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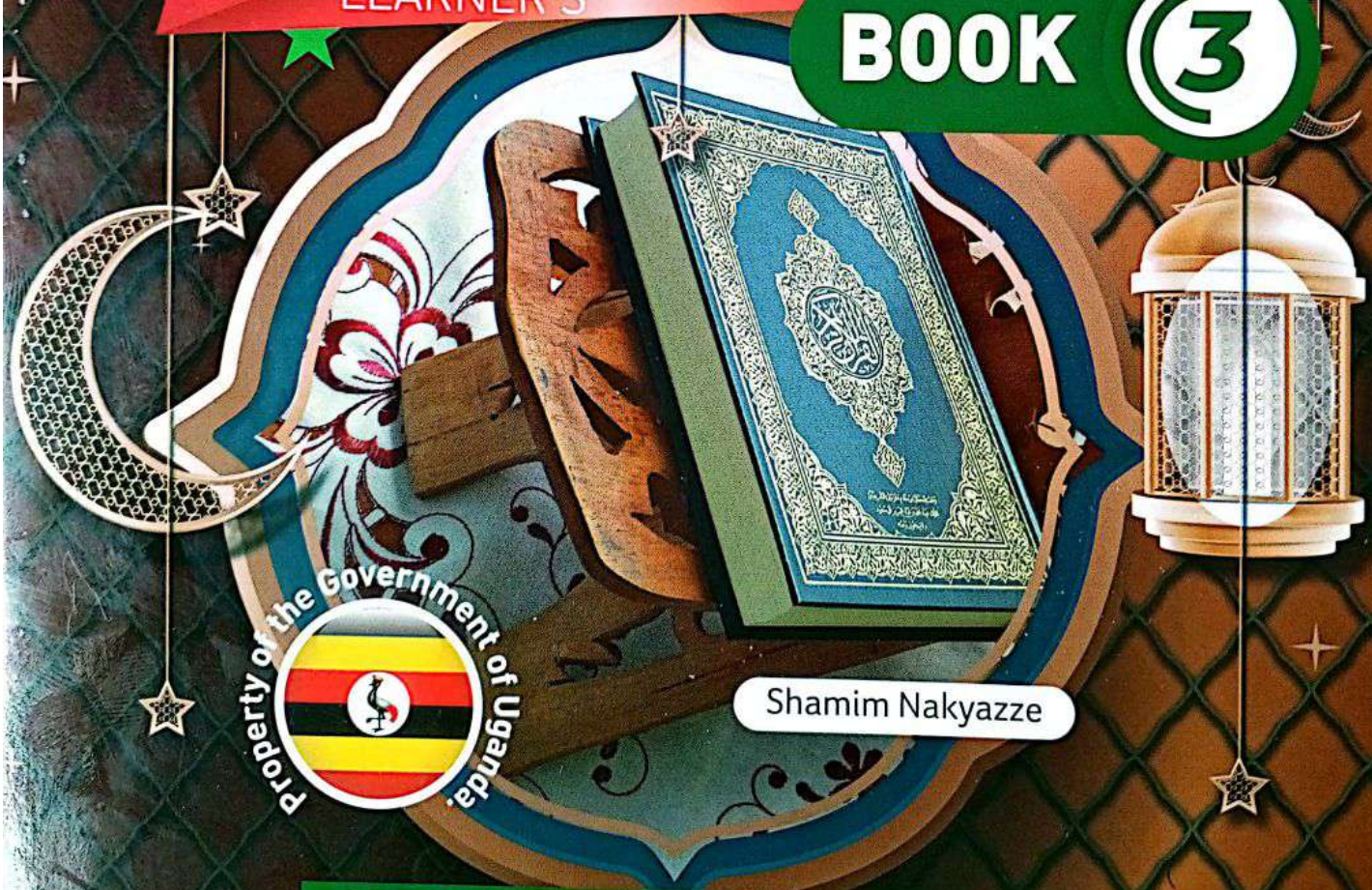
SECONDARY

ISLAMIC RELIGIOUS EDUCATION

LEARNER'S BOOK 3



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Adapted to the New Competence Based Curriculum

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Islamic Religious Education

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Published by
Longhorn Publishers PLC
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P.O. Box 18033-00500 Nairobi, Kenya
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+254 708 282 260, +254 722 204 608
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Email: ug@longhornpublishers.com
www.longhornpublishers.com

Longhorn Publishers (Tanzania) Ltd
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Mikocheni B, Plot No. MKC/MCB/81
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Tel: +255 714 184 465
Email: longhorntz@longhornpublishers.com
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Remera opposite COGE Bank
P.O. Box 5910 Kigali, Rwanda
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First published 2022

ISBN 978 9913 012 56 0

Printed by Repro India Limited

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Preface

This book is part of the revised lower secondary curriculum in Uganda. The knowledge and skills which have been incorporated are what is partly required to produce a learner who has the competences that are required in the 21st century.

The learners have been provided with a wide range of activities and tasks which will be conducted both within and outside the classroom setting. The learner is expected to be able to work as an individual, in pairs, and in groups according to the nature of the activities.

The teacher will serve as a facilitator, will prepare what the learners are to learn, and this Learner's Book is one of the materials which are to be used to support the teaching and learning process.

Islamic Religious Education is an integral part of all the disciplines that you are going to pursue in your education career because man is guided by religion in all aspects of life. For example, an elected leader is made to hold the Quran or Bible and takes an oath of allegiance before the people that one is going to serve. In the different societies where we hail from, there exists various sections of people with different Religious beliefs and social background.

There is therefore the need for one to study Islamic Religious Education for acquisition of knowledge and Life skills of how to establish a harmonious relationship among all people. This is also extended to their Leadership and Economic Welfare.

Finally, a Muslim should be a role model wherever they may be and at all times, they are supposed to practically demonstrate what they believe in. Therefore, as you read this Book, you are expected to develop a very positive attitude towards a desirable kind of Life.

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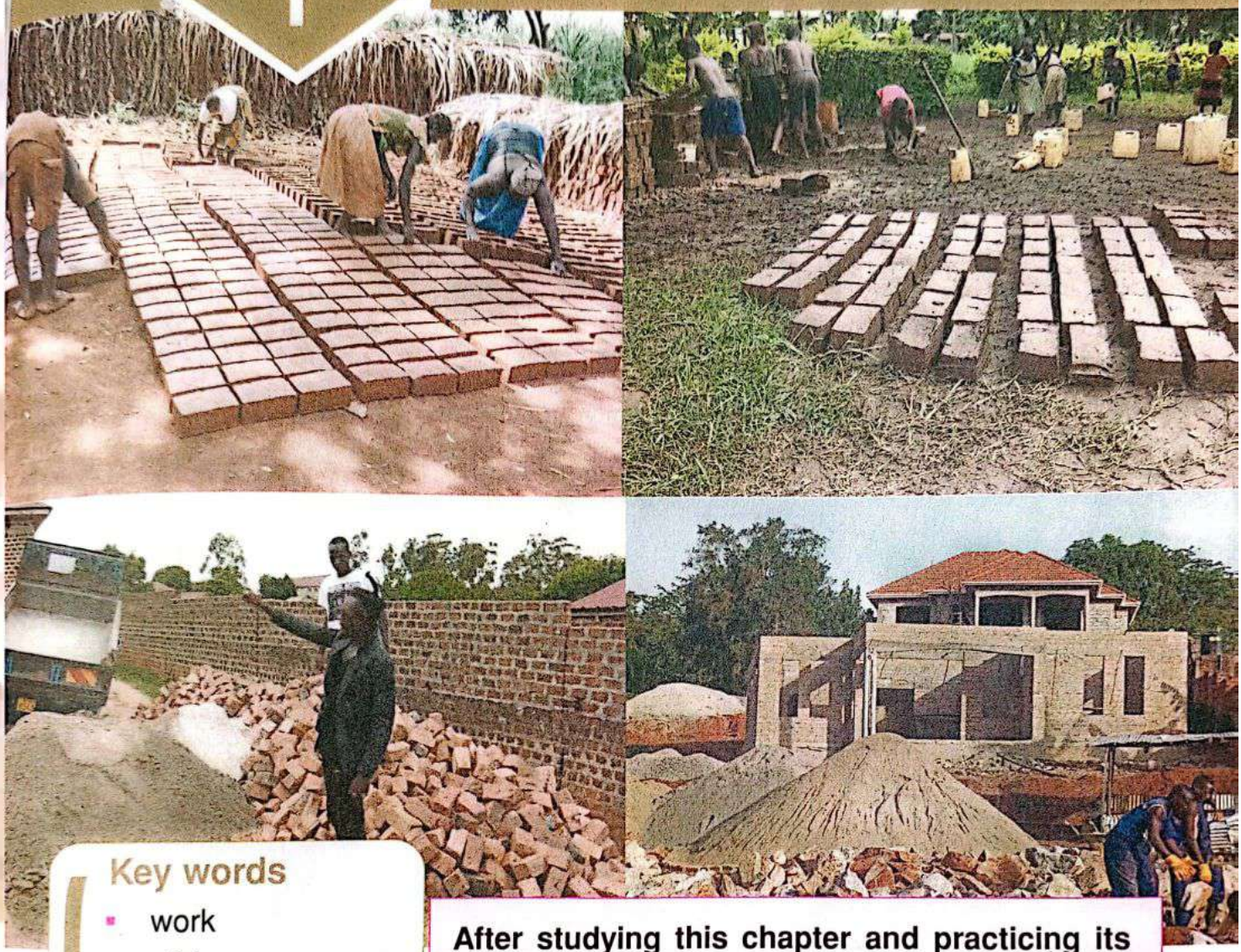
CHAPTER 1

THEME: MAN'S DOMINION OVER THE WORLD

WORK



Key words

- work
- ethics
- rights
- virtues
- interest (usury)
- begging
- professional work
- charity (Sadaqah)
- wealth
- employers
- employees
- talents
- career

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

(a) appreciate the value and purpose of work.

(b) appreciate own talents when making career choices.

(c) understand the Islamic ethics of work.

(d) understand the challenges of work in the contemporary life.

(e) understand the Traditional African views about wealth and development.

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Introduction

Having discussed marriage and the family in our previous chapter with most emphasis on fulfilling our specific roles in the family, it is timely to study work in a bid to explore how mankind should earn a living, raise a family, satisfy their needs and live in harmony.

In this chapter you will explore understanding of religious teachings about the value of work, appreciate the importance of work and develop a positive attitude towards work.

".....Man is in a state of loss except those who believe and do good works....."

Surat Al - 'Asr 103:2-3

1.1: Value and purpose of Work

Islam lays a lot of emphasis on work and need for man to work in earning his livelihood so as to be independent, self sufficient and to hold his dignity among his peers and in his community or society.

The Quran instructs Muslims to persistently work whenever and whereever work is available. Surat An- Najm 53:39.

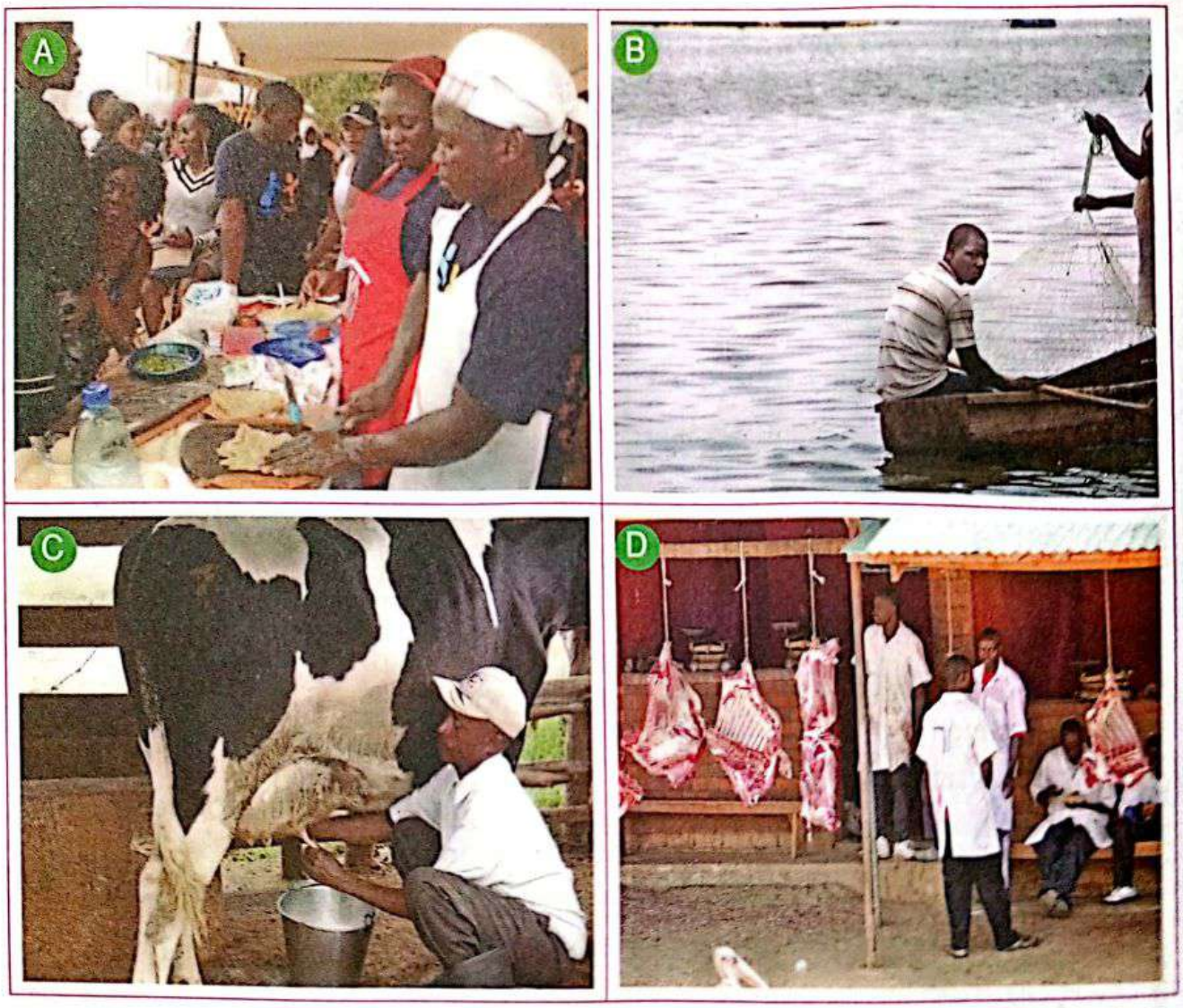

Fig 1.1

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Activity 1.1:

In your groups;

1. Identify activities A-D taking place in figure 1.1 above.
2. Describe the activities above and the reward earned from them. Present your findings in a table form.

No	Activity	Reward

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3. Give any type of work activities that people in your society involve in and their reward.
4. Why do people in your society engage in work?
5. Mention any type of work you have involved in and reasons why you involved in it.
6. Present your views to the rest of the class.
7. Note down your views.

Why People engage in Work

The Prophet Muhammad said, *"No one has ever eaten food than what he eats as a result of the labour of his hands"* Bukhari

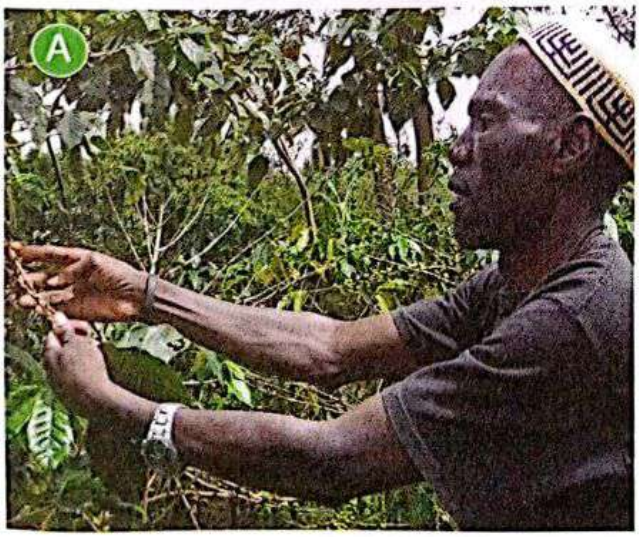

Fig 1.2

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Activity 1.2: :

In your groups,

1. Identify the activities in the figure 1.2.
2. Share ideas about the reasons why you should engage in work.
3. Read the surahs below and explain why people engage in work.

No.	Surah	Reasons why people engage in work
1.	*"....Man is in a state of loss except those who believe and do good works....?* Surat Al - 'Asr 103:2-3	
2.	*"For men is the benefit of what they earn. And for women is the benefit of what they earn".* Surat An- Nisa' 4:32	
3.	*"Man will not get anything unless he works hard "* *Surat AL Najm 53:39*	

4. Present your findings to the class.
5. Write down all your ideas.

Appreciate own talents when making career choices.

Career is a job or profession one takes as his occupation in life.

Talent includes knowledge, skills, and attitudes. In Islamic management, potential is needed to acquire talented employees.

Activity 1.3:

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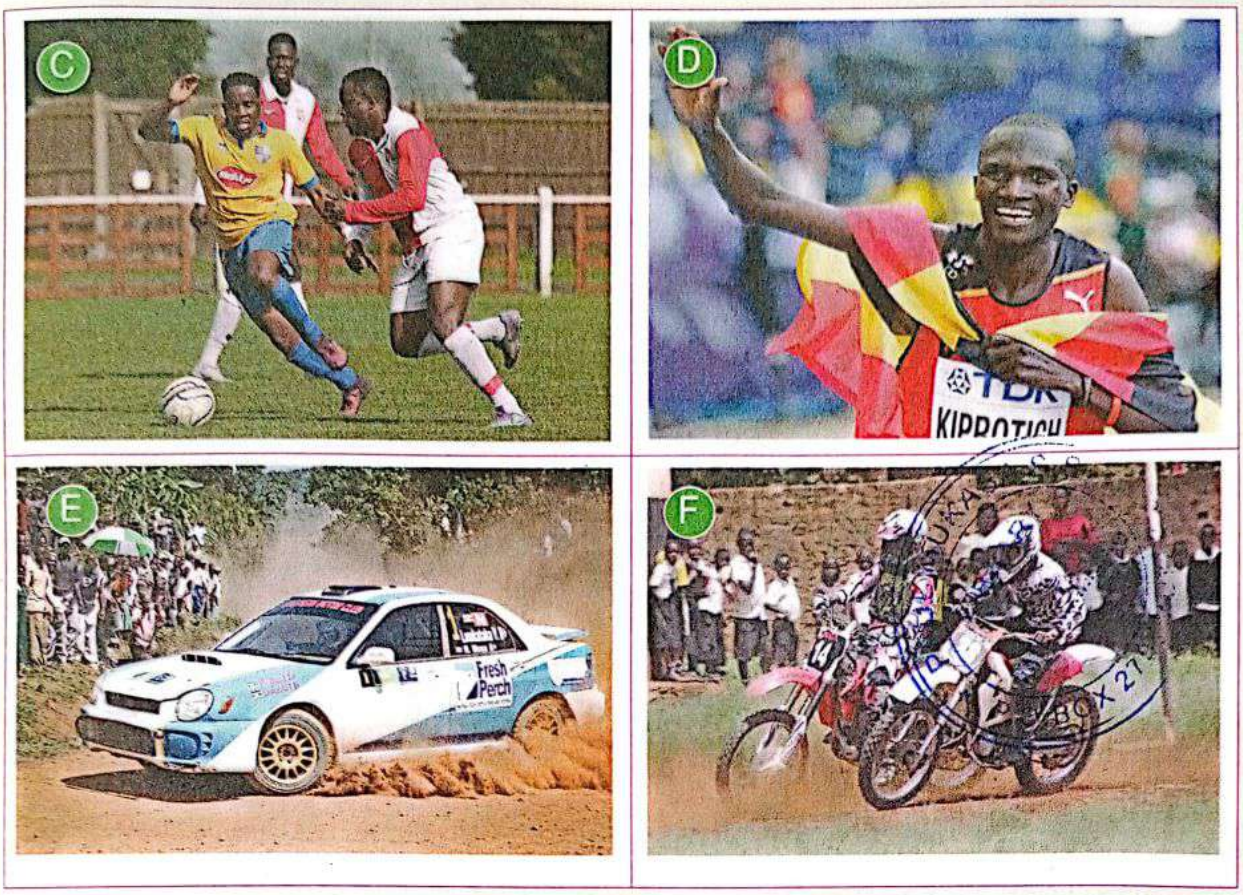

Fig 1.3

In pairs,

1. Mention the kinds of talents in the figure.
2. Identify any person who has talent in your society, school or country.
3. Suggest talents that you possess and need to be developed or improved.
4. How would you advise people who misuse their talents.
5. It is Talent Day and you have been invited as the chief guest, what advice would you give to the students?
6. Present in class.
7. Write down your views.

Activity 1.4:

Read the story and workout the task

We were once seated in a group of ladies and gentlemen, within a very close distance reading and sharing information. It was an activity scheduled for about four weeks. But as the days passed, the work became so tiresome and tedious. Every close to midday, members could start dosing and work came to a standstill.

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It is at such a time that one member started to sound an instrumental of childhood songs and other common infant songs that everyone knew and has ever enjoyed. We could all smile and hum, hum and hum but we could not trace who always started the humming or singing.

On the third day, one member asked about the person humming/singing. We all looked at each other and the one singing only continued. We could not identify her until one of us pointed at Mrs. Alott.

We asked her as we did not see her mouth open, shake or move; She replied that they were talented in music at her home and she could sing without her mouth open.

All the group members were amused. They tried it out but only saliva was flowing from the mouth, getting choked and nothing close to any sound. All members exclaimed, "Mrs. Alott you are very talented. "Find time to pass it onto the young generation.

Fig 1.4

Workout in pairs in reference to the story

1. Share with your neighbor.
2. Which talent do you admire or wish you had?
3. What measures have you put in place to see that you aquire it .
4. Suggest measures that can be used to make such talents beneficial to the community.
5. Share with the class.

Virtues related to any kind of Work

These are traits that are considered good at the work place. They are values that govern good work. Good behaviours that show high moral standards.

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Activity 1.5:

Read the scenario and the task

Nambale Muzafar is an employee of Zain Finance company. He has always been praised by the Chief Executive officer of the company and fellow workmates for being a very good employee and at the end of year's company closure ceremony; he was awarded the prize of the best employee of the year.

Fig 1.5

In groups,

1. Read the scenario above.
2. Brainstorm on the traits that made Nambale win the prize of the best employee.
3. How would you advise an employee who does not wish to improve or become better?
4. Share your findings with the class.
5. Note down your ideas.

Activity 1.6:

Read the story below

The Prophet Muhammad said

"I have been sent only for the purpose of perfecting good morals"

Indeed the Prophet exhibited good behaviours in all aspects of life.

Muhammad as a young man lived an upright life which was totally different from the people he lived with in Mecca.

During his stay with his Uncle Abu Talib he did work like other young people. He was a shepherd boy to his Uncle and other people in the vast land of the desert and he exercised patience, kindness, humility, trustworthiness, truthfulness and sincerity.

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As a trader, he displayed a high degree of trustworthiness, honesty, integrity and fairness. It was because of this character that people begun trusting him and having confidence in him by keeping their valuables with him including his enemies and hence the Arabs gave him the title, AL- AMIN, the trustworthy. His wife Khadijah requested him to marry her because she admired the Prophet's character.

Task

1. What are the kinds of work that Prophet Muhammad involved in?
2. What good behaviours did he exhibit while at work?
3. Mention the work which your parents do.
4. What are the virtues related to the work mentioned above?
5. Share with the class.
6. Write down your findings.

Islam is built on good morals. The Prophet Muhammad displayed the best character at work. He was faithful and trustworthy and given the title Al- Amin.

