THE REPUBLIC OF UGANDA

Ministry of Education and Sports

HOME-STUDY LEARNING

SENIOR 4

ISLAMIC RELIGIOUS EDUCATION

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

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National Curriculum Development Centre
P.O. Box 7002,
Kampala- Uganda
www.ncdc.go.ug

FOREWORD

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

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

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

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately.
I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.

Alex Kakooza
Permanent Secretary
Ministry of Education and Sports

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

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

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

Grace K. Baguma
Director,
National Curriculum Development Centre

ABOUT THIS BOOKLET

Dear learner, you are welcome to this home-study package. This content focuses on critical competences in the syllabus.

The content is organised into lesson units. Each unit has lesson activities, summary notes and assessment activities. Some lessons have projects that you need to carry out at home during this period. You are free to use other reference materials to get more information for specific topics.

Seek guidance from people at home who are knowledgeable to clarify in case of a challenge. The knowledge you can acquire from this content can be supplemented with other learning options that may be offered on radio, television, newspaper learning programmes. More learning materials can also be accessed by visiting our website at www.ncdc.go.ug or ncdc-go-ug.digital/. You can access the website using an internet enabled computer or mobile phone.

We encourage you to present your work to your class teacher when schools resume so that your teacher is able to know what you learned during the time you have been away from school. This will form part of your assessment. Your teacher will also assess the assignments you will have done and do corrections where you might not have done it right.

The content has been developed with full awareness of the home learning environment without direct supervision of the teacher. The methods, examples and activities used in the materials have been carefully selected to facilitate continuity of learning.

You are therefore in charge of your own learning. You need to give yourself favourable time for learning. This material can as well be used beyond the home-study situation. Keep it for reference anytime.

Develop your learning timetable to ca ter for continuity of learning and other responsibilities given to you at home.

Enjoy learning

S.4 ISLAMIC RELIGIOUS EDUCATION SELF STUDY

LESSON 1: THE SPREAD OF ISLAM IN THE REST OF UGANDA

Objectives:

By the end of this lesson, you should be able to:

- Understand the factors that facilitated the spread of Islam in other parts of Uganda

Materials you need: Notebook/paper, pens/pencil, etc.

Instructions: Find a suitable place and time to read this material. Attempt all the exercises and activities given. Consult where necessary.

Introduction:
In your previous lessons you learnt about the way the faith of Islam came to Uganda. You also learnt how it was spread in the Buganda Kingdom. This lesson explores the factors that caused Muslims to leave the Buganda kingdom and how this caused the spread of their faith in other parts of Uganda.

1.1. Background

Islam outside Buganda was spread by three groups; namely:

- The Baganda Refugees of the religious wars
- The Sudanese/Nubian soldiers
- The Baganda who were also European agents

1.2 The work of the Baganda refugees

Activity
Read about the works of the Baganda refugees in the spread of Islam and answer questions.

The first attempt to spread Islam outside Buganda was in 1875. This happened when the king killed the Muslim converts at Namugongo. Many of these converts ran away but came back later on. Thereafter, when Muslims lost the Buganda religious wars, they fled to various places in Uganda; and as a result they spread the faith.

Figure 1: This mosque was built at Namugongo to honor Muslim martyrs

Questions

1. The Baganda Muslim refugees had learnt some skills - like cooking, making soap, mending clothes and knowledge of the Swahili language - from the Arabs. This made them dear in the eyes of the locals where they migrated. It also made it easy for them to preach Islam to the locals.

i. If you were one of the migrants, how would you use the said skills to spread the faith to the local community?

ii. Which other skills can you add to the skills mentioned in question 1 that will help you attract people to Islam?

2. When the Baganda Muslim refugees lost status the in the wars, it became almost impossible to have status without a Christian name. They went to areas surrounding Buganda like Busoga, Kiziba, Ankole, Toro, Bunyoro etc. do you think it was important for them to flee their country just because of status? Support your answer with examples.

3. The King of Ankole received a big group of Baganda Muslim refugees. They were led by Kauzi and Abdul Affendi. He placed them in the administration of several places in his region. This was because of their experience in the administrative matters. This helped the refugees to reach the locals and preach their religion. Think of the way political leaders in your area influence the opinion of people and explain the role of leadership in the spread of the Islamic faith.

