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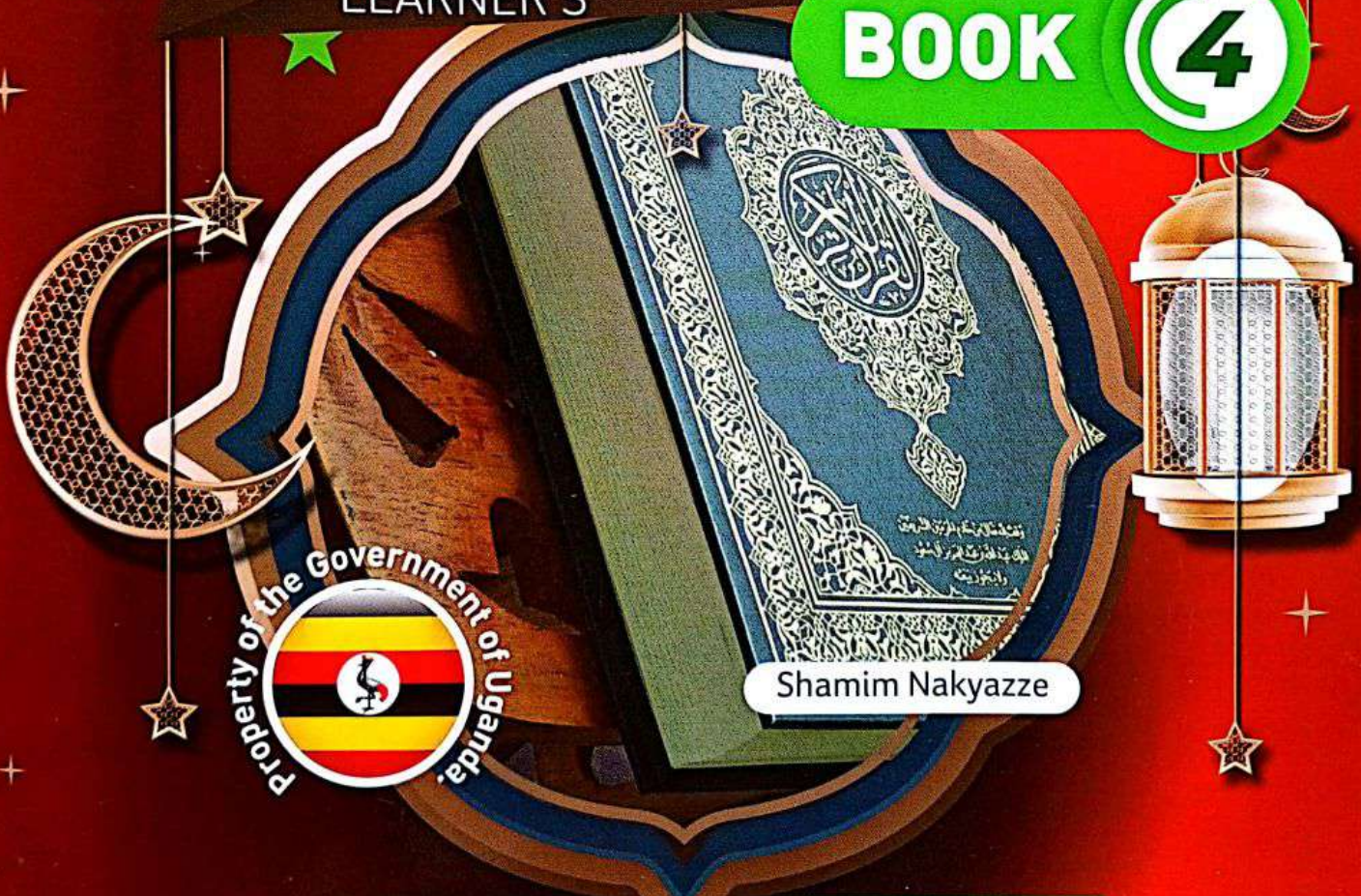
ISLAMIC RELIGIOUS EDUCATION

LEARNER'S

BOOK 4



Shamim Nakyazze

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Secondary

Islamic Religious Education

Learner's Book 4

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www.longhornpublishers.com

Longhorn Publishers (Uganda) Ltd
Plot 4 Vubyabirenge Road, Ntinda Stretcher
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Tel: +255 714 184 465
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www.longhornpublishers.com

Longhorn Publishers (Rwanda) Ltd
Remera opposite COGE Bank
P.O. Box 5910 Kigali, Rwanda
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Email: rwanda@longhornpublishers.com

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Preface

This Learner's book has been written in line with the revised Islamic religious education syllabus. The knowledge and skills which have been incorporated are what is partly required to produce a learner who has competencies that are required in the 21st century. This Learner's Book is meant to promote the spiritual and moral development of learners. It is also meant to enable them to engage in search of meaning, value and purpose in life.

The learner will explore and discover many things through the activities which will be conducted both within and outside the classroom setting. The activities will be done individually, in pairs and groups depending on the kind of the activity presented.

The teacher as a facilitator will prepare what the learners are to learn and this Learners Book and the Islamic Religious Education Senior Four syllabus book will both be used to support the teaching and learning process. In addition as the learning goes on the teacher will observe, converse and discuss with the learners.

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Theme: Man's Harmonious Co-Existence

CHAPTER 1 PEACE

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

May the peace, mercy, and blessings of Allah be upon you

Key words

- Peace (salaam)
- Conflict resolution
- Society
- Civility
- Harmony
- Negotiation

After studying this chapter and practicing its activities, you will be able to:

(a) appreciate the values of harmonious living, tolerance, dialogue, negotiation, conflict resolution and civility with regards to peace.

(b) understand that Islam is built on the foundation of peace (Salaam).

(c) appreciate the Islamic teachings on peace (Salaam).

(d) appreciate the struggle for peace as a way of promoting self-sacrifice and civility.

(e) understand the nature of traditional African peace building mechanisms.

(f) appreciate dialogue, negotiation and communication in the maintenance of peace.

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Introduction

In Islamic Religious Education Learner's Book Three you discussed work, leisure, wealth and development in all spheres, the traditional ways in which they were performed and according to Islam. These all contribute to one's survival and to earn a living.

In this chapter you will discuss how man can live with others in society peacefully, be equipped with understanding of peaceful methods of resolving conflict and maintaining harmony in society.

1.1:The value of harmonious living, tolerance, dialogue, negotiation, conflict resolution and civility with regards to peace

The way the vulnerable in the society should be helped

Do we realise that in our society we have physically and emotionally distressed people? Some of them are our school mates, family and society members. How have we helped them to survive, be protected and to live harmoniously with them?

Fig 1.1:

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Activity 1.1:

In pairs

1. Study the picture.
2. Brainstorm on why they are being given such items.
3. Identify other categories of people who deserve such help.
4. Brainstorm other ways in which the members of society in the figure should be helped.
5. If you were among the recipients of the items how would you feel about the givers?
6. Present your views to the class.
7. Write down in your note book.

Exploring the way vulnerable people in society should be helped using Surat An - Nisa 4: 97-99

Activity 1.2:

In groups

1. Trace from a translated copy of the Holy Quran Surat An- Nisa 4:97-99
2. Read the injunction, internalise and write it.
3. Identify the vulnerable people mentioned in the injunction.
4. How can you support members of the society who are stuck and need help?
5. Referring to the quotation, of what importance is forgiveness in society?
6. When the early Muslim community was tortured by the Meccan Quraish they migrated from Mecca first to Abbysinia and later on to Medina. Of what importance were the migrations to them and Islam?
7. Share your views.
8. Write down in your note books.

Islam emphasises equality and brotherhood and in such principles mankind is commanded to leave as brothers and sisters in Islam hence living in peace with all people including the poor, widows, refugees, children, people with disabilities, the elderly and the homeless who are vulnerable. They should be given protection, treated with kindness and supported with domestic needs.

"Believers are like parts of one building to one another; each part supports the others" Bukhari.

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Ways of reconciling the fighting groups

Activity 1.3:

In pairs; read the passage

Referring to the second pledge made by the Yathribites at Aqabah, Prophet Muhammad (PBUH) was invited in Yathrib (Medina). Among the reasons as to why he was invited was to reconcile the tribes of the Aus and Khaziraj which were at loggerheads. On reaching the Prophet drafted the Medina constitution as a means of settling their conflict.

Some of the Contents of the Medina Constitution

- The Muhajiroons and Ansars formed one Islamic brotherhood.
- The Quraish were not to be offered any refuge in Medina.
- The prophet was to be the head of the state.
- The Muslims and the Jews would each be responsible for their expenditures if attacked.
- None was supposed to go to war without Prophet Muhammad's permission.
- There was to be freedom of worship.
- A believer was not to kill another believer or support a non believer against a believer.

1. Read the terms of the constitution in the figure above.
2. List the terms that targeted to reconcile and create peace between the worrying groups.
3. Explain other methods of reconciliation practiced in your family and community.
4. In your opinion, do you think it is necessary to reconcile conflicting parties? Give reasons to your responses.
5. Make a brief write-up about how you would reconcile two classmates who have conflicted.
6. Share with the class.
7. Note down all your views.

After class work

1. Form a school club of your own interest and draft its rules.
2. Highlight on and how what measures will be taken to resolve it in case of a conflict.
3. Write in form of an essay.
4. Type in Microsoft Word.
5. Present to the teacher for more guidance.

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Activity 1.4:

In pairs

Using surah Al- Hujurat 49:9-10 in the activity;

1. Trace and read the Quran injunction in a translated copy of the Quran.
2. Brainstorm on what causes people to fight one another.
3. Using the Quran injunction how can you reconcile two fighting groups?
4. Brainstorm on other ways in which fighting groups can be reconciled.
5. Suggest the measures that can be put in place to control people fighting in the society.
6. Share with the class.
7. Note down agreed upon views.

Take home

1. Using the internet or textbooks, read about the Prophet's arrival in Medina, the problems he faced and how he solved them.
2. Note down all your opinions.
3. During the time for library research share with your friends.

Islam is a religion of peace. It encourages that there should be peace between mankind all the time. Prophet Muhammad (PBUH) always stood for peace and it is the reason why during his mission he signed many treaties like the treaty of Hudaibiyya.

However, when peace failed Muslims were allowed to fight back in their defense but should not be the ones to start fighting other groups as reflected in Surat.

Al- Hujurat 49:9-10

The Islamic government is supposed to keep good relations with neutral countries even when they are of non -Muslims. Mumtahna (60:8).

In case of problems between countries and the enemy country incline towards peace, it should not be fought, but rather the Islamic government is also supposed to offer good will for peace for the sake of humanity. Anfal (8:61).

Understanding that Islam is built on the foundation of peace (Salaam)

Islam is the religion which stands for peace and it is portrayed in the greeting of peace "Salaam".

The implication of Allah's name AS- SALAAM

Among the ninety nine Names of Allah is "AS- SALAAM" meaning Allah the "Source of peace".

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Activity 1.5:

In pairs

Fig 1.2:

Al- Salaam and Source Of Peace

1. Read the writings on the paper to your pair.
2. Brainstorm the reasons why Allah refers to Himself as the source of peace.
3. Demonstrate in your pair how Muslims greet with a peace greeting.
4. Of what importance is the peace greeting to the Muslim community?
5. How can Muslims promote peace through the greeting?
6. How would you feel if you saluted a peace greeting to someone and you do not get a response?
7. Explain ways how you can emphasise the practice of saluting the peace greeting in your school.
8. Present to the class.

Take home

In your free time visit the area Imam to explain to you more about Allah's name (AL-Salaam and the greeting representing peace).

Allah is As-Salaam. The one who gives peace and safety to mankind as reflected in Surah Al- Hashr 59:23.

Peace is the foundation of the society and therefore Muslims are enjoined to lead their lives in a peaceful way portraying Allah's name AS-Salaam.

When Muslims meet one another they should exchange greetings of peace and once one is saluted with a peace greeting he or she should return a better peace greeting

Surah An- Nisa 4: 86 says "when you are greeted with a greeting, greet in return with what is better than it".

In every end of prayer, peace is saluted and it is among the conditions for a valid prayer. Islam is peace and Muslims should live in peace with fellow Muslims and even the non-Muslims.

Peace promotes unity in the society, binds people together , promotes friendship and brotherhood in the community.

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The greeting in paradise

Mankind works hard to have a good earthly life and in the hereafter. All Muslims strive to have their abode in paradise the place of peace and joy in which the inhabitants will be treated pleasantly and greeted with a greeting of peace.

Activity 1.6:

In pairs

Read the story and respond to the tasks which follow

One day Halima and her friend Khadijah went to look for nice Muslim attires moving up and down shop to shop in Kampala city. They failed. They were then directed to a shop in one of the malls and on entering, the door had an electronic in-built greeting of peace. It pronounced "ASalaam alaikum warahumatulahi wabarakatuh". The two felt so happy, excited and smiled to each other as they replied the greeting.

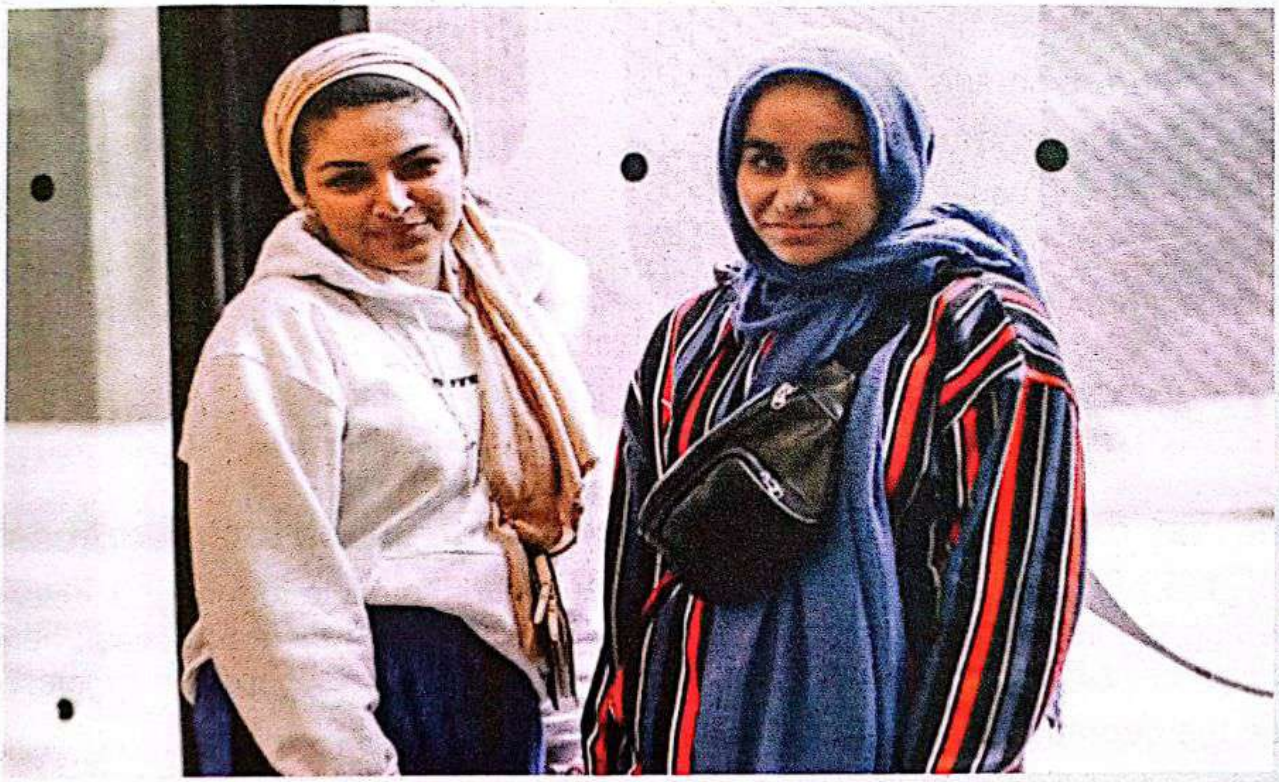

Fig 1.3:

1. Why do you think the owner of the shop installed the greeting in her door?
2. Explain why the girls were excited to hear the greeting.
3. Brainstorm other ways you can use to promote the greeting different from that of the story.
4. Suggest ways in which Muslims should promote peace in society.
5. Present to the class.
6. Note down.

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Activity 1.7:

In pairs

Use surah Ar- Ra'd 13:23 - 24 in the activity below

"Paradise (everlasting Gardens), which they shall enter and (also) those who acted righteously from among their fathers, and their wives, and their offspring. And angels shall enter unto them from every gate (saying) "Salaam Alaikum (peace be upon you) for you persevered in patience! Excellent indeed is the final home"!

In groups

1. Are you among those who will go to paradise?
2. What qualifies you to be among those who will go to paradise?
3. From the quotation, identify the people who will go to paradise.
4. Demonstrate how they will be greeted.
5. Why will they be greeted in a special way?
6. Where is paradise?
7. Why do we yearn for it?
8. How have you prepared for it?
9. Share with the class.
10. Record your views.

1.2: Appreciate the Islamic teachings on peace (Salaam)

The way one responds with peace and forgiveness to an aggressor

The persons or countries who attack others and lead them into torture and suffering are aggressors. Similarly the physical attack on any one is also an assault hence aggression. In the unit below we shall discover how one should respond to an aggressor.

Use the quotations in the activity below

"Keep to forgiveness (O Muhammad) and enjoin kindness and turn away from the ignorant" Surat Al- A'raf 7:199

"But whoever forgives and makes reconciliation, his reward is with Allah". Surat Ash-Shura 42:40 "Who repress anger, and who pardon men, verily, Allah loves the good doers".

Surat Al- Imran 3:134

1. Explain the Islamic teachings on aggression in the quotations above.
2. Describe the reward for those who forgive and promote peace among the fighting groups.
3. In order for one to forgive an aggressor, what aspects should one put into consideration?

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4. In your opinion, would you respond with peace to an aggressor?
5. Tell a story to the class of the scenarios where one responded with peace to an aggressor.
6. What lessons do we learn from the stories above?
7. Present to the class.
8. Note down.

Activity 1.8:

In groups

Read Surah Az- Zukhruf 43:89 to work out the activity.

"So turn away from them (Oh Muhammad), and say Salam (Peace) but they will come to know"

1. From the quotation, from whom was Muhammad being told to turn away?
2. Demonstrate the contents of the above quotation.
3. Why is Prophet Muhammad saying salaam in such a situation?
4. How would you respond if you were the one aggressed?
5. Of what benefit is peaceful response to
   (a) an individual?
   (b) society?
6. Present to the class.

The noise in paradise

Whoever obeys Allah shall enter paradise. In paradise there will be no noise, only salaam and it will be for the righteous. Every reader here is righteous so may we work extra hard to attain paradise the abode for enjoyment and place to stay forever.

