**BOOK 1**

**Activity 1.1.1 (Explaining the meaning of worship)**

**UNDERSTANDING WORSHIP – BOOK 1**

1. Do you have any people who you respect in life? Mention them.
2. Share with others how you show respect to the people mentioned in 1 above.
3. Describe what is happening in the figure 1.1.1
4. How do you respect God? Share views of what you do to show respect to God.
5. Write in your note books important parts and show them to your teacher.

**Activity 1.1.2 (Studying and responding to worship)**

1. (a) In groups, can you do what the boy is doing?

(b) How many times do you do that in a day?

1. Demonstrate the performance of prayer.
2. Use prayer as a form of worship to generate reasons why Moslems worship Allah.

**Activity 1.1.4 Discussing and writing the value of communicating to Allah through swallah**

**In groups,**

1. Discuss and write down in your notebook, home and community.
2. Share the beneficial of prayer with class teacher and your classmates.

**Activity 1.1.5 Reading the hadith and answering the questions that follow.**

Prophet Muhammad (PBUH) said, “When any one of you stands to pray, he is community with his Lord, so let him pay attention to what / how he speaks to him”

Swallah is important including communicating to Allah. Allah says in the Quran surat Al-Baqara 2:234-239.

“Guard strictly (five obligatory) As-salat (the prayer) especially middle salat. And stand before Allah with obedience (and do not speak to other during the salat (prayer). And if you fear (an enemy) perform (salat) prayer on foot or riding and when you are in safety, offer the salat in the manner. He has taught you which you knew not (before).

Prayer shields against evil. Allah says in Quran surat Al-Ankabat 29:45 “…..and perform salat verily, As salat prevents from Al-yahsha (indecency) & Al-Mankar(evils...”

**Activity 1.6.22**

Identifying and describing the worshipping.

Identify and describe worshipping practices in African societies.

What are the African beliefs in ancestors?

What are the African beliefs in prayers intermediaries and African medicine?

**Activity of integration.**

The head of Music, Dance and Drama has observed great relaxation on remembrance of God among the people in your school community. He decided to choose the theme for this year’s MDD festivals as man’s relationship with God.

**TASK**

Write a script to guide the people in your school community in relation to the observation made by the head of MDD.

**Activity 2.11**

Discussing about the Islamic symbols.

In pairs.

Identify any symbols you know.

Mention the Islamic symbols you know.

Discuss the importance of these symbols.

Share your answers with the whole class.

**Activity 2.1.3**

Reading the passage and performing tasks that follow;

The ka’aba is located at the heart of the sacred Mosque in Mecca. It is also called Baytullah. The house of Allah. It is the first house built for humanity to worship Allah. It functions as the Qibla, the direction to which all Muslims face in prayer. Regarding the ka’aba Allah mentions in the Quran in Surah Al-Maidah. “Allah has made the ka’aba the scored house on asylum of security and benefits e.g. (Hajj and Umrah) for mankind” (5:97) It is a big Islamic symbol.

“Allah has made the Ka’aba the scored house an asylum of security and benefits. e.g. (Hajj and Umrah) for mankind and also (made scored) the scored month and the animals of offerings and the garlanded people or animals marked with the garlands on their necks made from the outer part of the stem of the Mekkah trees for their security that you may know that Allah has knowledge of all that is in the heavens and all that is in the earth and that Allah is All. knower of each and everything.

State the functions of the ka’aba.

Share your answers with the whole class.

Studying and responding.

**Activity 2.1.4**

1. Mention the difference between Hajji and Umra.
2. Mention the rituals performed during
3. Hajji
4. Umra
5. Share your findings with the whole class.
6. What else did Allah advise Muslims to do in Surat 5:97?
7. From the passage what does Allah talk about his ka’aba?

**THEME: Man’s Relationship with God**

**Chapter: Worship**

**Activity 1.6.18 Researching and writing Taurat.**

Use the Internet or library to research and write a report about the teachings in the Taurat. Hand in typed and printed work to your teacher.

**Activity 1.6.19**

In groups, discuss and write a report about how one can prepare for the day of judgement.

Forms of worship before the coming of Islam and Christianity.

**Activity 1.6.20**

Researching on the forms of worship before the coming of Islam and Christianity.

In groups

* 1. Make research about worship before the coming of Islam and Christianity in Africa, you can use library books or oral interviews or the Internet.
  2. Write a summary of your findings and present to teacher for further discussion.

**African Traditional Worship Places.**

**Activity 1.6.21 studying and discussing that African traditional worship places.**

1. Describe what you see in the figure 1.6.8 - 1.6-11.

Share your answers with the rest of the class.

**FOUNDATION OF ISLAM, CHRISTIANITY AND AFRICAN TRADITIONAL RELIGION.**

**Activity 3.1.1**

Researching and recording important religious teachings

In groups

1. Research on the Internet or library books to come up with the essential teaching of Islam.
2. Explain the essential teachings of Christianity and African traditional religion.
3. Record and share your findings with the whole class.

**Activity 3.1.2**

Discussing the similarities and differences between Islam, Christianity and African traditional religion.

Get manila charts and write the similarities and differences that you know between Islam, Christianity and African traditional religion. When you exhaust your ideas pass the chart to the next group. Read through what your colleagues of the previous group wrote then add on what is missing. Finally display all the charts and share the answers to the class.

**Pre-Islamic Arabia**

**Activity 3.1.3**

Researching and discussing about Jahilliyya period.

In pairs

1. Open the Quran and identify 9.97. Read it aloud. Find out what Allah says about the Jahilliyya period in Mecca.
2. Research on the Internet or library books about the state of Arabia before the coming of prophet Muhammad (PHUB).

**SHAHADA: THE STATEMENT OF FAITH LA ILLAHA ALLAH.**

**MUHAMMA RASOOLU LLAH**

**Activity 1.2.1 Studying and exploring the meaning of shahada.**

**In groups.**

1. Name the belief or value that is so important to Muslim that you would see shout from the top of a tall building.
2. Share what you recommend your parents to whisper into your ears when you were born.
3. Discuss what Muslims are supposed to say and accept before they qualify to be m , Muslims.
4. Share your answers with the whole class.