4. Ali Lwanga fled to Busoga. While there, he married several women. Lwanga was so generous that he would slaughter 6-7 cows a day and invite people at his home to feast. His generosity attracted people to Islam. Think of other values – other than

generosity – that you would practice to attract people of your community to join your faith

5. The Baganda Muslim refugees befriended the rulers of the region to which they sought refuge. For example, Munulo of Bugweeri was impressed by the ways of his friend Luzige. He became a Muslim and ordered his subjects to do so. Think and write a conversation between Chief Munulo and his friend Luzige in which the later might have convinced his host to join Islam.

1.3 The Sudanese/Nubian soldiers.

Figure 2: Captain Lugard together with the Sudanese that spread Islam in Uganda

Activity

Read about the activities of the Nubian soldiers that resulted to the spread fo Islam in Uganda and do the task.

The Nubians were recruited by Captain Lugard of the Imperial British East African Company in 1889. They got into the civilian lives and used their official positions to influence the local people to join their faith. Some soldiers later on assumed political powers like Fadlah-lah-Mullah of Aringa who later on became a Chief. Hence, encouraged their subjects to follow their faith. When these people interacted with the local, they intermarried wth them and as a results many families joined Islam.

Task:

1. Rewrite the passage about the methods employed by the Nubian soldiers to spread Islam in Uganda the way you have understood it.
2. Suggest other ways that might have attracted the locals to join Islam as a result of their co-existing with the Nubians.

1.4. The role of the Baganda European agents in the spread of Islam

Figure 3: Captain Fredrick Lugard

Activity

Read the passage on the role of the Baganda European agents in the spread of Islam and answer questions

This was another group recruited by the British Imperial officials. They collaborated with them to administer the protectorate.

These agents knew about the orderly government, their influence as agents and Chiefs to spread Islam wherever they went e.g. Semei Kakungulu in east.

Figure 4: Semei Kakungulu played a big role in the spread of Islam in the East.

The law government or domestic servants like clerks, interpreters, watchmen, cooks, messengers, sweepers, etc. In the early days of the protectorate, the median of communication between the Europeans and Africans was Swahili. The Muslim Baganda knew Swahili better than the Christians because they had lived with the Arabs for long so they got employed. For example, Abdul Aziiz Bulwadda was an interpreter, later on promoted to Ssaza Chief in Mitoma-Ankole.

Figure 5: Abdul Aziiz Bulwadda spread Islam in Ankole

2: UGANDA MUSLIM SUPREME COUNCIL

Objectives:

By the end of this lesson, you should be able to:

- Know UMSC in full.
- Describe how the UMSC was formed
- Outline the objectives/role and achievements of the UMSC

Materials you need: Notebook/paper, pens/pencil, etc.

Instructions: Find a suitable place and time to read this material. Attempt all the exercises and activities given. Consult where necessary.

2.1. Introduction:

In the previous lessons, you learnt about the coming of Islam to Uganda. You also learnt how the faith spread in the country. In this lesson you will learn about the man behind the creation of Uganda Muslim Supreme. The lesson will help you to develop skills for co-existence and harmonious living.

Figure 1: Idi Amin Dada the former president of Uganda that established the UMSC.

Activity

Read the passage about the establishment of the UMSC and answer questions.

Uganda Muslim Supreme Council (UMSC) is the body that governs Muslims in Uganda. The body was created in the year 1972 to unite Muslims in the country. Before it was created, Muslims were divided in many groups which competed with another. They did not have a constitution to govern them! Idi Amin Dada wanted Muslims to be together. Therefore, he organized two conferences at Kabale and Kampala to have a way forward. During the conferences prince Badru Kakungulu gave the body 20 acres of land Kawempe. Members also agreed to have Sheik Abdul Razake Matovu as the first leader of Muslims in Uganda.

Figure 2: Prince Badru Kakungulu and Sheik Abdul Razake Matovu.

Questions:

1. Suggest challenges that may arise in a community where people wrangle. Use that experience to brainstorm on the causes for the formation of the UMSC.
2. Identify the key people in the formation of the UMSC and talk about their importance in the history of Islam in Uganda.
3. Consider yourself as one of the members that sat in the conferences that formed the UMSC and make an outline of the key issues that you might have deliberated on.
4. As a student of Islam, write a letter to thank Iddi Amin Dada for the idea of forming a body that unite Muslims in the country. In your letter, update him on the current situation of Muslims in Uganda.