Islam recommends Muslims to possess good morals at the workplace such as justice, dedication, co- operation, respectfulness, forgiveness, organisational skills and responsibility.

In some professions, virtues or work ethics differ from the other like those of a teacher may differ from those of a doctor.

The value of Community Participation

Fig 1.6

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Activity 1.7:

In groups

1. Describe the activity taking place.
2. Why is it important for the community to participate in the activity above?
3. Not all people of the community are part of the activity, write a speech you will present at the LC1 meeting to encourage all the community people to participate in community work.
4. Mention other kinds of work you can participate in as a group in your society.
5. How are the people who do not participate in community work treated by the leaders and the community?
6. Present to the rest of the class.
7. Write down your views.

Read the story and work out the task

After the migration to Medina the prophet immediately purchased a piece of land from two orphans. He built a mosque called Masjid Nabbi. The construction was done by Muslims and the Prophet. Using building materials available at that time, the mosque was completed. To date, it has been expanded and beautified and is a centre of tourism.

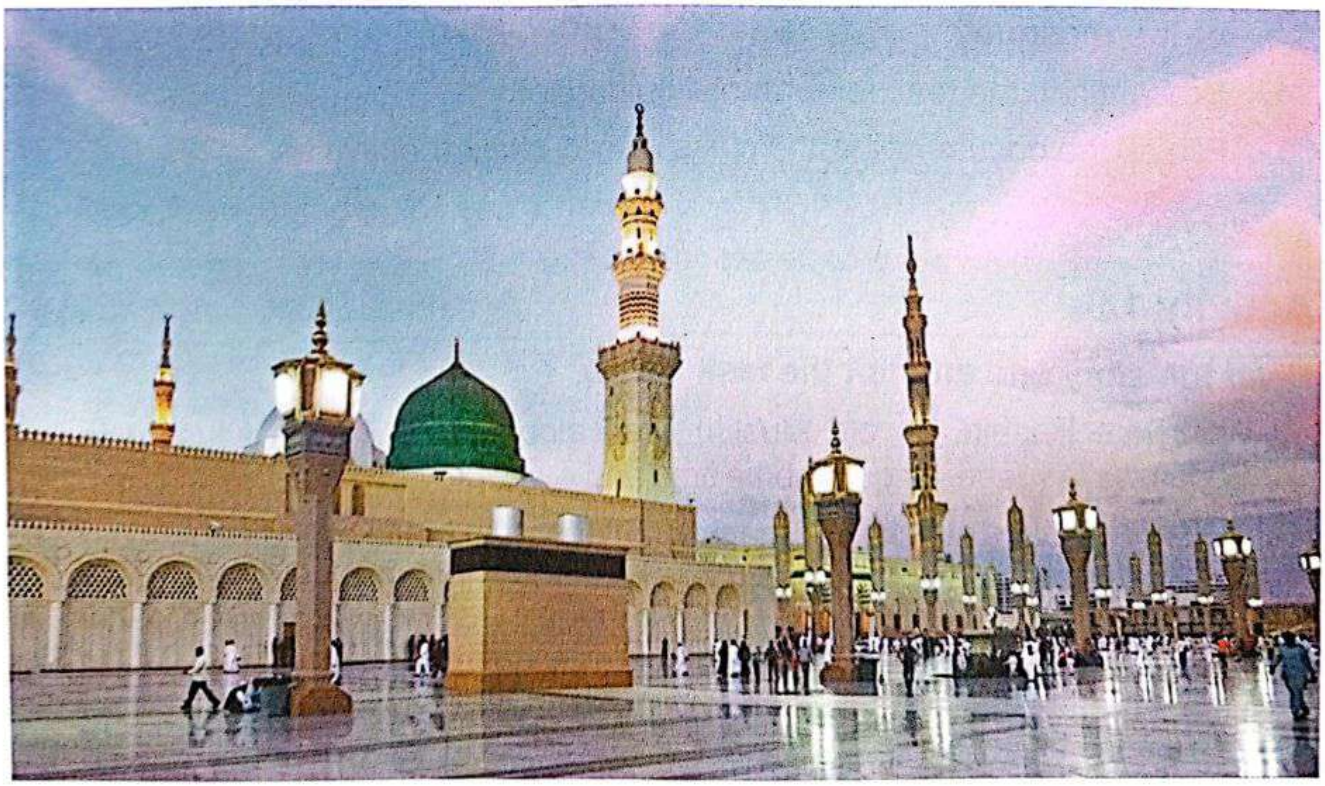

Fig 1.7

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Activity 1.8:

In groups, respond to the task using the story above.

1. What are the activities in which Muslims worked as a community?
2. Explain any activities at your school mosque which require community participation.
3. Brainstorm on the benefit of working as a community.
4. What are the likely outcomes of a society where people do not work as a community?
5. Suggest ways on how you can encourage community participation to the people in your society.
6. Present your views to the class.

Project Work

As a school Sheikh, the village Imam has invited you to participate in improving the status of your community mosque that is in a serious bad state.

1. Write a letter to the school administration requesting for permission to offer the service.
2. Draw a program for the day identifying the activities you wish to undertake while at the community mosque.
3. What are the planned ways to be implemented to improve the status of the mosque?
4. Present it to the teacher for more guidance.
5. File all the documents in the class extracurricular activities.

Activity 1.9:

Read the story and attempt the task below.

Asingwire Rashid, an old Muslim lived alone in his house situated in Bunamwaya village, for quite some time and it was proved he had no relatives.

He was one time attacked by malaria. Efforts were made by the neighbours to acquire medical treatment from a nearby government hospital, was taken care of in a fight for him to regain good health. Unfortunately, because of his old age and body weakness, he was unable to survive. He passed on.

Information was passed on in the village, the members contributed to buy the cloth in which he was wrapped "sanda", was cleaned, prayed for and buried as Islam prescribes.

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Fig 1.8

In pairs

1. What are the activities in which the community participated?
2. Brainstorm on the importance of the community's participation in the activities above.
3. In your opinion would you participate and contribute to the above and why?
4. Brainstorm on other activities which require community participation.
5. Explain the Islamic importance of the community involvement in the above activity.
6. Present to the class.
7. Note in your books.

Islam looks at all people as members of humanity distinguished only by their relationship with Allah. It encourages to keep together.

The Prophet said *"Believers are like parts of one building to one another, each part supports the others"* Bukhari.

A Muslim should participate in various community activities; it can be those of praise to Allah, for earning a living and development of the society.

The Almighty Allah promised success to people who work in teams.

"And the hand of God is always with the group"

Community participation in work is important because it is a means through which God is worshiped. Community members become tolerant to one another which eases the work, gives better outcomes for all the stakeholders such as transparency, and accountability of leaders, hence good quality services. Indigenous knowledge is utilised and empowers community members in decision making about the quality of their lives.

The Prophet Muhammad (PBUH) and his companions while in Medina participated in community work, for instance; construction of the house of the Prophet and the mosque, participation in digging of the Trench at the battle of Khandaq.

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Take home

1. Consult the religious leader of the school to narrate to you the construction of Masjid Nabbi and the battle of the Trench.

Prophets and different types of Work done by People in their Societies

The prophets like Muhammad (PBUH), Musa, Dauda, Sulaiman, and Isah were people who were chosen by God to be His messengers. They were fellow mankind; they worked along with the people in their communities in various works.

Activity 1.10:

"And the king said, surely you are in our presence today dignified trusted" He (Yusuf) said, set me over the store houses of the land. I will look after them (for) I am a skilled custodian (Organiser). And thus did we give to Yusuf power in the land. He had mastery in whatever he liked. We bestow our mercy on whom we please, and waste not the reward of the doers of good" Surat Yusuf 12:54-56.

"Then they found in it a wall which was on the point of falling, so he put it into a right state. Moses said "If you had wished, you could have taken a recompense for it. (Your labour)" Surat Al- Kahf 18:77.

Work out in groups;

1. Read the Quotations stated above.
2. Mention the Prophets of Allah being talked about and the kind of work they did.
3. Describe the work done by prophet Sulaiman and five other prophets of your choice. (Use a table to present your findings).

Prophet	Work done

4. Identify the benefits of such kind of work to the community.
5. In your school identify other kind of work taking place apart from teaching and learning.
6. How does the work mentioned benefit people in your school community.
7. Discuss in class.
8. Write in your note books.

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Take home

Using text books, Quran or the internet;

1. Identify all the Prophets of Allah talked about in the Quran.
2. Use a table to list the Prophets and the various work they involved in.

Name of the Prophet	The work he involved in

3. Type your work in Microsoft word.
4. Pin it on the class notice board.

Benefits of hardwork

Hardwork goes hand in hand with great effort and endurance. It is a means through which one strives to achieve his or her goals of life.

Allah never changes the condition of a person unless they strive to change themselves through hard work. Man will not get anything for free but what he/she strives for.

Activity 1.11:

Read the poem to guide you in the task

Hard work, Hard work, Hard work
Working hard becomes a habit
And a serious kind of fun
Struggle today for a better tomorrow
Hard work pays
Shepherding and trading in the name of hard work
Oh Prophet of Islam
Self satisfaction is got from
Pushing yourself to the limit
Knowing that all effort is going to pay off
Not everyone gets it right for the first
But only through continuous hard work
In the battle at Uhud Muslims in a loss
But hard work brings victory at the Trench

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Success is unfortunately a wicked difficult climb
However for those who won't just lose hope
Success will throw down a life saving rope
The mission to preach Islam a hard task
Hard work, focus, and determination bring accomplishment
Work hard,
Work smart, and succeed.

Task

1. What things are reflected in the poem to promote hard work?
2. What are the benefits of hardwork in the poem?
3. Suggest ways in which hardwork can benefit you as a student.
4. It's stated in the Quran, surah Ar- Ra'd 13 :11 "Allah never changes the conditions of people unless they strive to change themselves."

   How does this quotation relate to hard work?
5. Mention those areas in which you have exhibited hard work.
6. What advise do you give to people who hate to work hard?
7. Share with the class.
8. Note down.

Activity 1.12:

Work out in groups,

1. Trace the following injunctions from the Quran and internalise them.
   (a) Surat An- Nisa 4:34
   (b) Surat Al- Anfal 8:53
   (c) Surat Saba 34:10-13
2. From the content of the injunctions write an article about hardwork and present it to the school at the assembly, and after hung it on the school notice-board.

Hard work is a great deal of effort or endurance.

Prophet Muhammad) said hard work absolves the sins of people.

The Prophet was asked which was the best kind of earning, he replied that which a man works with his hands. And honest trading, those who take bribes and those who give bribes are cursed by God.

The best food which a person eats is that which he eats out of his work.

Hard work is beneficial in a way that it brings progress and prosperity to the society, leads to self reliance, success in life, independence, builds one's character, shows a good example to children and is rewardable by Allah. Muslims are reminded that they should worship Allah but at the same time work to earn a living.

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The Quran instructs Muslims to persistently work whenever and wherever it is available dispense through the land and seek of the bounty of God.

Allah says "And that the human being attains only what he strives for" Surat An- Najm 53:39

Learning Tip

Great prophets in Islam were good at working. Prophet Dauda, Sulaiman Muhammad (SAW) among others were good at working. The prophet said that it is better for someone to go in the forest cut down trees for sell than begging. This implies that work is so virtual in Islam. Allah says in Quran that no soul shall get anything but what it strives for.

Prophet Muhammad as a Worker

Activity 1.13:

Read the statement and work out the task

Prophet Muhammad was a servant who worked for lady Khadijah in transacting her business.

He said servants should not be looked down upon because of the nature of their work. This is because he emphasised that all kind of work is dignified for as long as it is not haram

The Prophet once said "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

Use the injunction to work out the task.

"And they say "Why does this messenger (Muhammad, PBUH) eat food and walk about in the market (as we). Why is not an Angel sent down to him to be a Warner with Him?

Surat Al- Furqan 25:7

Read the above injunctions and respond to the following tasks.

1. Brainstorm on all the kind of work Prophet Muhammad (PBUH) did that people abstain from.
2. List the kinds of work considered haram and halal in Islam.
3. Why do you think Prophet Muhammad (PBUH) always indulged in work and went to the market by himself?
4. Suggest reasons why some people abstain from certain kinds of work.
5. Demonstrate the character Prophet Muhammad exhibited in all the work he did.
6. Share your views with the class.
7. Write in your note books.

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Take home

1. Visit your area Imam and consult about Prophet Muhammad's life with emphasis on the work he involved in.
2. Record down your findings and have them typed in Microsoft word.
3. Make copies enough for all group members.
4. Consult your area Imam about the work other prophets of Allah engaged in.
5. File them in personal files for future reference.

Prophet Muhammad right from his youth engaged in work. He was named AL-Amin because of his trustworthy dealings.

And once he was asked which was the best kind of earning, he replied that for which a man works with his hands. Those who take bribes are cursed by God. He once advised a man that it's better to take a rope, go to the forest, cut down wood, and sell it than begging, better to eat and give charity other than to beg.

Discouragement of begging in Islam

Dependency on anybody else for livelihood is a social stigma and disgraceful humility.

A Muslim should always be self reliant and stay away from being a liability to anyone.

Islam respects all kinds of work for earning one's livelihood for as long as it is through decent means.

Activity 1.14:

Read the skit below and respond to the tasks that follow.

Amirah and Jamil: Abdallah, Asalaam alaikum warahumatulahi Wabarakatuh

Abudallah: Wa alaikum salaam warahumatullahi Wabarakatuh

Amirah and Jamil: Abdallah, we are here again requesting for your support. Your food provisions did us good in the lockdown.

Abudallah: The lock down, eeh eeh eeh. This was lifted many months ago and I see your Fresh dairy milk shop operating, I also buy milk for my workers from there.

Amirah and Jamil: Abdallah, please support us you are wealthy. Just give us anything you have.

Abudallah: It seems you are used to being given all the time. Begging is not embraced in Islam. Fellow Muslims, shun begging.

Dorothy: That is why they say beggars are not choosers.

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Hamza: Begging has no place in Islam.

Dorothy: Even Prophet Isah did not entertain begging.

Hamza: Yes, Allah is better praised through doing constructive work but not through begging.

Amirah and Jamil: In unison, really!

Hamza: The Prophet said "It's far better for one even to take his rope, cut wood, and sell it in order to eat and give charity than to beg. Whether he is given or not" Tirimidhi.

It's upon this background therefore that I strongly hail all people who do work.

This is because they can be choosers not beggars.

Abuddallah: Amirah and Jamil please stop begging me or other people. It is disrespectful to you and Islam hates it.

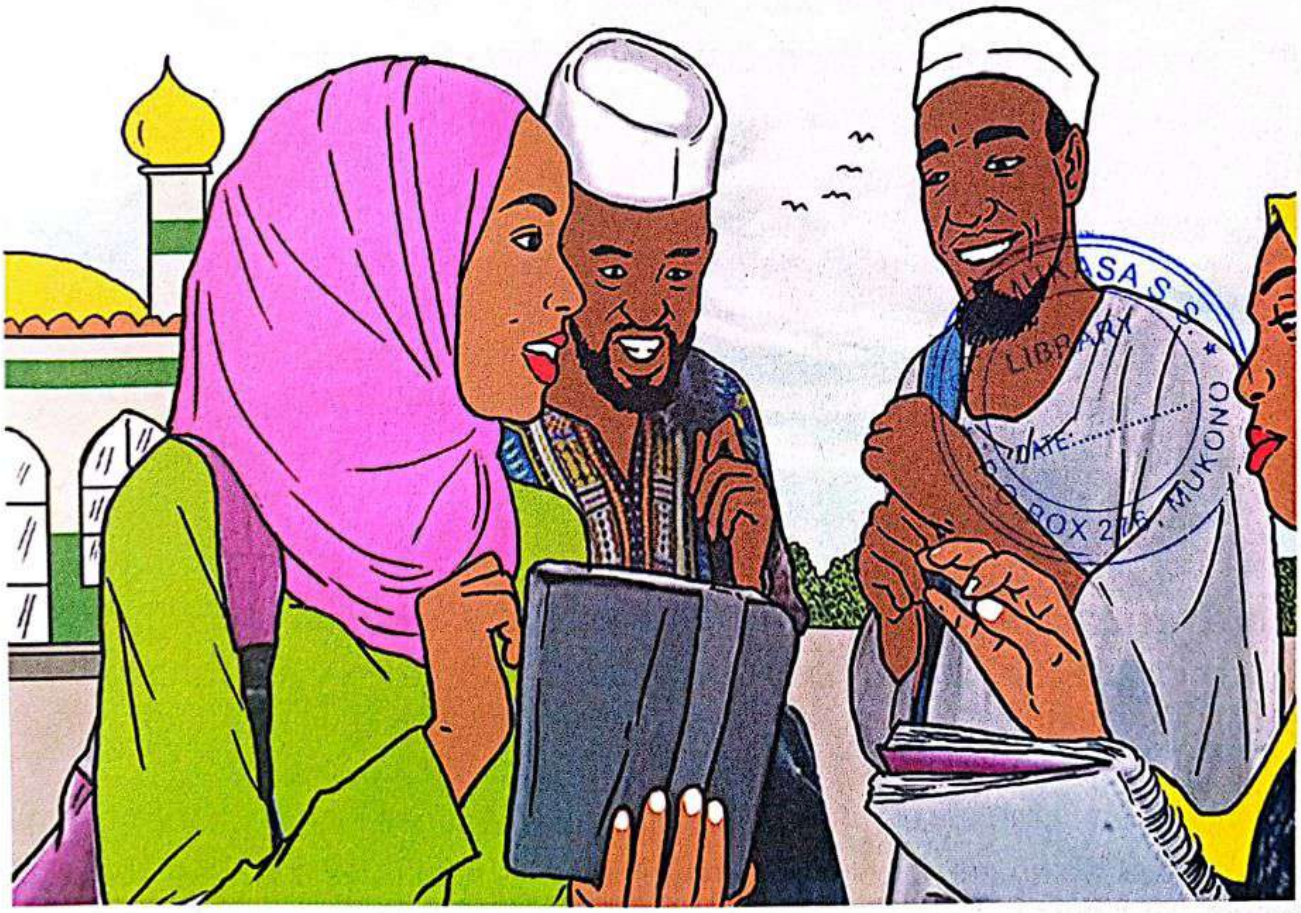

Fig 1.9

Workout in groups and respond to the skit above.

1. Suggest reasons why you think Amirah and Jamil beg.

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2. How can you advise them?
3. Suggest other measures that can be used to stop begging in your society.
4. If a person begs from you, how would you respond?
5. Present to the class for further discussion.
6. Write your findings in your note books.

Activity 1.15:

Use the tradition below in the task.

The holy prophet said,

"The upper hand is better than the lower hand" implying that it is better to give than to beg.

1. In groups, trace Surat Al- Baqarah 2:273.
2. One group member should read it to the group and write it on the chalk board.
3. Identify instances of begging mentioned in the above injunction and the Prophet's traditions.
4. Brainstorm on the causes of begging in your society.
5. Would you share if any one begs from you?
6. Brainstorm on the reasons as to why the Holy Quran discourages begging.
7. Present your views to the whole class.
8. Note down in your books.

Take home

1. As a public relations personnel at your village mosque, the Imam has requested you to write a presentation to be delivered at the Muslim convention concerning begging in Islam. Organise a speech for presentation.
2. Speak to the congregation in class.

Islam encourages earning wealth through work and discourages begging.

Muslims should develop strong and responsible attitude to work. They should do their best to provide for themselves and others rather than relying upon others. A Muslim should work and not beg unless it is absolutely necessary.

Dependency on anybody else for livelihood is a social stigma and disgraceful humility.

Begging is a wrong act; It becomes a habit for one who does it makes one to lose respect. It's a sign of laziness. It leaves one without a choice.

Islam strongly discourages it because it lowers one's dignity and exposes one's private life.

The Prophet (PBUH) said "The upper hand is better than the lower hand" implying that it is better to give than beg"

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1.2: Islamic ethics of Work

Islam has set principles which distinguish between what is right from what is wrong, based on the Quran teachings and Sunnah regarding work.

Activity 1.16:

Use the scenario to work out the activity

You are the class captain and your class teacher has instructed you to select five members in class to act as group leaders in conducting various class activities.

Work out in pairs,

1. What criteria are you going to use to make the selection?
2. What ethics will you put under consideration when selecting the group leaders?
3. Suggest how you will handle some classmates who you see do not have quality to lead but they have a high desire to lead.
4. Present your views to the class.

Work ethics of different professions

We have different professions in the world in which people engage in. Which profession do you admire? What ethics does it require? You will find out that different professions have set principles which employees use at work. These principles vary from one profession to another.

Activity 1.17:

Work out in groups,

1. Divide yourselves into the professions listed below and demonstrate the different professional ethics for each;
   (a) Doctor
   (b) Nurse
   (c) Teacher
   (d) Journalist
   (e) Lawyer
   (f) Electrician
   (g) Plumber
2. List the demonstrated ethics in your books.

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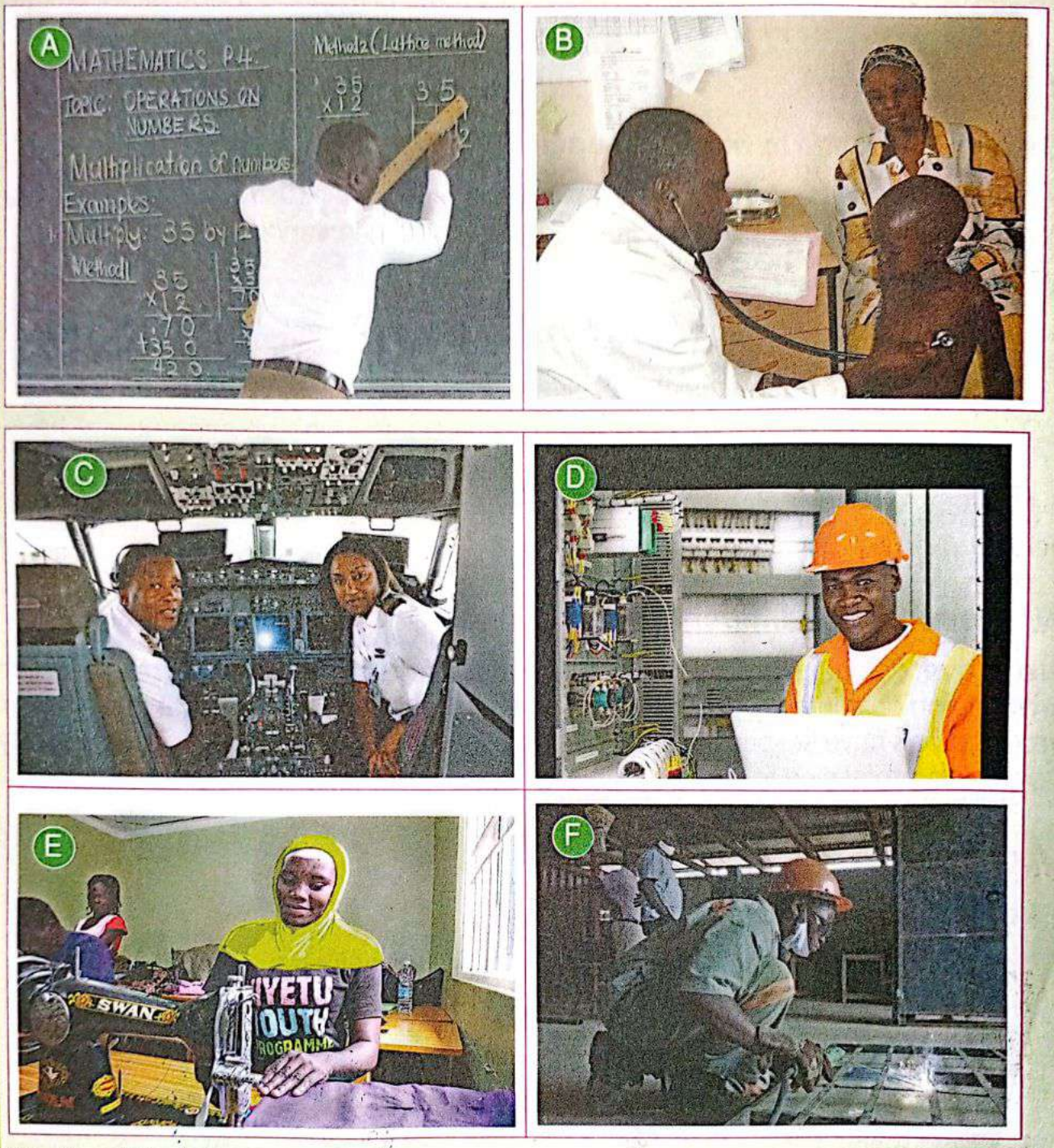
Activity 1.18:

Observe the work ethic poster cards below and work out the given task.