Activity 1.9:

In groups

Using surat Maryam 19:61- 63 in the activity

Chapter/Verse	Contents	Teachings
Surat Maryam 19:61		
Surat Maryam 19:62		
Surat Maryam 19:63		

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1. Trace the quotations and insert them in the table above.
2. Identify the term given to people who will attain paradise.
3. Discuss the teachings about Salaam in paradise
4. Why will the people in paradise only hear Salaam?
5. List the kind of noise those in paradise shall not hear.
6. Explain the outcomes of staying in a place where people make a lot of noise which is indecent/ unlawful.
   (a) to the community
   (b) to the young generation
7. Explain the acts you perform that prepare you for paradise.
8. Record down in your note books.
9. Present to the class.

Righteous people do not quarrel with those who insult them, they only say salaam (let there be peace)

Activity 1.10:

In pairs

Read Prophet Muhammad's tradition and work out the task

"Do you know what is better than charity and fasting and prayer? It is keeping peace and good relations between people, as quarrels and bad feelings destroy mankind" Muslim and Bukhari

1. Refer to the above tradition.
2. List the virtues talked about in the quotation that a Muslim should posses in case of aggression.
3. Mention the aspects mentioned in the quotation that destroy societies.
4. Write a brief sermon you are to make to your family during your annual reunion with the theme "Salaam (Peace) the response to an aggressor and any misunderstanding".
5. Share and record down your views.

Activity 1.11:

In pairs, read the story below.

Najjuma Faridah tells a story of her wonderful learning experience in Marriage

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After my studies, my Auntie Namakula Hasfa introduced me to a man who I was going to get married to. I had always yearned to have my own home and planned to run according to my expectations. But on marriage to my surprise, my husband came back a little late at the first night and on inquiry he said was busy at work and I took it lightly. But as time went on, the behaviour continued and I felt the anger which made me burst out crying complaining about many things, why he left his newly-wedded wife at home, even referring far back the story of the first time of coming late. My husband never uttered anything but he only waited until when I kept quiet and he said "Asalaam alaikum warahumatullahi wabarakatuh my dear wife".

Fig 1.4:

1. Referring to Najjuma's story, what caused the complaints and crying?
2. What was the husband's reaction to the wife?
3. If you were Najjuma, how best would you have handled the matter?
4. Brainstorm on the outcomes of the husband's response.
5. If you were the husband to Najjuma, what would be your reaction?
6. Advise married couples on how to handle such misunderstandings.
7. Demonstrate the above incident to you pair and each member should orally express to the class how they felt.
8. Present your opinion in class.
9. Note down.

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Activity 1.12:

In groups

Surah Al- Furqan 25: 63 says

"The true servants of the most Merciful are those who behave gently and with humility on earth, and whenever the foolish quarrel with them, they reply with (word of) Peace".

1. Explain how true servants of Allah must behave during their earthly life even when mistreated.
2. What are the outcomes if one does not behave gently to another?
3. Brainstorm on any two ways used by Prophet Muhammad to create peace among the people of the society after mistreatment.
4. Type your work in Microsoft Word .
5. Present to the teacher for scoring.

Take home

Using text books or the internet read about the Prophet Muhammad's visit to Taif city.

Islam is very emphatic on and concerned with peace. The theme of peace is very important as it describes the real nature of Islam which is an expression of peace. In case of any misunderstanding Muslims should always stand in for peace.

Paradise will be the abode for the people who stand for peace with welcoming greetings of peace as per Quran Surat Ibrahim 14:23.

1.3: The struggle for peace as a way of promoting self-sacrifice and civility

Various methods of the struggle to attain peace

Peace is a requirement for one's survival and in instances where it is not attained it is man's responsibility to strive and acquire it.

Activity 1.13:

In groups

Read the statement and work out the activity

Prophet Muhammad (PBUH) from the beginning of his mission in 610 AD was challenged by the pagan Quraish. With the support from Allah he struggled to put Islam in place and at Peace.

1. Use the text book internet or the teacher's phone explain three instances describing how Prophet Muhammad (PBUH) struggled to attain peace.
2. Share your findings with the class.
3. Make essays, present them to the teacher for further guidance.

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Activity 1.14:

1. Trace Surat Al- Hujurat 49:9, Surat Al- Anfal 8:1 and Surat An- Nisa 4:35 from a translated copy of the Quran
2. How has Allah commanded Muslims regarding peace?
3. Allah says *"And if two parties or groups among the believers fall to fighting, then make peace between them both....."* Explain any scenario in your class when you lived to fulfill the quotation.
4. Brainstorm on the measures that can be used to bring peace in society.
5. Share your views with the class.
6. Write down your opinions.

Take home

Write an article on the promotion of peace that you are going to present at your village mosque where some of the members have had misunderstanding.

Prophet Muhammad's coming with the religion of peace planted the seed of forgiveness and harmony in the society. The Prophet of Islam was ahead of his times in promoting peace in society. When dealing with the non-Muslims and with the enemies during the war.

The Muslim community migrated to king Negus because of the increased tortures at Mecca to seek for a peaceful place. However the prophet remained behind.

Prophet Muhammad exercised and promoted peace amongst his companions. He preached religious tolerance. He retaliated the Meccan anger and persecution with peaceful methods such as the Muslim's migration to Abbysinia from Mecca, resorting to prayer and migrating to Medina.

1.4: Understand the nature of traditional African peace-building mechanisms

The traditional understanding of peace

Activity 1.15:

In pairs

Read the story as the support for the activity

I was employed in a village called Katalu and near a mosque where I performed prayers. There was a grand mother as its caretaker. After prayers she used to tell me stories of the past. The one on peace-building caught my attention and this is what I have to share. In their village of Kilungu was an energetic young girl very greedy and was never satisfied with what she possessed. She stole domestic animals, birds, food and cash crops from her people She did it tactically that she would announce herself leaving the village and returned in the night stole and fled and she would return claiming to have harvested from the visited farm.

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The people through their strong men once organised after she had left town to stay out of their homes at night with long sticks, pangas and small swords for protection until the thief was caught. Unfortunately she returned to repeat her routine. She was caught and presented to the village court which decided that she should plough gardens of those where she stole and also pay a fine and to clean the village paths for three months.

Fig 1.5:

Task

1. Read the story to your pair.
2. What measures were put in place after a wrong to bring peace?
3. If you were the thief, how would you feel about the incident?
4. Advise the people in our society who do not want to work hard.
5. Share with the class.

1.5:Dialogue, negotiation and communication in the maintenance of peace

Activity 1.16:

Pairs

1. Write a short play illustrating;
   (a) Formation of a blood pact.
   (b) Dialogue and negotiation of conflicting groups.
   (c) Ways through which people in traditional Africa were kept close by the blood pact.
   (d) Write a script for the play.

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Activity 1.17:

2. Present the plays in class.
3. The secretaries of the groups should write views presented by different groups in the plays.
4. Hand in the essays to the teacher for more guidance.

Take home

Using internet, textbooks and elders in the community, read about blood pacts and their value in bridging peace in society.

1. Explain the reasons why blood pacts faded away.
2. Write your findings in form of an essay.

The role of traditional/ cultural leaders in promoting peace in societies

Activity 1.18:

In groups;

Invite a resource person to explain to you the roles of a traditional leader in the traditional setting in promoting peace in society.

Activity 1.19:

In groups

1. Demonstrate the findings about the role of traditional leaders in promoting peace in the traditional society as explained by the resource person.
2. Write down in form of essays.
3. Type in Microsoft Word.
4. Submit to the teacher for scoring.

Traditional leaders are representatives` of the community and are responsible for mediating between the people, resolving conflicts in society, harmonizing community and ensuring justice in the community.

In Islam, leaders are empowered to administer laws and affairs of the state. They should be of good character and should be willing to serve. Their duties include enforcement of justice and punishment, providing security and appointment of the honest and competent in positions of trust.

The best example of leaders was Prophet Muhammad (PBUH). Muslims are encouraged to live by his examples if one is to attain paradise. "Surely you have got an excellent example in the messenger of Allah" **Surat Al- Ahzab 33:21**

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Peace and how it is maintained among young people, married people and society in general

Activity 1.20:

In pairs

Use the statement to work out the task

You have been part of a team at least in one or two activities.

1. Share with your pair the activities you involved in.
2. In a skit demonstrate the misunderstandings you were faced with, the causes and the reconciliation which was done to bring the team at peace.
3. Secretary should note down the views from the skit.

Activity 1.21:

Read the information in the paragraph below to help you in this activity

We all come from very many different families which have different backgrounds and relate differently. Once in a while they have got into misunderstandings.

1. Explain the things which usually cause family misunderstanding.
2. Identify methods that are used to make peace between the families.
3. In your opinion, explain why you think peace among families is required.
4. Present to the class.

Activity 1.22:

In pairs

Use the quotation in the activity

Quran Surat An- Nisa 4:36 says *"And do good to parents, relatives, orphans and neighbours"*

1. Explain the acts of peace that should be done to the categories of people above in the quotation.
2. What usually fails peace among the categories of people?
3. Brainstorm on the measures that can be put in place to ensure peace among the above categories of people.
4. Present to the class.
5. Note down your views.

Take home

Visit the Sheikh and consult from him the peaceful ways of living practiced by Prophet Muhammad (PBUH) and how he maintained peace among young people, his companions and society in general.

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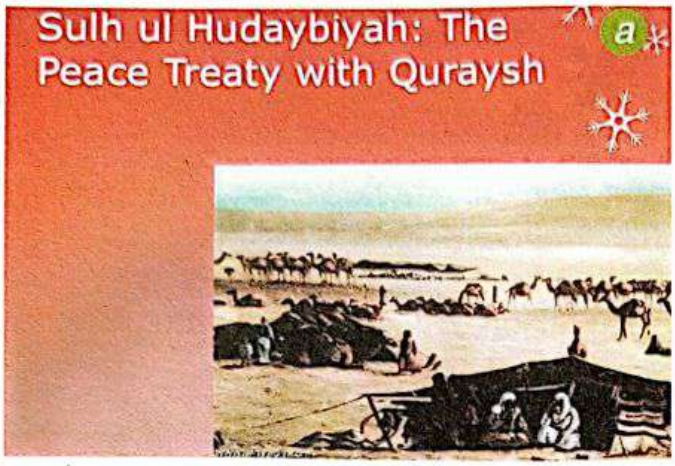
Activity 1.23:

In groups



Terms of Treaty of Hudaibiyah

1. The muslims would return to Madinah without performing umrah.
2. They would come for Umrah the folloeing year, and would stay in Makkah for only three days.
3. They shall not come bearing arms except the sword.
4. They would not take any Muslim living in Makkah to Madinah, and would not stop any mslim from staying in Makkah.
5. If any Makkan Muslim went to Madinah the Muslims would return him to Makkah, but if any muslim from madinah went to Makkat he would not be returned to Madinah.
6. The kuffar would neither attact Muslims nor help others against them, but would remain neutral in case of Muslims fighting a third party.
7. All the Arab tribes shall be free to enter into alliance with whichever party they like.

Fig 1.6:

1. Read the terms in the treaty above.
2. List the terms that were focusing on peace between the various tribes.
3. The treaty seemed not to favour Muslims but it was supported. Give reasons for your answer.
4. Identify the terms that seemed not to be fair to the Muslims.
5. Mention any individual in your school, home or community who has used peace to build harmony in any identified relationship.

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6. Explain why the Prophet saw victory through the treaty which seemed not to be fair.
7. Share with the class.
8. Note your views.

Sample Activity of Integration

Zawadi and Zaid Mugisha were all children of Mariam, grew up together happily. At adult stage Zaid took his brother's son to work together. Unfortunately Abdul, Zawadi's son was electrocuted at Zaid's workshop. This created a sore relationship between the two brothers, to an extent that when Zawadi lost a son, Zaid did not attend the burial.

Fig 1.7:

Task

As the area Imam, prepare an advisory speech to the family at the funeral on how to end their sore relationship.

Chapter Summary

In the preceding chapter, you have learnt the Islamic teachings on peace (Salaam), that Islam is built on the foundation of peace (Salaam), the struggle for peace as a way of promoting self-sacrifice and civility, the values of harmonious living, tolerance, dialogue, negotiation, conflict resolution and civility with regards to peace, the nature of traditional African peace building mechanisms and understood the importance of dialogue, negotiation and communication in the maintenance of peace. The knowledge, skills and values acquired should be a guide in solving the day today issues in society pertaining peace.

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Theme: Man's Harmonious Co-Existence

CHAPTER 2 JUSTICE

After studying this chapter and practicing its activities you will be able to:

(a) appreciate Islamic teachings about justice.

(b) understand the concept of justice to encourage self control, love, fairness and respect for others.

(c) know the correct ways of achieving justice to develop integrity, endurance and truthfulness.

(d) appreciate the value of a just society to attain joy, friendship and gratitude.

(e) appreciate the traditional African understanding of justice.

Key words

- Fairness
- Injustices
- Justice
- Judgment
- Human right
- laws

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Introduction

Allah has commanded justice, the doing of good to one another so as to maintain peace in society. In this chapter, you will be equipped with Islamic teachings about justice, understand the value of a just society and how fairness should be maintained in society. This will place in a state of being able to implement justice.

2.1: Appreciate Islamic teachings about justice

Allah enjoins mankind in the Holy Quran and Prophet Muhammad (PBUH) in his traditions to exercise justice in all aspects of life.

Using Surat Al- Nahl 16:90 to Understand Allah's command of justice and fairness

Justice means treating everyone and everything with fairness. Any path leading to justice is a path of Islam and should never be opposed.

It is everyone's right to see justice done.

"Oh you who believe, Stand out firmly for justice and witness to good, even against yourselves or your parents, kin and whether it be against poor or rich..."
Surat An- Nisa 4:135

Put any two posters on justice;

(a) World justice day let justice be for all
(b) Bring justice for all
(c) Justice is for everyone
(d) The right to justice
(e) We need social justice
(f) Stand for justice
(g) Use your privilege to fight for justice.

Activity 2.1:

In groups;
Read the passage and respond accordingly
A representative of the S.4 candidates of Shaban college wrote a statement to the police officer claiming that students paid money for a trip to Kabalega national Game Park. All plans were made but just a week to the trip, schools were closed and we went into a lock down because of the outbreak of the corona virus. On return when schools opened, the conditions and time could still did not allow the trip because of the forthcoming exams. Then students requested for a refund from the patron. He only chased us out of his office. He said he knew what he will do. Some of the learners lost their patience. They started shouting, abusing him, throwing stones on the office roof top and planned to strike.

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Fig 2.1:

1. Why do the learners need justice?
2. Were they right to act that way?
3. How would you have addressed the issue?
4. Considering the patron and the learners, who made the right reaction to the issue?
5. If you were the patron, how would you have reacted?
6. Write a letter to the head teacher requesting for justice.
7. Type it in microsoft word.
8. Present it to the English teacher for scoring.

Activity 2.2:

In your groups;

1. In pairs, trace Surat Al- Nahl 16:90 and Surat An-Nisa 4:58 in the Holy Quran Read it to your partner.
2. Brainstorm to whom Allah has enjoined justice.
3. Explain the different instances in which one should exercise justice.
4. Discuss why mankind sometimes fails to be just.
5. What measures should be in place to ensure that justice is implemented?
6. Share with the class.
7. Write in your note books.

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The Islamic moral system commands Muslims to be just. This is because justice is very important in maintaining peace in the society. **Allah says** *"And when you judge between man and man judge with justice"* **..Surat An- Nisa 4:58**

Justice must prevail to have harmony in the society for all individuals such as husband and wife, employer and employee, the leader and the led in all their relations.

How Allah sealed His word with truth and justice

Activity 2.3:

Read the quotation below and come up with responses

"O you who believe! Stand out firmly for justice and witness to good, even against yourselves or your parents, kin and whether against poor or rich" Surat An- Nisa' 4:135

1. List the categories of people mentioned in the quotation to whom one should exercise justice.
2. Identify other categories not mentioned but commanded by Allah to extend justice to them.
3. Mention the good acts one can perform that reflect justice.
4. Brainstorm on the seal on justice reflected in the quotation.
5. Share with the class.
6. Write the agreed upon issues .

Activity 2.4:

Work in pairs

1. With your pair trace surat Al- An'am 6:152 and surah Al - Ma'idah 5:42
2. Read the Quran verses and write them down.
3. Why does God love those who judge in equity?
4. What other acts of justice does Allah love?
5. List the vulnerable people mentioned in the verse and how justice should be extended to them.
6. Discuss how beneficial is implementation of justice to the community.
7. Present to the class.
8. Note down.

A true Muslim is not allowed to follow his own desire but to do only what God wants. Allah requires mankind to practice justice all the time. He says He is only one God and that His words have been filled in truth and justice in the Holy Quran **"God commands justice, the doing of good"... Surah Al- A'raf 7:29**

Prophet Muhammad (PBUH) throughout his mission was truthful and just , it is the reason why he was given the title Al- Amin.

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Using surat An-Nisa 4:3 to explore the way Justice is the main element of domestic relationship

In Islam maintaining domestic relation is paramount. If society is at peace the relation with one another is firm then justice is confirmed and it is key. Allah enjoins justice and kindness to all mankind.

Activity 2.5:

In your groups;

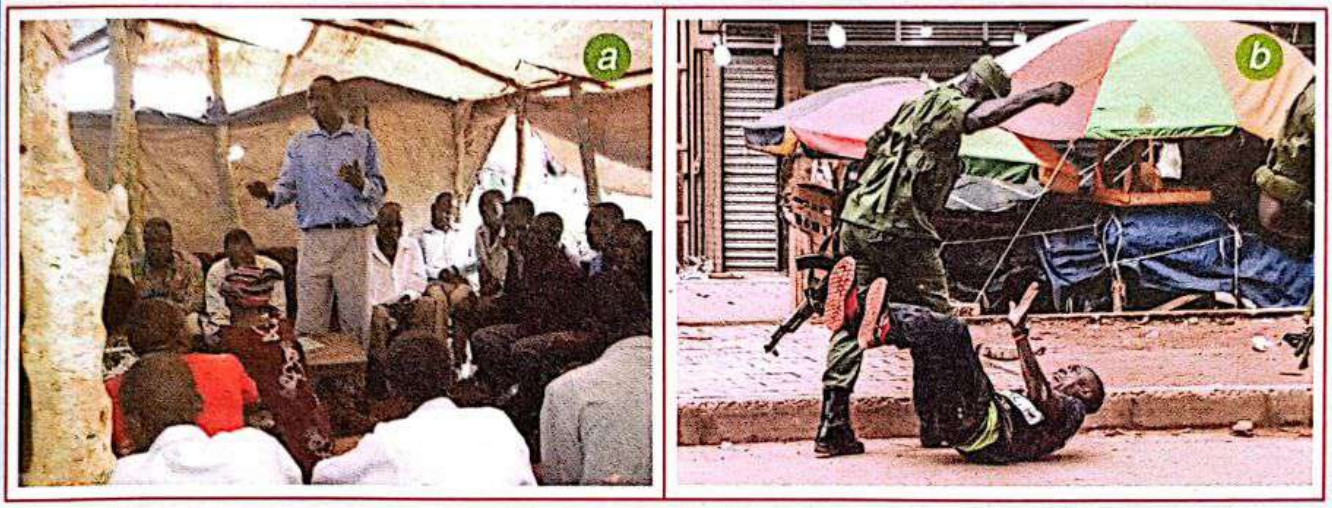

Fig 2.2:

In your pair;

1. Explain what is taking place in the figure.
2. In which figure is justice exhibited?
3. What is the evidence of injustice?
4. What are the likely outcomes of the injustice in society?
5. How would you advise members who are being unjust to others?
6. Present to the class.

