**BOOK 2**

**TOPIC: RESPECT FOR HUMAN LIFE**

**Activity 1.35**

Discussing human development and sexuality

In group

1. With reference to the Qur’an surat Al-bagarah (Section 4) 2:30-39; 3:59; 7:11-25; narrate to one another the creation story of Adam and Hawa.
2. Why do you think God created them man and woman?
3. Discuss what you think would have happened if God had only creation man or woman.
4. Use the internet or any other source to research more about the creation of Adam and Hawa.
5. Write your findings in your note books and share them with the teacher and the rest of the class.

**Activity 1.36**

Discussing the complementing nature of men and women.

In group

1. Observe carefully and explain what is happening in figure 1.2.6 above.
2. Brainstorm the meaning of complementary.
3. Discuss the roles of father and a mother in a family.
4. Hold a class debate with the motion “of father and mother” who takes the greatest burden in the management of a home”.
5. Write important points in your notebooks and share them with the teacher and rest of the class.

**Activity 1.37**

**Reading the story and explaining concepts in human life and sexuality.**

Read the story below carefully and use it to appreciate the value and dignity of human sexuality.

Nakato was a fifteen year old girl at Kalo Secondary School. She was very beautiful and mang and young boys alike ran after her. Her father had died and she only lived with her mother.

Her mother used to constantly worn her against very close interaction with men. She told her that it was not safe and that as a young girl, she needed to value her body and abstain from all forms of indecency.

Despite this advice, Nakato did not listen and as a result she got pregnant and dropped out of school, she could not give birth normally because she was not old enough to she underwent an operation during delivery. It was a painful experience and she regretted all that she had done.

**In groups**

1. Share the message we get from the story
2. Discuss why it is important to abstain from sex.
3. In you notebook, write a letter to your young sister advising her to value her body and to abstain from sex.

**Activity 1.38**

Understanding and observing personal hygiene.

In groups

1. Describe what you think is happening in figure 1.28.
2. Share about the meaning of personal hygiene.
3. Share views about what can be done to maintain personal hygiene.
4. How are you going to use the good hygiene practices to prevent the transmission of communicate diseases?
5. Write about the religious teaching on sexuality.
6. Individually, write an article on the way young people can value their bodies.
7. At home or during you free time, use the internet to search and discuss the importance of self-respect interms of valuing you own body. Observing personal hygiene protecting self from communicate diseases, abstinence from sex.

**Task 8**

1. Define the following terms
2. Human development
3. Sexuality
4. Hygiene
5. Mention some of the dangers of early involvement in sex.
6. List any three examples of good hydrier practices.
7. Give any five importance of maintaining good personal hygiene.

**SEXUALITY AS GOD’S DESIGN OF CREATION.**

**Activity 1.39**

1. Observe carefully the image and explain what is happening.
2. Discuss how the actions in the figure above promoted.
3. Use the internet to research about how justice was administered to those who violated the principles of human dignity in traditional Africa.

**Activity of integration**

**Context**

Your younger sister has just experienced her first menstrual cycles she is very worried and she thinks it is abnormal. She shares with your her situation.

**Task**

Write an advice note to her about her situation in reference to sexuality and development of Islamic teachings.

**SENIOR TWO**

**CHAPTER 1: RESPECT FOR HUMAN LIFE**

**HUMAN DIGNITY**

**Activity 1:1;** Understanding the meaning of human dignity.

In your school community, there are many people. Identify those who are thought to be more important than others. Give reasons to support your response.

Islam as a religion, emphasizes human dignity. It is even talked about in the Quran, where Allah says; “…..we have bestowed dignity on the children of Adam….” and conferred upon them special favours above the greater part of our creation. “Now read verse 17:70.

This verse recognizes dignity for all human beings without discrimination of any kind. Do you now believe that all people deserve dignity or not? But what does human dignity mean?

Human dignity therefore is the recognition that human beings possess a special value essential to their humanity and as such are worthy human beings. Human dignity means that an individual or group feels self-respect and self-worth. It is concerned with physical and mental integrity and empowerment.

**Tasks**

In groups;

1. Discuss the different examples of human dignity that you know of.
2. Search for any other verses in the Holy Quran that talks about human dignity.

**Activity 1.3 Reading the story and performing the tasks that follow;**

In groups,

Read carefully the story below and perform the tasks that follow;

**JUMA AND THE OLD WOMAN**

Juma is a 14 year old boy. He studies in senior two at Bweyo secondary school. His father gives him a lift to school every school gate of Bweyo secondary school, there is an old woman who sells simple scholastic materials like pens, books and pencils. Her major customers are the students who normally buy these items every morning.

However, the old woman finds it very hard to cross the road especially in the morning when most motorists are rushing and mindful of other road users. Juma has taken it upon himself to always help since other children do not care about her.

The old woman is always very appreciate and prays for Juma every time. She is no longer stressed because she knows someone will always help out. Juma says he does it out of respect for humanity because this old woman is human, like anyone else.

**TASK**

1. Discuss why you think other people didn’t help the old woman.
2. Why did Juma choose to help the old woman?
3. Discuss why you think should be done to ensure respect for one another in society.
4. Write down what you think the old woman feels about Juma’s act.

**Activity 1.4 Reading the story and performing the tasks that follow.**

In groups,

**Read the story carefully and perform the tasks that follow;**

Mariam and Rahmah care twin sisters. They lost their father and they are living with their mother. Their mother also has some other children to care for. Unfortunately, Rahmah was born a cripple. Her sister Mariam pushes her to school in her wheelchair every day. When Mariam is sick, Rahmah also misses school because she cannot move to school by herself.