Work out in pairs

1. With your partner, select one profession of your choice and identify its work ethics.
2. Brainstorm on other work professions of your dream not mentioned on the posters.
3. Using manila(s), let the whole class write their dream profession and the work ethics for those professions.
4. Hang the Manila(s) papers used on your classroom notice board.

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Take home

1. Consult a sheikh or knowledgeable person to identify for you the set values, beliefs and principles derived from the Quran and Sunnah concerning work.
2. Type in microsoft word.
3. Present to your teacher for further guidance.

Islamic work ethics are a set of values based on the ideals of discipline and hard work. These values are derived from the Quran and Sunnahs of Prophet Muhammad (PBUH). It is through such ethics that better relationships among humans are emphasised. These include dedication, co-operation, responsibility, social relations, creativity, justice, honesty, fairness, generousity, hard work, respect, and trust.

Doctors, lawyers, teachers, accountants, pilots, surgeons, farmers and religious leaders have various ethics.

The rights and responsibilities of employers and employees

Work rights are standards which must be observed while employing workers by the employer.

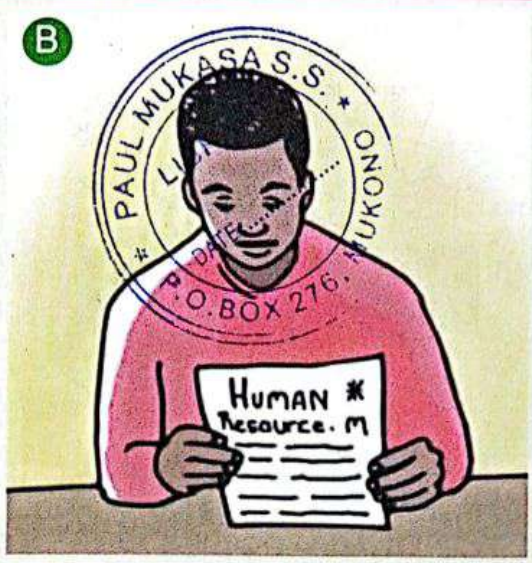
Worker's rights are rules meant to protect employees and employers from employment relationships that are dangerous, exploitative and non- profitable. Work responsibilities are roles that people at a workplace should abide by and have to be fulfilled.

The right to work is simply the idea that as a human being, one should be allowed to engage in productive employment and that no one should prevent one from doing so.

In work contracts between employers and employees, the parties agree on their rights, responsibilities and duties. The contract also protects the employee from exploitation.

Activity 1.19:

In your groups, demonstrate;



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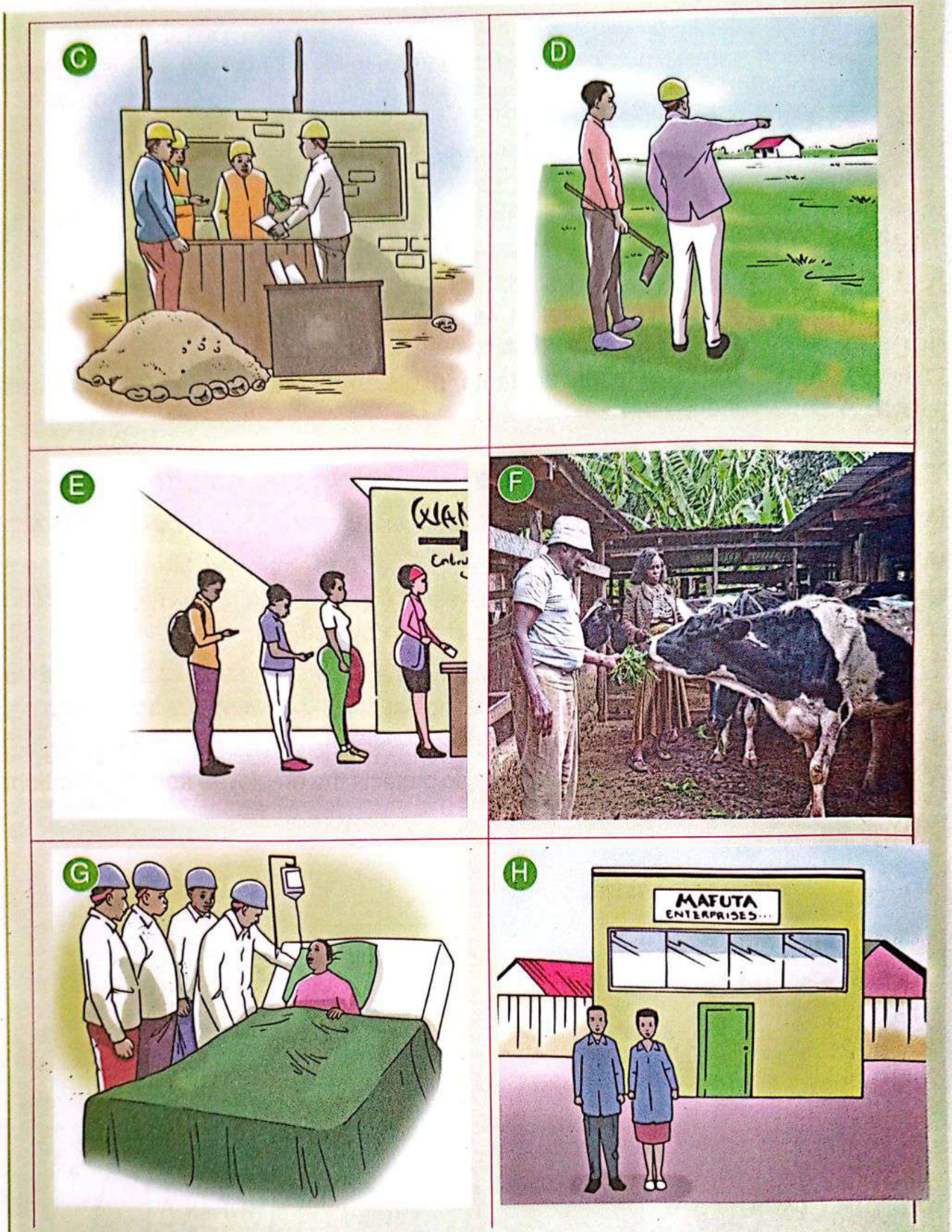

Fig 1.10

1. Identify the rights and responsibilities of the employee and employer as reflected in fig 1.10 above.

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2. With your pair, identify any kind of work that you have engaged in.
3. What were your rights and responsibilities in the job you undertook that are not reflected in the figure above?
4. Present to the class.
5. Note them down.

Activity 1.20:

An advertisement in a newspaper of 21st May 2021 is inviting interested and qualified personnel to fill vacancies of a teacher, Secretary and human resource manager.

1. Select one job of your choice.
2. Identify the expected rights and responsibilities for you on the job you have chosen.
3. Allah said "There are three types of people to whom I will be an opponent on the day of resurrection; one who makes a covenant in my name, but proves treacherous, and one who employs a labourer and takes full work from him but does not pay for his labour....." Bukhari. Basing on the tradition, explain the disadvantages of going against the rights and responsibilities of an employee.
4. Share your opinions with the rest of the class.

Islam recognises both the rights of employers and employees, in case one goes against those rights it becomes unislamic. The prophet on various occasions in his traditions, reflected the value of rights. The prophet said that "If one decides to undertake a task, he should do it efficiently. And that the labourer should be paid before his/her sweat dries up."

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Activity 1.21:

Read the article and work out the following task.

In groups;

Article 23.1 of the Universal Declaration of Human rights States:
Everyone has the right to work, to free choice employment, to just and favourable conditions of work, and to protection against unemployment.

1. Where is that article traced from?
2. Identify the rights to the employees stated in the article above.
3. Brainstorm on other rights of employees.
4. Mention other documents which possess employee and employer's rights.
5. Write the findings in form of an essay.
6. Present to the teacher for scoring.

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Take home

Using ICT integration, identify the rights of employees reflected in the;

1. The International Covenant on Economic , Social and Cultural Rights document.
2. The African Charter on Human and People's Rights document.
3. Write your findings in your notebook.

Activity 1.22:

Workout the task in groups

Read the traditions to direct you in giving responses.

The Prophet Muhammad is reported to have said "Your employees are your brothers upon whom Allah has given you authority, so if a Muslim has another person under his control, he or she should feed them with the like of what he eats and cloth them with the like of what one wears and should not over burden them with what they cannot bear and if you do so, then help them" Bukhari.

"The wages of a labourer should be paid before his sweat has dried up." Ibn Majah and Baihaqi.

"If any of you undertakes to do any kind of work, God loves to see him do it well and with efficiency," Bukhari.

1. Identify the rights and responsibilities of employees and employers reflected in the above traditions and injunctions.
2. Brainstorm on other rights and responsibilities of the employees and employers talked about in the Quran.
3. How do some employers go against the rights of employees?
4. As a canteen owner at school, you seek to employ an attendant who is an senior four leaver. Identify the qualities you require from the suitable candidate.
5. Present to the class.
6. Note down agreed upon views.

Qualities of a good employee

"If any of you under takes to do any kind of work, God loves to see him do it well and with efficiency." Bukhari.

Take home

(a) As a human resource manager in Tropical Bank, draw a poster indicating the job vacancies at the Bank and the required qualities of the applicants.

(b) Using the text books or internet, identify the major qualities of a good employee and employer as commanded by Islam.

(c) Present an essay to the teacher for scoring.

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Work ethics is a set of moral principles an employee should possess at his or her job and this includes traits such as being reliable, dependable, committed, efficient, integrity, justice, sense of responsibility, team work professionalism, respect for self and others.

The Prophet said and "If any of you undertakes to do any work, God loves to see him do it well with efficiency".

The prohibition of Usury (Ribah)

It is common to buy items above the normal expected price, it is also common to ask for additional money after borrowing money from an individual, Bank or SACCO .

This kind of business is very common today. Have you experienced one before?

Activity 1.23:

Workout in groups, read the dialogue below to guide you in the activity that follows.

Khamis: Hello Abubakr

Abubakr: You man, long time, why the silence?

Khamis: I have been extremely busy in these small businesses of mine.

Abubakr: And how are the businesses running so far?

Abubakr: You have really progressed? I am still at the NGO where you left me. Nothing much has changed, I am still struggling. I save the little from what I earn but I plan to also start up something private in the near future.

By the way, what are those businesses you talked about? I can pick an idea for my future plans.

Khamis: Money lending, where I earn from the interests I charge on the money lent out. People leave me with securities like T.V, sofa sets, cars and land titles, and when you fail to pay they become mine. I also have mobile money where I earn from withdraws and deposits. I also give change to people with big notes and for every ten thousand shillings, I earn one thousand shillings. I am also a middleman for houses and other property where I charge a percentage for every transaction.

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Abubakr: Ooooh you seem to be earning good money!

1. Identify the businesses carried out which have ribbah in the dialogue.
2. Why is Khamis forbidden to conduct the businesses above?
3. Mention other transactions with interest in which people of your society involve.
4. If Khamis was to change his business, advise him on the lawful business he can carry out.
5. Differentiate between *ribah* and *trade* using khamis's business as an example.
6. Present to the class.
7. Note down in your books.

Ribah (Usury) is any excess, above and beyond the principle. The act of Ribah promotes injustice in Islam since it is indirect cheating. The prophet on his fare well pilgrimage said that "Interest ribah is completely forbidden in Islam" Allah in Quran forbid the consumption of our wealth through improper channels and placed a ban on interest.

Allah says in Quran Surat Baqara 2:279 "

So if one consumes ribah is like one who has started war against Allah, then it is clear that you cannot be victorious over Allah but what one has to do is to stop its consumption.

Activity 1.24:

Work in pairs,

Use the quotations to guide you in the task.

1. Trace Surat Al- Baqarah 2:275-276, 278- 280 from the translated Quran.
2. Carefully read to internalise the contents of the above Surat .
3. Explain why Allah prohibits ribbah.
4. What are the effects of ribbah to the society?
5. Brainstorm on the examples of ribbah you know taking place in your community.
6. How will Allah punish the people who charge interest to others?
7. Record and present to the class.

The prohibition of cheating in weights and measurements in the Quran.

When we sometimes go shopping especially in markets, we are given items less in quantity. This normally happens in items that involve measuring and weighing.

> *"And give full measure when you measure, and weigh with a balance that is straight. That is good (advantageous) and better in the end"*
>
> **Surat Al- Isra 17:35**

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Activity 1.25:

Work out in pairs

1. Trace Surat At- Mutaffifin 83: 1- 4 Surat Ash-Shuara 26:181-182 and Surat Al - An'am 6:152 from the translated Quran.
2. Note them down in your note books.
3. Read them individually.
4. Share what it reflects about wrong weights and measurements.
5. Demonstrate scenes where you have been cheated through weights.
6. Share your experience of how you felt when you were cheated.
7. What are the benefits when true weights are used in society?
8. What is the reward for use of wrong weights and measurements in the Holy Quran?
9. Describe how people who give wrong weights should be treated in society.
10. Why does Islam prohibit giving wrong weights and measurements?
11. Share with the class.
12. Write in your note books.

Islam strongly prohibits cheating by means of weights and measurements.

Surat Al- Isra 17:35 says *"Give full measures when you measure and weigh in balance that is straight..."*

Surat At- Mutaffifin 83: 1-3.

"Woe to those that deal in fraud. Those who when they have to receive by measure from men, demand full measure, but when they have to give by measure or weight to men, give less than due"

A Muslim is the one who wishes for his brother what he/she wishes for him/herself.

So if one hates to be cheated he or she should avoid to cheat others because through wrong weights they deceive, and cheat people, trick buyers, lead to losses for those transacting, cause social evils like conflict, hatred, disunity and fighting in society.

Recommended methods of commercial transactions.

Commercial transactions are payments for goods and services.

Commercial transactions are activities of commerce, business operations intended for an exchange on the market with the goal of earning profit.

Here two parties come to an agreement to exchange items of value; The exchanges involve some sort of payment for goods and services.

Islam has given clear guidelines for commercial dealings to promote fair and transparent dealings.

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Activity 1.26:

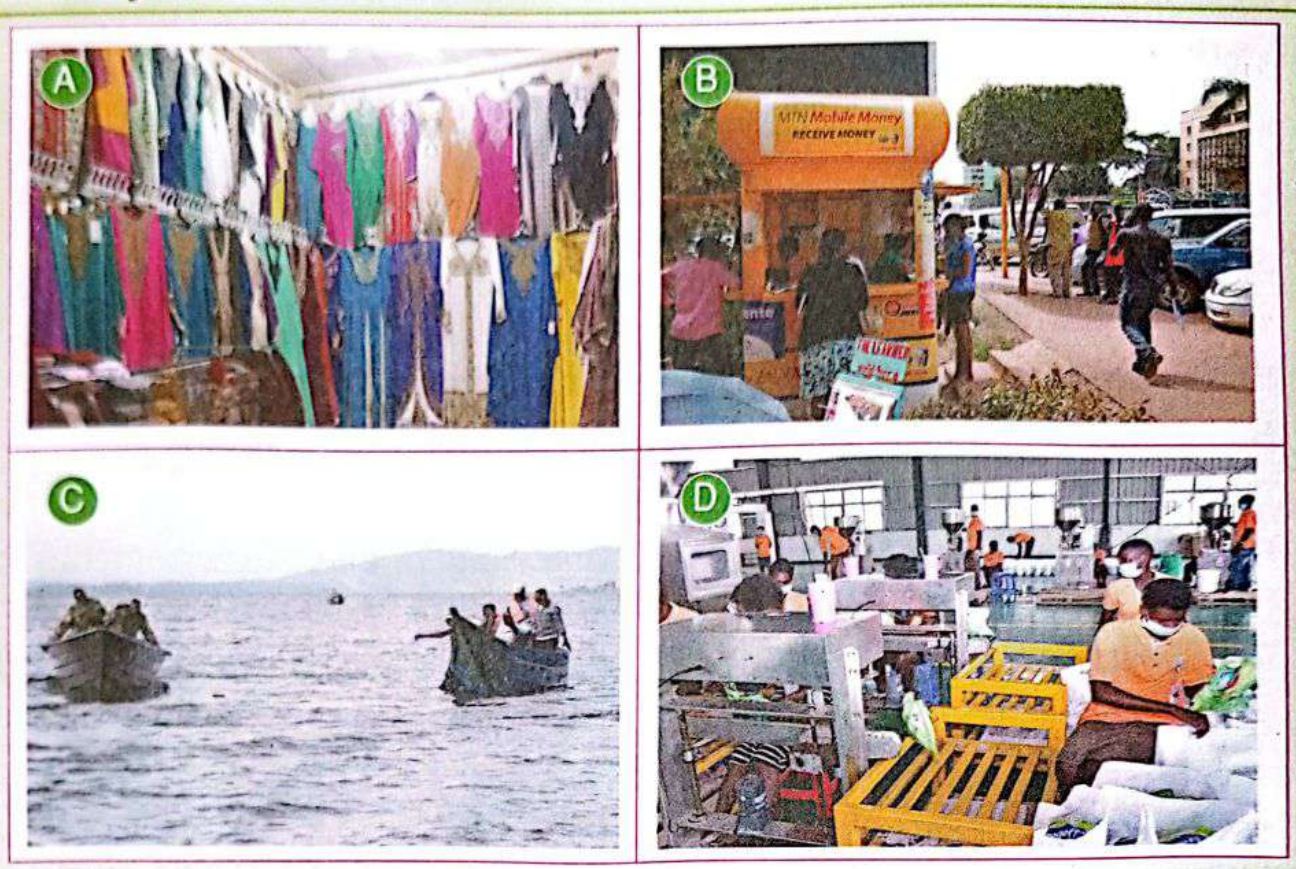

Fig 1.11

In pairs

1. Observe and list down the commercial transactions taking place in the figure above.
2. Mention the commercial transactions taking place in your school.
3. What are the benefits of the commercial transactions to the society.
4. Record and present to the class.

Activity 1.27:

Work out in pairs.

Read the story below and work out the task that follows.

Hajat Bagaala was a housewife until when she lost her husband to corona virus. She was left with the burden of taking care of six dependants. Rahma, a friend, advised her to start a business; a food store at the front of her house. Each day the business improved. After sometime, her brother-in-law advised her to buy supplies directly from farmers instead of the market, which she accepted.

1. What commercial transactions was Hajat Bagaala dealing in?
2. Why did she divert her business?
3. Explain the effects of the other business she ventured in last.

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4. How would you advise Hajat Bagaala regarding the commercial transactions which are profitable but not recommended in Islam?
5. Share with the class.
6. Write in your notebooks the agreed upon issues.

Activity 1.28:

1. Find surat An-Nisa 4:29 from a translated copy of the Quran.
2. Read it and internalise it well.
3. How has Allah commanded Muslims to carry out commercial transactions?
4. Explain what Allah has forbidden when conducting commercial transactions from the quotation above.
5. Describe the lawful and unlawful commercial transactions that are commanded by Allah.

Commercial transactions involve the sale transaction, the purchase transaction, and the ethics involved in carrying out these transactions.

These business transactions may involve two people in case it is a simple cash transaction and purchase on credit may involve a third person.

All the business transactions must have principles governing them such as fairness in all dealings, earn through personal efforts, avoid dealing in what is forbidden like begging, looting, ribbah (interest), bribery, betting, and gambling but transact in what is lawful like trade, farming, fishing and working for commission.

Take home

Muslim business club has a monthly gathering and wishes to have more awareness on Islamic transactions. As the spokesman of the day, this month, the Muslim business club gathering is to be educated about Islamic commercial transactions.

1. Consult a knowledgeable person in Islamic commercial law to discuss more about commercial dealings in Islam.
2. Type your views in Microsoft Word.
3. Make a voice recording that the business club members will listen to during their gathering.

1.3: Challenges of work in the contemporary life

Experiences and challenges at the work place

Whether one is new or has been at the work place for a while, problems always occur. They happen to everyone in all situations. Have you ever talked about challenges of work with your parents? Do you think they do not have challenges at work?

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Activity 1.29:

In pairs,

Dialogue about challenges at the workplace between two employees and their employer

Twaha: Good morning fellow hustler?

Shamim: Good morning colleague, how are you today?

Twaha: What's up?

Shamim: The police was here interrogating our boss, on Friday while you were away. Ms. Asaba his secretary came late, and he slapped her right away and terminated her from work. She has now reported the case to police.

Twaha: That is the best news you have ever given to me.

Let them deal with him and remember whenever he would find a scratch on his car, he would always slap the "Askari".

Boss: Can you two come here?

Shamim and Twaha: Yes please Boss.

Boss: Who told you that this is a place for you to gossip? Instead of working very hard for my enterprise and your survival, you are just making noise like weaver birds.

Shamim: Kneeling down, pleads Forgive us Boss. It is this big mouthed Twaha who started the gossip. That you make us work upto the last atom of our strength and you in the end pay us peanuts.

Twaha: I will not tolerate this kind of treatment

Boss: Is this the way you will develop this enterprise? Is gossip one of the strategies for growing the business?

Twaha: You should improve on the way you communicate and treat us.

Shamim: I am a hundred times sorry, Boss. We shall never repeat this again. You are the best, next to none.

Boss: I have pardoned you Shamim, by deducting 10% of your monthly salary for 3 months, and will not terminate your services soon. For Twaha, I have terminated you immediately!

Shamim: Thank you very much, Boss.

Twaha: We shall meet in court.