Activity: identify the objectives and roles of the UMSC from the table and do the task.

Figure 3: The UMSC district Qadhi of Mbarara is sworn in office.

1.	To unite Muslims in Uganda under one kind of leadership.
2.	To educate and train religious leaders
3.	To create and run charity organizations based on teachings of Islam
4	To relate Muslims in Uganda to the outside world.
5.	To lobby government for policies that favor Muslims.
6.	To improve on the welfare of Muslims in the country.

Table 1: Summary of the objectives and roles of UMSC.

Task:

1. Read and Copy the table in your books.
2. In your own words, re-write the objectives in your book.
3. Write down how your community has benefited from any two of the above objectives.

Activity:

Read the achievements of the UMSC and answer questions.

Figure 4: Gaddafi National Mosque is one of the achievements of UMSC

Questions:

1. Read and copy the chart in your book.
2. Write each achievement in a complete sentence.
3. When you relate the said achievements to the years the body has been in place, do you think they have done enough or not?
4. Consider, if you were to be made a leader in Muslims in Uganda, what which other things would you wish to add on the list of the said achievements?

Summary:

When Islam came to Uganda, it was individual persons that spread the faith. The preachers gain followers wherever they went. This caused them to compete among themselves. In the year 1972 Idi Amin Dada, the president of Uganda, brought Muslims under a body called Uganda Muslim Supreme Council. Today, UMSC has made many achievements.

LESSON 3: MORALITY IN ISLAM

Objective:

By the end of this lesson, you should be able to explain the meaning and importance of morality in Islam.

Materials you need: Notebook/paper, pens/pencil, Qur'an, Hadith, text book, etc.

Instructions:

- Find a suitable place and time to read this material.
- Attempt all the exercises and activities given.
- Consult where necessary.

Introduction:

This lesson looks at the concept of morality in the Islamic perspective. The lesson defines the concept and explains some of its elements. Knowledge acquired in this lesson will guide you on how to achieve it as an individual as well the community in which you live.

Figure 1: Good character is an element of morality.

Meaning of morality

Morality is the word we use to refer to the code of conduct that an individual, group or society use to judge between what is right and wrong. Ihsan is the word that Muslims use for the

word morality. The concept constitutes another phase of worship; besides the pillars of Islam and Iman. Therefore, the elements morality are a set of good deeds that a Muslim does to please Allah. The elements of morality include relating well with the neighbor, treating well the parents, being kind to children, health living, etc. below is a discussion of some of these elements.

Figure 1: Good neighborliness is an element of morality.

Relating well with neighbors

To relate well with the neighbors is one of the elements of morality. Believers are encouraged to treat their neighbors in a gentle way. They are encouraged to show them the true and real spirit of Islam; even when one is not a Muslim.

Read the story about the value of the neighbor and answer questions.

Before the coming of Islam, the Arabs lived in fear of their neighbors and other tribes. Islam taught them to be good to their neighbors. It taught people to be kind and respectful to the neighbor. Once there was a woman who threw rubbish on the Prophet (PBUH) every time he passed by her house. One day the prophet (PBUH) passed by the house but did not see the woman. He asked the neighbors about the lady. When she heard this, the old lady was so moved. The love, kindness and tolerance of the prophet (PBUH) astonished her. She accepted Islam at once!

Islam teaches us to be *good* neighbors to everyone, both Muslims and non-Muslims.

Questions;

1. In your own words, write a summary of the story on a paper. Narrate the story to friend.
2. Ask a knowledgeable person to help you identify the types of neighborhood and explain to you 'who a neighbor is' based on teachings of Islam. Write your findings down.

3. Imagine you were a community leader in Mecca by the time the woman – in the story- threw rubbish on the Prophet (PBUH).
   i. Write a letter to that woman; outlining the effects of her actions to the prophet (PBUH).
   ii. Based on the story, mention the values that you can practice to maintain peace with your neighbors. What other things are you going to do to sustain togetherness amongst your neighbors in your classroom?

Figure 3: Meeting to settle a dispute. This is an element of morality.