At one time, Mariam fell sick for quite a long time and their class – teacher together with their classmates got concerned because both girls were missing school. A class meeting was held and they agreed that the children who come from the same direction with them should in turns be helping Rahmah to School Rahmah and all the family members were very happy and thankful. for the class initiate and they wrote an appreciation letter to the class teacher.

**In groups;**

1. Describe what you see in Fig.1.2
2. What do you think can be done to make that person feel respected?
3. Using a teacher's smartphone or any Internet source, research about what it means being human.
4. Share with group how the disabled people are treated in your community.
5. How did the classmate of twins show that they are human?
6. Give other examples of being human.

**TOPIC: FAMILY**

ACTIVITY: 3.14

In groups,

1. Research through asking elders, reading books or Internet, and draw a table indicating the role of each family member in African tradition setting listed below;

* Father
* Mother
* Aunties
* Uncles
* Young children
* Older children.

1. Compose and act a skit on the roles of family members in the African traditional society
2. You have discovered the roles of each family member. Are they similar to the roles in the modern society? If not, what has changed?

**ACTIVITY 3.15**

My grandmother told me about her family of long ago. She told me that people in his family sat and conversed around the fire place. Girls kneeling was a sign of respect. People used to work together. Children where counseled and disciplined together.

Mother weaved baskets with children. Boys herded cattle with their fathers and uncles. He told me a lot of good things that made me love on African family.

**In groups**

1. Describe the type of family talked about.
2. What features do you like in the story and why?
3. What practices do you think should be maintained in today's families and why.

**Activity 3.16**

1. Fill in the table below correctly.

|  |  |
| --- | --- |
| African traditional family | Modern family |
| Father headed the family |  |
|  | There are housemaids |
|  | Single mothers exist |
| Everybody in the family was a worker |  |
| Widows were inherited |  |
|  | In case of death of a father, |
|  | Children remain with the mother |
| Mothers stayed home with children |  |
|  | Father and mother have jobs |
|  |  |
|  | Nuclear family is more common. |

**ACTIVITY OF INTEGRATION.**

Your school has organized an end of year music dance and drama competition. Form two has been assigned to present a play for the event under the theme; man's social relations. Your class holds a preparation discussion and finally agrees to perform a play on upholding family values.

**Task**

Write a play script about African concept of a family in a diverse community.

**BOOK 2**

**TOPIC: MARRIAGE**

**Activity 2.19**

**Reading the story and identifying good practices therein;**

My friend Naira was living with her parents, after university. Her father got her a man to get married to from the mosque. Naira met with the man who was called Musa. Naira and Musa liked each other, and started their courtship. After a month, they organized their wedding (Nikkah). Naira was a virgin so she asked for bride wealth of 5 million because she was worth it. Musa paid her bride price with a lot of things that brought prestige to their home. After a year, Naira gave birth and they had a happy family, they became rich, and had a blessed marriage.

Both their parents were happy for them. All parent who brought up their children responsibly in that village got the pride and respect that Naira's family got. Grown children got married and they were prepared well by their parents.

**(Figure 2:12)**

1. Summarize the positive aspects of the story
2. What do you like about this story?

**Tasks**

1. Identify the good practices in African traditional marriage
2. What lessons do you learn from the story in activity 2.19?
3. What has changed today?
4. Compare good practices in African traditional marriage to those of Islamic marriage.

**Sample Activity of Integration**

**Context**

Nabirye performed a very colourful traditional ceremony and Nikkah just two years ago. But she has stayed without a child for all that time. This made the husband both angry and disappointed with her. They kept quarreling and fighting all the time. Nabirye would often escape to her parents. She always complained about the financial status of the husband. She said that she would not bear a child unless her husband became rich.

**Support: Diagram**

**Task;**

As a learner, who has acquired knowledge, attitudes and values in regard to courtship and marriage in Islam, write a letter to Nabirye advising her in such a situation.

**Topic Family**

**Theme: Man's Social Relations**

**Read the story and answer the following task.**

Bebe was a stubborn boy. He used to disturb the family and the whole community. He would steal things from neighbours. His father often said that he had given up on the boy. This went on and on, but one day he was caught stealing at night and was beaten by mob. They took him to jail but his family was put to shame.

**Task**

Imagine you are the community counselor, prepare a speech to address a Muslim newly married couple not to have a child like Bebe.

**Studying the pictures and attempt the task.**

Figure 3:10. A extended family

Figure 3:11. A nuclear family

**In groups.**

1. Study carefully the pictures in figures 3:10 and 3:11 and identify the types of family.
2. List the members in each family
3. Compare the two and write down which one you would prefer to live in. Give reasons for your preference.

**Researching and writing about nature of a family in the traditional African setting.**

1. During your free time or at home, you will use the Internet/ newspapers / magazines/ school library to about research about the nature of the family in the traditional African setting and write down your findings.

**Sorting and writing sentences**

**In groups**

1. Study the list of words. (Father, mother, children, relatives) and identify the words you think can explain the nature of African traditional family.
2. Write a sentence using each one of them relating it to the nature of the African traditional family, mobile phone, food, sex, aunties, water tanks, work, love, respect, hatred, competition, polygamy, age, rank, family members, monogamy, God, barren, unity, death, roles, beds, continuity, gas, fire place.