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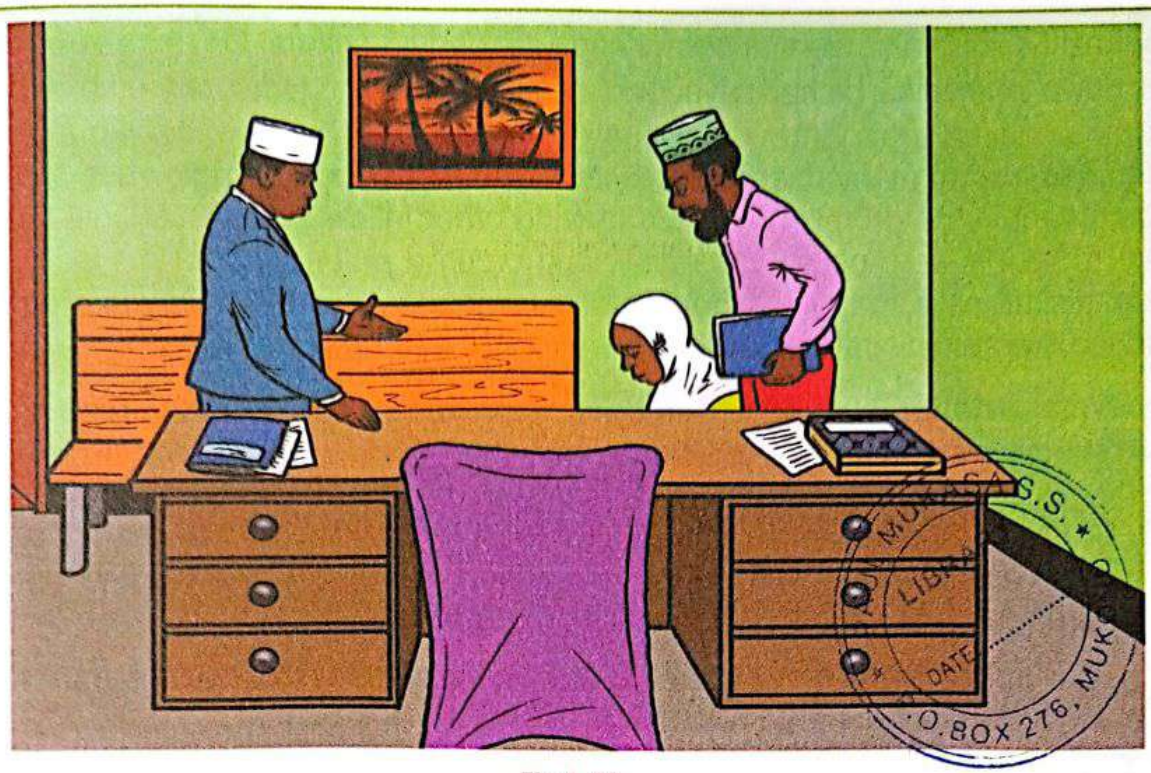

Fig 1.12

Work out in pairs;

1. Read the dialogue.
2. Brainstorm on the challenges faced by the employees at the work place in the dialogue.
3. Suggest ways in which the challenges mentioned above can be solved.
4. Present in an essay form to the class.

It is inevitable for a work place to be without challenges. It is on this background that a Muslim should always be in position to solve such challenges.

These challenges may include disrespect, poor quality work, missing a deadline, rushing through assignment, poor payment, over burdening the workers, discrimination at work, sexual abuse, undermining, unfair dismissal and unkind treatment to workers.

Agreeable and disagreeable behaviour at the work place

Islam has prescribed on the behaviour that is acceptable and unacceptable in society. The same applies to a work place. There are particular behaviours that must be exhibited as per the teachings of the Holy Quran.

Activity 1.30:

Workout in pairs,

Read the scenario below and give responses to the task after it.

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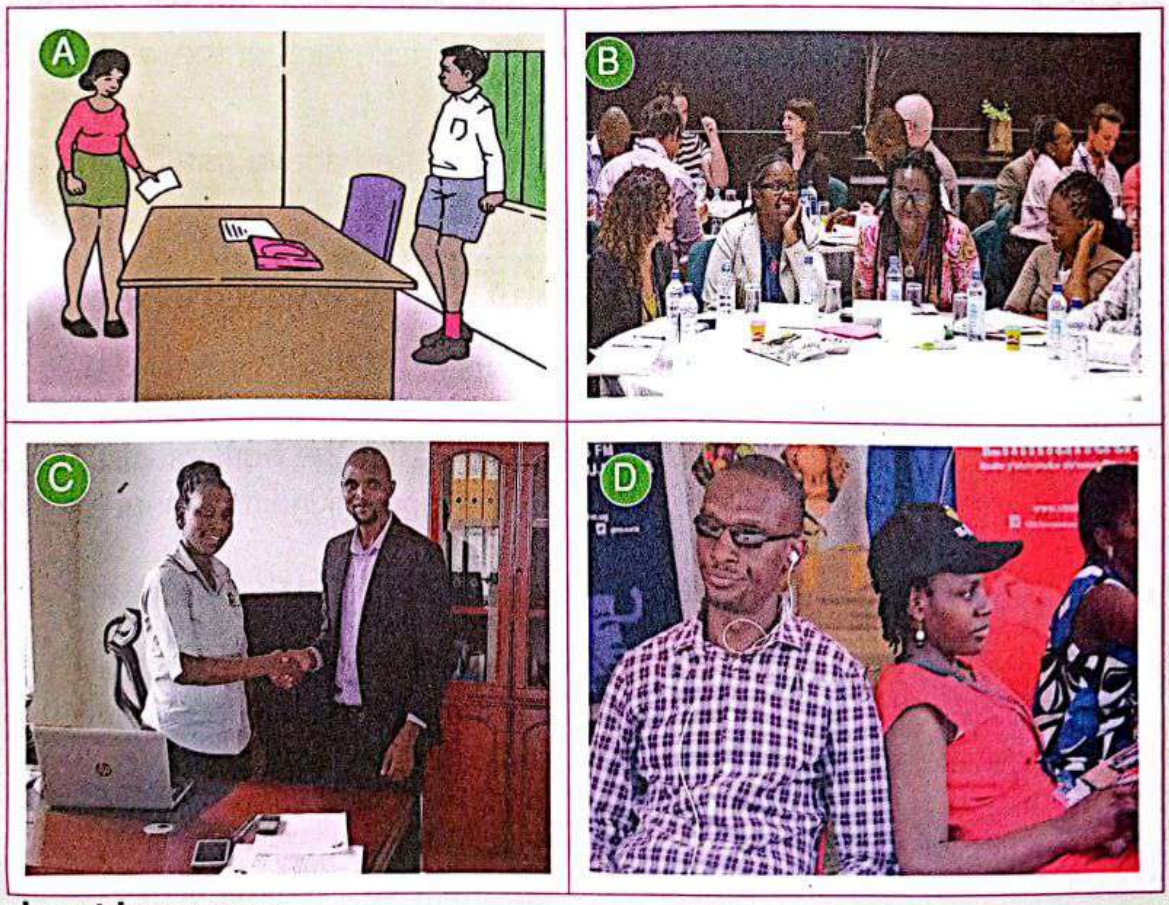
Mbabazi Faizal is a student at Nyamitanga secondary school. On return from the lock down for studies, he had saved a lot of money from the temporary employment he had acquired. Apart from disrespecting fellow students and bragging around, he started buying many unacceptable items in school such as radios and started entrainment in the dormitory, started teasing other fellow students by instructing them to lay his bed, polish his shoes, and ordered others to ferry his food and wash his utensils, carry his books to class and clean his seat. Information reached the administrators and he was strongly warned but in vain.

1. Write a letter suspending Mbabazi Faizal for one month from school reflecting the inappropriate behaviour.
2. Suggest ways you would use to help Mbabazi.
3. Write an article you are to present to the school about the appropriate and expected behaviour from Mbabazi on return to school.
4. Type in Microsoft Word and submit it to the teacher for more guidance.

Activity 1.31:

Observe the figure and attempt the task.



Work out in groups

1. Brainstorm on the agreeable and disagreeable behavior at the work place reflected in the figure above.

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2. Mention any other agreeable and disagreeable behaviour at a work place not reflected.
3. Suggest measures on how we can avoid/control the disagreeable behaviour and how we can promote the agreeable ones.
4. Write down the agreeable and disagreeable behaviour that you would emphasize when appointed as the disciplinary prefect at your school.
5. Present to the class.

Project Work

1. Dialogue with an entrepreneur from your neighborhood to have a discussion with your class about agreeable and disagreeable behaviour for the workers at his work place.
2. Note down the discussed views.
3. Present the essay to the teacher for scoring.

How to overcome challenges in work

In the Holy Quran Allah has recommended Muslims to find solutions in all the difficult situations. When faced with difficulty, a Muslim should strive to find solutions but not to sit back and look on.

During the time of the prophet's mission, he faced many difficulties but always got solutions like at the battle of Badr in 624 A.D, as the Muslim army was badly hit by the enemies of Islam. On the Prophet realising that they were all about to be killed, he quickly prayed to Allah who gave a solution through Angle Gibril that led to the Muslim's success in the battle.

Activity 1.32:

In your groups, use the dialogue below to respond to the task after it.

Hasfa: Members (Hussein, Umar and Asiat), you are all welcome to our monthly gathering.

Hussein, Umar and Asiat: (*In unison*) Thank you, good to see you again.

Hasfa: We should share how this "Brish" group is carrying on and we plan forward.

Hussein: Members I am not in position to pay the monthly contribution any more.

Umar: What is it that has happened to you?

Hussein: Because of the Covid-19 effects, my salary has been cut by 50%, some employees have also been laid off and my work has been doubled yet the salary is cut down. We no longer get meals at work. My boss has turned out to be very harsh, disrespectful to us, and very unkind. I also fear to come in contact with the clients who may have Covid-19, so I am leaving the job.

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Hasfa, Asiat and Umar: Ohh... so sorry for you.

Umar: Members, I am suggesting that we think of how we can help Hussein.

Asiat: About the fear of Covid 19, it is everywhere you will go but I recommend that you observe the Standard Operating Procedures like wearing a mask and washing hands with soap frequently.

Umar: The doubled work should not scare you. It's the order everywhere, the same applies to me. I know you Hussein as a very hardworking person. Tighten your seat belt and quickly handle work that is on your desk effectively and efficiently. Do not crowd work and work extra hours when need arises to accomplish your duties.

Hasfa: Two heads are better than one, I see smiles coming from Hussein again.

Hussein: I see myself managing already, thank you members.

Hasfa: Let's meet again next month, God willing, journey mercies.

1. Using a table, identify challenges Hussein was facing at work and give their solutions.

Challenges	Solutions

2. In your opinion, if you were Hussein, how would you handle the challenges?
3. Identify any challenges that you face as a Muslim community?
4. Prepare a speech you are to present after Juma (Friday) prayers regarding the challenges faced by the Muslim community in your area, and their solutions.
5. Share with the class.

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Activity 1.33:

In groups, read the story

Mr. Ngabirano, a proprietor of Eastland shopper's enterprise has been faced with challenges recently in his company concerning both managers and staff. He had various meetings with them to forge a way forward but in vain. He is thinking of involving an industrial psychologist to settle the challenges at his business.

Fig 1.13

Task

As the Human resource personnel, write an essay you are to present to the Eastland shoppers enterprise team on how to overcome challenges at work,

The Holy Quran says "With every difficulty there is surely ease" Surah Al- Inshirah 94:5.

A muslim should always work hard to overcome any difficulty. At the expedition to Tabuk, when there were many obstacles arising, the Prophet found solutions. For example, when there were no funds for the battle, he consulted his companions. Abubakr gave in all his wealth and Umar half of his wealth, and the encounter was undertaken.

Challenges are part of life, so always endeavour to solve them, but never try to run away, for they are everywhere.

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Activity 1.34:

Work out in pairs,

1. Trace surat Al - Jumu'ah 62:10, and read it to discover its meaning.
2. How has it commanded Muslims to overcome challenges at work?
3. Mention challenges you face while at your school and how you overcome them.
4. Share ideas on challenges you failed to solve.
5. Each group should present to the class.
6. Note down your views.

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Take home

Visit the library and read text books on the history of Islam to know more about the challenges which Prophet Muhammad (PBUH) faced in his work throughout his life, and how he was able to overcome them.

Sample Activity of Integration

The district Inspector of Masaka visited Bwasandeku village. He was to inspect on how the people were living after the partial lifting of the lockdown. Through the trading centers, the small walkways and house verandas, he saw a few people seated and relaxed in conversation. Majority of the youth had left to the city, where they were engaged in simple jobs such as helping motorists to park along side roads and cleaning taxis inside the park. It becomes difficult to convince these youths to get involved in other relevant and consistent jobs.

Fig 1.14

Task: As the Youth councilor at your village, prepare a speech advising the youth on how to effectively use their youthful energy and years as prescribed in Islam.

Chapter summary

In the preceding chapter you have learnt about work and the value of work; Islamic ethics of work, and challenges of work in the modern life, these activities and knowledge are of great benefit to human survival; Views about wealth and development will be discussed in the next chapter; this study is a guide for mankind as they plan forward and seek employment. It is important to understand the work institution, rights of employees and employers, how one can best be placed at work, developing the right attitude and mindset to work which starts with knowing your rights and responsibilities as a worker.

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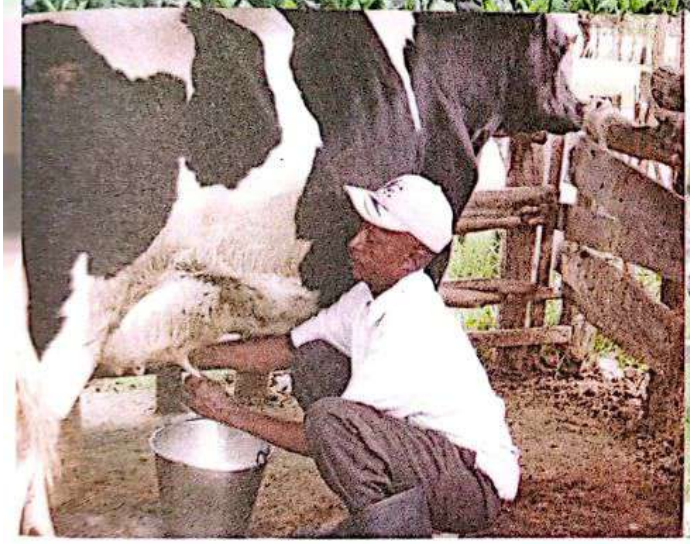
CHAPTER 2 WEALTH AND DEVELOPMENT



Key words

- wealth
- development
- projects
- contentment
- gambling
- corruption
- hard work
- happiness
- generousity

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

(a) appreciate the Qur'anic teachings on wealth.

(b) appreciate the role of Islam in development.

(c) understand how wealth is related to development .

(d) relate wealth to happiness.

(e) understand the challenges of development .

(f) understand the Traditional African views about wealth and development.

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Introduction

We have discussed issues pertaining to work in our previous chapter and we realised that when people work hard, they acquire wealth which supports one to earn a living. In this chapter, you will explore the ways through which wealth can be acquired and the Islamic perspective on creation, and use of wealth for development.

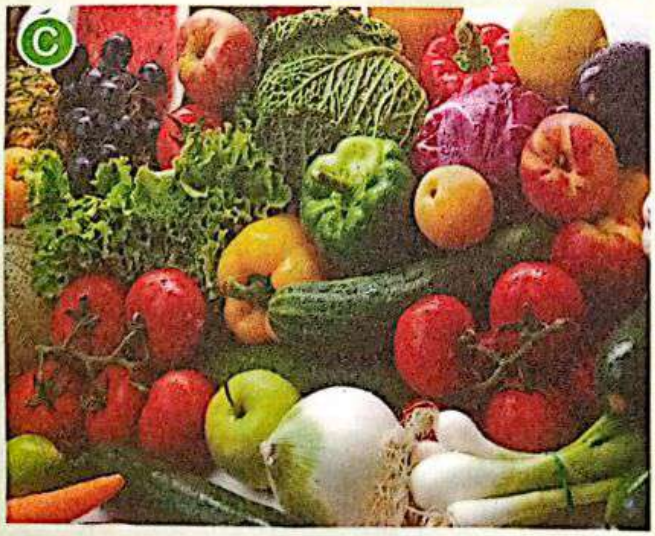
2.1: Qur'anic teachings on wealth

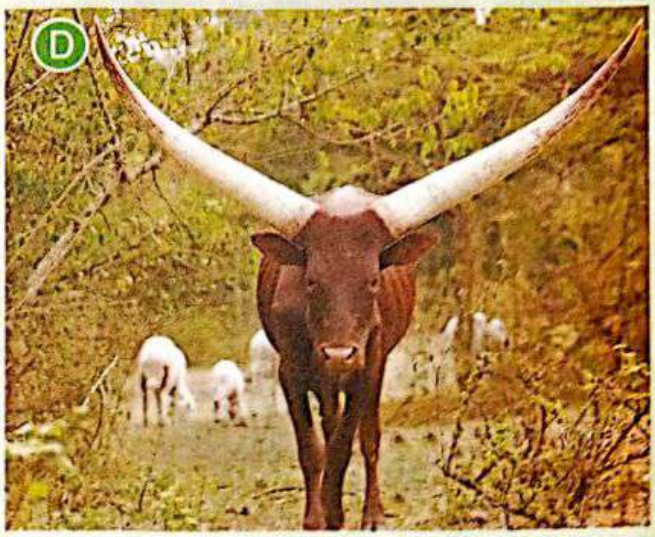
Meaning of wealth

Islam teaches that Muslims must strive every day to work and earn wealth and it is this wealth that is used for development. It clearly explains how to earn wealth, spend it, and grow it, which will lead to development.

Do we realise that the bounty of God is wealth and it is everywhere? Man only needs to utilise the wealth for his satisfaction in his endeavor to attain prosperity that leads to a good life and development in this earthly life, and in the hereafter.

Activity 2.1:





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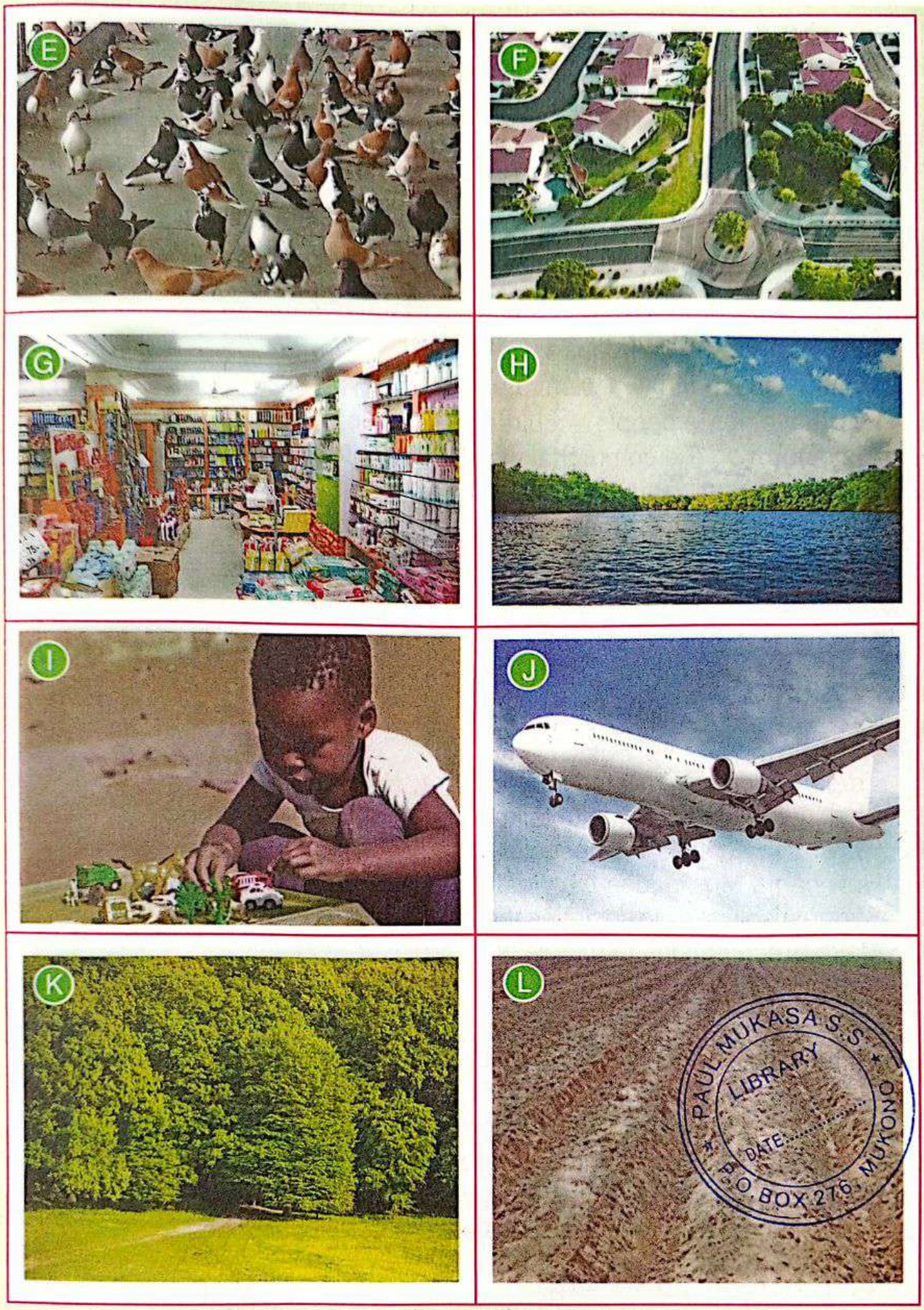

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Fig 2.1

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1. Observe the figure 2.1, and list down the wealth reflected.
2. Mention any other form of wealth in your community not shown in the figure.
3. Select one kind of wealth and show how you can use it for development.
4. Share with the class.
5. Note down.

Activity 2.2:

1. Describe the kind of wealth you wish to have in future.
2. How do you wish to acquire it?
3. Identify the wealth you wish to acquire but you know you cannot get it.
4. How have some people acquired that kind of wealth in your society?
5. Brainstorm on the communal wealth you have in your community.
6. How is it beneficial to the society?
7. What are the developments it has brought up in your community?
8. What advise do you give to people in communities without any wealth?
9. Share with the class.

Activity 2.3:

In pairs

1. Trace from the translated Qur'an Surat An Nuh 71: 11-12.
2. Identify the kinds of wealth talked about in the verses above.
3. How have people in your society used such wealth for development?
4. How can a Muslim use the wealth mentioned for development?
5. Suggest solutions to societies that fail to develop yet the people are wealthy.
6. Make presentations to the class.
7. Note down.

Wealth is the bounty of God, the possession of assets or property. Allah mentions in the Holy Qur'an that wealth belongs to Him only. But whoever is blessed he should spend it in His way. Good wealth management is important because any possessions and assets would not grow without proper planning and implementation. Wealth varies from human wealth such as money, cars, buildings, and machines, to natural or physical such as, minerals, water bodies, soil, forests and land.

Quranic teaching on wealth

The Holy Qur'an gives directions to mankind in all the aspects of life. Regarding the economic life, wealth has been clearly presented in detail.

In our forthcoming subunit, we shall explore verses of the Holy Quran concerning wealth.

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Exploring the verses of the Quran regarding wealth

The Holy Qur'an gives guidance about wealth. Mankind should follow the teachings so that they do not transgress and be able to live by the guidelines of Islam.

Activity 2.4:

In groups

1. Trace all the verses in the table from the Quran and write them down.
2. In the table below, give the teachings there in regarding wealth.

Name of the Surah	Number of Surah and verse	Qur'anic teachings
An- Naim	53: 48	
Nuh	71: 11-12	
Al- Kahf	18: 46	
Al- Imran	3: 10	
Al- Taubah	9: 28	
Maryam	19: 77	
At- Taubah	9:88	
At- Taubah	9: 111	
Al- Humazah	104:2	

3. Explain the recommended ways of acquiring wealth from the quotations.
4. If you were a wealthy member of the community, how would you support those without wealth?
5. Present to the class.
6. Write down in your note books.

Since wealth is vital for man's survival, it is among the items that Allah has given the principles to follow as seen in the verses above and many others, which you can make a survey of during your free time.

The Holy Prophet was given the title name Al- Amin because he was truthful and honest, when he was entrusted with something or any property.

He kept it very well and when it was requested by the owner to be returned, he gave it back in good condition when he was leaving / migrating to Madinah from Mecca.

He requested Ali to stay in his house before Ali migrates for purpose of returning all the property that he had kept for the people of Mecca.

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2.2: The role of Islam in development

Muslim projects that have influenced development in Uganda

Do you realise that there are so many Muslim projects which have impacted on development in Uganda? We need to survey such projects in this sub-unit.

Activity 2.5:

In pairs,

Observe the pictures below and attempt the task there after.