4. Imagine the chairperson of your local council 1 invited you to settle a quarrel between neighbors in your village. It is time when the COVID 19 pandemic lock down is at its peak; people want to kill one another, so you have to end the quarrel.
   i. Identify the things you need to have in place before you start to talk to these people?
   ii. Identify a verse of the Quran and at least on Hadith that you are going to use to explain the importance of good neighborhood to these worrying neighbors.
   iii. Make an outline of the points you are going to make in the meeting.
   iv. Write a speech of 300-350 words that you will deliver to them.

Activity: Read the story below and answer the questions that follow

GOODNESS TO PARENTS

Good treatment of parents is another element of morality. This way it becomes an act of worship. The Qur'an calls upon people to be good and treat their parents well. Read the hadith about rewards about obeying parents and answer question.

Figure 4: A person who treats their parents well will enter Jannah

Ibn ‘Abbas said,
“If any Muslim obeys Allah regarding his parents, Allah will open two gates of the Garden for him. If there is only one parent, then one gate will be opened. If one of them is angry, then Allah will not be pleased with him until that parent is pleased with him.” He was asked, “Even if they wrong him?” “Even if they wrong him” he replied.

Muslim parents have a responsibility to care for **their** children physically and emotionally. **The** child's duties to **its parents** are second only to **its** duties to Allah. Commandments from **the** Qur'an, and also **the** sayings of **the** Prophet Muhammad, talk about **the** respect children **should** have for **their parents**.

The first and foremost right of the **parents** is to be obeyed and respected by their children. A **hadith** records that Muhammad defined "the greatest of great sins" as polytheism and refusing to obey one's **parents**.

Quran 17:23 says ‘’And your Lord has decreed that you worship none but Him. And that you be dutiful to your **parents**. If one of them or both of them attain

old age in your life, **say** not to them a word of disrespect, nor shout at them but address them in terms of honor.''

Questions,

1. Read and copy down the Hadith.
2. Re-write the Hadith in your own words and give its meaning.
3. Outline the main issues explained in the Hadith and write 5 lessons you learn from it.
4. The hadith mentions obeying parents as one way of being good to them. Outline any other 10 acts that you can do show goodness to your parents.

Activity:

Read Surat Al-Israa (Chapter 17; verses: 23-24), and answer questions,

Figure 5: Quran 17: 23-24 tells us to be kind to parents

"And your Lord has ordered that you do not worship but Him. And that you be kind to your parents. If one of them or both of them become of old age in your life, say not to them a word of disrespect, nor shout at them but address them in terms of honour. And out of kindness, lower to them the wing of humility, and

say: 'My Lord! Bestow on them Your Mercy as they did bring me up when I was small.'"

Questions:

1. Trace the verses from a copy of Qur'an and write it in your note book.

2. Find a knowledgeable person to help you understand the two verses better. Write the important key points of his/her explanation in your note book.

3. Sarah is a senior four student in Lweru S.S in Buikwe District. She has been reading hard to score a 1st grade in her UCE 2020 exams. When the president declared a lockdown of schools due to the COVID 19 pandemic, she felt hurt. All the same, she decided to stay at home awaiting for the opening of schools. However, she has noted with a lot of concern that her parents are not observing the **SOPs** as the doctors have advised. She feels hurt because of their irresponsible acts especially with her father who also goes out and play Ludo with friends.

Figure6: Sarah's father did not observe the Ministry of Health guidelines on Covid 19

i- SOPs is a medical term related to COVID 19. Write the meaning of both SOPs and COVID 19 in full.

ii- Since Sarah is your friend, write a letter based on the above mentioned verses of the Qur'an advising her on how to talk to such annoying parents.

iii- Write a one page sheet of paper informing Sarah about the importance of being good to the parents.

4. "And We have enjoined on man (to be dutiful and good) to his parents. His mother bore him in weakness and hardship upon weakness and hardship, and his weaning is in two years give thanks to Me and to your parents, unto Me is the final destination." (Quran 31:14)

5. To be good to the family members and other relatives is an act Ihsan.

   i. Find a verse from the Qur'an or a hadith about this act of worship and explain its meaning.

   ii. Brainstorm on risks of mistreating the relatives and write down your conclusions.

HEALTHY LIVING

"**Healthy living**" to most people means both physical and mental **health** are in balance or functioning well together in a person. In many instances, physical and mental **health** are closely linked, so that a change (good or bad) in one directly affects the other.