**Book 2**

**Topic: Family**

Allah says in the Quran 2:83 that: “and recall when we made a covenant with the children of Israel, you shall serve none but Allah and do good to parents, kinsmen, orphans and the needy you shall speak kindly to people, and establish prayer and pay zakak (purifying Alms). And yet, except for a few of you, you turned back the types of family in the picture.

1. Describe the type of family in the picture.
2. What in your opinion are the advantages of such a family?
3. Discuss the disadvantages of such a family in the modern society.

**Reading and interpreting the verse**

1. In groups, Read carefully surat Al-Baqarah (2.83 and 17) and An-Nisu (4:8 and 36) and share the message therein. Write down the message about extended family.
2. What is an extended family?
3. What else can you do as a Muslim to show your responsibility towards the extended family?

“Appreciating the importance of a family as a basic unit of society”

1. Describe the picture in figure 3.8
2. Name the type of family.
3. Would you like to live in such a family? Give reasons for your answer.
4. In your opinion give the importance of family in society.

“The value of courtesy”

“Mayimuna is a young lady. She goes to Kyabakadde UMEA secondary school. She respects the elders and teachers she is helpful to both her teachers and fellow students. She greets her teachers and fellow students every morning. She also uses the magical words of “please”, “thank you” and “I am sorry” when necessary.

She helps her teacher Hadijja to carry her books to the staff room. In the evenings she helps an elderly woman who works at her school with asked how she learnt what she does, she said her father and mother taught her to behave like that over the years.

**In groups,**

1. Describe courtesy according to the story.
2. Identify acts in the story that show courtesy.
3. Why do you think it is good to be courteous?
4. Discuss the importance of courtesy in a home.
5. In your opinion would you want to live with Mayimuna? Give reasons.
6. Write down any other acts that show a courteous person.
7. Give the Islamic teachings about courtesy.
8. Share your views with the teacher and the rest of the class.

**TOPIC: FAMILY BOOK 2**

**Activity 3.1 Reading surahs and discovering duties of children to parents. In groups**

1. Read carefully surat luqman 31:12-14, Al-Isra 17:23 and Al-Ahqar (46:15).
2. Use the above surahs to fill the table below carefully correctly:

|  |  |  |
| --- | --- | --- |
| **Surat** | **Actual Text** | **Duty of the children** |
| Luqman |  |  |
| Al-Isra |  |  |
| Al-Ahqaf |  |  |

**Activity 3:2 Discussing the importance of family**

In groups

1. Describe a family
2. Give an Islamic description of a family
3. Talk about the importance of family to society
4. Share your view with the teacher and the rest of the class

**Activity 33. Reading surahs and completing the table correctly.**

In groups;

Read Surat Luqman, Al Nisa and fill the table below

|  |  |  |
| --- | --- | --- |
| **Surat** | **Write the actual surat** | **Duties of the parent to the children** |
| 3:12-19 |  |  |
| 17:23-25 |  |  |
| 46:15 |  |  |

Activity 3.4 Discussing the duties of children towards parents and of parents towards children using surat Luqman (31:12-19) and Al-Isra (17:23-25).

**In groups,**

1. Read carefully surat luqman (31:21-19) and Al-Isra (17:23-25) and discuss the message therein.
2. What lessons about parents do we learn from the verses?
3. How are you going to treat your parents after reading these verses?
4. Share your views with the teacher and the rest of the class.

**Activity 3.5 Reading surat An-Nisa (4:34) and interpreting pictures.**

In groups,

1. Observe carefully and describe what is happening in figure 3.5 above
2. Brainstorm the meaning of responsibility
3. Share about the duties and responsibilities of a father and a mother at home
4. Read the chapters: An Nisa (4:34) Al-Talaq (65:6-7) and share the message therein.
5. Share the lessons you have learnt from the verses.

|  |  |
| --- | --- |
| Husband to wife | Wife to husband |
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| E.t.c | E.t.c |

**Activity 3.6 Reading and discussing surahs and interpreting the picture**

In groups,

1. After observing and interpreting. Figure 3.6, discuss how the values of love, respect, justice, and kindness can be promoted by a Muslim family.
2. Read carefully the verses of the Qur'an (Al-Hujurat 49:11, Ar-Ruum 30:21, Al-Nahl 16:90 and An-Nisa (4:98) and the message therein.
3. Identify the lessons about family you have learnt from the above verses.
4. Draw examples from the holy prophet (PBUH) of how the shared the above values to his family.

**IRE: BOOK TWO**

**TOPIC: MARRIAGE**

**Activity 2.11**

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

In groups

1. Talk about what is happening in the figure 2.7?
2. Describe the situation in the picture in line with marriage
3. How can that situation be improved?
4. In your opinion, do you the think such a situation can be a happy marriage? Give reasons for your answer.

**Activity 2.12**

**Read the poem and perform the tasks that follow.**

The housewife

At dawn, she wakes up

Pulling the ragged sheets

Off her naked children

Up! All of you, she commands

In a resigned tone

The tone of a hopeless commander

For off they move

To till the land

For it is from the land that they survive

They depend on the weather

Dry though it is

They hope it will rain

For the planting season is soon.

**By Doly**

**In groups**

1. Discuss the challenges that you think this family in the poem is going through.
2. Mention some of the marriage challenges brought out in the poem.
3. Exchange ideas about other challenges of marriage in the modern world
4. Share ideas about the causes of marriage break up in the modern world

**Activity 2.13**

**Reading the surat and performing the tasks that follow.**

**In groups**

1. Read carefully surat An-Nisa (4:35) and discuss the message therein.
2. What lessons about marriage do we learn from the verse?
3. Share a situation when you forgave or showed kindness to another person.
4. How did it help to move on without any problems?
5. Why do you think married people should be kind to each other?
6. Share your views with the teacher and the rest of the class.