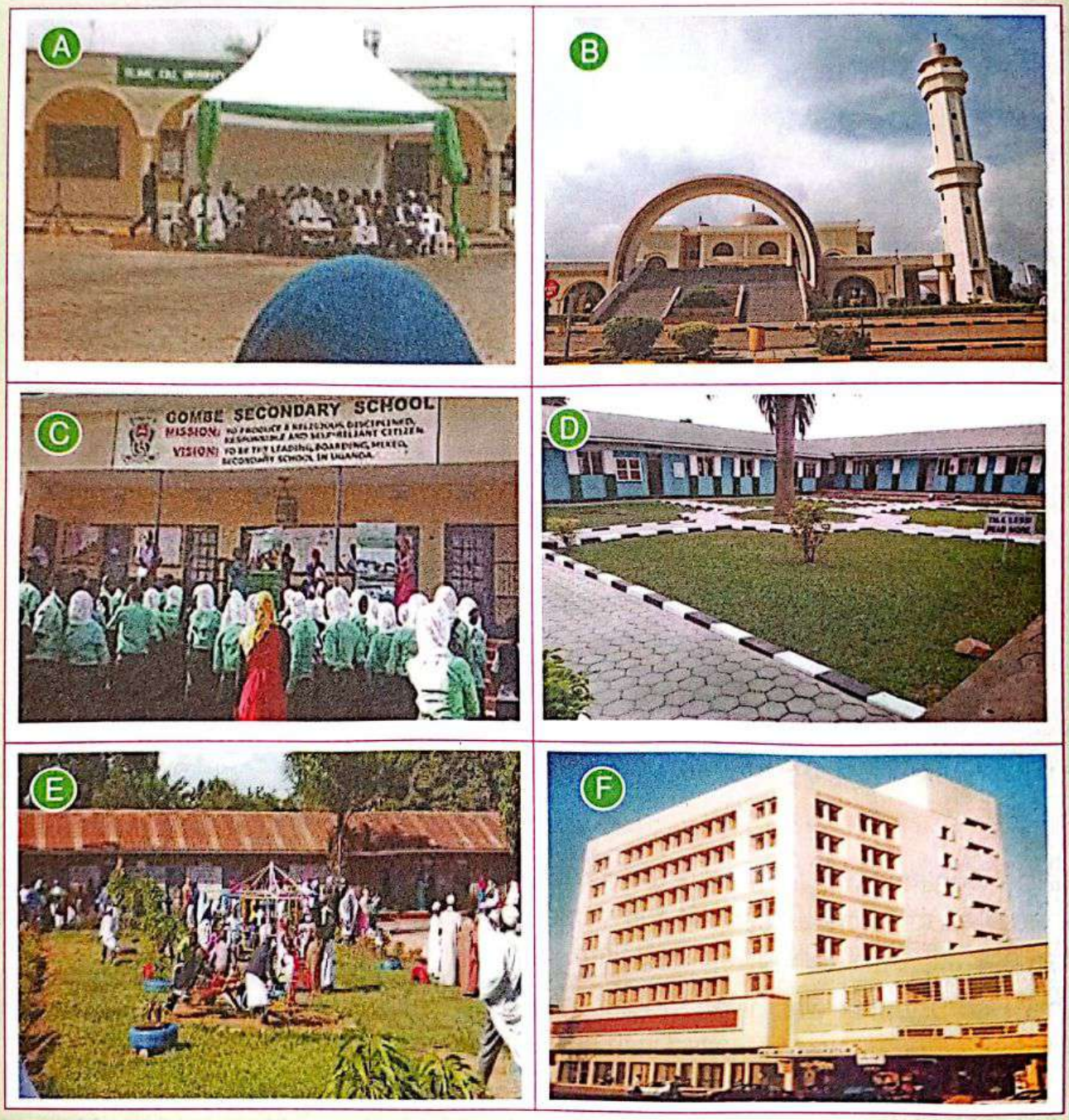

Fig 2.2

1. List the Muslim projects in the figure above.

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2. Brainstorm on any Muslim projects in your community.
3. Explain how they have boosted development in your community?
4. Select one of the projects in the figure above and explain how it has boosted development.
5. Suggest other projects that Muslims need to venture in for more development.
6. Share with the class members.
7. Note down.

Islam, right from the time of the Holy prophet Muhammad (PBUH), influenced development through various tasks. For example; during his time, they carried out trade and agriculture from which earnings were used for the survival of the Muslim state in the early days of Islam.

Today, there are so many Muslim projects some of which are owned by individuals, societies, groups, government, non-government organisations and Muslim individuals. These projects include; schools such as Nabisunsa Girls' school, Kibibi secondary school, Bulo secondary school, Mariam High school, Bilal secondary school and Kibuli secondary school; Teacher-training colleges like Kibuli; Tertiary institutions like Bugembe Islamic Institute; Radio stations like Bilal and Voice of Africa; Universities like Islamic University in Uganda, and Islamic Call University; Health centres like Kibuli Muslim hospital, Old Kampala Hospital; and social centres like King Fahad plaza, that earns income for Muslims, all giving services which enhance development.

Contributions made by Muslims in the development of Uganda

As we look forward to Uganda's vision 2040, and the United Nations' 2030 Sustainable Development Goals, much effort should be put to enhance development. Ugandan Muslims are into the same struggle by investing in individual and group efforts, for the development of Uganda.

In this unit, we shall explore the Muslims' contribution to development.

Read the story below to guide you during the task ahead.

Masaba Umar, a long time journalist, set off to Dubai, to go and work so as to save money to fulfill his dream. On return, he immediately embarked on setting up a radio station in his home town along Mityana road, and employed many locals of his village.

Through advertisements, many institutions and businesses were boosted and they flourished. In their program for " Dawa", various Sheikhs and knowledgeable persons were hosted and in their preaching about the various aspects of life, people in the community and the country at large became knowledgeable about Islam, Work and acquisition of wealth was always among the discussed topics. Fundraisings were conducted over the radio, and a primary and secondary school were built.

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Using the program of "buy a Qur'an", many Qurans were bought and distributed to schools in the area and the poor members' welfare was also improved through the sadaqah contribution by the listeners. The young people who wished to develop their talents were also given a chance to do it through the radio.

1. What project was started by Masaba?
2. List any other projects from your area which have contributed to development and explain how.
3. How has Masaba's project benefited his community?
4. Brainstorm which work opportunity you would apply for in Masaba's company to enable you develop more.
5. How else would you advise Masaba to support his community to enhance development?
6. Present to the class.
7. Note down.

Muslims are commanded to work hard in order to create an environment that enables them to enjoy spiritual, moral and socio - economic well-being in this world, and success in the hereafter. The Prophet (PBUH) said *" live in this world as if you will never die, and pray as if you are to die tomorrow "* . From the Islamic development projects acquired, there is improved service delivery, and charity (Zakat and Sadaqah) to Muslim communities, which has enabled all to develop.

2.3: Understanding how wealth is related to development

How wealth promotes contentment and happiness in the community

"Wealth and children are the adornment of the life of this world." Sura Al- Kahf 18:46

With the availability of wealth, one has pleasure, feels happy, and contented. When wealth is lawfully earned and utilized in line with the Islamic teachings, it undoubtedly causes contentment and happiness.

Activity 2.6:

In pairs,

Read the story below and respond to the activity that follows

Mubarak Odoi, a resident of Nakisunga village in Mukono district, was born to a family of business men and women, tracing back from his great grandfather. Mubarak followed their footsteps and started up a small stall selling domestic use items, and had high desire to build an arcade in this town.

Work moved on well and the business grew day by day. Due to his savings, Mubarak constructed a flat.On the first and second floor he put his supermarket, and the last one, he made the town mosque called Al- Mubarak mosque. Many youth in the town were thus employed.

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Shopping was made easy for the townsfolk since almost all items were in one place.

The prayers were performed in a neat, clean, and comfortable place. Once after Juma prayers, the Imam called upon Mubarak to give a speech as the founder of the mosque. He said "In the name of Allah, the most gracious, the most merciful, Allah Al- Wahab (The giver of all) Al- Fattah (The opener), I thank the Almighty for answering my prayers and fulfilling my heart's desires. I am at peace with myself even if Allah took me today."

1. Demonstrate Mubarak's happiness and contentment?
2. From the story, brainstorm on the causes of happiness to
   (a) the community? (b) Mubarak?
3. In your home area, brainstorm on the kinds of wealth that people possess and cause happiness to the community.
4. Share with the class.
5. Note down.

Activity 2.7:

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In pairs

Asiat: Asalaam alaikum warahumatulahi wabarakatuh.

Aisha: Wa alaikum salaam warahumatulahi wabarakatuh.

Asiat: You are so smart for the day!

Aisha: Alhamudullillah, things are now good. I have resumed work at Haki Enterprises. My salary was increased. The company is also giving me accommodation and lunch. I do not have any other complaints now, I feel contented. I am now a permanent employee.

Asiat: But what was the problem before?

Aisha: The company had incurred losses. One of the containers of goods had got lost in transit. That is why we were put off duty for sometime.

Asiat: And how did your boss react about it?

Aisha: He was very depressed and stressed, he resorted to prayers and communicating to the Japanese for compensation.

Asiat: And how did you overcome it?

Aisha: They have compensated him because in their bill of lading, it had been agreed that goods must reach their final destination. He is very happy now, the company is making good profits, he has increased our salary, he is always praising Allah because the company almost closed because of the loss.

Asiat: Allihamudullillah Allihamudullilllah, welcome aboard!

I am happy for you in this new session.

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Aisha: Alhamudullillah, do you hear the Adhan, it is time for Juma.

Asiat: We need to rush, Juma kareem.

Aisha: Juma Kareem!

1. Why is the term "Alhamudullllah" used and what does it mean?
2. Why is Aisha now a permanent employee at her job?
3. What do you advise Aisha and Asiat to do so as to keep the happiness and contentment?
4. Apart from wealth, what else causes contentment and happiness.

Mankind has things which bring him contentment and happiness, and among which is wealth, because possessing it gives man self gratification, self esteem, propels civility and harmony in the community.

Man is also well aware of the wealth that gives him contentment and happiness as mentioned in Surat Al- Imran 3:14" *Beautified for men is the love of things they covet: women, children, much of Gold and silver (wealth), branded beautiful houses, cattle, and well tilled land. This is the pleasure of the present world's life'."*

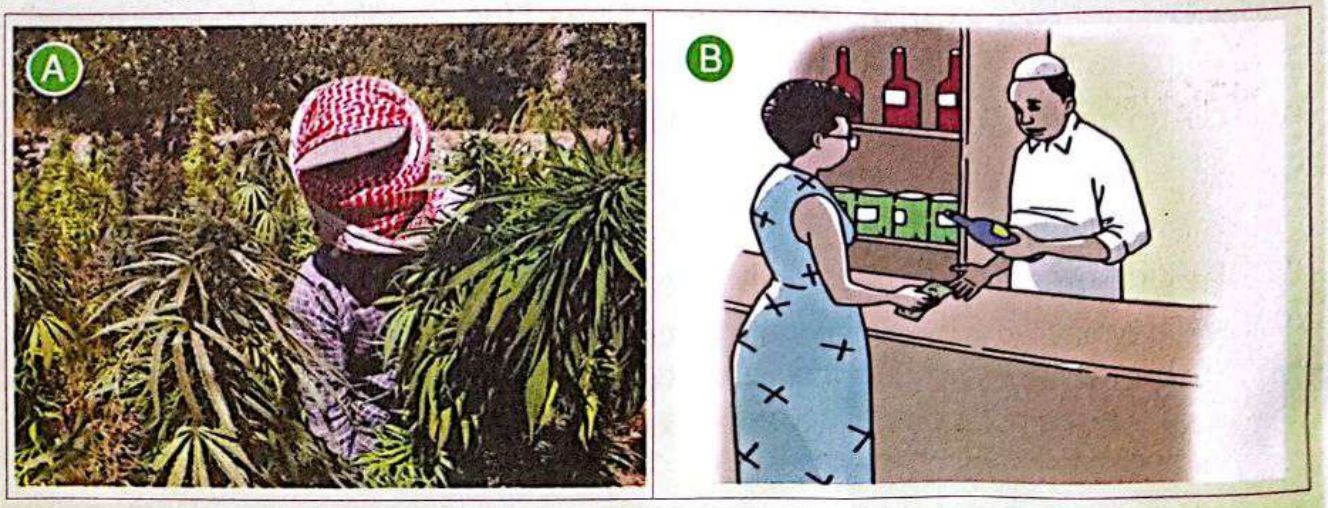
Unacceptable ways of acquiring wealth

Islam has identified to mankind the lawful and unlawful ways of acquiring wealth. Despite the need to accumulate wealth, one needs to consider the rightful ways recommended by Allah as we are going to understand in this sub-unit.

Activity 2.8:

In groups

Use the figure below to attempt the task



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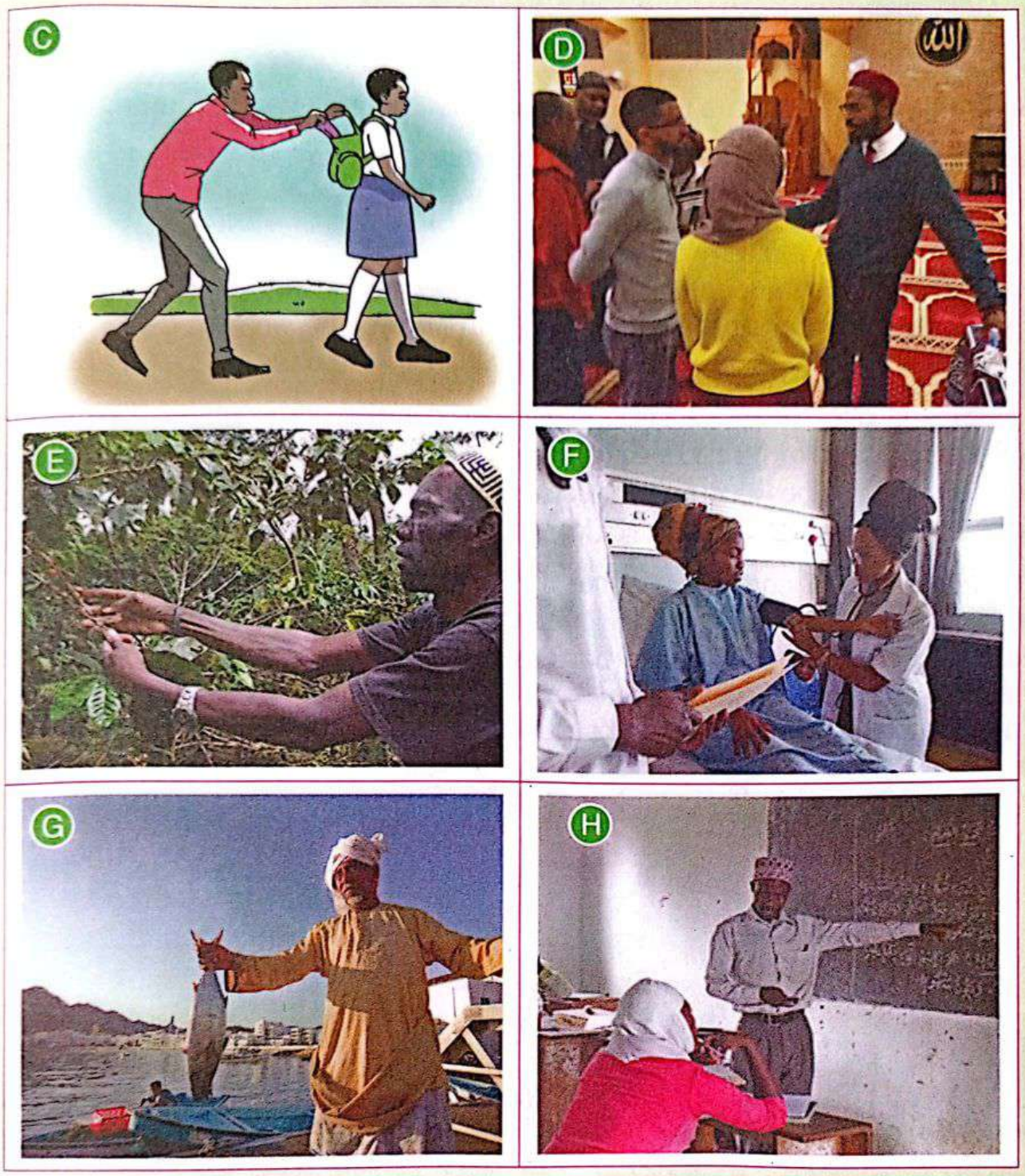

Fig 2.3

1. Using the figure above, brainstorm on the various ways in which people acquire wealth.
2. Why has Islam prohibited Muslims to acquire wealth in some of the ways above?
3. Imagine you were the student in figure (c), how would you feel and what punishment would you wish to give the pick-pocketer?
4. What measures has Islam put in place to stop such acts?
5. Present to the class.

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Activity 2.9:

In groups

Read the story below as the tool to work out the activity there after.

Kiyonjo Abdul Hakim is a labourer at Kibuye market in Kampala. He started working at the market as a young boy selling polythene bags.

He later upgraded to ferrying bunches of Matooke to customers' homes, and to their vehicles, in turn for a small pay. For those who never followed up, he would take the bananas to his stall, and others on the way he would pass by his stall and exchanged the good bunches with his not so nice ones.

As his demand for money went high, he resorted to a habit of stealing from every bunch of Bananas (Matooke) he offloaded from the truck, keeping in the huge jacket he wore at dawn. By the time he would finish offloading the truck, he had his own sack full already, which he sold at about sixty thousand Uganda shillings plus what he earned from off oading.

There were many complaints about him, and at times he would be suspended from offloading. But then, he would resort to pick-pocketing in the market and in no time, he would be accepted back, due to the fact that he was too fast and energetic in all he did.

Fig 2.4

Task

1. What kind of wealth does Abdul Hakim possess?
2. Which ways does he use to get the wealth that Islam prohibits?
3. Advise Abdul Hakim on the proper ways of earning wealth.
4. Share with the class.

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Activity 2.10:

In pairs,

Read the quotation for your guidance in this task.

".....And those who hoard up gold and silver and spend them not in God's way, announce to them a painful torment" Surat At- Taubah 9:34.

1. From the quotation, identify the unacceptable ways of acquiring wealth?
2. What punishment has Allah prepared for those who involve in the unlawful ways talked about in question one?
3. Brainstorm on other unacceptable ways of acquiring wealth mentioned in the Holy Quran.
4. Find the similar ways practised today in your society.

Allah in the Quran mentions that wealth belongs to Him only. But whoever is blessed he should spend it in a way of Allah, on his family and the ones who are in need.

The Quran prohibits earning a living by doing wrong through unacceptable ways such as through bribery, raiding, ribbah/(interest), looting, begging, prostitution, hoarding of goods, cheating, gambling, corruption, and stealing. Prophet Muhammad (PBUH) traded and reared sheep and goats for a pay, but never indulged in any of the unlawful means of acquiring wealth, and recommended that all Muslims follow his footsteps for prosperity.

Take home

1. Using the library and research, find out the Quran injunctions prohibiting the types of earnings unlawful in Islam.

How hard work leads to wealth and development

In the verse *"And that the human being attains only what he strives for" Surat An- Najm 53:39.*

It is well stated that it is only through hard work that man attains wealth and develops. It is therefore a call to whoever wished to be wealthy that hard work should be the stepping stone.

Use the poem below as your guide in the next activity

Hard work is the key to success
Just as there is no gain without pain
With no struggle there is no victory
Meaningful development is propelled by hard work
Embraced with passion, zeal and enthusiasm
Hard work is a desire taken up by individuals
To fulfill their dream and vision to develop

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Develop quantitatively and qualitatively
As manifests of hard work and development
This is what you and I would desire in the Islamic faith
But one should be cautioned
Though hard work is targeting to foster development
It should be on a firm foundation of devotion to Allah, transparency and honesty this constituting a very integral part and lifestyle of a true practising Muslim.
Dishonesty, wealth acquired unlawfully, and missing religious obligations should never be heard of in the name of hard work
Fellow Muslims, let us strike a balance between the two
Work extremely hard and develop
Allah will divinely bless the work of our hands.

Activity 2.11:

1. Referring to the poem above, how does hard work lead to development?
2. When working hard as a Muslim, what should we take caution of?
3. In your family, identify one individual who has worked hard and gained wealth, and write an article on how he has reached development and the kind of wealth accumulated?
4. What advice can you give to a family without any person who has developed and acquired wealth?
5. Propose one project which can be started at low cost in your school and it can lead to development?
6. Share with the teacher and class.

Activity 2.12:

In pairs;

Use the Quotation to work out the task

"For men is the benefit of what they earn and for women is the benefit of what they earn" Surat An- Nisa 4: 32.

1. In reference to the quotation, explain how man can earn wealth and develop.
2. List work opportunities a Muslim can indulge in for development.
3. What are the outcomes to the community of people who refuse to work hard?

TAKE HOME

1. Write a proposal on your project from above.
2. Hand over to the entrepreneurship class to implement.

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To obtain wealth mankind must work hard. Idleness and usury cannot earn one righteous wealth. The development projects that have been taught about in the previous units that Muslim possess and utilise in order to develop are all a result of hard work.

The Prophet encouraged people to work in order to earn a living. He said work is better than begging because begging is a disgrace to people.

The dangers of corruption and how it can be avoided

Do we realise that taking bribes, failing to fulfill your obligation without inducement or a bribe is corruption?

This is very dangerous to mankind and society as we are yet to explore in this sub unit.

Surat Al- Baqarah 2: 188 says,

"And eat up not one another's property unjustly(in any illegal way like through stealing, robbing, deceiving), nor give bribery to the rulers(judges before presenting your cases) that you may knowingly eat up a part of the property of others sinfully."

Activity 2.13:

In groups, read the poem below

I hear the cry, I hear the cry
Why the cry?
East West
North South
Why the cry?
What!!!
Corruption is the one I am talking about.
Ooh!!!
You're the destroyer, the disorganizer and the trouble causer
Because of you, no society can stand.
Corruption
In this community we live,
Impossible for one to survive
Society eroded with corruption
Imagine!!! The police arrests people for no reason
You hear the cry
Officer what crime have I committed?

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Everything was once perfect
Attention Attention !!
This is the time to fight corruption
Political leaders be exemplary to the people you lead
Religious leaders preach against corruption
I hate you
Government put strict laws against corruption
Society let's join together to curb the monster
We shall shine
Ooh yeah
God's creatures that were righteous are changing
Can't you see
There is darkness in the air
It is time to repent
Change your ways
The country cannot bear it any more
The vice has gained ground
Corruption rules our daily chores
It is our everyday
Misuse of government funds
Parents are marrying off their daughters at an early age
My people, the beast is still alive
What??? Aaah!

In pairs

1. What acts do people engage in that illustrate corruption,
   (a) in the poem? (b) in your community?
2. Identify the outcomes of corruption in the poem?
3. What does the writer feel about corruption?
4. Explain how corruption can be fought according to the poet.
5. Share with the class.
6. Note down views in your notebook.

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Activity 2.14:

In pairs

Read the Qur'anic injunction below and respond to the task;

"Oh you who believe, intoxicants and gambling, stones and arrows are an abomination of satan's hard work . Eschew such that you may prosper" Surat Al- Maidah 5:93.

1. Brainstorm on the outcomes of gambling,
   (a) to an individual? (b) to society?
2. What measure should be put in place to get rid of gambling in society?
3. How should one earn wealth lawfully?
4. Present to the class.

