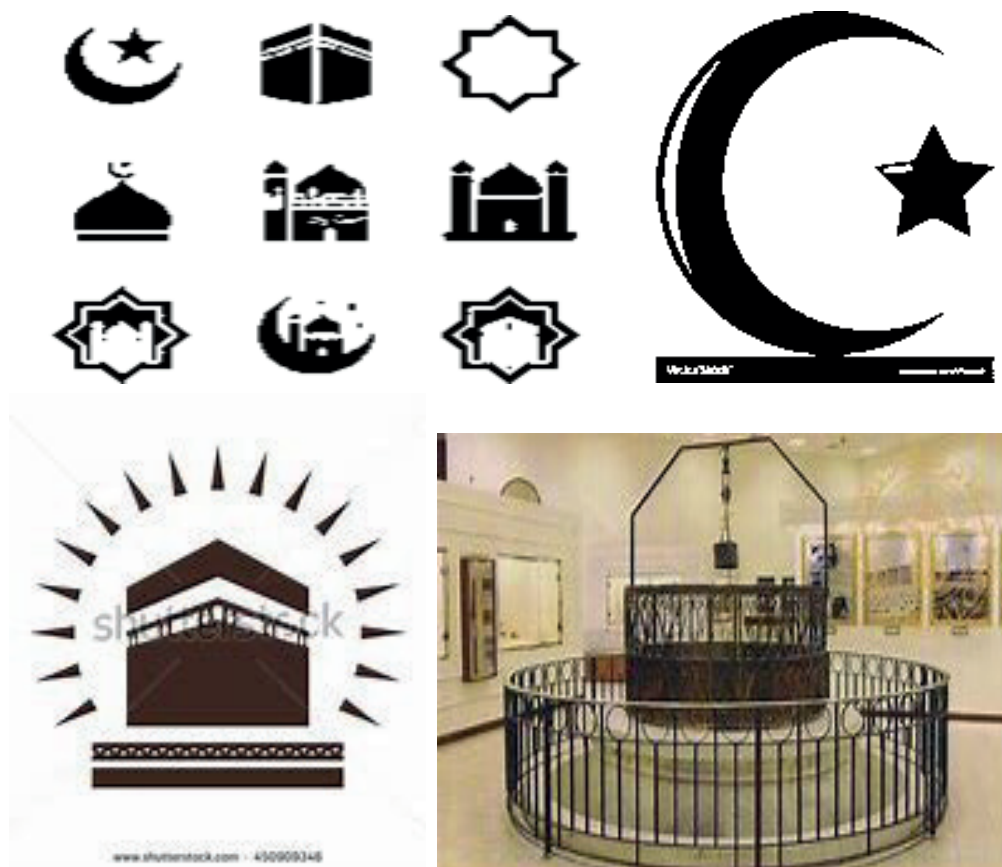


Figure 2.18

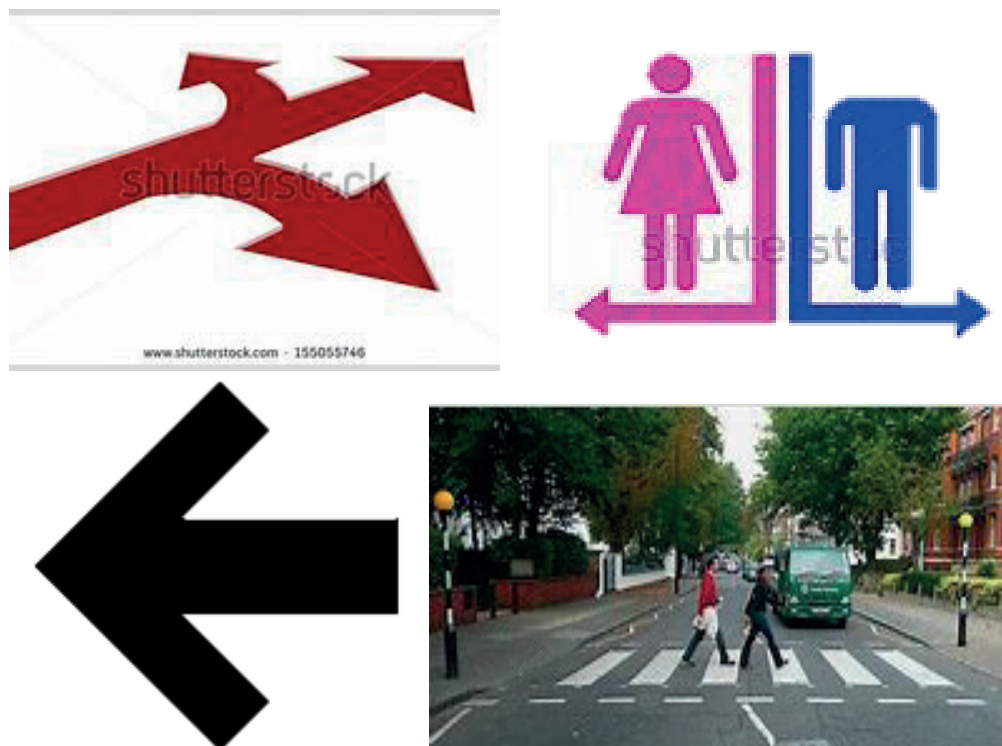


Figure 2.19

Guide learners to read through the text.

