

BASIC GUIDE TO ISLAMIC RELIGIOUS EDUCATION LOWER SECONDARY NEW CURRICULUM



BY; Maulana Ibrahim S

SIMILARITIES BETWEEN ISLAM AND CHRISTIANITY

1. Monotheistic religion: Christianity and Islam both believe in the reality of only one supreme God. There is only one God who is the creator and the sustainer of the universe. Believe that God, who is the righteous judge, is also gracious and merciful. According to Christianity and Islam god is unlimited, infinite, omnipotent, omnipresent and omniscient. He is eternal and his existence is necessary.
2. Sovereignty of God: It is clear from the above that according to Islam and Christianity God, as the supreme reality, is the lone creator of everything. He is not only the creator but also the sustainer and destroyer of everything. The world is entirely dependent on him. He is all-powerful.
3. Belief in Prophets and Prophecy: Islam and Christianity both have Prophets and prophecy. Both believe God sent prophets such as Adam, Noah, Abraham, Moses, David, Joseph, John the Baptist, Jesus etc. Muslims and Christians both consider the Old Testament and the New Testament as divine scriptures.
4. Both believe in Angels: Islam and Christianity both believe in Angels. They also believe in an evil being Satan. Angels are always ready to carry out God's orders. There is no distinction of sex amongst the angels, as they are all spiritual. Christians know Satan as the Devil and Muslims know Satan as Iblis. Muslims also believe in Jinn
5. Judgment Day: Christians and Muslims believe in a life after death; comprising of the resurrection of the dead on the Day of Judgment and retribution of reward and punishment by God in the form of membership of heaven and hell according to one's earthly deeds. Both of the religion's eschatology is well defined and graphically described.
6. Heaven and Hell: Heaven and Hell are regarded by Islam and Christianity as permanent abodes of the righteous and the evil doers respectively after their physical death. Hell is eternal damnation and heaven is the symbol of eternal peaceful life in constant fellowship with God.

7. Birth of Jesus: Both religions believe in virgin birth. According to the Quran and the Bible Jesus was conceived by a miracle of God himself before Jesus's mother Mary had had any sexual relationship. Muslim and Christians both believe that it was just a miracle done by the almighty God.

8. Identity of Jesus: Islam and Christianity both consider Jesus as a prophet. Though there are many complexities about the identity of Jesus in Christianity they do believe that Jesus was a prophet of God.

9. Second coming of Jesus: Both religions have affirmed the second coming of Jesus. An anti-Christ will appear on earth before the Day of Judgment. Jesus Christ will return by descending from heaven and will kill the Anti-Christ.

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Dissimilarities between Islam and Christianity:

1. Nature of God: Today, most Christians believe in the Trinity, meaning that God has 3 forms (Father, Son, Holy Ghost/ Spirit). The concept of trinity was not adopted by Christianity until the Council of Nicea in 325 AD. Some of the early Christians were Unitarians. While in Islam, Trinity is totally rejected. Jesus is neither God, nor Son of God (in the literal sense). Jesus was a human prophet. Muslims worship only God, the one and only the creator of the universe.

"In the beginning was the Word, and the Word was with God and the word was God ...The word became flesh and dwelt among us" John 1:1 and 14'Isa (Jesus) was simply a created human being and a slave of Allah' An- Nisa 4:172

2. Status of Bible: The holy scripture of Christians is the Holy Bible and the holy scripture of the Muslims is the Holy Quran. Muslims consider Christians as the People of the Book. To be a Muslim one must believe in the existence of the Holy Bible. From a Muslim standpoint, belief in the Injil (the original Gospel of Jesus) is an important part of Islamic theology, although Muslims view the current Gospels as corrupted. The Christians don't believe that the Holy Quran is a holy or divine scripture.
3. Sacred text: The sacred text of the Christians is the Holy Bible, a collection of 66canonical books in two parts (the Old Testament and the New Testament), 39 in the old and 27 in the New Testament. The sacred texts of the Muslims are the Holy Quran and the Hadith (sayings and doings of Prophet Mohammad).
4. Death of Jesus

: The Christians believe that Jesus died by Crucifixion followed by resurrection . "We preach Christ crucified a stumbling block to the Jews and folly to Gentiles" (1 Corinthians 1:23)

. The Muslims believe that Jesus did not die, but ascended into heaven during crucifixion. In reality he was not killed and crucified - (4:157).

5. Resurrection of Jesus: The Christians believe that Jesus was resurrected after 3 days of his crucifixions. The Muslims believe that he did not die, but ascended into heaven during crucifixion.
6. Human nature: The concept of human nature in Christianity is; Originally God created men and women in God's image. Humankind inherited "original sin" from Adam, meaning he is in rebellion against God and enslaved to sin. Once a person is "born again," they receive a new nature from the Holy Spirit. The Islamic concept of human nature is; every human being is good and sin free by born. Man has equal ability to do good or evil. It's all about the choices he makes.
7. Day of worship: Worship should be a continual process in the lives of Christians. Sunday (The Lord's Day) is usually considered the Sabbath Day and set apart for church services, but some denominations celebrate the Sabbath on Saturday. The Muslims observes 5 obligatory prayer times a day; including the Friday prayer.
8. Major sacred rituals: The Christian major sacred rituals are the sacraments including baptism and Holy Communion (Eucharist). In Orthodoxy and Roman Catholicism, five more are added, viz: confirmation, marriage, penance, holy orders and anointing of the sick. Prayer is also an important part of the faith. Five important rituals (known as the pillars of Islam): Shahadah- a profession of faith; Salat-prayer five times daily; Zakat- alms giving; Sawm- fasting; Hajj-pilgrimage to the holy city of Mecca.
9. Means of salvation: The concept of means of salvation in Christianity differs depending on which sect or denomination is followed. Some believe that salvation is secured through prayer and faith alone in Jesus Christ, others that baptism or other ordinances are necessary. Salvation is a completely free gift from the Lord and comes by grace alone through faith in Jesus Christ, but one must accept Jesus into their heart and be born again to receive salvation. The concept of means of salvation in Islam is: correct belief, good deeds and observe the five pillars regularly.

DIFFERENCES BETWEEN ISLAM AND CHRISTIANITY

1) A Different View of Holy Books. Christians view the Old and New Testament as the Holy Word of God. Muslims view the Quran as the Holy Word of God.

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The word Quran means ‘recitation’. Muslims claim that the Quran has been preserved in its exact, original form in Arabic because large groups would recite it to other large groups with no variation. Muslims recognize the Torah (law) of Moses, Psalms of David, and Gospels of Jesus as books from God; however, they believe these writings have been corrupted over time due to many different translations. Muslims claim that no manuscript of the Quran in Arabic has any variation.

Christians believe that the Bible of the Old and New Testament in Its original language (Hebrew, Greek, Aramaic) is God’s Word without error. Our English Bibles today are still trustworthy and sacred because of textual criticism. To learn more about textual criticism, check out my blog “Why Our Bibles Today are Trustworthy.”

Muslims believe the Quran was formed when the prophet Muhammad received revelations from the angel Gabriel for a 23-year period beginning in 609 AD.

The Bible contains 66 books, written by 40 authors, covering a period of approximately 1,600 years, while the Quran was revealed to one man over a period of 23 years.

#2) A Different View of God

Christians believe in the Trinity: 1 God in 3 persons: God the Father, God the Son, and God the Holy Spirit (Matthew 28:19-20; 2 Corinthians 13:14; John 10:30).

The God of Islam is one God, in 1 Person, not a Trinity. Here are some passages from the Quran that explain how the God of Islam is not a Father...

“In the name of God, Most Gracious, Most Merciful

Proclaim, “He is the One and only God. The Absolute God. Never did He beget. Nor was He begotten. None equals Him.” – Surah 112:0-4

“He to whom belongs the dominion of the heavens and the earth and who has not taken a son and has not had a partner in dominion and has created each thing and determined it with (precise) determination.” – Surah 25:2

#3) A Different View of Jesus

Christians believe that Jesus is God (John 10:30). Muslims believe He was merely a prophet and miracle-worker (Surah 3:49; 5:110; 9:30).

Islam would claim that Jesus was born of a virgin, and that He was taken to Heaven (Surah 4:158). They do not believe that Jesus died on the cross (Surah 4:155-158).

Nabeel Jabour says:

“So, they (Muslims) believe that God intervened miraculously and took Jesus up to Himself and that someone else was placed on the cross. It appeared to the Jews that it was Jesus, but in reality, it was someone else. Some of them believe it was Judas (The Crescent through the Eyes of the Cross).”

Although Muslims hold a high regard for Jesus, they don’t believe He is divine (How Muslims View Easter).

#4) A Different View of Sin

Christians believe every human is born with original sin (Psalm 51:5; Ephesians 2:1). Muslims believe when you are born, you have a ‘clean slate.’ Islam claims that sin exists because of human weakness and forgetfulness (Surah 4:28)?

“The original sin concept is not fair...because no one should be made to bear the burden of someone else’s sin or mistake.”

According to Islam, Satan is responsible for sin, and there is no curse over Adam or creation. The Bible says Satan tempted Adam & Eve to sin and that God later cursed Satan, Adam, and Eve (Genesis 3).

One central truth of Christianity is that although we inherited Adam’s sinful nature, we were given a new nature in Jesus (Romans 5:12-21). Adam was our representative, and Jesus has now replaced Adam in that role. Where Adam failed, Jesus succeeded by living a perfect life, dying on the cross and bearing the punishment for our sins, and rising again from the dead (I Corinthians 15:21-22).

If you’re a Christian, as you approach Easter Sunday, embrace your faith from God’s Word. Be thankful that God loved you so much that He sent Jesus to die on the cross for your sins.

Difference between Islam, Christianity and ATR.

Islam/Christianity	African traditional religion.
Belief in one God	Worship several gods.
Have holy books.	No book, set of orally shaped beliefs.
Belief in life on earth and after death.	Continuity of life of the spirits
Receive messages through messengers IE Jesus for Christians and Muhammad for Muslims.	Receive messages through spirits.
Beliefs are universal i.e., worldwide.	Concentrate in African continent, and several beliefs for each African region, ethnicity and community.
Worship God	Worship ancestors.

Similarities between Islam, Christianity and African traditional religion.

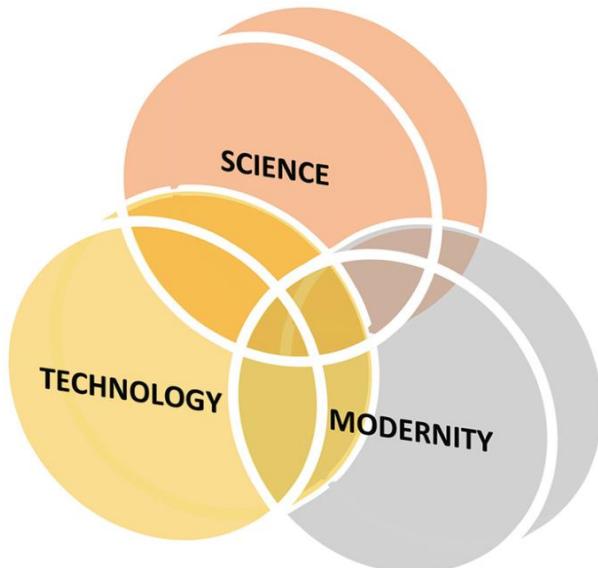
- ★ All believe in the supreme God.
- ★ All emphasize observance of morality, decency and humanity.
- ★ All have respect for nature and God's creation.
- ★ All believe that we are all brothers.

Common beliefs in Islam and Christianity.

Muslims	Christians.
Holy day – Friday Ramadhan is the month of fasting 29 or 30 days.	Holy day - Sunday. Observe lent period of fasting for forty days.

Perform Juma prayers on Friday	Have Sunday services.
Celebrate the two Kids i.e., Al-Fitr and Al- Adhuha.	Celebrate Easter and Christmas.
Perform Aqiqah to the new born.	Initiate the young ones through baptism.
Follow the laws and guidance from the Quran.	Follow the laws and guidance from the bible.

EFFECTS OF MODERNITY ON THE LIFE OF FOLLOWERS OF DIFFERENT RELIGIONS.



Activity:

1. Explain what you understand by the term modernity.
2. Write down ten different examples that show modernity in your area.
3. Write down the effects of modernity on Islam, Christianity and ATR.

The values common to Islam, Christianity and African tradition religion.

They are three main common values namely;

- ✓ **Personal responsibility.** In all these beliefs, their followers have the responsibility of knowing and observing the doctrines of their faith, meaning they should do anything possible to search for knowledge accordingly for example; reading the holy books, praying and remembering God and being honest etc.
- ✓ **Civic engagement.** Is a process where any individual or group activity addressing issues of public concerns e.g., communities working together. Its role is to address public concerns and promote the quality of the community.
- ✓ **Humility.** Is the quality of being humble i.e. low self-regard, modesty and lack of pride.

Note: Other values include; honesty, trust, responsible behavior, courage, loyalty, and sharing.

Activity:

- a). Mention at least five qualities of a God-fearing person.
- b). State the values that are common to all religious beliefs.
- c). Describe the benefits of the above values to your community.

Moral standards across Islam, Christianity and African traditional religion.

Islam is peace, and so is God. Islamic teachings are clear about values, principles and conduct. Beliefs, culture and upbringing determine one's character. They shape how we relate with one another. They also influence our relation to God.

Everyone should reflect good and acceptable behavior. Respect for all people, and beliefs of others is respect for God, and respect for humanity. This should be across background, gender, religion and age group. 49:13

Qn. Outline morals of Africans traditional beliefs that are similar to those of your religion.

Humility, Humanity and Respect for life.

We should be accommodative and tolerant to each other without bias. All religions emphasize humility and respect for humanity. We are all God's creation, and depend on Him. Therefore, there is need to know, love and tolerate each other.

Group activity: Discuss joint religious efforts being taken to promote morality in your community.

(Respect for others, self-respect, humility, gender equality, hard work, environmental protection and trust)

Practices recognized as good by all religions and beliefs.

(Learner's book 79)

Good deeds are rewarded by God, amongst us, they attract cooperation. They sustain law peace and progress of a community. Righteous people do good acts, they influence society by their actions, people gain confidence and trust in them. In return, they inspire and influence the community. We live as a society, to stay cordial, each person has an obligation to nurturing the spirit of good neighborliness.

Quran encourages modest dressing. Both genders should be modest in dressing and behavior. Modest is a sign of respect to oneself and others.

Respect to parents whether alive or dead is highly advised. Prophet said "whoever satisfies the parents has satisfied God and whoever annoys them, has annoyed God. Also, Quran 17:23-24.

Activity:

1. Explain the goodness of the following virtues as practiced across all religions to Uganda as a nation.

a). humility b). Honesty c). Kindness

2. Explain five ways by which you accord respect to parents.

Activity:

Read and answer questions about the 10 commandments that follow.

- 1). In group, identify the 10 commandments given to Musa (Moses).
- 2). Explain the benefits of the 10 commandments in shaping one's character.

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

Characteristics of other religions.

Task: Considering the similar aspects of religions like; belief in the supernatural, beliefs, practices, ceremonies, festivals, religious objects, religious places, values, morals, founders, and religious leaders. Identify the characteristics of Islam, Christianity and African tradition religion.

Living in harmony with other people.

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

Maintenance of religious harmony:

- ❖ Followers of different religions should exercise moderation and tolerance towards each other and their beliefs, and not instigate religious enmity or hatred.
- ❖ Religion and politics should be kept separate.