**Activity 1.2.2. Reading the story and answering questions on shahada.**

Read the story and perform the tasks that follow.

Once upon a time, there was a man whose father was an Arab slave for the clan of Banu Jumah. His mother was former princess of Abyssina. He worked as a slave in Mecca before the coming of Islam. He was entrusted with the keys to the idols of Arabia.

He later converted to Islam and denounced idol worshipping. He was one of the earliest concerts of the Islamic faith. His master, Umayyah Ibn Khalaf, got annoyed on hearing that this man had converted to Islam. He punished him. He told his men to drag him around Mecca, children mocked him but the man did not care. He refused to denounce Islam. He kept saying over and over again, "Ahad Ahad" which means (Allah is absolute one). Umayyah got angrier. He told his men to beat him while spreed-eagled upon the Arabian sands under the desert sun. He kept saying "Ahad Ahad". Umayyah ordered a hot boulder to be placed on the man's chest. In pain, he kept crying out, "Ahad Ahad". The prophet chose the manas the first Muadzin.

**In groups;**

1. Discuss why the man suffered.
2. Explain what he insisted on saying as he was suffering.
3. What do you learn from the story?
4. Share your answers with the whole class.

**The two testimonies.**

**Activity 1:24 Reading the two testimonies of shahada and performing tasks that follow.**

Say [O Muhammad]: "O Mankind! Varily, I am sent to you all as the messenger of Allah to whom belongs the dominion of the heavens and the earth (none has the right to be worshipped but He. It is He who gives life and causes death. So believe in Allah and his messenger Muhammad the prophet...." 7:158.

**In groups;**

1. Identify the testimonies of shahada from the above verses.
2. Using the testimonies, explain the benefits of shahada to Muslims.
3. Explain how the testimonies bring out the recognition and obedience to authority.
4. Mention the value of committing oneself to Allah through worship.
5. Share your answers with the class.

**Activity 1.2.5 Project**

Mikasa is tired of practicing witchcraft. He approaches you for help as a Muslim. Take him through the basics of being a true Muslim. Use the following task to help you through the basics of helping Mukasa.

**Tasks**

1. Write a speech explaining shahada to a new convert like Mukasa.
2. Write an essay explaining how you can make sure that the new convert remains faithful to the testimonies of shahada.

**Activity**

**Explaining moral across the three religion.**

**In groups.**

1. Discuss the meanings of morals.
2. Brainstorm the good morals promoted in all the three religions.
3. Explain how such morals have helped people to be good in the community.
4. State the virtual that have found in these religions.

**Activity 3.2.2 Exploring the meaning of kindness.**

1. In your words, explain the meaning of kindness.
2. Share when you shown kindness to a person.
3. What does Allah teach about kindness.
4. Mention the category of people that deserve kindness.

**Activity 3.2.3 (Kindness to neighbour)**

One day Abdul Aziz a poor boy was selling goods from door to door so that he could pay his school fees. He found that he had only one thousands shillings left and he was hungry. He decided to go and beg for something to eat. Instead of a meal, he asked for a drink at the next house. A young man gave him a glass of milk for free.

He told him they do not pay me for an act of kindness.

As Abdul Aziz, left that house. He felt stronger physically and his faith in Allah became stronger. Abdul Aziz continued the school and graduated as a medical doctor.

Years later the man who gave Abdul Aziz a drink became critically ill. When he went to the hospital. Dr. Aziz recognized him. He treated him for free. Dr. Abdul Aziz wrote on his receipt "paid in full with one glass of milk" signed. Dr. Abdul Aziz) Tears of joy flooded his eyes as he prayed. "Thank you God that your love has spread abroad through human hearts and hands".

**Questions**

1. In your words, explain what you learn from the story.
2. Explain Islamic teaching about kindness.

**Activity 3.2.4 Kindness to neighbours**

1. Describe what is happening in figure 3.2.3.

2. In your own words, explain who a neighbor is.

3. Have you ever showed kindness to your neighbor?

If yes, explain how you did that.

4. Share your answers with the rest of the class.

**ACTIVITY 3.2.5**

**READING THE STORY AND ANSWERING QUESTIONS THAT FOLLOW.**

An old man was sitting in the courtyard of his house. Along side him was his son who had received high education. Suddenly a crow perched on a wall of the house. The father asked the son: What is this? The son replied: It is a crow. After a little while, the father again asked the son: What is this? The son said: It is a crow.

After a few minutes, the father asked his son the third time: What is this? The son said; father, I have just now told you that this is a crow. After a little while, old father, the old father again asked his son the fourth time: What is this? By this time the son got angry and he shouted to his father! It is a crow, a crow. A little while after the father again asked his son: What is this? This time the son replied to his father with a bad temper. Father: You are repeating the same question; are you not able to understand this?

The father went to his room and came back with an old diary. Opening a page he asked his asked his son to read what was written and it was as follows;

Today my little son was sitting with me on the courtyard when a crow came there. My son asked me twenty-five times what it was and I answered him twenty-five times that it was a crow and I did not at all feel bad about it. (Only felt a lot of love for my innocent child).

The father then explained to his son that when he was a little child, he asked him the same question 25 times but he was not angered. The son felt story about his act.

The father told the son to read the following verse on Quran: "And your Lord has commanded that you shall not serve (any) but Him, and goodness to your parents. If either or both of them reach old age with you, say not to them (so much so) "Ugh" nor chide them, and speak to them a generous word. And make yourself submissively gentle to them with compassion, and say: O my Lord! Have compassion on them, as they brought me up (when I was) little". Noble Quran (17:23-24).

**Questions**

1. Explain the meaning of the above verse.
2. Give other teachings of Allah about kindness to parents.
3. How else can you show kindness to your parents?
4. Apart from showing kindness to parents we need to respect them. Brainstorm ways of respecting parents.
5. Present your answers to teacher and class.