Figure 7: The Prophet (PBUH) taught us how to keep healthy
Activity
Read the hadith about health living and answer questions

Prophet Muhammad (PBUH) said:
"Cleanliness is the sign of faith and the faithful will enter into paradise"
Imam Ali (AS) said:
"Cleanliness is half the faith"

Figure 8: Health living has many faces

From the above Hadith, we can see how important cleanliness is in Islam. One's good health depends on his clean ways of living.

i) Write down the hadith that proves cleanliness is important in Islam for health living.

ii) Other than the activity that you have seen in figure …, what other practices do you need to practice proper hygiene?

GOODNESS TO CHILDREN.

Fig 9: Teaching your children to read the Quran is being good to them

Allah commands us to be good and kind to both the young and elderly.

Activity

Read the story below and answer the questions that follow

Jamilah was only 8 years old when she was left at home. Her father had gone to work while the mother had gone to the market. As they left, Jamilah's mother told her to sweep the compound and wash the dishes. When Jamilah heard her friends playing in the garden, she decided to join them. When the mother saw the unfinished+ house work, she called Jamilah in a very angry voice. Jamilah run away in fear and in the process fell down and scraped her knees.

1. Trace a verse of the Qur'an or a hadith that talks about goodness and care for the young as an act of worship.
2. Write down 5 things your parent/guardian has done for you to show that they cared about you.
3. How does the story show that the parents of Jamilah cared about her?
4. Write a conversation that might have taken between Jamilah and her caring mother after the accident. What lessons do we learn from the story?
5. Use a verse of the Qur'an a hadith to write about the importance of caring for the elderly.

Figure 10: Even a touch means a lot to the elderly – caring for the elderly is a moral act

Summary

We have learnt that morality in Islam is a combination of uprightness, good character and love for Allah and His creatures.

ISLAMIC VIRTUES

The word virtues is used refer a set of moral quality of a Muslim. These qualities enable us to live harmony with each other. The life of Prophet Muhammad (PBUH) was filled with examples of such virtues. His high moral standards made him the best example for Muslims to follow.

In this lesson, we shall consider- kindness generosity truthfulness forgives fullness justice modesty endurance honesty and patience.

Patience

Patience refers to an individual's ability to stay strong against anxiety and discomfort. Islam teaches us to be patient when in difficult situations; knowing that Almighty Allah will never leave us alone. Allah said:

"Surely, Allah is with those who are patient)" (8:46)

Activity:

Read the story on the trials patience and answer questions.

When Musa got promoted as a Deputy Head Teacher, he was made to change station. When they had of the tidings, his friends organized a party to bid him farewell. As they feasted, a

friend told him, “When performing your duties, it is important that you do not lose temper.” The exited Deputy promised never to forget the advice.

The friend repeated the advice three times. This forced the Deputy to get annoyed. As the friend was about to give the same advice for the fourth time, the later shouted, “Enough, I’m not deaf, nor am I stupid!”

The friend calmed him down with a hand on his shoulder. He then made this comment: “You see how important it is to be patient. Three times you listened to my advice, the fourth time you got upset. Imagine what will happen when you have to be truly patient in your new position?”

The Deputy Head Teacher looked down at the floor, shaking his head.

i. Find a in the Qur’an; Chapter Al-Imran (3) verse 159 that shows patience and leadership and copy it in your book to share it with the Deputy Head Teacher

ii. Describe the characteristics of patience shown by your age mates, family members and community in your community.

iii. Discuss with your community Sheikh about the 5 situations when patience is required and write your findings down

Kindness

Fig 1: A nurse being kind to a patient

Activity:

Read the passage about the acts of kindness and answer question.

Kindness is the practice of treating others with sympathy and compassion. This quality is extended to human beings of all nature. It is also done to other creatures including birds, animals, insects, plants, etc.

Allah conforms in the Quran:

"Those who act kindly will have kindness and even more. Neither fatigue nor disgrace will live their faces those will be inhabitants of the garden, they will live in it forever." (10:26)

In his last sermon, the prophet (pbuh) emphasized the need for kindness. He called upon masters to be kind to their maids. They should not order them to do work that is beyond their ability.

1. Explain the different ways in which you can show kindness to others
2. Describe in writing situations where you or a person you know was shown kindness
3. Trace verses that talk about the importance of kindness in Islam in the Qur'an. Copy one of them in your exercise book.

