



TEACHER'S RESOURCE BOOK



ISLAMIC RELIGIOUS EDUCATION

PRIMARY ONE



TEACHER'S RESOURCE BOOK

**ISLAMIC
RELIGIOUS
EDUCATION**

P R I M A R Y O N E



Copyright © National Curriculum Development Centre, Uganda, 2020

A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

FIRST EDITION

National Curriculum Development Centre
P.O. Box 7002,
Kampala- Uganda
www.ncdc.co.ug

ISBN: 978-9970-494-97-2

All rights reserved: No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright holder

Contents

FOREWORD	IX
ACKNOWLEDGEMENTS.....	X
LIST OF ACRONYMS AND ABBREVIATIONS	XI
INTRODUCTION.....	1
SAMPLE LESSON PLAN.....	9
TERM 1.....	12
WEEK 1: ORIENTATION WEEK	12
WEEK 2: THEME 1: READING FROM THE HOLY QUR'AN.....	15
LESSON 1: MEANING OF THE HOLY QUR'AN	15
LESSON 2: THE DIFFERENT GREETINGS IN OUR COMMUNITY	17
LESSON 3: THE ISLAMIC GREETING (SALAAM)	19
WEEK 3.....	21
LESSON 1: SAYING SALAAM	21
LESSON 2: THE MEANING OF SALAAM.....	23
LESSON 3: IMPORTANCE OF SALAAM.....	25
WEEK 4.....	27
LESSON 1: SURAT AL-FATIHA.....	27
LESSON 2: MEANING OF SURAT-AL-FATIHA.....	29
LESSON 3: IMPORTANCE OF SURAT AL-FATIHA.....	30
WEEK 5: THEME 2: TAWHIID (FAITH)	32
LESSON 1: MY RELATIONSHIP WITH THE CREATOR	32
LESSON 2: MY BODY PARTS.....	33
LESSON 3: IMPORTANCE OF BODY PARTS	35
WEEK 6.....	37
LESSON 1: WHERE I CAME FROM.....	37
LESSON 2: WHY I WAS CREATED.....	38
LESSON 3: WAYS OF WORSHIPPING.....	40
WEEK 7.....	42
LESSON 1: IMPORTANCE OF WORSHIPPING.....	42
LESSON 2: PLACES OF WORSHIP AND PEOPLE WHO WORK THERE.....	43
LESSON 3: IMPORTANCE OF PLACES OF WORSHIP	45

WEEK 8: THEME 3: FIQH (PRACTICE)	47
LESSON 1: ABLUTION	47
LESSON 2: TYPES OF ABLUTION	49
LESSON 3: THINGS USED WHILE GETTING ABLUTION.....	50
WEEK 9	52
LESSON 1: PLACE WHERE ABLUTION IS PERFORMED	52
LESSON 2: HOW ABLUTION IS PERFORMED	53
LESSON 3: PARTS OF THE BODY THAT NEED ABLUTION	55
WEEK 10	58
LESSON 1: IMPORTANCE OF ABLUTION.....	58
LESSON 2: THINGS THAT SPOIL ABLUTION	59
LESSON 3: PRACTICAL APPLICATION OF ABLUTION	61
WEEK 11: THEME 4: MORAL SPIRITUAL TEACHINGS	63
LESSON 1: DUA BEFORE AND AFTER MEALS	63
LESSON 2: DUA FOR PARENTS	64
LESSON 3: DUA BEFORE BED	66
WEEK 12	68
LESSON 1: THE BEGINNING OF ISLAM.....	68
LESSON 2: THE CHARACTERS OF PROPHET MUHAMMAD (PBUH)	70
LESSON 3: IMPORTANCE OF PROPHET MUHAMMAD’S CHARACTER TO ISLAM	72
TERM 2	74
WEEK 1: THEME 1: READING FROM THE HOLY QURAN	74
LESSON 1: RECITING SURAT IKHLAS.....	74
LESSON 2: MEANING OF SURAT IKHLAS.....	76
LESSON 3: RECITING SURAT IKHLAS IN TRANSLITERATION (ARABIC)	77
WEEK 2	79
LESSON 1: RECITING SURAT IKHLAS IN THE LANGUAGE OF INSTRUCTION	79
LESSON 2: IMPORTANCE OF SURAT IKHLAS	80
LESSON 3: PRACTISING SURAT IKHLAS	81
WEEK 3	83
LESSON 1: MEMORISING SURAT IKHLAS	83

LESSON 2: NAMING THE INCIDENTS THAT LED TO THE REVELATION OF THE SURAT IKHLAS (WHY SURAT IKHLAS WAS REVEALED).....	84
LESSON 3: THINGS TO CONSIDER BEFORE READING THE HOLY QUR'AN	86
WEEK 4: THEME 2: TAWHIID (FAITH)	88
LESSON 1: ATTRIBUTES OF ALLAH (OMNIPOTENT, OMNIPRESENT, OMNISCIENT)	88
LESSON 2: THE MEANING OF ALLAH'S ATTRIBUTES (OMNIPOTENT, OMNIPRESENT, AND OMNISCIENT)	89
LESSON 3: MORE ATTRIBUTES OF ALLAH (MOST LOVING, MOST CARING, <i>THE FIRST AND THE LAST</i>)	91
WEEK 5.....	93
LESSON 1: THE MEANING OF ALLAH'S ATTRIBUTES – (LOVING, CARING, <i>THE FIRST AND THE LAST</i>)	93
LESSON 2: MORE ATTRIBUTES OF ALLAH (DOMINANT ONE, MERCIFUL, MOST HIGH)	94
LESSON 3: THE MEANING OF ATTRIBUTES OF ALLAH– (DOMINANT ONE, MERCIFUL, THE MOST HIGH)	96
WEEK 6.....	98
LESSON 1: THE PILLARS OF FAITH (IMAAAN)	98
LESSON 2: MEANING OF THE DIFFERENT PILLARS OF FAITH	100
LESSON 3: IMPORTANCE OF PILLARS OF FAITH	102
WEEK 7: THEME 4: MORAL AND SPIRITUAL TEACHING (HADITH).....	104
LESSON 1: WAYS OF SHOWING RESPECT IN DIFFERENT SOCIETIES	104
LESSON 2: ACTING OUT WAYS OF SHOWING RESPECT IN SOCIETY	105
LESSON 3: IMPORTANCE OF SHOWING RESPECT IN DIFFERENT SOCIETIES	107
WEEK 8.....	109
LESSON 1: HOW PROPHET MOHAMMAD SHOWED RESPECT TO HIS FOLLOWERS	109
LESSON 2: LESSON LEARNT FROM THE RESPECT SHOWED BY THE PROPHET MUHAMMAD (PBUH) TO HIS FOLLOWERS	111
LESSON 3: HOW WE SHOULD SHOW RESPECT TO ALLAH	113
WEEK 9.....	115
LESSON 1: PEOPLE WHO SHOULD BE RESPECTED IN DIFFERENT SOCIETIES	115

LESSON 2: IMPORTANCE OF RESPECTING PEOPLE IN DIFFERENT SOCIETIES	117
LESSON 3: CONSEQUENCES OF DISRESPECTING PEOPLE IN DIFFERENT SOCIETIES	118
WEEK 10: THEME 5: THE HISTORY OF ISLAM	120
LESSON 1: MY TRIBE AND CLAN	120
LESSON 2: THE CLAN AND TRIBE OF PROPHET MUHAMMAD (PBUH)	121
LESSON 3: A RHYME ABOUT THE CLAN AND TRIBE OF PROPHET MUHAMMAD (PBUH).....	123
WEEK 11	125
LESSON 1: THE CHARACTER OF PROPHET MUHAMMAD (PBUH) AS A CHILD (KIND, RESPECTFUL, PEACEFUL, COOPERATIVE, FRIENDLY).....	125
LESSON 2: OTHER CHARACTER TRAITS OF MUHAMMAD (PBUH) AS YOUTH (TRUSTWORTHY, HONEST, FAITHFUL, TRUTHFUL, NEVER WORSHIPPED IDOLS.....	127
LESSON 3: BENEFITS OF IMITATING PROPHET MUHAMMAD’S CHARACTERS AS A YOUTH	128
WEEK 12	131
LESSON 1: THE WORK OF MUHAMMAD AS A YOUTH.....	131
LESSON 2: KHADIJAH’S PROPOSAL OF MARRIAGE TO PROPHET MUHAMMAD (PBUH).....	132
LESSON 3: ROLE PLAYING CHARACTERS OF PROPHET MUHAMMAD	134
TERM 3	136
WEEK 1: THEME 1: READING FROM THE HOLY QUR’AN	136
SUB-THEME: SURAT NAS	136
LESSON 1: RECITING SURAT AN-NAS.....	136
LESSON 2: MEANING OF SURAT AN-NAS	137
LESSON 3: READ SURAT ANNAS IN ARABIC (VERSES 1-6)	139
WEEK 2.....	141
LESSON 1: READ SURAT AN-NAS IN THE LANGUAGE OF INSTRUCTION (VERSES 1-6)	141
LESSON 2: IMPORTANCE OF SURAT AN-NAS	142
LESSON 3: MEMORISING SURAT AN-NAS.....	143

WEEK 3	145
LESSON 1: INCIDENTS THAT LED TO THE REVELATION OF SURAT AN-NAS ..	145
LESSON 2: MAIN PURPOSE FOR THE REVELATION OF SURAT AN-NAS	146
LESSON 3: RECITING A DUA USING SURAT AN-NAS	148
WEEK 4: THEME 2: TAWHIID (FAITH)	149
SUB-THEME: ALLAH AND HIS CREATION	149
LESSON 1: BELIEF IN THE EXISTENCE OF ALLAH	149
LESSON 2: THINGS CREATED BY ALLAH	151
LESSON 3: SIGNS THAT SHOW ALLAH’S EXISTENCE.....	152
WEEK 5	154
LESSON 1: THE IMPORTANCE OF THE THINGS ALLAH CREATED.....	154
LESSON 2: THE ONENESS OF ALLAH	155
LESSON 3: THE IMPORTANCE OF BELIEVING IN THE ONENESS OF ALLAH....	157
WEEK 6	160
LESSON 1: KALIMAT SHAHAADAH	160
LESSON 2: RECITING THE SHAHAADAH	161
LESSON 3: IMPORTANCE OF SHAHAADAH	163
WEEK 7: THEME 3: FIQH (PRACTICE)	165
SUB-THEME: PURITY	165
LESSON 1: PHYSICAL PURITY	165
LESSON 2: THINGS USED IN THE PHYSICAL PURITY	167
LESSON 3: KINDS OF WATER USED IN THE PHYSICAL PURITY- ABLUTION....	168
WEEK 8	170
LESSON 1: WATER WHICH SHOULD NOT BE USED FOR PHYSICAL PURITY (ABLUTION)	170
LESSON 2: THINGS THAT SHOULD BE USED WHEN THERE IS NO WATER.....	171
LESSON 3: TAYAMMUM (DRY ABLUTION)	173
WEEK 9	175
LESSON 1: IMPORTANCE OF TAYAMMUM (DRY ABLUTION).....	175
LESSON 2: PRACTICAL APPLICATION OF TAYAMMUM	176
LESSON 3: WHEN SHOULD ONE USE DRY ABLUTION?.....	178
WEEK 10: THEME 4: MORAL AND SPIRITUAL TEACHINGS	180
LESSON 1: CLEANLINESS OF THE BODY.....	180
LESSON 2: CLEANLINESS OF THE CLOTH	181

LESSON 3: CLEANLINESS OF THE ENVIRONMENT	183
WEEK 11	185
LESSON 1: IMPORTANCE OF CLEANLINESS	185
LESSON 2: WAYS OF MAINTAINING CLEANLINESS	186
LESSON 3: DANGERS OF BEING UNCLEAN/DIRTY.....	188
WEEK 12	191
LESSON 1: MUHAMMAD’S TRIP TO SYRIA (PEACE BE UPON HIM).....	191
LESSON 2: MUHAMMAD (PBUH) MEETING A CHRISTIAN MONK	193
LESSON 3: IMPORTANCE OF MUHAMMAD’S TRIP TO SYRIA	195
REFLEXIVE SELF-ASSESSMENT	197
COMPETENCE-BASED ASSESSMENT	200
ANNEX	204
ROOTS OF THE PHONETICS OF ARABIC LETTERS.....	204

Foreword

One of the National Aims and Objectives of Education in Uganda is to inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship. This can be done through effective teaching and learning of Islamic Religious Education (IRE).

This Teacher's Resource Book has been designed for Primary One teachers to enable them deliver the Islamic Religious Education (IRE) lessons effectively. The Resource Book presents the breakdown of lessons in the IRE syllabus and provides a variety of suggested Instructional Strategies to be used by the teacher during lesson delivery.

The Teacher's Resource Book further provides a variety of suggested activities and key messages that are meant to make learning engaging, relevant and interesting to the learners. The sample activities include stories, songs, rhymes and poems, which the teacher is required to use. The teacher is expected to use this Resource Book alongside the P1 Islamic Religious Education content presented in the thematic Curriculum.

I, therefore, recommend this IRE Teacher's Resource Book for use in all primary schools where IRE is taught as a learning area.



Alex Kakooza

Permanent Secretary
Minister for Education and Sports

Acknowledgements

The National Curriculum Development Centre (NCDC) would like to express its appreciation to all people who worked tirelessly towards the production of this Primary One Teacher’s Resource Book for Islamic Religious Education (IRE,) the first of its kind in the primary schools.

Our gratitude goes to the Curriculum Specialist for overseeing and taking timely decisions wherever necessary; the Quality Assurance Committee (QAC) and the Academic Steering Board (ASB) whose contributions have helped to guide the development and fine-tuning of this Resource Book.

Special gratitude is extended to the IRE Panel Members who made it possible to put together all the necessary information and guidance, to ensure this Resource Book is completed.

Last but not least, our gratitude goes to all those who worked behind the scenes to finalize the work on this Resource Book.

The National Curriculum Development Centre takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P.O Box 7002, Kampala or e-mail admin@ncdc.go.ug



Grace K. Baguma

Director

National Curriculum Development Centre

List of Acronyms and Abbreviations

IRE:	Islamic Religious Education
MoES:	Ministry of Education and Sports
NCDC:	National Curriculum Development Centre
PBUH:	Peace Be Upon Him
P1:	Primary One
CDs:	Compact discs

Introduction

Islamic Religious Education (IRE) is a key learning area on the primary school Curriculum. It is intended to achieve the Aims and Objectives of Primary Education outlined below:

1. To instil the value of living and working cooperatively with other people and caring for others in the community
2. To develop discipline and good manners
3. To develop cultural, moral and spiritual values
4. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters
5. To develop the ability to use the problem-solving approach in various life situations
6. To inculcate an understanding of and appreciation for the protection and utilization of the natural environment using scientific and technological knowledge
7. To develop appreciation for the dignity of work and for making a living by one's honest effort
8. To develop a pre-requisite to continuing education and development
9. To develop adequate practical skills for making a living
10. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English, and
11. To develop and maintain sound mental and physical health.

Islamic Religious Education is designed to enable you guide the learners to develop moral, ethical and spiritual values. You are expected to teach IRE as provided for on the timetable, to enable learners develop moral, ethical and spiritual values. This shall enable the learners develop a high level of discipline; hence improve on their academic performance and also live in a peaceful society.

Learners with Special Learning Needs:

Special Needs Education (SNE) is an important issue in education today. You need to identify learners with special needs in your class and cater for them. Seek guidance from specialists in SNE where necessary.

The Purpose of the Teacher’s Resource Book

This resource book has been provided to ease the teaching and learning of Islamic Religious Education in Primary One. The Resource Book provides a breakdown of the syllabus content into teachable lessons for the entire year.

During lesson preparation and delivery, use the Resource Book together with the IRE content in the Thematic Curriculum, the Holy Qur’an, Hadith and any other relevant support materials. Always make reference to Yasar-na as it simplifies reading of the Arabic Alphabet. Islamic Religious Education, unlike the content for other learning areas, is not presented in the general matrix of the Thematic Curriculum. This is because the content does not easily follow the themes which are identified to teach other learning areas. The content is presented after the 12th theme in the P1 Curriculum.

The information you need to effectively teach has been provided in this resource book. This includes:

- Relating Quranic content to real-life experiences
- Key messages that learners need to understand and appreciate the content
- Suggested activities, instructional strategies, instructional materials that promote the teaching and learning of Islamic Religious Education
- Information on how to assess learners continuously on knowledge, morals and attitudinal change

How to Use This Resource Book

The Resource Book should be used in:

- Reference to the thematic Curriculum for P1
- During scheming and lesson planning. Then study the suggested activities for each lesson and identify the relevant examples in real life situations
- Conjunction with and discuss the meaning of the key message during each lesson so as to encourage learners to live by the message
- Relation to the Qur’an messages
- Connection with the real life experiences in the family, school or community.

Use or adopt the sample activities provided in the resource book during the teaching and learning process. Give learners opportunities to carry out activities as a whole class, in groups, in pairs and individually. Emphasise individual participation to enable you assess achievement of competences among the learners. You are free to use any other appropriate instructional strategies that promote effective teaching and learning of Islamic Religious Education.

Language of Instruction

The medium of instruction at P1 level is the language which learners are familiar with. You will need to translate content including Surah (chapters) songs, rhymes and stories into the relevant language of instruction for effective delivery.

This Resource Book provides both the Arabic transliteration and English translation of the surah (chapter) s.

Transliteration using English letters to write an Arabic word not its meaning ie “Allah”is transliterated.

The General Procedure of Teaching Islamic Religious Education

The Life Theme Approach is used to teach Islamic Religious Education. The teaching/learning process starts with the learner’s experience, followed by the experience of others. These experiences are related to the Qur’an teachings. The learners are encouraged to respond to the message and apply it in real life. So in summary, the teaching/learning experience follows this structure:

Our Experience: Relate what you are to teach to real-life situations.

God’s message: Refer to the main content from the Qur’an for a particular lesson. This is the heart of an IRE lesson.

Our Response: This is where learners reflect, suggest and practise how to live by God’s message.

The Lesson Plan Structure in this Resource Book

Each lesson in this Resource Book follows this structure:

Theme: This is as provided for in the P1 Curriculum.

Sub-theme: This is as provided for in the P1 Curriculum.

Learning outcome: This is as provided for in the P1 Curriculum.

Lesson: Indicates the actual content, skills and values to be taught in 30 minutes.

Qur'an reference: These are relevant Qur'an verses/surah (chapter)s/hadith texts in relation to the content of a given lesson.

Key message: These are derived from the Qur'an reference and have been related to the experiences of the learners. These are presented as simple statements which learners can understand.

Key term(s): There are key term(s) which you may need to study in advance and get appropriate translations before lesson delivery. These are derived from the Qur'an/ content in the Curriculum.

Competences: These are picked from the Curriculum. However, in some instances they have been rephrased for clarity.

Life skills: These are observed as learners express themselves, relate with others and as they carry out different activities in and outside the class. Look for opportunities to have them developed over time.

Values: You are expected to observe these as learners work together in and out of the class and guide on their development.

Instructional Strategies: Suggested instructional strategies have been included under each lesson in this Resource Book but you are free to use any other, which you find practical and appropriate to deliver the content.

Instructional materials: These are suggested as support materials during the teaching and learning process. However, you are free to use any other support materials that you find relevant. Ensure that you have the materials ready before the lesson and remember to use them during the lesson. Use documentaries where necessary and if available.

Suggested activities: Suggested Activities for both the teacher and the learner have been included in a table form to guide you as you prepare a detailed lesson for each day. Always remember the general procedure followed to teach an IRE lesson (**Our experience, God's Message, Our response**).

Guidance on assessment: The activities to be used to assess are provided under each lesson. These are meant to help you track the progress of the learners as they learn and you are expected to record this progress for each learner.

Note: Remember to assess the development of values and attitudes in addition to knowledge.

Sample activity: Relevant sample activities such as rhymes, poems, stories, exercises, project work, songs, role plays, prayers and Qur'an texts have been suggested for each lesson. You may use any other appropriate activity where need be.

Hint for the teacher: Guidance or a few notes have been provided for emphasis and use, which you may need as you prepare and teach the content.

Learners with Special Learning Needs: Special Needs Education is an important aspect in education today. You will need to identify learners with special needs in our class and cater for them. Seek guidance from specialist persons in SNE where necessary.

Resource person(s): Always invite a resource person to support you where need be.

Note: A resource person may not only be the Sheikh or the Imaam (Muslim leader) but also it can be any person who is competent in the religion in which he/she believes i.e. a big number of Muslims who know how to pray can be of use to learners as resource persons.

Arabic consonants and vowels are quite important to be learnt at an early stage by learners in primary school. Therefore, Arabic consonants and vowels can be taught by IRE teachers in primary schools to make learners catch up. At this level, (P1) learners read Arabic words in transliteration. The pure Arabic letters are taught in P3.

Sample Scheme of Work for P1 IRE, Term 1, 2019

Learning Outcome: The learner understands and takes care of the different aspects that nullify Swalat or Prayer in the daily practice for meaningful prayer and spiritual growth.

Wk	Lsn	Day	Theme	Sub-theme	Lesson	Content	Competences	Instructional Strategies	Life skills/indicators and values	Activities	Instructional Resources	Ref	Rem
2	1	Monday	Reading from the Qur'an	Talking about the Holy Qur'an	Meaning of the Qur'an	<ul style="list-style-type: none"> • Different books: Bible, Qur'an, Dictionary, Atlas. • Meaning of the Holy Qur'an: <ul style="list-style-type: none"> - It is a Holy book for Muslims. - It was given to Prophet Muhammad (PBUH). - It has Allah's laws 	The learner: <ul style="list-style-type: none"> - mentions other books. - tells/signs the meaning of Qur'an. - names the Prophet who received the Qur'an. - mentions what the Qur'an contains. 	<ul style="list-style-type: none"> • Guided discovery • Story telling • Demonstration 	Effective Communication <ul style="list-style-type: none"> - Audibility - Pronunciation - Confidence - Verbal and non-verbal expression, articulation - Fluency Values <ul style="list-style-type: none"> - Appreciation - Recognition 	<ul style="list-style-type: none"> • Getting a variety of books • Identifying the Holy Qur'an • Telling the meaning of the Holy Qur'an 	<ul style="list-style-type: none"> • Textbooks • Bible • Qur'an • Dictionary • Resource person 	<ul style="list-style-type: none"> • Holy Quran • Hadith Books • Prayer Books 	

Wk	Lsn	Day	Theme	Sub-theme	Lesson	Content	Competences	Instructional Strategies	Life skills/indicators and values	Activities	Instructional Resources	Ref	Rem
2	2	Wednesday			Different greetings in our community	<ul style="list-style-type: none"> • Different greetings <ul style="list-style-type: none"> - Osibiyoya - Wasuzotya - Kodeyo - Makuwa - Wemaayo - Osibereye - Habari - Assalam aleikum - Good evening, etc. 	says different greetings of the community. -greet others. -gives the importance of greetings.	<ul style="list-style-type: none"> • Guided discovery • Role play • Think-pair-share • Demonstration 	Effective Communication -Audibility -Pronunciation -Confidence - Verbal and non-verbal expression, articulation -Fluency Critical-thinking - Responding Values - Appreciation - Recognition	<ul style="list-style-type: none"> • Saying different greetings • Greeting others • Giving importance of greetings 	<ul style="list-style-type: none"> • Resource person • A chart showing greeting forms 	<ul style="list-style-type: none"> • Holy Quran • Hadith Books • Juzu • Yasarina 	
2	3	Friday	Reading from the Qur'an	Talking about the Holy Qur'an	The Islamic greeting (Salaam)	<ul style="list-style-type: none"> • The Islamic greeting <ul style="list-style-type: none"> - Assalaam alaikum - Assalaam alaikum warahmatulla • Responding to Salaam <ul style="list-style-type: none"> - Walaikum ssalaam - Walaikum ssalaam warahmatullah 	-greet one another. -tells/signs Islamic greetings. -responds to Islamic greetings. -mentions the content in the Islamic greeting.	<ul style="list-style-type: none"> • Guided discovery • Demonstration • Think-pair-share • Brainstorming 	Effective Communication -Audibility -Pronunciation - Verbal and non-verbal expression, articulation -Fluency Critical-thinking -Responding Values -Appreciation -Recognition	<ul style="list-style-type: none"> • Greeting one another • Telling/signing Islamic greeting 	<ul style="list-style-type: none"> • Resource person • The Holy Qur'an • Juzu 	<ul style="list-style-type: none"> • Holy Quran • Hadith Books 	

Sample Lesson Plan

Date	Learning Area	Class	Time	No. of Pupils
15/05/2019	IRE	P1	08:30 – 09:00	80

Theme: Reading from the Holy Qur'an

Sub-theme: The Qur'an

Lesson: Meaning of the Holy Qur'an

Competences: The learner:

- identifies the Holy Qur'an
- names the Prophet who received the Holy Qur'an
- mentions what the Holy Qur'an contains

Instructional Strategies: Guided discovery, storytelling, demonstration

Life Skills and Values:

Effective-communication: audibility, pronunciation, verbal and non-verbal expression, articulation, fluency, verbal and non-verbal expression

Critical-thinking: responding to different greetings.

Instructional materials: Resource book, Bible, dictionary, Atlas, Holy Qur'an, resource person.

Reference: The Holy Qur'an, Juzu, Yasar-na, Internet.

Procedure:

Steps	Time	Teacher's activities	Learner's activities
1	5 min	<p><u>Our experience</u></p> <ul style="list-style-type: none"> • Use learners' experience to discover whether they can name different books known to them. 	<ul style="list-style-type: none"> • Name different books known to them
2		<p><u>God's message</u></p> <ul style="list-style-type: none"> • Tell the meaning of the Holy Qur'an • Guide the learners that the Holy Qur'an is a book for the Muslims. • Guide the learners that the Holy Qur'an was given to Prophet Muhammad (PBUH) • Guide the learners that the Holy Qur'an contains messages/laws of Allah (show them sample verses in the Qur'an) • Tell learners and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Say the meaning of the Holy Qur'an • Mention that the Holy Qur'an is a book for Muslims • Mention that the Holy Qur'an was given to Prophet Muhammad (PBUH) • Point out that the Holy Qur'an contains Allah's message/laws (have a look at the verses in the Qur'an) • Discuss the meaning of the key message.

Steps	Time	Teacher's activities	Learner's activities
3	7 min	<p><u>Our Response</u></p> <ul style="list-style-type: none"> • Guide the learners to share lessons learnt i.e. meaning of the Holy Qur'an as Holy book for Muslims. <ul style="list-style-type: none"> -It was given to Prophet Muhammad (PBUH) -The Holy Qur'an has Allah's laws. 	<ul style="list-style-type: none"> • Share / sign the lessons learnt about the Holy Qur'an
4		<ul style="list-style-type: none"> • Guide the learners to recite/sign and discuss the meaning of the key message, "I need to love the Holy Qur'an". 	<ul style="list-style-type: none"> • Recite/sign and discuss the meaning of the key message "I need to love the Holy Qur'an".

Self-evaluation:

Areas of Strength:

Areas of improvement:

Way forward:

TERM 1

WEEK 1: ORIENTATION WEEK

Dear teacher,

You are receiving new children to your class. They come from different backgrounds that have provided them with their first learning experiences. You will notice that they already have individual differences with their intellectual, social, emotional and physical characteristics. The first week of the year is set aside for you to become familiar with the children and enable them become familiar with the new environment and programmes of the school.

Below are sample activities that you may carry out during orientation week.

Day	Teacher's Activities	Learners' Activities
Monday	<ul style="list-style-type: none"> • Lead learners in saying a prayer • Receive and welcome children in class • Give children seats in class • Introduce yourself to the children • Learn names of children • Provide toilet information through touring around the toilet i.e. what to do and where to go • Tour around the kitchen and the dining hall with the children (if available) 	<ul style="list-style-type: none"> • Pray with the teacher • Respond to the teacher's reception • Get their seats in class • Listen and say teacher's name • Tell their names to the teacher and the class • Tour around the toilet along with the teacher • Move along with the teacher around the kitchen and dining hall

Day	Teacher's Activities	Learners' Activities
Tuesday	<ul style="list-style-type: none"> • Lead learners in saying a prayer • Guide the learners to perform outdoor activities 	<ul style="list-style-type: none"> • Pray with the teacher • Perform outdoor activities.
Wednesday	<ul style="list-style-type: none"> • Lead learners in saying a prayer • Ask learners to tell news to the class • Ask learners to tell stories • Provide songs, rhymes, free play 	<ul style="list-style-type: none"> • Pray with the teacher • Tell and listen to the news • Tell and listen to the stories • Sing, mime and interact in free play
Thursday	<ul style="list-style-type: none"> • Lead the learners in saying a prayer • Ask learners to sing songs of name games and locate places • Guide the learners to identify places where to keep things like food, bags, shoes etc. • Guide the learners to recite/sign a rhyme on hygiene • Help learners to identify the place for getting water at school • Tell the learners the importance of water. 	<ul style="list-style-type: none"> • Pray with the teacher • Sing songs of name games and locate places • Identify places where to keep things like good, bags, shoes, etc. • Reciting a rhyme on hygiene along with the teacher • Identify the place for getting water • Get to know the importance of water from the teacher.