**SYMPATHY**

**Activity 3.2.6 Exploring the meaning of sympathy.**

In groups.

1. Discuss and come up with the meaning of sympathy.
2. Mention the people that may need to be shown sympathy in your community.
3. Give views of how you can show sympathy to

* the elderly
* victim of car accident.

**Activity 3.2.7**

**Reading the passage and answering the questions that follow;**

In pairs.

**Read the following passage from the book Risalatal Huqooq by Imam Zaynu Abiding (a);**

The right of charity is that you know that is a storing away with your Lord, and a deposit for which you will not need witnesses. If you deposit it in public. You should that it repels affliction and illness from you in this world and it will repel the fire from you in the next world.

**Tasks;**

Explain the best way of giving charity.

Mention the benefits of charity that Imam mentioned.

Share your answers with the whole class.

**Activity 3.2.8; Studying the pictures and answering the questions that follow.**

In groups,

1. Study the picture below and answer questions about it.
2. Explain what the children in the picture are lacking.
3. What kind of sympathy do such children deserve?
4. What should the government of Uganda do to such children?
5. Share your ideas with other groups.

**THEME: MAN'S RELATIONSHIP WITH GOD.**

**HELPING OTHERS**

**Activity 3.2.9 Reading the passage and answering the questions that follow.**

Fatima was a student at Kibuli secondary school. She was in senior 1 west. She did not have school fees and the bursar often chased her out of the school. Her classmates decided to bring part of their pocket money to raise school fees for her. The next visitation day, Fatima was happy in school again. This kept her in school. She became happy about her classmates action.

**Tasks**

1. What lessons do you learn from the story?
2. Suggest ways of helping people in figure 3.2.6
3. Perform a skit on helping the needy and poor in your country.

**SYMPATHY FOR ANIMALS**

**Activity 3.2.10 Reading the passage and performing the tasks that follow.**

Human beings are Allah's most important creatures. It appears that all other creatures are subject or lower than humans. However animals form an important part of humans life. As we get so many benefits from animals, we also must protect and nourish them. The commands of Islam are very important and clear. The holy prophet of Islam has said:

“It is the duty of those who use animals for transport purposes to provide them with enough food and water and to take proper care of them. They should not load them beyond their capacity and should not harm them”.

**In groups**

1. Discuss what is happening in figure 3.2.7 and 3.2.8
2. Discuss the benefits we get from animals.
3. Mention the instructions the prophet gave about the animals.
4. What advise can you give to people who don't treat animals with sympathy.
5. Share with your answers with the rest of the class.

**HUMILITY AND POLITENESS**

**Activity 3.2.11 Discussing humility and politeness**

In pairs

1. Give the meaning of humility and politeness.
2. Mention the characteristics of a polite and humble person.
3. What do you think is happening in figure 3.2.9?
4. What are benefits of being humble and polite?
5. How does humility and politeness benefit the society.
6. Share your answers with other groups.

**THEME: MAN'S RELATIONSHIP WITH GOD.**

**Chapter 3: Virtues in Islam, Christianity and performing the tasks that follow.**

One day when the holy prophet PHUB was sitting in the mosque and his companions were sitting around him. A poor Muslim wearing old clothes came in. He found a vacant seat, and there. On his side was a rich man. The rich man did not like the poor man sitting at his side. He gathered his robes and pulled himself a little away from the poor follow;

The holy prophet PHUB who was observing his behavior, asked him. "We're you afraid that some of his poverty would stick to you?" The man replied, "No, O Messenger of Allah!" The rice man replied again. The prophet PHUB asked, "Were you afraid that your clothes would become dirty by his touch?" He again replied that "No, O Messenger of Allah!" The prophet PHUB asked, "Then why did you gather yourself up and do injustice to him by pulling yourself away?" The man replied, "O Messenger of Allah! I confess that I committed a sin, and now to correct this mistake and remove this sin, I am ready to offer half of my wealth to this Muslim brother of mine."

The story, the poor man replied, “I do not want to become proud and selfish, under the influence of wealth, and to behave on day with one of my Muslim brethren as this man has behaved with me.”

**Questions**

1. What do you learn from the story about politeness and humanity?
2. Share your observations with other groups.

**Activity 3.2.13 Performing a skit about honest.**

In groups.

1. Perform a 5 minutes skit about honesty.
2. Discuss what the skit teaches in terms of telling the truth.
3. Talk about what you understand by appropriate language.
4. Mention examples of appropriate language.
5. Share your findings with other groups.

**Activity 3.2.14 Conditions regarding the Islamic dress.**

In pairs, research on the Internet or library textbooks.

1. Mention the functions that the dress performs in Islam.
2. Explain what the Quran say about dressing.
3. When do you talk about the dressing etiquette, they talk about awrah. Brainstorm the meaning of awrah in Islam.
4. What do you talk about the dress in figure 3.2.10?
5. Discuss what Islam says about covering the private parts.
6. Share your answers with the whole class.

**God's Intermediaries in African Traditional Religions.**

**Activity 3.1.14**

Researching and discussing about intermediaries in the African traditional religion.

1. Find the meaning of the word intermediary in the dictionary.
2. Research about God's intermediaries in the traditional African religion.
3. Discuss the role of God's intermediaries in traditional African religion.
4. Show your findings with other groups for discussion.

**Activity 3.1.15**

**In groups**

1. Research on the Internet or library books to come up with the following;
2. The good practices in Islam, Christianity and African traditional religions.
3. Present your findings in a table form.

**THEME: MAN'S RELATIONSHIP WITH GOD.**

**CHAPTER 3: Islam and values in Christianity and African traditional religion.**

**Activity 3.2.15** **The Quran says:** We believe in God, and in what has been revealed to us and what was revealed to Abraham, Ishmael, Isaac, Jacob, and the Tribes and in (the books) given to Moses, Jesus and the prophets from their Lord: We make no distinction between one and another. (Al’ Imran 3:35).