Activity 2.6:

Read the verse below to guide you in the activity

surah An- Nisa' 4:3

"If you fear that you shall not be able to deal justly with the orphan (whom you marry or whose mothers you take as wives for you), marry women of your choice, two or three, or four, but if you fear that you shall not be able to deal justly (with them), then marry only one, or (a captive) that your right hand possesses. That will be more suitable to prevent you from doing injustice".

In groups

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1. Identify the categories of people mentioned in the verse above to whom justice should be extended.
2. At your school identify the categories of people to whom you think justice should be extended.
3. Describe the efforts made by the school and student bodies to keep good relations with any one category of people mentioned above.
4. Why do you think Quran emphasises justice to the mentioned individuals?
5. Present to the class.
6. Note down agreed upon views.

Justice must prevail even when one's interest is affected

Allah has commanded Muslims to be just and fair when dealing with fellow humans and not to follow their own desires.

Activity 2.7:

In pairs

Read the quotation presented below

"O you who believe! Stand out firmly for justice and witness to good, even against yourselves or your parents, kin and whether against poor or rich" Surat An- Nisa 4:135

1. Explain scenarios to your pair when you stood for justice against your interest.
2. What would be the outcomes if you judged the poor unfairly against the rich?
3. Identify categorises of people you cherish but for matters of justice you will not stand by them.
4. Apart from the above mentioned groups of people, what other groups of people not mentioned would you stand in for justice?
5. What advise would you give to members who never judge against their interest ?
6. Share with the class stories of the prophet on justice.

Take home

1. Using the internet and text books make a write up on Prophet Muhammad (PBUH)'s implementation of justice.
2. Identify the practices of justice you wish to borrow and use in your school court or disciplinary sessions.
3. Write the practices in form of an essay.

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2.2: Understand the concept of justice to encourage self control, love, fairness and respect for others

With justice in society there is peace reflected when people refrain from harming others, strengthen brotherhood, and respect others in all aspects. If the members are unjust to one another the society turns out to be chaotic, dishonest, repulsive, untrustworthy and undesirable. Let us live in a society that propagates peace, fairness and tranquility.

Identifying and recording examples of injustices in society

Delay of justice is injustice and all acts in that category are unfair and Islam prohibits them. Let us discover more in order to create room to fight the injustice.

Activity 2.8:

In pair

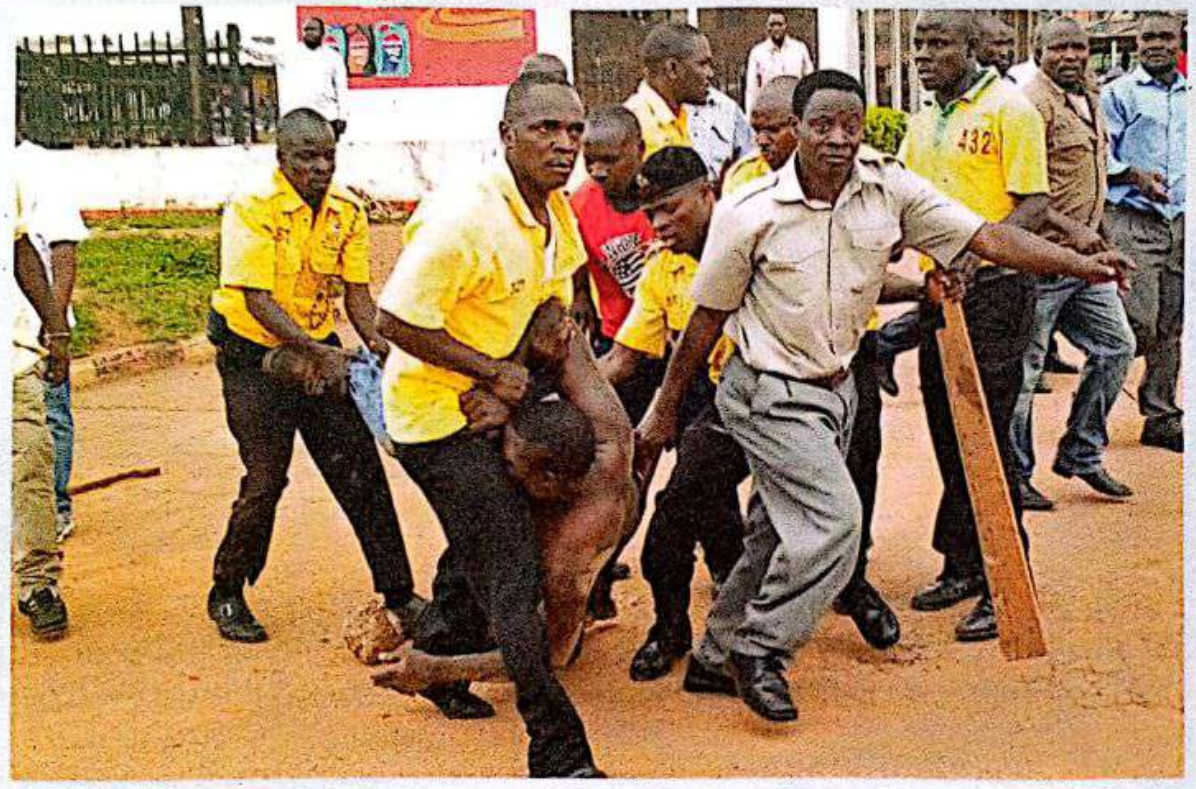

Fig 2.3:

1. Who is being treated unfairly?
2. What are the injustices reflected in the figure above?
3. Why are the people treated in such a way?
4. Explain the various injustices that take place in your community.
5. Brainstorm on any two injustices you have faced in your school since you joined and how they were solved.
6. Advice the security officers on a better way of conducting their duties.
7. Share with the class.

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Activity 2.9:

In groups, read the passage below.

Use the passage in this activity

In the pre- Islamic days of Arabia, the Arabs socially were divided into three classes and in the third class were the slaves, women and the poor. These had no freedom to worship, to participate in politics, trade or socialise. They were not supposed to share with their masters anything, not to be married apart from themselves, were to do heavy work without payment, never given medication, clothing and good feeding.

Heavy punishments were administered to them and never given time to rest.

1. Identify the groups of people treated with injustice.
2. Why were they treated in such a way?
3. List other forms of injustice experienced by the groups of people above. Use a table.
4. Prophet Muhammad (PBUH) at one time remarked when people undermined servants; *"What has happened to the people that they abstain from work which I myself do? And by God I have more knowledge and fear of God than you"* (Bukhari and Muslim.)

Using the tradition explain why people undermine and mistreat servants.

5. Discuss how lives of servants should be made better.
6. Share with the class.
7. Note down the views.

Take home

1. Referring to the text books and the internet, search and read about the injustices that were imposed on the people of the third class during the Jahilyah period and how Prophet Muhammad rescued them.
2. Note down your views.
3. Present to the teacher for more guidance.

Islam is against injustice of all kinds injustices because they destroy society, disunite the people, cause a lot of chaos and destruct peace. Allah in the Quran Says

"...Forbids all shameful deeds and injustice". Surah Al- Nahl 16:90

The dangers of injustice in society

Islam emphasises justice and any matters that can lead to injustice are forbidden and it is the reason why Justice must be extended to all people as soon as it is required for delayed justice is injustice.

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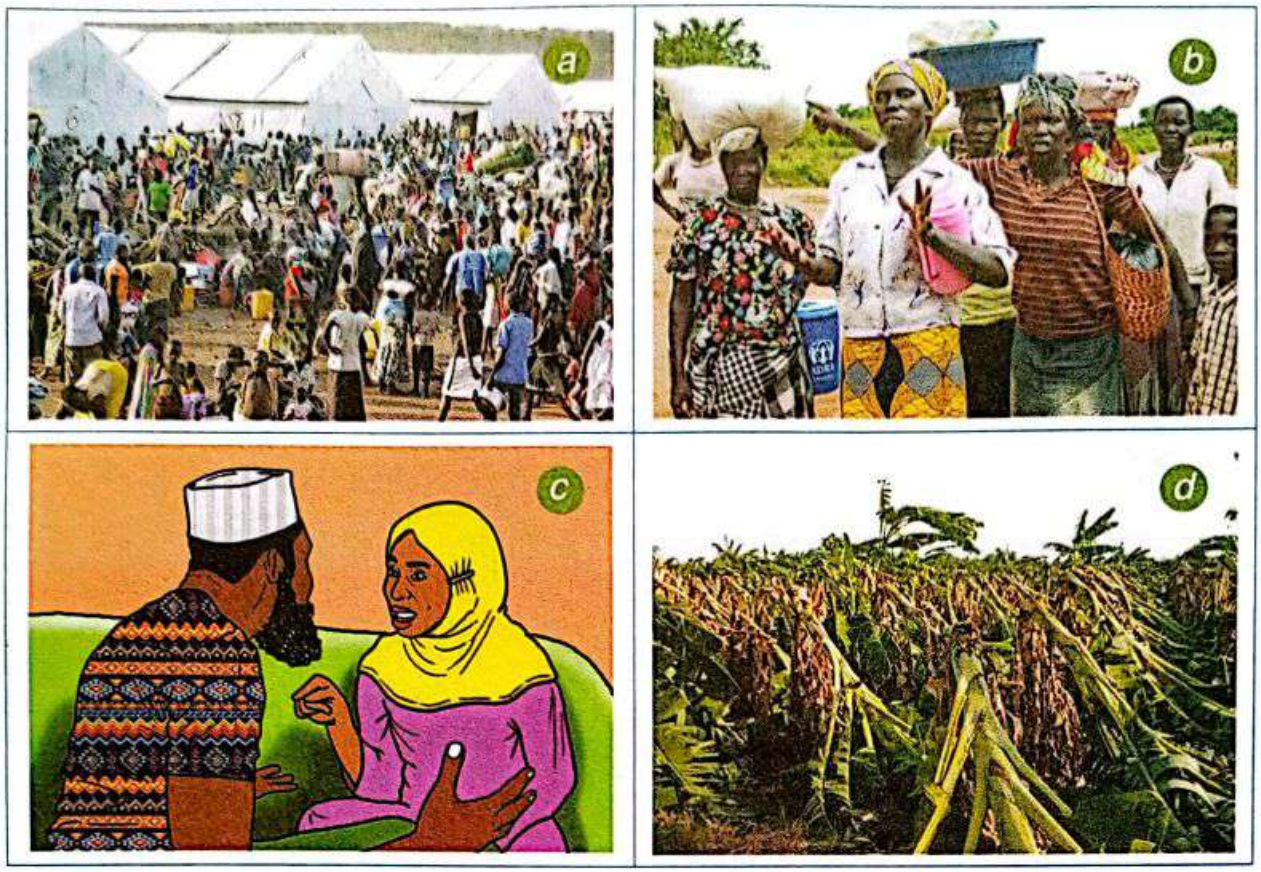

Fig 2.4:

1. Study the pictures in figure 2.4.
2. Using a table identify the injustice and the likely results of such injustice in the community.

Injustice	Effect of injustice

3. Use the table to illustrate the injustice and the danger it causes using the figure above..

Injustice	Danger	How it could be overcome

4. In your opinion suggest what should be done to prevent such acts in your community.
5. In pairs, brainstorm an injustice you have experienced in your school or community.
6. What were the dangers that arose from it.
7. Explain other forms of justice and the dangers arising from them.
8. Share your views with the class.

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The need for laws in society to maintain justice

Activity 2.10:

In pairs read the statement and give the required response

When I was growing up at home our father set laws that all people had to follow. This is what exactly happens in various homes for a harmonious living.

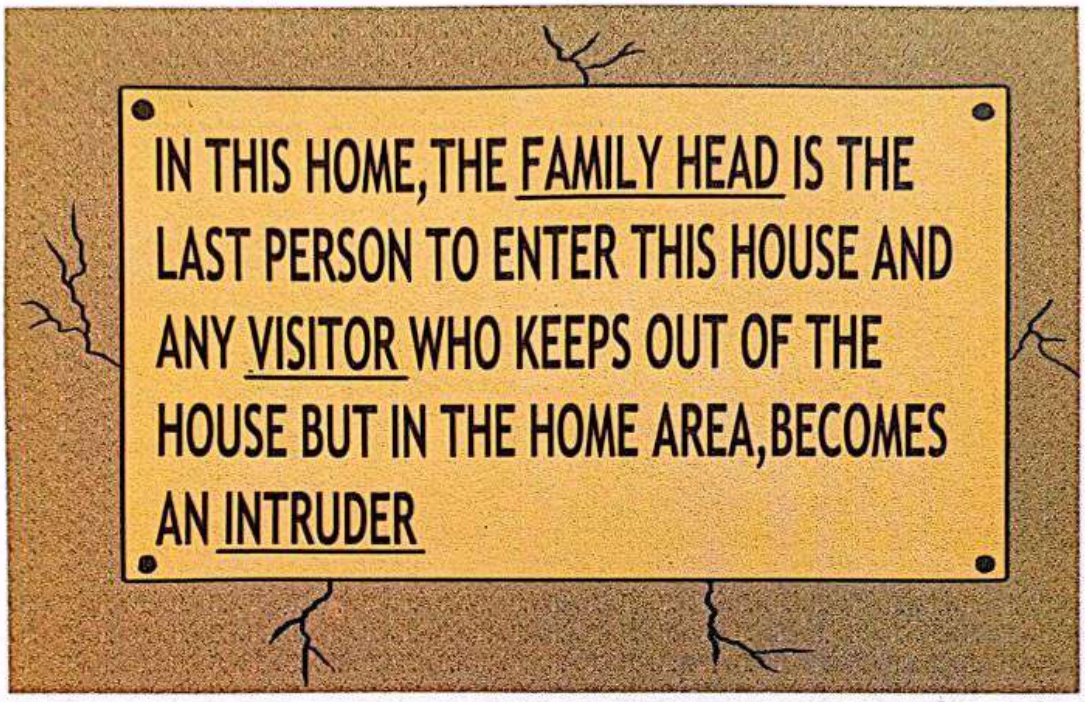

Fig 2.5:

1. Share experiences of the laws followed at your home.
2. How are the people who go against the laws treated?
3. Explain how the laws helped to keep good relation in families.
4. Present to the class.

Activity 2.11:

Read the statement

The system of rules which a particular country or community recognizes as regulating the actions of the members which it may enforce by the imposition of penalties.

1. Brainstorm the laws you would impose in your community if you were chosen as the LC1.
2. Suggest possible penalties you would give to those who go against the law.
3. In your opinion, do you think it is important to have laws in the society?
4. Design a plate with a set of laws you will present to the LC1 of your village to hand in the office for awareness to the society members.

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All people were to form one political Ummah.

The Quraish tribe like Banu Asad were to be responsible for their expenditures.

The Jews were to help Muslims.

[illegible] except with the permission of the Prophet.

[illegible]

brainstorm on the laws you could use to start a company. In your opinion do societies need laws and why?

4. How useful was the [illegible] Pledge to you?

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Activity 2.12:

In groups

Use the story to attempt the task

The Prophet (PBUH) migrated to Yathrib in 622 A.D. Upon his arrival was a warm welcome of singing and drumming "Matali.".

However a few days later he realised many problems like to gurantee freedom of worship since Medina had many religions, to ensure maximum peace, the prophet had to forge ways of ending all the social evils in the city of Medina. He also had a task of settling the social conflicts between the Aws and Khaziraj tribe .

To solve the most of the problems of the time, he used the Medina charter or document which was drafted by the Prophet in 622 A,D. It had terms like;

Terms

All people were to form one political Ummah.

The Quraish and the Banu-Auf were to be responsible for their expenditures.

The Jews were to help Muslims.

No one was to go for war except with the permission of the Prophet.

Neiher the Quraish nor their alles were to be offered refugee or shelter.

The Jews and Muslims were to help one another in case of a war.

Medina was to be treated as a Holy place.

It was made unlawful for one to commit fornication or any act of injustice or evil.

Religious freedom was declared.

The constitution was not to protect anyone who committed crimes in society or violated the lines.

1. Note down the laws that focus on making peace and justice in society.
2. Identify similar laws on justice that you have interacted with.
3. Using the knowledge you have acquired in your entrepreneurship lesson, brainstorm on the laws you could use to start a company. In your opinion do societies need laws and why?
4. How useful was the constitution to the people of Medina?
5. How did the above terms in the charter help in bringing justice in society?
6. Present to the class.

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Activity 2.13:

During the Covid 19 pandemic which hit the world hard in 2019 - 2020, countries went into the lock down and there were laws put up in place in different countries to follow.

1. Brainstorm on the laws which were imposed on the Ugandans after the Covid 19 lock down.
2. Mention those that were put to implement Justice.
3. List those you think needed to be added on the list.
4. How would you treat members who went against the laws?
5. Share with the class.

Non- violent ways of achieving justice

Activity 2.14:

In pairs

Use the figure to work out the task.

Fig 2.6:

1. In the figures above, which means of acquiring justice is suitable?
2. Support your response.
3. What are the likely outcomes of picture (b)
   (a) to the members involved.
   (b) to the community.
4. If you were a parent and you found your son in act (b), how would you handle him?
5. Design an awareness massage on how to attain justice in ways that are not violent and pin it in the class notice board.
6. Share with the class.
7. Write your views in a notebook.

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Activity 2.15:

In groups

Use the passage to work out the activity

In 628 A.D the Muslims wanted to actualize the Prophet's dream. They decided to leave Medina to Mecca for Umra. They camped at Hudaibiyyah. They sent one of them to request for permission from the Meccans which was turned down. This rose anger of both the Prophet and his companions. It was calmed by accepting the hudayibiyyah treaty that seemed unfavourable at that time.

1. Why was the prophet always against using violent methods to attain justice?
2. What lessons do we learn from this practice?
3. How did this technique contribute to the Prophet's mission?
4. Present to the class.

Take home

Imagine you are working in one of the areas in the country with people who are violent and have always used violent ways to attain justice, but because of its effects you need to sensitize them on non- violent ways of attaining justice.

1. Write an essay you are to present to them as sensitization on their violent ways of attaining justice.

Duties of the Ministry of Justice

Fig 2.7:

To implement justice one must know his or her rights. In this session you will explore the Ministry of Justice and its duties and the rights there in.

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Activity 2.16:

Last Sermon of the Messenger of Allah, Muhammad صلى الله عليه وسلم (Peace Be Upon Him)

This sermon by Prophet **Muhammad** صلى الله عليه وسلم was given Ninth Day of *Dhul Hijjah*, 10 H (*Hijrah*) (632 CE) in the *Uranah* valley of Mount *Arafat* in *Makkah*. It was the occasion of the annual rites of *Hajj* (the pilgrimage). It is also known as the Farewell Pilgrimage.