**Activity 2.14**

**Studying the picture and attempting the tasks that follow.**

**In groups**

1. Describe what is happening in the picture in figure 2.9
2. Why do you think the couple is happy?
3. In the absence of the children, what can a couple do to keep a marriage happy?
4. What are the benefits of having children in a marriage relationship?
5. Share your views with the teacher and the rest of the class.

**TOPIC: MARRIAGE SENIOR 2**

**Activity 2:15 studying the picture and performing the tasks that follow (figure 2.10)**

**In groups**

1. Describe what is happening in figure 2.10
2. Apart from what is happening in figure 2.10, give the responsibilities of wives in marriage.
3. Identify responsibilities of husbands in marriage.
4. Share your with the teacher and the rest of the class.

**Activity 2.16 reading and interpreting the surahs and performing the tasks that follow.**

**In groups**

1. Read carefully surat An-Nisa (4:35) and Al-Talaq (65:6-7)
2. Discuss what the verses say about the responsibilities of a married couple towards each other.
3. What lessons about marriage do we from the verses?
4. Using your community as a example, discuss how married people help each other.
5. Use a manila paper to write down the Islamic responsibilities of a husband and a wife, and pin them up on the class notice board.

**Activity 2.17 Reading surat Baqarah (2:187 and 223) and explaining the benefits of marriage.**

**(Figure 2:11)**

In groups

1. With the help of teacher, read carefully surat Baqarah (2:18) and 223)
2. What are the benefits of marriage according to the surat you have just read?
3. Prepare a speech about the benefits of marriage and share it with the rest of your class

**MARRIAGE I.R.E BOOK 2**

**Activity 2.7 In your groups,**

1. Describe the marriage in the past and how it was in terms of behavior. What did the society expect of them?
2. How can you describe the kind of marriage in the picture in figure 2.5? (Page 68)
3. What do you think has changed?
4. How has the changes affected marriage in general?
5. What are the features of a modern marriage?

**Activity 2.8**

**Read the story and perform the fast that follows.**

**Dhauke, THE MAN**

Dhauke is a 27 year old man. He is married to two wives. They stay in different places. He therefore moves from one home to another man effort to fulfill his family responsibilities. However, one of his two wives takes advantage of his absence to move out with other men.

One day Dhauke came back home without alerting his cheating wife. She had left the house open and the husband went straight to the bedroom. Handly has he settled on the bed when her wife came back in company of another man. They took went direct to the bedroom.

**Tasks**

1. What is the major problem addressed in the story?
2. Why in your opinion do you think it happened?
3. If you were an elder, how would you counsel the husband and the wives?

**Activity 2.9**

**Read and interpret the scenario and performing the task below;**

Mariam and Abdul Razak are preparing for their wedding next month. They have invited many of their friends for their wedding meetings. You are one of them.

**Marriage In The Modern World Today.**

**Tasks**

1. As a friend, explain to the couple the purpose of marriage as an instrument of the promotion of love and companionship.
2. Talk to them about the different types of marriage so that they agree on which one to make.

**Activity 2.10**

**Reading the surat and performing the tasks below.**

Do you know that on life we need to get over our challenges by reconciling with the problem? What does the word reconciliation mean? Islam does not encourage divorce. The prophet (PBUH) said “the most disliked of that which is permissible by the Almighty Allah is divorce.” (Reported by Abu Dawud and Ibn Majah) This explains the relevance reconciliation in marriage.

**In groups**

* 1. Read carefully surat An-Nisa (4:35) and discussing what the verse says about reconciliation.
  2. What lessons about reconciliation in marriage do we get from the verse?
  3. How do married people reconcile in your community.

**MARRIAGE BOOK 2**

**Activity 2.1**

**In groups,**

1. Describe what you think is happening in the picture.
2. Briefly write the meaning of that ceremony
3. What do you think is the purpose of such a ceremony?

**Activity 2.2**

Read the story below carefully and use it to appreciate marriage as a custodian of the values of love and honesty.

Nabulya a 33 year old woman. She lives in Bugolo village. Her husband is casual labourer. He does odd jobs to earn a living and sustain his family. He moves from one place to another and rarely settles at home.

Nabulya's friends threaten her that her husband must be having other women out there. She laughs it off and assures them that she loves her husband. The husband brings lots of things for his family every time he is around. This is because they are honest with each other. They are living happily with their three children.

**In groups**

1. Summarize the message in the story
2. Share what you think has helped Nabulya's marriage to survive.
3. Discuss the moral lessons we get from the story.
4. Present your work to the class.

**Activity 2.3**

Before marriage all couples usually go through courtship. Pair up and brainstorm the meaning of courtship. Share your answers with the whole class. Islam believes the choice of a marriage partner is one of most important decisions a person makes in life. It should not be taken lightly. It should be taken with a lot of care, prayer, love and family investigation. In groups, share how your tribe makes courtship. Share your answers with the whole class. Islam is very strict on matters of boy/girl relationships. No term of interaction especially physical isn't allowed between people of opposite sex unless they use, related by blood. The holy prophet (PBUH) is report to have said that; “... No one of you should meet a woman alone unless is accompanied by a relative.

**Task**

1. Share your opinion about what courtship is?
2. Write short notes on the benefits of courtship.
3. What do you think is likely to happen when a couple is not given time for courtship?
4. Why do you think Islam discourages deep courting? (Doing courtship without limitations).