Note: to live happily with people of varying beliefs, justice, fairness and honesty must be emphasized. Everyone should be truthful and realistic. This can be done through the following;

- Maintaining communication with them.
- Respecting divine symbols.
- Honoring their special occasions.
- Willingness to learn about their teachings.
- All-inclusive representation in community participation in the global world.
- Loving them sincerely.
- Honoring their invitations.

Ways of living with people of various faiths:

- Trust and respect are central, and dialogue won't work if one or more of the partners seek to convert the other(s).
- Listening to what the other person has to say about themselves and their faith.
- It's good to celebrate points of similarity between faiths, but it's also important to acknowledge difference and uniqueness.
- Avoid generalizations ("all Hindus/Christians/Muslims etc. are....")
- Don't compare the best in your own faith tradition with the worst in someone else's or your ideals with another person's practice.

Activity:

Read the text below carefully and answer the questions that follow:

Your community in Seeta is planning to establish a social center, the Centre will provide social, religious and economic benefits. The community is composed of believers from all religions. People have great expectations, anxiety and goodwill for the Centre. Land earmarked for the was donated by Maulana Ibrahim, Mr. Katta Justus, the village traditional healer/herbalist has offered all the timber required for construction of the school. He owns a large forest uphill.

The area woman parliament representative, Alowo Sophie, has teamed up with Reverend Mundu. Both have pledged to support the much-needed maternity clinic. This will be great to the women. The current planning committee is mainly dominated Maulana's family members.

You are chosen to be a coordinator of the community Centre project.

- 1). Identify the religious groups in the Seeta community.
- 2). Outline the steps you will take to overcome anxiety among the people.
- 3). Mention ways in which all religions will be honored.
- 4). How will you sustain positive communication amongst all?
- 5). Suggest ways by which you will harmonize the community for a successful project.

Challenges across Christianity, Islam and African tradition religion.

In today's global world, social, economic and political actions influence peoples' ways life and values. In turn, beliefs and morality are tested and compromised. Believers live amidst temptations, information, and innovation.

Task: Across all beliefs, identify the challenges religions face relating to the following aspects;

Activity:

- a). List the religious beliefs in your home community.
 - b). Brainstorm the common challenges faced by religious beliefs in your community.
 - c). What are the causes of the above challenges?
 - d). Suggest possible measures to solve the above problems.

RELIGIOUS DIALOGUE.

Inter Religious Dialogue means conversation, encounter, sharing and mutual respect between individuals and groups. It is a dialogue on religious subjects by participants who acknowledge one another as part of different religious traditions and groups.



This occurs at four levels; knowledge, action, spirituality and morality.

Types of religious dialogue:

- ★ The dialogue of everyday life. The dialogue of courtesy, openness, and becoming good neighbors.
- ★ The dialogue of action. Working for the well-being of humanity, to safeguard the rights of individuals, to promote nature, to struggle for peace and justice.

- ★ The dialogue of theological exchange. When people participate in discussion in an effort to understand each other's religious traditions, ways of life and spiritual values.
- ★ The dialogue of religious experience. When people share their spirituality by explaining how they pray, what their beliefs are, how they search for God as well as what their religious practices are.

Quran recommends dialogue with people of varying beliefs. Prophet Muhammad was a model of positive engagement with people so we should respond to dialogue. It is valuable. Engaging in conversation with others, breeds mutual understanding. It aims at improving relations, and to resolve conflicts.

Quran 3:64 says, “Oh people of the books. Come to common terms as between us and you; that we worship none but God....”

Islam call upon people of the books (Christians and Jews) to establish dialogue and harmonious relations with the Muslims, because all mankind comes from the same source 4:1. The source is Allah, the sole creator and the one to whom worship is due.

4:1 says “Oh mankind, Be dutiful to your Lord, who created you from a single person (Adam), and from him (Adam) He created his wife (Hawa) and from them both He created many men and women and fear Allah through whom you demand mutual (rights) and do not cut the relations...”

49:10 says “The believers are nothing else than brothers. So make reconciliation between your brothers, and fear Allah, that you may receive mercy.”

49:9 says “And if two parties or groups among the believers fall to fighting, then make pace between them both, but if one of them rebels against the other, then fight all against the one that which rebels till it complies...”

49:13 says “Oh mankind, we have created you from a male and female, and made you into nations and tribes, that you may know one another. Verily, the most honourable of you with God is that who is pious....”

Activity:

- 1). With reference to Quran 3:64, discuss how we can improve relations in our community.
- 2). All religions in the world are in a way or the other related to worshiping the almighty God. This implies therefore, that there are some virtues shared amongst such religions especially in terms of promoting goodness in communities.

Task. Using your knowledge of Islam, Christianity and ATR, suggest the virtues which the above religions have in common.

Prophet Muhammad's duty towards peace and religious tolerance

In medina, Prophet Muhammad established a mutual understanding among all people. The medina community included Muslims, Christians, Jews and others. This treaty emphasized peace, freedom, security, equality, justice and tolerance.

One of the terms of the treaty was: "The religions, churches, life, honor and property of all people living in medina shall be under our protection. If any of the Christians are subjected to injustice, Muslims must help them".

Medina agreement

- ❖ The Answars and Muhajroon were to form one group.
- ❖ Whoever is rebellious or spreads enmity, the hands of every Muslim shall be against him even if be his son.
- ❖ A believer shall not kill another believer nor support an non-believer against the believer.
- ❖ Any matter that is not agreed upon must be referred to God and the prophet.
- ❖ Believers are supported by each and any Jew who follows the believer shall have aid and protection from them.
- ❖ The Jews and the Muslims will each preface their religion freely.
- ❖ Among the parties, none shall go to war without the permission of the prophet.

- ❖ The Jews and Muslims shall each be responsible for their own expenditure but attack assist each other.
- ❖ No woman may be taken under protection without the consent of the family.

Qn. Muhammad as a peaceful person and religious tolerance.

I.R.E

ACTIVITY OF INTEGRATION:

For over a century, the Uganda community celebrates the December holidays in a special way. This cuts across all social, economic and religious groups. Every one eagerly looks forward to the December holiday. This break is enjoyed by almost everyone, everywhere in the world.

Like elsewhere, your community welcomes people from various parts of the country and those of the diaspora. This is the common time they get to visit home. They take this advantage to hold functions, ceremonies and parties.

Those from urban centers and from the diaspora, exhibit their styles, ideas and fashion. They also help to fund the social and economic needs of the community.

However, they also arrive with all kind of frenzy, and short-lived luxury. The cultural, civic and religious leaders in your community have critically observed this over the past decade. They decided to come up with a regulated and harmonized way of socializing and getting together during such seasons.

Task:

As an aspiring youth leader in your community:

- 1). Prepare a detailed report on the social guidelines that you would present to your community leader (civic, religious and cultural) in your report, include the following;
 - a. The effects of modernity on life of members of different religions.
 - b. The challenges affecting religions today and their solutions.
 - c. How to live with people of other religions without conflicts.

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- d. The role of December holiday in emphasizing togetherness and harmony.
- e. Any other important aspect to the report you may add.

SUCCESS

SENIOR TWO WORK

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RESPECT FOR HUMAN LIFE

Islamic teaching on human dignity.

Human dignity is the recognition that human beings possess a special value intrinsic to their humanity and as such are worthy of respect simply because they are human beings. So, this is all about how one is supposed to be treated by others.

Every human being is beautiful, precious, and worthy of dignity and respect. Quran 95:4, “we have indeed created man in the best image”.

Prophet said, “He is not one of us who does not show mercy to our young ones and respect to our old ones.”

Task:

- 1). Identify the acts that violet human dignity in your community.
- 2). Explain why such actions are not acceptable in society.

God created us in the best image, unlike other creatures, so that we respect ourselves and others as well and that helps us understand what human dignity is all about. He even commanded angels to prostrate before man. So, we must guard the human rights.

Activity:

Read and answer.

Aber is a new S2 student in a secondary school. Her first day in the new was one she would never forget. During the lunch break, two boys wearing masks found her in the classroom and confiscated her lunch box and pocket money.

These boys later took off. Aber was left in tears, angry and hungry since she had not taken breakfast that day. It is that state that Alinethu, her new classmate, found her, Alinethu tried to console Aber and shared lunch with her. After the lunch, Alinethu took Aber to the class teacher. The class teacher took immediate action and a thorough check was made among the boys in the school.

During the search, the empty box was found in Okello's desk whereas the two face masks were found in Opira's bag.

The two boys were taken to the school disciplinary committee, which served them an indefinite suspension and their parents were made to pay.

Questions:

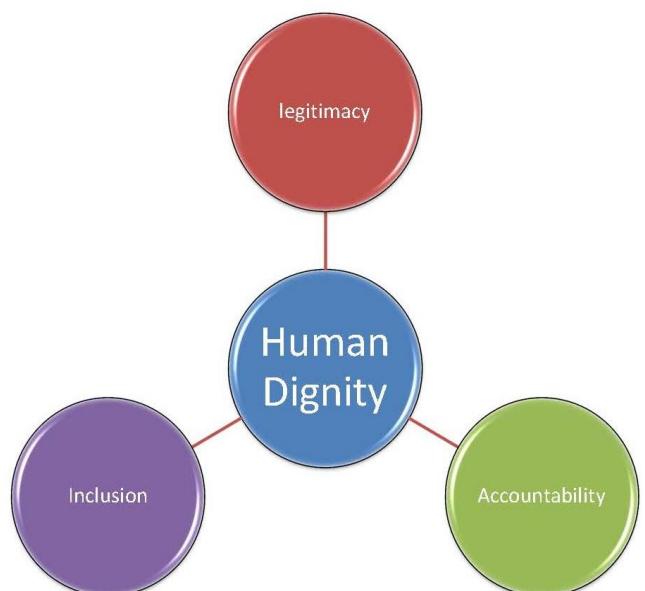
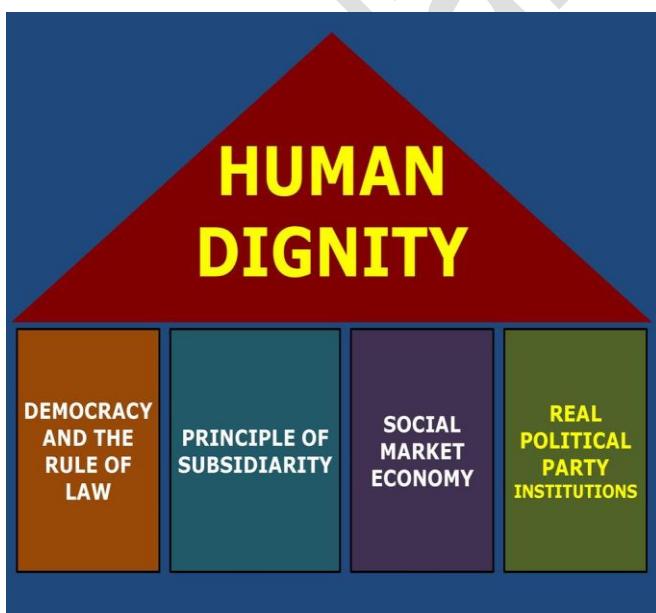
- a). Why did the two boys put on face masks?
- b). How should new students be treated and why?
- c). List down other acts that happen to students in schools, similar to what happened to Aber.
- d). Basing on your findings, what is the meaning of human dignity and being human?

Note: prophet said, “A Muslim is the one who avoids harming others with his tongue and hands....”

It is good to treat others with dignity and respect as we wish also to be treated. A person is worthy of honor and respect for who he is and not what he can do.

This will help us to promote love, faith and respect.

How human dignity promotes love, respect and justice.



Respect for human dignity involves judging fairly and justly. Where justice is the quality of being just; righteousness, equitableness or moral rightness. Quran 4:135 says, “O you who believe, be firm in establishing justice, and be witnesses for Allah, even if it’s against yourself and relatives...”

Activity:

A case is presented to the village council court concerning Acheng and Namirembe. Acheng is accused of grabbing land by owned by Namirembe, as confirmed by several witnesses. To the surprise of many, the case is resolved in favor of Namirembe and not Acheng who happens to be the biological sister to the village chairperson. With disappointment, Acheng stormed out of the court promising to appeal against the judgment.

- a). In your, was the village chairperson fair in his judgment?
- b). Why did Acheng storm out of the court with disappointment?
- c). What would you have done if you were the village chairperson?
- d). Basing on the story above, give the meaning of the term justice.
- e). State the factors that helped the village chairperson to pass judgment.

Read and answer.

Who are elders? Our elders are not our burden rather they are the most lovable and respectful in our life. They are the knowledge bank of our culture and tradition, they teach us moral values and many good things. They give us the knowledge about what is wrong and what is right.

Respect people who find time for you in their busy schedule, but love people who never look at their schedule when you need them. Without respect, love is lost, without caring, love is boring, without trust, love is unstable. Listen to your elder's advice not because they have more experiences of being wrong.

- a). State the lessons you have derived from the above text.

- b). How should a person show love and respect to others?

It's worth noting therefore, that fairness, love and respect can be realized in the way people are dealt with. Human dignity begins with you. It becomes easy for you to love and respect others when you have human dignity. People having human dignity are able to promote the values of love and respect to others.

Activity:

- 1). Identify the unjust practices against women and slaves during Jahiliya period.**
- 2). Identify any other social evils of the Arabs.**
- 3). in what ways did they used to worship?**
- 4). Which practices of the Arabs were accepted, modified and rejected with the coming of Islam?**
- 5). Why is the Jahiliya period referred to as the period of darkness?**

Note: So, do not follow your passions in enforcing justice.

Project work:

Watch a movie about the Jahiliya period called “the message” and answer the following questions;

- 1). Identify and give examples of acts of social and religious injustices during Jahiliya period.**
- 2). Outline some of the acts of injustices in your society similar to those of Jahiliya period.**

Human dignity based on prophet Muhammad’s character.

Islam has provided full security of life to every person. Quran 33:21 says “Surely you have got an excellent example in the messenger of God....” Meaning

whatever he talked about was reflected in his character. Muhammad had the best character even before he became a prophet. He is remembered to have disliked all the evil practices in Arabia at that time and Khadija his first wife got married to him because of his character.

Activity:

Study the traditions of the prophet below and carry out the tasks that follow;

He used to pray, “Oh Allah, Iam but a man. If I hurt anyone in any manner then forgive me and do not punish me.”

Aisha reports that, “the prophet joined in household work and would at times mend his clothes, repair his shoes and sweep the floor.”

The prophet told Aisha, “Oh Aisha, love the poor and let them come to you and Allah will draw you near to Himself.”

The prophet always received people with courtesy and showed respect to older people and stated, “To honour an old man is to show respect to God.”

The prophet said this about his character, “God sent me as an apostle so that I may demonstrate perfection of character and refinement of manners...”

In the sermon of the farewell pilgrimage, the prophet of Islam declared: “I warn you that your lives, your properties and your honour is as sacred to one another as is this sacred day, as is this sacred month and as is this sacred city.”

- a). identify the elements of human dignity in each of the prophet's traditions above.
- b). in what ways did the prophet's character promote love, respect and justice?
- c). What lessons have you learnt from the above traditions?

Note: It should be noted that whatever the prophet said, did or silently approved is all about human dignity such as respect for people, sympathy, forgiveness, kindness, tolerance, generosity and honesty etc.