**Let there be no compulsion in religion**, truth stands out clear from error! (Al-Baqarah 2:256).

Prophet Muhammad (PBUH) and as well as the constitution of Madinah are against compelling people of different religion.

**In groups,**

From the passage above, and from the Quran quotation mention the ways you can live with members of other religions without conflict.

**Activity 3:2.16:** Researching and recording the challenges facing the three religions in the modern world.

**In group**

Research and record the challenges across Christianity, Islam and African traditional religion in the contemporary world.

1. Discuss the teachings of Islam about respecting members of other religions regarding Surat A-Imran (3:19).
2. Identify the principles of dialogue in the Quran and the practice of prophet Muhammad (PBUH) using Surat Al-Imran (3:64).
3. Use examples from Prophet Muhammad’s (PBUH) lite to explain how he respected members of other religions.
4. Share your answers with the whole class.

**SAMPLE ACTIVITY OF INTEGRATION.**

Isaac comes from a non-Muslim family and was admitted to a non-denominational school. Many of his school mates were Muslims. They always laughed at his addressing code and mocked him while playing. This annoyed Isaac who promised to do the same to them if this continued with such a kind of behavior.

**TASK**

You as the head prefect, come up with a written document advising Isaac and his schoolmates on school assembly.

**THE INFLUENCE OF MODERNITY OVER RELIGION.**

**Activity 3.1.9**

As a class;

Make a list of what happens in the lives of the youth today. Explain how they behave. Give your opinion on their behavior. Hold a debate on how modernity has influenced different religions.

**MONOTHEISM TO ISLAM AND CHRISTIANITY.**

Activity 3.1.10

In groups;

1. Give the meaning of monotheism.
2. Give beliefs in Islam and Christianity that explains their belief in monotheism.
3. Share with other groups.

**THE OMNIPOTENCE OF GOD.**

Activity 3.1.11 In groups;

1. Share about the most powerful person you know. What shows that a person has power and strength?
2. Give the meaning of omnipotent
3. Discuss the meaning of God being omnipotent.
4. Give examples in the world that show God as omnipotent.
5. Share your findings with other groups.

**THE OMNISCIENCE OF GOD.**

**Activity 3.1.12**

In groups;

1. Use a dictionary to find out the meaning of omniscience.
2. Discuss what it means by God being the omniscience.
3. Identify things in the world which show that God is the omniscience.
4. Share your answers with the whole class.

**THE HADITH ABOUT THE OMNISCIENCE OF GOD.**

**Activity 3.1.13**

Once upon a time, there was a man called Muwaiyah bin Al-Hakam As-Salmi. He had a slave girl who used to herd sheep for him.

On the day he discovered that a wolf had killed one of her sheep. He got upset and slapped her in the face. Then he went to the Prophet Muhammad (PBUH) and told him about the story. The prophet imposed upon him the seriousness of his act. He said, “Oh Messenger of Allah, should I not set her free?” The prophet told him to bring her to him. He asked her, “Where is Allah” She said that “He is above the heaven.” He asked her who to was? She said that he was the messenger of Allah. Prophet Muhammad (PHUB) told Muwaiyah to free her because she was a believer.

**Activity 3.1.4 Listening to the story and performing tasks that follow.**

1. Listen to the story about the birth of Prophet Muhammad (PBUH). After reading the story, group yourselves and develop a short play on the birth of prophet Muhammad (PBUH). Perform the play.
2. Identify major events that happened in Prophet Muhammad PHUB’s life from 610 until 632.
3. Discuss how the prophet’s mission changed the social, economic and religious life of Arabs.

**Activity 3.1.5 Researching about essential beliefs in Christianity.**

In pairs

1. Research on the essential beliefs of Christianity with reference to the creed.
2. Write a report of your findings on type and print it.

**Activity 3.1.6 Studying and responding to the Ten Commandments sent to Prophet Musa.**

In groups;

1. Identify the Ten Commandments sent through Prophet Musa (AS)
2. Discuss how these Ten Commandments are relevant to your society today.
3. Share your answers with the whole class.

**Activity 3.1.7 Researching about the origin and characteristics of African traditional religion.**

In pairs,

1. Using the internet or library, research and record information on the origin and characteristics of African traditional religion.
2. Share your findings with the whole class.

**Activity 3.1.8 Listening to the Audio of Surat Al-Hajji**

As a class;

Listen to the audio of Surat Al-Hajji attentively.

Identify verse 22.78. Pause the player and state the verse. Discuss the meaning of verse 22.78. Write a report on what Allah says about the origin of religion .

**Islamic Rituals and Celebration**

Islamic symbols

Activity 2.1.5

Drawing the ka’aba and answering the

1. Draw the ka’aba
2. Describe the apearence of the ka’aba
3. Demonstrate the rituals performed at the ka’aba.
4. Name the four corners of the ka’aba.

Share your answers with the rest of the class.

**Activity 2.1.6: Reading the passage and answering questions that follow.**

**In groups, read the passage about the verse of Surat Al-Hajji 22:30 and discuss the questions below;**

Allah talks about His symbols which prove divinity as reflected in surat Al-Hajji 22:30. By symbols of Allah, He referred to what pilgrims perform during Haji among others. The observance of the holiness of the symbols by a man is proof that there is faith in their heart. On the other hand, the man who is disapproves of their holiness of proves himself not to have faith and fear of Allah. It shows that the either does not believe in Allah or has adopted a rebellious attitude against Him.

1. What do you learn from the surat?
2. Apart from the ka’aba, what other symbols of Allah do you know?

**Activity 2.1.7 Making a ka’aba.**

Organize yourselves into groups. Make a ka’aba. Present it to the whole class.