**TOPIC: MARRIAGE**

**Activity 2.4 Reading the story and performing the tasks that follow.**

Mzee Ahmed marries off his daughter.

Asumin was mzee Ahmed's daughter. When she reached the marriage age, her father never gave her a chance to choose a husband for herself. He wanted her to get married to a wealthy Muslim man. At the introduction ceremony the man brought a lot of gifts for the family and the neighbors. Asumins marriage do not last long. She ran away.

1. Share with your group mates if you would have accepted such a kind of marriage. If you were Asumin to please your parents.
2. Discuss why you think the marriage never lasted.
3. Suggest what you think should be done to avoid such accurences.

**Activity 2.5 Reading surahs and the performing tasks that follow.**

The Quran states; “and if you fear that you will not be fair in dealing with the orphans, then marry of woman as maybe agreeable of you, two, or four; and you fear that you will not deal justly, then marry one or what your right hands possess. That is the nearest way for you to avoid injustice.” From this verse, we learn that Allah enjoins equity, justice and fairness (4:25).

**In groups**

1. Read carefully chapters: 4:5, 25, 61/2:229, 232/05:7 and share the message therein.
2. Brainstorm the meaning of companionship and cooperation.
3. What lessons about marriage do we get from the verses above?
4. How do men and women prepare for marriage in your community
5. Visit a school sheikh and request him to give you information about how companionship and cooperation can be established between a husband and wife

**Activity 2.6 studying the pictures and performing the tasks that follow.**

**In groups**

1. Identify the different types of marriages in the figures 2.3(a), (b) and 2.4 above.
2. Share about the type that is most common in your community.
3. Write in your note books the similarities and differences between them.
4. Give opinions on only people choose a particular type of marriage
5. Discuss the values promoted in each type of marriage.
6. Share your views with the teacher and the rest of the class.

**TOPIC: RESPECT FOR HUMAN LIFE. BOOK 2**

**Activity 1.33**

1. Use the Internet or library texts to research about the prophets (PBUH) last speech and share the matters of human concern that the prophet talked about.
2. Identify the actual words that prophet Muhammad PHUB used to talk about equality of mankind, brotherhood in Islam, the seal of prophethood and the mandate to share.
3. In your notebooks, write a summary of the major aspects about human dignity that the prophet talked about in his farewell address.
4. Share your work with the teacher and the rest of the class.

**Task 7**

1. Define the term human dignity.
2. What evils are mentioned according to surat Al-Araf: (7,29), Al-Nahl (16:90), An-Nisa (4:58), Al-Qasas (28:78).
3. What do you understand by the term sanctity?
4. How is life protected as sacred in your community?
5. What punishments are given to law breakers in your community?
6. Define sin
7. Mention some examples of sin in your community.
8. What do you understand by the term individual differences?
9. Give some examples of individual differences that exist in your community.
10. How can these individual differences be accommodated according to surat Al-Hujurat (49:13)!

**THEME: MAN'S SOCIAL RELATIONS**

**TOPIC: RESPECT FOR HUMAN LIFE.** BOOK 2

**Activity 1.34**

Alot of conflicts have been happening in your community as a result of injustice and disrespect for human dignity. Your younger brother watches the television with you and wants to know what has gone wrong.

**Task.**

Explain to him how such conflicts can be solved or avoided with references from the holy Qu'ran and prophet's (PBUH) tradition.

**THEME: MAN'S SOCIAL RELATIONS. BOOK 2**

**RESPECT FOR HUMAN LIFE**

Activity 1.22: explaining the essence of human dignity with a focus on surat Al-Maidah (15:32)

In groups

1. Study carefully figure 1.16 above.
2. Why do you think it is wrong to take one's life by hanging?
3. What does the holy Qu'ran teach about respect for human life?

**Tasks**

1. Define the following terms;
2. self esteem
3. assertiveness
4. Give examples of how you can be assertive at; home, school and in the community.
5. What lessons about human dignity do you learn from surat Al-Maidah (5:32) and the Hadith of the holy prophet?
6. Organize a class debate and discuss the advantages and disadvantages of the death penalty.

**Activity 1.23: identifying injustices in society with a focus on surat Al-Ruum (30:41)**

**In groups**

1. Observe carefully and identify what you think is happening figures 1.17 and 1.18.
2. How can we apply surat Ar-Ruum to solve the injustice in figures 1.17 and 1.18?
3. Read carefully surat Ar-Ruum (30:41), and identify the various forms of injustices in your society and how they affect the human dignity.
4. Demonstrate one instance where the prophet PHUB solved injustice.

**Activity 1.24: Reading the story and performing the tasks that follow.**

A most cruel campaign began. Women were killed shamelessly, men were killed anyhow. The slaves, who had declared their faith in the prophet PHUB; were dragged over burning sand and stones. Their skins became hardened like those of animals. Bilal was made to lie on hot sand, loaded with stones and boys were made to dance on his chest. Umayya handed Bilal over to street boys asking them to put round his neck and drag him through the town over sharp stones.

Bilal's body bled but he went on muttering. Ahad, ... Ahad…lone on one), Your succumbed to the tortures, and a little later. Abujahal murdered his aged wife sumayya with a spear. Fuquarl, a woman slave lost her eye under the cruel treatment of non-believers.

**In groups,**

1. Identify the injustices highlighted by the story.
2. Imagine you were one of these tortured victims, explain how you would respond to it.
3. Identify more examples of such acts in your society and how they are handled.
4. Explain how Prophet Muhammad (PHUB) was able to overcome the mistreatment of his enemies.