Day	Teacher's Activities	Learners' Activities
Friday	<ul style="list-style-type: none"> • Guide learners to say a prayer • Guide the learners to play games e.g. Nyama x2 Nyonyi Kapa egoba goba Kapa egoba emmese • Demonstrate action songs to children • Guide the learners on what to do when they are sick • Ask learners to play name games • Guide the learners to sing interactive songs • Guide the learners to recite/sign rhymes 	<ul style="list-style-type: none"> • Say a praying with the teacher • Play games e.g. Nyama x2 Nyonyi Kapa egoba goba Kapa egoba emmese • Put actions in the songs along with the teacher • Get to know what to do when falling sick • Play name games • Sing interactive songs • Recite/sign the rhymes

Note:

- Pray with the learners every day as you start and at the of the day
- You need to develop competences from these activities.
- You need to develop life skills during the week: self-awareness, self-esteem, assertiveness, coping with stress/emotion, empathy with others, making friends.

WEEK 2: THEME 1: Reading from the Holy Qur'an

Learning Outcome: The learner is able to appreciate and practice principles and teaching of Islam in order to have total submission to the Will and Laws of Allah.

SUB-THEME: Talking about the Holy Qur'an

LESSON 1: Meaning of the Holy Qur'an

Reference: The Holy Qur'an

Key message:	Competences:
I need to love the Holy Qur'an.	The learner: <ul style="list-style-type: none"> • gives the meaning of the Qur'an • names the Prophet who received the Qur'an • mentions what the Qur'an contains

Life Skills	Indicators	Values
• Effective communication:	• Audibility, pronunciation, verbal and non-verbal expression, articulation, fluency, non-verbal expression	Appreciation, recognition
• Critical thinking	• responding to questions appropriately	

Instructional strategies: brainstorming, guided discovery, think-pair-share, storytelling.

Instructional resources: The Holy Qur’an, the Bible and other books

Teacher’s Activities:	Learners’ Activities
<ul style="list-style-type: none"> • Ask learners to name the different books they know • Guide the learners to identify the Qur’an from other books presented in the class • Tell/sign the story about the Qur’an • Guide the learners to tell the meaning of the Holy Qur’an • Guide the learners to name the Prophet who received the Holy Qur’an • Guide the learners to mention what the Holy Qur’an contains (the words of Allah) • Guide learners to recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Name the different books they know • Identify the Holy Qur’an from other books • Listen to the story • Tell/ sign the meaning of the Qur’an through brainstorming • Name the Prophet who received the Holy Qur’an through think-pair-share • Mention what the Holy Qur’an contains through guided discovery (by opening it) • Recite/sign and discuss the meaning of the key message “I need to love <i>the Holy Qur’an</i>”

Guidance on Assessment:

- Assess as the learner tells/signs the meaning of the Holy Qur’an
- Assess as the learner names the Prophet who received the Holy Qur’an
- Assess as the learner mentions what the Holy Qur’an contains.

Sample activity: Identifying the Holy Qur’an from other books

Hint for the teacher

a) About the Qur’an;

- It is the Holy book of Islam
- Prophet Muhammad (PBUH) received the Holy Qur’an.
- The Holy Qur’an contains the words and guidance of Allah.
- Emphasize and discuss the meaning of the key message. Q2: 2

- “This is the Book where in there is no doubt. “Zaalikal kitaabu la raiba fiihi.
- Hadith of the Prophet Muhammad (PBUH) “A fushuusalaam baynakum”, meaning “Spread Salaam (Peace) amongst you”
 - b) As you share with the learners, use the language of instruction.

LESSON 2: The different greetings in our community

Reference: Holy Qur’an, Yasar-na, Hadith Books

Key message:	Competences:
Allah wants me to greet others as a sign of respect	The learner: <ul style="list-style-type: none"> • says the different greetings in the community • greets others in a respectful manner • gives the importance of the different greetings

Life skills	Indicators	Values
Effective communication	Audibility, pronunciation, verbal and non-verbal expression, articulation, fluency, verbal and non-verbal expression	Appreciation, respect, recognition
Critical thinking	Responding to the different greetings correctly	-

Instructional strategies: Guided discovery, role play, demonstration

Instructional resources: A chart showing pictures of people greeting in different ways.

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> • Guide the learners to mention the different greetings in their community • Guide the learners to tell the importance of the different greetings as mentioned in the 	<ul style="list-style-type: none"> • Mention the different greeting in their community through guided discovery • Tell / sign the importance of different greetings • Greet fellow learners in the

Teacher's Activities	Learners' Activities
<p>Holy Qur'an</p> <ul style="list-style-type: none"> • Ask learners to demonstrate how to greet fellow learners as shown on the chart • Guide the learners to practise greeting others as a sign of respect through role play • Guide learners to recite/sign and discuss the meaning of the key message. 	<p>different ways through demonstration</p> <ul style="list-style-type: none"> • Greet fellow learners in the Islamic way through demonstration • Greet others with respect by role playing • Recite/ sign and discuss the meaning of the key message "<i>Allah wants me to greet others as a sign of respect</i>".

Guidance on Assessment

- Assess as the learner tells/signs the different greetings in the community.
- Assess as the learner gives the importance of the different greetings.
- Observe and assess as the learner greets other learners.

Sample activity: Role playing greeting one another in different ways.

Hint for the teacher

Let learners know that:

- Some people kneel while greeting
- Others bow down when greeting
- Some greet by shaking hands
- In Islam, you greet by saying (Salaam) as: Assalaam Alaikum
- The importance of different greetings is to show respect
- A learner: speaks, reads, writes and gives the meaning using the language of Instruction.

Chapter II, Verse 2:

- This is the book – (The Holy Qur'an) wherein, there is no doubt, a guidance to those who are pious (Good fearing)
- "Zaliikal kitaabu la raiba fiihi huda lilimutakiina."

LESSON 3: The Islamic Greeting (Salaam)

Reference: The Holy Qur’an, Hadith Books

Key message:	Competences:
Allah wants me to say salaam to others	The learner: <ul style="list-style-type: none"> identifies the Islamic greeting from other greetings gives the main content in the Islamic greeting

Life skills	Indicators	Values
Effective communication	Audibility, pronunciation, verbal and non-verbal expression, articulation, non-verbal expression	Appreciation, respect, love
Critical thinking	Responding appropriately to greetings.	

Instructional Strategies: Guided discovery, demonstration, guided discussion

Instructional Resources: Learners’ book, a chart showing people greeting one another

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> Guide the learners to greet one another in the different ways Guide the learners to tell the Islamic greeting as contained in the Holy Qur’an Guide the learners to give the main content of the Islamic greeting. As written in the Learner’s Book Demonstrate the saying of Salaam Guide learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Greet each other in the different ways Mention the Islamic greeting as contained in the Holy Qur’an Give the main content of Islamic greetings from the learner’s book. Practice saying salaam Recite/ sign and discuss the meaning of the key message “Allah wants me to say salaam to others”.

Guidance on Assessment

- Observe and assess as learners say the Islamic greeting
- Assess as learners give the main content of the Islamic greeting.

Sample activity: Role playing greeting one another in Islamic way

Hint for the Teacher

Let learners know that:

- Islamic greeting is the Salaam (Peace) they give to one another
- The main content of Islamic greetings is the Salaam (Peace)
- Asalaam Alaykum means (peace be with you)
- “Chapter 36, Verse 58 (Salamun qaulan min Rabbi Rahiim, Peace (be upon you), a word from the Lord.
- Lessons learnt and key messages should be done using the language of instruction.

WEEK 3

LESSON 1: Saying Salaam

Reference: The Holy Qur'an, Hadith Books

Key message:	Competences:
I should say ' <i>salaam</i> '	The learner: <ul style="list-style-type: none"> • says salaam as a way of greeting in Islam • says “asalaamu alaikum, warahmatullahi, wabarakatuhu” correctly • pronounces the words “asalaamu alaiyikum, warahmatullahi, wabarakatuhu” correctly.” • responds to salaam

Life Skills	Indicators	Values
Effective communication	fluency, audibility, verbal and non-verbal expression, articulation, accuracy, non-verbal expression	Appreciation, love, respect
Decision-making	acceptance, making choices	
Critical thinking	making the best use of the information you have	

Instructional Strategies: demonstration, role play

Instructional Resources: Resource person, Holy Qur'an

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to greet each other in the Islamic way • Demonstrate how to say salaam as is in the Holy Qur'an and the traditions of the Prophet • Guide the learners to role play the saying of salaam • Encourage learners to always say Salaam and respond to salaam greeting like the visitor (Imaam) did as he was entering the class • Guide learners recite/ sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Greet in Islamic way • Say/ sign Islamic greeting as outlined in the Holy Qur'an and the tradition of the Prophet (PBUH) through demonstration • Role play/ sign saying of salaam • Say/ sign Salaam to fellow learners and responding to salaam like how the Imaam did • Recite/sign and discuss the meaning of the key message “I should say ‘salaam’ ”.

Guidance on Assessment

- Assess as the learner says, “*Asalaamu alaikum warahmatullahi, wabarakatuhu* (Islamic greeting). Assess correct articulation of words
- Observe and assess as the learner says the greeting (salaam) individually several times
- Observe and assess as the learner says salaam to other people
- Observe and assess as the learner responds to salaam when greeted

Sample activity: Role playing saying salaam

Hint for the Teacher

- Note that Islamic greeting is saying, “*asalamu alaikum, warahmatullahi, wabarakatuhu*” to a fellow (Muslim)
- Note that the response is “*wa alaikum salaam warahmatullahi, wabarakatu*” by a fellow Muslim
- It can be said as given and the responses may be:

A	B
Asalaam alaikum	Wa alaikum salaam
Asalaam Alaykum warahmatullahi	Wa alakum salaam warahmatullah
Asalaam Alaykum warahmatullahi wabarakatuhu	Wa alaykum salaam warahmatullah wabarakatuhu

- Make use of the flash card showing the writing “*Asalaamu alaikum warahmatallah, wabarakatuhu* (Islamic greeting) and allow them say several times as you flash the card.
- Ask learners to say the greeting (salaam) several times individually and a group.
- “*Salaam kaulan min rabbi-rahiim (Peace be on you) from your Lord – Surat-al Yasin), Chapter 36, verse 58.*

LESSON 2: The Meaning of Salaam

Reference: The Holy Qur’an, Hadiith Books

Key message:	Competences:
I can tell the meaning of salaam.	<p>The learner:</p> <ul style="list-style-type: none"> • says “assalaamu alaikum, warahmatulahi” correctly • gives the meaning of “assalaamu alaikum, warahmatulahi (salaam) • says salaam to fellow learners”

Life Skills	Indicators	Values
Effective communication	Fluency, audibility, verbal and non- verbal expression, articulation	Appreciation, patience, respect, love
Decision-making:	Acceptance, making choice	
Critical thinking	Making the best use of information you have.	

Instructional Strategies: Demonstration, recitation, play way method

Instructional Resources: puppets, Qur’an

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> • Guide the learners to say the Islamic greeting (salaam) • Share with the learners the meaning of salaam as written in the Holy Qur’an and the tradition of the 	<ul style="list-style-type: none"> • Say/sign the Islamic greeting (salaam) • Tell/sign the meaning of salaam as written in the Holy Qur’an and the tradition of the

Teacher's Activities	Learners' Activities
Prophet (PBUH) <ul style="list-style-type: none"> • Demonstrate/ sign saying <i>salaam</i> to learners using the puppets • Give the meaning of salaam as learners observe • Guide learners to recite/ sign and discuss the meaning of the key message. 	Prophet <ul style="list-style-type: none"> • Say/sign salaam • Tell/sign the meaning of salaam several times as the teacher listens and guides • Practice/sign saying Salaam to fellow learners and discuss the meaning of the key message "<i>I can tell the meaning of salaam</i>"

Guidance on Assessment

- Observe and assess as the learner correctly says "Salaam"
- Assess as the learner gives the meaning of salaam

Sample activity: Practicing saying salaam in form of a play

- In two groups, one group says the salaam and the other says the meaning as they keep changing.

Hint for the Teacher

- Explain the meaning of salaam
 Note that the words "asalamu alaikum, warahmatulahi, wabarakatu" means (The peace, blessing and mercy of Allah be upon you)
- Flash cards with salaam and its meaning on another card
- "Salaamun qawlan min rabbim raheemin. "Peace" shall be the word conveyed to them from their Merciful Lord (Surat-al Yasin), Chapter 36, verse 58
- Divide the class into groups of two. In a role play, one group says the salaam and the other says the meaning as they change places/ roles.

LESSON 3: Importance of Salaam

Reference: The Holy Qur'an, Yasar-na, Juzu, Hadith Books

Key message:	Competences:
Allah wants me to say salaam to my fellow Muslims.	The learner: <ul style="list-style-type: none"> • gives the importance of salaam • practices saying salaam in his/her daily life both at school, at home and in the community

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication: 	<ul style="list-style-type: none"> • Fluency, audibility, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> • Appreciation, respect, patience, love
<ul style="list-style-type: none"> • Decision-making: 	<ul style="list-style-type: none"> • Acceptance 	
<ul style="list-style-type: none"> • Critical thinking: 	<ul style="list-style-type: none"> • Making the best use of the information you have 	

Instructional Strategies: Guided discovery, demonstration, recitation

Instructional Resources: Holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Lead learners to say salaam through demonstration • Share with the learners the importance of salaam as written in the Holy Qur'an and the tradition of the Prophet (PBUH) • Organise learners in groups to practice saying salaam • Guide the learners to mention the people who should receive salaam. (Muslims) • Learner recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Say/sign salaam • Give the importance of salaam as written in the Holy Qur'an and the tradition of the Prophet • Practice/sign salaam in groups • Mention the people who should receive Salaam as guided • Recite/ sign and discuss the meaning of the key message "<i>Allah wants me to say salaam to my fellow Muslims</i>"

Guidance on Assessment

- Assess as the learner give the importance of Salaam
- Observe and assess as the learner says the salaam to other people
- Assess as the learner mentions the people who should receive salaam.

Sample activity: Practising saying salaam

Hint to the Teacher

Note that giving salaam is important

- It is a fulfilment of Allah's command
- It is a sign of respect for one another
- It fosters co-operation among the Muslim
- It makes one nearer to Allah
- It brings peace in the mind of some one

“Salaam kaulan min rabbi-rahiim (Peace be on you) from your Lord – Surat-al Yasin), Chapter 36, verse 58.

WEEK 4

LESSON 1: Surat Al-Fatiha

Reference: The Holy Qur'an, Yasar-na, Juzu

Key message:	Competences:
I need to praise Allah.	The learner: <ul style="list-style-type: none"> tells/signs meaning of Surat-Fatiha. recites/ signs Surat-al-Fatiha (verse 1-3). uses Surat-al-Fatiha in payers.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility, verbal and articulation, non-verbal expression 	<ul style="list-style-type: none"> Appreciation, respect
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Acceptance 	
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Making use of the information that you have in meaningful life 	

Instructional Strategies: Recitation, demonstration

Instructional Resources: Resource person, a chart illustration Surat Al – Fatiha.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide learners to say Salaam through demonstration Guide the learners to recite/sign <i>Surat-al-Fatiha</i> (verse 1-7) Demonstrate the use of <i>Surat-al-fatiha</i> in actual prayer as learner's listen Guide learners to recite the key message. 	<ul style="list-style-type: none"> Say/ sign Salaam Recite/sign <i>Surat-al-Fatiha</i> as it is in the Holy Qur'an Use <i>Surat-al-Fatiha</i> in actual prayer as the teacher listens. Recite the key message "<i>I need to praise Allah.</i>"

Guidance on Assessment

- Listen and assess as the learner recite/ sign *Surat-al-Fatiha* (verse 1-7). with correct articulation

Sample activity

- In groups of seven, teacher gives each group a verse of *Surat-al-Fatiha* to recite/ sign and later ask them to say the whole Surat as a whole class
- The teacher organizes the class to perform a congregational prayer by reciting *Surat-al-Fatiha*.

Hint for the Teacher

Note that, Surat-al-fatiha is the first chapter in the Holy Qur'an

1. It is the Surah (chapter) in the Holy Qur'an that is always used in five daily prayers
2. since this is P1 slowly recite/ sign the Surah (chapter) as they repeat after you
3. Surat Al-fatiha, Chapter 1, Verse 1-7:
 - 1) Bismillaahir Rahman Raheem
 - 2) Alhamdu lillaahi Rabbil 'aalameen
 - 3) Ar-Rahmaanir-Raheem
 - 4) Maaliki Yawmid-Deen
 - 5) Iyyaaka na'budu wa Iyyaaka nasta'een
 - 6) Ihdinas-Siraatal-Mustaqeem
 - 7) Siraatal-lazeena an'amta 'alaihim ghayril-maghdoobi 'alaihim wa lad-daaalleen

LESSON 2: Meaning of Surat-Al-Fatiha

Reference: The Holy Qur’an, Juz Amma

Key message:	Competences:
Allah is merciful to me.	The learner: <ul style="list-style-type: none"> recites /signs Surat-al-Fatiha. gives the meaning of Surat-al-Fatiha.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication: 	<ul style="list-style-type: none"> Fluency, audibility, expression, articulation, non-verbal expression 	<ul style="list-style-type: none"> Appreciation, patience, determination
<ul style="list-style-type: none"> Creative thinking: 	<ul style="list-style-type: none"> Logical reasoning 	
<ul style="list-style-type: none"> Critical thinking: 	<ul style="list-style-type: none"> Taking a decision, Selecting and evaluating information 	

Instructional Strategies: demonstration, recitation

Instructional Resources: A chart showing Surat- al- fatiha

Teacher’s Activities:	Learners’ Activities
<ul style="list-style-type: none"> Guide the learners to recite/sign the learnt <i>Surat-Al-Fatiha</i> (verse 1-7) Share with the learners the meaning of <i>Surat-Al-Fatiha</i> (verse 1-7) Guide the learners to use <i>Surat-al-Fatiha</i> in prayers through demonstration Guide learners to recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Recite/ sign <i>Surat-al-Fatiha</i> Give the meaning of <i>Surat-al-Fatiha</i> (verse 1-7) Use <i>Surat-al-Fatiha</i> in prayers Recite/sign and discuss the meaning of the key message “Allah is merciful to me”.

Guidance on Assessment

- Listen and assess as the learner recites/ signs *Surat-al-Fatiha* with correct articulation
- Assess as the learner gives the meaning of *Surat-al-Fatiha*

Sample activity

In groups, learners say a congregational prayer and each group should have (a leader) to act as an Imam and see how they apply *Surat-al-fatihah* in their prayers.

Hint for the Teacher

The meaning of Surat-Al-Fatiha

1. In the name of Allah, Most Gracious, Most Merciful.
2. Praise be to Allah, the Cherisher and Sustainer of the worlds;
3. Most Gracious, Most Merciful;
4. Master of the Day of Judgment.
5. Thee do we worship, and Thine aid we seek.
6. Show us the straight way,
7. The way of those on whom Thou hast bestowed Thy Grace, those whose (portion) is not wrath, and who go not astray.

Let learners know that Surat Al-Fatiha teaches us to know the mighty mercy and grace of Allah.

LESSON 3: Importance of Surat Al-fatihah

Reference: The Holy Qur'an, Yasar-na, Juzu, Hadiith Books, Internet

Key message:	Competences:
Allah wants me to say <i>Surat Al-Fatiha</i> in my daily prayers	The learner: <ul style="list-style-type: none"> • recites/signs Surat-al-Fatiha. • uses Surat-al-Fatiha in prayers.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, non-verbal expression, verbal and non-verbal expression, articulation 	Appreciation, responsibility, respect
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Logical reasoning • Making the best use of the information available 	

Instructional Strategies: Guided discussion, Recitation.

Instructional Resources: Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to recite/sign learnt <i>Surat-al-fatihah</i> from the Quran. • Guide the learners to give the importance of <i>Surat-al-Fatiha</i> through guided discussion • Group learners to use <i>Surat-al-Fatiha</i> in the congregational prayers • Guide learners recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Recite/sign <i>Surat-al-Fatiha</i> from the Quran • Give the importance of <i>Surat-al-Fatiha</i> • Use <i>Surat-al-Fatiha</i> in congregational prayer • Recite/ sign and discuss the meaning of the key message “Allah wants me to say <i>Surat Al-Fatiha</i> in my daily prayers”

Guidance on Assessment

- Assess as the learner recite/ sign *Surat-al-Fatiha*
- Assess as the learner gives the importance of *Surat-al-Fatiha*
- Observe and assess as the learner uses *Surat-al-Fatiha* in congregational prayer.

Sample activity: Reciting Surat Al-Fatiha

Hint for the Teacher

Importance of Surat-al-fatihah;

- We get Allah's guidance
- We get Allah's blessings
- We praise Allah

WEEK 5: THEME 2: Tawhiid (Faith)

Sub-Theme: Discovering God’s gift to me

Learning outcome: The learner is able to understand the principle of Tawhiid

LESSON 1: My Relationship with the Creator

Reference: The Holy Qur’an, Yasar-na, Documentaries, Hadiith Books,
Internet

Key message:	Competences:
My creator is Allah	The learner: <ul style="list-style-type: none"> • mentions who the creator of everything is. • tells/signs his/her relationship with Allah.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, Audibility, articulation, non-verbal expression 	Appreciation, respect
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Making a choice 	
<ul style="list-style-type: none"> • Peer resistance 	<ul style="list-style-type: none"> • Standing for one’s value and belief 	

Instructional Strategies: Storytelling, observation, guided discussion, recitation

Instructional Resources: A chart showing different things in the environment

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> • Ask learners to tell what they see around them through observation • Tell/ sign a story (from a resource person) about the creator who created everything • Guide the learners to tell their relationship with Allah the creator through guided discussion 	<ul style="list-style-type: none"> • Tell/sign what they see around them • Listen to the story (from a documentary in local language) and saying who created everything • Tell/sign their relationship with the creator

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide learners to recite/ sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/ sign and discuss the meaning of the key message "My creator is Allah".

Guidance on Assessment

- Assess as the learner says who the creator is
- Assess as the learner tells/signs his/her relationship with Allah.

Sample activity: Observing things in the environment

Hint for the Teacher

Guide the learners to know that:

- Everything that exists is created by Allah.
- We are related to the creator because He created us Himself.
- They are what they are because of Allah
- He /she is Allah's creation
- Surat-al-Hashr) "Huwa Allahu-l-khaaliqu baari-ul muswawwil" ... "He is Allah, the creator, the inventor of all things", Holy Qur'an, Chapter 59, Verse 24.

LESSON 2: My Body Parts

Reference: The Holy Qur'an, Yasar-na

Key message:	Competences:
Allah is my Creator	The learner: <ul style="list-style-type: none"> names the body parts. tells/signs the creator of the body parts. cares for the body parts. appreciates Allah for the gift of the body parts.

Life Skills	Indicators	Value
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, Audibility, articulation, non-verbal 	<ul style="list-style-type: none"> Responsibility, respect, love,

Life Skills	Indicators	Value
	expression	privacy
<ul style="list-style-type: none"> • Self-esteem 	<ul style="list-style-type: none"> • Talking about self 	
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Self-identification • Caring for self 	

Instructional Strategies: recitation, demonstration, role play, mind map

Instructional Resources: Materials used for cleaning the body

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to say a prayer thanking the creator through demonstration • Through brainstorming/ mind map, guide the learners to name their body parts • Guide the learners to name the creator of the body parts • Guide the learners to role play/ do actual caring for their body part. i.e., using a combing hair • Guide learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Say a prayer thanking the creator • Name their body parts through brainstorming/ mind map. • Mention the creator of the body parts. • Role play care for their body parts (use a comb to comb) • Recite/sign and discuss the meaning of the key message "<i>Allah is my Creator</i>".

Guidance on Assessment

- Assess as the learner names the body parts.
- Assess as the learner mentions the creator of the body parts.
- Observe and assess as the learner cares for his/her body parts.

Sample activity: Organise the learners to clean their body parts.

Hint for the Teacher

Let learners know that;

- All body parts are Allah's creation (Gifts from Allah)
- Allah is the only creator of everything

- Everyone should take care for his/her body parts as they are gifts from Allah/God Surat-al-Hashr) “Huwa Allahu-l-khaaliqul baari-ul muswawwir” ... (59:24)
- “He is Allah, the creator, the inventor of all things”, Holy Qur’an, Chapter 59, Verse 24.

LESSON 3: Importance of Body Parts

Reference: The Holy Qur’an, Yasar-na, Juzu, Internet

Key message:	Competences:
My body parts are gifts from Allah	The learner: <ul style="list-style-type: none"> • identifies the different body parts. • tells/signs the importance of body parts.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, verbal and non- verbal expression, articulation 	<ul style="list-style-type: none"> • Appreciation, respect
<ul style="list-style-type: none"> • Self-esteem 	<ul style="list-style-type: none"> • Talking about self 	
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Self-identification • Caring for self 	

Instructional Strategies: Recitation, group discussion, demonstration, brainstorming

Instructional Resources: Jigsaw puzzles, a chart showing the body parts

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> • Using the brainstorming method, ask learners to identify the different body parts • Guide learners to join jigsaws to form different parts of the body through demonstration 	<ul style="list-style-type: none"> • Identify the different body parts • Join the jigsaws to form different body parts • Mention the importance of the different body parts

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Using the discussion method, guide the learners to mention the importance of the different body parts Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Recite/sign and discuss the meaning of the key message "<i>My body parts are gifts from Allah</i>".

Guidance on Assessment

- Assess as the learner identifies the different body parts
- Assess as the learner mentions the importance of the different body parts

Sample activity: Saying a prayer:

*God thank you
For creating me*

Hint for the Teacher

Note: This lesson should be oral; not written

Importance of the body parts

- the eyes (for seeing)
- the nose (for smelling and breathing)
- the ears (for hearing)
- the hands (for handling things)
- the legs (for walking), etc.
- Surat-al-Hashr) "Huwa Allahu-l-khaaliqul baari-ul muswawwil" ... "He is Allah, the creator, the inventor of all things", Holy Qur'an, Chapter 59, Verse 24.

WEEK 6

LESSON 1: Where I came from

Reference: The Holy Qur’an, Yasar-na, Juzu

Key message:	Competences:
I thank Allah for creating me	<p>The learner:</p> <ul style="list-style-type: none"> • says who he/she is. • tells/signs where he/she came from.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, verbal and non-verbal expression, articulation 	Appreciating, respect, responsibility
<ul style="list-style-type: none"> • Self-esteem 	<ul style="list-style-type: none"> • Talking about self 	
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Self-identification 	

Instructional Strategies: Recitation, guided discussion, brainstorming

Instructional Resources: A chart showing an extended family

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> • Through brainstorming, guide the learners to tell the names of their parents • Guide the learners to say/sign who they are • Guide the learners to tell/sign where they came from (created by Allah) through guided discussion • Guide the learners to thank Allah for creating them • Guide the learners to recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Name their parents • Say/ sign who they are • Tell/sign where they came from • Say/sign a prayer thanking Allah for creating them • Recite/sign and discuss the meaning of the key message “<i>I thank Allah for creating me</i>”

Guidance on Assessment

- Assess as the learner says who he/she is
- Assess as the learner tells/signs where he/she comes from
- Assess as the learner recites/ signs the prayer with correct articulation of words.

Sample activity: Saying a prayer

*“Allahu Akbar x3, (Allah is great x3),
Laa illaaha illa-LLahu Allahu Akbar x1 (There is no god but God (Allah),
Allahu Akbar (Allah is great),
wa lillahil hamdu (And praise be to Him)”*

Hint for the Teacher

Let learners:

- understand that they are Allah’s creatures
- know that they came from Allah, the creator
- know that Allah is the only one worthy of being praised

“Wa maa khalaqutul jinna wal in-sa illaa liya-abuduun” (Surat-Adh-dharyat, Chapter 51, Verse 56)

“And I (Allah) created not the jinn and mankind except that they should worship me (Alone).

LESSON 2: Why I was created

Reference: Holy Qur’an, Yasar-na, Juzu

Key message:	Competences:
I to worship Allah alone	<p>The learner:</p> <ul style="list-style-type: none"> • gives reasons why he/she was created. • recites/signs and discusses the meaning of the key message. • explains the purpose Allah created him/her.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> Appreciation, responsibility
<ul style="list-style-type: none"> Self-esteem 	<ul style="list-style-type: none"> Talking about self, self-appreciation 	
<ul style="list-style-type: none"> Self-awareness 	<ul style="list-style-type: none"> Self-identification 	

Instructional Strategies: Guided discovery, recitation, think-pair-share

Instructional Resources: The learners' books.

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guide learners to share own experience as to why they were created Guide learners to identify why Allah created them through guided discovery Guide them to say/ sign a prayer thanking Allah Guide the learners to recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Share why they were created Explain why Allah created them Say/ sign a prayer thanking Allah for creating them Recite/ sign and discuss the meaning of the key message "<i>I worship Allah alone</i>"

Guidance on Assessment

- Assess as the learner says/ signs why he/she was created
- Observe and assess as the learner praises Allah for creating him/her

Sample activity: Saying/ signing a prayer thanking Allah

Hint for the Teacher

- Let the learners know that they were created not for any other reasons but to worship Allah
- "Wa maa khalaqutul jinna wal in-sa illaa liya-abuduun" (Surat-Adh-dharyat, Chapter 51, Verse 56)

"And I (Allah) created not the jinn and mankind, except that they should worship me (Alone).