After praising, and thanking Allah, Prophet صلى الله عليه وسلم *, began with the words.*

"O People! Lend me an attentive ear, for I know not whether after this year I shall ever be amongst you again. Therefore, listen carefully to what I am saying and take these words to those who could not be present here today.

"O People! Just as you regard this month, this day, this 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. Remember that you will indeed meet your Lord, and that he will indeed reckon your deeds.
"Allah has forbidden you to take usury (interest); therefore all interest obligations shall henceforth be waived. Your capital is yours to keep. You will neither inflict nor suffer any inequity. Allah has judged that there shall be no interest and that all the interest due to Abbas bin Abd al-Muttalib (Prophet's uncle) be waived.

"Every right arising out of homicide in pre-Islamic days is henceforth waived and the first such right that I waive is that arising from the murder of Rabiah bin al-Harithah.

"O Men! The unbelievers indulge in tampering with the calendar in order to make permissible that which Allah forbade, and to prohibit which Allah has made permissible. With Allah the months are twelve in number. Four of them are holy, three of these are successive and one occurs singly between the months of *Jumada* and *Sha'ban*.

"O People! It is true that you have certain rights with regard to your women But they also have rights over you. Remember that you have taken them as your wives only under Allah's trust and with His permission. If they abide by your right then to them belongs the right to be fed and clothed in kindness. Do treat your women well and be kind to them for they are your partners and committed helpers. And it is your right that they do not make friends with anyone of whom you do not approve, as well as never to be unchaste.

Reason well, therefore, O People! And understand words which I convey to you. **I leave behind me two things, the Qur-an and my Sunnah (i.e., Prophet's sayings and deeds) and if you follow these you will never go astray.**

"O People! Listen to me in earnest, worship Allah, say your five daily prayers, fast during month of *Ramadan*, and give your wealth in *Zakat* (obligatory charity). Perform *Hajj* if you can afford to.

Learn that every Muslim is a brother to every Muslim and that the Muslims constitute one brotherhood. Nothing shall be legitimate to a Muslim which belongs to a fellow Muslim unless it was given freely and willingly. Do not therefore do injustice to yourselves.

Then the Last Prophet concluded his last message by raising his finger to heavens: "Be my witness O Allah, that I have conveyed your message to your people." Peace be upon him.

Fig 2.8:

In groups

1. Read the contents of the figure above.
2. Use the table to identify the categories of people talked about and their rights mentioned.

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3. Are there rights similar to those stated by the human rights? List them.

Category of people	Rights mentioned

4. Share with the class.
5. Write down.

Activity 2.17:

Read the hand out about the Ministry of Justice

1. List its duties.
2. Identify which of the laws;
   (a) favours you as a student.
   (b) favours your parents.
3. Which laws need to be added at the village level to help implement justice?
4. Suggest a department to be created that can work with the human rights at community level to implement justice.
5. Mention the duties it is to perform .
6. Share and present the final views to the class.
7. Write in your note books .

In Uganda the Ministry of Justice is called "Ministry of Justice and Constitutional affairs". It is a department of the government of the Republic of Uganda. It is to promote and facilitate an effective and efficient machinery capable of providing a legal framework for good governance and delivery of legal advice and services to the government.

It provides technical advice on matters of law to the government.

It advises government on the interpretation of various provisions of the constitution and other laws.

The Ministry represents government in civil suits for and against the government, drafts bills and administers the estates of the deceased. In general it ensures constitutionalism, rule of law and due process.

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Duties of the Human Rights Commission.

UGANDA HUMAN RIGHTS COMMISSION

The roles of the Commission

1. **A catalyst for change**, enabling and encouraging improvement by bringing people together to devise solutions, and building capacity in other organisations to help them to effect change. Where appropriate, we conduct inquiries to explore systemic issues gather evidence and develop possible solutions.
2. **An information provider**, helping people understand their rights and responsibilities and improve compliance with the law.
3. **An influencer**, using our legal expertise, research, insight and analysis to influence public policy and inform debates.
4. **An evaluator**, monitoring the effectiveness of the laws protecting people's rights to equality and human rights, and measuring progress in society.
5. **An enforcer**, using our strategic enforcement powers selectively to protect people against serious and systemic abuses of their rights and to clarify equality and human rights law, alongside our efforts help organisations to comply with equality and human rights standards.

Activity 2.18:

In groups

Read the statement and respond accordingly.

The police personnel in charge of the Eastern region visited Ngora along with his sign language interpreter to visit the Deaf community there and discuss issues pertaining to their rights. A number of them turned up for the cause.

1. In which category of people do the deaf belong?
2. What are some of their rights that you know?
3. Identify the rights that they are always denied.
4. List the rights of;
   (a) children
   (b) women
5. List the duties of the Human Right Commission in the flyer.
6. All those rights should be typed and printed on A4 and pinned on the school notice board to create awareness.

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Activity 2.19:

In groups

1. Listen to the audio played by the teacher on human rights.
2. Each group should summarise the roles of the human rights commission and key issues therein.
3. Type in Microsoft Word.
4. Identify a member to make a presentation to the whole school in the next guidance and counseling session.

Activity 2.20:

In groups

The story that follows is your support to the next activity. Read it.

In my home town we lived near an old woman who we all referred to as grand "maama", she lived alone because his only son had left Kampala to work in Sudan. That's where he married until when bad news reached the old woman that the son had died after being attacked by the rebels and his wife. The deceased left behind a son whom the grand "maama" raised and loved so much. Unfortunately because of the love, she did everything for the boy from domestic chores to fighting his battles with the peers.

The boy took it for granted and as he grew older he started bullying the old woman to attend to his needs of serving food, washing clothes and preparing the bed and giving him money for his sustenance. As grand "maama" grew older she became weak and couldn't handle the demands any more. She reported the case to the LC1 so that she could get support.

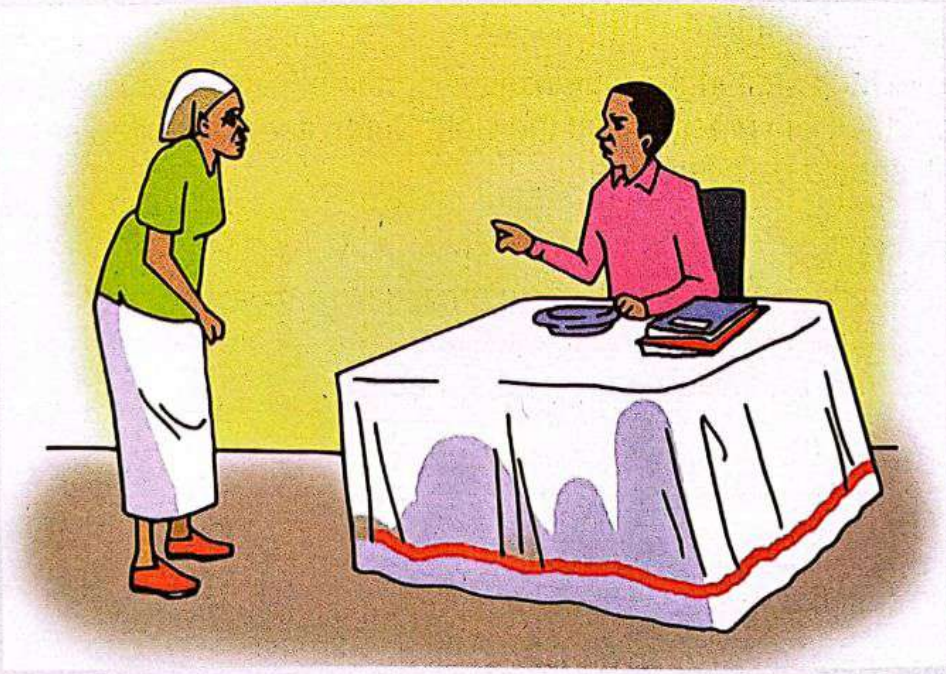

Fig 2.10:

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1. Of the two, who was denied his or her rights?
2. Identity the rights of the old woman.
3. The rights of the young man.
4. If you were the LC1 Chairman, whom would you support?
5. Present to the class.

Learning Facts

In any legal system, respect and protection of human rights should be guaranteed but it is through availability of effective judicial systems.

Awareness on media, at the courts of law, police stations and all authority offices has been made so that nationals get to know their rights.

There are a number of institutions that have been formed to implement justice like the Human Rights Commission which is the body that monitors human rights in Uganda and the Uganda police force.

The Human Rights commission investigates the violation of human rights, visits jails, prisons, and places of detention or related facilities with the view of assessing and inspecting conditions of the inmates and make recommendations. It establishes a continuing program of research, education and information to enhance respect of human rights.

In The Medina Constitution/covenant, Prophet Muhammad (PBUH) highlighted the rights of all the people with whom they lived in Medina so as to live in peace and harmony.

Importance of justice as expressed in the Holy Quran and how to overcome injustices in the society

Justice is a central theme in the Quran dictating the principles of law, justice and how Muslims should put it in practice and the Holy Quran itself has cited several injustices and how they should be overcome.

Activity 2.21:

In groups

Use the injunctions below to respond to the activity

Surat Al- An'am 6:152
Surat An- Nisa 4:135
Surat Al- Ma'idah 5:9
Surat Al- A'raf 7:29

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1. Read the injunctions from the translated Quran.
2. Describe Allah's commands on justice in the injunctions above.
3. Explain the importances of justice as revealed in the injunctions.
4. Mention any injustice taking place in your community.
5. Suggest ways they can be overcome.
6. Share your views with the class.
7. Write them down.

Take home

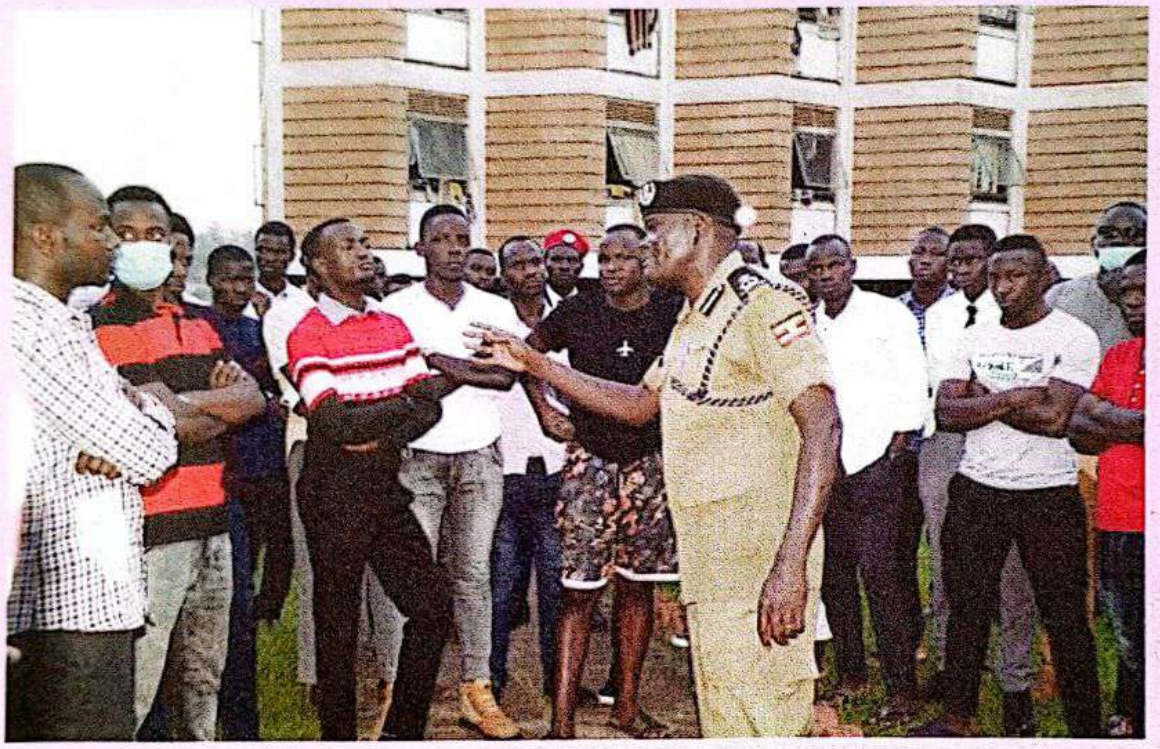

Fig 2.11:

1. Have a dialogue with the officer in charge at the nearest police station in the Family Protection Unit.
2. Consult about the major injustices in families.
3. What causes them and how are they solving cases of injustice.
4. Inquire about the effects of the injustices in families to;
   (c) the children
   (d) parents
   (e) society
5. Type the findings in Microsoft Word.
6. Present to the teacher for scoring.

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2.3: Knowledge of the system of justice, have a sense of integrity, order and truthfulness

Identify justice (Adl) as a universal value of providing rights to justice is for all. However, to achieve it, one is offended he or she must pass through the right channels to achieve it. Using the wrong way to achieve justice may lead to "false justice".

In this unit we seek to discover the right and wrong ways of achieving justice.

Prophet Muhammad (PBUH) in his last sermon emphasised justice and he encouraged the companions present to spread his message which targeted all mankind, to understand justice and be able to implement it.

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2.3: Know the correct ways of achieving justice to develop integrity, endurance and truthfulness

Identifying successful and unsuccessful ways of achieving justice

Justice is for all mankind. However, to achieve it, if one is offended he or she must pass through the right channels to achieve it. Using the wrong ways to achieve justice may instead lead to more injustice.

In this unit we need to discover the right and wrong ways of achieving justice .

Prophet Muhammad (PBUH) in his last sermon emphasised justice and he encouraged the companions present to spread his message which targeted all mankind, to understand justice and be able to implement it.

Fig 2.12:

Activity 2.22:

In pairs, Use the figure above and respond to the tasks

1. What role do police officers play in implementation of justice?
2. Describe the ways of achieving justice as reflected in the figure.
3. Brainstorm on the unsuccessful ways of attaining justice used by people in your community.
4. If you are a police officer in your community, give five ways you would use to ensure proper justice is achieved.

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5. Mention the things which affect successful justice.
6. Give ways in which these can be overcome.
7. Write down the views agreed on in form of an essay.
8. Present to the teacher.

Activity 2.23:

In groups

Read the passage and attempt the task

In the Hudaibiyya treaty in 628A.D, it was agreed that the Muslims and Meccans get allies. As a result the tribe of the Banu Bakr allied with the Meccans and the tribe of the Banu Khuza allied with the Muslims. Later the Banu Bakr along with their supporters the Meccans attacked the Banu Khuzah and killed many of them. They reported to the Prophet who gave the Meccans conditions of;

1. Identifying those wrongly killed and give compensation.
2. withdraw their support to the Banu Bakr.
3. declare the treaty of Hudaibiyyah null and void.

Task

1. Who desired to have justice and from where?
2. Which methods were used to successfully acquire justice?
3. In which other ways should one attain justice successfully?
4. In your opinion, how would you demand for justice if you were a Banu Khuzah?

Role of government in upholding justice in society

The government bears responsibility to legislate, enforce, and adjudicate public laws for safety, welfare and public order for every one within the jurisdiction. The guiding principle for such laws is public justice.

Prophet Muhammad (PBUH) during his time he used the Medina charter to up hold justice among the people. He often refered to the Holy Quran as the guidance to the believers as stated in Surat Al- Baqarah 2:2

Activity 2.24:

In pairs

1. Brainstorm on how the government implements justice.
2. It is the World Justice day and you are the Minister of Justice. Prepare a speech to the nation on how government has upheld justice.
3. Type in Microsoft Word.
4. With the help of the English teacher let the speech be scored.

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Activity 2.25

Fig 2.13

A personnel from the ministry of justice has been invited to your class to explain what government has done to implement justice.

Activity 2.26

In pairs

[illegible]

group pres[illegible]

Activity 2.27

In pairs

Read the story below and work out the task.

Prophet Muhammad (PBUH) as a political and Religious leader of the Muslim Community ensured that justice prevailed throughout the Islamic state. He preached against social, economic, political and religi[illegible] practiced by the Jahiliyah society. Which people were [illegible]

2. Write the social acts of justice that the Prophet implemented and are still practiced in your society today.
3. The Prophet Muhammad (PBUH) said

"I saw Abu Dhar al Ghafaar wearing a cloak, and his slave servant wearing a similar cloak. We asked him about that and he replied, Once I abused a man and he complained of me to the Prophet. The Prophet asked me; did you abuse him by insulting his mother? He added that your servants are your brethren upon whom Allah has given you authority, so if one has one's brethren under one's control , let him or her feed them with the like of what one feeds. And clothe him with the like of what one wears. You should not over burden them with what they cannot bear and if you do so help them"

4. What is the injustice talked about in the tradition and to which category of person was it done?
5. As a leader of the Muslim community, what acts of justice did Prophet Muhammad (PBUH) teach to the category of people in (4)?
6. What acts has the government of your country done to uphold justice?
7. In your opinion regarding justice, what do you recommend to the government of Uganda?
8. Share with the class.
9. Note down the agreed upon views.

2.4: Appreciate the value of a just society to attain joy, friendship and gratitude.

Investigating two case studies of people who struggled to create justice in society

Professionally, there are individuals and institutions who have struggled for people both local and international to attain justice. In so doing fairness, peace and harmony in the societies are restored.

Activity 2.28:

In pairs

Use the quotations below to give the responses

Surah At- Tauba 9:97 says "The Arabs are the worst in disbelief, and more likely to be in ignorance of the limits (Allah's commandments and His laws) which Allah has revealed to His messenger" a plan against you and "they are devising I am devising a plan for you" Surat Tarik 86:15

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When the Meccan Quraish failed to rule out Islam through their opposition to the Prophet of mistreatment and tortures, they decided to kill the Prophet as he was sleeping in his home. They got representatives from each tribe and surrounded his house to kill him but the Prophet was notified by Angel Gibril who said to him

a plan against you and "they are devising a plot against you o Muhammad I am devising a plan for you"86:15.

1. Brainstorm on the teachings in the above quotations.
2. What were the injustices that necessitated the revelation of those quotations?
3. From the quotations, how was justice put in place?
4. Mention other injustices taking place in your community.
5. What measures can be put forward to solve such injustices?
6. How did the events promote joy, friendship and gratitude?
7. Present to the teacher and class.
8. Write down your views in your note books.

Take home

1. a) Write a report on two personalities who are struggling to implement justice in your community,

   b) Type the essay,

   c) Present it to the class in the next lesson.
2. Share a scenario with your pair in which you used justice as a fighting weapon to solve the problem.

Activity 2.29:

In groups, read the story and attempt the task

One day as I was pursuing a case at the police, I interacted with a police officer and I was in doubt if I would attain justice in my case. A friend of mine from China once got an email from a Ugandan seeking to start business together and everything went on well as agreed and money deposited. The goods were shipped and sent though not all payments had been made. And after the goods had reached Uganda ,the business man cut off all communication from the Chinese and since she knew me she requested for my assistance and before I could give response, I visited police which handed me over to a personnel to handle my case. The police officer requested for all documents and the Chinese to fly to Uganda. Using their techniques of investigation and technology the business man was netted and presented before court. The Chinese was compensated attained justice he desired and flew back full of joy and gratitude. The security personnel said that they are trained to work internationally on such cases and many more which call for justice and unless you die, all criminals are always netted.