A symbol or a sign is not important in itself, what is important is what it stands for. For example, an arrow is not important in itself; what is important is the direction where the arrow is pointing.

Unlike a symbol which is static and stands for the same purpose, a ritual is an action of belief. It is also dynamic and its purpose is determined by intention. For example, taking a bath, its purpose is determined by intention. One may bathe as a health routine; one may also take a bath in preparation for prayer particularly Juma and Eid prayers. This is a ritual which earns the doer rewards because of the intention. Therefore, intention is important in determining whether an action is a ritual or not.

Most of the rituals and symbols in Islam are witnessed during the performance of Hajj. They include; Re-assuming Ihram and declaring intention to perform Hajj, heading to Mina, heading to Arafah and performing Waqf, praying in Muzdalifah, performing Dhuhur and Asr prayer combined in Mina and throwing pebbles at Jamarat, offering a sacrifice, cutting or shaving the hair, performing Tawaf and sa'ey. Muslims believe that rituals of Hajj have their origin in the time of Prophet Ibrahim. Other rituals include; circumcision, aqiqah

Support the learners to work through the activity that follows. They should have the Holy book.

They can work as individuals as well as groups depending on your preparation.

Activity 11

Lead learners in a discussion about rituals in order to:

1. discover the meaning of various Islamic symbols with a focus on Surat al Hajj (22:30-32).
2. Identify the difference between a sign and a symbol.
3. Draw 5 Islamic symbols and explain their meanings.
4. Explain the way performance of rituals (celebrations) creates a bond of love and togetherness among families.
5. Explain the importance of divine symbols to the Muslim community in reference to Quran 22:30-32, 30:22-24.
6. develop a list of other Muslim rituals.

The Muslim rituals include bathing, circumcision, tayyamum, shaving, slaughtering, facing qiblah, burial ceremonies. The Muslim ceremonies include the 2 Eids, marriage, Aqiqah, Mawled, Isra and Miraj

Note: Make sure the learners share the findings with you. They should in turn get feedback. Encourage them to make summary notes for reference.

SUB-TOPIC 2.2: Muslim Celebrations – Aqiqah

INTRODUCTION

Each society has its own way of celebrating a new born baby. Some welcome boys with a lot of joy but become sad when the baby is a girl. Some societies give special attention to the birth of twins but Islam treats all babies the same way and recommends performance of ceremony known as Aqiqah to all new borns.

Guide learners to turn to their books and study the picture, discuss and relate it to the information that follows.

Activity 12

Place learners in manageable groups, and let them:

1. Share views about Aqiqah as an act of appreciating Allah for the gift of a new born child.
2. Describe the activities carried out during the Aqiqah ceremony.
3. Explain the ways of welcoming a new born baby in their community?
4. Explain the importance of Aqiqah to the Muslim community
5. List down five Muslim names of boys and girls that they would wish to give to their children and give reasons for their choice.
6. Share opinions about how naming affects the character of a child.

Note: Provide the learner with a wrap up. It should include the correct responses to the tasks. Ask them to make the important notes for reference.

Eid Celebrations

INTRODUCTION

Every community has a way of celebrating and honouring important events. When the Prophet (PBUH) migrated to Medina, he found the people in the area celebrating and feasting two important days in their traditional beliefs. He told them that God had substituted their days of celebration with the two Eids, Adhuha and Eid Fitri. Prophet Muhammad (PBUH) celebrated his birthday by fasting every Monday because it is the day he was born.

Guide the learners to study the pictures below and share their views about the activities taking place therein.



Figure 2.21



Figure 2.22

Ask the learners to study the picture above. Guide them on how to attempt the tasks that follow in activity 1.3

Activity 13

Place learners in manageable groups and task them to;

1. Explain how Eid al Fitr and Eid al-Adhuha are celebrated
2. Explain the purpose of celebrating Iddi al Adhuha with reference to Surat al-Khawthara Q (108:2) and Surat Al- Hajj.
3. Describe the way Muslims in Uganda celebrate the birth of Prophet Muhammad.
4. With examples brainstorm and develop a list of celebrations in Islam.

5. Trace verses from the Quran about the different types of ceremonies
6. Explain how Muslim ceremonies promote love and unity among members in your community.

Note: Provide the appropriate responses to the learners. Support them as they perform the tasks, give them a wrap up and encourage them to make summary notes.

SUB-TOPIC 2.3: Marriage in Islam

INTRODUCTION

Time comes when a man starts to live with a woman. In Uganda people normally start living together either casually, after an introduction ceremony, a church wedding or being joined together by courts of law. However, in Islam a man and a woman start to live together after signing a contract during a ceremony known as Nikah (marriage ceremony).

Guide learners to turn to their books and study the picture. Lead them into a discussion as you support them relate it to the information below it.

Ask them do the activity that follows.



Figure 2.23

Activity

1. Describe the performance of a Muslim marriage ceremony(Nikah)
2. In what ways is a Muslim marriage ceremony different from other types of marriage?
3. Brainstorm the benefits of marriage to an individual and the community.

Note: Learners should share their findings with you.

You should provide feedback to the learners to enable them progress.