**Activity 2.1.8 Describing the history of Hajar Al-Aswad.**

Describe the history of Hajar Al-Aswad. Record and share your answers with the whole classs

**Activity 2.2.1**

**Reading the passage and performing the tasks that follow;**

My mother gave birth to a baby pay at Kibuli Muslim hospital. After birth, a nurse made an adhan in the ears of the baby. On the seventh day, the mother and father invited Muslims. Father slaughtered two sheep. Mother shared the baby’s hair. A surgeon came and he was circumcised. He was named Abd al-Rahman.

**In groups**

1. Share the views about Aqiqah as an act of thinking Allah for the gift of a newborn child.
2. Describe the activities carried out during the Aqiqah ceremony.
3. Identify 10 good Muslims name and explain the impact of naming on the character of a child.
4. Explain the importances of Aqiqah to the Muslims community.
5. Share your answers with the rest of the class.

**Activity 2.2.2**

1. Nawate to your group how you celebrate Eid-ul-fitr at home.
2. Talk about how much celebration create love and unity in the community.

**Activity 2.2.3**

Studying the picture about Eid-ul-Adhuka and performing the task that follow.

In groups, study figure 2.2.4 and perform the task below that follow;

**TASK**

1. Share experiences about the celebration of Eid-ul-Adhuha
2. Brainstorm the differences between Eid-ul-Fitr and Eid-ul-Adhuha
3. Discuss how the sacrifice of animals on Eid-ul-Adhuha is related to Ibrahim and his son.
4. Brainstorm on the other ceremonies in Islam.
5. Discuss what happens during such ceremonies and share your experience with the rest of the class.

**Activity 2.2.4**

Exploring the purpose of Eid-ul-Adhuha.

In groups

1. Read from the Quran surat Al-kauthar (108:2) and surat Al-Hajji 22:33 – 34.36.
2. How Islamic ceremonies create a bond of love and unity in the community.
3. Demonstrate how Hajji rituals create a sense of unity, love, commitment and loyalty.
4. Share your answers with the whole class.

**Activity 2.2.5**

Discussing other Islamic celebrations.

In groups

1. Discuss any two other celebrations in Islam.
2. Share your answers with the rest of the class.

**Activity 1.6.13**

Studying from Quran about the prophet hood of Allah.

**In groups**

1. Explain what you understand by the word Risalah.
2. Identify the 25 prophets that are mentioned in the Quran.

Make a song out of the names and perform the song as a class.

1. Explain how believing in God’s messengers provides guidance and shapes one’s character.
2. Write your findings in your notebooks.

**Activity 1.6.14**

**Researching and writing about the characteristics of prophets; Yusuf, Nuhu, Ibrahim, Isa and Adam.**

1. Go to the internet and Google stories from the Quran talking about prophet Yusuf, Nuhu, Ibrahim, Isa and Adam.

Write the characteristics of these prophets.

1. Do you know that Muhammad PBUH is the last prophet of Allah? Use the internet and research about his early life and also what happened at the cave of Hira.

**Activity 1.6.16**

**Discussing About Allah’s judgment.**

In groups, discuss and share views about what will happen to believers and disbelievers after Allah’s judgment.

**Activity 1.6.17**

**Debating on the Day of Judgment.**

Hold a debate and share views about how believing in the Day of Judgment promotes one’s faith and prevents one from committing evil.

**BOOK ONE**

**Existence of God’s Messengers**

**Activity 1.6.11**

**Reading and discussing about surat Al-Anbiyaah (21:7)**

**In groups,**

1. Describe God’s messengers.
2. Open the Quran and read sulat Al-Anbiyaah (21:7)

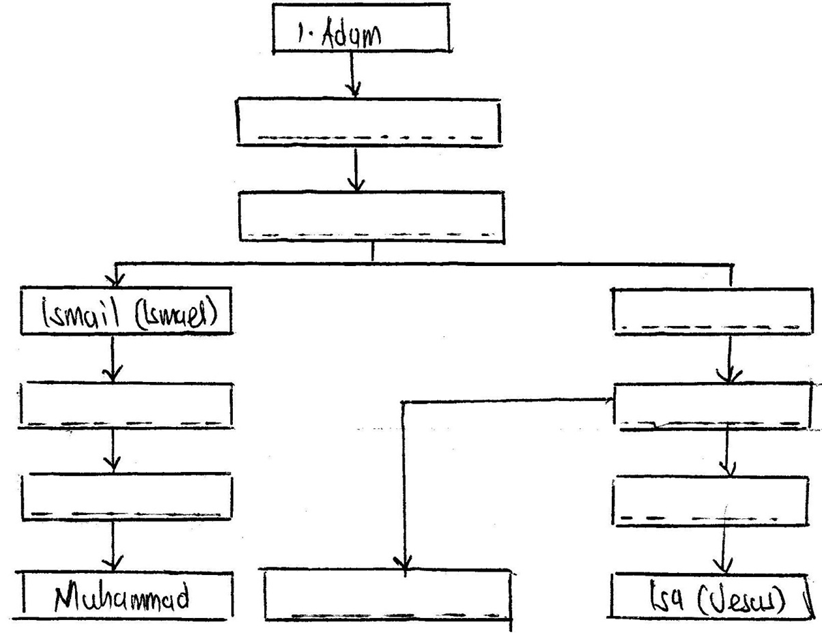
Use the verse to discuss the existence of God’s messengers.

1. Discuss how believing in God’s messengers provides guidance and shapes one’s character.
2. Share your answers with the rest of the class.

**Activity 1.6.12 / Working in pairs**

**Figure 1.6.3 represents the tree of the prophet hood and their descendence.**

**In pairs.**

Use the names listed below to fill the spaces provided in figure 1.6.5: Nah (Noah), Ibrahim(Abraham), Ishaq (Isaac), Yaqub (Jacob), Marym (Mury), Musa (Moses), Abdullah and Abdul Matalib.

**ACTIVITIES**

**Activity 1.3.22 discussing about congregational prayers.**

1. Explain what you understand by congregational prayers.
2. Discuss the number of people that make up a congregational prayer.
3. Compare the individual prayer with a congregation prayer.
4. Put your findings in writing and present to the teacher.