2.4: Relate wealth to happiness

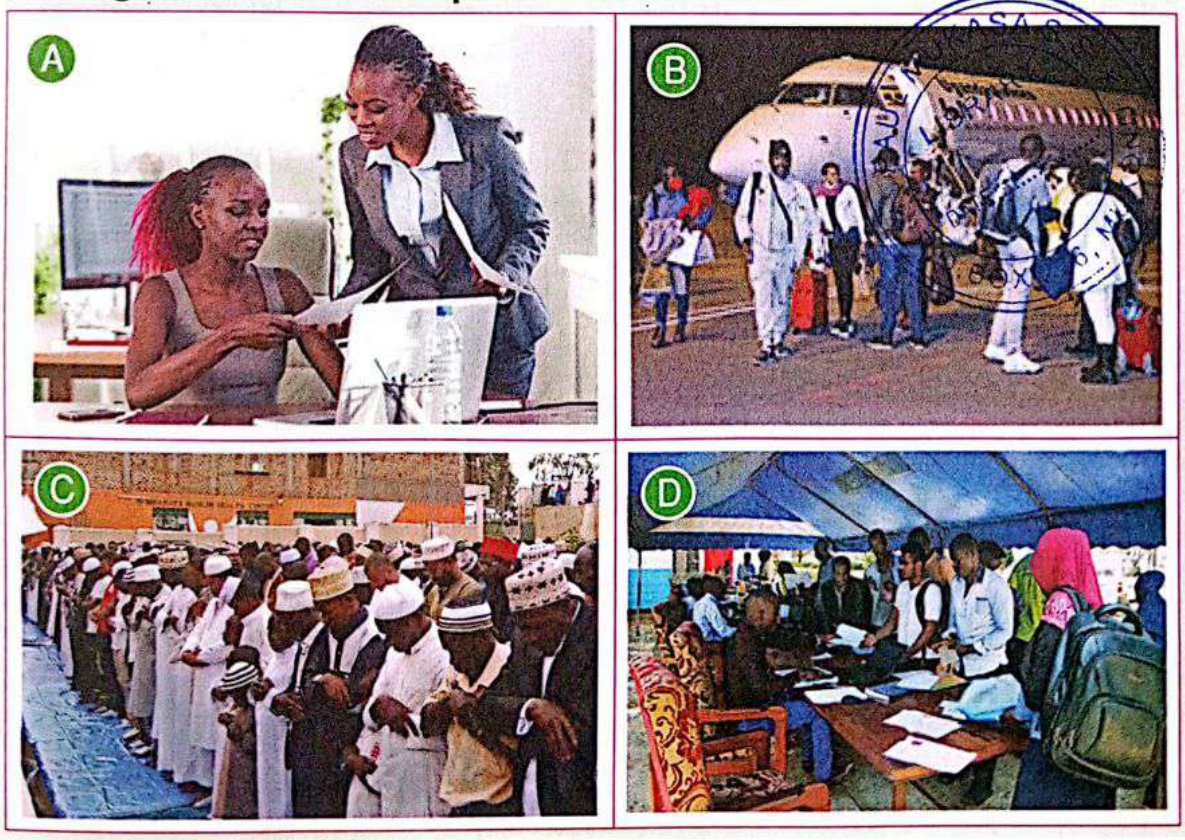
How money and other forms of wealth can contribute to happiness

In the old days mankind was always happy before the introduction of money. There are various wealth items that brought him happiness. Today in the modern times, money has overlapped everything else and the major wealth that causes happiness. It is in form of possession of animals, minerals, agricultural products, farms among others.

Activity 2.15:

In groups,

Use the figure below to attempt the task there after.



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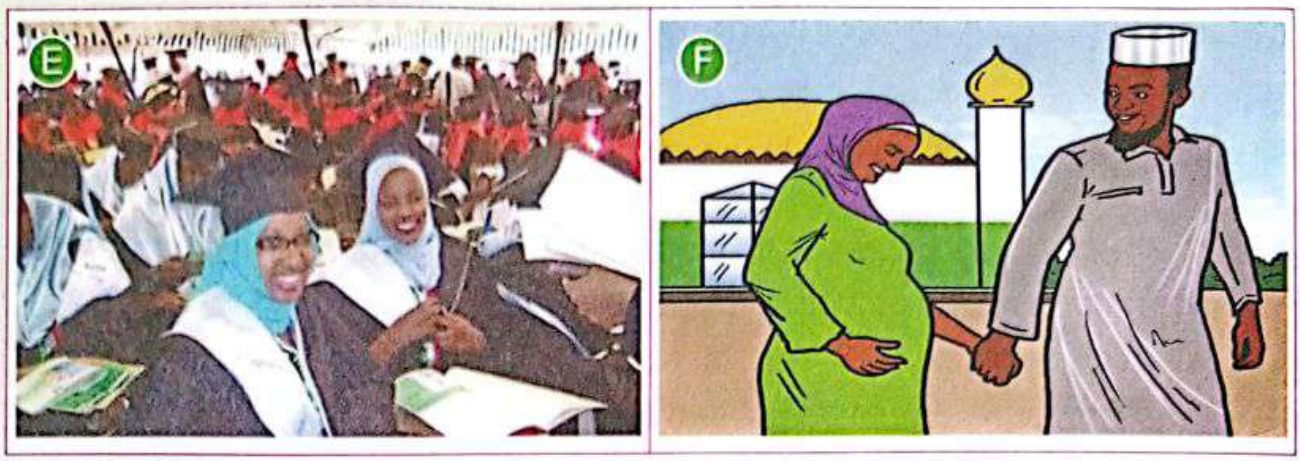

Fig 2.5

1. Observe the figures above and describe each of the acts.
2. Describe how they would all bring happiness,
   (a) to the individual? (b) to the community?
3. Share with the class.
4. Note down in your books.

Activity 2.16:

In pairs,

"Did He not find you (Oh Muhammad) an orphan and gave you refuge? And found you unaware (of the Qur'an, its laws and Prophethood) and guided you? And He found you poor and made you rich (self - sufficient) with self - contentment?...."

Task, Qur'an Surat Ad-Dhuha 93:6-9

1. What are the things that Allah availed to Prophet Muhammad (PBUH) that gave him happiness?
2. What was his status before they were given to him?
3. What proves that when he was given those things he was happy?
4. Share with the class.
5. Note down.

Take home

Visit your Imam and consult from him the things which always made Prophet Muhammad (PBUH) happy.

1. Write an essay on the above.
2. Present to the class.

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The Quran in Surat Al- Imran 3: 14-15, informs mankind that things such as women, children, minerals like gold and silver, animals such as horses and cattle, well-tilled land, are all pleasures of the present world's life that man should enjoy.

How money and other forms of wealth can reduce happiness

Read the story and attempt the task after it.

I grew up in a small beautiful village in Wakiso district. In our neighbourhood was a forest owned by an old man called Leo, who loved his forest so much and he spent most of his time in the green forest. In it were a variety of fruit trees.

He allowed the village folk to fetch firewood, take fruits and hunt. Leo only hated people who cut down his trees. This was the reason why he spent most of the time in the forest with his tools to work on those who went against his will.

In the village, all people enjoyed the benefits of the forest, and none went hungry and people said " In this village, we shall never starve with Leo's forest". Years after Leo's death, the children partitioned the land and each started selling off their portions.

Part of the land was sold to a Chinese citizen. The Chinese constructed a polythene bag factory. Many people have been employed. He has about 250 employees. The people are more happy about the developments, a small town has been created, the once dark path is now a well lighted road, and a hospital, hotels and schools have been constructed.

Of recent, the fumes from the factory are destroying the nature of environment. The once happy village is now sad!

Fig 2.6

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Task

In groups,

1. List the kinds of wealth in the story.
2. Discuss how the different forms of wealth below made people happy,
   (a) Leo's wealth (b) the Chinese wealth
3. Brainstorm on how the wealth in the story reduced happiness of the local people.
4. What advise would you give to the inhabitants of the village to keep happy?
5. Present to the class.
6. Note agreed upon views.

The Almighty Allah has provided many bounties for mankind such as lakes, rivers, mountains and gardens. If these are well-utilised man will enjoy his earthly life utilising them all for development.

This can be done with proper planning, but if they are used in an improper manner, they immediately reduce development and happiness. For example, the lakes, if not well used, can lead to death of people.

Money, if used in unlawful acts like drinking alcohol, can lead to diseases, loss of respect in society, fighting, and vulgarity; mines if not properly utilised lead to land slides and land fragmentation.

Individuals who have acquired wealth through hard work.

At the beginning of this chapter you were taken through the meaning of wealth. Do you know how it is accumulated. How do various people acquire wealth? Are you aware that there are wealthy people in your community? Do you know that hard work has a hand in it?

Activity 2.17:

In pairs

1. With your pair identify one person from your community who has accumulated wealth through hard work and mention the wealth he/she possesses.
2. How has that wealth promoted development in your community?
3. Imagine you are appointed his/her advisor, what other activities would you wish for him/her to involve in?
4. Share with the class.
5. Note down.

Activity 2.18:

In groups

There are people in our community that Allah has granted wealth through their hard work and those that still work hard for Allah to increase their rizik.

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Read Mr. Bashungwa Ali's story and work out the task below.

Mr. Bashungwa Adam an orphan who was staying in Kitabyama Masaka left Masaka in the 80's, without any property. He borrowed clothes and shoes from a friend and boarded a truck which had come to fetch bananas from the village. He had been informed by a friend who stayed in Kyengera town that if he reached Kampala he would get him a job as a house help.

On arrival, they linked up and begun work immediately. He worked at Hajat Naigobya Aisha's home. The payment was very good and prompt and in a short while, he had saved some money. Bashungwa bought a motor cycle which he used for transport business. Later, he bought a taxi and many other vehicles and now he operates Bingi transport company with a variety of vehicles for hire and sale.

Task

In groups,

1. Identify the wealth for Mr. Bashungwa.
2. Brainstorm on how he accumulated all that wealth.
3. Explain in this technology era activities which people have done in your community to acquire wealth.
4. Select one member from your community and list the strategies he used to acquire wealth.
5. From the skills you have so far acquired, identify any money generating activity you would wish to engage in.
6. What other wealth do you think can be got from the activity chosen?
7. How would you advise a friend of yours who is thinking of getting quick money but not through hard work?
8. Share with the class.
9. Note down.

Wealth, if not approached with faith may cause many outcomes to an individual. Allah says *"Oh you who believe, let not your wealth and your children divert you from remembrance of Allah". In this, happiness without worship is reduced.* A Muslim should balance all the activities in order to keep up the spirit.

2.5: Understanding the challenges of development

Factors that retard development

Read the story below, and answer the questions thereafter.

In Kanaga village Mubende district, the member of parliament donated to the villagers some coffee seedlings to improve on their standards of living.

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The LC1 Chairpersons received the seedlings and distributed them to different villagers. Unfortunately village A's gardens did not yield properly due to lack of enough supervision from owners of the gardens. In village B, the farmers were more responsible, took care of the gardens and eventually had positive yields.

At village B a processing factory was started, the youth at the village have been employed hence development. The state of living in the area has changed to better, more businesses have opened up to the envy of village A.

Task,

1. Brainstorm the factors responsible for village B development and village A's failure.
2. How can you support the people of village A?
3. Share with the class.
4. Note down.

Activity 2.19:

In pairs

"When we (the Prophet/ Leaders) appoint a person to a position, we take care of his provisions. If he takes anything beyond that, it is illegal gain" Abu Dauda.

1. How do the wrong people appointed in positions of leadership affect development?
2. What is done so that the leaders do not affect development according to the quotation?
3. According to the above quotation what affects development.
4. Identify any other factors that retard development?
5. Present your findings to the class.

The negative effects of development on human life

All nations are in a struggle to develop and reach a certain level and so is mankind. It should however be noted the much-advocated for development may have positive and negative effects on a person's life.

In this subunit we shall explore more about the negative effects of development.

Read the story to support you in the next activity

Naigaga a student of S.3 was giving a story why she has an artificial eye. She said near her home was a big rock/ hill .It was beautiful and they often played on the hill, they would also put their cassava and coffee to dry at the mountain. The beautiful mountain had caves. Birds both wild and domestic stayed over. It was a place of tourism.

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The rock had minerals underneath; the environmentalists from the Ministry started digging the minerals underneath. The locals were employed in the mines. The village developed into a town and business improved.

However , the deep holes created from mining contained stagnant water during the rainy season that led to mosquitoes. The mines always collapsed on people and the deaths were not always reported.

Some people were forced to leave their beautiful simple homes. I lost my eye when the rock hit our house at the age of ten years.

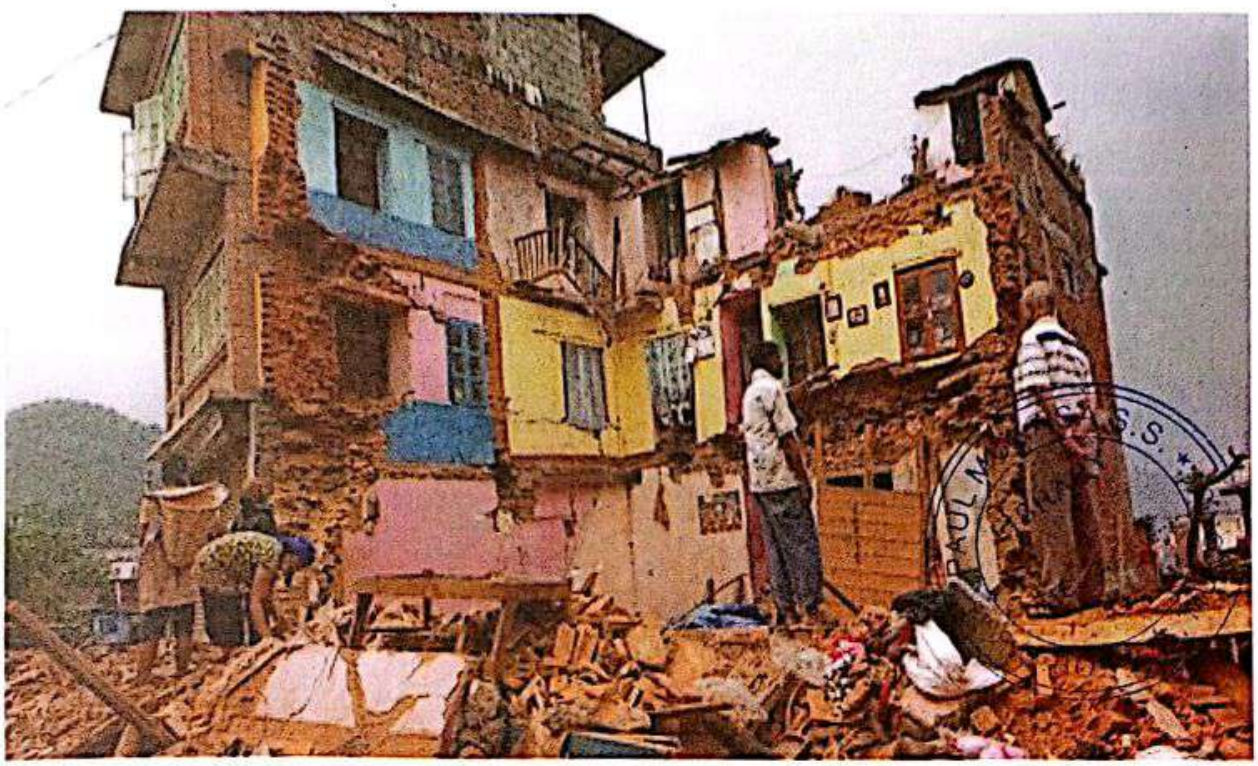

Fig 2.7

1. Brainstorm on the developments that came in the area.
2. How did they affect the lives of the inhabitants?
3. Suggest ways in which such occurrences can be overcome?
4. If you were in charge of the village, how would you support the people?
5. Share with the class.

Activity 2.20:

In pairs

"Oh you who believe let not your wealth and your children divert you from remembrance of Allah.

1. According to the quotation, what effect can wealth bring to mankind?
2. What other bad effects does wealth have on mankind 's life?
3. Share with the class.

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2.6: Understanding the Traditional African views about wealth and development

It is from traditional Africa that our generation's wealth evolved. We shall explore wealth in traditional Africa in detail as we follow with this activity.

Activity 2.21:

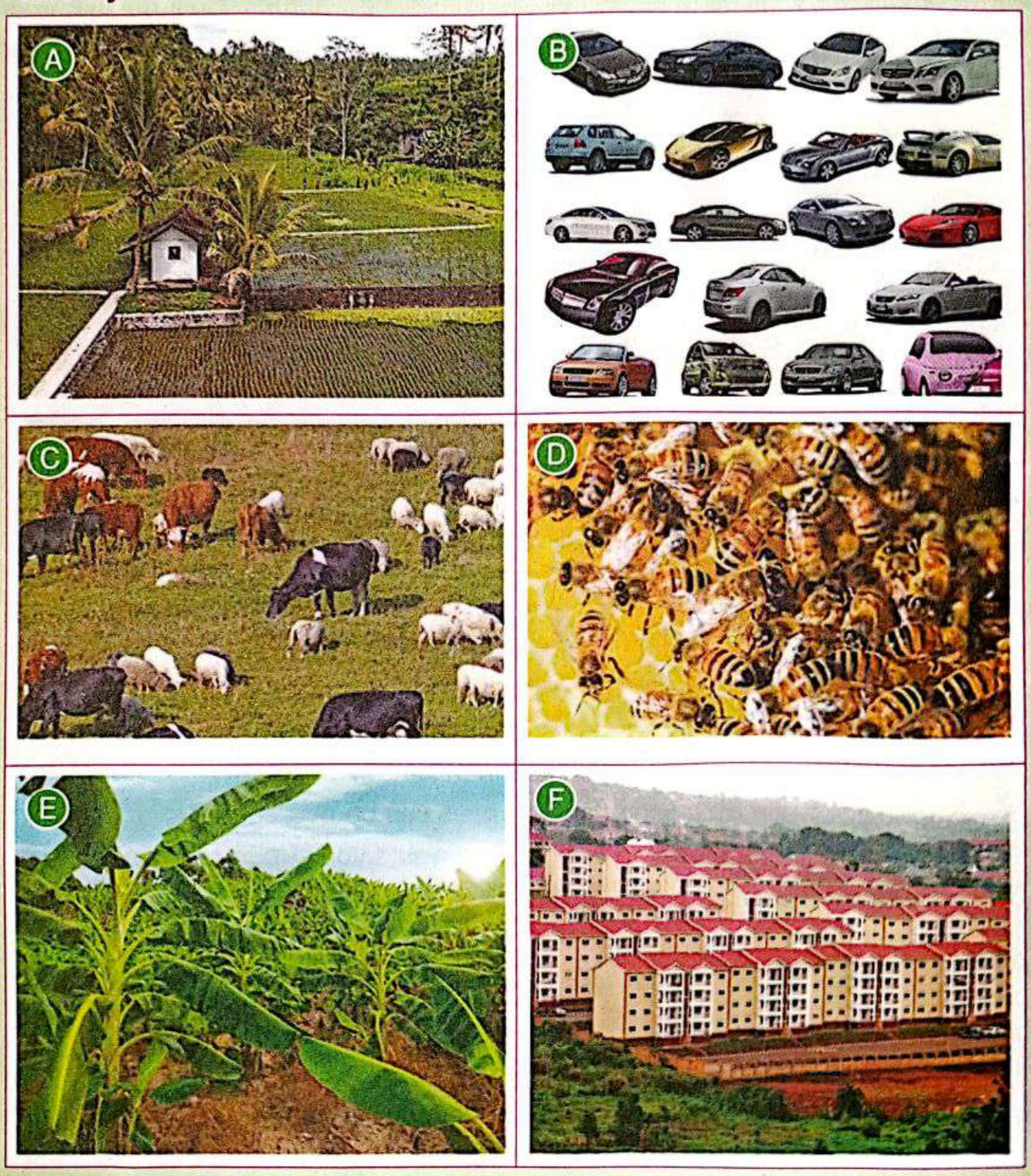

Fig 2.8

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A story about wealth in the African Traditional society

In the African Traditional society wealth was equally cherished. People worked to the last atom of their strength to acquire wealth. The man was fully defined by how much he possessed not necessarily money but property of whatever form. Everyone had to work-men and women plus the children.

In pairs

1. Identify the items that reflected wealth from traditional African society basing on Figure 2.8
1. On a flip chart, write other items that were considered wealth in traditional Africa.
2. In African traditional society money was not so much considered as wealth why?
3. Present to the class.

In Traditional Africa different communities had differing items referred to as wealth . As the Karamajongs treasured cattle the Baganda treasured women and children and so did other communities.

Relate wealth to development in Traditional Africa

Take home

Use the internet to explain the meaning of wealth and cite examples of what was regarded as wealth in African Traditional society.

1. Visit an elder in the society to explain to you how wealth was acquired in African Traditional Society.
2. Explain how wealth in African traditional society led to development?
3. Present in form of an essay and submit to the teacher for scoring.

The value of generosity in Traditional Africa

Activity 2.22:

Observe the figure and attempt the task that follows

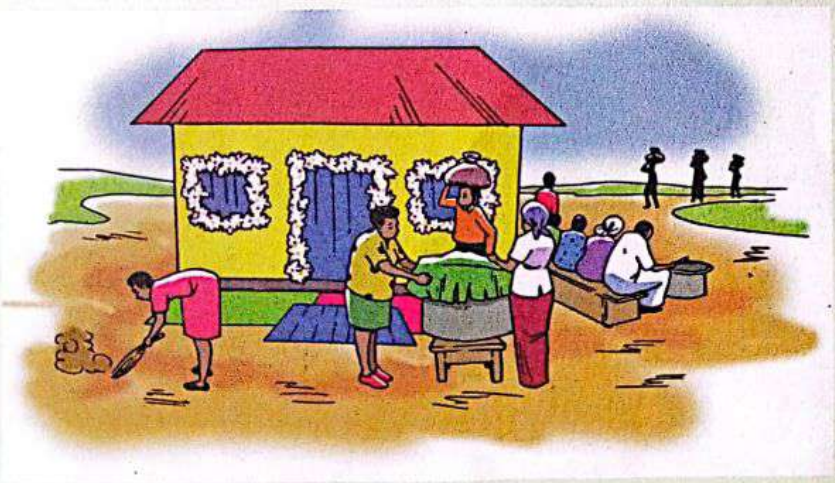

Fig 2.9

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1. Observing from the picture, why are people carrying items to that home?
2. Why are they giving items to the people in that home?
3. Do you know other occasions when one has to give others?
4. What would cause you to give someone something?
5. In the traditional times, what are those items that people usually gave others and on what occasions would they give?
6. How was the virtue of generosity passed on to the young?
7. Why was it important to be generous in traditional Africa to the community members?
8. From all your possession, identify something you can share with your friends.
9. Present to the class.
10. Note down.