The learners should write a prayer of worship that can be under in such circumstances

Activity: Reading and interpreting the activity of integration

Teacher Instruction

Guide learners to do activity of integration in the learners'. Observe the learners carry out the tasks in this activity.

Each learner should do this as an individual activity

Learners should read the scenario

Activity of Integration

At the end of every 9th Month and on the 10th day of the 12th month of the Muslim calendar, all Muslims in the whole world celebrate the two festivals of Eid at Fitir Eid al Adhuha. The two festivals are associated with happiness and praising Allah the Almighty. Many people get a lot of money while others spend in the way of pleasing Allah. The first festival is connected to end of the Holy Month of Ramadhan while the second one is associated with pilgrimage to the holy city of Mecca and Madina. Many Muslims in Uganda would have loved to visit Mecca during the Month of Ramadhan known as Umurah and Hajj. However due to poverty many people cannot make it thereby missing the rewards. Others still even fail to legalise their marriages only to hurriedly do it towards the fasting period.

1. Using your knowledge of Islamic Religious Education, explain the meaning of Eid celebrations.
2. Describe the activities which take place during the festivals.
3. Propose four possible ways to help the poor Muslims to participate actively in the festivals.
4. Explain the general characteristics of Muslim ceremonies.
5. In what ways do Muslim festivals benefit members of your community?

Note: Develop the evaluation grid for the activity of integration.

Assessment

Write an essay explaining how you spend your day during Eid celebration.

Chapter Summary

In this chapter you have learnt about rituals and celebrations in Islam. You have also learnt about Aqiqah and marriage ceremony and how they strengthen brotherhood and harmony in society.

TOPIC THREE:

Islam and Values in Christianity and African Traditional Religion

INTRODUCTION

This chapter introduces you to the Islamic view of the divine faiths and the values they treasure. It also exposes the learner to the African Traditional Beliefs and their values.

By the end of this topic, the learner should be able to appreciate the beliefs and moral practices in other religions to develop tolerance to other faiths in order to live in harmony with them in a diverse world.

The learner will:

- know the characteristics of other religions other than their own.
- appreciate values of other religions.
- understand the diversity of religion.
- respect beliefs of other religions.
- form opinions about other religions to promote tolerance.
- live in harmony with people of other religion.

Preparation by the Teacher

Endeavour to have the following in place before starting on every lesson:

- scheme of work
- Lesson plan
- Meaning of key words
- Correct sitting arrangement of the learners

Learning Materials

- Learner's textbooks
- The translated text of the Holy Qur'an
- Copies of Hadith books
- Flip charts/ Manila papers
- Mark pens
- Masking tape
- Chalkboard
- The learner's notebook

Skills to be Imparted

- Team work
- Listening
- Reading

- Communication
- Following instructions
- Critical thinking
- Creativity
- Use of ICT/ internet
- Leadership and
- Organisation

As you start a new chapter, remind them about what they learnt previously. Ask them to read the text.

You learnt about some of the rituals practiced in the Islamic Faith. They also discussed the importance of each one of them. The focus of this unit is learning about two other religions other than Islam. Before discussing the details of other religions guide them to read through the activity below, discuss and do the tasks **that** follow.

Ask the learners to read the poem and attempt the tasks that follow. They can do it as a group or individual activity.

Activity 3.1: Read, discuss and answer

I stop and think

I imagine and end

I wonder and wander

In search for meaning of what you are

What it is that is taught

Religion, Religion, Religion!

Christianity, Islam, ATR, Hinduism,

Buddhism, Baha'ism, Judaism Sikhism,

Confucianism, Shinto,

those are just a few of the religions in the world

Religion, Religion, Religion!

Is it about God, Is it about beliefs

Is it about objects, is it about books

The answer is wide; it is all about faith

Religion, Religion, Religion!

Promoting different values

Providing a living hope

Limitless discipline

Religion, Religion, Religion!

What exactly are you?

Support the learners as they attempt to answer the questions that follow.

Questions

1. *How does the writer define religion?*
2. *What is the importance of religion?*
3. *What comprises religion?*
4. *Suggest a suitable title to the poem.*
5. *In your opinion why does the writer make religion so difficult to understand?*
6. *Name any five world religions known to you.*

Guide learners to read the text below in an attempt to discover more about religion.

Hold a discussion about the content in the text.

Ask the learners to write important points about the outcome from the text and discussion.

In the world, the religions are countless. They all have followers and believers. Religion is an organized set of beliefs, cultural systems, and world views that relate humankind to an order of life.

Many religions have narratives, symbols, and sacred stories that aim to explain the meaning of life, the origin of life and the universe. Each community in the world has some kind of religion they subscribe to.

The people had forgotten the ideal of their religion. Morality was at its lowest. Corruption, intolerance, persecution and wrangling of beliefs and sects existed everywhere.

Greatest disorder existed in the social life of the Arabs. There was no ideal morality or discipline in the society.

Corruption, vices, superstition, unrestrained freedom and unrestricted enjoyment ruled supreme in the Arab society. Plurality of wives and husbands was the order of the day.

Adultery was common among the pre-Islamic Arabs. Step sons could marry their step-mothers and even the brothers sometimes married their own sisters. Men and women could have full freedom with their opposites.