LESSON 3: Ways of worshipping

Reference: The Holy Qur’an, Yasar-na, Juzu

Key message:	Competences:
I have to worship Allah at all times	The learner: <ul style="list-style-type: none"> tells/signs what worshipping is. mentions the different ways of worshipping Allah. recites/signs and discuss the meaning of the key message on worship.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> Appreciation, responsibility
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Acceptance, making choice 	
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Finding different ways of doing things 	

Instructional Strategies: Recitation, Guided discussion

Instructional Resources: The Holy Qur’an, a chart showing people worshipping Allah.

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> Ask learners to tell/sign what they do when they go for prayers Guide the learners to explain the meaning of worshipping Guide the learners to mention the different ways of worshipping as shown on the chart Guide the learners to recite/ sign and discuss the meaning of the key message “I have to worship Allah at all times” 	<ul style="list-style-type: none"> Share and demonstrate what they do when they go for prayers Explain the meaning of worshipping Mention the different ways of worshipping Recite/sign and discuss the meaning of the key message “I have to worship Allah at all times”

Guidance on Assessment

- Assess as the learner explains the meaning of worship.
- Assess as the learner mentions the different ways of worshipping
- Observe and assess as the learner worships Allah

Sample activity: Worshipping Allah

Hint for the Teacher

Tell learners that:

- Worshipping is serving and giving praise to Allah at all times
- There are different ways of worshipping Allah. These include; saying prayers, giving praise, giving alms (gifts) to the poor and any other charitable deeds

Get a resource person where need be, to recite/ sign Surat Adh-Dhariya

- “Wa maa khalaqutul jinna wal in-sa illaa liya-abuduun” (Surat-Adh-dhariat, Chapter 51, Verse 56)
“And I (Allah) created not the jinn and mankind except that they should worship me (Alone).

WEEK 7

LESSON 1: Importance of worshipping

Reference: The Holy Qur’an, Yasar-na, Juzu

Key message:	Competences:
Allah wants me to worship Him	The learner: <ul style="list-style-type: none"> • gives the importance of worshipping. • mentions different forms of worshipping Allah. • worships Allah.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, Audibility, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> • Appreciation, responsibility
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Acceptance, making choice 	
<ul style="list-style-type: none"> • Interpersonal relationship 	<ul style="list-style-type: none"> • Interacting freely with others 	

Instructional Strategies: Guided discovery, recitation

Instructional Resources: Resource person, a chart showing different ways of worship

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> • Guide the learners worship Allah • Display a chart showing different ways of worshipping Allah • Guide the learners to tell/sign the importance of worshipping • Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Worship Allah • Mention the different ways of worship as indicated on the chart • Tell/ sign the importance of worshipping. • Recite/ sign and discuss the meaning of the key message “Allah wants me to worship Him”.

Guidance on Assessment

- Assess as the learner tells/signs the different ways of worshipping Allah
- Assess as the learner mentions the importance of worshipping
- Observe and assess as the learner worships Allah.

Sample activity: Visiting a nearby mosque to share the importance of worshipping Allah

Hint for the Teacher

Take the learners to visit the nearby mosque. Let the Imaam/Sheikh share with them the importance of worshipping Allah. This could be done after Juma prayers.

- Worshipping is a way of giving praise and thank to Allah
- Worshipping is important because it makes us come nearer to Allah
- Worshipping also makes us avoid temptation
- Worshipping can also be in form of building mosques, boreholes, etc.
- “Innama ya-a-muru masaajida’ Allah, man- aamana bi Llahi...”
(Surat-At Taubah, Chapter 9, and Verse 18)

(The mosques of Allah are only to be maintained by those who believe in Allah...)

LESSON 2: Places of worship and people who work there

Reference: The Holy Qur’an, Yasar-na, Juzu

Key message:	Competences:
I should know places of worship	The learner: <ul style="list-style-type: none"> • names the different places of worship. • names the different people who work in the places of worship. • Allah. • worships Allah.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility, verbal and non- verbal expression, articulation 	<ul style="list-style-type: none"> Appreciation responsibility
<ul style="list-style-type: none"> Assertiveness 	<ul style="list-style-type: none"> Listening and valuing what others say 	
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions. 	

Instructional Strategies: Guided discovery, recitation, field trip, observation

Instructional Resources: A chart showing the different places of worship

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Ask learners to mention the different places of worship they know Guide the learners to name the different places of worship seen on the chart Tour the nearby mosque and identify the different people who work there Guide the learners to tell/sign the different people who work in other places of worship through guided discovery Guide the learners to recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Mention the different places of worship Name the different places of worship seen on the chart Identify people who work at the mosque Tell/sign the different people who work in other places of worship Recite/ sign and discuss the meaning of the key message: <i>"I should know places of worship"</i>

Guidance on Assessment

- Assess as the learner names the different places of worship
- Assess as the learner names the different people who work in the places of worship.

Sample activity: A visit to the mosque

Hint for the Teacher

Take learners to a nearby place of worship and let them interact with the people who work there.

- Note that there are different places of worship such as churches, mosques.
- The examples of people who work in the places of worship; Imam, Maudhin, Khatib, etc.

“Innama ya-a-muru masaajida’ Allah, man- aamana bi Llahi...” (Surat-At Taubah, Chapter 9, and Verse 18)

(The mosques of Allah are only to be maintained by those who believe in Allah...)

LESSON 3: Importance of Places of Worship

Reference: The Holy Qur’an, Yasar-na, Juzu

Key message:	Competences:
I shall maintain the mosque of Allah.	The learner: <ul style="list-style-type: none"> • tells/signs the importance of places of worship. • listens to a verse referring to places of worship. • imitates worships in the mosque.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> • Appreciation, respect
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> • Listening and valuing what others say 	
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions 	

Instructional Strategies: Guided discovery, recitation,

Instructional Resources: a chart showing places of worship

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to mention the different places of worship they know • Display a chart showing different places of worship • Guide the learners to tell/sign the importance of places of worship through guided discovery • Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Mention the different places of worship • Name the places of worship from the chart • Tell/sign the importance of places of worship • Recite/sign and discuss the meaning of the key message "I shall maintain the mosque of Allah"

Guidance on Assessment

- Assess as the learner tells/signs the importance of places of worship.
- Observe and assess as the learner goes to the mosques to worship
- Assess as the learner recites/signs the verse about the mosque of Allah with correct articulation

Sample activity: Performing a congregational prayer in the mosque.

Hint for the Teacher

Take learners to a nearby mosque and let them perform a congregational prayer.

Note that the places of worship are important for:

- They offer opportunity to meet with Allah in prayer
- Give us opportunity to praise Allah for all the good things He does for us
- Help us meet our fellow Muslims
- Help learners to continuously recite/sign the verse about the place of worship

"Innama ya-a-muru masaajida' Allah, man- aamana bi Llahi..." (Surat-At Taubah, Chapter 9, and Verse 18)

(The mosques of Allah are only to be maintained by those who believe in Allah...)

WEEK 8: THEME 3: Fiqh (Practice)

Learning outcome: The learner is able to recognize and understand the rules and regulations of the places of worship and the concept of physical purity.

LESSON 1: Ablution

Reference: The Holy Qur'an, Yasar-na, Juzu, Hadiith Books, Internet

Key message:	Competences:
I have to be clean before Allah	The learner: <ul style="list-style-type: none"> tells/signs what ablution is performs ablution

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, Audibility, verbal and non- verbal expression, articulation 	<ul style="list-style-type: none"> Appreciation, respect
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions 	
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Acceptance Making a choice 	

Instructional Strategies: Demonstration, guided discussion, brainstorming, recitation

Instructional Resources: A chart showing the process of ablution

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Ask learners to tell why they take bath everyday through brainstorming Guide the learners to tell/sign what else they do to be always clean Share with the learners the meaning of ablution through guided discussion Guide the learners on how to perform ablution by showing them a chart having a man having ablution 	<ul style="list-style-type: none"> Tell/sign why they take bath everyday Tell/sign what they do to be clean Tell/sign the meaning of ablution Perform ablution through demonstration Recite/ sign and discuss the

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guide the learners to recite/ sign and discuss the meaning of the key message 	meaning of the key message "I have to be clean before Allah"

Guidance on Assessment

- Assess as the learner gives the meaning of ablution.
- Assess as the learner recites/signs and discuss the meaning of the key message.
- Observe and assess as the learner performs ablution

Sample activity: Practising performing ablution

Hint for the Teacher

Tell learners:

- the meaning of ablution; "washing of the body"
- that there are certain parts of the body that should be washed/cleaned when getting ready to perform prayer/salaat (faces, hands up to the elbows, head, and feet up to the ankles)
- "Yaa aiyuhal lazeena aamanoo iza qumtum ilas Salaati faghsiloo wujoohakum wa Aidiyakum ilal maraafiqi wamsahoo biru'oosikum wa arjulakum ilal ka'bayn ... "(Surah-Al-Ma'idah chapter 5: verse 6)
 "Oh you who have believed, when you rise to [perform] prayer, wash your faces and your forearms to the elbows and wipe over your heads and wash your feet to the ankles..."
- In small groups let each group perform ablution as you see.

LESSON 2: Types of Ablution

Reference: The Holy Qur'an, Yasar-na, Juzu, Hadiith books, Internet

Key message:	Competences:
Allah wants me to be clean	The learner: <ul style="list-style-type: none"> • identifies types of ablution. • identifies body parts that need ablution. • performs ablution.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication: 	<ul style="list-style-type: none"> • Confidence, audibility, verbal and non- verbal expression, articulation 	<ul style="list-style-type: none"> • Appreciation, respect
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions 	
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Acceptance • Making a choice 	

Instructional Strategies: Guided discovery, recitation, demonstration

Instructional Resources: Resource person

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guide the learners to name body parts that need ablution • Share with the learners the types of ablution through guided discovery • Guide learners to perform ablution • Guide the learners to recite/ sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Identify the body parts that need ablution • Identify the types of ablution • Demonstrate performing wudhu and tayamum • Recite/ sign and discuss the meaning of the key message "Allah wants me to be clean"

Guidance on Assessment

- Assess as the learner mentions the types of ablution
- Observe and assess as the learner demonstrates performing ablution
- Assess as the learner recite/ sign a verse related to ablution

Sample activity: Demonstrating performing the two types of ablution (*wudhu* and *tayamum*)

Hint for the Teacher

- There are 3 types of ablution
 - i) wudhu (partial ablution)
 - ii) tayamum (dry ablution)
 - iii) ghusul (full ablution)
- In tayamam you only apply the dry sand on the fore face and hands only

LESSON 3: Things used while getting Ablution

Reference: Holy Qur'an, Yasar-na, Juzu

Key message:	Competences:
I should use clean things	The learner: <ul style="list-style-type: none"> • identifies things that are used while getting ablution. • performs ablution.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, verbal and non- verbal expression, articulation 	<ul style="list-style-type: none"> • Respect, appreciation, privacy
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions 	

Instructional Strategies: Recitation, demonstration

Instructional Resources: water, a jerycan, soap

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to mention the two types of ablution • Guide the learners to identify things that are used in getting ablution through think-pair-share • Guide the learners on how to perform ablution using things identified. (i.e., jerrycan and water) through demonstration • Tell learners to recite/sign and discuss the meaning of the key message as explained by resource person 	<ul style="list-style-type: none"> • Mention the two types of ablution • Identify things that are used in getting ablution. (Sand and water) • Perform ablution using the things identified • Recite/ sign and discuss the meaning of the key message “<i>I should use clean things</i>”

Guidance on Assessment

- Assess as the learner names things that are used in getting ablution.
- Observe and assess as the learner performs ablution

Sample activity: Practising performing ablution with water and dry sand.

Hint for the Teacher

Note that water is used for wudhu (partial ablution) and ghusul (full ablution) while dry sand is used while performing tayamam.

WEEK 9

Lesson 1: Place where ablution is performed

Reference: The Holy Qur’an, Yasar-na, Juzu, Hadiith Books, Internet

Key message:	Competences:
Allah wants me to perform Ablution in clean and pure places	The learner: <ul style="list-style-type: none"> names places where ablution is to be performed. names places where ablution should not be taken from.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> Appreciating places for taking ablution Being responsible for places of taking ablution Respect
<ul style="list-style-type: none"> Self-esteem 	<ul style="list-style-type: none"> Expressing likes and dislikes 	
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Giving reasons for action taken 	

Instructional Strategies: Guided discovery, recitation, observation

Instructional Resources: The Holy Qur’an, CD/DVDs having two ways of getting ablution

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> Using observation, ask learners to mention the types of Ablution as shown on video from a CD/DVD Guide the learners to name places for taking Ablution in the school and at home Using the guided discovery method, guide the learners to name places where Ablution should not be taken 	<ul style="list-style-type: none"> Mention the types of Ablution Name places for taking Ablution in the school and home Identify places where Ablution should not be taken Recite/ sign and discuss the meaning of the key message “Allah wants me to perform Ablution in clean and pure

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guide the learners to recite/ sign and discuss the meaning of the key message 	<p><i>places</i>"</p>

Guidance on Assessment

- Assess as the learner identifies places where Ablution can be taken
- Assess as the learner names places where Ablution is not to be taken from

Sample activity: Observing place outside the class

Hint for the Teacher

Take the learners outside the class and let them observe places like toilets, bathing, and shelters, places where faeces and cow dung are found and ask them why these places are not good for performing ablution.

Note that:

- The earth is a clean place and Ablution can be performed anywhere except in the latrine, bathing shelter/urinary shelters and places where there are faeces and cow dung
- Any clean place can be used for taking Ablution
- Hadith of the Prophet (PBUH) "Al-Islam nadhwifu fatanadhwafuu" – "Islam is clean, so clean yourselves".

LESSON 2: How Ablution is performed

Reference: The Holy Qur'an, Yasar-na, Juzu, Hadith Books, Internet

Key message:	Competences:
<p>Allah wants me clean</p>	<p>The learner:</p> <ul style="list-style-type: none"> Tells/signs the steps to be followed in performing ablution. Performs ablution following the right order.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> Respect, appreciation, responsibility, patience
<ul style="list-style-type: none"> Self-esteem 	<ul style="list-style-type: none"> Expressing likes and dislikes 	
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Answering questions 	

Instructional Strategies: Recitation, demonstration.

Instructional Resources: Water, jerrycan

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guide learners to share the experience about the steps they take when performing ablution Guide the learners to follow the right steps of taking partial ablution (this should be done by a resource person where need be) Demonstrate procedure for taking partial ablution by using water as learners' see Guide the learners to perform partial ablution Guide learners recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Share experiences Take ablution following the right steps Demonstrate the steps for taking partial ablution by use water. Perform partial ablution. Recite/sign and discuss the meaning of the key message "Allah wants me clean"

Guidance on Assessment

- Assess as the learner identifies the steps followed when performing ablution
- Observe and assess as the learner takes partial ablution following the right steps

Sample activity: Practising taking partial Ablution using water

Hint for the Teacher

Take the learners outside the class and ask them to have water in the containers and practise taking Ablution using water.

- Ablution starts with having intention (niyya) that you are going to have Ablution
- Say “Bis millahi Rahmani Raheem” (In the name of Allah, the most gracious, the most merciful).
- Follow the steps; by first washing your hands, three times, followed by rinsing the mouth, nose, face, fore arms up to the elbow, your head, ears and washing your feet up to the ankles
- Finish with known closing duwa (prayer)
- Remember to invite a resource person if you are unable to follow the procedure well

“Yaa aiyuhal lazeena aamanoo iza qumtum ilas Salaati faghsiloo wujoohakum wa Aidiyakum ilal maraafiqi wamsahoo biru’oosikum wa arjulakum ilal ka’bayn ... “(Surah-Al-Ma’idah chapter 5: verse 6)

“Oh you who have believed, when you rise to [perform] prayer, wash your faces and your forearms to the elbows and wipe over your heads and wash your feet to the ankles...”

LESSON 3: Parts of the body that need ablution

Reference: The Holy Qur’an, Yasar-na, Juzu, Hadiith Books, Internet

Key message:	Competences:
Allah wants me to be clean	The learner: <ul style="list-style-type: none"> • identifies parts of the body that need ablution. • performs Ablution in all the parts of the body that need ablution.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility, verbal and verbal and non- verbal, expression, articulation 	<ul style="list-style-type: none"> Love, respect, care
<ul style="list-style-type: none"> Self-esteem 	<ul style="list-style-type: none"> Expressing likes and dislikes. Talking about self 	
<ul style="list-style-type: none"> Self-awareness 	<ul style="list-style-type: none"> Talking about one's culture Caring for self 	

Instructional Strategies: Guided discovery, recitation, demonstration

Instructional Resources: materials for performing ablution (Water, Jerrycan, soap)

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Ask learners to tell the procedure for taking ablution Guide the learners to identify parts of the body that need ablution Demonstrate taking ablution on the parts of the body using water as learners' see Ask learners to take ablution when going for prayers always Guide learners recite/ sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Tell/sign the procedure for taking ablution Identify parts of the body that need ablution Demonstrate taking ablution using water Take ablution when going for prayers always Recite/ sign and discuss the meaning of the key message "<i>Allah wants me to be clean</i>".

Guidance on Assessment

- Assess as the learner mentions parts of the body that need Ablution
- Observe and assess as the learner takes ablution.

Sample activity: Practicing taking ablution

Hint for the Teacher

- The parts of the body that need Ablution are outlined in this order: palms, mouth, and face, hands up to the elbow, head, ears, and legs up to the ankle
- “... faghsiloo wujoohakum wa Aidiyakum ilal maraafiqi wamsahoo biru’oosikum wa arjulakum ilal ka’bayn ... “(Surah-Al-Ma'idah chapter 5: verse 6)
“... wash your faces and your forearms to the elbows and wipe over your heads and wash your feet to the ankles...”

WEEK 10

LESSON 1: Importance of ablution

Reference: The Holy Qur’an, Yasar-na, Juzu, Hadiith Books, Internet

Key message:	Competences:
Ablution makes me appear clean and pure before Allah	The learner: <ul style="list-style-type: none"> • gives the importance of ablution • performs ablution

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, verbal and non- verbal expression, articulation 	<ul style="list-style-type: none"> • Appreciation, respect
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Making choice 	
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions 	

Instructional Strategies: Guided discussion, demonstration.

Instructional Resources: A chart showing the parts of the body

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> • Guide the learners to mention the importance of ablution through guided discussion • Guide the learners to perform ablution through demonstration • Recite the hadith about ablution • Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Mention the importance of ablution • Perform ablution using water • Listen to the hadith about ablution • Recite/ sign and discuss the meaning of the key message “Ablution makes me appear clean and pure before Allah”

Guidance on Assessment

- Assess as the learner gives the importance of Ablution.
- Observe and assess the learner performs ablution

Sample activity: Reciting the *Hadiith*:

“Al-Islam Nadhwifu, fatanadhwafuu”

Meaning- *“Islam is clean, so clean yourselves”.*

Hint for the Teacher

Let learners know that Ablution is important in the life of a Muslim because:

- it makes one clean and pure before Allah.
- it prepares one for prayer.
- it ensures physical cleanliness of a person.
- it also promotes health of a person, etc.

Let learners listen to the verse about ablution several times.

“... faghsiloo wujoohakum wa Aidiyakum ilal maraafiqi wamsahoo biru’oosikum wa arjulakum ilal ka’bayn ... “(Surah-Al-Ma'idah chapter 5: verse 6)

Hadiith: “Al-Islam Nadhwifm, fatanadhwafu” - “Islam is clean, so clean yourselves”.

LESSON 2: Things that spoil ablution

Reference: The Holy Qur’an, Yasar-na, Juzu

Key message:	Competences:
I am aware of things that spoil Ablution	The learner: <ul style="list-style-type: none"> • identifies things that spoil ablution • protects himself/herself from things that spoil ablution • mentions what to do if the ablution is spoilt

Life Skills	Indicators	Values
• Effective communication:	• Fluency, audibility, verbal and non- verbal expression, articulation	• Care, appreciation
• Self-esteem	• Expressing likes and dislikes • Self-appreciation	
• Self-awareness	• Talking about one’s culture • Caring for self	
• Assertiveness	• Being open	

Instructional Strategies: Guided discovery, recitation

Instructional Resources: Resource person

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Ask learners to mention the importance of Ablution • Guide the learners to identify things that spoil Ablution • Guide learners to recite a rhyme • Guide the learners to recite/ sign the key message 	<ul style="list-style-type: none"> • Mention the importance of Ablution • Identify things that spoil Ablution. • Reciting a rhyme about ablution • Recite/ sign the key message: "I am aware of things that spoil ablution"

Guidance on Assessment

- Assess as the learner mentions things that spoil Ablution
- Assess as the learner recites/signs the key message

Sample activity: Learners recite/sign the rhyme.

Get ablution x2,
Time for Swalat x2,
You are a good Muslim x2,
let's pray x2.

Hint for the Teacher

- Note that there are certain things that spoil ablution, such as urinating, passing out faeces, sleeping, touching one's private parts, anger, passing gas, loss of consciousness (fainting), vomiting, etc.
- "... fahsiloo wujoohakum wa Aidiyakum ilal maraafiqi wamsahoo biru'oosikum wa arjulakum ilal ka'bayn ..." (5:6.) "... wash your faces and your forearms to the elbows and wipe over your heads and wash your feet to the ankles..."

LESSON 3: Practical application of ablution

Reference: The Holy Qur'an, Yasar-na, Juzu, Hadiith books

Key message:	Competences:
Allah wants me to take ablution all the time	The learner: <ul style="list-style-type: none"> • takes a complete ablution following the right procedure. • explains how to maintain ablution.

Life skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> • Appreciation, patience, respect, consciousness
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Taking a decision 	
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Giving reasons for action taken 	

Instructional Strategies: Guided discovery, demonstration

Instructional Resources: water, a chart showing the procedure of taking ablution

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Ask learners to tell/sign the procedure for ablution • Demonstrate taking ablution as learners' see • Ask learners to practically perform ablution • Guide the learners on how to maintain ablution • Guide the learner to recite the key message 	<ul style="list-style-type: none"> • Tell/sign the procedure for taking ablution • Demonstrate taking ablution using water • Perform ablution practically following the right procedure • Explain how to maintain ablution • Recites the key message "Allah wants me to take ablution all the time."

Guidance on Assessment

- Observe and assess as the learner performs ablution individually following the right steps.

Sample activity: Practising taking ablution

Hint for the teacher:

Use the previous lessons learnt to help the learners follow the procedure of a complete ablution

- start with washing of the palms
 - after the palms, clean the mouth
 - after cleaning the mouth, you clean the nose
 - after cleaning the nose, you wash the face
 - after washing the face, you wash the hands up to the elbows
 - after washing the hands up to the elbows, wash the head
 - after the head, the ears
 - and after the ears, you wash the legs up to the ankles
- **Note** that ablution always starts with the intention for taking ablution
Fagh-siluu wujuuhakum wa a-i-diya-kum meaning
Wash your faces and your hands (fore arms)

WEEK 11: THEME 4: Moral Spiritual Teachings

Learning outcome: The learner is able to know and appreciate the life of Prophet Muhammad (PBUH), practices (prayers for different occasions and shows respect for parents, teachers, leaders and elders).

LESSON 1: Dua before and after meals

Reference: The Holy Qur’an, Yasar-na, Juzu, Hadiith Books, Internet

Key message:	Competences:
Allah wants me to thank Him	The learner: <ul style="list-style-type: none"> • says Dua (prayers) before meals. • says Dua after meals. • appreciates Allah for providing the meals.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, verbal and non- verbal expression, articulation 	<ul style="list-style-type: none"> • Appreciation, respect, patience
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Making choice 	
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Giving reasons for action taken 	

Instructional Strategies: Recitation, demonstration

Instructional Resources: A chart showing a person reciting prayers before and after meals, food or any eats for demonstration

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> • Ask learners to recite/sign any known dua • Guide learners to recite/sign prayer (dua) before meals through demonstration 	<ul style="list-style-type: none"> • Recite/ sign any known dua • Recite prayers (dua) said before meals • Recite/ sign prayers (dua) after meals

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guide the learners to recite/sign (dua) After meals through demonstration • Guide the learners to recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Recite/ sign and discuss the meaning of the key message "Allah wants me to thank Him".

Guidance on Assessment

- Observe and assess as the learner recites/signs prayers (dua) before meals
- Observe and assess as the learner recites/signs prayers (dua) after meals.

Sample activity: Organise learners to have something to eat. Let them say prayers before and after eating.

Hint for the Teacher

Note that:

- Dua before meals; "Bismilla" (In the name of Allah)
- Dua after meals; "Al-hamdulillah" (Thanks is due to Allah)
- Encourage the learners to continue reciting the dua before eating and after eating in their homes.
- Q51: 58 "Innal laaha Huwar Razzaaqu Zul Quwwatil Mateen" - "Indeed, it is Allah who is the [continual] Provider, the firm possessor of strength"

LESSON 2: Dua for Parents

Reference: The Holy Qur'an, Yasar-na

Key message:	Competences:
I need to pray for my parents	The learner: <ul style="list-style-type: none"> • says dua (prayers) for parents • praises Allah for giving him/her parents

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> • Appreciation, patience, respect
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Acceptance 	
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Making the best use of the information you have • Giving reasons for the decision taken 	

Instructional Strategies: Demonstration, recitation

Instructional Resources: Charts showing a child giving respect to parents

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Ask learners to recite/sign Surat-Al-Fatiha (verse 1-7) • Guide learners to share what the child in the picture is doing • Share with the learners the dua for parents • Guide the learners to say/sign a dua for parents through demonstration • Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Recite/ sign Surat-Al-Fatiha (verse 1-7) • Share what the child in the picture on the chart is doing • Listen to the dua for parents • Say/sign a dua for parents by putting up the hands. • Recite/sign and discuss the meaning of the key message. • "I need to pray for my parents"

Guidance on Assessment

- Assess as the learner tells/signs dua said for parents
- Assess as the learner recites/signs dua for parents

Sample activity: Practicing saying dua for parents

Hint for the Teacher

Group learners to say a dua for parents. If time allows let individual learners say a dua for their parents

Tell the learners that dua for the parents is "Rabbi Ighifir lii, wal walidayya, (Oh, my Lord, forgive me and my parents)

LESSON 3: Dua before bed

Reference: The Holy Qur’an, Yasar-na, Juzu

Key message:	Competences:
I have to remember what Allah has done for me	The learner: <ul style="list-style-type: none"> • says dua (prayers) before going to bed. • gives praise to Allah for giving him/her life throughout the day.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, verbal and non- verbal expression, articulation 	<ul style="list-style-type: none"> • Appreciation, respect, responsibility, love
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Making choice 	
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Giving reasons for action taken 	

Instructional Strategies: guided discovery, guided discussion, think-pair-share

Instructional Resources: A chart showing people saying dua before going to bed

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> • Ask learners to say dua (prayer) for parents. As shown on the chart • Guide learners to share what people in the picture are doing through guided discovery • Guide the learners to say prayers (dua) before bed through demonstration • Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Say prayers (dua) for parents • Guide learners to share what people in the picture are doing • Say prayers (dua) before bed • Recite/ sign and discuss the meaning of the key message “I have to remember Allah has done for me”

Guidance on Assessment

- Assess as the learner names the dua said before going to bed
- Observe and assess as the learner recites/signs prayers (dua) said before bed with correct articulation

Sample activity: Practising a dua said before going to bed.

Hint for the Teacher

Remember to teach this prayer (dua) said before bed: “Bismika Allahumma amuutu, wa ah yaa”

“By your name of Allah, I die (sleep) and arise (wake up)

WEEK 12

LESSON 1: The beginning of Islam

Reference: The Holy Qur'an, Yasar-na, Juzu, Hadiith Books, RE Books, Internet

Key message:	Competences:
I need to know Islam	The learner: <ul style="list-style-type: none"> tells/signs how Islam began names the Prophet who received the message of Islam names the parents of Prophet Muhammad (PBUH)

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> Appreciation, respect responsibility
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Deciding on how Islam came to exist 	
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Making the best use of the information got from the time Islam started 	

Instructional Strategies: storytelling, guided discussion

Instructional Resources: Holy Qur'an, CD/DVD with the story of prophet Muhammad

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Ask learners to mention the different religions they know of. Tell/sign a short story of angel Gibril appearing to Prophet Muhammad 	<ul style="list-style-type: none"> Mention the different religions they know Listen to the story and answer questions

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guide the learners to mention the prophet who received the message of Islam • Ask learners to tell/sign where the message of Allah was received • Guide learners to recite the key message 	<ul style="list-style-type: none"> • Name the prophet who received the message of Islam • Mention where the message of Islam was received from • Recite the key message "I need to know Islam"

Guidance on Assessment

- Assess as the learner mentions where Islam was received from
- Assess as the learner names the prophet who received Islam

Sample activity: Roleplaying the events of Islam

Hint for the Teacher

A story about the beginning of Islam

One day, Angel Jibril came to Muhammad while in the cave in Mecca and told him that you are Allah's Prophet.

Q96: 1 "Read in the name of your Lord" – "Iqra a bisimi rabbika".

- Let learners' role play the event where angel Jibril appeared to Prophet in a cave on mountain Hira where he covered himself in a blanket and ordered him to read but said he could not read.
- The angel ordered him three times and repeatedly said he could not read. After saying he could not read three times, by the power of Allah, he started reading.

LESSON 2: The characters of Prophet Muhammad (PBUH)

Reference: The Holy Qur’an, Chapter 74, Hadiith Books, Internet

Key message:	Competences:
Prophet Muhammad is my role model	The learner: <ul style="list-style-type: none"> names the parents of Prophet Muhammad (PBUH). names the place where Prophet Muhammad was born. tells/signs the characters of Prophet Muhammad (PBUH).