Truthfulness and honesty

Truthfulness has been much emphasized in Islam. It is both a virtue and a religious obligation. Muslims are asked to lead their life on the basis of truthfulness and fair dealings. The Qur'an 6:152-153 lists lying as one of the greatest sins

Read the story that demonstrate truthfulness and answer questions.

Abdullah was a son of a poor carpenter. One day, he was sitting on the street corner and crying because he had lost his pen. A well-dressed man was passing by. He stopped and asked Abdullah what the matter was. When he heard his problem, he took a pen from his pocket and asked:

"Is this the pen you lost?"

Abdullah tried to stop crying and answer: "No, it is not. My pen was not as nice as that one." The man admired Abdullah's honesty. "Because you are honest and telling the truth, I am giving you this pen. Please accept it." The Prophet (PBUH) said, "Telling the truth leads to virtue and virtue leads to paradise"

1. Find two verses in the Qur'an that emphasize the importance of truthfulness. Read and copy the verses in your note book.

2. According to what you have read above, write a one page story about the importance truthfulness.
3. You have read the Holy Qur'an and been reminded regularly about being truthfulness. Give 4 reasons that have prevented you and others from being truthful.
4. Trace 6:152-153 from a copy of the Qur'an explain its meaning and write down 10 reasons why you should avoid lie.

Generosity

Fig 2: A lady being generous to the poor

All things that we have in life are gifts from God. He is the Most Generous. Generosity is among the qualities that Prophet Muhammad (PBUH). He taught us to be generous. The prophet (PBUH) said.

"Every good deed is charity and it is a good deed that you meet your brother with a cheerful smile …"

Activity:

Read the story about generosity and answer questions.

One day, as Hassan returned home, he noticed a poor, skinny dog. The dog was so thin that you could count its ribs. Hassan noted that the dog was staring at the bread in his basket and whining.

The boy got concerned. He said to himself "if I give one of my loaves to this poor dog, my mother will be very angry". But anyway, pitied the animal. Hassan put the basket down and started to break into small pieces for the dog.

A man who was also coming from the bakery heard what Hassan said. He secretly put one of his own loaves into Hasan's basket. When Hassan arrived home, he was surprised to find that his bread had been replaced. The prophet (PBUH) said,

"A generous person is close to God, close to human beings, close to paradise, and far from Hell."

Questions.

1. Based on the above Hadith, mention the various way in which you can be generous.
2. Allah says in the Holy Qur'an 92:5-7,

   "As for him who gives and is God wary, and confirms the best promise, we will surely ease him toward facility".

   i. Does the above verse mean that Muslims should give all their wealth away?

   ii. Ask a knowledgeable person for their opinion.
3. Many people focus on giving of physical things and money as a sign of being generous.

   i. Uses the story suggest other ways you can show generosity.

Patience & Endurance

Patience and/or endurance can be exercised in three ways:

a) In time of hardship – when something goes wrong e.g. someone you love dies or you fall sick.

b) When obeying Allah – e.g. when you are tired at the end of the day but you still push yourself to perform an undone prayer.

c) When keeping away from forbidden activities e.g. avoiding to cheat an exam and yet you have are to be punished when you don't score a certain mark.

d) A pregnant woman and breast feeding mother go through patience and endurance.

Fig 3: Breast feeding shows patience

Read the story that explains patience and endurance and answer questions.

Prophet Ayyub (A.S) was blessed with lots of money, sheep, land and children. The prophet thanked Allah for these blessings daily. One day, Satan asked Allah to give him power to destroy the blessings of Ayyub. He thought that if those blessings were taken away, Ayyub would turn away from Allah.

The more Satan destroyed the wealth of Prophet Ayyub, the more the later continued to pray and thank Allah.

1. Describe the plan of Satan in the story and imagine what you would to him if you were The Ayyub and got to know about.
2. Consult a knowledgeable person to tell you how the story ended. Build on that information to and explain the importance of patience and endurance.

Tolerance

In Islam, tolerance is both a religious principle and moral duty. It urges us to be tolerant and to forgive others. Below are Qur'anic verses that talk about tolerance.