Human beings were sacrificed to false gods. Fathers sometimes killed their children also for fear of poverty.

The position of the women was very degrading in the Arab society. They were treated as property and with disrespect. The birth of a female child was considered as a great curse and she was often buried alive by the heartless father.

Women could not have any share of the property of the husbands or the fathers in a word, no status in the society. Slavery, in its worst form, prevailed in the Arab society; the master could even put his slave to death.

Economically, pre-Islamic Arabian society was very much in the primitive stage the soil being barren; there was little of agriculture in the country.

Before the rise of Islam, worst disorder and confusions prevailed in the religious life of the Arabs. There were some Jews and Christians in Arabia, but they had become corrupt and not hold any higher religious ideal to the Arabs.

With the exception of the Jews and Christians, the rest of the Arabs followed the most primitive form of religious beliefs. They were idol worshipers, adoring many gods and goddesses.

The above mentioned evils not only existed among Arabs but in most of the world civilizations at that time.

There were no basic human rights and the rich ruled the poor and imposed whatever laws they wanted. The world society was primarily divided into ruling class and the ruled.

Activity

1. Describe the social, economic and religious evils of the jahiliya period.
2. Compare the evils of the jahiliya period to the evils in Uganda today.

Look at the pictures below and identify the faiths they represent.

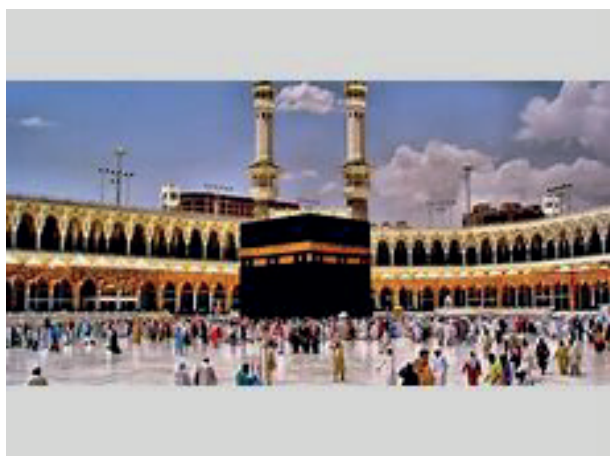


Figure 2.24



Figure 2.25

SUB-TOPIC 3.1: Origin of Islam

Guide the learners to read the text that follows.

They should have the Qur'an for reference. Ask them to read as they share their thoughts with their classmates.

Read the passage and do the activity that follows.

The origin of religion as taught in Quran (22:78 and 5:3)

It is important to note that Islam is as old as man, it was not founded by Prophet Muhammad PBUH but he simply revived it. He was sent by Allah to remind mankind of laws that had been sent to the previous prophets and if possible make additional laws.

Before the coming of Prophet Muhammad, there was a lot of immorality throughout the world but Arabia was the worst at the time. Prophet Muhammad's mission started 610 years after the end of the prophet Isa's mission. Due to long period that had passed, most people had lost track while others had changed Allah's message to suite their interests.

Muhammad was therefore born in Arabia in 570 AD during the period of darkness, ignorance commonly referred to as Jahiliyya. As a child and youth Muhammad's character was very different from other children for example, he was kind, trustworthy, hardworking, honest, charitable, peace loving, never got involved in idol worship, fighting, gambling, fornication and adultery which were the common evil practices of the time.

The political, social, economic, moral and religious life of people particularly in Arabia was characterized by evil practices and disrespect of human rights.

When Muhammad PBUH became a Prophet in the year 610 AD, he embarked on changing the different aspects of life of the Jahiliyya Arabs and by the end of his prophet hood in 632 AD he had greatly transformed the society.

Activity**Ask learners to work in groups in order to:**

1. Identify the circumstances that took place before the coming of Islam.
2. Give reasons for the coming of Prophet Muhammad (PBUH).
3. Mention 3 prophets that existed before the coming of Prophet Muhammad (PBUH).
4. Write about the situation of Makkah by the time of the birth of Prophet Muhammad (PBUH).
5. Summarize the events that led to the birth of Islam in the year 610 AD.
6. Compare the religious life in Arabia before 610 AD to the religious ways of people in your community.
7. Trace and recite Q22:78 and 5:3 about the origin of Islam.

Note: Provide the appropriate support needed by the learners. They should share their findings with you. Provide them with feedback.

Pre-Islamic Arabia

In this unit the learners will learn about Islam. Before they learn about Islam they will need to first understand the period before Islam in Arabia. This period is also known as Jahilliya.

Guide them to work through the activity that follows.

Activity 3.8

- i) Research and draw the map of the Arabian Peninsula before the coming of Islam.
- ii) What are the current countries in the Arabian Peninsula?
- iii) Comment on their current Islamic practices.

Note: The learners should share their findings and responses with you.

Provide them with meaningful feedback to support further learning.

The passage attempts to explain the pre-Islamic period. Guide the learners to read it and identify the situation of the time.

The Pre-Islamic Period

The pre-Islamic period was the darkest age in human history. It was a time of ignorance and disorder in the religious and social life in the world. The political, social and cultural life developed by the peoples of the ancient world was shattered by the barbarians. The social and religious order organized by Judaism, Christianity and Zoroastrianism had disintegrated. The people had forgotten the ideal of their religion. Morality was at its lowest.