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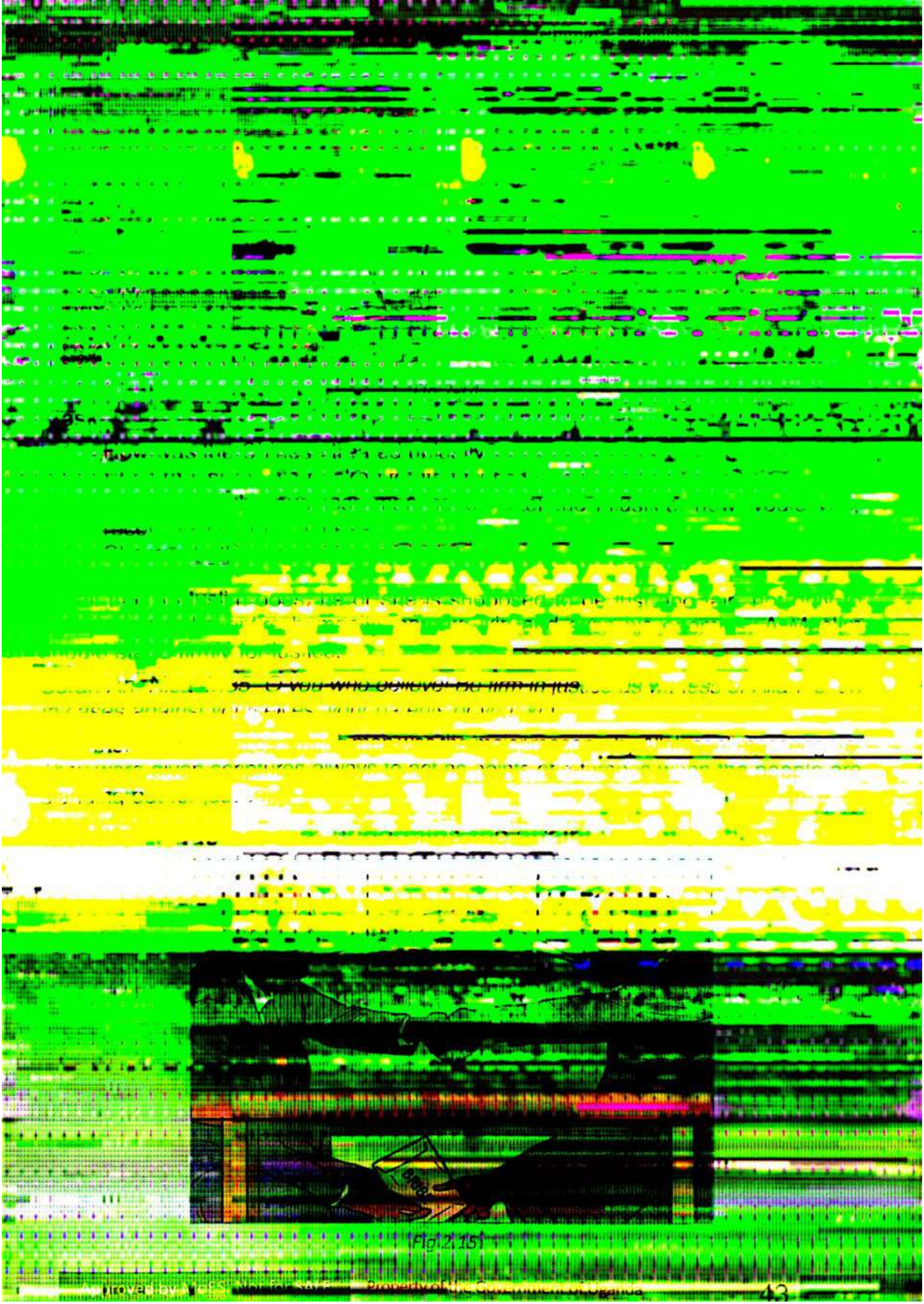

(Fig.2.15)

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Justice is a criterion by which good laws of a society are evaluated. Despite Justice being for everyone, it is not easily acquired because of the many undermining blocks as we are yet to explore hereunder.

Activity 2.30:

In pairs

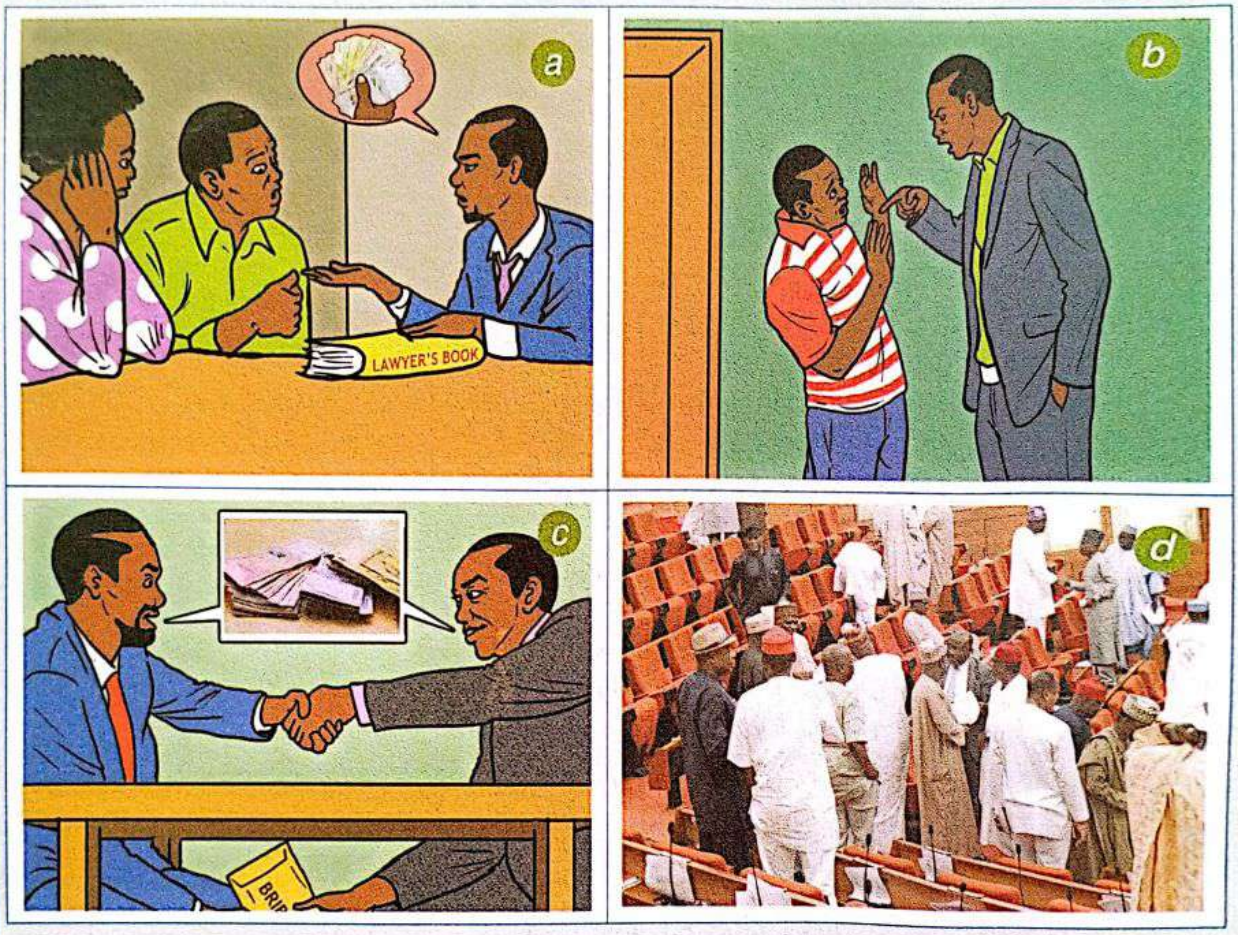

Fig 2.16:

1. Describe what is taking place in the figures.
2. Mention other factors not mentioned which undermine attainment of justice
   (a) at school.
   (b) in the community.
   (c) at police stations.
   (d) in courts of law.
3. Listen to the recorded audio played by the teacher explaining factors which undermine the attainment of justice.
4. Write down the factors and form a skit.
5. Demonstrate in a skit to the class on the factors undermining attainment of justice.
6. Note down your views.

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2.5: Appreciate the traditional African understanding of justice

Constructing the African meaning of justice

Justice did come with Prophet Muhammad but he made reforms which made it better. Justice existed long before his coming. In African Traditional society, justice was the backbone for the existence of the societies.

Activity 2.31:

In groups

Use the hand out provided by the facilitator to work out the task.

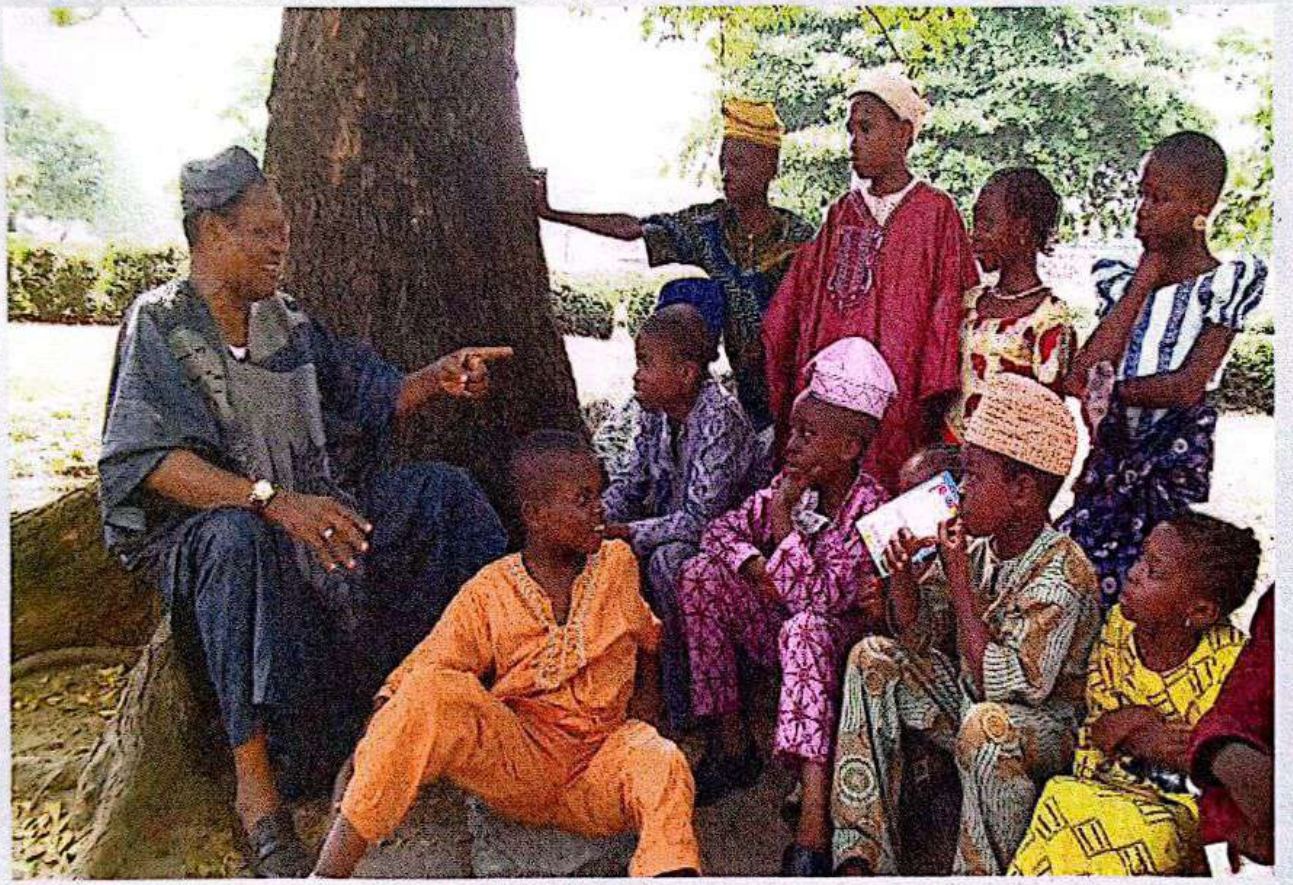

Fig 2.17:

1. Read the hand out talking about African traditional justice.
   (a) Brainstorm on the meaning of justice in the African society.
   (b) Write down examples of justices in the traditional society cited by the elder.
2. Demonstrate how justice was executed in traditional society as read from the hand out.

Identifying the injustices in the traditional society

Despite the fact that brotherhood was much emphasised, injustices still in traditional society existed as we are yet to discover in this unit.

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Observe the pictures in the figure and give the required responses.

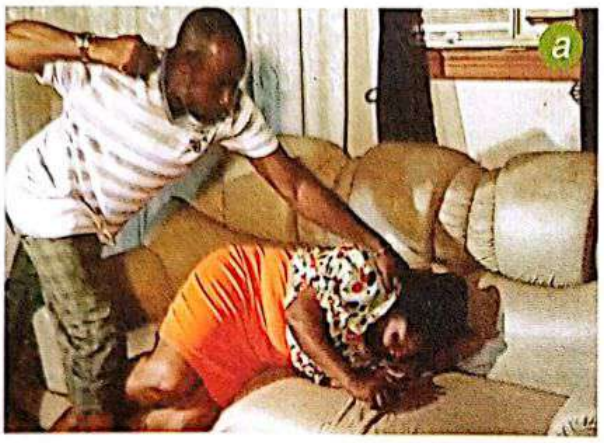

Fig 2.18:

Task

1. Brainstorm on the injustices in the figure above.
2. What were the causes of such injustice?
3. Identify other injustices taking place in our community today.
4. Suggest measures that can stop such injustice in the society.

Take home

Consult an elder in your community to inform you about;

1. justice in African traditional society.
2. injustices which took place in the community and how they solved the injustices in the families and villages.

Investigate how justice was executed in traditional society in families and in villages

Activity 2.32:

In groups

1. Demonstrate how justice was executed using the hand out information.
2. Secretaries should record the major opinions demonstrated.
3. Scripts should be presented to the teacher for scoring.

Activity 2.33:

In groups

Read the dialogue and attempt the task

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Elder 11: With due respect I greet you all and beg to start the session.

Katabira: I greet you all my elders.

[illegible]

[illegible]

[illegible]

[illegible]

Chief elder: [illegible]

Katabira: We bought a goat with Mr. Okello and agreed that we share the proceeds if [illegible]. But ever since the goat has produced over [illegible] kids and Mr. Okello takes them all. I have not benefited at all. And yet I contributed 2 sacks of coffee in barter trade like him as we got the goat from Mr. Kangave.

Elder 1: Can we hear from Mr. Okello. How far is Mr. Katabira's statement true?

Okello: Fellow fathers and grand parents to my children. All what Mr. Katabira is saying is true but I still have a lot to do as I prepare for my big family and once I am through I will start giving him the kids.

Elder 1: [illegible]

Mr. Okello is greedy, selfish and unjust. He cannot be too unfair like that to his comrade.

Chief Elder: I have decided we withdraw the goat and hand it over to Mr. Katabira to also benefit and if all goes well we shall converge again after it gives six kids to him.

Elder 11: please follow up with the handover.

Katabira: Thank you my elders for your fair judgement.

Elder 1: Okello do you realise your mistake?

Okello: My elders I am very sorry and premise to change my ways.

(Elders leave the meeting place Mr. Katabira walks away with the goat)

Read the dialogue carefully.

1. List down the African traditional acts of justice.
2. Brainstorm on how the case would be handled in modern times.
3. If you were the elder, how would you have handled the case?
4. Present to the class.

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Discuss how justice is upheld in the African traditional society

Traditional African society practiced justice which was only modified with the coming of Islam but there are still links of continuity connecting the past with the present.

Traditional justice is essential in uniting society, can be used to establish a state of peaceful co-existence, gives room for co operation, growth and development of society.

Activity 2.34:

In groups

1. Invite an elder from your community and inquire from him how justice was upheld in the African traditional society.
2. Organise a skit reflecting on;
   (a) justice in the African Traditional society,
   (b) injustices in Traditional African society,
   (c) how they were solved.
3. Present to the class.

Sample Activity of Integration

As we drew nearer the 2021 elections, in the country there were uprisings and injustice by people supporting different candidates. The government trained more security personnels to boost security because of the many injustices that left many injured and affected. The officer-in-charge took it up to invite various heads of institutions to give highlights regarding security.

Fig 2.19:

Task

As the head of the Uganda Muslim Supreme Council, prepare a speech to address your community.

Chapter summary

In the chapter you have learnt the Islamic teachings about justice, how justice encourages self control, love, fairness and respect for others, the correct ways of achieving justice to develop integrity, endurance and truthfulness, the value of a just society to attain joy, friendship and gratitude and the traditional African understanding of justice. Such knowledge is of great importance as we prepare to discuss conflict resolution in our next chapter.

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Theme: Man's Harmonious Co-Existence

CHAPTER 3 CONFLICT RESOLUTION

After studying this chapter and practicing its activities you will be able to:

(a) understand the Quranic teachings about conflict resolution.
(b) describe how Prophet Muhammad resolved conflicts
(c) analyse information received through various sources regarding causes of conflict.
(d) understand the nature of conflicts in modern world
(e) draw conclusions about the role of religion in conflicts.
(f) understand the principles of conflict resolution.
(g) understand how conflicts can be resolved in different situations.
(h) understand ways, in which people can live in harmony to promote peace.
(i) understand the nature of conflicts that existed in traditional Africa.
(j) appreciate the conflict resolution methods used in traditional African setting.

Key words

- Conflict
- Battles
- Treaty
- Persecution
- Resolution
- Recite
- Peace
- Treaty

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Introduction

In the previous sessions, you learnt about peace and justice. The two principles were much emphasised by Prophet Muhammad (PBUH) and the existence of society is greatly based on the two aspects and in their absence conflicts arise in society. In this chapter you will be equipped with the understanding of the value of resolving conflicts in order to maintain peace in society and value tolerance as a way of avoiding conflicts in society.

3.1: Understand Quran to identify teachings about conflict resolution.

Ways in which religion helps in solving conflicts.

The Religion of Islam is based on laws and principles in the Holy Quran which Almighty Allah sent to be used as judgement among mankind.

Surat Ar-Rad 13:37 says "And thus have we sent it (the Quran) down to be a judgement of authority in Arabic"

Activity 3.1:

In your groups

1. Trace Surat Al-Imran 3:64 from a translated copy of the Holy Quran.
2. Which categories of people does it address?
3. Explain the teachings there in relation to people of other faith.
4. Mention the benefits of relating well with people of other faith.
5. What are the effects of not relating well with people of other faith?
6. Present to the class.
7. Note down.

Activity 3.2:

In your groups

Use the Quotation below in the activity.