Fig 4: Tolerance

Tolerance in Islam is not based on indifference towards religions and beliefs; the necessity of choosing between truth and falsehood and also considering prophets as merely the introducers of truth to the people are the two essential fundamentals of **tolerance** in belief considering the **Islamic** view

"For you is your religion, and for me is my religion" (109:6)

"There is no compulsion in religion… (2:256)

Religious toleration is people allowing other people to think or practice other **religions** and beliefs. In a country with a state **religion**, **toleration** means that the government allows other **religions** to be there. Many countries in past centuries allowed other **religions** but only in privacy.

In Uganda, we have inter-religious council is an initiative that brings together different **religious** institutions to address issues of common interest.

Tolerance is an **important** concept that helps people to live together peacefully. **Tolerance** also means that you don't put your opinions above those of others, even when you are sure that you are right. **Tolerant** people show strength in that they can deal with different opinions and perspectives.

Fig: 5 Inter Religious Council of Uganda

Questions

i. Now that you have read the Qur'anic view on tolerance, explain the meaning of tolerance.

ii. Ask a knowledgeable person to tell you the people we should be tolerant to

iii. What lessons of tolerance do we learn from Prophet Muhammad's life

iv. How can Islamic tolerance contribute to solving religious conflicts today?

v. Explain the work of inter religious council of Uganda.

Modesty

Activity:

Read the passage about modesty and answer questions.

Modest is a mode of dress and deportment which intends to avoid the encouraging of sexual attraction in others. The word "**modesty**" comes from the Latin word modestus which means "keeping within measure". Standards of **modesty** are culturally and context dependent and vary widely.

Modesty is more than how a person dresses and acts. It also concerns itself about the way how a person conducts themselves before Allah and others.

Modesty takes two forms, namely;

i. To behave in a way that shows self-respect and respect for others; in dress, speech or behavior.

ii. To shy away from any character or quality that annoys Allah. For example men are required to cover parts of the body out of modesty, but not in the same way as women.

Prophet Muhammad (PBUH) was the role model of modesty. He never spoke loudly or in an unseemly manner in the market. He always passed by people quietly with a smile. Whenever he heard anything undesirable, he did not say anything out of respect of the people. While many people think that there is excessive emphasis on **modesty** for women, God's command for men to maintain **modesty** precedes the one for women in the **Quran**: “Tell believing men to lower their glances and guard their private parts: that is purer for them. God is well aware of everything they do” (24:30).

Questions;

1. Give reasons why it is not proper to focus on only girls when it comes to modesty in Islam
2. Recite the verses in the Qur’an that talk about the modesty of women?
3. Because of what they watch or hear, the youth are facing challenges staying modest. Explain 4 behaviors which you have seen in your school or community but do not reflect of modesty.
4. Pick 4 people in your community who have maintained the Islamic guidelines of modesty and talk about other people’s opinion on them.

5. What other ways do we show modesty

   i) To others

   ii) To Allah

Forgiveness

Read the passage about forgiveness and answer questions.

Islamic teachings about **forgiveness**. The term used to **forgive** people who have done wrong is 'to pardon', just as Allah will **forgive** people on the Day of Judgement for things which they have done. Muslims believe no person is perfect, and everyone is capable of wrongdoing and deserves **forgiveness**.

The **prophet** (PBUH) also **said** the virtue of **forgiveness** is the greatest part of faith as explained in the **hadith** by Bukhari "Patience and **forgiveness** is the greatest part of faith". **Forgiveness** is also an act practiced by those who are obedient and loved by Allah. Allah S.W.T will pardon those who are **forgiving**.

To forgive is to let free and pardon others for the mistakes they have done to you. Prophet Ali (A.S) said, "When you can take revenge on someone, or when you have power to pay back and you choose to forgive, that is called "true forgiving".

To forgive implies to forget about what happened and not to remind the person of it, nor to tell anyone else about it.

According to Imam Ali (peace be upon him) **forgiveness** is to serve and pardon. God's **forgiveness** brings about hopefulness. God says, in the holy **Quran**: " let them **forgive** and show indulgence .

Fig: 6 Averse about forgiveness

In **Islam**, shirk is the **sin** of idolatry or polytheism (i.e., the deification or worship of anyone or anything besides Allah). It means ascribing to, or the establishment of, partners placed beside Allah. It is the only sin that may not be given by God.