Corruption, intolerance, persecution and wrangling of beliefs and sects existed everywhere. Greatest disorder existed in the social life of the Arabs. There was no ideal morality or discipline in the society. Corruption, vices, superstition, unrestrained freedom and unrestricted enjoyment ruled supreme in the Arab society. Plurality of wives and husbands was the order of the day.

Adultery was common among the pre-Islamic Arabs. Step sons could marry their step-mothers and even the brothers sometimes married their own sisters. Men and women could have full freedom with their opposites. Human beings were sacrificed to false gods. Fathers sometimes killed their children also for fear of poverty.

The position of the women was very degrading in the Arab society. They were treated as property and with disrespect. The birth of a female child was considered as a great curse and she was often buried alive by the heartless father. Women could not have any share of the property of the husbands or the fathers; in other words, no status in the society. Slavery, in its worst form, prevailed in the Arab society; the master could even put his slave to death.

Economically, pre-Islamic Arabian society was very much in the primitive stage, the soil being barren; there was little of agriculture in the country.

Before the rise of Islam, worst disorder and confusions prevailed in the religious life of the Arabs. There were some Jews and Christians in Arabia, but they had become corrupt and could not hold any higher religious ideal to the Arabs. With the exception of the Jews and Christians, the rest of the Arabs followed the most primitive form of religious beliefs; they were idol worshipers, adoring many gods and goddesses.

The above-mentioned evils not only existed among Arabs but in most of the world civilizations at that time. There were no basic human rights and the rich ruled the poor and imposed whatever laws they wanted. The world society was primarily divided into ruling class and the ruled.

Learners can work in groups to find out

1. the changes, the mission of the Prophet Muhammad (PBUH) made on the life of the people in Arabia.
2. the changes brought by Prophet Muhammad (PBUH)'s mission that can apply in the Uganda situation.

Note: They should share the responses with you. Guide them appropriately by giving the correct responses.

Activity 3.9

Guide the learners to work through activity 3.9.

Read the text and answer the questions that follow:

Islam is a monotheistic religious tradition that originated in the Middle East in the 7th century. The Quran, the sacred text of Islam, contains the teachings that were revealed to Prophet Muhammad (PBUH) from Allah. Essential to Islam is the belief that Allah is the one and true Allah with no partner or equal. Islam has several branches and much variety within those branches.

The two divisions within the tradition are the Sunni and Shia, each of which claims different means of maintaining religious authority.

The five Pillars are key in Islam. They include the profession of testimony, ritual prayer, the zakat (charity), fasting, and the hajj (a pilgrimage to Mecca).

Many Muslims are characterized by their commitment to praying to Allah five times a day. One of the defining characteristics of Islam is the primacy of sacred places including Mecca, Medina, and Jerusalem. Muslims gather at mosques to worship Allah, pray, and read the Quran. All aspects of a Muslim's life are to be directed towards serving Allah. Islam spread beyond its birthplace in the Arabian Peninsula, and now has significant influence in Africa, throughout Asia, Europe, and America.

Support them as they attempt the tasks that follow the passage.

1. What is monotheism?
2. Who revived Islam in the Arabian Peninsula?
3. Where did the Religious tradition begin?
4. What are the sources of the Islamic teachings?
5. What are two divisions of Islam?
6. Explain the five pillars that hold Islam.
7. Draw a world map showing the distribution of Islam.

Note: Feedback is a crucial component of progress to higher level. Provide it after the activity.

Ask learners to study the timeline.

Islam Timeline

570 AD Birth of Prophet Muhammad		610 AD Muhammad becomes a prophet
610 AD The mission of Islam begins		632 AD Prophet Muhammad dies
632 AD Caliphate period starts		661 AD End of Caliphate period
661 AD Hereditary rule starts		750 AD
1229 AD Ottoman Empire begins		

Guide the learners to read the text for more understanding.

The Islamic values are based on the pillars of Islam which are the structure of the Muslim life. They are the testimony of faith, prayer, giving zakat (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Mecca once in a lifetime for those who are able.

When a Muslim observes the five pillars, s/he gets spiritual benefits. Apart from spiritual benefits there are also other good practices that are associated with the pillars of Islam.

SUB-TOPIC 3.2: Fundamental Teachings of Islam

Guide learners through this sub-topic by introducing them to the new words. Probe them and find out if they know the pillars of Islam and articles of faith. Ask them the importance of the Qur'an in relation to the fundamental teachings of Islam. Ask them to read the text below.

The fundamental teachings of the Islam faith are made up of the pillars of Islam and the articles of faith. These influence the life of a Muslim. The pillars of Islam and faith are regulated by the concept of Ihsan. Ihsan concerns itself with perfecting all that a Muslim does in terms of the pillars of Islam or faith.

The major sources of guidance to a Muslim are the Quran and teachings of Prophet Muhammad (PBUH).

Guide them through the activity. Listen to the discussions as they work in groups.

Activity

In groups:

1. explain the changes that prophet Muhammad introduced in Arabia.
2. show how the fundamental teachings of Islam improved on the lives of people in Arabia after the year 610 AD.
3. suggest ways for applying the fundamental teachings of Islam in your community.