**Activity 1.3.23 Researching and discussing about congregational prayers.**

Use the Internet or the library and find out the characteristics of congregational prayers.

1. Describe the congregational prayers that you know. Clearly explain the performance of those prayers. Also, do the practical part of the performance in class.
2. In the process, you must recite all the surahs loudly.
3. Write the features of congregational prayers.

**Activity 1.3.24 Identifying and writing about the benefits of congregational prayers.**

1. Identify the benefits of congregational prayers
2. Write them down and share with the class

**Activity 1.3.25 demonstrating salatul hanazah**

1. Assume that you have a friend who has lost a wife. Despite being a Muslim,
2. He does not know how to perform salatul janazah
3. Briefly teach your friend about the performance of salatul janazah
4. Write down the steps of performing salatul janazah.

**Sub-Chapter Summary**

**On this sub chapter, you have learnt the;**

* Meaning of swallah.
* Types of swallah or categories of swallah.
* Performance of swallah.
* Conditions necessary before performing swallah.
* Different forms of purification.
* Way of performing different forms of purification.
* Practical and spiritual value of swallah.
* Meaning of congregational prayer.
* Difference between congregational and private prayers .
* Values of congregational prayers.

**BOOK ONE ACTIVITIES**

**Activity 1.61 Exploring the meaning of faith**

**In pairs, discuss the following;**

1. Have you ever heard about the word "faith"?
2. When someone talks about faith, what comes to your mind?
3. What things make up faith in Islam?
4. Share your views with the whole class.

**Activity 1.62 Identifying and reading surah al-taubah (9:61)**

**In groups**

1. Open the Quran and identify surat al-taubah (9:61)
2. Use verse 9:61 and discuss how faith promotes a sense of belonging and commitment.

**Activity 1.63 Your teacher is to play a recorded audio of surat al-anbiyyah**

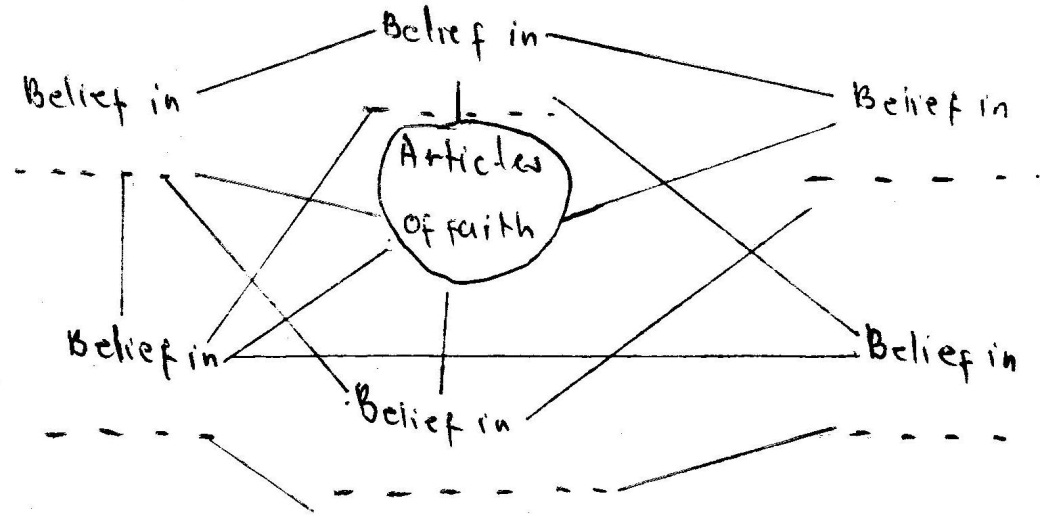
1. Listen to it attentively
2. Identify verse 21:25 write it down in your books and use it to explain the belief in the oneness of Allah (tawheed)
3. Share your answers with the whole class.

**Activity 1.64 Reading and completing the articles of faith.**

**In groups**

In primary school you learnt about faith use the following statements to fill in the spaces in the diagram in figure 1.6.1

* Prophet Muhammad
* The Quran
* The After life
* Ibrahim, Musa and Isa
* Revelation from God
* Angel Jibril
* Free will or Predestination
* One God (Tawheed)
* Two guardian angels



You have just completed the diagram representing the articles of faith you will now learn about each article in detail.

**Activity 1.65 Observing the picture and responding to the questions that follow;**

**In groups**

* 1. In your own words, describe the oneness of Allah? Muslims believe in figure 1.6.2
  2. Share the answers with rest of the class.

**Activity 1.5.1: Discussing and writing the types of fasting.**

**In groups**

Discuss and write down the different types of fasting.

Share your answers with the rest of the class.

**Activity 1.5.2: Discussing the benefits of fasting:**

In pairs or groups, share the benefits of fasting to an individual Muslim and the community. Share your answers with the whole class.

**Activity 1.5.3:**

Study the pictures below and reflect on people who are supposed to fast.

1. Mention the categories of people you see in fig. 1.5.2 - 1.5.5
2. Identify the people who are supposed to fast.
3. Mention the categories of people who are not supposed to fast.
4. Share your answers with the class.

**Activity 1.5.4: discussing the things that spoil fasting:**

**In groups:**

1. Identify the things that spoil one's fasting.
2. Share your answers with the class.

**Activity 1.5.5: Project work:**

Whenever children grow up, they always look at Ramadhan as a month of eating good food. Indeed, it is. People fast during the month of Ramadhan for so many reasons. After Ramadhan, there is always Eid-al-Fitr. As a senior one learner you have been selected to go and educate the community about the month of Ramadhan.

**Task**: Write a text giving information about the meaning and value of fasting, the difference between types of fasting, the categories of fasting, the categories of people who are supposed to fast and those exempted from fasting and the nullifiers of fasting.

**Activity 1.6 6 Researching and recording of the attributes of Allah.**

**In groups**

Use the Internet or library books or the holy books to research on the attributes of Allah.

Record your findings in a written or Microsoft word document and present them to the teacher for class discussion.