Fig 7: leaders should learn to forgive

Questions:

1. We commit sins every day. What are these sins?
2. How do we ask for forgiveness from Allah?
3. Describe what the Qur'an says about forgiveness
4. Ask a knowledgeable person what the Qur'an says about "those seeing forgiveness from Allah". Write down your findings

Peacefulness

Fig 8: Everyone desires peace

Read the passage about Peacefulness and answer questions.

Muslims greet each other by saying "ASSalaam Alaykum" meaning peace be upon you. The Qur'an teaches that Allah wants Muslims to control their anger and approach others with peace. In the Qur'an it is recommended to stop disagreements by peace and not to start them. **Peaceful societies** are contemporary groups of people who effectively foster interpersonal harmony and who rarely permit violence or warfare to interfere with their lives

Peace and security is an essential factor of human life. A **peaceful** and secure environment is critical to every **society** since it affects all aspects of economic and social development in a country, and is a necessary sin-qua non to **the** realization of human rights.

Questions:

1. The real image of Islam is peacefulness. Muslims have are enjoined to portray the real image spreading peace. Describe the situations you have promoted peace in in your community.

2. If you go through the Qur'an you will find that most verses, either directly or indirectly promote the spirit of peace. Identify at least one verse and write it down so that you can pass them on to another believer as a reminder to keep peaceful when dealing with anyone.

3. Using the Islamic textbooks and or internet resources, find out why lay such great emphasis on peace?

Hard work

Fig 9: women are working hard in their gardens

Read the passage about hard work and answer questions.

Islam calls on us to be responsible to our community and to work hard to provide for ourselves and others; rather than relying on begging for charity. "Man will not benefit in life unless they work hard". (Surat al-Najm, 53:39). If you ploughed your parent's land and sowed seeds in it and watered them; you will be rewarded. If you don't plant or do any work you will not be happy. The Holy prophet always insisted upon working hard.

Questions:

1. Explain the value of hard work.

2. Although hard work is an important feature of a Muslim, not all work is acceptable. Explain the type of work that is considered Haram. Support your answer with reasons for making unacceptable and relevant examples.

GLOCERY

- **Agents:** a person who acts on behalf of another person, group, business, government, etc.; representative a person or thing that acts or has the power to act.
- **Forgiveness:** The term used to **forgive** people who have done wrong is 'to pardon', just as Allah will **forgive** people on the Day of Judgments for things which they have done. Muslims believe no person is perfect, and everyone is capable of wrongdoing and deserves **forgiveness**.
- **Hard work:** Well, you'd **work hard** for something you believe in. You'd **work hard** for something you've thought and planned for, that will lead you to happiness, success or a well-being. This is my personal **definition** of **hard work**: **Working** intelligently and vigorously at a given task to complete it with maximum efficiency.
- **Health living:** At a population level, **healthy living** refers to the practices of population groups that are consistent with supporting, improving, maintaining and/or enhancing **health**. As it applies to individuals, **healthy living** is the practice of **health** enhancing behaviors, or put simply, **living** in **healthy** ways.

- **Modesty: modesty** is when you are a great violin player and you simply say "I enjoy playing" when someone asks you if you are any good or not. An **example of modesty** is when you wear a shirt over your bathing suit because you don't want to show off too much of your body.
- **Morality:** A belief about what is right behavior and what is wrong behavior. : The degree to which something is right and good: the **moral** goodness or badness of something.
- **Patience:** the quality of being **patient**, as the bearing of provocation, annoyance, misfortune, or pain, without complaint, loss of temper, irritation, or the like. An ability or willingness to suppress restlessness or annoyance when confronted with delay: to **have patience** with a slow learner.
- **Peace: Peace** is a stress-free state of security and calmness that comes when there's no fighting or war, everything coexisting in perfect harmony and freedom. ... When you feel at **peace** with yourself, you are content to be the person you are, flaws and everything.
- **Refugees:** A **refugee** is someone who has been forced to flee his or her country because of persecution, war or violence. A **refugee** has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group.
- **Religious war:** A *religious war* or *holy war* (Latin: bellum sacrum) is a *war* primarily caused or justified by differences in *religion*. In the modern period, debates are common over the extent to which *religious*, economic, or ethnic aspects of a *conflict* predominate in a given *war*.
- **Tolerance: tolerance** is being patient, understanding and accepting of anything different. An **example** of **tolerance** is Muslims, Christians and Atheists being friends.

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