Note: Provide guidance through evaluating their responses. Give them the correct responses where they have failed to. Wrap up the activity and ask the learners to record the important points.

Activity 3.10: Studying and answering



Figure 2.26

Activity

Guide the learners to critically look at the picture. Give them clues of who they are. You could also probe them on who the personalities by how they are dressed.

1. Identify the personalities in the picture
2. Explain the importance of working together as members of the different faiths.

Note: Support the learners with correct responses in the wrap up. Encourage the learners to write important notes in their books.

SUB-TOPIC 3.3: Christianity

In this section learners will discover the origin of Christianity.

Guide the learners to work through the sub topic. It is new knowledge to them therefore you have to take caution. Your objective is not to indoctrinate them but to teach them about Christianity in order to live with Christians harmoniously

Guide them to read the text and answer the questions that follow:

Christianity developed out of Judaism in the 1st century. It is based on the life, teachings, death, and resurrection of Jesus Christ, and those who follow him are called "Christians."

Christianity has many different branches and forms with accompanying variety in beliefs and practices. The three major branches of Christianity are Roman Catholicism, Eastern Orthodoxy, and Protestantism, with numerous subcategories within each of these branches.

Christianity became legal by the pronouncement of Milan in 313. Emperor Constantine the Great of the Roman Empire converted to Christianity. He convened the First Council of Nicaea (325) where Early Christianity was consolidated into what would become the state religion of the Roman Empire (380).

Until the latter part of the 20th century, most followers of Christianity were in Europe. It has spread to every continent and is now the largest religion in the world.

Questions

1. Where did the Christianity evolve from?
2. Who is the founder Christianity?
3. What are the divisions of Christianity?
5. Explain the three beliefs that Christian pillars hold dearly.
6. Draw a world map showing the distribution of Islam.

The missionary work of Paul was very important to the spread of Christianity at that time. He travelled tens of thousands of miles around the Mediterranean spreading the Word of Allah.

Paul also wrote books of the New Testament which include Romans, 1 Corinthians, 2 Corinthians, Galatians, Colossians, Philippians, Philemon, and 1 Thessalonians.

Note: As you expose them to Christianity, be careful on the presentation. The learner needs to get more of the knowledge that practice.

Activity: Summarize the Christian beliefs below in your notebook.

Guide the learners to read the text about the and try out the tasks that follow

Christian Beliefs

Christians believe that there is only one God, whom they call Father as Jesus Christ taught them. They recognise Jesus as the son of God and believe God functions as a Trinity

They believe in the death, descent into hell, resurrection and ascension of Jesus Christ. They also believe in the holiness of the Church and the communion of saints, Christ's second coming, the Day of Judgement and salvation of the faithful.

Christian worship involves praising God in music and speech, readings from scripture, prayers of various sorts, a sermon, and various holy ceremonies such as the Eucharist.

The cross is the main Christian symbol. The Christian Bible has two sections, the Old Testament and the New Testament. The Old Testament is the original Hebrew Bible, the sacred scriptures of the Jewish faith, written at different times between about 1200 and 165 BC. The New Testament books were written by Christians in the first century AD.

Tasks

1. Write down the Christian beliefs in Christianity mentioned in the text.
2. What does Christian worship involve?
3. Give the Christian symbols in the text.

Note: Learners will use the basic knowledge acquired to answer the questions. Give a wrap up giving them correct responses.

SUB-TOPIC 4: Common Beliefs in Islam and Christianity

Guide the learners to work through the sub topic. Guide them on how to study the table, interpret it and discuss amongst themselves.

Muslims	Christians
Holy day- Friday Ramadhan is the month of fasting 29 or 30 days	Holy day-Sunday Observe Lent- period of fasting for forty days
Perform Juma prayers on Friday	Have Sunday service
Celebrate the two Eids - I al Fitir and Eid al Aduha	Celebrate Easter and Christmas
Perform Aqiiqa to the new born	Initiate the young ones through Baptism
Follow the laws and guidance from the Quran	Follow the laws and guidance from the Bible

Guide learners to form groups and brainstorm about things Muslims and Christians do differently. Ask learners to work in groups to answer the questions that follow:

1. Brainstorm the meaning of modernity.
2. Discuss the effects of modernity on Islam, Christianity and ATR.
3. Write your findings and share with the rest of the learners.
4. Brainstorm the meaning of:
 - i) monotheism
 - ii) omnipotence
 - iii) omnipresent
 - iv) omniscience
2. Consult the area Imams/School Sheiks about the dangers of believing in ancestors and intermediaries.

African Traditional Religion

As learners interact with this section, support them to get knowledge of the religious practice of the Africans before the coming of Islam. Guide learners to read the text.

You learnt about Islamic values that are based on the pillars of Islam. You also learnt about the good practices in Christianity. In African Traditional Religion there are no written records, however, there are good practices that can be appreciated. The good practices are found in the different aspects of African Traditional religion.

Activity 3.12

Guide the learners to look at the picture below answer the questions that follow:



Figure 2.27

1. Describe what you think is happening in the picture.
2. Why do you think it is done?
3. Who takes part in such activities?
4. What are the good practices involved in the celebration above?
5. Share the findings with the teacher.