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> Appreciation, respect, love
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Deciding to follow the life of prophet Muhammad and his characters 	
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Selecting and evaluating information 	

Instructional Strategies: Guided discovery, recitation

Instructional Resources: A CD/DVD with the story of the Prophet

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> Ask learners to share experiences about the characters of their friends Guide learners to recite a rhyme that brings out the characters of Prophet Muhammad as mentioned in the Qur’an Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Share the characters of their friends Identify three-character traits of Prophet Muhammad from the rhyme Recite/sign and discuss the meaning of the key message. “Prophet Muhammad is my role model”

Guidance on Assessment

- Assess as the learners tell/sign the parents of Prophet Muhammad (PBUH).
- Assess as the learner gives the characters of Prophet Muhammad (PBUH).
- Assess as the learners mention the place of birth of Prophet Muhammad (PBUH).

Sample activity: Reciting a rhyme about character traits of Prophet Muhammad e.g.

*Oh! Prophet Muhammad (PBUH)
Kind and honest
Brave he was*

Hint for the Teacher

Note that:

- Prophet Muhammad lived a simple exemplary, ordinary life
- He was a merchant from a poor family
- His life was full of praise to Allah even when the Holy Qur'an was not revealed to him
- He was polite, kind, honest and brave
- Q68: 4, "Wa Innaka la alaa khuliqin athwiim" - "And verily for you Muhammad are of excellent character"

LESSON 3: Importance of Prophet Muhammad’s character to Islam

Reference: The Holy Qur’an (Chapter 68: 4), Hadiith books, Internet

Key message:	Competences:
I need to have good characters	The learner: <ul style="list-style-type: none"> tells/signs the importance of Prophet Muhammad’s character. imitates Prophet’s characters to change behaviour. lives an exemplary life.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> Appreciating the life and characters of Prophet Muhammad Respecting the way of life Prophet Muhammad lived Being exemplary
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Deciding to live an exemplary life 	
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Making the best use of the information you have 	

Instructional Strategies: Guided discovery, guided discussion

Instructional Resources: The Holy Qur’an, chart with Prophets characters

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> Ask learners to mention three characters of Prophet Muhammad Share with the learners the importance of Prophet Muhammad’s characters to Islam through guided discovery Guide the learners to recite the key message 	<ul style="list-style-type: none"> Mention the characters of Prophet Muhammad Mention the importance of Prophet Muhammad’s characters to Islam Recite the key message “I need to have good characters”

Guidance on Assessment

- Assess as the learner tells/signs the importance of Prophet Muhammad's character to Islam.
- Observe and assess as the learner emulates the characters of Prophet Muhammad (PBUH).

Sample activity: In three small groups, ask learners to say the character traits of Prophet Muhammad. What he did and why it is important to them.

Hint for the Teacher

Note that:

The life and character of Prophet Muhammad is important to Islam

- it makes one live exemplary life
- it enables one to be friendly with one another
- it enables one to help one another is in need
- Encourage learners emulate Prophet Muhammad's (PBUH) characters

TERM 2

WEEK 1: THEME 1: Reading from the Holy Quran

Learning outcome: The learner is able to recite/sign Surat-Ikhlas and understand the message contained in the Surah (chapter).

LESSON 1: Reciting Surat Ikhlas

Reference: The Holy Qur'an (Q112:1-4), Internet, Yasar-na, Juza

Key message:	Competences:
I should be honest to Allah	The learner: <ul style="list-style-type: none"> pronounces Arabic alphabets related to Surat Ikhlas pronounces words related to Surat Ikhlas correctly recites/signs Surat Ikhlas correctly (verse 1-4)

Life Skill	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility, verbal and non-verbal expression, articulation, confidence 	<ul style="list-style-type: none"> Appreciation, cooperation, honesty

Instructional Strategies: Recitation, I do, we do, you do

Instructional Resources: CD/DVD about Surat Ikhlas

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Lead the learners to pronounce Arabic alphabet related to Surat Ikhlas correctly • Guide the learners to recite/sign Surat Ikhlas with proper articulation of letters/words • Ask learners to recite/sign as whole class, in groups and individually from the wall chart • Guide learners recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Pronounce/sign Arabic alphabet related to Surat Ikhlas correctly • Recite/sign Surat Ikhlas with proper articulation of letters/ words • Recite/sign Surat Ikhlas • Recite/sign and discuss the meaning of the key message "I should be honest to Allah"

Guidance on Assessment

- Listen and assess as the learner recites/signs Surat Ikhlas (1-4 verses)

Sample activity: Reciting Surat Ikhlas verse by verse (1-4 verses)

Hint to the Teacher

Surat Ikhlas

- Bismillah Arahaman Arahiim
- In the name of Allah, the most gracious the most merciful
 1. Qul huwal laahu ahad
 2. Allah hus-samad
 3. Lam yalid wa lam yoolad
 4. Wa lam yakul-lahoo kufuwan ahad
- Group learners to recite/ sign the Surah (chapter) in Arabic, one group recite/sign in Arabic and another one translates it and vice versa (1-4 verses).
Holy Qur'an 112: 1-4, "God is One"

Learners may not be perfect at this level. So, you need to be patient.

LESSON 2: Meaning of Surat Ikhlas

Reference: The Holy Qur’an (Q112:1-4), Internet

Key message:	Competences:
I should trust Allah	The learner: <ul style="list-style-type: none"> • recite/ sign Surat Ikhlas correctly. • tell/sign/the meaning of Surat Ikhlas correctly (1-4 verses).

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, non-verbal expression 	<ul style="list-style-type: none"> • Appreciation, respect
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions 	

Instructional Strategies: Recitation

Instructional Resources: CD/DVD about Surat Ikhlas

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> • Instruct learners to recite/sign Surat Ikhlas (1-4 verses) • Share the meaning of Surat Ikhlas • Translate and share the meaning of Surat-Ikhlas with the learners • Guide learners to recite the key message 	<ul style="list-style-type: none"> • Recite/ sign Surat Ikhlas (1-4 verses) • Give the meaning of Surat Ikhlas • Recite /sign the meaning of the transliterated Surat Ikhlas (1-4 verses) • Recite/sign the key message “I should trust Allah”

Guidance on Assessment

- Assess as the learner gives the meaning of Surat Ikhlas (1-4 verses)
- Observe and assess as the learner applies the Surat in his/her daily life.

Sample activity: Reciting Surat Ikhlas several times

Hint for the Teacher

Surat Ikhlas

- Bismillah Arahaman Arahiim
- In the name of Allah, the most gracious the most merciful
 1. Qul huwal laahu ahad - Say: *He is Allah, the One and Only*
 2. Allah hus-samad - *Allah, is self-sufficient master who is needed by all creatures*
 3. Lam yalid wa lam yoolad - *He doesn't give birth and he was not produced*
 4. Wa lam yakul-lahoo kufuwan ahad - *And there is none like unto Him*

Group learners to recite/ sign the Surah (chapter) in Arabic, one group recite/sign in Arabic and another one translates it and vice versa (1-4 verses).

Note: This Surah (chapter) should be recited/signed whenever one is going to bed as Prophet Muhammad (PBUH) used to do

- Encourage learners to practice/sign and apply the Surat in their daily life.

LESSON 3: Reciting Surat Ikhlas in transliteration (Arabic)

Reference: The Holy Qur'an (Q112: 1-4)

Key message:	Competences:
I should worship Allah alone	The learner: <ul style="list-style-type: none"> • recites/signs Surat Ikhlas in transliteration correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Accuracy, verbal and non-verbal expression 	Appreciation
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Analysing statements 	

Instructional Strategies: Demonstration, recitation

Instructional Resources: CD/DVD about Surat Ikhlas

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guide learners to recite/ sign Surat Ikhlas (1-4 verses) • Display a chart showing transliterated Surat Ikhlas (1-4 verses) • Demonstrate how to recite transliterated Surat Ikhla • Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Recite/ sign Surat Ikhlas (1-4 verses) • Observe what is written on the chart (1-4 verses) • Practice/sign reciting Surat Ikhlas in transliteration (1-4 verses). • Recite/ sign and discuss the meaning of the key message "I should worship Allah alone"

Guidance on Assessment

Observe and assess as the learner recites/signs transliterated Surat Ikhlas

Sample activity: Reciting transliterated Surat Ikhlas

Hint for the Teacher

Prepare a chart having Surat Ikhlas in transliteration

1. Qul-Huwa Allah ahadun,
2. Allahu Swamadu,
3. Lamu yalidi, wa lam yoolad
4. Wa lam yakul-lahoo kufuwan ahad

WEEK 2

LESSON 1: Reciting Surat Ikhlas in the language of instruction

Reference: The Holy Qur'an (Q112.1-4), Internet.

Key message:	Competences:
I can recite Surat Ikhlas	The learner: <ul style="list-style-type: none"> recites Surat Ikhlas in the language of instruction correctly (1-4 verses).

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility, accuracy, verbal and non-verbal expression 	<ul style="list-style-type: none"> Sharing, appreciation
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	

Instructional Strategies: Recitation, demonstration

Instructional Resources: Translated Holy Qur'an

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guide learners to recite/sign Surat Ikhlas transliterated Demonstrate to the learners how to recite Surat Ikhlas in the language of instruction Guide the learners to recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Recite/sign Surat Ikhlas (1-4 verses) Practise reciting Surat Ikhlas in the language of instruction Recite/sign and discuss the meaning of the key message "I can recite Surat Ikhlas"

Guidance on Assessment

Observe and assess as the learner recites Surat Ikhlas in the language of instruction (1-4 verses).

Sample activity: Reciting Surat-Ikhlas in the language of instruction

Hint for the Teacher

This surah should be translated in the language of instruction before it is recited by the learners

Surat Ikhlas in English

In the name of Allah, the most gracious, the most merciful

1. Say, O you Muhammad that Allah is one
2. That we depend on Allah for all our needs
3. He doesn't give birth and he was not produced.
4. And there is none comparable to Him

Speaking, reading, writing, translation should be done using the language of Instruction.

LESSON 2: Importance of Surat Ikhlas

Reference: The Holy Qur'an 112.1-4, Hadith Books, Internet

Key message:	Competences:
I need to be honest to Allah	The learner: <ul style="list-style-type: none"> • recites/signs Surat Ikhlas correctly. • tells/signs the importance of Surat Ikhlas correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, accuracy, non-verbal communication 	<ul style="list-style-type: none"> • Respect • Honesty
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning 	

Instructional Strategies: Recitation, guided discussion

Instructional Resources: CD/DVD about Surat Ikhlas

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guide the learners to recite/sign Surat Ikhlas (1-4 verses) 	<ul style="list-style-type: none"> • Recite/sign Surat Ikhlas (1-4 verses)

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Review with the learners the meaning of Surat Ikhlas (1-4 verses) • Sharing the importance of Surat Ikhlas through guided discussion • Guide the learners to recite/sign the key message 	<ul style="list-style-type: none"> • Tell/sign the meaning of Surat Ikhlas (1-4 verses) • Tell/sign the importance of Surat Ikhlas • Recite/sign and discuss the meaning of the key message “I need to be honest to Allah”.

Guidance on Assessment

- Assess as the learner tells/signs the importance of Surat Ikhlas
- Assess as the learner recites/signs Surat Ikhlas.

Sample activity: Reciting Surat Ikhlas

Hint for the Teacher

Importance of Surat Ikhlas

1. Surat Ikhlas emphasises Tawhid i.e., worshipping Allah alone (oneness of Allah).
2. Surat Ikhlas helps us to know that Allah doesn't produce and He was not produced.
3. Surat Ikhlas helps us to know that Allah is Independent.

LESSON 3: Practising Surat Ikhlas

Reference: The Holy Qur'an (Q112.1-4)

Key message:	Competences:
I seek help from Allah	<p>The learner:</p> <ul style="list-style-type: none"> • recite/sign Surat Ikhlas correctly

Life skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, verbal and non- verbal expression, articulation 	<ul style="list-style-type: none"> • Responsibility appreciation • Respect
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning 	

Instructional Strategies: Demonstration, recitation

Instructional Resources: Mats, organised place where to demonstrate from.

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guide the learners to recite/ sign Surat Ikhlas • Guide the learners to use Surat Ikhlas in prayer through demonstration • Guide learners recite/ sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/ sign Surat Ikhlas in their groups • Practice using Surat Ikhlas in a prayer. • Recite/sign and discuss the meaning of the key message "I seek help from Allah".

Guidance on Assessment

Observe and assess as the learner recites/ signs Surat Ikhlas in daily prayers

Sample: Practising reciting Surat Ikhlas

Hint to the Teacher

- Prepare instructional resources such as mats, and the place
 - Divide learners in groups according to the roles that they are going to perform e.g., Imam, boys, girls
 - Let them recite/ sign Surat Ikhlas several times (1-4 verses)
 - Guide the learners on how to use Surat Ikhlas in Swalat, dua (Supplication), praising Allah.
 - Guide learners to recite and give the lessons learnt using the language of Instruction.
 - Encourage the learners to practice Surat Ikhlas in the five daily prayers.

Week 3

LESSON 1: Memorising Surat Ikhlas

Reference: The Holy Qur'an 112.1-4

Key message:	Competences:
I should recite Surat Ikhlas from memory	The learner: <ul style="list-style-type: none"> recites/signs Surat Ikhlas from memory. applies Surat Ikhlas in daily prayers.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, fluency, confidence, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> Responsibility, appreciation
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	

Instructional Strategies: Recitation, I do, we do, you do

Instructional Resources: CD/DVD about people using Surat Ikhlas in prayer

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guide the learners to recite/ sign Surat Ikhlas (1-4 verses) Guide the learners to listen to the proper melody from a CD (1-4 verses) Guide the learners to recite/ sign as a group and individually from (1-4 verses) several times Instruct the learners to recite Surat Ikhlas from memory Guide the learners to recite/ sign and discuss the meaning of the key message "I should memorise Surat Ikhlas" 	<ul style="list-style-type: none"> Recite/ sign Surat Ikhlas Listen to the to the proper melody CD reciting Surat Ikhlas (1-4 verses) Recite/ sign Surat Ikhlas in groups and individually Memorise Surat Ikhlas Recite/sign and discuss the meaning of the key message. "I should recite Surat Ikhlas from memory"

Guidance on Assessment

Listen and assess as the learner recites Surat Ikhlas from memory

Sample activity: Practising memorizing Surat Ikhlas

Hint for the Teacher

- Emphasis applying Surat Ikhlas in daily prayers
 - Ensure proper fluency, Verbal and non-verbal expression, articulation of letters, words and statements
1. Qul-huwa Allah ahadu
 2. Allahu sswamadu
 3. Lamu-Yahidi walam-Yuuladi
 4. Wa lam yakul-lahoo kufuwan ahad

LESSON 2: Naming the incidents that led to the revelation of the Surat Ikhlas (Why Surat Ikhlas was revealed)

Reference: Holy Qur'an (Q112:1-4)

Key message:	Competences:
I should worship Allah alone	The learner: <ul style="list-style-type: none"> • recites/signs Surat Ikhlas correctly. • identifies the reasons that led to the revelation of Surat Ikhlas.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Creative thinking • Decision-making 	<ul style="list-style-type: none"> • Logical reasoning • Acceptance, asking questions 	<ul style="list-style-type: none"> • Appreciation, respect • Cooperation
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Verbal and non-verbal expression, accuracy 	

Instructional Strategies: recitation, story telling

Instructional Resources: The Holy Qur'an, Documentaries, DVD/CD

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guide the learners to recite/ sign Surat Ikhlas (1-4 verses) • Tell/sign a story about idol worship in Mecca which led to the revelation of Surat Ikhlas • Share with learners the incidents that led to revelation of Surat Ikhlas • Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Recite/sign Surat Ikhlas from (1-4 verses) • Listen to teacher's story and answering questions • Tell/sign the incidents that led to revelation of Surat Ikhlas • Recite/ sign and discuss the meaning of the key message "I should worship Allah alone"

Guidance on Assessment

- Assess as the learner identifies incidences that led to the revelation of Surat Ikhlas
- Assess as the learner recites/ signs Surat Ikhlas

Sample activity: Telling and retelling the story related to Surat Ikhlas.

Hint for the Teacher

Incidents that led to the revelation of Surat Ikhlas

A story

Long ago, before Islam different people worshipped different things. Some Arabs worshipped idols, the Jews and Christians said that Allah produced Jesus Christ (Isa).

Allah was annoyed and sent Surat Ikhlas

- Holy Qur'an 112: 4, He does not produce nor was he produced, meaning "lamu yalid walamu yuuladi"

LESSON 3: Things to consider before reading the Holy Qur'an

Reference: The Holy Qur'an

Key message:	Competences:
I respect the Holy Qur'an	The learner: <ul style="list-style-type: none"> • mentions the things to consider before reading the Holy Qur'an. • observes the things to consider before reading the Holy Qur'an.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Acceptance, refusal, ask questions 	<ul style="list-style-type: none"> • Respect, appreciation, loyalty
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Selecting and evaluating information, giving reasons for actions taken 	

Instructional Strategies: think-pair-share, demonstration

Instructional Resources: CD with what consider before reading the Qur'an

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guide learners to recite/sign Surat Ikhlas in pairs • Share with the learners to things to consider before reading the Holy Qur'an in pairs • Demonstrate to the learners what should be done before reading the Holy Qur'an • Relate the lesson to daily life experience • Guide the learners to recite the key message 	<ul style="list-style-type: none"> • Recite/sign Surat Ikhlas • Tell/sign the things considered before reading the Holy Qur'an • Practice/sign the things considered before reading the Holy Qur'an • Relate the lesson with the teacher to daily life • Recite the key message "I respect the Holy Qur'an"

Guidance on Assessment

- Assess as the learner names the things considered before reading the Holy Qur'an
- Observe and assess as the learner practises things considered before reading the Qur'an.

Sample activity: Practising handling the Holy Qur'an in a proper way.

Hint for the Teacher

Things done before reading the Holy Qur'an;

- respect the Holy Book of Allah
- getting wudhu
- keeping it in a safe place
- Holy Qur'an should be put at a raised place
- reading it in a clean place

Holy Qur'an 112:3, He does not produce nor was he produced, "lamu yalid walamu yuuladi"

WEEK 4: THEME 2: Tawhiid (Faith)

Learning Outcome: The learner is able to understand the principles of Tawhiid

LESSON 1: Attributes of Allah (Omnipotent, Omnipresent, Omniscient)

Reference: Holy Qur'an, Translated Holy Qur'an

Key message:	Competences:
I need to praise Allah	The learner: <ul style="list-style-type: none"> identifies the attributes of Allah.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, articulation, confidence, non-verbal expression 	<ul style="list-style-type: none"> Appreciation, respect

Instructional Strategies: I do, we do, you do

Instructional Resources: CD with Allah's attributes

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Lead the learners to say a prayer thanking Allah Share with the learners the attributes of Allah (Omnipotent, Omnipresent, Omniscient) Guide learners to recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Say a prayer thanking Allah as a class, then as individuals Name the attributes of Allah Recite/sign and discuss the meaning of the key message: "I need to praise Allah"

Guidance on Assessment

- Assess as the learner names some of the attributes of Allah

Sample activity: Reciting Allah's attributes several times

Hint for the Teacher

Attributes of Allah

Explain Allah's attributes as below:

1. Omnipotent: All powerful/Almighty/supreme
2. Omnipresent: Ever-present/all over/universal
3. Omniscient: All -knowing/ all- seeing

Handle the attributes in the language of instruction

LESSON 2: The meaning of Allah's attributes (Omnipotent, Omnipresent, and Omniscient)

Reference: The Holy Qur'an Translated Holy Qur'an, Hadith Books, and Internet.

Key message:	Competences:
I know the meaning of Allah's attributes	The learner: <ul style="list-style-type: none"> • mentions Allah's attributes. • gives the meaning of Allah's attributes.

Life Skills	Indicators	Values
Creative thinking	<ul style="list-style-type: none"> • Logical reasoning • Responding to questions appropriately 	<ul style="list-style-type: none"> • Love, responsibility, appreciation, Obedience
Critical thinking	<ul style="list-style-type: none"> • Analysing statements 	

Instructional Strategies: Guided discussion

Instructional Resources: The Holy Qur'an, a chart showing Allah's attributes, Resource person

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Review the previous lesson on Allah's attributes (omnipresent, omnipotent) • Share the meaning of each of the attributes • Ask learners to always respect 	<ul style="list-style-type: none"> • Mention Allah's attributes. • Tell/sign the meaning of the attributes (omnipresent, omnipotent, Omniscient) • Respect Allah in daily life • Recite/sign and discuss the

Teacher's Activities:	Learners' Activities
Allah in their daily life <ul style="list-style-type: none"> Let learners recite/sign and discuss the meaning of the key message 	meaning of the key message "I need to know the meaning of Allah's attributes"

Guidance on Assessment

- Assess as the learner gives the meaning of the attributes of Allah.

Sample activity: Sharing the meaning of Allah's attributes orally in the language of instruction

Hint for the Teacher

- Learn in advance the Allah's attributes with their meaning
- Tell learners to recite the attributes daily as a sign of worshipping.
- Holy Qur'an 59: 22, "He is Allah beside Him none has a right to be worshipped, the all knower ..."
- Remember to share the meaning of the attributes in the language of instruction

Meaning of attributes of Allah

English text	Meaning	Arabic
Omnipotent	The most powerful	Al-Qawiyu
Omnipresent	He is everywhere	Al-Hayyu
Omniscience	The most knowing	Al-Aliimu

LESSON 3: More attributes of Allah (Most loving, most caring, *the First and the Last*)

Reference: The Holy Qur'an, *let us Learn Islam*, the Internet

Key message:	Competences:
I know the attributes of Allah	The learner: <ul style="list-style-type: none"> mentions the attributes of Allah.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately 	<ul style="list-style-type: none"> Appreciation, love, Obedience
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, verbal and non-verbal expression, articulation 	

Instructional Strategies: demonstration, guided discussion

Instructional Resources: CD with attributes of Allah

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide learners to mention the attributes of Allah learnt in the previous lesson Guide the learners to listen to attributes of Allah from the CD Using the demonstration method, guide the learners to identify the attributes of Allah from the CD Through guided discussion, ask learners to tell how Allah has loved and cared for them Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Name the attributes of Allah Listen to the attributes of Allah from CD Mention the attributes of Allah with correct pronunciation Give different ways how Allah has shown love and care for them. Recite/sign and discuss the meaning of the key message "I know the attributes of Allah"

Guidance on Assessment

- Assess as the learner mentions attributes of Allah
- Assess as the learner explains how Allah shows love and care to him/her

Sample activity: Practising saying the attributes of Allah

Hint for the Teacher

Attributes of Allah with their English translation. Use the language of instruction during the teaching and learning.

Arabic	English
<i>Al-wadood</i>	Most loving
<i>Al awwal-Al aakhir</i>	the First and the Last
<i>Ar-raqeeb</i>	Caring

WEEK 5

LESSON 1: The meaning of Allah's attributes – (loving, caring, *the First and the Last*)

Reference: The Holy Qur'an, Translated Quran, Hadith Books

Key message:	Competences:
It is good to know the meaning of Allah's attributes	The learner: <ul style="list-style-type: none"> • mentions Allah's attributes • gives the meaning of Allah's attributes

Life Skills	Indicators	Values
• Creative thinking	• Logical reasoning	• Love, responsibility, appreciation Obedience,
• Critical thinking	<ul style="list-style-type: none"> • Responding to questions appropriately • Analysing statements 	

Instructional Strategies: Guided discussion

Instructional Resources: A chart showing Allah's attributes with their meaning, Holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Review the previous lesson on Allah's attributes (loving, caring alpha, omega) • Through guided discussion, share with the learners the meaning of each of the attributes • guide learners to share how they will show respect to Allah • Get learners recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Mention Allah's attributes. • Tell/sign the meaning of the attributes of Allah • Share how to show respect to Allah in daily life • Recite/sign and discuss the meaning of the key message "It is good to know the meaning of Allah's attributes"

Guidance on Assessment

- Assess as the learner gives the meaning of attributes of Allah
- Assess as the learner says a prayer with Allah’s attributes included

Sample activity: Practising saying a prayer with Allah’s attributes included

Hint for the Teacher

Attributes of Allah

English	Arabic
Loving	<i>Al Mawadda</i>
Caring	<i>Arraqiibu</i>
Alpha (<i>the first</i>)	<i>Al-Awwal</i>
Omega (<i>The Last</i>)	<i>Al-Aakhir</i>

Holy Qur’an 59: 22, “He is Allah; beside Him none has a right to be worshipped, the All knower ...”

Encourage learners to always respect Allah in their daily life.

LESSON 2: More attributes of Allah (dominant one, merciful, most high)

Reference: The Holy Qur’an (Let us learn Islam)

Key message:	Competences:
I always seek Allah’s mercy.	The learner: <ul style="list-style-type: none"> • mentions Allah’s attributes.

Life skills	Indicators	Values
• Critical thinking	• Responding to questions appropriately	• Appreciation, love, Obedience
• Creative thinking	• Logical reasoning,	
• Effective communication	• Fluency, verbal and non-verbal expression, articulation	

Instructional Strategies: Storytelling, recitation

Instructional Resources: CDs with attributes of Allah

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> ● Guide learners to say a prayer with the following attributes of Allah's attributes (caring, loving, the First and the Last) ● Narrate a short story related to the Allah's attributes ● Ask learners to listen to the CD and identify Allah's attributes ● Ask learners to tell/sign the lesson learnt about the attributes of Allah ● Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> ● Say a prayer ● Listen to the story and identify the attributes of Allah. ● Mention the attributes of Allah presented on the CD ● Share what they learnt from the attributes of Allah i.e., you should not annoy Allah by comparing him with other things. ● Recite/ sign and discuss the meaning of the key message "I always seek Allah's mercy"

Guidance on Assessment

- Assess as the learner mentions the attributes of Allah (dominant one, merciful, the Most High)
- Listen and assess as the learner shares the lessons learnt

Sample activity: Sharing lessons learnt about the attributes of Allah

Hint for the Teacher

- Teach the following attributes; dominant one, merciful, the Most High
- Prepare a CD having Allah's attributes in Arabic text and their meaning.

LESSON 3: The meaning of attributes of Allah– (dominant one, merciful, The Most High)

Reference: The Holy Qur’an, Translated Qur’an, Hadith Books

Key message:	Competences:
I will always respect Allah	The learner: <ul style="list-style-type: none"> mentions other attributes of Allah. gives the meaning of other attributes.

Life skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, verbal and non-verbal and verbal expression, articulation, confidence 	<ul style="list-style-type: none"> Appreciation, love, respect, Obedience
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately, making the best use of the information that you have 	

Instructional Strategies: Guided discovery

Instructional Resources: CDs/DVDs, a chart showing other attributes of Allah with their meaning

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> Review the previous lesson on Allah’s attributes (jealous, merciful) Using the guided discovery method, share the meaning of each of the attributes Ask learners to always respect Allah in their daily life Guide learners recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Mention Allah’s attributes Tell/sign the meaning of the attributes Respect Allah in daily life. Recite/ sign and discuss the meaning of the key message “I will always respect Allah”

Guidance on Assessment

- Assess as the learner gives the meaning of attributes of Allah.

Sample activity: Practise saying the attributes of Allah

Hint for the Teacher

- Attributes of Allah and their meaning
- Prepare pictures showing attributes of Allah

Arabic text

Al-Mutakabir -

Al-Arrahiim -

Meaning

dominant one

Merciful

- Holy Qur'an 59: 22, He is Allah beside Him none has a right to be worshipped, the All knower

WEEK 6

LESSON 1: The Pillars of Faith (Imaan)

Reference: The Holy Qur'an, *let us learn Islam*, Translated Quran

Key message:	Competences:
I know the pillars of faith	The learner: <ul style="list-style-type: none"> explains what faith is names the pillars of faith

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility, confidence, verbal and non- verbal expression, articulation 	<ul style="list-style-type: none"> Appreciation, love, obedience
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately Making the best use of information 	
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	

Instructional Strategies: Guided discovery, Recitation

Instructional Resources: Holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide the learners to say a prayer thanking Allah Through guided discovery, share with the learners the meaning of faith Guide learners to sing a song related to pillars of faith i.e., "Amantu Bi- 	<ul style="list-style-type: none"> Say a prayer thanking Allah Explain the meaning of faith sing a song and identify the pillars of faith from the song Recite/sign and discuss the meaning of the key message.

Teacher's Activities	Learners' Activities
<p>Llah, wa mala-i-katihhi wa kutubihhi, warusulihhi ...”</p> <ul style="list-style-type: none"> • Guide the learners to recite/sign and discuss the meaning of the key message. 	<p>“I know the pillars of faith.”</p>

Guidance on Assessment

- Assess as the learner names the pillars of faith
- Assess as the learner sings a song related to the pillars of faith
- Assess as the learner mentions the meaning of faith.

Sample activity: Singing a song related to the pillars of faith Amantu Bi-Allah, wa mala-i-katihhi wa kutubihhi, warusulihhi ...”