Activity 2.23:

Read the statement and attempt the task

Muhammed Gakowe a thirteen year old child from Ntaawo village in Mukono district fell from a jambula tree and is in a very bad condition because of the wounds that have failed to heal but worsen everyday. He claims he had climbed the jambula tree because of the many fruits it bears and almost every child in the village has climbed the same tree. He says he was just unfortunate that the branch where he had climbed broke and he fell so badly and got a fracture on his hand and many wounds. Sauda a known herbalist rushed to his rescue

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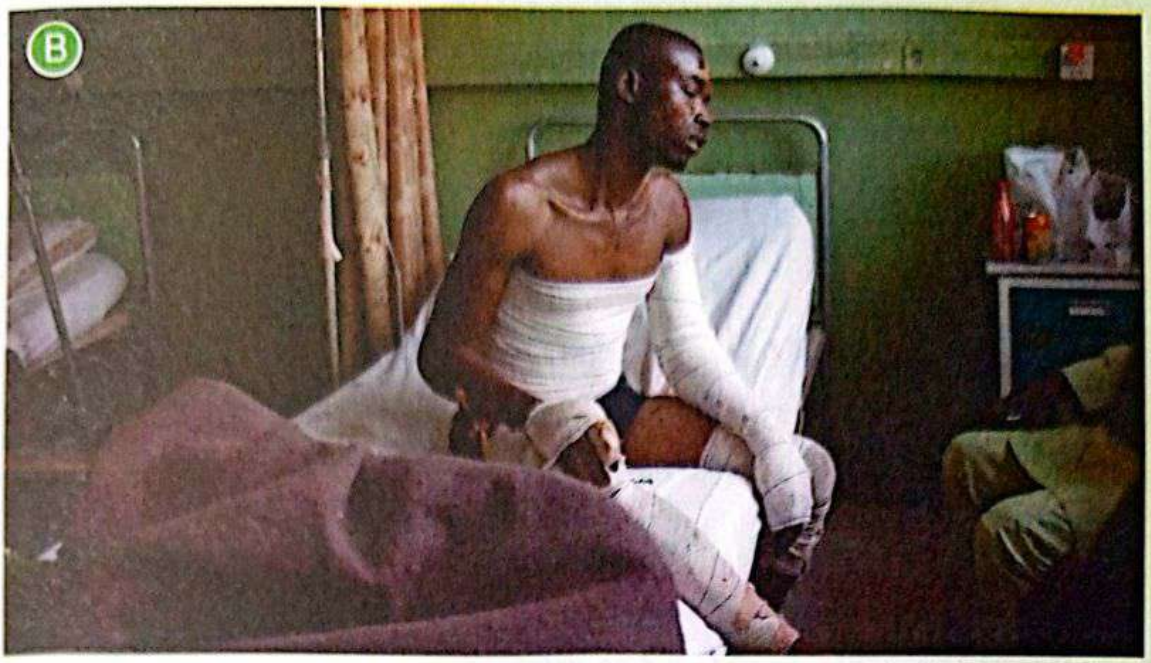

Fig 2.10

1. If you were Sauda what would you have done to Gakowe
2. What would have happened to Gakowe if not rescued
3. Explain the importance of generosity
4. Mention any two muslim charity organisations that help people in difficulty.
5. Present to the class.

Activity 2.24:

In pairs

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Fig 2.11

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Read the statement

In the African Traditional Society the people were very generous to one another. They always shared items of harvest like food, fruits and any good item one came across or harvested.

1. Read the statement and observe the figure to give the responses.
2. Describe what you see in the figure.
3. List the acts of generosity reflected in the figure.
4. What is he importance of generosity in society according to the illustration?
5. Brainstorm on other acts of generosity carried out in the African Traditional society.
6. Compare the acts of generosity in African Traditional Society and modern society today.
7. Present to the class.
8. Note down.

Generosity was a good virtue among Africans in their setting which was exhibited in many forms. Though it is in traditional Africa, it is an attribute of the prophet and his teachings.

The prophet said "Spread salaam amongst yourselves, feed people....."

He also said "Wish well your brother what you wish for yourself.

Activity 2.25:

In pairs

Read the quotations below

"We feed you for Allah's pleasure only we desire from you neither reward nor thanks"
Surat Al- Insan 75: 8-9.

"Charity is incumbent on every Muslim" Bukhari.

"By no means shall you attain righteousness unless you give freely of that which you love, and whatever you give, Allah knows it well"

Surat Al- Imran 3:92.

1. In reference to the quotation why do people give to others generously.
2. To whom should one be generous?
3. From what items is one recommended to give?
4. Present to the class.
5. Note down.

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Sample Activity of Integration

Hajj Kabanda Abdul Wahab a wealthy business man in Nazigo Kangulumira and a father of two adult boys wished to share part of his wealth with his sons after they finished studies at the university. He gave the sons Jamil and Musa 20 acres of land each. Musa used his land for growing both food and cash crops. The farm developed so fast that in a short period he had a mixed farm with animal and fish rearing. Many residents have been given work and he adds another developmental activity every year. He also rears rabbits. These he sells cheaply to children to instill in them the culture of rearing and being responsible. He is very happy and contented with his achievements.

Jamil immediately sold off his land and bought a Jeep he used to drive around the village boasting. After a while the car broke down and was always for repair and he got fed up of it and sold it and used up all his money.

Hajj Kabanda passed on and left a will that all the wealth he left was for the young children and wives since he had given the elder boys when he was still alive.

Jamil has been in a very poor financial status. He is claiming that he was treated unfairly and his friends advised him to report the case to court.

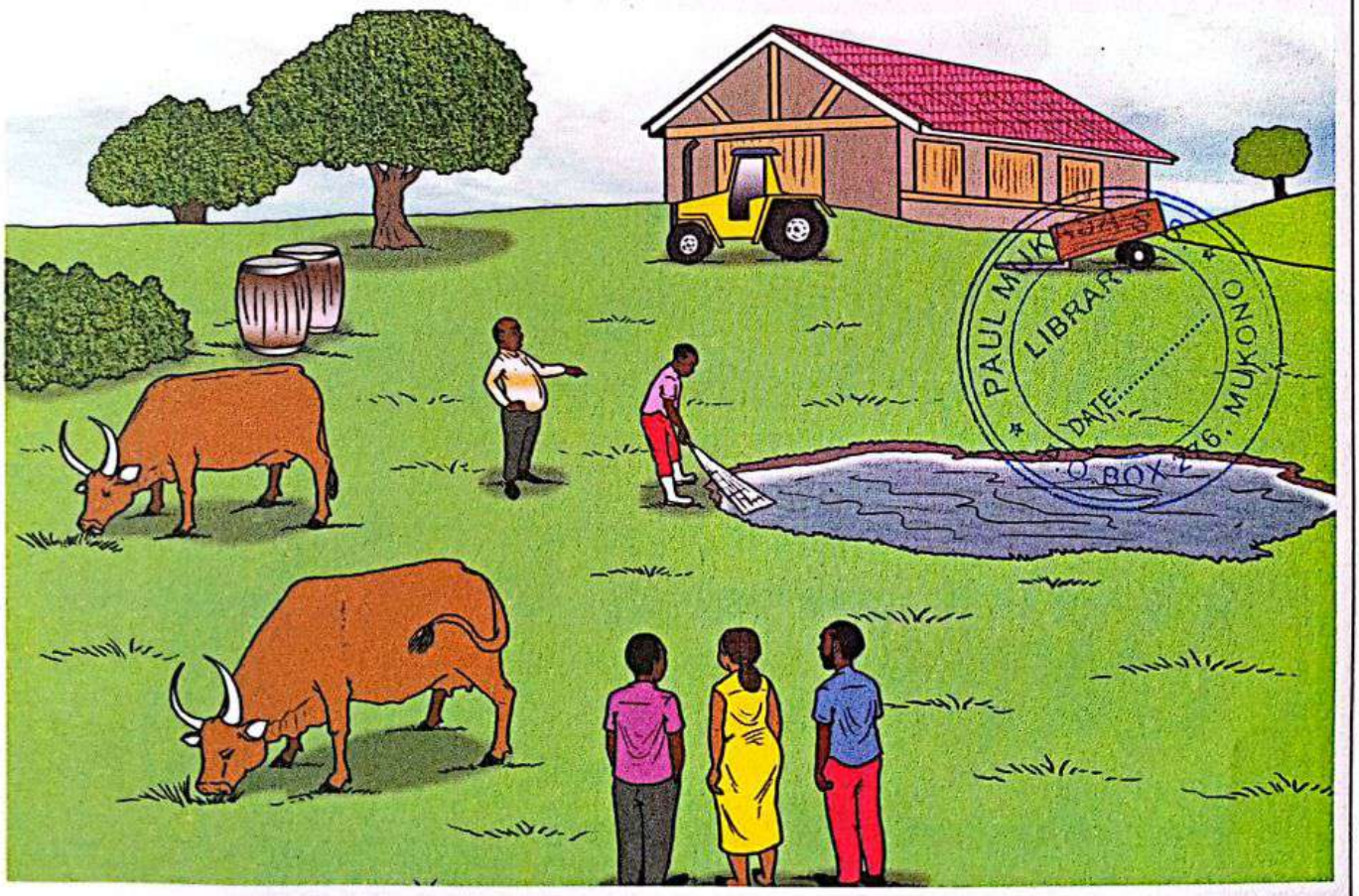

Fig 2.12

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Task:

Before the court session the family members have called for a meeting. Imagine you are the caretaker of the late Hajj Kabanda 's family and you have been called to arbitrate between the two children. Write a report on the presentation you are to make to the family.

Chapter summary

In our preceding chapter in order to have clear understanding about wealth and development we explored the Quranic teachings on wealth, the role of Islam in development, how wealth is related to development and happiness, the challenges of development and the Traditional African views about wealth and development.

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CHAPTER 3 LEISURE

THEME: Man's Dominion over the world

Key words

- leisure
- abuse of leisure
- Hadith

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

(a) understand the Islamic teachings about leisure.

(b) appreciate the importance of leisure in Islam.

(c) understand types of leisure activities.

(d) identify modern trends of leisure.

(e) recognise how leisure can be misused in society today.

(f) understand the effects of African traditional understanding of leisure.

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Introduction

After man was created, he was ordered by the Almighty Allah to work in order to earn a living. Despite the command, man needs to rest and relax. After a long day of work, you feel exhausted and you need to rest.

In this chapter you will be equipped with the understanding of religious teachings about leisure for an individual and society, in order to make the right choice of leisure activities.

3.1: Islamic teachings about leisure

Need for leisure

Fig 3.1:

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Activity 3.1: :

Read the dialogue and work out the task;

Magoba: Mukasa, I often see you participating in marathons. Airtel, MTN, cancer run and the one organised by your company. In the evening you're always riding bicycles with your children. Is it that you're showing off?

Mukasa: My friend you're getting it the wrong way. Those activities help to boost our health and to relax our bodies and brains.

Magoba: Me I can relax while eating chicken at my home, sleeping in my bed not like you.

Mukasa: Birds of the same feathers. I was just like you, but when we gathered at our school as alumni, one of the old girls Lucky a tutor/ trainer in exercising shared with us issues regarding exercising, how to exercise, the advantages and disadvantages of physical exercises. So on that day I made a decision to exercise, I no longer have difficulty in breathing and walking and I am always relaxed. Welcome to this new well being.

Magoba: I have not run or jumped in the past three years, I feel I need to refresh myself now and I admire you so much. Can we start the exercise now?

Mukasa: (laughing) Are you forgetting it is time for Juma prayers? Let's meet in the evening at 5pm.

Task

1. Imagine you are lucky, demonstrate to the class the different forms of exercises.
2. Brainstorm on the advantages and disadvantages of exercising.
3. Share your experience about the reasons why you enjoy and practice the game you perform at school.

3.2: The need for leisure as presented in Surat Ash-Sharh 94:7

Activity 3.2:

In groups; **Surat Ash-Sharh 94:7 states**

"So when you have finished (your occupation), devote yourself for Allah's worship"

1. Read the quotation stated above to be in position to attend to the task.
2. List examples of occupations that are being referred to in the Surat.
3. Explain the various activities of worship which one performs in devotion to Allah.
4. What activities do people indulge in when not at their occupation that are prohibited?
5. How would you advise people who use time after work wrongly?

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Home work

1. Consult your area imam and inquire from him about the Quran and Hadith teachings regarding leisure.
2. Note down your findings.

Islam has laid it upon Muslims to work but after find/create time for relaxation. This targets one to rest and among the things one can involve in is worship in that when you have finished (your occupation), devote yourself for Allah's worship and do other activities to relax such as jogging, playing football and netball.

Leisure is needed for mankind because through it one interacts with others, gets time to unite with people, refreshes one's mind and body to be able to serve at the work place, kills boredom and one can use it in praise and worship of Allah.

What the Quran teaches about leisure

Activity 3.3: :

1. Trace the Surahs below from a translated Quran
   a) Surat Al- Ankabut 29:20 b) Surat Luqman 31:8 c) Surah Al-mumin 40:21
2. In a table explain the teachings of leisure reflected therein.
3. Present to the class.
4. Write down in your note books.

Prophet Muhammad as a role model and how he spent his leisure time

Activity 3.4: :

In groups; read the dialogue below and perform the tasks that folow:

Jalia: Joweria as you are lost. I came to your home and you were not there over the weekend. Did you get a weekend job?

Joweria: Something close to work.

Jalia: What then is keeping you busy? You know it is my routine to come and visit you over the weekend and we share past week's experiences.

Joweria: I came to realise that there were more beneficial things I should do when I am not at work.

Jalia: What is it that you're engaged in?

Joweria: Picking "Marijuana" in the backyard of Mr. Kasozi's home.

Jalia: Joweria you are losing it now. What tempted you into that?

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Joweria: Need to increase my earning, I get additional income in this work and yet I do it in my free time.

Jalia: You are my friend and I cannot let you transgress. You should join me at Sheikh Mugerwa's orphanage school. He started a program for adults to learn how to read and recite the Holy Quran.

Joweria: That is a good idea.

Jalia: We can also join the orphan children in their evening games and extracurricular activities like making ropes, paper bags and mats.

Joweria: There we can perform our childhood exercises.

Jalia: That will be very good utilization of the weekend and a way in which we can relax from our busy work schedules.

Task, from the dialogues

1. Discuss the physical ways of spending leisure mentioned.
2. Apart from physical leisure, how else can one spend his or her leisure time?
3. Religiously how can a Muslim utilize his or her leisure time?
4. Brainstorm on the way Prophet Muhammad spent his leisure time.
5. Present to the class.

Activity 3.5: :

Read the story below to help you work out the task

When the situation settled down and most of the Prophet's enemies had embraced Islam, the prophet was in position to strengthen his influence. He conducted his life normally without destruction and disturbance.

He woke up before Fajr prayers, spent time in rememberance of Allah. After Adhan he went for Fajr prayers and would enter the mosque with his right foot first, led the prayer in congregation and after used the remaining time in rememberance of Allah. He would then interact with his companions in a number of issues: social, political, economic and religious concerns that would be raised by his companions. He would then go back home to check on his family and attend to their domestic needs.

At home, he helped in domestic work, had meals with his family, always visited other family members, friends and the sick. On the way he would go through the community like the market to check on his people. While doing all that, he never forgot his duties as the Imam and leader of Medina city.

In the night, he would wake up for the night prayer (Tahajud) and also recite the Quran and praised Allah. He would then take a nap and wait for the Fajr prayers.

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Task

1. Why should a Muslim follow Prophet Muhammad's ways of leisure?
2. Present to the class.
3. Write down in your note books.

The Prophet in any place where he stayed he divided his time into three parts, first the time for Allah, for his family and third for himself. He further divided his personal time between himself and common masses. In the time outside his primary occupation of spreading Islam or his mission of inviting people to the way of God, he had time for relaxing in which he spent time with family and friends, read or recited the Quran, performed Sunnah prayers, played with his wife and grand children, visited friends and relatives, asked for forgiveness and prayed for the dead. *The Holy Quran Surat Al- Ahzad 33:21 says "The messenger of God is an excellent model to those of you who put hope in God and the last day and remember Him often." We should therefore copy the way he spent his leisure time.*

3.3: Importance of leisure in Islam

Importance of leisure according to the teaching of islam

Leisure is important to every individual though some people may take it as a time waste. Leisure is part of human life so vital for one to create time for.

Activity 3.6: :

In groups;

1. Demonstrate leisure activities that you perform
   a) at school b) at home
2. Brainstorm on the benefits of the above and share.

In Islam, leisure is vital like other activities. Muslims must involve in it because through it our minds are relaxed. One is free, one becomes physically fit, jovial and entirely rejuvenated. There is acquisition of skills, development and improvement of talent.

The Various Leisure Activities in Society

Activity 3.7: :

In groups; read the statement and work out the task:

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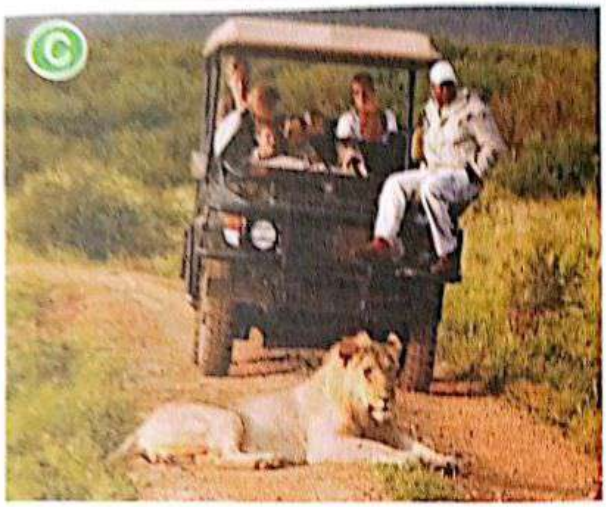

Fig 3.2:

In all societies around the world, people indulge in various leisure activities. These activities vary from one society to another, race, age group and origins.

1. Share with your pair about the kind of society you come from.
2. List the leisure activities carried out in your societies.
3. Where are these leisure activities carried out?
4. Using a table list the leisure activities that are similar and those which differ with your pair.

Similar leisure activities	Differing leisure activities

5. Identify leisure activities not acceptable in your societies.
6. Share with the class.

Different societies have different leisure activities with different values attached to them. But in almost all the societies leisure is after work and people indulge in activities such as wrestling, football, singing, physical exercises, reading watching T.V and visiting friends and relatives.

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The ways through which African communities spent their leisure time in Traditional Africa

The concept of leisure was an important aspect of life in African Traditional Society the leisure activities were passed on by elders from one generation to another.

Activity 3.8: :

Listen to the elder of this community who has been invited in class. Take note as he describes how they spent leisure time in their days, from the elders narrations;

1. Identify the leisure activities carried out in traditional Africa.
2. List the leisure activities that were adopted by Islam.
3. Why were some of the traditional leisure activities prohibited in Islam.
4. Share with the class.
5. Note down in your books.

Home work

1. Visit the elder in your community to find out more about how Africans spent their leisure time.
2. Note down your findings.
3. Type in Microsoft word and present to the teacher for scoring.

Unlike the modern society, people in African traditional society carried on their leisure activities all the time and freely like they could sing while digging, story tell when cooking.

The different leisure activities in school

Activity 3.9: :

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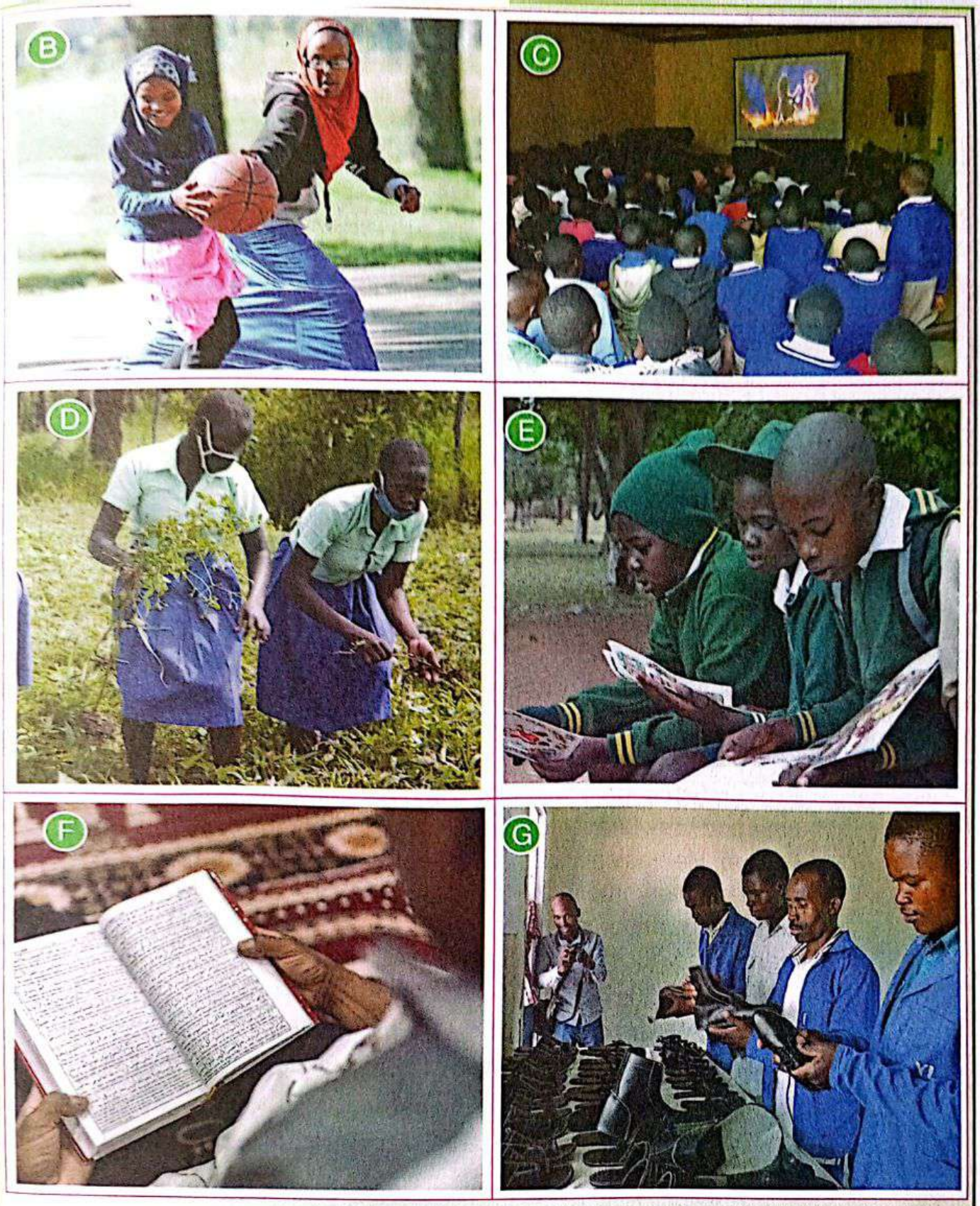

Fig 3.3:

Identify leisure activities conducted at school and home.

1. List the leisure activities you wish to have at school and are not there since you spend most of your time at school.
2. Mention leisure activities you do not involve in and why?

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3. Would you allow your child to involve in leisure activities? Support the response you give.
4. List the leisure activities at school that should be withdrawn.
5. Present to the class.

Schools have various leisure activities with different values attached aiming at promoting talents, career, fitness and research. They include art and craft, music dance and drama, games and sports.

What happens if one has no time for leisure?

Activity 3.10:

Use the skit in this activity.

Abubakr: Asalaam alaikum warahumatulahi wabarakatuh

Farouq: Waalaikum salaam warahumatulahi wabarakatuh

Abubakr: Do you know work without leisure makes one a slave?

Farouq: Why do you say so? By me being hard working, is that enslaving myself?

Abubakr: Very much so. Work without play makes Rashid a dull Muslim is a summative of your situation, hence enslaving yourself in the name of hard work.

Halima: I very much concur with you, Abubakr. I have for quite a long time and very keenly followed the schedule of my brother's work Farouq. He basically has no time of rest except when retiring to go to bed very late in the night and he is always very tensed up, his face frowning and dull, feet swollen and very heavy dragging them in the house corridors.

The doctor has also commented that his excessive sweating and the big belly are a result of not exercising at all. The morning and evening headache are a result of not having enough rest.

Abubakr: Can you imagine? My brother please, set a moment of relief for yourself. Work should be mixed with constructive leisure for refreshment of your mind.

Halima: Civilise him. He is wearing himself down so fast and we wouldn't like to lose a brother so soon in the name of working up to the last atom of his strength with no moment of leisure. Style up Farouq.

Abubakr: A word to the wise is enough. Hard work should be mixed with constructive leisure to live a true Islamic meaningful Islamic life to promote unity and hail Allah at all times.

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1. From the skit, why does Farouq have no time for leisure?
2. Explain the consequences of Farouq having no leisure.
3. How would you advise farouq regarding relaxing?
4. Share with the class and note down.