Life as a special gift from God.

Islam has provided full security of life and respect for human life to every person and the Quran 5:32 says, “and if anyone killed a person...., it would be as if he killed whole of mankind. And if anyone saved a life, it would be as if he saved life of whole of mankind.”

Every human being is free to enjoy his or her fundamental human rights and freedoms. In day-to-day life, all gifts must be respected and protected. Have you ever received a special gift from a loved one? How did you take care of it?

So, the gift of life is precious and should be respected and protected. Unfortunately, it has often been abused.

Ways through which people abuse the gift of life.

Everything that comes from God is perfect and intended for good. Unfortunately, in modern times people abuse the gift of life in many ways.



Question: In what ways do people abuse the gift of life?

Anything precious must be respected and protected. Similarly, life must be respected and protected in a number of ways as seen above. Therefore, whenever you do something good and beneficial to yourself like taking a good meal, it implies respect to self and whenever you do a good deed to others, it means respect to others.

Activity:

Moses was once a healthy and wealthy hardworking young man with a happy family. Things changed as a result of peer influence and he started engaging in taking alcohol, smoking and using illicit drugs.

He later got lung cancer and almost reached at the verge of death. He lost all the wealth he had accumulated and couldn't spend time with family and friends any more.

- a). In what ways did Moses abuse the gift of life?
- b). What are the effects of his actions of abuse life?
- c). In what ways do people abuse the gift of life?
- d). If you are Moses' friend, what advice would you give to him so as to respect life?

Way through which life should be respected and protected. Everyone is responsible for taking care of his/her life given to him by God. Therefore, we must accept and preserve it. This can be done in a number of ways.

Activity:

- 1). State the ways how human life is respected and protected.**

Acts that deprive respect for human life.

Deprive means to take away something from someone/something. Nobody has a right to harm, end or destroy a life because life is sacred and precious, and must therefore be protected and respected. There are very many acts that deprive respect for human life whether it is for oneness or for others.

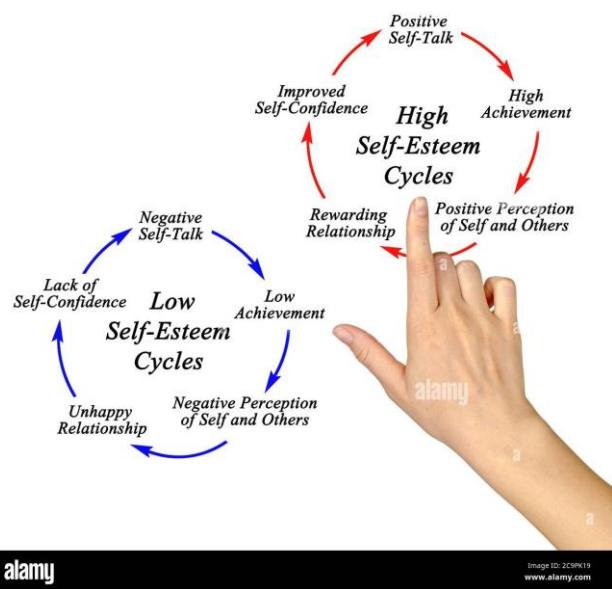
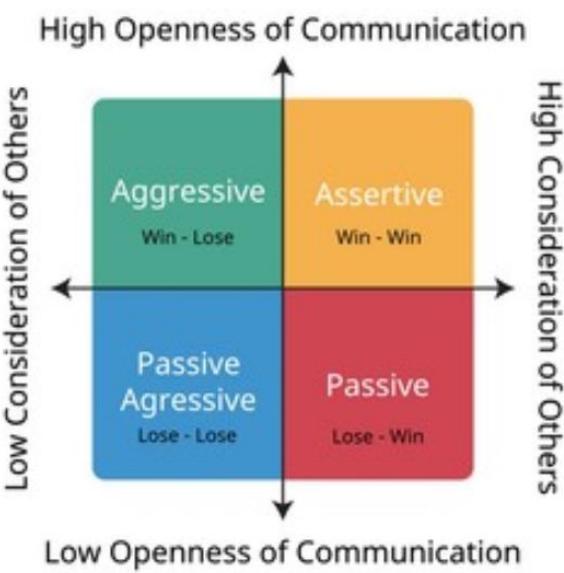
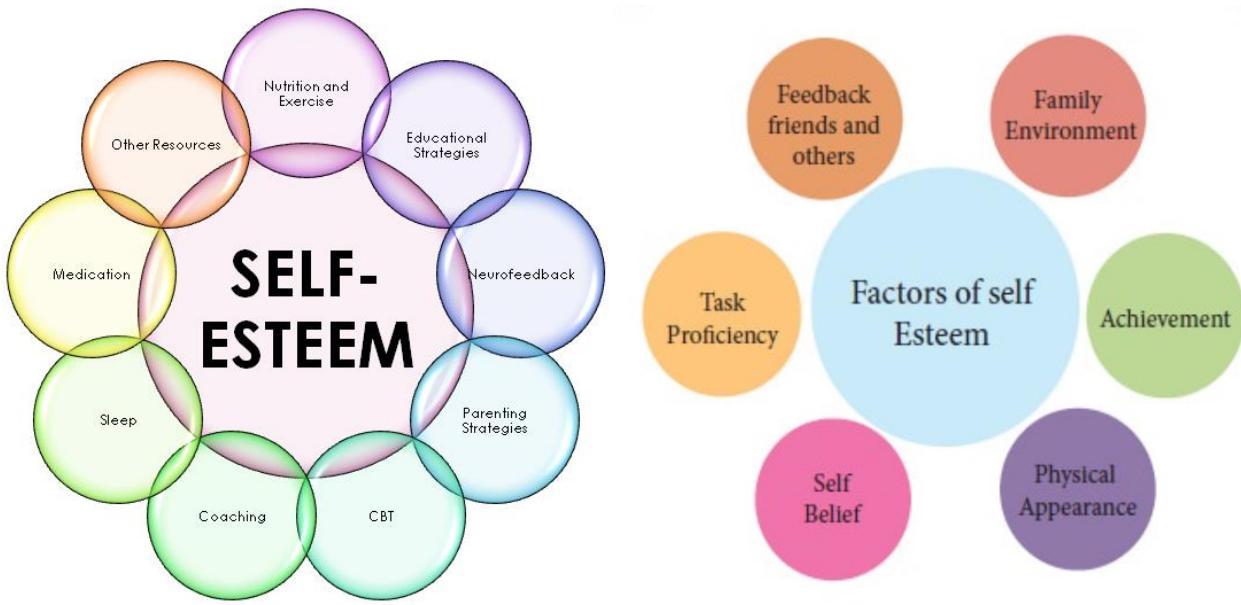
Activity:

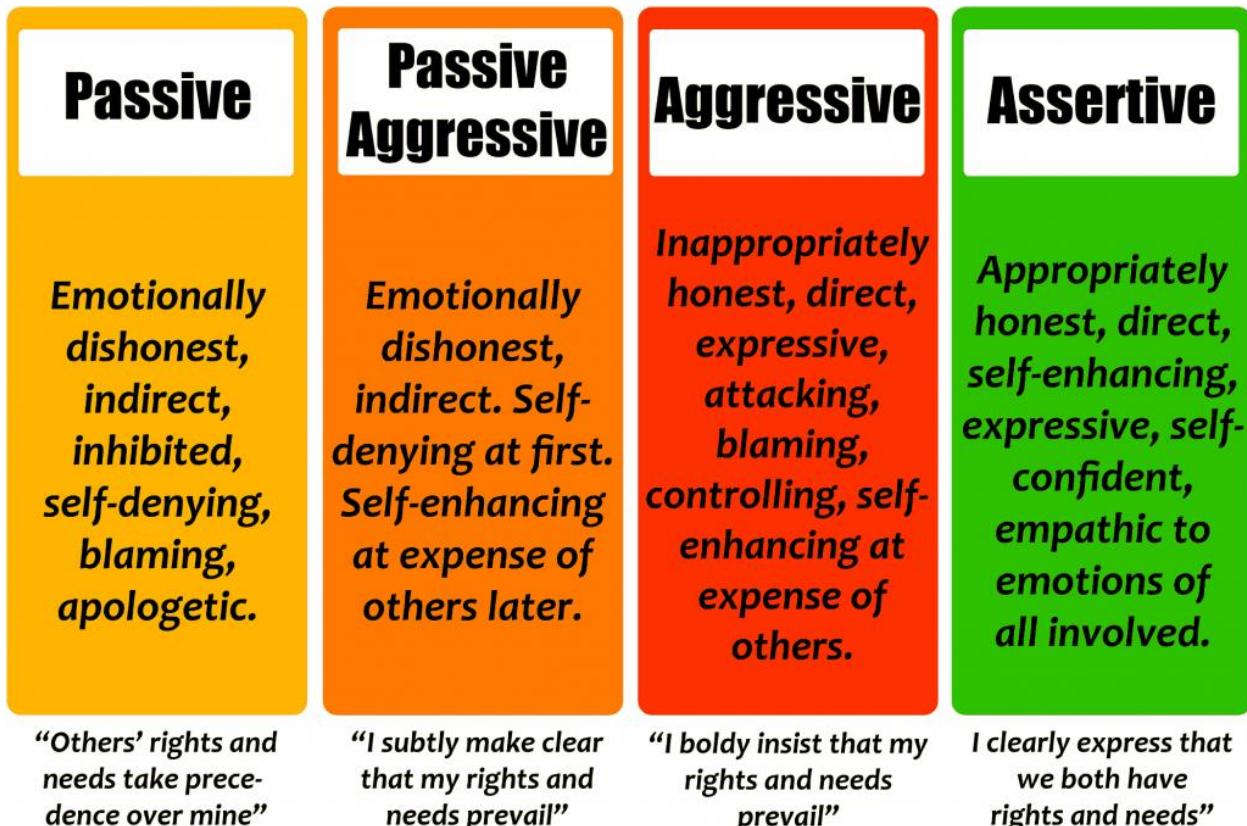
- a). Mention the acts that deprive respect for life.
- b). Suggest reasons for the occurrence of such acts in the world today.
- c). In what ways can the above situation be avoided by your school, community and the victims?
- d). What qualities should a person have to resist such treatments?

Denial of respect for human life is equivalent to abuse of the gift of life. Likewise, any act that deprives respect for human life violates a human right and should be avoided. The prophet uplifted the status of the lower class such as women and slaves especially at the time of Jahiliya when they were being denied respect. The acts of equality in Islam solved the issue of respect for human life.

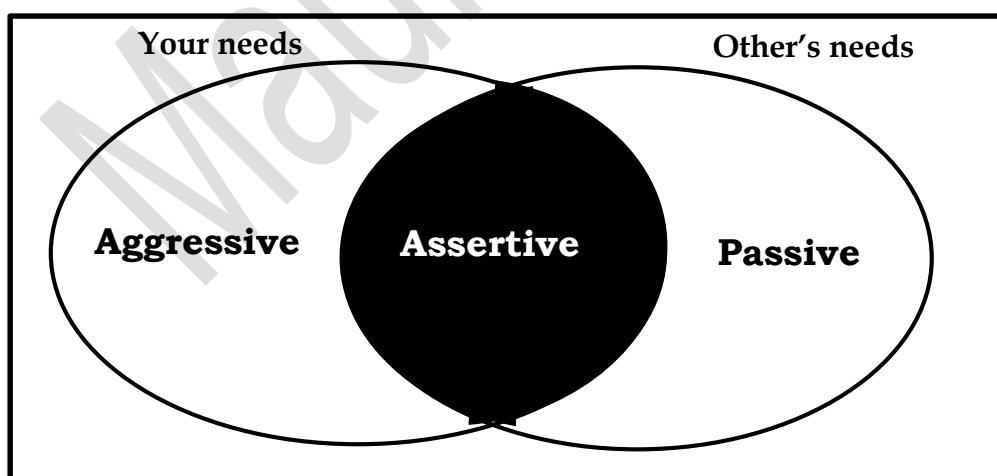
Acts include: massacres, the starvation of entire population, genocide, abductions, arbitrary arrests, detentions without trial, political executions, assassinations, torture etc.

Ways through which you can build self-esteem and assertiveness.





To increase your self-esteem, you need to challenge and change the negative beliefs you have about yourself. The activity below will help you discover ways of building self-esteem and assertiveness which will lead to the promotion of human dignity.



Activity:

- 1). There is a wedding function at home. Everyone has been allocated duties. Unfortunately, the visitors start arriving but there is no one to welcome them.
 - a. What would you do if you were around at that time? And why?
 - b. What would be the effect of your action?
 - c. In what ways does your action in (a) above benefit you as an individual?
 - d. When faced with a problem or challenge, what are some of the things you think of first on how to solve problem?
2. Your English teacher organises debates at school every Tuesday afternoon. All students are free to participate.
 - a. Share views on how participants should be selected.
 - b. Identify the qualities of a good debater.
 - c. In what ways do the above qualities help a person develop self-confidence?
 - d. In what ways can self-confidence help someone promote human dignity?

We live in a world of challenges and we need life skills to cope with those challenges. In our communities, whatever we do depends on a number of factors starting with self-esteem and that faced with a challenge, the solution starts from you.

Islamic teachings about respect for human life.

One of the most fundamental rights taught by Islam is the right to live and respect for human life. This is evidenced in the Quran and hadith.

The prophet declared in his last sermon during the farewell pilgrimage that “ I warn you that, your lives, your properties and your honor is as sacred to one another as is this sacred day, as is this sacred month and as is this sacred city.” What does this mean to you?

Study the portrait below and carryout task that follow.

Summary of the prophet's farewell sermon.

Listen to what I am saying to you very carefully and take my words to those who could not be present today.

Just as you regard this month, day and city as sacred, so regard the life and property of every Muslim as a sacred trust.

Return the goods entrusted to you to their rightful owners.

Hurt no one so that no one may hurt you.

Allah has forbidden you to take interest.

Be aware of Satan for the safety of your religion.

Satan has lost hope of leading you astray in big things, so be aware of following him in small things.

Treat your women well and with kindness, for they are your partners and helpers.

Say your five daily prayers, fast the month of Ramadan, give your wealth in zakat and perform hajji if you can afford.

No prophet will come after me and no new faith will be born.

I leave behind me the Quran and my examples for your guidance.

Pass on my words to others and those others to others, and may the last ones understand my words better than those who have listened to me.

- 1). Identify aspects from the above that emphasize respect for human life.
- 2). In what ways are those aspects reflected in the behavior of Muslims in your community?

Importance of observing human dignity.

Human dignity is a sense of self-worth. Therefore, dignity is a sense of pride in oneself those human beings have with them. This conscious sense makes them feel that they deserve respect and honor from other human beings. Therefore, it is very important to observe human dignity.

Activity:

Read and attempt the task.

“.... if anyone kills an innocent person..... it would be as if he killed all mankind. And if anyone saves a life, it would be as if he saved all mankind...”

- a). what lessons do you learn from the above?
- b). why is the killing of an innocent person bad? Give reason for your answer.
- c). if you are given a chance to advise fellow students on respect for self and others, what would you tell them and why?
- d). identify the benefits of observing human dignity.
- e). list down the acts that show disrespect for human dignity.

Forms of injustices.

Injustices in form of evil have been manifest since the beginning of mankind up to the present day. The activity below will enable you discover the forms of injustices in different societies.



Activity:

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Read the verses and answer the questions.