Hint for the Teacher

Explain the pillars of faith in the language of instruction

Pillars of faith

- Amantu Billahhi (Belief in Allah)
- Wamala-Ikatihhi (Belief in Allah's Angels)
- Wakutubihhi (Belief in His Holy books)
- Warusuluhhi (Belief in His Messengers)
- Waliyaumil Akhir (Belief in the Day of Judgement)
- Wabi Qadrihi (Belief in good or bad as from Allah)

Q2: 285 “The messenger believes in what has been sent down to him from his Lord and so do the believers. Each one believes in Allah, His Angels, His Books and His Messengers.”

LESSON 2: Meaning of the different Pillars of Faith

Reference: The Holy Qur’an, *Let us Learn Islam*, Hadith Books.

Key message:	Competences:
I believe in Allah and His message	The learner: <ul style="list-style-type: none"> identifies the pillars of faith. gives the meaning of each pillar of faith.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	<ul style="list-style-type: none"> Respect, responsibility, appreciation, Obedience
<ul style="list-style-type: none"> Problem-solving 	<ul style="list-style-type: none"> Making a choice 	
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility, confidence, verbal and non-verbal expression, articulation 	

Instructional Strategies: Guided discovery, recitation

Instructional Resources: Translated Quran

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> Guide learners to sing a song related to the pillars of faith Through guided discovery, share with the learners the meaning of the pillars of faith in their order (use the translated Qur’an) Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Sing a song related to the pillars of faith as a class then as individuals Tell/sign the meaning of each pillar of faith. Recite/sign and discuss the meaning of the key message “I believe in Allah and His message”

Guidance on Assessment

- Assess as the learner names pillars of faith in their order
- Assess as the learner gives the meaning of each pillar of faith

Sample activity: Reciting the meaning of the pillars of faith when grouped
 (Let them recite in the language of instruction)
 The Pillars of Faith

Group a	1. Believe in Allah 2. Believe in Allah's angels
Group b	3. Believe in Allah's Books 4. Believe in Allah's messengers
Group c	5. Believe in the Day of Judgment 6. Believe in Allah's predetermination

Hint for the Teacher

- Making learners mention the pillars of faith
- Dividing learners into three groups and let each group move to each station naming two pillars of faith
- Q2: 285 "The messenger believes in what has been sent down to him from his Lord and so do the believers. Each one believes in Allah, His Angels, His Books and His Messengers"

Meaning of the pillars of faith (Share the meaning in the language of instruction)

- Belief in God (God alone should be worshipped)
- His Angels: (divine beings not seen by our naked eyes)
- His Books: (Holy Qur'an, Injil, Torah, Zabur)
- His Messengers: e.g., Muhammad, Isa, Ibrahim
- The Day of Judgment: (the day man will be shown what he did)
- The Good and Bad comes from God: (Qadar)

LESSON 3: Importance of Pillars of Faith

Reference: The Holy Qur’an, Let us Learn Islam, Hadith Books

Key message:	Competences:
I am happy to believe in Allah	The learner: <ul style="list-style-type: none"> names the pillars of faith identifies the importance of pillars of faith.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility, confidence, verbal and non-verbal expression, articulation, meaningfulness 	<ul style="list-style-type: none"> Appreciation, respect, Obedience
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately 	
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	

Instructional Strategies: Guided discovery recitation

Instructional Resources: Flash cards with pillars of faith

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> Lead learners to sing a song about pillars of faith Using guided discovery, share the importance of pillars of faith with learners Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Sing a song about pillars of faith Tell/sign the importance of pillars of faith Recite/ sign and discuss the meaning of the key message “I believe in Allah”

Guidance on Assessment

- Assess as the learner gives the importance of pillars of faith
- Listen and assess as the learner sings a song about pillars of faith

Sample activity: Singing a song about pillars of faith.

Hint for the Teacher

Importance of the pillars of faith

1. Helps to worship Allah alone (oneness of Allah)
2. Guided by God
3. Avoiding evil
4. We can be honest
5. doing good deeds
6. Appreciating Allah's decisions
7. Work for Paradise
8. Being kind
9. Becoming polite

Q2: 285 “The messenger believes in what has been sent down to him from his Lord and so do the believers. Each one believes in Allah, His Angels, His Books and His Messengers”

Sight examples of faithful people from the community for learners to emulate.

WEEK 7: THEME 4: Moral and Spiritual Teaching (Hadith)

Learning outcome: The learner is able to understand and appreciate the value of respect.

LESSON 1: Ways of showing respect in different societies

Reference: *Let us Learn Islam*, The Holy Qur'an, and Hadith Books.

Key message:	Competences:
I should respect people around me	The learner: <ul style="list-style-type: none"> identifies people around him/her. tells/signs ways of showing respect in different societies. shows respect.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Friendship formation 	<ul style="list-style-type: none"> Sharing, working in groups, use of polite language 	<ul style="list-style-type: none"> Respect, concern, cooperation
<ul style="list-style-type: none"> Interpersonal relationships 	<ul style="list-style-type: none"> Knowing how to behave when with different people, under different circumstances 	
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, confidence, verbal and non- verbal expression 	

Instructional Strategies: Guided discussion, demonstration

Instructional Resources: Resource person.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide learners to share experiences on how they show respect to people at home Through guided discussion, share with the learners how different societies show respect to others 	<ul style="list-style-type: none"> Share experiences Demonstrate how different societies show respect by the guidance of the teacher or resource person. Recite/sign and discuss the

Teacher's Activities	Learners' Activities
through guided discussion <ul style="list-style-type: none"> • Guide the learners to recite/ sign and discuss the meaning of the key message 	meaning of the key message <i>"I should respect people around me"</i>

Guidance on Assessment

- Observe and assess as the learner demonstrates how he/she shows respect to others

Sample activity: Different learners demonstrate how they show respect

Hint for the Teacher

Showing respect in different societies

- Study how respect is shown in different societies i.e., different tribes e.g., Baganda greet when kneeling, young girls/women greet men/elders when kneeling. It is a sign of respect. Even the boys in the home greet parents when kneeling.
- In Islam, salaam is a sign of showing respect; how about other societies, study them, and prepare them in advance.

LESSON 2: Acting out ways of showing respect in society

Reference: The Holy Qur'an, *Let us Learn Islam*.

Key message:	Competences:
I need to respect people	The learner: <ul style="list-style-type: none"> • identifies ways of showing respect in different societies. • shows respect to different people.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Problem solving 	<ul style="list-style-type: none"> • Taking a decision, Making choice 	<ul style="list-style-type: none"> • Appreciation, respect, patience
<ul style="list-style-type: none"> • Interpersonal relationship: 	<ul style="list-style-type: none"> • Knowing how to behave when with different people, under 	

Life Skills	Indicators	Values
	different circumstances	
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> • Share with others, respecting other's cultures • Use polite language, working in groups 	

Instructional Strategies: Role play, demonstration, guided discussion

Instructional Resources: costumes

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guide the learners to tell/ sign different ways of showing respect to others • Guide the learners to role play showing respect in society i.e., greeting while kneeling, bowing, saying salaam, helping elderly people, etc. • Guide the learners to pray asking Allah help them show respect always • Recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Tell/sign ways of showing respects to other people • Role play showing respect to different people (putting on Kiganda dress/ Gomesi) • Pray asking Allah to help them respect people always. • Recite/ sign and discuss the meaning of the key message "I need to respect people"

Guidance on Assessment

- Observe and assess as the learner demonstrates showing respect to different people.

Sample activity: Role playing showing respect i.e.

- Saying salaam in Islam
- The one moving should say salaam to the one seated
- The one driving should say salaam to the one walking
- Young people say salaam to elderly people or old ones

Hint for the Teacher

Ways of showing respect in different societies

1. kneeling down
2. greeting
3. hugging
4. standing upright, bowing.

Talk to some community members and request them to come and demonstrate how to show respect where possible.

LESSON 3: Importance of showing respect in different societies

Reference: The Holy Qur'an, Translated Quran, *Let us Learn Islam*

Key message:	Competences:
Allah wants me to respect people	The learner: <ul style="list-style-type: none"> • identifies people who should be respected • mentions ways of respecting people • tells/signs the importance of showing respect to others

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Interpersonal Relationship 	<ul style="list-style-type: none"> • Caring for others, Share with others • Knowing how to behave when with different people • Under different circumstances 	<ul style="list-style-type: none"> • Love, respect, concern
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> • Use of polite language 	

Instructional Strategies: Recitation, think- pair- share

Instructional Resources: A chart showing people demonstrating respect for others

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> • Guide the learners to identify people who should be respected • Share with the learners the importance of showing respect to others through think-pair-share • Guide the learners to recite/ sign and discuss the meaning of the key message “Allah wants me to respect people” 	<ul style="list-style-type: none"> • Identify people who should be respected • Identify the importance of showing respect to others Recite/ sign and identify and discuss the meaning of the key message “Allah wants me to respect people”

Guidance on Assessment

- Assess as the learner gives the importance of showing respect to others
- Observe and assess as the learner shows respect to others.

Sample activity: Practicing showing respect

Hint for the Teacher

- You may tell a story about children who used to show respect to the people in their village and how people treated them.

The story selected should bring out the following areas of importance; Peace, love, stability, cooperation, friendship and unity

Week 8

LESSON 1: How Prophet Mohammad showed respect to his followers

Reference: Holy Qur'an, *Let us Learn Islam*

Key message:	Competences:
I should emulate Prophet Muhammad's respect to his followers	The learner: <ul style="list-style-type: none"> tells/signs the importance of showing respect to others

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately 	<ul style="list-style-type: none"> Respect, love, appreciation
<ul style="list-style-type: none"> Interpersonal relationship 	<ul style="list-style-type: none"> Interacting freely with others 	
<ul style="list-style-type: none"> Friendship formation 	<ul style="list-style-type: none"> Use of polite language 	

Instructional Strategies: Guided discovery, Discussion, Storytelling.

Instructional Resources: Documentary, a chart illustrating people showing respect to others

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide the learners to tell how they show respect to people at home, school and community Share with the learners how Prophet Muhammad (PBUH) showed respect to his followers This is through the resource person Guide the learners to identify situations where Prophet Muhammad showed respect to his followers 	<ul style="list-style-type: none"> Tell/sign how they show respect to different people Tell/sign how Prophet Muhammad showed respect to his followers as shared by the resource person Tell/sign situations where Prophet Muhammad showed respect to his followers Say a prayer thanking Allah

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide the learners to say a prayer thanking Allah for the good example of Prophet Muhammad (PBUH) • Guide learners recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Recite/ sign and discuss the meaning of the key message "I should emulate Prophet Muhammad's respect to his followers"

Guidance on Assessment

- Assess as the learner tells/signs how Prophet Muhammad showed respect
- Assess as the learner gives situations when he showed respect
- Observe and assess as the learner emulates Prophet Muhammad.

Sample activity: Demonstrating showing respect

Hint for the Teacher

Prophet Muhammad (PBUH) showed respect to his followers by:

- Listening to them
- Consulting them
- Share ideas with them
- Being just to them
- Visiting them
- Greeting them,
- Honouring them

Q33:21

- "Indeed, the messenger of Allah you have a good example to follow ..."
- "laqadi kaana lakum fii rasuuli lla-hi usuwatun hasana ..."

LESSON 2: Lesson learnt from the respect showed by the Prophet Muhammad (PBUH) to his followers

Reference: The Holy Qur'an, *Let us Learn Islam*

Key message:	Competences:
Prophet Mohammad (PBUH) is my role model	The learner: <ul style="list-style-type: none"> • identifies good behaviour to copy from the parents and teachers. • identifies good examples that we should copy from Prophet Muhammad (PBUH). • identifies lessons learnt from the respect showed by Prophet Muhammad (PBUH). • emulates Prophet Muhammad's (PBUH) way of life.

Life Skills	Indicators	Values
• Critical thinking	• Responding to questions appropriately	• Cooperation, appreciation
• Friendship formation	• Use of polite language, love	
• Interpersonal relationships	• Forgiving others, interacting freely with others • Caring for others, sharing with others	

Instructional Strategies: Guided discussion, recitation

Instructional Resources: Holy Qur'an, documentaries.

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guide the learners to identify good behaviour they can copy from the parents and teachers • Guide learners to identify the good example that they copy from the Prophet Muhammad (PBUH) 	<ul style="list-style-type: none"> • Tell/sign the good behaviour that they like from parents and teachers • Tell/sign the good examples to be copied from the Prophet

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guide the learners to share lessons learnt from the Prophet Muhammad's behaviour to his followers after watching the documentary • Guide the learners to recite/ sign and discuss the meaning of the key message "Prophet Mohammad (PBUH) is my role model" 	<ul style="list-style-type: none"> • Share lessons learnt from the prophet as seen in the documentary • Recite/ sign and discuss the meaning of the key message "Prophet Mohammad (PBUH) is my role model"

Guidance on Assessment

- Assess as the learner identifies the good behaviours he/she copies from parents and teachers
- Assess as the learner gives good examples that they should copy from Prophet Muhammad (PBUH)
- Observe and assess as the learner shows respect to others.

Sample activity: Role playing Prophet Muhammad's (PBUH) good behaviours

Hint for the Teacher

1. Some of the behaviours that children should copy from the parents and teachers:
 - Loving everybody
 - Caring: buying sugar, food, clothes, shoes
 - Helping: taking them to school, hospital
 - Treating everybody well

2. Good examples to be copied from Prophet Muhammad (PBUH):
 - Loving all
 - Helping others
 - Treating people equally
 - Do not discriminate or sectarian
 - Trustworthiness
 - Do not tell lies
 - Fearing Allah/God
 - Steady fast in prayer
 - Share with others

3. Lessons learnt from Prophet Muhammad’s respect

- Old people respecting young ones
- Young people respecting old people
- Young ones become loyal to parents/elders
- Being at peace
- Creating stability
- Being obedient
- Being honest
- Being trustworthy

Q33:21 “Indeed the messenger of Allah you have a good example to follow ...” - “laqadi kaana lakum fii rasuuli lla-hi usuwatun hasana ...”

LESSON 3: How we should show respect to Allah

Reference: The Holy Qur’an, *Let us Learn Islam*, Translated Quran

Key message:	Competences:
I should show respect to Allah	<p>The learner:</p> <ul style="list-style-type: none"> • tells/signs how he/she shows respect to Allah • respects Allah

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> • Being open, listening and valuing what others say, expressing one’s point of view, giving reasons for action plan, responding to questions 	<ul style="list-style-type: none"> • Respect, appreciation
<ul style="list-style-type: none"> • Peer resistance 	<ul style="list-style-type: none"> • Standing for one’s values and beliefs • Defending one’s decision • Standing by one’s principles 	

Instructional Strategies: Discussion, demonstration

Instructional Resources: Holy Qur’an, chart showing a Muslim praying to Allah

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> • Guide learners to demonstrate how they show respect to their parents • Discuss ways of showing respect to Allah • Guide the learners to demonstrate ways of showing respect to Allah • Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Demonstrate showing respect to parents • Share ways of showing respect to Allah • Demonstrate ways of showing respect to Allah as seen on the chart • Recite/sign and discuss the meaning of the key message • “I should show respect to Allah”

Guidance on Assessment

- Assess as the learner identifies ways of showing respect to Allah
- Observe and assess as the learner shows respect to Allah

Sample activity: Saying a prayer thanking Allah

Hint for the Teacher

Discuss the different ways of showing respect to Allah

Q33:21 *“Iqadi kaana lakum fii rasuuli Lla-hi usuwatun hasana ...”*

“Indeed, the messenger of Allah you have a good example to follow ...”

WEEK 9

LESSON 1: People who should be respected in different societies

Reference: The Holy Qur'an, Translated Quran, *Let us Learn Islam*

Key message:	Competences:
I need to respect other people	The learner: <ul style="list-style-type: none"> • mentions people who should be respected in different societies • respects people in the society

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Negotiation 	<ul style="list-style-type: none"> • Responding appropriately • Apologizing, requesting, thanking 	<ul style="list-style-type: none"> • Love, cooperation, honesty, appreciation
<ul style="list-style-type: none"> • Interpersonal relationship 	<ul style="list-style-type: none"> • Interacting freely with others 	
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> • Use of polite language 	

Instructional Strategies: Demonstration, guided discussion

Instructional Resources: A chart showing people who should be respected in society.

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guide the learners to name important people or elders they know in society • Display a chart showing people to be respected in societies • Guide the learners to identify the 	<ul style="list-style-type: none"> • Mention people they know in societies • Mention people who should be respected in societies • Name people who should be respected in different societies

Teacher's Activities	Learner's Activities
<p>people from the chart who should be respected in societies Encourage learners to always respect people in their societies</p> <ul style="list-style-type: none"> • Guide learner to demonstrate how to show respect to elders • Guide learners recite/sign and discuss the meaning of the key message 	<p>as shown on the chart e.g., leaders, elders, parents, kings, children.</p> <ul style="list-style-type: none"> • Demonstrate showing respect to elders • Recite/sign and discuss the meaning of the key message “I need to respect other people”

Guidance on Assessment

- Assess as the learner identifies the people who should be respected in society
- Observe and assess as the learner shows respect to different people

Sample activity: Role playing showing respect to the people identified in the society

Hint for the Teacher

- People who should be respected in different societies include; teachers, parents, elders, kings, leaders, fellow children, relatives.
- Let the learners know that everyone deserves respect

Holy Qur'an 49: 11, “Yaa Ayyuhha Ladhiina Aamanu, Laa yaskhara-qaumun min Qaumin ...”

“O you who believe, let not a group disrespect another group ...”

LESSON 2: Importance of respecting people in different societies

Reference: The Holy Qur’an, Translated Quran, *Let us Learn Islam*,

Key message:	Competences:
Allah wants me to respect people	<p>The learner:</p> <ul style="list-style-type: none"> identifies people who should be respected in different societies mentions the importance of respecting people in different societies

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Interpersonal relationship 	<ul style="list-style-type: none"> forgiving others, interacting freely with others, knowing how to be with different people 	<ul style="list-style-type: none"> Cooperation, respect, appreciation
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> acceptance, making a choice 	

Instructional Strategies: Guided discussion, demonstration

Instructional Resources: A chart illustrating showing respect to others

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> Guide the learners to demonstrate ways of showing respect Through guided discussion, share with the learners the importance of showing respect to people in society, including parents Guide the learners to recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Demonstrate ways of showing respect Tell/sign the importance of showing respect to people in society, including their parents Recite/sign and discuss the meaning of the key message “Allah wants me to respect people”.

Guidance on Assessment

- Assess as the learner gives the importance of respecting people in society
- Observe and assess as the learner shows respect to others

Sample activity: Role playing showing respect to different people.

Hint for the Teacher

- Showing respect to people in different societies brings; unity, peace, share, love, happiness.
- Share the message from the Qur'an with the learners

Holy Qur'an 49: 11, "O you who believe, let not a group disrespect another group ..."

LESSON 3: Consequences of disrespecting people in different Societies

Reference: The Holy Qur'an, *Let us Learn Islam*, Hadith Books

Key message:	Competences:
I should not disrespect people.	The learner: <ul style="list-style-type: none"> • identifies the consequences of disrespecting people in different societies • respects people in different societies

Life Skills	Indicators	Values
• Critical thinking	• Responding to questions appropriately	• Respect, Unity, love, cooperation
• Friendship formation	• Using polite, language, concern	
• Interpersonal relationship	• Forgiving others, interacting freely with others	

Instructional Strategies: Storytelling, guided discovery, recitation

Instructional Resources: A chart illustrating consequences of disrespecting people.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Tell a story related to disrespect bringing out the consequences and asks questions concerning the story • Guide the learners to tell consequences of disrespecting other people through guided discovery • Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Listen and answer oral questions • Tell the consequences of disrespecting other people • Recite/ sign and discuss the meaning of the key message “I should not disrespect people”

Guidance on Assessment

- Assess as the learner gives the consequences of not respecting others
- Listen and assess as the learner suggests what he/she is going to do to avoid disrespecting other people.

Sample activity: Answering questions related to disrespect

Hint for the Teacher

- Note that disrespect is a sin because Allah does not like people who disrespect others
- It promotes conflicts in a society for example when a child disrespects elders, that child will not be liked, will be punished, will not be cared for, will not be loved, will not be helped, will be cursed, will be hated, disrespect brings disunity

Share the message from the Qur'an with the learners. Holy Qur'an 49: 11, “O You who believe, let not a group disrespect another group ...”

WEEK 10: THEME 5: The History of Islam

Learning Outcome: The learner is able to know and appreciate the life of Prophet Muhammad (PBUH)

LESSON 1: My tribe and clan

Reference: The Holy Qur'an 49: 13, Translated Noble Quran

Key message:	Competences:
I am proud of who I am.	The learner: <ul style="list-style-type: none"> identifies his/her tribe. identifies his/ her clan.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Self-awareness 	<ul style="list-style-type: none"> self-identification, talking about one's culture e.g., tribe, clan, religion 	Respect, love, appreciation
<ul style="list-style-type: none"> Peer resistance 	<ul style="list-style-type: none"> standing for one's values and beliefs 	

Instructional Strategies: Guided discussion

Instructional Resources: A chart illustrating, people from different tribes

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guide the learners to tell their clans and tribes Share the importance of knowing own tribe and clan Guide learners to recite/ sign a rhyme about a tribe and clan Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Tell their own clans and tribes Tell the importance of knowing own tribe and clan Recite/sign a rhyme about a tribe and clan Recite/sign and discuss the meaning of the key message "I am proud of who I am".

Guidance on Assessment

- Assess as the learner names his/her tribe
- Assess as the learner names his/her clan

Sample activity: (Use the language of instruction)

A rhyme: I know my name

My name is Mutebi

I am a Muganda

That is my tribe

My clan is ...

I love my tribe

I love my clan

(This continues for all children in a group)

Hint for the Teacher

Give the learners opportunity to talk about the clans and tribes

- Clan: a large group of families that often share the same name e.g., in Buganda they have such clans as: Mamba clan; Monkey clan, Lugave clan, Mutima clan
- Tribe: social group consisting of people of the same race who have the same beliefs, customs, language e.g., Baganda tribe, Banyankole, Batooro, Basoga etc.
- Share the message from the Qur'an with the learners

Holy Qur'an 49: 13 "O mankind! We have created you from a male and a female, and made you into nations and tribes, that you may know one another"

- Let learners know that we have different tribes and clans but we are all equal and we all believe in one God (Allah)

LESSON 2: The clan and tribe of Prophet Muhammad (PBUH)

Reference: The Holy Qur'an, Translated Quran, Internet

Key message:	Competences:
I love Prophet Muhammad (PBUH)	The learner: <ul style="list-style-type: none"> • identifies the clan of Prophet Muhammad • names the tribe of Prophet Muhammad (PBUH)

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Self-identification, • Talking about one’s culture (tribe, clan) 	<ul style="list-style-type: none"> • Love, respect, appreciation
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> • Use of polite language 	
<ul style="list-style-type: none"> • Peer resistance 	<ul style="list-style-type: none"> • Standing for one’s values and beliefs 	

Instructional Strategies: Storytelling, guided discovery

Instructional Resources: A CD with information about the Prophet’s clan and tribe

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> • Guide the learners to recite/ sign a rhyme “My name is...” • Tell/sign the story of Prophet Muhammad’s background with emphasis on his clan and tribe • Guide learners to identify the clan and tribe of Prophet Muhammad • Guide the learners to recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign a rhyme • Listen to the story of Prophet Muhammad’s background from the resource person • Name the Prophet’s clan and tribe • Recite/sign and discuss the meaning of the key message “I love Prophet Muhammad (PBUH)”

Guidance on Assessment

- Assess as the learner names the tribe of Prophet Muhammad
- Assess as the learner names the clan of Prophet Muhammad

Sample activity (Use the language of instruction)

A rhyme:

I know the Prophet

His name is Muhammad

His tribe is Banu Hashim

His clan is Quraish

(This can be done in groups, pairs and individually)

Hint for the Teacher

- Clan for Prophet Muhammad – Banu-Hashim
- Tribe for Prophet Muhammad – Quriash
- Emphasise that we have different tribes and clans but we are all equal and we all believe in one God (Allah)

Holy Qur'an 49: 13 "O mankind! We have created you from a male and a female, and made you into nations and tribes, that you may know one another".

LESSON 3: A rhyme about the clan and tribe of Prophet Muhammad (PBUH)

Reference: The Holy Qur'an, translated Quran, Kaswida books, Mauled books

Key message:	Competences:
I can tell the clan of the Prophet Muhammad (PBUH)	The learner: <ul style="list-style-type: none"> • mentions the clan of Prophet Muhammad (PBUH). • mentions the tribe of Prophet Muhammad (PBUH). • recites/signs a rhyme related to clan and tribe of Prophet Muhammad (PBUH).

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Self-identification • Talking about one's culture e.g., tribe, clan 	<ul style="list-style-type: none"> • Appreciation, respect
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • verbal and non- verbal expression, confidence, articulation 	
<ul style="list-style-type: none"> • Peer resistance 	<ul style="list-style-type: none"> • Standing for one's values and beliefs 	

Instructional Strategies: Demonstration, recitation

Instructional Resources: Puppets

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide the learners to recite/sign a rhyme about Prophet Muhammad's tribe and clan through demonstration • Guide the learners to recite and name the clan and tribe of Prophet Muhammad (PBUH) reflected in the rhyme • Guide learners to recite the key message 	<ul style="list-style-type: none"> • Recite/sign a rhyme about Prophet Muhammad's clan/tribe • recite and name the clan and tribe of Prophet Muhammad as reflected in the rhyme on the chart • Recite the key message "I can tell the clan of the Prophet Muhammad (PBUH)"

Guidance on Assessment

- Listen and assess as the learner recites/signs the rhyme about the clan and tribe of Prophet Muhammad

Sample activity: Practising reciting a rhyme:

*I know the Prophet
 His name is Muhammad
 His tribe is Banu Hashim
 His clan is Quraish
 I love Prophet Muhammad
 I know his tribe
 I know his clan*

Hint for the Teacher

- Remind learners that we have different tribes and clans but we are all equal and we all believe in one God (Allah)
- Guide the learners to recite/sign the rhyme in groups, pairs and individually

Holy Qur'an 49: 13, "O mankind! We have created you from a male and a female, and made you into nations and tribes, that you may know one another.

WEEK 11

Note: You will handle the characters of Prophet Muhammad in lessons 1 and 2 as below:

LESSON 1: The character of Prophet Muhammad (PBUH) as a child (kind, respectful, peaceful, cooperative, friendly)

Reference: The Holy Qur'an, *Let us Learn Islam*, Hadiith books.

Key message:	Competences:
I will emulate the characters of Prophet Muhammad (PBUH) as a child	The learner: <ul style="list-style-type: none"> identifies Muhammad's character as a child emulates the characters of Prophet Muhammad as a child

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Friendship formation 	<ul style="list-style-type: none"> Use of polite language Trustworthiness 	<ul style="list-style-type: none"> Respect, appreciation, concern, obedience
<ul style="list-style-type: none"> Problem-solving 	<ul style="list-style-type: none"> Taking a decision 	
<ul style="list-style-type: none"> Negotiation 	<ul style="list-style-type: none"> Using persuasive language Temper control 	

Instructional Strategies: Storytelling, guided discussion

Instructional Resources: CD reflecting a story on the characters of Prophet Muhammad (PBUH)

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide the learners to tell how they interact with others Tell/sign a story about Muhammad as a child Share with the learners the characters of Muhammad as a 	<ul style="list-style-type: none"> Tell/ sign how they interact with others Listen to the story about Prophet Muhammad (PBUH) Identify the character of Muhammad as a child

Teacher's Activities	Learners' Activities
child as reflected on the CD <ul style="list-style-type: none"> • Guide learners to share lessons learnt • Guide learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Share lessons learnt about the Prophet's characters • Recite/ sign and discuss the meaning of the key message: "I will emulate the characters of Prophet Muhammad (PBUH) as a child"

Guidance on Assessment

- Assess as the learner gives Muhammad's character as a child
- Listen and assess as the learner shares lessons learnt from Prophet Muhammad's character traits
- Observe and assess as the learner imitates Prophet Muhammad's characters

Sample activity: Answering and answering questions about the story of Muhammad as a child

Hint for the Teacher

Obedient, kind, respectful, peaceful, calm/quiet and jolly

The Story

Once upon a time in Mecca, a child was born. His name was Muhammad. His father was Abdallah and his mother was Amina. Later, Muhammad grew up as an orphan. He was brought up by Halimah. Muhammad used to play with his fellow children. He respected the old people; he was obedient to the parents. He was kind, peaceful and friendly.

LESSON 2: Other character traits of Muhammad (PBUH) as Youth (trustworthy, honest, faithful, truthful, never worshipped idols)

Reference: The Holy Qur'an, Translated Quran, *Let us Learn Islam*

Key message:	Competences:
I will emulate Prophet Muhammad's (PBUH) characters	The learner: <ul style="list-style-type: none"> • identifies Prophet Muhammad's characters as a youth • shares lessons learnt about Muhammad's characters as a youth • emulates Prophet Muhammad's characters

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Decision-making • Problem-solving 	<ul style="list-style-type: none"> • Acceptance • Taking a decision, making a choice 	<ul style="list-style-type: none"> • Respect, love, appreciation, obedience

Instructional Strategies: Storytelling, guided discussion

Instructional Resources: Resource person

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Using the brainstorming method, guide the learners to talk about the characters of their friends in class • Share with the learners the characters of Prophet Muhammad as a youth in a story form • Guide the learners to share lessons learnt from Prophet Muhammad (PBUH) as a youth • Guide learners to say /sign and discuss meaning of the key message 	<ul style="list-style-type: none"> • Tell/ sign the characters of their friends in class like; my friend is kind, happy, shares, steals, fight as taught by the resource person • Tell/ sign the characters of Prophet Muhammad as a youth • Tell/ sign lessons learnt from Prophet Muhammad (PBUH) characters • Say /sign and discuss meaning of the key message • "I will emulate Prophet Muhammad's (PBUH) characters"

Guidance on Assessment

- Assess as the learner mentions the characters of Prophet Muhammad
- Observe and assess as the learner demonstrates some of the characters of Prophet Muhammad (PBUH)

Sample activity

- Demonstrating some of the characters of Prophet Muhammad as a youth.