Relaxing and being off duty is one of the aspects of life some people ignore but such people usually face challenges which put their life in danger since they may be attacked by diseases like headache, high blood pressure, feeling dizzy accompanied with tension, being dull and frowning because of lack of rest in their daily life schedules.

Using the internet to search what happens if one has no time for leisure.

Read the statement and workout the task

Majority of us have used the internet and love it so much. It is one of the ways in which we spend our leisure time.

1. When do you always use the internet?
2. Identify leisure activities conducted that can be done using the internet.
3. Brainstorm on the activities that are Islamic but done using the internet.
4. How have people in your society used leisure through the internet?
5. Use the teacher's phone or school computer to find out what happens if a person has no time for leisure.

3.4: Types of leisure activities

Different leisure activities

(a) Religious
(b) Cultural
(c) Physical
(d) Social
(e) Solidarity

Study the figure as a support in the activity

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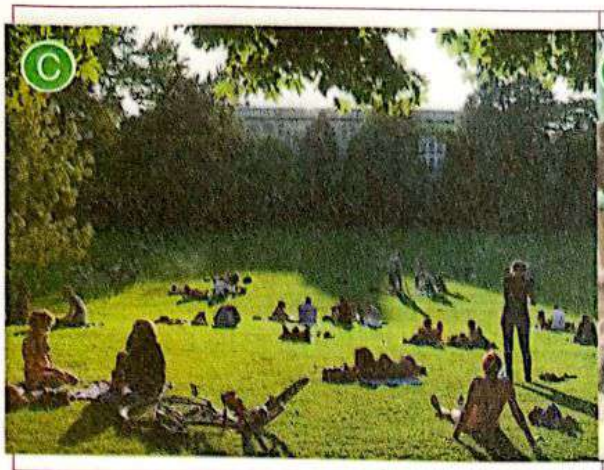

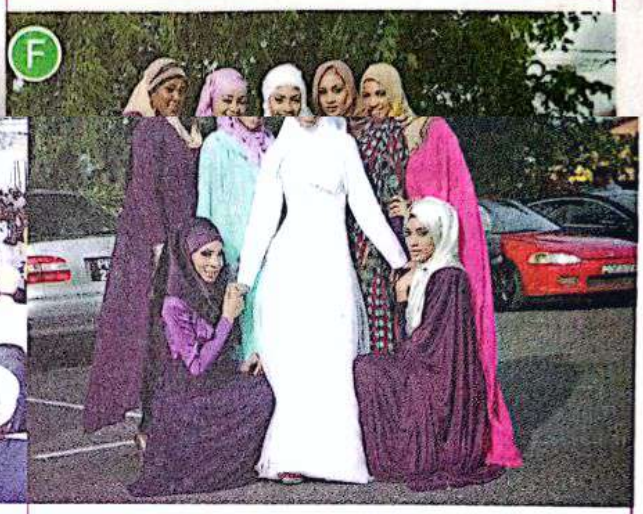

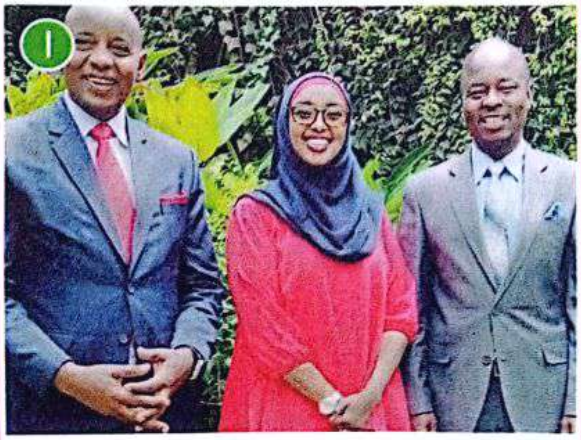

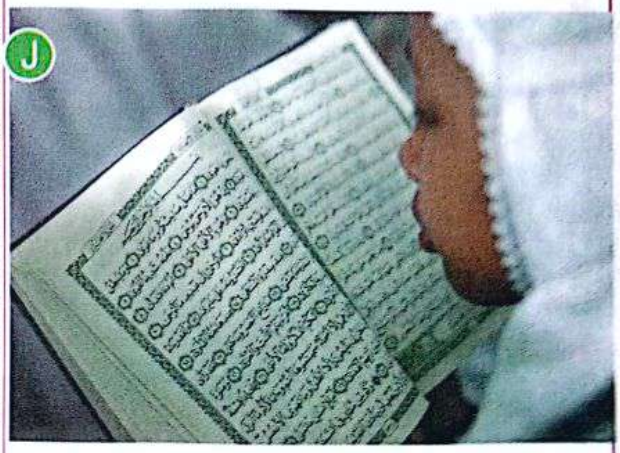

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Fig 3.4:

1. Observe figure 3.4 above.
2. Identify the leisure activities as requested in the table.

Religious	Cultural	Physical	Social	Solitary

3. List any other solitary leisure activities you involve in that are not mentioned .
4. How have those activities benefitted your society?
5. Present to the class.

Leisure activities in Islam that can promote friendship and unity

The prophet said "Muslims are but a single brotherhood."

Do you know that leisure activities promote friendship and unity?

Activity 3.11: :

In groups;

1. Identify five Islamic leisure activities that you can think of.
2. How do these activities promote friendship and unity?
3. Apart from leisure activities, mention other activities through which Muslims can promote friendship and unity.
4. Present to the class and note in your books.

Among the principles taught by Islam are brotherhood, unity and friendship. In our day to day lives a Muslim has to uphold Islamic principles and in activities such as leisure they should aim at promoting friendship and unity. This is reflected in activities like physical exercises such as athletics and football done in groups with Muslims of all classes, marriage, aqiiqa. Circumcision ceremonies also bring society members to feast together, strengthening Islamic brotherhood. In cultural dance and drumming like the matali say on mauleds, Muslims meet and enjoy themselves as brothers and sisters in Islam.

Prophet Muhammad (PBUH) also married Aisha daughter of his close companion Abubakr. He also married off his two daughters Ruqayyah and umm Khulthum after Ruqayyah's death to another companion Uthuman bin Affan to promote friendship and good relation.

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1. List the different leisure activities in the figure above.
2. Explain the disadvantages of spending leisure in the above ways.
3. What are the effects of involving in leisure activities (b) and (d) to one's life?
4. Brainstorm on leisure activities you would advise your school mates to involve in.
5. Share with the class and teacher.

3.5: Modern trends of leisure

The changes in the patterns of leisure in modern society

From African traditional leisure, leisure evolved into modernity as the world also evolves. Numerous ways of leisure have come into play as shall be discussed in this unit.

Activity 3.13: :

In groups;

1. Use the table below and brainstorm on how the leisure activities have changed in modern society.

African Traditional Society	Modern leisure
Visited friends and relatives, conversed and reflected on their past, shared life challenges.	....
Went to playgrounds and watched local people play football, netball, wrestling and other games.	....
Weaving art and crafts like baskets and mats	.....
Telling stories by elders seated at the fire place	.....

2. In a debate, support or refute the statement
   "Modern leisure is a necessary evil"
3. Secretaries should note views from the debate.
4. Present to the teacher for more guidance.

We live in a dynamic world. All the life activities change with the society and life changes and so is leisure.

Leisure existed long ago as shown in the previous unit and it has changed gradually.

Some traditional Africa leisure activities were adopted, but technology advancement, modernization and civilisation have come up with new ones.

Among the modern patterns of leisure is use of televisions and radios to enjoy music, watch interesting programs and drama, smart phones in which people communicate with others, see those they have not seen in a long time, read stories, watch and play or involve in games.

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How leisure has evolved into an industry

Leisure organisations provide relaxing service to customers in their free time.

Read the statement below to support you in the task

Reflect on previous knowledge acquired in your entrepreneurship lessons and respond to the task.

1. Mention examples of industries in your society.
2. List those that are for leisure and the particular leisure activity.
3. What are the common features of the industries mentioned in 2 above?
4. Explain why as of today leisure turned into an industry.
5. Come up with a leisure activity that can be set up in your school.
6. Explain how it will benefit the school community.
7. Share with the class and write in your note books.

Activity 3.14:

In groups, Observe the figure

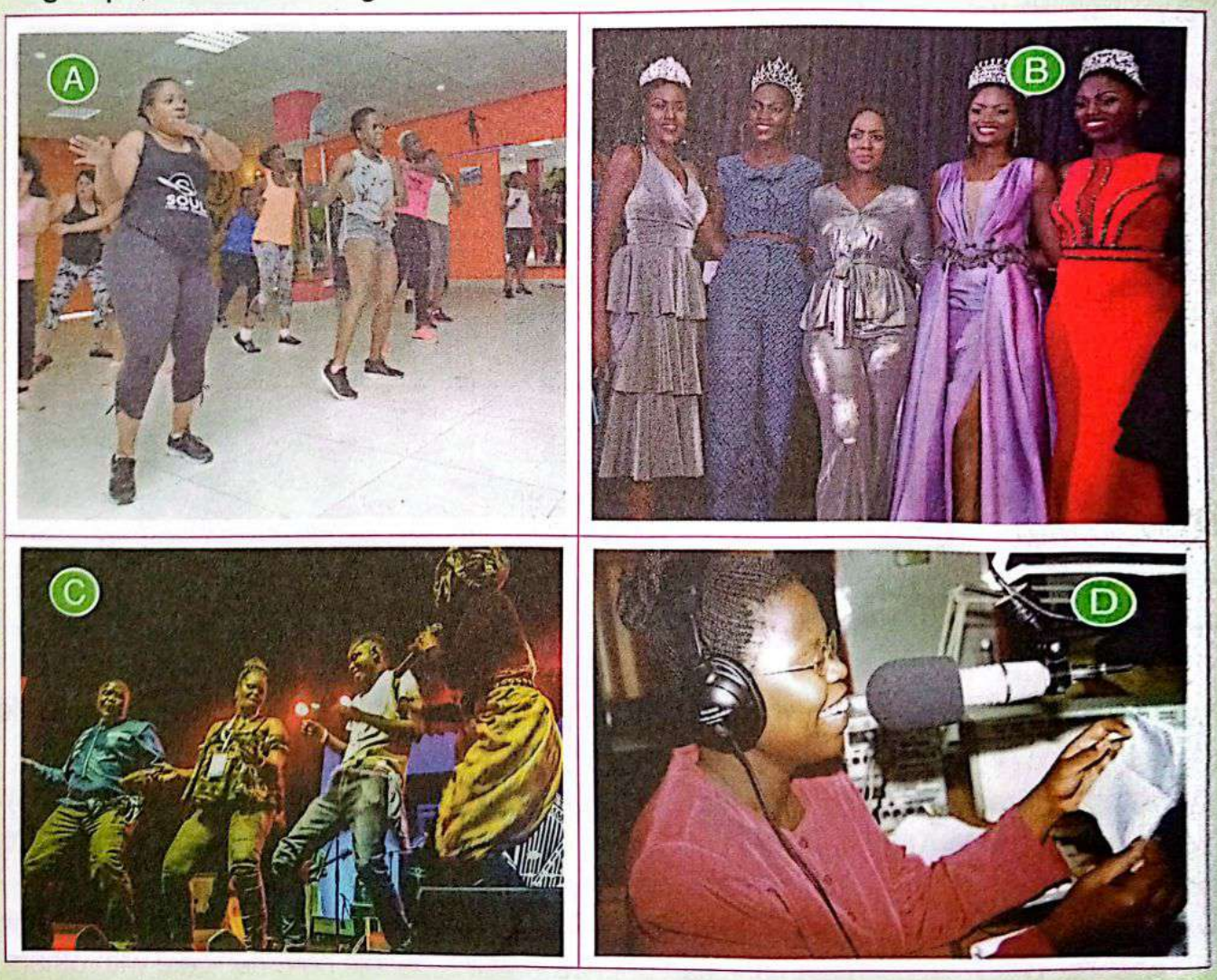

Fig 3.6:

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1. Describe the leisure activities above.
2. List at least five other leisure activities which have evolved into an industry.
3. Share with the class and note down.

Leisure industries are organisations that provide entertainment or brain relaxing services directly or indirectly free or with payment to people like music industry, media, sports.

New leisure organisations come up day by day because people venture in to them to earn a living, develop their talents and as a career.

Technological innovations in leisure, social media and leisure

Technology is important to every individual. Some people may use it to spread Islamic knowledge under social media and leisure.

Activity 3.15:

In **groups**, Observe study the figure below to help you work out the task

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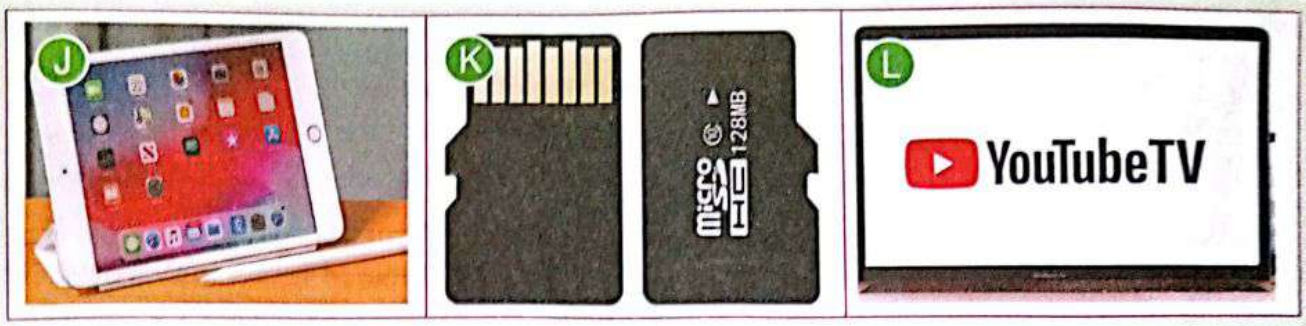

Fig 3.7:

1. List the technologies and devices in the figure above.
2. Explain how you can use five of them during your leisure time?
3. How have they been of benefit to your society?
4. Share with the class and note down.

Islam requires that a Muslim despite living in a changing world should not forget the Islamic rules, principles and practices.

Islam allows use of technology and utilization of the leisure time according to new trends. These however should be used positively and cautiously such as to seek more Islamic knowledge, effective and appropriate communication, acquisition of skills etc.

The Prophet Muhammad once said that *"whoever will be given chance to live, will see many changes in the world."*

Comparison between Islamic teachings of leisure and modern understanding of leisure

When you critically analyse Islam allows and encourages modern leisure but the activities should be in line with the principles of Islam.

Activity 3.16:

In groups;

1. Identify the ways you spend your leisure time in modern ways but according to the principles of Islam.
2. Explain the modern leisure activities that Islam prohibits.
3. Write a speech to advise members who involve in modern leisure that Islam prohibits.
4. Present to the class and record the findings.

3.6: Misuse of leisure in society today

Leisure is necessary in one's life and Muslims are encouraged to practice it. But in some instances leisure is misused as we are going to explore in this unit.

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Dangers, abuse and solutions to leisure misuse.

Activity 3.17:

In groups, read the statement and respond to the activity

In our life time, we have all involved in leisure activities, individually, in groups, with friends, relatives, family and society. We can all analyse how leisure is instrumental in our lives but not everyone uses it well, some people misuse it.

1. Brainstorm with your pair scenarios from your society where people misuse leisure.
2. What are the outcomes of the misuse of leisure?
3. How can you stop leisure misuse in your society?
4. What are the commonly misused leisure activities in your society?
5. Identify the likely outcomes of leisure misuse to school-going children and the adults. Use the table.

Effects of leisure misuse to;

School going children	Adults

Activity 3.18:

In groups,

Fig 3.8:

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Read the scenario and work out the activity in pairs

My former school Kalebu Islamic secondary was known in the whole town for our good performance in sports. Many students in the neighbouring towns joined the school not only for academics but with also the intention of developing their talents in games and sports and other extra curricular activities.

We involved in many school tournaments and friendly games with neighbouring schools but on a sad note in all the games we attended the students always ended up fighting with other school participants and this was the case for all the extracurricular activities.

At trips like the trade exhibitions some students stole from people's stalls and at geography tours, still some learners went against the instructions of the guides in the sites we visited.

This created a big challenge to the school administrators.

1. Identify the leisure activities in the scenario and how they are misused.
2. List other school leisure activities and how learners misuse them.
3. Suggest solutions to the school for the leisure activities which are abused in the scenario.
4. Present to the class.
5. Note down agreed upon views.

Some people because of disobedience or ignorance, abuse and misuse the aspect of leisure. This is done when one involves in such activities that Islam has forbidden such as drinking alcohol, gambling and fighting, this results into school drop outs, breaking up of families, loss of property, conflict in society, loss of respect and death.

3.7: Understanding the effects of African traditional leisure.

African traditional understanding of leisure versus modern understanding of leisure.

Are you aware that even in African traditional setting the aspect of leisure was pronounced.

Home work

In your group, write an essay on the new leisure activities in your society.

1. Form four groups.
2. Two groups should source out devices that can be used in the new leisure activities.
3. Two groups should use the local and low cost materials to make instruments which were used in traditional leisure activities.
4. Organise 3 skits using the leisure activities instruments you have made.

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Activity 3.19:

1. In your groups demonstrate to the class new leisure activities and traditional ones using the instruments made.
2. Secretaries should write down the activities demonstrated in form of a table.
3.

New leisure activities	Traditional leisure activities

4. Compile your views.
5. Hang up all the leisure activities discussed.
6. List suitable leisure activities that students should involve in from those listed above.
7. Mention the demonstrated leisure practices of traditional African society and list those that are still relevant to people in the modern world.

Put your responses in the table below

African traditional society leisure	Phased out leisure activities	New leisure activities

8. Write the advantages and disadvantages of all of them.
9. Present to your teacher to be scored.

Take home

Consult elders in your community about traditional African society and their leisure activities.

Inquire from them about the leisure activities of their times that have been phased out.

Then make a list of new leisure activities that you know different from the above.

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Sample Activity of Integration

Hajj Okwadi Yasin owns a huge bakery, where he employs about three hundred workers. However, the number of workers seems to be small as compared to the huge demand for his products. This has caused tension and fatigue at the work place.

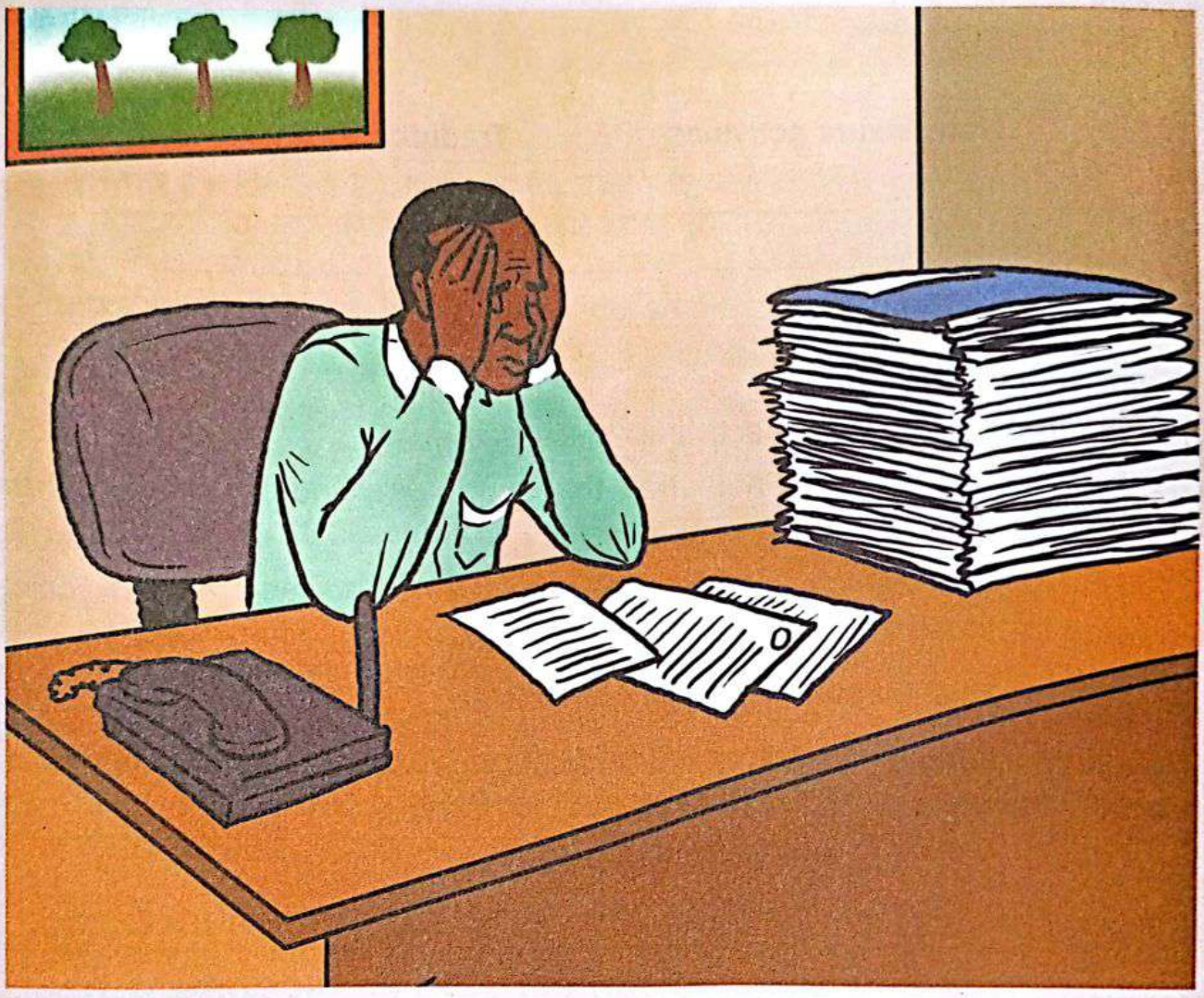

Fig 3.9:

Task:

As a business man of Harvest Spa and Gym company write a proposal for hajj Okwadi on how he is to handle this situation.

Chapter Summary

In the chapter you have acquired knowledge, understanding, skills, and values concerning leisure, the Islamic teachings about leisure, the importance of leisure in Islam, types of leisure activities, modern trends of leisure, how leisure can be misused in society today, the effects of African traditional understanding of leisure.

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Glossary

Work Ethics : A set of values centred on the importance of doing work and reflected especially in a desire or determination to work.

Rights: A moral or legal entitlement to have or obtain something.

Virtues: Behavior showing high moral standards.

Interest (usury): Is the charging of unreasonably high interest rates.

Proffessional work: relating to a job that requires special education, training or skills.

Charity (Sadaqah): Voluntary offering or giving whose amount is at the will.

Wealth: the state of being rich material prosperity.

Commercial transactions: It is some sort of payment for a good or service.

Begging: Ask for something typically food or money, as a charity or gift.

Prohibition: The action of forbidding something.

Wealth: The process of creating something over a period of time.

Development: The process of starting to experience or suffer from ailment or feeling.

Projects: a planned piece of work that has a specific purpose (such as to find information or to make something new.

Contentment: The quality or state of being contented.

Gambling: The practice or activity of betting the practice of risking money or other stakes in a game or bet .

Corruption: Dishonest or illegal behavior especially by powerful people.

Health: The state of complete emotional and physical well being.

Happiness: An emotional state charactised by feelings of joy, satisfaction contentment and fulfillment.

Generosity: Willingness to give or share with others.

Modern: Characteristic of the present or the immediate past.

Trends: A general direction in which something is developing or changing.

Misuse: Use something in the wrong way or for the wrong purpose.

Abuse: Use something in the wrong way or for the wrong purpose.

Solitary leisure: It is an act were wealth people are spending more time alone in various forms.

Unity: the state of being united or joined as a whole.

Pattern: A repeated form or design especially that is used to decorate something.

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ISBN 978-9913-01-256-0

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