Quran 30:41 says “Mischief (corruption) has appeared on land and sea because of what the hands of people have earned (man’s evil deeds). The Allah may give them a taste of some of their deeds in order that they may turn back from evil.”

Quran 2:49 says “And remember we delivered you from the people of pharaoh; they set you hard tasks and punishments, slaughtered your sons and let your women folk live. Therein was a tremendous trial from your Lord.”

- a). identify the forms of injustices (evils) mentioned in the verses above.
- b). Allah promises to punish the evil doers. Identify the effects of their evil practices.
- c). As a responsible citizen, suggest measures to fight such evils.
- d). in relation to the above verses, share views on the forms of injustices suffered by Prophet Muhammad and his companions.
- e). Compare the injustices experienced in your community with what the prophet experienced.

The sole purpose of sending the prophets was to establish justice in the world and end injustice. Muslims believe in justice and therefore believe that criminals should be treated justly and be given the chance to reform.

Muslims give zakat as a way to ensure a level of justice and equality. Islamic brotherhood also ensures the emphasis on justice and equality. The prophet said, “Muslims are part of one building to one another. Each part supports the other”,

He also said, “Each of you is a mirror of his brother. If you see something wrong in your brother, you must tell him to get rid of it.”

Home work: 21:91-92. Refer to this verse to understand more about human dignity.

Activity:

Study the story below and carry out the tasks.

Prophet's journey to Taif.

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Having suffered a lot of mistreatments and rejection from his people in mecca, the prophet decided to try his luck in Taif, a small town 50 miles outside mecca.

In mecca he was abused, attempted to be killed by Uqba, thorns put in his way, and his followers boycotted in the social and economic affairs. His followers suffered worst treatments. They were tortured like Bilal and Hamza; Uthman and others were killed just for accepting Muhammad as a prophet.

When the prophet arrived in Taif accompanied by Zaid bin Harith, he presented the message of Islam to the leaders of Taif. To his disappointment, the people of Taif received him with mockery and resentment.

They gathered people who started mocking, chasing, abusing and stoning the prophet as they drove him out of their city. In the face of his misery and sadness, an angel was sent and presented him with options to have the whole town of Taif destroyed by God's will for such arrogance and hatefulness.

The prophet told the angel not to destroy them and instead he prayed for their salvation. " I hope that God brings from their descendants' people who will worship God alone," he said.

The prophet made similar duas (supplications) for his people on regular basis, "O God guide my people for they know not" he would pray, as he and his followers were tortured and humiliated, scored and mocked.

On another occasion, some companions came to the prophet and said; "O messenger of God, the tribe of Banu Thaqif have committed disbelief and disobeyed your commands... destroy them."

The prophet was a complete example of forgiving and kindness as confirmed in the Quran, "Keep to forgiveness Oh Muhammad, and enjoin kindness..." Quran 17:199 God said, "We sent you as a mercy for all creatures."

- 1). Why did the prophet go to Taif?
- 2). Identify the injustices the prophet and his followers faced in Mecca and Taif.
- 3). In what ways did the prophet overcome the mistreatments of his enemies?
- 4). What lessons do you learn from the prophet's reaction?

Generally, the prophet was tolerant, merciful and forgiving against the numerous mistreatments from his enemies. This enabled him to win the hearts of many people who converted to Islam.

Activity:

Analyze and carry out the tasks.

Imagine you have people in your neighborhood who neither want to see you happy nor want you to go to school. They do all sorts of things to discourage you and make you convert to Islam.

- 1). Share views with your friends on the likely actions your enemies would take to make life hard for you.
- 2). In what ways would you deal with the actions of your enemies above?
- 3). Give opinions on how the prophet was able to deal with mistreatments from his enemies.
- 4). Using the experience above, how would you advise other people on how to handle their enemies?

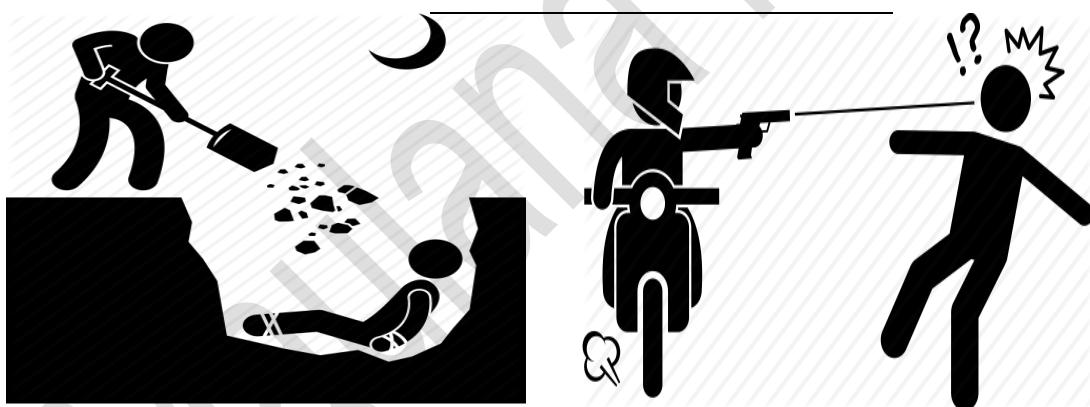
Generally, the prophet was tolerant to the Meccans, merciful and forgiving to the numerous mistreatments from his enemies. For example;

- ❖ He forgave Abu-Sufiyan, one of his greatest enemies and the non-Muslims during the conquest of Mecca in 630AD.
- ❖ He forgave Ummu Jamil who used to put thorns in his way to the mosque in the early days of his mission in Mecca.
- ❖ He forgave the boys of Taif and instead prayed for them as seen in the passage.
- ❖ He prayed for Umar's conversion to Islam and won later converted to Islam.

This enabled him to win the hearts of many people who later converted to Islam. His positive attitude and good character helped him achieve and succeed in his mission.

Quranic teachings on human life.

The Quran is very clear about human life and human dignity. It emphasizes the sacredness of human life and anyone disrespecting it is indeed committing a grave sin.



".... Whosoever killed a person..... it shall be as if he had killed all mankind..." 5:32

Activity: identifying the dignity God gave to man.

Quran 95:4-6 says, “.....We have indeed created man in the best image. Then we reduced him to the lowest of the low. Except those who believed and do righteous deeds, for they shall have endless reward.....”

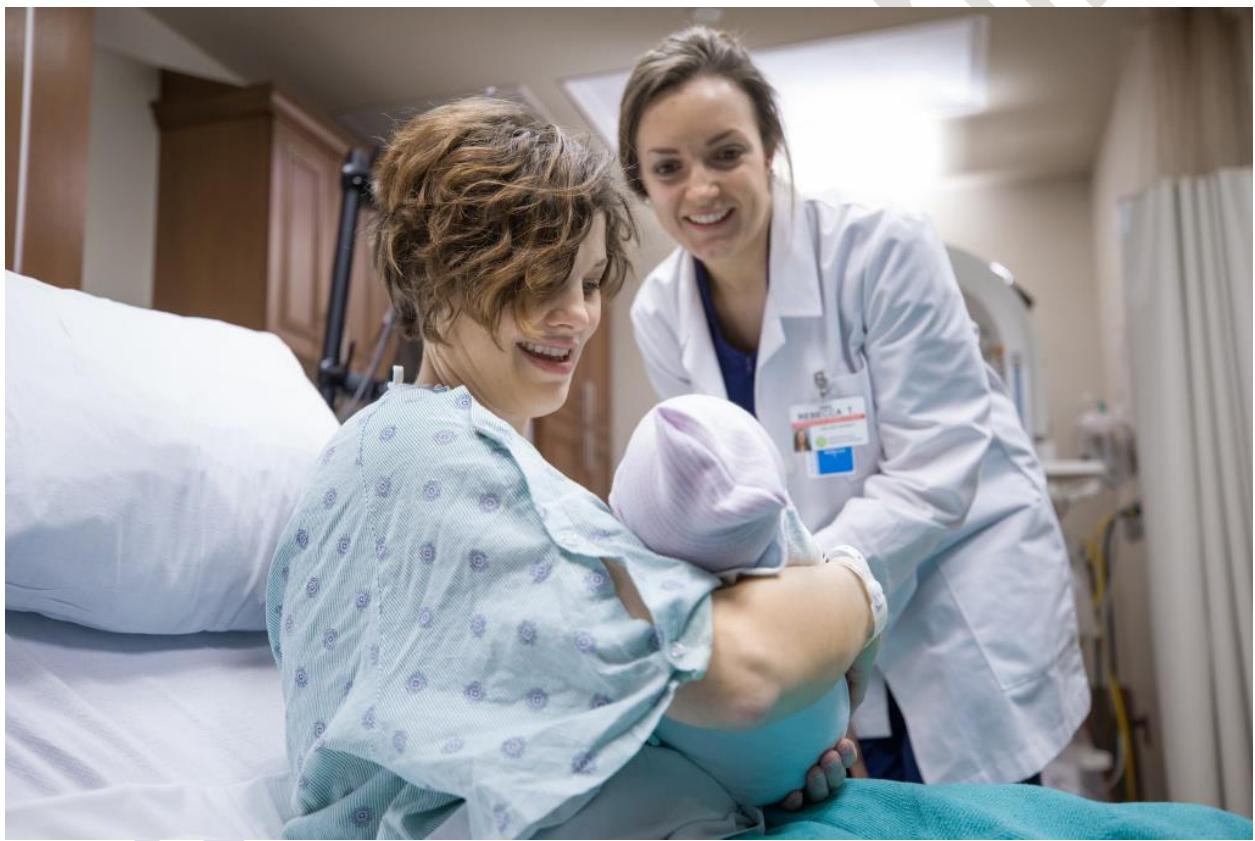
- 1). Trace the verses 16:90 and 4:58 from the Quran.
- 2). Identify the ways God has raised the position of man above all other creatures.
- 3). Share views on what man's best image should be In front of God.
- 4). List down some of the good deeds mentioned 16:90.
- 5). Describe the good virtues mentioned in Surat al-Nisai 4:58.

Indeed, a person who does good is better than a wrong doer, and will definitely earn rewards from God. One's deeds reflect one's dignity and image in society as the prophet's dignity made him to be accepted and invited in medina.

Islamic teachings about the sanctity of life.

**Surely good
deeds erase bad**

Have you heard of moral and political debates regarding issues such as abortion among others? Some of these issues are against the sanctity of life. Sanctity of life brings out the idea that the human life is holy, sacred and precious. It is God alone who has the ultimate will and power over life and death. It is therefore forbidden for any person to intentionally end a life.



Activity: identifying the Islamic teachings about the sanctity of life.

In groups, read Quran Surat al-Isra 17:33; “And do not take a life, which God has made sacred

- 1). What is the meaning of “taking a life”?
- 2). Suggest reasons why people take lives of others.
- 3). Why does God forbid man from taking a life?
- 4). Trace and read the whole verse of Surat al-isra 17:33 and identify the aspect of human life.

Activity: Ways through which the sanctity of life is portrayed.

Study and carry out the tasks.



- 1). Describe what is taking place in the figure above.
- 2). In what ways is the sanctity of life portrayed in the figure above?

Punishments given to those who violate the rights of others.

Violating the rights of others is sinful in Islam and therefore punishable.



Activity:

In groups, read the Quranic verses below and answer the task that follow;

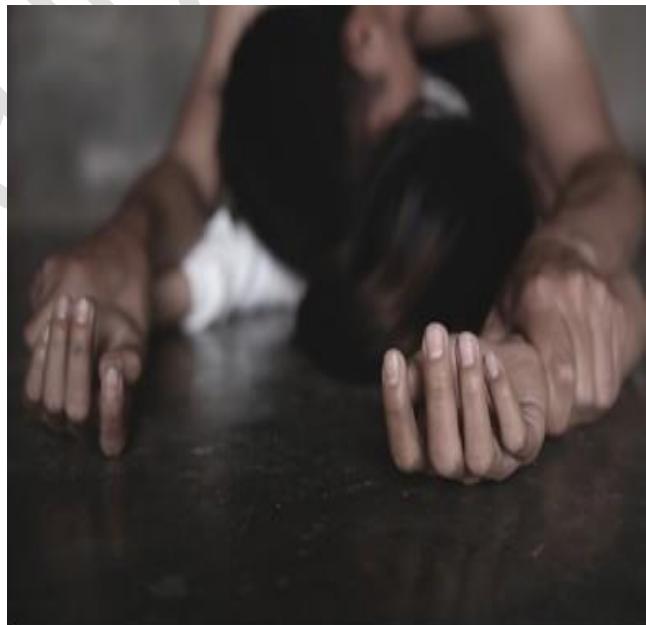
Quran 4:10 says: “those who unjustly eat up the property of orphans, eat up fire into their own bodies; they will burn in a blazing fire.”

Quran 24:2-3 says: “.... The woman and the man guilty of fornication, flog each of them with one hundred stripes..... let no man guilty of fornication marry any but a woman similarly guilty....”

- a). Identify the sins and punishments mentioned in each of the verses above.
- b). Share views on other sins and punishments not mentioned in the verses above.
- c). Are you aware of your human rights? If so, give examples of some of them.
- d). Has any of your rights been violated
- e). Referring to the verses above, mention some of the rights violated.

The teachings of Islam clearly lay out the punishments for grave and minor sins in the holy Quran and traditions and this brings about justice to those who violate the rights of others. For example, the punishments for theft are amputation or cutting off of the hand of their according to chapter Maida 5:38 and the punishment for robbery is execution or amputation as 5:33, taking the orphan's property is punished by hell fire as mentioned 4:10 and 6:152.

Practices that compromise human dignity.



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Activity: Islam teachings about zina, rape, corruption and murder.

In groups, read the verses below and do the task.

Quran Surat al-Isra 17:32 says: “and do not come near adultery for it is a shameful deed and an evil, opening the road to other evils.”

Quran Surat al-Baqarah 2:178-179 says: “oh you who believe, the law of equality is prescribed to you in case of murder, the free for the free, the slave for the slave, the woman for the woman..... in the law of equality there is saving of life to you O you men of understanding that you may restrain yourselves.”

Quran 2:188 says: “and do not eat up your property among yourselves for vanities (excessive pride), nor use it as bait for judges, with intent that you may eat up wrongfully a little of others peoples’ property.”

- 1). Identify the sins and punishments mentioned in the verses above.
- 2). Share views on what the above verses say about dignity.
- 3). Would you love any of the above practices to be committed against any of your family members? Give reasons for your answer.
- 4). Identify the practices that compromise human dignity not mentioned in verses above.
- 5). List down some of the lessons you have learnt from the above teachings.

The Islamic teachings on human life guide us towards righteousness by condemning all practices that violate the rights of self and of others as well as compromising human dignity.