"And if two parties or groups among the believers fall to fighting, then make peace between them both. But if one of them outrages against the other, and then fight you (all) against the one which outrages till it complies with the command of Allah. Then if it complies, then make reconciliation between them justly, and be equitable. Verily, Allah loves those who are equitable". **Surat Al Hujurat 49:9**

1. Explain the Islamic roles identified in the quotation in case people are fighting each other.
2. Demonstrate how you would reconcile classmates involved in a fight.

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3. *"The believers are nothing else than brothers (in Islamic Religion). So make reconciliation between your brothers, and fear Allah, that you may receive mercy"* **Surat Al- Hujurat 49:10.** Basing on the quotation what are the benefits of reconciling fighting groups to the Muslim community?
4. Present to the class.

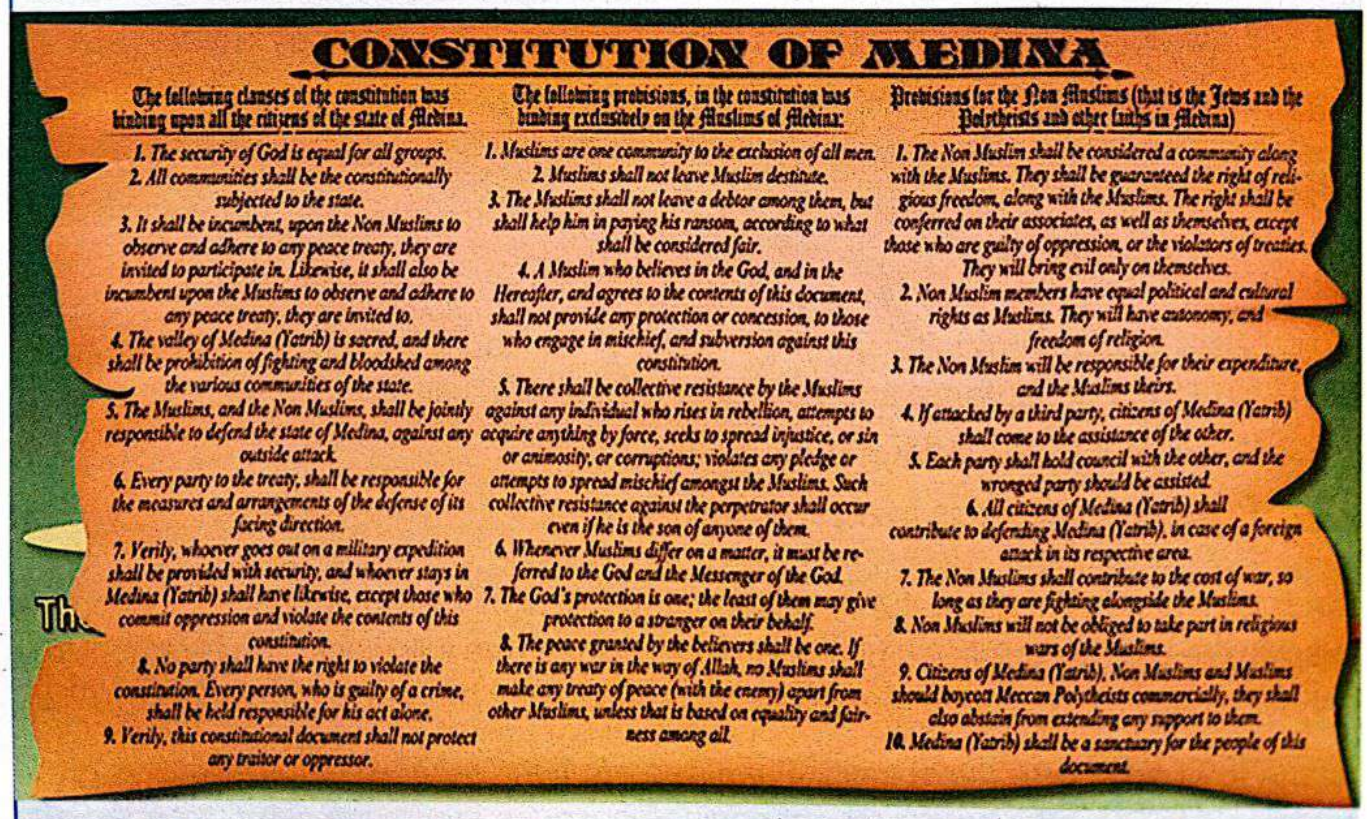
Islam is against fighting of whatever nature. This is the reason why Prophet Muhammad always sought for peaceful ways of solving conflicts other than fighting because the religion of Islam is peace. The theme of peace is very important as it describes the real nature of Islam which is an expression of peace. And Islam means peace, whoever embraces Islam the religion of peace has attained peace with Allah.

Describe how Prophet Muhammad (PBUH) resolved conflicts/ Ways in which Prophet Muhammad (PBUH) resolved conflicts

Activity 3.3:

As the Meccans refused to accept his Mission, Prophet Muhammad (PBUH) preached to the Medinites who accepted Islam and also invited him to Medina.

Because of the different groups of people living in Medina, he drafted the Medina constitution to govern them for purposes of law, order, knowing their rights and peaceful co- existence.



CONSTITUTION OF MEDINA

The following clauses of the constitution was binding upon all the citizens of the state of Medina.

1. The security of God is equal for all groups.
2. All communities shall be the constitutionally subjected to the state.
3. It shall be incumbent, upon the Non Muslims to observe and adhere to any peace treaty, they are invited to participate in. Likewise, it shall also be incumbent upon the Muslims to observe and adhere to any peace treaty, they are invited to.
4. The valley of Medina (Yatrib) is sacred, and there shall be prohibition of fighting and bloodshed among the various communities of the state.
5. The Muslims, and the Non Muslims, shall be jointly responsible to defend the state of Medina, against any outside attack.
6. Every party to the treaty, shall be responsible for the measures and arrangements of the defense of its facing direction.
7. Verily, whoever goes out on a military expedition shall be provided with security, and whoever stays in Medina (Yatrib) shall have likewise, except those who commit oppression and violate the contents of this constitution.
8. No party shall have the right to violate the constitution. Every person, who is guilty of a crime, shall be held responsible for his act alone.
9. Verily, this constitutional document shall not protect any traitor or oppressor.

The following provisions, in the constitution was binding exclusively on the Muslims of Medina:

1. Muslims are one community to the exclusion of all men.
2. Muslims shall not leave Muslim destitute.
3. The Muslims shall not leave a debtor among them, but shall help him in paying his ransom, according to what shall be considered fair.
4. A Muslim who believes in the God, and in the Hereafter, and agrees to the contents of this document, shall not provide any protection or concession, to those who engage in mischief, and subversion against this constitution.
5. There shall be collective resistance by the Muslims against any individual who rises in rebellion, attempts to acquire anything by force, seeks to spread injustice, or sin or animosity, or corruptions; violates any pledge or attempts to spread mischief amongst the Muslims. Such collective resistance against the perpetrator shall occur even if he is the son of anyone of them.
6. Whenever Muslims differ on a matter, it must be referred to the God and the Messenger of the God.
7. The God's protection is one; the least of them may give protection to a stranger on their behalf.
8. The peace granted by the believers shall be one. If there is any war in the way of Allah, no Muslims shall make any treaty of peace (with the enemy) apart from other Muslims, unless that is based on equality and fairness among all.

Provisions for the Non Muslims (that is the Jews and the Polytheists and other faiths in Medina)

1. The Non Muslim shall be considered a community along with the Muslims. They shall be guaranteed the right of religious freedom, along with the Muslims. The right shall be conferred on their associates, as well as themselves, except those who are guilty of oppression, or the violators of treaties. They will bring evil only on themselves.
2. Non Muslim members have equal political and cultural rights as Muslims. They will have autonomy, and freedom of religion.
3. The Non Muslim will be responsible for their expenditure, and the Muslims theirs.
4. If attacked by a third party, citizens of Medina (Yatrib) shall come to the assistance of the other.
5. Each party shall hold council with the other, and the wronged party should be assisted.
6. All citizens of Medina (Yatrib) shall contribute to defending Medina (Yatrib), in case of a foreign attack in its respective area.
7. The Non Muslims shall contribute to the cost of war, so long as they are fighting alongside the Muslims.
8. Non Muslims will not be obliged to take part in religious wars of the Muslims.
9. Citizens of Medina (Yatrib), Non Muslims and Muslims should boycott Meccan Polytheists commercially, they shall also abstain from extending any support to them.
10. Medina (Yatrib) shall be a sanctuary for the people of this document.

Fig 3.1:

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In the history of Islam the prophet was challenged as he was carrying out his mission. In this sub unit we are going to explore the different methods he used to resolve conflicts with his enemies including the method used by the prophet to solve the incident of the black stone.

1. Copy the terms in your note book.
2. Identify the terms which aimed at;
   (a) Solving the conflict between Muslims and the Meccan Quraish.
   (b) Training tolerance in the people.
3. List the terms which were solutions to the conflicts which were in Medina.
4. What factors always helped the Prophet in solving conflicts?
5. Present to the class.

Activity 3.4:

Read the story below and respond to the activity.

One time after the renovation of the Kaaba, different tribes in Mecca were not satisfied with who was to replace the black stone. They all agreed that the first person to report at the mosque would be the one to find the solution. Fortunately Prophet Muhammad (PBUH) was the first to appear and he suggested that they get a cloth and all tribes participates each of the representatives holding aside so that none felt left out.

1. How did the Prophet solve the disagreement for his people?
2. What other instances in the story emphasised how the prophet solved issues?
3. Present to the class.

Take home

1. Visit your community Iman to identify for you the various conflicts the Prophet encountered and how he solved them.
2. Write your views in form of an essay.
3. Present to the class in an agreed program during your free time.

Islam is peace and one of the Attributes of the Almighty Allah is peace . During his mission the Prophet displayed peace and also advised the followers to be at peace. The only instances he was not at peace like when he fought he was commanded by Allah.

Quran in Surat Al-Hajj 22:39 says *"Permission to fight (against disbelievers) is given to those (believers) who are fought against, because they have been wronged and surely Allah is able to give them (believers) victory."*

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How religion can be a factor in conflict

Activity 3.5:

Read the story and workout the activity

Madina Nalukenge and Lukia Nabakooza were great friends in school and their friendship benefited them a lot in that they all supported one another, but one Sunday afternoon their two parents met at school and a discussion which they started as religious leaders ended into a disagreement and insults on some matters of religion. They failed to control their feelings and they parted ways on a bad note and one even uttered bad statements in the presence of their daughters. It was an ashaming scene which hit down their reputation. The two girls also rose into a quarrel after the parents left. It was the talk at school. The once good friends Lukia and Madina became enemies forever and Lukia requested her father to even change the school and she disappeared for good.

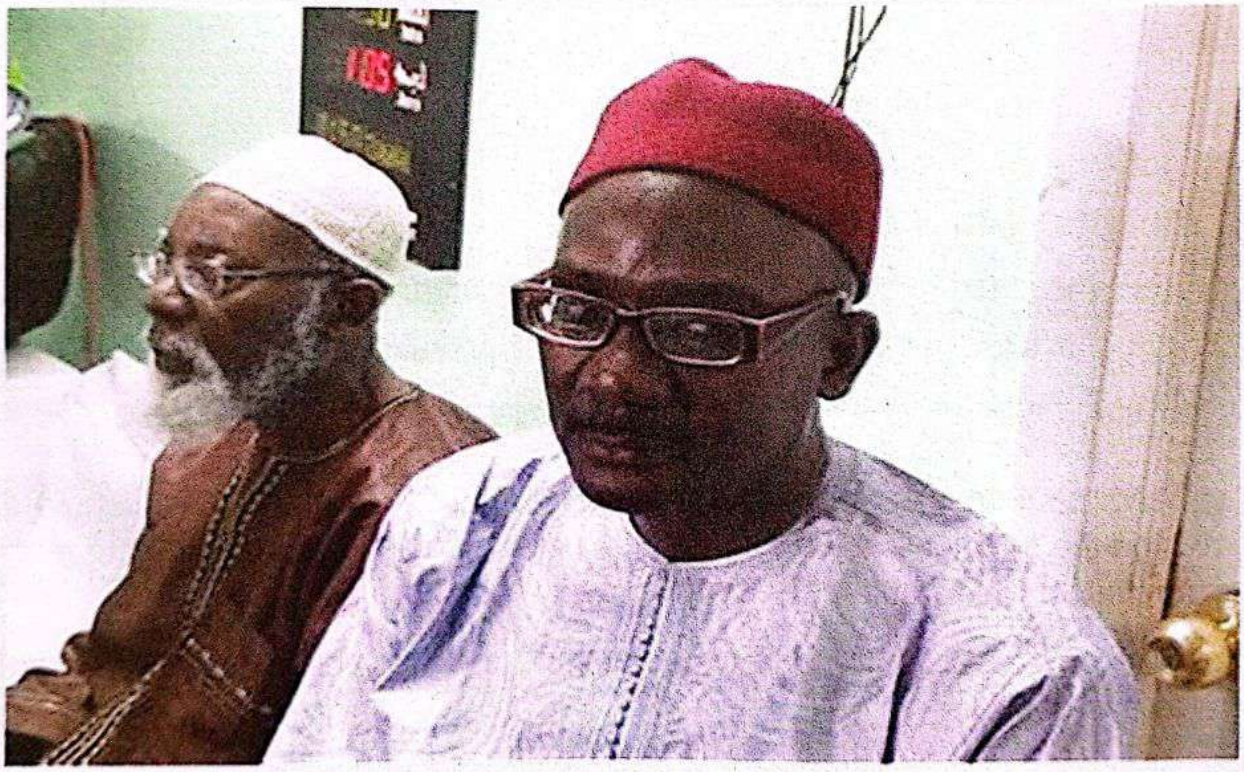

Fig 3.2:

Identify the conflict and its cause.

1. If you were called to arbitrate, how would you resolve the conflict between
   (c) the parents?
   (d) the daughters?
2. How best would the issue be handled?
3. In your opinion, how can such conflicts arising because of religion be eliminated?
4. Present to the class.

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Activity 3.6:

In your groups

Read the statement to help you in the task.

The Islamic community is composed of many sects such as the Juma mpya, Juma zuhuri, Spidiqa, Tabliqs, Ahmadiyyah, Sunni Muslims and many others.

Some of these groups conflict with the other. As a practicing Muslim you must have heard much about them all or some of them.

1. Brainstorm as to why these different groups came up.
2. Discuss the major differences with in those religious sects.
3. How can we get rid of those different Muslim sects?

Take home

1. Consult the community sheikh to inform you about;
   (a) the different sects in Uganda.
   (b) their beliefs and practices.
   (c) the impact of the sects on the Muslim community.
2. Write an essay about the different beliefs and practices of the different sects.
3. Present it to the teacher for scoring.

All the conflicts in religion developed mainly from the different interpretations of the Quran and the traditions of the Prophet. If Muslim studied and preached the religion of Islam the conflicts would be easy to do away with.

Muslims should seek knowledge to understand their religion better to avoid such conflicts and quarrels.

3.2: Analyse information received regarding the causes of conflicts

Types of conflicts in families, Schools, Villages, Society and the Country

Since my childhood I have lived around people who indulge in conflict. I have realised that they happen in all areas where people live. Some conflicts come as intended others not. I came to realise that conflicts are of different types and have many causes. I have grown to fear them and I try as hard as possible to avoid involving in them. Do you hate conflicts? Which kind of conflicts have you experienced and what caused them? We shall share our views in this unit.

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Activity 3.7:

Task:

1. In table form as shown below, let each group present conflicts in one of the communities, its causes and solutions

Place of conflict	Family	School	Villages	Society	Country
Type of conflict	....	....	....	....	....
Cause of conflict	....	....	....	....	....
Solution to the conflict	....	....	....	....	....

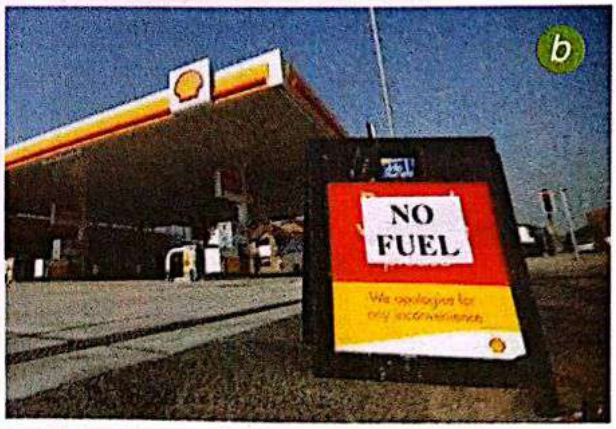
2. Present to the class.
3. Note down the agreed upon views.

3.3: Understand the nature of the conflicts in the modern world

Causes of Conflicts in the Country

Activity 3.8:

In your groups; study the figure below



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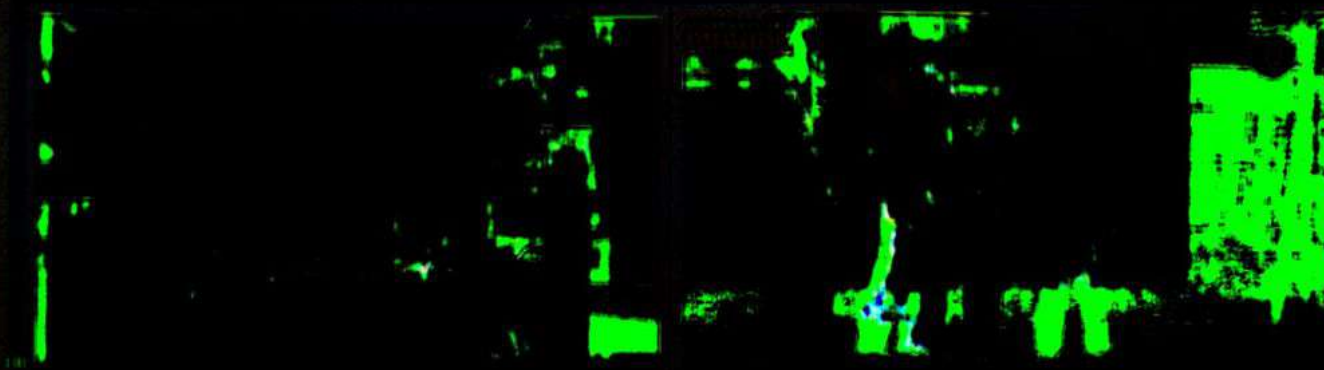
1. Study the figure and explain what is taking place.
2. Explain the causes of conflicts in the figure above.
3. Brainstorm on methods of how such conflicts can be controlled.
4. Share with the class.