**Task 6**

1. Define the term injustice.
2. Give examples of the various forms of injustice in your society.
3. How can they be handled?
4. Mention some of the injustices that were done to the Prophet (PHUB) and his companions.
5. How did he handle them?

**Dignity of man according to different surahs.**

Activity 1.25 a): **Reading the surahs and interpreting them.**

**Read the surahs below and interprete them.**

|  |  |  |
| --- | --- | --- |
| **Surat** | **Write the surah** | **Lessons from the surat** |
| 7:29 |  |  |
| 16:90 |  |  |
| 4:58 |  |  |
| 38:78 |  |  |

**Book 2 Chapter 1: Respect for Human Life.**

**Activity 1.9**

Study the picture and perform the tasks that follow.

In groups,

1. Identify and discuss what is happening in the figure 1.6 above.
2. Brainstorm about the meaning of the term injustice.
3. Have you ever ever been treated unfairly than others in a social or religion environment? Share with your friends what happened and why.
4. List examples of acts be stopped?
5. Prepare a word document for your answers and pin it in the class notice board for further discussion.

**Task 2**

1. Define the following terms;
2. Justice
3. Injustice
4. Give any five acts of justice and any five acts of injustice carried out in your community.
5. Mention any five acts of injustice that were practiced during the Jahiliyya period.
6. Give any three acts considered primitive in your society.
7. In which ways have they affected human dignity?
8. How can these acts be stopped.

**Activity 1.10**

**Reading the story and performing the tasks that follow.**

What elements of human dignity are being upheld in the figure 1.7?

Read carefully the story about how the prophet (PHUB) upheld human dignity and perform the tasks that follow;

**The uncultured:**

On one occasion, a dweller of the desert that had only recently accepted. Islam was sitting in the company of the Holy Prophet (PHUB) in the mosque. He got up and walked away a few steps, and sat down in the corner of the mosque to pass water. Some of the companions of the Prophet got up to stop him from doing it.

The prophet (PHUB) retrained them, painting out that any interference with the man bound to cause inconvenience to him and might possibly cause injury. He told his companions to let the man alone and to clear the spot later.

He was particularly considerate towards those forlack of cultural training did not know how to behave.

In his last sermon, the Prophet, Muhammad (PHUB) said; “There is no superiority for an Arab over a non-Arab, nor for a non-Arab over an Arab, nor for a fair skinned person with a dark skin, nor for a dark skinned person over a person with a fair skin, Whoever is more pius and God-fearing is more deserving of honour.”

(Recorded by mumad Ahmad)

The Holy Qur’an in surat Al-Hajarat 49:13, states: “Oh mankind we have created you from male and female and we have made you into tribes and sub-tribes that you may recognize one another, verily the most honourable among you in the sight of Allah, is he who is the most righteous among you, surely, Allah is all knowing, all were..”

**In groups**

1. Identify the elements of human dignity that were promoted by the prophet (PHUB) according to the story.
2. Discuss and share how the disadvantaged people are treated in your community.
3. Mention the similarity between the hadith and the verse of holy Qur’an mentioned in the story.
4. Share your work with the class.

SENIOR 2

**TOPIC: RESPECT FOR HUMAN LIFE**

**Activity 1.19**

The holy Qur’an 24:26 says, “….Women impure are for men impure and women of purity are for men of purity….”

**In groups**

1. Describe what you think is happening in figure 1.15
2. How are young girls exploited by older men in your community?
3. What do you advise the young girls to do in order to avoid the above problem?
4. Share your views with the rest of the class.

**Activity 1.20 Reading the story and performing the tasks that follow.**

**In groups**

Read the story below carefully and perform the tasks that follow.

Nabatte, the Orphan Girl

Nabatte was an orphan whose parents had both died in an accident. She was only five years when her patients died. She is actually the only person who survived that accident. She has been brought up by relatives and lives with her uncle and he is the one who pays her school fees.

One day, her uncle came back late in the night and he was completely drunk. He moved straight to Nabatte’s bedroom and demanded to have sex with her. She was very shocked and her uncle attempted to grab her by force. After a brief struggle, she escaped her uncle’s grip.

She told him off that she could not have sex with him because she was not his wife. “I am your niece, I am not your wife” she plainly stated.

Her uncle threatened to stop paying her school fees but she said she could not exchange her body for fees and moreover with an uncle.

After sobering up the following morning, her uncle apologized to her and requested her not to take the matter to the next level.

**In groups,**

1. Explain why you would have done if you were Nabatte
2. What lessons do you learn from this story?
3. Why do you think her uncle apologized?
4. Write a short paragraph about Nabatte’s character.

**Activity 1.21 Reading the story and discussing the importance of observing human dignity.**

Hajarah and the Dad

One day, Hajarah was walking along a town street with her father. She had been sent home for school fees. Her father was escorting her to the bank to deposit the money. As they came near a bodaboda stage, the men began to whistle and jeer at Hajarah’s father. They pointed fingers at him, accusing him of going out with a young school girl. They said he did not respect his age. Hajarah and the dad were very embarrassed. Hajarah stopped and explained to the men that it was the dad. They stopped jeering.

**In groups**

1. Why do you think Hajarah and the dad were embarrassed?
2. Why did the motorcycle riders jeer and whistle?
3. Comment on the bodaboda men’s behaviour.
4. How was the dignity of father restored?