Hint for the Teacher

Let learners know that Prophet Muhammad had good character traits

Other characters of Muhammad as a Youth

- Trustworthy, honest, faithful
- Telling the truth, cooperating with others
- Never worshipped idols

Holy Qur'an 33: 21 "Indeed, in the messenger of Allah (Muhamad) PBUH you have a good example to follow for him who hopes for the meeting with Allah and the last day and remembers Allah much".

Note: Emphasize only two characters for convenience

- Encourage learners to emulate the characters of Muhammad as a youth.

LESSON 3: Benefits of imitating Prophet Muhammad's characters as a youth

Reference: Holy Qur'an, *Let us Learn Islam*, Hadith Books,

Key message:	Competences:
Prophet Muhammad is my role model.	The learner: <ul style="list-style-type: none"> • mentions the characters of Muhammad as a youth • mentions the benefits of emulating Prophet Muhammad's characters as a youth • emulates Prophet Muhammad's characters

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Empathy 	<ul style="list-style-type: none"> • Caring, guide others, using appropriate language 	<ul style="list-style-type: none"> • Trustworthiness, love, obedience
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> • Love, concern, care, trustworthiness • Faithfulness, responsibility 	

Instructional Strategies: Storytelling, guided discussion

Instructional Resources: Holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to retell/ resign the story of the characters of Prophet Muhammad (PBUH) as a youth • Guide learners to tell/ sign characters that they would wish to copy from Prophet Muhammad as seen in the Qur'an • Share why they should copy Prophet Muhammad's characters <ul style="list-style-type: none"> • Guide learners to recite the key message. 	<ul style="list-style-type: none"> • Tell/ resign the story of the characters of Prophet Muhammad as a youth • Tell/ sign the characters that they would wish to copy from Prophet Muhammad as seen in the Qur'an • Tell/ sign the reasons why they should copy Prophet Muhammad's behaviours <ul style="list-style-type: none"> • Recite the key message "Prophet Muhammad is my role model"

Guidance on Assessment

- Assess as the learner gives the reasons why he/she should imitate Prophet Muhammad's characters
- Observe and assess as the learner imitates Prophet Muhammad's character.

Sample activity: Role playing some of Prophet Muhammad’s characters

Hint for the Teacher

- Muhammad’s character as a youth i.e.
 - *He was kind*
 - *He was honest*
 - *He was obedient*
- Benefits of imitating Muhammad’s characters as a youth
 - *You can be loved*
 - *You can be trusted*
 - *You can be honest*
 - *Love each other*
 - *Be kind to our friends*
 - *Be honest*

Holy Qur’an 33: 21, “Indeed, in the messenger of Allah (Muhamad) PBUH you have a good example to follow for him who hopes for the meeting with Allah and the last day and remembers Allah much”.

Week 12

LESSON 1: The work of Muhammad as a youth

Reference: The Holy Qur'an, Translated Quran, IRE Textbook, Internet

Key message:	Competences:
I should be hard working.	The learner: <ul style="list-style-type: none"> • mentions the work they do at home • tells/signs what their parents do • mentions the work of Prophet Muhammad (PBUH) when still a youth

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Interpersonal relationships 	<ul style="list-style-type: none"> • Working together, respecting other people's property 	<ul style="list-style-type: none"> • Respect, togetherness, responsibility
<ul style="list-style-type: none"> • Problem-solving 	<ul style="list-style-type: none"> • Taking a decision, making choice 	
<ul style="list-style-type: none"> • Self-esteem 	<ul style="list-style-type: none"> • Expressing likes and dislikes • Talking about self 	

Instructional Strategies: Storytelling, guided discovery

Instructional Resources: Documentaries, CD about the work of Prophet Muhammad (PBUH)

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide the learners to tell the work they do at home and at school • Guide learners to share the work their parents do • Using the storytelling method, share with the learners the work of Muhammad as a youth • Guide the learners to tell the lessons they learn from Prophet 	<ul style="list-style-type: none"> • Tell/sign the work they do at home and at school • Discuss the work their parents do • Mention the work Prophet Muhammad did as a youth as reflected on the CD i.e., preaching, reared animals, a merchant • Tell/sign the lessons they learn from Prophet Muhammad as a youth

Teacher's Activities	Learners' Activities
Muhammad as a youth <ul style="list-style-type: none"> • Guide the learners to recite/ sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign and discuss the meaning of the key message • "I should be hard working".

Guidance on Assessment

- Assess as the learner mentions the work, he/she does
- Assess as the learner mentions the work of his/her parents
- Assess as the learner tells/signs the work Prophet Muhammad did as a youth
- assess as the learner shares lessons they learn from Prophet Muhammad

Sample activity: Asking and answering questions

Hint for the Teacher

This is the work Prophet Muhammad did as a youth

- Pastoralist (looking after domestic animals)
- Trader (merchant)
- Custodian (kept people's property)

Holy Qur'an 9: 105 "And say O Muhammad (PBUH) do deeds; Allah will see your deeds and the believers ..."

LESSON 2: Khadijah's proposal of marriage to Prophet Muhammad (PBUH)

Reference: The Holy Qur'an, Translated Quran, *Let us Learn Islam*, Internet

Key message:	Competences:
I need to be faithful.	The learner: <ul style="list-style-type: none"> • tells/signs who Khadijah was • identifies the character traits that forced Khadija to propose marriage to Prophet Muhammad

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Negotiation 	<ul style="list-style-type: none"> Persuasive language, use of appropriate body language, temper control 	<ul style="list-style-type: none"> Trust, love, appreciation
<ul style="list-style-type: none"> Problem-solving 	<ul style="list-style-type: none"> Taking a decision, making choice 	
<ul style="list-style-type: none"> Friendship formation 	<ul style="list-style-type: none"> Use of polite language, love, trustworthiness 	

Instructional Strategies: Storytelling, recitation

Instructional Resource: Documentary about Khadijah

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide the learners to mention the characters of Prophet Muhammad (PBUH) Tell/sign a story bringing out the reasons that forced Khadijah to propose marriage to Muhammad Guide the learners to recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Mention character traits of Prophet Muhammad as a youth Identify from the story the reasons that forced Khadijah to propose marriage to Muhammad Recite/sign and discuss the meaning of the key message "I need to be faithful"

Guidance on Assessment

- Assess as the learner mentions the characters of Prophet Muhammad that forced Khadijah to marry Prophet Muhammad (PBUH).

Sample activity: Asking and answering questions about the story

Hint for the Teacher

Get the story of Khadija in advance and read and get it right.

One day Muhammad went to trade in Syria. He met Khadijah on the way to Syria.

She was also going to trade. Khadijah requested Muhammad to help her and

trade for her. Muhammad accepted and Khadijah made a lot of profits that time. Muhammad did not request for any payment from Khadija. Khadijah became so pleased and requested Muhammad to marry her because he was trustworthy, faithful and honest.

Holy Qur'an 9: 105 "And say O Muhammad (PBUH) do deeds; Allah will see your deeds and the believers ..."

LESSON 3: Role playing characters of Prophet Muhammad

Reference: The Holy Qur'an, *Let us Learn Islam*

Key message:	Competences:
I should imitate Prophet Muhammad.	The learner: <ul style="list-style-type: none"> identifies Prophet's characters as a youth correctly shares lessons learnt from Prophet Muhammad emulates prophet Muhammad as a youth

Life skills	Indicators	Values
<ul style="list-style-type: none"> Interpersonal relationship 	<ul style="list-style-type: none"> Forgiving others, interacting freely with others, caring for others, working together 	<ul style="list-style-type: none"> Love, trustworthiness, faithfulness, responsibility
<ul style="list-style-type: none"> Empathy 	<ul style="list-style-type: none"> Guide others, listening to others, Comforting others 	
<ul style="list-style-type: none"> Friendship formation 	<ul style="list-style-type: none"> Working in groups, use of polite language 	

Instructional Strategies: Role play, recitation

Instructional Resources: costumes (Kanzu, a Turban), hijab, niqab

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide the learners to mention the characters of Prophet Muhammad's character traits by dressing like a Muslim • Guide learners to role play the character traits of Prophet Muhammad • Guide the learners to recite/sign a rhyme related to Prophet Muhammad's character traits • Give individual learners opportunity to share the lessons learnt 	<ul style="list-style-type: none"> • Mention the character traits of Prophet Muhammad • Role play Prophet Muhammad's character traits • Recite a rhyme related to Prophet Muhammad's character traits • Tell/ sign lessons learnt individually

Guidance on Assessment

- Assess as the learner identifies Prophet Muhammad's character traits
- Listen and assess as the learner suggests the character traits, he/she is to emulate
- Observe and assess as the learner emulates Prophet Muhammad

Sample activity: Role playing Prophet Muhammad's characters

Hint for the Teacher

This lesson is mainly for revision so, give learners time to practice and give the lessons they learn from Prophet Muhammad

Holy Qur'an 9: 105 "And say O Muhammad (PBUH) do deeds; Allah will see your deeds and the believers ..."

TERM 3

WEEK 1: THEME 1: Reading from the Holy Qur'an

SUB-THEME: Surat Nas

Learning outcome: The learner is able to recite/sign Surat-an-Nas and understand the message contained in the Surah (chapter).

LESSON 1: Reciting Surat An-Nas

Reference: The Holy Qur'an, Noble Holy Qur'an, Juzu

Key message:	Competences:
I can recite/sign Surat Nas.	The learner: <ul style="list-style-type: none"> • identifies Surat An-Nas • recites/signs Surat An-Nas correctly

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, confidence, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> • Appreciation, responsibility

Instructional Strategies: Demonstration, recitation, I do, we do, you do,

Instructional Resources: Holy Qur'an, resource person

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guide learners to say a prayer thanking Allah • Using the demonstration method, guide the learners to recite/sign the Surat An-Nas with correct articulation using the Holy Qur'an, "Q114: 1-6. • Guide the learners to recite/ sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Say a prayer thanking Allah • Practise the recitation of the Surah (chapter) An-Nas with correct articulation as a class, group and as individuals • Recite/ sign and discuss the meaning of the key message. "I can recite/sign Surat An-Nas"

Guidance on Assessment

- Assess as the learner recite/ sign the Surah (chapter) with correct pronunciation

Sample activity: Reciting the surah (chapter) in groups, pairs and individually Surat Nas

Bismillaahir Rahmaanir Raheem

1. Qul a'oozu birabbin naas
2. Malikin naas
3. Ilaahin naas
4. Min sharril waswaasil khannaas
5. Allazee yuwaswisu fee sudoorin naas
6. Minal jinnati wannaas

Hint for the Teacher

- Display a chart with the Surat
- Allow learners to recite/sign the Surah (chapter) several times as a class, group and individuals
- Do not give the Holy Qur'an to learners but use the quotations given from the various parts of Holy Qur'an

LESSON 2: Meaning of Surat An-Nas

Reference: Holy Qur'an, Juzu, Islamic

Key message:	Competences:
I know the meaning of Surat An-Nas.	The learner: <ul style="list-style-type: none"> • recites/signs Surat An-Nas • gives the meaning of Surat An-Nas

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, meaningfulness, confidence, verbal and non-verbal expression 	<ul style="list-style-type: none"> • Acceptance, responsibility
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions 	

Life Skills	Indicators	Values
	appropriately, analysing statements, taking decision	
• Creative thinking	• Logical reasoning	

Instructional Strategies: Recitation, guided discussion

Instructional Resources: Holy Qur'an, CD containing the meaning of Surat Annas

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Lead learners to recite/sign Surat An-Nas from the Quran • Share with the learners the meaning of the Surah (chapter) (1-6 verses) guided discussion • Guide the learners to recite/ and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Recite/ sign Surat An-Nas (1-6 verses) from the Qur'an • Tell/ sign the meaning of Surat An-Nas (1-6 verses) as observed from the film on the CD • Recite/ sign and discuss the meaning of the key message "I know the meaning of Surat An-Nas"

Guidance on Assessment

- Assess as the learner gives the meaning of the following verses–
- Assess as the learner recites/signs Surat An-Nas (1-6 verses)

Sample activity: Reciting Surat An-Nas (1-6 verses)

1. **Qul a'oozu birabbin naas** - *Say: I seek refuge with the Lord And Cherisher of Mankind*
2. **Malikin naas** - *The King (or Ruler) Of Mankind*
3. **Ilaahin naas** - *The God (or Judge) Of Mankind,*
4. **Min sharril waswasil khannaas** - *From the mischief Of the Whisperer (Of Evil) who withdraws (After his whisper)*
5. **Allazee yuwaswisu fee sudoorin naas** - *(The same) who whispers into the hearts of Mankind*
6. **Minal jinnati wannaas** - *Among Jinns and among Men*

Hint for the Teacher

- Prepare a chart showing the meaning of the Surah (chapter) An-Nas and display it in class from verses 1-6
- Guide the learners to recite as a class, group, in pairs and individually for mastery
- Instruct learners to practise the recitation of the Surah (chapter) An-Nas and its meaning on a daily basis

LESSON 3: Read Surat Annas in Arabic (verses 1-6)

Reference: Holy Qur'an, Juzu

Key message:	Competences:
I can read Surat An-Nas.	The learner: <ul style="list-style-type: none"> • The learner reads the transliteration of the Surat correctly (1-6) verses correctly.

Life Skill	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, accuracy, audibility, clarity, verbal and non-verbal expression 	<ul style="list-style-type: none"> • Appreciation, responsibility, respect

Instructional Strategies: Recitation, I do, we do, and you do

Instructional Resources: Holy Qur'an, Surat An-Nas written on a chart.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to recite/ sign Surat Annas (1-6 verses) by using the Holy Qur'an • Guide learners to read the transliteration of Surat Annas (1-6) verses several times • Guide learners to recite/ sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign Surat Annas in the Holy Qur'an • Read/ braille the Surah (chapter) from the displayed chart as a class, in groups and individually • Recite/ sign and discuss the meaning of the key message "I can read Surat An-Nas".

Guidance on Assessment

- Assess as the learner reads Surat Annas with confidence and correct articulation of words

Sample activity: Reading Surat An-Nas

Hint for the Teacher

Display the transliteration of Surat An-Nas as below;

Bismillaahir Rahmanir Raheem

1. Qul a'oozu birabbin naas
 2. Malikin naas
 3. Ilaahin naas
 4. Min sharril waswaasil khannaas
 5. Allazee yuwaswisu fee sudoorin naas
 6. Minal jinnati wannaas
- Guide learners to practise reading the transliteration of the Surah (chapter)
 - Leave the chart displayed in the class and make learners practice reading the Suarh on a daily basis
 - You may even make flash cards and ask learners to re-arrange in order the verses (1-6).

Week 2

LESSON 1: Read Surat An-Nas in the Language of Instruction (verses 1-6)

Reference: Holy Qur'an, an explanation of the last tenth of the Noble Holy Qur'an, Juzu

Key message:	Competences:
I can read Surat An-Nas in my language.	The learner: <ul style="list-style-type: none"> The learner reads Surat An-Nas with correct pronunciation

Life Skill	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Accuracy, audibility, fluency, verbal and non-verbal expression 	<ul style="list-style-type: none"> Appreciation, respect, love

Instructional Strategies: Demonstration, recitation

Instructional Resources: Holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide learners to recite/sign Surat An-Nas (1-6 verses) from the Holy Qur'an Using demonstration, guide learners to read/braille Surat An-Nas (1-6) verses in the language of instruction through demonstration Guide learners to recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Recite/sign Surat An-Nas from the Holy Qur'an Read/braille the Surah (chapter) after the teacher Recite/sign and discuss the meaning of the key message "<i>I can read Surat An-Nas in my language</i>"

Guidance on Assessment

- Assess as the learner recites/signs Surat An-Nas
- Observe and assess as the learner reads Surat An-Nas in the language of instruction

Sample activity: Reading Surat An-Nas

Hint for the Teacher

Guide the learners to read the Surah (chapter) verse by verse in the language of instruction

1. Say: I seek refuge with the Lord and Cherisher of Mankind
2. The King (or Ruler) Of Mankind,
3. The God (or Judge) Of Mankind, —
4. From the mischief of the Whisperer (Of Evil) who withdraws (After his whisper)
5. (The same) who whispers into the hearts of Mankind
6. Among Jinns and among Men

LESSON 2: Importance of Surat An-Nas

Reference: Holy Qur'an, Islamic books e.g., Bukhari, Islamic website e.g., www.tafseer.info

Key message:	Competences:
Surat An-Nas protects me against evil.	The learner: <ul style="list-style-type: none"> • recites/signs the Surah (chapter) with correct pronunciation. • gives the importance of Surat An-Nas.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, confidence, audibility, verbal and non- verbal expression, articulation 	<ul style="list-style-type: none"> • Appreciation
<ul style="list-style-type: none"> • Creative making 	<ul style="list-style-type: none"> • Logical reasoning 	
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions appropriately, giving reasons for actions taken 	

Instructional Strategies: Recitation, guided discovery

Instructional Resources: Holy Qur'an, Islamic CD about the importance of the Surah.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Lead learners to recite/sign Surat An-Nas (1-6 verses) from the Holy Qur'an • Through guided discovery, share the importance of the Surah (chapter) with the learners as they listen to the Islamic CD • Guide the learners to read/braille Surat An-Nas • Guide the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign Surat An-Nas with correct pronunciation (1-6 verses) from the Holy Qur'an • Tell/sign the importance of the Surah (chapter) • Read/braille Surat An-Nas as a class, in groups and individually • Recite/sign and discuss the meaning of the key message "Surat An-Nas protects me against evil".

Guidance on Assessment

- Assess as the learners recite/sign Surat Annas (1-6 verses)
- Listen and assess as the learners give the importance of Surat An-Nas This should be done using the language of instruction.

Sample activity: Reciting Surat Annas

Hint for the Teacher

Importance of Surat An-Nas:

- *It helps to get Allah's protection against evil*
- *It shows the power of Allah over Satan*
- *It is used as a dua.*

LESSON 3: Memorising Surat An-Nas

Reference: Holy Qur'an, Juzu, Islamic Books

Key message:	Competences:
I can recite Surat An-Nas by heart	The learner: <ul style="list-style-type: none"> • memorises the Holy Qur'an. • states advantages of memorizing the Holy Qur'an.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, Fluency, Accuracy, Verbal and non-verbal expression 	<ul style="list-style-type: none"> Responsibility, appreciation
<ul style="list-style-type: none"> Decision making 	<ul style="list-style-type: none"> Acceptance, telling consequences of decisions made 	

Instructional Strategies: Demonstration, recitation

Instructional Resources: Holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Lead learners to recite/ sign a known dua Demonstrate to the learners reciting/signing Surat An-Nnas from memory slowly as learners listen (1-6 verses) from the Qur'an Guide the learners to recite/ sign the Surah (chapter) from memory verse by verse several times (1-6 verses) Guide the learners to recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/sign a dua Recite/ sign Surat Annas slowly from the Qur'an Recite/ sign the Surah (chapter) verse by verse (1-6 verses) from memory after the teacher Recite/ sign as a class, in groups and individually Recite/sign and discuss the meaning of the key message "I can recite Surat Annas by heart"

Guidance on Assessment

- Assess as the learner memorises Surat Annas (1-6 verses) with confidence and correct articulation of words

Sample activity: Practising memorizing Surat Annas

Hint for the Teacher

Observe as learners memorise... (what?) Use easier steps such as: Learners recite/sign Ayahs/verses one by one until they complete the Surah (chapter).

Week 3

LESSON 1: Incidents that led to the revelation of Surat An-Nas

Reference: Holy Qur'an, Islamic Books i.e. Bukhari

Key message:	Competences:
I hate evil.	The learner: <ul style="list-style-type: none"> names incidents that led to the revelation of the Surat Annas

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, confidence, audibility, verbal and non-verbal expression 	<ul style="list-style-type: none"> Appreciation, respect, concern, responsibility
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	
<ul style="list-style-type: none"> Decision making 	<ul style="list-style-type: none"> Acceptance, asking questions 	

Instructional Strategies: Storytelling, recitation, memorize

Instructional Resources: Holy Qur'an, Learner's book

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Recite/sign Surat An-Nas together with the learners (1-6 verses) from memory Tell/sign a short story about the incidents that led to the revelation of the Surah (chapter) Guide the learners to recite/ sign the meaning of the key message 	<ul style="list-style-type: none"> Recite/ sign the Surah (chapter) (1-6 verses) from the memory Tell/sign the incidents that led to the revelation of Surat An-Nas Recite/sign and discuss the meaning of the key message "I hate evil."

Guidance on Assessment

- Assess as the learner names incidents that led to the revelation of the Surat An-Nas
- Observe and assess as the learner recite/ sign Surat Annas from memory

Sample activity: Asking and answering oral questions about the story.
 Reciting Surat Annas

Hint for the Teacher

Story about the incidents that led to Surat An-Nas

Once upon a time, Labiid lied to a little boy who was living with Prophet Muhammad (PBUH) and took some of the prophet’s hair from his comb. He bewitched him by making 12 knots. This made Prophet Muhammad (PBUH) very weak that he failed to work.

Allah sent two angels to him. The angels taught Prophet Muhammad the Surah (chapter) “An-Nas” as a way to heal the sickness. While reciting the surah (chapter), every knot got destroyed and Prophet Muhammad (PBUH) was healed.

LESSON 2: Main purpose for the revelation of Surat An-Nas

Reference: The Holy Qur’an, Islamic Books i.e., Bukhari

Key message:	Competences:
Allah is everything to me.	The learner: <ul style="list-style-type: none"> names incidents that led to the revelation of the Surat An-Nas. gives the main purpose for the revelation of the Surat An-Nas.

Life skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, confidence, audibility, non-verbal expression 	<ul style="list-style-type: none"> Appreciation, concern, respect, responsibility
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	
<ul style="list-style-type: none"> Decision making 	<ul style="list-style-type: none"> Answering questions 	

Instructional Strategies: Storytelling, recitation, guided discussion

Instructional Resources: Holy Qur’an

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Recite Surat An-Nas together with the learners from memory • Guide the learners to re-tell/resign the story about the incidents that led to the revelation of the Surat An-Nas • Through guided discussion, share with the learners the main purpose for the revelation of Surat An-Nas • Guide the learners to recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/ sign the Surah (chapter) from memory • Re-tell/ resign story about incidents that led to the revelation of Surat An-Nas • Give the main purpose for the revelation of Surat An-Nas • Recite/sign and discuss the meaning of the key message "Allah is everything to me".

Guidance on Assessment

- Assess as the learner gives the main purpose that led to the revelation of Surat An-Nas

Sample activity: Re- telling/signing the story about the incidents that led to the revelation of Surat An-Nas.

Hint for the Teacher

Emphasise the incidents that led to the revelation as:

- a) The prophet was bewitched by Labiid bun A-aswam.
- b) The Prophet became weak after being bewitched.
- c) Allah sent angels to teach the Prophet Surat Annas as the cure.

Note: Let learners know that the main purpose was to cure Prophet Muhammad and give him protection

LESSON 3: Reciting a dua using Surat An-Nas

Reference: Holy Qur'an, Juzu, Islamic Books, Internet

Key message:	Competences:
Allah gives me protection.	The learner: <ul style="list-style-type: none"> recite/sign a dua using Surat An-Nas

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Decision-making Effective communication 	<ul style="list-style-type: none"> Acceptance, making choice Fluency, confidence, audibility, verbal and non-verbal expression 	<ul style="list-style-type: none"> Appreciation, responsibility

Instructional Strategies: Recitation, demonstration

Instructional Resources: Holy Qur'an

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Lead learners to recite/sign any dua they know Demonstrate reciting a dua using Surat An-Nas Guide the learners to recite/sign Surat An-Nas as a dua on their own Lead learners to recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/sign a known dua Recite/sign a dua after the teacher using Surat An-Nas. Practice reciting a dua using Surat An-Nas on their own Recite/sign and discuss the meaning of the key message "Allah gives me protection".

Guidance on Assessment

- Assess as the learner recites/ signs a dua using Surat Annas

Sample activity: Practising reciting a dua using Surat An-Nas

Hint for the Teacher

- Let learners know that when you use Surat An-Nas as a dua, Allah gives you protection.

WEEK 4: THEME 2: Tawhiid (Faith)

SUB-THEME: Allah and His Creation

Learning outcome: The learner is able to understand the principle of Tawhiid

LESSON 1: Belief in the existence of Allah

Reference: Holy Qur'an, Hadith Books -Bukhari, Islamic Website, Islamic Books e.g. Let us Learn Islam

Key message:	Competences:
Allah is near me	The learner: <ul style="list-style-type: none"> identifies things that show Allah's existence. tells/signs who Allah is.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, fluency, confidence, verbal and non- verbal expression 	<ul style="list-style-type: none"> Love, respect, obedience
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately, 	
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	

Instructional Strategies: Guided discovery, recitation.

Instructional Resources: Chart showing different things in the environment

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide learners to say a prayer thanking Allah Guide the learners to mention things in the environment that show the existence of Allah Guide the learners to identify some of the things from the chart Share with the learners who Allah is Guide learners to recite/ sign a rhyme 	<ul style="list-style-type: none"> Say a prayer thanking Allah Mention things from the environment that show the existence of Allah identifying some of the things from the chart that show Allah's existence Explain who Allah is. Recite/sign the rhyme about

Teacher's Activities	Learners' Activities
about Allah <ul style="list-style-type: none"> Guide the learners to recite/sign and discuss the meaning of the key message. 	Allah <ul style="list-style-type: none"> Recite/sign and discuss the meaning the key message "Allah is near me."

Guidance on Assessment

- Assess as the learner tells/signs who Allah is
- Listen and assess as the learner identifies at least four things in the environment that show Allah's existence.

Sample activity:

A rhyme

Allah, Allah Allah

Created this world

Oh oh oh

He created the people

He created all things

Oh oh oh

Hint for the Teacher

- Before the lesson, read chapter 59: 22-24 to get information about Allah's existence
- Surat al-Baqarah 2: 29 "Huwa alladhii khalafa lakum maa fil arudhwi jamii-a", "It is He (Allah), who created for you all that is on earth ..."
- Emphasise that Allah is the powerful God who created all that we see and all that beyond our knowledge.

LESSON 2: Things created by Allah

Reference: Holy Qur'an, Hadith Books like Bukhari, *Let us Learn Islam*

Key message:	Competences:
I should respect Allah's creation.	The learner: <ul style="list-style-type: none"> names things created by Allah. draws things Allah created. says a prayer thanking Allah for His creation.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, fluency, meaningfulness, verbal and non-verbal expression 	<ul style="list-style-type: none"> Respect, appreciation, love
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Innovativeness, finding different ways of doing things 	
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately Taking a decision 	

Instructional Strategies: Recitation, observation

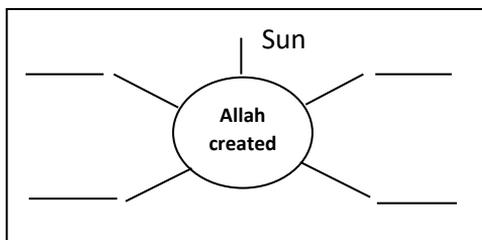
Instructional Resources: A chart showing things created by Allah

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Take learners out of class to observe the things in school compound and the nearby neighbourhood Ask learners to name the things created by Allah as seen from the surrounding Guide the learners to draw/braille things created by Allah Guide learners to say a prayer thanking Allah Guide learners to recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Observe and name the things they see in the environment Name things created by Allah as seen in the environment Draw/braille at least two things the things Allah created Say a prayer thanking Allah Recite/sign and discuss the meaning of the key message "I should respect Allah's creation"

Guidance on Assessment

- Assess as the learner names the things created by Allah
- Observe and assess as the learner draws/braille's the things created by Allah

Sample activity: Drawing the things Allah created



Hint for the Teacher

- Take learners out and guide them to identify and name the things created by All
- Read Q2: 29, to get the message before the lesson
- Surat al-Baqarah 2: 29 “Huwa alladhii khalaqa lakum maa fil arudhwi jamii-a”, “It is He (Allah), who created for you all that is on earth ...”
- If time allows, you may let the learners recite/sign the rhyme learnt in the previous lesson.

LESSON 3: Signs that show Allah’s Existence

Reference: Holy Qur’an, Islamic Books.