Use the figure to respond to the activity



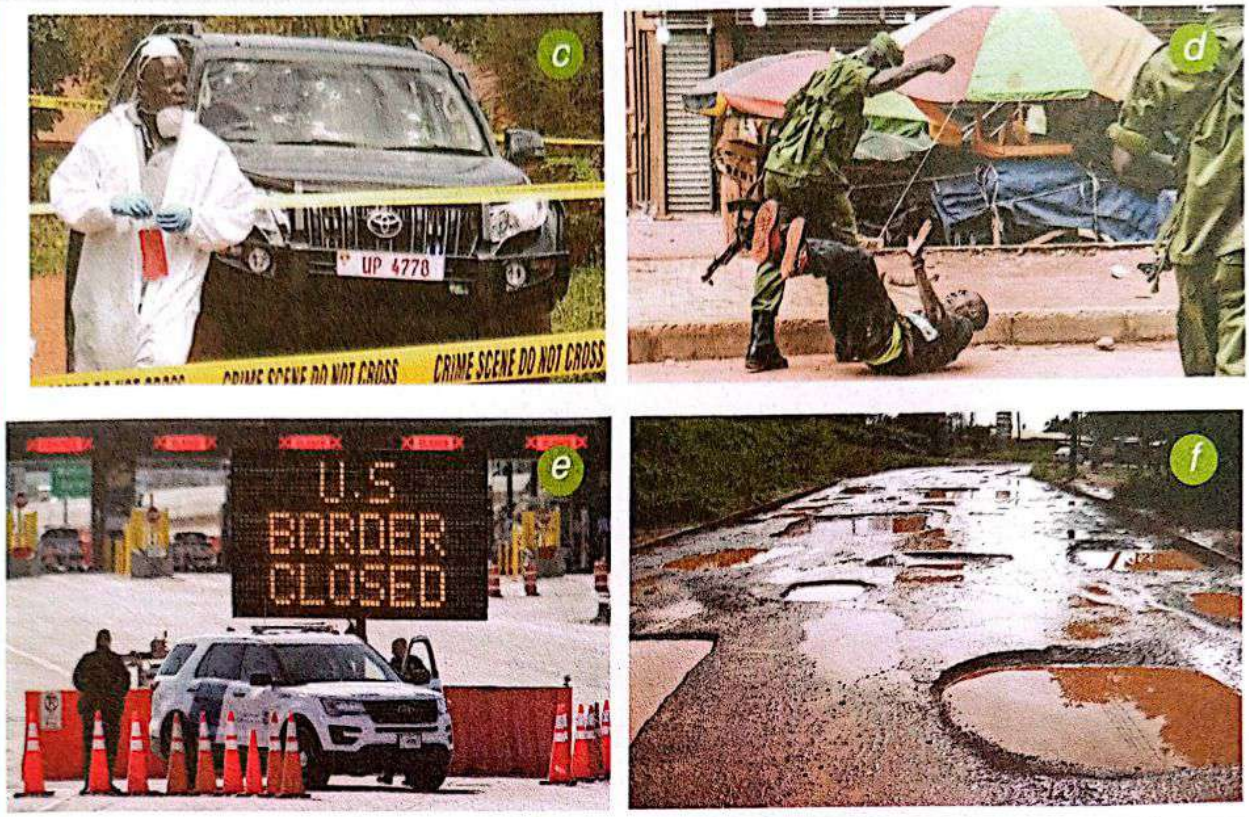


Fig 3.3:

1. Study the figure and explain what is taking place.
2. Explain the causes of conflicts in the figure above.
3. Brainstorm on methods of how such conflicts can be controlled.
4. Share with the class.

Nature of conflicts in the contemporary world.

Activity 3.9:

Use the figure to respond to the activity

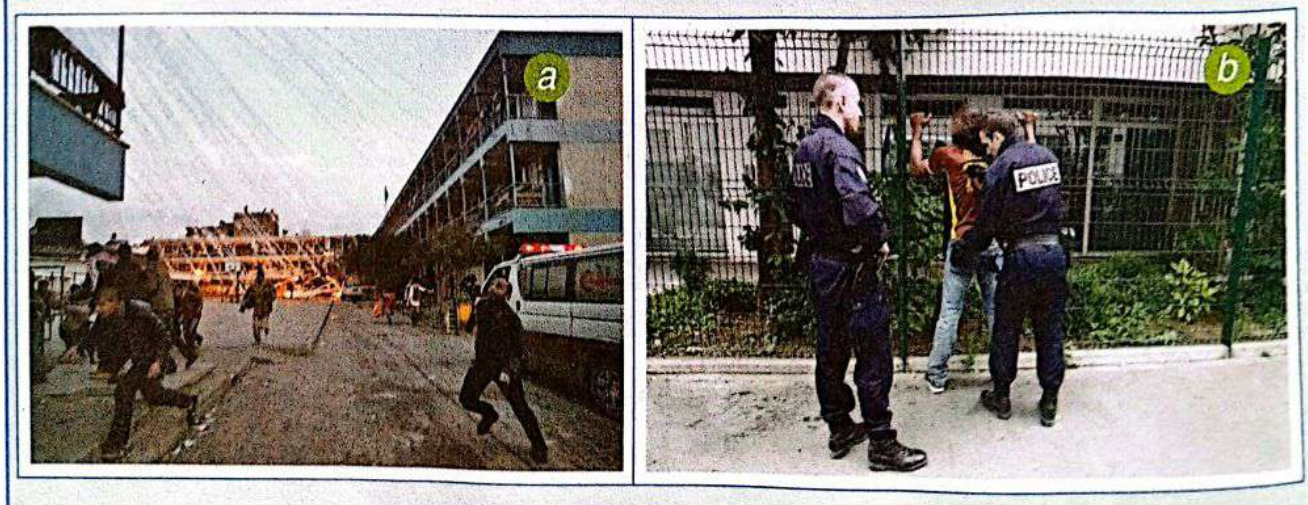


Fig 3.4:

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1. Identify the conflicts in the figure above.
2. Mention any three countries you have recently seen in such conflicts.
3. How has the international community helped to eliminate such conflicts?
4. How have the conflicts affected the relationship between countries?
5. Give the conflicts that you have ever experienced in your locality.
6. Discuss other forms of conflicts in your country.

3.4: Draw conclusions about the role of religion in conflicts

Religious conflicts in the country

Activity 3.10:

Read the passage and work out the responses.

Prophet Muhammad (PBUH) on his arrival in Medina with Islam found many religions like Judaism and its followers the Jews most of them opposed Islam, conflicted and even met at the battlefield with Muslims for example at the battle of Uhud and Khaybar. There are various reasons why they conflicted.

1. Using the internet and textbooks, brainstorm on reasons why Judaism conflicted with Islam.
2. Why did Prophet Muhammad (PBUH) marry lady Safiyah a Jew?
3. Present to the class.

Conflicts in the church

Like in any society, worship institutions like the church also have conflicts from within and outside the church.

Activity 3.11:

1. Explain what you observe in the picture above.
2. Discuss why you think the church was put down.
3. Give the measures that should be put in place so that places of worship are not destroyed.
4. How should Muslims learn from such scenarios?
5. Share with the class.

Fig 3.5:

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Conflicts due to religion

Activity 3.12:

Read the passage below

Surat Al- Taubah 9:97 says

"The Arabs of the desert are the worst in disbelief and hypocrisy"

Referring to the quotation the Arabs were non- believers and hated anything related to religion and when Prophet Muhammad (PBUH) started preaching Islam he was so much opposed by the Meccan Arabs which resulted into many battles between the Meccans and the Muslims.

1. Using text books read about the first and second battle in Islam and identify;
   (a) its causes (b) the effects
   (c) lessons learnt (d) importance of the battles
2. Present to the class.
3. Note down your views.

Project

Find time and visit the library and read about the conflicts which existed in the Muslim community from 624 A.D to 630 A.D.

1. Write your findings in form of a summarised booklet of around seven pages. Use available materials to bind it.
2. Present to the teacher for scoring.

Effects of current conflicts to individuals and society

When the Muslim community engaged in conflicts during the mission of the Prophet especially after the Migration to Medina, the conflicts impacted positively through victory, acquiring war booty, strengthening of the followers and progress of Islam and negatively through deaths, loss of property, deserting Islam, defeat and shame. The same applies to current conflicts which have enormous effects. Let us explore...

Activity 3.13:

Read the story below

Mr. Kalooli a farmer lived in Kyaggwe with his wife and children. Being a farmer, he did not have proper work schedule and his return home had no proper program. He always came home late and the wife complained of where he delayed yet he could not be digging in the dark. It led to constant quarrels and there was no peace in the home. One day he overstayed up to mid-night and on return the wife took long to open the door for him to enter. They opened for him and started a bitter quarrel and fighting, and in due course Kalooli pushed his wife who fell at a sharp edge of the table, hit her head and died instantly.

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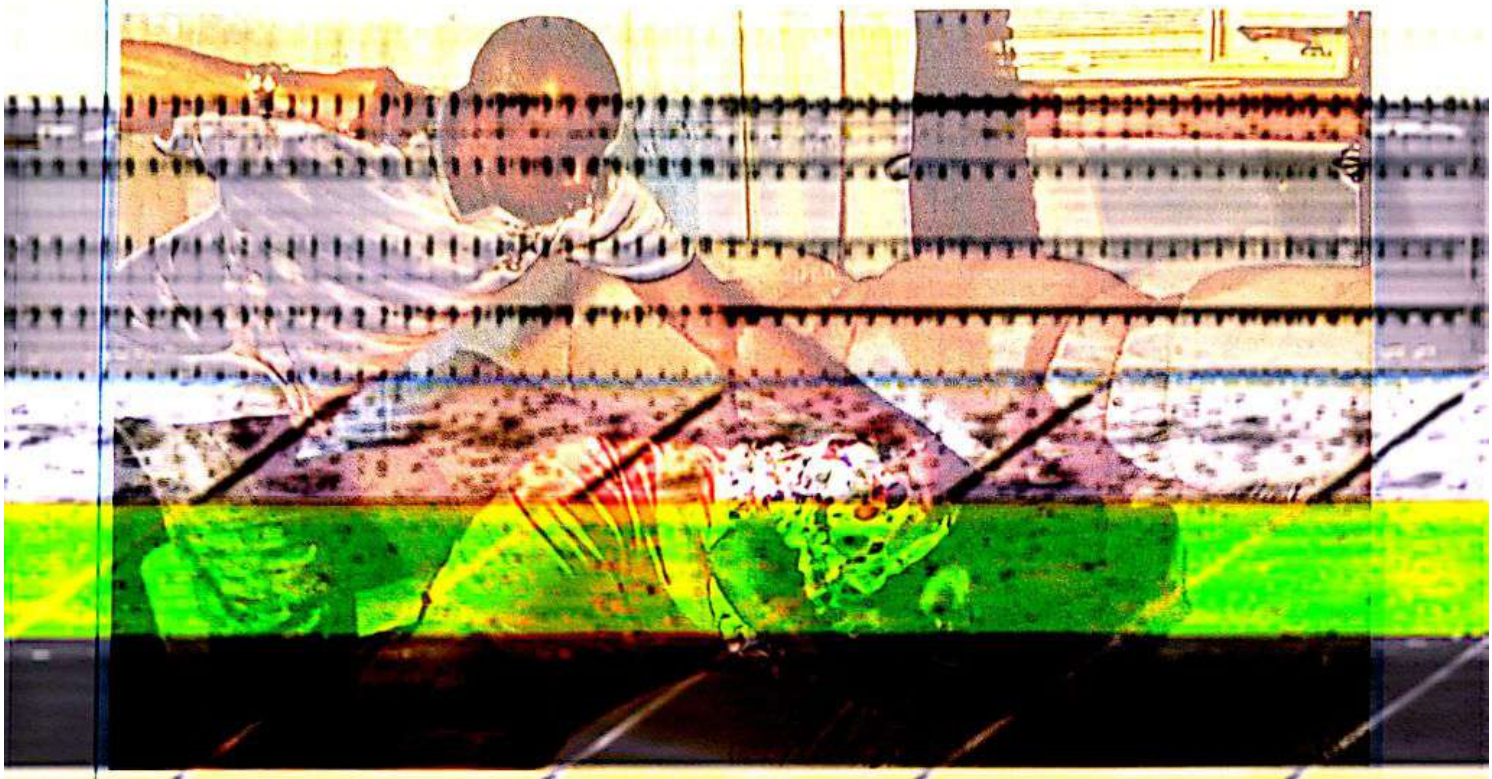

Fig 3.6:

1. Explain the effects of the incident on the;
   (a) husband
   (b) children
   (c) wife's family
   (d) community
2. Share with the class.
3. Note down.

3.5: Understanding the principle of conflict resolution

Ways of resolving conflicts in families, schools, villages, society and the country

Activity 3.14:

In pairs

Use the passage to attempt the activity

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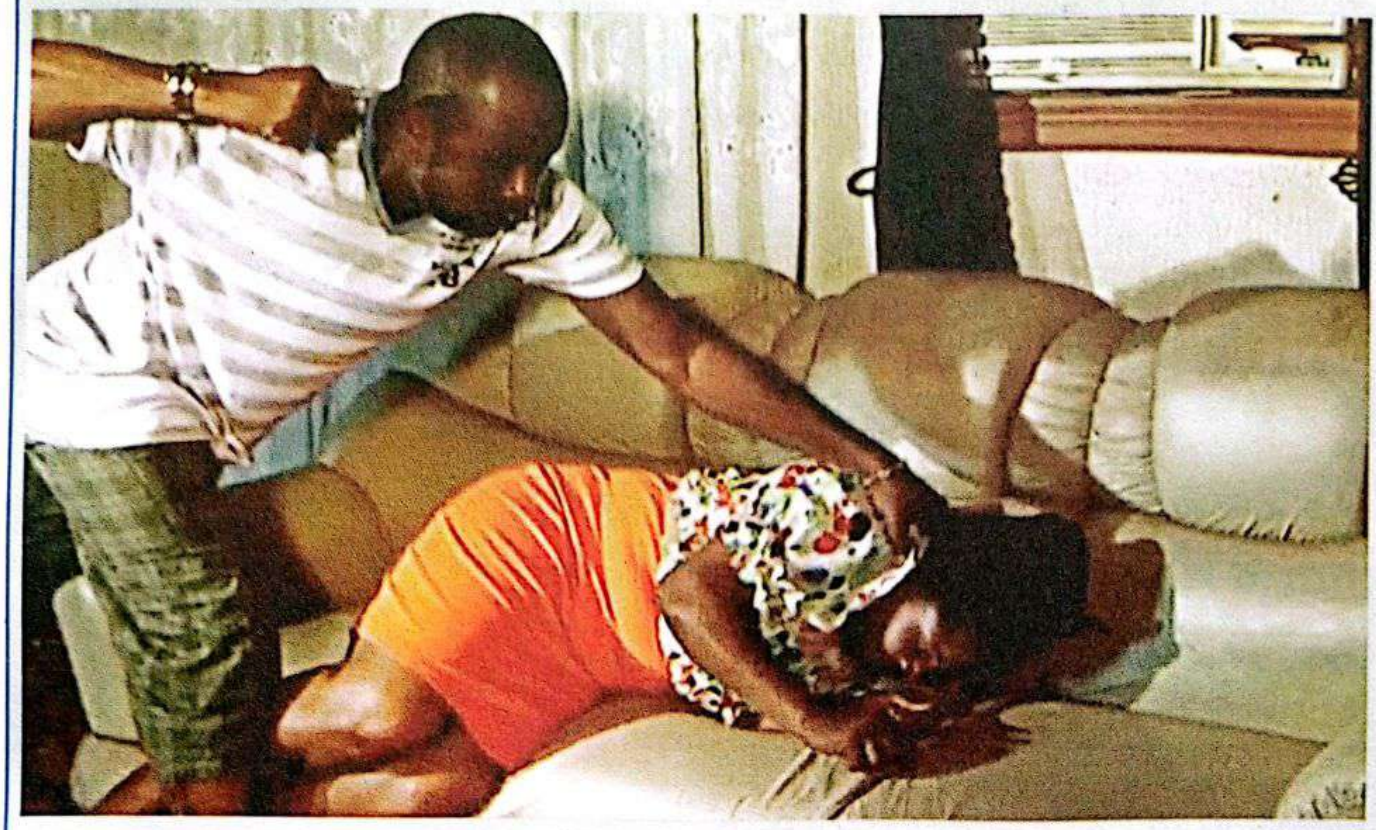

Fig 3.6:

1. Explain the effects of the incident on the;
   (a) husband
   (b) children
   (c) wife's family
   (d) community
2. Share with the class.
3. Note down.

3.5: Understanding the principle of conflict resolution

Ways of resolving conflicts in families, schools, villages, society and the country

Activity 3.14:

In pairs

Use the passage to attempt the activity

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In your course of study at one time you conflicted with a colleague. Even at home you have once conflicted with your siblings or the people at home.

1. Using a table explain the conflict you got. Its cause and how you solved it.

Conflict		
Cause of conflict		
How you solved it		

[redacted]

4. Invite a police officer or a lawyer from the nearby station to explain to the class:
   a) The common conflicts in societies, countries and their causes.
   b) Ways and means of resolving conflicts.

Take home

Consult the community sheikh to explain to you the ways in which Prophet Muhammad (PBUH) resolved issues among his companions and society as a political and religious leader.

The Holy Quran commands that for any conflict that arises, efforts should be made to resolve it peacefully, the aggressive means are applied if the peace talks fail.

Islam legislates that in case people are at war and one offers peace, the later are enjoined to respect the attitude and refrain from hostilities.

"And if two parties or groups among the believers fall to fighting, then make peace between them both. But if one of them outranges against the other, then fight you (all) against the one which outranges till it complies with the command of Allah. Then if it complies, then make reconciliation between them justly, and be equitable. Verily, Allah loves those who are equitable." Surah Al Hujurat 49:9

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In your course of study at one time you conflicted with a colleague. Even at home you have once conflicted with your siblings or the people at home.

1. Using a table explain the conflict you got, its cause and how you solved it.

Conflict	Family	School
Cause of conflict		
How you solved it		

2. Brainstorm how you resolve inter family conflicts.
3. Describe how your village head conducts the conflict meetings and how he resolves the issues.

Activity 3.15:

In groups

1. Invite a police officer or a lawyer from the nearby station to explain to the class.
   (a) The common conflicts in societies, countries and their causes.
   (b) How conflicts in societies and countries are resolved.
2. Note down the views.
3. Present them to the teacher in form of an essay.

Take home

Consult the community sheikh to explain to you the ways in which Prophet Muhammad (PBUH) resolved issues among his companions and society as a political and religious leader.

The Holy Quran commands that for any conflict that arises, efforts should be made to resolve it peacefully, the aggressive means are applied if the peace talks fail.

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How conflicts can be resolved

Conflict resolution highly contributes to the survival and existence of society. We need to discover how conflicts can be solved to have peaceful existence and harmony.

Activity 3.16:

In your groups;

Read the traditions below.

"Stay clear of oppression for oppression is darkness on the Day of Judgment" (Muslim)

"..So pardon them and ask forgiveness for them and consult them on the matters" Surat Al- Imran 3:159. "Show forgiveness, enjoin what is good and turn away from the foolish (i.e. don't punish them)"

1. Basing on the quotations above, identify the different methods of conflict resolution there in.
2. Brainstorm on other ways in which conflicts can be resolved.
3. Identify the punishment of Allah to those who oppress and conflict with others.
4. What measures can be put across to control conflicts?
5. In your opinion, would you fight a person who fights you? Give reasons for your response.
6. Share with the class.