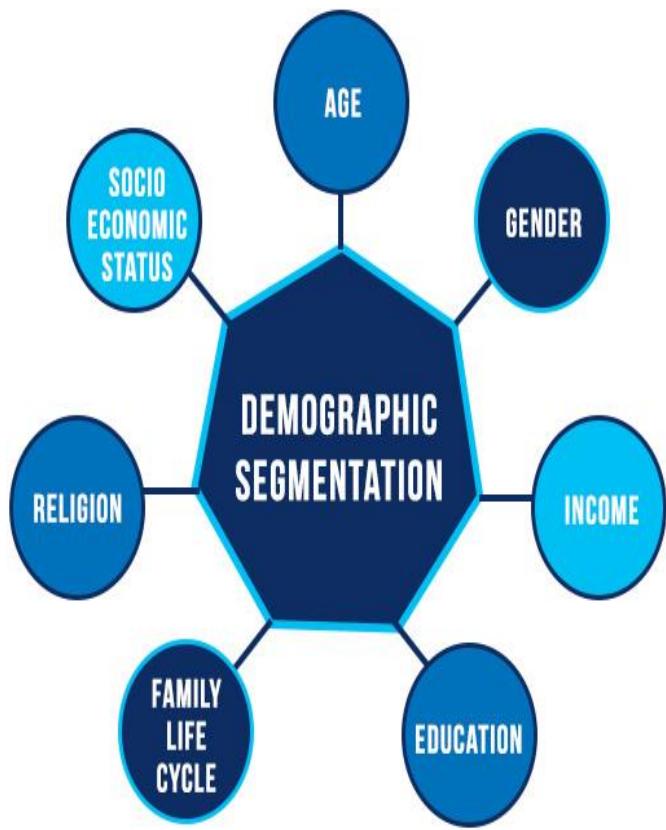
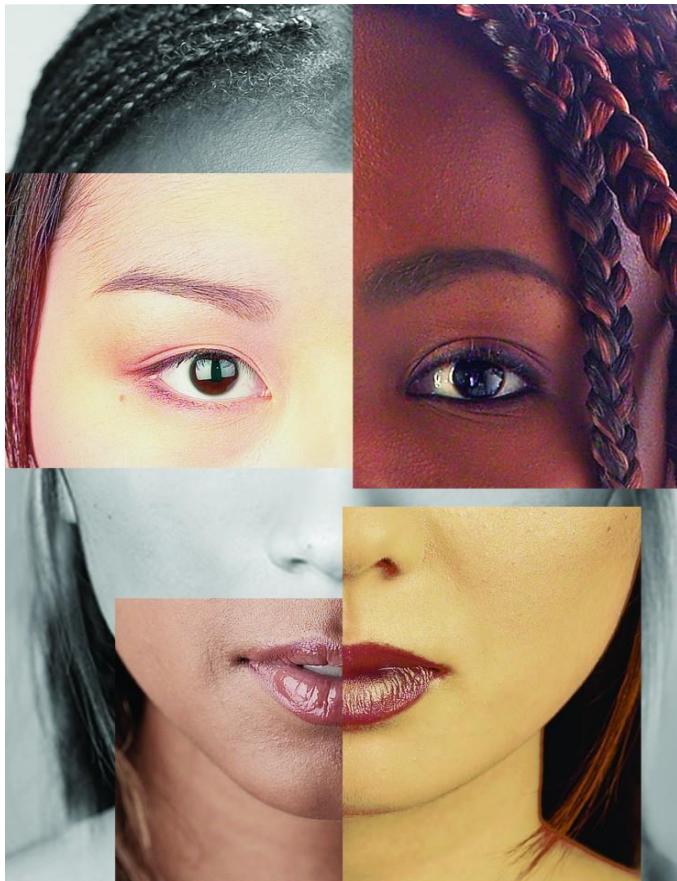
The Islamic teachings on human life guide us towards righteousness by condemning all practices that violate the rights of self and of others as well as compromising human dignity, such as treatment of orphans, slaves, women and disabled etc.

Human differences in terms of gender, religion and race.



Find out the difference between you and the people in your community.

Human beings naturally have individual differences in terms of gender, race or religion. Despite these differences, in front of Allah the highest in rank is the most righteous.



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Activity:

In groups, study the figure below and carry out the task.



- a). Identify and write the differences between the people shown in the figure above.
- b). Share views on the human differences in your society.
- c). Why is it important to embrace all people irrespective of their gender, religion and races?

Likewise, God created man equal despite the differences in races, gender and religion. We were all created equal and we should treat others the same way we would want them to treat us.

Ways through which human differences can be accommodated.

In groups, read the verse given below and do the task.

Quran 49:13 says: “O mankind, we have certainly created you from a single pair of male and female and made you into different nations and tribes that you may know one another. The most honored of you in the sight of Allah is the most God fearing....”

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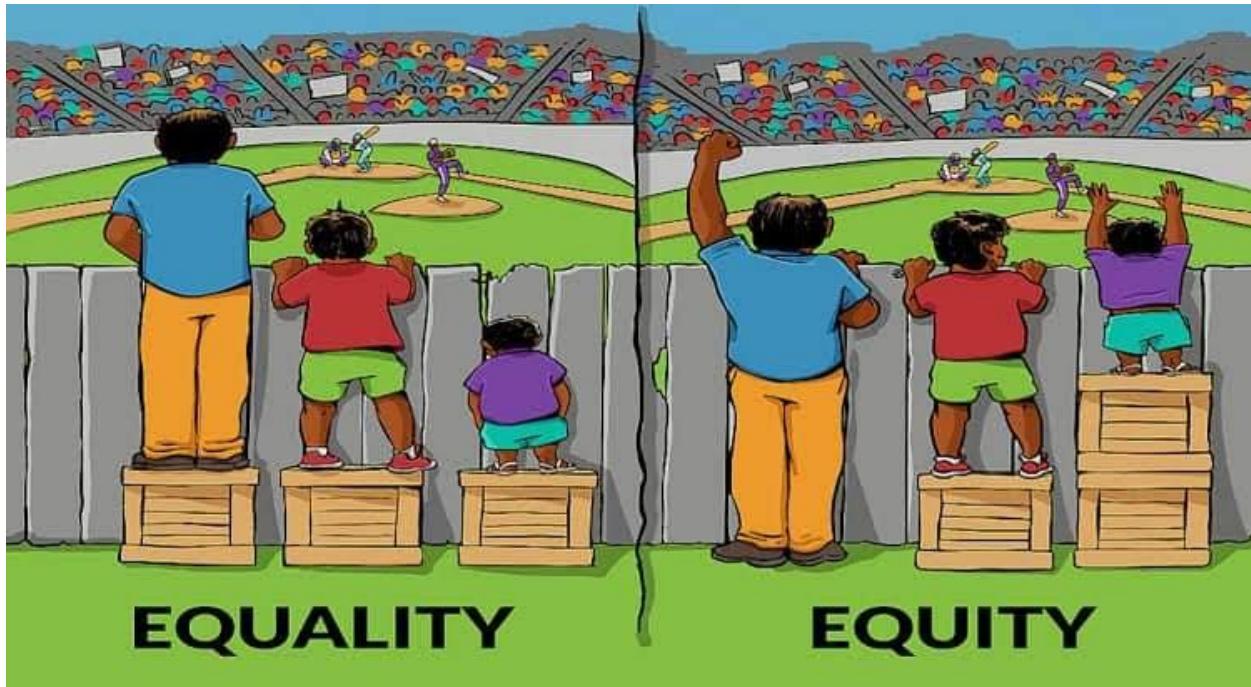
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- 1). Open the Quran and find the following verses. Al-ruum 30:22 and Al-Imran 3:103
- 2). Identify the human differences mentioned in the verses above.
- 3). In light of the above verses, identify the ways through which human differences discussed can be accommodated.
- 4). Suggest other ways through which human differences can be resolved in your community.

Quran 49:10 says: “The believers are but a single brotherhood. So make peace and reconciliation between your brother and fear Allah, that you may receive mercy.” The prophet said “None of you can be a believer unless he wishes for his brother what he wishes for himself.”

Islamic teachings about equality and brotherhood.





Islam encourages togetherness, and it is stated that all Muslims are related as brothers to strengthen the Islamic unity. It also teaches that all people are equal before God that is why in the mosque all Muslims sit down. Even if one is a leader or a child, the same prayers are performed. So Muslims should strengthen their hearts and be friendly to each other so as to promote equality and brotherhood.

Chapter 49:13 says, “Oh mankind, we have certainly created you from the same pair of male and female and made you into different nations and tribes that you may know one another. The most honoured of you in the sight of God is the most God fearing...”

Islam is a religion which integrates the values of peace, brotherhood and harmony. Every Muslim, while meeting his brother should wish them peace by saying “Assalaam alaikum” meaning peace be unto you before engaging in any discussion.

Read and perform the task.

Owing to the persistent persecution of the prophet and his companions in mecca, he was ordered by God to relocate to medina. When the people of medina heard the news of the prophet's arrival, they were excited and prepared

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to receive him in style. They gave up all their comfort just to please the prophet and his companions. Each one of them struggled to host the prophet although had already decreed where he was to settle finally.

In groups:

- a). share about how you understand equality and brotherhood.
- b). why do you think it is important to promote brotherhood and equality?
- c). identify the aspects that show brotherhood and equality according to the story.
- d). talk about the aspects that show brotherhood and equality in your community.

Activity 2:

In groups; study the verse and hadith and attempt the task.

The prophet said, “An Arab has no superiority over a non-Arab and non-Arab has no superiority over an Arab. Also a white has no superiority over a black and black does not have superiority over a white.”

He also said, “None of you has faith until he loves for his brother what he loves for himself.”

- a). identify aspects of equality and brotherhood from the above hadiths.
- b). what lessons do you learn from the above hadiths?
- c). in what ways does your community benefit from the Islamic teachings on equality and brotherhood?

Question: How does the following rituals express brotherhood and equality?

- Tawaf at the Kaaba.
- Supplication at Arafah.
- Throwing of pebbles at minah.
- Congregational prayers.
- Burial of a Muslim.

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Islamic teachings on equality:

All originate from the same pair 4:1, all were created by God 49:13 & 96:1-5, all have the same mission on earth 51:56, all have same destiny 3:185, all people are born in the same way i.e. come with nothing and will go with nothing 35:15, all shall be judged by God on the last day 29:7, all perform pilgrimage in the same place i.e. mecca, men and women have got responsibility over one another at home 2:187, all are supposed to observe fasting 2:183, advocates for respect of human life.

Islamic teachings on brotherhood:

One should wish others what he wish for himself, brothers are one structure and as a human body, its promoted through making peace and reconciliation, don't laugh at one another 49:11, don't insult fellow brother 49:11, don't spy at one another 49:12, one should advice another correctly i.e. be like a mirror, be kind to fellow brother 16:90, don't fight one another 49:9, not talk evil against fellow brother i.e. defend each other, backbiting is prohibited 49:12, speak to others politely, honour the invitations of others, participate in the burial of their fellow brother, deal justly in business, promote intermarriage between fellow brothers 30:22, pay zakat to facilitate the life of their fellow brothers 9:60.

Significance of equality and brotherhood:

It reduces on the suffering of the poor, fosters unity in the community, it's a source of victory in many cases, can develop kindness, sympathy and care for one another in Islam, reduces on the levels of exploiting others, etc.

SEXUALITY AS GOD'S DESIGN OF CREATION



Sexuality involves understanding man and woman as human beings who need each other but have different roles to play on earth and how man deals with the dignity of human sexuality and hygiene. Self-awareness about sexuality in terms of gender roles and identity starts from childhood, through puberty up to adulthood.

Islam encourages Muslims to keep their sexual organs clean, care for them and behave decently in sex practices. It discourages harmful practices related to sex. The prophet said, “Allah most high will not look at a man who committed sex with a man through the anus”.

Research work: consult a health practitioner at your school or nearby healthy Centre about the following;

- a). Dangers of sex through the anus, sex with animals (bestiality), sex during menstruation, and sex with the same sex.
- b). The good side of circumcision and shaving pubic hair.

The lord created man and later woman for the purpose of companionship and procreation, each of them with complementary roles. It is also good manners for husband to approach their wives with gentleness and kindness as indicated in the Quran.

Islamic teachings on sexuality and human development.

Sexuality is the quality or state of being sexual. Or is the condition of having sex.

Sexuality is one of the fundamental drives behind everyone's feelings, thoughts and behaviours. It defines the meaning of biological reproduction, describes psychological and sociological representations of self, and orients a person's attraction to others. It also shapes the brain and body to be pleasure-seeking.



Activity:

In groups, study the hadith and the Quranic verses bellow and complete the task.

Quran 23:12-13 says, “And indeed We created man Adam out of extract of clay, Thereafter We made him (the offspring of Adam as a mixed drops of the male and female sexual discharge and lodged it in a safe lodging (womb of the woman).

24:14 says, “Then We made the Nutfah (sperm) into a clot, then We made the clot into a little lump of flesh, then We made out of that little lump of flesh bones, then We clothed the bones with flesh, and then We brought it forth as another creation...”

22:5 says, “

The prophet said, “....Each one of you is constituted in the womb of a mother for forty days and then he becomes a clot of thick blood for a similar period and then a piece of flesh for similar period. The God sends an angel who is ordered to write four things. He is ordered to write down man’s deeds, his livelihood, the date of his death and whether he will be blessed or wretched. Then the soul is breathed into him.”

- a). Who is responsible for creation?
- b). Mention the stages of man’s creation.
- c). Identify the stages of growth and development of a human being.
- d). Who bears the duty of carrying the child, giving birth and rearing the children?
- e). Identify the roles of the mother and father in creation, growth and development of a child.

Gender roles. This means the combined behaviours, appearance and attitudes that society expects and considers appropriate for an individual’s gender.

From a very young age, children can start to perceive the differences between the way girls and boys are dressed, spoken to, and treated and the different activities and behaviours encouraged and discouraged for each gender. E.g. girls may be enrolled in dance and encouraged to play with dolls and kitchen sets, while boys may be enrolled in sports and encouraged to play with trucks and building blocks.

Traditionally, activities for girls encourage them to perform femininity, such as gracefulness, gentleness, quietness, helpfulness, and practice for women gender roles such as caregiver, homemaker, and helper. Traditional activities for boys encourage the performance of masculinity, such as strength, athleticism, leadership and workers, breadwinners and protectors.

Children are often chastised or punished when they break the norms prescribed to their gender. Girls might be scolded for not acting “ladylike”. On the other hand, boys might be told to “man up” or that “boys don’t cry”.

Gender roles for women include:

Caregiver and nurturer; women are expected to be the primary caregiver to their children and any elderly relatives.

Homemaker; there is an expectation of cooking, cleaning, buying groceries, and doing any other tasks related to running a household.

Helper; women are expected to be helpful, generous, and supportive to men in their life, be they a male boss or coworker, father, brother, husband, boyfriend, or other male acquaintance.

Helping professions; professions traditionally seen as appropriate for women generally pertain to professions such as nursing, education, caregiving, and secretarial work.

Gender roles for men include:

Breadwinners and providers; men are expected to earn a living and provide for a family and are expected to pay for dates.

Leaders; men are expected to be the primary decision-makers for important decisions affecting the family.

Protectors; men are expected to display physical strength and prowess and to be able to defend and protect women and children.

Workers and professionals; men are expected to work to earn money and support a family.

In life, man and woman are the same in creation but have been ascribed different roles by society, whereby they complement and support each other. Quran 46:15 and 2:233.

Stages of growth and development of a human being.

There are five significant phases in human growth and development;

- a). Infancy (neonate and up to one year age)
- b). Toddler (one to five years of age)
- c). Childhood (three to eleven years old). Early childhood is from three to eight years old, and middle childhood is from nine to eleven years old.
- d). Adolescence or teenage (from 12 to 18 years old)
- e). Adulthood.

Dignity of human sexuality and hygiene.

Activity:



- Identify the practices that should be observed in hygiene.
- Of what importance are the practices identified above to the people?
- What are the likely effects of neglecting the above practices on hygiene?