**LIFE AS A SPECIAL GIFT FROM GOD**

**Activity 1.26 Studying this pictures and discussing punishments given to the violates of human rights.**

**For groups**

1. Describe what is happening in the pictures in figure 1.19.
2. Why do you think such an act is to taking place?
3. In simple terms, explain what you understand by punishment.
4. Why should people be punished?
5. In your opinion, what type of punishments should be given to offenders at home, school and in the community?
6. Explain the types of punishments given to offenders below in Islam. You can consult a knowledgeable person. Remember to indicate your source of research.
7. Murderer
8. Thief
9. A bad leader
10. Rapist
11. One who hoards goods.

**Activity 1.27 Reading the story and verses, and performing the tasks that follow;**

**Fillie assaults a 16 year old.**

A man called Fillei from Katu village was reported for defiling a girl. The girl said Fillei was living near that home. He could always give her money on her way to school which she thought was a gift from an uncle. to one day, she reported that as she was coming from school, she met Fillei who pretended to be sick and needed her help. When the girl got into the house, Fillei tried to harass her. He threatened her not to tell any person anything or else he would kill her. When she got home, she told the mother and they charged the man for defiling the girl.

**In groups,**

1. Share more examples of such practices in your community.
2. How can these practices to stopped in your communities.
3. Write a letter to the news editor of your local newspaper detailing the practices that compromise human dignity.
4. With guidance from your teacher, read the following verses and discuss what they say about human dignity. At Ar’al (17:29). Al-Nahl (16:90), Al-Nis (4:58), Al-Qasas (28:78), Al-Tih(95:5-6).
5. What lessons do you get from the above verses?
6. Share your work with the teacher and other groups?

**Activity 1.28; Discussing the Islamic teachings about Zina, Rape, Corruption and Murder.**

In groups;

1. Observe carefully and explain what is happening in the different pictures in figure 1:20.
2. With the help of your teacher, read carefully, Surat; Bani-lsrail(17:32-35) and relate the message to what is happening in the pictures.
3. Write an article for the school in what Islam teaches about; zina, rape, corruption and murder and pin it in your school notice board for public viewing.
4. Complete the table below appropriately.

|  |  |  |
| --- | --- | --- |
| **Sin** | **Punishment in Islam** | **Reference from the Qu’ran** |
| Zina |  |  |
| Rape |  |  |
| Murder |  |  |

BOOK 2

**TOPIC: AS A SPECIAL GIFT FROM GOD.**

**Activity 1:29: Reading surat Al-Hujurat(49:13) and performing the tasks that follow.**

In groups;

1. Identify and share what you think is happening in figure 1.21 above.
2. What do you understand by the term individual differences?
3. Discuss some of the things that bring about individual differences in our communities.
4. Read carefully surat Al-Hujurat (49:13) and relate it to the image in figure 1.21.
5. After reading the verses of the Qur’an, how do you think these differences can be solved?

**Activity 1.30: Reading surahs and performing the tasks that follow.**

In groups;

1. Observe and identify what is taking place in figure 1.22
2. Why do you think people in the picture are able to tolerate one another?
3. Read carefully surat Al-Hujurat(49:13) and relate the message therein to the picture.
4. Using surat Al-Hujurat(49:13) and surat Al-Isra(17:22), explain ways through which human differences such as gender, religion and race can be accommodated.

**Activity 1.31: Reading the story and performing the tasks that follow.**

Owing to the persistent perecustion of the prophet PBUH and his companions in Mecca. He was ordered by Allah to relocate to Medina, when the people of Medina heard the news of the prophets (PBUH) arrival, they were very exerted and prepared to receive him in style. They gave up all their comfort just to please the prophet (PBUH) and his companions. Each one of them struggled to host the prophet although Allah had already decreed where he was to settle finally.

By Odegeard.T

**In groups,**

1. Share about how you understand equality and brotherhood.
2. Why do you think it is important to promote brotherhood and equality?
3. Identify the aspects that show brotherhood and equality according to the story.
4. Talk about the aspects that show brotherhood and in your community.

**Activity 1:32: Explaining equality and be brotherhood using surat Al-Hujural(49:13).**

The holy Prophet (PBUH) said; ……there is no difference between an Arab and a non-Arab, between a black and red. The best among you is he who is most righteous.

We have already discussed the contents of surat Al-Hujurat before. Allah tribes and sub-tribes are only intended for our individual recognition. He stresses that the most honourable is he who is the most righteous. Therefore factors like; tribe, colour, race, status, politics, religion, origin, gender, age, physical disability, and many others should not be used as a yard stick for judging or grading people.

**In groups;**

1. Share what you think are the basic factors that determine equality and brotherhood
2. Read carefully surat Al-Hujurat and discuss what it speaks about equality and brotherhood.
3. Discuss how equality and brotherhood among Muslims can be brought about.

**During your free time or at home**

1. Recite the prophetic traditions that reflect equality.
2. Identify circumstances under which the prophet PBUH said the statement.

BOOK 2

**CHAPTER 1: RESPECT FOR HUMAN LIFE**

Human Dignity Task 1

1. Define the term human dignity
2. Mention any five examples of being human.
3. Give reasons as to why people are not treated with equal respect in your community.
4. Write a notice to be published on the school notice board suggesting any five ways in which humans should be respected.

**Activity 1.6**

In groups,

Read the story below carefully and use it to appreciate justice.

**Yusuf of Nkondo**

Yusuf was a 65 year old man from Nkondo village. He lived happily with his neighbours although his wife had died. All his children were living in different towns where they were working from.

Yusuf had a number of domestic animals like cows, goats, and sheep that he reared on his small farm. At every end of year, all his children would come back home for a family reunion party. They had lots of fun together.