Note: Learners will give different responses. Evaluate them and guide appropriately. Ask the learners to make important points in their notebooks.

Activity 3.13

Guide learners to work through the activity. Ask them to study the picture, discuss and attempt the questions that follow.

The picture below shows a religious activity among the Africans.



Figure 2.28

1. Describe what is happening in the picture.
2. Give 3 benefits of participating in such a Religious ritual.
3. What do you think should be changed in that African religion practice?

Note: Learners will provide varying responses. Evaluate them and offer proper guidance in line with the knowledge you want them to acquire.

Activity 3.14: Reading, discussing and writing

The passage below reflects the day-to-day activities of the people in the Buganda traditional society. Guide the learner to read and identify the aspects which relate to the religious life of the Africans at the time.

"The Baganda are a group of people in central Uganda. Before the coming of missionaries and Muslim traders, they had their traditional religion. They believed in one Allah "Katonda" who was the respected creator. They had divinities who would intercede for them and these were known as "Lubaale." These were once people who in their lifetime excelled in particular activities. The living then would call upon them before that particular activity for blessings. Dungu was for the hunters; Mukasa for the lake; Musoke for rain; Nabuzaana for mothers; Kawumpuli for epidemics to mention but a few.

The Baganda called upon Allah before taking on any activity. They knew that on their own they were weak and therefore turned to Allah for help and protection. They offered sacrifices of thanksgiving to Allah. Before they took any food or drink, they poured some of it on the ground for the ancestors. They also sang as part of the worship in their places of worship.

The Buganda celebrated the rites of passage that included birth, naming, initiation, marriage, and death. At all these occasions, religious rituals were performed to invite Allah in their midst.

They had religious leaders who were both men and women. These were not by training but choice from Allah. They included mediums, rainmakers, medicine men and women, to mention but a few.

Evil people existed but these were not part of the religious practices and they included witches and sorcerers. These were always sent away from the villages the moment they were proved to be evil."

Support the learners as they attempt to answer the questions.

1. Identify the good religious practices reflected in the passage.
2. How are the practices in Buganda similar to the ones in Christianity?
3. Explain how the evil people are treated and why?

Note: Provide them with the correct responses where they fail to do so. Wrap up the activity and encourage learners to note the important points in their notebooks.

In order for the learners to get a deeper understanding of African Traditional Religion guide them to read the text which explains it's characteristics.

African traditional religion refers to the religions of the African people. It deals with their cosmology, ritual practices, symbols, arts, society, and so on. Religion is a way of life, and relates to culture and society as they affect the worldview of the African people.

African Traditional Religion is found in every life aspect of the people. Rituals like prayer bring Africans together as a community and foster togetherness. Through the worship songs people's talents are developed. Sacred symbols are found in Art help people develop an appreciation.

It is dynamic and therefore not stagnant. It is constantly reacting to various shifting influences such as old age, modernity, and technological advancements.

It is less of faith traditions and more of lived traditions. They are not so concerned with doctrines. They instead are focused on rituals, ceremonies, and practices.

Though many Africans have converted to Islam and Christianity; African religion still informs the social, economic, and political life in African societies.

There are quite a number of revival groups and movements whose main aim is to ensure that the tenets and practices of African indigenous religion that are threatened survive. These can be found all over the Americas and Europe.

African traditional religion has concerns for health, wealth, and procreation at the core. That is why they have developed institutions for healing, for commerce, and for the general well-being of their own practitioners and adherents of other religions as well.

African religion is not based on conversion like Islam and Christianity. It spreads through peaceful coexistence. It promotes good relations with members of other religious traditions that surround them.

Women play a key role in the practice of these traditions. There are many female religious leaders along with their male counterparts. There are female priestesses, diviners, and other figures.

Activity

1. Basing on the story above explain the characteristics of African Traditional Religion.
2. Identify God's intermediaries.
3. Search the Internet for the concept of ancestors and mediators in African Traditional Religion.

Note: Evaluate the learners' responses and give the appropriate responses to the questions. Feedback to the learners is important for progression.

Activity

Read and answer questions about the 10 commandments that follow.

1. In groups, identify the 10 commandments given to Prophet Musa.
2. Explain the benefits of the 10 commandments in shaping one's character.
3. How far do members in your society fulfil the 10 commandments?

What makes Christianity, Islam, and African Traditional Religion similar?

You learnt about some of the rituals practiced in the Christian Church. You also discussed the importance of each one of them. The focus of this unit is learning about two other religions other than Christianity. Before discussing the details of other religions, work through this activity.

Activity 3.15

Imagine you are invited as the guest of honour to speak about the importance of religion in society to people from various religious groups. Write a short speech for that occasion.

Characteristics of other Religions

All religions have characteristics that are similar. These include belief in the supernatural, beliefs, practices, ceremonies, festivals, religious objects, religious places, values, morals, founders, and religious leaders among others.

Activity 3.16

In groups or pairs use the characteristics of religion mentioned above to fill the table with two examples of each for the religions provided.

SN	CHARACTERISTICS	ISLAM	CHRISTIANITY	AFRICAN TRADITIONAL RELIGION
1	Belief in the supernatural	1. 2.	1. 2.	1. 2.
2	Beliefs	1. 2.	1. 2.	1. 2.
3	Practices	1. 2.	1. 2.	1. 2.
4	Festival	1.	1. Christmas	1.