Prophet Muhammad said, “There are five things that are necessities of human nature; to be circumcised, to remove pubic hair, to cut nails, to remove underarm hair and to shorten the moustache.”

Note: One of many ways of respect the dignity to human sexuality is through personal hygiene. Human beings can be dignified through personal hygiene. The prophet recommended Muslims to cut nails every Friday, wash the whole body and to brush often. Therefore human beings can be more dignified through personal hygiene.



Activity:

Cleanliness.

“Cleanliness is half of faith”, says Prophet Muhammad

I must be all neat and clean

Untidy I must not be seen

From morning until I go to bed.

I try to be clean from toe to head.

I brush my teeth, I rinse my mouth and gargle too very loud.

To keep clean, I blow my nose and even clean between the toes.

I wash my hands and without fail, once a week I trim my nails.

I bathe and wash and comb my hair and after play in fresh air.

This is how I stay clean because cleanliness is part of my religion.

- a). From the poem, identify areas of one's body that must be kept clean.
- b). Give the relevance of personal hygiene.
- c). Identify ways how you can protect yourself from communicable diseases.
- d). Discuss the hygienic practices of the prophet.

Importance of respecting oneself

Respect starts with you. Respecting oneself involves one's personal hygiene, health and life.



Activity:

- a). Discuss the ways how young people value their bodies.
- b). If you were called upon to advice the youth in your village on how to abstain from sex, list down your views.
- c). Write an article on ways how young people can value their bodies.

Read Quran 7:80-84 and 23:5-7.

Personal hygiene promotes self-respect, respect from others, and prevents getting communicable diseases. Self-respect can be expressed through

personal hygiene, abstinence from sex and protecting self from communicable diseases.

Islam is against the evil practices of sexuality that make a man inhuman such as bestiality, homosexuality, and sex during woman's menses, anal sex. It recommends intimacy before sex. Prophet said, "Do not cast into ruin by your own hands" Quran 24:26-27 and 2:222.

How human dignity is promoted in Africa

In their own way, the traditional African communities valued the gift of life. They devised various ways of promoting it. This requires the recognition that each person possess inherent value that is independent of any purpose that their labour, or their bodies, or even their minds may serve.

Activity:

Identifying the ways of promoting human dignity in Africa.

- a). Identify what is taking place in figure above.
- b). In what other ways can human dignity be promoted in African tradition?

Activity of integration

Rebecca is 20 years old but still in S.2 amidst children of 13-15 years, Rebecca is not bothered by that she is patient, obedient, respectful and determined to liberate herself through education. She plans to become a lawyer.

At the age of 10 years, Rebecca suffered sexual harassment and defilement at the hands of her stepfather. Her mother failed to protect Rebecca, as she too suffered from beating and all sorts of domestic violence when he came home drunk.

By the age of 13 years, Rebecca could not stand the injustices of her step father anymore. The father had started defiling Rebecca's young sister, Mary who was 10 years old. Enough was enough. Rebecca reported the case to FIDA Uganda (federation of women lawyers) because the local council and police had always kept it under the carpet.

After a long legal battle, Rebecca's stepfather is now in jail sentenced to 20 years in Luzira prison. Although Rebecca forgave her stepfather, she can never forget his evil deeds.

Task:

- a). Using Rebecca's experience above, develop a story for your school magazine on how to develop values of assertiveness and self-confidence to foster the values of tolerance, fairness, harmony and peaceful coexistence.
- b). Summarize and record the key aspects of the story in your work books.

CHAPTER TWO

Mans' Social Relations

MARRIAGE



Introduction: in the Islamic world, marriage is viewed as a very important part in building healthy and protective relationships, families and societies. In order for an Islamic marriage to be valid, it has to meet a certain criteria. *Have you attended an Islamic marriage before? What is unique about it?* The intention of any marriage is to ensure that it fosters the values of love, honesty, respect, harmony and generosity.

The meaning and purpose of marriage.



Within the lifetime of mankind, there is a particular period when a man and a woman feel they are of the right age to become husband and wife.

In the African traditional setting, the couple wishing to get together notifies their parents of their intention. Fortunately, when the parents agree to these intentions, the couple can go ahead. However, there is still one more fulfilment the couple must make.

According to Islam, this couple should make a formal legal contract which officially recognizes them as husband and wife.

Meaning of marriage: this is the relationship that exists between man and woman as husband and wife respectively. It is the beginning of a family and it is lifelong commitment. Marriage is more than physical union, it's also a spiritual and emotional union.

Marriage provides an opportunity to grow in selflessness as you serve your children and wife. It brings about oneness and gives a chance to deep satisfying love, which helps one to defeat the temptations in our daily lives. The children in marriage get good parenting.

Activity:

In groups, study the verses and answer.

Quran 30:21 "...that He created for you mates from among yourselves that you may dwell in peace with them and He has put between you affection and mercy between your hearts..."

Quran 24:32 "Mary those among you who are single or the virtuous ones amongst your slaves, male or female. If they are in poverty, Allah will enrich them out of His bounty..."

- 1). Basing on your experience about an Islamic marriage ceremony you have attended, list down the characteristics of an Islamic marriage.
- 2). Identify the purpose of marriage.
- 3). How does marriage promote the values of love and honesty?

Read and answer.

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

Achen'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 comes back from work. The family lives happily every time he is around. This is because they are honest with each other. They are living happily with their three children.

Task:

- 1). Share what you think has helped Achen's marriage to survive.
- 2). Discuss the moral lessons we get from the story.

Courtship



This is a period when people have a romantic relationship with the intention of getting married or it's a period during which a couple develop a romantic relationship before getting married.

In Islam, the woman and a man with intentions of getting married have to undergo a period of courtship. Courtship in Islam is quite different from what may be understood as courtship in the modern world today. Any marriage to be successful needs a well thought of plan, all this planning occurs in the period of courtship.

Prophet said, "Not one of you should meet a woman alone unless she is accompanied by a relative."

He also said, "Whenever a man is alone with a woman, Satan is the third among them."

Benefits of Islamic courtship; it is divinely guided, security for both man and woman, blessings from parents.

Dangers of not having a courtship; one regrets, marital insecurity.

Courtship period is an important preparation moment for marriage that helps in the identification of a suitable marriage partner. However, the Islamic practice in courtship vary from the modern type of courtship. The choice of a marriage partner is one of the most important decisions a person will make in his or her lifetime. It should not be taken seriously as any other major decision in life- with prayer, careful investigation, and family involvement.

Marriage as taught by Islam goes beyond procreation and instills values of love, companionship, piety, tolerance, patience, cooperation, respect for self and others.

Problems of not having a courtship period

Activity:

Mr. Alele marries off his daughter.

Afoyorwoth was Alele's daughter. When she reached the age of marriage, 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 neighbours. Afoyorwoth father was very pleased about this. However, her marriage did not last long. She ran away.

- 1). Would you accept such a kind of marriage if you were Afoyorwoth to please your parents?
- 2). Discuss why you think the marriage never lasted.
- 3). Suggest what you think should be done to avoid such occurrences.

Importance of courtship

Courtship gets families and others involved. While dating today is often exclusively one-on-one scenario that excludes others, courtship is more public and more inclusive. The couple is expected to spend time with each other's families as well as close friends.

It introduces a measure of formality into the relationship. It is obviously much less formal than engagement, there is no commitment involved, however, it is a little more formal than simply dating. It helps everyone concerned, the couple

and all those within their circle to focus seriously on the relationship and give room to grow.

It sets planning in motion though there is no commitment, therefore it allows everyone to begin considering future options.

Courtship eliminates the social awkwardness that sometimes surrounds invitations to dating couples for special occasion. When dating often friends and family do not know how serious the relationship is but courtship makes the couple status of the two perfectly clear.

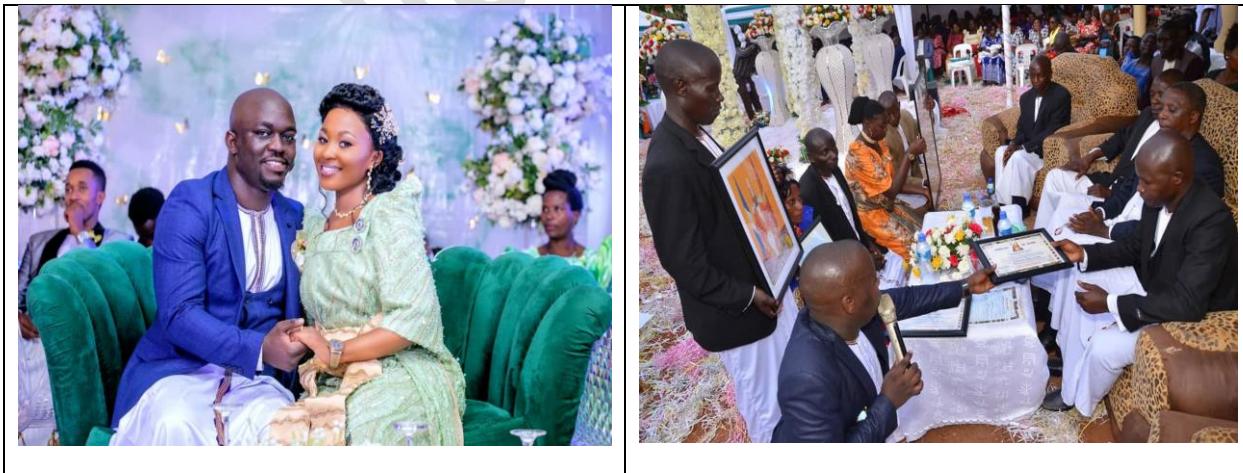
Provides some clarity for the romantic partners. In today's society, often romance develops between individuals from different cultural backgrounds, courtship is slightly more formal and therefore is more easily understood across cultures.

It allows to gather some really important information about a person you are interested in.

Types of marriage in Uganda.

In Uganda the kinds of marriages recognized are; customary marriage, church marriage, civil marriage, Muslim marriage and Hindu marriage.

Customary / traditional marriage;



This is the marriage between a man and woman performed according to the tribal tradition of their locality and provides that a wife's rights and duties within a customary marriage are the same as a wife's rights and duties.

The prospective spouses must both be above the age of 18 years, they must both consent to be married to each other, and their marriage must be negotiated and entered into or celebrated in accordance with customary law.

Hindu marriage;



Is regarded as a means to establish a relationship between two families. It harmonizes two individuals for ultimate eternity, so that they can pursue dharma, arth and Kama. It is a union of two individuals as spouses and is recognized by livable continuity.

Civil marriage;



Is a marriage performed by a government official and recognized as a legal ceremony by the government. It can be performed, recorded and recognized by a government official, such a marriage may be performed by a religious body and recognized by the state or may be entirely secular.

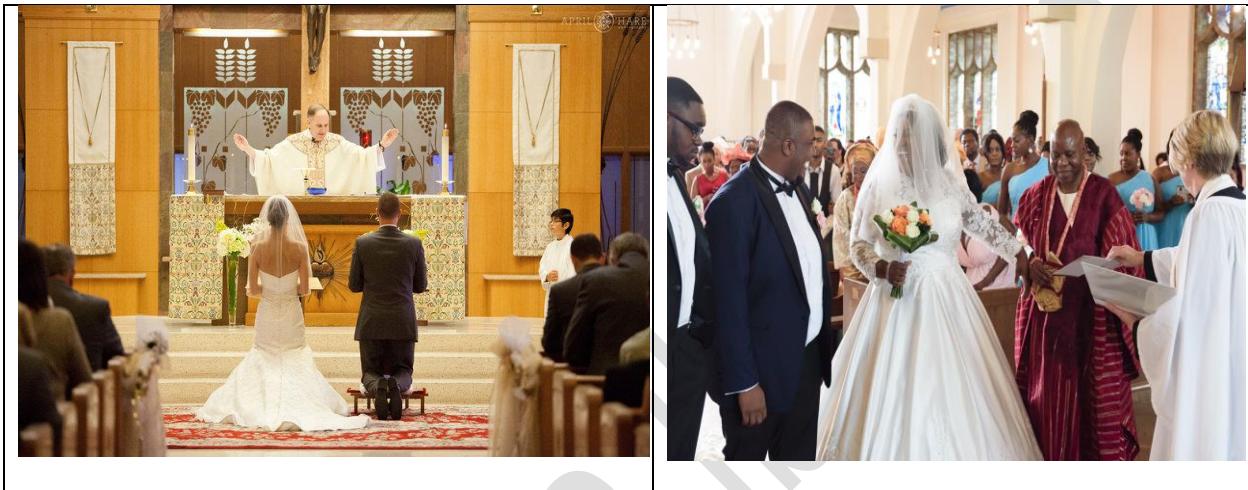
Muslim marriage;



Muslims believe marriage is a fundamental building block of life. Marriage is a contract between a man and woman to live together as husband and wife. The marriage contract is called a Nikah, Nikah means a contract between two

people, and both the groom and bride are to consent to the marriage of their own free wills. The main pillars of a Muslim marriage are dowry, which is the amount asked by the bride from the groom, and without dowry marriage cannot be conducted, Trustworthy male witnesses, consent of the bride's parents, consent of the partners.

Church marriage;



This the marriage that is performed in church and having a religious rather than civil content. Marriage is an intimate community of life and love, established by the creator and endowed by Him.

Activity:

In groups;

- 1). discuss and note down the similarities and differences between the types of marriages.
- 2). Explain the values promoted by each form of marriage identified.
- 3). Give the opinion as to why people choose a particular type of marriage.

Values promoted in marriage.

Love/commitment. Marriage is a decision to be committed through the ups and downs, the good and bad. When things are going well, commitment is easy.

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But true love is displayed by remaining committed even through the trials of life.

Sexual faithfulness. It includes more than just our bodies. But even our eyes, minds, heart, and soul. Guard your sexuality daily and devote it entirely to your spouse. It requires self-discipline and an awareness of the consequences.

Humility. We all have weaknesses and relationships always reveal these faults quicker than anything else on earth. An essential building block of a healthy marriage is the ability to admit that you are not perfect, you will make mistakes, and that you will need forgiveness.

Patience/forgiveness. Successful marriage partners learn to show unending patience and forgiveness to their partner. They humbly admit their own faults and do not expect perfection from their partners, they do not bring up past errors in an effort to hold their partner hostage.

Time. Relationship don't work without time investment. Any successful relationship requires intentional, quality time together. And quality time rarely happens when quantity time is absent.

Honesty and trust. Trust is only built after weeks, months, and years of being whom you say you are and what you say you will do.

Communication.

Selfishness. Give your hopes, dreams, and life to your partner and begin to live life together.

Conditions that validate/ pillars of a marriage contract in Islam.

In Islam for one's marriage to be valid must fulfill the following; the consent of the bride's parents/guardian, consent of the partners, two reliable male witnesses must be present, payment of dowry by the groom to the bride, marriage should be between a man and a woman, the couple must have attended the age of puberty, partners must be sexually sound, couple must be sane, not marry among the prohibited categories (relatives), marriage should not be forced, the contract should be permanent not temporary etc.

Activity:

In groups, study the information and answer.

Anisha and Alex had made advanced plans for their wedding before the COVID 19 pandemic set in. their dreams of a marvelous wedding seemed to have been shattered with the lock down conditions in the country.

They had planned to host their 1000 invited guests at the spacious Imperial Beach hotel Entebbe soon after a helicopter trip from the Nairobi methodical church, where they would have taken their marriage vows from.