Key message:	Competences:
I appreciate Allah’s sign	The learner: <ul style="list-style-type: none"> • identifies signs that show Allah’s existence. • gives uses of some of the signs.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, fluency, logical flow of ideas, verbal and non- verbal expression 	<ul style="list-style-type: none"> • Appreciation, respect, obedience
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions appropriately 	

Instructional Strategies: Brain storming, guided discovery, think-pair-share

Instructional Resources: Holy Qur'an, a chart showing the signs (sun and moon) that show God's existence

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Using the brainstorming method, ask learners to name some of the signs in the environment that show Allah's existence Display a chart and let learners identify the signs of Allah's existence that show day and night (sun and moon) Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Tell/ sign what shows Allah's existence from the environment Name the signs that show day and night guided by the chart Recite/ sign and discuss the meaning of the key message "<i>I appreciate Allah's sign</i>"

Guidance on Assessment

- Assess as the learner mentions at least three signs that show Allah's existence
- Listen and assess as the learner suggests what he/she is going to do to value signs that show Allah's existence

Sample activity: Drawing the sun and the moon

Hint for the Teacher

- You may take the learners outside the class to identify things that Allah created as sign of His existence.
 - Display a chart with signs that show Allah's existence: The earth, people, animals, moon, sun, moon, rain fall, blowing wind, crops, and plants.
- Surat al-Baqarah 2: 29 "Huwa alladhii khalaqa lakum maa fil arudhwi jamii-a", "It is He (Allah), who created for you all that is on earth ..."
- Let learners recite/sign the learnt rhyme about Allah.

WEEK 5

LESSON 1: The importance of the things Allah created

Reference: Holy Qur'an, Islamic Books,

Key message:	Competences:
I should take care of Allah's creatures.	The learner: <ul style="list-style-type: none"> names Allah's creation. gives importance of Allah's creation. tells/signs how to care for Allah's creation. cares for Allah's creation.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, fluency, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> Appreciation, care, love.
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning, initiating new ideas 	
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately 	

Instructional Strategies: demonstration, guided discussion, recitation.

Instructional Resources: A chart showing Allah's creation

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide the learners to name the things Allah created Recite/sign Surat Abasa 80: 24-32 from the Holy Qur'an Guide the learners to tell/ sign the importance of Allah's creation identified from the chart. Ask learners how they can care for Allah's creation. Demonstrate caring for the creation 	<ul style="list-style-type: none"> Name things Allah created Listen to the teacher as he/she recites Surat Abasa from the Holy Qur'an Tell/ sign the importance of Allah's creation Explain how they can care for the creation Practice caring for Allah's creation

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide the learners to recite/ sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/sign and discuss the meaning of the key message "I should take care of Allah's creatures".

Guidance on Assessment

- Assess as the learner gives the importance of some of Allah's creations
- observe and assess as the learner cares for Allah's creation

Sample activity: carry out a demonstration on caring for Allah's creation

Hint for the Teacher

Recite/sign Surat Abasa 80: 24-32 as you begin the lesson

- "Fa ambatinaa fiihaa habbaa*
- Wa inaba wwakadhubaa*
- Wa zaituna wwanakh-laa"*
- Wa hadaa-ika ghul-baa*
- "And we cause there in the grain to grow*
- And grapes and clover plants*
- And olives and date-palms*
- And gardens dense with many trees"*

Practically let learners care some of the things around i.e., plants, flowers,

LESSON 2: The Oneness of Allah

Reference: Holy Qur'an, Islamic Books, Internet

Key message:	Competences:
I worship Allah alone.	The learner: <ul style="list-style-type: none"> gives the meaning of oneness of Allah. identifies things that show the oneness of Allah.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, fluency, confidence, verbal and non-verbal expression 	<ul style="list-style-type: none"> Respect, love, obedience, appreciation
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	
<ul style="list-style-type: none"> Decision- making 	<ul style="list-style-type: none"> Acceptance, answering questions 	

Instructional Strategies: Recitation, guided discussion, storytelling

Instructional Resources: Holy Qur'an, Resource person

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide learners to say a prayer thanking Allah Tell/sign a story about the oneness of Allah Guide learners to identify things that show the oneness of Allah Guide the learners to recite/ sign Surat Al-Ikhlās 112: 1-4 Guide learners to recite and discuss the key message 	<ul style="list-style-type: none"> Say a prayer thanking Allah Listen to the story and answering questions about the oneness of Allah Name things that show the oneness of Allah Recite/sign Surat Al-Ikhlās 112: 1-4 Reciting the key message and discuss the meaning "I worship Allah alone."

Guidance on Assessment

- Assess as the learner names the things that show that Allah is one.
- Listen and assess as the learner names two things he/she should do for Allah only.

Sample activity: Asking and answering questions

Hint for the Teacher

Story about the oneness of Allah

One day, Prophet Muhammad (PBUH) called the people of Mecca to tell them about Allah.

The Jews told the prophet that they worship Uzair the son of God; the Christians told him that they worship Jesus the son of God; the Majuusi told Him that they worship fire. Other people worshipped the sun and the moon. The Arabs told him that they worship small gods/idols. So Allah sent Surat Al-Ikhlās. Surat Al-Ikhlās explains the oneness of Allah.

Whom did Prophet (PBUH) want them to believe in?

- Introduce the lesson by reciting;
- Surat Al-ikhlaas 112: 1-4
 1. Qul Huwa Allahu ahad(e)
 2. Allahu Sswamad(e).
 3. Lam yalid walam yuulad.
 4. Wa lam yakul-lahoo kufuwan ahad

Meaning:

1. Say, “He is Allah, the one
 2. Allah the self-sufficient master, who all creatures need
 3. He does not produce, He was not produced
 4. And there is none
 5. Like unto Him
- Let the learners know that we should worship Allah alone.
 - Let the learners know that oneness of Allah means worshipping Allah alone.

LESSON 3: The importance of believing in the Oneness of Allah

Reference: Holy Qur’an, Islamic Books like *Let Us Learn Islam*, Internet, Hadith Books e.g., Swahili Bukhari, Muslim

Key message:	Competences:
I believe in Allah alone.	The learner: <ul style="list-style-type: none"> • gives the importance of believing in Allah alone. • explains the consequences of not believing in Allah alone

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, meaningfulness, verbal and non-verbal expression 	<ul style="list-style-type: none"> • Respect, love, appreciation,

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Assertiveness 	<ul style="list-style-type: none"> Listening and valuing what others say, expressing one's point of view, 	obedience
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Acceptance, refusal, telling consequences of decisions made 	

Instructional Strategies: Guided discussion, recitation.

Instructional Resources: A chart showing a rhyme about the oneness of Allah

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Lead learners to say a pray thanking Allah Share with the learners the importance of believing in Allah alone Share with the learners the consequences of not believing in Allah alone as mentioned in the Qur'an Guide learners to say a prayer thanking Allah the only God Guide learners to recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Saying a prayer thanking Allah Give the importance of believing in Allah alone Tell the consequences of not believing in Allah alone Say a prayer thanking Allah Recite/sign and discuss the meaning of the key message "I believe in Allah alone".

Guidance on Assessment:

- Assess as the learner gives the importance of believing in Allah alone
- Listen and assess as the learner suggests what he/she should do to avoid the consequences of not worshipping Allah alone.

Sample activity:

A prayer on the oneness of Allah

Qn 1: 5, "Iyyaaka Na'abudu wa-Iyyaaka Nasta-Einu" – "You (alone) we worship and you (alone) we ask for help.

Qn (1: 2), "Wal-hamudu Lillaahi Rabbil aalamiina" – "And all praises and thanks be to Allah, the Lord of that exists".

or Reciting a rhyme about oneness of Allah

Allahu Allahu

Allahu Kariim

Allah Gafuur

Allahu Kabiir

Hint for the Teacher

Teach the prayer in Arabic. Make it short and precise.

- Some of the importance of worshipping Allah alone:
 - It gives us trusting Allah
 - It makes us righteous in the eyes of Allah
 - Strengthens our faith
- There some of the consequences of not worshiping Allah alone-
 - It makes Allah angry
 - One ends up in hell fire
 - One loses respect
- Emphasize the fact that Allah is alone and performs all the duties alone.

WEEK 6

LESSON 1: Kalimat Shahaadah

Reference: Holy Qur'an, Islamic Books, Quraishy

Key message:	Competences:
Saying the Shahaadah makes me a true Muslim	The learner: <ul style="list-style-type: none"> tells the meaning of Kalimat Shahaadah. identifies the Kalimat

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, confidence, verbal and non-verbal expression, articulation 	<ul style="list-style-type: none"> Appreciation, respect
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Acceptance, refusal, telling consequences of decisions made 	

Instructional Strategies: Recitation, guided discovery

Instructional Resources: Holy Qur'an, a chart showing Kalimat shahaadah.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide learners to recite/sign a rhyme about Allah's oneness Share with the learners the meaning of Kalimat Shahaadah Display a chart reflecting the meaning of Kalimat Shahaadah Guide the learners to sing a song related to Kalimat Shahaadah Guide the learners to recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/sign a rhyme Tell the meaning of Kalimat Shahaadah Read the meaning of Kalimat Shahaadah from the chart Sing a song related to Kalimat Shahaadah Recite/sign and discuss the meaning of the key message "Saying the Shahaadah makes me a true Muslim".

Guidance on assessment

- Assess as the learner gives the meaning of Kalimat Shahaadah
- Listen and assess as the learners sings a song related to Kalimat Shahaadah

Sample Activity: Singing a song

Laa ilaaha illa Allah x3

Muhammad rasuulullah x2

Swalla Allahu alaihi wa Sallaam

Hint for the Teacher

- Define the Kalimat shahaadah as 'A statement to prove that Allah is the only one to be worshipped and Muhammad (PBUH) is his messenger'
- Display a cut-out containing Laa ilaaha illa Allahu Muhammad Rasuulullah
- Let learners know that saying these words with utmost belief with love from one's bottom of the heart makes him/her to become a Muslim.
- Let learners know that the Kalimat shahaadah is the best of all words.
- Surat al-imran 3: 18 "Shahida Allahu annahvu laa ilaaha illaa Huwa ..."
- "Allah bears witness that none has the right to be worshipped but he ..."

LESSON 2: Reciting the Shahaadah

Reference: Holy Qur'an, Islamic Books, Islamic CDs

Key message:	Competences:
Reciting/signing the Shahaadah makes me a true Muslim.	The learner: <ul style="list-style-type: none"> • recites/signs the Shahaadah. • tells/signs parts of the Shahaadah.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, fluency, confidence, verbal and non- verbal expression, articulation 	<ul style="list-style-type: none"> • Concern, responsibility
<ul style="list-style-type: none"> • Decision- making 	<ul style="list-style-type: none"> • Acceptance, giving instructions 	

Instructional Strategies: Recitation, I do, you do, we do

Instructional Resources: The Holy Qur’an, a chart showing Shahaadah

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> • Guide the learners to sing a song related to Kalimat Shahaadah from the Holy Qur’an • Guide the learners on how to recite/sign the shahaadah with the correct pronunciation from the chart • Demonstrate to the learners how to recite/sign the Shahaadah Guide the learners to recite/ sign and • Guide learners to recite and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Sing a song related to Kalimat Shahaadah from the Holy Qur’an • Recite/sign the Shahaadah from the chart • Practice reciting the Shahaadah as a class, in groups and individually • Recite/sign and discuss the meaning of the key message “Reciting/signing the Shahaadah makes me a true Muslim.”

Guidance on Assessment

- Assess as the learner recites/signs the Shahaadah.

Sample Activity: Practising reciting Shahaadah

Hint for the Teacher

- Recite/sign the Shahaadah in parts to make it easier for learners to grasp and internalise
- Put emphasis the correct pronunciation to make the shahaadah meaningful.
- Surat Al-imran 3: 18 “Shahida Allahu annahuu laa ilaaha illaa Huwa ...” “Allah bears witness that none has the right to be worshipped but He ...”

LESSON 3: Importance of Shahaadah

Reference: The Holy Qur'an, Islamic Books, Quraishi

Key message:	Competences:
I know the importance of Shahaadah in my life.	The learner: <ul style="list-style-type: none"> states the importance of Shahaadah. gives consequences of deeds against the Shahaadah.

Life skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication: 	<ul style="list-style-type: none"> Audibility, logical flow of ideas, meaningfulness, non-verbal expression 	<ul style="list-style-type: none"> Trust, respect
<ul style="list-style-type: none"> Creative thinking: 	<ul style="list-style-type: none"> Being open, listening and valuing what others say, responding to questions 	

Instructional Strategies: Guided discussion, recitation

Instructional Resources: Holy Qur'an, a chart showing rhyme about of Shahaadah.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide the learners to recite/ sign Shahaadah Share with learners the importance of Shahaadah Ask learners to recite/sign the rhyme about Shahaadah Lead learners to recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/sign Shahaadah Tell/ sign the importance of Shahaadah as guided by the chart Recite/sign as a class, group and individually Recite/ sign and discuss the meaning of the key message "I know the importance of Shahaadah in my life".

Guidance on Assessment

- Assess as the learner gives the importance of Shahaadah.

Sample Activity: Reciting a rhyme about the importance of shahaadah

*Shahaadah, shahaadah,
Shahaadah promotes faith,
Shahaadah builds trust,*

Hint for the Teacher

- Importance of Shahaadah
 - *Promotes faith*
 - *Reminds Muslims about the oneness of Allah*
 - *Builds trust in Prophet Muhammad as Allah's messenger*
- Make learners rise their index finger while saying the Shahaadah
- Make learners read from the Yasar-na at least, 1 word.

Surat Al-imran 3: 18

“Shahida Allahu annahuu laa ilaaha illaa Huwa ...”

“Allah bears witness that none has the right to be worshipped but He ...”

WEEK 7: THEME 3: Fiqh (Practice)

SUB-THEME: Purity

Learning Outcome: The learner is able to recognize, understand the rules and regulations of the places of worship and the concept of physical purity.

LESSON 1: Physical Purity

Reference: Holy Qur'an, Hadith books e.g. Sahih Bukhari, Entanda Y'omusaaze by Uthman Juma Kibuuka

Key message:	Competences:
Allah wants me to be pure.	The learner: <ul style="list-style-type: none"> tells/signs the meaning of physical purity. identifies aspects that necessitate physical purity.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, confidence, verbal and non-verbal expression 	<ul style="list-style-type: none"> Respect, responsibility, care, cleanliness
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately, giving reasons for actions taken 	
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Making the best use of information, making choice 	
<ul style="list-style-type: none"> Self-awareness 	<ul style="list-style-type: none"> Taking care of self, making choice 	

Instructional Strategies: Recitation, guided discussion

Instructional Resources: Holy Qur'an, materials used for cleaning self

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide the learners to say shahaadah from the Holy Qur'an • Guide the learners to talk about what they do to keep clean • Using guided discussion, share with the learners about physical purity • Share with the learners' activities that indicate physical purity • Guide the learners to name parts of the body that are physically purified • Guide the learners to recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Say shahaadah from the Holy Qur'an • Share what they do to keep clean • Tell/sign what physical purity as an act of worship • Identify activities they do to have physical purity (i.e. bathing, brushing, washing clothes,) • Name parts of the body that are physically purified • Recite/sign and discuss the meaning of the key message "Allah wants me to be pure"

Guidance on Assessment

- Assess as the learner tells/signs what he/she does to ensure physical purity
- Observe and assess as the learner identifies parts of the body that are physically purified

Sample activity: Drawing people doing the following activities: bathing, washing clothes, brushing

Hint for the Teacher

- Let learners know that Islam is very strict on purity as an act of worship.
- Surat Al-Baqarah 2:222, "... Inna Llaha yuhibbu ttawwaabiina wa yuhibbul mutatwahhiriin"
- "...Truly, Allah loves those who turn to him in repentance and loves those who purify themselves".

LESSON 2: Things used in the physical purity

Reference: Holy Qur'an, Islamic books e.g., Entanda Y'omusaaze vol. 1&2, Islamic books by Uthman Juma Kibuuka, Hadith books e.g., Satin Bukhari, Muslim

Key message:	Competences:
I know what to use to purify myself.	The learner: <ul style="list-style-type: none"> names things used in physical purity. identifies places where things used in physical purity can be got from.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, accuracy, fluency, articulation, verbal and non-verbal expression 	<ul style="list-style-type: none"> Responsibility, care, cleanliness
<ul style="list-style-type: none"> Self-awareness 	<ul style="list-style-type: none"> Taking care of self 	
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Making the best use of information. Making choice 	

Instructional Strategies: Brainstorming, think pair share, recitation.

Instructional Resources: A chart showing things used in physical purity.

Teacher's Activities:	Learner's Activities
<ul style="list-style-type: none"> Guide the learners to tell the parts of the body that require physical purity through brainstorming Share with the learners' things used in physical purity through think-pair-share Display a chart showing things used to purify oneself Ask learners to name places where the things used for purity can be got from through think-pair-share Guide the learners to recite/ sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Name parts that require physical purity Name things used in physical purity Identify things used in physical purity from the chart Tell/sign places where things used for physical purity can be got Recite/sign and discuss the meaning of the key message: "I know what to use to purify myself"

Guidance on Assessment

- Observe and assess as the learner identifies things used in physical purity.
- Assess as the learner mentions places where he/she finds the things used in physical purity.

Sample activity: Drawing things used in physical purity.

Hint for the Teacher

Things used in physical purity	Places where we find them/sources
• Water	• Tap, lakes, rain water, borehole, well
• Soap	• Shop, supermarket, markets
• Sponge, bathing pad	• Shop, supermarket, markets
• Clean dust	• Soil, floor, walls

Surat Al-Baqarah 2:222

“Inna Llaha yuhibbu ttawwaabiina wa yuhibbul mutatwahhiriin”

“Truly, Allah loves those who turn to him in repentance and loves those who purify themselves”.

LESSON 3: Kinds of water used in the physical purity- ablution

Reference: Holy Qur’an, Entanda Y’omusaaze.

Key message:	Competences:
I know the right water to use for purity.	The learner: <ul style="list-style-type: none"> • identifies all kinds of water. • names the kind of water used in physical purity.

Life Skills	Indicators	Values
• Effective communication	• Audibility, fluency, verbal and non- verbal expression, articulation	• Responsibility • Care, Cleanliness and share ideas with others
• Assertiveness	• Standing in for one’s right	
• Creative thinking	• Logical reasoning	

Instructional Strategies: observation, guided discovery, brainstorming.

Instructional Resources: Different types of water in containers

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide the learners to name things used for purity • Using the brainstorming approach, share with learners the kind of water used in physical purity • Using the observation method, provide different kinds of water and guide the learners to identify the kinds of water used for physical purity • Guide the learners to recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Name things used to purity • Tell/sign the kind of water used in physical purity • Identify the kind of water used for physical purity from the rest of the water • Recite/sign and discuss the meaning of the key message "I know the right water to use for purity"

Guidance on Assessment

- Assess as the learner names the kind of water used for physical purity
- Assess as the learner identifies the water used for physical purity from the rest of the waters
- Observe and assess as the learner uses the right water for physical purity.

Sample activity: Identifying the kind of water used for physical purity

Hint for the Teacher

- *Put more emphasis on the fact that a Muslim should always be in a state of purity.*
- Surat Al-Baqarah 2:222:
"Inna Llaha yuhibbu ttawwaabiina wa yuhibbul mutatwahhiriin"
"Truly, Allah loves those who turn to him in repentance and loves those who purify themselves".

WEEK 8

LESSON 1: Water which should not be used for physical purity (Ablution)

Reference: Holy Qur'an, Islamic books e.g. Let us learn Islam

Key message:	Competences:
I know the water that is not used for physical purity (Ablution).	The learner: <ul style="list-style-type: none"> identifies water which should not be used for physical purity.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, confidence, verbal and non-verbal expression, 	<ul style="list-style-type: none"> Care, responsibility, cleanliness
<ul style="list-style-type: none"> Critical thinking: 	<ul style="list-style-type: none"> Giving reasons for actions taken 	

Instructional Strategies: Observation, recitation

Instructional Resources: Water in containers (dirty water) water

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide the learners to tell kinds of water used for physical purity Using the observation method, share with the learners the kind of water not used for physical purity Guide the learners to recite/ sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Tell kinds of water used for physical purity Observe and identify the kind of water not used for physical purity Recite/ sign and discuss the meaning of the key message "I know the water that is not used for physical purity (Ablution)"

Guidance on Assessment

- Assess as the learner identifies the kind of water which is not used for physical purity.

Sample activity: Identifying water which is not used for physical purity (salty water, muddy water, water mixed with sugar, tea)

Hint for the Teacher

Have containers with different kinds of water which is not used for physical purity; water containing salt, muddy water, soapy water, stagnant water, water mixed with other substances like black tea, soda, juice.

Where possible take learners where the dirty water is.

- Emphasize the point that Allah loves those who are pure
- Recite/sign and explain to learners a Hadith; “Al-Islam nadhiif” – “Islam is clean/pure”
- Surat Al-Baqarah 2:222:
“Inna Llaha yuhibbu ttawwaabiina wa yuhibbul mutatwahiriiin”
“Truly, Allah loves those who turn to him in repentance and loves those who purify themselves”.

LESSON 2: Things that should be used when there is no water

Reference: Holy Qur’an, Islamic books, Islamic CDs

Key message:	Competences:
I know what to use to purify myself when there is no water.	The learner: <ul style="list-style-type: none"> • names things used when there is no water. • gives incidents that may lead water to be finished.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, Confidence, Logical flow of ideas. Verbal and Non- verbal expression 	<ul style="list-style-type: none"> • Responsibility, care, appreciation, cleanliness
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning, initiating new ideas 	
<ul style="list-style-type: none"> • Decision making 	<ul style="list-style-type: none"> • Acceptance, refusal 	

Instructional Strategies: Guided discovery, storytelling, recitation

Instructional Resources: Holy Qur'an, toilet paper, sponge, solid soil, un burnt brick

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Tell/sign a story of what happened when there was no water • Guide the learners to identify incidents that may lead to absence of water • Share with learners the things to be used if there is no water (like solid soil, toilet papers) • Guide the learners to recite/sign and discuss the meaning of the key message "I can pray even with no water". 	<ul style="list-style-type: none"> • Listen to the story and answering questions • Mention incidences that may lead to absence of water • Identify things to be used in absence of water like solid soil, toilet papers • Recite/sign and discuss the meaning of the key message • "I know what to use to purify myself when there is no water"

Guidance on Assessment

- Assess as the learner identifies things used to purify self when there is no water (toilet paper, solid soil, unburnt bricks and dust)
- observe and assess as the learner uses the right things when there is no water

Sample activity: Drawing things used for physical purity when there is no water or demonstrate using dust to purify self

Hint for the Teacher

- Let learners know that we can use dust to purify ourselves for worship if water is not there
- Let learners know that we do not bathe the dust but smear it at some body parts in very low quantities i.e., in the face and at the back of the palm and hands up to the elbows

Surat Al-maa-idah 5:6 ... "Or if any of you comes from the toilet and you find no water, then perform Tayammum with clean earth (dust) ..."

Surat Al-Baqarah 2:222: *“Inna Lllaha yuhibbu ttawwaabiina wa yuhibbul mutatwahhiriin”*

“Truly, Allah loves those who turn to him in repentance and loves those who purify themselves”.

LESSON 3: Tayammum (Dry Ablution)

Reference: Holy Qur’an, Islamic books, Riyadh Swalihiih

Key message:	Competences:
I know how to perform Tayammum.	The learner: <ul style="list-style-type: none"> tells/signs the meaning of tayammum. identifies what is used when performing tayammum.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, confidence, logical flow of ideas. Verbal and non- verbal expression 	<ul style="list-style-type: none"> Appreciation, respect, responsibility, cleanliness
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning, initiating new ideas 	
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Acceptance 	

Instructional Strategies: Guided discovery, recitation, demonstration, storytelling

Instructional Resources: Sand

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> Tell/sign a story about shortage of water Guide the learners to tell/sign the meaning of Tayammum Guide the learners to identify the material used in Tayammum like sand through guided discovery Demonstrate how tayammum is performed Guide the learners to recite/sign and 	<ul style="list-style-type: none"> Listen to the story Tell/sign what Tayammum means Name materials used in Tayammum. Practice performing Tayammum Recite/ sign and discuss the meaning of the key message “I know how to perform Tayammum”

Teacher's Activities	Learners' Activities
discuss the meaning of the key message	

Guidance on Assessment

- Assess as the learner explains what Tayammum is
- Assess as the learner names materials used when performing Tayammum
- Assess as the learner suggests what he/she is going to do to perform tayammum

Sample activity: Demonstrating performing Tayammum

Hint for the Teacher

- Tell the meaning of Tayammum as the use of clean soil/dust in place of water by tapping hands upon clean soil and then wiping to the arms and face
- Emphasize the fact that we can use clean earth to purify ourselves for worship when there is no water
- Let learners know that Allah made for us all the earth separating clean places from dirty ones such as rubbish pit.
- Surat Al-Baqarah 2:222: “Inna Llaha yuhibbu ttawwaabiina wa yuhibbul mutatwahhiriin”
 “Truly, Allah loves those who turn to him in repentance and loves those who purify themselves”.

WEEK 9

LESSON 1: Importance of Tayammum (Dry Ablution)

Reference: Holy Qur'an, Islamic books, Islamic website

Key message:	Competences:
I can perform <i>Swalah</i> with tayammum.	The learner: <ul style="list-style-type: none"> • gives the importance of tayammum. • names parts of the body used for tayammum.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, fluency, logical flow of ideas, verbal and non-verbal expression 	<ul style="list-style-type: none"> • Patience, responsibility, obedience, cleanliness
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions appropriately, selecting and evaluating information, taking a decision 	

Instructional Strategies: Guided discussion, demonstration

Instructional Resources: Holy Qur'an, Learner's book

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Share with the learners the meaning of tayammum through think-pair-share • Using the guided discussion method, share the importance of Tayammum with the learners • Guide the learners to identify parts of the body you perform Tayammum • Guide the learners to recite/ sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Tell/ sign meaning of Tayammum • Give the importance of Tayammum • Identify and show parts of the body where Tayammum is used • Recite/sign and discuss the meaning of the key message • "I can perform Swalah with tayammum"

Guidance on Assessment

- Assess as the learner gives the importance of Tayammum
- Assess as the learner suggests what he/she is going to do to always perform Tayammum
- Observe and assess as the learner performs Tayammum

Sample activity: Practising performing Tayammum

Hint for the Teacher

- Importance of Tayammum
 - *It promotes love for Allah*
 - *It promotes trust in Allah and his creation*
 - *It promotes cleanliness*
 - *It promotes ease.*
- Surat Al-Baqarah 2: 185
“...Yuriidullahu bikumul yusira wa laa yuriidu bikumul-usira ...”
“... Allah intends for you ease, and he does not want to make things difficult for you ...”

LESSON 2: Practical application of Tayammum

Reference: Holy Qur’an, Islamic books like Let us learn Islam, Riyadh Swalihiin.

Key message:	Competences:
I should know how to perform Tayammum to clean myself.	The learner: <ul style="list-style-type: none"> • identifies body parts involved in Tayammum • practices the application of Tayammum

Life Skills	Indicators	Values
• Effective communication	• Audibility, confidence, verbal and non-verbal expression	• Sharing, cooperation, obedience, cleanliness
• Problem-solving	• Finding different way of doing things, taking a decision	
• Assertiveness	• Giving reasons for action plan	

Instructional Strategies: Demonstration, guided discovery, story telling

Instructional Resources: Holy Qur'an, resource person, materials for performing Tayammum (sand)

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Tell/sign story related to performing tayammum • through guided discovery let the learners identify the steps of performing Tayammum • Demonstrate to learners how tayammum is performed using sand. • Instruct the learners to practice Tayammum individually • Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Listen to the story and answering questions • Identify the steps of performing Tayammum • Performing tayammum using sand. • Practice how to perform tayammum individually • Recite/sign and discuss the meaning of the key message: "I know how to perform Tayammum to clean myself"

Guidance on Assessment

- Observe and assess as the learner performs Tayammum
- Assess as the learner suggests what he/she is going to do to continue performing Tayammum

Sample activity: Simple story related to Tayammum

One prayer time caught me on the way. I went to the nearby mosque for swalah. I did not find water there. I was told to use sand. The Sheikh taught me how to do it. I smeared my hands with sand. Touched my hair and rubbed my legs with soil. I was happy I performed tayammum.

Hint for the Teacher

- Make learners know that Islam is a religion of ease not hardship.
- Steps to follow when performing Tayammum:
 1. We make the intention (Niyyah)
 2. We say "Bismillah" (in the name of Allah)
 3. We strike our hands on earth / sand / dust / floor / dusty wall or something similar

4. We wipe the face with the hands
 5. We strike again the earth or something similar to it
 6. We wipe the two arms from the end fingers up to the elbows.
 7. We follow the sequence
 8. We say the dua (dua after ablution).
- Surat Al-Baqarah 2: 185
 “...Yuriidullahu bikumul yusira wa laa yuriidu bikumul-usira ...”
 “... Allah intends for you ease, and he does not want to make things difficult for you ...”

LESSON 3: When should one use dry ablution?

Reference: Holy Qur’an, Islamic RE books, Internet.