**Activity 1.6.7 Discussing and recording the importance of believing in one God.**

In groups, discuss and record in your notebooks the importance of believing in one God.

**Activity 1.6.8 Researching and recording the role of Angels in Islam.**

In groups, use the Internet to find out the role of Angels in Islam. Record and share your answers with the rest of the class.

Duties of the different angels

**Activity 1.6.9: Reading and explaining surat Al-An'am (6:111)**

**In groups**

1. Open the Quran, surat Al-An'am (6:111), Al-Naziat 79:1-7. Receive and interpret the meaning of those verses.
2. From the above surah Al-An'am (6:111) and verse you observe that the Almighty Allah assigned different duties to angels. Brainstorm on the duties of Jibreal, Atid and Raqib, Michael and Israfil in a table format below;

|  |  |
| --- | --- |
| **Angels** | **Duties** |
| Jibreal |  |
| Atid |  |
| Raqib |  |
| Michael |  |
| Israfil |  |
| Munkal |  |
| Nakir |  |
| Malik |  |
| Israfil |  |
| Ridhwan |  |
| Hafadha |  |

1. Brainstorm the importance of believing in Allah's Angels.
2. Explain your answers to the whole class.

**Activity 1.6.10 Researching and discussing the Holy Book.**

**In pairs**

1. Mention the different divine scriptures and their recipients.

**Use the table format below;**

|  |  |
| --- | --- |
| **Holy book** | **Recipient** |
| Quran |  |
| Injir |  |
| Taurat |  |
| Zabul |  |
| Suhufi |  |

1. What does Allah say about the Holy Books surat Al-Imran 3:81?
2. Search the Internet or library books and record the benefit of believing in the divine scriptures as indicated in figure 1 6.4.
3. Explain the characteristics of the Quran.

**Activity 1.4.7**

**Discussing and writing.**

**In groups**

1. Discuss the property exempted from zakat.
2. Discuss the people who are exempted from receiving zakat.
3. Share your answers with the whole class.

**Activity 1.4.8**

**Studying the pictures and answering the questions that follow;**

In groups, study figures 1.4.10 - 1.4.13 and answer the questions that follow;

1. Name the categories of people in those pictures. Give
2. Describe the moods of the people in those pictures. Give reasons to support your answers.
3. Mention the categories of people that should benefit from zakat.

**Activity 1.4.9**

It is the last Friday in the month of Ramadhan, Mr. Odongo Muhammad, who has a family of 2 boys and a wife, has attended juma prayers at Gulu supreme mosque. The Imam has given a sermon on payment of zakat-al-fitr before prayers on Eid day.

**Task;**

Write a dialogue between you and Mr. Odongo. Assist Mr. Odongo Muhammad to know what he supposed to do before Eid ul fire prayers. Talk about the meaning of zakat, it's different types, the Quranic verses to explain it's importance, the items from which zakat is paid and the categories of people entitled to receive zakat.

**Take home;**

Consult the school Imam to you find out about the type of charity that is not necessarily zakat. Ensure that you get the knowledge of the Quran about how it should be given who to give and the benefits.

**Sub-Chapter Summary**

In this sub chapter, you have learnt the;

Teaching of Islam about zakat

Types of zakat

Different Quranic verses to explain the importance of zakat.

Items from which zakat is paid.

Categories of people entitled to receive zakat.

**Chapter 1: Worship**

**1.4 ZAKAT**

**Activity 1.4.1 studying the pictures and answering the questions that follow;**

Study figure 1.4.1 below and perform the tasks that follow

1. Describe what you see in 1.4.1
2. What do you think of the women with a baby?
3. Have you seen such people in your community?
4. What do you understand by 'charity' or 'giving atms?
5. Identify the other Islamic teachings on zakat. Share your answers with the whole class.

**Activity 1.4.2 Reading surat Al-Mujadalah (58:13) and performing tasks that follow;**

In groups recite the verse from surat Al-Mujadalah (58:13)

(58:13) "Are you afraid of spending in charity before your private consultation (with him) if then you do it not and Allah has forgiven you then, (atleast) perform salat, and give zakat and obey Allah (do all that Allah and the messenger order you to do)...."

1. In your own words explain what the verse maths.
2. Use the above verse to explain sharing in Islam.
3. Share your answers with the whole class.

**Activity 1.4.3 Listening and discussing surat Al-Maidah 5:12.**

Listen to the recorded audio of the reaction of surat Al-Maidah. Open the Quran and identify verse 12. In groups brainstorm the ideas of sharing using verse 5:12 share your answers with the whole class.

**Activity 1.4.4. Studying the pictures and answering the questions that follow;**

In groups, study the figures 1.4.2 - 1.4.9

1. Name the items known to you in figures 1.4.2 - 1.4.9
2. Identify other items of zakat that cannot be seen physically.
3. Outline the economic importance of the things in figures 1.4.2 - 1.4.9
4. Mention the type of wealth got from them.

**Activity 1.4.5 Writing an essay on the importance of zakat.**

Individually write an essay reflecting the importance of zakat to an individual and to the society. Exchange and discuss your essays in pairs.

**ACTIVITIES**

**Activity 1.3.4 Researching about the importance of prayer.**

Use the Internet or library books or consult a knowledgeable person. Discuss the importance of prayer. Write or type your answers using Microsoft word and present to your teacher.

**Activity 1.3.5 inquiring, recording and reporting.**

Your teacher has invited an Imam or any sheikh in class.

1. Ask him the following questions and record the answers in your note books.
2. How many times is a Muslim required to pray in a day?
3. What do Muslims do before prayer?
4. Where do they face while praying?
5. Present your findings to teacher and class.

**Activity 1.3.6 Reading and performing books below;**

In groups, read the following passage and perform the tasks that follow;

The first thing is to identify the swallah time then one gets an intention or niyyah to identify the swallah. Time is very important as every swallah must be performed at the right time. The intention is the desire to perform. The place where he or she is going to pray must be clean. A Muslim should perform ablution. The clothes must be free from all impurities. The woman must cover the whole body apart from the face and the hands up to the wrists. The other thing is to establish the direction of the Qibla.