Not wanting to change their marriage time, they are determined to change their plans and have the ceremony under the prevailing conditions. They have an option of going for a civil marriage ceremony, which would actually suit the occasion, since the Muslim parents of Anisha were against a church marriage.

They also have an option of having a “scientific marriage ceremony” as described by the president. This would involve a very small number of very close relatives and friends, not more than 20. The third option would be to go for a traditional marriage ceremony soon after the introduction ceremony.

- 1). List down the marriage options mentioned above.
- 2). Which form of marriage would you advise this couple to take on?
- 3). Suggest reasons for your response in (2) above.
- 4). Explain the views why a person would choose a particular type of marriage.

Note: people have different reasons for choice of the marriage. This choice is highly dictated by many factors which include among others, religious, financial, social and cultural reasons.

The types, functions and characteristics of marriage vary from culture to culture and can change overtime. The prophet encouraged the spouse to critically look at the following elements when choosing a partner;

He said “A woman may be married for four reasons; for her beauty, her wealth/property, and her family background and for her religion so choose the one who is the best in the religion and character and propose.”

Social and ethical issues in modern marriages.



Every society world over has certain morally acceptable principles that govern the institution of marriage. Marriage is a sign of completeness and adulthood.

In groups; discuss the following.

- a). Identify some of the good things that inspire people to get married and to have an everlasting marriage.
- b). What are some of the fears young people have about marriage today?
- c). How is marriage perceive in your community and culture?

Why people get married?

For love, for companionship, to signify for children, to provide security for children, to make a public commitment to each other, for legal status and financial security, for religious beliefs.

Note: some of the social and ethical issues in marriage include; introduction ceremony, give away ceremony, bride price, dowry, consent, maturity age, courtship, divorce, polygamy, child bearing, child rearing, choice of spouse, wedding reception, preparation for the bride.

Activity:

In groups; study and complete the task.



- 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 above?
- 3). What do you think changed?
- 4). How have the changes affected marriage in general?
- 5). Discuss what you think can be the possible solutions to these problems.
- 6). What are the feature of a modern marriage?
- 7). Share your views with the teacher and the class.

Note: There many issues related to marriage today and some of them are social-ethical. E.g.; divorce, absentee fathers, lack of discipline, peer influence, effect of the social media, financial pressure, jealousy, boredom, stress, children and childless, over expectation, lies, sex, family pressure and lack of patience.

Unacceptable practices in the marriage institution.

In every institution of life, there are hills and valleys. As a result of the ever changing life situations, so many undesirable practices today affect the marriage institution.

Question: mention the unacceptable practices in marriage.

Activity: conducting a research.

In groups;

- 1). Design a questionnaire for use in investigating the unacceptable practices that affect the marriage institution.
- 2). Select a group of 5 adults from your community or school for conducting your survey about the unacceptable practices and their effects on marriage today.
- 3). Compile your findings from your survey in form of a report.
- 4). Make a presentation of your report in the next lesson.

Challenges in marriage.

Marriage is not a bed of roses. There are some unexpected challenges any married person may encounter along the journey. Do you know some of these challenges in marriage? What happens when someone meets these challenges?

Activity:

- 1). Basing on your knowledge about marriage, suggest the challenges of marriage in the modern world today.
- 2). How can the challenges above be addressed?

Communication issues, ignoring boundaries, lack of sexual intimacy, emotional or sexual infidelity (unfaithfulness in marriage), fighting about money, selfishness, value differences, different life stages, financial struggle, challenging children, immaturity, sickness, depression, disinterest, career, empty nest boredom and jealousy.

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Activity:

In groups; study the verse and carryout the activity.

Quran 4:35 says: “And if you fear breach between the two, send an arbitrator from his people and an arbitrator from her people. If they both desire reconciliation, Allah will cause it between them. Indeed, Allah is ever knowing and acquainted (with all things).

- a). Referring to the verse, describe the Islamic teachings about reconciliation of a troubled marriage.
- b). Describe the ways in which you can reconcile a troubled marriage due to the following reasons; *unfaithfulness, domestic violence and undefined boundaries (no clear rules governing a relationship)*.

Similarly, whenever two or more people disagree, there should be reconciliation just like in a troubled marriage. Lack of boundaries in marriage mean that there are no established rules or guidelines in the relationship.

Note: there are many challenges with modern marriage today. We live in a world in which family breakdown is more of a norm than an exception. Divorce is wide spread. “Till death do us apart” has become a mere phrase one says at the altar.

Benefits of marriage.

These benefits range from social, economic, cultural and emotional importance.

Quran 4:1 says “O mankind, fear your Guardian Lord who created you from a single person, created of like nature its mate and from this scattered countless men and women...”

Social benefits	Economic benefits	Cultural benefits	Mental/psychological/emotional benefits
Procreation	Financial stability	Procreation	Comfort
Social status	Labour	Cultural stability	Emotional stability

Friendship	Bride price	Cultural status	Fulfillment of faith
Building			Happiness
Relations			

Prophet Muhammad said, “When the servant of Allah marries, he has fulfilled half of his faith so let him be God caution with respect to the other half.”

Virtues in marriage.

Every man and woman intending to get married would wish to have a spouse who is patient, kind, God fearing and forgiving. They are called virtues. There are certain forms of behaviours which are highly emphasized in the institution of marriage.

Activity:

- 1). List down the virtues expected in marriage.
- 2). In what ways are these virtues relevant in marriage today?
- 3). Share views about the virtues in marriage in your community.

Responses;

- 1). *Humility, discipline, spirituality, unity/brotherhood, repentance, responsibility, respect, mercy, kindness, generosity etc.*
- 3). *Contentment (happiness), security, dignity, honest/fair dealing (in polygamous marriages), patience etc.*

Activity:

In groups, study the verses and complete the task.

Quran 4:19 says, “...and live with them in kindness. For if you dislike them, perhaps you dislike a thing that Allah has blessed...”

Quran 30:21 says, “And among His signs is that He created for you mates from among yourselves that you may dwell in tranquility with them and He has put

love and mercy between your hearts, indeed in that are signs for those who reflect."

- 1). Suggest ways how the virtues mentioned above can bring about happiness in marriage.
- 2). Mention any other virtues which need to be upheld in order to bring about happiness in marriage.

Children in a marriage.

Children are a gift from God. Any married couple would wish to have the gift of children. When children are present in a home, so many things change. Children form the foundation of a happy and harmonious marriage.

Activity:

- 1). In what ways are children helpful to their parent?
- 2). Share views about the importance of children in a marriage relationship.

Activity:

In groups:

Abdul-Rahman is a 50 year old business man. He is a proud husband of two wives blessed with five children. His elder wife Zainab, while giving birth, developed complications that forced the doctor to do a caesarean operation. She lost her daughter. Unfortunately, she was unable to produce any more children.

With blessings from the first wife, Abdul-Rahman married a second wife Zarinah, who gave birth to three sons and two daughters. All the children have been happily raised by their two mothers and loving father.

- 1). Describe the feelings of Zainab when she lost her daughter and was unable to give birth again.
- 2). Basing on the experience above, suggest ways a childless married couple can be kept happy in your society.

The right time for having children in marriage.

Understanding the right time for having children is very important in any marriage relationship. A number of factors have to be considered before having children.

To have or not to have depends on a number of factors. These factors will then determine the actual time when a couple can have children.

Activity: debate on when to have children.

Islamic teachings about the responsibility of husband and wife.



Marriage is made up of husband and wife who live together in harmony and love. Both the man and wife have responsibilities they are meant to fulfil. The husband's duties are the wife's rights while the wife's duties are husband's rights.

Activity: Study and answer.

In groups;



Quran 4:34 says, “Men are the protectors and maintainers of women, because Allah has given one more (strength) than the other. And because they support them from their means. Therefore the righteous women are devoutly obedient and in (the husband’s) absence guard what Allah would have them guard...”

Quran 30:21 says, “And among His signs is that He created for you mates from among yourselves that you may live in tranquility with them. In addition, He has put love and mercy between your hearts. Verily in that are signs for those who reflect.”

Quran 2:228 says, “...and women shall have rights similar to the rights against them according to what is equitable, but men have a degree over them...”

- 1). From the above verses, share views about the responsibilities of a:
 - a). wife to husband.
 - b). husband to wife.

Activity:

In groups:

Quran 30:21 says, “And He has put between you affection and mercy...”

Quran 2:187 says, “Permitted to you on the night of the fast is that you approach your wives; they are your garments and you are their garments...”

Hadith reported by Anas bin Malik “When a man marries, he has fulfilled half of his religion, so let him fear Allah regarding the remaining half.”

- 1). Identify the benefits of marriage according to the Quran and hadith.
- 2). Share views on the benefits of marriage in your community.

The prophet said, “The rights of a wife are that; you must know that Allah has made her an instrument (of peace and friendship). You must know that she is a blessing from Allah upon you. So honour her and be lenient and gentle with her.”

Rights of a wife (responsibilities of a husband to wife)

He must provide his wife with sustenance, respect his wife, and be kind and generous to her. Create happiness in the house, protect his family from external interference, exercise patience and listen to her advice, be faithful, honest to his wife, must be just amongst his wives, be jolly and open to the wife, pay dowry to his wife, pay his wife for breastfeeding the children, respect the in-laws of his wife, attend wife's basic needs, accommodate his wife, not dwell on what he dislikes in his wife, not stay away from his wife or keep a wife in suspense whenever not at home.

Responsibilities of a wife to her husband (rights of a husband)

A wife must make herself available to her husband whenever desired, she should not leave her home without the permission of the husband, should not allow strangers into their home, she should keep and guard the property in the

absence of presence of the husband, should not accept any gift from anyone other than her parents without the husband's knowledge.

The wife must keep their marriage affairs as a secret between her and the husband, must guard her chastity and maintain her own and husband's dignity i.e. should not engage in any form of immorality, respect her husband's relatives, should take care of herself in order to appear cheerful, desirable and attractive to her husband, must respect and obey her husband all the time.

African traditional marriage.



African traditions greatly values the marriage institution. This institution is regarded as a means of passing on the norms and values of any given community. The family and clan elders closely monitor the whole marriage process from courtship, introduction, up to the marriage ceremony itself.

Many of the practices in the traditional African marriage are similar to those in the Islamic marriage.

Marriage in African traditions is a union between two families, not just two individuals. That's why an engagement ceremony, which is often also a bride price payment ceremony, is very important. Those ceremonies bring together the whole family, and allow each side to get to know each other.

Activity: study and answer.

In groups:



In a months' time, your elder sister will introduce her fiancé to the elders. The family plans to combine the introduction ceremony with a simple wedding to enable the couple begin their journey of marriage life.

Although the clan elders agree to the simple marriage after the introduction ceremony, they insisted that all the traditional marriage rituals must be performed in due course.

- 1). Identify the events that precede a wedding ceremony in African tradition.
- 2). Share views about the good practices learnt from African traditional marriage.

Task:

- 1). Use the internet to search about marriage in traditional Africa.

2). From your research, identify the features of traditional African courtship and marriage.

3). Share views on how traditional African marriage is conducted in your community.

Activity:

Use your knowledge about African traditional marriage obtained in the activities above, summarize the similarities and differences between traditional African marriage and Islamic marriage on Manila paper.

Similarities; they both involve man and woman (heterosexual), involve high morals (no incest), divorce is not encouraged, children are a blessing, father is the head of the family, witnesses/guardians/parents are highly involved.

Differences;

Traditional African marriage	Islamic marriage
There is no consent of partners	There is a consent from both partners
There is bride price	There is dowry
It is not bound by a contract	It is bound by a contract
It is conducted by elders	It is conducted by a religious leader

Activity: study and answer



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 Ibrahim. Naira and Ibrahim liked each other, and started their courtship. After a month they organized their wedding (Nikah). Naira was a virgin so she asked for bride wealth of 5millions because she was worth it. Ibrahim 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 parents 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.

Task:

- 1). Summarize the positive aspects of the story
- 2). What do you like about this story?
- 3). Identify the good practices in African traditional marriage.
- 4). What has changed today?

Activity: study and answer.



Fatumah performed a very colourful traditional ceremony and nika 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. Fatumah 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.

Task: as a learner, who has acquired knowledge, attitudes and values in regard to courtship and marriage in Islam, write a letter to Fatumah advising her in such a situation.

Activity of integration

Musa and Anisha became husband and wife in December last year after their successful wedding. This happy couple was later blessed with a child after one year. However Musa got a job abroad and left his home for five years. Anisha stayed with their child. Many village members are advising Anisha to get married to another man so as to enjoy life. Some rumors were also spreading that Musa would have got another wife while abroad. Anisha is now puzzled and does not know what to do because she still believes that her husband is a very caring man.

Task

In an essay, advise Anisha basing on Islamic teachings on the next step to take about her marriage

CHAPTER THREE

MAN'S SOCIAL RELATIONS

FAMILY



Family is the basic unit of life in the society. This chapter begins with the discovery of the different roles of members of the family, importance and values promoted by a family. It ends by taking a look at African concept of the family, types of family and nature in the African traditional setting and how modernity has influenced the African family.

Role of different members of the family.

While living at home with your parents and siblings. Have you ever noticed that each person has a role to play? Each person has a role to play. These roles and responsibilities are due to their family. Parents have rights and responsibilities over their children.

Role of parents to their children (rights of children)

It's a right of a child to be born out of legal marriage, supplicate first to God before having sex relations, perform Aqiqah for the child, make adhan and iqama in the baby's ears, a child has a right to live and not to be aborted unless otherwise. Parents should also be able to accommodate their children,

provide basic needs for the children, groom the children with good morals, parents should also pray for the children, not to curse the children, listen and respect the ideas and views of the children.

Parents should introduce their children to work when they grow up, provide security, educate their children, a child also has a right to inheritance, parents should not mistreat and oppress their children in any way, and parents should not discriminate amongst their children.

Responsibilities of children to parents (rights of parents).

A child should treat well, respect and care for the parents, show kindness and talk to them in the best way, one must not disobey the parents even for a single time. A child has to pray for the parents whether dead or alive, behave well in the society so that he benefits the parents after their death, provide basic needs to the parents in their old age, should reflect good image of their family.

Parents should always be visited and be given a life of one's standards, a child should maintain the friendship and respect the friends of their parents, protect their parents from any external danger i.e. provide security to them.

Values promoted by a family.

A family is the basic unit of life in the society. It is the source of values which are eventually passed on to society. Likewise, a Muslim family is the ideal family with different values.

Activity:

Quran 49:11 says “Oh you who believe let not some men among you laugh at others, it may be that the (later) are better than the (former). Nor let some women laugh at others, it may be that the (later) are better than the (former). Nor defame nor be sarcastic to each other...”

- 1). According to 49:11 above, identify the practices that Allah discouraged among family members.
- 2). Share views on the verses that will be promoted as a result of obeying God in the above verse.

Activity: study and answer



- 1). After observing and interpreting the figure above, discuss how the values of love, tolerance, respect, justice and kindness can be promoted by a family.
- 2). Draw examples from the prophet of how he showed the above values to his family.

The prophet said, “Each of you is a shepherd and each of you is responsible for his flock. The ruler is a shepherd and is responsible for his flock. A man is a shepherd of his family and is responsible for his flock, a woman is the shepherd of the husband’s household and is responsible for her flock.”

Islamic teachings about family



A family is a foundation of human society. It provides a secure, a healthy and nurturing environment for parents and growing children. Through the family, human virtues such as love, mercy, kindness and compassion are passed on to society.