Key message:	Competences:
Allah allowed me to use dry ablution at times.	The learner: <ul style="list-style-type: none"> • identifies when one should use dry ablution • uses dry ablution

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, fluency, non-verbal expression 	<ul style="list-style-type: none"> • Share ideas with others • Obedience • Cleanliness
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions appropriately 	

Instructional Strategies: Demonstrate, recitation

Instructional Resources: Islamic CDs about Tayammum

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> • Ask learners to demonstrate how dry ablution is performed after observing the Islamic CD showing the practical Tayammum • Share with the learners when to use dry ablution 	<ul style="list-style-type: none"> • Demonstrate how dry ablution is performed • Explain when to use dry ablution • Practicing performing dry ablution • Recite/sign and discuss the

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to perform dry ablution • Guide the learners to recite/ sign and discuss the meaning of the key message 	meaning of the key message “Allah allowed me to use dry ablution at times”

Guidance on Assessment

- Assess as the learner tells/signs when to use dry ablution
- Observe and assess as the learner performs dry ablution

Sample activity: Practicing performing dry ablution

Hint for the Teacher

- The following are conditions in which dry ablution is used.
 - when there is totally no water
 - when someone is very ill
 - when water present is very little and can only be used for home use.
 - when someone is on a very long journey.
 - when the water present is dirt
 - when the weather is too cold and one fears the water to harm him/her
- Surat Al-Baqarah 2: 185
 - “...Yuriidullahu bikumul yusira wa laa yuriidu bikumul-usira ...”
 - “... Allah intends for you ease, and he does not want to make things difficult for you ...”

WEEK 10: THEME 4: Moral and Spiritual Teachings

Learning Outcome: The learner is able to understand the importance of cleanliness of the environment of prayer and upholds it

LESSON 1: Cleanliness of the body

Reference: Holy Qur'an, Riyadh Swalihiin.

Key message:	Competences:
Allah loves me when I am clean.	The learner: <ul style="list-style-type: none"> • name things that make their body dirty • identifies things used to clean the body • cleans his/her body

Life Skills	Indicators	Values
• Effective communication	• Audibility, fluency, confidence, verbal and non- verbal expression	• Appreciation, love, care, cleanliness
• Critical thinking	• Responding to questions appropriately	
• Self-awareness	• Caring for oneself	

Instructional Strategies: Observation brainstorming.

Instructional Resources: Holy Qur'an, materials used for cleaning the body i.e. soap, water, comb, spongy

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • by brainstorming, guide learners to mention things which make the body dirty • Using observation method, guide the learners to identify things they use to clean their bodies i.e., stones, soap. 	<ul style="list-style-type: none"> • Name things that make their bodies dirty through brain storming • Identify things they use to clean their bodies • Recite/sign and discuss the meaning of the key message "Allah loves me when I am clean"

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide the learners to recite/ sign and discuss the meaning of the key message 	

Guidance on Assessment

- Observe and assess as the learner identifies things that make his/her body dirty
- Observe and assess as the learner identifies things used to clean his/her body
- Observe and assess as the learner cleans his/her body.

Sample activity: Identifying things that make our bodies dirty and those used for cleaning our bodies

Hint for the Teacher

- Use real objects during the lesson
- Emphasise the point that cleanliness is part of faith
“Al-Islam nadhif” – “Islam is clean”.
- Surat Al-Baqarah 2: 222
“...Inna Llaha Yuhibbu ttawwaabiina wa yuhibbul mutatwahhiriin”,
“...Verily Allah loves those who turn back to him in repentance and he loves those who purify themselves”.

LESSON 2: Cleanliness of the Cloth

Reference: The Holy Qur'an, Hadith Books, Internet.

Key message:	Competences:
Allah loves me when I am clean.	The learner: <ul style="list-style-type: none"> • identifies things that make our clothes dirty. • identifies things that can be used to clean the clothes.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication: 	<ul style="list-style-type: none"> Fluency, articulation, verbal and non-verbal expression 	<ul style="list-style-type: none"> Appreciation Cleanliness Responsibility Respect
<ul style="list-style-type: none"> Self-awareness 	<ul style="list-style-type: none"> Knowing one's position and responsibility 	
<ul style="list-style-type: none"> Self-esteem 	<ul style="list-style-type: none"> Talking about self, expressing likes and dislikes 	

Instructional Strategies: Demonstration, guided discussion, recitation

Instructional Resources: Holy Qur'an, soap, water

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Using the guided discussion method, share with the learners about things that make our clothes dirty Guide the learners to identify the things that are used to clean our clothes i.e. soap, water Demonstrate clean/washing clothes Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Identify things that make clothes dirty Mention things used to clean our clothes Practice how to clean clothes Recite/ sign and discuss the meaning of the key message "Allah loves me when I am clean"

Guidance on Assessment

- Assess as the learner identifies things that make his/her clothes dirty
- Assess as the learner identifies things used to clean clothes
- Observe and assess as the learner washing his/her clothes

Sample activity: Practising washing clothes

Hint for the Teacher

Emphasise

- The fact that one’s prayer is not valid if he/she prays in dirty clothes
- Reciting Surat Al-Muddathi bir 74: 4 “Wa thiyaabaka fatwahir”, “And purify your clothes...” always.
- Surat Al-Baqarah 2: 222
Inna Llaha Yuhibbu ttawwaabiina wa yuhibbul mutatwahiriiin”,
“Verily Allah loves those who turn back to him in repentance and he loves those who purify themselves”.

Note: You may tell the learners to come with extra clothes to use when practising washing

LESSON 3: Cleanliness of the environment

Reference: Holy Qur’an

Key message:	Competences:
Allah is happy when I clean the environment.	<p>The learner:</p> <ul style="list-style-type: none"> • identifies things that make the environment dirty. • identifies things used to clean the environment. • identifies ways of cleaning the environment. • cleans the environment.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, art • Inculcation, meaningfulness, non-verbal expression 	<ul style="list-style-type: none"> • Care, responsibility, cleanliness
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Finding different ways of doing things, logical reasoning 	

Instructional Strategies: Demonstration, think-pair-share, recitation, demonstration

Instructional Resources: Sanitation charts

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guide learners to share experiences about a clean environment through think-pair-share • Guide the learners to identify things that make places dirty • Using the demonstration method, guide the learners to clean the dirty places around the school • Guide the learners to recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Sharing experiences • Identify things that make places dirty, • Clean the dirty places around the school • Recite/sign and discuss the meaning of the key message "Allah is happy when I clean the environment"

Guidance on Assessment

- Observe and assess as the learner participates in cleaning around the school
- Listen and assess as the learner suggests what he/she is going to do to continue cleaning the environment

Sample activity: Cleaning the dirty places at school

Hint for the Teacher

Let learners know that:

- One's prayer is not valid if prayed in a dirty place.
- Any part of the earth can be used for praying when cleaned from impurities.

Surat Al-Baqarah 2:222

Inna Llaha yuhibbu ttawwaabiina wa yuhibbul mutatwahhiriin

Truly, Allah loves those who turn to Him in repentance and loves those who purify themselves.

WEEK 11

LESSON 1: Importance of Cleanliness

Reference: Holy Qur'an, Riyadh Swalihiin.

Key message:	Competences:
I must be clean to please Allah.	The learner: <ul style="list-style-type: none"> tells/ signs the importance of cleanliness. gives the consequences of not being clean. recites/signs Surat <i>Al-Anfaal</i> 8: 11.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, meaningfulness, verbal and non- verbal expression 	Concern, care, appreciation, responsibility
<ul style="list-style-type: none"> Self-awareness 	<ul style="list-style-type: none"> Caring for oneself 	
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Telling consequences of decisions make 	
<ul style="list-style-type: none"> Self-esteem 	<ul style="list-style-type: none"> Expressing likes and dislikes, self-appreciation 	

Instructional Strategies: Guided discussion, recitation

Instructional Resources: Holy Qur'an, Chart with a rhyme about cleanliness.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide the learners to recite/sign a rhyme about cleanliness Through guided discussion, share with the learners the importance of cleanliness Guide the learners to recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> Recite/sign a rhyme about cleanliness Tell the importance of cleanliness Recite/sign and discuss the meaning of the key message: "Allah is happy when I clean the environment"

Guidance on Assessment

- Assess as the learner gives the importance of cleanliness
- Listen and assess as the learner recite/ sign Surat *Al-Anfaal* 8: 11

Sample activity: Reciting a rhyme

Cleanliness

Cleanliness is a piece of paradise on earth

Allah loves those who are clean,

When you are clean, you are like angels,

Cleanliness turns faces white!

Staying dirty is a sin

Hint for the Teacher

Let learners know that:

- One’s prayer is accepted by Allah if you pray in a clean place.
- Cleanliness (portrays) shows the image of Islam.
- Cleanliness is a symbol of obedience (Taq’wa) to Allah.
- Cleanliness is helps one avoid diseases that can cause death.
- Surat *Al-Anfaal* 8: 11

“... wa yunazzilu alaikum mina ssamma-ima-a liyutwahirakum bihi wayudhibha ankum rijza shaitwaan ...”

“...And He (Allah) caused water (rain) to descend on you from the sky, to clean you thereby and to remove from you the rijz (whispering evil-suggestions) of Satan ...”

LESSON 2: Ways of maintaining Cleanliness

Reference: Holy Qur’an, *Let us Learn Islam*, Riyadh Swalihiin.

Key message:	Competences:
I should always maintain cleanliness.	The learner: <ul style="list-style-type: none"> • tells/signs ways of maintaining cleanliness. • maintains cleanliness.

Life Skills	Indicators	Values
• Effective communication	• Audibility, verbal and non- verbal expression, articulation, non-verbal expression	Obedience, love, care, responsibility
• Self-awareness	• Knowing one's position and responsibility	
• Critical thinking	• Responding to questions appropriately	
• Decision-making	• Telling consequences of decisions made	

- - Instructional Strategies: Recitation, Guided discovery, brainstorming
- Instructional Resources:** Holy Qur'an, materials used to keep clean (sponge, tooth brush, soap, slasher, brooms)

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • through brainstorming, guide the learners to identify ways of maintaining cleanliness of self and the environment • using the demonstration method, guide the learners to maintain cleanliness • Guide the learners to recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Identify ways of maintaining cleanliness • Practise maintaining cleanliness by using • Recite/sign and discuss the meaning of the key message: "I will always maintain cleanliness".

Guidance on Assessment

- Assess as the learner identifies ways of maintaining cleanliness
- Observe and assess as the learner maintains cleanliness.

Sample activity: Sweeping the class

Hint for the Teacher

- Ways of maintaining cleanliness
 - Bathing our bodies
 - Sweeping our classes/homes
 - Brushing our teeth
 - Mopping our classes
 - Washing our clothes, hands
 - slashing around homes.
- Emphasise the fact that Islam calls one to be clean always
- Let learners know that whoever maintains cleanliness is a true believer.
- Surat Al-Anfaal 8: 11

“... wa yunazzilu alaikum mina ssamaa-i mmaa-a liyutwahhirakum bihi wayuzhihiba ankum rijiza shaitwaan ...”

“...And He (Allah) caused water (rain) to descend on you from the sky, to clean you thereby and to remove from you the rijz (whispering evil-suggestions) of Satan

LESSON 3: Dangers of being unclean/dirty

Reference: Holy Qur’an,

Key message:	Competences:
Allah doesn’t love me when I am unclean.	The learner: <ul style="list-style-type: none"> • tells/signs the dangers of being unclean. • keeps clean.

Life Skills	Indicators	Values
• Effective communication	• Audibility, meaningfulness, verbal and non- verbal expression	• Sharing, responsibility, care, love
• Decision-making	• Refusal, telling consequences of decisions made	
• Peer resistance	• Standing for one’s values and beliefs, defending one’s decision, standing by one’s principles	

Instructional Strategies: Guided discussion, storytelling, think-pair-share, recitation

Instructional Resources: A chart showing people living in a dirty place

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Give learners a chance to suggest dangers of being unclean through think-pair-share • Tell a short story about the dangers of being unclean • By guided discussion, take the learners through sharing how to avoid uncleanliness • Guide the learners to recite/ sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Share dangers of being unclean from their experience • Listen to the story and tell what they learn • Share what they are going to do to avoid uncleanliness • Recite/sign and discuss the meaning of the key message. "Allah doesn't love me when I am unclean"

Guidance on Assessment

- Assess as the learner gives the dangers of being unclean
- Listen and assess as the learner suggests what he/she is going to do to avoid uncleanliness.
- Assess as the learner recites/signs Surat- Al-Anfaal 8:11.

Sample activity: Reciting Surat Al-Anfaal 8: 11

"... wa yunazzilu alaikum mina ssamaa-i mmaa-a liyutwahirakum bihi wayuzhihiba ankum rijza shaitwaan ..."

"...And He (Allah) caused water (rain) to descend on you from the sky, to clean you thereby and to remove from you the rijz (whispering evil-suggestions) of Satan ..."

Hint for the Teacher

- Let learners know that:
 - cleanliness is a key to paradise.
 - being unclean can lead someone to Hell fire.
 - being unclean exposes you to diseases.
- Surat Al-Anfaal 8: 11

“...wa yunazzilu alaikum mina ssamaa-i mmaa-a liyutwahhirakum bihi wayuzhihiba ankum rijiza shaitwaan ...”

“...And He (Allah) caused water (rain) to descend on you from the sky, to clean you thereby and to remove from you the rijz (whispering evil-suggestions) of Satan ...”

WEEK 12

LESSON 1: Muhammad's trip to Syria (Peace Be Upon Him)

Reference: Holy Qur'an, Stories of Prophets by Ibn Kathiir, when the moon slit (the biography of the Prophet), Islam CDs.

Key message:	Competences:
I love Prophet Muhammad (PBUH).	The learner: <ul style="list-style-type: none"> names the person whom Muhammad (PBUH) went with to Syria. tells/signs why Prophet Muhammad wanted to go with his uncle. names the place where Muhammad (PBUH) started his journey to Syria.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, meaningfulness, verbal and non-verbal expression 	<ul style="list-style-type: none"> Appreciation, respect
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately 	
<ul style="list-style-type: none"> Empathy 	<ul style="list-style-type: none"> Listening to others, using appropriate language, comforting others 	

Instructional Strategies: Recitation, storytelling

Instructional Resources: Holy Qur'an

Teacher's activities	Learners' activities
<ul style="list-style-type: none"> Tell/sign a story about Muhammad's (PBUH) trip to Syria Ask learners to name the place the Prophet started his journey from according to the story Ask learners to name the person who went with Prophet Muhammad to Syria Guide the learners to recite/ sign and 	<ul style="list-style-type: none"> Listen to the story and answering questions a resource person. Name the place Prophet Muhammad started his journey from Name the person who took Muhammad (PBUH) to Syria Recite/sign and discuss the

Teacher's activities	Learners' activities
discuss the meaning of the key message "I love Prophet Muhammad (PBUH)"	meaning of the key message "I love Prophet Muhammad (PBUH)"

Guidance on Assessment

- Assess as the learner names the place Prophet Muhammad (PBUH) went.
- Assess as the learner names the person who went with Prophet Muhammad (PBUH)
- Assess as the learner tells/signs why Prophet Muhammad (PBUH) went with his uncle.

Sample activity: Asking and answering questions about the story.

Hint for the Teacher

A story about Prophet Muhammad's journey

When Prophet Muhammad (PBUH) was still young, he lived with his uncle. His uncle was called Abu Twaalib. He was a trader.

One day, Abu Twaalib wanted to go to Syria. Muhammad (PBUH) began to cry. He did not want his uncle to leave him.

Abu Twaalib asked him why he was crying. Muhammad held his uncle's camel by its ropes. He said to his uncle whom he was living with, "Uncle I do not have a father or a mother."

Abu Twaalibu was sad. He said, "By Allah, I will take you with me; and from now on, we shall never be torn apart from each other!" The Prophet was twelve years old at the time. They left Mecca and went to Syria.

Note:

- The Prophet's uncle lived by his side and protected him until his death.
- Prophet Muhammad (PBUH) was a trader since childhood and was taught by Allah through his uncle.
- Surat Al-Fatih 48: 29
 "... Muhammadu rrasuulullah wallazhiina ma-ahuu ashiddaa-u alal kuffaari ruhamaa-u bayinahum ..."
 "... Muhammad (Peace Be Upon Him) is the messenger of Allah, and those who are with him (Muslims) are severe against disbelievers, and merciful among themselves ..."

You may Recite/sign a known dua to learners like, “a-uudhu billahi mina shaitwaani rajiim”.

LESSON 2: Muhammad (PBUH) meeting a Christian monk

Reference: Holy Qur’an, *Let us Learn Islam*, Stories of Prophets by Ibn Kathiir, Islamic CDs

Key message:	Competences:
I love Prophet Muhammad (PBUH).	The learner: <ul style="list-style-type: none"> identifies the place where Muhammad (PBUH) met the monk names of the monk the prophet met explains what the monk told Muhammad (PBUH) and his uncle tells/signs what happened immediately after meeting the Christian monk

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, meaningfulness, confidence, verbal and non-verbal expression 	<ul style="list-style-type: none"> Respect, obedience, trustworthiness
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately 	
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Acceptance, refusal, ask questions 	

Instructional Strategies: Storytelling, recitation

Instructional Resources: Holy Qur’an, storybook

Teacher’s Activities	Learners’ Activities
<ul style="list-style-type: none"> Tell/sign a story about the meeting of Muhammad (PBUH) and the Christian monk Ask learners to identify the place where the Muhammad (PBUH) met the monk 	<ul style="list-style-type: none"> Listen to the story about Prophet Muhammad meeting the Christian monk Name the place where they met Explain what happened when

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide the learners to identify what happened when Muhammad (PBUH) met the monk • Guide the learners to recite/ sign and discuss the meaning of the key message 	<p>prophet Muhammad met the monk</p> <ul style="list-style-type: none"> • Recite/ sign and discuss the meaning of the key message “I love Prophet Muhammad (PBUH)”

Guidance on Assessment

- Assess as the learner tells /signs the name of the monk the Prophet met.
- Assess as the learner names the town Prophet Muhammad met the Christian monk.
- Assess as the learner recites/signs Surat Al-Fatih 48: 29

Sample activity: Answering questions about the story

Hint for the Teacher

A story about Prophet Muhammad meeting the Christian monk

In Syria, there was a small town called Bas-ra. The Christian monk called Bahirah lived in that town. One day Bahirah welcomed Abu Twaalib's caravan and gave them a meal.

When Bahirah saw the young Muhammad, he knew he was the expected prophet. Bahirah asked Muhammad many questions. The answers Muhammad gave confirmed what Bahirah thought. Bahirah knew that taking a child to Syria was dangerous. Bahirah told Abu Twaalib, “This child is destined to be the last Prophet.” There are so many Jews that know the sign and characteristics of the final prophet. If they recognize your nephew, they might harm him. So, do not take him to Syria.” Abu Twaalib changed his mind about going to Syria.

- Let learners know that; Prophet Muhammad was born and meant to be a Prophet from childhood.
- Surat Al-Fatih 48: 29

“... Muhammad urrasuulullah wallazhiina ma-ahuu ashiddaa-u alal kuffaari ruhamaa-u bayinahum ...”

“... Muhammad (PBUH) is the messenger of Allah, and those who are with him (Muslims) are severe against disbelievers and merciful among themselves ...”

LESSON 3: Importance of Muhammad's trip to Syria

Reference: Holy Qur'an, Islamic Books

Key message:	Competences:
I love Prophet Muhammad (PBUH)	The learner: <ul style="list-style-type: none"> tells/signs the importance of Muhammad's trip to Syria

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, confidence, meaningfulness, verbal and non-verbal expression 	<ul style="list-style-type: none"> Love, respect, appreciation
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	

Instructional Strategies: Recitation, guided discussion

Instructional Resources: Holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide learners to say a prayer thanking God for the prophet Through guided discussion, share the importance of Prophet Muhammad's trip to Syria Share with the learners the lessons learnt Guide the learners to recite/sign and discuss the meaning of the key message "I love Prophet Muhammad (PBUH)" 	<ul style="list-style-type: none"> Say a prayer thanking God for Prophet Muhammad (PBUH) Give the importance of Muhammad's trip to Syria Share lessons learnt Recite/ sign and discuss the meaning of the key message "I love Prophet Muhammad (PBUH)"

Guidance on Assessment

- Assess as the learner gives the importance of Muhammad's trip to Syria
- Assess as the learner recite/ sign and discuss the meaning of the key message

Sample activity: Reciting Surat Al-Fatih 48: 29

Hint for the Teacher

The importance of Prophet Muhammad’s trip

- Muhammad learnt how to trade
- Muhammad was identified as a Prophet by the Monk
- Allah was there to protect Muhammad from the enemies (Jews)
- It showed love and care Abu Twalibu had to Muhammad.

Surat Al-Fatih 48: 29

“... Muhammad urrasuulullah wallazhiina ma-ahuu ashiddaa-u alal kuffaari ruhamaa-u bayiyahum ...”

“... Muhammad (PBUH) is the messenger of Allah, and those who are with him (Muslims) are severe against disbelievers, and merciful among themselves.

Reflexive Self-Assessment

Introduction

In Islamic Religious Education learners' reflection on what they have learnt is very important. It enables them to learn from religion and not merely about religion.

Learning from religion involves evaluating religious beliefs and values that learners have studied and reflecting on one's own belief in light of what one has learnt. This will enable you as the teacher to monitor attitude formation on learners after interacting with the content.

The current approaches in teaching RE have been rightly criticized because they lack tools for assessing attitude development. They put emphasis on cognitive competences which involve terminal examinations, yet values are not simply important for examination purposes but as a way of life.

In this resource book, reflexive assessment tool has been provided as a guide designed to help you the teacher to nature, monitor and assess attitude development.

Note:

- Attitudinal change may not be achieved in one lesson or even more reflexive assessment; therefore, it has to be carried out continuously
- You as the teacher of IRE should be engaged in monitoring the learner to help them achieve the desired attitude formation
- Choose any topic to help in formulating the assessment
- Check learners' attitudes as you interact with them
- State your remarks on the values attained such as sharing, cooperation.

Reflective Self-assessment tool for Islamic Religious Education

This questionnaire is intended to guide the learners' self-assessment of his/her Attitude and values learnt Islamic Religious Education.

Sample Reflective Self-assessment of your attitude

Name: Shamim **Level:**.....1.....**Term:**.....1...**Year:**.....2019

Read and fill in a number from 1 to 5 in the Column according to:

A: The level to which you think you now possess the following skills (Your present attitude level)

Levels: 5 very good at this, 4 good at this. 3 slightly good at this, 2 not good at this, 1 poor at this

Topic	Area of self-assessment/ reflection	Number	Remarks
1	saying salaam		
	saying salaam to elders		
2	Using Surat Al-Fatiha in daily prayer		
3	Reciting dua before meals		
	Reciting dua after meals		
	Reciting dua before bed		
	Reciting dua after bed		
	Reciting dua for parents		
4	Worshipping Allah		
5	Performing ablution before prayer		
6	Emulating Prophet Muhammad's character		

Read and fill in a number from 1 to 5 in the Column according to:

B: How important do you think it is that you should possess/acquire the following skills?

Levels: 5 very important, 4 important, 3 slightly important, 2 slightly not important, 1 Not important

Topic	Area of self-assessment/ reflection	Number	Remarks
1	saying salaam		
	saying salaam to elders		
2	Using Surat Al-Fatiha in daily prayer		
3	Reciting dua before meals		
	Reciting dua after meals		
	Reciting dua before bed		
	Reciting dua after bed		
	Reciting dua for parents		
4	Worshipping Allah		
5	Performing ablution before prayer		
6	Emulating Prophet Muhammad's character		

Competence-Based Assessment

Introduction

In Islamic Religious Education, like any other subject, learners should continuously be assessed. The type of assessment based on competence is called competence-based assessment. Teaching and learning is a continuous process which is assessed gradually basing on specific competences. This type of assessment process provides a way of building the skills and knowledge learners need at the end of the lesson as stipulated by the learning outcome.

Therefore, a religious education teacher should get familiar with competence-based assessment, which aims at assessing specific competences (abilities) and learn how to get and manage scores that are accumulated over time. Therefore, this section specifies the assessment tool and the scoring process. The scores attained are cumulatively computed to come out with the final score of a particular child.

To ease the process of assessing learners should be grouped. Each group should have five learners. Assess five learners on a given competence every day. At least assess your learner twice on each competence during the term. It is most important that you follow up with learners who are not achieving the competence.

It may be difficult to record directly in the Continuous Assessment Monitoring form (CAM Form) during the lesson, but you may keep the records on a small sheet of paper and record in the CAM form during break time or after school. Do this on daily basis.

For example: IRE.

Learning outcome: The learner is able to recite/sign Surat-Ikhlās and understand the message contained in the Surah (chapter).

Competences: The learner:

- pronounces Arabic alphabets related to Surat Ikhlās
- pronounces words related to Surat Ikhlās correctly
- recites/signs Surat Ikhlās correctly (verse 1-3)
- discusses the meaning of the message in the surah

Learning outcome: The learner is able to recite/sign Surat-Ikhlās and understand the message contained in the Surat (chapter).

Competences		Reads Alphabets				Reads Words				Recites the Surah				Discusses the message			
Indicators		Articulation	Fluency	Accuracy	Self-expression	Articulation	Fluency	Accuracy	Self-expression	Articulation	Fluency	Accuracy	Self-expression	Cause of revelation	When it was revealed	Lessons learnt	Benefits to self-expression
No	Name																
1	Abaine Rosset	△															
2	Bakulu Mpangi	/															
3	Bakunda Tom																
4	Cecelia Mary																
5	Chellangat Musa																
6	Ibrahim Bilal																
7	Namutebi Husnat																
8	Ssekyewa Barakat																

Here are the symbols to be used in the CAM form to represent learner's achievements.

Level 3: The learner whose performance exceeds the competence gets a triangle. Symbol  3 slashes (Excellent).

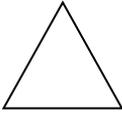
Level 2: The learner whose performance meets the competence gets 2 slashes. Symbol  (Very good).

Level 1: The learner whose performance does not yet meet the competence gets 1 slash. Symbol  (Tried).

Use symbols while scoring an individual child's performance basing on competence indicators. Use the following symbols below:

SN	Triangle	Grade
1		Excellent
2		Very good
3		Tried

The above use of sign can be converted into marks as follow below:

Sn	Sign	Grade	Marks
1		Excellent	80 - 99
2		Very good	79 - 70
3		Tried	69 - 50

ANNEX

ROOTS OF THE PHONETICS OF ARABIC LETTERS

The roots of the phonetics of the Arabic letters are related to the needs and meanings of the

Arab man throughout history, Arabic linguists divided these roots into three stages: forest, Agricultural and pastoral (Abbas, 1998).

1. Forest Phase:

This period extends until the twelfth century (12) BC. The Arab man relied on the Alphabetic sounds and spontaneous movements to express his limited need. Abbas Hassan (1998) argues that we inherit the characters: Hamzah (ء), Alef (ا), Waw (و) and Ya'a (ي).

2. Agricultural phase:

This period extends from the twelfth century (12) to the ninth millennium (9) BC. The Arab man relied on how to pronounce some of the Arabic letters to express (his gesture and representation) his needs and meanings. According to Abbas Hassan (ibid.), we inherited letters

From him: Fa'a (ف), Lam (ل), Meem (م), Tha'a (ث) and Dal (د).

3. Pastoral phase:

This phase extends from the ninth millennium (9) BC until the early pre-Islamic times, during which, the Arab man relied on the echo of the sounds of the Arabic letters in the soul to express (suggest) the various needs and meanings. Abbas Hassan (ibid.) believes that this method is the finest Humanity in the world of linguistic communication, which is no longer comparable in any of the languages of the world.

Classification of Arabic letters

Arabic linguists classified the sounds of letters in many groups: sometimes according to their phonetically production, sometimes depending on how they are pronounced, and sometimes by their ease or difficulty of their pronunciation (Abbas, 1998), and sometimes by their power or weakness, and consequently, its effects on the strength of words and utterances and so on.

The researcher here only discusses three of them:

1. Consonants and Vowels:

All Arabic letters are consonant except for three letters known as vowels: 'Alef', 'Waw', and 'Ya'a', which are also known as soft letters, letters of air, or interior\ventral letters.

2. Pronunciation-outputs and characteristics of Arabic letters

Determining the sound output of each character accurately plays an essential role in preserving the authenticity of the sounds of the Arabic letters, so it is no different from what the first Arab generations have said. The province of each character echoed its original voice in the same Arabic as the original meaning. We, in the same sense, preserve the Arabic language in this way (Abbas, 1998). This is in addition to the importance of the role played by the correct Pronunciation of the Arabic alphabet when teaching Arabic to non-native speakers, whose native languages do not contain 'guttural letters'. Teaching the proper pronunciation of Arabic letters to Arabic learners, especially at the beginning of their study of this language helps them to properly understand, to listen, to speak, to read, and to write. Moreover, it helps them understand Arabic.

Lastly, effective teaching and learning requires availability of teaching & learning materials.

Teaching and learning materials:

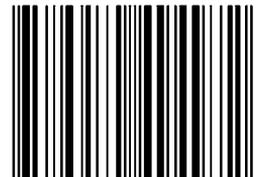
Availability of instructional materials in local languages also needs to be considered as part of the long-term planning process (USAID, 2015; Ball, 2011). Decentralised educational planning and budgeting can help countries develop their own local-language materials (Benson, 2004). Local communities can collaborate with government agencies and linguists to create mother-tongue materials (Ball, 2011; Benson, 2004; Pinnock, 2009b). Basing materials on standardised templates produced in the national or official language can be rapid and cost-effective, since it uses centralised technical expertise in curriculum development, illustrations, formatting, and other elements (Mackenzie and Walker, n.d.). Open educational materials and technology can help make instructional materials more widely available (UNESCO, 2016).



NCDC

*NATIONAL CURRICULUM
DEVELOPMENT CENTRE*

ISBN 978-9970-494-97-2



9 789970 494972

National Curriculum
Development Centre,
P.O. Box 7002, Kampala.
www.ncdc.go.ug