One day, Yusuf’s neighbour, who was a rich man and a very well known politician received visitors at his home. He wanted to entertain them and therefore sent people to Yusuf. Yusuf informed them that he was keeping the goats in preparation for his end of year party. When the rich man received the feedback, he was not happy about it. He instructed his servants to grab one goat from Yusuf’s farm and slaughter it without Yusuf’s notice.

Two days later, Yusuf realized that one of the goats was missing and he mounted a search. Fortunately for him, the servants to the rich man had forgotten to hide the goat skin and Yusuf was able to identify it. Yusuf reported the matter to the nearby police post and the rich man arrested. Yusuf was compensated for his goat and all the expenses he had incurred in looking for it.

**Questions**

1. Explain justice according to the story.
2. How did Yusuf get justice according to the story?
3. How is justice carried out in your community?

**Activity 1.7: Justice**

**In groups**

1. Can you identify what is happening in the picture?
2. What does it promote?
3. Write about the type of justice in this place.

**Justice during the Jahiliyya period.**

**Activity 1.8 a) Understanding the Jahiliya period.**

You have heard about the Jahiliya period. In groups, remind yourselves of what Jahiliyya means. Write a list of the social, political and economic organisation of the Arabs in the Jahiliyya period.

**Activity 1.8.b)**

In groups;

1. Describe what you think is happening in the picture.
2. How does it abuse the human dignity?
3. Identify some of the practices that took place during the Jahiliyya period and compare them to the picture.

**TOPIC: RESPECT FOR HUMAN LIFE**

**Activity 1.16**

Explaining the essence of human dignity with a focus on surat Al-Maidah (5:32).

Figure 1.13

1. Observe the figure 1.13 and Discuss what is happening.
2. Read surat Al-Maidah (5:32) carefully and its translation, and share about the message therein.
3. What lesson about human dignity do we learn from this verse?
4. Under what circumstances does Allah permit one’s life to be taken?
5. Discuss the advantages and disadvantages of a death sentence.

**Activity 1.17**

**Discussion acts that deprive respect for human life.**

1. Talk about the acts you think deprive respect for human life in your community.
2. Discuss how such acts can be stopped in your community.
3. Write a summary of the acts that deprive respect for human life and post them for further discussion.

**Activity 1.18**

Studying the puzzle and performing the tasks that follow.

1. Study the puzzle below carefully and identify words that explain actions which deprive respect for human life.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| W | A | R | S | W | I | F | E | Y | D |
| S | L | B | T | B | V |  | T | D | R |
| E | C | E | E | H | R | I | R | T | I |
| X | O | A | P | R | L | E | F | N | V |
| U | H | T | R | A | D |  | B |  | I |
| A | O | S | R | U | R | G | H | R | N |
| L | L | O | M | O | T | H | E | R | G |
|  | M | K | I | L | L |  | N | G |  |
| I | R | E | C | K | L | E | S | S |  |
| S | U | I | C | I | D | E | O | D | B |

Sub-Topic: **Acts that deprive respect for human life.**

**TOPIC: RESPECT FOR HUMAN LIFE**

**Activity 1.15**

**Read the poem below and perform the tasks that follow.**

Bastard so they call me

Some say I am illegitimate

But I know I am human and I am happy

Yes, I don’t know my father

The reason my mother dumped me

She could not raise a Bastard

But I know I am human and I am happy.

Mothers over there,

Do not dump your babies

Because they are innocent

And they have a right to life

And who knows what they will become

Doctors, lawyers, teachers, leaders etc.

Life should be respected

And protected

All life is precious

All life is equally precious

A Bastard I am.

By Kule Nkomo.

**Tasks**

1. Discuss the message in the poem.
2. According to the message in the poem, what is the mood of the author?
3. In the poem, what shows that life is abused?
4. Share your answers with the teacher.

**Sub-Topic: [Respect and protection of human life]**

**SENIOR TWO**

**LIFE AS A SPECIAL GIFT FROM GOD**

**Activity 1.12**

**Read the story below and use it to appreciate Article 2 of the universal Declaration of Human Rights.**

In senior two of Okot High School, there is a boy who has a physical disability. No one wants to sit near him in class. They claim that when he speaks, he spits saliva in their books One surprised. They warned him against it but he said that he considered him a human being like any other person. And up to now, Anafat and the disabled boy one friends.

**Task**

1. Observe and share what is happening in the figure 1.10 above.
2. In your understanding, define discrimination.
3. Share with your classmates when you were treated better than the others and when you were treated unfairly.
4. What are the basic causes of discrimination according to Article 2 of the 1948 Universal Declaration of Human Rights?
5. What do you think should be done to realize equality for all your community?

**Task 3**

1. Summarise the contents of Article of the Universal Declaration of human Rights.
2. What lessons do we learn from this article?
3. How has this been violated in your community?
4. Mention any five causes of discrimination according to Article 2 of the Universal Declaration of human Rights.
5. What do you think should be done to avoid discrimination in your community?
6. Refer the Article 2 to the articles of the last sermon of the holy prophet (PHUB).

**Activity 1:13 Interviewing people in the community and answering the questions that follow.**

Carryout a community outreach programme to interview villagers about acts done in their villages that abuse the gift of life.

**In groups,**

1. Write the meaning of abuse of the gift of life?
2. Use the internet, library on newspapers to research and share examples on the abuse of the gift of life in the modern society.
3. Discuss what you think should be done to stop the acts of abuse of the gift of life.
4. Write down the work in your notebooks and share it with teacher and the rest of the class.