God said, 25:74, “And those who pray, ‘our Lord! Grant unto us wives and offspring’s who will be the comfort of our eyes and give us the grace to lead the righteous.

Prophet said, “Do not break your relationship with a member of your family even if he breaks his relationship with you.

There several values that should be promoted by any good Muslim family. These value promoted harmony and peace with in the family.

Activity: in groups;

Quran 2:83 says. “And remember we took a covenant from the children of Israel (to this effect) worship none but God; treat with kindness your parents and kindred and orphans and those in need. Speak fair to the people, be steadfast in prayer and practice regular charity...”

4:8 says “But if the time of division other relatives or orphans or poor are present, feed them out of the (poverty) and speak to them words of kindness and justice.”

4: 36 says “Serve Allah and join not any partners with Him and do good to parents, kinsfolk, orphans, those in need, neighbours who are near,

neighbours who are strangers, the companions by your side, the wayfarer (you meet) and what your right hand possesses, for God loves not the arrogant."

- a). From the Quranic verses, identify the words that show our close and extended family members. List down the members that make up a family.
- b). Suggest ways of how we can treat our parents and relatives.
- c). Identify our responsibility towards our relatives, orphans and those in need.

Importance of family as a basic unity of society

The family is made up of members who are closely related by blood.



- a). Identify the different family members in the figure above.
- b). Which of the members mentioned above are members of our extended family?
- c). Do we have any responsibilities towards our extended family members? If yes, identify them.
- d). Suggest reasons why it is necessary for us to treat our extended family members well.
- e). What is the value of courtesy in the family?

The role of an extended family.

Extended family consists of several generations of people and can include biological parents and their children as well as in-laws, grandparents, aunts, uncles and cousins.

Study and attempt the task



Allah says 2:83 “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 zakat. And yet, except for a few of you, you turned back on this covenant and you are still backsliders.”

- a). Describe the types of family in the picture.
- b). In your opinion, what are the advantages of such a family?
- c). Discuss the disadvantages of such a family in the modern society.
- d). What can you do to show your responsibility towards the extended family?

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

The family is the basic unit on which societies are established. The family is the basic social unity through which the new born child is first introduced to the world. It is in the family that the child learns the basic of his or her language, values, behaviours, habits, etc. but what is the importance of a family as a basic unity of society?

Study the picture and attempt the task



- 1). Describe the picture above.
- 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 importance of family in society.

Note: A family can be defined as a group of people consisting of two parents and their children living together as a unit. It may also be defined as all the descendants of a common ancestor. It may also be defined as a specific group of people that may be made up of partners, children, parents, aunts, uncles, cousins and grandparents.

The value of courtesy

These are socially acceptable behaviors. You discovered that kindness, patience, tolerance, empathy and unity among others, are some of the values developed and acquired in a home. Islam puts much emphasis on these values.

Why is courtesy so important?

It's important because when you are courteous people have a good impression of you and respect automatically follows, instead of hatred. Learning to have courtesy is a must for everyone who desires to make progress in life.

Common courtesy.

- Show respect for others
- Always apologize when you do something wrong.
- When someone is having a conversation, do not interrupt.
- When you change your plans, let others know.
- Respect the needs of others in public.
- Never embarrass another person.
- When refusing an invitation, be kind and honest.
- Respect your elders.
- Use good table manners.
- Respect other people's property.

Why courtesy is important in our home?

When everyone at home are courteous with one another, that's the way they will treat other people too. And a courteous child is easier to befriend by others than one with ill manners.

What are the important courtesy of human beings?

A sincere smile, a simple thank you, an encouraging pat on the back, a word of compliment, a helping hand, a kind hug, and a caring look are small acts, which can count up to have a huge impact on our daily lives and wellbeing.

Activity: Read and answer.

Bainat is a young lady. She goes to Our lady of Africa ss. 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 Ibrahim to carry his books to the staffroom. In the evenings she helps an elderly woman who works at her school with her bag on

her way home. Everybody loves her. When asked how she learnt what she does, she said her father and mother taught her to behave like that over the years.

- a). Describe courtesy to the story.
- b). Identify acts in the story that show courtesy.
- c). Why do you think it is good to be courteous?
- d). Discuss the importance of courtesy in a home.
- e). Write down any other acts that show a courteous person.
- f). Give the Islamic teachings about courtesy.
- g). Share your views with teacher and the rest of the class.

Activity; read and answer



Akankwasa 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 a mob. They took him to jail but his family was put to shame.

Task: Imagine you are the community counsellor, prepare a speech to address a Muslim newly married couple not to have a child like Bede.

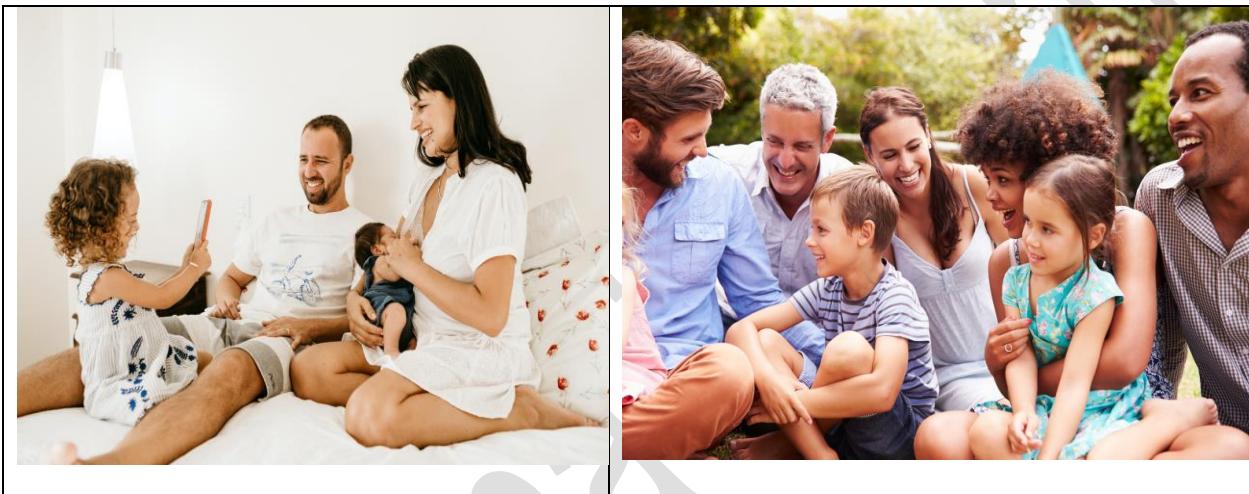
African concept of a family

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Family is a core unity of society, throughout Africa. A family is not an individual, but a collection of different members. It is the building blocks of the African society. Most people live in households that include not the nuclear family, but also members of their extended family.

Family members act as both an economic and emotional network and provide individuals with a sense of who they are and where they belong.

Activity.



- a). Which of the two pictures is of a nuclear (core) and extended family? Give reasons for your answer in each case.
- b). What is the difference between the two pictures?
- c). Identify the difference between the core and extended families.
- d). Have you ever realized that whenever you spend your holidays in the village you meet different family members? There is “a lot” you learn and share from each other.
- e). List down the different family members you meet in the village. What do you like from them? And what do you dislike about them?

Activity.



- a). Describe what you see in the figure above.
- b). Why do people usually have such structures in the figure above around their homes?
- c). Who sets the rules governing the use of such a structure?
- d). Likewise the relationship between a core and an extended family has rules that govern it. Identify some of these rules.
- e). Basing on the traditions of your culture or an African culture that you know, identify the rules governing relationships in an extended family.

Activity. In groups, learners carryout the task below.

- a). Discuss the reasons why many individuals prefer to live in nuclear families than extended families. See advantages of nuclear family.
- b). What arguments do people give for this type of family?
- c). What are the arguments people give against this type of family?

Advantages of nuclear family

- Possibility of reduced conflicts.
- Personal responsibilities. Parents are obliged to accept responsibility of their children on their own.
- Harmony and peace. For a pleasant family relationship, peace and prosperity are extremely important.

- A limited number of children. This can also favour in proper family planning.
- Women's good status. They get time, corresponding to their own idea, to organize and maintain her home. No pressure from the elders.

Disadvantages of a nuclear family

- Insecurity feel for widows, and at old age. They may not find the support for their sustenance.
- An economic drawback. As they live separately, the family property is split among the siblings, so the land is subdivided, causing economic loss.
- Children's' insecurity. Both parents are working hence children may feel neglected.
- There is a possibility of children growing in the wrong path, as working parents would be busy and may not spend sufficient time with their children.
- Loneliness. This is one of the big disadvantage of the nuclear family.
- Little man power. In case of accomplishing any task, nuclear family may take longer or may find it hard.
- Couples hesitate to share their problems due to ego.

Advantages of extended family.

Sharing economic responsibilities. E.g. help one to start new life like saving for him to start a home and also care for the grandchildren.

Child care support. Encourages grandparents and children to spend time together and add value to each other's lives. Children also learn to care for the elders, grandparents also remain productive and active.

Adult care giving. The household can share the care responsibilities, establish better routines with the family members who need care and be able to notice their changes in their health.

Family in African traditional setting.

Research work: in groups,

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- 1). During your free time, you will use the internet/ newspapers/school library to make research about the family in traditional African setting.
- 2). Write your findings about the nature of a family in the traditional African setting.
- 3). Compose a skit about the role of family members.

You have found out the different types of family in Africa. You have also learnt that the most common type of family was extended family. People live happily with the big number of family members. The big number contributed to the work force of the family.

Activity:

In groups,

- 1). Research through asking elders, reading books or using the internet, and draw a table indicating the roles of each family member in African traditional setting listed below;

Father, Mother, Aunties, Uncles, Young children, Old children.

- 2). Compose and act a skit on the roles of family members in the African traditional society.
- 3). You have discovered the roles of each family member. Are they similar to the roles in the modern society? If no, what has changed?

It should be noted that in the African traditional setting, family roles, varied according to gender, age, physical ability etc. children had specific roles according to their sex. For example girls fetched water, collected firewood. Boys grazed animals and men went hunting whereas women kept homes and prepared meals. This helped a lot in the creation of order and harmony in a family.

Features of a good family in traditional Africa.

The traditional African family had many good features and practices which need to be maintained in the modern society.

Activity:

My grandfather told me about his family of long ago. He 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 were counselled and disciplined together. Mothers weaved baskets with children. Boys herded cattle with their fathers and uncles. He told me a good things that made me love an African family.

- a). Describe the type of family talked about.
- b). What features do you like in the story and why?
- c). What practice do you think should be maintained in today's families and why?

Task: Write about the African family values that are relevant to the Muslim family today.

Comparison between African families with a modern family

Families are the heart of the society which is built on them. These families are changing continuously. There are two types of family; the traditional and the modern family. Between these two families are differences and similarities:

Similarities;

- The role of women in the family. In both, the mother is the core of affection and warmth. She always takes care of her children and her husband even if she work outside the home.
- All members in the same family are supportive of each other and each one respects and helps the other. However, the man in both of them is still the leader of the family who works for his wife and children.

Differences;

African traditional family	Modern family
Are extended and consist of grandparents, uncles, aunts, parents and children.	Is nuclear and contains only parents and their children

Respect for grandparents and parents is more.	Respect for grandparents and parents is less
Children must obey the rules and not break them	Children can do what they want without any difficult rules.
Boys and girls are treated differently	The rights of girls are the same as boys.

Each family has its customs and thoughts to lead their members. Living in a modern family is better for me than living in a traditional family and that's because children in a modern family can be more independent.

How modernity has influenced the African family.

Modernity, in all its forms has transformed the traditional African family structure, whereby the nuclear has emerged. At the same time, it has brought changes in family formation, family dynamics, as well as people's values and their way of life.

CHAPTER: WORK

Why people engage in work

Work is an activity involving mental or physical effort done in order to achieve a purpose or result.

Appreciate own talents when making career choice.

It's important to recognize your natural talent, and promote them to your employers. If you are great at what you do, have a positive attitude, and love coming to work every day then you will rise within the company quickly. The better you are at your job, the more leverage you have to negotiate a higher salary. Everyone has unique talents that can be used to build a career of your

choice. Using your skills you can plan a career that will match your personality.

Virtues related to any kind of work

- Diligence. Meaning being careful and persistent work or effort.
- Honesty,
- Integrity,
- Ability to be relied upon (integrity),
- Trustworthiness,
- Responsibility.

Quranic teachings on wealth.

The Quran gives directions to mankind in all aspects of life. Regarding the economic life, wealth has been clearly presented in details.

- ✓ It is only God who provides riches/ wealth and also meets their needs because He is the provider to all creatures. 53:48
- ✓ God gives and increases the wealth and children for those who seek for His forgiveness. 71:11-12
- ✓ Wealth and children are adornments of world's life, so they should not direct someone from God's path but rather use them to serve Him. 18:46
- ✓ One should not be arrogant due to his possess of wealth.
- ✓ One should not disobey or disbelieve in God's laws because of his/her wealth, this is because his wealth and children will not save or rescue him from God's punishment. 3:10
- ✓ Punishments will be to those who possess wealth and misuses it, i.e. use it in unlawful ways that are against God's laws. 104:2.
- ✓ People should use their wealth to acquire paradise because whatever someone spends out his wealth with God's sake, God has prepared for him good in the hereafter.
- ✓ God blesses the wealth of a person who uses part of his wealth in the way of God e.g. through giving zakat and sadaq. 9:28.
- ✓ God is always there to provide His bounty to those who do not add anything onto Him i.e. those who worship God alone. 9:28.
- ✓ People should always respect other's property/ wealth when entrusted. This can be done through being honest and truthful to their wealth.

Questions:

- 1). Explain the recommended ways of acquiring wealth from the quotations.
- 2). If you were a wealthy member of the community, how would support those without wealth?

The role of Islam in development.

Activity:

- 1). Brainstorm on any Muslim projects in your community.
- 2). Explain how they have boosted development in your community?
- 3). Select one of the project in the figure above and explain how it has boosted development.
- 4). Suggest other projects that Muslims need to venture in for more development.

Islam, right from the time of the prophet, influenced development through various tasks e.g. during his time, they carried out trade, agriculture from which earning were used for survival of the Muslim state in the early days of Islam.

How school help in the development of the community.

There many Muslim schools such as Kibuli ss, kawempe ss, Gombe ss, etc.

- ❖ Schools develop the community through teaching students the value of civic engagement. They impart leadership abilities such as how to organize initiatives that will benefit the neighborhood or how collaborate with community members to promote growth.
- ❖ Schools promote equality among the students in the community. This is done through direct engagement with the community.
- ❖ Schools provide educational opportunities i.e. students are taught how to be responsible for their actions, open-minded, and welcoming of various cultures, foster respect for others through fostering compassion in students for individuals who are different from them or who hold different opinions.

- ❖ Facilitates mutual growth e.g. establish a positive school culture when they collaborate with the community to make society improvements, schools and neighborhood business can collaborate to promote community growth.
- ❖ School nurtures a sustainable lifestyle. It educates the residents of the community about the value of living sustainably, they can implement a number of different strategies. Community members and students will thereby make sure that their actions don't have any negative effect on the environment.

How hospitals help in the development of the community.

Hospitals especially non-profit hospitals play a big role in the development of the community through promoting activities such as care for low-income people, medical research, and addressing social determinants of health like housing, the and workforce development.

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