Take home

1. Consult the community Imam to explain to you with examples how the prophet resolved conflicts with focus on;
   (a) Reconciliation (b) Tolerance (c) Respect
   (b) Fair treatment (e) Unity (f) Forgiveness.
2. Make presentation of the findings from the activity above.
3. Write down in your note book.

In resolving conflicts the principles of reconciliation, tolerance, respect, fair treatment, unity and forgiveness need to be applied in order to achieve positive results.

In the early days of Islam, Prophet Muhammad was tolerant and forgave the Meccan Quraish for all the oppression extended to the early Muslims community. This is one of the reasons as to why Islam survived up to today.

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3.6: Understanding how conflicts can be resolved in different situations

Discuss the importance of conflict resolution

Muslims were recommended to follow the footsteps of Prophet Muhammad (PBUH) who was the best example to mankind. And in order for Islam to survive he ensured to solve all the conflicts that came up among the Muslims, other communities and countries. This he did because of the values attached to conflict resolution as we will explore here under.

Activity 3.17:

In pairs

Read the story below

In 628 A.D Prophet Muhammad (PBUH) had a dream when he was conducting lesser pilgrimage (Umra) and when he informed the Muslims they wanted to actualise the Prophet's dream. They decided to leave Medina to Mecca for Umra. Reaching Hudaibiyyah a place close to Mecca they sent Uthuman bin Affan to request for permission from the Meccans to enter the city which was turned down and he was also retained. This raised anger of both the Prophet and Muslims pledging to fight the Meccans, it was only resolved by signing the Hudayibiyyah treaty in order to stop the struggle which would have arisen from the Meccan's behaviour towards the Muslims.

1. Of what importance was the treaty to the ;
   (a) Meccans?
   (b) the Muslims?
2. Explain the possible results from the Meccan act if the treaty had not been signed.
3. From your previous knowledge about Islam, how else did the Prophet resolve conflicts?
4. What is the importance of conflict resolution in your community?
5. Present to the class.
6. Note down.

Contribution of Islam in conflict resolution in Uganda

Many Muslims in judicial institutions and outside have greatly contributed to conflict resolution in Uganda. Do you agree? Why not? Muslims are patriotic citizens like any other person.

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Activity 3.18:

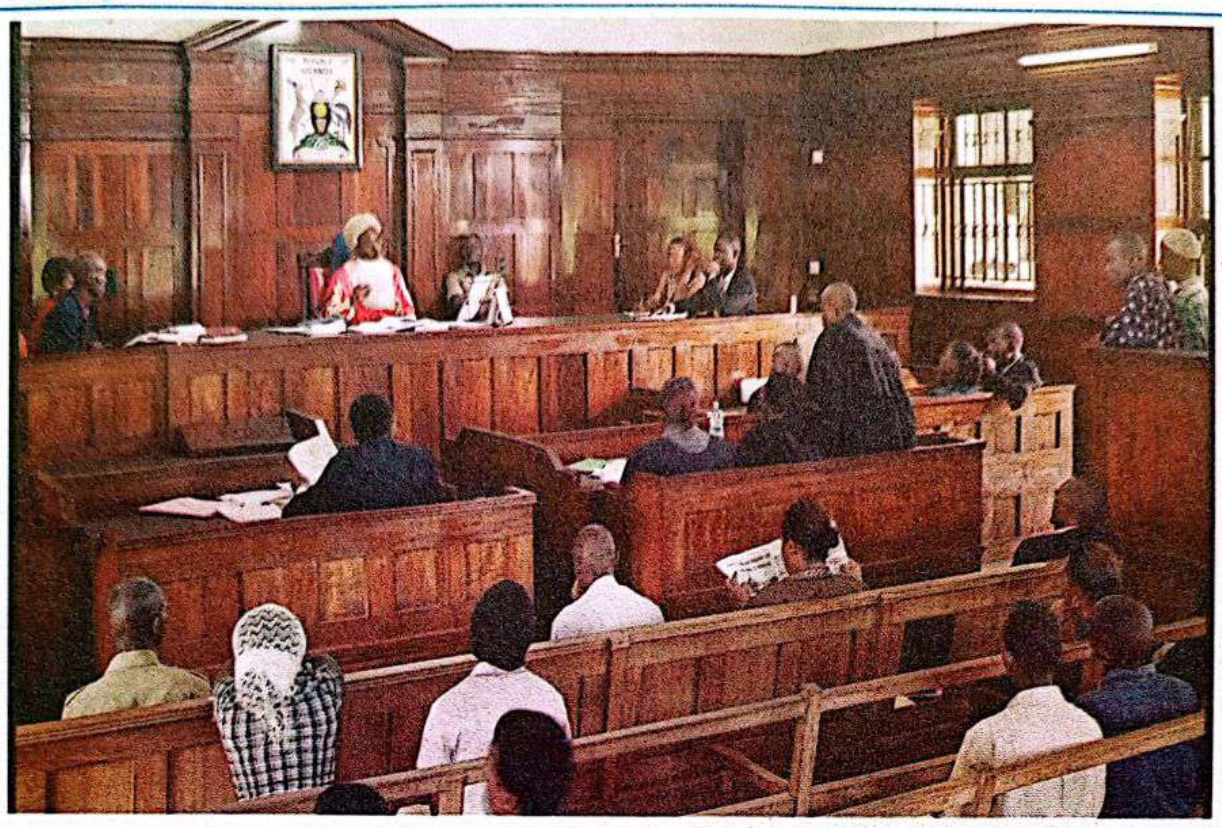

Fig 3.7:

Read the story and respond to the activity

In Lutengo village lived Mr. Wagaba John Bosco a social and friendly man living in the neighbourhood of a Muslim family of Hajj Sserwadda Ahmed. Since they were good neighbours, they had a lot to share. But as years passed, Mr. Wagaba sold his land to a widow woman called Nakku Aisha with Hajj and hajjat SSerwadda as part of the witness and he left the country. They all enjoyed their stay until the area developed into a big town. Hajj sserwada's children built a good house in their village of Ssembabule and he shifted . A while later, land grabbers came to take Aisha's land and she ran to court for rescue. Among the requirements were the witnesses with whom Aisha had lost contact. She ran to one of the T.V stations to trace them. It is here that one of the children Farouq Sserwadda saw the program and he informed the parents. Though they were weak and much older, they appeared in court to save Aisha's land.

Task

1. What was the conflict in which the Muslims participated?
2. What was their contribution in solving the conflict?
3. Cite other instances in which Muslims in your community have participated in conflict resolution.
4. Share with the class.
5. Note down.

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Take home

In groups

1. Use the internet or visit the area Iman and inquire about the Muslim bodies and individuals who help in conflict resolutions in Uganda.
2. Consult about the most common conflicts and how they are resolved.
3. Read about the roles of the shurah council in the history of Islam.
4. Write your views in form of an essay.
5. Present your findings to the class.
6. Present the written scripts to the teacher for scoring.

Islam has emphasized forgiveness. It is a principle that seeks to solve conflicts in mankind. Quran Surat Al- Imran 3:134 says

"Those who repress anger, and pardon men, verily, Allah loves the good doers" and Surat Surat AL-Ash-Shura 42:40, "The recompense for an evil is an evil like thereof, but whoever forgives and makes reconciliation, his reward is with Allah, verily, He likes not the oppressors"

3.7: Understanding how people can leave in harmony to promote peace

Explore conflict resolution skills

Activity 3.19:

Read the story below

Mrs. Wanyana Aisha Ngobi was an administrator in my school. All staff members appreciated her unique way of handling issues. Parents too were satisfied with her duties. We always admired her big smile with a warm greeting, listening and writing issues, analysing, followed with a few questions. Then she would draw her conclusion and consequences. We always admired her. I volunteered to be her support and drew near her with the aim of acquiring similar skills. In her office a problem shared was half-way solved was the theme. And here I am the counselor of the village.

Task

1. Brainstorm on the service of Mrs. Aisha and how you can utilise her in the community.
2. Identify such people like her in your class, school and family.
3. What factors do boost her contributions in conflict resolution?

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4. Brainstorm on the likely skills Aisha possesses that can be used in conflict resolution.
5. Present to the class.

Quran 49-10-11 teaches us how to live with others peacefully.

How religion can help resolve the current conflicts

Activity 3.20:

Read the story.

At our LCI Chairman's office the villagers always solved their conflicts, but there is a case which stayed unresolved for over a year and the chairman decided to start doing research on how he could solve the case. Two families had old enemity, lack of respect, being envious and pretence over the other.

Whenever they could sit to settle the matter, the members could start from a small statement and then issues explode into quarrels, insults and closure which could lead to leaving the conflict unsorted. But one time he was told that he should invite a religious person to help and on this note sheikh Kakeeto was invited. After having listened well to the matters, he recited the Holy Quran AL-Anfaal 8:1.

"....so fear Allah and adjust all matters of differences among you and obey Allah and His messenger if you are believers"

From the guidance of the Sheikh, he prayed for both families, they apologized to one another and the long term conflict was resolved.

1. Identify the causes of conflict in the passage
2. How was the conflict resolved?
3. What lessons are learnt from the conflict?
4. Give the virtues of Islam reflected in the story.
5. How has Islam and its teachings helped in solving conflict?
6. Suggest other ways of how religion can help you resolve the conflict.
7. Present to the class.
8. Note down your views.

The religion of Islam through the Quran is very instrumental in solving conflicts. The book being comprehensive it touches all spheres of life and all issues of whatever nature were included and how to approach them in case of a conflict is also well indicated. Muslims are encouraged to learn and read the Holy Quran continuously to

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success in your community.

Visit the library or use the internet to read and write essays about

(a) King Osman

(b) Prince Badru Kakungulu

(c) Mufti Menk

(d) Sheikh Muhammad Abdu

Present your findings to the teacher.

2. Write or type in form of an essay in Microsoft Word.
3. Present them to the teacher for scoring.

Since Islam is one brotherhood, it is everyone's responsibility to help those who are

Observe the pictures

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Task

1. Describe the kinds of conflicts the people are facing.
2. Identify one aspect and give solutions to the conflict.
3. Brainstorm how Muslims in Uganda can help those in conflicts through promoting peace and reconciliation.
4. Share with the class.
5. Note down.

Importance of unity, tolerance, forgiveness and reconciliation

The aspects of unity, tolerance, forgiveness and reconciliation should be a requirement in ones's life and are among the pillars of peace.

Activity 3.23:

1. Read a hand out provided by the facilitator.
2. Extract the importance of unity, tolerance, forgiveness and reconciliation.
3. How do you feel if you had a problem and with Allah's power it is solved?
4. Note down.

Activity 3.24:

In pairs; Use the quotation in the task

"And verily whosoever shows patience and forgives that would truly be from the things recommended by Allah" Surat Ash- Shura 42:43

1. From the injunction what does Allah preach about forgiveness?
2. Why is it important to forgive?
3. How do you feel when you forgive, tolerate, unite or reconcile with someone?
4. Share in class.
5. Write down your views.

Islam is built on the principles of unity, tolerance, forgiveness and reconciliation among others. It is therefore recommended that in order to have development, peace in society, brotherhood all the principles under discussion should be given much consideration.

The Prophet is reported to have said Believers are like parts of a building to one another each part supports the others((Bukhari.)

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3.8: Understanding the nature of conflicts that existed in traditional Africa

Discuss the nature of conflicts and conflict resolution methods in traditional African Societies

Activity 3.25:

In groups;

Fig 3.9:

1. Describe what is taking place in the figure above.
1. Listen to an audio from an elder regarding conflicts and conflict resolution methods.
2. Note down the views.
3. Demonstrate to the class in form of a skit .

Take home

1. Consult from the elder about the family, village, tribal and society conflicts that existed.
2. The methods used in reconciling such conflicts.
3. Come up with a hand out with combined information on conflicts and conflict resolution methods in traditional African Societies. Type in Microsoft word.
4. Present it to the librarian for utilization by other school members.

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Comparisons between African methods of conflict resolution and the ones in the modern societies

In Africa conflicts existed. Some are similar and others are different from those of modern times as we shall discover.

Activity 3.26:

Study the figure below.

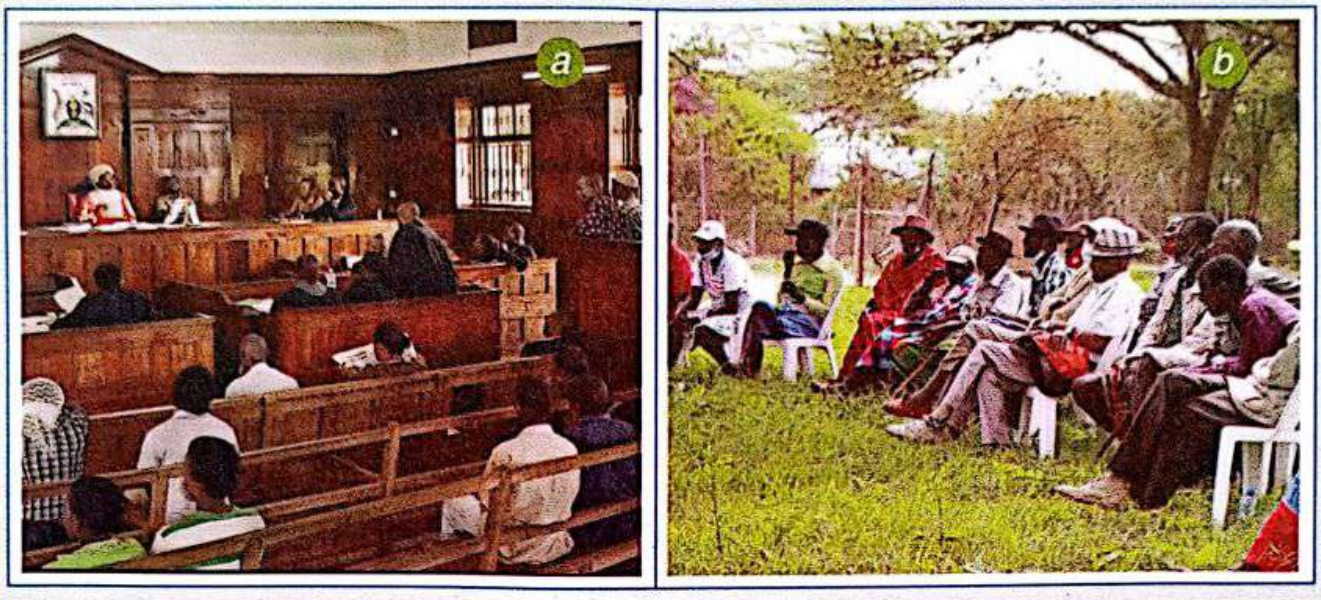

Fig 3.10:

Describe what you see.

1. Use a table to explain the modern and African conflict resolution methods.

Modern ways of resolving conflicts	Traditional ways of resolving conflicts

2. Write them on a manila and hang on the class notice board.

In traditional Africa conflict resolution aimed at reconciliation and peace which also the modern times target though different methods are used.

Where as in Traditional Africa elders played a big role in the process, in modern times the Quran, judges, the laws and lawyers are at play.

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Appreciate the conflict resolution methods used in the traditional African setting

What modern society can learn from African heritage concerning conflict resolution

Traditional Africa has many practices in conflict resolution desired by the modern society.

Activity 3.27:

In groups

1. Explain the good aspects in the traditional ways of resolving conflicts?
2. What are those aspects in the modern ways of resolving conflicts considered to be bad?
3. What are the lessons learnt by modern society from the traditional Africa conflict resolution ways?
4. Share with the class.

Religious conflicts that led to the persecution of Muslims

Activity 3.28:

In groups

1. Read a hand out provided by the facilitator compiled about the Muslims killed near Namugongo.
2. Why were the Muslims killed?
3. What is its impact on the Muslims and Non-Muslims?
4. Share with the class.

In all situations, muslims are encouraged to endure as it so happened to Prophet Muhammad and the early converts to Islam like Sumayya being pierced with a hot iron bar in her private parts. Yasir's legs tied on two camels and moved to different directions. The Meccans wanted to kill the prophet. Despite all these conflicts and persecution against muslims, muslims endured and did not attack their enemies.

How tolerance can help prevent conflicts in society

3:10:4 Other ways of avoiding conflict

Activity 3.29:

Do you know how to tolerate others, does it benefit you when you conduct it. Tell us how tolerance helps to prevent conflicts?

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Fig 3.11:

So many values in Islam apart from tolerance can help to prevent conflicts such as patience, peacefulness, honesty, trustworthiness, kindness and so a Muslim should learn to implement them so as to avoid conflict and destructions.

Sample Activity of Integration

Magodo grew up in a small town of Rwizi where a well existed but the community was not allowed to access it. One day his mother forced him to fetch water from the well, he was caught and taken to the king and the punishment was to hung him to death, but before, the boy requested to sing for the king.

Fig 3.12:

Task: As Magodo, compose a song for the king that can make him forgive you.

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Chapter summary

In this chapter, you have looked at conflicts and its resolution in religious, modern and African traditional ways. You are encouraged to carry Islam to another level through solving conflicts and tolerating one another.

Glossary

Aggressor: a person or country that attacks another.

Civility: formal politeness and courtesy in behavior or speech.

Conflict resolution: a way for two or more parties to find a peaceful solution to a disagreement among them.

Fairness: impartial and just treatment or behaviour without favouritism and discrimination.

Forgiveness: an individual, voluntary internal process of letting go of feelings and thoughts of resentment, bitterness, anger, and the need for vengeance and retribution toward someone who we believe has wronged us, including ourselves.

Gratitude: the quality of being thankful.

Harmony: when there is resonance and joy, celebration and sharing with other entities in peace.

Human rights: moral principles or norms for certain standards of human behaviour and are regularly protected in municipal and international law.

Injustices: actions that show lack of fairness or justice.

Judgement: the ability to make considered decisions or come to sensible conclusions.

Laws: the system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties.

Paradise: a place of rest and refreshment in which the righteous go to.

Peace (salaam): freedom from disturbance.

Reconciliation: the restoration of friendly relations.

Sharia: divination; being divine. Islam's legal system.

Self-sacrifice: giving up of what you want so that other people can have what they need or want.

Society: the situation of being in the company of other people.

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Surat: a chapter of the Quran.

Tradition: the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.

Traditional: existing in or as part of a tradition long-established.

Tolerant: showing willingness to allow the existence of opinions or behaviour that one does not necessarily agree with.

Vulnerable: exposed to the possibility of being attacked or harmed, either physically or emotionally.

Witness: someone who has knowledge about a matter, whether they have sensed it or are testifying on another witnesses' behalf.

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[illegible]

3. [illegible] Islam Foundation Nairobi

4. [illegible]

5. [illegible] Nairobi: Islamic Religious Education for Children Level in Uganda [illegible]

6. [illegible] Mwangi. A study guide to O level Islamic Paper Two [illegible] Edition 2015

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