SN	CHARACTERISTICS	ISLAM	CHRISTIANITY	AFRICAN TRADITIONAL RELIGION
		2.	2.	2.
5	Religious objects	1. 2.	1. 2.	1. 2.
6	Religious places	1. 2.	1. 2.	1. Shrines 2.
7	Values	1. 2.	1. 2.	1. 2.
8	Morals	1. 2.	1. 2.	1. 2.
9	Founders	1. 2.	1. 2.	1. No founder 2.
10	Religious leaders	1. Sheik 2. Imam	1. 2.	1. 2.
11	Holy writing /books	1. Bible 2.		

1. Share your table with the rest of the class.
2. Ask your teacher for guidance.
3. Are there some of the given examples that are similar? Write them down.
4. Find out why.
5. Draw a Venn diagram to represent your findings as a group.
6. Put the Venn diagrams on the walls.

Note: Support learners as they attempt the tasks. They have to share their responses with you. Make sure you provide the necessary feedback for progression.

For any religion to be recognised as religion, it should have majority of the mentioned characteristics.

Similarities across Religions

You have worked through the different examples of the characteristics of each religion. Read the text below and explore more about Religions.

How different are the Religions?

You have read about similarities across the characteristics of the three religions.

Activity 3.17

1. Think about the similarities in the characteristics of religions you have read about.
2. Exchange ideas on how the examples of the characteristics differ.
3. Draw a table indicating the differences.
4. Share them with the class and the teacher.

Note: Support learners as they attempt the tasks. Evaluate the learners' responses and give the appropriate responses to the questions. Feedback to the learners is important for progression.

Assessment

If you were given a chance to be a religious leader, how best would you teach about other religions?

Living in Harmony with other People

Support the learners to work to read and comprehend the text below.

We all use the same shops, markets, hospitals, and roads among others. There is need therefore to respect the differences. In order to respect the differences, people need to accept and learn more about what others believe in. This does not mean that they get converted to other beliefs but rather know about them. This will then create a peaceful and harmonious society.

In order for people to attain peace and harmony there should be respect for each other's opinion. Read the passage below and give your opinion in regard to harmonious living.

Do Not Pass Judgment on One Another

As for the one who is weak in faith, welcome him, but not to quarrel over opinions. One person believes he may eat anything, while the weak person eats only vegetables. Let not the one who eats despise the one who abstains, and let not the one who abstains pass judgment on the one who eats, for Allah has welcomed him. Who are you to pass judgment on the servant of another? It is before his own master that he stands or falls. And he will be upheld, for the Lord is able to make him stand.

One person esteems one day as better than another, while another esteems all days alike. Each one should be fully convinced in his own mind. The one who observes the day, observes it in honour of the Lord. The one who eats, eats in honour of the Lord, since he gives thanks to Allah, while the one who abstains, abstains in honour of the Lord and gives thanks to Allah. For none of us lives to himself, and none of us dies to

himself. For if we live, we live to the Lord, and if we die, we die to the Lord. So then, whether we live or whether we die, we are the Lord's. For to this end Christ died and lived again, that he might be Lord both of the dead and of the living.

Why do you pass judgment on your brother? Or you, why do you despise your brother? For we will all stand before the judgment seat of Allah; for it is written,

"As I live, says the Lord, every knee shall bow to me, and every tongue shall confess to Allah."

So, then each of us will give an account of himself to Allah.

Activity

All religions in the world are in a way or the other related to worshipping the Almighty God. This implies therefore, that there are some virtues shared amongst such religions especially in terms of promoting goodness in communities.

Using your knowledge of Islam, Christianity and African Traditional Religions, suggest the virtues which the above religions have in common.

Note: Provide the correct responses to the learners as way of wrap up. Ask the learners to write the important points in their notebooks for reference.

Activity: Reading and interpreting the activity of integration

Teacher Instruction

Guide learners to do activity of integration in the learner's book'. Observe the learners carry out the tasks in this activity.

Each learner should do this as an individual activity

Learners should read the scenario

Activity of Integration

Mustapha, Musoke and John have joined university from different schools. They have to share a hostel room. They also share TV, fridge, cooking utensils, plates and cups. Musoke takes alcohol every once in a while. John enjoys pork as a delicacy at least once a week. Mustapha has a special jerry can he uses for cleansing before prayers. He also has a prayer mat he uses to pray five times a day. Musoke loves African Traditional music during his free time. John listens to gospel music while Mustapha loves Arabian music. They enjoy European football although they support different teams. They have to live together for the next three years despite their religious diversity.

Instruction

- i) How can the three boys live together harmoniously?
- ii) What do the three young men have in common that make them depend on one another?

- iii) Using the knowledge acquired, what can be done to help them live in respect of one another?
- iv) What do you think would be the causes of disagreement and disharmony amongst the three young men?
- v) Draft a set of rules that can help govern the three young men in order for them to live harmoniously.

Support

Picture of three boys, one dressed in a tunic and Muslim cap, the other with a rosary and one seated with a bottle of beer.

Develop the scoring grid for this activity of integration for you to evaluate the learners.





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