**Tasks**

* 1. Mention the things that one has to do before performing swallah.
  2. Prepare yourself for swallah.
  3. Write the different steps on performing swallah on a manila paper.
  4. Present to teacher and class.

**Activity 1.3.7 Finding the direction of the Qibla.**

Move out of class. Stand at a distance from each other.

Brainstorm on the direction from which the sun rises, point at that direction with your right hand. Point your left hand in the opposite direction. Turn briefly to your right hand. Where are you facing now? Are you all facing the same direction?

Do you know that you are now facing the direction of the Qibla?

How else one can find the Qibla? (e.g by the use of Internet.

**In groups**

1. Use the Internet and find out the information on the conditions necessary before one performs swallah. Focus your research on things like purification, facing the Qibla, proper Islamic dressing among others.
2. Share your findings with the whole class.

**Activities 1.3.15**

**Activity 1.3.15. Discussing Sunnah prayers**

1. Do you pray the five daily prayers?
2. Share how you make an additional two rakahs for every prayer
3. Mention the value of praying additional rakahs onto the faradh prayer
4. If a Muslim performs all the Sunnahs, calculate all the Sunnah that will be performed at the end of the day.
5. Give the name of Sunnahs mentioned in (4) above.

**Activity 1.3.16 Observing and identifying the forms of purification**

**In groups**

1. Identify what is happening in the picture.
2. Mention the forms of purification in Islam.

**Activity 1.3.17 Studying the steps for performing minor purification**

**In pairs, study the pictures below and answer the questions that follow;**

1. Describe the actions on figure 1.3.9 to 1.3.18.
2. Explain how important these actions are to a Muslim before prayers.

**Activity 1.3.18 Researching and reporting**

**In groups**

Use the library or Internet to research on;

1. The factors that render dry ablution inaffective before prayers.
2. How is Tayammum performed in Islam?

**Activity 1.3.19 Reading and answering questions on major purification**

1. Identify the seven causes for ghusi
2. Discuss how ghusi performed

Ghusi which is ablution is performed after sexual intercourse, menstruation, child birth, long period of sickness and after washing the dead body. One has to have the intention to perform ghusi like any other act of Islam.

**Activity 1.3.20 Listening and performing the Adhan**

1. Listen to the story of Adhan from your teacher. In your own words, explain what the story is about. List the words that are called in Adhan. Explain the meaning of those words.
2. Share your answers with the rest of the class.
3. Choose a member in your group to stand up and make Adhan loudly
4. Another member should stand up and make iqamah
5. Explain the difference between the Adhan and iqamah

**Activity 1.3.21 studying and responding to the performance of swallah**

**In groups**

**Study the pictures below and answer the questions that follow;**

1. Name the pastures that are shown in the picture A, B, C, D in figure 1.3.19
2. Recite the words that are spoken during the pastures in A, B, C and D of times you perform them in a day.
3. Choose one of you to stand up and demonstrate Maghrib prayer for the rest of the class. The recitation should be loud.

**ACTIVITIES**

**Activity 1.3.11 Studying, copying and filling the table.**

In pairs, copy the table in your notebooks then fill in the missing gaps

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of prayer | Prescribed time | Faradh | Sunnah |  |
|  |  |  | Mu'akkadah | Ghair-mu'akkadah |
| Fair |  |  |  |  |
| Dhuhr |  |  |  |  |
| Ashr |  |  |  |  |
| Maghrib |  |  |  |  |
| Isha |  |  |  |  |

**Activity 1.3.12 Studying the pictures and describing the faradh - Al-kifaya prayers.**

In groups; study the pictures below and answer the questions that follow;

1. Name the types of prayers in figures 1.3.4 and 1.3.5
2. Describe the difference between the two prayers.

**Activity 1.3.13 Reading and describing combining prayers.**

Musa was traveling from Kampala to Arua to visit his parents. He missed Dhuhr, Ashr and Maghrib prayers. Musa is now confused about what to do.

In pairs, advice Musa on what to do.

**ZAM ZAM WELL**

**2.1.9 Reading the passage and performing the tasks that follow;**

Zam Zam Well is hand-made and is about 30.5m deep with an internal diameter of 1.08 to 2.66m. It is a famous well in al-Masjis al-Haram (the sacred mosque in Mecca), which is thirty-eight cubits away from the ka'aba.

Do you know that Zam Zam Well is the well from which Allah quenched the thirst of Ismail the son of Ibrahim (peace and blessings of Allah be upon her) looked for water for him, but could not find any. She ran to the top of Mount al-safaa, praying to Allah to help her and give her water for Ismail, and the she ran to the top of Mount Al-Marwah and did the same. Allah sent Jibreel (peace and blessings of Allah be upon him), and struck the earth, and water appeared.

1. From the passage, describe the history of Zam Zam Well.
2. Describe what you see in figure 2.1.3
3. Share your answers with the whole class.

**2.1.10 Studying the picture and performing the tasks that follow.**

In pairs, study the item and perform the tasks that follow;

**Figure 2.1.5**

1. Name the item in figure 2.1.5
2. Have you seen the item before?
3. At what time did you see it?
4. Explain the importance of the item in Islam
5. Discuss the relationship between Islam and the item above.

**2.1.12 Reading the passage and performing the tasks that follow;**

Bilal theological school has organized a Ramadhan convention.

In such a season, the school wants their new converts to be exposed to Islamic teachings especially symbols. They should also know the importance of the symbols in the Islamic faith and how they came back.

Show the meaning of symbols in Islam, their importance and their origin or history.

**Sub-Chapter Summary**

**In this sub chapter, you have learnt the;**

Symbols in Islam.

Meaning and importance of divine symbols.

Most of the Islamic symbols save the moon, are connected to the fifth pillar of Islam which is Hajj.